**Spiritual State of the World's Children**

**Kenya**

**Spiritual State of the World's Children
A Qualitative Study**

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November 2008

Prepared by:



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<u>**Section I:  Project Overview**</u>

*Convened Groups*

The following groups have been used in discovery research; however, as each region is unique these categories were reexamined in the Kenya context and groups convened to maximize the information gathered.

- Government Leadership
- NGO & Leaders of Youth Organizations
- Ecclesial Leadership
- Clergy
- Youth Workers
- School Administrators & Teachers
- Students

*Regions for Focus Groups*

- Nairobi
- Lamu
- Kakamega

*Leadership and Facilitators*

The project was contracted to the Metadigm Group by OneHope.  The Metadigm Group's Executive Director, Allen Reesor, and Research Manager, Pete Gackenbach led and co-facilitated the project with assistance from Peterson Wang'ombe (Metadigm East Africa), Cal Ratz (OneHope East Africa), Jackson Maina (OneHope Kenya).  Training was conducted by Dr. Allen Reesor, Dr. Peterson Wang'ombe and Pete Gackenbach.

*Focus Group Composition*

Each focus group was comprised of a single demographic and limited to no more than eight participants of similar social parity.  Some of the demographic groups were represented by several groups meeting separately.  The findings of each group represented a single demographic and were consolidated into a single report for that group.  Information included in the final report does not contain identifiers that might determine that name, identity or opinion of any group member.

*Format*

The focus group sessions were 90 minutes or less in length.  The facilitators encouraged group members to describe their "lived" experience as they informally assess the needs and activities from their perspectives.  Common themes were evaluated for inclusion in the final report.

*Schedule for Data Collection*

The topics for focus groups were identified and finalized by the research teams. Focus groups were conducted from 3-5 November 2008 by Michael Mbalilwa, Patrick Wabwire, Allan Murunga, Wycliffe Magotsi, Raphael Munyua, Samuel Warui, Lawrence Kariuki, John K. Njenga, Zack Gaya, Hannington Sitati, Mishek Mwai, Salome W. Ndungu, Patrick Wanganga, Ezekiel Kioko, Susan Botto, Muhia Karianjahi, Emaculate Thuo, Nick Korir,  David Sumba and Matthew Keli.

The draft report was completed on November 7, 2008.  This report was circulated for validation by key principles working with children and youth in Kenya.  Following their response, additional comments and corrections were included in this final report.

*Data Analysis and Reporting*

The comments and findings of each focus group were transcribed by a secretary.  The general discussion, main points, conclusions, and recommendations were written and read to the group for their approval at the end of

the session.  It was evaluated for the draft report by Prof. Faith Nguru (Daystar University), Peterson Wang'ombe, Jackson Maina, Cal Ratz, Allen Reesor and Pete Gackenbach.

This report answers the questions and issues identified as essential for decision-making, distribution planning and outcome design.  It identifies common and/or recurring themes and compares these to other secondary research data.

The report was reviewed by the following leadership in Kenya: Duncan Mutuma, General Secretary of Kenya Students Christian Fellowship-KSCF; and Damaris Kamau, of the Ministry of Youth Affairs and Sports; and was made available to designated focus group leaders for review prior to publication.  The final report is the sole property of the Metadigm Group and OneHope, and may only be reproduced with permission from its authorized agents.

### *Focus Group Research Questions*

1. What are the common felt needs of youth in Kenya?
2. Is there a consistent message that the church needs to communicate to young people overall?
3. What interests or programs will open the doors for the church to reach unchurched youth?
4. What is the current state of youth ministry in Kenya?
5. Are there clear barriers that prevent the church from effectively reaching young people?
6. What are the best and most effective youth ministries in Kenya?
7. To what degree does the church influence youth values and attitudes?
8. Are church organizations (para-church and denominations) willing to collaborate on youth ministry programs?
9. What media are most appealing to youth in Kenya?
10. Have family dynamics in Kenya changed?
11. What priority do churches have on reaching youth and developing programs for unchurched youth?
12. What are the needs for programs and products to help churches that are interested in youth ministry become more effective?
13. What environments and factors are most influential in children's moral formation?
14. What influences form the opinions and attitudes of children?
15. Is the church equipped and willing to help strengthen family function?
16. Can the church constructively influence school curriculum?
17. Is the church willing to engage in sex education and marriage enrichment programs?

### *Focus Group Themes*
#### Government
- How do you compare the needs of the youth from the past to current needs?
- What responsibility does the government have to monitor the influences shaping the development of youth attitudes/opinions/morals? (control/protect,  programs)
- What support do families need to properly raise youth in Kenya?
- What incentives/hurdles are there for stakeholders to become involved in the development of teenagers in Kenya?
- How effective is the curriculum/supportive programs in addressing current issues facing Kenyan youth? Modifications…? (sex education, violence, drugs, ethics, religion)

#### NGO's/Church Leaders
- What involvement have you had in youth/children ministry/work?
- What influences the attitudes and value systems of the youth and children in Kenya? How has the church failed/succeeded in influencing the youth?
- How is your organization/ministry preparing youth for Christian and community leadership?
- How proactive are the existing programs in the church/organizations in preparing the youth in Kenya to meet the challenges (social, political, economic and spiritual) the country currently faces?

- How have family dynamics changed, and what role is your church/organization playing to strengthen the family?
- Share about your collaboration with other ministries/organizations in youth programming.

**Clergy**
- What are the challenges youth face in starting and strengthening a genuine relationship with Christ?
- What is your advice for the upcoming generation? How do you incorporate their ideas into worship services?
- How does the church respond to sex education and abstinence programs sponsored by the church for Kenyan youth? How does the church support family's involvement in children/youths sexuality?
- What factors contribute to youth not attending church in your community? What youth programs does your church have for them in your community? How do churches partner in your community for more effective youth programs?
- Which key message should the church mainly communicate to young people? What hinders this message achieving the desired outcome?
- How can the church constructively influence school experience, instruction and curriculum?

**Youth leaders**
- How have young people changed in the last 5 years?
- What are the best and most effective approaches to youth programs in Kenya?
- What negative/positive attitudes and behaviors of youth have you observed that reflect their changing value system?
- What are some of the emerging influences shaping the opinions and attitudes of the youth in Kenya?
- What prevents the church from being more effective in reaching young people?

**Teachers**
- What changes have there been in Kenya that have influenced/shaped the needs of youth?
- How has the new curriculum and disciplinary policies helped teachers address the holistic needs (physical, sociological, emotional, intellectual and spiritual) of the students?
- How do changes in family dynamics affect the opinions and attitudes of children? (making it easier/harder for teachers)
- In your opinion, what are the most appealing media (cell phones, TV, computer, print, internet, video games, music/radio) to youth?
- What are the most influential environmental factors in children's moral formation? (church, international youth culture, media, politics, violence etc.)

**Youth (13-18 years)**
- What are some challenges your fellow students have gone through this year?
- Tell us what shapes the lives of youth in Kenya most… relates to them… who understands them… and connects with their needs
- Tell us what is exciting/boring about going to church/youth ministries; what do you gain from church?
- How does family life affect youth in Kenya? (composition, success, development, satisfaction, etc.) What in your home will you emulate when you are a parent?
- What do students lack most in school; what needs aren't being met by your school

## Section II: Executive Summary

### *General Information*

During the early part of the twentieth century, the interior central highlands were settled by British and other European farmers, who became wealthy farming coffee and tea. By the 1930s, approximately 30,000 white settlers lived in the area and were offered undue political powers because of their effects on the economy. The area was already home to over a million members of the Kikuyu tribe, most of whom had no land claims in European terms (but the land belonged to the ethnic group), and lived as itinerant farmers. To protect their interests, the settlers banned the growing of coffee, introduced a hut tax, and the landless were granted less and less land in exchange for their labor. A massive exodus to the cities ensued as their ability to provide a living from the land dwindled.

In 1951, Sir Horace Hector Hearne became Chief Justice in Kenya (coming from Ceylon, where he had also been Chief Justice) and sat in the Supreme Court in Nairobi. He held that position until 1954 when he became an Appeal Justice of the West African Court of Appeal. On the night of the death of King George VI, February 5, 1952, Hearne escorted The Princess Elizabeth, Duchess of Edinburgh, as she then was, to a state dinner at the Treetops Hotel, which is now a very popular tourist retreat. It was there that she "went up a princess and came down a Queen". She returned immediately to England, accompanied by Hearne.

From October 1952 to December 1959, Kenya was under a state of emergency arising from the Mau Mau rebellion against British rule. The governor requested and obtained British and African troops, including the King's African Rifles. In January 1953, Major General Hinde was appointed as director of counter-insurgency operations. The situation did not improve for lack of intelligence, so General Sir George Erskine was appointed commander-in-chief of the colony's armed forces in May 1953, with the personal backing of Winston Churchill.

The capture of Warũhiũ Itote (a.k.a. General China) on January 15, 1954, and the subsequent interrogation led to a better understanding of the Mau Mau command structure. Operation Anvil opened on April 24, 1954, after weeks of planning by the army with the approval of the War Council. The operation effectively placed Nairobi under military siege, and the occupants were screened and the Mau Mau supporters moved to detention camps. May 1953 also saw the Home Guard officially recognized as a branch of the Security Forces. The Home Guard formed the core of the government's anti-Mau Mau strategy as it was composed of loyalist Africans, not foreign forces like the British Army and King's African Rifles. By the end of the emergency the Home Guard had killed 4,686 Mau Mau, amounting to 42% of the total insurgents. The capture of Dedan Kimathi on October 21, 1956, in Nyeri signified the ultimate defeat of the Mau Mau and essentially ended the military offensive.

The first direct elections for Africans to the Legislative Council took place in 1957. Despite British hopes of handing power to "moderate" African rivals, it was the Kenya African National Union (KANU) of Jomo Kenyatta that formed a government shortly before Kenya became independent on December 12, 1963. During the same year, the Kenyan army fought the Shifta War against ethnic Somalis determined to see the NFD join with the Republic of Somalia. The Shiftas inflicted heavy casualties on the Kenyan armed forces but were defeated in 1967.

Kenya, fearing an invasion from militarily stronger Somalia, in 1969 signed a defense pact with Ethiopia which is still in effect. Suffering from droughts and floods, NFD is the least developed region in Kenya. However, since the 1990s, Somali refugees-turned-wealthy businessmen have managed to transform the one-time slum of Eastleigh into the most prosperous commercial centre of Eastlands and increasingly much of Nairobi.

In 1964, Kenyatta became Kenya's first president. At Kenyatta's death in 1978, Daniel arap Moi became President. Daniel arap Moi retained the Presidency, being unopposed in elections held in 1979, 1983 (snap

elections) and 1988, all of which were held under the single party constitution. The 1983 elections were held a year early, and were a direct result of an abortive military coup attempt on August 1, 1982.

The abortive coup was masterminded by a lowly ranked Air Force serviceman, Senior Private Hezekiah Ochuka and was staged mainly by enlisted men in the Air Force. The attempt was quickly suppressed by Loyalist forces led by the Army, the General Service Unit (GSU) — a paramilitary wing of the police — and later the regular police, but not without civilian casualties. This event led to the disbanding of the entire Air Force and a large number of its former members were either dismissed or court-martialled.

The election held in 1988 saw the advent of the *mlolongo* (queuing) system, where voters were supposed to line up behind their favored candidates instead of a secret ballot. This was seen as the climax of a very undemocratic regime and it led to widespread agitation for constitutional reform. Several contentious clauses, including one that allowed for only one political party were changed in the following years. In democratic, multiparty elections in 1992 and 1997, Daniel arap Moi won re-election.

Mwai Kibaki became the official leader of the opposition after elections in 1997. Many Kenyans had hoped that the various opposition parties would cooperate and field a single candidate who would oust Moi, but there were more than eight on the ballot. Moi, the incumbent, used the preexisting political network and won by a large margin. Kibaki challenged the results in court, but his case was dismissed. When appointing his cabinet, Moi selected KANU members and continued to ignore the opposition. However, in July 1999, in an apparent change of heart, Moi made Njonjo chairman of the Kenya Wildlife Services and Richard Leakey head of the civil service and permanent secretary to the cabinet. Leakey's popularity was cited as the main reason Moi appointed him to this post; the appointment was also seen as Moi's way of showing Kenya's commitment to tackling the issues of corruption and gross mismanagement in the government.

Moi announced in 2002 that he would not run again for the presidency, and Uhuru Kenyatta, son of Jomo Kenyatta, was chosen to be KANU's presidential candidate. Kibaki, this time representing a coalition of opposition groups (the National Rainbow Coalition [NARC]), soundly defeated Kenyatta in the 2002 presidential elections, thus ending KANU's long period of uninterrupted rule.

Although Kibaki pledged to fight the corruption that had plagued Kenya under KANU's rule, it continued to affect the country's economic and political credibility in the 21st century. In 2005 his administration was embroiled in a corruption scandal, and later that year a draft of a new constitution championed by Kibaki was defeated in a national referendum; the defeat was largely perceived as protest against Kibaki's administration. The debate over the constitution spawned a powerful new coalition of political parties, the Orange Democratic Movement (ODM), which included KANU. In 2007 dissension caused a rift within ODM, resulting in the formation of an additional coalition group, the Orange Democratic Movement–Kenya (ODM-K).

Kibaki prepared for the December 2007 presidential and parliamentary elections by forming a new coalition, the Party of National Unity (PNU), which included some of the political parties that had previously formed his NARC coalition. Surprisingly, PNU also included KANU despite its position as an opposition party. There were several challengers to Kibaki for the presidency, including Raila Odinga of ODM and Kalonzo Musyoka of ODM-K. The election boasted a record-high voter turnout and was one of the closest in Kenya's history. The provisional results indicated that Odinga would be victorious, but, when the final election results were released after a delay, Kibaki was declared the winner by a narrow margin. Odinga immediately disputed the outcome, and international observers questioned the validity of the final results. Widespread protests ensued throughout the country and de.g.enerated into horrific acts of violence involving some of Kenya's many ethnic groups, most notable of which were the Kikuyu (Kibaki's group) and the Luo (Odinga's group); both groups were victims as well as perpetrators. More than 1,000 people were killed and more than 600,000 were displaced in the election's violent aftermath as efforts to resolve the political impasse between Kibaki and Odinga (including mediation attempts by former UN secretary-general Kofi Annan) were not immediately successful.

On Feb. 28, 2008, Kibaki and Odinga agreed to a power-sharing plan brokered by Annan and Jakaya Kikwete, the president of Tanzania and chairman of the African Union. The plan called for the formation of a coalition government between PNU and ODM and the creation of several new positions, with Kibaki to remain president and Odinga to hold the newly created post of prime minister. Despite the agreement, however, conflict persisted over the distribution of posts. After several weeks of talks, settlement on the allocation of cabinet positions between PNU and ODM members was reached, and on April 13, 2008, President Kibaki named the coalition government.

*Key Issues*

**Strengths & Opportunities**
- Youth have access to information through media
- Youth are interested in receiving career and counseling guidance
- Ministry partnerships are developing and increasingly possible
- Schools and the government are open and willing to partner with the church
- Materials are available for youth programming
- Large youth population willing to be involved in church-sponsored interactive forums
- Youth are willing to participate and learn in relevant seminars and workshops
- Youth desire opportunities to develop their talents and gifts
- Opportunity exists to help youth redefine meaningful relationships in new social contexts
- Youth would engage in interactive scripture study
- Church has an opportunity to define new cultural norms and functions for families
- Youth want to be involved in contributing to church operations and programs

**Weaknesses & Threats**
- Youth have access to information through media
- Youth are interested in receiving career and counseling guidance
- Ministry partnerships are developing and increasingly possible
- Schools and the government are open and willing to partner with the church
- Materials are available for youth programming
- Large youth population willing to be involved in church-sponsored interactive forums
- Youth are willing to participate and learn in relevant seminars and workshops
- Youth desire opportunities to develop their talents and gifts
- Opportunity exists to help youth redefine meaningful relationships in new social contexts
- Youth would engage in interactive scripture study
- Church has an opportunity to define new cultural norms and functions for families
- Youth want to be involved in contributing to church operations and programs

*Responses to Research Questions/Areas*

1. **What are the common felt needs of youth in Kenya?**
Youth feel confused and disheartened by the situations and prospects they are facing. There is a sense that they are left to deal with their issues on their own, as adults seem neither to understand nor have empathy with them. This is compounded by the economic situation that demands parents to spend a great deal of their efforts providing for the family and leaving the children without adequate time and opportunity for family interaction. They also cite family problems such as divorce, alcoholism, quarreling and domestic violence as contributing factors to their lack of social support.

The materialistic emphasis of culture, particularly among youth, creates a financial frustration and a fear that their resources will never permit them to find fulfillment as defined in the media and by the most popular icons. Role models amongst musicians, athletes, movie stars, fashion models, politicians and even community leaders emphasize material wealth, sexuality, substance abuse and power as measures of success. The current career and job market is perceived to be unpromising, and for many, is expected not to provide adequately. Their families' economic situations leave them in doubt as to whether the burden of school levies and other family expenses will permit them to complete the level of education necessary to develop their own skills and talents. In response to their anxiety about economic deprivation and their desperation for material fulfillment, youth are often driven to criminal and immoral activities as the only viable alternative evident to them.

This confusion is magnified by the barrage of media influences. There is an emphasis on pornography, drugs and alcohol as a means of immediate gratification. The new generation of media including mobile phones, internet, television and radio make a great deal of information readily accessible. This information is highly influential and youth receive little constructive help from adults as they seek to find ways to filter and evaluate this information. Some expressed a desire for a more concerted response to control media content and its intrusive presence.

As young people seek solutions to these challenges, they are not encouraged by their experience in school. They feel that the curriculum is too broad and does not provide life-skills necessary to cope with the demands and expectations of society. The educational experience is seen as a burden rather than preparation for the future. On the positive side, they feel that some teachers, particularly those that are younger, serve as positive role models and understand the situations they face. Opportunities to receive guidance for career, social development and life-skills are highly valued. However, limited opportunities for educational enrichment through co-curricular activities and a poorly maintained infrastructure in most schools are barriers to holistic development.

While the church is valued by some youth, it is generally perceived as not concerned with their primary questions and challenges. Generally they feel misunderstood and mistrusted in the context of family and church. They are unable to find a place to openly discuss their concerns about relationships with peers (particularly the opposite sex), sexuality, temptations and fears for the future. When they succumb to temptation and find themselves in trouble, they indicate that the typical response is judgmental and tends to exclude or alienate those who are dealing with consequences. Church programs can be empowering and appealing, but are more frequently designed for adults and therefore are generally irrelevant and boring. They would like to have pastoral guidance and counseling, but find that church leaders are inaccessible or inadequately prepared to help them.

2. **Is there a consistent message that the church needs to communicate to young people overall?**
The primary message the church can bring to young people is one of empowerment and hope for the future based on values that have more certainty than material and social success. The benefit and value of scripture in making decisions about all of life's challenges should be emphasized and the church ought to model a hermeneutic of biblical lifestyle in its priorities and programs. This will best be communicated as the church conveys the message of God's love for all people through its interaction with the youth.

Aspects of God's love that will be important to communicate are his sovereignty over every circumstance of life and the desire that all people find fulfillment and self worth in a relationship made possible through Christ. As the church reassures young people of its love, willingness to listen to them and serve their needs, it will reinforce the values of service, meaningful relationships, productive community and fulfillment in Christian purpose. In order to accomplish this, the whole family will need to receive ministry that permits a holistic understanding of God's love and the desire of the church to be an expression of the character of Christ.

This must be communicated in the cultural context of Kenyan youth. This includes their slang language, their dance, modes of self-expression and preferred styles of music. It will need to include acceptance of their ideas as to what relevant topics must be interpreted in the light of God's word. They must also be given a place to use and develop their talents and gifts as a benefit to entire congregations, not merely relegated to an occasional opportunity to perform. For this to occur, church leaders must demonstrate genuine interest through listening, accepting ideas that have not been part of church practice and by allocating significant resources to the building of greater capacity in youth ministry and programming.

3. **What interests or programs will open the doors for the church to reach unchurched youth?**
The church must find ways to respond to the general concerns of the youth population in relevant and contextually appealing ways. A great need voiced by students is for assistance in personal decision-making and preparation for success in career and family. This could be addressed through programs that offered counseling and mentoring for young people with questions or those in crisis. Additionally, programs that offer tutoring, tuition assistance and training for life-skills or technical skills that advance participants in career and family would be appropriate. Current programs such as camps and concerts should be more frequent and more widely available particularly for students in limited financial circumstances.

Students find that there are few places where they can congregate other than streets, parks and bars. The church could ensure that facilities are made available to offer church-sponsored youth sports programs, events and places students can meet. Students also indicated that there are very few venues in which they can openly discuss the issues they are dealing with and the church may be able to provide such forums. However, these forums must be very open and non-judgmental and seek to provide a safe and positive environment for youth to explore even highly unorthodox questions and alternatives.

Students suggested that church programs could be made more appealing by incorporating media and contemporary music and dance styles in their activities. They also feel that sermons have too few illustrations, too little humor and are too long to be appealing to youth who are not required to attend by their parents.

4. **What is the current state of youth ministry in Kenya?**
There is room for improvement in the youth ministries of Kenya. Generally, programs are run independent of collaboration with other youth ministries. This would apply to partnerships between churches and para-church organizations, interdenominational collaboration and participation by all churches within a geographic cluster in joint programming. In part, this may be due to the low priority placed on youth ministry by the church as a whole.
The church has not taken advantage of opportunities to become integrated into local schools' Pastoral Program Instruction of the education curriculum. The lack of resources and programs are particularly pronounced in rural areas. Most youth para-church organizations focus resources on urban areas and neglect the more remote and less populated rural communities. Generally, many of the volunteers and even paid staff are not specifically trained for youth work and lack fundamental knowledge of child development and program design and application appropriate for the emerging Kenyan youth culture.

5. **Are there clear barriers that prevent the church from effectively reaching young people?**
The primary barrier to the church developing stronger youth ministry and reaching the youth of Kenya more effectively is its inability to accept and engage the frequently changing youth culture. While this is due primarily to international influences, such changes are an embedded reality that Kenyan youth

confront every day. This lack of awareness or willingness to accept a new challenge is the greatest obstacle to effective youth ministry.

In some areas, it may be true that predominantly non-Christian religions prevent ready access to youth, but this is not the usual condition in Kenya. The perceived barrier of irrelevance is a result of the church continuing to use programs that were designed in the past and no longer address the current realities youth face. The lack of resources must be addressed by denominational leaders and senior pastors and will only change if they place a much higher priority on reaching those under the age of 25.

The barrier of how youth view church leadership and programs must be addressed. Students do not see church leaders as good role models, as they generally view the leaders as competitive, primarily concerned with their own advancement and placing unnecessary emphasis on money. They also view critically what they refer to as backbiting, hypocrisy and lack of connection between church activities and the obvious problems facing the community.

6. **What are the best and most effective youth ministries in Kenya?**
The most effective ministries and programs deal in a relevant way with the needs and interests of youth. While the core needs of youth have not changed, needs for love, validation, equipping with spiritual and social life-skills, the relevance of the church's presentation has been lost due to the change in youth culture and the worldview of Kenyan youth.

Programs that continue to be effective are those that support social interaction of young people with other youth. This provides a forum in which young people can discuss openly the challenges they are dealing with and in part, derive their own answers from scripture. More intentional provision of opportunities for young people to deal openly with temptation and the issues that confront them in their daily lives would be less expensive and perhaps more effective than camps and retreats. These would need to be regular events that include opportunity for youth to interact with each other and church leadership in the context of contemporary music, dance, scripture study and media. These events would need to allow free expression and inquiry in the context of seeking answers to questions by study of scripture and Christian values. Non-judgmental and open-minded airing of the challenges youth face would equip them to reach their peers with a relevant expression of the gospel.

For new relevant programs to be effectively designed and administered, a better trained leadership team will be necessary. This will demand that denominations and Christian academic institutions and organizations prepare relevant curriculum and courses which equip leaders with appropriate social science and communication skills. Training and education alone are not enough; effective leaders must also be role models exhibiting integrity, biblical lifestyle and maturity. The best of these will be men and women who sense a call and passion not only for ministry, but specifically for youth.

7. **To what degree does the church influence youth values and attitudes?**
Generally the church has influence due to high contact with young people. However, the competition for the attention of youth is very intense and it is incumbent on the church to make its voice heard in the marketplace. Media, popular culture, substance abuse, sexual gratification, materialism and political unrest demand the attention and are gaining influence over young people. In part, the increasing impact of these alternate influences is due to their constant adaptation to emerging interests and values of youth. Those youth whose formation is primarily determined by their affiliation with these alternate influences will be lost to the church.

Additionally, in some of the more critical areas of life, the church has not exerted its influence to its full potential. The church could become a great force for youth formation if it is willing to develop stronger programs based on accurate information and continue to improve those programs by encouraging youth to be involved in their design and development. Since youth culture is a dynamic and rapidly changing environment, the programs will need to keep pace with these changes. This will demand constant attention to the effectiveness of each program.

The church and its leaders will need to use every opportunity to partner with other entities that work with youth including schools, government programs and youth oriented events. It must exert its influence on the priorities, content and message these partners establish in the formation of youth values and moral character.

8. **Are church organizations (para-church and denominations) willing to collaborate on youth ministry programs?**
There is an increasing willingness to partner in youth ministries, but effective collaboration has not emerged. This is partly due to suspicion of the intentions of other organizations and competitiveness. It is very important that churches and para-church organizations set a high priority on partnership as a demonstration of the Christian community's interest and appreciation of the youth of Kenya. Due to the complexity of the issues including family, media, cultural change, education and economic realities, no single organization is fully equipped to address these needs independently. Effective transformation of youth will require holistic programs that incorporate the resources, skills and diverse callings of the church and para-church agencies.

9. **What media are most appealing to youth in Kenya?**
The most appealing media are mobile phones, internet, television, FM radio and various attractive print media. Print media must compete with more advanced technology and therefore needs to be entertaining, well-designed, colorful and contain pertinent content. Additional research could be done to determine media applications' affordability and feasibility for widespread use.

10. **How have family dynamics in Kenya changed?**
The family in Kenya is exposed to multiple stresses and as a result is in dynamic change. This change is only partly understood and recognized by parents and grandparents. As a result, they have not been able to accommodate their family function, gender roles and intergenerational relationships to the new realities.

The family norm of two parents and a traditional extended family is rapidly eroding. Single parents, due to divorce, separation, HIV/AIDS deaths and unwed mothers, face a much greater challenge as they attempt to provide for the material and formational needs of children. Urban migration is a significant factor in the limited influence of the extended family on the formation of youth today.

Economic issues underlie many of these changes and are expressed most poignantly in the reduced amount of time parents are able to spend with their children. The economic demands require in most cases that both parents work outside of the home and in the case of single parents this is even more problematic. Economic issues are due in part to changed expectations and an increase in materialistic values. However, economic instability and rising costs are another serious factor. These economic stresses make even more difficult accommodating intergenerational priorities on spending and create stress for parents as they attempt to manage family income and the demands made upon it.

The inability to handle family stress is evidenced by increased divorce and separation at the extreme and by substance abuse, domestic violence and family dysfunction more routinely. Children report that the support and formation necessary for them to be confident in their ability to handle the future is infrequently available. While some speak with admiration of their parents and the examples they offer, most are critical of the standards and role models they see in their parents. They feel that the discipline they receive as they get older tends to be reactive and restrictive rather than instructive and empowering. They would like to have freedom while recognizing that freedom without life-skills produces problems. Families are not well equipped to contribute to life-skill development of their children. The intergenerational, cultural and communication gaps create even greater disconnect between parents and children.

11. **What priority do churches have on reaching youth and developing programs for unchurched youth?**
Youth ministries and youth ministers are secondary priorities in the thinking of church leadership. The church recognizes the need, but has so far not seen fit to make provision for stronger youth programs.

Additionally, youth leaders feel undervalued and that youth ministry is often seen as a career stepping stone rather than a calling. Youth ministers feel that there is an unnecessary dichotomy between ministry to family and ministry to youth which makes it hard for the youth pastor to deal comprehensively with parents of the youth. There are limited opportunities for specialized training in urban youth ministries. Generally church programs are perceived to be weak and not always relevant or appealing in addressing youth needs.

**12. What are the needs for programs and products to help churches that are interested in assisting youth ministry to become more effective?**
The primary problem does not seem to be a lack of products or materials, but rather a lack of resources to purchase those that are available or to use them in a relevant and meaningful way. There is a need for materials and programs to reinforce family systems and equip parents to be more effective. Students indicate that current programs and products in the church are not generally appealing or pertinent. Denominational leaders and government personnel implied that better research and interpretation of existing research is necessary. It may also be necessary to develop ongoing trend analysis in order to continuously design effective materials.

**13. What are the current environments and factors that most strongly influence children's moral formation?**
In the current environment, youth are receiving conflicting and contradictory messages. There is no consensus on a national moral ethic, leaving youth to determine right and wrong for themselves. There are many negative influences directing youth toward consumerism, gratification, irresponsibility and individualism. These would include media, international youth culture, marketing, high profile celebrities and even politicians. These voices lead young people to selfishness and destructive behaviours when they do not receive their perceived entitlements. These factors are the most persistent and strident in the youth world.

Potentially positive influences such as church, education, government and the extended family are perceived as less in tune with the aspirations of youth. In order to counter the forces of negative moral formation, a more relevant better crafted approach must be taken to ensure positive character development. In order to be effective, the positive message must be presented by leaders who embody consistent moral character and integrity. The presentation ought to use the words, music and symbols that resonate with youth.

**14. What means could be used to reshape and form the opinions and attitudes of children?**
The means of shaping opinions and attitudes are through media and people of influence. The church must learn to use media, counseling, institutional credibility and personal integrity to communicate the need for reshaped values and attitudes. Attitudes that must be instilled should be derived from scripture and applied to the situations young people face now and will face in the future. This must not be done by merely talking to youth, but by incorporating them into the process of discussion and discovery of workable values. This process should empower students to deal with economic injustice, pessimism regarding the future and altered family dynamics. This will equip them to address issues of inequity that are currently factors in shaping their worldview.

Economic injustice for many youth is evident in the widening gap between rich and poor, growing slums, inadequate salaries, parents forced to work more than they ought to and perhaps most significantly, joblessness. In light of the general definition of success, youth do not see the possibility of a positive future. More realistic definitions of fulfillment and wellbeing will need to be modeled and communicated. These include the value of a mature spiritual life, stable family, positive relationships, community involvement, respect for others and the expectation of being treated fairly. Youth will also need to be equipped with practical life-skills that permit the realistic achievement of these redefined values. Youth will need to be prepared to be good spouses and parents within the context of a more nuclear family reality. To be successful, they must understand the need to intentionally create supportive social communities. Values of intentionality, fidelity, community and responsibility will need to be emphasized and modeled for youth.

**15. Is the church equipped and willing to help strengthen family function?**

The church is becoming increasingly aware of the need to address current family issues. However, presently, it is ill-equipped to address this need. This is due to its failure to grasp and understand the degree to which change has occurred. Though it is not a current priority, the church must understand and seize the Biblical mandate to teach family life to its constituents. Youth recognize the need for formative stable family environments, but realize that there is a large gap between the ideal and actual situation. It is probable that youth would find a church attractive that is effectively dealing with this issue, as it is a significant factor in their perception of the church.

The function of teaching youth about sexuality, relationships and life-skills has traditionally been an extended family responsibility. Since the restructuring of traditional family life in Kenya, the responsibility for these functions has not been reassigned. Parents do not fully understand that those who taught them these things have less access to their children's lives. Educators rarely address these issues from a biblical point of view and are hesitant to accept this responsibility themselves. It is crucial that the church helps families by equipping them to deal with these changes and in the interim takes this responsibility itself.

**16. Can the church constructively influence school curriculum?**

There are signs that the church has an opportunity to contribute positively to the education system and the redevelopment of curriculum. These opportunities include leading classes on religious and moral formation, providing seminars and workshops for teachers, offering role models and mentors to students, and collaborating with the Ministry of Education in supporting holistic curriculum development. Students particularly expressed a desire for counselors to help them with career and personal decisions. When opportunities were provided, they seemed to be highly appreciated.

**17. Is the church willing to engage in sex education and marriage enrichment programs?**

The church has done a poor job responding to issues regarding sexuality. Often the church only responds judgmentally after a sexual problem becomes evident, without genuinely attempting to restore individuals to church fellowship and relationship with Christ. The church provides barriers to relationships with members of the opposite sex without offering positive suggestions as to how to develop a safe and productive relationship prior to marriage. Within the church, there is little opportunity for open discussion and poor response to questions from youth regarding sexual issues. Youth comment that seminars that have been convened are generally dated and discourage open dialogue. Opportunities for the entire family to engage in church activities that have youth appeal are very limited. Furthermore, this contributes to emphasizing the generation gap and restricts healthy family development.

## Section III:  Synopsis of Data and Findings

### *Synopsis of Government Leaders Focus Group*

Government officials noted that there have been numerous socio-cultural, economic and environmental changes that put intense pressure on the youth than there was in the past. Due to lack of job opportunities, the youth do not find the value of education. In disillusionment, many turn to reckless behavior. Great contradictions exist between parents and children's expectations. Parents and leaders need to set good examples to the youth who lack role models.

Modern lifestyles characterized by dependence on media robs parents of the opportunities to mentor their children while at the same time providing information overload to youths who are not mature enough to critically and responsibly use the media. Historically socializing agents including parents were defined, unlike today when the youth have multiple influences that parents can hardly cope with.

The 8-4-4 curriculum does not provide what the job market requires. It prepares individuals for white collar jobs given that it is not practical enough. A more holistic curriculum which is research-based and pretested is needed. Among other things, it should enhance guidance and counseling in schools. The government should also lead the way in coordinating youth-serving stakeholders and being generous in its budgetary allocation to youth programs.

The regulatory framework governing schools, NGOs, media and legal institutions is weak. It does not provide a socializing influence that would lead to the rule of law. Economic policies should be parenting friendly to allow enough incomes and family time.

### *Synopsis of NGO & Christian Ministry Leadership Focus Groups & NGO Interviews*

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### *Synopsis of Pastors' Focus Groups*

A church must engage youth or it is part of the problem, not the solution. There is a strong consensus that much of the church has become irrelevant to this youth generation. There needs to be a greater attempt to incorporate youth into the larger family of the church. Many youth are bored with predictable church services and feel unloved and unwanted by church leaders.

There was a general feeling that the church must become more relevant in addressing youth issues such as matters of sexuality and careers as well as communicating with youth in a contemporary way.

There is need for churches to prioritize youth ministries and provide church support for youth ministers. Greater attention needs to be made to train urban youth ministries.

There was a feeling that the church has done a poor job of dealing with the issue of sexuality and abstinence. Nobody wants to talk about sex until it destroys something. There was a strong feeling that the church should embrace those who have fallen rather than pushing them away.

The church needs to find productive ways of creating forums to bring parents, youth and church leaders together. Major problems arise when parents and churches do not have a unified message for youth.

Youth have a lot of potential and need to be taught practical ways of coping with life. They need to understand the love of God and the value of sound doctrine.

There was a feeling that church leaders are missing a great opportunity by not interacting with students on the school campuses. It is also believed that youth would benefit by greater cooperation between churches and para-church ministries that work on school campuses.

It was expressed that the government is not implementing their programs with integrity. They preach water but drink wine. For example, the government has used musicians who promote premarital sex to address sex-related issues, thus contradicting themselves. This mixed message is confusing to youth.

### Synopsis of Teachers' Focus Groups

Technological advancements, in the context of a poor regulatory context, have led to the breakdown of traditional cultural ways to ensure children's moral and social development. The internet, TV, mobile phones, and FM stations have increased time spent listening to music and also increased access to pornographic content. However, media should be used for civic education. Further, wealthy politicians' and some school boards' influences have been negative.

In today's politically free environment, students are more vocal, better informed but less disciplined, and less respectful, particularly since the government banned caning. Although this ban on corporal punishment has improved teacher-pupil relationship, the need for other appropriate disciplinary measures is evident.

The school curriculum is implemented in a context that is resource deprived, lacks spiritual input, and is too theoretical, too exam oriented. It currently does not enhance life-skills development or encourage co-curricular activities. Efforts should be made to assist the overworked teachers, implement a holistic standardized curriculum that would inject hope for economic survival, and bridge the widening gap between the rich and the poor. Teachers felt that extra teaching during the school holidays was not necessary because students require more focus.

The introduction of guidance and counseling has been helpful in addressing issues of violence, drug abuse and indiscipline associated with recent school riots. This service complements effective parenting-based on knowledge about youth and is required particularly in single parent homes. Generally, parents' preoccupation with income generating activities has reduced the time for guidance activities and influence on their children's values. Role modeling has been left to influential peers and media icons whose behavior and values are seriously lacking. Consequently this has led to deviant behavior. Guidance on building healthy family and peer relationships should be emphasized.

The church has positively influenced the children's moral development through biblical teaching in seminars, crusades and concerts; sermons are noted as less effective. However, better trained personnel would improve its image and influence in spiritual formation.

### Synopsis of Students' Focus Groups

Youth in Kenya are clear on the issues and influences that create stress in their lives and provide sources of anxiety as they face the future. They express a clear desire to find support as they negotiate influences and

environments that are new, not only to them, but also to the Kenyan culture. While they express a desire to have freedom, they also recognize that freedom without a stable social network will end up in problems they are incapable of solving themselves.

The environments in which youth find themselves consist of a barrage of information and challenges that are confusing. They list amongst these challenges, readily accessible pornography, drugs and alcohol. They note that the media, music, television, and internet are filled with role models that glamorize drug use, sexuality and rebellion. These are the issues that the church and schools are least likely to discuss. Open discussions as to appropriate responses are difficult to find except with their peers who are facing similar situations with equal confusion.

Dealing with families, family life, school, media, and church are at times confusing and daunting. Families are less intimate and a predominate sense that parents are too busy be involved in their lives is a general consensus. At the same time, they frequently express a desire for counselors, mentors and guidance from adults capable of providing support. Those adults who are most effective are the ones who are willing to establish personal empowering relationships with young people. They are open to such relationships with teachers, pastors, or parents.

Family structure has disintegrated relative to the stability of families in the past. Students cite divorce, separation, alcoholism, physical abuse and neglect as difficulties that many youth face within their own family structure. Many indicate that while there is a need for discipline, there is also a need for parents to help youth develop life-skills and the capacity to make good choices when faced with trials and temptation. Although some express admiration for their parents, there is also a sense in which they are disappointed by the structure and support of their own families. This is particularly true as they make decisions about career, relationships with members of the opposite sex and a changing social landscape.

Economic situations are also a source of uncertainty. The gap between rich and poor is growing and those in challenging economic situations are likely to feel that the only solution involves criminal behaviour. The concern that there will not be funds for school fees for the advanced education necessary to succeed in a progressive Kenyan culture was repeatedly expressed. Some identify their parents as part of the problem since they do not see evidence they are really planning for their futures. On the other hand, some young people receive money, rather than attention, and have few guidelines as to how to effectively manage these resources.

Generally youth are not optimistic about the capacity of the education system to equip them for the future. They cite a curriculum that is difficult, demanding and seemingly irrelevant to their needs and desires. The infrastructure of the school system is under maintained and resources such as libraries, laboratories, and counseling facilities are generally lacking. They recognize that older teachers have difficulties understanding and relating to the worldview of youth. Students are often more likely to appreciate younger teachers who seem to understand them better. Some indicate that the prefect system is an added burden when trying to succeed in school. Co-curricular activities that might round out and make learning more interesting are often not available due to schools lack of resources or parental constraint.

Young people recognize that the church can be a support and source of information and encouragement as they make decisions. Youth events that permit positive socialization, particularly those that offer an opportunity to escape their usual routine are highly valued. At the same time the church does not seem responsive to critical issues that they face. They feel that the usual response is to give them a set of rules that do not prepare them to deal with circumstances they face now or in the future. The church does not offer answers as how to have positive and safe relationships with members of the opposite sex, deal with the decisions of life or the uncertainties of the future. Church services are seen as long, generally irrelevant to their needs, and sermons are seen as an ineffective means of communication. They would like to have opportunity to participate and share their talents and abilities in the church context. There is a need for them to express their concerns, ask their questions and seek spiritual guidance regarding emerging issues. They generally sense that they are isolated by barriers of criticism, misunderstanding and judgment from the

support and nurture of a church family. Parents often do not give them an opportunity to seek more relevant and meaningful youth programs since they are expected to attend the same services as their family.

In general, youth feel that they are without certainty and hope for the future. This results in a live for today approach to life and a degree of despair as they face daily challenges. They feel that the answers to these circumstances is to find empowering freeing relationships that expect and provide guidance, direction and discipline while they attempt to internalize these elements into their own lives.

## Section IV:  Raw Data from Focus Groups and Interviews

*Government Leaders*

**How do you compare the needs of the youth from the past to current needs?**

- In our days, we were issued with everything in school (box, shoes, food provided by the government). Payment of school fees was very minimal. Today parents have to struggle to meet the needs of the child and have something to spare. Youth were even being paid pocket money and given upkeep allowances. Today it's not the same. Youths are made to supplement so much compared to earlier days.

- Technology has affected the youth. They want to know more about what is happening in the world.

- Environment has changed. There were lots of rains then, land was fertile and food was abundant. Today children suffer more and food is expensive.

- There is lack of employment. In earlier days, jobs were assured.

- Today, youth are not disciplined by the community as it was in earlier years. Parenting styles have changed and discipline is affected.

- The social environment has changed too. The youth are not as mature as they were those days. Many of today's youth cannot go to school alone or handle money responsibly.

- Children are missing parental care and are confused by the guidance of house helps. Most mothers were not working so much then. Today, mothers work and children are brought up by house girls. This was unheard of those days.

- Unlike today, youth had clearly defined socializing agents such as schools, churches and parents. Currently there are multiple socializing agents that tend to confuse them. There is therefore need for a more cohesive program.

- More research is needed on negative effects of these socializing agents.

- Currently, especially in urban areas, the youth have no responsibilities such as washing clothes, tending the garden, running errands and cooking. Either these are done for them by house helps or they are too busy with homework. The youth feel that they are mature but they have problems in being responsible. Adults brand the youth as useless yet they are not giving them any responsibilities. So youth socialize with friends who may predispose them to negative behavior such as drugs.

- The world today is globalised and parents are not there to mentor them. The government is currently trying to provide computers in community centers that will expose children to even more information through the internet but no guidelines are given on what to watch. How can that be monitored?

- The young people need to be empowered with life skills because we cannot block them from the internet. This empowerment will help them make right choices when confronted with difficult decisions to make. Religious organizations should help in giving them life skills and moral values to make informed choices.

- Check what type of education they are getting so that they can get proper life skills.

- Parents should set good examples. Violence at home makes a child not grow up with the capacity to love. Family and marriage disintegration causes children to grow up without good moral values. More needs to be done to address families.

- Household economics in a family has an impact on the youth. There is a big disparity between the families of the rich and poor. Poor children are disillusioned because they feel there is no hope in the future and no employment. This changes the way they behave. These negative attitudes lead the youth to become very destructive. Perhaps that is why they engage in violence. Economic empowerment will go a long way in making them feel responsible and own the resources of the country.

- Modern lifestyle where parents take their children out means that they cannot control what the children see. They pick up certain behavior such as drinking, holding a partner of the opposite sex and dancing. Children should not be encouraged to attend such gatherings and even watching programs at home compared to the youth before. This confuses modernity for progress as kids borrow things from other cultures that our environment does not support.
- Mass media is very influential with both good and bad influence. The government has not been able to give censorship. There is need to come up with a more creative and entertaining programs to counter the negative effects of media.
- Youth have also complained that the church is boring.
- Encourage youth to participate and not shun them. We should enhance their participation in every level from the division level helping them to be role models and peer educators.

***What responsibility does the government have to monitor the influences shaping the development of youth attitudes/opinions/morals? (Control/protect, programs)***
- Mass media is playing a big role in structuring the moral value of the youth.
- The government should enhance a culture of respecting and observing the law including traffic ones. This will help the youth do the same and shun the culture of impunity.
- From basic education to the highest level, there should be a regulatory framework that undergirds what goes on in all schools including private schools.  Even tertiary institutions do not have a regulatory board that control behavior and the quality of education offered there. Some are accused of doing immoral things that are not useful to students.
- Working parents are leaving the children at a very early age to look for money. The government should put into place work policies that empower the economy so that parents are not always out looking for more money but also policies that enhance family union but ensuring that young parents are not travelling too much at the expense of parenting.
- There should also be a policy that vets youth-serving NGO's because some engage in destructive behavior.

**What support do families need to properly raise youth in Kenya?**
- Work in the same region and discourage too much travelling.
- Parents with younger children to have more time with the children

**How effective is the curriculum/supportive programs in addressing current issues facing Kenyan youth? Modifications…? (sex education, violence, drugs, ethics, religion)**
- There are no mentoring programs among the youth as they transition through various stages.
- Some of the information being disseminated such as youth and children rights but do not state that rights come with responsibilities.
- The current curriculum is too exam oriented and not utilitarian. The knowledge passed on cannot be used outside of class. The 8-4-4 system is confusing and does not provide what the job market requires. It seems to be geared towards white color jobs and not self-employment. It is also too rigorous and overworks the children.
- Today's job market is too competitive and demanding requiring a master's degree, a diploma and even more experience. The youth are overworked and a lot of their time is wasted trying to meet the extra demands of the job.
- Curriculums should be well planned to address real life issues ahead of time and not just when there is a crisis as the peace curriculum has been done. Implementation is a problem because teachers have not been taught, no pre-testing has been done and the due process of curriculum development has not been followed.
- Students are so busy that they have not time to engage practical subjects like gardening or carpentry. Students take the shortcuts of getting other people to help. When the projects are

marked, they could have good marks but they actually know very little of what they passed in. More time is needed for such practical learning experiences such as science congresses several times in the year.

- The issue of careers is not adequately addressed in the curriculum. Many children have not idea what they want to

- Morals are not being taught in the curriculum.

**Group Reflection Summary**
- Enhance guidance and counseling in schools, churches and youth serving organizations. Currently, there is no framework for guidance and counseling in schools.

- Enhance youth participation and make them realize their potential. Peer education and role modeling is important.

- Leaders should set good examples. Some leaders are very reckless in their talk and this inspires the youth negatively as they copy what they see. Have a forum for addressing leaders so that they talk positively to the youth.

- Need for all stake holders to help the youth be more responsible and teach integrity so that the youth can imitate and respect all the arms of government. There is need to uphold the values of every institution. Inculcate national values that can guide the youth.

- There is need to have a holistic way of addressing issues that affect the youth. A lot of research that has been conducted at both national and international conventions need to be properly implemented.

- The government needs to coordinate the efforts by other stakeholders. The government should be leading the way and not allow itself to be overtaken.

- Budgetary allocation should be reviewed to support youth programs.

- Parents should not leave the work of disciplining their children to teachers alone.

*NGOs & Missionaries*

**How have things changed for the youth over the years?**
- There is a lot more information available to children and youth through various media forms like cell phones and the internet than there was then. This is happening at an age when they do not have the maturity or knowledge to discriminate what they consume.

- Community values that existed in traditional societies have been replaced by the individualism of the nuclear family and postmodernism (2)

- Children feel the absence of their parents, especially their fathers due to modern lifestyles that lead them to pursue their careers. In many cases of indiscipline, parents are the problem. Instead of lamenting "oh the youth these days," we should start saying, "oh, the parents of these days." (2)

- Many families are dysfunctional. Many problematic children come from such homes, single parenting situations and from the rich. Parents are the problem.

- Boarding schools take children and youth away from parental contact. The focus is to pass the exam, not to be parented. Parenting responsibilities have been left to teachers and to parents' money.

**What is the role of the church in developing value systems, and leadership in our youth and children in Kenya? Are we succeeding?**
- The church should invest more time and other resources on the youth and children as opposed to the older people. If we do not do that, we risk losing a generation.

- There exists a general disconnect between the youth and the church. We should have more creative holiday programs that engage the youth such as vacation bible schools and camps.

The media and the world has done that for the youth with exciting results. The church needs to crank up to compete with that pace. The world has changed but the church is not changing.

- The church should develop a curriculum for transition especially since what was done traditionally for rights of passage seems to have been demonized and lost. Nowadays, circumcision is done in hospitals and is "just a cut" with hardly any counseling and community values. Examples are provisions for respect for elders and other ethics training provisions, whose sanctions were considered witchcraft. They were dismissed with the coming of Christianity.

- No wonder people of old blamed Christianity for losing their young people. The recent school strikes caused awareness for the need for parenting classes. This is, however, fire fighting. We should have long term parenting classes, not just when there are emergencies.

- In the 70's, the Kenya Students Christian Fellowship had amazing programs and great leaders. Those leaders are now the ecclesial church leaders. They are no longer in contact with the youth. Is that the cause for the disconnect? Do we have good leaders now?

**How can the church/organizations be proactive in preparing the youth in Kenya to meet the challenges (social, political, economic and spiritual) the country currently faces?**

- The church should have a parenting focus instead of having so many programs on relationship with each other. Parents should be trained to bring up children according to scripture, for when they grow up they will not turn away. They should train up children in three ways: i) by instruction. (today parents have left this job to subcontractors. ii) by example because children learn by imitating the parents iii) by instilling discipline because Scripture recommends this. Use the cane till the right age and transition to sanctions through deprivation of privileges.

- African voices are needed to interpret today's politically correct terms, such as women's rights, child abuse and so on. They have interfered with traditional corrective systems which were useful. People are, for instance, afraid of disciplining. Western values should not be taken wholesale without interpretation through an ethical grid. Christians need to study international trends and how they affect our country, e.g. dress, post-modernity, etc. the church leader needs to understand these. Tribal identity is being replaced by the international culture.

- We need to listen to young people. They are struggling with many issues, including the cultural ones that adults have too.

- We need to offer good role models whom they are looking for. That is why Barak Obama is idolized worldwide as a successful young man. There are too many contradictions in the messages adults, the church and government pass on to the youth. For instance, we have a culture of impunity in Kenya, perfected by political leaders. This causes a contradiction when we try to discipline the youth. They feel they can, and should get away with anything.

- Ministry of Education gave in to the riots at the schools and cancelled Mock exams. Afraid we are lowering standards of education to accommodate youth indiscipline.

- Empower the youth inside the church to minister to those outside.

**Group Reflection Summary**

- Poor parenting is a big problem. Absence of parents is affecting our youth. Many are married to their careers, including the church. The church should focus on parents and not just on their children.

- Curriculum should be developed to help the youth transition to adulthood through the rites of passage.

- Church should be aware of world cultural trends and able to respond to Western ideologies that are affecting our youth.

- Partnerships are needed between parents, teachers, and various youth serving institutions seeking to grow responsible youths in society.
- Prioritize youth in the allocation of resources. Don't allow "no money" to be an excuse for dropping programs, like KSCF seems to have done. There are lots of local resources that can be used. What we need is creativity.
- Church should help facilitate change, and not just react with "fire-fighting" responses when trouble strikes. Rather, there should be well thought out and intentional curricula.

### Pastors and Clergy

**What are the challenges youth face in starting and strengthening a genuine relationship with Christ? What is your advice for the upcoming generation? How do you incorporate their ideas into worship services?**

**Challenge:**
- Family background- some are strong Christians others are not, youth get confused families do different from what they say.
- Religion is a great hindrance-when someone is born again they are trying to follow the motions of religion instead of having a relationship with Christ the formality of singing, praying and going to church etc.
- Traditional faith practices exercised in church-there is an assumption that people have come to faith but not birthed in the Spirit. Lack of being birthed in the spirit and people assume you are a believer because you attend church.
- Society models-what they see in the community as a success is what they emulate. Role-models in the society do not have a religious background or lack of consistent people in the faith who are not successful.
- Negative peer pressure - people who are admired about the youth, people enjoying life, but Christians look like they are enjoying life. They have a need for love and affirmation so if a friend entices them to go and have a drink, smoke, to be considered cool and feel accepted. The reason it works is because they do not get that level of affirmation at home, where credit is due the parents do not give.
- Desire for socialization and the desire to interact with others-the family have become extremely nuclear, they don't have many siblings so they want to interact with other people outside and the parents are not careful to see who they interact with, even the church is not giving them enough socialization.

**Advice for worship services:**
- Church needs to take it seriously to incorporate youth into a larger family of the church. Church needs to affirm and create forums for young people to be more involved.
- Acceptance and acknowledgement from church forums where youth meet youth and challenge each other and sharpen each other. Encourage them to preach and be better as they inspire each other.
- Forum for parents or people to mentor the youth in the church where there is free interaction and talking e.g. a young person being able to ask a leader about sexual issues and not feeling condemned.
- Christian teachers and parents must be friends to the youth and must avail their homes for the youth to come and interact and talk freely. Also to take the responsibility for the youth around them in the community.
- Need to create in multiple families so that each child has a sense of belonging.
- Need for God's intervention.
- How they behave right now will not reflect in their 20s but it will reflect in the thirties. So if the children are given insight as to how they want the lives to be.

- The conventional church does not meet the needs of the youth; other forums are needed. The youth are complaining that some aspects of church are boring. Youth want variety, cool things e.g. dance, give youth autonomy to have their service where they can pump the music all they want.
- Have professional mentors to contribute to the youth nurture and development.

**How does the church respond to sex education and abstinence programs sponsored by the church for Kenyan youth? How does the church support family's involvement in children/youths sexuality?**

- Very poorly done in most churches-they are given minimal time and details. The youth are mostly in school, they are in church for a very short time so the church does not give them detailed attention. More needs to be done for pastoral programs in the school. Roman Catholic and the Muslims are doing very well in optimizing the pastoral time in the school the Pentecostal church is much divided and has not done enough.
- The mystery-whether the church will talk about it or not. Youth are going out to unravel the mystery of sex outside of church. The church needs to demystify the topic of sex because youth fear that they will be punished by the church or chased away. And the church needs to embrace those who have gone astray instead of letting them go away. Have forums in the church, seminars, conference; don't make it too religious so that all youth can be included.
- Christians are ashamed about issues of sex e.g. covering a book that talks about sex. Even in church people are shocked when issues of sexuality are mentioned. The church needs to be more open about it.
- Have forums for rites of passage classes for boys and girls to adequately prepare young people in school and in the church.

**What factors contribute to youth not attending church in your community? What youth programs does your church have for them in your community? How do churches partner in your community for more effective youth programs?**

- Generational gap-they feel out of place, if they could merge youth interest in the church or youth service, youth week to help the youth feel more accommodated in the church.
- Youth feel trapped because they are not incorporated in the church program.
- Have youth leaders who can pastor or lead the youth.
- Some churches have the gates closed from Monday-Friday so the youth cannot come and easily access the church like play games in the church. This openness makes them know whether they are welcome or not.
- Churches are too structured they don't sit and think ways of attracting others to the church or reaching out and have not sat down to come up with a deliberate effort to reach out.

**Youth programs for un-churched youth:**

- Have programs for parents first so that they can be prepared for receiving the youth and parenting them well because they are not usually prepared leading to strife in the family and the youth become confused for example grooming the youth spiritually, issues of dressing so that the youth can feel more understood.
- The parents should be part and parcel for youth programs.
- Matters of sexuality, career, need to be addressed to attract the un churched youth and other things that are relevant to their future. Having variety in the church so that they do not get bored and keep the youth interested.
- A lot of creativity is needed in church youth ministries to attract the youth.

**How do churches partner?**

- Youth meetings by leaders in the community to interact with other fellowships and learn from each other strategic ways of following up the youth. Gave the example of visiting different campuses, and removing doctrinal barriers so that you can unite with different organizations

and learning to follow up by having programs to ground them in faith and go and disciple others so that they own it.

**Which key message should the church mainly communicate to young people? What hinders this message achieving the desired outcome?**

- There is a lot of life and potential and finding ways of preserving it. They need to be encouraged to know their potential.
- Their future is in today, not tomorrow so they have to make wise decisions. What they are doing right now will affect their future.
- Teaching the HOW- how to make it in life. Many just inspire but don't tell them how to accomplish that which they should e.g. how can they stop smoking, drinking, how can they be successful, etc.
- Teaching youth the love of God; emphasize the love of god in their life and sound doctrine; they don't have to lie, kill or ape the world but they can make it by obeying and loving God. By using the word of God and prayer.

**How can the church constructively influence school experience, instruction and curriculum?**

- Emmanuel experience- the church is not in schools. Students do not see their pastors in schools but the pastors do not go to schools this week the pastors should go to school and pray for the students as they do their exams but they are not there. Being present and just encouraging students being there in their programs sports day.
- Presenting to the youth Christian professionals who have made it-Christian professionals are not impacting the youth as they should. Members of staff are not available in the school to participate in the youth programs such as the Christian union. Need to stir our Christian teachers and have a forum for discussing with them on curriculum issues such as why religious studies were removed. The government is looking for church leaders, and the Christian professionals are not availing themselves in the counsel of schools.
- Fragmentation of the church as a whole-there isn't a forum that joins all the relevant Christians involved so that they can work out a strategy for reaching schools. There isn't shared knowledge only certain people know certain needs for schools so there is no way of drawing resources to meet the needs of students in school. Setting aside denominational boundaries and coming together.
- Partnering with para-church organizations such as **KSCF** to be more effective to schools.

**Group Reflection Summary**

- The issue of unity in the church is a problem worldwide and a hindrance to progress. Summary of Facilitation Team
- Lack of a common vision in the church that is entering in the school and institutions
- There is a great opportunity for outreach to the youth, it will require a creative approach to reach to the youth and a collaborative effort and also need to analyze and see why things are not working.
- The church needs to be told to leave a legacy for the youth and be passionate about reaching out to them.
- The value of shared ideas shows the complexity of the challenge and there is need to find a way of working together and sharing ideas. The need to break denominational barriers and work together.
- We need each other and each gifting to reach out to the youth. This generation must reach out to the next generation; entrusting what we have learnt to other and doing so careful.
- Issue of the youth bracket that is being in targeted; felt that the research should target the older youth from age 18 upwards.

- What is the big picture? Formulate effective ministry guidelines for impacting the youth

*Teachers*

**What changes have there been in Kenya have influenced/shaped the needs of youth?**

- Technological advancements are adversely destroying the cultural ways of children's moral development by exposing them to international erroneous culture.
- The current state of discipline of students has declined has compared to the old generation.
- Students of today are more enlightened of their rights as compared to those of old generation.
- Change in education system with an introduction of 8.4.4 system unlike it was in the past.
- Change in technology whereby students of today have been affected negatively by the influence from the media e.g pornographic materials from the internet.
- Change in curriculum where by students of today have been given privilege by the government to the extent of ban of canes in schools.
- Parents over protecting children from being punished and these have greatly influenced students' character to change negatively.
- Loss of hope from students as far as employment is concerned.
- Loss of respect from students as they feel being at the same financial position with the teachers (i.e. some come from wealthy families).
- Lack of equality among human gender.
- Exposure positively –negatively a lot of it.
- Confidence and vocal
- The issue of being discouraged because there are no jobs
- The issue of being role model diverse in these fears
- Too much exposed to the media, computer, internet, access, unsuitable data.
- Permissiveness in the society contradiction of models leads to confusion
- Exposure being knowledgeable to the media they need guidance experimentation come in.
- Moral decadence
- So open to receive anything nothing to sieve
- Family unit has been interfered with society not involved in disciplining young people
- Parents are failing to be parents. There should be a forum where people are taught to be parents.
- Discipline cases with parents
- Parents fear their children a student did not tell them it's me.
- Drug abuse has increased, alcohol early kids taking alcohol
- They come to us when in police hands to be secured
- Opp do you talk with them
  - In a subject we talk partially peer pressure is so much.
- They are lazy at work
- Little touched with parents
- Not positive in sports
- Low in discipline
- More knowledgeable in current affairs
- Parents of the youths don't monitor their progress
- Interested in secular music
- Technological changes
- Low discipline
- Leadership style change (laisez fair)
- Examining sachems
- Unfavorable curriculum
- Loss of education focus
- Access to a lot of information in multimedia and their emulation
- Position held by old people, formation of youth groups exults the secular things more than education

**How has the new curriculum and disciplinary policies helped teachers address the holistic needs (physical, sociological, emotional, intellectual and spiritual) of the students?**

- The curriculum has more emphasis on the rights of the child with little regards for the teachers and parents making it hard for the teacher to instill discipline.
- The removal of corporal punishment has caused indiscipline that limits effective implementation of curriculum as well as influencing holistic development of learners.
- Classroom based research was not incorporated while changing the curriculum thus; it has gaps that impedes the teachers efforts to develop a holistic learner.
- After the changes on the curriculum, there was minimal in serving of the implementers (teachers).
- Introduction of guidance and counseling was positive initiative that enhances interaction between teachers and student; thus enables them grasp outside school issues that face student i.e. family issues and childhood challenges.
- A blotted curriculum that doesn't allow the development of the physical and social aspects.
- The past curriculum gave children outside classroom responsibilities like managing flower beds that enhanced responsibility but it lacks in the current one.
- Restriction from government for parents to discipline their kids (by this they favors students needs) i.e through formation of loss to be followed.
- By introducing bible study and lessons to school.
- I wish the cane was banned and another method of punishment was introduced
- If parents were using the cane we would also use it
- Banning of the cane has improved the relationship between teachers and students
- The curriculum has become broader with very current world issues in it.
- The lessons are too broad for topics to fit in 45 minutes. This affects both students and teachers.
- Over worked and confused teachers are very vivid in our schools
- Curriculum not standardized
- Youths from some areas are disadvantaged while others are  not disadvantaged – but the curriculum treats them equally
- Curriculum has very little the spiritual aspect
- The Church has created wrong impression to the youths thus hardening their hearts to any change
- Mode of discipline in students e.g. suspension hoping should be changed to more effective ways
- Change in disciplinary policies not effective --- does not result in change of behavior among the youth
- Students are focused to pass the exam --- not to gain life skills
- Little physical development, emotional, sociological and psychosocial support for wholesome development of youth in schools.
- The curriculum has neglected very vital areas in the life of the youth e.g. laundry work house work etc.
- Curriculum not standardized
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**How do changes in family dynamics affect the opinions and attitudes of children? (making it easier/harder for teachers)**

- The change in cultural set-up from the community based to nuclear family in child up bringing has dismantled the nature of moral development of the children hence making it difficult for the teachers.
- Very busy parent within minimal contact and control over their children hence most children are defiant.
- Most families are not involving their children in day to day activities like washing their clothes and cleaning their houses thus it's hard for them to be responsible at school.
- Boy-girl relationships are promoted irresponsibly by some families that encourage interfamily socialization of children of opposite sex in early age; such children grow up knowing that relationships are okay.
- Economic strain has reduced parent-children contact hours hence no sufficient guidance on goals in life.
- Kids aren't given any responsibility at home by parents as house helps do all the work , so when they get school it become so hard for teacher to instill even basic responsibilities.
- In the past parents used to advice their children on goal setting but nowadays there is a laxity to that effect and thus students find teachers advice a bother.
- Orientation in nuclear family rather than in extended family where by students lack diversification, guidance and counseling from a wide family members.
- Divorce among families
- Students being raised up through a single parent family thus lack respect to the parent and eventually developing negative morals.
- Large gap between the rich and the poor whereby some people are very rich as they see no reason of learning.
- Nowadays we are very sensitive to the kind of students we are dealing with because some are orphans or from single parents
- Nothing is imparted in homes in terms of discipline or morals
- The culture around this area is that girls are nothing. They have a very low self-esteem.
- Some parents are cooperative while others conspire with their children in indiscipline cases and discuss teachers with their children
- Substance abuse is a major problem in this environment and some parents are the major distributors of the drugs; some students end up in confusion
- I feel wasted because you may start helping a child only to be discouraged by the parent.
- I wish there were enough structures in Kenya to emphasize moral values and parenting skills
- I f you teach students something parents distort when they reach home
- Un-healthy competition where parents want to dress like teenagers and prove to the young that its modernity " They come to school in hip stars and tight clothes during school meetings

- The way parents around this area solve conflicts is very clear in children's behavior. They love fighting and quarrelling in case of disagreements
- The background affects behavior greatly e.g. stealing from family background carried to the youths
- Rude response when rebuked means that it also may be happening at home
- Negative attitude/careless attitude/don't care attitude is now in the youths in schools: this is coming from schools
- Parents have no time with the children; they therefore gather characters from the streets and not home.
- Youths are not open to be understood by elders.
- Single parenting affecting the characters of the youth
- Young parents, extended family is diminishing which make the teachers' work hard in disciplining the youth
- The teacher is loaded/burdened with work to look into the child's needs
- There is less guidance at home
- Parents, especially single parents, side with their children even when they are wrong.
- Parents do not understand the behavior change in youth

**In your opinion, what are the most appealing media (cell phones, TV, computer, print, internet, video games, music/radio) to youth?**
- Computer is the most appealing where they live accessing pornographic sites. Those confined in houses like playing play station and other games.
- On TV they like the western music and the soaps episodes.
- Advancement of phone technology: they have radio and can access internet of late, youths spend most time listening to music and accessing internet literature. This is very dangerous for it's untamable unlike TV.
- Television
- Computer
- Internet
- TV – It influences students negatively booming music and naked people dancing is the order of the day in the programs
- Soap operas parents watch together with their kids and end up discussing with them
- The Radio and Fm Stations, Language is dirty for example classic 105 and Easy Fm
- Internet should be regulated. There is a lot of pornography materials and our children access freely" A boy in my class form 2 is addicted to pornography he needs some help"
- Some parents have no follow up on their children they give money for colleges though they never follow up on what they are doing in college. Some of them never go to college
- The most appealing media is the cell phone which come loaded with many feature which are appealing to the youth e.g. games TV camera internet etc.
- Others include Radio, TV, and Pornographic magazines
- The ell phone easily available from friends cheeping.

**What are the most influential environmental factors in children's moral formation? (church, international youth culture, media, politics, violence etc.)**

- Cyber cafes and TV are a factor that has great influenced the decay of children morals. They expose them to pornography, deviant behavior and violence.
- The children are greatly influenced by their peers and they want to imitate each other and the international youth tendencies.
- Church is another environment that has positively influenced children's moral development through biblical teachings in church, crusades and concerts.
- Parents are an environment that children always imitate, so some influence negatively by their wayward actions i.e. drunkenness and other positively by their outstanding qualities i.e. dressing.
- Politicians are doing us a great disservice by the false promises that they hardly fulfill making civilians to react by rioting. The youths imitate the same means of rioting to make their needs known.
- Technology i.e. media airing in different programs which impart bad moral to kids.
- Culture (mostly in social fabric both in rural and urban area. Urbanization has had both negative and positive effects towards students' moral formation.
- Violence break down of order in schools hence strike by students.
- Creation of seminars by Pastors which help in improving children spiritual and moral behavior.
- There is a lot of peer influence
- Politicians influence young people because they have money and wealth
- Role models, some are celebrities, the musicians for example 50 cents. They are famous and have recognition
- The slum culture there are no people to emulate because they have moral decadence
- Drugs and alcohol have been taking as a way of life that leads to success especially from the advertisements
- Status and influence on wealth for example some students said Kamlesh Partney is their role model because he is rich
- Media has done the most harm
- Youth watch listen and read from  media
- Emulation of Western culture e.g. dressing style shaving style etc
- The sermon in churches does not have impact in their lives
- Youths especially in higher institutions of  learning  are influenced by politicians

**Group Reflection Summary of Facilitation Team Key Points (Research Questions 1, 2, 9, 10, 13, 14)**

- Policy development should be based on local research.
- Government should remove barriers to innovation i.e. the aviation company prosecuted someone who tried to make a aeroplane.
- Youths are in constant defilement from the society.
- The church is an important muscle that can enhance moral development through spiritual impartation.
- There is need for detaching politics from education and employment so as to curb the misuse and control of youths by politicians i.e. in the recruitment of policemen; politicians forward the names of those youths that they know.
- Removal of caning contravenes the biblical teachings and most of our schools are Christian based.
- The different and conflicting set-ups at home and in schools make it difficult for students to adapt to school environment.

- The Kenyan curriculum should be inclusive of those youths talented in outdoor activities because those students that aren't academically privileged turn to deviant behaviors.
- The youth polytechnics are no longer in existence; they should be revived and made relevant.
- Politician should stop making impractical policies appertaining the youth and education, let them consult the relevant personalities while developing this policies. i.e. classroom teachers.
- The teachers should be remunerated highly so that they can be good role models to students.
- Church should provide guidance and counseling to the youth and they should not be left to lead themselves.
- There should be expertise to handle different issues affecting the youth in church e.g sociological, Emotional and intellectual needs.
- Churches should create ethics to be followed.
- Should motivate youth to have hope in life and should always be positively.
- Parenting (x4) Media( x6)
- Ban of the cane (x3)  curriculum (x6)
- Media to be controlled by government
- Right information to be given to youths
- Be provide with quality  wholistic education
- Relevant punishment to be given where necessary
- The church to cultivate truth culture
- School rules and leadership style to be looked into
- Culture emulation problem be tackled
- Awareness created to teachers and parents through  media
- Formation of youth groups to be used to change their fellow youth
- Parents to be enlightened on ways to nature their children so as to cope the great change

### Young People/Students

**What are some challenges your fellow students have gone through this year?**

- Lack of school fees affects many students (x4), girls especially
- Some students stay home for too long due to lack of fees and when they come back they cannot catch up with the rest.
- Different families are parented differently. Some permissive others controlling. Some children are so free and we want to be like them
- Parents don't want students to join co curricular activities e.g Playing football
- Parents don't understand the needs of youths, don't listen, no voice, no freedom (x2)
- My friend hated his dad and talked to me. I tried to help
- Parents are deviant: involved in drinking and the like making home inhabitable (x3).
- Parents don't give us advice or career guidance, they're not interested in knowing our talents (x2)
- Where father and mother are in different religions children get confused about values and standards of living
- No support for games and other extra curriculum activities
- Curriculum  is heavy on us does not allow free time, exam failures (x3)
- Choice of subjects – forced to take even harder subjects even the once you feel you don't like.
- We are discouraged in our careers by being told we can't make it, demoralizing (x3)
- Inter religious services should be allowed in school not only Christian/Muslim whatever the case maybe.

- Some students have low self esteem because they are discouraged by students who came from well up family, competition between students academically (x3)
- Some students lack focus, misbehave in school and that leads to suspension or expulsion
- Freedom there is less freedom in schools for example in our school we are not allowed to listen to music x 3
- Pressure to sexual intercourse from peers (x2), teen pregnancies
- Sexual immorality which is caused by drug abuse where there is a lot of freedom from homes (x3)
- Prejudgment for interaction with members of the opposite sex (x3)
- Older girls in the school environment pressure young boys into sex
- Intimidation, favoritism, fighting amongst peers (x3)
- Post conflict violence affected students concentration on their studies (x2)
- Fear of being in the list of rebel students that was forwarded to Jogoo House, general victimization of students even if one didn't participate in the unrests
- The pressure to go on strike because neighboring schools have gone on strike
- Students steal b/c they have little, others have more, want material things, very few viable alternatives to dishonest methods(x4)
- Insufficient nutrition (x3)
- Wealthy students create low self esteem among poorer ones (x2)
- Shortage of textbooks forces students to share, textbooks stolen, students forced to pay (2), lack of transportation (school and private) reduce extra-curricular activities
- Drugs (alcohol & substances), there should be forums for young people to discuss the dangers of drugs so as to discourage their use amongst young people (x3)

**Tell us what shapes the lives of youth in Kenya most… relates to them… who understands them… and connects with their needs**

- Environment- slum dwelling causes us to loss hope about life (x3), prevalence of public pornography in slums, public drunkenness.
- Personal responsibility, dreaming, belief in self, shaping your own life (x4)
- What you are good in act as a motivator in your life especially if others notice it and encourage you. (x2)
- I'd rather die and keep my problems to myself
- Peers influence (x9), Speaking bad against one another hurts, youth understand each other the best, choose them well
- Teachers teach us things that apply in real life (8) youthful, best (2)
- The elderly teachers should understand the youth better
- Teachers are also sometime hard and prejudicial on youth in the name of instilling discipline, do not keep confidence, teachers leave schools,
- Curriculum (CRE & IRE) (x2)
- Counseling or mentors- they can be good friends and trustworthy ( x7) school, church, family or other, helps to have older influence
- Media some positives (documentary, sports, news, education)
- Mobile phones allow for easy communication amongst family members (x2)
- Technology damages youth (x6) (Pornography(x8), cell phones (x3), music videos(x2)
- Music videos in matatus have images of people dancing naked
- Technology has contributed to exam irregularities (x2)

- Celebrities (8), Media influences clothing, hair styles, dances, talking using vulgar languages just to make money, mean messages, Jua Kali encourages the young people when they are meeting to do alcohol and drugs in fact they say be like me "I wonder what message that is", drug addicts are portrayed as cool on TV (x2)
- Cultural experiences (books, art, visitors, society) (5)
- Extra-curricular activities (Sports/games, clubs)
- Drugs (x5), doing drugs is seen as attractive to girls, leads to unemployment in parents, rampant in slums, public drunkenness
- Poverty levels are very high leading to drop out of some students
- Desire to have money which may result to stealing robbery etc.
- Parents/guardians (x5) , Family upbringing with good values standards and morals (x10), understanding parents, older role models, parents view children as babies
- Father-son relationships are important
- harshness among parents is discouraging, creates resistance, need to give them freedoms to explore
- Building a good person comes from home but it does not happen –we don't have peaceful environment
- Government workers and political leaders, shape those who aspire to be politicians and leaders, some politicians help students to develop their talents
- They help you they will expect you to participate in their violent causes (x2)
- Youth workers, Youth ministries, Church, Churches through seminars and youth conferences (x3)
- Belief in God, Word of God (x3)
- Religion can't shape you, it only helps guide you (Mosque and Church)

**Tell us what is exciting/boring about going to church/youth ministries; what do you gain from church?**
- Church services are long and boring (x7), make youth services short and attractive, youth want their own services (x3)
- Not enough youth (x3), friends are the only good part of church (x4), old people aren't good role models, can't connect (x2)
- Too many rules, dress code restrictions, no hugging, etc. (x4)
- Lots of youth bashing, judgment, excommunicate, don't listen to youth, preaching at the youth (x5)
- No dancing, can't dance certain styles (x3)
- Boring songs, songs are outdated, secular music is seen as evil, need to be more current (x6)
- We should not go to church to be entertained
- Need more instruments, explore youths talents (x2), talent shows
- Church attendance helps young people to keep away from trouble (x3)
- Good when students get to learn to play musical instruments (guitar, piano, etc.)
- Give students opportunities to participate, read to lead, to lead those younger than themselves
- Sermons are boring, long, not relevant or entertaining, no jokes, speak in youth language, repetitive, old-fashioned (x8)
- Youth like good stories and illustrations in sermons
- Power struggles and church politics is a turn off
- Competition in churches especially by pastors and leaders (x2).

- Pastors/priests not good role models for the youth, brag about wives, family, achievements and status
- Too much noise (x5), little children always talk
- Introduction of other activities of other activities in church like computer training is very helpful and makes young people to go to church, enjoy academic portions, scholarships for those who can't afford it
- Pastoral guidance/ counseling is very important (x4), facilitates changes in attitudes (x3), good role models for leadership (x2), helps to stand against temptations (x2)
- There are helpful discussions, relevant sermons relieve stress
- Students enjoy being away from home through youth retreats, seminars and camps (x8)
- Issue of dress and dress code is very important, students don't like when elders dictates what they wear , we go to church to see the latest fashion and see how people are dressed, show off with their dress, attract members of the opposite sex, the heart matters not clothing, don't cause others to stumble with your appearance (10+)
- Emulate good leadership from some church leaders
- Parents force church attendance, they should have the freedom to choose the church/denomination (x3)
- Gossip, backbiting, talking about others, people should just worship not discuss people and other things (x5)
- People are welcoming, make you feel at home and accepted, place of belonging, relieves stress
- Financial misdeeds, pastors are money hungry, too many offerings, too demanding financially
- To go to mosque is good God is my solution.
- Enjoy God's manifestation , want to know God, learn about God (x5)
- Parents who go to church influence their children to go to church.
- Church shape lifestyle, youth that go to church have some moral sensitiveness.
- In church one can express his feelings
- Some churches have a good mission to spread the word of God
- Church has good contacts with government officials and other organization that can help the youth
- Bible studies can help stray youths who happen to come to church and change for the better
- Students like functions such as concerts, ballgames, talent shows, and entertainment
- Peace gained in the church
- Parents want youths to go to the church they attend. Youths not allowed to choose which church/denomination to attend, go to church just for the sake of going (x6)
- When people go to church they feel loved and develop a sense of belonging
- Freedom to do what you want(freedom of expression by youths in some churches)
- Youth don't want to follow others blindly
- Hypocrisy is rampant, churches are superficial and don't get to the core of the problems of the youth,  it's better to listen to the message on radios than going to church because of what goes in many churches.
- In church the youth are not given opportunity to celebrate
- God has disappointed me before. Prayer may not be the solution to my problem.
- We have seen people fasting but their problems remain prayer/fasting is nothing to me
- There is nothing I am doing there I just stay and stare at others I have no business in church they speak and we are silent.

**How does family life affect youth in Kenya? (composition, success, development, satisfaction, etc.)**
**What in your home would you emulate when you are a parent?**

- Lack of parental guidance and openness (5)
- Parents should be strict with their kids and be responsible by guiding the youth although, being too strict encourages them to go the extreme when they get the opportunity (16)
- Illiteracy levels amongst the parents affect the youth
- Parents do not put emphasis and encourage youth academically (2)
- Lack of forgiveness and support if youth makes mistakes (4)
- Some parents encourage youth to work hard in school and also to go to church (3)
- Some parents are good examples they talk nicely and respectfully with their youth (4)
- Single parented families' children don't grow holistically i.e. missing fatherly love or motherly advice and different than other kids (5)
- Parents are mostly away from children (parents are working so they spend very little time with the children). (15)
- Poor family management (the family does not plan for the future) --- this makes the children have no direction or anticipation for the future. (3)
- Misplaced value systems by parents, treat their children like kids so they don't learn, failing to prioritize things and support aspirations of youth (4).
- Children are to be supported but parents unable to meet with all material, emotional and spiritual requirements of their children; they should provide guidance (10)
- Most parents want us to live the way they did forgetting the changing times they don't think youth have feelings. (2)
- Socio-economic status of families, especially large families, impacts on the morale of youths in pursuing excellence and success in academics. (x7)
- Parents favor some and discriminate some children, more often the first and last borne are afforded preferential treatment. (x5)
- A family with girls only has a lot of quarreling and mistrust by parents (x3)
- In a family with boys only they tend to influence one another in doing things and they are normally violent.
- If a father is unreasonable the kid will try to run away from the trouble at home. (x2)
- I don't wish to be like my parents (x5)
- Poor examples by parents and sibling, lack of unity at home, alcohol, arguing, fighting, abuse of parents; it makes it harder to do well. (x10)
- I want to be like my mother – she is very strong and she doesn't care what other people say. (x3)
- I want to be like my father he is very encouraging
- Parents assume kids know so don't give information about sexual development, talk about real issues like body changes & HIV or want girls want to associate with boys; this creates all kinds of problems (x4)
- Some parents give their children a lot of money or get sugar daddies to take care of them and parents don't know how they are using the money. (x7)
- Divorce and separation are challenges. Where parents speak against one another it creates family mistrust. (x5)
- Christian parents want their children to be like them (x2)
- Parents want us to become what they want or did not achieve in their careers (x4)
- Parents need to help develop positive relationships with the opposite sex. and give some freedom to interact/dress and would not be abusive (x3)
- Will try to know my children's desires and talents/abilities.

- Tribalism has become an issue in the schools today with there being popular and unpopular tribes. (x2)
- Religion can lead to arguments. (x3)
- Relationship between children and parents should be that of friends - freedom to discuss issues (x2)
- Families where moral support is given produces morally upright children (x2)
- Families where Childs rights are desires and talents are recognized (x3).
- Under polygamous family youth find it difficult to express their needs. (x2)
- Parents should talk to each other and their kids (x4)
- Giving personal experiences that will help to caution about future
- Parents are overprotective, especially of girls, some refuse young people to go to church .some use these events to sneak out (x3)
- Parents should allow youth to have free time to enjoy life so they do not feel uninformed. (x6)
- Parental advice should be given in a more palatable way, sharing with young people in a respectful way. (x2)
- Conflicts between parents since parents do not understand the youth (x2)
- Be a good role model (x4)

**What do students lack most in school; what needs aren't being met by your school**
- Counseling and guidance both at home and schools
- Lack of encouragement in co-curricular activities. The clubs in schools are not active; teachers do not take lead to facilitate those who want to get involved. Lack of activities e.g games, sports No time for outing. There are no extra-curriculum activities, games are neglected and focus on books in order to pass exams. Some of the activities should be optional. (x6)
- Balanced diet. There is no canteen or candy shop in the school where young people can buy gum to chew and relieve stress. Lack of enough food amount each is student given is little.(x3)
- Administrators don't listen to the views of youths
- Teacher who don't understand slow learners Lack of understanding from teachers. There are no counselors in school. Someone who they can tell directly what they are going through. Efficient guidance and counseling. Counselors should be introduced in most schools; lack of careers (guidance)  (x15)
- Jealous prefects are a big problem. Students should not be in charge of other students – prefects change stories when they tell teachers bad things about others. Prefects have a lot of power. Prefects take special foods that are well cooked and are generally give privilege over others. Prefects feeling so superior and intimidating the other ones (Superiority complex) Prefects don't act as the mouthpiece for the students they listen to teachers more even when students want their grievances aired.  Prefects spy on us. (x7)
- Facilities i.e. Laboratories, Libraries, guiding and counseling sessions. They should add more facilities in the library i.e. books. Sanitation is very poor. Few workers at school.  First Aid Care/kit we must not go to hospital for small things. Air conditioning. Poor environment for learning i.e. leaking roofs. Sporting facilities. Practical labs, library, teachers and physicians. Lack of sanitary pads for girls. There is no medicine in school. No equipped laboratories. Some sporting facilities. Facilitates the functioning of clubs, music festivals and debates.  (x13)
- Diet is not up to date. There is little food in school. More snacks should be added in the canteen Lack of balanced diet in school Different and varied meals. Balanced diet  (6)
- Structures that support students' needs – it takes too long to get things done. A just discipline mechanism.  Lack of involvement in decision making in schools (the students do not speak in the AGM). (x3)

- Lack of understanding from teachers. Communication is one way, they don't listen to students Teachers are not close to us. Teachers want you to do, what they think you can do, not what you want to do. (x4 )

- Chance to praise the Lord in whatever ways each one of them feels. Students do not have prayer days. (x2)

- Good student leadership (the students nominate leaders but the leaders are approved by the teachers)

- When you do one mistake you are categorized as naughty

- No relationship between teachers and parents

- Discipline. Hard punishment. Fearing teachers instead of respecting them because of harshness. They are suspended for minor offenses. Always being sent home for school fees. Intimidation from some teachers. Too much suspicion whenever a boy or a girl is found together. Receiving any phone call from a male caller results in punishment. Minor mistakes are magnified leading to even the student being suspended from school. When teachers see or hear something about a student they don't investigate they jump into conclusion. (x10)

- Teachers are not welcoming. There is victimization by teachers that makes student shy away from sharing their issues. Teachers create fear in students through constant scolding (x4)

- Disenfranchised. We lack freedom to express our views Teachers have their way or there is no way. Parents side with teachers. Limited room for self-expression. Freedom of expression, not allowed to share their issues of concerns. What the students raise is not addressed, is just dismissed. (x6)

- Parental involvement. Parents don't even care about the report cards we bring from school. Parental influence (Assumes his child is safe). Lack of concern about school work by parent (x4)

- Some subjects are not necessary because I will not apply them after school the curriculum is so large. Some subjects are not necessary because I will not apply them after school the curriculum is so large   (x12)

- Teachers think we are the same academically, pressure is put on us to perform

- No advice by teachers and parents thus picking advice from peers

- They put all students in the same category yet students have varying academic abilities. Some subjects students would like to do are not offered in school e.g. art

- A lot of homework that cannot be concluded within a day.  No free time to play. A lot of homework that cannot be concluded within a day. No free time to play

- The gap between teachers and students. Lack of people to motivate and encouragement freedom of expression for what they feel is good or bad among the system of education. Unnecessary collision between teachers and students. (x3)

- A lot of homework that cannot be concluded within a day. No free time to play. There is no freedom of movement. Not allowed to go out of school even when you are sick. Confinement is equated to improved performance. This creates lack of exposure that…

**Group Reflection Summary of Facilitation Team Key Points (Research Questions 1, 4, 6, 7, 9, 13, 14)**

- Parents should know how to relate well with their children.(x9)

- Teachers need to be closer to the students for improved relationships.

-  Youths ought to be given freedom to explore their God given talents for the betterment of their lives.

- Youths ought to have a positive attitude towards life and overcome the challenges of their time.

- Youths get a lot of encouragement from church.

- Students need to appreciate school for them to succeed.

- You can achieve your carrier ambitions despite the family background, it all about purpose in life.
- Parents should be talked to be open to their children and to parent them not only providing the basic needs
- I have learnt that it's good to go church; I can grow spiritually.
- I can enjoy my youth fully by following the principles that I gain from the teachers and my role models
- Secular songs should be limited because they have negative influence
- Parents should limit freedom because it leads students to drinking alcohol, going to pubs and sexual immorality.
- Some rules are oppressive –high grades to pass or might re-sit exams
- Curriculum burden at the expense of so much
- Attention should be given to all Slow and quick learners
- All inclusion services of religions
- Library construction
- Students to be involved in decision making forums to air their grievances.
- Student representative in the governing body of the school
- Punishments be for offences that affect one's future
- Vernacular speaking has lead to the downfall of the school academically and ethnic divisions among students
- Orphans to be taken care of ®
- Diet to be improved in learning institution
- Qualified personnel
- I'm not alone others also face the same hardships
- Parents should not force the youths to go to church
- Parents should encourage the youth
- Religious contribution to youth affairs
- Rights for children (Freedom) should be recognized
- Youths should be God fearing and dependant on God
- Youth should seek parental guidance
- Leaders should do what they preach so as to act as role model to the society
- Every youth should act as a leading example to others
- So much time is spent in guidance/ counseling in things that do not exist
- Interrelationship between teachers and parents should be promoted
- Need of life teaching sermons in church and create room for advice and motivation.
- Promotion of age mate interrelationship in concerts and other functions
- Being over strict with youth is not good and leads to failure
- Not allowing youth freedom has many disadvantages and leads to issues like lesbianism, etc
- Lack of parents trust is not good
- Teachers and parent contributes a lot to youth rebellion.
- Youth should be allowed to go for functions
- There should be forums for youth to get together and share ideas.
- Teachers should treat youth with respect state their comment seriously and give some freedom.
- Suggestion boxes should be there, students council should function through all classes.
- Youth should take responsibility for their life.
- Adults should respect the youth if they expect the youth to respect them.

- Was happy because I expressed my feelings, they will be heard and the lives of Kenyan youths made better(10)
- Good to know somebody thinks about the youth
- I got to know other people views about different issues
- I realized that other people feel like I do; am not alone
- Please make sure these views are implemented not just put down on paper.
- Our parents need information to understand this generation
- I have been able to socialize with other students in this meeting
- I learnt that a problem shared is a problem half solved
- Parents tend to allow boys to do anything. It's like they fear them
- Parents need to get involved and monitor the programs that youth watch. It's their responsibility
- I learnt that people are at different economic status and one should be satisfied wherever god has put them and work hard to improve
- I had opportunity to express myself be open to other people and freely share my convictions(x2)
- Some of the problems we face as the youth we bring them on ourselves especially through idleness and negative peer pressure/influence.
- It's good to have good role models, including Pastors.
- Speed is good but speed in the wrong direction leads to nowhere
- There should be equal treatment of the boy and girl child
- Formation of Youth sports clubs
- Youths to be appreciated in whatever they do
- Sponsorship to those from poor families to continue in education
- Youth should be allowed to explore their talents and motivated in Church; it's important and can help them
- Youth should take the responsibility for their lives and make right choices
- Dialogue is good and should be encouraged between teachers, parents and students
- Youth should be open to correction
- Counseling is important; should be encouraged at Church, home and school