



**Practical Life
Skills:**
Workshops
for care leavers and
those who have
recently left care
aged 18 to 25 years old

FACILITATOR'S GUIDE



MacArthur
Foundation



Changing
THE WAY WE
care™

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The resources consulted include:

- Original iteration: Care Leaver Personal Development, Career Employability, and Learning Skills Manual, Kenya Society of Care Leavers (KESCA) with Sandra Githaiga
- United States Peace Corps. (2001). Life Skills and Leadership Manual. Accessed at: <https://files.peacecorps.gov/library/M0098.pdf>
- Brakarsh, J. (2017). Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives. Accessed at: <https://www.crs.org/our-work-overseas/research-publications/singing-lions>
- REPSSI. (2017). The Journey of Life Trainer's Manual Global Edition: Facilitator's Guide. Accessed at: https://www.crs.org/sites/default/files/tools-research/jol_global-main_cig_web_0.pdf

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ACRONYMS

CCI	Charitable Children Institutions
CTWWC	Changing the Way We Care
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
KESCA	Kenya Society of Care Leavers
SBC	Social and Behavior Change

INTRODUCTION

Young people who grew up in care¹ face challenges that are often different from the challenges faced by other young people. They often leave care without any definite or tangible support from the government, little to no support from the childcare institution (CCI) they are leaving, and sometimes limited connections to family or community. Additionally, young people who have spent time in institutional care can have social and behavioral challenges.² A 2011 Kenyan study of 122 care leavers found that the majority were “stuck in transition;”³ feeling excluded from society and poorly equipped for life outside of care. Many had limited coping strategies and lacked the safety nets or supportive community networks that young people growing up in families have. They described experiencing stigma and discrimination. Global research describes risks to care leavers including early marriage, lower educational attainment levels, unemployment, mental health problems, drug use and abuse, and conflict with the law.⁴

This facilitator’s guidebook was developed by care leavers for care leavers. It has been developed based on the myriad of challenges shared and experienced by care leavers, hoping it will support others leaving care.

Who are the workshops for?

Activities and materials are targeted to young people between **18 to 25 years of age who are in the process of transitioning out of care and those who have already left care.** The topics and activities are similar to those in the facilitator’s guidebook for working with children and young people aged 10 to 13, but using age-appropriate activities, examples, and information.

Who is the facilitator’s guidebook designed to be used by?

- Caseworkers
- Caregivers
- Facilitators of care leaver groups
- Project staff who work with care leavers
- To train facilitators

Why run workshops with young people?

A behavior change approach is at the core of these life skills sessions with young people, aiming to help young people develop lifelong reasoning, thinking, analyzing, personal care, and interpersonal skills. This includes self-awareness, problem solving, learning to negotiate, decision-making, creative thinking, critical thinking, effective communication, interpersonal relationship skills, conflict resolution, empathy, coping with emotions, stress management, money management, raising a family, and running a home. The approach aims to empower and guide care leavers to be competent and confident. The methodologies are interactive, innovative, and fun. Case studies, stories, group discussions, role plays, and games are all used and can be adapted.

1 The term “care” as used here refers to alternative care of all types as described in the glossary located in Annex 1
2 Browne, K. (2009). The risk of harm to young children in institutional care. London: Save the Children
3 KESCA, Koinoinia (2011). Kenya Careleavers Conference Report “How I left care”
4 Ibid.

How should the workshops be run?

The facilitator's guidebook is organized into **10 topics (15 sessions)**; each session is estimated to run for 90 minutes. Each session section includes key activities with directions, an explanation of key concepts, suggestions for adaptations, materials needed, and homework assignments for participants. Icons make it easy to find information. **There is also background reading on each of the sessions in the appendices, which the facilitator should take time to read through before the session.**



Materials needed such as flipchart and pens



Additional notes and references to annexes with further information for the facilitator



Key points for the session.



Activity



Time required



Suggested home practice to be completed by participants before the next session to check understanding and practice new skills



Explanation of key concepts



Where an activity, session or topic differentiates from the Facilitator Guide for working with 10- to 13-year-olds.

OVERVIEW OF THE SESSIONS

SESSIONS	OVERVIEW
1. Welcome, introductions and beginning the journey	This session introduces the program to participants and enables them to start thinking about life skills and the transition out of care.
2. Effective communication	This session is designed to create awareness on the importance of effective communication. The session builds skills on conflict resolution, assertion, and teamwork.
3a. Keeping myself safe: keeping myself safe and what to do when I feel unsafe	This session looks at violence and abuse—how to recognize, respond to, and report it, as well as proactive steps to support young people to stay safe, including online.
3b. Keeping myself safe: healthy and unhealthy relationships	This session enables care leavers to build healthy relationships, including during and after reintegration. It aims at equipping care leavers with knowledge on the look and feel of healthy relationships.
4a. My health: HIV	This session equips young people with knowledge and facts around HIV.
4b. My health: mental health	This session supports care leavers to stay mentally healthy and recognize and respond to negative mental health signs using positive coping methods.
4c. My health: resilience	This session enables care leavers to build their resilience. It helps them adapt, cope, and rebound from traumatic, disruptive, and stressful life events. For example, transitioning to secondary school, moving CILs, leaving a CIL, experiencing discrimination, bullying, or abuse; or losing a friend or family member.
5. Making safer and healthier choices	This session equips children and young people with skills to identify risky behaviors and know how to make safer and healthier choices.
6. Gender roles	This session empowers care leavers to recognize and respond to unsafe and unhealthy situations and relationships, including family settings.
7a. Mapping my career path: Career planning and building my CV	This session supports care leavers to think more about what they might want to do as a career, prepare for and conduct job searches, and build their resume.
7b. Mapping my career path: Networking and interview skills	This session aims to equip care leavers with networking and interview skills to support them on their career path.
8. Money matters	This session aims to equip care leavers with basic skills on budgeting, saving, and how to live on a budget.

SESSIONS	OVERVIEW
9. Citizenship	This session helps equip care leavers with knowledge and skills on the values and behaviors that define them as Kenyans. It also outlines the essential documents that may be needed and how to acquire those documents. The session lists the various social protection programs that exist and how to enroll in those programs.
10. The leaving care transition	This session prepares participants for life outside of care, enhancing transition, and providing further support to those who have already exited institutions. The session is intended to help the participants visualize their transition from care and be important in supporting them as they go to live independently or in family care. The session will help participants to identify their goals for the transition.
11. Graduation	This session enables participants who have attended 80% of the sessions to celebrate the program's completion alongside their guests.

SELECTING AND TRAINING FACILITATORS

A life skills facilitator is a trained individual who helps participants to identify and solve problems by structuring the discussion and guiding the activities. They have been trained in the **Practical Life Skills Guide** in conducting sessions with young people in care, preparing to leave, or have recently left care to promote new knowledge and skills towards behavior changes. A life skills facilitator facilitates group sessions in the institution, community, schools, or homes.

A Facilitator will...

- Be twenty years or older
- Have experience working with children in care and/or care leavers; or be a care leaver (see below)
- Have a secondary school certification or higher
- Have attended a five-day training on this guide and received a certificate of completion
- Have attended safeguarding/child protection training within the last two years
- Have a criminal records check completed within the last two years, which is signed off by the hiring organization, and additionally list two references
- Have read, understood, and signed the KESCA child protection policy
- Understand the diversity of children and young people in care, including children with disabilities, different genders, and ethnic backgrounds.

It is beneficial if the facilitator knows the participants. If they do not, a trusted adult who knows them must be present to have someone they trust to talk to if they become upset, find any of the topics challenging, or need any additional support. Ideally, the young people themselves should agree to the additional adult they want present during sessions.

Supporting care leavers to become facilitators

Care leavers can be trained and supported to become fantastic potential facilitators. However, it is recommended that they co-facilitate sessions initially to develop their skills, confidence, and experience. Co-facilitating these training sessions can be a great starting point for them. Care leavers must not lead the facilitation or facilitate alone until they have much experience of co-facilitating. This precaution is in place because some of the sessions discuss sensitive topics, and participants may have experienced trauma. **Only facilitators who are experienced in supporting young people to express and work through trauma and challenging situations should facilitate these sessions.**

CARING FOR THE FACILITATOR

Being a life skills facilitator is hard work. Caring for yourself and receiving supportive supervision is important to this work. Without support, you may experience ‘burnout’ and your work can begin to interfere with your own wellbeing. Being a life skills facilitator, you will be supporting vulnerable young people who may have had upsetting and/or traumatic experiences. This can influence you because you may worry about the well-being of the young people and you may have care leavers disclose past or current abuse to you (if you do, you must follow your organization’s safeguarding policy).

Working with care leavers is both very rewarding and challenging:

Rewarding because:

- You feel helpful
- Often you see care leavers’ lives improve
- You feel you are doing something meaningful
- You are developing skills and knowledge around facilitation and working with care leavers

Challenging because:

- Some young people do not want to change or it is not the right time or setting for them to change
- You worry or are upset about the trauma experienced by some participants
- You may be reminded of your own difficult experiences
- Your workload is too much and you cannot give enough attention to each care leaver
- You do not have enough resources which leads to feel helpless
- You feel you do not have enough knowledge or skills to help
- You do not take time to care for your own needs

RECOGNIZING AND DEALING WITH STRESS

Some stress is normal with any job, but too much can be harmful and counterproductive. Signs of stress include:

1. Burnout: “All I do is work, I don’t have a life”—A feeling of dread, being overwhelmed, lack of confidence, ineffective time management, no excitement or energy; a desire to escape.

1. Vicarious (or Secondary) trauma: “I feel hurt and afraid too”—As a result of working with people who have been traumatized, feeling similar feelings of anxiety, hopelessness, depression, sleep difficulties, loss of appetite, and/or fear.

1. Compassion fatigue: “I am so tired of caring for everyone else”—Feeling detached from people, especially those with whom you work. Depersonalization—care leavers are just “cases” not real people in need. Feeling that no one notices or appreciates how hard you work, and how much you endure to help.

Burnout is real but preventable. Here are some tips to help you deal with the stress that comes with being a life skills facilitator:

- Care for yourself first before you care for others. Make time to do things you enjoy doing.
 - Get adequate sleep, eat nutritious meals, and exercise
 - Find time for relaxation, hobbies, and recreation
 - Attend to spiritual self-care—meditation, prayer, or attend a mosque/church
- Participate in monthly debrief and supervision sessions
- Have a one-on-one session with a trained counselor when issues arise or, as a minimum, quarterly
- Participate in monthly meetings with other service providers such as project staff, community health volunteers, and volunteer children officers (where challenges or successes are discussed)

- Recognize burnout and be honest with yourself
- Talk to a trusted colleague
- Separate work from your personal life
- Attend workshops and career enhancing opportunities
- If you are concerned about your levels of stress, or feel depressed or anxious; seek professional help

A service for assessing your level of stress is in annex 4.

SUPPORTIVE SUPERVISION FOR FACILITATORS

Supervisors are those qualified to serve as trainers in the **Practical Life Skills Guide**. Each supervisor is responsible for a group of facilitators and is expected to provide you with mentoring and support, known as supportive supervision. It serves the following purposes:

Protective

- Supports facilitators to proactively identify any gaps in their knowledge and/or experience and find solutions to help address those gaps so that sessions empower, rather than inadvertently cause harm to children in care and/or care leavers
- Provides a safe space for facilitators to discuss concerns and things they felt did not go as well as they had hoped

Supportive

- Can assess facilitator's capacity and competence in carrying out their roles
- Help to address facilitator's lack of experience, knowledge, and/or confidence
- Build trust and respect between facilitator and supervisor
- Encourage and support the facilitator

Informational

- Supervisors use their skills, knowledge, and experience to help facilitators grow in confidence and ability
- Monitors program gaps, challenges, and successes experienced by facilitators
- Supervisors give relevant information to facilitators and participants

Ideally, your supervisor sits with you monthly for a debrief session. The debrief session will focus on helping you understand your feelings, thoughts, and behaviors, as well as discuss any work-related challenges you are facing. He or she may review notes from the previous time you met so that questions and actions can be followed up. During supervision, you can discuss:

- What is going well? What do you like about your work?
- What concerns do you have? What challenges do you face?
- Is the workload manageable? Any experiences of stress?
- Do you need any information or skill practice?
- Are there any difficult participant situations you need support with (be sure to maintain confidentiality principles unless you have a child protection concern)?

Supervision works best when you use active listening and open communication to probe for further details when needed. Discussions should be kept in confidence concerning any participant information and your challenges and successes. Supervision should never be used to:

- Gossip about other colleagues
- Be spent as recreational time
- Discuss topics irrelevant to work

Supervision might sometimes be done with a group of facilitators to build solidarity, exchange information, share common experiences and problems/solutions.

Everything discussed in supervision should be kept confidential unless the supervisor or facilitator is concerned that a child or adult is at risk of harm. If so, the organizations' safeguarding protocol outlined in the safeguarding policy should be followed.

PREPARING TO FACILITATE

Once a facilitator has been trained on the Life Skills Guide, and has safeguarding training, they are ready to share knowledge, skills, and begin supporting care leavers. The sessions can be run weekly or fortnightly in groups. The sessions should be spaced out just enough to allow participants to practice what they have learnt and not long enough to encourage absenteeism or break continuity of learning. They should take place in the organization or another public space.

Before you can start you must determine:

- Who are the participants?
- How often will you meet?
- Where will you meet?

Who should participate?

Any young person (18 to 25 years of age) who has recently (in the last two years) left care or preparing to leave care in the coming 3 to 12 months can participate. You may decide to have single or mixed-gendered groups.

For 10 to 13-year-olds, refer to the Life Skills Guide for 10 to 13-year-olds. For 14 to 17-year-olds, refer to the Life Skills Guide for 14–17-year-olds that supports facilitators to select which activities from the two facilitator manuals are most applicable to their group.

 *Note: When planning to facilitate within a care setting like a CCI or a group home, you need to work with the management of the institution to agree on where sessions will be held, how often, and whether any staff member(s) will attend to support the young people.*

How can I include participants with disabilities?

All activities can be easily adapted to be suitable for participants with disabilities. Some participants may require reasonable adjustments to support their participation, which can be easily done (such as a larger print copy of the participant handbook and larger writing on the flipchart). Others may require more planning, such as finding a space to run the sessions that has wheelchair access.

Some disabilities are not visible so it is worth checking with all participants if they have any disabilities or additional needs, they would like the facilitator to know about before the program commences. It is also important to check whether they would like this information shared with the other participants or not.

Some activities can be altered to include the perspectives of participants with disabilities, such as discussing how disabilities can impact how people might communicate with us (session 2), mental wellbeing (session 4), access to services (session 9), and transition from care (session 10).

Groups or individual sessions?

All sessions should be conducted in a group. If a participant misses a session, encourage that person to meet with other participants who can take them through the missed session's key points. If you need to run an individual catch-up session with someone from the 18 to 25 group, there should be another adult present whom the young person knows and trusts; this is especially essential with participants under 18. You should never be alone with a participant.

How long should each session run?

Each session is 90 minutes. However, some groups may be larger, engage more, or need more support. You should allow for an additional 10 to 15 minutes per session if possible. Some groups may have a shorter attention span, so you may choose to shorten each session's length. It is estimated that **approximately 19** hours is needed to cover all the content.

Each session ends by giving participants homework to empower them to practice new skills. Encourage all participants to do their homework. This should be reviewed before the start of any subsequent session.

Prepare before each session

Before each session, you should review the session content and activities. Prepare any materials that you will need and make sure you understand how to conduct the activity. Read all instructions and make sure you understand the age group adaptations. Review the previous sessions' homework.

General session flow:

- Opening and review of session objectives
- Review of homework
- Introduction of new content
- Activities
- Re-cap and introduction of new homework

TIPS FOR FACILITATING

- Be respectful to all participants
- Do no harm: do not force participants to tell their story, always ensure confidentiality, follow up with anything you promised, and do not make commitments you cannot keep.
- At the end of each session, summarize the key points and check for understanding.
- Pay attention to scheduling—take note of important events that may hinder attendance or concentration.
- Support participants in reviewing or doing their homework.
- Promote diversity and inclusion, both gender and disability, and set a standard of zero tolerance for discrimination or stigma.
- Keep participants involved by eliciting answers from them rather than lecturing to the group—keep it fun and be flexible.
- Be supportive and be an active listener.
- Model the agreed upon ground rules about confidentiality, time keeping, respect, etc. For example, always arrive on time to greet participants as they arrive.
- Practice good listening skills and intervene if needed—follow up individually as required.
- Encourage participation—draw out the quieter participants through small group work.
- Use a variety of facilitation techniques and methods such as brainstorming, games, art, skits, etc.
- Take the activities outdoors. Being outside naturally adds extra opportunities for movement, sound, and more. A change of scenery can also help reluctant participants to engage more and participate more freely.
- Be sensitive that participants have various experiences, are on different journeys, and have diverse views and opinions—communicate this as a strength rather than a problem.

In supervision be sure to share other ideas for facilitating and managing groups.

CONFIDENTIALITY

Confidentiality must be upheld at all levels through the information sharing principles. These principles should be upheld by you, the facilitator, but also should be expected of the group participants. You should make sure you understand your obligations and explain the principles of confidentiality to the group.

- Participants own their information, not you or any organization. It is your responsibility to protect their privacy regardless of how it came to your knowledge. Seek client's informed consent before sharing anything unless you have a safeguarding or child protection concern (see below)
- The Necessity Principle: Only share as much information as needed. Many cases can be managed without mentioning identifying information.
- Participant information should not be shared in public places, even when meeting with other agencies with whom the young people might work.
- Do not talk about participants with your friends or family members.

CHILD PROTECTION AND SAFEGUARDING

All facilitators must read, understand, and sign a policy about safeguarding and child protection (see annex), which includes actions to take when safeguarding issues are identified or disclosed. Safeguarding is both about how you behave and act towards participants and what you do if an issue arises or a problem is disclosed to you. First and foremost, establish boundaries between you as the facilitator and the participants to avoid instances of sexual advances, gift giving, or social interactions that are outside the life skills sessions. Remember that you are a trusted professional, not a friend. Before starting your facilitation, you should remind yourself of the safeguarding policy, procedures, and steps for reporting any past or present situations of abuse or harm. This includes reviewing the job aid on recognizing post-traumatic stress in the annex. Wherever possible, do not be alone with any participant, even if they are over 18.

 *Note: Maintain confidentiality except when there are safeguarding/child protection concerns:*

- *A participant is being abused, is at risk of abuse, or any other harm, or*
- *A participant discloses that they have been or are being abused, have or are abusing others, or are at risk of harm*

In these situations, you must follow the reporting protocol outlined in your organization's safeguarding/child protection policy.

What if a participant becomes emotional in the session?

1. Remain calm
2. If a participant cries, give them space and empathy to do so; it is part of the process of healing and coming to terms with any fears about leaving care.
3. Ensure that the group is a safe place for expressing emotions and promptly deal with anyone who teases, laughs, or otherwise discourages their peers.
4. Respond by sitting next to the upset participant. Do not initiate physical contact but respond appropriately if they do (for example, if they want a brief hug). You may use appropriate methods of touch like holding his or her hand.
5. If you note that a care leaver is becoming physically out of control, try to calm them down and refer them to the rules that were set by the group during the first session. Be sure to keep others safe and remove the participant or ask others to leave if necessary.
6. Ask the participant if they would like to talk after the session.
7. Consider involving your supervisor to help you cope and take appropriate steps.
8. If you note that the participant is routinely upset, have your supervisor assist with referral to a counselor, therapist, or other professional help.

MONITORING THE PROGRESS OF LIFE SKILLS SESSIONS

During the program, an attendance form will be used to track the completion of sessions by participants (see annex 2, page 1); and a survey to monitor participants' well-being and skills developments are filled in by participants at the start and end of the program (see annex 5, page 4 and 5). To receive a certificate of completion each participant is expected to attend 80% of the sessions. After completing the sessions, participants will be encouraged to continue having contact, and regularly follow up with each other through the care leaver groups that will be formed out of the life skill sessions.

i Note: if a participant misses three sessions consecutively, kindly ask them to hold off attending sessions until they have resolved any issues or commit to attending sessions regularly.

i Note: The facilitator should introduce the participants to KESCA (or other local care leaver associations and support groups) as a more extensive support system. Explain to the participants that KESCA membership is free and voluntary and review the benefits and process of joining the association.

After each session

The facilitator may choose to encourage participants to volunteer to conduct feedback sessions. This should be conducted at the end of each session. The following method can be used to solicit feedback from care leavers:

1. Pick two flip charts and draw a smiling face or a thumbs-up image on one: on the other draw a sad face or a thumbs down image.
2. Explain to participants at the end of each session that they will be asked to provide feedback on the session.
3. Using the flip charts, they can write down any feedback they may have on the session regarding the topics, facilitator, venue, logistics, etc.
4. Inform participants that the feedback will be used to improve subsequent sessions and any suggestions shared outside of the session will be kept anonymous.
5. Review the feedback and plan to address relevant and practicable changes. You may choose to discuss some of the concerns or suggested changes with the participant's supervisor.

SESSION FACILITATION GUIDE

TOPIC 1: WELCOME, INTRODUCTIONS, AND BEGINNING THE JOURNEY



- This session introduces the program to participants and enables them to start thinking about life skills and the transition out of care.
 - 90 minutes
-



- Flipcharts, pens, sticky notes
 - Name tags if participants do not already know each other
 - Participant survey ('How I'm Feeling' survey)
 - Practical Life Skills Participant Handbooks
-

Session objectives

- Getting to know each other
 - Developing and agreeing upon a Code of Conduct for the group
 - Developing a shared understanding of how the life skills program can support participants
 - Visualizing our current and future life journeys
-

Session outline

- Welcome
 - Code of Conduct
 - How I am Feeling survey
 - Setting expectations
 - Mapping my life journey
 - Assigning homework
 - Summary
-

Welcome—20 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer

Play an icebreaker game:

1. Ask participants what they would like to know about their fellow associates.
2. Go around the room and ask people to share their names, the schools they attend, and hobbies. Write this information on a flipchart.



Life skills are abilities that young people can learn regarding social development and living and coping independently. The skills may include self-awareness, problem-solving, learning to negotiate, decision-making, creative thinking, critical thinking, effective communication, interpersonal relationship skills, conflict resolution, empathy, coping with emotions, stress management, money management, and running a family home. You can liken the journey to a boat at sea; life skills create a sturdier boat that can better cope with storms and enjoy calm waters. These sessions will help participants gain life skills to navigate life after leaving care.



ACTIVITY 1: Getting to know each other

 TIME: 15 minutes



Get into groups of 4 or 5

- In your groups, discuss identifying the things that all the group members have in common (for example, all members have a brother).
- Next, discuss one thing that is unique for each person in the group. For example, Peter has been to Mombasa for a holiday. For the unique identifier, you do not have to be the only person in the world who has had that experience, just the only person in the group.
- Select one member to report the responses (they may choose to take notes of the responses). During reporting, the note taker may choose to mention the names of the group members or ask them to introduce themselves before stating the unique qualities and commonalities that exist amongst the group.
- Facilitate discussion by asking others to identify what is common and unique across all of the groups. Ask what new facts they learned about their peers.



ACTIVITY 2: Developing a Code of Conduct

 TIME: 10 minutes;  MATERIALS NEEDED: Flipchart paper Flipchart paper and pens



Ask the group why we should establish rules

- Ask the group to identify how they want to function as a group. What rules do they want to have? How do they want to be treated by each other? Record these on a flipchart and ask everyone to agree or offer alternative ideas. After the discussion, resolve any disagreements (display the code of conduct at each session).
- Explain what participants can and should do if they have any questions or concerns. Clarify that if you are worried about them or someone else, you may need to act in ways that prioritize their safety and wellbeing and that all children and adults are at risk of harm.



ACTIVITY 3: How I'm Feeling survey

 TIME: 15 minutes;  MATERIALS NEEDED: How I'm Feeling survey

Explain that you want to collect information to help assess the effectiveness of the sessions for participant's learning and skills development. This will be completed by a survey given at the first and last sessions.

- Give each participant a copy of the How I'm Feeling survey and ask them to complete it as truthfully as possible.
- ! Collect the papers after giving 10 to 15 minutes for completion. There are no right or wrong answers; we want to know how you feel about some important subjects.



ACTIVITY 4: Setting expectations

 TIME: 10 minutes;  MATERIALS NEEDED: Sticky notes; pens; flipchart paper

- On a sticky note, ask each participant to write or draw one thing that they want to learn from the workshop. Alternatively, do this as a group and record the answers on a flipchart
- Go through the participants' ideas as a group

Outline the aims of the sessions (see Overview of the Sessions, page 2).



ACTIVITY 5: My life journey

 TIME: 15 minutes



Explain to participants that they are now going to think about their futures and life stories

- Ask participants to close their eyes, sit back, and relax while imagining their life next year
- Ask the following questions aloud:
 - Who will you be living with? Who will be your friends? Will you be in a relationship with someone?
 - What will you do in your spare time? Will you be studying? Will you be employed? What support might you need on this life journey?
 - Who is your role model? Why are they your role model? What values do your role model have?
 - What are your talents, hobbies, and favorite sports?
- Next, ask participants to imagine themselves in five years' time. Ask some of the same questions from above but this time see if their goals and vision are this time.
- Next, ask participants to do the same in 10- or 15-years' time.
 - Imagine that you have your own children or nieces or nephews. What kind of lifestyle would you wish for them?
 - What would you like to share with them?
 - What fears will you have for them?
 - What support might you give them?
- Lastly, ask participants what other support systems they might need on their life journey
- Ask participants to open their eyes and relax for a few minutes
- Ask them to reflect on what they just envisioned—on each stage of their lives
- If they feel comfortable, ask participants to share something about the life journey they just envisioned. Discuss any concerns or fears that participants are comfortable sharing with the group. Remind participants that they can share concerns that they do not want to share with the group with adults they trust after the session.



The aim of this activity is to allow us to reflect on our own individual lives. As you will see from this activity, no two care leavers are the same. Each of us has our own dreams, fears, and aspirations. It is important to recognize where we are coming from and where we aspire to be in the future. Thinking about the challenges we may face helps us prepare well. The sessions aim to support you in preparing for starting or continuing life outside of an institution, adult life, and independent living.



Look through the participant handbook but not to complete any activities within it. Before the next session, write your name on the book and come back with one question about life skills.

SESSION SUMMARY

 TIME: 5 minutes

- Any questions?
- Ask participants what they are excited about learning. Remind participants when and where the next session will take place.
- Ask participants to choose a name for the group; this creates a community feel amongst the participants
- Ask participants to write or draw any feedback on the flipchart



Do not forget to bring your handbook to every session.

TOPIC 2: EFFECTIVE COMMUNICATION

This session is designed to create awareness on the importance of effective communication. The session builds skills on conflict resolution, assertion, and teamwork.



90 minutes



Flipchart paper, pens, notebook (as a prop), blindfolds, small objects

Session objectives

- Developing effective communication skills
- Learning the difference between aggression, passiveness, and assertiveness
- Understanding the importance of conflict resolution and how to practice it effectively
- Developing and practicing teamwork

Session flow

- Welcome and introductions
- Discussion of homework
- Effective communication
- How to be assertive
- Conflict resolution
- Teamwork
- Assigning homework
- Summary

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Address any issues from the last session
- Review the session objectives

Discussion of homework—5 minutes

- Following the first session, what are you most excited about regarding the life skills sessions?
- Do you have any questions regarding the life skill sessions or the use of the handbook?



Communication is the act of transferring information from one person to another or one group to another through mutually understood signs and includes a sender, message, and receiver. Components of communication are:

- Verbal and non-verbal communication
- Intrapersonal and interpersonal communication (see Annex 8.1, page 9 for more details).



ACTIVITY 1: Broken telephone

 TIME: 15 minutes

Ask for three volunteers

- Volunteer 'A' will be a tourist visiting Kenya and looking for directions to the local, national park; volunteer 'B' will attempt to give directions; volunteer 'C' will be as noisy as possible
- Inform volunteer 'A' they must only speak in a whisper
- Ask the volunteer participants to role-play.

Discuss:

- Did volunteer A receive directions? Why?
- What did you learn from this activity?
- How does this affect communication in real life settings?

Encourage participants to cover the following:

- For example, a complete and clear message 'I would like to go to the shops this afternoon with my friends.'
- Easy to understand by speaking with a clear message and looking the person in the eyes
- Thinking about the other person by considering the following: can they hear me okay? Is it noisy? Am I speaking too quietly? Is there anything stopping them from hearing me well?' (do they have hearing difficulties, for example?)
- Being polite
- Using language, the other person will understand, for example, 'if we use a computer and gaming language will our parents, caregivers or grandparents understand us?'
- **Showing we are listening by nodding**, making sounds to show we are listening, focusing on the conversation, repeating what they have said to check we have understood if it is a complicated instructions or a message
- Responding by saying 'it is okay' or 'thank you,' because it shows the other person they have heard.



Effective communication is when an intended communication is successfully delivered.



Cultural barriers or a different interpretation of some nonverbal cues: For example, in some cultures, eye contact is important, while in others, it is considered rude to maintain eye contact.

Barriers to effective Communication (see annex 8.1, page 10 for more information)

Barriers are those things that can stall or distort communication. When communicating, it is important to pay attention to barriers to overcome them.

Main barriers include:

- Judgmental attitudes
- Use of jargon, complicated, unfamiliar, or technical words
- Cultural or technological barriers



Listen attentively, keep it short, ask questions, and summarize.



Inform participants that we will now examine assertive, passive, and aggressive responses (see annex 8, page 10 for more information).

Example:

What would you like to have for lunch?

- Carol: I don't know, what would you like to eat? *Note: Carol later regrets not giving an opinion on the kind of food she wanted to eat, which is a passive form of communication.*
- Cate: We must eat at the Swahili restaurant. I love their food. Come on, let's go. *Note: Cate*

is being opinionated, bossy, and insensitive to other people's feelings which is an aggressive form of communication.

- Chep: I prefer to eat to have a light lunch since I have a lunch hour meeting. What about you? *Note: Chep is being assertive by reasonably explaining his needs.*



ACTIVITY 2: Communication styles

 TIME: 5 minutes

- What are your thoughts about how Carol, Cate, and Chep communicate?
- Who would you prefer to talk to and why?

Carol is using *passive* communication: she is not saying what she wants or needs. Cate is using *aggressive* communication: she is saying what she desires while not considering what her friends want. Chep is using *assertive* communication: he is being clear about what he wants and considering other people's wants and needs.



ACTIVITY 3: Role play "It's mine!"

 TIME: 15 minutes;  MATERIALS NEEDED: Notebook and pen



Identify five volunteers: One volunteer sits down with a notebook and pen. The other three volunteers each take one of the three characteristics: aggression, passive, and assertive. The volunteers work together to act out a scenario in which each characteristic tries to take away the pen one volunteer is holding.

- Passive volunteer: will appear shy and, with a soft voice, will look down and ask for the pen with many filler words: *"Eeeh, could you, may I...do you mind if I borrow your pen for a minute?"*
- Aggressive volunteer: in a bold, loud voice, they will come too close to the person seated and, while staring at that person, shout, *"Give me your pen now."* They will snatch the pen away.
- Assertive volunteer: will look at the seated person and, with a calm voice, while maintaining eye contact, ask, *"May I borrow your pen? I will return it after the exercise."*
- *The fourth volunteer is the seated person with the pen. They can remain silent.*
- The fifth volunteer gives some ideas and examples about which communication style might be effective in specific settings.

Discuss:

- What did you observe from the role play?
- Which characters displayed assertion, aggression, and passiveness?
- Which character is more likely to lead to better outcomes? Why?
- Are there situations that you are likely to switch between the three?
- How can you be assertive? (see annex 8.1, page 10 for more information).



Conflict resolution: conflict is a disagreement, clash, or fight. Conflict is a normal part of friendship. The key is not to avoid conflict but to learn how to resolve it healthily. When conflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, conflict provides an opportunity to strengthen the bond between two people. Emotional awareness (why you feel that way about something) allows you to communicate effectively and strengthens your ability to handle conflict.



ACTIVITY 4: Communicating during disagreements

TIME: 10 minutes

Describe a conflict, disagreement, or argument you have had with someone, or one you have heard about (it could be between politicians, for example).

- How did the disagreement end?
- How did or might the problem make you feel, from the beginning to the end?
- How can we manage conflicts better in the future?



When we have conflict with someone, each person is trying to 'push' their message home.



ACTIVITY 5: Teamwork

TIME: 10 minutes

Brainstorm:

- What is teamwork?
- Why is teamwork important?
- Where in your life has teamwork been important? (see annex 8.1, page 12 for more information).



ACTIVITY 6: The mine field game

TIME: 15 minutes; MATERIALS NEEDED: Small objects, blindfolds



Find an open space

- Place the objects (cones, balls, bottles, etc.) across the open space
- Have everyone form groups of four and ask one person from each group to put on the blindfold
- The other people must lead their teammate from one side of the open space to the other without stepping on the objects — using only verbal instructions
- The blindfolded person is not permitted to speak

Discuss:

- Did you note any challenges during this activity? Were there any challenges while working in your team?
- Why was the work made easier or harder by working as a team?
- What might you change next time and why?
- What are the qualities of a good team player and why?



Trust, teamwork, communication, and effective listening are great tools for effective teamwork.



You have been asked to identify three people, not anyone from this life skills group, to join you for a weekend break. Who would you choose and why did you pick them?

SESSION SUMMARY

TIME: 5 minutes

Clear communication can help us be more explicit in what we need, want, and do not want. It can help us have stronger relationships, be clearer during interviews, and set an excellent example of open communication to others. Good communication takes practice.

TOPIC 3: KEEPING MYSELF SAFE

Healthy friendships and relationships (including between caregivers and those in/leaving care, parents/guardians, mentors, teachers, peers, and community members) are critically important in life, including a healthy transition from care. These sessions look at how we can keep ourselves safe, what to do when we feel unsafe, and how we can build and maintain healthy friendships and relationships.

There are two sessions:

- Keeping myself safe and what to do when I feel unsafe
- Healthy and unhealthy relationships

SESSION 1: KEEPING MYSELF SAFE AND WHAT TO DO WHEN I FEEL UNSAFE

This session looks at violence and abuse—how to recognize, respond to, and report it, as well as proactive steps to support young people to stay safe, including while online.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape, a ball

Session objectives

- Recognizing violence and abuse
- Responding to violence and abuse
- Staying safe online

Session flow

- Welcome
- Homework review
- Types of violence and abuse
- Signs of violence and abuse
- Reporting abuse
- Staying safe online
- Responding to online abuse
- Assigning homework
- Summary

 *Note to facilitator: this can be a sensitive and challenging topic for participants. It is particularly important to remind participants only to share what they feel comfortable with, keep an eye out if a participant is becoming upset, and outlining how participants can get support after the session.*

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- In the last session, you were asked to identify three people you would invite to take a weekend trip. Why did you choose those three-specific people? (you can refer to the qualities of a team player)
- Address any issues from the previous session



RECOGNIZING VIOLENCE AND ABUSE

ACTIVITY 1: Understanding violence and abuse

 TIME: 10 minutes



Brainstorm: What is abuse? (See Annex 8.2, page 14 for more information).

Talk through the following:

- Violence, violent discipline, physical abuse, sexual abuse, emotional abuse, neglect, female genital mutilation (FGM), child labor, witchcraft accusations, early marriage, sexual exploitation, human trafficking, discrimination, and bullying are all forms of abuse.
- Online and face-to-face harassment.

 *Highlight that anyone can perpetrate abuse, including family members, men, women, boyfriends, girlfriends, and other people with whom you are in close contact. Remember, behavior that causes you harm, e.g., violence at home, in your marriage, at school, in the workplace, child/teenage marriage, forced marriage, FGM, and child labor is not acceptable.*



ACTIVITY 2: Identifying types of violence and abuse

 TIME: 25 minutes



Instructions

Split participants into groups of three

- Assign each group two types of violence (see activity 1)
- Ask each group to identify signs that indicate a type of violence might be occurring
- Return to one big group and share answers
- Ask the group if there are some common signs that violence and abuse may be occurring?

Discussion

- Which forms of violence and abuse are most common?
- How would you report any form of violence or abuse towards a child or abuse that occurred when someone was a child?
- If you wanted to report violence and abuse, why might someone find it hard to report?
- How would you report violence towards someone who is an adult (over 18 years old)?

 *Any form of violence or abuse, no matter the frequency, is harmful to children, young people, and adults. Often, perpetrators of violence and abuse are those closest to the child or young person.*



PREVENTING VIOLENCE AND ABUSE

ACTIVITY 3: Keeping myself and others safe

 TIME: 10 minutes;  MATERIALS NEEDED: Marker pens, paper



Form into groups of two and four per group

- Brainstorm the top five ways to keep yourselves and others safe from abuse
- Make a list of your top five methods
- Come back together and form into one big group. Go through the lists each group drafted.

- Can you agree as a group on the top five ways to stay safe?

Support participants to discuss the following:

- My right to stay safe and be protected from violence and abuse
- How I can proactively help keep myself and others safe
- Who I can speak to if I am concerned about myself or someone else
- The role of child protection committees



REPORTING VIOLENCE AND ABUSE (refer to Annex 8.2, page 15 for more information)

ACTIVITY 4: Staying safe online

 TIME: 15 minutes;  MATERIALS NEEDED: Printed strips of paper, flip paper, masking tape, marker pens)

Ask for five volunteers and let them choose randomly any strip of paper. The strips of paper have the following statements written upon them:

1. Do not share your personal information when chatting online, including your location
2. Do not meet someone you met online in person, even if you think they are a friend
3. Do not believe everything you read on the internet; not everything is truthful or reliable
4. Tell a trusted adult or seek help if something online makes you uncomfortable or you are being bullied.
5. Be kind and respect others. Think before you post anything online.

- Each volunteer draws what is on their strip of paper on the flipchart (trying not to use any words)
- Everyone else guesses the online safety tip that is being drawn

Ask participants if they have any other tips for staying safe online. *Go through the top tips in Annex 8.2, page 18.*

Highlight that excessive use of social media has been known to have negative impacts, e.g., loss of privacy, peer pressure, anxiety, and social isolation. Explain this can include the following: (see Annex 8.2, page 17 for more information):

- Social isolation
- **Emotionally unsound**
- Sleep deprivation
- Obesity
- Psychological and behavioral problems
- Privacy violations

 **Taking proactive steps to stay safe online and using the internet in moderation can help us make the time we spend online fun and useful.**



ACTIVITY 5: Case study

 TIME: 10 minutes



Your friend Jack tells you he met someone called Cornelius online. Cornelius is an older man who says he has lots of money and wants to make Jack happy; he knows Jack has very little money. He told Jack he would buy him a new mobile phone if Jack sent him photos of himself naked. Jack sent the photos, but then Cornelius threatened to share them with Jack's friends and family unless Jack sent additional photos. Jack is feeling very anxious and depressed, as well as being scared his family will find out. What do you advise Jack to do next?

Brainstorm:

- What can or should Jack do next?

- How can Jack report his concerns?
- What support can Jack access?
- What might Jack do differently in the future?

The facilitator should support participants to discuss:

- Who Jack can talk to and how he can report his concerns
 - Reporting concerns to the Anti Human Trafficking and Child Protection Unit (AHTCPU) is a possibility. Jack can talk to an adult who he trusts to get in contact with AHTCPU. Note: the facilitator should inform participants where the AHTCPU is located and how it can be contacted.
 - If the adult does not believe him or act, it is important Jack speaks to someone else such as a teacher.
 - Get in contact with local and national support services, e.g., counseling, advice on how to make his social media more secure, etc.
 - Not posting anything sensitive or personal online; avoid befriending strangers online and report concerns as soon as they emerge.
-  ■ What can you do to keep yourself safe online?
- How can you keep yourself safe in the real world?

SESSION SUMMARY

 TIME: 5 minutes

There are steps we can all take to keep ourselves and each other safer, but violence and abuse can still happen. Abuse of any kind is never acceptable and should always be reported to a trusted adult or child protection services if it does.

 **Violence and abuse are never acceptable, whoever the perpetrator is (even if it is a family member) and for whatever reason they give. You deserve to feel valued, respected, and safe. Speak up and report any form of abuse. If you are concerned about anything discussed in this session, speak to the facilitator or someone you trust as soon as you feel able to do so.**

SESSION 2. HEALTHY AND UNHEALTHY RELATIONSHIPS

This session enables care leavers to build healthy relationships, including during and after reintegration. It aims to equip care leavers with knowledge on the look and feel of a healthy relationship.



90 min



Notebooks, pens, flip charts, marker pens, blue tack/masking tape, a ball

Session objectives

- Recognize healthy and unhealthy relationships
- Understand how gender can affect peer pressure
- Develop skills to address negative peer pressure

Session flow

- Welcome
- Homework review
- Recognizing healthy and unhealthy relationships
- The impact of gender on peer pressure
- Recognizing and addressing peer pressure
- Assigning homework
- Summary



Note to facilitator: this can be a sensitive and challenging topic for participants. It is particularly important to remind participants only to share what they feel comfortable with, keep an eye out if a participant is becoming upset, and outlining how participants can get support after the session.

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- Did you face any challenges while completing your homework?
- Review everyone's ideas for staying safe online and offline.

The power of relationships—5 minutes



Stable relationships with friends, families and partners are especially important for young people as they can influence physical health, promote self-esteem, generate a sense of belonging, and assist in the development of problem solving and social skills.⁵

Relationships can play a major role in our lives, especially during the teen years. However, not all relationships are healthy. Sometimes we associate with people who may not have our best interests in mind. It is vital that you learn to recognize a healthy

⁵ Adapted from: <https://schools.au.reachout.com/articles/relationships>

relationship from a harmful one.

To stay in charge of your relationship, you need to make conscious choices about the people you associate with. It is essential to understand what people expect from others and foster open communication with partners about intimate issues. They need to be clear on the healthy and unhealthy components of their relationships.

Healthy Relationships call for awareness, balance, and making conscious choices. Note: allow time for brainstorming and feedback. See Annex 8.3, page 19 for more information).



ACTIVITY 1: Brainstorm

 TIME: 10 minutes



What do we mean by 'relationships'? With whom?

- What are unhealthy relationships? Give examples of the following scenarios:
 - Controlling relationships
 - Violent relationships
 - Belittling relationships



ACTIVITY 2: Case study—Mary and Peter

 TIME: 20 minutes



Read the below case study out loud to the whole group:

Mary is 18 years old and has just been reintegrated back into her family. She is staying with her mother and grandmother. She is in form three and progressing well at her new school in the village despite the frequent breaks due to a lack of school fees. After her reintegration back home, Mary met her old friend Peter. Peter is 21 years old; he dropped out of school and now owns a fleet of motorbikes. He is well known to Mary's grandmother and mother, and they are happy that Peter has been picking and dropping Mary to and from school, which is 3 kilometers away from their home. Despite the convenient ride to school, Mary is worried that she no longer has the chance to walk with her friends to and from school. She misses her friends, and Peter has warned her that he will abandon her on the road if she continues talking to her friends. Several times, Peter has detoured from their usual route home and taken Mary to his house. During such instances, when asked by her mother, Mary excuses her lateness on group-work that keep her late at school. On several occasions, Peter has asked Mary to move away from her home, saying, "After all, you are 18, and you are used to staying without your family in the CCI."

During the last school exam, Mary was recognized by the sub-county education board for her excellence in physics. On their ride home that evening, Mary shared her joy with Peter. Instead of partaking in Mary's excitement, Peter stopped by the river, tore up Mary's recognition certificate, and threw it in the river. Peter told Mary that a woman's power and intelligence was in her ability to have many children and raise a family. Later that evening, Peter apologized for his bad behavior and promised to change.

Divide participants into groups of three per group. Discuss the following questions:

- What aspects of Mary's relationships are healthy and unhealthy?
- What factors may have led Mary to be in this situation?
- What could Mary do next?
- What could Peter do next?
- Why do you think Peter might behave the way he did and what support might help him?
- Without the violent behavior from Peter is Mary likely to get support?

Form into one big group. Do all the groups have the same or similar answers?



Explain: Much of Mary's relationship is unhealthy; sexual (when she spends time at Peter's house), physical, emotional, and economic.

- Mary’s guardians seem to encourage favors from Peter. Mary is also hiding behaviors because she is not comfortable exposing herself to her grandmother and mother.
- She could report the behavior to her caregivers or teachers. Mary could change her daily routine to prevent retaliation from Peter. She may also need counseling.
- Peter also needs support, including from his community and friends. He may also need counseling.

Peer pressure⁶: a feeling that one must do the same things as other people of one’s age and social group to be liked or respected by them. Often, peers influence how their friends act or think because of the amount of time spent together. Peer pressure can be a positive or a negative thing; for example, peer pressure for everyone to complete their homework on time can be positive; peer pressure to try smoking a cigarette is negative.⁷



ACTIVITY 3: Do girls face more peer pressure than boys?

 TIME: 10 minutes



Brainstorm:

- Do you think girls face more peer pressure than boys? Why?

Alternatively, brainstorm in two groups, one group of boys and the other of girls.



Peer relationships play an important role in the development of our sense of self and have a strong impact on how young people view the roles of men and women in our society.



ACTIVITY 4: Role Play—Peer pressure

 TIME: 25 minutes



Get into groups of two and four per group. Give each group a scenario to role-play for five minutes.

Scenario 1 (three people—Alice, Julian, and the teacher): Alice has just enrolled in a college in her home region. On her way home from college, she tells her friend Julian that she struggles with some social work class concepts. Julian asks Alice if she can come to college half an hour earlier so that he can help her work through the challenging concepts. Additionally, he offers her his social work textbook to copy all his work and asks Alice to join his discussion group so he can support her. Alice starts enjoying social work lessons but feels she can not do the work without Julian’s help, both in class and later with her homework.

Scenario 2 (four people—Onyango, grandmother, John, and Okoth): Onyango has reunited with his grandmother after spending three months on the streets. He has gone back to his mechanic apprenticeship, and even though he missed training and practice for three months, he is catching up well. The grandmother loves Onyango, and she has started bead-making classes to augment her fish vending savings to keep Onyango in his apprenticeship. Onyango has reunited with his old friends, John and Okoth, who dropped out of school and now spend their days at the local bus stop. They do not have a job, but they have been convincing Onyango that they make good money from pushing carts and other odd jobs.

- Form into one big group and then discuss the following:
- What peer pressure can you identify from the two scenarios?
- What kind of peer pressure issues and statements can you think of or have experienced in your daily life? For example, if someone says to you:
 - “If you do not have sex with me, I will dump you.”
 - “You are not a man if you can’t have a smoke.”
 - “I know you want it.”
 - “Girls just never say yes”

⁶ Definition adapted from: <https://www.merriam-webster.com/dictionary/peer%20pressure>

⁷ Definition adapted from: <https://www.merriam-webster.com/dictionary/peer%20pressure>

- “Just this once, we will get married eventually”
- “Do you even love me?”
- “Don’t be a sissy, we are only missing school for a day, no one will find out.”
- “Everyone does it. Besides, one shot has never killed anyone.”
- “No one will ever find out.”

Encourage participants to discuss:

- Using clear, confident communication, communicating your viewpoint boldly. Saying NO like you mean it
- Choosing friends carefully; choosing friends with whom you share values and with whom you can have each other’s back.
- Do you have a close friend that can hold you accountable? Do you share the same values?
- Avoiding situations, places, and people that put negative pressure on you, e.g., hanging out with people who you know drink alcohol or smoke
- Asking for help by talking to your mentor or a trusted friend
- Knowing your values and worth and sticking to them

 **Young people living in care may have different experiences to those not living in care, such as exposure to drugs, alcohol, sex, clicks/gangs, stealing, missing school, etc. It is important to recognize negative peer pressure and deal with those influences once outside of a care setting.**

 Your friends are trying to get you into an activity that goes against your values. Write down what you would do to resist this pressure. Who would support your call for assistance?

SESSION SUMMARY

 TIME: 5 minutes

 **Do not change for people to approve of you. Do not do things to please your friends just to fit in. Please do not give in to peer pressure; real friends respect your choices. Get help and support from a trusted adult if you require it.**

TOPIC 4: MY HEALTH

This topic supports care leavers to stay physically and mentally healthy and recognize and respond to any health concerns. It has three sessions: HIV, mental health, and resilience.

SESSION 1: HIV

This session equips young people with knowledge and facts around HIV.



90 minutes



- Flip charts, marker pens, blue tack/masking tape, sticky notes
- Practical Life Skills Participant Handbooks

Session objectives

- Develop an understanding about HIV/AIDS
- Support friends and family who are affected by HIV/AIDS
- Learn how to disclose their status and support friends in the disclosure process

Session outline

- Welcome
- Homework review
- Developing an understanding of HIV
- Getting tested for HIV
- Disclosing your HIV status
- Assigning homework
- Summary

i *Note to facilitator: this can be a sensitive and challenging topic for participants. It is particularly important to remind participants only to share what they feel comfortable with, keep an eye out if a participant is becoming upset, and outlining how participants can get support after the session.*

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- What are some of your key values?
- How might you resist peer pressure?



ACTIVITY 1: What we know about HIV

 TIME: 25 minutes;  MATERIALS NEEDED: Flipcharts and marker pens



Write out the following information on four pieces of flipchart paper and stick them on different walls.

- Facts about HIV
- What are the benefits of taking an HIV test?
- Why might I choose to disclose my HIV result to another person?
- How can I prevent myself from contracting HIV and other STIs?

Divide the participants into four groups. Each group has five minutes at a piece of flipchart paper to discuss and write down their answers.

- Make sure each group has visited each poster. They should first read the responses that have been written by the previous group(s) and not repeat the answers if they have already been mentioned.
- Come together in one big group. Discuss the following:
 - What answers surprised you?
 - Are there any that you are unsure about or want to check their accuracy?
 - Summarize the activity (refer to the annex 8.4, page 21 for additional information)



ACTIVITY 2: Why take a HIV test?

 TIME: 25 minutes



Participants get into same-gender pairs for the below roleplay activities

- Pairs can take ten minutes to do the roleplay, and each person should have a chance to try all the characters
- Participants then get into one big group. The facilitator asks if any pair would like to show their role play to the rest of the group.

Discussion:

- What are the benefits of taking an HIV test?
- Where can you get an HIV test in your area?

Roleplay for girls: Mueni is an 18-year-old girl preparing for her national exams later in the year. She is three months pregnant with her first child. Although her mother is disappointed with her, she has vowed to support Mueni with child support to ensure her daughter finishes her education. Mueni has not begun going to the antenatal clinic because the hospital staff will demand she takes an HIV test. Wanjiru will try to convince Mueni that she needs to take the HIV test. (Mueni should say the things she fears in taking the test while Wanjiru will outline the benefits of taking the test).

Roleplay for boys: Gathii is an 18-year-old boy preparing for his national exams later in the year. His girlfriend Mueni is three months pregnant with her first child. Although Mueni's mother is disappointed with her, she has vowed to provide child support to ensure her daughter finishes her education. Gathii previously had another girlfriend who recently told him that she is HIV positive. Natori will try to convince Gathii that he needs to take the HIV test. (Gathii should say the things he fears in taking the test while Natori will try to outline the benefits of taking the test).



Knowing our HIV status helps us:

- Be less worried about our HIV status
- If we are HIV positive, be able to look after our health and get information and counselling about how to live positively with the virus if we are HIV positive.
- Learn more about staying HIV negative and healthy

- Have timely linkage to life-saving treatment and support if we are HIV positive

Get advice on caring for a new baby if we are HIV positive, including breastfeeding advice

 *It is important to take an HIV test if you may be at risk of getting HIV and repeat the test three months later because there is a window period for HIV transmission before the body develops antibodies. No one is forced to test for HIV.*

A pregnant woman living with HIV can pass on the virus to her baby during pregnancy, childbirth, and breastfeeding. All pregnant women with HIV are placed on HIV treatment as soon as possible.

As soon as the baby is born, she or he is tested for HIV and receives immediate treatment if the test comes back positive or negative. Even if the test is negative, the baby will receive HIV treatment to prevent developing the disease. He or she takes the treatment for 14 weeks and then stops if the HIV tests are negative.



ACTIVITY 3: I know my status; others who I trust know my status

 TIME: 20 minutes



Ask participants to close their eyes and think of a time they were worried about telling someone else something. For example, they spent school fees buying mandazis

- Ask participants to pair up. Each pair will share a time when they felt worried. Ask them to describe how that worry made them feel, how it affected them, and how they behaved. They are not required to disclose the thing that caused them to worry.
- Get into one big group. Discuss how keeping secrets can change the way we feel and behave
- Ask if any of the participants shared their *worry with* someone else. If so, how did they feel afterwards? If not, how might they feel?
- Ask participants to consider how they might share with others (such as a sexual partner, best friend, or parent) that they are HIV positive.
- Draw a chart and ask participants to brainstorm the **risks** and the **benefits** of disclosing their status. Record the responses on a chart.



Discussion: How might someone disclose that they are HIV positive to others they trust?

- How can we support someone who tells us they are HIV positive?
- Disclosing your HIV status is not easy. Any person, especially any young person, who is living with HIV needs a lot of support to disclose safely and confidently.
- Sharing our status with sexual partners helps prevent the spread of HIV. Sharing with close family and friends can help us receive the support we need.
- Sometimes people may not react well. While we cannot control how someone else responds, we can give them facts and let them know the support we would like to receive.
- Help provide an open opportunity for disclosure by sharing your views on HIV and showing that you would be supportive if they had HIV.
- If someone wants to disclose their status, it is good for them to test someone's possible reaction before disclosing. It is helpful to have other people living with HIV to talk to about your situation. Talk to a village health worker or go to a testing centre to learn about where local support groups meet.



- Be open to asking questions and talking about HIV

List the areas near or within your district where you can receive an HIV test.

How would you obtain more reliable information about HIV?

SESSION SUMMARY

 TIME: 5 minutes

-  **It is important to protect ourselves and other people; preventing HIV transmission is just as necessary for people already living with HIV as those without HIV. For more advice and support on preventing and living with HIV, it is vital to speak with someone who can provide you with accurate information and support.**

SESSION 2: MENTAL HEALTH

This session supports care leavers with the resources to stay mentally healthy and how to recognize and respond to mental health signs using positive coping methods.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape

Session objectives

- Develop a better understanding of mental health
- Look at tools for staying mentally healthy
- Understand how we can support ourselves and our friends with mental health problems
- Gain ideas for releasing stresses and worries

Session outline

- Welcome
- Homework review
- Strengths and skills
- Supporting friends with mental health problems
- Coping with negative feelings
- Managing stresses and worries
- Summary
- Assigning homework



Note to facilitator: this can be a sensitive and challenging topic for participants. It is particularly important to remind participants only to share what they feel comfortable with, keep an eye out if a participant is becoming upset, and outlining how participants can get support after the session.

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

Guiding questions for discussion.

- Check if participants know of an area near their district where they can go for HIV testing.
- Review the importance of knowing your HIV status.



ACTIVITY 1: My strengths and skills

 TIME: 20 minutes;  MATERIALS NEEDED: Paper, marker pens



- Give each participant a blank piece of paper and ask them to divide it into four squares
- Write or draw the following in each of the squares (one topic per square):
 - What I am good at
 - What I like to do
 - What makes me happy
 - What makes me feel safe
- Give participants ten minutes to complete all four sections
- Form into one big group. Ask participants to share only what they feel comfortable sharing.

Discussion:

- Was there anything about this activity that surprised you?
- How can or do we ‘tap into’ our strengths and skills more frequently, especially during challenging times in our lives?



Approximately one in every three people has a mental health issue at some point in their lives. There are many mental health issues, but the more common ones are depression, anxiety, and trauma. When we feel down or depressed, we may not be able to attend to our own needs and responsibilities. If we break an arm, we get help. This should be the same order of operation when it comes to our mental wellbeing. While focusing on our strengths and skills does not prevent mental health issues, it can help us find tools that support us in addressing mental health issues and keeping ourselves as mentally healthy as possible.

Ten tips for maintaining positive mental health⁸ (Refer to annex 8.5 page 24)

1. Value yourself
2. Take care of yourself physically and mentally, including eating healthily and getting enough sleep
3. Surround yourself with people who love and support you
4. Help others
5. Develop skills for stress management
6. Quiet your mind
7. Set realistic goals
8. Break the boredom
9. Avoid cigarettes, alcohol, and other drugs
10. Seek help when you need it.



ACTIVITY 2: Case study—Nancy and Peter

 TIME: 15 minutes



Nancy and Peter are in a relationship. Peter is working as a shop attendant while Nancy has just joined a nearby college. Before Nancy joined college, they used to spend a lot of time together in the evening. Peter has been saving part of his income and supporting Nancy with pocket money. Recently, Peter noted that they do not spend as much time as they wish with Nancy. Nancy blames this on schoolwork. Peter is also not happy with the friendships that Nancy has formed with other male classmates. To fill this void of Nancy’s unavailability, Peter has been isolating himself, drinking copious amounts of alcohol and playing video games every evening. He is failing at work, and he has received two warning letters. He told Nancy last night that he is feeling suicidal.

⁸ Adapted from: <http://www.bhcwausau.com/2017/01/06/focus-mental-wellness-new-year/>

Discussion:

- What are the issues troubling Peter?
- What are the support structures in Peter's life?
- What are the possible repercussions of Peter's actions?
- You are Peter's friend; how might you support him?

 *Participants must be aware of the importance of Peter seeking support from mental health professionals and adult(s) he trusts. While Nancy can be a friend to Peter, she cannot be his only support.*

 **Self-harm includes cutting or burning, substance use to cope with or escape from feelings, and deliberate exposure to unsafe situations. Self-harm can help young people attempt to maintain some control in a situation that feels chaotic or turbulent. It may also be a way to manage complicated feelings rather than express them to others, especially if they feel untrusting of anyone. These people may feel unable to confide in others or think they will not be understood or believed. Self-harm (when there are not suicidal intentions) is often a form of 'self-preservation.' A young person must not be prevented from self-harming before a healthy alternative is in place. In some cases, self-harming can continue for years.**

 Anyone worried about their mental health should speak to someone they trust who has mental health experience or expertise. If you or someone else is feeling suicidal, you must seek help as soon as possible. Seek help from mental health workers, a doctor, or a counselor.



ACTIVITY 3: Coping with negative feelings⁹

 TIME: 25 minutes;  MATERIALS NEEDED: Flipchart, marker pens, masking tape, scissors

Draw a tree on large flip chart and stick it onto the wall

- Divide the participants into smaller groups of 5-10 people
- Cut out large pieces of paper into a leaf shape
- Explain that the red leaves represent our harmful coping methods, such as isolating ourselves if we have negative thoughts. The green leaves represent our positive coping techniques, such as listening to upbeat music if we have negative thoughts.
- The groups write one positive way of coping per green leaf and one negative coping method per red leaf.
- Let the participants hang or stick the leaves on the tree.

Discussion:

- Are there more red leaves or green leaves on the tree? Why do you think there are more than one color than the other ?
- Can we think of more positive coping methods as a group? *If new ideas emerge, write them down on green leaves and add them to the tree*
- How can we motivate ourselves and others to use positive coping methods more often?

We all have helpful and unhelpful ways of coping, even if we are not aware of them. For example, listening to our favorite music if we are feeling down. Unhelpful coping methods such as using drugs can be addictive both physically and emotionally; it can be challenging to replace them with helpful ones. However, with practice, helpful coping methods can also be addictive (in the right way!). Most people use unhelpful coping methods, even if we know they are not suitable for us. Do not criticize yourself and try to use helpful coping methods next time. Remember: speak to someone if you need some support.

⁹ Leonora Borg (2014) Nothing about us without us; A toolkit for organizations working or wanting to work with adolescent street-connected girls. CSC



ACTIVITY 4: Releasing stress and worry

TIME: 10 minutes; MATERIALS NEEDED: Papers, marker pens



- Each participant gets a piece of paper and draws a line down the middle
- On the right-hand side, they write or draw their current stresses and worries
- On the left-hand side, they write or draw how they are or might handle their stresses and worries using positive coping mechanisms
- Everyone folds their piece of paper into an airplane and writes their name on it or some identifying mark
- Everyone stands in a line, and together they throw their airplanes

Discussion:

- How did it feel to 'throw away' your stresses and worries?
- Can we establish our top five coping mechanisms as a group?

Letting go of stresses and worries can often help us see them as less important and acquire new perspectives. Often, talking to someone we trust about our worries or writing them down (and keeping them somewhere safe) can be an important first step (see Annex 8.5, page 25-27 for more information).

Challenging negative thoughts

Sometimes we can get stuck in a negative circle of thoughts and actions. Addressing them can help us to cope better with the present and look forward to the future.

Complete the table below with three negative thoughts of your own.

Negative thought	Where did my thought come from	How it makes me feel and by how much	Evidence that supports my thoughts	Evidence that does not support my thoughts	Alternative (positive thought)	By how much I believe my new thought	How my new thoughts make me feel and by how much
I am a failure	My friend told me	Sad 20%, Angry 90%	I failed my exams	I am good at sports and my grades have improved	I have not attended school consistently due to a lack of fees	60%	Hopeful, 40%

SESSION SUMMARY

TIME: 5 minutes



Just like keeping physically well, staying as mentally fit as possible takes effort. Eating healthily, getting enough sleep, taking regular exercise, taking time out to relax and have fun, recognizing and managing our stresses, speaking to friends we trust, and getting help when we need it is necessary. However, sometimes we do not feel or are not able to take positive steps to improve our mental wellbeing. If you feel overwhelmed or unable to cope, it is important to speak to someone you trust and or a mental health professional to get the support you need.

SESSION 3: RESILIENCE

This session enables care leavers to build their resilience. It helps them adapt, cope with, and rebound from traumatic, disruptive, and or stressful life events. For example, leaving a CII, transitioning to independent living, experiencing discrimination, bullying or abuse, or losing a friend or family member.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape, a ball

Session objectives

- Understand resilience
- Understand the resilience tools we already possess
- Develop skills to build resilience

Session flow

- Welcome
- Homework review
- What is resilience
- Understanding my strengths
- Using helper words and other tools for developing resilience
- Summary
- Assigning homework

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- What did you find challenging about the homework and why?
- Did you find it helpful to identify and better understand some of your negative thoughts? Why?



ACTIVITY 1: Resilience

TIME: 10 minutes

Brainstorm:

1. What is resilience?
2. Give an example of someone who has been resilient in your life or a public figure.

Resilience is the ability to bounce back from something difficult or challenging in our lives. Resilience is also the ability to handle a stressful moment and recover from it with strength. It is learning to deal with them by keeping a healthy mind. Resilient children and young people keep an open mind and think in ways that make them feel like they are in control even when bad situations in life occur. Sometimes, a problem can become smaller and more manageable, depending on our perspective.



ACTIVITY 2: My strengths

TIME: 15 minutes

Participants sit on the floor in a circle. Each participant says out loud what one of their strengths is, for example, “I am kind”; “I am clever”; “I am good at writing.” When they speak one of their strengths, they stand up a little bit taller. Go around the circle four or five times so that everyone has a chance to say four or five of their strengths. By the end of the activity, everyone should be standing up tall.

The facilitator explains to the participants that understanding their strengths is an essential part of building their toolbox of skills, including their ability to recognize and honor resiliency. Refer to Annex 8.6, page 28, for more information.



ACTIVITY 3: Using ‘helper words’ to become more resilient

TIME: 20 minutes; MATERIALS NEEDED: Rubber band, paper, marker pens, pencils

Objective: To become aware of how positive and motivational thoughts about ourselves impacts the way we feel, think, and act.

The facilitator explains that the following:

Resilience means to be flexible and pliable like a rubber band when we face challenges and difficulties in life (demonstrate flexibility with a rubber band).

Sometimes we talk to ourselves to figure things out. For example, when you are working through a challenge, you might speak aloud about the problems you are facing to yourself. We call this ‘self-talk’ or ‘helper words and phrases.’ You can learn positive ways to think and act by learning ‘helper words.’ Helper words remind you of things you can do when you are confused or upset. Use them to remember that you control your feelings and behavior.

- Listen to what you say to yourself when you are going through a tough situation. Do you cheer yourself on or discourage yourself?
- Read aloud the following **helper phrase:** *I keep my mind open and flexible to help solve problems. I tell myself to slow down and take a breath when things go wrong. I can do this. I’ll keep working and figure it out. I get help and support when I need it. I can do this.*
- Participants get into groups of three. Ask them to come up with their own helper phrase and helper words, you can suggest some, such as ‘calm,’ ‘thoughtful,’ and ‘adaptable.’
- Get into one big group and share the helper words and phrases with each other.



When dark storms come, do not panic. You have handled them before, and this time you are older with more experience. Be proud of yourself when you use your helper words and phrases, and remember it takes practice like most things.



ACTIVITY 4: How do I become more resilient?

TIME: 30 minutes; MATERIALS NEEDED: Printed copies or flip chart and marker pens

Inform participants that building resilience is a skill that takes time. Look at the following diagram (*the facilitator can draw it or print off copies for participants*). Ask participants to get into groups of three. The groups can ponder these discussion questions: :

- Which resilience-building mechanisms do you think are your best? Can you give an example?
- Which ones do you find to be more challenging? Why is that?
- Which one(s) would you like to do more often? How might you make this a more regular part of your life? What might be holding you back?
- Ask participants to share one of their responses with the entire group.
- Decide as a group whether any of the 10 examples are more important than the others?

Discussion:

- How else could you build resiliency?
- Which resilience mechanisms are easier to do now and which take more time to improve?
- Next, participants sit in a circle. Ask each person to pick the resilience tool they want to use or wish to use more often
- Ask each person to stand up and state which tool they have or wish to gain. For example, if someone wants to respect themselves more, they may say, 'I respect myself!'
- Explain that these are called 'positive affirmations.' Positive affirmations are spoken as statements of fact and truth. When we regularly state how we want to exist, we begin to think it, act on it, and become it.

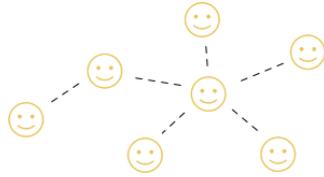


Participants might include the following positive affirmations:

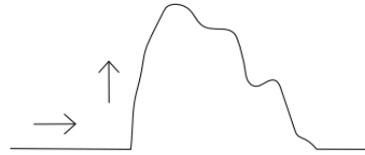
- I am having fun, playing sports, listening to music, and spending some time being quiet
- I am achieving small yet mighty things
- I am not getting upset or angry at myself if I do not do something the way I think I should have done it
- I am taking action to address problems and difficulties
- I can solve problems because I have done it before
- I will create positive relationships
- I learn from my mistakes
- I am loving and lovable
- My body is healthy and full of energy

10 Ways to Develop Resilience

1. Make connections and build your social support network.



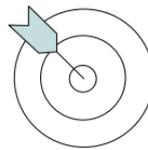
2. Avoid the tendency to view crises as insurmountable challenges.



3. Accept that change is a natural and unavoidable part of life.



4. Move towards your realistic goals.



5. Take decisive action that will help you face your challenges.



6. Look for opportunities that promote self-discovery.



7. Nurture a positive view of yourself and your abilities.



8. Keep things in perspective and in context.



9. Maintain a hopeful outlook on life.



10. Take care of yourself.



■ Every action I take increases my confidence

Diagram from Positive Psychology—downloadable version: <https://positivepsychology.com/wp-content/uploads/2017/06/10-ways-to-develop-resilience.pdf>

 Practice three resilience-building skills you learned from this session, particularly ones you think will be harder to achieve but most useful to you.

SESSION SUMMARY

 TIME: 5 minutes

 **It is important to practice resilience—it is a skill that we can improve upon with time, practice, and support. Speak to an adult who you trust if you struggle to cope with challenges in your life.**

TOPIC 5: MAKING SAFER AND HEALTHIER CHOICES

This session equips young people with skills on how to identify risky behaviors and know how to make safer and healthier choices.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape

Session objectives

- Understand what we mean by 'safer and healthier choices' and 'risky behaviors'
- Learn more about unhealthy choices: smoking, alcohol, drugs, and gambling
- Gain a better understanding risks and your options around making safer and healthier life choices

Session outline

- Welcome
- Homework review
- Main session
- Summary
- Assigning homework



Note to facilitator: this can be a sensitive and challenging topic for participants. It is particularly important to remind participants only to share what they feel comfortable with, keep an eye out if a participant is becoming upset, and outlining how participants can get support after the session.

You may choose to invite someone who has recovered from addiction to share their experience with participants or invite a keynote speaker from the local drug control agency like NACADA. Additional time will be required for a speaker.

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- Ask participants resilience skill they chose to practice. What was most challenging? What was most useful?



ACTIVITY 1: Brainstorm

TIME: 5 minutes

Discuss:

- What are some of the unsafe or unhealthy choices and activities that some young people make?



Examples of unhealthy choices:

■ Unsafe and unhealthy choices can put us at risk. For example, poor health, injury, or death¹⁰. Children and young people tend to engage in risky behaviors because the rational part of the brain is not yet fully developed. They may not think about long-term consequences of a poor choice and justify it by saying, 'It can't happen to me.' Some examples of unsafe and unhealthy choices include:

- Sharing personal information with someone you do not know (including online)
- Tobacco, alcohol, drug use, sniffing glue
- Smoking
- Gambling
- Being in a gang
- Unhealthy eating



While there are many safe and unsafe and healthy and unhealthy choices, this session looks specifically at gambling, smoking, alcohol, and drugs. (Refer to annex 8.7, page 29 for more information)



ACTIVITY 2: Addiction

TIME: 15 minutes; MATERIALS NEEDED: Flip chart, marker pens, masking tape



Divide participants into four groups. Each group has a piece of flipchart paper

- Each group must write or draw on the paper how addiction can make them feel, look, and act
- Gather together into one big group and compare answers

Discuss:

- What else can be addictive but less harmful (unless done excessively)?

Participants might suggest exercise, eating chocolate, or drinking caffeine (tea or coffee).

- The definition of addiction is the inability to control what you are doing, taking, or using something to the point where it could be harmful to you.¹¹



ACTIVITY 3: Gambling

TIME: 10 minutes; MATERIALS NEEDED: Stones, candy



Give each participant a stone or piece of candy

- Tell participants you bet you can throw a ball into the bin (or a similar task)
- Ask participants who will bet you their stone or candy that you can make it on the first try. The winner(s) will get five stones or pieces of candy as a prize
- Ask participants if they would bet:
 - 10 shillings
 - 100 shillings
 - Their watch
 - Their house

10 <https://www.verywellmind.com/what-is-youth-at-risk-behavior-2610455>

11 NHS <https://www.nhs.uk/live-well/healthy-body/addiction-what-is-it/>

Discuss:

- What is helping you make those decisions?
- Why do you think gambling is addictive?



Gambling be fun, but it can quickly become addictive, can escalate, and lead people to bet what they do not own. The 'buzz' of endorphins we get when we win makes it more addictive—we want that feeling again; and it can lead to us making more risky decisions.

Gambling has lots of risks: we can lose money, but it can also affect our mental health and our practical life choices (especially if we bet money we cannot afford to lose). Betting is only legal from those age 18 and older (anyone who allows children to bet is breaking the law).

Gambling and other unhealthy choices can be triggered by:

- Traumatic circumstances
- Job-related stress
- Emotional upheaval, such as depression or anxiety
- Loneliness
- The presence of other addictions
- Availability of gambling opportunities, such as having friends who gamble, living close to a casino, or clicking on advertisement links



Explain to participants that we are now talking about smoking, drinking alcohol, and using illegal drugs.



ACTIVITY 4: Smoking, alcohol, and drug abuse

 TIME: 20 minutes



Participants get into three groups. Explain that each group will be discussing some questions and then presenting back to the other groups for approximately two minutes.

- Group 1: Alcohol
 - Do you think young people use alcohol on a regular basis?
 - What alcohol is mostly drunk by young people in your community and friendship circles?
 - Why do you think young people drink alcohol?
- Group 2: Smoking
 - Do you think young people smoke on a regular basis?
 - What do young people smoke most often?
 - Why do you think young people smoke cigarettes?
- Group 3 Drugs
 - Do you think young people take drugs on a regular basis?
 - What drugs do young people use most often?
 - Why do you think young people take drugs?
- Each group presents their responses the other groups.
- Discuss as a group:
 - What are the common reasons for young people using drugs, drinking alcohol, and smoking?



Activity 5: A day in the life of

 TIME: 20 minutes



Participants return to their groups from activity four

- Ask each group to discuss and agree on the 'day in the life of...' story:
 - Group 1: It is 11am. A young person buys a bottle of vodka
 - Group 2: It is 11am. A young person buys a packet of cigarettes
 - Group 3: It is 11am. A young person buys half an ounce of hashish
- Next, participants develop a role play around their 'day in the life of' story
- Ask each group to perform their role play for the other groups
- Discuss as one big group the following:
 - What are some of the main risks around doing drugs, smoking, and drinking alcohol?
 - If we, or someone else, chooses to do drugs, smoke, or drink alcohol, how can we help keep ourselves and our friends safe?



Explain that smoking, alcohol, and drugs are, like gambling, addictive. They can have an impact on our physical and mental wellbeing. However, these substances can be a social activity that helps people feel accepted and part of the popular crowd. Telling someone they should not drink or do drugs is not easy. The will to change needs to be a decision each of us makes and commit to achieving. If we know the risks associated with consuming alcohol and drugs, we can make better-informed choices and establish new social norms.



- Go online and research some of the common effects of gambling, alcohol, smoking, and three commonly used drugs.
 - Did anything surprise you?

SESSION SUMMARY

 TIME: 5 minutes



We all have a responsibility to understand and assess the risks related to the choices we make and know that we have the option of taking safer and healthier choices, such as exercising, hanging out with friends who do not pressure us to do things, and building our confidence in saying **no**.

TOPIC 6: GENDER ROLES

This session aims to equip care leavers with knowledge on gender and its impact on how we think and the decisions we make.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape

Session objectives

- Understand what we mean by the word gender
- Understand how gender stereotypes can influence our thinking and choices
- Develop tools for recognizing and addressing gender stereotypes

Session outline

- Welcome
- Homework review
- Understanding gender
- Understanding how gender stereotypes can affect our thinking and choices
- Ideas and tools for addressing gender stereotypes
- Assigning homework
- Summary



Note to facilitator: this can be a sensitive and challenging topic for participants. It is particularly important to remind participants only to share what they feel comfortable with, keep an eye out if a participant is becoming upset, and outlining how participants can get support after the session.

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- Invite participants to discuss what they learned from their online research about drugs, alcohol, smoking, and gambling
- Did anything surprise the participants?



ACTIVITY 1: Brainstorm

 TIME: 10 minutes



- Does that difference change at 18 years old when we become men and women? If so, how? Why do you think this is the case?



Every society has expectations about how boys and girls, men and women should behave, communicate, act, and embrace the roles and responsibilities they should adhere to because they are either male or female. For example, girls conventionally cook and clean; are permitted to cry; are never the hero; are supposed to look pretty. Boys are never to show emotion, do not cook or clean, and are traditionally mechanics, doctors, and truck drivers.

Whether we are male or female should not stop us from being who we wish to be and what we want to do (unless it harms ourselves or others). It is important to understand how our perspectives of gender shape what we think we and others can and should do.

Violence is never okay, including gender-based violence (for example, a husband hitting his wife). Everyone has the right to be treated equally and with respect.

Definitions¹²

Gender: The behavioral, cultural, or psychological traits typically associated with one sex. What a society or culture expects from people based on whether they are male or female. This can be roles, behaviors, etc. How society wants you to behave, think, or act, because you identify as a boy or girl.

Gender Role: Expectations of how men and women should act and what their roles are within society

Gender Stereotype: An oversimplified or biased description of the abilities of men and women

Sex: Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially based on their reproductive organs and structures. This word is also used to refer to sexual intercourse.

Intersex: When a person is born with both male and female biological characteristics.



Activity 2: Thinking outside of the box

 TIME: 15 minutes;  MATERIALS NEEDED: flip chart, marker pens, masking tape



Ask the participants if they have ever been told to “act like a man” or “act like a woman”

- Divide the group into two or three smaller groups (male, female, and intersex)
- The group of male participants draw a stick figure man and make a list of ‘act like a man’ actions surrounding the drawn figure; the group of female participants draw a stick figure woman and make a list of ‘act like a woman’ actions
- The intersex group draws an intersex stick figure and make a list of ‘act like an intersex person’ actions
 - Each group will complete this activity three times, once with a male figure, once with a female figure, and finally with an intersex figure.
 - Display the stick figures with their lists next to each other
 - Come back together as one big group and compare lists

Discuss:

- Was there anything that surprised you about the other groups’ lists?
- How can gender norms or stereotypes make us feel, think, and act?
- Imagine that gender norms put us into a box. They force us to behave in a certain way. What might we do if we were to break out of the box?

¹² Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP) 2013. Population Council



Activity 3: How gender can affect our life choices

 TIME: 25 minutes;  MATERIALS NEEDED: Pieces of paper, masking tape)



Split participants into two groups—one with girls and one with boys. If any participants identify as intersex, split participants into three groups (boys, girls, and intersex).

- Give each group two large pieces of paper. Ask each group to draw a parallel line on each piece of paper. This is the life journey for ‘Cynthia’ and ‘Julius’. Write ‘just born’ at the start of the line and ‘80 years old’ at the end. In between, mark year 5, 11, 18, 25, 40, and 65. Write or draw things about Cynthia’s and Julius’ life at each year mark. This could be what job they have, whether they have a family, what their daily life looks like, etc.
- Put Cynthia’s life journey from each group next to each other. Do the same with Julius’ life journey
- Compare the groups’ ideas about life journeys for Cynthia and Julius. Brainstorm the following:
 - How are their lives similar? How are they different?
 - What might Julius and Cynthia want to do differently in their lives?
 - How can they make this happen?
 - If Julius or Cynthia identified as intersex, would this change their life journeys? How and why?



When a man is told to “act like a man,” it can mean avoiding emotion, being strong, and being a successful provider. Boys are taught from a young age that they are an aggressor. Boys are supposed to like race cars, be bold, and never show weakness. They inherently have more freedoms and rights in this world simply because of their assigned gender. Because of this, they get away with sexual assault, treating girls with less respect, and making more money than a woman who has the same degree and job title. They are told that girls are less important and deserve fewer choices about their wants and needs. “Acting like a man” also permits boys to engage in risk-taking behaviors and using their physical strength and violence as a way of proving their manhood and power.

When a young girl is told to “act like a woman,” it can mean being submissive, not complaining, and acting ‘sexy but not too smart.’ This can lead to girls not achieving their full potential academically or later in their careers. It can also mean they are voiceless when they are harmed or disrespected.

Identifying as intersex can lead to bullying, discrimination, and isolation because communities and individuals may feel they cannot attach ‘male’ or ‘female’ stereotypes to intersex people. However, identifying as intersex can also mean more freedom from restrictive stereotypes about what we can or should do because of our gender.



Activity 4: Breaking out of the ‘gendered expectations’ box

 TIME: 20 minutes;  MATERIALS NEEDED: Papers and marker pens/pencils



Get into two big groups. Explain that each group is going to create a short TV or radio advert for their community to explain how everyone can play a role in challenging gender stereotypes: breaking out of the ‘gendered expectations’ box.

- The key message is: “It does not matter if we are male, female, or intersex—we can achieve our life goals if we have patience, work hard, and keep trying. Everyone can help us if we all strive to understand gender stereotypes and how they impact us.” Note—groups may choose to act out ‘breaking out’ of a box.
- Split participants into four groups
- Create a three-minute TV or radio advert for the community that highlights the problems with gender stereotypes and how gender does not need to limit what we think and do
- Each group performs their play for the other groups.



Identify successful male and female figures in your community who have challenged gender roles. What did they do? What challenges did they face? What was the end goal?

SESSION SUMMARY



TIME: 5 minutes



As we become more aware of how some gender stereotypes can negatively impact our lives and communities, we can think constructively about how to challenge them and promote more positive gender roles and relations in our lives and communities. At that point, we will be more free to create our own gender definitions, construct our own ideas about gender (gender norms), and how to choose to live our lives without societal norms. Our gender is influenced by our culture and socialization; this can be challenged and changed.

TOPIC 7: MAPPING MY CAREER PATH

Topic 7 helps care leavers think about their career choices and look at which skills they may need to develop and the next steps they can take to work towards their chosen careers, including job searches, building a resume, and developing networking and interview skills.

Topic 7 includes two sessions:

- Session 1: Career planning and building my resume
- Session 2: Networking and interview skills

SESSION 1: CAREER PLANNING AND BUILDING MY RESUME

This session supports care leavers to think more about what they might want to do as a career, how to prepare, conduct job searches, and build their resume.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape

Session objectives

- Understanding different career options
- Mapping skills and interests
- Understanding the requirements of employers
- Developing a resume

Session flow

- Welcome
- Homework review
- Career planning
- Skills review
- How to prepare a resume
- Assigning homework
- Summary



Note to facilitator: this can be a sensitive and challenging topic for participants. It is particularly important to remind participants only to share what they feel comfortable with, keep an eye out if a participant is becoming upset, and outlining how participants can get support after the session.

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- Which male and female figures have defied gender roles and stereotypes?
- Which of them do you view as role models and why? Which do you not view as role models and why not?



The **career planning process** encompasses the stages involved in discovering a career path. This process includes self-assessment, research, trying different roles, decision making, considering additional education, skills development, job searching, and accepting a job offer. Internships and part-time jobs are an excellent way to sample a field of interest.



ACTIVITY 1: Career planning



TIME: 15 minutes



Note: participants will need their activity sheets from activity 2: My strengths and skills, Session 4, Session B: mental health.

Participants get into groups of three. Each person shares with their group what they are doing/want to do as a career. Ask the participants to clarify:

- Are they currently working or studying?
- If so, are they working towards their chosen career?
- Are they still unsure of what they want to do for a career?
- Get into a circle and ask participants to share their goals with the whole group.



Explain to participants that choosing a career can be tricky. It is not always clear what we want to do with our lives or how we can enjoy what we do and get paid for it. Developing a career path to help us achieve our chosen career or path can be beneficial.

Discuss:

- Will staying in, or returning to, school (after school training/apprenticeship/University) help us achieve our chosen careers?
- If so, how can we practically return to education? If we cannot return, what are our other options?



Sometimes education can be important in helping us achieve our chosen careers. However, there are often alternative paths you can take to help you get to your career of choice. For example, work experience, apprenticeships, and volunteering can help develop your skills and experience.



Activity 2: Mapping my dreams, strengths, and skills



TIME: 20 minutes;  MATERIALS NEEDED: Papers, marker pens, masking tapes

Participants congregate into their groups of three and discuss the following:

- How did the following things in your life influence your career choices either positively and negatively?
 - Your childhood dreams
 - A family member, a caregiver's wishes, the career of an important person in your life
 - The views of family members and other significant people
 - The media; radio, TV, newspapers, magazines, etc.
 - Career guidance received at school or your own career research
 - Other factors such as financial limitations, lack of ability in certain areas, or your values.
- From the discussions, ask each participant to draw a venn diagram and write what they want to do in one circle, what they definitely do not want to do in another, and what they are not sure about in the middle.
- Next, each participant reviews their answers in *My strengths and skills* activity from session 4, Session B: mental health. Add their skills, strengths, and any weaknesses or dislikes into the venn diagram.

- In their small groups, each participant chooses their top one or two careers and how their skills, strengths, and education match their career choices. Group members support each other to identify:
 - Are there any skills missing?
 - Are there any additional educational requirements?

 **Most of us spend a lot of our lives working, so it is important to choose a career that we will (mostly) enjoy and that both uses our skills and enables us to build our skills over time.**



ACTIVITY 3: I'm employable

 TIME: 10 minutes

Brainstorm:

- Which skills do you think employers seek?

 **Education and experience are necessary, but employers also look for 'soft' skills, including interpersonal skills like motivation, focus, creativity, initiative, self-confidence, good communication, teamwork, time management, leadership, conflict management, and critical thinking. Making and reviewing a list of our strengths and skills can be a beneficial reminder to ourselves. (Refer to annex 8.8, page 30)**

 **Computer skills in Microsoft Office (MS Word, MS Excel, PowerPoint, Outlook) are important to develop. You can do a short course and ask a teacher or mentor to help you learn on the internet. Make sure your email address is professional. For example, include your first and last name and avoid immature words and phrases.**



ACTIVITY 4: My resume

 TIME: 20 minutes

Brainstorm:

- Why is a resume important?
- What are some of the key components of a resume?

 **Resumes should be clear, concise, and no more than two pages in length. They need to include basic details including your name, email address, and phone number. You do not need to include your age or date of birth. It is useful to summarize your skills and experience in a short paragraph at the top of the resume, your education at the bottom, and you can add a short paragraph about your non-work skills and interests so that the employer gets to know you better.**

- The participants write an introductory paragraph for the top of their resume (5 minutes)
- Each person will share their paragraph with their small groups
- As small groups, discuss what makes an introductory paragraph sound intriguing

 **A short introductory paragraph at the top of a resume is your chance to get noticed so that an employer wants to interview you. It needs to be relevant, clear, and concise.**

JOB SEARCHES—5 MINUTES

 **Once you have a resume, it is time to begin job searching. You may need to tailor your resume for specific jobs for which you apply (for example, if the job requires a particular skill that you have, you may choose to emphasize this skill in your introductory paragraph).**

Time: It takes time to build your resume, to develop skills, and to search for jobs. It is wise to begin the process sooner rather than later. If you are still studying, it is a good time to start job searching in your spare time.

Materials: A well prepared resume is essential for a successful job search. Many jobs also require a cover letter outlining your skills and interests in relation to the job to which you are applying. As with your resume, keep it simple and concise. You may also need a portfolio that includes educational certificates, and for some roles, examples of work you have previously done.

References: Some jobs require character references, either from previous employers if you have been employed before, or from people who know you, such as teachers and mentors, who can vouch for your experience and skills, including 'soft' skills. You need to check with teachers and mentors first, before giving out their contact details as referees.

Job searches: You can use employment websites, such as Brighter Monday, Fuzu, Impactpool, or you may have specific companies you want to work for so you can contact them directly or keep an eye on the recruitment page of their websites.

Patience and determination: It can take considerable time, patience, and resilience to apply for jobs. You are likely to receive rejections, or often never hear back at all after submitting an application. Where possible, ask for feedback on your application, especially if you have not been successful at securing an interview. Conduct practice interviews with friends and family to prepare yourself.



Women are less likely than men to apply for a job where they do not meet all of the skill requirements and are less likely to negotiate their salary. Everyone can and should apply for roles where they meet most of the 'desirable' requirements (most employers do require applicants to meet all the 'essential' requirements). If a salary bracket (indicating a range in the salary dependent on experience) is listed, applicants should feel confident negotiating their salary to match their skills, experience, and financial needs.¹³



Using the template in your handbook, create your resume. If you already have a resume, work on that version.

SESSION SUMMARY



TIME: 5 minutes



Career planning and then putting the plan into action takes a lot of time, effort, and resilience. You may choose a different path to employment, such as returning to education or setting up your own business. Getting support from friends and mentors can be helpful. Work experience is also a great first step in helping to develop experience and skills.

¹³ <https://www.nation.co.ke/kenya/gender/gender-pay-gap-women-earn-less-and-this-is-why-1915542>

SESSION 2: NETWORKING AND INTERVIEW SKILLS

This session aims to equip care leavers with networking and interview skills to support them on their career path.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape

Session objectives

- Developing networking skills
 - Developing interview skills
 - Digital literacy
-

Session flow

- Welcome
 - Homework review
 - Networking skills
 - Interview skills
 - Digital literacy
 - Assigning homework
 - Summary
-

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- Ask participants which challenges they came across when writing their resume
- What did the participants enjoy or find most useful?



ACTIVITY 1: The importance of networking

 TIME: 10 minutes

Brainstorm:

- What is networking?
- Why is networking important?
- Can you think of any top tips for networking?



Networking is the exchange of information and ideas among people with a common profession or special interest, usually in an informal social setting.¹⁴ Having the right professional contacts can help you expand your business and open the door to new opportunities. (Refer to annex 8.9, page 31 for more information.)

Tips for networking:

1. Build genuine personal connections.
2. Smile because it is a simple form of engagement. Smiling can ease nerves and can create warmer connections.
3. Listen when you join a conversation, then demonstrate that you were listening (for example, you can say “that sounds interesting because...,” or “But what do you think about...?”)
4. Be yourself and do not pretend to be someone else. Networking is all about creating genuine relationships.
5. Research the attendees of the event and come prepared with questions.
6. Bring a friend.
7. Be curious and ask questions. Do not wait for others to approach you, instead walk up to a person or a group, and say, “May I join you” or “What brings you to this event?”
8. Introduce yourself and if you feel confident, you can add a short story that is relevant to the event or conversation.
9. Learn how to sustain new connections. Networking is where the conversation begins, not ends. Be sure to gather an email address, phone number, or social networks, like LinkedIn, to keep in touch after the event.
10. Go in without a strict agenda and try to make at least one new friend.¹⁵



ACTIVITY 2: Speed networking

 TIME: 25 minutes

Split participants into two groups. Everyone is going to the KESCA fundraising event. Group one participants are role playing the following:

- They imagine themselves in ten years now successfully working their chosen career and knowing other people at the networking event. They may choose to talk about business successes and challenges, family life, holidays, and sporting events.
- Group two participants are themselves; they do not know others at the event.
- Participants mingle at the ‘fundraising event’ and begin conversing.
- Encourage participants to change who they are speaking to every three minutes.
- Once group two have had three different conversations, swap roles.
- Once both groups have had a chance to try both scenarios, gather into one big group.

Discuss:

- Was there anyone you spoke to whom you would want to employ?

¹⁴ <https://www.investopedia.com/terms/n/networking.asp>

¹⁵ Adapted from the Forbes Communication list

- What did they say and do that positively influenced you?
- Did the interaction get easier and more enjoyable as you spoke to more people?
- What did you find challenging about networking?
- How might you overcome those difficulties?

 **Networking can be challenging, especially for people who are not outgoing. However, it is a useful skill that everyone can develop. It can help you learn more about businesses, organizations, and individuals that interest you, as well as hearing about employment and work experience opportunities. You can practice with friends and mentors.**



ACTIVITY 3: Elevator pitch

 TIME: 15 minutes;  MATERIALS NEEDED: Flip chart, marker pen, masking tape)

 **An elevator pitch is a clear, brief message or “commercial” about you. It communicates who you are, what you are looking for, and how you can benefit a company or organization. It is typically about 30 seconds, the time it takes people to ride from the top to the bottom of a building in an elevator.**

An example of an elevator pitch: Hi, my name is John, and I’m a fourth-year student at Kibabii University studying for a Bachelor of Arts in communication. I am interested in pursuing work in the film editing industry. I currently volunteer at our local radio station. I would like to schedule a time to talk with you about my skills and how my skills will benefit the student mentorship program you are implementing.

- Participants have five minutes to create and write their elevator pitch
- Each person practices their elevator pitch independently for two minutes, timing themselves to make sure it is no more than 30 seconds long
- Participants form into groups of five and read their elevator pitches to each other.

Discuss:

- Did you hear any engaging elevator pitches? If so, what made them engaging?
- Learning how to speak about yourself and your skills confidently and concisely is very important, especially during networking or during a job interview. It helps to practice and update your elevator pitch regularly.



ACTIVITY 4: Interviews

 TIME: 20 minutes

 **Interviews are intended to be a two-way process between the interviewer and interviewee. The interviewer considers whether the interviewed person has the skills needed for the role and whether they will work well in the team and organization. The interviewed person is determining if the team and organization will be the right fit for them.**

In an interview, you want to demonstrate your skills, experience, and personality; clear, concise answers that showcase this is critical. Prepare a list of examples and try to use a different one for each question. When giving an example, a good tip is to outline a problem you faced, how you addressed it, and its outcome. For example, my school received lots of complaints about bullying, so I worked with the pastoral care teacher to set up an anti-bullying group. We developed a Code of Conduct and mentoring scheme. There was only one reported incident of bullying in the following term. Preparing one or two questions for the interviewer is also important because it shows that you are interested in the company.

Participants get into groups of three to complete a roleplay scenario:

- Person A, the interviewee, is interviewed by Person B for a job. Person B is the employer

interviewing Person A. Person C is the observer; they watch for non-verbal communication such as body language, eye contact, facial expressions, and gestures. Each roleplay should not last more than five minutes.

- The interviewer asks the following questions:
 - **What interests you about the role?**
 - Give me an example of when you faced a challenge and how you resolved that problem? Do you have any questions for me?
- **At the end of the interview, the observer explains what they thought worked and what did not about Person A's (the interviewee) answers.**
- Swap roles so that everyone has a chance to practice each role.

 **Being interviewed can feel quite daunting, even for people that have been interviewed many times. Preparing for an interview is important: read about the company on their website, know who is interviewing you and what their role in the company is, prepare examples that demonstrate your skills and experience beforehand, and ask friends to do a practice interview with you so you have a chance to rehearse.**

 Write down three examples of life achievements you may want to discuss during an interview. Also, to demonstrate how you have applied your skills to solve issues, you can outline a problem, how you solved it using your unique ability, and the results of your efforts.

SESSION SUMMARY

 TIME: 5 minutes

 **Both networking and being interviewed come naturally to some people, but many people find it challenging and sometimes daunting. However, these are skills that can be learned but need continual practice. It can help to get some guidance from others who have more experience with networking and being interviewed, such as teachers or mentors.**

TOPIC 8: MONEY MATTERS

This session aims to equip care leavers with basic skills on budgeting, saving, and how to live on a budget.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape

Session objectives

- Better appreciate and prioritize spending
 - Acquire knowledge on how to spend and save money consistently
-

Session outline

- Welcome
 - Homework review
 - Tips on budgeting
 - Credit and loans
 - Summary
 - Assigning homework
-

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- Ask for three volunteers to read their elevator speeches aloud to the entire group.
- What made the speech engaging? How might it be improved?



ACTIVITY 1: My budget

TIME: 30 minutes; MATERIALS NEEDED: Flip chart, marker pens, masking tape



Participants get into groups of four per group

- The facilitator reads the below case study aloud
- Each group develops a financial plan for how Peter will financially support his future
- Each group then develops a budget detailing how Peter will spend the KSh 10,000
- Each group presents to the other groups their plans (maximum of five minutes per group).

Peter is 18 years old. In one month, he will be leaving Neema children's home to live independently. Two other boys from the institution will also be leaving for independent living. A local NGO supporting this transition will give each care leaver KSh 10,000, a one-time payment to help them start living outside of Neema children's home.

Encourage participants to discuss the official documents, such as Peter's ID card, that may be needed for independent living and seeking employment. They should discuss whether Peter can save money by living with his friends rather than alone. Also, what are essential purchases that he will need to make and what are non-essential?

Peter will need accommodation, food, official documents required for employment or further education; internet access to research next steps such as job searches; and possibly smart clothes for interviews or further education. Budgeting and financial planning can appear overwhelming, but it can be kept simple.

Budgeting essentials:

- **Document** your income, e.g., pocket money, money from your business or job.
- List your expenses, e.g., monthly rent, food costs, fare, salon or barbershop charges, etc. Listing your expenses helps you know where you spend the most money and makes it easier to identify the area you need to save more.
- Track your daily spending to give you an idea of how much you spend monthly
- Decide on your priorities in life. A need is required to survive, e.g., food, shelter, clothing, etc. A want is something that people desire to have, e.g., a phone, a treat, or a night out with friends, etc.
- Have savings that you can rely on in case of any unplanned events. For example, your roommate may move out unexpectedly, and you will have to pay higher rent and utilities than initially planned.
- Regularly review your budget compared to your income to ensure that you are on track.



ACTIVITY 2: Let's budget

TIME: 20 minutes; MATERIALS NEEDED: Flip chart, marker pens, masking tape



- Each participant creates a budget for next month.
- Participants get into pairs and show each other their budgets and discuss:
 - Does my budget look correct?
 - Is anything missing?

Note: if any participants are currently budgeting, pair them with participants who are not currently budgeting.

MONTHLY INCOME:		MONTHLY EXPENSES:	
Details	Amount (Kshs)	Detail	Amount (Kshs)
1.		1.	
2.		2.	
3.		3.	
4.		4.	
	TOTAL		TOTAL



ACTIVITY 3: How can I spend less?

 TIME: 20 minutes



Participants get into the same groups as they were for activity one.

- Read aloud the case study below and ask each group to think of at least five ideas that will help Peter spend less.
- Get into one big group and share ideas.

Peter is spending more than he earns each month and his savings have nearly depleted. He recently got a promotion at work, which now pays him a bit more, but he also wants to spend less to increase his savings.

Tips for budgeting:

- **Do not go** grocery shopping when you are hungry
- Limit the number of times you eat out each month
- Eliminate bad and expensive habits such as smoking, betting, and drinking alcohol.
- Walk, use public transportation, or ride a bike instead of owning a car.
- If you can live with others, you can save money on rent and utilities by splinting the costs.
- Cut out expensive monthly packages such as TV deals and subscriptions.
- Cook your meals, eat seasonal foods, keep an eye on supermarket discounts, and use local food vendors.
- Take advantage of student discounts, e.g., public libraries, student bank accounts, etc.
- Reuse and recycle; consider buying second-hand items.
- Switch off electricity when you leave the room and turn off taps to save on utility costs.
- Use a budgeting app or a tracking record. There are free budgeting apps that will help you keep track of your spending.
- When possible, avoid borrowing money or going into debt. Never use loan 'sharks' such as Fuliza, M-Shwari, or Kop a Chapaa.
- Open and use a bank account to store your money. It is safer to keep your money in a secure place, and you can easily keep track of your savings.



Create a budget for the next six months. Include your income and expenses.

SESSION SUMMARY

 TIME: 5 minutes



Money matters. Understanding and looking after our money can seem overwhelming at first but knowing what money we have and smartly spending gives us more control. It can also reduce stress and anxiety and enable planning and action if we spend too much or do not have enough income. Getting advice and support from trusted sources if you are in debt or at risk of being in debt is essential.

TOPIC 9: CITIZENSHIP

This session helps equip care leavers with knowledge and skills on the values and behaviors that define them as Kenyans. It also outlines the key documents that may be needed to obtain citizenship and how to acquire those documents. The session gives a list of the various social protection programs that exist and how to enrol



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape

Session objectives

- Exploring the values that are important for happy and healthy societies
- Understanding the Bill of Rights in relation to young people
- Learning about available social protection programs and national documentation

Session outline

- Welcome
- Homework review
- Pillars of character
- Bill of rights
- Social protection services in Kenya
- Important national documents
- Assigning homework
- Summary

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game

Discussion of homework—5 minutes

- What patterns did you note in your spending habits?
- Who or what influences your spending habits?



ACTIVITY 1: Pillars of character¹⁶

TIME: 20 minutes; MATERIALS NEEDED: Flipcharts, marker pens, masking tape

There are six characteristics that help to create healthy individuals and a healthy society¹⁷:

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

- Prepare six flipchart pages with each value written on it and stick them on the wall (spaced out)
- Divide participants into six groups and ask each group to go to one of the six values
- Each group discusses the following and writes their answers on the flipchart:
 - What does this value (for example, respect) mean to you?
- After two minutes, each group moves to the next poster. Give each group two minutes for the first three posters, then one minute for the last three.
- Get into one big group and begin a discussion:

Discuss:

- What challenges do you face with 'living' these values?
- Do you think any of these values are more important than the others? If so, why? If not, why?
- Can you think of any other values needed to help create a happy, healthy society? Refer to Annex 8.10, page 40 for additional notes.



ACTIVITY 2: Going global

TIME: 20 minutes; MATERIALS NEEDED: Flip chart, marker pens

Participants get into one big circle. Put a piece of flipchart paper and pens in the middle of the circle.

- Ask participants to think of nationally and globally famous people they admire, such as sports personalities, leaders, scientists, and advocates. When they think of someone, they can write the name on the flipchart.
- Read aloud all the names on the flipchart.

Discuss:

- Can you identify some of the key characteristics that define one or more people on the list?
- Are there any characteristics that all or most of them have?



Sometimes values can be difficult to uphold. The people we really admire are often those who always uphold their values, including through challenging situations. When we uphold our values, we are also a shining example to others.

¹⁶ <https://charactercounts.org/program-overview/six-pillars/>

¹⁷ From the Josephson Institute of Ethics https://web.engr.uky.edu/~jrchee0/CE%20401/Josephson%20EDM/Making_Ethical_Decisions.pdf



ACTIVITY 3: Bill of rights of Kenyan citizens

 TIME: 20 minutes;  MATERIALS NEEDED: Flip chart, marker pens



Divide participants into groups of five per group; give each group flipchart paper and pens

- Each group discusses and documents their points:
 - What is the Bill of Rights?
 - What is the importance of the Bill of Rights?
- Get into one big group and compare answers.



The Bill of Rights outlines that everyone's rights must be upheld and outlines the State's responsibilities to uphold them. The Bill of Rights demonstrates Kenya's commitment to sustaining the United Nations Convention on The Rights of the Child and the United Nations Universal Declaration of Human Rights. Regarding young people, the Bill of Rights declares that:

The State shall take measures, including affirmative action programs, to ensure that the young people—

(a) Access relevant education and training

(b) Have opportunities to associate, be represented, and participate in political, social, economic, and other spheres of life

(c) Access employment

(d) Are protected from harmful cultural practices and exploitation

Refer to annex 8.10, page 40 for additional information on the bill of rights for Kenyan citizens.

Discuss:

- In your experience, do you have:
 - Access to education and training?
 - Opportunities to participate in all spheres of life?
 - Access to employment?
 - Protection from harm?
- What more do you think the government could and should do to ensure your rights are upheld?
- What more could other organizations and individuals do to guarantee your rights are upheld?
- What about the rights of all citizens, such as people with disabilities, people living in informal settlements such as Kibera, and people without identity cards?

Our rights are fundamental. Sometimes we may not realize all our rights due to direct and indirect discrimination (where we cannot do or access something based on a bias). For example, indirect discrimination may occur if there is no ramp for wheelchair use. Some organizations specialize in advocating for the realization of people's rights.



ACTIVITY 4: Social protection services in Kenya

 TIME: 10 minutes



Social protection schemes are important for addressing poverty and inequality. In Kenya, various social protection programs are available.

Brainstorm:

- As a young person, what are some of the social protection programs available to you designed to reduce poverty?
- Draw the following chart and try to populate information in each category:

	Service/good	Institution providing that service	Requirements
Disability	Eg wheelchair	APDK	Medical certificate
Young people funds			
Education funds			
Scholarships			



ACTIVITY 5: Key national documents

TIME: 10 minutes



Brainstorm: What are the most important national documents?

- Record the responses as the participants mention them.
- Go through each of those documents as you discuss their importance and talk about where and how to acquire them.

Key national documents include:

- Birth certificate
- National Identity card
- Registration as a Person with Disabilities
- PIN certificate
- NHIF card
- NSSF card
- Certificate of Good Conduct

Refer to annex 8.10, page 42-46 for additional information.



Imagine that you have a proposal to start a transport business (boda boda). You will need KSh 100,000. How might you go about setting up your business? Think about the documentation you might need.

SESSION SUMMARY

TIME: 5 minutes



Most government services are free. When you are required to pay, it is important to get a receipt as proof of purchase.

Bribery is not legal and therefore not recommended for any service. Register at e-Citizen to get access to a variety of government services. Please note that some government services are only available through the portal, and therefore you must register on eCitizen.

TOPIC 10: THE LEAVING CARE TRANSITION

This session prepares participants for life outside of care, enhancing transition, and providing further support to those who have already exited institutions. The session intends to help the participants visualize their transition out of care and who will be an important figure in supporting them as they begin living independently or in family care. The session will help participants to identify their goals for the transition.



90 minutes



Notebooks, pens, flip charts, marker pens, blue tack/masking tape

Session objectives

- Describe a safe and secure place or environment during transition
- Visualize their journey or immediate goals and plans
- Identify a potential mentor or caregiver
- Understand the benefits and challenges of transitioning to family or community care

Session outline

- Welcome
- Homework review
- Reestablishing family and community relationships
- Identifying mentors
- Summary
- Assigning homework



Note to facilitator: this can be a sensitive and challenging topic for participants. It is particularly important to remind participants only to share what they feel comfortable with, keep an eye out if a participant is becoming upset, and outlining how participants can get support after the session.

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

Ask each pair to present their business plan or proposal assignment.

- Ask volunteers to name the crucial national documents that they need.
- Check which is the most common document mentioned by the participants and explain the process of acquiring it.



Transitions are changes in our lives. Transitioning from care can be a huge step, and some of you may have already made that step. The previous sessions have hopefully enabled you to see the strengths and skills you have and equip you with additional ones to help you manage the transition from care and other future transitions to feel more prepared for the next stage of your life.



ACTIVITY 1: Transitions

TIME: 10 minutes



Brainstorm:

- What are you transitioning from and what are you transitioning to? Support participants to think about practical and emotional aspects of transitioning from care.
- How might various participants have different transitions?



The action of leaving care varies for each individual, and no two people have the same experience. Realistically there might be many changes, such as finding accommodation, acquiring essential documentation, searching for a job, setting up a business, starting an apprenticeship, going into further education, and reuniting with friends and family. These responsibilities can impact us emotionally and bring additional stress, anxiety, excitement, frustrations, and happiness. Being aware of the many practical and emotional changes we are going through can help us use some of our skills, such as self-care and resilience, and our knowledge, such as budgeting, networking, and accessing the support we need. All of these tools help make transitions easier to navigate and even enjoy it.



ACTIVITY 2: Islands¹⁸

TIME: 20 minutes



Break into groups of five people per group

- Ask the groups to imagine an island they know nothing about. Ask them to consider whether they should build a bridge to reach the island, or a wall to protect themselves?
- Make a list of the pros and cons of each decision
- Gather into one big group and compare answers



Note: compare building a bridge to reaching out to family or community. Building a bridge is a big difference from putting up a wall and choosing not to make contact. Highlight that there are no right or wrong decisions. Some people choose not to be reunited with family, often due to the circumstances in which they left the family home. No one over 18 years old is required to return home. If you choose to, it is likely to take time, patience, and support to work through the circumstances that led you to leave home. When possible, seek support from your CCI (even if you have left), go at a pace that is right for you, and lean on your support networks, such as friends and your mentor. You may also choose to access counseling to support you with the process. If you feel unsafe at any point, trust your instinct, and get advice and support before taking further steps in the reintegration process.



Some families may choose not to rebuild a relationship with the young person who left the family home. This can be painful. However, with the support from your friends, mentor, and counseling if you choose, you can manage this transition too and come through it stronger.



During the transition from care, let the planners know that you are interested in meeting family/kin. They will then be able to create a plan of how you will be involved in the process. If you have already left care, speak to your contact person at the CCI.

¹⁸ <http://www.youthgroupgames.co.uk/fun-games-teach-life-skills.html>



ACTIVITY 3: Overcoming loneliness

TIME: 10 minutes; MATERIALS NEEDED: Flip chart, pens

Participants go back into their groups

- Ask the groups to imagine that they have gone onto the island—they can imagine it as going back into the community where they grew up or into a new community. Their friends have all gone to neighboring islands, and they are feeling isolated and alone. What can they do to address this?
- On a piece of flipchart paper, participants write or draw ideas for overcoming loneliness and isolation
- Get into one big group and compare answers

Find people that enjoy doing what you enjoy doing—whether that is reading, playing a sport, singing, or cooking. Volunteering is a good way to meet people and develop your experience at the same time. We also live in a time where no one is far away thanks to the internet so you can call friends and family with video who are not nearby.



ACTIVITY 4: My life journey

TIME: 10 minutes



Explain to participants that they are now going to return to one of the first activities we did in Session one. We will think about our own futures and life stories.

- Ask participants to close their eyes, sit back and relax, and imagine their life next year.
- Ask:
 - Who will you be living with? Who will your friends be? Will you be in a relationship with someone?
 - What will you do in your spare time? Will you be studying? Will you be employed? What support might you need on this life journey?
 - Who is your role model? Why are they your role model? What values do your role model possess?
 - What are your talents, hobbies, and sports?
- Next, ask participants to imagine themselves in five years' time. Ask some of the same questions from above and see what their goals and vision are this point in their life.
- Next, ask participants to do the same in 10- or 15-years' time.
 - Imagine that you have your own children or nieces and nephews. What kind of lifestyle would you wish for them?
 - What would you like to share with them?
 - What fears will you have for them?
 - What support might you give them?
- Lastly, ask participants what other support systems they might need on their life journey.
- Ask participants to open their eyes and relax for a few minutes.
- Ask them to reflect on the stages of their lives that they envisioned.
- Ask participants to share something about their life journey that has changed or developed from when they initially did the activity.
- Ask participants whether they have any new concerns since they first did the activity; and whether any previous concerns have been addressed.

Take time to address concerns where they may apply to more than one participant. For specific individual concerns, ask the individual(s) to speak to the facilitator and trusted adult present at the end of the session.



ACTIVITY 5: Mentoring

 TIME: 10 minutes

Brainstorm:

- What is a mentoring relationship?
- What characteristics, skills, and experience might you look for in a mentor?
- Who has had experience working with a mentor? Would you like to share your experience?



A mentoring relationship is a professional relationship with strong boundaries and agreed upon contact times (for example, for one hour a week for a six-month period). At the start of a mentoring relationship, the mentor and mentee should agree on a Code of Conduct and objectives for the relationship.

Mentors are trusted adults in the community who commit to supporting someone. They may be professionals in a field of work you are interested in getting into, have life skills you want to develop, or have life coaching experience. Some mentors also have knowledge and training on human rights, Kenyan legislation, finance, psychosocial support, or other relevant skills. All mentors need to have excellent listening and communication skills.



ACTIVITY 6: Choosing a mentor

 TIME: 10 minutes

Ask participants to think about their current life situation and fill out the table below:

What areas of life am I struggling with right now?	Which skills and experiences would I like my mentor to have?	How might I identify and approach someone who I would like as a mentor?

Determine what you need in a mentor. What do you aim to get from that relationship?

- Check the qualities of the person you may consider as a mentor. Are they patient, would they share in the dreams you have? Are they easily accessible? Are they honest with their feedback?
- Identify an all-around and willing mentor who can help you with several issues instead of having several mentors simultaneously.
- Take the initiative. Approach your potential mentor and tell them you would like to learn from them. Do not divulge your expectations during the first meeting or ask for too much of their time.
- Once you find a mentor, be active; plan your meetings, prepare beforehand on the issues you seek counsel, and be ready to take note. Do your part and avoid waiting for the mentor to help you.
- Be respectful and cognizant of time.
- Always act with integrity in the mentoring relationship: it is a professional relationship with boundaries. Never ask for or take money, items, or socializing, including drinking alcohol or taking drugs with a mentor. Report any behavior that makes you feel uncomfortable to a trusted adult.



Think about whom you might want as a mentor. Make a list of their relevant skills and experience. How might you approach them? If they say no, who else might you approach?

SUMMARY

 TIME: 5 minutes

 **Leaving care is a big step. However, so is coming into care, going to secondary school, and taking exams. Transitions are common, and they help us grow. Keep using your tools and get advice and support when you are unsure about managing a situation, you are feeling overwhelmed, or getting stuck. Transitions can be incredible learning experiences and are sometimes even fun and exciting.**

Finally, think about the people you would like to invite to your graduation. Each participant can invite two people to the ceremony (although you do not need to invite anyone).

FINAL SESSION: GRADUATION

This session enables participants who have attended 80% of the sessions to celebrate the completion of the program alongside their invited guests.



90 minutes



How I'm Feeling survey, tape, pieces of paper, pencils, certificates, and snacks

Session objectives

- Enabling participants to view their skills and strengths development by re-taking the survey
- Complimenting others and receiving compliments to help participants recognize their own and others' skills and strengths
- Reviewing key information and skills developed throughout the program
- Celebrating the life skills session graduates

Session flow

- Welcome
- Review of homework
- How I'm Feeling survey
- Complimenting each other
- Recap on what was covered in the program
- Graduation ceremony
- End the program

Welcome—10 minutes

- Greet and welcome the participants warmly
- Thank the participants for choosing to attend the sessions
- Participants are free to open the session with a song or prayer
- Play an icebreaker game
- Display the group standards and review them
- Outline the objectives of the session

Discussion of homework—5 minutes

- Review the participants homework on identifying mentors.
- At this point also cover any other questions the participants may have on the sessions.



ACTIVITY 1: How I am Feeling survey

TIME: 15 minutes; MATERIALS NEEDED: Printed survey, pens)

Remind participants that the survey is to help assess the effectiveness of the sessions for participant's learning and skills development.

- Give each participant a survey and ask them to fill it as truthfully as possible.

Some of you may feel less positive or more anxious about things than you did at the start of the program. If this is the case, it may be because you have started to think through some of the big life changes coming up, which can seem overwhelming. However, you have also learned a lot of tools and identified many of your existing strengths and skills. Remember to get help and support when you need it. If you are worried, talk the facilitator or another trusted adult at the end of the session.



ACTIVITY 2: Complimenting each other

TIME: 15 minutes; MATERIALS NEEDED: Paper, masking tape, pens

Give each participant a plain piece of paper, tape, and a pencil.

- Participants get into pairs. Each person writes one compliment about the other person on the piece of paper (making sure their partner cannot see) and then sticks the piece of paper on their partner's back. The compliment should not be about their appearance, rather a quality such as 'brave,' or 'most likely to start a business.'
- Participants go around the room adding to what is written on each other's backs.
- Next, give the guests pencils and ask them to write something on the backs of the participants who they know.
- Ask participants to take off the piece of paper on their back and read what is written.

Get into one big circle. Ask participants:

- Were you surprised by what was written?
- What have you enjoyed the most about working together?



ACTIVITY 3: What we have learned

TIME: 15 minutes

Participants and guests all sit in a circle together.

- Ask participants to stand up and state the most important skill they have learned from the program. Encourage everyone to clap after each participant has spoken.
- Note: The facilitator should encourage the participants to join KESCA.



ACTIVITY 4: Certificates

TIME: 10 minutes

Participants and guests all sit in a circle together.

- The facilitator, or where possible, a respected member of the community, awards each participant with their certificate of completion.
- Ask participants to stand up when they receive their certificate and encourage everyone to clap.



ACTIVITY 5: Celebrating success

 TIME: 5 minutes

Participants choose how they want to celebrate with their guests (for example, with an ice-breaker or activity they enjoyed, a song or a dance).

PROGRAM SUMMARY

 TIME: 5 minutes

 Hopefully, this program has helped you recognize some of your strengths and skills and enabled you to develop new skills. However, all skills need practicing regularly, and life is all about learning.

“Learning is a treasure that will follow its owner everywhere.”

– CHINESE PROVERB

“Always walk through life as if you have something new to learn and you will.”

– VERNON HOWARD

“Anyone who stops learning is old, whether at twenty or eighty.”

– HENRY FORD

ANNEX 1

GLOSSARY¹⁹

Aftercare support: A process whereby various services are offered to children after they leave alternative care and move on to independent living or get reunified with their families.

Alternative care: Alternative care is a formal or informal arrangement whereby a child is cared for overnight outside the parental home, either by a decision by the judicial, administrative authority, a duly accredited body, or at the initiative of the child, his or her parent(s), primary caregivers, or spontaneously by a care provider in the absence of parents—also referred to as “care” in this document.

Attachment: is a bond or tie between an individual and an adjunct figure based on the need for safety, security, and protection.

Caregiver/carer: a parent or guardian who is charged with the responsibility for a child’s welfare.

Care leaver: child or young person who is leaving or has left an alternative care placement. He or she may be entitled to assistance with education, finances, psychosocial support, and accommodation to prepare for independent living.

Case management: The process of ensuring that an identified child has his or her needs for care, protection, and support met. This is usually the responsibility of an allocated social worker who meets with the child, the family, any other caregivers, and professionals involved with the child to assess, plan, deliver, or refer the child or family for services and monitor and review progress.

Case Worker: is the primary worker responsible for a case. This person maintains responsibility for the individual case management process from identification to case closure.

Charitable Children’s Institution: is a home or institution established by a person, corporate or non-corporate, religious organization, or NGO approved by the National Council for Children’s Services (NCCS) to manage a program for the care, protection, rehabilitation, or control of children.

Statutory Children’s Institution: in Kenya, these are children institutions established by the Government of Kenya for the purpose of rescuing children who need care and protection (rescue homes), confining children in conflict with the law while their cases are being handled in court (remand homes), and rehabilitating children who have been in conflict with the law (rehabilitation schools). The court commits a child into one of these institutions as appropriate. In Kenya, the statutory institutions include remand homes, rehabilitation schools, rescue homes, etc.²⁰

Child: any human being under the age of 18 years.

Child abuse: any individuals, institutions, or processes do or fail to do, which directly harms young people or damages their prospects of safe and healthy development into adulthood. The Children Act, 2001 defines child abuse as anything that causes physical, sexual, psychological, or mental injury to a child. There are four types of child abuse: physical abuse, neglect, sexual abuse, and emotional maltreatment. All four are typically found in combination rather than individually.

Community: is composed of the individuals, or groups of people, organizations, and institutions (formal and informal) where the child and family live.

Facilitator: A person who helps a group identify and solve problems by structuring the discussion and intervening when necessary to improve the effectiveness of the group’s processes and outcomes.²¹ They have basic training on life skills and conduct sessions with care leavers to promote knowledge/skill gain, initiate, and sustain behavior change.

Family includes relatives of a child, including both immediate family (mother, father, stepparents, siblings, and grandparents) and extended family, also referred to as relatives or ‘kin’ (aunts, uncles, and cousins).

Institutional care: The short-term or long-term placement of a child in any non-family-based care situation. Similar terms include residential care, group care, and an orphanage.²²

19 Unless otherwise stated, definitions and terms taken from the Government of Kenya. (2014). Implementing the Guidelines for the Alternative Family Care of Children in Kenya or Government of Kenya. (2019). Case Management for Reintegration of Children to Family and Community-based Care. Draft.

20 Case workers guide book: Case Management for Reintegration of Children to Family or Community-based Care (2019)

21 Reference for Business. Definition and role of facilitator accessed at: <https://www.referenceforbusiness.com/management/Ex-Gov/Facilitator.html>

22 Better Care Network. Toolkit definitions accessed at: <https://bettercarenetwork.org/toolkit/glossary-of-key-terms>

Life skills: Various skills that young people can learn regarding social development and living and coping independently. These skills include self-awareness, problem-solving, learning to negotiate, decision making, creative thinking, critical thinking, effective communication, interpersonal relationship skills, conflict resolution, empathy, coping with emotions, stress management, money management, raising a family, and running a home.²³

Mentors: are trusted adult community members who commit to work to support vulnerable young people. They have basic training on children's rights and laws protecting children, life skills, adolescent health, income-generating activities, active listening, and how to provide psychosocial support offered by organizations. Through their presence in the community and by making regular visits, the mentors encourage young people to attend school, avoid risky behaviors, access essential services, and provide psychosocial support.

Monitoring visits: are regular home visits with the child and family to ensure that the reintegration process is in the child's best interest. The visit ensures the family meets the child's needs; they progress on their care plan and provide any further referrals or psychosocial services. These visits may also involve interacting with neighbors, extended family members, or service providers.

Reintegration: The process by which a child is reunited and can integrate with his or her biological parents, extended family, or legal guardian. During this process, activities are implemented to equip the child and the family with the necessary skills and resources for proper reintegration and readjustment.

Reunification: The process of bringing together the child and family, or previous care-provider, for the purpose of establishing or re-establishing long-term care.

Risk factors: are any attributes, characteristics, or exposures of an individual, including a child that increases the likelihood of developing a disease, injury, or other form of harm to wellbeing.

Safeguarding (sometimes referred to as child/adult protection): is the proactive and responsive step taken to keep children and adults at risk safe from harm and respond to concerns and disclosures of abuse.

Safeguarding policy is a policy outlining how an organization proactively keeps children and adults at risk safe (such as safe recruitment and training) and outlines the reporting protocol for responding to a concern or disclosure in line with national legislation and international best practices.

Self-care are activities and practices that reduce stress and maintain and enhance short and longer-term health and wellbeing.²⁴

Service provider an individual employed or attached to a formal institution that provides professional care or services.

Social and behavior change communication is the use of communication to change behaviors including service utilization by positively influencing knowledge, attitude, and social norms.²⁵

Supported independent living: Where a young person is supported in her or his own home, a group home, hostel, or other form of accommodation, to become independent. Social workers are available as needed and at planned intervals to help and support but not to provide supervision. Assistance may include timekeeping, budgeting, cooking, job seeking, counseling, vocational training, and parenting.

Supervision is a relationship that supports the facilitator's technical competence and practice, promotes wellbeing, and enables effective and supportive monitoring of life skills implementation.²⁶

Young person is someone between the ages of 15-24 years.²⁷

23 Ibid.

24 University of Buffalo, School of Social Work. Introduction to self care accessed at: <http://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html>

25 Health Communication Capacity Collaborative. Social and behavior change communication saves lives accessed at: http://ccp.jhu.edu/wp-content/uploads/JHU_Social_and_Behaviour_FULL_OUTLINES_V2.pdf

26 Child Protection Working Group. (2014). Interagency Guidelines for Case Management in Child Protection. Retrieved from: http://www.cpcnetwork.org/wp-content/uploads/2014/08/CM_guidelines_ENG_.pdf

27 United Nations. Definition of young people accessed at: <https://www.un.org/esa/socdev/documents/youth/factsheets/youth-definition.pdf>

ANNEX 2

LIFE SKILL TRAINING EVALUATION AND FEEDBACK FORM

This form is to be filled by participants of the facilitator's training.

Training dates/session dates: _____

Facilitator _____ Venue _____

Please complete the evaluation form. Your feedback is confidential and will only be used to help us improve the content and delivery of the training/session

Criteria			
What I thought about the sessions			
What I thought about the length of each session			
What I learned from the sessions			
I was heard and able to give my views			
Instructions were clear and understandable			
What I thought about the trainer			
The sessions were engaging			
The sessions were fun			

ANNEX 3

SESSION ATTENDANCE FORM

Instructions: This form should be filled by the facilitator at the end of each session.

County: _____ Sub county: _____ Group name: _____													
Name of Local Implementing Partner: _____ Name of CCI: _____													
Name of participant	Age	Gender	Session <i>(Please tick appropriately and indicate the date when the session was held day/month)</i>										Repeated session & why:
			1	2	3	4	5	6	7	8	9	10	
			<small>Mm/dd/yy</small>										

Verified by: Facilitator Name _____ Supervisor Name _____

ANNEX 4

CHILD SAFEGUARDING AND PROTECTION POLICY

Kenya Society of Care leavers code of Conduct for Personnel working with children

Statement of Commitment

Kenya Society of Care leavers provides an open, friendly environment for everyone participating in our programs. KESCA strives to provide high-quality programs to young people; these programs are safe and welcoming. KESCA seeks to involve children, caregivers, and colleagues to ensure these standards are maintained.

All adults providing or assisting with activities for young people have special responsibilities to young people. Abuse takes several forms and affects children in different ways. You should be very aware of the impact of your words and actions toward children. Good conduct not only prevents incidents and allegations but also helps to highlight any conduct (by other people) that is unsafe or unprofessional.

This Code of Conduct details the type of practice we require of all adults on our Programs involved with children to follow when in contact with children. This Code of Conduct will help ensure children's safety who participate in our projects. We aim to promote good practice and reduce the likelihood of false allegations. Everyone in our project who works with children must keep the following Codes of conduct in mind. They should:

1. Be professional and always maintain the highest standards of personal behaviors;
2. Put the care, welfare, safety, and needs of a child first;
3. Recognize the trust placed in adults by children, and recognize the power held over children by adults. Treat this trust and this power with the highest responsibility;
4. Always work in an open and responsible manner. Work in a visible place whenever possible, be wary of working alone and unobserved, and be willing to accept questions or criticism regarding good practice.
5. Expect others to work in an open and responsible manner. Question and criticize the practice of others if necessary.
6. Never be under the influence of drink, drugs, or any illegal substance.
7. Use appropriate and respectful forms of discipline and communication. Physical aggression, intimidation, verbal abuse, rebuke, and persistent shouting are not acceptable. Any form of assault (e.g., hitting, kicking, pinching, etc.) should be regarded as a serious incident. Positive messages are most effective
8. Use appropriate language. Do not swear, and never make sexual or suggestive comments to a child. If a child makes such comments, enforce these boundaries in your response.
9. Never favor one child or show interest in one child over another; treat all children equally with respect and dignity.
10. Give enthusiastic and constructive feedback, rather than negative criticism.
11. Ensure that if mixed groups of children are taken on a trip, they should be accompanied by both male and female member staff/volunteer/helper.
12. Ensure that when on trips away from home, you do not share a room with a child, or enter their room other than during an emergency, unless it has been agreed that the child/children require additional support or supervision.
13. Ensure that you do not invite children to come to your home.
14. Obtain written parental consent if you are required to transport a child in your car.
15. Never engage in rough, physical, or sexually proactive games, including horseplay.
16. Never allow or engage in any form of inappropriate touching.
17. Immediately report any suspicion that a child could be at risk of harm or abuse.
18. Never do things of a personal nature for a child.
19. Never allow allegations made by children to go unrecorded or not acted upon.

20. Be a good role model and avoid using bad language in front of children.
21. Do not discriminate against a child because of their age, gender, disability, culture, language, racial origin, religious belief, or sexual identity.
22. In the case of games/sports, use physical contact with children only when necessary. If contact is necessary, e.g., for the purposes of coaching or first aid, then explain to the child what the contact is for and change your approach if he or she appears uncomfortable. Any form of sexual activity with a child is unacceptable and could lead to disciplinary or legal action.
23. Design and use training methods and programs appropriate to the individual child.
24. Be aware of situations that could be misunderstood or manipulated by other adults. For example, if an official is alone with a child in a clubhouse, a changing room, or a car, he or she may be vulnerable to allegations of misconduct;
25. Be vigilant and aware of how actions can be misinterpreted by children. Actions made with good intentions can seem intrusive or intimidating to some children. Sometimes children become attracted to the adults working with them. Adults should be aware of the impact of their actions and should sensitively address any misunderstanding.

If a concern about a child's welfare comes to your attention:

it can be challenging to recognize indications of abuse unless there are signs of physical or behavioral change. However, abuse may be suspected from something the child says or another person has heard or seen. It is essential to be aware and vigilant and to deal with facts objectively. Act upon any suspicion or allegation of abuse or any disclosure of concern made by a child (or adult);

If a concern comes to your attention, record information, including relevant details. Be sure to record opinions or feelings as such; do not record them as facts. Do not question or interview the people involved in the incident of concern.

1. It takes great courage for a child to disclose abuse. The child is reporting the incident because they want and need your help to make it to stop. Do not make promises of confidentiality, rather explain that you will need to contact other professionals who will be able to help. Listen to what the child says and do not suggest ideas. Use open ended questions that cannot be responded to with yes or no. Record what is said as soon as possible. It is important to use the exact words spoken by the child and recording facts, not opinions;
2. You must report any concerns within the area of Child Protection (physical, emotional, or sexual abuse, neglect or bullying), in confidence and without delay, to the Designated Children's Officer. It is very important that you do not tell anyone else about the complaint until you discuss the situation with the Children's Officer. This includes the alleged offender or perpetrator.
3. Any information you give, or the fact that you gave it, will always remain confidential.

Declaration

I _____ confirm that I have read and understand this Code of Conduct and will abide by all its terms & provisions.

Signed: _____ Date: _____

Kenya Society of Care leavers Office

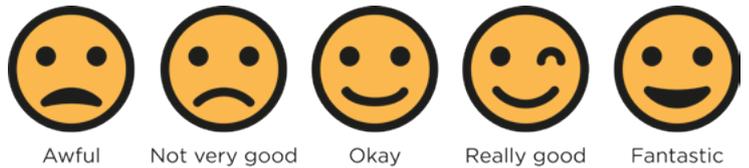
ANNEX 5

FEEL GOOD SURVEY

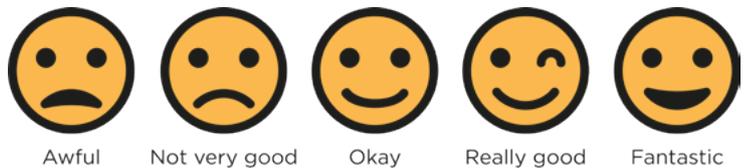
Hello,

Today you are going to answer some questions on the sheet of paper I handed to you. This is called a Feel-good survey. I will give you a number, and you will put that number on the top of your sheet. This survey is not like a school test. It is a fun activity. We want to know how you feel about some important things. Please answer the following questions below. Please put a (✓) next to the answer that best describes your situation or response:

1. When thinking about your past experiences, how do you feel?



2. When thinking about your life now, how do you feel?



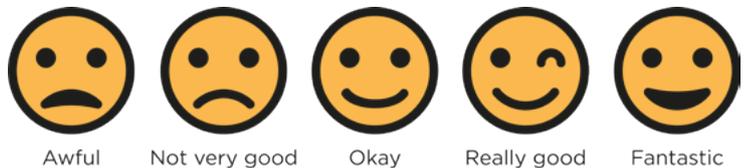
3. When thinking about your future, how do you feel?



4. How do you feel about leaving care?



5. When thinking about your physical health, how do you feel?



6. When thinking about your mental and emotional health, how do you feel?



7. When thinking about your friends, how do you feel?



8. When thinking about your family, how do you feel?



9. At this moment, rate yourself on the following:



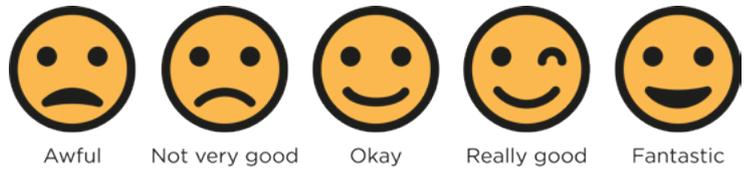
10. Rate how happy you feel:



11. Rate how calm you feel:



12. Rate how resilient you feel (able to spring back from challenges):



13. Rate the knowledge you have:



14. Rate the support you have:



ANNEX 6

JOB AID—WARNING SIGNS AND SELF-ASSESSMENT FOR BURNOUT (TIPS FOR FACILITATING)²⁸

Assess Your Warning Signs	Checklist For Positive Coping Behaviors	Checklist For Negative Coping Practices
<ul style="list-style-type: none"> • I have disturbed sleep, eating, or concentration. • I isolate myself from family, friends, and colleagues. • I fail to take regularly scheduled breaks. • I enjoy my work less than in the past. • I find myself bored, disinterested, or easily irritated by clients. • I have experienced recent life stressors such as illness, personal loss, relationship difficulties, financial problems, or legal trouble. • I feel emotionally exhausted or drained after meeting with specific clients. • I find myself thinking about being elsewhere when working with clients. • I am self-medicating, overlooking personal needs, and neglecting my health. • I find my work less rewarding and gratifying than in the past. • I am feeling depressed, anxious, or frequently agitated. • I am enjoying life far less than in the past. • I find myself experiencing repeated headaches and other physical complaints. • I sit staring into space for hours and cannot concentrate on my work. 	<ul style="list-style-type: none"> • I take regularly scheduled breaks. • I take vacations periodically and do not bring work home with me. • I have friends, hobbies, and interests unrelated to work. • I exercise regularly, have a healthy diet, and maintain an appropriate weight. • I limit my work hours and caseload. • I participate in peer support, clinical supervision, personal psychotherapy, and journaling as preventive strategies. • I attend to my religious and spiritual needs. • I regularly participate in relaxing activities, e.g., meditation, yoga, reading, and music. • I regularly participate in activities that I enjoy and look forward to doing. 	<ul style="list-style-type: none"> • I self-medicate with alcohol, drugs (including over the counter and prescription), and food. • I seek emotional support and nurture from clients. • I keep taking on more responsibilities and try to work my way through issues. • I try to squeeze more into the day, accomplish more, and measure success by how many tasks I complete and by how much I can accomplish in a day. • I isolate, avoid colleagues, and minimize the significance of stresses in my life. • I know that distress affects others, but I do not consider the warning signs I experience. • I believe that everything will turn out fine just because I say so!

²⁸ Adapted from: <https://societyforpsychotherapy.org/distress-therapist-burnout-self-care-promotion-wellness-psychotherapists-trainees-issues-implications-recommendations/>

ANNEX 7

JOB AID—IDENTIFYING POST-TRAUMATIC STRESS (TIPS FOR FACILITATING)

Post-traumatic stress disorder (PTSD) is diagnosed after a person experiences symptoms for at least one month following a traumatic event.²⁹ However, symptoms may not appear until several months or even years later.

Symptoms

- Re-experiencing the trauma through intrusive distressing recollections of the event.
- Flashbacks.
- Nightmares.
- Repetitive and distressing images or sensations.
- Physical sensations, such as pain, sweating, feeling sick or trembling.
- Emotional numbness and avoidance of places, people, and activities that are reminders of the trauma.
- Pushing memories of the event out of mind, often distracting themselves with work or hobbies.³⁰
- Dealing with their feelings by trying not to feel anything at all (emotional numbing).
- Becoming isolated and withdrawn, and may also give up pursuing activities that bring enjoyment

Hyper arousal or increased arousal such as [difficulty sleeping](#), concentrating, feeling jumpy, being easily irritated, angered, constantly aware of threats, extreme alertness, and easily startled.

Hyperarousal often leads to:

- Irritability
- Angry outbursts
- Sleeping problems (insomnia)
- Difficulty concentrating
- Difficult beliefs or feelings³¹
- Feeling like you cannot trust anyone
- Feeling like nowhere is safe
- Feeling like nobody understands
- Blaming yourself for what happened
- Overwhelming feelings of anger, sadness, guilt, or shame

²⁹ <https://adaa.org/understanding-anxiety/posttraumatic-stress-disorder-ptsd/symptoms>

³⁰ <https://www.nhs.uk/conditions/post-traumatic-stress-disorder-ptsd/symptoms/>

³¹ <https://www.mind.org.uk/information-support/types-of-mental-health-problems/post-traumatic-stress-disorder-ptsd/symptoms-of-ptsd/#.Xg3zrEczaUk>

ANNEX 8:1

BACKGROUND READING FOR SESSION TWO: EFFECTIVE COMMUNICATION

Types of communication:

Verbal communication: is the sharing of information using speech. It can either be written or spoken. The effectiveness of the verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language, and the quality of words used in the conversation. The success of verbal communication depends not only on an individual's speaking ability but also on their listening skills.

Non-Verbal communication: this is the use of communication without using spoken word. Examples include gestures, facial expressions, shaking hands, body language, eye contact, hugging etc. Non-verbal communication is useful in helping to reinforce what was said, complementing or ascending a message. It supplements whatever is said in words, such as people nod to acknowledge and move their hands to give directions.

Intrapersonal Communication: is a communicator's internal use of language or thought. It involves thinking, analyzing, interpreting, assessing, contemplating, feeling, etc. It is to reflect the individual self, with a view to clarify something. It is an activity that takes place in our mind, wherein a person is involved in a conversation with himself or herself, commonly known as 'self-talk' or 'inner speech'.

Interpersonal Communication: Communication between two or more people through verbal or non-verbal messages.³² Interpersonal communication often harmonizes with verbal and non-verbal communication. This calls for an individual to have skills like persuasion, negotiation, listening, assertiveness, etc.

Key components of good communication

Completeness of the Message: Communication must be clear both verbally and in the message so that people can easily understand what you are communicating.

Clarity: The message to be conveyed or sent must have clarity and integrity for better understanding. Clarity of thoughts and ideas enhances the meaning of the message.

Conciseness of the Message: Short and intelligible message sent to the receiver is appreciated and more comprehensible. It saves time and cost as it is understood at the first instance of reception.

Consideration of physical setting of the recipient: To make communication more effective, the overall physical setting, i.e., the media of communication and the work environment, must be considered. The content of the message must consider the attitude, knowledge, and position of the recipient.

Courtesy: The sender's message should be drafted or prepared in a polite, reflective, and enthusiastic manner. It must show the sender's respect for the receiver and be positive.

Correctness of the message: When drafting the message, be considerate of grammar and avoid repetitive sentences. The message should be exact, correct, and well-timed.

Appropriate for the people/context: for example, if you are communicating with younger children or someone with limited knowledge of the language you are using, use simpler language.

Listening technique: Ensure that you actively listen and respectfully pay attention to your body language and that of the speaker.

Feedback is a crucial part of communication and is necessary for all involved in the process. It may mark the end of the communication process and will improve any conversations in the future.

Please note cultural barriers or different interpretations of some nonverbal cues. For example, in some cultures, eye contact is important, while in others, it is considered rude to maintain eye contact.

Barriers to Effective Communication: Barriers stall or distort communication. When communicating, it is necessary to pay attention to barriers to overcome them.

³² <https://keydifferences.com/difference-between-intrapersonal-and-interpersonal-communication.html>

Main Barriers include:

- Judgmental attitudes are revealed when someone exhibits excessive analysis, making value-based comments, name-calling, bossiness, ridiculing, judgments, moralizing, or ignoring people.
- Physical barriers, e.g.,, noise or a physical disability (deaf/blind)
- The use of jargon or complicated/unfamiliar or technical words
- Cultural barriers: issues around gestures or personal space vary from community to community. For example, in some communities, young people and women are prohibited from speaking to men.
- Perception barriers: people perceive issues differently. Messages must be simple and clear. There should not be any room for interpretation.
- Technology barrier: technology advancement may be a barrier to communication. For example, how many people can participate in a Skype call in your village?
- Listen attentively: keep it short, ask questions, notice body language, and summarize.

Assertiveness

Assertive: Being able to stand up for your own or other people's rights in a calm, honest, and positive way. Being assertive is the act of being self-assured and confident without being aggressive.

Passive: Being passive is not involving visible reaction or active participation. Passive behavior can mean going along with the wishes of others and undermining individual rights and self-confidence. Many people adopt a passive response because they have a strong need to be liked by others.

Aggressive: Aggression is a behavior marked by obtrusive energy and self-assertiveness. Aggressive people often fail to consider the views or feelings of others. Those behaving aggressively will rarely show praise or appreciation of others, and an aggressive response tends to put others down. Aggressive responses cause the other person to respond in a non-assertive way, either aggressively or passively.

- You may find that you respond differently—whether passively, assertively, or aggressively – when communicating in different situations.

To be assertive you must:

- Know what you want
- Be sure it is fair and factual
- Ask for something clearly
- Use “I” statements, such as, “ I would like to attend evening classes” instead of “You are always giving me work in the evenings.”
- Stay calm
- Accept praise and criticism

Categories of assertive behavior

Refusal Assertiveness refers to knowing how to say no at the right time and in the right way.

Tips

- State your position: “No, I can't, ” “I am not able to do that right now,” and “I am not ready for sex.”
- Explain your reason: “I have something else to do that day.”
- Express understanding: “I hope you can find something else.”

Expressing Feelings. This means telling people how you feel without looking or feeling vulnerable.

Tips

- Express positive feelings: “You did a great job,” and “I appreciate the help and support you have given me.”
- Express negative feelings: “I am upset about what you did.”

Request assertiveness; this is necessary when you need clarification, information, or when you ask for what you want.

Tips

- State the problem: “Boss, you have given two different instructions.”
- Make a request: “Can you allow me to finish one project before starting the other?”
- Getting clarification: “Can you explain what you need done again?” or “If I heard you right...”

How to manage conflict:

- Learn how to manage strong emotions like yelling, getting frustrated or temptations to hit or throw items. Do not name call. Yelling only makes the situation worse.
- Talk and listen actively. Give everyone a fair chance to express their opinions calmly and respectfully. Pay attention to your non-verbal communication and that of the other person.
- Know when to walk away. Walking away is not a sign of weakness. If all else has failed, walk away from the situation, and revisit the issue later when you have cooled down.
- Focus on the present issues. Avoid raising issues from the past because it impairs the ability to resolve the issue at hand and only ends up assigning blame.
- Negotiate and allow for mediation.
- In all situations, have a win-win attitude that allows negotiation and strengthens the relationship. Stay motivated until the conflict is resolved.
- Be willing to forgive and let go of something. Resolution is about the ability to forgive and letting go of issues.

Teamwork

- What is teamwork?

This is a combined effort of a team to achieve a goal, objective, or task. Teamwork is achieved when individuals use their skills to achieve a common goal.

- Why is teamwork important?

Teams can brainstorm and achieve solutions to complex problems. It offers an opportunity to exchange ideas and imagine creative ways of handling an issue. Members can take advantage of each other’s strength to achieve something.

Qualities of a good team player

What are the qualities of a good team leader?

- Reliable: He or she is dependable and available when needed. They follow through on tasks and keep deadlines.
- Effective communication: Good team players communicate effectively, timely, and with respect. They listen actively and voice their concerns genuinely and respectfully.
- Committed: Team players display passion and commitment to their teams and tasks.
- Flexible: Teamwork means adaptability to changing situations. They actively seek out and involve others in decision making, knowing that diversity of opinions lead to optimal solutions.

Together everyone achieves more!

ANNEX 8:2

BACKGROUND READING FOR SESSION THREE: KEEPING MYSELF SAFE AND WHAT TO DO WHEN I FEEL UNSAFE

Abuse: Young people who live in care may be more susceptible to abuse due to a lack of consistent caregiver parents or a caregiver who is able and willing to protect him or her from harm.

Physical abuse: involves any action that brings physical pain or discomfort to a child, including slapping, pinching, punching, pushing, burning, or throwing objects to hurt or punish the child. There are often external injuries (wounds or bruises), but the abuse may not always be detectable. Physical abuse is almost always accompanied by emotional abuse.

Emotional abuse: abuse wounds a young person's emotions and spirit, leaving psychological marks that can last a lifetime. Young people who experience emotional abuse are "hit" every day with words that demean, shame, threaten, blame, or intimidate them. Emotional abuse destroys a young person's self-confidence and self-esteem and results in the sense of worthlessness and inadequacy, especially when expressions of love, support, and reassurance are withheld.

Sexual abuse can entail genital or oral stimulation, fondling, sexual intercourse, or indecent exposure. It may also be violent, as in rape.

Neglect results in young people who lack shelter, food, health, etc., and as a result exposes them to the abuses mentioned above.

Additional forms of abuse: Child marriage, corporal punishment, child labor, bullying/teasing, stigma and discrimination, human trafficking, Female Genital Mutilation (FGM).

- Boys and girls are both at risk of child abuse; children with additional vulnerabilities such as having a disability, living, or spending a lot of time on the streets, or being in an institution increase children's risk of being abused.
- Adults can also be at risk of abuse and be unable to protect themselves. For example, an adult with disabilities may need support to bathe and dress; someone with depression may become suicidal; a young person may lose their support network when they turn 18 years old; an older adult may be more at risk of abuse.
- Abuse affects all people regardless of race, economic status, age, religion, etc.
- Emotional abuse and neglect can be as harmful as physical and sexual abuse. They can destroy a child's self-worth and lead to anxiety and depression.
- It is always important to report abuse. You can talk to a trusted adult and if they fail to help, make sure you talk to someone else—do not give up.

Note: as a facilitator, what will you do when a care leaver discloses abuse to you?³³ It is vital that you know what the organization's safeguarding reporting protocol is, including identifying the lead safeguarding person.

If someone discloses abuse, here are some of the things you can say:

1. I believe you.
2. I am glad you told me.
3. I am sorry this happened to you.
4. It is not your fault.
5. I need to speak to other adults to help you and to try to make sure this does not happen to you again.

If you suspect or know that a child is being abused or neglected, you should immediately report your concerns to the lead safeguarding person. They will provide counseling and emotional support and follow up with the child.

When to report abuse:

Children may report abuse as soon as it has happened, or they may wait several weeks, months, or even years. Some children are abused once, and some are subject to repeated abuse.

³³ Lucy Y. Steinitz, *the way we care*. A guide for Managers of Programs Serving Vulnerable Children and Youth, 2009

Children should be encouraged to report abuse as soon as possible or as soon as they feel able. If they are worried about the risk of abuse, they should report this before they are (further) harmed.

When possible, report a case of sexual violence to the police or hospital as soon as it happens. Reporting as soon as possible is vital in enabling the collection of evidence for treatment and legal purposes. Most abuses are criminal acts and punishable by law.

Encourage children and adults not to be embarrassed or intimidated and report any form of abuse immediately.

Some people may not want to report the incident or may have been abused for several years before they report. Do not criticize their decision not to report sooner. Instead, support and encourage them to report now.

How to report abuse:

Report any form of abuse immediately to the designated safeguarding lead.

Children and young people should be made aware of how they can report and to whom. If they are not affiliated with an organization, they can talk to a trusted adult, gender desks that are available at police stations etc.

If sexual abuse has taken place and the child or young person may be in a situation where they do not have a support person or designated lead (such as after reintegration), they should be made aware that preserving evidence, e.g., clothes, underwear, body fluid, etc. is important and showering should not occur until the police have taken evidence.

Sometimes, people feel embarrassed to report abuse. In such instances, use anonymous hotlines that are available to you.

Call the child helpline 116, a 24-hour toll-free phone service that links young people in need of care and protection to essential services and resources.

Perpetrators:

Someone who perpetrates abuse may look, act, and sound like someone we can trust. In most cases, the people who inflict harm are those closest to the victims. Some people specifically groom children and their families to abuse the child. They have a great looking life and are well-liked by others. They strategically target their victims, installing themselves into a child's life through family, school, church, sports, and activities³⁴.

- People closest to young people are often the perpetrators, including family members.
- People can groom families, sometimes for years, to abuse young people. This makes it harder for young people to speak out as they think (often correctly) they will not be believed and gives perpetrators easier access to young people because parents trust them.

Some perpetrator behaviors to notice:

Grooming: Perpetrators may form a relationship with the young person through the parents or caregivers not to arouse suspicion and set the ground for abuse. Grooming can also occur online, and the aim is usually trafficking or sexual abuse. Remember, people you meet online are still strangers, no matter how long you have been talking to them or how friendly they may appear.

They seem to have an interest in what you do. For example, perpetrators may say: "I also love soccer. When and where do you play? I can teach you a few tricks."

Be cautious if someone is persistent and does not give up after you have shown disinterest.

Perpetrators might be very generous with compliments (flattery) such as saying: "You are very good at soccer. I could get you a soccer agent in Germany." Or they may say: "You are beautiful, have you considered modeling?" This friendly and flattering form of communication is common with online perpetrators. Perpetrators may issue threats such as: "Do not let your friends or parents know that we chat."

Perpetrators may be very generous. They can appear as if they are a guardian angel just when you are in most need. They offer sweets, pocket money, airtime, etc. They use these gifts to gain trust and friendship from you.

³⁴ <https://www.thepragmaticparent.com/how-to-identify-perpetrators-and-protect-your-children/>

Beware that some perpetrators are not necessarily older than their victims.

At home or in a CCI, a perpetrator will walk into your bathroom, bedroom, etc.

If you are abused, it is never your fault.

Social media on wellbeing:

Social isolation: Despite the huge number of likes and followers, internet use decreases time for face-to-face interaction, thus reducing the benefits of things such as touch, hugs, etc. Many young people reported feeling lonely despite having hundreds of friends on social media platforms.

Sleep deprivation: Some studies have shown that compulsive use of social media led to a lack of sleep because most people spent 'sleep hours' on social media. Excessive use of screen time eventually interferes with the ability to fall asleep.

Obesity: This is due to a lack of physical activity and poor dietary habits associated with such a sedentary lifestyle.

Psychological problems: Social media use is linked to cognitive impairment, with symptoms of distraction, procrastination, attention deficit hyperactivity disorder (ADHD), and inhibits independent thinking in some adolescents.

■ Behavioral problems: Social media use leads to behavioral addictions, such as gambling, anorexia, etc., which are related to peer pressure from the internet. For example, some young people report that they developed obsessive or addictive monitoring behaviors, engaged with extreme diets or exercises, and experienced heightened levels of body dissatisfaction due to consuming content on social media and unhealthy lifestyle technologies.

Emotional health: Social media use is linked to emotional states of depression, anxiety due to the actions of friends liking or not liking posts, a need to belong, peer pressure, cyber bullying, etc.

Privacy violations: Social media exposes one to a global world that may be lacking in restrictions, e.g., unsolicited adverts, receiving content that was not created for the public, inclusion in unsolicited groups or pages, having content shared without approval, etc.

Social media safety:

Social media is many forms of electronic communication, such as websites for social networking and blogging), through which users create online communities to share information, ideas, personal messages, and other content.

Social networking involves the use of the internet to connect users with their friends and family by allowing you to share photos, videos, organize events, chat, and play online games.

According to an article by Business Today, Kenya is leading the continent in terms of smartphone and internet usage. Kenyan users spend close to three hours each day on social media.

Social networking provides opportunities to maintain social connections, and learn and pursue interests, e.g., learn how to juggle on Youtube, discover a new project on Pinterest, follow a finance educator on Tiktok, etc.

Due to the harms associated with social media, young people need to be educated not to fall victim to cyberbullying. Cyberbullying, the use of digital media to post threatening messages, receiving unwanted explicit pictures, explicit images shared without consent, being stalked, offensive name-calling, and rumors intending to cause others harm remains a persistent problem. Such people use social media as a 'mask' to remain anonymous or establish pseudo accounts/names.

Top tips for staying safe both online and offline:

Do not meet strangers. If you must meet a stranger, do so with a friend and in a public place. Let a trusted adult or friend know when and where you are meeting that person.

Do not divulge personal information to someone you have only met online. Avoid giving your phone number, place of residence, school, or work details.

Do not accept gifts if they make you feel uncomfortable. It does not feel right because the gift appears to be in exchange for something you are not okay with doing.

Set boundaries. For example, do not kiss, hug, or allow friends into your bedroom.

Take responsibility and speak up when you see or suspect something is not right.

Notify the authorities such as a guardian, parent, chief, teachers, etc., if you feel vulnerable or suspect predatory behavior. Speak up if something is wrong.

Online:

- Be proactive: keep yourself safe online by being responsive: report concerns as soon as you have them. You are not alone and there are people available to support you.
- Think before you post: do not share the moments when you feel emotional—anything you put into cyberspace stays there (even if you delete it).
- Cover your webcam when you are not using it.
- Avoid websites you are not sure about, particularly adult-only and harmful websites (e.g., pro anorexia and self-harm).
- Do not chat with people you do not know online; if you do happen to chat with them, do not share any personal information.
- Change your passwords regularly and do not write them down.
- Be aware when online gaming. It is easier to feel safe sharing things with avatars but it poses the same risks as stated above.
- Do not give into peer pressure, blackmail, or other threats: report them immediately.
- Support your friends with online safety tips.

Install security software to ensure that your computer/phone is not hacked by online perpetrators.

Avoid online dating, chat rooms, etc. There are lots of people with ill intentions on those sites.

Think before you post.

Set passwords or privacy limits to your social media pages.

Do not follow or be friends with strangers on social media.

Have a trusted adult that you can talk to if you note anything unusual or something worries you about online activity.

Save the evidence whenever possible. You might have the option to report what happened on the online service if an incident occurred. Evidence may include screenshots on laptops or mobile devices, emails, text messages, or online conversation histories.³⁵

Avoid sharing 'live' updates, e.g., sharing your current location on social media.

Do not share your passwords with anyone.

How to avoid cyber bullying:

- Limit time on social media.
- If bullying happens, do not retaliate. Instead, save the evidence.
- Block and report the bullies using the reporting features available on the social media networking site.
- Do not share any content that you would not appreciate leaked. As previously stated, the internet never forgets.
- Do not share too much information, e.g., a profile photo of you in a school uniform of a particular school, in a swimming costume, or pictured with another person without their consent.
- Always conduct yourself with dignity and respect.
- Protect your account; use passwords and do not share your passwords with other people.
- Report any incidents of cyberbullying to the authorities.

Report

- Report to the police, caregiver, or a trusted adult if someone you only know from the internet asks for your photos, videos, personal information, or requests to meet with you.

³⁵ <https://www.childnet.com/parents-and-carers/need-help>

ANNEX 8.3

BACKGROUND READING FOR SESSION THREE: HEALTHY VERSUS UNHEALTHY RELATIONSHIPS

Unhealthy relationships

An unhealthy relationship can take on different forms. In general, it is where one person does not feel comfortable in a relationship. An unhealthy relationship may transpire because a balance of power does not exist. Both people are not equally valued, there is excessive arguing, little respect subsists, there is no trust or integrity, and one of the people is prevented from being their authentic self. We will examine different forms of unhealthy relationships in this session.

In the previous session, we talked about abuse. Abusive behaviors can occur in unhealthy relationships. In this session, we look at a wide range of relationships with family, friends, and intimate partners. All the following apply to these types of relationships.

Controlling relationships

A controlling relationship is where one person tries to control the other. It can include becoming jealous, angry, threatening to harm themselves or the other person, telling someone what to wear or say. For example, there may be 'rules' one person must live by to not anger the other person.³⁶

Being controlled by someone can make you feel anxious, cautious, desperate, hopeless, and fearful. Abusive behavior in a controlling relationship can be physical (for example, hitting someone to make them do as they are told), it can be emotional (name-calling, making them feel fearful or guilty), sexual (controlling or forcing sexual behaviors) and neglectful (depriving the other person if they do not have in the way the other person wants, such as not giving them affection or denying access to money or a phone).

Violent relationships:

There are high levels of violence in relationships. It can be seen between parents and their children and partner violence. No form of violence is acceptable. A violent relationship may only have rare incidents of physical violence, but the fear of violence makes people afraid in the relationship. All forms of violence are abusive.

Belittling relationships:

In belittling relationships, the individual is not respected for who they are and may feel afraid to say or act in a certain way. This can include experiencing humiliation and criticism; ignoring or putting someone down; mocking someone's family, friends, or job. Some behaviors are 'excused' because of gender. Someone may claim that a woman's place is in the home and that women are the property of men. None of these stereotypes true or acceptable.

Listening to your inner voice:

Often, we may not know exactly what is wrong with a relationship, but it does not feel right. If our own inner thoughts and feelings tell us we are not safe or comfortable in a relationship, it is important to listen to that voice and act on it. A first step may be to speak to someone you trust.

³⁶ <https://1q7dqy2unor827bqjls0c4rn-wpengine.netdna-ssl.com/wp-content/uploads/2015/12/Controlling-Behaviour-in-Relationships-talking-to-young-people-about-healthy-relationships.pdf>

Signs of an unhealthy relationship:³⁷

Do you (inner thoughts and feelings):	Does your partner (belittling behavior):	Does your partner (violent behavior):	Does your partner (controlling behavior):
<ul style="list-style-type: none"> • feel afraid of your partner a lot of the time? • avoid specific topics out of fear of angering your partner? • feel that you cannot do anything right for your partner? • believe that you deserve to be hurt or mistreated? • wonder if you are the crazy one? • feel emotionally numb or helpless? 	<ul style="list-style-type: none"> • humiliate or yell at you? • criticize you and put you down? • mistreat you so that you are too embarrassed for your friends or family to see? • ignore or put down your opinions or accomplishments? • blame you for their abusive behavior? • see you as property or a sex object, rather than as a person? 	<ul style="list-style-type: none"> • have a bad and unpredictable temper? • hurt you or threaten to hurt or kill you? • threaten to take your children away or harm them? • threaten to commit suicide if you leave? • force you to have sex? • destroy your belongings? 	<ul style="list-style-type: none"> • act excessively jealous and possessive? • control where you go or what you do? • keep you from seeing your friends or family? • limit your access to money, the phone, or the car? • constantly check up on you? • tell you what to wear, eat or say?

³⁷ Adapted from: <https://www.helpguide.org/articles/abuse/domestic-violence-and-abuse.htm>

ANNEX 8.4

BACKGROUND READING FOR SESSION FOUR: MY HEALTH, HIV

HIV is a virus spread through certain body fluids that attack the body's immune system, specifically the CD4 cells, often called T cells. Over time, HIV can destroy many of these cells, eliminating the body's ability to fight off infections and disease. These special cells help the immune system fight off infections. If untreated, HIV reduces the number of CD4 cells (T cells) in the body. This damage to the immune system makes it harder for the body to fight off infections and other diseases. Opportunistic infections or cancers take advantage of a fragile immune system and cause the person to develop AIDS. According to UNAIDS (2018), about 1.7 million people were living with HIV in Kenya. Kenya's HIV transmission is driven by sexual transmission. More than half (51%) of all new HIV infections in Kenya in 2015 occurred among adolescents and young people (aged 15-24 years), a rapid rise from 29% in 2013.

Information about HIV:

The HIV Virus can only live where it is warm such as inside the human body's fluids. It must pass from one human to another without being exposed to the air and must remain warm.

The virus hides only in blood, vaginal fluids (the moistness in your vagina), semen (when a man "comes"), and breast milk. There must be enough fluid with a virus in it to make transmission possible.

This means that transmission happens only through:

- Sex: when either vaginal fluid (female) or semen (male) passes into the other body.
- Blood transfusion: a medical procedure during which one person's blood is carefully and deliberately added to another person's blood.
- From a woman to the baby growing inside her during pregnancy: while the baby is being born, or through breast milk if the baby has sores in the mouth or in the stomach.

The following do not carry any risk:

- There is no problem if there is contact between a person with HIV and anyone if no vaginal fluid, semen, or blood directly enters the other person's body (note: there is no HIV in saliva). For example, there is no risk in using the same toilet, towel, or desk.
- Kissing, because there is no HIV in the mouth or in saliva.
- Insects or other animals—HIV only lives in humans.

If a person with HIV is receiving HIV treatment, the virus passing to someone else is much lower. HIV drugs lower the amount of virus in the person's body fluids, making it harder for each virus to duplicate (make more copies of itself).

HIV testing and prevention:

It is only through testing that one can know about their HIV status. HIV testing and counseling provides a way to receive care, treatment, and prevention that will lead to a HIV free generation.

The Centers for Disease Control (CDC) recommends that everyone between the ages of 13 and 64 get tested for HIV at least once per year as part of routine health care.³⁸ People at higher risk should get tested more often. The benefits of knowing your HIV status are:

Individual: the ability to reduce the risk of acquiring or transmitting HIV; accessing HIV care/treatment/support and protecting unborn infants.

Community: more comprehensive knowledge of HIV can reduce denial, stigma, discrimination, and collective responsibility and action.

Population level: knowledge of HIV numbers and possible control trends can influence policy, normalize HIV/AIDS, and reduce stigma and discrimination.

A health care provider will offer counseling before the blood is taken to prepare the person for the test and assess the risk level to HIV virus of the person. A blood sample and test is taken by using rapid test kits.

³⁸ <https://www.cdc.gov/hiv/basics/testing.html>

A person receiving HIV testing must give consent based on accurate information. Consent is voluntary. For young adults, the primary caregivers provide consent for testing.

You can take the test in the comfort of your home using a self-testing kit. HIV self-tests are not suitable for those who are taking antiretrovirals (ARVs). Individuals whose self-tests are reactive, indicating that they may be infected with HIV need to seek further testing at a health facility.

What happens if an HIV test result is negative?

The person will be given health information about the test results, including advice on how to remain HIV negative.

The counselor will always advise a person with a negative HIV test result to return for another test in three months if they have engaged in risky behavior in the three months if they have engaged in risky behavior three months before the test. Most people are advised to come back for an HIV test at least once a year.

What happens if a HIV test is positive?

Any person with a positive HIV test result will have the test conducted again to confirm the result. If the results are indeed positive, the person doing the test will either spend time providing counseling and additional information, or refer the person to HIV treatment with support services.

You will be advised to start HIV treatment immediately.

The person will receive information about what the HIV test result mean, will be given more information about how and where to get HIV treatment, how to prevent further HIV infection and transmission, information about living healthily, and when and how to share the test results safely with friends or family.

HIV treatment, adherence, and disclosure:

HIV treatment involves taking medicine (Antiretrovirals Therapy (ART)) which helps suppress the viral load, restore the immune response, stops progression of disease, and leads to better quality of life.

HIV infected people should be started on ART immediately. The medicine does not cure HIV, but it helps infected people live longer and reduces HIV transmission.

HIV treatment varies from one person to another. Sometimes, the medicine may cause side effects; talk to your provider about any side effects if you experience any.

Adherence is the patient's ability to follow a treatment plan, take medications prescribed at specific times and frequencies, and follow food and other medication restrictions. Adherence leads to viral suppression and better treatment outcomes.

Eating healthy food can help with the side effects of taking HIV drugs. Using drugs and abusing alcohol is unhealthy for everyone, especially for people living with HIV.

Do not share your medication with others.

If necessary, enlist the help of a treatment buddy to help you with adherence.

HIV disclosure:

Disclosure means sharing your HIV status with another person. Disclosure is a personal choice but can support behavior change, increase support, and the adherence to treatment.

Often, disclosure is delayed due to a lack of education on sharing this personal history; there are societal stigmas and discrimination connected to this virus and a lack of information on coping with the illness. However, studies have shown that disclosure of HIV status has better outcomes for the patient.

ANNEX 8.5

BACKGROUND READING FOR SESSION FOUR: MY HEALTH AND MENTAL HEALTH

What is mental health?

According to WHO, good mental health is a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community.

Recognizing depression and anxiety:³⁹

Everyone experiences periods of sadness when something negative has happened. It is important that these feelings are acknowledged and that young peoples are given a chance to talk about what has upset them. Depression can be caused by a chemical imbalance in the brain or triggered by specific experiences or situations. Everybody worries about things—it is part of being human. It is important to remember that worry can be a positive. However, anxiety is when someone worries more than normal, often about events or actions they cannot influence. This impacts how they think and act.

Tools to help guide our decisions:

A young people may need additional help with his/her emotional wellbeing if she/he:

- Becomes quieter or more withdrawn over a prolonged period
- Persistently eats more or less than usual
- Stops caring about their appearance
- Says they are unable to sleep or has nightmares
- Becomes less able to perform daily tasks
- Frequently becomes tearful without any apparent cause
- Says they feel worthless, hopeless, overwhelmed, or unable to cope
- Regularly misses meetings or events

Some signs that young people may need additional help with their emotional wellbeing:

- Is nervous or restless for no apparent reason, such as fidgeting
- Repeats behaviors, such as switching a light on and off several times
- Breathes shallowly or having a panic attack
- They are unable to try something new because they are worried about the outcome

Fears the worst

- Is easily irritable
- Becomes withdrawn

Tips for maintaining positive mental health:⁴⁰

1. Value yourself: Treat yourself with kindness and respect and avoid self-criticism. Know that everyone has difficult days and makes mistakes. It is okay. Forgive yourself and move on. Reward yourself by making time for your hobbies, favorite projects, or broaden your horizons with a new activity. Do a daily crossword puzzle, take dance lessons, learn to play an instrument, or become fluent in a new language.
2. Take care of your body:
 - Taking care of yourself physically can improve your mental health. Be sure to:

39 Leonora Borg (2014) Nothing about us without us; A toolkit for organizations working or wanting to work with adolescent street-connected girls. CSC

40 Adapted from: <http://www.bhcwausau.com/2017/01/06/focus-mental-wellness-new-year/>

- Eat nutritious meals
 - Avoid cigarettes
 - Drink plenty of water
 - Exercise to decrease depression and anxiety and improve your mood
 - Get enough sleep
3. Surround yourself with good people; people with strong social connections are generally healthier than those who lack a support network. Make plans with supportive family members and friends or seek out activities where you can meet new people, such as with volunteer groups, clubs, or support groups.
 4. Help others: Volunteer your time and energy to help someone else. You will feel good about doing something tangible to help someone in need — and it is a great way to meet new people.
 5. Learn how to cope with stress (this will be covered in the next topic).
 6. Quiet your mind: Try meditating or doing relaxing exercises to improve your state of mind and outlook on life. Research shows that meditation may help you feel calm and enhance the effects of therapy.
 7. Set realistic goals: Decide what you want to achieve professionally and personally and write down the steps you need to accomplish to realize those goals. Aim high but be realistic and do not over-schedule your time. You will enjoy a tremendous sense of accomplishment and self-worth as you progress toward your goal.
 8. Break the monotony: Although our routines make us more efficient and enhance our feelings of security and safety, a little change of pace can perk up a tedious schedule. Alter your jogging route, plan a road-trip, take a walk in a different park, hang some new pictures on your bedroom wall, or try a new restaurant.
 9. Avoid alcohol and other drugs.
 10. Get help when you need it: Seeking help is a sign of strength not weakness. It is important to remember that treatment is effective. People who get appropriate care can recover from mental illness and addiction and lead full, rewarding lives.

Emotional wellbeing

We can learn to manage stress and feel better and more balanced by making changes in:

- The way we behave
- The support we receive from other people
- The way we think about and understand stressors

Our thoughts, activities, and mood are interrelated, which means:

- How we feel affects the way we think and what we do.
- The way we think and what we do also affects how we feel.
- Changing what we do also affects how we think and feel.

When we feel down or depressed, we cannot be the best students/children/employees we can be and may not attend sufficiently to our needs and responsibilities.

Although sometimes unwanted or irrational, anger is a natural feeling that everybody experiences from time to time. While it is perfectly normal to feel angry when you have been wronged, anger becomes a problem when you express it in a way that harms yourself or others. Chronic anger that gets out of control can have serious consequences for your relationships, health, and state of mind.

How do you manage your stress or anger?⁴¹

You can manage your stress or anger by doing what you enjoy doing, increasing your positive interactions, and encouraging positive thoughts.

⁴¹ Le, H. N. (2017). *The Mothers and Babies Course: Integrated Version. Facilitator's Manual*. George Washington University

a) What do you enjoy doing?

Knowing what you like to do can help generate ideas to improve your mood when you are feeling down, e.g., playing football, knitting, reading a book, watching a movie, etc.

b) Increase positive interaction with others

Our relationships with other people affect our mood. When people are feeling down, they often:

- Have less contact with others, avoid others
- Have lower tolerance, feel more irritable
- Feel more uncomfortable around people
- Act quieter and are less talkative
- Are more sensitive to being ignored, criticized, or rejected
- Some people tend to become hyperactive

c) Thoughts

Thoughts are like self-talk when we have a conversation with ourselves. Thoughts can help or harm our moods and feelings. When we feel stressed or overwhelmed, harmful thoughts can make us feel bad.

Learning to be aware of your thoughts in stressful situations and how you talk to yourself can help you protect your mood and feelings. The best way to stop negative thoughts is through 'thought interruptions,' when you tell your mind to stop thinking about a particular thing. Also, 'time projection,' when we get sad or depressed, it is helpful to imagine ourselves moving forward in time to a time when things will be better.

ANNEX 8.6

BACKGROUND READING FOR SESSION FOUR: MY HEALTH, RESILIENCE

Can we learn to become more resilient?

You can learn specific attitudes, skills, and behaviors that will boost your resilience. Being resilient does not mean that you will not experience pain and emotional distress in a difficult or traumatic situation. But it does mean that you can regain your balance and strength and perhaps even be stronger afterward. It involves learning certain behaviors, thoughts, and actions, which anyone can do, e.g., courage, being assertive, decisive, and informed.

What are the building blocks of resilience?

A combination of factors promotes resilience. Research indicates that primary among these are caring and supportive relationships. Such relationships are characterized by love, trust, encouragement, security, and positive role models.

Other important factors include coping skills, such as the process of making and executing realistic plans to manage demands that you are facing. These plans may include realistic self-appraisal and healthy self-esteem, communication; problem-solving skills; and regulating strong emotions and impulses.

Develop a belief in yourself, others, the world around you. Your ability to cope will come with a stronger belief in yourself and the world. In psychology, this is referred to as a sense of self-efficacy.

Develop the ability to make sense of hardship on an emotional and spiritual level to find meaning. When bad things happen, the common question is, "Why me?" Spirituality can help one generate trust in a higher power, find some purpose, and come to terms more easily with what transpired

ANNEX 8.7

BACKGROUND READING FOR SESSION FIVE: MAKING SAFER AND HEALTHIER CHOICES

Facts about alcohol

- Alcoholism is an illness and can be very addictive
- People are starting to drink alcohol at a younger age than ever before
- Alcoholism is one of the leading causes of road accidents
- Because young people have a higher level of body water and a lower percentage of fat and muscle than adults, they tend to be more affected by alcohol. This can lead them to become dependent on alcohol more quickly than adults.
- In many countries, young people who drink alcohol tend to try illegal drugs
- Alcohol can seriously damage the liver and cause many other health complications
- Alcohol destroys brain cells
- Alcohol affects judgment. Under the influence, one may be tempted to experiment with sex, which he or she might not do if sober

Facts about smoking

- Primary and secondary smoke is dangerous and increases your likelihood of getting certain types of cancer and heart disease.
- When you smoke, you also put others at risk because they breathe in the smoke too.
- Smoke stays on your clothes and in your house, which is dangerous, especially to babies, children, and pets.
- Every cigarette you smoke reduces your lifespan by 11 minutes.
- Smoking is addictive.
- Facts about drugs
- There are lots of different types of drugs, and many also have street names.
- Some of the more commonly used drugs in Kenya are marijuana, hashish, cocaine, khat, channg'aa, and prescription drugs such as Xanax, sleeping pills, and cough/cold medicines.

Facts about drugs

- Drugs can cause death. They can also cause anxiety, depression, other mental health issues, and physical health issues.
- Some drugs can be very addictive, and you may need support to stop using the drug.
- Drugs can be mixed with other substances that are also dangerous. Dealers do this because they can make more money.
- The act of obtaining drugs is illegal and can be dangerous.

Some of the consequences of substance misuse

- Addictions so that a person is unable to cope without the substance in their daily lives
- Poor decision-making
- Poor self-care and general bad health
- Under-performing in school due to lack of concentration
- Strained relationships
- Stealing or selling drugs to fund the behavior
- Risky sexual behavior, e.g., unprotected sex, etc.

- Struggling with finances and debt
- Pregnant women smoking may lead to premature birth or an underweight baby
- Experiencing consequences of using: blackouts, hallucinations, seizures, overdose, and vomiting
- Increased risk of contracting diseases later in life from drug use, such as heart disease, stroke, or cancer
- Increased risk for contracting diseases like HIV, AIDS, and Hepatitis B or C from injected drugs.

Gambling: Gambling is wagering (risking an amount of money in the hope of winning more) money or something of value (referred to as “the stakes”) on an event with an uncertain outcome, with the primary intent of winning money or material goods. Gambling addiction is a gradual addiction that can have many negative psychological, physical, and social repercussions. Many gambling forms exist, including lotteries, scratchcards, card games such as poker and blackjack, betting on sports or events, playing casino games, gambling machines, or bingo.

Substance abuse: According to WHO, substance abuse is the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs including a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences, a higher priority given to drug use than to other activities and obligations, increased tolerance, and sometimes a physical withdrawal state.⁴²

Some drugs are more addictive than others, and some people are more likely to become addicted than others. Some prescription medicines can also be abused by users, e.g., codeine and codeine-based cough syrups like benylin, pethidine, morphine, betapyn, syndol, cozepam, and ketamine. In 2016, 1338 drug related deaths were reported, mostly from opioid overdose. There were 49 drug related deaths per million people in Kenya in 2016.⁴³

Drug and alcohol abuse leads to addiction where the user needs the alcohol or drug to feel normal and failure to which he/she gets withdrawal symptoms like headaches, anxiety, etc. Cigarette smoking is a form of drug abuse and is very addictive.

For various reasons, adverse childhood experiences, a high incidence of psychological and behavioral problems, and feelings of loss and fragmentation following time in care make young care leavers more vulnerable to developing drug problems.

Facts and figures:⁴⁴

- The harmful use of alcohol results in 3.3 million deaths each year.
- According to the WHO, 16.8% male and 12.3 female students in Kenya drank at least one drink containing alcohol on one or more of the past 30 days.

42 https://www.who.int/topics/substance_abuse/en/

43 <https://www.nation.co.ke/newsplex/opioids/2718262-4700848-tm1dqt/index.html>

44 https://www.who.int/substance_abuse/facts/en/

ANNEX 8.8:

BACKGROUND READING FOR SESSION SEVEN: MAPPING MY CAREER PATH

What strengths do employers look for in candidates?

Beyond technical knowledge, most employers or businesses require employees who can demonstrate the following soft skills:

Interpersonal skills: Your ability to relate to and get along with others and having knowledge of appropriate behavior for different work situations.

Self-confidence: Confidence comes from the Latin word *fidere*, which means “to trust,” therefore, having self-confidence is trusting in one’s self.

Motivation: Employers want energetic, enthusiastic employees who are willing to learn and contribute positively to an organization’s development.

Orientation / Focus: An ability to identify goals that you wish to achieve in your personal life, your career, and with your education. You work daily/monthly/yearly towards achieving these goals.

Initiative: Employers value employees who can identify what needs to be done and who can take the lead when appropriate.

Creativity: An ability to develop new or imaginative approaches for tasks and the resolution of problems.

Communication Skills: An ability to express your ideas clearly and appropriately both orally and in written form and to listen effectively to others.

Adaptability: An ability to deal with change and to respond receptively to new ideas and situations and to exercise good judgement in difficult situations.

Time Management: Employers value employees who can organize their time so that tasks and activities can be completed successfully in the allocated time.

Teamwork: An ability to negotiate and work within a framework of respect for others, to take responsibility, and carry out agreed tasks.

Leadership: An ability to empower others and make maximum use of people and resources within a group to achieve an overall objective

Conflict Handling: An ability to resolve conflict positively and to work well under pressure.

Self-Discipline / Maturity: Employers value employees who take responsibility for their actions.

Perseverance: An ability to keep going in the face of difficulty and continue going until tasks are completed.

Critical Thinking: It is the analysis of facts to form a judgment and think conceptually about a problem.

Balanced Lifestyle: The existence of activities and interests outside the work environment to deal with stress and modern life problems.

ANNEX 8.9

BACKGROUND READING FOR SESSION SEVEN: SKILLS AND QUALIFICATION DEVELOPMENT (NETWORKING)

Tips for networking:⁴⁵

According to the Forbes communication council, having the right professional contacts can help you expand your business and open the door to new opportunities

Build genuine personal connections: Networking events are a bit like being set up on a blind date, and similar rules apply. Do not take over the conversation and talk about yourself and your business the entire time. People want to feel that you are genuinely interested in them. Ask questions to get to know the other person and understand what they do. As you build a personal connection, potential business opportunities often present themselves.

Smile: Not only does smiling make it easier for people to connect with you because you are more open and welcoming; it also helps them remember you and your company. Showing a real interest in what other people do and asking questions before speaking about yourself is a great first impression.

Actively listen when you join a conversation, then show that you were listening: Take a few minutes to listen to the conversation when joining a group of people. An effective way to make an excellent first impression is to join a conversation with a comment that shows you were listening to the current group of people. Acknowledge an exciting point and then add to the conversation, rather than refocus on a different topic.

Be yourself: Be yourself and talk about your business in a casual fashion. Always try to share, not sell. Conduct some homework before the event to know which connections make sense for you to pursue at the event. It is more beneficial to you and everyone else if you focus your energy on chatting with people relevant to your career and industry.

Research attendees and come prepared with questions: The best impressions are the ones that appear effortless. Approaching others too aggressively and not paying proper attention to the people and conversations around you can negatively affect you. Be prepared with questions that help you learn about others, engage in exciting conversations, and make it easy to share information about yourself or your business when it is appropriate.

Bring a friend: If you can attend an event with someone you know from another company, it is great to meet people together; that way, you will feel more comfortable and courageous. It can be hard to boast about yourself and your accomplishments, but your friend from another company can do that for you and vice versa.

Be curious: people love to talk about themselves. The key to making a great first impression is to be curious about the other person. Asking a thoughtful question (having done your homework on the attendees first) is a great way to put others at ease and demonstrate your listening skills. The more intrigued you are by other people's stories, the more engaging you become.

Introduce yourself with a short and funny story that resonates: Prepare a story about yourself that illustrates a unique quality about you. This short story is a sticking point that makes you memorable. This story can also subtly tie in a few of your skills. Also, sharing a story is a great opportunity to demonstrate the love you hold for the career you are pursuing. People will see you are genuine, and it will resonate.

Learn how you can help each new connection: Networking is a powerful way to build business connections, but your objective in meeting new people must not be self-serving. Be authentic, ask questions, and start every conversation with the determination to learn. Something as simple as offering to make a helpful introduction goes a long way in leaving a positive impression and often leading to long-term relationships.

Go into these events without a strict agenda and try to make a new friend: Networking events can be intimidating, awkward, and loaded with pressure. If you go into it to get new leads or gather X amount of business cards, it is likely to become uncomfortable. The best networking advice is this: Be authentic and try to make a new friend. This takes the pressure off the situation, allows you to be yourself, and leads to stronger connections.

⁴⁵ <https://www.forbes.com/sites/forbescommunicationscouncil/2018/04/23/10-networking-tips-to-help-you-make-a-great-first-impression-at-an-event/#1f1a4f97301b>

REGISTERING A BUSINESS IN KENYA

Even though young people go to school and earn degrees for career paths, there are countless young people who face unemployment today.

Registering a business in Kenya:

The Registrar of Companies is responsible for business registrations in Kenya via the 'eCitizen' platform. They issue certificates of incorporation for local companies and registration certificates for sole proprietorship and partnerships.

Firms then obtain registration with the National Social Security Fund (NSSF), National Hospital Insurance Fund (NHIF), and the Kenya Revenue Authority (KRA). A business permit should also be obtained from the County Government:

1. Company name reservation
 - Register with eCitizen
 - Apply and pay for company name searchObtain company name reservation
2. Company registration
 - Apply and pay for company registration
 - Submit signed application forms
 - Obtain company registration documents
3. Taxpayer registration
 - Apply for company PIN
 - Submit PIN acknowledgement receipt
 - Obtain company PIN
4. Obtain unified business permit
 - Verification of business permit application form
 - Assessment of business license fees
 - Obtain invoice for business license fees
 - Pay for license fees and obtain unified business permit
5. National hospital insurance fund (NHIF)
 - Apply for NHIF employer registration
 - Obtain NHIF employers code
6. Social security registration
 - Apply for NSSF employer registration
 - Obtain NSSF certificate of registration

SELECT SOCIAL PROTECTION SERVICES

Inua Jamii National Safety Net Program (NSNP)

The objective of Inua Jamii is to uplift the lives of poor and vulnerable citizens of Kenya through regular and reliable bi-monthly cash transfers. <https://www.socialprotection.go.ke/social-assistance-unit/>

- Cash Transfer for Orphans and Vulnerable Children (CT-OVC)
- Older Persons Cash Transfer (OPCT)
- Persons with Severe Disabilities Cash Transfer (PWSD-CT)
- Hunger Safety Net Program (HSNP)
- KSh—2,000 per month or KSh 4,000 bi-monthly is paid to CT-OVC, OPCT and PWSD-CT beneficiaries or households.

Revolving funds:

a. Uwezo fund <http://www.uwezo.go.ke/>

The Uwezo fund is a flagship program for vision 2030 aimed at enabling women, young people, and people with disabilities access to finances to promote businesses and enterprises at the constituency level, thereby enhancing economic growth towards the realization of two Sustainable Development Goals. Number one: to eradicate extreme poverty and hunger, and number three: to promote gender equality and empower women.

b. The young people enterprise fund <http://www.youngpeoplefund.go.ke/>

The Youth Enterprise Development Fund is a state corporation under the Ministry of Public Service, Gender and Youth Affairs. The Fund seeks to create employment opportunities for young people through entrepreneurship and encourages them to be job creators, not job seekers. The Fund does this by providing easy and affordable financial and business development support services to young people who are keen on starting or expanding businesses.

The Youth Enterprise Development Fund also provides loans to young people who own businesses, offers market support, facilitates market linkages with larger enterprises, provides trading bases and worksites, gives business development services, and helps young people obtain jobs abroad.

The Fund offers various loans, including group loans, individual, agriculture, trade-finance, and talanta loans.

National Fund for the Disabled of Kenya <https://nfdk.or.ke/contact/>

[The National Fund for the Disabled of Kenya](#) (NFDK) has a mandate of enhancing social economic empowerment to Persons with Disabilities in Kenya.

The Association for the Physically Disabled of Kenya (APDK) <https://www.apdk.org/>

The Association for the Physically Disabled of Kenya (APDK) is a non-governmental organization (NGO) in Kenya that works closely with the government. APDK directly benefits over 500,000 children and persons with different abilities and their families annually through empowerment using the CBR Matrix that comprises five pillars: health, education, livelihood, social, and empowerment. APDK is the leading local manufacturer of appropriate wheelchairs in Kenya that are custom-made to fit the user's medical condition and environmental needs.

National Council for Persons with Disabilities (NCPWD) <http://ncpwd.go.ke/>

NCPWD is a state corporation established by an Act of Parliament in consortium with the Persons with Disabilities Act No. 14 of 2003 and established in November 2004. NCPWD's vision is a barrier-free society for people with disabilities. Their fundamental priority is receiving the application for the National Development Fund for Persons with Disabilities, cash transfers, albinism support program, normalizing disabilities in the public and private sector, job placement, and providing legal advisory services.

The Constituency Development Fund (CDF) <https://www.ngcdf.go.ke/>

Constituency Development Fund (CDF) was introduced in 2003. It aims to achieve equitable distribution of development resources across regions and control imbalances in regional development brought about by partisan politics: the fund targets all constituency-level development projects, particularly those aiming to combat poverty at the grassroots. Vulnerable families can

The loans are awarded per year and paid to the institution of higher learning.

Requirements

- Admission letter from a recognized university in Kenya.
- Certified copy of your last acquired academic certificate (certified by a commissioner of oaths).
- Three months latest pay slips with minimum basic pay of KSh 23,000 per month (certified by your employer).
- If you are employed on contract, please provide a copy of the appointment letter of not less than two years (certified by your employer).
- Certified copy of your national ID (certified by a Commissioner of Oaths).
- Certified copy of your KRA PIN (certified by a Commissioner of Oaths).
- Certified copy of national ID from two employed guarantors (certified by a Commissioner of Oaths)
- A recent passport size photograph of yourself printed in color.

HELB has also partnered with various Constituencies to manage their bursary schemes and set up a revolving fund.

HELB also offers other kinds of services like Jielimishe Loan for people earning a salary, HELB postgraduate scholarships, training revolving fund, Afya Elimu Loans, and constituency education fund.

Education scholarships: The ministry of Education offers various government scholarship opportunities through partnerships with other countries. (<http://www.education.go.ke/index.php/downloads/category/14-government-scholarships>)

Local NGO services: Most NGOs have various social protection services in the community.

SAMPLE RESUME

Julia Job

P.O Box 0000, Nairobi

Tel: 0700 000 000

Email: juliajob@gmail.com

Personal Profile

A resourceful and highly experienced Lecturer and teacher with demonstrated success in teaching, motivating, and directing students/staff while maintaining high interest and achievement. Exceptionally passionate about educational development and believe strongly in self-empowerment and access to better education to all. Skilled in all areas of education including research, educational leadership, administration, and curriculum development. Seeking to obtain a Senior Lecturer position with a dynamic organization to utilize energy and skills to develop, motivate, lead, and encourage students.

Education

- Masters in Kiswahili (Fasihi), Kenyatta University, 2013
- B.ED (ARTS) Kiswahili, Philosophy and Religious studies, University of Nairobi, 2000
- Kenya Certificate of Secondary Education, xxx Girls High School, 1994

Key Skills and Competencies

- Demonstrated a high degree of professional competence and administrative capability in the management of education program and innovations in effective teaching.
- Experienced in studying, evaluating, and implementing innovative techniques and methods.
- Skilled in providing leadership in the development, articulation, and implementation of an exemplary curricular program and assessment.
- Expert in staff evaluations and appraisals, personnel, and administration management.
- Interact professionally with all staff levels and maintain the highest level of confidentiality; known for tact and diplomacy in handling sensitive issues.

Work Experience

Part Time Lecturer: XYZ University, 2013-To date

Duties and Responsibilities:

- Responsible for implementation of course work through teaching
- Setting and supervision of examinations
- Serves as a resource person in curriculum, instruction, and assessment across subject areas
- Provides leadership to assure correlation between curriculum and national standards

Develops, coordinates, and monitors the program of instruction for subject areas and oversees annual updates of curriculum guides.

- Provides input for the curriculum and instruction budget.

Swahili Teacher: ABC Secondary School (Form 1-4), 2010 To date

Duties and Responsibilities:

- Implementation of curriculum through teaching and analyzing the syllabus and preparing schemes of work and lesson plan.
- Provided the vision and the professional leadership of the school to maintain its success and to ensure high quality education for all its pupils and continue to raise standards of achievement
- Promoted the aims of the school through implementation of the policies

- Advised the governing body on the formation of its policies and their implementation
- Ensured that there is an effective assessment, recording and reporting system of pupil progress

References

Dr. Peter Juma

Senior Lecturer

P.O Box 000-00100, Nairobi

Tel: 0700 000 000

Dr Susan Jane

Senior lecturer

P.O Box 000-00100, Nairobi

Tel: 0700 000 000

Peter Kariuki

Headteacher

P.O Box 000-00100, Nairobi

Tel: 0700 000 000

COVER LETTER

4th September 2010
Human resource manager
Feed my people international
P.O. Box 10409 00101, Nairobi

Dear Human Resources Manager

RE: Project Officer (EE990/001)

I am excited to apply for the Project Officer (list the advertised job title here) at the Company Name. As an avid health advocate, I'm confident my knowledge, experience, and enthusiasm will bring valuable contributions to your team, including creativity of thought and four years of experience in program planning and management.

The opportunity presented is exciting, and in line with my career objectives. I believe my education and strong technical experience in the health and social service sector and working with partners and county government make me a competitive candidate for this position.

The key strengths that I possess for success in this position include over four years of experience and exposure in program planning and management, proposal writing, report writing, and institutional capacity assessment and building. I also have practical experience in project design and implementation, training, budgeting, and monitoring and evaluation. I worked with teams to develop a social and behavioral change curriculum (and IEC materials) for an early childhood and development project.

Additionally, I have nine years of practical experience working with diverse donors, local implementing partners, national and local governments, government agencies, and other international organizations. I am dependable, a team player, show initiative, and I am able and willing to learn.

With a higher diploma in Project Planning and Management, a Certificate in Accountancy Language, and four years of experience in implementing health-related projects, I have what it takes to deliver in the position.

Please refer to the attached curriculum vitae for additional information on my qualification.

Thank you for your time and consideration. I welcome the opportunity to speak with you about this or other positions in your organization.

Sincerely,
Anderson Juma

ANNEX 8.10

BACKGROUND READING FOR SESSION NINE: CITIZENSHIP

Pillars of character⁴⁶

- **Trustworthiness** Be honest and do not deceive, cheat, or steal. Be reliable and keep promises. Have the courage to do the right thing even when difficult. Be loyal — stand by your family, friends, and country.
- **Respect:** Treat others with respect; do not insult or call other people names. Be considerate of the feelings of others. Do not threaten, hit or hurt anyone. Deal peacefully with anger, insults, and disagreements.
- **Responsibility:** Do what you are supposed to do. Keep on trying, always do your best. Use self-control. Be self-disciplined. Think before you act and consider the consequences. Be accountable for your actions. Take care of your environment.
- **Fairness:** Share and do not show favoritism. Play by the rules and lose honorably. Be open-minded and listen to others. Do not take advantage of others.
- **Caring:** Be kind and compassionate and show you care. Express gratitude, forgive others, and help people in need. Treat people with kindness and generosity. Protect and care for the environment.
- **Citizenship:** Cooperate with others. Make your school, community, or country better. Get involved in community affairs, stay informed, and most importantly, vote! Be a good neighbor and obey laws and rules. Respect authority.

THE BILL OF RIGHTS

As a Kenyan citizen, you are entitled to many rights as outlined in Chapter 4 of Kenya's constitution.

Every child has the right--

- (a) To a name and nationality from birth; The Constitution of Kenya 37
- (b) To free and compulsory primary education;
- (c) To essential nutrition, shelter, and health care;
- (d) To be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment, punishment, and hazardous or exploitative labor;
- (e) To parental care and protection, which includes equal responsibility of the mother and father to provide for the child, whether they are married to each other or not; and
- (f) Not to be detained, except as a measure of last resort, and when detained, to be held—
 - (a) For the shortest appropriate period; and
 - (ii) Separate from adults and conditions that take account of the child's sex and age.

A child's best interests are of paramount importance in every matter concerning the child.

(1) A person with any disability is entitled--

- (a) To be treated with dignity and respect and to be referred to in a manner that is not demeaning;
- (b) To access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person;
- (c) To reasonable access to all places, public transport, and information;
- (d) To use sign language, Braille, or other appropriate means of communication; and
- (e) To access materials and devices to overcome constraints arising from the person's disability.

The State shall ensure the progressive implementation of the principle that at least five percent of the public members in elective and appointive bodies are persons with disabilities.

⁴⁶ <https://charactercounts.org/program-overview/six-pillars/>

The State shall take measures, including affirmative action programs, to ensure that the young people—

- (a) Access relevant education and training;
- (b) Have opportunities to associate, be represented, and participate in political, social, economic, and other spheres of life;
- (c) Access employment; and
- (d) Are protected from harmful cultural practices and exploitation.

KEY NATIONAL DOCUMENTS AND HOW TO ACQUIRE THEM

How to acquire a birth certificate:

A birth certificate provides protection. Without identification, government officials have no documentation of a child's existence. As a result, the law is incapable of protecting the child from crimes and abuse. In Kenya, it is impossible to register for school or other government documents without a birth certificate.

Requirements

- The original birth certificate and a copy of the birth notification which is a pink slip from the hospital where the child was delivered.
- Create an e-citizen account on the government's website.
- Scan a copy of the slip and upload it to the ecitizen account.
- A copy of the father's ID or death certificate.
- A copy of the Mothers ID or death certificate.
- A baptism card and a letter from the CCI can also be used in getting a birth certificate.

Procedure:

- Visit your district registrar's office of births and deaths, and you will be given a form to fill out.
- Attach this form with copies of the IDs and the birth notifications.
- Verification is completed and then payment is required. Payment varies from KSh 50-150.
- Once the payment is made, you are issued a receipt, which you will use to collect the birth certificate. Usually, you will receive an SMS notifying you that the birth certificate is ready.
- You will be given a receipt, which you will use to collect the birth certificate.
- If you do not have a birth notification, in cases where the child is born at home or is late registering, you need to start the process at the local sub-Chiefs office. They will provide you with the necessary documentation needed to obtain a birth certificate.

How to acquire a National Identity card:

The National Identity Card plays an important role in the security, social, economic, and political development of the country by identifying Kenya citizens, facilitating the voting process, and promoting economic activities. The Kenya Identity Card is the primary and legal identification document recognized in Kenya.

Kenyan citizens require the following information:

- The original birth certificate and a copy.
- Original national identity cards of both parents.
- Should the care leaver miss the above documents, the following documents are applicable:
 - Letter from CCI management
 - Baptism card and letter from Chief

Procedure

- Visit the District Officer to get a form with which they apply for the national identity card.

Then, take these documents to your Assistant Chief/ Chief. He or she should give you a signed letter if satisfied.

- Duly filled forms are returned to the district office for review and verification.
- Fingerprints and passport photographs of the applicant are taken.
- The applicant is issued with a waiting card which they can use as they wait for the national identity card to arrive.
- The waiting period may last up to 1 month.
- The applicant then goes to the district office (with the waiting card) to collect their national ID.
- If the National ID has is lost, then:
 - Visit the nearest police station for reporting.
 - You will be issued with a temporary abstract.
 - Next, visit the Huduma Center, sub-county commissioner's office, and chief's office with the abstract to replace the ID.

How to register as persons with disabilities (PWD):

Step 1: Obtain prerequisite documents

- Obtain a medical report from any government hospitals that indicates that he or she has a disability or disabilities. The report ascertains the type of disability, severity, and major cause of the disability.

Step 2: Obtain applications in the sub-County Gender & Social Development Offices

- Visit the Gender & Social Development Offices in the sub-county to obtain the application. Individuals who qualify as per the definition of a PWD are registered at the sub-county level.
- The sub-county Gender & Social Development Officer (SCGSDO) will issue you with an Individual Registration Form.
- You are to complete the form and present the registration form together with the medical report and all required documents to the Sub-county Gender & Social Development Officer (SC GSDO)
- These documents include:
 1. Medical Assessment report from the Government Gazetted Hospitals
 2. Copy of passport/ ID card
 3. Copy of Birth Certificate
 4. Proof of lawful residence in Kenya
 5. Copy of parent/legal guardian certificate of registration.
 6. Certificate of good conduct for children above 18 Years
 7. Copy of the Police Clearance Certificate
- Registration is then done by the sub-county Gender & Social Development Officer (SCGSDO). The registration forms are then forwarded to the National Council of Persons with Disability by SCGSDOs.
- Registration details are available on the day of application.

How to acquire a PIN Certificate:

Kenya Revenue Authority (KRA) I Tax system collects taxes for all three income types: rental income, business income, and employment income. You will, therefore, need a KRA pin, whether employed or self-employed.

Requirements

- National ID card details.

- Physical and postal address
- Email account
- Procedure
- Visit the official ITax website. www.itax.kra.go.ke
- Under 'New PIN Registration,' you will see the prompt 'Do you want to apply for a PIN?' Click here.
- Follow the provided link and fill in the form.
- Fill in all the mandatory fields.
- Click 'submit.' Download the e-registration acknowledgement receipt and the PIN certificate by clicking 'Click here to download acknowledgement receipt.'

How to acquire an NHIF Card

The National Hospital Insurance Fund (NHIF) is the primary provider of health insurance in Kenya, with a mandate to enable all Kenyans to access quality and affordable health services. The card allows you to access health care at selected health facilities at no extra cost. Once you register, make sure you remit your payment to keep the card active.

Procedure

- Visit: <http://www.nhif.or.ke/healthinsurance/registeronline/>
- Select employed or self-employed.
- An employee application form will load.
- Fill the form details.
- Attach a copy of your ID, passport photo, and a marriage certificate if you are married.
- You will be notified of your status upon payment.
- You will also receive an SMS to your phone number.
- To receive your NHIF card after successfully completing the above application and being approved, visit any NHIF office or Huduma center near you and get your card printed.
- Also, you can visit the NHIF Offices physically and do the registration from there.

Note:

If you are employed, your employer remits the payment monthly.

If self-employed, you are required to remit 500KSh per month.

After registration, you will be required to choose between two hospitals for outpatient services.

How to acquire the NSSF card:

The National Social Security Fund is a retirement benefit fee that an individual pays a minimum of 200KSh per month.

- Visit the NSSF Offices near you and fill a registration form.
- A copy of your national ID or passport
- Letter of appointment if employed
- A registration fee (defined in the registration form).
- The NSSF number (card) is issued after payment.

How to acquire a certificate of good conduct:

A certificate of good conduct is increasingly becoming an essential requirement for many employers. It ensures that a potential employee has no criminal history documented by the Criminal Records Office (C.R.O.).

Requirements

Original ID or birth certificate for minors

Procedure

- Duly fill a C24 application form which can either be downloaded from the eCitizen portal at dci.ecitizen.go.ke, at the Huduma Centers, or at the DCI offices located at Mazingira House, on Kiambu Road.
- Make online processing fee payment (amount defined in the form) for the Police Clearance Certificate through the mobile money platforms.
- Present the o Original ID and its photocopy (or Birth Certificate for minors); two (2) copies of the online payment invoice, and one (1) copy of the C24 printed on both sides of a C24 to DCI headquarters or regional police headquarters.
- Allow your fingerprints and palm prints to be recorded on a prescribed fingerprint form C24.



The certificate of good conduct takes between two weeks and one month to process after which it should be ready for pick-up at the DCI Headquarters, Nairobi. The police good conduct certificate is valid for one year from the date of printing and subject to annual renewal.

ANNEX 9

CERTIFICATE OF COMPLETION



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Foundation

KENYA SOCIETY OF CARE LEAVERS

This is to certify that:

has successfully participated in
life skill sessions—practical life skill for care leavers
by care leavers.

Signature _____ Date _____



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THE WAY WE
care™

ANNEX 10

FACILITATOR'S FEEDBACK FORM

Instructions: This form is to be filled by a supervisor who observed a facilitator during a session. It will provide feedback to the facilitator. It should be completed after the session, not during, so that the person giving the feedback can be attentive.

Name of facilitator: _____ Date: _____

Evaluator: _____ Community/Group name: _____

Statement	Yes	No
Did the facilitator seat people so that all could see each other (circular or semi-circular position)?		
Did the facilitator remain at the same level as the other participants?		
Did the facilitator introduce the topic well (who he/she is, topic, time, etc.)?		
Did the facilitator speak loud enough, slowly, and clearly so that everyone could hear?		
Did the facilitator use proper eye contact with everyone?		
Did the facilitator change his/her voice intonation (not monotone)?		
Did the facilitator verify that people understood the main points using open-ended questions?		
Did the facilitator ask the participants open-ended questions?		
Did the facilitator give participants adequate time to answer questions?		
Did the facilitator recap messages or key points from the last session?		
Did the facilitator encourage comments by paraphrasing what people said (repeating statements in his/her own words)?		
Did the facilitator encourage comments by nodding, smiling, or other actions to show he/she was listening?		
Did the facilitator always reply to participants in a courteous way?		
Did the facilitator prevent domination of the discussion by one or two people?		
Did the facilitator encourage timid participants to speak/participate?		
Did the facilitator summarize the discussion?		
Did the facilitator reinforce statements by sharing relevant personal experience or by asking others to share personal experiences?		
Did the facilitator explain the home assignment clearly?		
Did the facilitator follow up on the home assignment?		

Provide an overall evaluation of the facilitator's performance in the space below. Include specific observations, including comments about content/educational messages.

Score: _____

Comments:

ANNEX 11

SUGGESTED FEEDBACK FORM FOR INDIVIDUALS BEING TRAINED AS FACILITATORS

This form is to be filled in by participants who completed the facilitator workshop.

Training dates/session dates: _____

Facilitator: _____ Venue: _____

Please complete the evaluation form. Your feedback is confidential and will only be used to help us improve the content and delivery of the training/sessions.

Criteria	Strongly agree	Agree	Disagree
Training/sessions was relevant to my needs?			
Length of training/session was enough?			
Content was well organized ?			
Questions and participation were encouraged?			
Instructions were clear and understandable?			
The trainer was well prepared?			
The trainer was effective in delivering the content?			
The trainer kept the sessions lively and interesting?			

What was the most interesting thing you learned from this workshop?

What was the least interesting thing you learned from this course?

What would have made the sessions more effective?

What other training or support would you need to make you more effective in your role as a life skills facilitator?

Would you recommend this training to others? Why? Or why not?

Any other comments/feedback?

ANNEX 12

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