



# Practical Life Skills:

A workshop  
for care leavers and  
those who have  
recently left care  
aged 18 to 25 years

**PARTICIPANT HANDBOOK  
COMPANION**



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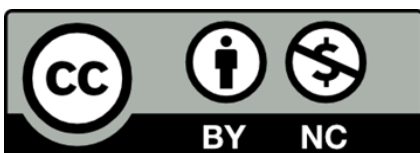
The resources consulted include:

- 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](https://www.crs.org/sites/default/files/tools-research/jol_global-main_cig_web_0.pdf)

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## INTRODUCTION

Young people who grow up in care<sup>1</sup> face challenges that are frequently different from those faced by other young people. They often leave care without any definite or tangible support from the government, little to no guidance from the child care 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.<sup>2</sup>

A 2011 Kenyan study of 122 care leavers found that the majority were “stuck in transition,”<sup>3</sup> 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 have growing up in families. They described experiencing stigma and discrimination. Global research describes risks to care leavers including early marriage, lower educational attainment levels, lower levels of educational attainment, unemployment, mental health problems, drug use and abuse, and conflict with the law.<sup>4</sup>

This participants handbook has come into being by care leavers for care leavers. It has been developed based on the myriad of challenges shared and experienced by care leavers, hoping with the hope that it will support others leaving care. This handbook contains materials you can use during and after following the training sessions. It contains:

- The main learning points of each session
- Activities to do during or after the session
- Extra reading material by module
- Additional blank pages for note-taking

### **Who are the workshops for?**

Activities and materials are targeted to young people between **10 to 13 years of age who are in the process of transitioning out of care and those who have already left care.**

### **Who is the participant handbook designed to be used by?**

- All participants and care leavers attending the life skills sessions.

Your facilitator will help you understand each session, review content from the previous session, and look over your homework. The assignments are designed to help you start practicing the skills gained during the sessions. Please carry this participant handbook every time you attend a life skills session. Your facilitator will help you check your take home assignment during each session. The assignments are designed to help you start practicing the skills that you are learning during the sessions. Please carry this participant handbook every time you attend a life skills session.

### **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 to 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 for each circumstance.

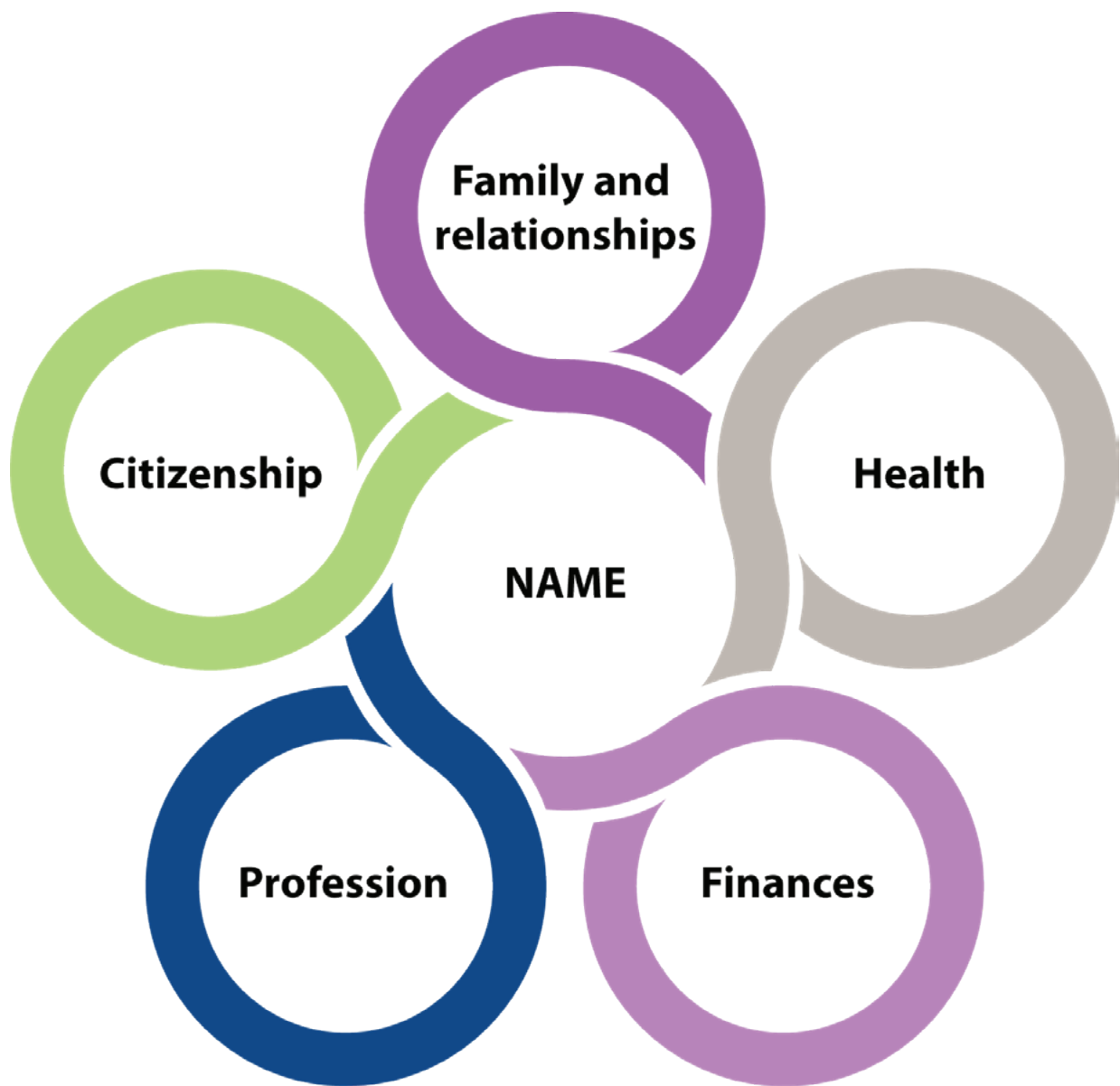
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1 The term “care” as used here refers to alternative care of all types as described in the glossary located in Annex 1.

2 Browne, K. (2009). *The risk of harm to young children in institutional care*. London: Save the Children.

3 KESCA, Koinoinia (2011). Kenya Care Leavers Conference Report “How I left care”

4 Ibid.

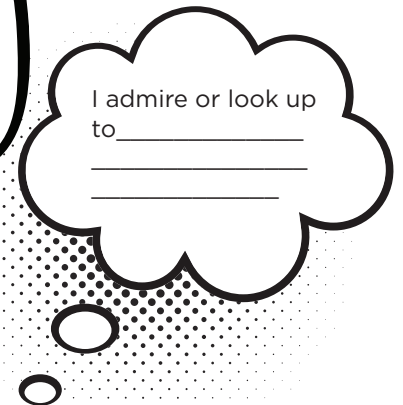
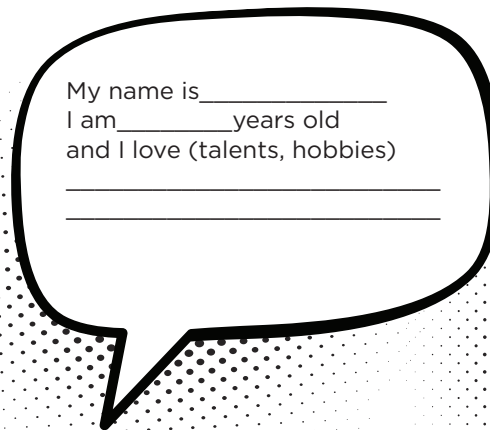
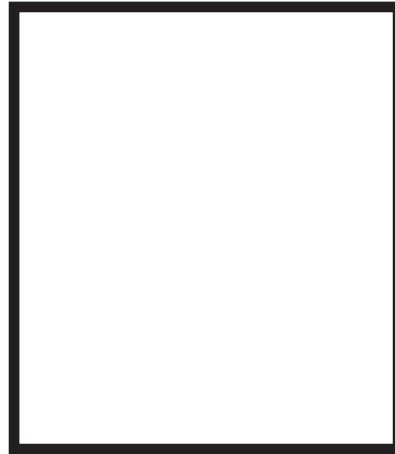


## MY PLANS AND GOALS

## LEAVING CARE

Leaving care can be exciting or even scary. Leaving behind your friends creates excitement for new beginnings and can also bring in feelings of sadness and fear of the unknown. This life skill session journey will hopefully make this transition easier.

Photo or drawing  
that describes me



## TOPIC 1: BEGINNING THE JOURNEY



## TOPIC 2: EFFECTIVE COMMUNICATION

- Communication is the act of passing information from one person to another through mutually understood signs and includes a sender, message, and receiver.
- To be an effective communicator, the message must be complete, clear, concise, and accurate. The communicator must be courteous, use the right channels, and provide feedback.
- Be cautious of 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.
- Other barriers are technological barriers and physical barriers, e.g., deafness, jargon, or perception/attitude barriers.
- Listen attentively, keep it short, ask questions, notice body language, and summarize.
- Stand up for your own or other people's rights in a calm, honest, and positive way without being aggressive or passive. Be assertive.
- Conflict is a normal part of friendship. The idea is not to avoid conflict but to learn how to resolve it healthily. When conflict is mismanaged, it can cause significant harm to a relationship. However, when handled in a respectful, positive way, conflict provides an opportunity to strengthen the bond between two people.
- Trust, teamwork, communication, and effective listening are great tools for effective teamwork.
- Being part of a team offers an opportunity to exchange ideas and develop creative ways of handling an issue. Team members can take advantage of each other's strengths to achieve something. Learn to be a team player.
- Good communication can help us be more explicit in what we need, want, and do not want. It can help us have stronger friendships, be clearer with family, teachers, mentors, and community leaders, and set a good example of clear communication to others. Good communication takes practice.



## **BRAIN BOOSTER: EFFECTIVE COMMUNICATION**

You identified three people to join you during a youth camp. Whom did you choose and why?

## TOPIC 3: KEEPING MYSELF SAFE

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

- Adults and other young people can harm young people like us. Harm can look like many things; bullying, hitting, physically hurting, shouting, saying hurtful things, touching in inappropriate ways, withholding food and water even though family members have it, making us work in unsafe places, doing unsafe jobs, cutting our genitals, or making us get married before we are adults.
- People can also harm us online, including people who pretend to be our friends to collect photos and videos or meet us in person. Also, our friends and others can bully us online.
- When online, be kind, and respect others. Think before you post.
- In some instances, people who inflict harm are the people closest to you (perpetrators). They can be family members, tutors, etc.
- Report any behavior that makes you feel uncomfortable or unsafe. For example, if someone is overly attentive, gives you money or gifts, threatens you, or touches you inappropriately.
- Report any form of abuse immediately. In case of abuse, preserve any form of abuse (texts, clothing, etc.).
- Do not meet strangers. If you must meet a stranger, do so with a friend and in a public place, and let a trusted adult or friend know that you are meeting them.
- Do not divulge personal information such as a phone number, place of residence, school, or work details, etc.
- Do not believe everything you read on the internet; not everything on there is truthful or reliable.
- Do not accept gifts if they make you feel uncomfortable. The reason it does not feel right is because it may be in exchange for something you are not comfortable with doing.
- Avoid websites you are not sure about, particularly adult-only and websites promoting anorexia, self-harm, etc.
- Do not chat with people you do not know online; if you do, do not share any personal information and do not meet offline. Cover your webcam if you have one, unless you are chatting with someone you know and trust.
- Change your passwords regularly and do not write them down.
- Limit the time you spend on social media. Excess amount of time spent on social media has been linked to causing obesity, social isolation, sleep deprivation, emotional health problems like depression, etc.
- Violence and abuse is never acceptable, whoever the perpetrator may be, is (even if it is a family member,) and for whatever reason they offer. You deserve to feel valued, respected, and safe. Speak up and report any form of abuse.

# INTERNET SAFETY

The Internet is a huge source of information and means of communication. However, not all of the information or people online are trustworthy.

## Safe

# S

**Ensure personal information and passwords are kept private.**

Do not put any of your contact details online and always check your privacy settings on social networking websites.

Never use your real name for your username, and ensure passwords are difficult to guess.



## Meet

# M

**Never meet with an online friend in person, even if you think you know that person well.**

Meeting someone from a chat room or social networking website could be dangerous. Online friends are still strangers and may not be who they say they are.



## Accept

# A

**Do not accept emails, instant messages and friend requests from people you do not know.**

Messages may contain viruses or unpleasant information and images. Also, remember that 'friends' on social and gaming networks can see and share what you post. Do you want strangers to see everything that you post?



## Reliable

# R

**Not all of the information or people online are reliable. There is a lot of false information.**

Always check that the information is correct and use reputable sources. Also, some people post false information or use false identities online to cause harm and trick people.

Try to limit your friends to 'real' friends.



## Tell

# T

**Tell a trusted adult if anything online makes you feel uncomfortable.**

Many chat rooms and social networking websites have support email addresses or alert buttons that enable users to report inappropriate behaviour, including bullying.

You can log off if you are uncomfortable or suspicious of anything.

**REPORT ABUSE**



## Be careful what you share online!

Anything you post online or send in an email, such as a photo or message, can be copied or shared by anyone who can see it.



SOURCE: Daydreameducation.co.uk

## **BRAIN BOOSTER: KEEPING MYSELF SAFE AND WHAT TO DO WHEN I FEEL UNSAFE**

Read the directions for each section and then write your answers:

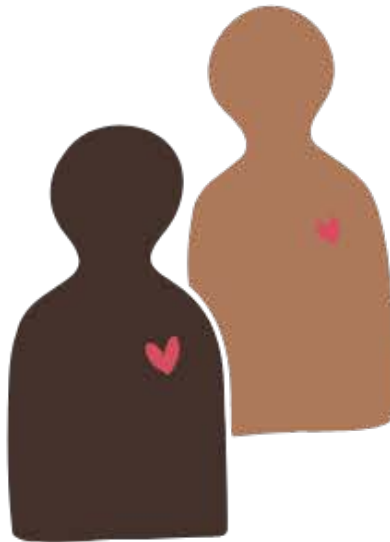
1. How can and do you keep yourself safe online?

2. How can and do you keep yourself safe in the real world?

## TOPIC 3: KEEPING MYSELF SAFE

### SESSION 2: HEALTHY AND UNHEALTHY RELATIONSHIPS

- Stable relationships with friends, families and partners are especially hard. It is vital to learn to recognize a healthy relationship from a harmful one.
- Watch for unhealthy, controlling, violent, and belittling relationships; hitting, mocking, strict rules, name calling, sexual control, threatening to take away your children, destroying your property, neglect, or deprivation are all examples of unhealthy relationships.
- Some behaviors are 'excused' due to gender. Some old stereotypes persist, including the belief that a woman's place is in the home, and women are a man's property. However, none of these are correct, and all are acceptable.
- Controlling behavior is not acceptable. This kind of toxic behavior is noticeable when people's actions are observed. Keep an eye out for someone who avoids your family, follows your every move, limits or controls your phone use, decides your wardrobe, etc.
- Learn how to deal with peer pressure; this can be accomplished by being confident and boldly communicating your viewpoint. Avoid bad friends, create a buddy system with a trusted friend, and have each other's back. Evade situations or places that put negative pressure on you.
- Do not change your character to make people like you. Do not do things to please your friends to fit in. Real friends respect your choices and differences. These connections can influence physical health, promote self-esteem, and create a sense of belonging to assist in the development of problem solving and social skills.<sup>5</sup>
- Not all relationships are healthy. Sometimes we associate with people who may not have our best interests at heart.



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



## TOPIC 4: MY HEALTH

### SESSION 1: HIV

- A person infected with HIV receiving treatment can live and work normally. HIV treatment is for life.
- Engaging in risky behavior like having unprotected sex, having sex with multiple partners, abusing drugs, etc., causes higher risk of developing the virus..
- Health officials recommend that adults get tested for HIV at least once as part of routine health care. Studies show that the sooner people start treatment after diagnosis, the more they benefit from antiretroviral therapy (ART). Once being tested, an individual will know their status. If the test is positive, treatment must begin. If the test determines the individual is negative, they do not need to worry. With this negative status, the individual can learn how to maintain their health and avoid HIV.
- Get advice from a health official on how to care for a new baby if HIV positive. This includes breastfeeding advice, looking after your health, and counseling about living assuredly with the virus.
- It is vital to take an HIV test if you have possibly been at risk of contracting the virus. Repeat the test three months later -- there is a “window period” for HIV transmission before the body develops antibodies. No one is required to test for HIV, but it is advised.
- A pregnant woman living with HIV can pass the virus to her baby during pregnancy, child-birth, and breastfeeding. All pregnant women with HIV are placed on HIV treatment as soon as possible.
- As soon as the baby is born, they receive immediate HIV treatment and testing. The baby’s HIV treatment is to prevent the risk of getting the virus. They take the treatment for 14 weeks. The baby then stops treatment if the HIV tests are negative. HIV treatment adherence is the patient’s ability to follow a treatment plan, take medications at prescribed times and frequencies, and follow food and other medication restrictions. Adherence leads to viral suppression and better treatment outcomes.
- Disclosing your HIV status is not simple. Any person, especially a young person living with HIV, needs support to disclose safely and confidently.
- Disclosing our status with sexual partners helps prevent the spread of HIV. Sharing with close family and friends can help encourage the support we need.
- HIV status disclosure promotes behavior change, increases support, and adherence to treatment. Begin by disclosing your status to a trusted friend.
- Preventing HIV transmission is just as important for people who test negative. For more advice and support on preventing and living with HIV, it is essential to talk with someone who can give you accurate information and support.





## **BRAIN BOOSTER: MY HEALTH: HIV**

List the areas near your locality where you can go for an HIV test.

How would you find out more reliable information about HIV?

## TOPIC 4: MY HEALTH

### SESSION 2: MENTAL HEALTH

- Approximately one person in three has a mental health issue at some point in their lives. There are many mental health issues, the more common being 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, and it is important to do the same if we feel mentally unwell.
- While focusing on our strengths and skills does not prevent mental health issues, it can help us find tools to begin addressing mental health concerns and keep ourselves mentally as healthy as possible.
- Anyone with persistent mental health issues or suicidal ideations must seek help as soon as possible. Help can be acquired from This can be from mental health workers, a doctor, or a counselor.
- We all have helpful and unhelpful ways of coping with negative feelings, even if we are not aware of them. For example, listening to our favorite music if we are feeling down is a helpful coping mechanism. Unhelpful coping techniques can be addictive both physically and emotionally; it can be challenging to replace them with helpful ones.
- With practice, helpful coping techniques can also be addictive (in a good way!). Most people use unhelpful coping methods, even if we know they are not great for us. Do not criticize yourself and try to use helpful coping methods next time. Remember—speak to someone if you need some support.
- Letting go of stress and worry can often help us realize that concern is less critical than imagined. Simultaneously, we gain a new perspective.
- Often, talking to a trusted person and revealing our worries (or writing them down and keeping them in a safe place), can be an essential first step.
- Just like keeping fit, staying as mentally healthy as possible takes effort. Eating healthily, getting enough sleep, doing regular exercise, taking time out to relax and have fun, recognizing and managing stress, speaking to friends we trust, and getting help when we need it—are all key.
- Sometimes we do not feel or are unable to take positive steps to improve our mental well-being. Suppose you feel overwhelmed or unable to cope. In that case, you must speak to someone you trust or a mental health professional and get the support you need.



## BRAIN BOOSTER: MENTAL HEALTH

Challenging negative thoughts. Fill in the table below:

Negative thought:	Where did my thoughts come from?	How it makes me feel and by which percentage:	Evidence that supports my thoughts:	Evidence that does not support my thoughts:	An alternative positive thought:	How much I believe my new thought:	How my new thought makes me feel and how much:
Example: I am a failure	My friend told me so	Sad 20% Angry 90%	I failed my exams	I am good in sports  My grades have improved	I have not attended school consistently due to lack of fees	60%	Hopeful 40%

## TOPIC 4: MY HEALTH

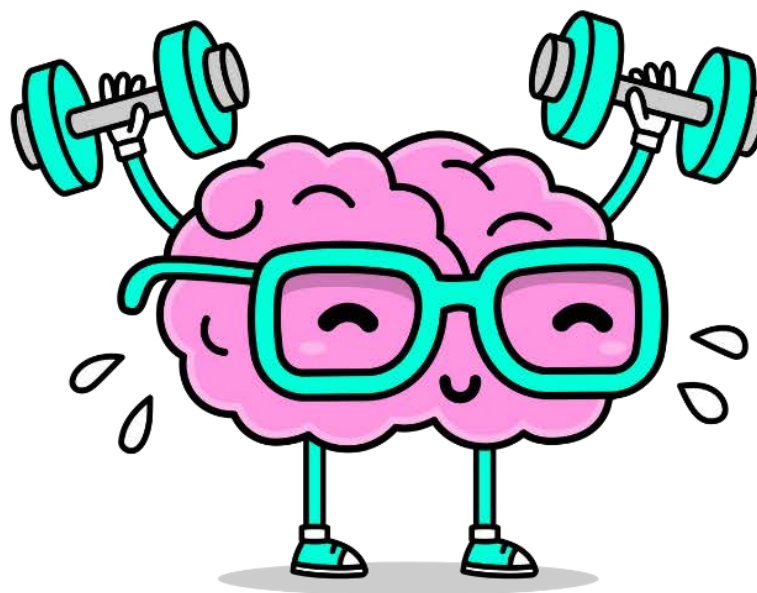
### SESSION 3: RESILIENCE

- Resilience is the ability to bounce back from something difficult or challenging in our lives. The capability to handle a stressful moment and recover from it. However, it has its challenges. Resilience means learning to deal with hurdles by keeping a healthy mind. Resilient young people keep an open mind and think in ways that make them feel in control when adverse situations arrive in life. Sometimes, a problem can become smaller and more manageable depending on how we see it—as something unmanageable or something we can cope with and work through.
- Resiliency means being able to recognize your strengths.
- Resilience means being flexible, similar to a stretchy rubber band. When faced with challenges and difficulties in life, think about your ability to be flexible.
  - We talk to ourselves to figure out things. For example, when we are working through a challenge. 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 to remain calm when you are confused or upset. Use them to remember that you oversee your feelings and behavior.
  - When dark storms come, do not panic. You have handled them before, and this time you are older and more experienced. Be proud of yourself when you use your helper words and phrases and remember—like most things, it takes practice.

How do I build my resilience?

- Talking to my friends and another adult whom I trust.
- Writing or drawing how I feel.
- Having fun; playing a sport, listening to music, spending some time being quiet.
- Achieving small things and praising myself for those achievements.
- Not getting upset or angry at myself if I do not do something the way I think I should.
- Experiencing difficulties often teaches us important things—such as relationship skills, increased self-esteem, and gratitude for blessings.

Say the following sentences to yourself: “I have done this before,” “I might need some support, guidance, and a bit of time.”



## **BRAIN BOOSTER: RESILIENCE**

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

## TOPIC 5: MAKING SAFER AND HEALTHIER CHOICES

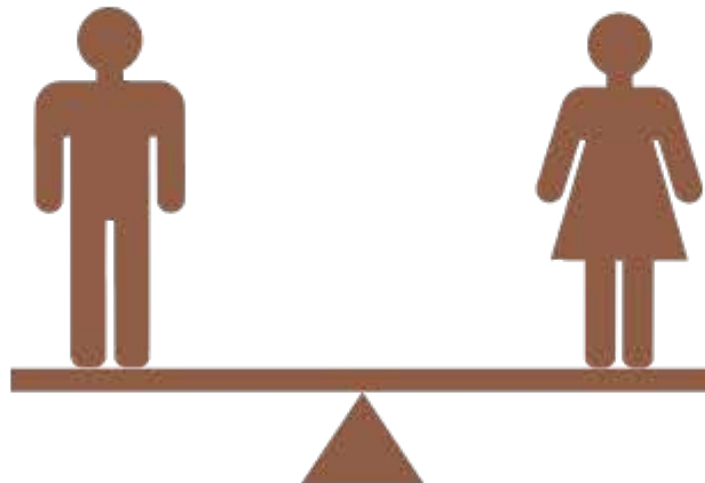
- Examples of irresponsible activities: tobacco, alcohol, and drug use, e.g., smoking and injecting drugs like heroin; irresponsible sex, fighting in a gang, driving without a valid license or speeding, drunk driving; poor dietary habits, and gambling.
- Addiction is harmful to psychological and physical health. People who live with an addiction may experience depression, migraine, distress, intestinal disorders, and anxiety-related problems. Some people steal in order to get money for their addiction. Others divert necessary budget allocations, e.g., money for school fees or food, to gambling.
- Gambling is regarded as fun, but it can quickly become addictive and lead people to bet on the money they do not possess. The rush of endorphins we get when we win makes it more addictive because we want that feeling again.
- Gambling addiction is a progressive addiction that can have many negative psychological, physical, and social repercussions. There are many gambling forms, including lotteries, scratch cards, card games like poker, etc. Some gambling addiction symptoms include the need to gamble with increasing amounts of money to feel excitement and restlessness. When people attempt to quit gambling, they may undergo repeated unsuccessful attempts to stop. They may have a difficult time controlling their addiction and reducing the amount of time they go gambling. They may often think about gambling, make plans to gamble, return to gambling after losing money, and then lie to conceal gambling activities.
- Substance abuse is the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. This may result in a strong desire to take the drug, difficulties in controlling its use, and continued use despite the harmful consequences.
- Alcohol and drug abuse lead to many dire consequences, key amongst them poor judgment, strained relationships, risky sexual behavior, underperforming at school or work, an increased risk of developing health problems like liver failure, cancer, etc.
  - You can combat peer pressure by doing the following:
    - Stay away from people and places where drugs and alcohol are abused.
    - Keep busy with running, bike riding, and dancing to get a natural 'high' from endorphins that make our bodies and brains feel good.
    - Talking to a mentor or guardian if you are under pressure from friends.
    - Reaching out for help if we feel we are adopting an addiction to smoking, alcohol, or drugs. Encourage friends to do the same if you suspect they are adopting an addiction, too.

## **BRAIN BOOSTER: MAKING SAFER AND HEALTHIER CHOICES**

Your local chief has invited you to speak to the local under 18-25s football team for five minutes on the importance of making safer and healthier choices. What will you say?

## TOPIC 6: GENDER ROLES

- Every society has expectations for how boys and girls should behave, communicate, act, and the roles and responsibilities they must adopt based on gender norms..
- Gender equality helps prevent violence against women and girls, boys and men, and makes our communities safer and healthier. Gender equality is a human right.
- Gender:<sup>6</sup> What a society or culture expects from you based on gender (roles, behaviors, etc.). Gender is how society wants you to behave, think, or act because you are either a boy or girl.
- Gender Role: Expectations for the way men and women should act and their roles are in society.
- Gender Stereotype: An oversimplified or biased description of the abilities of men and women.
- When society tells a young man to “act like a man,” it usually means avoiding emotion, appearing strong, and being a successful provider. When society tells a young girl to “act like a woman,” it usually implies being submissive, not complaining, and acting sexy but never too smart. Gender stereotypes can negatively impact our lives and communities.
- Whether we are male or female should not stop us from being who we want to be and doing 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 in society.
- As we become more aware of how gender stereotypes negatively impact our lives and communities, think constructively about challenging them and promoting more positive gender roles and relations in our lives and communities. We are then free to imagine our ideas about gender and how to live our lives. Our culture and socialization influence our gender; this can be challenged and changed.
- Recognizing gender stereotypes is a key first step in identifying how they impact our thinking and actions and challenging those unhelpful stereotypes.



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<sup>6</sup> Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP) 2013. Population Council



## **BRAIN BOOSTER: GENDER ROLES**

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 result?

## TOPIC 7: MAPPING MY CAREER PATH

### SESSION 1: CAREER PLANNING AND BUILDING MY CV

- Even though finishing school and beginning work may seem a long way off, thinking about your career now is important because it can influence what you choose to study.
- Staying and progressing through school can help care leavers achieve their life goals.
- Beyond technical knowledge, most employers (or businesses) require employees who can demonstrate soft skills like teamwork, motivation, etc.
- Sometimes education can be crucial in helping us achieve our chosen careers. However, you can often take alternative paths to help you get to your career of choice. For example, work experience, apprenticeships, and volunteering can help develop your skills and experiences.
- Learn how to write your resume and cover letter.
- Identifying your interests and strengths will help you narrow your career path selection and education path.
- Apply for internships to gain practical skills and experience in your preferred field.
- You can also create and run your own business to earn an income.
- Learn how to register your business
- Learn basic computer skills such as how to use the internet, Microsoft Word, Microsoft excel, Google Suites, etc.
- Have an email account and log on to access important services and communication.



## **BRAIN BOOSTER: CAREER PLANNING AND BUILDING MY CV**

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

## TOPIC 8: MAPPING MY CAREER PATH

### SESSION 2: NETWORKING AND INTERVIEW SKILLS

- Networking is exchanging information and ideas among people with a common profession or particular interest, usually in an informal social setting.<sup>7</sup>
- Having the right professional contacts can help you expand your business and open the door to new opportunities.<sup>8</sup> Learn how to network by building genuine personal connections, smiling, listening attentively, researching the attendee's backgrounds, and how you can support each new connection.
- Networking can be challenging, especially for people who are not confident or outgoing. However, it is a useful skill that everyone can develop. It can help you learn more about businesses, organizations, and individuals you wish to work with. They can provide information about employment and work experience opportunities. You can practice networking conversations with friends and mentors before the event.
- Learning how to speak about yourself and your skills confidently and concisely is very important, especially while networking or during a job interview. It helps to practice and update your elevator pitch regularly.
- Interviews are intended to be a two-way process between the interviewer and interviewee. The interviewer is considering whether the person being interviewed has the skills needed for the role and will work well in the team and organization. The person being interviewed is finding out if the team and organization is right for them.
- In an interview, you want to demonstrate your skills, experience, and personality. Clear and concise answers that showcase this is paramount. Prepare a list of examples and try to use a different one for each question. When giving an example, a smart tip is to outline a problem you faced, how you addressed it, and the outcome.
- Being interviewed can feel quite daunting, even for people that have been interviewed many times. Preparing is the most important step. You can prepare by reading the company's website, knowing who is interviewing you, that person's role in the company, preparing examples that demonstrate your skills and experience beforehand; and ask friends to interview you so you can practice.
- Both networking and being interviewed come naturally to some people, but plenty of people find interviews difficult and sometimes daunting. However, it is a skill that can be learned and continually practiced. It can be helpful to get some guidance from others who have more experience with networking and being interviewed, such as teachers and mentors.

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<sup>7</sup> <https://www.investopedia.com/terms/n/networking.asp>

<sup>8</sup> <https://www.forbes.com/sites/forbescommunicationscouncil/2018/04/23/10-networking-tips-to-help-you-make-a-great-first-impression-at-an-event/#1f1a4f97301b>

## **BRAIN BOOSTER: NETWORKING AND INTERVIEW SKILLS**

Write down three examples of achievements in your life that you might want to discuss during an interview. Outline the problem, how you solved it, and the result.

## TOPIC 8: MONEY MATTERS

Various people need and want different things, depending on their likes and dislikes. People must prioritize to ensure that they meet their most basic needs.

- Track your daily spending to establish how much you spend monthly.
- Decide on your priorities. A need is required to survive, e.g., food, shelter, etc., while a want is a desire, e.g., a phone, sweets, etc.
- Have savings that you can rely on in case of any unplanned circumstances.
- Identify ways you can save money, e.g., buy groceries from the open-air market rather than the supermarket, opt to live with roommates, such as a fellow student, instead of alone, walk or ride a bike to your destination, limit expensive monthly packages such as DSTV, and use budgeting apps to track expenses to avoid wanting unnecessary spending.
- Borrow as little money as possible and only when necessary. If you find you are permanently in debt, then adjust your expenses. Always live within your means.
- Open and use a bank account. It is safer to keep your money in a secure place, and it is easier to track savings.
- Always reuse and recycle. Reuse your grocery bags, refill your water or milk bottles; it is cheaper, and saves the environment.
- Beware of loan apps like Fuliza, M Shwari, Kopa Chapaa, etc.
- When moving to independent living, consider the cost of rent and the deposit, utility costs (electricity, water, garbage, security, etc.), and how you will meet those costs every month.
- Be responsible with loans and credits. Take out loans wisely and consider repayment plans before committing to the loan.

Money matters. Understanding and tracking our money can seem overwhelming at first but knowing what money we have and how we spend it 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 about debt or the risk of being in debt is important.



## **BRAIN BOOSTER: MONEY MATTERS**

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

## TOPIC 9: CITIZENSHIP

- Values define us, and those values determine our behavior. Having a national ID and a passport is important, but that does not trump our Kenyan values.
- The six pillars of character are a. being trustworthy, b. respecting others, c. taking responsibility for self and environment, d. acting in fairness, e. being kind and compassionate, and f. being a loyal citizen.
- The bill of rights outlines your rights as a citizen of Kenya (Chapter 4 of the Kenya Constitution), including the right to a name, an education, parental care, protection from abuse, etc.
- Values can be challenging to uphold. The people we admire are often those who sustain their values at all times, including throughout challenging situations. When we uphold our values, we set an example to others.
- Even people with disabilities have the right to be treated with dignity and respect, access to education and the right to access all places, etc.
- Our rights are fundamental. Sometimes we may not realize all of our rights due to direct or indirect discrimination (when we cannot do or access something). Indirect discrimination may be where there is no ramp for a wheelchair user. Compare this to the opportunities in place that allow us to do or access places. Some organizations specialize in advocating for the realization of people's rights.
- Create an email and log on to e-Citizen to access all government documents, including national ID, passport, etc. You can also visit the nearest Huduma Center to access these and other documents.
- The government runs social protection programs that can shield citizens from hunger, poverty, illness, etc. Such programs include Inua Jamii, bursaries, etc.
- You can also access loans from other government agencies such as the higher education loans board (HELB), the Constituency Development Fund (CDF), the National Fund for the Disabled of Kenya (NFDK), Uwezo Fund, Women's Fund, Youth Fund, etc.

They can provide advice and support or direct you to other organizations for additional assistance.

DOCUMENT	WHERE TO GET HELP
Birth certificate	District registrar of births and deaths' Office E-Citizen
National ID	District Officer Huduma Center
Register as persons with disabilities (PWD)	Sub-County Gender & Social Development Offices
PIN certificate	<a href="http://www.itax.kra.go.ke">www.itax.kra.go.ke</a>
National Hospital Insurance Fund (NHIF)	<a href="http://www.nhif.or.ke/healthinsurance/registeronline">http://www.nhif.or.ke/healthinsurance/registeronline</a>
National Social Security Fund	NSSF offices
Certificate of good conduct	e-Citizen Director of Criminal investigation offices





## **BRAIN BOOSTER: CITIZENSHIP**

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

## TOPIC 10: THE LEAVING CARE TRANSITION

- The transition from care is an individual experience, and no two people have the same one. 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.
- Emotionally these changes can impact us—they can bring additional stress, anxiety, excitement, frustration, or happiness. Being aware of these possible emotions can offer us an opportune time to apply our skills, such as self-care, resilience, and knowledge. When we know which elements activate stress and anxiety, we can request and access the support we need. All of these tools help make changes more comfortable to navigate the transition and even enjoy it.
- Some people choose not to reunite with family, often due to the circumstances in which they left the family home. If you choose to reunite, it is likely to take time, patience, and support to work through the circumstances that led to your departure. You will need to be patient while rebuilding relationships. When possible, get support from your CCI (even after you have left), go at a pace that is right for you, and lean on your support networks, such as friends and mentors.
- You may also choose to access counseling to support you with the process. If at any point you feel unsafe, trust your instinct and accept 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 support from your friends, mentor, and counselor, you can manage this transition 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 draw a plan for your involvement in the process. If you have already left care, speak to your contact person at the CCI.
- 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, have particular life skills you want to develop or have life coaching experience. Some mentors also know about human rights, Kenyan legislation, finance, psychosocial support, or other relevant fields. All mentors need to have excellent listening and communication skills.
- Check the qualities of the person(s) you may consider as a mentor. Are they patient? Would they share in your dreams? Are they readily available? Are they honest with their feedback?
- Once you find a mentor, take an active role. Plan the meetings and prepare beforehand the issues that require assistance. Do your part and do not sit back and wait for the mentor to help you.
- Always act with integrity in the mentoring relationship; it is a professional contact with boundaries. Never ask for or take money, accept items, or engage in socializing, including drinking alcohol or doing drugs with a mentor. To a trusted adult, report any behaviors that you do not feel comfortable with.
- Leaving care is a big step. However, so is coming into care, going to secondary school, taking exams, etc. Transitions are part of life, and they help us grow. Keep using your tools and get advice and support when you are unsure how to manage a situation, you feel overwhelmed or get stuck. Transitions can be incredible learning experiences and can even be fun and exciting.

## **BRAIN BOOSTER: LEAVING CARE TRANSITION**

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

**Our goals, dreams, and aspirations help us aim for things we never thought possible.  
They keep us accountable, give us ambition, and the drive to achieve what is important in life.  
Dream big, set goals, and act!**





## ADDITIONAL INFORMATION ON EFFECTIVE COMMUNICATION

### TYPES OF COMMUNICATION

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

**Non-Verbal communication:** is the process of sending and receiving messages without using spoken word. Examples include gestures, facial expressions, shaking hands, body language, eye contact, hugging, etc. Non-verbal communication is useful to reinforce what was said by adding facial expressions and eye contact.

**Intrapersonal Communication:** is a communicator's internal use of language or thought. It involves thinking, analyzing, interpreting, assessing, contemplating, feeling, etc. It is an action in your mind; wherein a person has a conversation with themselves, commonly known as 'self-talk' or 'inner speech.'

**Interpersonal Communication:**<sup>9</sup> communication between two or more people verbally or non-verbally. This calls for an individual also 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 meaning to ensure someone 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** A short and intelligible message sent to the receiver is preferred. It saves time and cost, as it is understood in the first instance.

**Considering the physical setting and the recipient** to make communication more effective. The overall physical setting, i.e., the form of communication and the work environment, must be considered. The content of the message must recognize the attitude, knowledge, and position of the recipient.

**Courtesy** The sender's message should be polite, reflective, and enthusiastic. It must show the sender's respect for the receiver and be positive and focused. Give positive nonverbal cues like nodding and eye contact.

**Correctness of the message** A draft of a message should be written so that the final message does not contain any grammatical errors nor repetitive sentences. The message should be exact, accurate, and well-timed.

**Appropriate for the audience,** for example, if you communicate with younger children or someone with limited knowledge of the utilized language, you may use more straightforward language.

**Listening technique** Ensure that you listen well, actively, and respectfully while paying attention to your body language and speaker.

**Feedback** is a crucial part of communication and is required by all concerned in a communication process. It marks the end of communication.

Please note cultural **barriers** or 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.

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<sup>9</sup> <https://keydifferences.com/difference-between-intrapersonal-and-interpersonal-communication.html>

## **BARRIERS TO EFFECTIVE COMMUNICATION:**

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

### **Main barriers include:**

- Judgmental attitudes are seen when someone exhibits excessive analysis, making value-based comments, name-calling, being bossy, ridiculing, making judgments, or ignoring.
- Physical barriers. For example, noise, a physical disability (deaf/blind), time, distance, climate, technical problems, etc.
- The use of jargon, complicated words, unfamiliar words, or technical phrases.
- Cultural barriers; issues around gestures or personal space vary from community to community, e.g., in some communities, young people or women are prohibited from speaking to men.
- Perception barriers—various people perceive issues differently. Messages must be simple and straightforward. There should not be any room for diversified interpretation.
- Technological barrier; technological 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, without being either aggressive, or passively accepting 'wrong' but in an appropriate way. It is often seen as the balance between aggressive and passive behaviour

**Passive:** Compliance with the wishes of others and can undermine individual rights and self-confidence. Many people adopt a passive response because they have a strong need to be liked by others.

**Aggressive:** Behaviour that fails to consider the views or feelings of other individuals. Those behaving aggressively will rarely show praise or appreciation of others and an aggressive response tends to put others down. Aggressive responses encourage 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 you are communicating in different situations. To be assertive you must:

- Know what you want.
- Be sure it is fair and factual.
- Ask for it clearly and use "I" statements. Say, "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 to effectively use refusal assertiveness:

- State your position. For example, you can say, "No, I cannot" or "I am not able to do that right now," and "I am not ready for sex."
- Explain your reason. You can say, "I have something else to do that day."
- Express understanding. Try saying, "I hope you can find something else."

## **EXPRESSING FEELINGS:**

This means telling people how you feel without appearing or feeling vulnerable. Tips:

- Express positive feelings. You can say, “You did a great job,” or “I appreciate the help and support you gave me.”
- Express negative feelings. Consider saying, “I am upset by what you did.”

Request assertiveness. This is used when you want to get clarification, information, or ask for what you want.

### **Tips:**

- State the problem. Use this sentence, “Boss, you have given two different instructions. Please clarify which I should follow.”
- Make a request. Try saying, “Can you allow me to finish one project before starting the other?”
- Getting clarification. Ask for what you need by saying, “Can you explain what you need accomplished?” or “If I heard you right...”

## **HOW TO MANAGE CONFLICT**

- Learn how to manage strong emotions such as yelling, 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.. Pay attention to your nonverbal 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 issue. 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 respect mediation.
- In all situations, have an attitude that allows negotiation and strengthens the relationship. Stay motivated throughout the conflict resolution.
- Be willing to forgive and let go. Resolution is about the ability to forgive and let go of issues.

## **TEAMWORK**

- What is team work?

Teamwork is the combined effort of a team to achieve a goal, objective, or task. This is accomplished when individuals use their skills to achieve a common goal. For example, when you form groups to work on a school assignment together.

- Why is teamwork important?

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

### **Qualities of a good team player**

What are the qualities of a good team leader?

- Reliable: They are dependable, available when needed, follow through with tasks, and keep deadlines.
- Effective communication: Good team players communicate effectively, timely, and with respect.
- Actively listen: and voice their concerns genuinely and respectfully.
- Committed: Team players display passion and commitment toward their teams and tasks.
- Flexible: Teamwork means adaptability to challenging situations. They actively involve others in decision making, knowing that diversity of opinions leads to an optimal solution.

Everyone achieves more together!



## ADDITIONAL INFORMATION FOR 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 caregivers or parents who are able and willing to protect them 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** wounds a child or young person's emotions and spirit, leaving psychological marks that can last a lifetime. Children or young people who experience emotional abuse are "hit" every day with words that demean, shame, threaten, blame, or intimidate them. Emotional abuse destroys a child or young person's self-confidence and self-esteem. It 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 and 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, and Human trafficking.

- Boys and girls are at risk of child abuse; children with additional vulnerabilities such as having a disability, living or spending considerable time on the streets, or being in an institution, increase a child's risk of being abused.
- Adults can also be at risk of abuse and 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. Emotional abuse 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 do not help you, 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? You must know the organization's safeguarding reporting protocol, including the lead safeguarding person.

If someone discloses abuse, here are five things you can say::

1. I believe you.
2. I am glad you told me/
3. I am sorry this has happened to you.
4. It is not your fault.
5. I need to speak to other adults about this so I can better help you. This cannot happen again. We will make sure this never happens 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 for several weeks, months, or even years. Some children endure abuse once, and some are subject to repeated offenses.

Children should be encouraged to report abuse as soon as possible or as soon as they feel able. If they are worried that they are at risk of abuse, they must report the notion before they are harmed (again).

When possible, report a case of sexual violence to the police or hospital as soon as it has happened. It 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. It is the right thing to report any form of abuse immediately.

Understand that some people may not want to report 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 know how they can report an incident of abuse and to whom. If not affiliated with an organization, the child can talk to a trusted adult, the gender desks available at police stations, etc.

Suppose sexual abuse has taken place. 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. In that case, they should be aware of the importance of preserving evidence, e.g., clothing, underwear, body fluid, etc., and not shower 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 commits abuse may look, act, and sound like someone we trust. In most cases, the people who inflict harm are those closest to the victims. Some people specifically groom children and their families in order to abuse the child. They have a good 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 activities.<sup>10</sup>

- Somebody closest to young people is often the perpetrator, 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 look out for:**

**Grooming:** Perpetrators may form relationships with the young person through parents or caregivers to avoid arousing suspicion and set the ground for abuse. Grooming also happens online, and the aim is usually trafficking or sexual abuse. People you have met online are still strangers, no matter how long you have been talking to them or how friendly they may appear.<sup>11</sup>

They seem to have an interest in what you do. For example, they may also appear to love soccer. The perpetrator may ask, "When and where do you play? I can teach you a few tricks."

Be cautious if someone is adamant about a request and seems too persistent.

Perpetrators might be very generous with compliments (flattery) such as. "You are a very talented soccer player," or "I could connect you with a soccer agent in Germany," or "You are beautiful. Have you considered modeling? This behavior is typical amongst online perpetrators.

Perpetrators may issue threats, such as do not let your friends or parents know that we chat.

<sup>10</sup> <https://www.thepragmaticparent.com/how-to-identify-perpetrators-and-protect-your-children/>

<sup>11</sup> <https://www.childnet.com/young-people/secondary/hot-topics/grooming>

Perpetrators may be very generous. They seem like a guardian angel just when you need help. They offer sweets, pocket money, airtime, etc. They use these gifts to gain trust and friendship.

Beware that some perpetrators are not necessarily older than their victims or target. At home or in a CCI, a perpetrator will walk into your bathroom, bedroom, etc. If you experience abuse, it is never your fault.

### **Social media and well being:**

**Social isolation:** Despite the significant number of likes and followers, internet use decreases the time for face to face interaction, thus reducing the benefits of things like touch, hugs, etc. Many children and young people reported that they felt 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. Since excessive use of screen time eventually interferes with the ability to fall asleep.

**Obesity:** This is due to the 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 is linked 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/addictive monitoring behaviors, engaged with extreme diets or exercises, and experienced heightened levels of body dissatisfaction because of accessing material from social media and healthy lifestyle technologies.

**Emotional health:** Social media use is linked to emotional states like depression, anxiety due to friends liking or not liking posts, feeling a need to belong, peer pressure, cyberbullying, etc.

**Privacy violations:** Social media exposes one to a global world that may lack restrictions, e.g., unsolicited adverts, receiving unwelcome content, inclusion in unsolicited groups or pages, having content shared without approval, etc.

### **Social media safety**

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

Social networking involves using 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 (March 2019), Kenya leads the continent in smart-phone and internet usage. Kenyan users spend close to three hours a day on social media.

Social networking sites provide opportunities to maintain social connections and learn and pursue interests, e.g., on Youtube, Pinterest, etc.

Due to social media's harms, young people need to know how not to fall victim to cyberbullying. Cyberbullying occurs when someone uses digital media to post threatening messages, forward unwanted explicit pictures, have graphic images shared without consent, be stalked, spread rumors intended to cause harm, ask personal questions, etc. Such people use social media as a mask to remain anonymous or by using pseudo account names.

### **Top tips for staying safe both online and offline**

- Do not meet with strangers. If you must meet a stranger, do so with a friend in a public place, and let a trusted adult or friend know that you are meeting those people.
- Do not divulge personal information, such as your phone number, place of residence, school, or work details, etc.
- Do not accept gifts if they make you feel uncomfortable. If the reason does not feel right, or the gift appears to be in exchange for something you are not ok with, rejecting it is fine
- Set boundaries. For example, do not kiss, hug, or allow friends into your bedroom

- Take responsibility and speak up when you see or suspect that something is not right
- Notify the authorities (guardian, parent, chief, teachers, etc.) if you feel vulnerable or suspect perpetrator behavior. Speak up!

Online:

- Be proactive: keep yourself safe online and be responsible. Report concerns as soon as you have them. You are not alone and there are people around to support you.
- Think before you post: do not share when you are feeling 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 websites promoting anorexia, self-harm, etc.
- Do not chat online with people you do not know. If you do, 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.
- Do not give into peer pressure, blackmail, or other threats. Instead, report such abuse.
- Support your friends to also stay safe online.

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

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

Think before you post. The internet never forgets even after you delete the information.

Set passwords and privacy boundaries to your social media pages. Avoid sharing personal information.

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.

Save the evidence whenever possible. You can report the incident to the online service when the incident transpires. Evidence may include screenshots taken on laptops or mobile devices, emails, texts, or online conversation histories.<sup>12</sup>

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

Do not share your password with anyone. How do you create a strong password?

### **How to avoid cyber bullying**

1. Limit time on social media.
2. In case of bullying, do not retaliate; instead, save the evidence.
3. Block and report the bullies using the reporting feature available.
4. Do not share any content that you would not appreciate getting leaked. Remember, the internet never forgets.
5. Do not share too much information, e.g., a profile photo of you in a school uniform or a particular school, a photo of a relative without their consent, etc.
6. Conduct yourself with dignity and respect.
7. Protect your account; use passwords and do not share your passwords with others.
8. 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.

<sup>12</sup> <https://www.childnet.com/parents-and-carers/need-help>

## ADDITIONAL INFORMATION ON 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. Being uncomfortable in a relationship may be due to equal power. This can look like one person feeling undervalued. There can also be too much arguing, a lack of respect, a little trust, a lack of integrity, or someone is prevented from being who they are or want to be. We will go through some different forms of unhealthy relationships through this session. It is important to remember that an unhealthy relationship can also be a relationship that does not feel right.

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: family, friends, and intimate partners. All of the following apply to all 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' they must live by not to anger the other person.<sup>13</sup>

Being controlled by someone can make you feel 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). Abusive behavior can also be emotional (name-calling or making them feel fearful or guilty), sexual (controlling or forcing sexual behaviors) and or neglectful (depriving the other person if they do not behave in the way the other person desires, such as not giving them affection or denying access to money or a phone).

### Violent relationships

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

### Belittling relationships

In belittling relationships, an individual is not respected for who they are and may feel afraid to say or act in specific ways. This can include experiencing humiliation and criticism; ignoring or putting someone down; mocking someone's family; challenging friends; or criticizing their job. Some behaviours are 'excused' because of gender; a woman's place is in the home; women are the property of men; but none of these are valid or true and none are unacceptable.

### Listening to your inner voice

Often, we may not know exactly what is wrong with a relationship, but it just does not feel right. If our 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.

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<sup>13</sup> <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<sup>14</sup>**

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

<sup>14</sup> Adapted from: <https://www.helpguide.org/articles/abuse/domestic-violence-and-abuse.htm>

## ADDITIONAL INFORMATION ON MY HEALTH, HIV

HIV is a virus spread through certain body fluids that attacks the body's immune system, specifically the CD4 cells, often called T cells. Over time, HIV can destroy many of these cells making the body unable to fight off infections and disease. These special cells help the immune system fight off infections. 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 lead to AIDS.<sup>15</sup> According to UNAIDS (2018), about 1.7 million people were living with HIV in Kenya. HIV transmission in Kenya frequently occurs during sex. 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 is very weak. It can only live where it is quite warm inside the fluids in the human body. It must pass from one human to another without being exposed to the air so that it can stay warm.

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

### Transmission only happens through:

- Sex, when either vaginal fluid (female) or semen (male) passes very closely into the other body (any sex).
- Blood transfusion, a medical procedure during which blood passes from one person to another.
- From a woman to the baby through pregnancy, during birth, or in breast milk, the baby has sores in the mouth or the stomach. A baby is unlikely to get sores if the baby only has breast milk, with no other foods, for up to six months.

### The following do not cause HIV:

- Any contact between a person with HIV and anyone else if no vaginal fluid, semen, or blood directly enters the other person's body.
- Kissing. There is no HIV in the mouth, and saliva can also kill the virus.
- Insects or other animals — HIV only lives in humans.

If a person with HIV is taking HIV treatment, the virus's risk of passing to someone else is much lower. The 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 HIV testing that one can know about their status. HIV testing and counseling are ways to receive care, treatment, and prevention that will lead to an HIV free generation.

The Centers for Disease Control (CDC) recommends that everyone between the ages of 13 and 64 gets tested for HIV at least once as part of routine health care.<sup>16</sup> People at higher risk, e.g., injecting drug users, should test more often. The benefits of knowing your HIV status are:

Individual—enhanced ability to reduce the risk of transmitting HIV thanks to HIV care, treatment, and support.

Community—a more expansive knowledge of HIV status and its links to interventions can reduce denial, stigma, and discrimination. A community can also lead to collective responsibility and action.

Population-level—knowledge of HIV incidence, distribution, and possible control trends can influence the policy, environment, normalize HIV/AIDS, and reduce stigma and discrimination.

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<sup>15</sup> <https://www.cdc.gov/hiv/basics/whatishiv.html>

<sup>16</sup> <https://www.cdc.gov/hiv/basics/testing.html>

A health care provider will offer counsel before drawing the blood to prepare the person for the test and assess the person's risk level. A blood sample and test is taken by using rapid test kits. Once the results are finalized, the health care provider will share them. Depending on the results, they may offer counseling and referrals.

A person receiving HIV testing must give consent based on sufficient accurate information. Consent is voluntary. For young adults, a primary caregiver can provide consent for testing.

You can take the test at the comfort of your home using the self-testing kits. HIV self-tests are not suitable for those who are taking Antiretrovirals (ARVs). Depending on the self-test results, it is important to seek further testing at a health facility if positive.

### **What happens if an HIV test result is negative?**

The person will receive health information about the test results, including advice on remaining HIV negative.

The counselor will always advise a person with a negative HIV test to return for another test in three months. This is important, especially if they engage 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 result will have the test done again to confirm the result. The person administering the test will either spend time providing counseling and additional information or refer the patient to a supportive counselor and HIV treatment support services.

The health provider will begin HIV treatment immediately. The person will receive information about what the HIV test result means and be given more information about how and where to get HIV treatment, prevent further HIV infection and transmission, and information about living a healthy life with the virus. They will also advise the patient on how to share the test results safely with friends or family.

### **HIV treatment, adherence, and disclosure**

HIV treatment involves taking medicine that helps suppress viral load, restore the immune response, stop the disease's progression, and lead to a better quality of life. The medication is known as Antiretroviral Therapy or ART.

People infected with HIV should begin ART immediately. The medicine does not cure HIV, but it helps infected people live longer and reduces HIV transmission.

HIV treatment varies from person to person. Sometimes, the medicine may cause side effects. It is crucial to talk to your provider about any side effects you may be experiencing.

Adherence is the patient's ability to follow a treatment plan, take medications at prescribed 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. Enlist the help of a treatment buddy to help you with adherence to the HIV treatment.

### **HIV disclosure**

Disclosing your HIV status is a personal choice. Disclosure encourages behavior change, increases support, and adherence to treatment.

Often, disclosure is delayed or hindered due to stigma, discrimination, and lack of knowledge of coping with the illness. However, studies have shown that disclosure of HIV status has better outcomes for the patient and other support systems.



## ADDITIONAL INFORMATION ON MY HEALTH, MENTAL HEALTH

What is mental health?

According to WHO, mental health is a state of well-being. Every individual realizes his or her potential, can cope with the everyday stresses of life, can work productively and fruitfully, and contribute to her or his community.

### Recognizing depression and anxiety<sup>17</sup>

Everyone experiences periods of sadness when something negative happens. 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, and this impacts on how they think and act.

Tool to help guide our decisions:

#### Depression

A young person may need additional help with their emotional wellbeing if they:

- 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 and events.

#### Anxiety

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

- 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 has a panic attack.
- Is unable to try something new because they worry about it too much.
- Fears the worst.
- Is easily irritable.
- Becomes withdrawn.

#### Tips for maintaining positive mental health<sup>18</sup>

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 and favorite projects or broaden your horizons. Do a daily crossword puzzle, take dance lessons, learn to play an instrument, or become fluent in another language.

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

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

2. Take care of your body:

Taking care of yourself physically can improve your mental health. Be sure to:

- Eat nutritious meals.
- Avoid smoking cigarettes.
- Drink plenty of water.
- Exercise, which helps 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 a volunteer group, clubs, or a support group.

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**

6. Quiet your mind: Try meditating or exercising because both activities 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 realize your goals. Aim high, but be realistic and do not overschedule. 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 security and safety feelings, a little change of pace can improve a tedious schedule. Alter your jogging route, plan a road-trip, take a walk in a different park, hang some new pictures, 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 a 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 the stressors

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

- 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 are not able to be the best students/children/employees that we can be and may not attend well to our needs and responsibilities.

Anger is a natural emotion. Although sometimes unwanted or irrational, everybody experiences anger from time to time. While it is perfectly normal to feel angry when someone wrongs you, 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?<sup>19</sup>

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

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

**c) Thoughts**

Thoughts are similar to self-talk. It is like having 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 worse. Learning to be aware of your thoughts in stressful situations and how you talk to yourself at such times can help you protect your mood and feelings. The best way to stop negative thoughts is through thought interruptions, a coping mechanism that tells your mind to stop thinking about something demeaning. Also, time projection is helpful when we get sad or depressed; it helps us imagine ourselves moving forward in time to a point when things will be better.

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<sup>19</sup> Le, H. N. (2017). *The Mothers and Babies Course: Integrated Version. Facilitator's Manual*. George Washington University

## ADDITIONAL INFORMATION ON MY HEALTH, RESILIENCE

### **Can we learn to become more resilient?**

You can learn individual 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. However, it does mean that you can regain your balance and strength, and perhaps even be stronger before. It involves learning certain behaviors, thoughts, and actions, which anyone can do, e.g., courageous, 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 offer 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; realistic self-appraisal and healthy self-esteem; communication and problem-solving skills; and being able to regulate strong emotions and impulses.
- Develop a belief in yourself, others, the world around you, and your ability to cope. In psychology, this is referred to as a sense of self-efficacy.

Develop the ability to make sense of hardship on an emotional-spiritual level—to find some meaning. When bad things happen, the common question is, “Why me?” Spirituality can help one put one’s trust in a higher power, find some purpose, and come to terms more easily with what had happened.

## ADDITIONAL INFORMATION ON RISKY BEHAVIORS

**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 progressive addiction that can have many negative psychological, physical, and social repercussions. There are many gambling forms, including lotteries, scratch cards, card games like 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. These drugs create a strong desire to ingest the drug and lead to difficulties in controlling its use, continuing use despite harmful consequences, a higher priority given to drug use than other activities and obligations, increased tolerance, and sometimes a physical withdrawal state.<sup>20</sup>

Some drugs are more addictive than others, and some people are more likely to become addicted than others. Some prescription medicines can be abused by users, e.g., codeine and codeine-based cough syrups such as benylin, pethidine, morphine, betapyn, and syndol cozepam, ketamine etc. In 2016, 1338 drug-related deaths were reported, mostly from an opioid overdose. There were 49 drug-related deaths per million people in Kenya in 2016.<sup>21</sup>

Drug and alcohol abuse leads to addiction. The user needs the alcohol or drug to feel normal, and failure to get high triggers withdrawal symptoms such as headaches, anxiety, etc.

For various reasons—adverse childhood experiences, a high incidence of psychological and behavioral problems, and feelings of loss and fragmentation following time in care—young care leavers are considered particularly vulnerable to having or developing drug problems.

Facts and figures:<sup>22</sup>

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

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20 [https://www.who.int/topics/substance\\_abuse/en/](https://www.who.int/topics/substance_abuse/en/)

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

22 [https://www.who.int/substance\\_abuse/facts/en/](https://www.who.int/substance_abuse/facts/en/)

## ADDITIONAL INFORMATION ON MAPPING MY CAREER PATH

### What strengths do employers look for?

Beyond technical knowledge, most employers or businesses require employees who can demonstrate the following soft skills:<sup>23</sup>

**Interpersonal skills:** Is your ability to relate to and get along with others and understand appropriate behavior for different situations.

**Self-confidence:** An ability to deal positively and effectively with situations and people and to be assertive even in unfamiliar situations.

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

**Orientation and Focus:** An ability to identify goals that you wish to achieve in your personal life, your career, your education, and to work towards achieving them.

**Initiative:** Employers value employees who can identify important tasks and who can take the lead when appropriate.

**Creativity:** An ability to come up with new and imaginative approaches towards 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 sound judgment in difficult situations.

**Time Management:** Employers value employees who can organize their time in such a way 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 Resolution:** An ability to resolve conflict in a positive manner and to work well under pressure.

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

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

**Critical Thinking:** An ability to think critically and conceptually about a problem.

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

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<sup>23</sup> Care leaver personal development, career employability and learning skills manual, Kenya Society of Care Leavers (KESCA), Sandra Githaiga

## ADDITIONAL INFORMATION ON SKILLS AND QUALIFICATION DEVELOPMENT (NETWORKING)

### TIPS ON NETWORKING<sup>24</sup>

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

1. **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.
2. **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.
3. **Listen when you join a conversation, then show 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.
4. **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.
5. **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.
6. **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..
7. **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.
8. **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.
9. **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.
10. **Go in 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 away from the situation, allows you to be yourself, and leads to stronger connections.

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<sup>24</sup> <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 careers, there are countless young people who face unemployment today.

How to register a business in Kenya: (<https://eregulations.invest.go.ke/?l=en>)

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), the National Hospital Insurance Fund (NHIF), and the Kenya Revenue Authority (KRA). A business permit should 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 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 with the vision to enable women, young people, and the disabled access to finances to promote businesses and enterprises at the constituency level. The Uwezo fund enhances economic growth, thereby helping the first and third Sustainable Development Goals. Those two goals are to eradicate extreme poverty and promote gender equality by 2030, respectively.

**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. The idea is to encourage people to be job creators, not seekers. The Fund accomplishes this by providing easy and affordable financial and business development support services to young people who intend to start or expand businesses. The Fund also provides loans to businesses owned by young people.

Additionally, they offer market support by developing linkages with large enterprises. They provide trading premises and worksites, business development services, and facilitate job opportunities abroad. The Fund offers various loan options; group loans, individual, Agri-biz, trade-finance, and Talanta loans.

**National Fund for the Disabled in Kenya <https://nfdk.or.ke/contact/>**

The National Fund for the Disabled of Kenya (NFDK) has a mandate of enhancing social-economic empowerment to People 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 annually with different abilities and their families. They do this through 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 apply for school bursaries through this fund.

**Higher Education Loans Board <https://www.helb.co.ke/>**

Constituency Development Fund (CDF) began in 2003. It aims to achieve equitable distribution of development resources across all regions and control imbalances in regional development created by partisan politics. The Fund targets all constituency-level development projects, particularly those aiming to combat poverty at the grassroots level. Vulnerable families can apply for school bursaries through this Fund.

**Undergraduate Loan (direct entry students)**

These loans are for students joining public or private universities within the East African Community, directly from high school, through the Kenya Universities and Colleges Central Placement Service (KUCCPS), or self-sponsored. Amounts awarded range between KSh 40,000 minimum

and KSh 60,000 maximum based on the level of need. The loan attracts 4% interest yearly, and the students are required to repay their loans on completion of their studies. <https://kuccps.net/>

How to Apply: :

- Applicants are welcome to visit our website, [www.helb.co.ke](http://www.helb.co.ke), to register.
- Log in by selecting the First Time Undergraduate Loan Application Form (LAF).
- Read the literature or view the brief videos on Financial Literacy and participate in the brief online quiz.
- Access and fill the application form.
- Print two copies of the duly filled loan application form.
- Have the forms appropriately filled, signed, and stamped by the appropriate authorities.
- Read, understand, and sign to accept the loan terms and conditions
- Present one copy of the duly filled loan application form and all the attached support documentation at the various listed sites.
- Retain a copy of the loan application form (this is mandatory).
- Please ensure that you read and understand all the documents.

#### **Required Documents for TVET loans**

<https://www.helb.co.ke/product/tvet-loans-and-bursaries/>

- Applications should access and fill the relevant TVET Loan & Bursary Application Form (TLAF)
- Print two copies of the duly filled Loan Application Form
- Have the TVET Loan Application Form signed and stamped by the Dean of Students/ Financial Aid Officers
- Retain one copy of the duly filled TLAF (Mandatory)
- Drop the TLAF personally at the HELB students Service Centre on the Mezzanine One, Anniversary Towers or any of the SELECT Huduma Centers nearest to you

Jielimishe Loans are sponsored by the Higher Education Loans Board (HELB) to employees of selected companies pursuing Bachelors, Postgraduate-Diploma, Masters, Ph.D., or approved Professional certificate in Kenya. The loans are awarded each 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 payslips with minimum basic pay of KSh 23,000 per month (certified by your employer)
- If employed on contract, please provide a copy of the appointment letter of no 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 For Oaths)
- Certified copy of national ID from two employed guarantors (certified by a Commissioner For Oaths)
- 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 offers other services like Jielimishe loan for employed people, HELB postgraduate scholarship, training revolving fund, Afya Elimu loans, and a 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](mailto:juliajob@gmail.com)

### Personal Profile

A resourceful and highly experienced Lecturer and teacher with over (10) years demonstrated success in teaching, motivating, and directing students and staff while maintaining high engagement and achievement. I am exceptionally passionate about educational development. I am skilled in all education areas, including research, educational leadership, administration, and curriculum development. I am seeking to obtain a Senior Lecturer position with a dynamic organization where I can use my 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 & methods.
- Skilled in providing leadership in the development, articulation & 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 the implementation of course work through teaching
- Oversee examinations
- Serve as a resource person in curriculum, instruction, and assessment across subject areas
- Provide leadership to assure correlation between curriculum and national standards
- Develop, coordinate, and monitor instruction programs for subject areas and oversee 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 the curriculum through teaching and analyzing the syllabus and preparing schemes of work and lesson plans.

- Provided the vision and the professional leadership to maintain the school's success and to ensure a high-quality education for pupils, and continue to raise standards of achievement
- Promote the aims of the school through the implementation of the policies
- Advised the governing body on the formation of its policies and their implementation
- Ensured that there is a practical assessment, recording, and reporting system of pupil progress

### **References**

Dr. Peter Juma Dr Susan Jane Peter Kariuki

Senior Lecturer Senior lecturer Headteacher

P.O Box 000-00100, Nairobi P.O Box 000-00100, Nairobi P.O Box 000-00100, Nairobi

Tel: 0700 000 000 Tel: 0700 000 000 Tel: 0700 000 000

## COVER LETTER

4th September 2020

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 the 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

## ADDITIONAL INFORMATION ON CITIZENSHIP

### Pillars of character<sup>25</sup>

- **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, and always do your best. Use self-control. Be self-disciplined. Think before you act — consider the consequences. Be accountable for your choices. 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. Pursue equity.
- **Caring:** Be kind and compassionate and show you care. Find a way to express gratitude every day. Forgive others. Help people in need. Treat people with kindness or 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.

### KENYAN 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 and 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.

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<sup>25</sup> <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.

### Requirement

- The original and a copy of the birth notification; a pink slip obtained 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 on 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 to get a birth certificate.

### Procedure

- Visit your district registrar of births and deaths' office, and you will receive a form to fill out.
- Attach this form with copies of the IDs and the birth notifications.
- Verification transpires and then payment. 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 late registration), 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:

### Requirement

- Original and a copy of the birth certificate
- Original national identity cards of both parents
- If the care leaver does not have the above documents, the following documents are applicable:
  - Letter from CCI management
  - A baptism card and letter from the Chief



## Procedure

- Visit the District Officer to obtain a form with which you will apply for the national identity card. Take these documents to your Chief or Assistant Chief. If satisfied, they will give you a signed letter.
- Duly filled forms are then returned to the District office for scrutiny and verification.
- Fingerprints and passport photographs of the applicant are taken.
- The applicant is issued a waiting card to use as they wait for the national identity card.
- 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.

In case of a lost National ID, then:

- Visit the nearest police station for reporting.
- You will be issued with a temporary abstract.
- Visit the Huduma Center, sub-county commissioner's office, and the Chief's office with the abstract for replacement of the ID.

## How to register as a person with disabilities (PWD)

Step 1: Obtain prerequisite documents.

- Obtain a medical report from any government hospital that indicates that he/she has a disability or disabilities. The report ascertains the type of disability, severity, and the primary cause of disability.

Step 2: Make applications in the Sub-County Gender & Social Development Offices.

- Visit the Gender & Social Development Offices in the sub-county to apply. Individuals who qualify as per the definition of a PWD register at the sub-county level.
- The Sub-county Gender & Social Development Officer (SCGSDO) will issue an Individual Registration Form.
- You are to complete the form and present the registration application 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's/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 managed 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, business, 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](http://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 out the form.
- Fill in all the mandatory fields.
- Click on 'submit.' Download the e-registration acknowledgment receipt and the PIN certificate by clicking 'Click here to download acknowledgment receipt.'

#### How to acquire an NHIF Card

The National Hospital Insurance Fund (NHIF) is the primary health insurance provider 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 send your payment to keep the card active.

#### Procedure

- Visit: <http://www.nhif.or.ke/healthinsurance/registeronline/>
- Select Employed or self-employed
- An employment application form will load
- Fill in the form details
- Attach a copy of 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 completing the above application and being approved, visit any NHIF office or Huduma center near you and get your card printed for you

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 registering, you will choose two hospitals for outpatient services.*

#### How to acquire the NSSF card

The National Social Security Fund (NSSF) is a retirement benefit. An individual pays a minimum of 200KSh per month into the fund.

#### Procedure

- Visit the NSSF Offices near you and fill a registration form
- Bring a copy of the National ID or Passport
- Letter of appointment if employed
- A registration fee (defined in the registration form)
- The NSSF number (card) 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](http://dci.ecitizen.go.ke), at the Huduma Centers, or 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 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. Then 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.

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