



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY**

**School of Social Work**

**The Role of Life Skill Education on the Development of Vulnerable  
Adolescents: The Case of World Wide Orphans Foundation in Addis Ababa,  
Ethiopia**

**A Project work submitted to the Indira Gandhi National Open University in  
partial fulfillment of the requirements for award of Degree-Master of Arts in  
Social Work (MSW)**

**By: Minassie Alemayehu Tekle (ID1322360)**

**Advisor: Mosisa Kejela Megersa**

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Addis Ababa, Ethiopia**

## Declaration

I hereby declare that the dissertation entitled “ THE ROLE OF LIFE SKILL EDUCATION ON THE DEVELOPMENT OF VULNERABLE ADOLESCENTS- THE CASE OF WORLD WIDE ORPHANS FOUNDATION IN ADDIS ABABA, ETHIOPIA” submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University, (IGNOU) New Delhi, is my own original work and has not been submitted earlier to IGNOU or to any other institution for the fulfillment of the requirement for any other programme of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

Place: Addis Ababa, Ethiopia

Signature: \_\_\_\_\_

Date: November 5, 2018

Enrolment number: ID1322360

Name: Minassie Alemayehu Tekle

Address: ‘Woreda’ 02; Kirkos Sub-City,

Addis Ababa, Ethiopia

Phone Number: +251-911-530188

## Certificate

This is to certify that Mr. Minassie Alemayehu Tekle, student of Indira Gandhi National Open University, New Delhi, was working under my supervision and guidance for his project work for the course **MSWP- 001**. His Project Work entitled “ THE ROLE OF LIFE SKILL EDUCATION ON THE DEVELOPMENT OF VULNERABLE ADOLESCENTS- THE CASE OF WORLD WIDE ORPHANS FOUNDATION IN ADDIS ABABA, ETHIOPIA” which he is submitting is his genuine and original work.

Place: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address of the Supervisor: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

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## Acronyms

APA =	American Psychological Association
CBOs =	Community Based Organisations
HIV/AIDS =	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
LSE =	Life Skill Education
MWCA =	Ministry of Women and Children Affairs
MoYS =	Ministry of Youth and Sports
NGOs =	Non-Governmental Organisations
OVC =	Orphans and Vulnerable Children
UNICEF =	United Nations International Children's Emergency Fund
WHO =	World Health Organisation
WWO =	World Wide Orphans (Foundation)



## **Abstract**

Life skill education is considered a vital component for the proper growth and development of adolescents as they transition through their formative period to reach adulthood. It can be provided in schools, youth clubs, sport clubs, religious centers, and any other adolescent congregation by governmental and non-governmental actors. This study explores in particular the life skill trainings provided by one non-governmental organisation, World Wide Orphans (WWO), especially for vulnerable adolescents, with the aim of exploring the role of the trainings in advancing the cognitive, emotional, and social development of the beneficiaries as well as to understand more about the training provision. The research used a matrix of interview, observation, and focus group discussion tools to investigate the research problem. The results indicate that the adolescents have acquired valuable cognitive skills such as problem solving, decision making, and critical and creative thinking through team work exercises; social skills such as communication skills, empathy, and interpersonal relationship skills through interactive forums; and emotional skills such as coping with emotions and stress as well as self-awareness through group counseling interventions. The research also indicated that the beneficiaries of the programme are less outward looking in terms of social interactions in the wider society due to the exclusive focus of the programme on vulnerable adolescents which shelters them from the larger community. Furthermore the research indicated that the programme needs to do more in expanding the reach of the programme and work with government and non-governmental organisations to promote life skill education throughout the country.

**Key Words:** Life Skills, Adolescent Development, Vulnerable Adolescents, Role

# Chapter I

## 1. Introduction

### 1.1. Background of the study

In the course of human growth and development, adolescence is considered as the most critical phase marking a transition from childhood to adulthood (American Psychological Association, 2002). This period, between the ages of 10 and 19, is marked by distinct and gradual changes to the physical, social, intellectual, and emotional self of human beings. It is also a period commonly characterized by internal and external conflicts, uncertainties, and discoveries aroused by hormonal factors and a fast maturing inquisitive mind as well as resistance to established social control (Aparna & Raakhe, 2011). Adolescents who are not given proper guidance through this critical period will be exposed to immediate as well as lifelong challenges which impact themselves as well as their family and the larger community (Khera & Khosla, 2012).

One of the support mechanism which are used to provide guidance to adolescents to overcome challenges is life skill education. Life Skills Education is a programme aimed at equipping adolescents, with the ability to face life with its challenges and opportunities, successfully (Prajapati, et.al, 2017). It is composed of inter-personal and psycho-social skills designed to help the adolescents communicate more effectively, make informed decisions in their lives, and develop coping and self-management skills that may help them lead a healthy and productive life (Dhingra & Chahuan, 2017). Although different adolescent development programmes have their own set of skills which are prioritised in their implementations, the WHO has laid down 10 major life skills namely: self-awareness, empathy, creative thinking, critical thinking, decision- making, problem-

solving, effective communication, interpersonal skills, coping with emotions, and coping with stress (WHO, 1999).

Life skills can be transferred to adolescents through different agents of socialization such as family, schools, and peer circle and in a more institutionalized way through youth clubs and adolescent development programmes (APA, 2002). Life skill education in adolescent development programmes globally are targeted towards set outcomes, delivered over a defined period in time, follow procedural approach, and are directed by professionals (UNICEF, 2012).

Institutional practice of life skill development has been actively provided to adolescents through secondary Schools, colleges, NGOs, etc. throughout the world (UNICEF, 2012). Experiences from the USA and UK indicate to the use of life skills to prepare adolescents for employment in existing industries and to instill in them entrepreneurial attitudes (Khera & Khosla, 2012). Experiences from India show the integration of life skills education into mainstream educational curriculum by the Central Board of Secondary Education to increase awareness on HIV/AIDS, drugs, and violence (Dhingra & Chahuan, 2017). Experiences from Kenya, Namibia, and Malawi also indicate the application of life skills education to combat the spread of HIV/AIDS through focusing on behavioural change, increased self-awareness, and informed decision making (UNICEF, 2012).

In Ethiopia, life skill education is recognised as an important component of adolescent development by the national youth policy and OVC care guidelines (Kibret, 2016; MWCA, 2009). Apart from traditional means of socialization, institutional approached to life skills transfer have been practiced for decades. Notable adolescent centered life skills programmes are YMCA/YWCA (Young Men/Women Christian Association), school and district anti-drug and anti HIV/AIDS clubs, girls' empowerment programmes, and social work agencies helping Orphans and Vulnerable Children (OVCs) (Fayissa, 2007).

## **1.2. Statement of the Problem**

The need for life skill development for adolescents through formal and informal education has been recognised by national and international policy makers and has been integrated in education and youth development programmes since the middle of the 20<sup>th</sup> century (WHO, 1999; UNICEF, 2012; American Psychologists Association, 2002). Furthermore, the positive role of life skill education in developing adolescents' skills, attitudes, and knowledge has been established by several researches through evaluations of ongoing programmes and tracking life skills of adolescents in pre and post intervention assessments (Khera & Khosla, 2012; Dhingra & Chahuan, 2017; Prajapati, et.al, 2017).

Apart from the major goal of improving adolescents' knowledge, attitude, and skills, different life skill development programmes have aligned their focuses to target specific development issues and social problems. Some of these interventions include, improving youth's sexual and reproductive health, promotion of healthy life style, improving quality of education, prevention of anti-social or deviant behaviours and activities, promotion of peace and tolerance, rehabilitation of adolescent delinquents, and instilling the value of social responsibility in the adolescents (UNICEF, 2012).

Life skill education for adolescents in Ethiopia has been mainly implemented to combat the spread of HIV/AIDS, to promote gender issues, and develop entrepreneurial attitudes (Kibret, 2016). Another one of the major application of life skill education in Ethiopia is in the area of care and support for vulnerable youth especially in institutional care programmes, foster care programmes, reunification and reintegration, and community based care programmes (MWCA, 2009). These programmes address areas of adolescents' thinking, social, and emotional well- being to

effectively deal with the challenges of their day-to-day lives, to cope up with their vulnerabilities, and empower them to make positive changes in their lives (Fayissa, 2007; Kibret, 2016). The need for LSE for adolescents in the OVC care system is greater due to lack of the institution of the family which is traditionally tasked with the role of instilling these knowledge and skills to them. In this regard, the programs help facilitate social integration of vulnerable adolescents by preparing them to face challenges of living in the community and equipping them with social, emotional, and cognitive skills useful to succeed in life (MWCA, 2009). The World Wide Orphans Foundation (WWO) is one of the organisations in Ethiopia providing such life skills training programs to vulnerable adolescents from all corners of the capital city, Addis Ababa.

While there are several adolescent development programmes in Ethiopia, there is still a gap in undertaking researches examining the programmes and coming to universal understanding for common guidelines. Kibret (2016) has indicated to this extent that despite the existence of several organisations in the country providing life skill training, their conceptualization of life skills and focus areas are different and their efforts uncoordinated. These has led to a lack of uniformity in practice and a resulting fragmentation of efforts. There's also a gap in recognizing the role of life skill education from among the other support mechanisms for vulnerable adolescents such as medical, educational, and entrepreneurial support. Furthermore, there is a need to recognise the role of life skills in the overall development of vulnerable adolescents beyond its current selective applications in combating HIV/AIDS and drug abuse as well as bringing about girls empowerment and adolescents economic empowerment.

This research aims to address these issues by conducting a comprehensive review of relevant literature and through empirical study on the area including examining the selected programme,

assessing the acquired skills of the beneficiary adolescents, and assessing the impact of the education on their social interaction.

### **1.3. Objectives**

#### 1.3.1. General Objective

The general objective of this study is to assess the role of the life skill education programme at the World Wide Orphans Foundation (WWO) in shaping the social, emotional, and cognitive development of the vulnerable adolescents who received training under the program.

#### 1.3.2. Specific Objectives

The specific objectives of the study are:

- To explore the role of the trainings to the adolescents' social and emotional development and their adaptation to the challenges they face in their social interactions.
- To examine the contribution of the acquired skills to the adolescents cognitive development and their formal education
- To assess the strengths and weaknesses of the programme in delivering life skills education

### **1.4. Research Questions**

Specific questions addressed by the research are as follows:

- How has the life skill training contributed to the social and emotional development of the adolescents and their adaptations to challenges in their social interactions?
- How much has the acquired skill contributed to the adolescents' cognitive development and academic performance?

- What are the strengths and weaknesses of the life skill development programme delivered by WWO?

## **1.5. Significance**

This research will have profound implications in improving understanding of the situation of life skills education in the City of Addis Ababa, thus addressing the gaps created by lack of published performance evaluations and impact assessments. In the absence of national guidelines standardizing life skills education in the country, this research will also have relevance to policy makers in the areas of Education, Women and Children Affairs, and Youth and Sports affairs. The research also contributes to Social Work theory and practice through improved awareness of the methods, tools and techniques currently used by practitioners in Addis Ababa to deliver life skills education and the role of the intervention in improving the social interaction of vulnerable adolescents.

## **1.6. Scope and Limitations of the study**

### **1.6.1. Scope of the study**

The scope of the research is limited in content and geographical location to exploring the state and experience of the beneficiaries of life skill trainings under the vulnerable adolescent development programs of the World Wide Orphans Foundations (WWO) in the city of Addis Ababa. Although the programme consists of different interventions designed to provide maximum support to its beneficiary adolescents, this study selects only the life skills training aspect of the programme for

assessment. Furthermore, the study is methodologically limited to exploring and describing the experience of the beneficiaries rather than making generalizations over the whole sector.

### **1.6.2. Limitations of the Study**

The limitations of the study are the lack of adequate literature on life skill education in the Ethiopian scenario which hindered a detailed analysis of the progress of the subject area as well as the biased attitude the interviewees towards the Organisation which provided the beneficiaries with support slightly affecting the data collected. Furthermore, the lack of adequate data on the number of beneficiaries of the programme has limited the accuracy of selecting sample respondents.

## **1.7. Operational Definitions**

**Life Skills:** The term ‘life skills’ refers to a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life (UNICEF, 2012). Major life skills include problem solving, decision making, creative thinking, critical thinking, effective communication, interpersonal skills, self-awareness, empathy, coping with stress and coping with emotions.

**Life Skill Education:** Life Skills Education is a programme aimed at equipping individuals, especially the adolescents, with the aptitude to face life with its challenges and opportunities, successfully. It is a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills” (WHO, 1999).

**Vulnerable Adolescents:** Vulnerable adolescents are those children between the ages of 10 and 19 and whose survival and development is jeopardized by certain circumstances and therefore are



in need of support from community and state (Lerner & Steinberg, 2004). The scope of vulnerability includes being orphaned or abandoned; being victims of trafficking, child labor, displacement, or sexual abuse; being from a family with low economic means; and separation from family or guardians.

**Adolescent Development:** Adolescent development is the sum total of physical, cognitive, emotional, social, and behavioural development of human being transitioning from childhood to adulthood. It focuses on the development of humans from the age 10- 19 (Moshman, 2005).

**Cognitive Skills:** Life skills useful for analyzing and using information. Core cognitive life skills consist of self- awareness, critical thinking, decision making, effective communication, creative thinking and problem solving. Cognitive competence includes such things as the ability to reason effectively, problem solve, think abstractly and reflect, and plan for the future (Khera & Khosla, 2012).

**Social and emotional Skills:** Social life skills are those useful for communicating and interacting effectively with others while emotional life skills are those useful for developing realistic and coherent sense of identity and managing oneself. Core social and emotional skills consist of coping with stress, empathy, interpersonal relationship and coping with emotions (Dhingra & Chauhan, 2017).

## **1.8. Organisation of the Study**

The paper is organized as follows:- the first chapter gives an introduction to the topic and gives guidance to the direction of the research; the second chapter presents the review of theoretical and conceptual literature regarding the research topic; the third chapter provides research methodology

and tools used in the study; the fourth chapter outlines the presentation, analysis and interpretation of data gathered in the research; while the last chapter describes the conclusions from the interpreted data and suggests some recommendations on identified gaps.

## **Chapter II**

### **2. Review of Literature**

This Chapter begins by defining major concepts such as life skills, adolescent vulnerability, and adolescent development, then progressing to describe origins and theories of life skill education and giving an overview of implementations and evaluations of life skill education programs for adolescents in different regions of the world. The different types of classifications of life skills as well as the universally recognised life skills and methods of delivering the trainings have been discussed in subsequent sections, concluding with historical development of the practice in Ethiopia and Addis Ababa.

#### **2.1. Definition of Concepts**

##### **2.1.1. Life Skills**

The concept of life skills has been defined by different past literatures using psychological parameters related to behaviour, adaptation, coping, and aptitude. Schurer (2017) referred to life skills as synonymous with non- cognitive skills, socio-emotional learning, character traits, or personality traits and understood them as accumulated abilities overtime which are beyond the scope of formal knowledge. Dhingra & Chauhan (2017), stated that day-to-day needs and challenges of individuals can be better dealt with through established set of positive and adaptive behaviour collectively known as life skills. Khera & Khosla (2012), recognizing its importance to facilitate the physical, mental and emotional well-being of an individual, described life skill as collective abilities necessary for adolescents to function assertively and capably with themselves and with others in the community.

International policies and guides have described life skills from practical aspects. UNICEF(2012), defined life skills as abilities balancing knowledge, skills, and attitudes to stimulate mental well-being and competence in adolescents that helps them to face the realities of life. WHO (1999), defined life skills as a set of interpersonal and psycho-social skills that enable individuals to communicate effectively, make informed decisions, and develop coping and self-management skills valuable to lead healthy and productive lives. Both perspectives see life skills as important components of healthy life styles.

Life skills are transferred to adolescents through various agents of socialization such as family, schools, media, religion, peer group, and professional youth workers. UNICEF (2012) regards life skill education as an integral part of quality education with the aim of equipping adolescents with the aptitude to successfully utilize life opportunities and empower them to face challenges as well.

Life skill education is regarded as a critical component to facilitate the transition of adolescents into maturity equipped with the necessary knowledge, skills, and attitude to enable them to be responsible and self- sufficient individuals (Arnon, et.al, 2008. In this regard, life skill education is integrated with academic education, religious education, civic education, and health and hygiene awareness education as well as provided separately through counseling sessions for adolescents (Gule, 2016). Life skill education has been described as a basic learning need and a value addition to academic education useful for students' personality development, decision making, and social integration and delivered through techniques such as counselling, mentorship, role- plays, etc. (Aparna & Raakhee, 2011).

### **2.1.2. Vulnerable Adolescents**

According to the MWCA (2009), vulnerable adolescents are those children between the ages of 10 and 19 and whose survival and development is jeopardized by certain circumstances and

therefore are in need of support from community and state. The scope of vulnerability includes being orphaned or abandoned; being victims of trafficking, child labor, displacement, or sexual abuse; being from a family with low economic means; and separation from family or guardians. Similar definitions refer to “at risk adolescents” in the same category as Orphans and Vulnerable Children (OVCs) including other variables than stated above such as physical disabilities, child laborers, and out of school children as well (UNICEF, 2012). Other literature focus on the circumstances of the adolescents rather than the adolescents themselves to describe vulnerabilities, stating that adolescents live in ‘vulnerable circumstances’ which include physical, psychological, and economic circumstances (Lerner & Steinberg, 2004).

### **2.1.3. Adolescent Development**

Adolescent development covers the physical, cognitive, emotional, behavioural, and social growth of teenagers as they transition from childhood to adulthood (APA, 2002). Physical development or puberty relates to the bodily changes experienced by boys and girls progressively throughout their teenage years; cognitive development refers to the maturation of the adolescents thinking, reasoning, and understanding of the world around them (Lerner & Steinberg, 2004). Emotional development refers to the development of a sense of identity, the experiencing, understanding, and management of stress and emotions (Santrock, 2001). Social development refers to the significance of family, peers, school, and community involvement on the adolescents, manifested in their involvement in the above stated sections of society, and the influences these involvements have on the adolescent (Moshman, 2005). Behavioural development refers to exploration and experimentation of new actions and expressions by the adolescents resulting from lessons learned in social interactions, felt emotions, and new physical capacities (APA, 2002).

Lerner & Steinberg (2004), divided the phases of adolescent development into three periods based on their physical, emotional, and social development – early adolescence (age 11-13), middle adolescence (14-16), and late adolescence (17-19). Early adolescence is characterized by increased desire for self-autonomy and individualism, a period where affinity and dependence on parents is replaced by peers, a period where adolescents are increasingly aware of their social roles and responsibilities, and their academic motivation and drive for achievement is replaced by other social pursuits (Moshman, 2005). Middle adolescence is a period where peer groups are more defined and gender mixed, social conformity is replaced by tolerance, a time when romantic attachments begin and early sexual experiences take place, and parent-adolescent conflicts increase (Lerner & Steinberg, 2004). Late adolescence is described by peer groups being replaced by more intimate relationships and one- to-one friendships, romantic attachments become more meaningful and possibly leading to procreation, academic and job pursuits becoming more important to assert economic freedom, increased involvement in social media and social causes, and a more defined self (Lerner & Steinberg, 2004).

## **2.2. Origins and Theories of Life Skill Education**

### **2.2.1. Origins of Life Skill Education**

Life skill Education (LSE) evolved from socialization of young humans by their community since the beginning of social living in human history (Arnon, et.al, 2008). It originated from human beings desire to inculcate social values and knowledge to the next generation so they can live a fulfilling, sustainable, and joyous life in their future (Sapora & Mitchell, 1961). In western civilization a prominent example of LSE occurred in the Greco- Roman times where gymnasiums formed became the center for shaping adolescents physical, intellectual, and moral development (Mitchell, 1952). In Indian civilization, the development of physical, moral, and intellectual

powers of men emphasized by Vedic education system forms the foundation for LSE (Dhingra & Chauhan, 2017). Throughout the middle ages, religious thoughts have dominated how adolescents should be raised and coached during their transition into adulthood (Sapora & Mitchell, 1961).

In modern times, LSE became an independent focus within Social Work practice, where interventions were vital in coping with the fallout of the industrial revolution such as poverty, rise in number of orphaned and abandoned children, adolescent delinquencies, etc. (Arnon, et.al, 2008). Notable institutional responses include the religion inspired YMCA/YWCA adolescent development programs and the playground and recreation movements in the USA advocating for sports and physical education spaces for adolescent development (Assefa, 2006). Towards the end of the 20<sup>th</sup> century, LSE has received focus as a tool to enforce human right agenda (including child rights and women's rights) as well as to combat drug abuse, the spread of HIV/AIDS and other STDs, and poverty, in efforts spearheaded by multinational organisations such as the United Nations (WHO, 1999; UNICEF, 2012).

### **2.2.2. Theories of Life Skill Education**

The basis of Life Skill Education (LSE) was formed by different behavioural, thinking, social, and learning theories such as child and adolescent development theory, social learning theory, social influence theory, multiple intelligences theory, cognitive problem solving theory, problem behaviour theory, and risk and resilience theory (Vranda & Rao, 2011).

Benson & Saito (2001), presented an adolescent development theory which recognises the value of learning environment at school, community, media, religion, and family to guide, shape, refine, and fuel positive adolescent development and help to promote their wellbeing. This was also highlighted by the Social learning theory suggests that humans learn cognitive, emotional, and social lessons through three stages of learning which are observation of positive and desired

outcomes, imitation of the observed lesson, and taking the imitated life lesson as a model (modeling) (Bandura, 2004). The cognitive- behavioural viewpoint of learning also forwards the perception that life skills are skills that are learned and that a person can be made conscious of its importance through learning and which can be represented or demonstrated by behavioural change in their actions (Rector, 2010). While the social learning theory focuses on the observation and learning aspects of life skills, the cognitive- behavioural viewpoint also recognises the importance of mirroring and practice as core components of the learning practice. However, the above theories all reflect on the totality of an adolescent's social environment as being responsible for shaping the adolescent's life lessons and skill learning.

The methods of teaching life skills have also been the subject of different theories. Social influence theory describes the influence of opinion leaders on the knowledge, thoughts, and behaviour of individuals in the same community who are prone to mirror and model their knowledge and skills based on these opinion leaders (Goldsmith, 2015). This is transmitted through media and education institutions and affects the individual's cognitive, social, and emotional learning and adaptation. Gardner & Moran (2006), suggested the multiple intelligences theory which explained the differences in human cognition and intellectual potential and how these differences affect the learning curve of different people and choices of media of learning to enable planners and curriculum developers in adjusting the methods of instructions to suit the target groups. Bean & Forneris (2017), after examining the effectiveness of sports as an agent for LSE, proposed a theory that LSE is a byproduct of adolescents' participation in sports, where there is substantial influence by sports instructors who play an important role as coaches and mentors in shaping adolescent development.



Other theories have been proposed to explain the value of life skill education for vulnerable adolescents. The risk and resilience theory focuses on adolescent development of high- risk or vulnerable individuals and their resiliency to transition into successful adults despite their vulnerabilities thus enabling a strength based approach (focusing on their assets and resources) to foster positive conditions for adolescent development (Zimmerman, 2013). The theory establishes that the availability of certain enabling factors such as mentorship and coaching for vulnerable teenagers can contribute towards their positive adolescent development.

### **2.3. Overview of Life Skill Education: Implementations and Evaluations**

Various literature describing the implementation of life skill training for adolescents and evaluating their outcomes have been published in journals and public reports. Some of the studies and publications relevant to the research have been discussed below.

Tuttle, et.al, (2006), undertook an experimental research on group interventions on positive adolescent life skills training for high-risk teens in the New York area, with findings showing positive reception by the adolescents, their parents, and teachers on the relevance of the interventions for the development of their value systems with the adolescent girls showing more reception to the programme than adolescent boys.

Kendellen & Camire (2017) examined the transference relationship between adolescent life skill development and high school sports participation by taking former high school athletes in Ontario, Canada as a sample and concluded that there is a positive relationship between the above stated variables with life skill transfer in high school sports having strong influence on shaping the adolescents success in life during adulthood. Bean & Forneris (2017), after conducting an exploratory research on the relationship between sports participation and positive life skill development by taking a sample of sports coaches as key informants, further added that there is

strong evidence that life skill training integrated with sports participation gives more value to the adolescents participating in the activities as coaches have a strong psychological authority on the adolescents and can use this authority to enforce positive values in them.

Khera & Khosla, (2012) stated after conducting an evaluation research on the relationship between self-concept and core life skills on secondary school students in Delhi found a positive correlation in the above stated variables, thus indicating that adolescents who are well trained in life skills have better developed confidence. Dhingra & Chauhan (2017), stated after conducting a similar life skills assessment research on adolescents in high- school in Delhi, discovered that there is an equally important role played by parental education on life skills for their children as much as direct interventions on the adolescents.

Assefa (2006), stated after conducting a qualitative research on life skills of university students in Addis Ababa that there was a lack of organized LSE in the university system that guides the non-academic life skill development of the students, which is instead replaced by informal services and systems such as relatives, spiritual leaders, friends, and activists to help the students learn some life skills while attending their study at the University.

Tedla (2014), stated after conducting an experimental study on the contribution of local youth association in Addis Ababa to life skill development, that the programme influenced the self-esteem development, political affiliations, and interpersonal relationships development of its beneficiary adolescents.

Akalewold (2006), stated after conducting a research on the methods of delivering life skills to adolescent girls in high school in Addis Ababa, that the even though the girls had strong self-awareness of their physical and sexual development, there was still social and cultural stigma

attached to reinforce this self-awareness with emotional life skills development through open discussions, role plays, and counseling interventions, thus paving way for their inadequate responses to peer pressure and vulnerabilities to early pregnancy and HIV/AIDS.

#### **2.4. Classifications and types of Life Skills**

Critical life skills include personal elements such as the ability to understand and express own feelings, forming expectations and smart goals, and adopting problem solving strategies (Assefa, 2006). According to Khera & Khosla (2012), life skills are classified as either affective or cognitive skills. Core affective life skills are: coping with stress, empathy, interpersonal relationship, and coping with emotions; Core cognitive life skills are self-awareness, critical thinking, decision making, effective communication, creative thinking and problem solving (Khera & Khosla, 2012).

Other literature have clustered life skills into 5 major groupings: Self-Awareness and Empathy, Creative Thinking and Critical Thinking, Decision- Making and Problem-Solving, Effective Communication and Interpersonal Skills, Coping with Emotions and Coping with Stress (Tedla, 2014).

Tadesse & Teferra, (2010) divided life skills into three clusters namely, personal skills, interpersonal skills, and social skills. Personal skills were: problem solving, decision making, critical thinking, self- awareness, self- esteem, positive thinking, goal setting, self- control, risk reduction, anger management, stress reduction, anxiety management, resources management, money management, and time management; interpersonal skills were: assertiveness skills, resisting negative peer pressure, communication skills, negotiation skills, conflict resolution skills, help giving and seeking skills, team work skills, and tolerance; and social skills were: recognizing risks and opportunities, preventive skills, building social support, mediation and advocacy skills,

culture preservation, skills for helping people with special needs, and environmental protection skills (Tadesse & Teferra, 2010).

According to WHO (1999), major life skills include 10 core areas: problem solving, decision making, creative thinking, critical thinking, effective communication, interpersonal skills, empathy, and self-awareness, coping with stress, and coping with emotions. These skills have been further clustered as emotional skills thinking (cognitive skills), and social skills (WHO, 1999).

### **2.4.1. Major Life Skills**

#### *2.4.1.1. Cognitive Life Skills*

Cognitive development of adolescents is concerned with how they think, reason, process, and understand; encompassing their transition from simplistic thinking of childhood to more abstract and higher-level thinking that allows them to think about their future, evaluate alternatives, and set personal goals (APA, 2002). Cognitive life skills are also referred to as thinking skills in other literature and encompass aspects that improve the logical capacity of the brain using analytical ability (Tedla, 2014). Cognitive life skills includes such skills as problem solving, decision making, creative thinking, and critical thinking (Fleming, 2005).

*Problem Solving:* A problem is a temporary or a long term situation that prevents human beings from achieving their needs and desires and requiring a methodical approach to solve (Fentahun, 2014). It involves understanding of the situation, searching for alternatives, measuring pros and cons of the alternatives, choosing the best alternative, applying the solution, evaluating the outcome and adapting for future problems (Assefa, 2006).

*Decision making*: is a method of resolving a situation by evaluating it against all potential options and measuring the possible effects of each individual option (Gule, 2016). Decisions are made daily by people and as a skill, are developed through time since childhood. A good decision requires a deep understanding of the problem, consideration of the available solutions, measuring the advantages and disadvantages of each course of action, and coming to the best alternative (Aparna & Raakhee, 2011).

*Creative thinking*: This is a skill which helps in decision making and problem solving by helping one see outside the boundaries of a current problem to resolve the situation by addressing the core issue (Aparna & Raakhee, 2011). It involves the expanding of one's problem solving skills to be able to respond to different challenges or to adapt to different situations more flexibly and innovatively (Assefa, 2006).

*Critical thinking*: is the ability to factor out the irrelevant and unnecessary from the important and useful one through careful analysis of information and experiences objectively (Fleming, 2005). It helps individuals to protect their integrity by withstanding negative influences and peer pressure around them (Aparna & Raakhee, 2011).

#### 2.4.1.2. *Social Life Skills*

The social development of adolescents can be best understood in the social circle in which they live and interact; their family, their school, and their peer group (Fleming, 2005). It covers aspects of adolescent development that relate with their relationships with their family, the roles they have in their family circle, their teenage rebellion, and how their family influences their behaviour (Dhingra & Chauhan, 2017). It also refers to their relationship with their peers, the influences their peers have on shaping their character, the acceptance they have in their peer circle, and their development of intimacy and sexual experience (APA, 2002). It also covers aspects of the school

life such as their relationship with their teachers, their participation in academic and extracurricular activities, and their academic success and achievements (Fleming, 2005). Other aspects include the influences their community has on them and their first experiences in employment which enhance their leadership skills, management skills, advocacy skills, and co-operation and team building skills (Assefa, 2006). According to Aparna & Raakhee, 2011, major social life skills include, interpersonal relationships, empathy, and effective communication.

*Interpersonal relationships:* refers to individual's ability to form and keep different forms of relationships such as family, friends, colleagues, and more intimate attachments which can benefit the well- being of the individual's personal and social health (Aparna & Raakhee, 2011).

*Empathy:* refers to an individual's ability to imagine and try to understand the feelings and experiences of another person to be more helpful, compassionate, and accommodating to that person (APA, 2002).

*Effective communication:* is the skill of expressing oneself well to others and successfully describing one's needs, wants, opinions, and objections to others as well as seeking help (Fleming, 2005).

#### 2.4.1.3. *Emotional Life Skills*

Emotional development of adolescents is concerned with how they can develop a realistic and coherent sense of identity (self-concept and self-esteem) in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001). Self-concept refers to the development of adolescents' belief of themselves, their attributes, goals, values, interests and beliefs while self- esteem refers to how they feel about their self- concept, how they like or approve their perceived selves and attributes (APA, 2002). Adolescents' abilities of self-management and

resisting peer and family pressure are also the features of their emotional development (Aparna & Raakhee, 2011). Emotional life skills include self- awareness skills, coping with stress, and coping with emotions (Dhingra & Chauhan, 2017).

*Self- awareness:* is the overall understanding individuals have about their physical, emotional, cognitive images, strengths and weaknesses, etc. and forms the prerequisite for social development of the individual (APA, 2002).

*Coping with stress:* refers to the identification, management, and control of the things that cause stress in an individual's life especially through the adoption of strategies that bring calm and relaxation to the individual's life style (Aparna & Raakhee, 2011).

*Coping with emotions:* refers to the recognition of how an individual's own emotions and the emotions of others determine behaviour as well as how to control or manage the role of emotions in day to day lives and interactions (Assefa, 2006).

## **2.5. Methods of Delivering Life Skill Education**

Life Skill Education follows a 'skill based approach' of mixed methods designed to develop the inherent skills of adolescents and also encouraging them to learn additional skills to help them adapt well to the community, to identify the good opportunities in life, and to properly utilize such opportunities (APA, 2002). This is delivered to the adolescents through the medium of highly trained professionals in the areas of social work (specialized in youth work), public health professionals, psychologists (guidance counselors), mentors (role models), and specialized life skill coaches (Fleming, 2005).

The setting for life skill interventions can take place in areas most frequented by adolescents such as schools, youth centers, and sports clubs (Santrock, 2001). But this could also take place in public

health centers (especially for preventive health campaigns), religious institutions (mixing spiritual lessons with life skills), summer youth programs, substance abuse therapy centers, juvenile correction centers, at risk adolescents counseling centers, refugee camps, and other specialized community based organisations (NGOs & CBOs) as well (Aparna & Raakhee, 2011).

The methods employed in delivering life skill interventions/ trainings are also dependent on the type of center providing the services and the role of the trainers in the programs as well. Life skill trainers may assume the role of mentors or role models, guiding one or a group of adolescents according to a set of experiences from which the adolescents can draw lessons from (Dhingra & Chauhan, 2017). If the trainers are from an athletic background as in sports clubs, then their role may be that of a coach setting the path for the adolescents under their supervision (Kendellen & Camire, 2015; Bean & Forneris, 2017). If the programs are short lived and targeting a certain group of adolescents, as in behavioural change awareness campaigns, then the medium may be a training or lecturing type of session where most lessons are coming from the trainer (Assefa, 2006). The programs may take the form of successful individuals or role models conducting single day sessions where they share their life experiences and draw success lessons from which the adolescent audience can learn from and adopt in order to become successful as well (Dhingra & Chauhan, 2017). These are some of the widely practiced ways life skills are transferred to adolescents in an organized media.

## **2.6. Historical development of LSE in Ethiopia**

The Ethiopian experience with life skill education traditionally rests in the institutions of family and religion (Tefferu, 2016). However, modern life skill education in Ethiopia, begins with the establishment of the YMCA (Young Men's Christian Association) in 1947, which implemented youth community development programs focusing on cognitive, physical, and spiritual



development of adolescents. One of the strategies used to meet their objectives was focus on life skills training as a means for character building designed to empower the adolescents to withstand negative peer pressure, to make informed decisions in their lives, to improve active participation in community affairs, and to recognise and develop their interests and abilities thereby making positive impacts on their holistic development into responsible and successful adults (YMCA, 2017).

Another experience in life skill education in Ethiopia comes from the SOS Children's Villages Ethiopia, which has been supporting orphans and vulnerable children (OVCs) in the country by establishing and managing children and adolescents homes as well as community based support mechanisms since 1974 (SOS, 2011). The Organisation recognizing the need for psychological preparation for children who are transferred from the children's home setting to the adolescents' group home environment, designed a life skill training package implemented through one-to-one sessions or group sessions between the adolescents and the youth workers, covering such topics as confidence building and self-esteem, taking responsibility, time management, goal setting and planning, conflict management, and communication skills (SOS, 2009).

Another notable experience in life skill education for adolescents comes through the efforts to combat the spread of HIV/AIDS since the early 1990s through various government, community based, and donor programs aimed at increasing awareness about AIDS, improving informed consent and decision making, and bringing about behavioural change (Fayissa, 2007). Apart from educating about various concepts of HIV/AIDS, these programs aimed at addressing adolescent vulnerabilities to addiction, unemployment, sexually transmitted diseases (STDs), harmful traditional practices, poverty, gender based violence, and reproductive health problems (Teferra, 2016).

The correction, rehabilitation, and probation of juvenile delinquents has also been an area employing life skill training as a strategy to help adolescents in conflict with the law learn positive and constructive values since the establishment of a special department for juvenile correction in 1961 (Tesfaye, 2004). Apart from effecting behavioural changes, the trainings offered by the programme were aimed at turning the adolescents from delinquents to productive and contributing members of the society with effects of varying degrees (Tesfaye, 2004).

In addition to the above indicated experiences, there are also other examples of life skill education used to empower adolescent girls, to improve social responsibility of adolescents through volunteering campaigns, and for the rehabilitation of adolescent drug abuse victims (Assefa, 2006; Tedla, 2014; Fentahun, 2014). Life skill education has also been recognised as one of the intervention strategies to help OVCs and other vulnerable adolescents in rehabilitation and reintegration programs by the Ministry of Women and Children Affairs (MWCA, 2009). Furthermore, contemporary efforts show that life skill education is recognised as an important component of adolescent development by the national youth policy with the preparation of a national framework for life skills training for young people to serve as a guide to future programs by the Ministry of Youth and Sports (Tadesse & Teferra, 2010).

## **2.7. World- Wide Orphans Foundation**

World Wide Orphans (WWO) was established in 1997 as an international non-governmental organisation (INGO), based in New Jersey, USA, (WWO, 2018). The organisation aims to transform the lives of vulnerable children and the communities they live in, by providing education, medical care, and psycho- social support within the local communities to enable them to become confident, competent, thriving adults. The organisation works in 6 countries, Bulgaria, Ethiopia, Haiti, Serbia, USA, and Vietnam (WWO, 2018). The Organisation is run by its founder

and CEO, Dr. Jane Aronson and 10 person Board of Directors from the USA office and sources much of its funding from the USA.

Among the global programs run by WWO, are the Element of Play programme which targets vulnerable children and adolescents in communities impacted by the trauma of conflict, disaster, and poverty through educational, recreational, and therapeutic activities which have proven vital in helping cope with trauma, preventing long term impacts, supporting school readiness, and overall child development (WWO, 2018). The interventions of the programme also include adults taking care of the vulnerable children and adolescents through income generating activities, increasing awareness on childhood trauma, increasing capacity to transfer life skills, and other mentorship and coaching skills (WWO, 2018).

In addition, WWO runs youth camp and youth club programs to teach vulnerable adolescents life skills, increase their awareness on vital health issues, to provide recreational and therapeutic services, and develop their talents and skills. The programme targets adolescents living with HIV/AIDS and high school level girls as well. The programs contain informative sessions, counseling and therapeutic sessions, and life skill development session which are tailor made for the trainees, and in Ethiopia alone, have served at least 1,200 vulnerable adolescents since commencing in 2009 (WWO, 2018).

## **Chapter III**

### **3. Research Design and Metrology**

This chapter explains the various components of the research methods used to investigate the research questions. It begins with stating the research design in which the approach, method, and strategy used in the research are explained in detail. In the second section, methods of collecting primary and secondary data collection are described in different sections. In the following sections, the sampling technique, the presentation and analysis of data, and reliability and validity of the data are described before concluding the chapter with the steps used to ensure research ethics.

#### **3.1. Description of the Study Area**

This is a case study based focusing on the life skill development programme of World Wide Orphans Foundation (WWO), an international NGO founded in 1997 to improve the lives of orphans and vulnerable children across 6 countries including Ethiopia and funded by philanthropists based in USA. The Organisation was chosen as a suitable case for this study based on comparison with 6 other adolescent development programs based in Addis Ababa; the “YMCA” (Young Christian Men’s Association), “AHOPE Ethiopia”, “Sele-Enat Mahiber”, “Selam Villages Ethiopia”, “Canadian Humanitarian Center- Addis Ababa OVC Project”, and “Safe Haven For Children Addis Ababa”. The organisations were compared in a pilot study by the researcher based on beneficiary size, length of experience in implementing life skill trainings to specifically vulnerable adolescents, inclusiveness of social, emotional, and cognitive skill trainings, secularity of life skill training program, and compatibility of lessons with international guidelines such as UNICEF’s and WHO’s.

### **3.2. Research Design**

The research approach employed in this study is an inductive approach as opposed to deductive approach. In inductive approach, the data collection precedes formulation of theory while in deductive approach the reverse is true (Patton, 2002). Inductive approach allows for the investigation of a problem and the presence or absence of relationships between variables with the aim of formulating theories for the relationships whereas deductive approach allows for the formulation of hypothesis or theoretical and conceptual frameworks from related literature which forms the basis for testing using data collection (Yin, 2003). Accordingly, this study follows inductive approach and aims to investigate the relationship between life skill education and vulnerable adolescents' development by collecting data from different sources in search of patterns of relationships and behaviour which may lead to concrete generalizations.

The study follows a qualitative research design to investigate the research questions. Qualitative method helps to gather data in descriptive illustration as experienced by the research subjects and helps for detailed investigation of a topic through a flexible, non-linear, and non-sequential mode of enquiry (Baškarada, 2014). Qualitative method in this research is considered necessary because of the need to perform exploratory investigation on the research questions from the perspectives of the research subjects who are mainly vulnerable adolescents who have benefited from the life skill education programme at WWO and highlight their experiences in the results. It also addresses the need to fill in the gaps of understanding in the provision of life skill education to vulnerable adolescents and highlight the role played by LSE in adolescent development through the eyes of the beneficiaries of the program.

Adopting a particular research strategy is guided by the research questions and objectives that the research aims to achieve, the approach used in the study, and amount of time and other resources available to the researcher (Robson, 2002). According to Yin (2003), the research question weighs more on the decision of strategies with the “why” and “how” questions usually answered by experimentation and case study strategies, the “what” questions answered by exploratory studies, and the “who” – “what” – “where” – “how much” – “ how many” questions all answered by descriptive studies and survey strategy. Yin (2003) also stressed that research questions may have more than one character and employ a mix of strategies such as “what” questions being answered by exploratory survey, exploratory experiment, or an exploratory case study. Hence, this study employed exploratory case study strategy to answer the research questions as asked and by taking the life skill training programme of one organisation, WWO, taken as a singular case and used as the basis for generalizations on the research topic in the given geographic area.

Multiple literature have depicted case study as a research strategy consisting of contemporary empirical investigation of selected phenomena in real time and in its real life context using several sources for verification (Robson, 2002; Tashakkori & Teddlie, 2003; Yin, 2003). Hence, this research has triangulated multiple sources of data beginning with observation of WWO’S life skill trainings and including documentary analysis of its life skill education manuals, in- depth interview with the programme leadership, semi- structured interviews with selected vulnerable adolescents benefiting from the training, and a focus group discussion with the programme team members who are graduates of the programme themselves with the aim of getting more accurate data. This has been done to strengthen and corroborate data collected from among the different tools used in the research. The steps taken in the case study are illustrated in detail in subsequent sections.

### **3.3. Universe of the Study**

The universe of the study are mainly the beneficiaries of the life skill education programme offered under WWO in the last 10 years, which are estimated at about 1,200 adolescents between the ages of 13-19. Out of this number, more than 800 are perceived to be female and close to 400 are male. The assumption is based on the Organisation's estimates that 160 beneficiaries were trained every year from 2009-2013, while the number of trainees from 2014- 2018 was estimated around 400. However, accurate numbers are difficult to pinpoint as there are several repeat trainees in each group resulting from retraining needs for some adolescents, advanced trainings for adolescents selected for leadership roles, and adolescents who have not completed or attended full programme courses.

### **3.4. Sampling**

Samples for the study were mainly selected from beneficiaries of the life skill education programme offered under WWO in the last 10 years, with special focus on the beneficiaries from 2009-2013 who were involved in intensive training programme of more than 1 year, for their reliable insight on the role of the trainings on their adolescent development. Accordingly, 12 respondents were selected from the above timeline considering gender balance, degree of vulnerability, and length and depth of trainings received. Furthermore, the participants were all in the late adolescent age group (17-19) with ample experience of the role of the trainings in their recent development and capable of expressing themselves freely. Additionally, the study also collected data from 2 key informants from the training staff.

The sample size for the semi- structured interview was shaped by data saturation view of qualitative research. Data saturation refers to a point in gathering and analyzing data whereby gathering more data will no more yield any new information related to the research questions (Fush & Ness, 2015). Despite the absence of universally agreed upon figures or formula on the number of sample necessary for reaching data saturation, some studies indicate that 5-6 samples may be sufficient for a typical case study while others scale the number to 10 samples necessary to reach data saturation (Creswell, 2009; Nixon & Wild, 2012). Data saturation was achieved in the semi structured interviews in this research with 12 respondents selected from among trainees in the last three years. The trainees were further screened to reach this figure using vulnerability analysis to isolate the ones who epitomize the vulnerability characteristics of the research subjects as defined in this research.

### **3.5. Sampling Method**

Non- probability sampling has been used to select respondents for this research. This tool, also known as non-random sampling, selects respondents based on the convenience of the respondents and/or the judgment of the researcher (David & Covert, 2007). Most qualitative and exploratory researches adopt non- probability sampling to select respondents for data collection (Marshall & Rossmann, 1999; Patton, 2002; Yin, 2003). Hence this research has adopted this method with the in accordance with the research method adopted and with the aim of identifying the right subjects for exploring the research questions deeply.

The non-probability sampling technique used in the research is purposive sampling with typical case sampling being employed to identify adolescent respondents who represent ideal vulnerability characteristics based on the definitions in this research. Purposive sampling, also known as



judgmental sampling relies on the convictions of the researcher to select subjects who will provide adequate responses to the research questions and help to achieve the research objectives (Neuman, 2000; Baškarada, 2014). Typical case sampling is a purposive sampling strategy which allows a research to depict the accounts of representative cases valid for the research subject (Neuman, 2000). The 12 subjects out of for the interviews were selected by the researcher using key informants (life skill training team members) with gender proportion, age, length of training, and vulnerability analysis all taken into consideration during the selection process. Furthermore, the interviewees for the focus group were identified by the researcher from the observed training sessions as well as pre- testing to evaluate their qualification for answering the research questions. They were also identified for their representativeness of the typical research subject (vulnerable adolescents).

### **3.6. Tools for Data Collection**

#### **3.6.1. Primary Data Collection**

Primary data were collected using observation of life skill training sessions, in-depth interview with the adolescent development programme leadership, semi- structured interview of vulnerable adolescent who benefited from the program, and focus group discussion with life skill trainers and mentors who were also once beneficiaries of the training as well.

##### *3.6.1.1. Observation*

Observation is a qualitative research tool which involves watching people in action and following the flow of events or behaviours in their naturalistic setting without interference but goes beyond the simplicity into systematic observation, description, recording, analysis, and interpretation of people's behaviour (Geoffrey, et.al, 2005). Observation was used in this research to understand

the setting of the life skill trainings, the roles of the different actors involved in the sessions, the interactions and behaviours of those actors, the modes of training, and the attitudes of the trainees towards the program. The observation took place over 5 consecutive days and was relevant to give the researcher a better understanding of the sequences of events and the processes involved in performing each activity, to identify strengths and weaknesses in the process, as well as to gather relevant information useful to construct the semi-structured interview guide and the focus group discussion guide.

#### *3.6.1.2. Interview schedule for in-depth interview with key informants*

In- depth interview is a tool used to explore an area of interest exhaustively and in an unstructured way guided only by the theme or aspects of the interview to allow maximum revelations by the respondent (Bruce, 2001). In- depth interview is usually employed when the respondent is an authority in the subject of study or has direct experience in the area of the research subject and thus is capable of providing holistic and detailed picture about the different aspects of the subject of study (Robson, 2002). Accordingly, in-depth interview has been used in this research to gather data pertaining to the history, backgrounds, planning, structure, implementation, and achievements of the life skill education programme of WWO from two respondents, the youth worker and life skill programme coordinator at the organisation. Moreover, the tool has been used to collect information relating to the funding, partnerships, current status, future plans, and beneficiary selection of the programme from the respondents. The interviews were administered separately on different days at the offices of the respective interviewees allowing each of them to share details from their files and records for more accuracy.

### *3.6.1.3. Interview schedule for beneficiary adolescents*

Interview schedules or semi-structured interview guides are non-standardized tools in which an interviewer will use a list of themes and questions to be covered to guide the course of the conversation with the interviewee (Cassell & Symon, 2004). Semi structured interviews are considered less flexible than in- depth interviews but more open compared with structured interviews, allowing respondents to share their experiences and opinions to the themes and questions proposed by the interviewer in detail following the sequence of questions as arranged by the interviewer (Bruce, 2001; Yin, 2003). Semi structured interview tool has been mainly used in this research to gather data from vulnerable adolescents who've benefited from the life skill training programme provided by WWO. The guiding questions were first designed and tested on a few random beneficiaries during the observation phase of the research to filter out relevant questions and strategies that will allow the researcher to get the most out of the tool. Thus, after preliminary tests, an applicable interview guide was prepared, appropriate time and settings identified, and interviews conducted with the selected respondents.

### *3.6.1.4. Interview guide for focus group discussion with beneficiary adolescents*

Focus group discussion is a qualitative tool used to gather information from a group of individuals on a particular topic and involves the use of discussion themes guiding the group discussion with a moderator leading the discussions (David & Covert, 2007). This tool is used to explore topics further and has a general and specific objective with a handful of questions which allow the group members (usually between 4 and 8 but may go as high as 12 members) to interact, brainstorm on the questions, and debate on the ideas presented allowing the moderator (researcher) to gather detailed information from various perspectives at the same time (Krueger & Casey, 2000). Focus group discussion was used in this research to gather data from 5 mentors and counselors who have

received the life skill trainings between 2009- 2013 as vulnerable adolescents and have since received more trainings in mentorship and volunteered in subsequent years to help deliver the trainings to other young adolescents, thus making them the ideal “information rich” candidates for the focus group. The discussion was held at an outdoors setting and tape recorded.

### **3.6.2. Secondary Data Collection**

Secondary data were collected by reviewing published and unpublished documents, including archival documents, policies, programs, and evaluations from the several responsible government and non-governmental organisations; reviewing the life skill training manuals, programme reports, and evaluation checklists of WWO; and research works conducted around life skill education and adolescent development. Afterwards, the secondary data was triangulated with the primary data in a way that the data collected from these two distinct sources complimented one another.

### **3.7. Data interpretation and analysis**

The research uses qualitative data analysis to categorize and examine the data gathered from both primary and secondary sources to address the research questions. The primary data gathered through the semi- structured interview, focus group discussion, in- depth interview, and observation and the secondary data gathered through examination of different literature is used to complement one another and give a better understanding to the role played by life skill education in the development of vulnerable adolescents.

The data collected in this research was analyzed in different steps. In the preliminary stages, it was first organized by recording, translating, and codifying. The general theme of analysis follows the path of combining data from all findings, analyzing and drawing conclusion. Creswell, 2009 has stated that there are three broadly known approaches of qualitative analysis; thematic analysis,

grounded theory, and the framework approach. This research employs thematic analysis whereby data gathered is grouped into themes and examined to generate relationships and comparisons of experiences.

In subsequent stages, the above organized data is analyzed through triangulation or cross case analysis. Triangulation refers to the use of different data collection techniques within one study in order to ensure that the data are telling you what you think they are telling you (Yin, 2003). It is a process of verification that increases validity by incorporating several viewpoints and method. In the social sciences, it refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct (Roberts, 2002). This research used triangulation primarily to analyze the data collected from observation, in-depth interview, semi- structured interview, focus group discussion, and secondary resources as well as to analyze the theories forwarded by social, behavioural, and learning perspectives.

The other method of analysis employed was cross case analysis. This method facilitates the comparison of commonalities and difference in the events, activities, and processes that are the units of analyses in case studies (Khan & van Wynsberghe, 2008). The method follows simple pattern matching to identify outcomes as dependent and independent variables and explore the reasons for the occurrence of the variables. Accordingly, in this research, the different cases and thematic categories organized above were examined using cross case analysis to identify the nature and causal similarities amongst the variables.

### **3.8. Ethical considerations of the study**

Securing informed consent of research participants is among the binding ethical principles guiding the conduct of any research undertaking. The study, thus, was conducted in consideration of all

ethical issues of a research. To achieve this, the researcher secured permission for undertaking the research with letters of cooperation written from the IGNOU regional office to WWO, followed by a formal introduction by WWO administration to sample respondents assuring recognition of the researcher, consent to the research, and request for full cooperation. Participants were briefed about the purpose of the study and asked for their informed consent to be involved in the study. The researcher guaranteed that responses will be used for academic purposes only and in addition to the informed consents, the researcher uses pseudonym where necessary to insure the confidentiality of the research subjects.

## **Chapter IV**

### **4. Interpretation and Analysis of Data**

This chapter presents the findings related to the research questions asked by the research and based on the tools indicated in the previous chapter. Data gathered through the primary and secondary tools have been interpreted, presented, and analyzed in the sub-chapters below.

#### **4.1. Demographic situations of respondents in figure & Frequency**

The study gathered data from 12 respondents using semi- structured interview and focus group discussion tools and 2 key informants using in-depth interview tool. The 12 respondents were all vulnerable adolescents who participated in the trainings between 2010- 2014 while the 2 key informants were training and follow- up staff in the life skill education program.

WWO had over 1200 vulnerable adolescents benefiting from its trainings in the last 10 years. This includes past adolescent who are currently well into their 20s, repeat trainees, and adolescents without vulnerable backgrounds. In spite of the diversity in beneficiary characteristics, because of the research focus and parameters, the 12 sample respondents selected were exclusively from the late adolescence age group (age 17-19), all with vulnerable backgrounds, and all who have received more than 2 trainings from WWO.

Aside from their experience, respondents were selected for their similarities in past life experiences and present vulnerabilities. However, a perfect gender balance was not achieved and there were more female respondents because the two key informants in management position were both female. Accordingly, data was gathered from 6 male and 8 female respondents as indicated in the table below.

*Table 4.1. Summary of backgrounds and characteristics of the respondents.*

<b>Participant's code</b>	<b>Gender</b>	<b>Age</b>	<b>Religion</b>	<b>Current Education Level</b>	<b>Student/ Employee</b>	<b>Roles in the training</b>
P-001	M	19	Christian	10 <sup>th</sup> grade	Student	Activity leader
P-002	F	18	Christian	11 <sup>th</sup> grade	Student	Mentor
P-003	M	19	Muslim	TVET Level 2	Employed	Mentor
P-004	F	17	Christian	10 <sup>th</sup> grade	Student	Camper/ Trainee
P-005	F	19	Christian	1 <sup>st</sup> year College	Student	Mentor
P-006	F	19	Muslim	12 <sup>th</sup> grade	Student	Mentor
P-007	M	18	Muslim	10 <sup>th</sup> grade	Student	Camper/ Trainee
P-008	M	18	Christian	1 <sup>st</sup> year College	Student	Camper/ Trainee
P-009	F	17	Christian	10 <sup>th</sup> grade	Student	Camper/ Trainee
P-010	M	18	Muslim	10 <sup>th</sup> grade	Student	Camper/ Trainee
P-011	F	19	Christian	TVET Level 1	Employed	Activity leader
P-012	M	19	Christian	TVET Level 2	Employed	Activity leader
KI-01	F	32	Christian	2 <sup>nd</sup> Degree	Employed	Trainer/ Staff
KI-02	F	34	Christian	2 <sup>nd</sup> Degree	Employed	Trainer/ Staff

*Source: Own Survey*

Participants labeled by codes from P-001 to P-012 have all participated in the summer camp programme between 2010 and 2014 as well as the youth club organized on weekends of the School season during the years between 2010/11 and 2014/15. Furthermore, three respondents, P-001, P-011, and P-012 have participated as trainers, mentors, counselors, and activity leaders in 4 or more life skill trainings; four respondents, P-002, P-003, P-005, and P-006 have participated as trainers, mentors, and counselors in 3 or more life skill trainings; and five respondents, P-004, P-007, P-008, P-009, and P-010, have participated as trainers in at least two life skill trainings. Key informants labeled by codes KI-01 and KI-02 are employees of WWO and members of the life skill training staff for the last 6 years.



Examining the vulnerabilities of the 12 respondents labeled from P-001 to P-012, 7 are living with HIV, 5 are double orphans, and 4 are single orphans. Out of the 12 respondents, 8 have lived in various orphanages and group homes. Furthermore, there are 4 respondents who live with both parents but suffer from poverty and economic hardships.

## **4.2. Presentation and Interpretation of data**

### **4.2.1. Overview of Life Skill Trainings Provided by WWO**

Key informant interview was used to get an overview of the training package. Outputs from the interviews indicate that the life skill trainings begun in 2009 in partnership with “Serious Fun Children’s Network”, an American organisation working on promoting education and welfare of children at risk.

The beneficiary adolescents are recruited from hospitals, community based care programs, children homes, and partner institutions with WWO. According to KI-02, the target population of the programme were indicated as follows:

*The children and adolescents targeted by the programme were originally from orphanages and included both double orphans and others living with HIV. Most of them have backgrounds of trauma, loss, poverty, and abuse as well as prolonged hospitalization because of opportunistic diseases resulting from their weakened immune system. The major focus was for them to have fun and reclaim their lost childhood disrupted by the above stated exposures. It is our belief that without the intervention, the exposure has the potential to create enduring and devastating consequences on their adolescent development such as lack of education, depression, societal detachment, and even substance abuse.*

The trainings were given in a “camp” setting with different camp sites used depending on the time of the year and the budget available. The intensive summer training programs were held for four

consecutive weeks with 4 different group of trainees, while the school season programs were held on weekends over 3-4 months. Both programs were given for adolescents between the ages of 13 and 19, inclusive of both adolescents living with their parents and orphans in different children homes, and also including both adolescents living with HIV and ones who are not.

According to KI-01 the contents of the training has been summarized as follows:

*The trainings have three focus areas; the first is the general adolescent development focus which includes self-confidence building, problem solving, decision making, time management, stress management, interpersonal relationship (peer pressure issues), creative thinking, and communication skill enhancement; the second is the health focus which includes reproductive health, HIV Aids, abuse, sexual harassment, healthy relationship with same and opposite sex, nutrition, and general healthy life style; and the third and last focus is the entertainment and talent development focus which includes indoor and outdoor recreational activities, and individual talent demonstrations such as arts and crafts, music and dances, and literature.*

Since 2016, the school season programme is being given to adolescent girls living in poverty, attending high-schools, and not living with HIV, under the banner of “stay negative”; focusing on reproductive health, HIV, life skills, and girls empowerment, aiming to equip the adolescent girls with knowledge and skills vital for their current development.

#### **4.2.2. Findings from Observation**

The researcher conducted a systematic observation of one of the one week “summer camp” training programme which took place in the August, 2018, with the aim of understanding the flow of the life skill trainings. The researcher used an observation checklist which included the following elements:

- What is the set-up of the training environment?
- What is the schedule of the training and what sort of activities were performed?
- What are the methods of training used in the program?
- How do the various actors in the training interact with one another?
- Which of the 10 major life skills were given more attention during the program?
- How are daily and overall programme goals measured?

The trainings took place in one of the WWO camp sites, a recreational ground with plenty of outdoor space and accommodations. This is normally used during summer time after the school season finishes and the selected vulnerable adolescents are free to participate in an educational and entertaining one week intensive training program.

A total of 40 participants attended the programme all arriving at the camp a day before the training commenced. The researcher understood from key informants that 10 of the participating adolescents had experience in several life skill trainings and thus were elected to work along the trainers as mentors for the other 30 fresh adolescents. These 10 mentors had taken a one week orientation on the planned activities, on how to assist the trainers, and how to guide the adolescents charged under their supervision in the week preceding the summer camp program. The staff to trainee ratio was therefore 1:3 during the camp programme which indicates better one-to-one attention to trainees.

The programme was managed by a leadership team comprises of a camp director responsible for the overall direction of the program, an assistant director responsible for logistics and manpower, a programme leader responsible for executing the planned activities, activity leaders tasked with

designing specific activities relevant for the education of life skills, and guidance counselors and nurses responsible for handling medical and psycho-social needs of the vulnerable adolescents.

The 30 adolescents were made up of equal number of 15 male and 15 female trainees and then further divided into 6 groups of 5 individuals in each group (3 male groups and 3 female groups). Each group had their own mentors and activity leaders responsible for their welfare and training for the duration of the camp program. They also were assigned one dormitory per each group (3 male dormitories and 3 female dormitories) and given separate identification labels/group titles/. Their mentors and activity leaders gave them their orientation upon their arrival explaining the camp rules and the training activities planned for the rest of their stay with the group.

The daily programs included about 4 activities per day focusing on healthy life style education and essential life skills. These were both in-door and outdoor programs done in groups of varying sizes and using different tools as per the requirement of the activities. The entire staff and trainees had all their meals together in between trainings and recreational events. In the fraction of time between activities or before and after meals, the trainees and staff rested and mingled informally which helped in building rapport.

#### **4.2.3. Respondents experience of the trainings**

Respondents discussed their experiences from the different life skill trainings they attended under WWO during focus group discussions and interviews. The focus group participants were a total of 5 adolescents, 2 male and 3 female, and moderated by the researcher.

Consequently, they have described the activities they have participated in, the structure, and the lessons learnt. Most agree that the activities were instruments to teach the life skills to the

adolescents. These were group activities performed per each group, against other groups, or the whole campers together. Respondent P-004 explained this further as follows:

*All trainings were done through games, sports, music, dances, and play. The activities were all explained to us by our group leaders and mentors. If it was a sports event, then we would form teams and assign positions based on our strengths. If it was a discussion, then we would take turns and share our understanding, experience, or opinions regarding the topic. If it was an indoor task, we would again assign tasks among the group members and work as a team to perform the task. Our team leaders are usually independent observers while our mentors will take part in the activity.*

In addition, respondent P-008 gave one example of the type of activities performed in the programme as follows:

*One of the indoor activities we performed was “Building a house from spaghetti sticks”. Each of the 6 groups was expected to build a house and we were told our resources were some stationeries and the pack of spaghetti sticks. We were given an hour for the task. There were 5 of us including the group mentor and we were all so excited to do the activity as well as intrigued at the complexity. So we first chose a leader and a secretary for the task, then the leader moderated a brainstorming session where we all came up with ideas on how to build the house and then we came up with a plan to connect the sticks and build a two story house. We made the plan, the secretary outlines the agreed upon plan and the leader assigned tasks. We all went on to build the structure to the best of our ability.*

There were two activities of the above sort each day combined with an outdoor sports activity and a short lecture on health topics given by nurses. The indoor and outdoor activities were all monitored closely by the activity leaders and upon completion inspected. At the end of the day, each group leader conducts a reflection meeting with the trainees in the groups whereby the lessons of the day are discussed. Respondent P-001 described this event as follows:

*The meeting took place in our dorm after dinner time. We would examine the activities of the day to highlight lessons to take forward. We would each be given time to reflect on our understanding of the activities before the activity leader summarizes our discussions and identifies the core lessons. We were always reminded that the activities were not meant to identify winners and losers but rather aimed at empowering us to solve problems, to work as a team, to learn leadership and organisation, to help us think “out of the box”, and to learn to use our resources wisely. Furthermore, we always received appreciation for our contributions.*

This was further corroborated by Respondent P-005 as follows:

*The lessons we took with us from the activities helped us to be more responsible, to increase cooperation among peers, to improve our communication skills, to show our creativity, and to respect one another in the group. These, we realized mostly when we sat together at the end of the day at our dorm and shared our understanding of the day with each other. The activity leader and mentor asked us about what we found interesting, hard, and easy, etc. and advised us on aspects we didn't understand well or shows us perspectives which we didn't see before. Appreciations and awards were a constant feature of this evening reflection time.*

Apart from the indoor and outdoor activities, there were also special sessions moderated by guidance counselors and the group mentors on issues relating to their life experiences and how to cope up with them. These sessions were held three times during the camp programme for each group and were designed to help the participants share as much among each other to learn from one another and to relate to their personal experiences. Respondent P-002 explained the process as follows:

*These sessions were held either in the common room or in the space in the dormitory like the regular reflection meetings. It was not however moderated by the activity leader, rather the more seasoned counselors who were well versed in our backgrounds from the WWO records or from our guardians. They raised discussion points and asked us questions to*

*encourage us to speak more about the discussion points. They would ask us in a general manner about the happiest days of our lives and the saddest days, about things we were proud of and things which we weren't proud of, about things that caused us stress and things that helped us relax. Some participants were reluctant to share about their past while others readily described their experiences and there were many instances where we became emotional as we spoke. Unlike the other sessions where we joked and teased one another, no one was allowed to distract or criticize others while they are speaking or do anything which may prevent them from sharing.*

The participants were mostly assigned to groups where they didn't know each other before the training so as to encourage them to make new friends and increase their social network. Being together for 24 hours for 5-6 consecutive days helped many to open up and associate with their group members more building strong bonds by the end of the camp. Those who were more active benefited more from the programme as they were bold enough to seize opportunities, nevertheless, the activity leaders deliberately gave chances to the shy and timid participants to encourage them to participate more as well. Respondent P-001 explained this as follows:

*In our group there were mostly three of us who teased, made jokes, and generally did our best to enjoy the program. But there were two others who were overwhelmed by the whole vibe of the camp. They were always the last to volunteer for activities, the last to contribute to conversations and generally preferred not to have opinions or not to share them. One of them was so shy that the activity leader had to speak to him in private daily so he can maybe share to one person rather than in the group session. The other one gradually adapted to the tempo of the group but was too late as the time we had was only 5 days.*

The group leader and mentor interacted with the trainees freely like big and small brothers and sisters. This was practical due to the small age gap in the group. Activity leaders and mentors were usually in their early 20s making them easily get along with the mid and late teenagers in their groups (aged mostly 14-19). This was described by Respondent P-010 as follows:

*At my home, I was used to being considered a kid with no opinions worthy enough to be shared among the elders table, but here at the training, I was shown respect, my views were encouraged, my thoughts were not laughed at but rather valued, and I was considered an equal participant as anyone else. The leader didn't insult or treat me with disrespect so that made me feel valued and very special. We were being appreciated and awarded just for picking up our plates after eating. This was a different experience for me and it left a profound impact on my self-confidence consciousness on what constitutes as normal behaviour.*

Furthermore, the interactions among the various groups was that of healthy competitiveness which was more about the fun aspect than determining better performance. The groups had their own unique labels and they mostly interacted internally but especially in outdoor activities where one group was challenged against another, the groups mixed to form gender neutral competitive teams for more fairness. The activities performed in such events was depicted by Respondent P-012 as follows:

*We had arts and crafts sessions and other talent shows; we had exercises and competitive sports; we had health education sessions which targeted HIV, other STDs, and adolescent health topics; through these activities everyone got to participate in some form. For these activities, we all integrated into a single group or we combined to form mixed groups of males and females. These were chances for us to learn from the other groups as well. We learned values, good conduct, manners, and social responsibility.*

#### **4.2.4. Role of trainings to the adolescents' cognitive, social, and emotional development**

The trainings were given under the umbrella of transforming the lives of vulnerable children and adolescents towards supporting healthy adolescent growth and progress. Apart from providing an environment for having fun, learning artistic skills, and improving awareness about HIV and other



STDs, the camp also focuses a lot on life skill training and team- building. Key informant KI-002 elaborated on the life skills focus as follows:

*The trainings are designed to equip the adolescents with skills they will use regularly in their daily lives, at school, at home, and among friends. Through team building they learn interpersonal relationship skills, cooperation, conflict resolution, and leadership. Through indoor and outdoor group activities they learn how to solve problems and make decisions, effective communication, creativity and critical thinking. Through group counseling sessions, they develop increased self-awareness and confidence, they develop empathy for one another, and they learn how to cope with their emotions and stress.*

The role of individual and group counseling sessions to the emotional development of the adolescents was further corroborated by respondent P-003 as follows:

*Most of us participating in the group counseling sessions had never been part of such sessions. We all had our secrets but we didn't know how much it was eating us inside until we shared it. We also were not used to public disclosures like that. I had never disclosed my HIV status or the anguish of watching my mother die slowly of AIDS to anyone before. I didn't even know where to begin or how to say it. Once the topics were poked at by the counselors and two boys among us shared their experiences, I was encouraged to speak. I felt a sense of relief doing that and understood how much it was weighing on me. It also felt good to see how my other friends showed me support afterwards.*

The various life skill trainings taken and events organized had direct social impacts on the adolescents. This is a result of bringing together a group of adolescents from different areas with shared age groups, life experiences, and potentially hobbies. Through the trainings, they develop rapport and affection which creates a friendship circle. This was further highlighted by Respondent P-006 as follows.

*My current friendship circle was not formed at school or from my neighborhood, but rather here at the various WWO life skill trainings. It has been expanding since the first time I*

*participated in 2012 as a 13 year old. We have grown up learning the same lessons and adopting healthy lifestyles, habits, and practices and thus have more in common among ourselves than our other friends. When I am interacting with my peers in school, work, or my neighborhood I always feel a distance between us in understanding and maturity.*

The trainings also had a focus in advancing talents, academic planning, and future aspirations of the adolescents. The summer camp programme included counsels relevant to goal setting, planning, and resource maximization. This was both vertical (from professionals down to the adolescents) as well as horizontal (among the peers themselves). The trainees took with them relevant lessons on how to plan their education, how to lead a goal focused life, how to recognise their talents and set their goals accordingly, as well as how to make use of the human and material resources around them to achieve their goals.

Furthermore, the camp training is part of a series of interventions designed to further the goals of healthy child and adolescent development by WWO. During the academic season succeeding the camp program, there are also a series of programs addressing the same topics covered in the summer camp in different ways. These include youth club programs, sport club programs, art and crafts programs, and one-on-one counseling sessions. The series of programs ensure that the lessons learnt are enforced and further enhanced. Adolescents who excelled in their trainings, display behavioural changes, and show an interest to do more are recruited for mentorship and activity leadership roles in subsequent training programs.

The impact of the continuity of the trainings has been highlighted by respondent P-011 as follows:

*I started out as a trainee in the summer of 2013 and I enjoyed the programme as well as learning a lot of valuable lessons from it; I followed up immediately with a three month weekend only training in the youth club in the 2013/14 school season. The youth club focused a lot on helping us to cope up with our vulnerabilities, to learn more about how to*

*interact with others in a healthy way and express ourselves effectively, and to create a circle of friends, kind of a support system to help further the lessons. In the summer of 2014 I volunteered to mentor other adolescents and then received a one week advanced training on leading activities and tending to the need of trainees. I have been participating in various leadership roles in consequent trainings between 2014 and now.*

#### **4.2.5. Respondents perceived strengths and weaknesses of the program**

Throughout their training period, beneficiary adolescents received a tailor made selection of trainings from WWO. Nevertheless, they all experienced the programme from their own point of view. The respondents had mixed opinions on what they had acquired from the trainings and what they had expected from it as well. Respondent P-002 described what she considered as the strengths and weaknesses of the programme as follows:

*As an orphan, one of the things I lacked was constant guidance and mentorship. The trainings allowed me to get better guidance and helped me find a safe zone among peers who can relate to my trials and sufferings. However, as I attended more trainings, I started to notice a bit of redundancy in the lessons especially in its focus on HIV above other adolescent issues.*

Beyond the building of friendships or mentorship relationships and focus on HIV, others have pointed different strengths and weaknesses to the program. Respondent P-011 indicated that the method of instruction, the activities and guidance provided through the programme was what made it better than other trainings. However, due to budget downsizing, the quality of the trainings have gradually deteriorated in the last four years. Respondent P-003 indicated the ARV adherence focus to have been advantageous to those adolescents who were having a hard time keeping up with their drugs while the little focus on opposite sex relationships as a failure of the program. Respondent P-001 further elaborated on this issue as follows:

*The duration of the trainings was usually very short to address the multitudes of issues faced by adolescents, and one of the issues was how to develop healthy intimacies with the opposite sex. This topic was addressed in more of a “what’s good” and “what’s bad” terms rather than how to approach or how to communicate. This is a critical issue for adolescents as we explore and experiment with it at school and in our neighborhoods. For adolescents who live with HIV or adolescents who are orphaned and living in group homes, this is not an area which we get any guidance for.*

Furthermore, respondent P-012 indicated that the life skills played an important role in giving guidance to adolescent’s growth and development while having limitations in addressing more current and individual needs of the adolescents because of the pre-planned and rigid nature of the programs.

Lastly, respondent KI-001 also pointed out to the strengths and weaknesses of the evaluations done by the programme on its beneficiary adolescents. Even though there are tools to measure the adolescents understanding of the lessons learnt at the end of each program, follow- up on behavioural changes across a stretch of time remains a weakness of the program. The respondent pointed out that budgetary constraints have prevented impact assessments across time to see the status of the adolescents trained in the programme and to learn from their social adaptations to help update the training accordingly.

### **4.3. Analysis of data**

The data collected from the interviews, focus group discussions, and observation has been interpreted and presented in the previous sub-chapter. This multi-sourced data is triangulated and analyzed in light of the pre-formulated research question and objectives. The analysis also includes perspectives described in the literature review chapter along with the data collected in this research.

### **4.3.1. Analysis of the role of the trainings to the adolescents' social and emotional development**

Previous theories on life skill education have pointed out that adolescents respond to mentorship and positive influence in adopting socialization skills, forming and maintaining relationships, expressing themselves in socially acceptable ways, and compassion for their fellow human being (Rector, 2010; Goldsmith, 2015). Adolescents who received life skill trainings from WWO also attribute their social skills as modeled after their mentors and counselors from the youth club and camp programs and observations from their lessons in the trainings. This is further highlighted in the statements of respondents P-002, P-003, P-006, and P-010 indicated in the previous section, who point out how they were influenced by the affection, respect, and values displayed by their trainers which led them to mirror the same behaviours in their lives and retain in their friendship circles the same positive influences that helped them learn these values.

Continuous exposure to socially acceptable values and norms coupled with rewards or sanctions on adherence and/or deviations to these acceptable behaviour also serves as a contributing factor to shape up adolescents social development (Akalewold, 2006; Bean & Forneris, 2017). Most WWO trainees take more than one life skill training, are involved in a series of social and sporting events, and maintain close ties with their peers from the trainings as indicated by the statements given by respondents P-006 and P-011. According to one of the key informants, the trainers are all encouraged to participate in upcoming events and continue to benefit from the education and recreational activities provided by WWO. The researcher also observed that 8 of the 10 staff members at the summer camp training were past trainees themselves. Furthermore, all of the respondents have taken 2 or more trainings which shows their continuous exposure to the positive values that the trainers desire to instil in them.

Various literature have attributed the barriers to positive emotional development of adolescents resting in their vulnerabilities to trauma, abuse, poverty, and family breakdowns and the need for addressing this gap for supporting their progress and successful transition into healthy adulthood (Lerner & Steinberg, 2004; Arnon, et.al, 2008; Zimmerman, 2013). Interviews with KI-002 and P-002 indicate that the WWO life skill trainings also focus specifically on vulnerable adolescents and are tailor made to address their traumatic past, improve their self- awareness and self-confidence, and also to reduce the effects of this past life in their future emotional development by helping them adopt positive coping strategies for stress and emotions. Furthermore, bringing together adolescents with similar past has also served as a catalyst to foster self-expression, honest disclosures, and group solidarity. This has especially affected those introvert adolescents with unexplored traumatic past as indicated by the statements of respondent P-002, P-003 and KI-002.

Researches on group interventions have shown that adolescents respond positively to environments with their peers where they can relate to one another, speak in the same manner, form friendships more quickly, and bring out their best efforts (Tuttle, et.al, 2006). Statements by respondents P-001, P-002, P-003, and P-005 all indicate to the importance of the group setting into becoming their comfort zone for disclosing their deepest secrets, expressing themselves freely, becoming more aware of their strengths and weaknesses, and getting emotional support from the group. The same respondents have also indicated that through group counseling, they have built a strong rapport which has translated into a support group and even a friendship circle, as stresses by respondent P-006.

#### **4.3.2. Contribution of the trainings to adolescents' cognitive development**

Social theories on cognitive life skill development forwarded by cognitive- behavioural theorists and social learning theorists state that the growth and maturation of adolescents' thinking, reasoning, and understanding of their living environment can be shaped by learned behaviour by their immediate living environment (society) or be made conscious of it deliberately by education (Bandura, 2004; Rector, 2010). Researcher's observations on the programme set-up indicate the deliberate planning of effective exercises and activities to teach the adolescents through direction as well as by setting examples for the adolescents to follow and mirror. The adolescents have also displayed keen interest in observation, mirroring, and adoption of these acceptable behaviours as indicated by respondents P-006, P010, and P-011. The learning did not stop there for some respondents as they have for the most part volunteered to mentor and counsel the next generation of trainees which shows further how the adolescents have accepted the lessons and behaviour enough to inculcate others with the same values.

Furthermore, direct correlation between self-concept and life skills education and the role of life skills in shaping the cognitive development of adolescents was also established by various research works (Fleming, 2005; Khera & Khosla, 2012; Dhingra & Chauhan, 2017). This has further been demonstrated by evidence given by respondent KI-002 who highlighted the aim and achievement of the indoor and outdoor group activities in teaching the adolescents problem solving, decision making, effective communication, and creative and critical thinking skills. This has been corroborated by statements from respondents P-001, P-005, and P-012 who have all identified the lessons learnt from the activities either during the exercise or afterwards during the evening meetings; how to form teams, how to work as a team, how to take tasks based on their strengths, how to discuss and come up with solutions, how to share their understanding of the problem or

potential solutions, being resourceful given the time and place conditions available, and how to make well thought decisions based on available information.

#### **4.3.3. Strengths and weaknesses of the program**

Through observation and interviews, strengths and weaknesses of the programme were identified. Observed strengths of the programme were the positive and affectionate manner with which the staff approached the adolescents, the respect they showed them and the value they placed to thoughts and opinions on everything they shared, and the successful adaptation of an international programme to local realities. Furthermore, there's a remarkably close staff/trainee ratio (1:3) which has allowed the trainers to give more one-to-one attention to the trainees and the programme to maintain a high quality and beneficiary satisfaction.

Interviews with adolescent respondents and key informants have also indicated that the successful combination of recreation and knowledge and creation of a support system for vulnerable adolescents are primary strengths of the program. Furthermore, both key informants agree that there are measureable and visible behavioural changes on the adolescents through follow- up of past trainees, especially displayed by the grooming of trainees for future mentorship, counseling, and leadership roles which indicates the success of the program. Lastly, multiple respondents have also pointed out to the value of the support system built around the trainings as proving vital for their emotional wellbeing and especially proving advantageous to adolescents having adherence issues to their HIV drugs (their ARV treatment).

On the opposite side, observed weaknesses of the programme include, less focus on self-awareness and interpersonal relationship skills compared to coping with emotions and stress; less focus on issues raised by individual trainees on account of keeping to planned activities, and more focus on health related topics (especially HIV/AIDS) compared to social and cognitive skill



development. Both key informants further added that in the interest of addressing shared concerns (gender neutral and universal issues), female- centered and male- centered issues were not given equal time and attention during the trainings. Additionally, the key informants share equal concern to the poor long term follow-up by the programme to monitor behavioural changes resulting from the trainings.

Respondents P-001, P-002, and P-012 have added to that the redundancy of the lessons was making the programme less exciting to past trainees; budget dependency was affecting the quality of the program; less attention was given to how to foster opposite sex intimacies with accepted and unaccepted social values regarding relationships given more precedence; and lastly, there was less focus on skills that are relevant to employability.

## **Chapter V**

### **5. Conclusions and Recommendations**

The objective of the study was to explore the part played by life skill education in the growth and development of vulnerable adolescents by taking the case of one training agency, WWO and its beneficiary vulnerable adolescents in Addis Ababa, Ethiopia. The role of the interventions was explored from three dimensions; emotional, social, and cognitive development; mainly by examining the experiences and views of the beneficiary adolescents, investigating the actual training, and critically investigating strengths and weaknesses of the program. These specific questions were analyzed through measurement of data collected via primary and secondary sources, hence achieving the research objectives. The conclusions, recommendations, implications, and limitations of the study are discussed in this chapter.

#### **5.1. Conclusions**

The study indicates that prolonged participation by vulnerable adolescents in life skill education programs has the capacity to impact their development and transition into adulthood by addressing the three key components of growth; social development, emotional development, and cognitive development.

The beneficiaries of the WWO programme have displayed healthy and constructive social behaviour, interactions, and skills through effective communication of thoughts and feelings among each other and with third parties, the development of social networks with like-minded individuals through the training program, and the virtue of compassion and understanding to others in the training who have suffered similar plight in their lives. These skills were intended results of the training upon the adolescents which have been effected by the efforts of counselors and

mentors who not only educated through different media but also enacted the intended behaviours for the adolescents to mirror and adopt as well. However, in the area of interpersonal relationship skills, the adolescents feel less empowered in forming opposite sex relationships and feel that the topic has been discussed only in the form of ‘dos’ and ‘don’ts’ rather than healthy and constructive directions to guide their relationship skills. Moreover, even after some of the adolescents have risen to mentorship and counsellorship roles, the programme has yet to reach out to other segments of the community, thus giving these highly trained adolescents little incentive to do outreach to the wider public which has almost no access to life skill trainings.

The vulnerable adolescents participating in the programme have described the positive role of the trainings for their emotional development through improving their self-awareness and self-confidence which are translated into recognition of their inner self and their strengths and weaknesses; acceptance of their past and present circumstances; as well as definition of their self-concept and communication to others. Furthermore, they have developed some coping mechanisms to stress and emotions emanating from their troubled past as well as current vulnerabilities through group therapy and building of a self-support group with other adolescents. Nevertheless, the adolescents have admitted to the fact that their support group is like a comfort zone through which they have also based their friendship circles which may suggest that they are less inclined to fostering relationships outside that group.

The study also indicates that the beneficiary adolescents have benefited a lot from indoor and outdoor activities which helped to enhance their problem solving, decision making, and creative and critical thinking. The key asset in acquiring these skills is understandably their working groups, team building exercises, talent demonstration exercises, and experiences in group dynamics. These exercises had profound contributions to their cognitive development. However,

due to the variations in personalities and adaptation, the full beneficiaries of these activities have been either the more extrovert adolescents or the ones who have participated in several trainings throughout consecutive years. Adolescents who are more introverted or who have less opportunities to participate in more than one training may not benefit from the program.

The study indicates that the key strengths of the programme are its interactive and visual nature, the successful blending of entertainment and education to meet the maturity levels of their target population, successful adaptation of a programme designed for use in other countries to fit the local realities, the creation of networking opportunities for the beneficiaries, and the program's involvement of the adolescents themselves in mentorship and counseling capacities for other beneficiaries in subsequent programs. The weaknesses of the programme are indicated to be the redundancy of the programme package, less flexibility to integrate new ideas into the programme or address more current adolescent issues, less focus given to some life skills such as interpersonal relationship skills, and exposure to budgetary fluctuations which have affected the programme quality in recent years. Additionally, adequate data on the number of trainees is not available due to repeat trainees in each training. Moreover, the programme has not expanded its reach to the rest of the community, rather focusing on in-house training to selected segments of the community.

## **5.2. Recommendations**

As the adolescents transition into adulthood, the ability to or lack of interacting freely and openly with the opposite sex may prove challenging for their social life. The programme should address this issue by doing research into healthy ways for vulnerable adolescents, especially those who are living with HIV, to form relationships with opposite sex and update their training programme to suit this need.

Moreover, the focus of the programme on vulnerable adolescents secludes the beneficiaries of the programme from the rest of the population and creates their emotional dependency on the small circle of the youth club. This gives them little or less incentive to interact openly with the rest of the world and less interested to form relationships and networks which may expand their options and opportunities. The programme should consider more inclusive approach to their training and create opportunities for wider interaction for their beneficiaries by regularly challenging them to open up to the rest of the society and share their knowledge as well.

Furthermore, the programme should address the gap between adolescent who are more active and those who are timid in order to achieve equal impact on all their beneficiaries, thus preventing the need for re-training as in the case for most of the period between 2009- 2016. Therefore, a longer programme and due sensitivities to individual personalities by the programme may be required to address this gap.

Lastly, WWO should address the issue of auditing beneficiary database for their youth club and summer camp programs to get adequate numbers and background data of beneficiaries to ease further research and references. In addition it should address budgetary gaps by increasing partnerships with other donors as well. Moreover, improving the quality of the trainings can be addressed by involvement of past trainees in more planning and leadership capacities and expanding the scope of the trainings. Lastly, WWO has the responsibility to increase awareness among government and non-governmental stakeholders on the impact of the life skill trainings on adolescent development and advocate for the provision of the trainings in schools, youth centers, sports clubs, and other aggregations which feature large adolescent population.

### **5.3. Implications**

The research has practical implications to WWO as inputs to their ongoing life skill trainings by providing valuable insight into the contributions of its training programme in enhancing the development of their beneficiaries. As any social intervention, the programme has cyclic trends through implementation of the trainings, constant evaluation of performance, selection of key lessons learned from the evaluation, and improving future training programs as per the new knowledge from these assessments. Therefore, this study provides one input in this cyclic trend by providing inputs for the evaluation of the impacts of the program.

The study also has an impact to the development of group work through improving knowledge on the use of group work as a tool or strategy in delivering life skill trainings; improving knowledge into the set-up, methods, and behavioural patterns of individuals involved in the group work; and the perception of the beneficiaries towards group interventions.

Furthermore, the study can be taken as a case for life skill education throughout Ethiopia as it currently exists in the form of random interventions by organisations such as WWO rather than as an integrated course in academic curricula. This research can help policy-makers to design life skill trainings for wider population as well as give way for further research into the possibility of replicating the programme in other settings such as sports, schools, and family focused programs.

Lastly, the research has implications to the study and planning of interventions to vulnerable children and adolescents. Life skill education is currently recognised as a support mechanism by policy makers to address issues with orphans and vulnerable children but there is no guiding principle to the delivery of the intervention leaving community based organisations to design their own interventions. The study will open the way for more researches into the issue and initiate discussion for guiding principles for life skill education delivery.

#### **5.4. Limitations**

Because of limitations in time and resources as well as pre- intervention data and post intervention data, the study has not been able to cover all aspects of the roles of the trainings to adolescent growth and development. Therefore, the following areas are recommended for further research:

- Quantitative research on the impact of the trainings on the growth and development of vulnerable adolescents
- Comparative analysis of different life skill trainings available for vulnerable adolescents
- Implementations of life skill education as elements of national youth policy and orphan and vulnerable children welfare
- The role of group-work in enhancing life skill education for vulnerable adolescents

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# Appendices

## Appendix I:

### Interview schedule for semi-structured interview with beneficiary adolescents

1. Background Information:
  - a. Age:
  - b. Sex:
  - c. Religion:
  - d. Highest/ current education level
  - e. Current occupation:
2. Vulnerability analysis
  - a. Means of subsistence:
  - b. Economic status:
  - c. Living situation:
  - d. Family background:
  - e. Health status:
3. General questions about the respondent's participation in the training
  - a. Which programs did you participate on?
  - b. When did you take the trainings? For how long did you take the trainings?
  - c. Explain your experiences in the training?
  - d. What topics do you remember, did you cover?
4. Skills gained from the trainings
  - a. What is/are the most important skill/s you gained from the trainings? And which ones did you not gain?

- i. Decision making
- ii. Problem solving
- iii. Critical thinking
- iv. Creative thinking
- v. Interpersonal relationships
- vi. Empathy
- vii. Effective communication
- viii. Self- awareness
- ix. Coping with stress
- x. Coping with emotions

b. Which one of the above skills were important in your academic life, work life, social life, intimate relationships, etc.?

5. Assessment of the training:

- a. How do you evaluate the programme based on your expectations before your participation?
- b. In your opinion, what are the most important virtues you received from the programme which you didn't get from other places like your home, school, peer group, place of worship, etc.?
- c. What would you say are the strengths and weaknesses of the program? What would you like changed from the program?

## **Appendix II:**

### **Interview guide for focus group discussion with beneficiary adolescents**

1. What did you get out of the trainings? What would you say is the biggest contribution of the trainings in your life?
2. What's your opinion of the training program? How do you assess the contents, the various settings, the activities, the trainers, etc.?
3. Have the trainings impacted or shaped your social life? Please describe?
4. Do you feel the trainings have impacted your emotional development? Please describe?
5. Do you feel the trainings have impacted your thinking, reasoning, and understanding process? Please describe?
6. What are the strengths and weaknesses of the program? If there's anything you would change or add on it, what will it be?

## **Appendix III:**

### **Interview schedule for in-depth interview with key informants**

1. Background Information:
  - a. Age:
  - b. Gender:
  - c. Religion:
  - d. Highest/ current education level:
  - e. Position in the Organisation:
2. What are the trainings organized under the Life skill education program? Can you describe them?
3. How are the trainings organized and delivered? Please explain the process?
4. Who are the stakeholders of the program? How would you assess the collaboration with these stakeholders?
5. What is your opinion on the way the trainings are organized and the way they are delivered?
6. What would you say are the key strengths and weaknesses of the program? Please elaborate?
7. How would you assess the role of the trainings to the:
  - a. Cognitive development of the beneficiary adolescents?
  - b. Emotional development of the beneficiary adolescents?
  - c. Social development of the beneficiary adolescents?
8. How do you measure the impact of the program? Do you have tools to track the progress of your beneficiaries?
9. What are the challenges faced in delivering the trainings? How do you overcome them?



## Appendix IV:

### Observation checklist for life skill training

Questions		Observations
1	What is the set-up of the training environment?	
2	What is the schedule of the training and what sort of activities were performed?	
3	What are the methods of training used in the program?	
4	How do the various actors in the training interact with one another?	
5	Which of the 10 major life skills were given more attention during the program?	
6	How are daily and overall programme goals measured?	

**Appendix V.**

**Consent form**

Hello! Thank you for agreeing to participate in my research. Your participation is of great importance to the completion of this study.

My name is Minassie Alemayehu, and I am a graduate student in Social Work from Indira Gandhi National Open University (IGNOU). As a fulfillment to the requirements of my study to achieve a Master of Arts, I am doing a research project on the role of life skill education in the development of vulnerable adolescents taking the trainings of WWO as a case study.

I have here with me a set of questions regarding your experiences of the trainings and your views on the role it played in your individual development. My interview will last only about an hour and you have every right to skip questions you would not want to discuss. I will also welcome you to choose a place of your convenience, preferably a place where we can discuss without interruptions.

I want to express my highest gratitude for your cooperation in this study. The information you share with me will be kept with me and shared to my project advisor and grading committee only through codes. Please let me know if you have any questions before we proceed with our interview.

By signing this consent form, you have indicated that you have read the contents stated above and that you have volunteered to take part in the study.

Minassie Alemayehu

Respondents name: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# **The Role of Life Skill Education on the Development of Vulnerable Adolescents.**

The Case of World Wide Orphans Foundation in Addis Ababa, Ethiopia

By Minassie Alemayehu Tekle

ID1322360

A Project Proposal Submitted to the Project Coordinator, School of Social Work, Indira Gandhi National Open University (IGNOU). In partial fulfillment of the requirements for Master of Art in Social Work (MSW)

July 2, 2018

**Performa for Submission of MSW Project Proposal for Approval from Academic Counsellor at Study Centre**

Enrollment Number: ID1322360

Date of Submission: July 2, 2018

Name of the Study Centre: St. Mary University, Addis Ababa, Ethiopia

Name of the Guide: Mr. Mosisa Kejela

Title of the Project: THE ROLE OF LIFE SKILL EDUCATION ON THE DEVELOPMENT OF VULNERABLE ADOLESCENTS: THE CASE OF WORLD WIDE ORPHANS FOUNDATION IN ADDIS ABABA, ETHIOPIA

Signature of the Student: \_\_\_\_\_

Approved/ Not Approved

Signature: \_\_\_\_\_

Name and Address of the Student:

Name and Address of Guide: \_\_\_\_\_

Minassie Alemayehu Tekle: Woreda 02,

\_\_\_\_\_

Kirkos Sub-City, Addis Ababa, Ethiopia

\_\_\_\_\_

Date: July 6, 2018

## **1. Introduction**

In the course of human growth and development, adolescence is considered as the most critical phase marking a transition from childhood to adulthood (American Psychological Association, 2002). This period, between the ages of 10 and 19, is marked by distinct and gradual changes to the physical, social, intellectual, and emotional self of human beings. It is also a period commonly characterized by internal and external conflicts, uncertainties, and discoveries aroused by hormonal factors and a fast maturing inquisitive mind as well as resistance to established social control (Aparna & Raakhe, 2011). Adolescents who are not given proper guidance through this critical period will be exposed to immediate as well as lifelong challenges which impact themselves as well as their family and the larger community (Khera & Khosla, 2012).

One of the support mechanism which are used to provide guidance to adolescents to overcome challenges is life skill education. Life Skills Education is a programme aimed at equipping adolescents, with the ability to face life with its challenges and opportunities, successfully (Prajapati, et.al, 2017). It is composed of inter-personal and psycho-social skills designed to help the adolescents communicate more effectively, make informed decisions in their lives, and develop coping and self-management skills that may help them lead a healthy and productive life (Dhingra & Chahuan, 2017). Although different adolescent development programmes have their own set of skills which are prioritised in their implementations, the WHO has laid down 10 major life skills namely: self-awareness, empathy, creative thinking, critical thinking, decision- making, problem-solving, effective communication, interpersonal skills, coping with emotions, and coping with stress (WHO, 1999).

Life skills can be transferred to adolescents through different agents of socialization such as family, schools, and peer circle and in a more institutionalized way through youth clubs and adolescent

development programmes (American Psychological Association, 2002). Life skill education in adolescent development programmes globally are targeted towards set outcomes, delivered over a defined period in time, follow procedural approach, and are directed by professionals (UNICEF, 2012).

Institutional practice of life skill development has been actively provided to adolescents through secondary Schools, colleges, NGOs, etc. throughout the world (UNICEF, 2012). Experiences from the USA and UK indicate to the use of life skills to prepare adolescents for employment in existing industries and to instill in them entrepreneurial attitudes (Khera & Khosla, 2012). Experiences from India show the integration of life skills education into mainstream educational curriculum by the Central Board of Secondary Education to increase awareness on HIV/AIDS, drugs, and violence (Dhingra & Chahuan, 2017). Experiences from Kenya, Namibia, and Malawi also indicate the application of life skills education to combat the spread of HIV/AIDS through focusing on behavioural change, increased self-awareness, and informed decision making (UNICEF, 2012).

In Ethiopia, life skill education is recognised as an important component of adolescent development by the national youth policy and OVC care guidelines (Kibret, 2016; MWCA, 2009). Apart from traditional means of socialization, institutional approached to life skills transfer have been practiced for decades. Notable adolescent centered life skills programmes are YMCA/YWCA (Young Men/Women Christian Association), school and district anti-drug and anti HIV/AIDS clubs, girls' empowerment programmes, and social work agencies helping Orphans and Vulnerable Children (OVCs) (Fayissa, 2007).

## **2. Statement of the Problem.**

The need for life skill development for adolescents through formal and informal education has been recognised by national and international policy makers and has been integrated in education and youth development programmes since the middle of the 20<sup>th</sup> century (WHO, 1999; UNICEF, 2012; American Psychologists Association, 2002). Furthermore, the positive role of life skill education in developing adolescents' skills, attitudes, and knowledge has been established by several researches through evaluations of ongoing programmes and tracking life skills of adolescents in pre and post intervention assessments (Khera & Khosla, 2012; Dhingra & Chahuan, 2017; Prajapati, et.al, 2017).

Apart from the major goal of improving adolescents' knowledge, attitude, and skills, different life skill development programmes have aligned their focuses to target specific development issues and social problems. Some of these interventions include, improving youth's sexual and reproductive health, promotion of healthy life style, improving quality of education, prevention of anti-social or deviant behaviours and activities, promotion of peace and tolerance, rehabilitation of adolescent delinquents, and instilling the value of social responsibility in the adolescents (UNICEF, 2012).

Life skill education for adolescents in Ethiopia has been mainly implemented to combat the spread of HIV/AIDS, to promote gender issues, and develop entrepreneurial attitudes (Kibret, 2016). Another one of the major application of life skill education in Ethiopia is in the area of care and support for vulnerable youth especially in institutional care programmes, foster care programmes, reunification and reintegration, and community based care programmes (MWCA, 2009). These programmes address areas of adolescents' thinking, social, and emotional well-being to effectively deal with the challenges of their day-to-day lives, to cope up with their vulnerabilities,

and empower them to make positive changes in their lives (Fayissa, 2007; Kibret, 2016). The need for LSE for adolescents in the OVC care system is greater due to lack of the institution of the family which is traditionally tasked with the role of instilling these knowledge and skills to them. In this regard, the programs help facilitate social integration of vulnerable adolescents by preparing them to face challenges of living in the community and equipping them with social, emotional, and cognitive skills useful to succeed in life (MWCA, 2009). The World Wide Orphans Foundation (WWO) is one of the organisations in Ethiopia providing such life skills training programs to vulnerable adolescents from all corners of the capital city, Addis Ababa.

While there are several adolescent development programmes in Ethiopia, there is still a gap in undertaking researches examining the programmes and coming to universal understanding for common guidelines. Kibret (2016) has indicated to this extent that despite the existence of several organisations in the country providing life skill training, their conceptualization of life skills and focus areas are different and their efforts uncoordinated. These has led to a lack of uniformity in practice and a resulting fragmentation of efforts. There's also a gap in recognizing the role of life skill education from among the other support mechanisms for vulnerable adolescents such as medical, educational, and entrepreneurial support. Furthermore, there is a need to recognise the role of life skills in the overall development of vulnerable adolescents beyond its current selective applications in combating HIV/AIDS and drug abuse as well as bringing about girls empowerment and adolescents economic empowerment.

This research aims to address these issues by conducting a comprehensive review of relevant literature and through empirical study on the area including examining the selected programme, assessing the acquired skills of the beneficiary adolescents, and assessing the impact of the education on their social interaction.



### **3. Objectives**

The study has both general and specific objectives as outlined below.

General Objective: The main purpose of this study is to assess the role of the life skill education programme at the World Wide Orphans Foundation (WWO) in shaping the social, emotional, and cognitive development of the vulnerable adolescents who received training under the program.

Specific Objectives:

The specific objectives of the study are:

- To explore the role of the trainings to the adolescents' social and emotional development and their adaptation to the challenges they face in their social interactions.
- To examine the contribution of the acquired skills to the adolescents cognitive development and their formal education
- To assess the strengths and weaknesses of the programme in delivering life skills education

### **4. Research Questions**

Specific questions addressed by the research are as follows:

- What is the role of the life skill training to the social and emotional development of the adolescents and their adaptations to challenges in their social interactions?
- What are the contributions of the acquired skills to the adolescents' cognitive development and academic performance?
- What are the strengths and weaknesses of the life skill development programme delivered by WWO?

## **5. Significance of the Study**

This research will have profound implications in improving understanding of the situation of life skills education in the City of Addis Ababa, thus addressing the gaps created by lack of published performance evaluations and impact assessments. In the absence of national guidelines standardizing life skills education in the country, this research will also have relevance to policy makers in the areas of Education, Women and Children Affairs, and Youth and Sports affairs. The research also contributes to Social Work theory and practice through improved awareness of the methods, tools and techniques currently used by practitioners in Addis Ababa to deliver life skills education and the role of the intervention in improving the social interaction of vulnerable adolescents.

## **6. Scope and limitation of the Study**

The scope of the research is limited to the vulnerable adolescent development programs of the World Wide Orphans Foundations (WWO) and its beneficiaries in the city of Addis Ababa. Although the programme consists of different interventions designed to provide maximum support to its beneficiary adolescents, this study selects only the life skills training aspect of the programme for assessment.

## **7. Universe of the Study**

Life skill training has been provided by WWO in Addis Ababa continuously since 2009. It has been provided to vulnerable adolescents in youth clubs and summer camp programmes, both of which are designed to suit the convenience of the adolescents benefiting from the programmes. These vulnerable adolescents are between the ages of 13 and 19 and have different socio-economic

backgrounds. In the last 9 years, more than 1200 adolescents have passed through the programme and grown to be contributing members of their community.

## **8. Sampling and sampling method**

### **8.1. Sampling**

Sample respondents for the study are selected from adolescent beneficiaries of the life skill education programme of WWO trained in the last 10 years. The sample are particularly selected from the late adolescent age group, age 17-19, with special focus given to the trainees who have received intensive trainings more than twice for periods longer than 1 year. Data saturation is used to define and limit the sample size, whereby saturation levels are reached in a research at a point where additional data collected is redundant and yielding no new information relevant to the research. Accordingly, the researcher shall collect data originally from 10-20 respondents (or until data saturation levels are reached) who are selected based on gender balance, degree of vulnerability, and the length and depth of trainings they took from WWO. Furthermore, data is collected from key informants who are selected from the programme development side of the program to give supplementary data to the study.

### **8.2. Sampling methods**

The research uses purposive sampling to identify the case study under investigation, WWO Foundation. This is due to the adherence of the case's adolescent development programmes to the life skills principles stipulated by the WHO and UNICEF which forms the basis for the research objectives of the study. WWO is selected after a thorough pre-testing of life skill education in 7 other vulnerable adolescents support programmes.

Non-Probability sampling is used to select the samples for collecting primary data due the need to the need to focus on relevance of respondents more than representativeness. A pilot study has determined that adolescents between the ages of 10 -19 with various backgrounds and coming from different corners of the city have received life skill training at varying periods and for varying length of time in the last 9 years at WWO. Nevertheless, the research objectives are more relevant to adolescents between the ages of 17- 19 who are more capable to describe their experiences and generate better quality data to investigate the research questions deeper. The non-probability sampling technique employed in the research is purposive sampling with the aim to gain a deeper understanding on the research questions by focusing on information- rich cases.

### **8.3. Tools for Data Collection**

- A. Observation guide: This tool is used in the study to guide the researcher’s observation of live training events, which give deeper understanding as to how the trainings are conducted, the relationships and interactions of the various actors in the training programme, and the methods used to train the skills to the beneficiaries. Furthermore, the tool is used to shape up the interview schedule, interview guide, and focus group discussion guide subsequently used in the research.
- B. Interview schedule for key informant interview: This tool is used in the study to gather data about the programme background, direction, and sustainability from key informants intimately involved in the planning and execution of the study. This tool allows for the gathering of wide range of data from the respondents using follow- up questions to the responses by the key informants.
- C. Interview schedule for beneficiary interview: This tool allows for the gathering of data from the actual vulnerable adolescents who have taken the trainings in various periods in

the last decade. The tool is used in the study in coherence with focus group discussion guide to direct responses by the beneficiaries to target areas necessary for the research.

- D. Focus group discussion guide: This tool allows for the researcher to gather data from a group of beneficiaries in the program (from 4- 12 beneficiaries depending on different factors) on topics which may generate wider and deeper discussion yielding further data to individual interviews. This tool is used after the independent interviews with the beneficiary adolescents to generate supporting data to the information generated by the previous tool as well as to go deeper into agenda which require additional opinions generated as a group as to data generated from individual interviews.
- E. Document analysis: This tool is used to understand more about WWO's program goals and objectives, implementation activities and strategies, programme targets, and monitoring and evaluation. It is also used to probe into theories and practices on life skill education worldwide, policies and programs available across the world and locally, as well as programme evaluations relevant to the study.

#### **8.4. Data Analysis**

Data collected from the different methods employed in the research is triangulated to obtain a more accurate description. Semi- structured interview responses will be organized and presented as per the questions in the interview and analyzed based on their relationship with the research objectives. Relevant views expressed in the data collected through the focus group discussion are also selected and rearranged to fit the research objectives. Responses will be categorized based on their similarities, uniqueness, and differences for the entire data gathered through the five data collection tools employed.

## **9. Chapter Plan**

The paper is going to be organized as follows :- Chapter one gives an introduction to the topic, Chapter two presents the theoretical and literature review, chapter three provides research methodology used in the study, chapter four outlines data presentation, analysis and interpretation, and chapter five conclusions and suggests some recommendations.

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## **CURRICULUM VITIAE OF ADVISOR**

*Mosisa Kejela Megersa*

+251 933 707782; mosisak@gmail.com

### **EDUCATIONAL BACKGROUND**

- MSW Degree in Social Work, St. Mary's University (SMU) in partnership with Indira Gandhi National Open University (IGNOU), Addis Ababa, Ethiopia, June 2013.
- BA Degree in Management, Alpha University College, Addis Ababa, Ethiopia, Dec, 2011
- Diploma in Management, Alpha University College, Addis Ababa, Ethiopia, Dec, 2002.
- BA Degree in Theatre Arts, Addis Ababa University, Addis Ababa, Ethiopia, July, 1986.

### **WORK EXPERIENCE**

**Asst. Dean, Faculty of International programs, St. Mary's University. Addis Ababa, Ethiopia, April 2014-to- date**

- Responsible for managing the international programs operation ,coordination, networking and smooth execution of the programs;
- Advised students on variety issues of Master of Arts in Social work dissertation from proposal formation up to final paper writing ;
- Supervised students of social work field practicum that included Orientation, agency visits , concurrent visits , casework, group work ,community organization , social welfare administration ,social action and social work research of social work methods;
- Guided the students on study programs, project works, assignments, exams, continuous assessment evaluation processes.
- Prepared monthly ,quarterly ,semiannual and annual reports and submitted to concerned faculties and departments,

**Team Leader/Operations Officer, United Nations Mission in Sudan (UNM IS), Oct 2010 – Mar 2011**

- Responsible for program planning, implementation, fulfilling of logistics requirements, and building implementation capacity of project staff;
- Provided technical support to governmental, non- governmental and other partner organizations on planning, organizing, implementation, monitoring, and evaluation and reporting of referendum project implementation;
- Ensured smooth implementation of field operations to conduct effectively by addressing policy guidance, logistics, and other project needs in a timely manner;
- Developed effective program team and ensured efficient management of program budget and other resources utilization as per human and financial polices of UNMIS;
- Managed project personnel file, made track of annual leaves taken by the staff members and maintained the necessary documentation as per the organization guideline;
- Guided the project staff to respect the organization procedures and guidelines, code of conducts, both National and International staff;
- Planned, organized and coordinated capacity building training with the objective of attaining high slandered of performance in accordance with policies and regulations of the organization;
- Supervised the UN Team in the County, coordinated other team members, and provided overall team leadership and guidance for the team activities and delegation;
- Administered UN personnel and the project office without dedicated administration officer and performed daily administrative matters like sustaining UN living and working standards, keeping up the work schedule for the county team as per Standard Operation Procedures.

**Public Outreach and Training Advisor, UNDP Project - Afghanistan, Feb 2009 – Jan 2010**

- Advised the Provincial office on developing training materials and conducting training, public outreach through different strategies such as public forum, community mobilization events , face to face , on the spot briefing , round table discussion etc.
- Advised provincial Core Public Outreach and Training Officers on designing locally relevant outreach strategies to share knowledge, skills and apply abilities and attitude needed by the program;

- Advised the national staff on UNDP's small and medium grants projects formulation and management that involved Civil Society Organizations and media groups;
- Assisted in coordination of GOs, NGOs, CBOs engagement on effective mobilizing of resources and efficient utilization of funds as well as furnishing quality reports;
- Advised provincial staff on monitoring and reporting of small and medium grants of UNDP – Afghanistan to promote socially disadvantaged groups such as promoting children, and women rights, gender equity, the rule of law and good governance.

**Provincial Public Outreach Officer, United Nations Assistance Mission in Afghanistan (UNAMA) from March 2004 to December 2005**

- Responsible for provincial outreach of UNAMA that included Civic Education, Small Grant and Medium Grant projects to mobilize the community in development programs;
- Planned, organized and coordinated the training of public outreach staff to enhance their implementation capacity on community mobilization to participate in their issues ;
- Responsible for public outreach planning, implementation, monitoring, evaluation and reporting at provincial level;
- Represented UNAMA at provincial level in coordination meetings, briefings, security issues and community mobilization events.

**Human Resource Development and Management Advisor, Oromia Capacity Building Supreme Office (OCBSO) - GO, May 2002 – Mar 2004**

- Advised on human, institutional and working systems development and management of the organization to meet the objectives of the organization through knowledge and skills building;
- Developed and maintained strong working relations with Regional, Zonal and District offices, as well as educational and training institutions of the National Regional State;
- Liaison OCBSO with GOs, NGOs, Donor agencies and Embassies on capacity building and strengthening of regional human resources development, management and networking;
- Formulated project proposals on Result-Oriented Leadership Skills, Good Governance ,Decentralization , Participatory Planning ,Organizational Conflict Prevention and Management, Strategic Planning and Management ,Result –Oriented Performance

Appraisal, Change Management trainings and secured funds from British Embassy – DFID ,Christian Relief and Development Association / CRDA/ , Pact-Ethiopia, and World Bank –Resident Mission for the projects execution;

- Visited field operations and collected capacity building trainings data, analyzed, identified problems, provided solutions in a participatory manner and prepared projects comprehensive narrative and financial reports for OCBSO and Donors.

**Civic Education Officer, United Nations Transitional Assistant Mission in East Timor (UNTAET), May – November 2011**

- Coordinated District Administration and sectors of UNTAET at District level to ensure effective planning, coordination, communication and operation of civic education across the district;
- Trained local staff on civic education and project management of small and medium grants to enhance their implementation capacity effectively and efficiently;
- Coordinated training, briefing, workshop, discussion forum of civic education of women groups , youth groups , community leaders , social organizers and school community
- Coordinated UNDP Micro and Medium - Grant projects of civic education at district level to support Civil Societies involvement in promoting good governance and fighting corruption;
- Organized specific awareness raising programs for women and other marginalized groups to increase their participation of civic disposition, civic skills and civic knowledge to equip with actionable skills of conflict resolution in a nonviolent and tolerant manner
- Organized face to face, community mobilization events and discussion forums for different community members' sensitization towards democratic rights and responsibility

**General Manager, Children and Youth Theatre (CYT) – Governmental Organization, Jul 1992- Jul 1997**

- Established institutional, working and resource development and management systems of the organization to operate effectively and efficiently;

- Ensured timely and technically sound planning, implementation and follow up Child Protection Driven activities which focus on child health care, education, shelter, income generation;
- Represented CYT before relevant donors, local authorities and coordination bodies in the Area of Responsibilities (AoR.);
- Analyzed the specific local context, needs, gaps and constraints and anticipate forthcoming situations, recommending appropriate programme activities;
- Monitored the progress of projects against work plans and provided appropriate support to Department heads and staff to ensure that work plans are adjusted, as needed, and targets are met;
- Prepared and maintained up to date work plans and expenditure plans for projects focusing on child protection, recreation and education;
- Ensured submission of regular narrative and financial reports of projects within a given timeframe;
- Ensured that project activities implementation in line with CYT's mandate, policies, procedures and strategy, as well as with donors requirements and national and international rules and guidelines;
- Coordinated CYT's Japan Embassy, UNICEF and Norway Save the Children projects on advocacy works and supply of professional studio equipment, musical instruments and vehicle;
- Produced and directed children plays, staged at theatre house, transmitted through TV and Radios to reach the remote area audiences.
- Prepared quarterly, semiannual and annual activities and financial reports and submitted to line government and donor agencies as per the requirements.