

David Rempel

**Factors of Success of Gifted and Talented
Kenyan Children and Young Adults from
Marginalized and Impoverished
Backgrounds, from Mully Children's Family**

Doctoral Thesis / Dissertation

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Bibliographic information published by the German National Library:

The German National Library lists this publication in the National Bibliography; detailed bibliographic data are available on the Internet at <http://dnb.dnb.de> .

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Imprint:

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ISBN: 9783668483798

This book at GRIN:

<https://www.grin.com/document/371685>

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**Factors of Success of Gifted and Talented Kenyan Children and Young
Adults from Marginalized and Impoverished Backgrounds, from Mully
Children's Family**

In the Faculty of Psychology

Educational Psychology and Talent Development

Friedrich-Alexander-University

Erlangen-Nürnberg

For Doctrate in Philosophy

By David Rempel

2017

**Erfolgsfaktoren von begabten und talentierten kenianischen Kindern und
jungen Erwachsenen, mit marginalisierten und verarmten Hintergrund,
von Mully Children's Family**

Als Dissertation genehmigt

von der Psychologische Fakultät/

vom Fachbereich Pädagogische Psychologie und Exzellenzforschung

der Friedrich-Alexander-Universität Erlangen-Nürnberg

Tag der mündlichen Prüfung: 3.7.2017

Vorsitzende/r des Promotionsausschusses: Prof. Dr. heike Paul

Gutachter: Prof. Dr. Albert Ziegler

Prof. Dr. Thomas Eberle

Abstract

This study analyzes the success factors of winning awards for individual beneficiaries and as an organization within Mully Children's Family (MCF), a Kenyan NGO for marginalized and traumatized children. The Actiotope Model is used to help analyze, and define the success factors. The Educational Capital developed and the development of Learning Capital supported by MCF as a construct is analyzed through the use of: 1) a QELC questionnaire with beneficiaries, 2) interviews of beneficiaries 3) NBLC checklist-based questionnaires for people in the support system and 4) interviews of staff and community. The Microsystems developed by the MCF construct, provide tools and well-developed Educational Capital as well as a system of coaching and nurturing to be able to enhance Learning Capital. The MCF construct is a Microsystem; it has its own compounds, schools, playgrounds and clubs, to ensure that the best Micro- and Mesosystem is created to rehabilitate and help beneficiaries effectively interact and impact the Exosystems around them, while some win awards. The success factors based on the QELC questionnaire for the award winners were determined. The three strong correlations for award winners were : 1) Cultural Educational Capital, especially as it relates to their choice to surround themselves with other high achievers within the MCF construct; 2) Organismic Learning Capital which suggests that award winners not only understand the significance of keeping their bodies healthy but also practice this; 3. Modifiability Belief, the award winners understand they have the ability to modify their behavior, learn from their mistakes and success and then modify their present actions.

The impact of mentors was researched. Peers were found to play a vital role in success as well. The MCF construct intentionalizes staff-beneficiary and peer-peer mentoring. The success of MCF, which supports the modification of each beneficiary through the complex intentionalized Actiotope, is effective as can be seen by the rankings of their primary and secondary exam results and the numerous awards of individuals and teams; and also provides an environment in which marginalized members of Kenyan society have the chance to develop themselves to win awards, become entrepreneurs, and become vital members of society.

Key Words: Impoverished and marginalized award winners, Actiotope Model, Educational Capital, Learning Capital, success factors of award winners, Kenyan Award Winners

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Acknowledgements

Firstly I would like to express my sincere gratitude to my advisor Prof. Dr Albert Ziegler for the continuous support of my PhD study and related research. Thank you for the excitement for the topic and your support.

My sincere thanks goes to Dr Charles Mutua Mulli for allowing me to do a thorough study on the success factors of award winners at Mully Children's Family and for making it possible to have access to all the MCF documents, arranging staff, beneficiaries and community to be available for questionnaires and interviews. Thank you too for providing staff -especially Festus, who was God-send- to assist in all the activities while being on site in Kenya. My utmost gratitude goes to you, your wife, Esther, and the whole team at MCF – who have created an organization, an Actiotope, that needs to be studied – for developing a “Family” that is talented, gifted and helping many to achieve awards. Thank you for allowing me and my family to feel a part of this very special family.

Thank you to Anamaria Vladut on staff at the FAU for your assistance in the analysis and entry of the questionnaire results (and for fulfilling last minute requests).

I also express my sincere thanks to Dickson Mutua Mulli for being available for questions and being a support from beginning to end.

A special thanks to my daughters who assisted in the research in many little ways while on site in Kenya. Having you there made the experience even more meaningful.

Most importantly, I would like to thank my wife for encouraging me through the whole journey and supporting the dream of researching this topic. Thank you for documenting the time in Kenya with great pictures that capture some vital aspects of the study that words cannot. Thank you for keeping me focused and all the “little and big” things you did that often went unnoticed.

Deutsche Zusammenfassung

Erfolgsfaktoren von begabten und talentierten kenianischen Kindern und jungen Erwachsenen, mit marginalisierten und verarmten Hintergrund, von Mully Children's Family

Diese Studie analysiert die Erfolgsfaktoren von Bewohnern, von Mully Children's Family (eine kenianische nicht-staatliche Organisation für marginalisierte und verarmte Kinder), so wie auch die Erfolgsfaktoren von Mully Children's Family als Organisation.

Obwohl es Übereinstimmung gibt, dass Begabung, vor allem intellektuelle Begabung, zum größten Teil genetisch bedingt ist (Plomin & Thompson, 1993; Winner, 1996), gibt es starke Beweise dass die Entwicklung des Kindes von der Familie in der es aufwächst stark beeinflusst wird, und dass viele Fähigkeiten vielleicht doch in keinem genetischen Zusammenhang dazu stehen (Plomin, 1995). Die Rolle der Eltern beinhaltet unter anderem das Talent ihres Kindes zu identifizieren und die Entwicklung von seinen Werten und Zielen zu unterstützen (Reichenberg und Landau, 2009).

Typischerweise, stammen begabte Kinder aus Familiensystemen, in denen die Eltern entdeckte Gaben und Talente der Kinder fördern, und die Kinder dadurch ihre Begabung oder gar Expertise entwickeln können (Sternberg, 2001). Es besteht Uneinigkeit wie man Begabung definiert; Ziegler et al. (2012) definieren die Begabung als eine Bezeichnung für solche Menschen, die auf einem Weg des Lernens sind, der zur Exzellenz führt. Da die Begriffe Talent und Begabung verschieden definiert werden (vgl Subotnik et al, 2011; Rost, 2004; Coyle, 2009; Heller & Perleth, 2007; Heller & Schofield, 2000; Gagne, 1985), hat der Autor für diese Studie die Begriffe Talent und Begabung, als Bezeichnung für jemanden, der eine oder mehrere außerordentliche Auszeichnung(en) bekommen hat, definiert.

Wie, aber ist es möglich, dass eine große Zahl von Kindern, die nicht mit ihren Eltern aufwachsen, zum Teil verwaist sind, und ursprünglich aus einer Umgebung kommen, in der es weder genug zum Essen noch ausreichend Behausung gibt, Auszeichnungen in verschiedenen Disziplinen bekommen können? Denn einige Studien haben die verschiedenen Aspekte gefährdeter Kinder untersucht und sind zur Prämisse gekommen, dass die Institutionalisierung schädigend für Kinder ist und die Kinder lieber in Familien ähnlichen Situationen untergebracht werden sollten. Obwohl es Erfolge in dieser Richtung in manche Länder gibt (Greenberg & Partskhaladze, 2014; Johnson, Dovbnya, Morozova, Richards & Bogdanova 2014), gibt es große Herausforderungen, wie kulturellen Widerstand, mangelnde Ressourcen, mangelnder politischer Wille und einige andere Faktoren (Engle et al., 2011; McCall, 2011; McCall et al., 2014). Institutionen für stark gefährdete Kinder wurden schon mehrmals untersucht und einige Dokumente mit Vorschlägen und Richtlinien wurden herausgegeben (United Nations, 1989, 2010). Verschiedene Organisationen haben Studien unternommen und Literatur

durchforscht um globale Richtlinien für gefährdete Kinder zu erstellen (The Way Forward Project, 2011; US Government, 2012; Williamson & Greenberg, 2010). Auch wenn es schon einige erfolgreiche Programme von lokalen Regierungen und internationalen Organisationen für gefährdete Kinder gibt, können sie den aktuell wachsenden Zahlen von gefährdeten Kindern nicht stand halten (Groza & Bunkers, 2014). Kenia ist ein Land, mit wachsenden Zahlen von Kindern mit Gefährdung. In einem Treffen zum Thema Kinder mit Gefährdung, in Kenia, wurde ein Kind mit Gefährdung als jemand der in einem Haushalt mit einem chronisch-kranken Elternteil lebt und mangelnden Zugriff auf Essen, Behausung, Bildung, psychologische und emotionaler Unterstützung und Liebe hat, definiert (Skinner et al., 2006). Diese Umstände führen oft dazu, dass Kinder in solchen Situationen auf der Straße enden; nichts leistet so viel zum Verlust von menschlichem Entwicklungspotential bei, wie eine Kindheit und Jugend außerhalb des Rahmens einer Familie und Schule und in der feindlichen Umgebung der Straße (Lusk, 1989).

Diese Studie erforscht Mully Children's Family, hierin bezeichnet als MCF Konstrukt, die sowohl als Organisation viele Auszeichnungen für ihre Schulen und Teams, als auch viele einzelne, individuelle Auszeichnungen bekommen hat.

Die Ziele der Forschung sind:

1. das MCF Konstrukt im Bezug auf Begabtenentwicklung zu verstehen und zu analysieren. Das Actiotope Model (Ziegler et al., 2013) wird als Model verwendet, um die Analyse durch zu führen, vor allem im Bezug auf Bildungs- und Lernkapital,
2. die Erfolgsfaktoren des Einzelnen, vom MCF Konstrukt, der Auszeichnung(en) bekommen hat, und auch die Faktoren die den Einzelnen, im Rahmen von dem MCF Konstrukt, zu der(n) Auszeichnung(en) geführt haben zu untersuchen,
3. die Auswirkung von wichtigen Menschen im Leben der begabten Teilnehmer der Studie auf ihr Leben zu verstehen.

Die angewandte Forschungsmethodik, ist die Mixed Methoden Forschung. Dieser Ansatz hilft die Forschungsfragen dieser Studie besser zu beantworten (Johnson & Onwuegbuzi, 2004), bzw. gibt einen Überblick von dem Konstrukt MCF. Dieser Ansatz versucht die Stärken von qualitativer und quantitativer Forschung zusammen anzuwenden, um ein besseres Ergebnis zu erreichen (Hoshmand, 2003).

Die Forschung wurde in 6 Bereiche aufgeteilt: 1) die geschriebene Richtlinien und Verfahren von Mully Children's Family; 2) eine Befragung nach QELC (Vladut et al., 2013) der Kinder und Jugendlichen von Mully Children's Family; 3) Interviews mit den Jugendlichen die Auszeichnungen bekommen haben. Die Interview Fragen sind auf dem Aktiotop Model (Ziegler et al., 2013) basiert; 4) Checkliste, nach der Nürnberger Bildungs- und Lernkapital-Checkliste (NBLC) (Harder, Trotter & Ziegler, 2013), der wichtigen Menschen im Hintergrund der Ausgezeichneten Teilnehmer der Studie (da sie keine Eltern haben); 5) Interviews mit den Angestellten vom MCF Konstrukt, um sie über die ausgezeichneten Teilnehmer der Studie und das MCF Konstrukt zu befragen. Die Interview Fragen sind auf dem Aktiotop Model (Ziegler et al., 2013) basiert; und 6) Interviews mit Menschen aus der direkten Nachbarschaft, um die Auswirkung, welche das MCF Konstrukt auf die Nachbarschaft hat zu verstehen.

Die Studie zeigt, dass das MCF Konstrukt ein komplexes bewusst durchdachtes Umfeld, so wie auch eine Ersatz-Familie-Atmosphäre schaffen konnte, in dem Lern- und Bildungskapital im MCF Konstrukt effektiv angewendet wird und sich dadurch (ehemals gefährdete) Kinder nicht nur entwickeln können, sondern auch Auszeichnungen gewinnen können.

Der Erfolg des MCF Konstrukts und der vielen Einzelnen von MCF können mit Hilfe des Aktiotop Models erklärt werden. Die Interviews und die verlässliche Korrelationen der QELC Befragungen verifizieren, dass bewusste Entwicklung durch verschiedene Phasen dann stattfindet, wenn man bewusst agiert.

Die Teilnehmer, mit Auszeichnungen, haben der Studie nach, das vorhandene Materialangebot, so wie auch das Sozialen- und Informationsumfeld von MCF effektiv genutzt und dadurch ihr Wissen und ihre Fähigkeiten erweitert. Sie haben auch die Traumata ihrer Herkunftssituation gut überwunden. Dies bestätigt die Modifiabilitäts- und Stabilitätstheorie von Ziegler et al., (2010).

Wenn man versteht, wie MCF endogene und exogene Ressourcen verwendet, um Exzellenz bei ehemals gefährdeten Kindern zu entwickeln, könnten die Methoden so wie das MCF Konstrukt in anderen Rahmen angewandt werden, nicht nur bei Kindern mit Gefährdung, sondern auch um Kinder und Jugendlichen, mit potentiellen Begabungen aus anderen schwierigen Milieus zu unterstützen.

1.0 Introduction

Although it is agreed that, giftedness, especially intellectual ability is largely genetically determined (Plomin and Thompson, 1993; Winner, 1996), significant evidence reveals that children's development is considerably influenced by the families in which they grow up and it is suggested that many abilities may not share a strong genetic contribution (Plomin, 1995). The role of parents involves identifying their child's talent, supporting the development of values and goals (Reichenberg and Landau, 2009). Typically children and youth who achieve excellence or giftedness, as defined as developing expertise, (Sternberg, 2001) come from family systems that support those gifts and talents that the parents discover in these children. Within the topic of giftedness there are further issues of how to define the term giftedness. It has been described with various terms such as "a manifestation of performance", a "potential", an "achievement" and a "label" (Subotnik et al., 2011 p.7). Ziegler et al. (2012) suggest that giftedness should be understood as a label given to individuals who are on a learning pathway that leads to excellence. For the purposes of this study, excellence will be defined as having achieved some kind of awards of distinction.

How is it, however, that a large number of children who not only do not grow up with their parents, are orphaned and originally came from backgrounds in which basic needs such as food and shelter could not be met are able to achieve awards in various disciplines? The participants of the study all come from a home with over 2500 children. Institutions of vulnerable children have been the study of many international child welfare organizations, who have issued documents providing recommendations and guidelines regarding the care of such children (United Nations, 1989, 2010). Organizations have attempted to review the literature on marginalized and vulnerable children and develop global policies for their care (The Way Forward Project, 2011; US Government, 2012; Williamson & Greenberg, 2010). Although the reports are varied and cover a number of countries and aspects of vulnerability, a major premise of each report is that institutionalization is harmful to children and should be avoided in favor of family care alternatives. Although there has been success in creating some such options in some countries (Greenberg & Partskhaladze, 2014; Johnson, Dovbnya, Morozova, Richards & Bogdanova 2014), there are large challenges in others, including cultural resistance, lack of resources, lack of political will and other factors (Engle et al., 2011; McCall, 2011; McCall et al., 2014). Even when the local governments and international organizations develop successful programs, they may not be sufficient to compensate for the increasing numbers of vulnerable and marginalized children (Groza & Bunkers, 2014). Kenya is one such country with increasing numbers of vulnerable children. A consultative meeting in Kenya defined a vulnerable child as someone who lives in a household with a chronically ill parent or caregiver and in terms of lack of access to resources such as food, shelter, education, psychological and emotional support and love (Skinner et al., 2006).

The participants in this study are (or were at the time of their entrance into the home) marginalized, (a term broadly used to describe groups of people who are relegated to a lower or outer edge of society (Collins, 2016)) and came as highly vulnerable children into the care of Mully Children's Family. Highly vulnerable children are children and youth whose safety, wellbeing, growth and development are at significant risk due to inadequate care, protection or access to essential services (USAID, 2009). All the participants have become members of the Mully Children's Family, an organization that has become a home for them. The participants have not only been able to achieve rehabilitation in the Kenyan society, but also achieve awards across many disciplines, such as academic scholarships, athletic awards as well as fine arts awards. The success factors of both the Mully Children's Family (the "home" that houses / housed these children / former children) and the factors of the individuals will be explored in this study. This is a mixed study including quantitative questionnaires given to both beneficiaries and staff of MCF as well as qualitative interviews with Award Winners and staff of MCF.

The support of gifted and talented children has been researched and studied for generations. The vast majority of these studies have focused on the societies of the researchers doing the studies i.e. a European, North American and more recently Asian Foci. Most often those who achieve success come from environments in which there are families and systems in place in which these talents and gifts can develop and are fostered (Bloom, 1982; Winner, 1996).

In Tirri's study on factors which contribute to Academic Talent in Finland, based on Olympiad participants, it was found that the majority came from the highest socioeconomic status (SES) categories. When the participants were asked to identify who was most influential in their development, the parents, the teachers and they themselves played vital roles (Tirri, 2000). As McBee explores in his study based in Georgia, USA, even when socioeconomic status is controlled, race has a great impact on the probability of gifted identification. In that context McBee's study further reveals that certain minorities within the USA, especially Black or Hispanic, exert a large negative effect on the probability of direct identification; it also exerts large indirect effects through increasing the probability that the student will also be economically disadvantaged and therefore receive the penalties associated with socioeconomic deprivation as well (McBee, 2006). This supports the results Elhoweris discusses in the study on Teacher Judgment in Identifying Gifted/Talented Students; the results suggest that teachers generally refer students from upper socioeconomic status in gifted and talented programs than those from lower socioeconomic status (Elhoweris, 2008). However, the beneficiaries of MCF come from marginalized and impoverished, often traumatized backgrounds from all ethnic groups within Kenya and many are able to achieve high grades, win awards in various disciplines, although they do not come from advantageous socioeconomic backgrounds, but from marginalized impoverished ones. Although Kenya has various educational programs for the poor and disadvantaged, for the most marginalized they have almost none, one of those groups not covered by

most of these plans are street children (Ouma, 2004). According to Lusk (1989), nothing contributes more to a loss of human development potential than a childhood and youth spent outside the framework of a family and school in the most often hostile environment of the street. The children and youth in this study originally come from environments described by Ouma and Lusk. The factors of the success of MCF as an organization and the individuals within it are to be analyzed and explored.

1.1. Purpose

This study is an exploration of both the Mully Children's Family, referred to as the MCF Construct, which has seen a high number of award winners individually and as teams in the areas of Academics, Fine Arts, and Sports while in the MCF construct; the MCF schools have also achieved tops standings on final exams both at primary and secondary levels. For the purpose of this study the terms gifted and talented as well as excellence will be defined as having won some kind of award of achievement, across all academic disciplines, athletic competitions, and in the areas of arts and performances. Unlike most award winners, these young people come from marginalized and highly vulnerable backgrounds, and have grown up in large homes with hundreds of children in each (mulychildrensfamily, 2013).

Hypothesis 1. The MCF Construct has been able to create the complex environment as well as a substitute family atmosphere, in which children can not only develop but also achieve excellence. The MCF Construct has been able to develop opportunities for individuals within the construct to develop themselves, using both Learning Capital and Educational Capital, (the term capital, as opposed to resources, was chosen by Ziegler & Baker because they can both take on negative values, is the product of some activity and can grow). These capitals can be divided into those that are exogenous resources (school, teachers, classmates, educational system, sports facilities etc,) and provide people and systems so that the endogenous resources (subject exclusively to the subsystem of 'person') (Ziegler & Baker, 2013) .

Hypothesis 2. The MCF Construct's success in helping to make it possible for many of those in its care to achieve awards can be explained using the Actiotope Model. The actiotope approach is actions and the possibilities for acting possessed by individuals. These must be recognized as a result of three adaptations:

- A biological assimilation that was mainly carried by the human species and is conceptually locatable in biotopes;
- A social assimilation that is mainly carried by social associations, which we can conceptually locate in sociotopes; and
- An individual assimilation that is carried by individuals, which we can conceptually locate in actiotopes (Ziegler & Baker, 2013).

which verifies that intentional development through various phases, levels when acted on intentionally helps to explain the success of award winners within the MCF construct.

Hypothesis 3. The award winners within the MCF construct have effectively interacted with the material, social and informational environment provided by the Mully Children's Family Organization, which will positively correlate with winning awards.

1.2. Goals

The goals of this study are the following:

- 1.2.1 To understand and analyze the MCF CONSTRUCT as it relates to develop excellence.

The MCF organization, hereafter referred to the "MCF Construct", is a complex independent indigenous government recognized organization with not only a high success rate of rehabilitation of marginalized children and youth, but also many award winners. The following will be looked at:

- a) The organization and policies of the MCF construct
 - b) The MCF construct as it relates to Actiotope Model, especially as it relates to 1. Educational Capital and 2. Learning Capital within the microsystems, mesosystems and the exosystem in which the MCF Construct has helped to create and/or impact.
- 1.2.2. To define and understand individual success factors within award winners from MCF. Within the population of the MCF construct the factors that led to those that won awards are to be found and analyzed.
 - 1.2.3. To understand the impact of important individuals /people in shadows on the award winners.

1.3. Significance

When it is understood how the MCF construct effectively not only rehabilitates, but also assists former highly vulnerable children to achieve awards this knowledge can not only be beneficial for other Kenyan institutions caring for highly vulnerable children, but also for the estimated 2,000,000 children that live in institutions globally (UNICEF, 2009). Also understanding those factors which bring success to the MCF construct, in turn rescue lost talent. Sikora and Saha define lost talent as occurring when students in the top 50% of academic achievement lower their educational or occupational expectations or fail to achieve their educational plans (Sikora & Saha, 2011). Although this definition only covers those who had an initial chance to develop academically, the question bares

to be asked, how much talent, achievement and excellence could be discovered among not only the those 2,000,000 children institutionalized globally, but also among the 428,127,385 children (0-14 years old) who live in extreme poverty (less than \$1,25 per day) or the 50,477,548 children who live in ultra poverty (less than \$0.50 per day) globally (USAID, 2009)? Effective measures for large indigenous organizations, such as developed and implemented by the Mully Children's Family, if duplicable may have immense impact on the uncovering and developing of talent, individuals achieving success and receiving awards among those considered most vulnerable.

If one can understand how endogenous (internal) and exogenous (external) resources are used and managed within the organization of Mully Children's Family to produce excellence the construct of MCF could be studied closer be applied in other contexts, where applicable, even beyond the context of children with marginalized and traumatized backgrounds, to help potential award winners win more awards, and just as importantly to assist more learners to preceded through various levels of learning more effectively.

1.4. Research Questions

To understand the success factors of award winners of Kenyan children and young adults from marginalized and impoverished backgrounds from Mully Children's Family the study attempts to answer the following questions:

- 1.4.1. What defines the MCF construct?
- 1.4.2. What role does the MCF Construct play in the development of excellence in Kenyan children with marginalized backgrounds, who have become beneficiaries of Mully Children's Family, as it relates to winning awards?
- 1.4.3. Can the Actiotope Model (Ziegler & Baker 2013) be applied effectively within the MCF Construct as it relates to 1. Education Capital and 2. Learning Capital and the interaction of the individual to explain the development of excellence of individuals in the MCF construct?
- 1.4.4. What are the individual success factors of the award winners from the MCF construct?
- 1.4.5. What influence and impact did important individuals / people in the shadows (teachers, mentors, coaches, trainers, significant other role models etc.) have on the development of the award winners from MCF?

1.5. Overview of the Study

The study is organized in seven chapters. The first chapter includes the purpose, goals and hypothesis, the significance of the study and the research questions.

In Chapter 2 literature and research that explores theories and studies of giftedness as well as impacts of the environments of marginalized and impoverished children, which are similar to the original environment of the subjects, will be explored. Studies on long term effects on children from impoverishment and traumatized backgrounds will also be looked at. Studies of findings of potential of excellence in marginalized youth will also be explored. Success and rehabilitation of former marginalized children will be explored. The influence and importance of various performance and system theories will be explored. The Actiotope Model (Ziegler, Vialle, Wimmer, 2013; Ziegler & Baker, 2013) which includes Educational and Learning Capitals will be reviewed. What Educational and Learning Capitals can be found among the marginalized in Kenya will also be explored in existing literature.

Chapter three presents the mixed-methodology, which was used in the study. The following research methods were used in each of the 6 parts: Part 1. MCF Construct – Qualitative methods; Part 2: Questionnaire Beneficiaries – quantitative methods; Part 3: Interviews Beneficiaries – Qualitative methods; Part 4: Interviews Staff – qualitative methods; Part 5: Questionnaire People in the shadows – quantitative methods and Part 6: Interviews Community members – qualitative methods.

The setting and participants are also defined as well as the instrumentation.

Chapter 4 briefly explains the ethics involved in the research.

The internal and external validity of the findings are discussed in Chapter 5.

Chapter 6 discusses the findings of each of the 6 parts of the study, especially in relation to the Actiotope Model, educational and learning capitals, and the interplay of the success factors of the MCF construct and the individuals who have achieved awards. In Chapter 7 the conclusions regarding the MCF Construct as well as the success factors of the individuals who have received awards are discussed. Chapter 8 discusses some final thoughts and suggested areas of further study.

2.0 Literature Review

2.1. Untapped Potential in Marginalized Children and Youth

Already in 2003, Don Ambrose did research which showed both the need for ethical awareness and the impact of various barriers that impede long range talent development. The study shows various factors that hinder the development of talents among the deprived (Ambrose, 2003). Although there are numerous programs being developed in parts of the world in which disadvantaged with talent and potential are supported with various excellent programs which help disadvantaged tap into their potential and develop it, these are focused on non-institutionalized children (McCluskey et al., 2012).

In Kenya, the issue of street children has been growing at a steady rate. In 1975 there were 115 street children recorded in Kenya, in 1990 the number increase to 17,000 and to over 150,000 by 1997.

There are large numbers recorded in Mombasa, Kisumu, Malindi, Kilifi, Kitali and Nakuru; the most can be found in Nairobi (Shorter and Onyancha, 1999). Street children in Kenya are not only disadvantaged but also marginalized, or disfavored (Lusk, 1989). They have poor chances of a decent future, condemned to live by deceit, stealing, prostitution or violence (Lusk, 1989; Young, 1995; Bennani, 1996). As stated by the Kenyan Ministry of Education, there are many multiple characteristics that restrain the opportunities available to such children, some are homeless, many who do attend school are forced to leave and relapse into illiteracy. While some may overcome one or two such disadvantages, the convergence of such effects can create a nearly absolute barrier to personal success in education or economic life (Ministry of Education and Human Resource Development, 1999). The MCF organization has children and former beneficiaries from each of the centers mentioned above.

Children and youth, regardless of being institutionalized or not, have untapped potential inherent in being children. Street children, who represent a large proportion of marginalized children, have their own potential and personal gifts, which if developed add to both the value and stock of human capital (Munyakho, 1992). Not investing in street children and other marginalized groups in Kenyan society, not only constitute a major loss of human capital, but will also very likely become a major social destabilization factor and a definite cause of political instability (ANPPCAN, 1995). When children and youth are impoverished, marginalized, and institutionalized (put in group homes, orphanages etc.), this often equates to not having had a significant emotional attachment to a primary caregiver, which forms the basis of self work and empathy for others (Bowlby, 1969; Egeland, Bosquet and Chung, 2002; Grossman and Waters, 2006). The absence of this experience puts the child at a great disadvantage, with a higher probability of low self esteem, antisocial behavior, delinquency etc. (Andersson, 2005; Browne and Herbert, 1997; Fisher et al., 1997). Hence, research over the last decade has confirmed earlier findings that institutional care in early life predisposes children to intellectual, behavioral and social problems later in life (Browne et al, 2006; Browne, 2009). It would

therefore seem that achieving excellence is a milestone often unattainable for children from these backgrounds in institutions.

Mully Children's Family, (MCF) a non-governmental indigenous organization in Kenya, has been able to provide an opportunity for many to not only succeed but to achieve excellence. Although Mully Children's Family would not be defined as a "Family" according to most definitions, (a group of people related to each other), even for East African cultures, where the family can sometimes be extended to the whole sub-tribe, or even the whole tribe in some settings as Smith (2009) notes in his study on extended families in East Africa, the founder has decided to include all who enter the home representing over 47 tribes as part of the Mully Family; they have been called the largest family in the world, (Boge, 2005) and it is this "family" that has developed a system and atmosphere that helps many disadvantaged abandoned and orphaned children and youth achieve excellence. The target groups that enter the Mully Children's Family are children from the following groups: street children, orphaned children, abandoned children, abused children (physical or sexual), children from juvenile remand homes and government rehabilitation centers, child laborers, children with physical disabilities, destitute children, child mothers ex-commercial sex workers, HIV/AIDS infected and affected children.

The daunting tasks, to not only rehabilitate these children, but to help those committed, to achieve their best, which includes a strong educational background and hard work. Some of those achieve excellence and receive awards which is inspired and led by a vision cast by the founder himself, as he mentions in an article posted on the MCF website (June 2015).

It is a widely acknowledged that education is the key to success in life. It is through education that people get to pursue their career of choice so that they impact the lives of others; as well as earning income.

At the Mully Children's Family (MCF), we are focused on rehabilitating street children and other vulnerable groups in the society.... We also teach our children important virtues such as love, honesty, humility, righteousness, perseverance, hard work, among other things. Most importantly, we endeavor to show them love.

... we endeavor to make them feel part of a loving family where people care for each other. This is aimed at making them to lead lives that conform to the accepted norms in the society. Besides all these forms of rehabilitation, we give formal education the greatest priority. ...After high school, those who pass to join higher institutions of learning are sponsored to proceed on. For the last 26 years, we have been able to produce medical doctors, teachers, media professionals, accountants, managers, ministers of the gospel, etc.

Those who do not get the required grades for Diploma and Degree training are taken to vocational school where we equip them with skills such as tailoring, cookery, hair-dressing, carpentry, masonry, among other things. This enables them to still use their skills to earn a living. The MCF children, through our guidance, have accepted to take life as it comes and are only focused on creating a better future for themselves.... We tell them that when you focus on the past, you fail to notice the good things that the future is holding out for you.

It is with this vision and commitment that MCF has been able to rehabilitate thousands of children, but also for many to achieve excellence, and many to become entrepreneurs and valued leaders in society. The specific factors that lead these beneficiaries of MCF to develop into “excellence achievers” will be explored in this study.

For the purpose of the study excellence is defined as someone receiving a regional, national or international award (especially, but not only outside of the organization of MCF). The awards are based on performance, exam results or competition results both academic and non-academic.

The role of the individual and their decision making process, their motivation, their perceived potential and role of the environment they developed in will be explored and defined.

2.2. Role of the Environment

Another focus of study is the environment in which these beneficiaries have grown up in since being rescued from their former traumatic surroundings and which impact the “new” (Mully Children’s Family) environment (physical and emotional) has played in their development.

Studies on the environment in which street children and abandoned children grow up have been performed in Kenya and have found that although this cannot be considered a homogeneous group, the reasons children leave home are: family conflict, being unloved, alcoholism, drug abuse, physical or sexual abuse from a relative, the need to earn money, and the desire for independence. These factors singly or in combination push otherwise intelligent and functioning children into the streets. Once on the streets that environment improved either marginally or even worsens (Ayuku, et al 2003).

In contrast to the environment described above, MCF seems to have recognized that those entering the MCF organization not only need basic needs covered, but need a whole new social network. In the study by Ayuku et al. on the complex networks of street children in Kenya the important role of this network is explained (2003). It seems that not only does MCF attempt to supply an environment for all the beneficiaries to improve their situation, but have also understand the vital role of social networks,

especially within the Kenyan context. Replacing a network that takes the positive role of a functioning healthy family would seem nearly impossible.

Parental support is of utmost importance in developing gifted children, (Colangelo & Dettmann, 1983) and was also found to be a determining factor in the success of musicians (Davidsoon, Sloboda and Howe's, 1995). This would seem to suggest that the best chances to achieve success and especially awards would be to be part of a functioning family and if this does not exist to be adopted into a functioning family.

Although there are studies (based on the Romanian experience) that show that when institutionalized children are adopted into new families, they perform much better at school, and have substantially better IQ scores than their siblings who stayed in institutions. However, when compared to their current non-adopted peers, adopted children showed similar IQ scores but their school performance and language abilities lagged somewhat behind (van Ijzendoorn, M., Juffer, F., 2005).

The above seems to suggest that the family itself alone is not the determining factor. At MCF the children are not adopted into a small family (but one of 2500 children), are out of their marginalized systems and networks, are joined with others from similar marginalized backgrounds and many are still able to achieve success and win awards. This begs the question what kind of system has been developed to help MCF create an environment in which awards are very achievable not only for individuals and teams but for average school grades regionally and nationally?

2.3. Performance and System Theories

To help understand systems and analyze the MCF system, or construct, various performance and system theories will be explored. However, the focus will be on the Actiotope Model (Ziegler & Baker 2013).

The ability to perform has always played an important role in society to be successful. This is not only important for an individual to survive but also in each level of society. According to Bronfenbrenner (1979) an individual can create his financial independence on a micro level, when this is practiced in a meritocratic society, however there are many more factors involved than only performing, e.g. marketing of one's own ability (Hartmann 2010) or dealing with the disadvantages of being in a minority (Borland 2005; Gagne 2011a). If however an individual can make one's ability advantageous for himself then the exosystem and the mesosystem of the individual will profit, and if the society or country in which the individual is in combines efforts to effectively compete in the international arena benefits for the society and country as a whole will be observable.

One of the main goals of MCF is to change Kenya (and Africa) one child at a time. This can only be achieved when each child is given the best opportunities and possibilities to develop; this is then partnered with a belief that he/she in fact can change the society he is in (Pajares & Schunk, 2001). However sometimes there are societies in which stability is not a constant; in Kenya, like any country, there are a number of people growing up in unstable situations. According to the the 2009 UNICEF statistics, about 46% of Kenyans live under the poverty line, which equates to about 17.6 million people, of which more the 60%, are children. The poverty line according to the CIA in Kenya is \$1.25 US per day. Beyond this approximately 2.6 million children are either orphaned or abandoned, of those 1 million are orphaned due to AIDS. Often children are being raised by their grandmothers or left to fend for themselves.

Both the largest slum and the largest refugee camp of the world are found in Kenya. There is a rapid urbanization developing in Kenya, and as Mutisya states in his report, on understanding the dynamics of slums in Nairobi, “More than 34% of Kenya’s total population lives in urban areas and of this, more than 71% is confined in informal settlements” (i.e.slums) (Mutisya, 2011). There are about 2.5 million Kenyans living in slums in Nairobi alone, of which the Kibera Slum houses about 1 million. According to UNICEF from 1990-2012 there has been an increase of those living under the poverty line of 0.4%, meaning that as wealth increases in Kenya, poverty is increasing at an almost same rate. According to the UNCHR there are over 600000 refugees in Kenya (2014). This means that Kenya is dealing with issues that can be defined as shock issues. To exacerbate the situation is that Kenya is in a state to be defined as Economic Shock in regular intervals, and possibly on a semi constant state. Economic Shock is when unexpected, unpredictable events happen, which result in drastic economic changes. Changes can be either positive or negative, and are often caused by natural disasters (Eichengreen & O’rourke, 2009).

Dr Seringe Kandji, an agro-ecologist at the World Agroforestry Centre, (Kenya) recalls three major food crisis since 1997 because of drought. There were four severe droughts: January 1997: a severe drought threatened the livelihoods of 2 million people; December 2000: 4 million people were in need of food aid after Kenya was hit by its worst drought in 37 years; 2004: the long rains (March–June) failed and the subsequent crop failure left more than 2.3 million people in need of assistance; December 2005: the drought affected 2.5 million in northern Kenya. Dr Kanji goes on to say that poverty and food insecurity has escalated as a result of recurrent droughts. This has increased a number of social problems, (dismantling of family ties, child abandonment and school - drop-out especially for girls), which have far reaching implications for the country’s development (Kandji, 2006).

These crises do not include various political crises within Kenya and neighboring countries which have brought many refugees across Kenyan borders, both legally and illegally. According to the

Kenya national Bureau of Statistics as found in “Trading Economics” the inflation rate from 2005 to July 2015 averaged at 10.79%, the all time high being reached in May of 2008 at 31.5%.

Although there is a vibrant emerging middle class in Kenya, the growth of the impoverished and working poor seems to be growing at the same rate. According to Unicef, from 1990 -2012 there has been an increase of 0.4% of those under the poverty line (whether working or unemployed). The working poor as defined by the ability to work, but not have enough money to care for the basic needs for a family.

The Kenyan government has made education free for all children since 2002. This has been helping to change the society, giving the hope that after some good education the standard of living will raise. However, increased class size has meant that the quality of education has gone down and according to the Kenya Education Fund, most children will not go on to high school due to prohibitively high fees. Although more and more Kenyans are attending post secondary education, almost 16 % of university graduates in Kenya find themselves unemployed after a good education. According to Munyardaradzi Makoni, “estimates are that it takes a university graduate five years to get a job in Kenya” (Makoni, 2013) .

Those extremely gifted in Kenya, however have a good chance of being employed and being supported to get a good future through good employment in Kenya (Republic of Kenya, 2006.; World Bank, 2000). This would seem to put young, poor, disadvantaged Kenyans in a very complex situation. To get out of poverty they know they need education and the best chance to get out of the poverty cycle is to get the very best schooling (Mutula, 2002). However, this goal can only be focused on when the basic needs of survival and shelter can be met (Bradshaw, Buchmann, Mbatia, 1994).

If the basic needs are met then one can focus on education, however, for many even the basic needs of food and shelter are not covered and often there is little family support, with many becoming ill because of illnesses such as HIV/AIDS (over 2.6 million alone orphaned Kenyan children in 2012) (UNICEF, 2012).

Furthermore, if one grows up in a rural area, this region has to be left in order to receive further training and higher education, adding costs that a poor family cannot cover even if they could get scholarships to cover tuitions. These complexities, confirm Kenya’s state of shock (at least for those not in the emerging middle class). When a society is under shock and efforts are combined as a societal goal, there will be members of that society to rise up to the challenge to solve that society’s problems from within. An example of this is the historical example of the “Sputnik-Shock” in 1957, when the USA started a program to identify potentially gifted and talented pupils and support their development. The goals for different countries to identify and support talented and gifted individuals are becoming more and more important in the international and global economy. Competent and specialized professionals are needed to solve the difficult and challenging issues facing each country

individually and collectively. These are needed from all specialization areas to be able to not only analyze what is known in new ways but also discover new knowledge in looking at problems from different perspectives (Renzulli, 2005).

2.4. Societal Impact and Responsibility

Beyond the societal perspective there is also an important psychological – pedagogical goal that should be looked at (Mönks & Katzko, 2005; Renzulli, 2005). It is the responsibility of each society to offer an overall balanced development. This includes optimizing the environment so that the person can develop his/her potential to the optimum. While, for a number of decades, this has been widely accepted within the school context for children with deficiencies (at least in the context of the developed countries), the need for tailor-made programs for children with special gifting is being noted (Olbertz, 2007; Rau 2007). Although MCF does not offer any tailor made programs for special gifting, they have been able to develop a tailor-made program for the impoverished and traumatized for rehabilitation with outstanding results including numerous awards.

Although it is the responsibility of each society to offer an overall balanced development it is rarely achievable (especially in contexts such as Kenya, where the poverty and related issues seem insurmountable with 43.4% of the population earning less than \$1,25 on a daily basis) (indexmundi, 2014); what has been achieved in the case of MCF within the context of rescuing impoverished and traumatized children and youth and provide them an opportunity to not only become active members but also contributors to society, as well as for some to become excellent award winning achievers. The environment and support program of MCF that continually makes this possible must be looked at closely.

Support program initiatives ideally follow both goals; the highest possible performance and individual development. The path to an excellent performance level is long and difficult (Ericson, Krampe & Tesch-Römer, 1993). If this path does not coincide with the personal goals of the individual the support of this path will not be successful. The support of the gaining of expertise can only be realized if the individual has decided to take this path and when this path provides a life perspective for the individual (which often cannot be decided by the individual in the early developmental years). According to research, the characteristics of child care that have positive effects on development on children must have adult-child interaction that is responsive, affectionate and readily available, including people who are committed to the children, include safe and sanitary facilities, supervision that maintains consistency and stability and the care must include developmentally rich educational content (Melhuish, 2004). How then can success be achieved if one comes from situations where the above has not taken place?

2.5. Creating a conducive Microsystem to create a conducive Mesosystem

As Bronfenbrenner noted the human development is a complex interplay of Microsystems combined to create Mesosystems influenced, impacted and created in part by Exosystems. A Microsystem is the complex of relations between the person and the environment in the immediate setting containing that person (e.g. home, school, workplace etc.). A Mesosystems includes the interrelationships among major settings containing the person at a particular point in his or her life, which comprises a system of Microsystems. An Exosystems is an extension of the Mesosystems which embraces other specific social structures, both formal and informal, that do not themselves contain the developing person but impinge upon or encompass the immediate setting in which that person is found and thereby influence, delimit, or even determine what goes on there (e.g. work, neighborhood, mass media, government agencies, informal social networks) (Bronfenbrenner, 1977).

This would suggest that to have successful individuals one needs conducive Microsystems, Mesosystems and Exosystems, or at least much guidance to understand and succeed within the Exosystems one finds him or herself in.

2.6. Systems and Programs to Promote High Achievers

Within the MCF context, it seems the initial focus is not on individual goals, but rather on a system that provides the basic needs and an environment in which each child has a chance to succeed. To meet the basic needs MCF operates residential and welfare homes that offer care and protection to children and youth in need of special care and protection. The homes provide holistic care including feeding, accommodation, clothing, medical care, psycho-social support and all necessary parental attention to facilitate children's access to requirements their school and college educations and promotion of talents. The homes receive rescued children, with the goal to rehabilitate and to reintegrate them back to society as independent and empowered young adults. The rescued children undergo a series of care and rehabilitation services aimed at behavior transformation within residential settings and are accommodated in dormitories, hostels and houses in respect to age and sex. Resident child-welfare staff including house parents, pastors, medical officers, counselors, social workers, security staff, teachers, and section Heads of department work together to oversee child welfare services (mullychildrensfamily.org, 2016).

The specific objectives that guide the program development of MCF are the following:

1. To provide an alternative home for secure residence and stabilizing family love alongside spiritual nourishment, counseling, guidance and Christian teaching.
2. To establish and maintain a comprehensive feeding and medical care programs to provide the children with the physiological needs as a prerequisite to their rehabilitation.

3. To provide basic and advanced literacy skills in conformity with the Ministry of Education's 8-4-4 system of education or any other approved system by the Ministry.
4. To offer vocational skills training in various trades to complement formal education and to equip the beneficiaries with lucrative skills for resource exploitation and future self reliance.
5. To rehabilitate the children morally through character behavior transformation with the view of reuniting them with their respective families and those who have no parents to enable them articulate themselves comfortably within the society and the economy.
6. To integrate and mainstream environmental conservation and HIV/AIDS programs into all the internal and external activities of the Mully Children's Family.
7. To create a humble and acceptable culture among the rescued children through guidance and counseling, promotion of sporting activities for effective socialization to the general public as well as sustenance of Christian outreach programs through gospel music, poetry, drama and testimonies.
8. To promote community education and empowerment in community health, subsistence agriculture and income generation to provide safety nets for children and improve best practices in child protection. (Mullychildrensfamily.org, 2016)

One of the keys to the rehabilitation within the MCF construct is the education program. MCF believes that the MCF education programme is the key rehabilitative program used by MCF in rehabilitating, providing perspective for the future and nurturing talents. The program covers from kindergarten to college education of beneficiaries. It is organized to meet the educational needs of very young children, teenagers and young adults of varying degree of cognitive perception, potential and abilities. The success of the MCF educational program is illustrated with the success of the first group of graduates who wrote the Kenya Certificate of Secondary Education in 2000 and were position One in Machakos County. The first group all went ahead to join prestigious colleges and Universities. MCF own run schools have continued to offer competitive opportunities in which beneficiaries are able to explore their potential and nurture their talents. All children rescued by MCF access education free of charge in all MCF Schools. MCF seeks to sustain providing scholastic materials, teachers and all physical infrastructures to support the programs (mullychildrensfamily.org, 2016).

The MCF education program comprises the following sub-sections namely;

1. Five Kindergartens managed by MCF in MCF Ndalani, MCF Yatta, MCF Vipingo, MCF Lodwar and MCF Kipsongo
2. Three Primary Schools managed by MCF in MCF Ndalani, MCF Vipingo and MCF Lodwar
3. Four Secondary Schools managed by MCF in MCF Ndalani, MCF Yatta, Dr Charles Mulli Secondary School and MCF Vipingo

4. Two Tertiary Education centres comprising of MCF Yatta Vocational Training Centre and Mully International College- Yatta Campus
5. Academic Sponsorship & Scholarship for Form 4 graduates from MCF Schools pursuing higher education in various colleges and universities both in Kenya and foreign universities.

Although the highest possible performance is strongly encouraged in all beneficiaries, (beneficiary is the term used for all those children, teenagers and young adults who benefit from the MCF programs) and all must participate in various extracurricular activities, there are only special programs for those in competitions in the weeks before competitions take place. How success and awards are achieved within such brief special programs will also be looked at.

MCF has however, recognized that talent development is important for all the beneficiaries and has developed programs for all those at MCF. This is to complement the routine formal education program. As an organization that has children from diverse ethnic backgrounds and traditions they not only get training in traditional dances, songs/ music and poems but get the opportunity to join acrobats, karate, theatre arts, arts and design, ball games, athletics and dramatized presentations that nurture acceptable values in society; furthermore there are clubs for various sciences, environment, debating, children's advocacy club etc..

Some of the routine activities include;

1. Annual facilitation of talent development through established children's clubs and competitive sporting including ball games, music and dance.
2. Annually facilitate children participation in County and National Children's Assemblies.
3. MCF facilitates child rights and responsibilities awareness forums for children under MCF projects. Topical areas covered include: rights of children; responsible citizenry, sexuality and protection against abuse; and children and youth roles in environmental transformation etc

Promotion of children participation in the various sporting and cultural activities especially arts and music is enhancing MCF efforts in child care, rehabilitation and transformation in the following areas;

1. Building self esteem and confidence among the destitute children under rehabilitation.
2. Participation in creative arts including dance and music performances serves as therapy for children who have come from difficult and abusive backgrounds.
3. Complementing formal education and general rehabilitation as co-curricular activities for physical and emotional health.
4. Enabling targeted children to discover their career potentials in specific talents and opportunities to strengthen the same for future livelihood.

5. Promotion of child participation in community education through arts and presentations on child rights, responsibilities and child protection at national and international forums (Mullychildrensfamily.org, 2016).

Although in the MCF documents and policies there are no specific programs for the award winners, it is through the above objectives that guide the MCF programs that beneficiaries have the chance to develop their talents and find the support needed to be able to succeed and get awards in various fields. How award winners are specifically supported at MCF, as well as what factors in the program and within in their own decision making processes play a role will be explored in this study.

The need for support programs is widely recognized (Köppel & Plünnecke, 2008). When high achievers and performers are supported they have a profound impact on the society they live in. For example Rindermann, Sailer and Thompson show that the top five percent of the best performers provide a much higher percentage of the societal well being (measured by Nobel prizes, GDP, political involvement etc.) as the middle field or the lowest five percent. However, it is still unclear who should become beneficiaries of such support programs, how such high potentials are recognized, which competencies and knowledge should be passed on and in which context should this be done and what the economical costs for such support would be (Rindermann, Sailer and Thompson, 2009).

In other words it seems that systems should be put in place in which the highest numbers of participants possible have a chance to become high achievers. On a larger scale this could then impact the societal and country's development in such a way that the advancements in society would be best provided for.

It is the complex system that provides the foundation for MCF beneficiaries well being, what however, is it that allows a number of the beneficiaries within this system, or construct, to become award winners?

2.7. Impact and Development of Personalized Goals

Often street children have either no goals or very low goals related to careers, athletic competition and studying; instead they have vague hopes of success and attainment of material possessions (Raffaelli & Koller, 2005). In contrast general populations of adolescents' future goals and expectations focus on education, work and family (Poole & Cooney, 1987; Nurmi, 1989; Greene, 1990). MCF beneficiaries, who are all formally street children or from marginalized groups are encouraged and taught to dream again and to set professional goals from a very young age. The role of visioning and dreaming in the development of excellence is pivotal in changing their destiny. According to Andrea Holyfield in her study with her own clients, most of whom are women of color in the USA, visioning assists in reaching personal and professional goals and in overcoming obstacles to success (Holyfield, 2012).

One of the goals of MCF is to create an environment in which beneficiaries are able to not only get food, shelter, emotional care, trauma counseling, but also move beyond all of that to discover and develop their own skills and talents. This is summarized by the statement found on the homepage,

MCF seeks out, rescues and rehabilitates street children for behavior formation and transformation and provides a family environment where they can reform and get the necessary skills in order to be independent and valuable contributors to the communities and largely the country's economic development.

It has been found that not only personal goals, but also the goals of parents on adolescents serve as predictors of students' final course grades (Zimmerman, Bandura & Martinez, 1992). Other research reveal that unattainable goal setting, or goal setting that is completely dependent on the conditions outside of oneself often lead to depression even among youth and adolescents (Street, 2002; Street; H. et al., 2004). Knowing that the MCF beneficiaries come from backgrounds where there are no parents to help set goals and that unattainable goals often set by street children lead to depression, how is it possible that the award winners are able to not only set goals, but also achieve them? What role do they play within the MCF Construct?

2.8. Relationship between Goals and Role Models or Mentors

In order to be able to be independent and be valuable contributors to the communities, it is vital to ignite the possible goals of each individual to be able to dream and set goals, which at first would seem completely unachievable, however with time and small levels of success make the goals seem more achievable. One factor in making the goals achievable is with the intensive use of role models. According to numerous studies, individual decisions to act in certain ways, and especially regarding which profession should be chosen or to engage in entrepreneurship. Many entrepreneurs claim that their business start-up decision and the development of their business were influenced by others. These 'others' may range from famous people only known through the media to former colleagues, teachers or family members. Such persons serve as role models. A role model is a common reference to individuals who set examples to be emulated by others and who may stimulate or inspire other individuals to make certain (career) decisions and achieve certain goals (Shapiro et al., 1978; Basow and Howe, 1980; Wright et al., 1997; Bosma et al., 2004).

Although, it is very difficult to show the exact impact of a role model in the lives of the children and youth, one assumes a great impact. As Gibson found in his study, individuals pay attention to role models to create a viable self-concept; in middle stages, they seek to refine their self-concept in the early stages and in late stages, they seek to enhance and affirm their self-concept (Gibson, 2003). Youth setting goals, especially when they are connected with the belief that adults, especially teachers and coaches have similar goals for them have higher achievement of goals than when adults (teachers

and coaches) do not share the same belief in attainment of those goals (Xiang, 1998). Although the previous was based on non-marginalized youth and children, the assumption could be made that it is just as important for marginalized children. What the exact role in the case of participants in the study of mentors is will be extracted from the interviews. One of the greatest role models that the impoverished beneficiaries have is the founder of Mully Children's Family, Dr. Charles Mulli. A brief excursion into the impact of having a living role model will be looked at as well.

Theorists have argued that people use upward comparisons to those more successful to serve self-enhancement goals (Taylor & Lobel, 1989; Wills, 1981; Wood, 1989) and that the more successful others direct for what one can strive and can motivate to adopt similar behaviors to attain similar success in the future (Lockwood & Kunda, 1997). These role models help form the behavioral intentions of those looking up and considerable evidence suggests that the specific behavioral intentions are predictors of actual planned behaviors (Ajzen, 1991, 1996; Ajzen & Madden, 1986).

This would suggest that having successful role models could play a large role in the success of individuals; this combined with Xiang's findings (1998) that the belief of important adult others, (such as teachers, coaches, mentors or is in the case of MCF a combination of various staff), in the ability and goals of the beneficiary would have a great impact on their success and achievement.

However, it is not only the goals and support of the important others that impact the success and achievement of individuals, but a complex interaction between the individual and the various environments the individual finds himself in. There are a number of models that help to understand the above mentioned interaction.

2.9. Differentiated Model of Giftedness and Talent as it relates to MCF

As Gagne states in his model (differentiated Model of Giftedness and talent) three moderators are conceptualized; 1. Intrapersonal catalysts, 2. Environmental catalysts, 3. Coincidences influences. As shown in figure 1 (Gagne 2011, p11) part of the environment is usually firstly the parents and family (familial). In the case of the beneficiaries in this study the environment in which they live as members of MCF does not include parents and often not the biological siblings, however each of the beneficiaries calls Dr Mulli and his wife Esther, Daddy and Mommy . In Sherer et al.'s study the results indicated that presence of a parent entrepreneurial role model was associated with increased education and training aspirations, task self-efficacy, and expectancy for an entrepreneurial career (Sherer et al., 1989). Although all MCF beneficiaries are abandoned or orphaned and impoverished with no surviving role models as mentioned above they soon get new "family members" and role models. MCF makes a point of helping the individuals know that they have a new family and that the other children and youth are their "brothers and sisters". The new role of mentors outside the

traditional biological family becomes extremely vital in the development of the individual. How these are chosen for the organization is a key factor, this will be explored in the study.

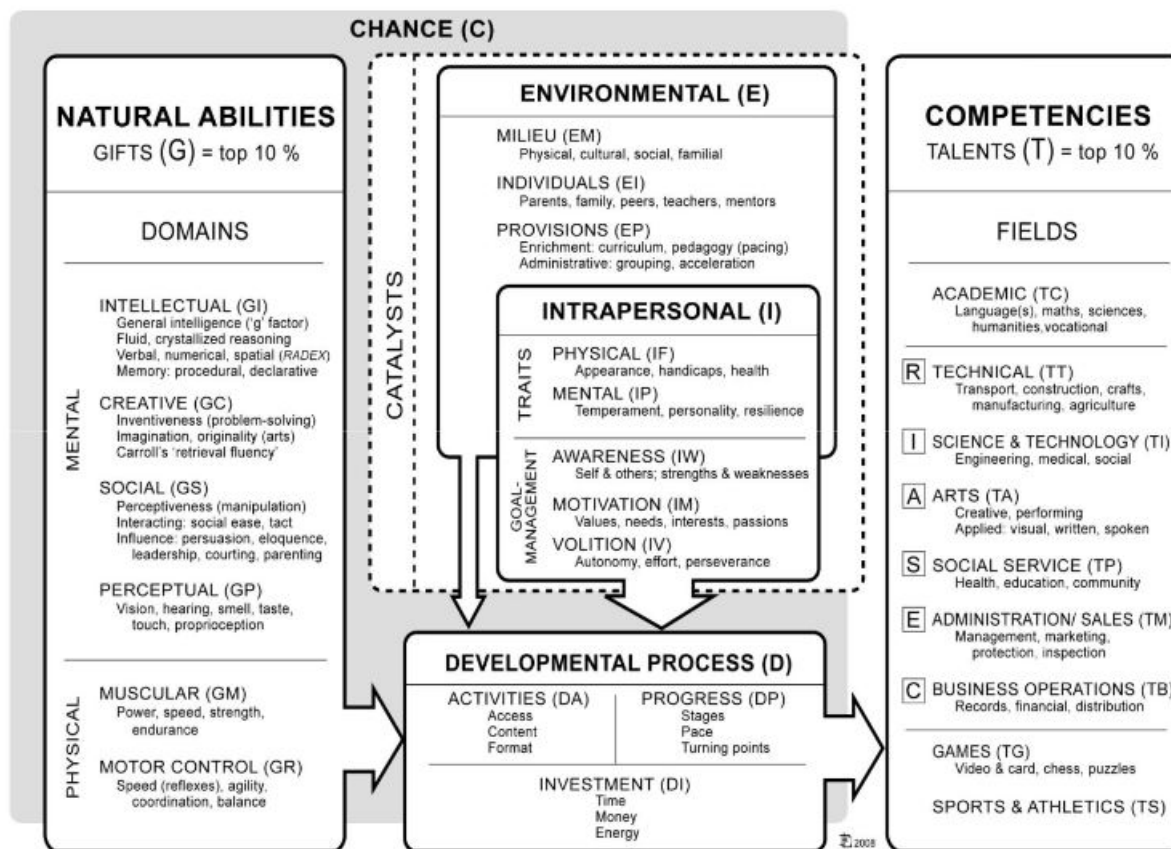


Figure 1 Gagne's Differentiated Model of Giftedness and Talent (DMGT 2.0;2008)

Care in the next aspect of Gagne's model, EM, Environmental Milieu, is barely adequate from where they come from, however MCF provides an environment in which the children and youth can focus on learning and no longer need to be worried about the basic needs.

Parts of the environment that they have are shelter, food, medical care and a hygienic environment, which the beneficiaries did not have before joining MCF.

The children and youth are provided with basics but are trained to focus on all that they have and to make the most out of it. As stated on the MCF website, MCF seeks out, rescues and rehabilitates street children for behavior formation and transformation and provides a family environment where they can reform and get the necessary skills in order to be independent and valuable contributors to the communities and largely the country's economic development (Mullychildrensfamily.org, 2013).

They are sometimes put in specific situations and put in contact with various successful people to be able to understand what is needed to achieve specific goals.

Since the organization is continually growing each of the beneficiaries is involved in the growth. Soon they are no longer only beneficiaries but also benefactors in that they join in the work projects and become role models themselves, as “big sisters and brothers”. What this looks like and what impact this method has on the development will be explored. This is carried through in both the physical and emotional areas, (i.e. the beneficiaries who have been at MCF longer, soon become coaches and counselors for the new arrivals, or even for their peers when they receive news of tragic news from their former homes and extended families).

The EP (provisions) is not as focused in this context as it often is in many other contexts, but needs to be looked at closely. Any enrichment curriculum is necessary to enable excellence to develop. The enrichment at MCF is focused once the individual has discovered his or her own most important.

For many of the beneficiaries the fact that they are able to attend school, be involved in sports, drama, do tree planting, be active in the agricultural department and be able to be involved in food handouts is an enrichment program that is beyond what they ever imagined.

2.10. Social Interdependency of Each Individual within the Larger Construct.

In order to be able to understand the complete scope of MCF and the success of the program one must also research the aim of achieving the understanding of the social interdependency of each individual within the larger construct.

Related to this it is important to have a good understanding of the environment in general of MCF and specifically of the individual actiotopes that are being researched within the MCF Construct. The Actiotope Model of Giftedness says that: an actiotope includes an individual and the material, social and informational environment with which that individual actively interacts (Ziegler, Vialle & Wimmer, 2013).

Regardless of which model is used, excellence as it relates to performance is reduced to three concepts: 1. An existing potential which 2. Goes through a transforming process and 3. Changes into a specific performance (Harder, 2012). Although there is disagreement between the weight of nature vs. nurture in the research and the definition of where the existing potential comes from the purpose and focus of this research is to focus on what the transforming processes that help as well what steps took place to ensure that the transformation took place, and especially if specific transformation can be planned especially as it relates to traumatized and marginalized children and youth.

However, it seems to be evident that for excellence to arise there must be an environment in which it can evolve and develop. In order to develop excellence in any domain there are numerous interactions with dynamic, complex environments which help in forming excellent talents.

To illustrate this with the example used by Ziegler (2013): We understand why, as members of our own cultural community, a diver plunges into the pool after a forward dolphin spin with one-and-a-half twist. The very same maneuver would be incomprehensible if the same diver did it from the balcony of their home. Therefore, the person involved and the context of their action must always be considered. For this reason also, the question ‘Smart people or smart contexts?’ posed by Barab and Plucker (2002) regarding the main determinants of excellence development, cannot really be determined. Since the person and environment form one system, an actiotope ‘smartness’ can only be ascribed to the system as a whole: An effective action repertoire acquired over a long period of adaptation is functional only in the particular (performance) context of a domain (Ziegler, Vialle & Wimmer, 2013).

When excellence occurs especially to a higher degree in an “actiotope” than another or many others, one should try to define and determine what exactly makes up the actiotope of the excellent producing environment. For the purpose of the study the contextualist perspective will be used.

The contextualist perspective

As previously mentioned, traditionally, excellence research has focused exclusively on the individual. The desire was to know whether, and how, a certain person could achieve excellence. However, one could also ask from a contextualist perspective:

“How high is the probability that in the next 30 years a woman from China will win the Nobel Prize for physics? How high is the probability that a ski jumper from Saudi Arabia would win a medal in the Winter Olympic Games of 2014 in Sotschi? How high is the probability that in the PISA results of 2018 the average performance in mathematics in the 97th percentile of British pupils will lie above the average performance of the 97th percentile of French pupils?” (Ziegler, & Baker, 2013, p 5).

These questions are outside of the individualist perspective and reveal the need to be explored. The chance of excellence is obviously not only relative to the individual, but also relative to an individual’s (or group of individuals’) position within a system. For the individual to achieve excellence there must be a complementary relationship between the individualist and contextualist perspectives. If looked at as a dynamic-interactive perspective on the individual and the environment equally, (Zielger & Baker, 2013) one can better come to an understanding of what helps in creating the probability of the emergence of excellence.

The individualist approach to the development of excellence has its limitation. There are some examples highlighting the fruitfulness of a contextualist perspective. However, research in the development of excellence has, to date, not led to any robust empirical evidence on the level of usual

methodological standards of empirical research. Instead, the rather anecdotal findings concern the learning process, the social as well as cultural surroundings, and the role of resources. This led to the study of talent development as an adaptation within a context (Ziegler & Baker, 2013).

2.11. Learning Process:

According to most researchers in the field, excellence is the end result of an enormous learning process, which usually takes at least ten years (Ericsson, Charness, Feltovich & Hoffman, 2006). During this time an individual spends a minimum of 10 000 active, concentrated hours of learning. In the last few years a number of studies across a number of domains have provided a dependable picture of excellence development.

The learning activities are not isolated, randomly begun episodes, but rather targeted behaviors designed to improve the current state of learning. They can be described as a coordinated movement through carefully arranged learning sociotopes that are modified with each increasing competence level. Each new learning step requires the creation of a new learning situation precisely adapted to the current state of competence. When, for example, a talented pianist has mastered an etude, the piano teacher will then select the next etude that should reflect the new, higher competence level and offer a higher learning opportunity (Ziegler, Vialle & Wimmer, 2013) .

Excellence development should therefore offer an organized and well planned learning process of systematically arranged and sequenced learning environments conceptually sequenced as adaptations. The learning activities are not isolated, randomly begun episodes, but rather targeted behaviors designed to improve the current state of the learner (Ziegler, Vialle & Wimmer, 2013).

2.12. Regulation types

During the development of excellence, individuals find themselves in a continuous process of targeted (self-)modification, the most visible result of which is an increasingly functional action repertoire in some domain. Such adaptations to a domain are, however, not autocatalytic (i.e., processes proceeding by themselves), but rather require multiple regulations (Alexander, Dinsmore, Parkinson, &Winters, 2011; Alexander et al. 2011).

Gifted education must realize that the development of excellence consists of an extended sequence of highly structured, successful learning episodes based on the principle of co-evolution (Ziegler, 2005). Such orderly processes are not self-evident, but the result of regulations. Unfortunately, most regulations are still unknown, and of those that are known, almost all are poorly understood. However, we will see below that there are at least two types of regulations: homeostatic, and allostatic, with the second especially relevant for the development of excellence.

These two regulations and their interplay must be understood in the development of excellence. Homeostatic regulations are there to maintain nominal states of systems; however the development of excellence aims exactly at not maintaining steady states, but to change them. A complimentary concept to homeostasis regulations are the allostatic regulations. Allostatic regulations are there to attain new adjusted steady states, which require the activation of new resources each time (Ziegler & Baker, 2012). The question remains when achieving excellence is a striving for a new state when at the same time there is a regulation going on which would like to keep the present state.

Through quantitative and qualitative observations the following questions are posed: how some people can succeed in directing their actions steadily over such long periods, when they experience these actions negatively in great part? Why do these people maintain themselves in a meta-stable state during their development of excellence over long periods (sometimes years)? Why do further regulations repeatedly lead to attaining a further meta-stable state, while the process of transition is associated with (often) negative emotional qualities? Wouldn't it be simpler to forego the daunting adventure of the development of excellence, and aim instead for a stable state which does not at least feature the negative emotional quality of the former and perhaps even provide some level of satisfaction? (Ziegler & Baker, 2012).

One answer is that achievers of excellence have exceptionally high levels of motivation (Winner, 1996). However the concept of allostasis was originally developed in medicine by McEwen and Stellar (1993) and refers to the mechanism of targeted adjustment of an organism reacting to challenges. To do this it must continually activate new resources to attain new (meta-) stable states. All the regulations occurring during the development of excellence can be analyzed with the homeostasis and allostasis concepts, that which are serving to maintain and which to attain newly adjusted nominal levels. To achieve excellence one must show one or both of the following characteristics: (1) the regulations adjust the target states (because yesterday's target learning is too low because the competence of the learning has increased). (2) The regulations activate helpful resources to enable the attainment of the new target state (Ziegler & Baker, 2012).

In the Actiotope Model of Giftedness (Ziegler, 2005), the individual is seen from a systemic perspective; this leads to two problems. After each learning process the belief must be there that the next step is also attainable successfully, this is known as the modifiability problem. The individual must adapt to the new situation. Only when there is no perceived threat to the stability of the Actiotope will the individual initiate new learning processes. The second problem is the stability problem; this refers to any changes, setbacks and difficulties which put the learning process at risk. According to Ziegler and Stoecker's work (2008; 2010) it is demonstrated that modifiability and stability beliefs lead to prognoses which seem to be quite accurate (Ziegler et al, 2010). Although relationships between adaptive stability and modifiability beliefs and other determinants of motivation need to be examined, it is plausible that to assume that beliefs and goals correlate in numerous ways (Shah & Kruglanski, 2000; Shah, Kruglanski, & Friedman, 2003).

2.13. Resources

To develop excellence and regulate this various resources are necessary. Biographical analysis of people who perform at the excellence level give some indications (Bloom, 1985; Simonton, 1977; Wallace and Gruber, 1989). Based on the above there two kinds of resources: Endogenous resources which can only be regulated through a system or subsystem and Exogenous resources can be regulated equally through the system (in this case, the individual) as well as further systems (e.g. family, society) (Ziegler & Baker, 2012).

Resources are defined as means that can be employed to attain goals. Zeigler and Baker use the terms educational capital for exogenous resources and learning capital for endogenous resources. These two capitals will be more closely explained in the following chapters.

2.14. A systemic approach: the Actiotope Model

In order to better understand the development of excellence as it relates to a system the Actiotope Model (Ziegler) will be used.

In Csikszentmihalyi's (1996) interviews with exceptionally successful people, Nobel Prize laureates, exceptional creative artists etc., he came to the conclusion that excellence is not localized in the person but in the system which consists of the person and the environment.

A person exhibits actions that in certain contexts are labeled 'excellent'. This view raises a series of theoretically important questions including 'how can acquisition and demonstration of excellence, as well as the conditions supporting these processes, best be analyzed? This perspective suggests a stronger focus on a contextual view (Ziegler & Baker, 2013).

There are certain contexts where, it is very important to consider social-emotional issues in the development of excellence with full reference to the cultural context and social environment (Yuen & Fong, 2013). As in East Asia where social connectedness in the family and peer groups plays a crucial role in socializing collective behaviors and reducing the relative importance of individualism (e.g., Chen & Tse, 2008; Rubin et al., 2011), Kenyan society, although changing, is much more collective, especially in rural areas, (Baumeister, 1992; Ma & Schoeneman, 1997) and most of the beneficiaries at MCF come from rural areas. For this reason, a systemic approach to the study of giftedness is more suitable in Kenya and MCF than an individual approach that relies, for example, on purely psychometric assessment (Robinson, 2005; Sternberg, Jarvin, & Grigorenko, 2011). Approaches such as Gagné's (2009) differentiated model of giftedness and talent (which see the influence of environment only as an additive to intrinsic individual determinants in the learner) are not sufficiently comprehensive in a collectivist society. It is logical therefore that in Kenya, more specially MCF, a systemic approach that analyzes the strong interconnectedness of the social environment is more appropriate than only an individual approach.

In Ziegler's Actiotope Model answers are attempted to be provided based on a systemic approach where excellence is understood as the consequence of an enormous number of successful adaptations to environments. This means for excellence to emerge a constant richer action repertoire needs to be built up that allow more effective actions in a specific talent domain, so that the individual can achieve excellence. As Ziegler states, that an actiotope is not static and unchangeable, but changes as each new goal is set during the process of developing excellence. The resulting adaptation comprises the four components of the actiotope (Ziegler 2005).

In brief the explanation of the Actiotope is as follows: First, an *action repertoire* is built up that allows functional actions in the talent domain. Second, *goals* are adjusted repeatedly, which is important so learning opportunities are optimized. Third, constantly new *environments* that offer optimal learning conditions for each learning step are required for the widening of the action repertoire. Fourth, each possibility of a further action opens access to the challenge of a new goal. These can be realized in a continually growing number of contexts. There is therefore a need to coordinate a richer action repertoire, more diverse goals and more numerous contexts. In terms of the Actiotope Model this means that the *subjective action space* must be adapted, from which the possibilities for action are selected. The latter occurs when the best action for reaching the currently pursued goal is selected from the action repertoire (Ziegler, 2005).

The analysis of the Mully Children's Family or the MCF construct will be based on this model and will be used to help to understand the development of excellence within the frame work of the study.

2.15 An overview of the Actiotope Model of Giftedness

As defined by Ziegler, Vialle, and Wimmer (2013) : an actiotope includes an individual and the material, social and informational environment with which that individual actively interacts.

This systemic model focuses on goal-directed actions that lead toward skill development. When extraordinary achievements are reached through talent development it is regarded as intelligent adaption to the environmental stimuli (Ziegler, 2005). There are three perspectives on actiotopes to be distinguished in the model: The component perspective, the dynamic perspective, and the systemic perspective (Ziegler et al., 2013).

2.15.1 The component perspective

There are four components that can be conceptually distinguished in an actiotope (Ziegler, 2005).

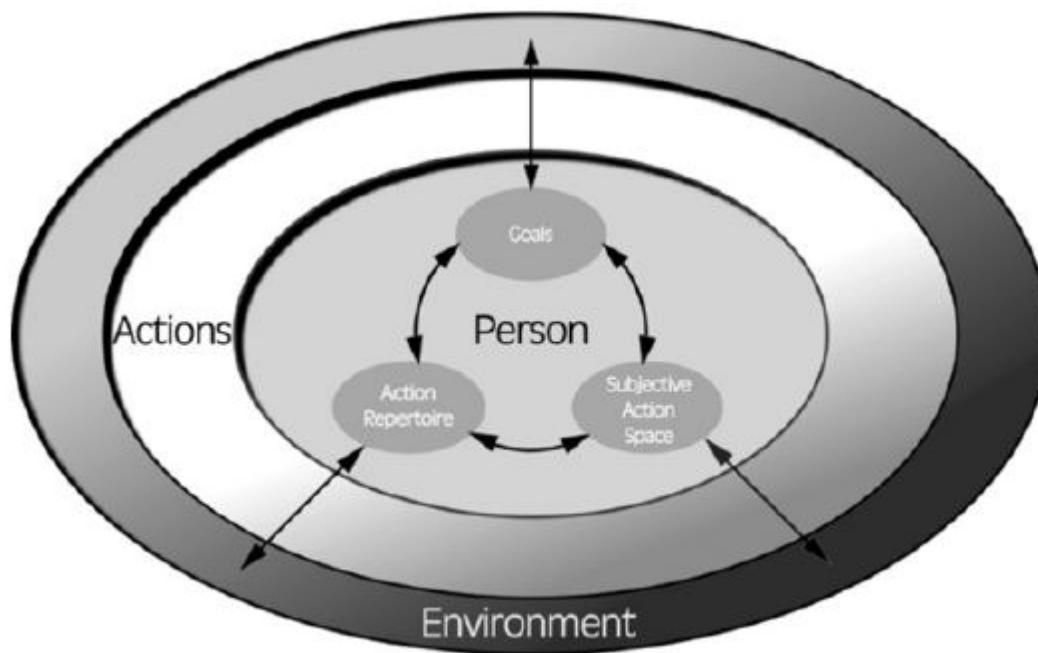


Figure 2 The four components of an Actiotope (Vladut et al. 2013)

1. Each person has a unique repertoire (see figure 2).

This is made up of all the actions a person is able to perform. During development and socialization, action repertoires expand considerably, increasing the capacity of an individual to interact effectively with his or her environment. The development of excellence can be viewed as the development of an effective action repertoire that enables a person to meet the challenges of a domain such as mathematics, soccer or sculpture (Vladut et al., 2013).

2. The individual's goals make up the second component, as discussed in chapter 2.14.

3. The environment in which the person interacts, as discussed in chapter 2.14.

4. The final component is the subjective action space.

This is the mental space that produces action possibilities, which combine the other three components. Actions are selected from the action repertoire that could lead to a particular goal (Vladut et al, 2013). An underlying assumption is that achievement and expertise levels are reflected in the differences in the actiotope components. Actiotopes are in a constant process of adaptation to changing inner states

and changing environments (Ziegler & Stoeger, 2008; Ziegler et al., 2014). To come to terms with these changes and use them effectively, Ziegler (2005) proposed the following five dynamic functions;

1. Individuals must be able to act in different ways in order to expand their action repertoire.
2. They must also be able to assess the correctness of an action, that is, whether the desired goal has been attained as a result of executing an action (or sequence of actions).
3. Individuals need to be able to recognize if they can apply certain actions in a specific situation (applicability).
4. The interactions of individuals in their setting must be anticipative, that is, individuals must build up effective action repertoires not only as a response to past events, but also in order to deal with novel challenges (Vladut et al, 2013).
5. Individuals need useful and effective feedback from the environment they are in. This function requires access to ordered sequences of actions and information regarding their correctness. Examples are feedback loops like the TOTE strategy (Test-Operate-Test-Exit; see Miller, Galanter, & Pribram, 1960) or cycles of self-regulated learning (Stoeger, Sontag, & Ziegler, 2014).

2.15.2 The systemic perspective

Although, as Ziegler and Baker state, actiotopes as systems are usually quite stable, but the development of excellence is an extreme process of adapting to an actiotope which has to undergo a number of significant changes (Ziegler & Baker, 2013). In order to do this the adaptation needs more resources than are available in the actiotope. Hence new resources have to be continually introduced in order to ensure the actiotope's modifiability while maintaining its stability.

2.16. Learning Resources in the Actiotope: Educational and learning capital

As Vladut et al, (2013) state, like the Actiotope Model of Giftedness, educational implementation of system approaches focus on the provision, optimization and effective use of resources. There are two kinds of resources, namely "Educational Capital" and Learning Capital" (Ziegler and Baker, 2013).

Educational capital is located in the environmental component of the actiotope and thus includes all exogenous resources that can be used to foster a person's learning progress in a domain. Learning capital is located in the person component of the actiotope and thus encompasses all endogenous

resources that can be used to foster a person's learning progress in a domain (Vladut et al, 2013). Educational capital and learning capital are concepts that are relational. Different actiotopes may be rich in resources on one field helping to attain extraordinary achievements in specific areas, but not in others.

Table 1, adapted from Vladut et al, (2013) gives an overview of the five forms of Educational Capital and the five forms of Learning Capital, (as discussed previously) as well as examples which illustrate their significance for learning. In the "Learning resources within the Actiotope: A validation study of QELC" it was found that although reliabilities of the ten QELC subscales were in the satisfactory range, some effort should be taken to improve some of the subscales. However, despite the reliability problems, the expectation of significant correlations between educational and learning capitals and the actiotope variables was predominantly confirmed. Of the 100 correlations, 84 reached the set significance level (Vladut et al, 2013).

The above mentioned study shows the reliability of the tools developed by Ziegler et Al for teachers (2011) and then later adapted by Vladut, Liu, Leana-Tascilar, Vialle and Ziegler (2013) for students at elementary and secondary levels.

2.17. Education Capital

There is much education capital invested in MCF's education system.

The Five types of educational capital: 1. Economic Educational Capital, 2. Infrastructure Educational capital, 3. Cultural Educational Capital, 4. Social Educational Capital and 5. Didactic Educational Capital as discussed in Ziegler & Baker (2013) are some of the learning resources that play a vital role in the development of excellence.

Table 1.: Definitions and illustrations of the five forms of educational capital and the five forms of learning capital		
Type of capital	Definition ³	Illustration
Educational Capital		
Economic educational capital	Economic educational capital is every kind of wealth, possession, money or valuables that can be invested in the initiation and maintenance of educational and learning processes. (p. 27)	The socio-economic status of a family strongly influences their children's academic success (Hanushek & Kimko, 2000; Lynn & Vanhanen, 2002; Rindermann, Sailer, & Thompson, 2009).
Cultural educational capital	Cultural educational capital includes value systems, thinking patterns, models and the like, which can facilitate - or hinder - the attainment of learning and educational goals. (p27)	In East Asian countries learning and education are more highly valued than in Western countries. This reflects in students' recent achievements (Phillipson, Stoeger, & Ziegler, 2013).
Social educational capital	Social educational capital includes all persons and social institutions that can directly or indirectly contribute to the success of learning and educational processes. (p. 28)	In many studies, a mentor has been shown to be of utmost importance for the development of excellence (Bloom, 1985a, 1985b).
Infrastructural educational capital	Infrastructural educational capital relates to materially implemented possibilities for action that permit learning and education to take place. (p. 28)	Educational toys, libraries or resource rooms at school.
Didactic educational capital	Didactic educational capital means the assembled know-how involved in the design and improvement of educational and learning processes. (p. 29)	Training based on superior didactic know-how can easily yield improved effect sizes of at least half a standard deviation (e.g. Lipsey & Wilson, 1993).
³ The definition are quotes from Ziegler and Baker (2013)		

Type of capital	Definition	Illustration
Learning Capital		
Organismic learning capital	Organismic learning capital consists of the physiological and constitutional resources of a person. (p. 29)	Physical fitness is an important precondition, not only for physical activities and sports, but also for cognitive activities (Bellisle, 2004; Gottfredson, 2004).
Actional learning capital	Actional learning capital means the action repertoire of a person - the totality of actions they are capable of performing. (p. 30)	Elementary school students extend their action repertoire gradually and systematically by learning the basic arithmetical operations from initial simple mental counting processes prior to written calculations.
Telic learning capital	Telic learning capital comprises the totality of a person's anticipated goal states that offer possibilities for satisfying their needs. (p. 30)	Students who are alienated from school have very few or even no goals regarding their academic performance.
Episodic learning capital	Episodic learning capital concerns the simultaneous goal- and situation-relevant action patterns that are accessible to a person. (p. 31)	For example, a person who is skilled in a certain language is theoretically capable of saying any sentence in that language. But this does not guarantee, that this person will say the right thing, at the right time, in the right situation.
Attentional learning capital	Attentional learning capital denotes the quantitative and qualitative attentional resources that a person can apply to learning. (p. 31)	From a quantitative perspective, leisure activities can detract from the available time for learning (e.g. chatting, playing PC games, watching television), while anxieties can impair the quality of attention while learning.

Table 1. Definitions and Illustrations of the five forms of educational capital and the five forms of learning capital

2.17.1. Economic Educational Capital

Economic Educational Capital is every kind of wealth, possession, money or valuables that can be invested in the initiation and maintenance of educational and learning processes.

Economic Educational Capital plays an overarching role in the support of excellence, but has not received sufficient recognition in giftedness theories. If one compares societal systems, one finds particular clusters of excellence that closely correlate with the availability of Economic Capital (e.g. Hanushek & Kimko, 2000; Lynn & Vanhanen, 2002; Rindermann, Sailer & Thompson, 2009). There has been little research done to show the above however, many relations are evident; for example, Nobel Prizes for science are won exclusively by researchers from institutions in economically strong countries with high per capita gross national product.

What kind of economic capital plays a vital role in the development of excellence in the MCF, Kenyan context?

The beneficiaries in this study all would have had Educational Capital that was at a bare minimum to none before coming to MCF. Although, since 2002, Kenya offers public primary education free of charge, any extra time required from teachers is often only given with privately paid tutoring fees. Tutoring is often necessary since sometimes in public schools the student-teacher ratio in some classes is 100 to 1 and the teacher has no time for individual questions. This means that often any extra tutoring that might be required to answer questions, must be paid and is not affordable for many Kenyans. While primary education remains free, most children will not go on to high school due to prohibitively high fees (Kenya Education Fund, 2013).

In comparison the economic educational capital that is spent on the development of the beneficiaries outweighs that which the children and youth would be able to achieve through the use of the public system especially being from marginalized backgrounds, that would even prohibit attendance in higher levels of education. Thus the attendees get the feeling of being privileged. MCF student teacher ratio is about 25-30 to one in the primary and 30-36 to one in the secondary. Some studies on the Kenyan Public School System have found that teachers are in charge of classes of 60-80 and sometimes 100 pupils per class and in such classes pupils often do not get individual attention and cannot learn effectively. Staff shortages have forced teachers to often work without breaks and as a result give fewer assignments. In regards to the teaching and learning materials there are still fewer materials compared to the number of pupils, often sharing books in the ratio of 1:3 and in some subjects in the ratio of 1:5 or higher. This makes it difficult for the pupils to do their homework. Often the classrooms are overcrowded with inadequate chairs and desks. The overstretched facilities and congested classrooms create a very unfavorable learning environment which seriously undermines the effectiveness of the education offered in the Kenya public school system (Sifuna, 2007; UNESCO,

2005; Abagi and Sifuna, 2006). Whereas during MCF's scheduled time of homework, teachers and mentors are available to consultation to answer any questions and help explain any difficulties; the beneficiaries are encouraged to help one another during homework time.

Within the Kenyan context MCF invests a very large percentage of its resources on education and makes this a priority for all the beneficiaries whether they will join vocational training or go to secondary school. Not only do the MCF beneficiaries have a much smaller teacher pupil ratio between 1:20 and 1:30 and in some cases even less, but each pupil has a chance for daily individual tutoring as well as her own learning material.

It has become more and more clear how important the impact of economic educational capital is in talent development. Economic investments in education and excellence bring numerous secondary effects, which underscore the necessity for a complementary, contextualist perspective. They attract, for example, human resources, as when top-class research institutions have a greater probability of attracting and engaging high-performing researchers, often from other countries. The superior research opportunities (and facilities) permit the newcomers to do even better research, resulting in a positive feedback effect (Ziegler & Baker, 2013). If compares societal systems one can find clusters of excellence that closely correlate with the availability of economic capital (e.g. Hanushek & Kimko, 2000; Lynn & Vanhanen, 2002; Rindermann, Sailer, & Thompson, 2009). Economic Educational Capital is also used for example to pay for stimulating toys, specialized instruction in music, clubs, sports equipment good schools etc. (Vladut, Vialle & Ziegler, 2015). Compared to many public schools the capital MCF spends on education has led to a comparably higher availability of Educational Capital.

Economic Educational Capital is also applied as targeted support for individuals. It is used, for all aspects of the learning process, for example, to pay for stimulating toys, special tutors and mentors, musical instruments and instruction, sports equipment, good schools and much more (Ziegler & Baker 2015).

From the lower economic Kenyan class perspective when one arrives at MCF, one has stimulating and "new" toys (including various sports balls, uniforms, special tutors for clubs and areas of subjects are available – free of charge, outings are provided etc.). Although being an organization for the disadvantaged and marginalized, the pupils receive more resources than their former neighbors who were more fortunate from a familial and economic perspective.

The students/ pupils not only have all their economic needs met but also enter an environment in which education is not only highly valued but are given opportunities to succeed. It should be noted that the stimulating "toys" from a "developed" country perspective would be considered a bare minimum, however, from the Kenyan rural and slum perspective MCF offers more than most,

however the stimulation also comes from a community of children and youth heavily involved in supervised extracurricular activities.

2.17.2. Infrastructural Educational Capital

Infrastructural Educational Capital relates to materially implemented possibilities for action that permit learning and education to take place. Infrastructural educational capital influences the chances of excellence in the following two ways: The availability of infrastructure can, first, awake interest. Secondly, infrastructural educational capital offers specific learning possibilities (Ziegler & Baker, 2013).

According to Crampton's research in 2009, investment in human capital is consistently the largest influence on student achievement followed by social and physical capital. The physical capital includes the entire infrastructure required for adequate learning environments.

Within the MCF context, the beneficiaries not only have well kept school buildings, classrooms, books and learning materials, but also have science labs, computers and all the facilities that are needed to be able to fulfill their extracurricular activities, exceeding the quality of many of the public school complexes of Kenya. These include sports facilities/fields, swimming opportunities, to stages for the choirs and drama clubs, to a chance to be involved in the various environmental projects as well as be a part of emergency relief responses because of the infrastructure available through the MCF Farms. These opportunities and the infrastructure provided by MCF is greater than most average Kenyan children can hope to have.

2.17.3. Cultural education capital

Cultural Education capital includes value systems, thinking patterns, models and the like, which can facilitate – or hinder – the attainment of learning and educational goals.

There is much research literature which contains many indications that culture influences the development of excellence. One example is the 'golden age of music' as mentioned in Pfleiderer's research (Pfleiderer, 1877); however, culture can also refer to smaller systems, such as religious communities (as in Max Weber's famous 'Protestant work ethic'; Weber, 1934), elite schools and universities, orchestras or sports teams (Ziegler & Baker, 2013).

MCF seems to be such a micro-system and fosters a culture of excellence. The system in which this is embedded is strongly based on gratitude, discipline, and hard work. Those who are hard working and disciplined and achieve become role models. When awards are won, the winners are then celebrated with all the pupils.

Thinking patterns seem to play a large role in success and high achievement. The thinking pattern that is being attempted to be instilled is one of achievement through hard work and thankfulness. The impact of gratitude as shown in several studies is that it appears to be the strongest link to health (and happiness) of any character trait and that feelings of gratitude promote health (Ouweneel E. et al, 2011). And as Robert Emmons, (University of California) a leading expert on the study of gratitude notes, when one practices gratitude one recognizes the source of goodness outside of oneself. One can appreciate positive traits in oneself but true gratitude is connected with a humble dependence on other. One must acknowledge that others – or even some higher power, if one is of a spiritual mindset – gave us many gifts to help us achieve goodness in our lives. More specifically in Emmons and McCullough's Research Project on Gratitude and Thankfulness, it was found that a benefit was observed in the realm of reaching personal goals. Participants who kept gratitude lists were more likely to have made progress toward important personal goals (academic, interpersonal and health based) over a two month period compared to subjects in the other experimental conditions (Emmons & McCullough, 2007). Although MCF beneficiaries are not required to write lists, they are taught to be thankful and to express this thankfulness regularly. Part of which they are to be thankful for is a community and "family", with and through which success can be achieved. This not only motivates oneself to work hard to help oneself achieve higher goals, but also provides the motivation to achieve success for the whole community. This belief is strongly believed, lived and taught at MCF. This is underlined by daily times of prayer where thanksgiving is a major part.

With-in the Kenyan context the impact of culture on the development of excellence needs to be explored. Although MCF purposely mixes all the 47 ethnic groups and cultures of the country, all beneficiaries are taught that each culture has value and each holds much to be proud of. As Cummings discovered in his study on cultural and academic success it is essential for both the teaching and learning process and for both the teachers and learners to embrace self knowledge. This shows the importance of accommodating the concept of culture and the knowledge thereof as a critical ingredient in successful and effective pedagogical approaches to the diversity that exists in classrooms and schools. Not only can cultural diversity be addressed in significant ways through careful and skillful application of culturally responsive pedagogy but is also has positive results impacting pupil self worth, which impacts school and extracurricular performance (Cummins, J, 1995; Cummins J. et al., 2005; Phuntsog, 1999).

Boyer states that all children can learn when taught properly and effectively. This was the launching pad for Padrón, Waxman, and Rivera (2002) who found that, culturally responsive teaching emphasizes the everyday concerns of students, such as critical family and community issues, and tries to incorporate these concerns into the curriculum. This helps students prepare themselves for meaningful roles in their community and larger society by emphasizing both social and academic

responsibility. This addresses and promotes racial, ethnic and linguistic equality as well as the appreciation of diversity (Boyer, 1993).

Henry Okullu claims that within the Kenyan context, ethnic affiliation as an extended family system is a great asset, especially when this affiliation acts as a moral retaining influence upon, and a means of security for, its members. He goes on to say that a nation is a unity of independent institutions, of which ethnic grouping is one. If such is true then ethnic groups are a very strong foundation upon which a strong nation can be built (Okullu, 2008).

MCF ensures that no ethnic or cultural group is placed at a disadvantage, and ensures that each beneficiary finds respect and love for her/his culture of origin. Sometimes, however, there are historical tribal rivalries and prejudices that focus developmental energies ineffectively. In Aquiline Tarimo's study on politization of ethnicities in Kenya he notes that frustration among the poor, both in urban and rural areas, has created a growing tendency to use violence as a viable means to correct the situation. When violent reactions emerge, under the influence of ethno-political ideologies, they tend to take the form of ethnocentrism. It is this ideology that animates the competition between ethnic groups (Tarimo, 2013). This has led to resurging ethnic demarcation and regionalism, often promoted by ethnic leaders. This revolves around the practice of ethnic discrimination. Ethno-political violence is a deliberate political strategy intended to effect change in the political system in which they feel marginalized. This situation has developed because of inequality regarding distribution of land and other resources, corruption at all levels of government, extreme poverty in urban slums, and unemployment. Focusing the problems on the lines of ethnicity has intensified the climate of political crisis (Ajulu, 2002; Lamb, 1982; Klopp, 2002; Müller, 2008).

Lamb notes that in Kenya, ethnicity often determines who gets jobs, who is promoted, who gets accepted to a university, but within that context implies sharing among members of the extended family, making sure that your own are looked after first. To give a job to a fellow ethnic member is not nepotism, it is an obligation. For a political leader to choose his closest advisers and bodyguards from his own ethnic group is not patronage, in the view of many Kenyans, it is a good common sense. This practice ensures security, continuity, and authority (Lamb, 1982).

Through Mully Children's Family a new understanding of family is created which goes beyond ethnic lines. For many beneficiaries and staff it is the first time that they have had close contact with other ethnic groups and are able to grow a love and trust for their new "family" which includes all the ethnic groups of Kenya. This has become a new culture.

One element of creating a new culture that helps to keep the culture 'neutral' as it relates to the languages of the various tribes of Kenya, MCF chooses more neutral languages. Furthermore as part of the 'new MCF' culture, which becomes a family of mixed origins a new culture is built and developed, which does not show favoritism to any one culture. Although there are over 65 languages

spoken in Kenya and many more dialects (Lewis, 2006), the MCF languages spoken on a daily basis are English and Kiswahili, which are not native languages to most of the ethnic groups in Kenya, but are the two principal national languages. All Secondary Education is conducted in English and with these two languages MCF enable the beneficiaries to be able to communicate not only across Kenya, but internationally as well.

The choice to have 2 of the national Kenyan languages as the main communication at MCF gives a new context in which each of the beneficiaries must adjust former ways of thinking, discovering that familiar feelings can be experienced in the context of another language with people of other ethnic groups, of which their own ethnic group could have had prejudices against.

To be fluent in English and Kiswahili in the Kenyan context often has a connection with Education and success (Kioko, & Mithwii, 2003; Dhillon, & Wanjiru, 2013). As Fatiha Guessabi, professor of Languages at the Université de Béchar in Algeria notes, that language always carries meanings and references beyond itself: The meanings and impact of a language represent the culture of a particular social group. In having all the MCF staff and beneficiaries communicate in the two mentioned languages they almost automatically belong to a different social group, beyond what they had ever imagined as a disadvantaged member of society. The below figure below developed by Alidou et al summarizes their study on the effect of languages on education and society in sub-Saharan Africa (2009). It was found that as one progressed up the social ladder; the languages one speaks reveal which social group one belongs to. In Kenya this means that those that speak their local language and the official languages (especially Kiswahili and English) would belong to the upper levels.

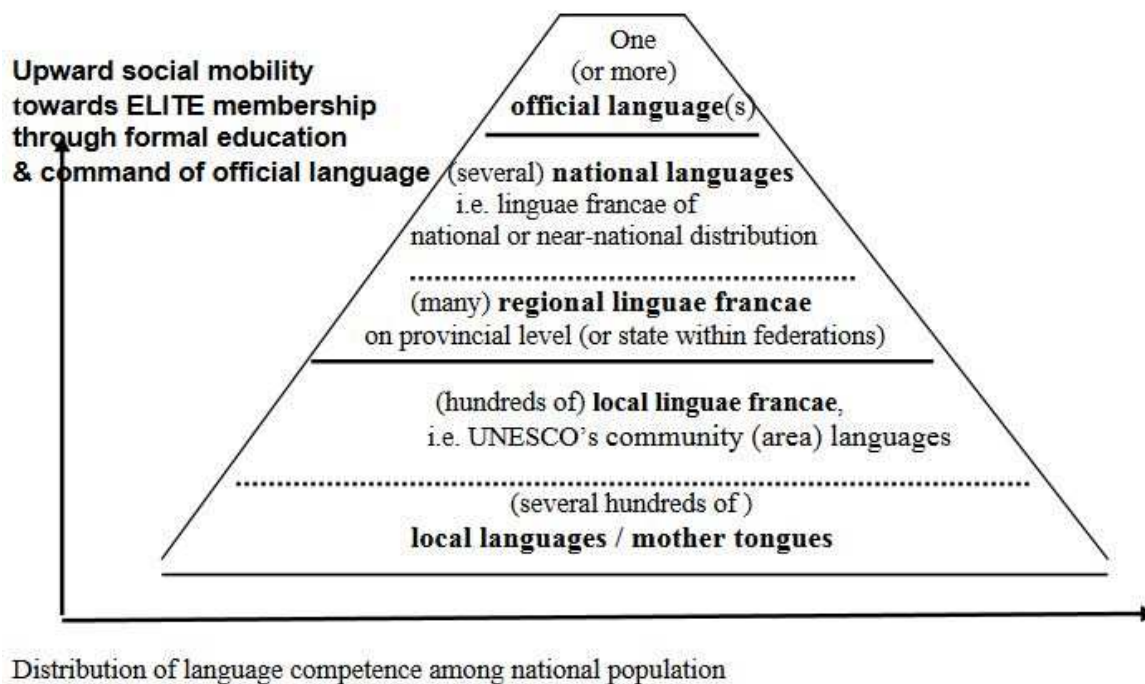


figure 3 Impact of Languages on Sub-Saharan Africa (Alidou, et al , 2009)

The communication process is complex, as many of our messages are transmitted through paralanguage. These auxiliary communication techniques are culture-specific, so communication with people from other societies or ethnic groups is always in danger of larger misunderstanding, if the larger framework of culture is ignored (Guessabi, 2013).

To deal with the various complexities of multi-ethnic communication MCF not only has various social workers, teachers, care givers and pastors with various ethnicities on staff, but also has created a new culture with a new language (new for most beneficiaries in the sense of being a language used in the family and private setting) to understand the new framework in which the beneficiaries find themselves in, while at the same time respecting and valuing the culture of origin. It would seem that in being part of a new family with a new language the findings of Grigore Georgiu are underlined, that language carries the role of primary differentiating factor. It has been found that language structures shape up in an unconscious way the sensitivity and spirituality of a people. Language is the indicator of human condition, and represents social bonding. At the same time it is the factor that confers identity to ethnic groups and nations (Georgiu, 2015). In the case of MCF, the two common languages give identity to the children as being part of a special family, the Mully Children's Family, first Kenyan, then belonging to their ethnic group and provide a common experience for all beneficiaries – this common experience which offers a hope and opportunity for the future.

For many of the beneficiaries this is much different than they could ever have culturally expected. Each year MCF becomes home to many marginalized children, regardless of their religion, sex, color or tribe. According to their website, they are called Mully Children's Family, because a Family denotes a place where people live together with love, peace and hope (Mullychildrensfamily.org, 2016). To be called a family with members being from very different ethnic origins and is a very new experience for most, if not all.

Not only could the multi-cultural, multi-ethnic aspects pose challenges within MCF, but mixing the various elements of marginalized children could cause problems within the Kenyan context. Culturally, orphans, street-children, children born out of wedlock or as a result of prostitution are considered people of lesser value and in their societies are often led to feel that they have little or no value, forced to remain in the cycle of poverty. According to Kamei-Mbote, the mentioned class of children is stigmatized as illegitimate and in her quest for the rights of children appealed to the Law makers of Kenya to remove this stigmatization and terminology from any laws dealing with such children (Kamei-Mbote, 2000). Although much had been done from the year 2000 on, to remove this stigma from such children, six years later Palmqvist, noted that, children in Kenya born out of wedlock also face discrimination, both in terms of material provisions and cultural attitudes, as well as with law enforcement officials. The prejudices against Children born out of wedlock still go very deep

in Kenyan society. Many of the same feelings and prejudices are also aimed at the orphaned and disadvantaged children who are not necessarily born out of wedlock (Palmqvist, 2006).

However there is a central value at MCF that each child is valuable. This thought and belief system of the MCF leadership, has changed the view of the children of themselves and of each other. This is based on the Christian values and MCFs interpretation of these based on a passage in the Bible, Psalm 139 verses 17-18 which states that the author thanks God the he was fearfully and wonderfully made (Barker & Kohenberger, 1994). This is interpreted and communicated to the children and youth as if God is writing these words to them personally. They get an understanding that they were created by God as someone wonderful. This value is further developed to mean that there are a number of gifts that are to be explored and developed. They are just waiting to be developed. MCF wishes to give each child an opportunity to flourish (Mullychildrensfamily.org/about/who-we-are, 2016).

Culturally, in many of the tribes, many of the children grow up with an understanding of curses which are used to explain everything from poverty, illness to various kinds of troubles. When a child is convinced she is being plagued by curses the development is also greatly hindered. Dr P.N. Wachege, Dept. of Philosophy and Religious Studies, University of Nairobi states that the fear of curses and cursing is real. Curses are a disturbing anguish in life. Within the Kenyan context it does not matter whether one is a leader; educated or uneducated; restless youth or an elder; medicine man or a soothsayer; sorcerer or witch; polygamist or monogamist; celibate churchmen and women, or laity; man endowed with virility and fecundity; or woman blessed with femininity cum fruitfulness; pauper or billionaire; a peace maker or a peace breaker, cursing is viewed as a real aspect of life. The underlying factor is that of curse and cursing phobia. This fear is so indispensable among many Africans' lives that even the Western or Eastern mainstream world religions have not managed to annihilate. It is such an incredible phenomenon whose anxiety and wonder remains (Wachege, 2012). If one wants to be effective and relevant within the broader Kenyan society, one must understand the above.

Through the MCF staff the children are given an understanding that curses can be overcome or broken through a belief in the "overcoming power of Jesus". They are taught that they can "bind" and "loosen" these curses based on the teachings of Jesus in Mathew 16:19 (Barker, & Kohenberger, 1994). They are also taught that in the same way that Jesus sent out his disciples they too as his disciples can drive out demons as it is written in Mathew 10:8 (Barker, & Kohenberger, 1994). They are then taught that nothing can separate them from God again, which includes curses, that none of that can have power over them again, as the Apostle Paul underlined in the letter to the Romans, chapter 8:38. These and other Bible teachings are seen as true for MCF (mullychildrensfamily.org, 2016).

As a result, the children have an option that such curses and demons need not have power or even an impact in their lives. This belief gives them a strength and confidence that many have never had before. They no longer focus on the curses but on their potential, giving them a chance to channel all their energy positively and constructively.

Another basic teaching that each of the beneficiaries receives is that each person is born with talents, this is based on the passage in the book of Mathew Chapter 25; 15-18 (Barker, & Kohenberger, 1994). Thus they are taught that each has a lot of talent that can be developed. They also come to understand when they invest and use these talents they will receive more. This counteracts a belief system often found among street children and marginalized children throughout the world in which they believe that they are untalented and would never amount to anything negatively impacting future development (Panter-Brick, 2002). The impact of the belief that they have talents planted by 'God', needs to be explored and tested.

The subculture of MCF, which includes programs in which those participating must explore various kinds of activities so that a) they can find areas in which they have affinity and b) they follow the culture of being active and productive (www.mullychildrensfamily.org/projects/talent-development, 2016).

Part of the culture is the various role models present. The main role models are the founders Dr and Mrs. Mulli. Both of whom came from impoverished backgrounds and through hard work and the assistance and support of some key people became very successful. Not only are their stories told, but they are not seen idly sitting around but continuously busy working, and developing new projects. Beyond them are the various beneficiaries who have attained success who are talked about and honored, some of whom also have joined the MCF staff after attaining post secondary education.

Story telling is a large part of the MCF experience. Not only are the stories of the founders told and repeated, but many of the success stories of the former beneficiaries. As well, when new members join the "family" from destitute situation they are encouraged to tell their story and to listen to the stories of those who have already experienced various forms of rehabilitation. Telling stories has long been recognized as an important part of healing, self-knowledge, and aids us in helping us to connect others. It is a means for understanding ourselves and our place in the world. It is said that people conceive their lives in the form of connected stories. Stories are used to construct meaning and communicate to one another. Stories help to organize and make sense of the experiences of a life (Anderson & Foley, 2002).

This method of storytelling, not only brings about healing, helping the children to discover that they often share a common story, and can also share a common success to overcome their situation, but even more that they too can share a story of excellence. Most of the focus at MCF is on the future and a life of hope the good things that the future is holding out for them. This thought and various stories

that underline this thinking are repeated over and over again throughout their years at MCF. The developed culture at MCF will be explored as to the effects on achieving excellence defined as winning awards.

2.17.4 Social Educational Capital

Social educational capital includes all people and social institutions that can directly or indirectly contribute to the success of learning and educational processes (Ziegler & Baker, 2013). Social educational capital is used to improve any learning process directly through various social contacts who purposely improve the learning process. Through this, more favorable surrounding conditions for learning occur. Those who are usually part of this capital are mentors, trainers, pedagogues, teachers, professors, teacher organizations, etc. According to Ziegler and Baker, “The greater their number, their personal engagement and their teaching and supporting abilities, the greater is the probability of excellence emerging “

(Ziegler & Baker, 2013. p 10)

This Social Capital, are not only the people, but also the situations that are provided to gain access to specific learning situations (e.g. through sponsoring, scholarships, social connections, support associations or networks) or for improving the situative learning conditions (e.g. supportive partners, engaged parents, neighborhood helpers) (Stoeger, 2007).

MCF has aimed to increase the social educational capital to the maximum possible. Not only are the teachers required to adjust their teaching to the abilities and levels of the pupils, but also to be available for tutoring when necessary. Tutoring times are offered for all students at given times, often times the teachers will stay beyond the time required. This is part of the teachers’ contract. Teachers are chosen not only on their ability, but their commitment to the vision of MCF to “rehabilitate street children for behavior formation and transformation and provide a family environment where they can reform and get the necessary skills in order to be independent and valuable contributors to the communities and largely the country’s economic development” (Mullychildrensfamily.org, 2013).

All of the pupils must participate in various clubs from sports, sciences, performing arts, agriculture and environment. Depending on the club, those who wish and have the aptitude and ability are encouraged to participate in competitions. The mentors and trainers in these clubs become vital in the development and the self-beliefs of the pupils (mullychildrensfamily.org/projects/talent-development, 2016).

Not only do the pupils receive training and mentoring, but after a certain age are encouraged themselves to become trainees and mentors to the younger ones, thus realizing that they can give back to the “society” in which they live. The impact of this would also need to be explored and defined (mullychildrensfamily.org/projects/outreach-programs, 2016).

In their place of origins most if not all of the pupils would neither have the time nor the money to participate in extracurricular activities nor would this be valued, since the most important factor would be to survive and help the family either live from subsistence farming or in some other form of survival means (Araujo et al., 2010; Larson, & Verma, 1999; Willis, 2000).

Included within the context of MCF's complex structure, are the coaches of various sports clubs, the environmental club, the choir, the drama club, various academic clubs, various missions and outreach missions, acrobatic club, but also pastors and social workers who help round the development of the whole person at MCF. Each of these members plays an important role in the social environment of the MCF Social Education Capital.

Although there are no biological parents present there is a system of caregivers who ensure that there is social support to develop educationally and the knowledge that Daddy and Mummy Mully (Dr Charles Mully and Esther Mully) are there whenever needed, and that they are providing for them. Since each MCF sight includes not only the housing for the beneficiaries, the caregivers, but also for all the staff, the beneficiaries grow up in relatively small tight-knit community which generally shares the same values and they know the "staff" live with them as part of the family, and are not just "working a job". The beneficiaries come to realize that there a group of adults around them at all times who are concerned and supportive of their development (mullychildrensfamily.org/projects/residential-welfare-homes/, 2016). One of the vital members of the development of the beneficiaries is the mentor. Mentors are those who encourage by example and give personal advice – role models. A role model is a common reference to individuals who set examples to be emulated by others and who may stimulate or inspire other individuals to make certain decisions and achieve certain goals (Shapiro et al., 1978; Basow and Howe, 1980; Wright et al., 1997). As Gibson found in his study on Role Models, individuals pay attention to role models to create a viable self-conception the early stages; in the middle stages, they seek to refine their self-concept, and in late stages, they seek to enhance and affirm their self-concept (Gibson, 2003). Although the study was focused on career development, it shows just how vital it is. It has been found that role models play a central role in individual decisions to engage in a certain behavior are often influenced by the behavior and opinions of others, the demonstration of their identity and by the examples they provide (Ajzen, 1991; Akerlof and Kranton, 2000). This also holds for the occupational choice of individuals (Krumboltz et al., 1976) and, the decision to engage in entrepreneurship. Many entrepreneurs claim that their business start-up decision and the development of their business have been influenced by others. These 'others' are often entrepreneurs and may range from famous people to former colleagues or family members. Such persons serve as role models (Bosma et.al, 2004).

Although the reference is to those becoming entrepreneurs, the principles can apply in all areas of life. The above would also explain why a number of the beneficiaries have become entrepreneurs. The role models and mentors mentioned are vital in the development of the beneficiaries. Within the context of

MCF these people are made up not only of various counselors, teachers and pastors but especially of the older beneficiaries who have already achieved good or excellent standing in their respective field of excellence.

The impact of these factors of the MCF educational social capital will be looked at more closely.

These kinds of educational capital are combined to create a mini-culture of excellence. The term “Culture of Excellence” the definition used by Michael Mintrom is used. He defines a culture of excellence as an organizational context encouraging behaviors that, when deployed, continuously improve task performance (Mintrom, 2014).

Mintrom’s research the focus was on a line of causation running from teachers’ actions and how these actions affected students’ behaviors and how these generated certain outcomes, in the context of MCF, the line of causation is affected by a whole family of staff who interact with beneficiaries which cannot only be defined by teachers alone. It would be useful to expand the definition and the success of culture of excellence with Schein’s definition of organizational culture, which is defined as a pattern of basic assumptions invented, discovered, or developed by a given group. He suggested that leadership of the group, the stability of its membership, how long it has been together, and how learning occurs within it all affect its culture. Schein observed that once a group has learned to hold common assumptions, the resulting automatic patterns of perceiving, thinking, feeling, and behaving provides meaning, stability, and comfort evolve (Schein, 1990). This then could be combined with Aristotle’s notion of excellence. He suggested that people become what they repeatedly do. In the *Nicomachean Ethics*, he famously concluded that excellence is not an act, but a habit (Broadie, 1991).

There is much evidence that suggests the cultures of excellence are powerful in assisting people to improve their practices. When such cultures are found there should be efforts made to do well-designed evaluations of such systems. This would help more students and pupils towards the pursuit of excellence. There are many reasons to believe that cultures of excellence can produce short-term and long-term gains for students. The systematic encouragement of cultures of excellence across multiple fronts simultaneously could produce many amazing forms of social and economic progress. When one discovers one may have a culture of excellence it would be important to apply a rigorous evidence-based, continuous improvement in pedagogical practice, which would ensure continuous excellent results (Mintrom, 2014).

The MCF schools are continuously looking at ways to improve their systems of learning and how this interacts with the development of the students. This shows in the standing of the various rankings of the schools within their zones and districts. For example the first MCF Primary school to open in Ndalani scored either first or second in Zonal Standing in all but two years from 1996 to 2013. For the Secondary Ndalani Schools the regional standing between 2000 and 2013 it scored in the top 2 for 12

years, the district standing between 2000 and 2013 it scored in the top 2 for seven years and except for one year was among the top 5 (mullychildrensfamily.org/achievements, 2013).

The school standings shows there is a culture that develops pupils, who would normally be (and were) marginalized to outperform those who were not marginalized. What this culture of excellence exactly is that impacts and motivates the pupils? This question will be explored in detail, especially as it related to individual success, but extracted from interviews will be insights to systemic processes that are common to all.

The way the days are set up at MCF for all beneficiaries are to help each child develop habits that produce excellence that are supported by the whole “family” which consists of staff members, mentors, volunteers and benefactors. The culture of excellence as it is lived at MCF will be looked at closely.

2.17.5. Didactic Educational Capital

“Didactic educational capital means the assembled know-how involved in the design and improvement of educational and learning processes” (Ziegler & Baker, 2013. p29).

Within any learning context, including MCF schools, the didactic skills of teaching staff must be well trained to meet the individual needs of the learner. Within the context of lived teaching reality there are many factors that impact the learning, such as the learner’s social position, the learner’s wish to conform, the learner’s culture as well as the teacher’s culture. All of these factors influence the human capital constitution process and have to be considered seriously. These “different capitals backgrounds have to be taken into account in the didactical act and in the pedagogical relationships as those differences and different capitals and backgrounds of some individuals can enter in conflict with some of the others”(Gendron, 2004. p 14).

The above is true in almost any context, but especially true within the MCF context with most of the 47 tribes and ethnicities represented in any of the schools at any time. This means that the staff must be able to adjust their didactic skills in such a way that cultural differences, as well as any of the diverse socio-economic differences that disadvantaged and marginalized children have.

2.18. Learning Capital

Since “learning capital is located in the person component of the actiotope and thus encompasses all endogenous resources that can be used to foster a person’s learning progress in a domain” (Ziegler & Baker, 2013. p43) the affect of any construct or system, such as MCF, is limited to the suggestions and environment created to make it easier for an individual to develop and use the learning capital intrinsic to each person. The impact of the learning capital is dependent on the development and use of each individual. The various aspects of learning capital need to be observed more closely.

2.18.1. Organismic Learning Capital

This learning capital consists of the constitutional and physiological resources of the individual (Zielger & Baker, 2013 p 29) and as Bellisle and Gottfredson found, physical fitness is an important precondition, not only for physical activities and sports, but also for cognitive activities. Any system that hopes to assist the development of high achievement must provide the environment to ensure that not only healthy food is available, but that athletic activity is part of the daily routine.

2.18.2. Actional Learning Capital

“Actional Learning Capital means the action repertoire of a person - the totality of actions they are capable of performing” (Ziegler & Baker, 2013. p. 30). The influence of environment on the development of this Learning Capital would be to provide as much exposure to as many learning actions as possible. This then gives the individual the chance to develop many possible actions, which he/she can then possibly decide to access and use in various settings.

2.18.3. Telic Learning Capital

Telic learning capital “comprises the totality of a person’s anticipated goal states that offer possibilities for satisfying their needs” (Ziegler & Baker, 2013. p. 30).

The power of goal making has been studied for some time. As Oettinger & Mayer found in their studies, “Expectations of success predicted comparatively high course grades and strong effort, whereas positive fantasies tended to predict comparatively low course grades and weak effort” (Oettinger & Mayer, 2004. p.1205), this would suggest that the more concrete the goals the higher the success factors.

As Oettinger found in her studies these goals, however, must be based on more than fantasy, but the goals must include an adjusting as one considers the possibilities of not reaching them or even failing. These “negative fantasies” as she calls them will move the goals beyond something to be enjoyed, but to something that can be achieved (Oettinger, 1996, 2000; Oettinger et al., 2001). Then as the study of Oettinger & Mayer showed, “People start to lay out the road to success, prepare for setbacks and hindrances, and at the end will exert effort and show persistence. In summary, whereas positive expectations of success predict effortful action and successful performance, positive fantasies about the future should predict the reverse” (Oettinger & Mayer, 2004. p.1199).

2.18.4. Episodic Learning Capital

“Episodic learning capital concerns the simultaneous goal- and situation-relevant action patterns that are accessible to a person” (Ziegler & Baker, 2013. p.31). For this to develop in a system it would seem to suggest that the individual would have a number of opportunities to develop this capital, taking newly acquired skills and using them in a different environment. The more this is offered the more chances; it would seem the individual could develop his/her ability to apply their skills in a new setting.

2.18.5. Attentional Learning Capital

“Attentional learning capital denotes the quantitative and qualitative attentional resources that a person can apply to learning” (Ziegler & Baker, 2013. p.31).

For individual learners to discover the balance between being focused on a learning activity and taking a break and finding ways of reducing anxiety so that the learning activity can be followed up again, would seem to require assistance from a “system” or other individuals, so that this behavior and understanding can be internalized and then later used as capital.

The various aspects of Learning Capital which encompass all endogenous resources used in a person’s learning process, it is vital to observe the environment of MCF which makes it easier for the award winners to develop and use the learning capital intrinsic to each person as well what each award winner has used to increase their learning capitals.

When increasing their capitals each individual finds some way of regulating themselves.

2.19. Consequences for gifted education

The development of excellence is described as “an adaptation during which a functional action repertoire for specific talent domains is built up” (Ziegler & Baker, 2013. p13). This is not an automatic process but requires the interplay of both homeostatic and allostatic regulations, or as educational and capital and learning capital. The modification of the actiotope happens via regulations in an ongoing manner in the direction of excellence (Ziegler, Fidelman, Reutlinger, Vialle & Stoeger, 2010). At some point, however, most people will cease with their learning and seldom fully challenge all the individual development possibilities. It is at such points that intervention from educators could assist. The task of this intervention is to help with the adaptation of the actiotope towards excellence with measures that support regulations (Ziegler & Baker, 2012). There are four principals that are suggested for education of the gifted, which are discussed below.

1. What is regulated? The principle of co-evolution of actiotope components

In the above mentioned model, the assumption is that each individual change has an effect on the total system. This means that each learning step creates the need for regulation. So that this does not take place chaotically, co-evolution is must take place so to keep the system’s stability. Gifted education or education in general, must therefore be holistic. The focus here is not only the area of excellence, but the adaptation of goals, environment and the subjective action space (Ziegler & Baker, 2013).

The task of co-evolution in gifted education is supported by numerous studies by Freeman (2006a, 2006b), which show how even the smallest interventions in the development can be taxing on the regulation skills of pedagogues and may have serious negative results. When gifted learners are recognized it is recommended that exclusively professional counselors should be the ones who inform those considered to be gifted (Heller, Reiman & Senfter, 2005).

2. Who controls the regulations? The principle of dynamic-interactive regulation

The development of excellence is not acquired by the learner by himself. Teachers, trainers, mentors, coaches etc. make educational capital available for the learner and provide access to learning sociotopes (Grassinger, Porath & Ziegler, 2010). It is not special programs, alone that help in this development, but much more the stable conditions where dynamic interactive regulation can take place (Grassinger et al., 2010). The complexity of the required regulations is, (including many mentoring situations) underestimated (Stoeger, Ziegler, & Schimke, 2014). These regulations have various effects and side-effects, sometimes unintentional, various consequences with various manners of feedback loops (Stoeger, Sontag & Ziegler, 2009). To be able to regulate actiotopes over a period of years, which is offered through mentoring, coaching etc., one needs a good framework, and people with expertise to oversee this regulation. If there are not professional, or at least very experienced teachers, trainers, coaches or mentors involved, the achievement of excellence is extremely unlikely (Ziegler and Baker, 2013).

3. What resources do regulations require? The principle of capital orientation

When there are a lack of resources, the process of excellence development can break down, or at least be stopped (Krampe & Ericsson, 1996). The two forms of capital (educational and learning) or resources have been discussed. Development of excellence requires that all forms be available precisely when needed. This means with gifted education all 5 forms of educational capital and all 5 forms of learning capital is available to enable each new learning step to take place (Ziegler & Baker, 2013).

4. What is the chronological horizon of identification and support? The constructivist learning-pathway principle

To be able to identify talent and promote excellence observation should extend over longer periods that traditionally practiced. This is based on the fact that to get to excellence there may be individual learning pathways that lead to the attainment of success. Recognized the full potential of excellence may only be recognized when the supply of endogenous and exogenous resources are present over the entire pathway in sufficient amounts. Without these the development of excellence is extremely difficult if not impossible (Ziegler & Baker, 2013).

The above shows how important intervention of educators for those who achieve excellence is and what role the education and learning capitals play in the development of individuals. To understand the context in which the MCF construct is in, Kenya a brief view of these capitals in that context will be explored.

2.20. Education and Learning Capitals among the general Kenyan population and within the Marginalized in the Kenyan Society

The educational and learning capitals as discussed give a basis of understanding of a usable model for the study. A brief review of the literature on the capitals among the general Kenyan population and the marginalized within the Kenyan Society will be explored. This should give a better understanding of the capitals that the beneficiaries of MCF came to the organization with.

In Kenya, and in fact throughout sub-Sahara Africa, orphans appear more vulnerable compared to non-orphaned peers: they are less likely to attend school (Case et.al. 2004; Monasch & Boerma, 2004; Nyambetha, et al. 2003; UNICEF et al., 2006), have worse physical and mental health outcomes (Atwine et.al, 2005; Miller et al., 2007; UNICEF et al 2006). Households who care for orphans are shown to be more impoverished (Heymann, Earle et al., 2007; Miller et al., 2007; Oleke, Blystad & Rekdal, 2005). Often caregivers of orphans are unable to meet the material needs of those in their care. Additionally orphans are often subjected to stigma and discrimination (Case et.al, 2004; Cluver & Gardner, 2007). Numerous studies have shown that orphans experience high instances of mistreatment, neglect and exploitation (Baaroy & Webb, 2008; Birdthistle et al., 2010; Cluver et al, 2011; Onuoha, et al. 2009; Operario et al. 2011). Those children who have been abandoned or separated from their parents face similar conditions (Schenk & Williamson, 2005).

In Morantz et al.'s study (2014) on the experiences and associated factors of Kenyan children and youth prior to residential care in western Kenya, almost 60% of the children in care were noted to have come from backgrounds with material deprivation, the conditions of the others 40% were not known or not documented. 66% had experienced some kind of maltreatment (physical, sexual, psychological abuse or general neglect, medical neglect, school neglect). 30% had experience abandonment; of those who were non-orphans 73% had experienced abandonment.

There have been a lot of experiences of maltreatment and other traumas of children living in Kenyan institutions. The great need for psychological support services are essential to children living in residential care to cater to the effects of previous experiences (Morantz & Heymann, 2010; Meintjes et al, 2007; Powell et al., 2004; Powell, 2006). The need of intensified welfare services and community awareness services to deal with not only large issues that impact Educational Capital in Kenya but throughout sub-Saharan Africa (Lachman et al., 2002; Lachman, 2004; Unicef et al., 2004; UNICEF et al 2006).

Within the larger Kenyan context, not only among the marginalized the Kenyan Education Fund reports that although primary education (grades 1 to 8) remains free, most children will not go on to high school due to prohibitively high fees. Through the declining quality of education offered in

Kenya's free primary system (because of too large classes and not enough resources in public schools), the importance of a secondary education cannot be overstated, but less and less are attending secondary education. Official estimates claim that while 7.6 million Kenyans attend primary schools, only about 810,000 are currently enrolled in high school. It should also be noted that the statistics for Kenyans attending university are declining from a percentage perspective. In 2005, only 10,211 students went on to join universities and colleges after high school. The following UNICEF table illustrates the decline of net attendance of Secondary School Participation in Kenya from 2008-2012.

Secondary school participation, Net enrolment ratio 51.6
(%) 2008-2012*, male

Secondary school participation, Net enrolment ratio 48.4
(%) 2008-2012*, female

Secondary school participation, Net attendance ratio (%) 2008-2012*, male 39.5

Secondary school participation, Net attendance ratio (%) 2008-2012*, female 41.6

Table 2 Kenyan Secondary School Participation from 2008 - 2012

The above means that an average Kenyan child already has less than a 50% chance of attending high school, and a very minimal chance of attending University.

It has also been found that the public school system, especially at the primary level, has inefficiencies regarding teaching-learning times. There are a number of factors behind inefficiencies. These include: Education policies, management processes, i.e. misallocation of resources to educational levels; school based factors, i.e. teacher attitudes, time utilization, school environment; and household based factors, i.e. poverty, socio-cultural factors and gender issues (Abagi & Odipo, 1997). The poverty levels have also been found to have very negative effects on school achievement; the poverty levels spill over into the schools of certain areas in which even the sanitation facilities of public schools having negative effects on learning. Furthermore, gender has also been found to play an important role, where being a girl leads to one having noticeable lower grades in reading and maths in Kenyan public primary schools (Onsomu, Kosimbei & Ngware, 2006). Ethnic background within Kenya also plays a role in the possibilities of one's success in education. There has been much ethnic favoritism through education and conversely ethnic discrimination with a number of long-term socio-economic outcomes (Kramon & Posner, 2012). If one is not of the same ethnicity of the people in government (local or national) this suggests that one's educational success is negatively affected. Although there is free primary education in Kenya since 2003 a study representing over 12 000 students, reported dissatisfaction with government schools and satisfaction with private schools. This has been leading to

an increase of separation of those who can afford private education with better possibilities and a much lower quality if one cannot afford private education (Tooley, Dixon & Stanfield, 2008). In fact a study in Nairobi reveals that the free primary education policy in Kenya still excludes the poorest of the poor (Oketch & Ngware, 2010); the beneficiaries of MCF come from this group or people, the poorest of the poor.

Although there have not been specific studies based on Learning Resource Models, or based on Educational and Learning Capital models, one can gather from the above information that the conditions in which the marginalized Kenyan children live are not conducive for effective learning. In fact less than 50% of Kenyans at large even have the possibility to attend high school and therefore have no chance of excelling in academics.

When over 50% of the Kenyans cannot even afford to attend high school, this means that for most Kenyans the ability to take advantage of various educational options and to increase their capitals is very limited. If there are no opportunities, or at least not the best opportunities it is nearly impossible to increase the learning capital that each person has. The quality of primary public education in Kenya is facing many challenges, overcrowded classes, lack of resources and materials, which mean that those who do not have extra money for tutoring cannot take advantage of the opportunities that may otherwise, be available. Furthermore there are insufficient numbers of teachers to meet the needs of the pupils (Sifuna, 2007, Abagi, 2000).

2.21. Discovering the Gifted and Talented

Traditionally the potential of gifted and talented children would be noticed by parents, preschool and school teachers and then tested, to measure intelligence. However, teacher nomination is possibly the least effective of identifying gifted children (Jacobs, 1971; Gross, 1993; Betts & Neihart, 1988). Most often parents are the most accurate observers of their children's exceptionality with regards to giftedness (Jacobs, 1971; Robinson, 1981). Research has shown that families play a much more important role in the development of a child's gifts than do any institutions of learning (Bloom, 1982; Winner, 1996). There are a number of factors of the home environment and the quality of teaching which appear to account for the individual child's progress in the talent field. When parents (or other people close to the individual in their private surroundings) attribute gifts or the signs of giftedness this is seen as important influences in setting expectations and in motivating the child to higher and higher levels of capability and interest in the talent area (Bloom, 1982) .

Furthermore, data on the Study for Exceptional Talent (SET) members' backgrounds suggest that those considered to have exceptional talent are likely to have well-educated and high-achieving parents; it is likely that such parents value education and everything possible in the realm of influence

to help their children attain the best education possible. Such family support seems to be one of the greatest assets in talent development (Brody & Blackburn, 1996).

In the case of the MCF beneficiaries none of the above fits, except that Dr. Mulli, their new “Daddy” and Esther Mulli their new “Mummy” fit the description of high achieving. In most cases the children’s biological parents were poorly educated and sometimes illiterate.

One focus of the research is the close look at the transformation process. As Stern (1916) recognized that giftedness is only a potential for excellent achievement. This brings with it the necessity to define and decipher the learning processes to achieve excellent achievement.

An exploration of the learning processes of each of the award winners will be looked at closely, as well as the system in place to ensure that the learning process is most effectively fostered by MCF.

If according to the Moderation Theory, giftedness is a “trait” which is moderated by other people and the environment of the gifted person (Wang & Rice, 2012; Ziegler, Stoeger & Vialle, 2012; Rimm, 1990). Then it is vital to understand who and what the moderating components of the individuals were that allowed the giftedness to lead to winning awards.

Not only will the environment try to be defined (although this can only be done retrospectively, since like every environment, the MCF is dynamic, adapting, changing to the current needs as well as improving based on needs analysis) based on the recollection of those in the study. The other group, who was interviewed and studied, is the people in the shadows, that group of people who have assisted, coached, “parented” and encouraged the individuals.

The third view of system theory will be used, which focuses on the system characteristics. According to this school of thought the individual cannot completely be analyzed according to single components, but only in the observation of the complete system with its complex interaction. This means that the transformation process as it relates to the complex interaction is what makes it possible for the individual to show excellent achievements in specific domains (Harder, 2011). This meant that an in-depth study of the “system MCF” had to be done.

2.22. The Role of Intuition and deciding who enters the MCF Program

With need of destitute and impoverished children being so large in Kenya, with over 2.6 million orphaned, of which according to the former VP of Kenya, Mr. Awori in 2007 said Kenya is estimated to host more than 300,000 children and youth on the streets who engage in survival tactics that endanger their well being and that of the society. Most of them are abused, neglected, exposed to

criminal and gang activities, suffer poor health due to their lifestyles and exposure to harsh environment, drug and substance abuse, and exposure to HIV/AIDS infection, (Awori, 2007). The current numbers are unavailable but one can assume that the numbers have stayed stable since the poverty indexes have stayed stable as well.

Faced with such large numbers of destitute numbers, the question was asked of Dr Mulli, how he and his team decide which children to accept into the organization. In January of 2013 Dr Mulli stated that when he started and the organization was much smaller, he and his wife would pray about each child and they would also check to ensure that there was no family member of the child capable of caring for the child. If there was no family member able to care and they had “peace” about the child they would accept the child. The child has to be committed to rehabilitation, for example if they had been sniffing, abusing substances and doing other illegal practices to survive, they also have to be committed to stop and go through a disciplined rehabilitation program, following the MCF rules. If this was agreed they were accepted.

Since then the organization has grown to presently house over 2000 children, so of course Dr Mulli and his wife Esther Mulli, are no longer involved in each individual intake, but have a team of professionals who essentially operate in the same fashion. However, now that MCF is a duly registered Christian Children Charitable Organization under The Children’s Act 2001 (Cap 586, Laws of Kenya), they also work closely with legal authorities, ensuring that each child has adequate documentation, and if none are present these children are registered and officially adopted as children of MCF.

It would seem from a scientific perspective these decisions are made on a more intuitive level. This kind of decision making has been studied. In recent years the knowledge of intuition has made significant advances. It can be understood as interplay between knowing (intuition-as-expertise) and sensing (intuition-as-feeling). Instead of being understood as being set in opposition to each other, intuition and rational analysis are better conceived of as two parallel systems of knowing. Therefore these two facets have become extremely valuable and reliable even for executive decision-making processes (Sadler-Smith & Shefy, 2004).

The study and findings were based on executives who live in a complex fast-moving business environment. Interesting when one analyses the life of a street child, their environment is not unlike the complex fast-moving business environment. Street children must rely on their intuition to survive and combine this with “lessons-learned” and base decision on past experiences. Dr Charles Mulli, was both a street child and had the chance to become a well paid executive of a number of international companies and later an entrepreneur before founding MCF (Boge, 2005). He embodies effective use of intuitive decision making balanced with informed knowledge and past experience. However, as Dr

Mully himself states, “unless I have peace from God I cannot proceed with any decisions” (Mully, Charles, 2013).

To understand the development of the MCF construct, which is the home of the award winners if this study, one must understand the person who had the vision and idea of the organization and has continuously been improving and growing the organization so that it could become what it is today. This would require a study on the person of Dr Charles Mully himself at some further date.

2.23. Discussion of theory

The preliminary findings of gifted and talented research as it relates to award winners does not fully answer the questions as to why so many marginalized Kenyan youth achieve excellence through MCF and why the MCF schools and various programs have such high standings. The model that best fits as a source of answering the above question would be the contextual approach as it relates to the context of MCF and the actiotopes it allows to develop and offers for the beneficiaries.

To discover why so many disadvantaged Kenyan youth have been able to achieve such great results, win awards the author found it necessary to closely examine the MCF organization as it relates to creating a culture that produces such excellence.

Underling the findings of the literature, gifted education must realize that the development of excellence consists of an extended sequence of highly structured, successful learning episodes based on the principle of co-evolution (Ziegler, 2005). Such orderly processes are not self-evident, but the result of regulations. The chance of marginalized to be able to take advantage of conducive resources that help to produce excellence are quite rare (Munyakho, 1992; Lachman et al.2002; Heymann et al., 2007; Case et al, 2004; Abagi, 2000; Berliner, 2009). For high achievers to emerge, one needs systems and programs that are effective (Ambrose, 2003; Barab & Plucker, 2002; Ericson et al, 2006). The impact of goals and role models on excellence and winning awards (Basow & Howe, 1980; Cheng, 2013; Greene, 1996;Shapiro et al, 1978) especially in conducive Microsystems and Mesosystems is great (Bronfenmeyer, 1977). As well parental and/or family support is required for the advancement through various situations to enable the learning to achieve excellence, (Colango & Dettmann, 1983; Davidson, Sloboda & Howe, 1995; Engle et al, 2011). How MCF is able to replace the missing support needed to help individuals not only to become positive members of society and to thrive, but especially to allow some to become award winners needed to be explored.

To help understand the complex process an individual goes through the terms endogenous resource and exogenous resources are used to help understand the complex interplay of the resources needed to achieve excellence (Ziegler & Baker, 2013; Ziegler & Baker, 2012). A more through model to help understand the above mentioned interplay, is the actiotope model which includes the above mentioned resources, in more detail; here they are split up into education capital and learning capital (Ziegler &

Baker, 2013). The actiotope model, which includes education and learning capital, will be used to explore the MCF construct, which has helped many achieve awards, although the participants come from marginalized backgrounds. The findings have shown that generally the resources that the participants of this study initially had would not be conducive to achieve excellence even if they are rescued from the streets (Groza & Bunkers, 2014; Fisher et al., 1997). What must be explored is why have so many from the MCF construct won awards and achieved excellence? Other questions that must be explored is how is possible that MCF schools could achieve such high standings in regional and national ratings, when so many come from marginalized backgrounds, and do various athletic teams acquire regional, national and international awards?

3. Methodology

3.1 Appropriateness of the Research Design

This study uses a mixed-methods approach. Although both quantitative and qualitative research is important and useful, the goal of mixed methods is to draw from strengths and minimize the weakness of both in single research studies (Johnson & Onwuegbuzi, 2004). Mixed methods can be seen as a third paradigm of research, which can help to bridge the schism between quantitative and qualitative research (Onwuegbuzie & Leech, 2004). There has been much work on methodologies on the mixed methods research paradigm (Brewer & Hunter, 1989; Creswell, 2003; Greene, Caracelli, & Graham, 1989; Johnson & Christensen, 2004; Newman & Benz, 1998; Reichardt & Rallis, 1994; Tashakkori & Teddlie, 1998, 2003). However it is apparent that much work must still be done in the area of its “data analysis, validity strategies, mixing and integration procedures and rational among other things” (Johnson & Onwuegbuzie, 2004, p.15).

All research in the social sciences attempts to provide warranted assertions about human beings (or specific groups) as well as their environments (Biesta & Burbules, 2003). Even-though certain methodologies tend to be connected with one particular research tradition “the objectives scope and nature of inquiry are consistent across methods and across paradigms” (Dzures and Abaraham, 1993, p.75).

Taking a mixed methods approach allows researchers “to mix and match design components that offer the best chance of answering their specific research questions” (Johnson & Onwuegbuzi, 2004, p.16). This approach should attempt to fit together the insights of qualitative and quantitative research into a workable solution. This pragmatic approach should help to shed light on how research can be mixed fruitfully (Hoshmand, 2003).

Mixed methods research is defined as, “ the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson & Onwuegbuzi, 2004, p17). Mixed research is an expansive and creative form of research, not a limiting form. This method is inclusive, pluralistic, and complimentary and it takes an eclectic approach to the conduct of research. Some research questions and combinations of questions are best and most fully answered through the mixed methods approach.

As Johnson & Onwuegbuzi state;

In order to mix research in an effective manner, researchers first need to consider all of the relevant characteristics of quantitative and qualitative research. For example, the major characteristics of traditional quantitative research are a focus on deduction, confirmation, theory/hypothesis testing, explanation, prediction, standardized data collection, and statistical analysis. The major characteristics of traditional qualitative research are induction, discovery,

exploration, theory/ hypothesis generation, the researcher as the primary "instrument" of data collection, and qualitative analysis (2004, p18).

According to the *fundamental principle of mixed research* (Johnson and Turner, 2003), researchers should use different strategies, approaches and methods to collect multiple data so that the resulting combination is likely to result in complementary strengths and non-overlapping weaknesses (Brewer & Hunter, 1989; Johnson & Onwuegbuzi, 2004).

<i>Strengths and Weakness of Mixed Research</i>	
Strengths	Weaknesses
• Words, pictures and narrative can be used to add meaning to numbers. • Numbers can be used to add precision to words, pictures and narrative. • Can provide quantitative and qualitative research strengths. • Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach. • A researcher can use the strengths of an additional method by using both in a research study. • Can provide stronger evidence for a conclusion through convergence and corroboration of findings. • Can add insights and understanding that might be missed when only a single method is used. • Can be used to increase the generalizability of the results. • Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice.	• Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team. • Researcher has to learn about multiple methods and approaches and understand how to mix them appropriately. • Methodological pursuits contend that one should always work within either a qualitative or a quantitative paradigm • More Expensive • More time consuming • Some of the details of mixed research remain to be worked out fully by research methodologists (e.g. problems of paradigm mixing, how to qualitatively analyze quantitative data, how to interpret conflicting results).

Table 3 Strengths and Weaknesses of Mixed Research (Johnson & Onwuegbuzi, 2004 p 21)

The previous table provides a good overview of both the strengths and weaknesses of mixed methods research.

The mixed methods research was used together to be able to produce more complete knowledge of the MCF construct and the award winners from within the MCF construct. The quantitative tools discussed below would give a good understanding of the award winners, but since all of the award winners are coming from the same construct, it was seen as necessary to augment the research tools with qualitative interviews that would give some possible insight into the MCF construct.

The quantitative tools used are adapted versions of proven tools. The first is the Questionnaire of Educational and Learning Capital (QELC) Vladut, Liu, Leana-Tascilar, Vialle and Ziegler (2013) for students. The second questionnaire is a translation of the Nürnberger Bildungs- und Lernkapital-Checkliste (NBLC) which was developed by Ziegler et al (2011) for teachers.

The two interview questionnaires were designed by the author based on the Actiotope Model of Giftedness, using the model of resources (Education and Learning Capital) as a basis. The questions were designed to fit each of the 5 education capitals and the 5 learning capitals. These were designed to get further insight and understanding into the lives of the award winners, as well as the staff and people involved in the support system of MCF and more specifically support system of the award winners. The interviews were meant to be exploratory in nature, revealing some possible factors which had not been thought of and the interviews were to provide understanding that could not be gathered from the quantitative questionnaires.

The main research tools of this study are two standardized questionnaires, one for beneficiaries and one for mentors (or people in the shadows)(both quantitative) and three interview questionnaires (qualitative) for: 1. The award winners, 2. The MCF Staff and 3. People from the surrounding community to get a more rounded exploratory understanding of the system of MCF based on the Actiotope Model of Giftedness of Ziegler.

The first questionnaire is based on the Questionnaire of Educational and Learning Capital (QELC) adaption of Vladut, Liu, Leana-Tascilar, Vialle and Ziegler (2013) for students. The second questionnaire is a translation of the Nürnberger Bildungs- und Lernkapital-Checkliste (NBLC) which was developed by Ziegler et al (2011) for teachers; this was not only translated but also handed to all those people in the shadows, who were chosen by the award winners.

The reliability of the QELC was proven in Vladut et Al, “A cross-cultural validation study of QELC in China, Germany and Turkey” (2013), therefore a pre-sample test to test the reliability was not undertaken.

However, it should be noted that QELC had never been undertaken on the African Continent, nor had it ever been applied to a setting such as the Mully Children's Family homes, where so many children are under such similar circumstances, while at the same time having been rescued from extreme poverty and traumatic situations from all over Kenya, representing 47 different ethnic groups found within Kenya.

As Ziegler and Baker state, a basic assumption of the Actiotope Model of Giftedness is that an individual can more easily achieve learning goals when more resources are available in the actiotope to attain those learning goals (2013).

Since there are some of the beneficiaries of MCF who achieve extremely well, many who achieve on a satisfactory level and some who do not succeed, the factors of those who achieve success was explored especially as it relates to the interaction within the actiotope. Since all the beneficiaries live in very similar conditions at MCF, (at the time of the study 2450 beneficiaries) discover which factors lead to success could best be explored using the Actiotope Model.

3.2 Research Design / Method

There were six different parts involved in the study, part one was based on documentation and interviews regarding the Mully Children Family Construct, the five parts had its own questionnaire or interview questions. These 6 parts were: 1. MCF Construct, 2. Questionnaire Beneficiaries, 3. Qualitative Interviews Beneficiaries, 4. Qualitative Interviews staff 5. Questionnaire People in Shadows, and 6. Qualitative Interviews Community members. Each will be discussed in detail separately below.

When deciding which language to do the questionnaire and the interviews, it was decided to use English. MCF has over 47 tribes, each with its own mother language represented in the various homes, and Kiswahili and English become the language of communication in day to day communication – and the only languages that all the beneficiaries and staff speak.

This would bring some possible issues with the interviews and questionnaires, in that English would be the third language for most, for some the second and for some the fourth language. However, by the time all the children reach eighth grade almost all instruction takes place in English. Therefore the decision was made to translate all the questions into English from German.

The following figure gives an overview of the design, methods used, the goal of each leading to understanding of individual success factors of the award winners of MCF and the success factors of the MCF Construct. Together this leads to the factors of success of gifted and talented from MCF.

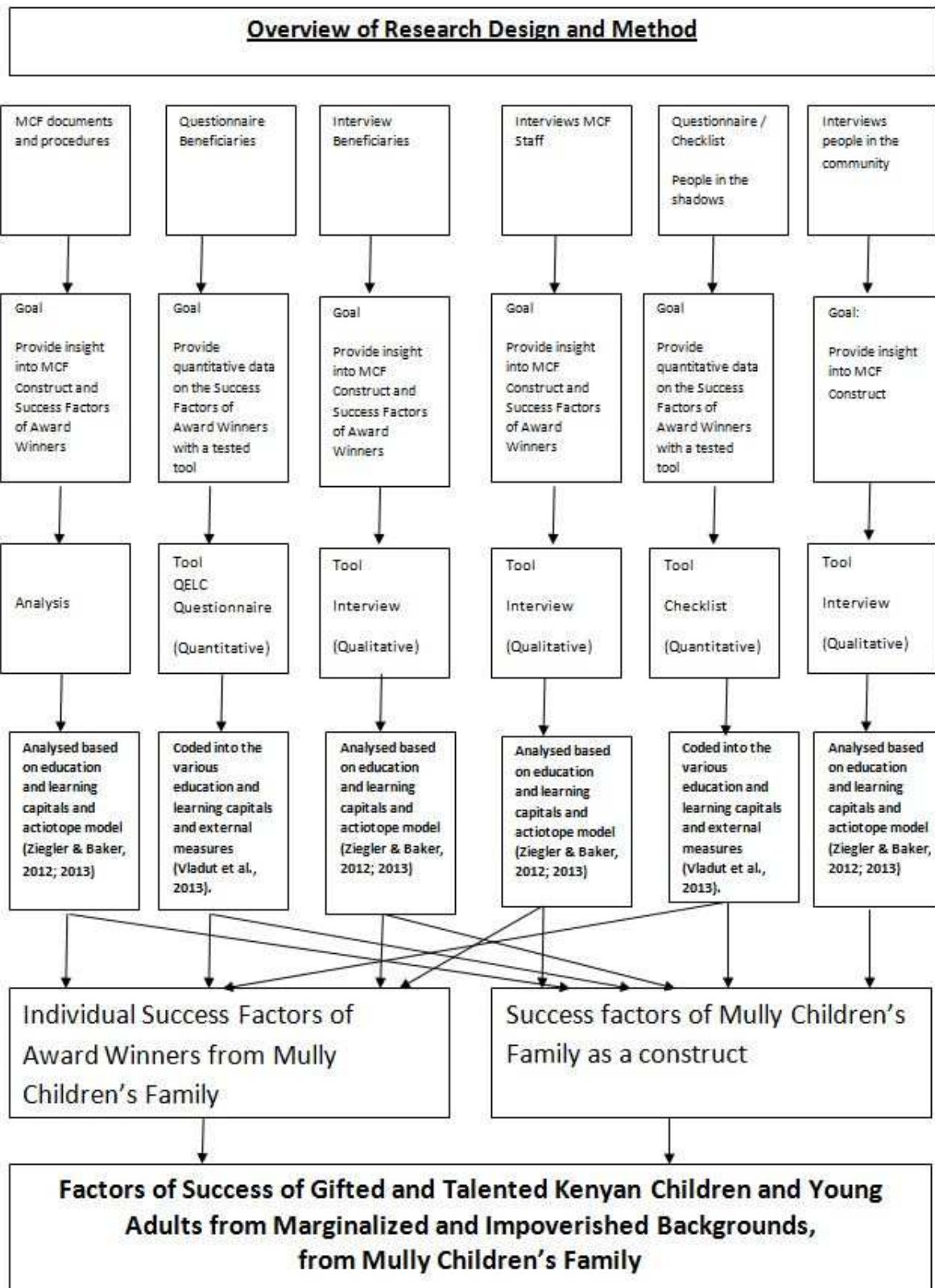


Figure 4 Overview of Research Design and Methods

3.2.1. MCF Construct

To gain an understanding of the MCF construct, documents showing standard procedures and schedules were gathered in order to get an overview of the MCF construct. The goal was to see if one could gather information on the education and learning capitals as well as frameworks that assist in modification as children go through various repertoires (Ziegler & Baker, 2013; Ziegler et al, 2010; Ziegler& Stoeger, 2010).

3.2.2. Questionnaire Beneficiaries

All the participants of questionnaire Beneficiaries worked on the same questionnaire, which consisted of three parts. In the first part they provided some personal data such as gender, age, achieved level of education, literacy background of biological parents, as well as grades of their best 5 core subjects. In the second part, the questionnaire was based on the Questionnaire of Educational and Learning Capital (Vladut, Vialle, & Ziegler, 2015). The third part contained a number of scales measuring modifiability and regulation of the participants, based on Vladut et al (2013).

Unless specified otherwise, all items on the respective measurements were presented along a 6 point Likert-type scale, ranging from 1 (I disagree completely) to 6 (I agree completely).

QELC (Questionnaire of Educational and Learning Capital)

The QELC consists of ten subscales. Each subscale measures one of the ten forms of capital with five items: Economic educational capital (sample item: “My family is willing to spend more money than others for learning.”), cultural educational capital (sample item: “In my social environment learning is considered to be very important.”), social educational capital (sample item: “My friends and my family support me in my learning.”), infrastructural educational capital (sample item: ”I have optimum learning opportunities.”), didactic educational capital (sample item: “I use suggestions and tips on how I learn best.”), Organismic Learning Capital (sample item: “My very good physical condition is a good basis for my continuous learning.”), actional learning capital (sample item: “I always know what exactly I can learn.”), telic learning capital (sample item: “I have set myself the target to learn more and more.”), episodic learning capital (sample item: “Due to various experiences, I know how I can achieve outstanding success.”), and attentional learning capital (sample item: “I can concentrate without distractions on achieving learning outcomes.”) (Vladut et al, 2013).

However, a few additional questions on family had to be added, since each of the participants had their original biological family, and their “new family”, Mully Children’s Family. Since all the Children

call Dr Charles Mully and Esther Mully, Dad and Mum, questions about family had to be specifically defined, if referring to the family of origin or to the MCF family.

Modifiability and Stability scales

Since the Actiotope Model of Giftedness includes the view that learning processes require both stability and modifiability. The scales (discussed below) developed by Ziegler and Stoeger were also used in the questionnaire administered to the participants (Ziegler et al 2010).

Confidence: Academic self-concept was assessed with the scale “Confidence in one’s own competence” (Dweck & Henderson, 1988). This scale consists of four item pairs containing two statements corresponding to a positive self-evaluation and a negative self-evaluation. The two poles of a 6 point answer scale are formulated as statements (e.g., “I am not sure that I am good enough to be successful in school” and “I am sure that I am good enough to be successful in school”).

Failure coping was measured with a five item scale (Schober, 2002). The scale measures the degree to which a person reacts adaptively after failure, for example, by enhancing effort (sample item: “When I’ve made a mistake, I try with the aim of improving”).

Stability belief: In order to assess the stability beliefs, a six item scale, published by Ziegler and Stoeger (2010), was applied (sample item: “After I have learned something in school, I don’t forget how to apply it”). A higher scale value indicates that the individuals believe they can preserve their academic action repertoire.

Modifiability belief: In order to measure their modifiability, a six item scale, developed by Ziegler and Stoeger (2010), was utilized (sample item: “In school, I can compensate for knowledge deficits by studying more”). A higher value on this scale indicates that the individuals believe they can expand their action repertoire.

Achievement: Achievement was operationalized by a combination of the beneficiary obtaining an award either academically, in sports or other competencies from outside of the MCF organization and averaging grades obtained in the top 5 core subjects in high school, these could include, English, Swahili, Mathematics, Biology, Chemistry, Physics, Economics, Business on the previous year’s report cards, or for those at University for their final grade 12 report card. The participants could choose their top 5 since depending on the track of the students, determined which courses they could take. These were given as grades, from A+ being the best to E failing.

Because of the added questions to differentiate between the biological and MCF Family the revised Questionnaire had 91 questions, where as the questionnaire (Fragebogen Schüler BK LK & versch. Skalen) used by Valdut et Al (2013) had 86 questions. (See questionnaire in Appendix E)

3.2.3. Qualitative Interviews Beneficiaries

After the questionnaires had been completed (sometimes up to two weeks later) some qualitative interviews were held with 37 of the award winners to be able to get some more detailed anecdotal and

qualitative information that would help in understanding both the individual as well as their perspective on the MCF construct that they were living in.

The interviews were performed over three days, after spending 10 days on the various MCF locations receiving tours, both formal and informal and having various informal conversations with the beneficiaries and staff.

The list of topics to be discussed were loosely based both on the QELC, the attempt was to cover the five types of Education Capital: Economic, cultural, Social, infrastructural and didactic educational capital; as well as the five types of Learning Capital: Organismic, Actional, Telic, Episodic and Attentional Learning Capital.

There were various questions asked to determine various factors.

The list of questions and corresponding components of the QELC are in the brackets after the questions were as follows:

MCF Questions for award winners

Questions regarding the factors determining the intellectual factors

1. *What subjects and or clubs in school do feel led to your excellence?*
2. *How did you come to learn to be disciplined in your studies?(Epis LC)*
3. *When did you discover you field of excellence?*
4. *How was this area of excellence fostered and supported in your mind?(Soc EC)*
5. *How is support given to those who show potential (Soc.EC)*

Questions regarding the factors determining the creative factors

6. *What role did the extra-curricular activities play in your development?(Org LC)*
7. *Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?*

Questions regarding the factors determining the social factors

8. *MCF is a very large family, what kind of support and encouragement did you get? (Soc EC)*
9. *What role do the dorm “parents” play in the development of the individual? (Soc EC)*

Questions regarding the factors determining the perceptual factors

PHYSICAL

Questions regarding the factors determining Muscular factors

10. *Physical fitness is an important factor for the beneficiaries, how did sports affect your development?(Org LC)*
11. *What was the benefit of the sports you had to do?*

ENVIRONMENTAL CONTROL

Questions regarding the factors determining Physical factors

12. *How were the physical conditions of MCF beneficial for your development?(Infra EC)*
13. *Compared to the situation in which you were before you came to MCF, describe the physical differences?(Eco EC)*
14. *How is/was MCF more beneficial for your development than the area in which you grew up in? (Infra EC)*

Questions regarding the factors determining Cultural factors

15. *What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how? (Cult EC)*
16. *How did growing up multi-tribal help you to be able to focus*
17. *Do you notice any differences in the tribes and clans represented at MCF?*

Questions regarding the factors determining Social, familial factors

18. *What role did “Daddy” Mulli play in your personal development?(Soc EC)*
19. *How specifically did he encourage you?(Did EC)*
20. *Who are the other MCF family members who were big a large encouragement to you? (Soc EC)*
21. *What did this encouragement look like for you?(Did EC)*
22. *Did your biological family play a role in your development? If so who and how specifically?*
23. *Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success? (Soc EC)*
24. *What did this encouragement and support look like? (Did EC)*

Questions regarding the factors determining Teachers and Mentors influence

25. *Who were the teachers who were most influential in your area of success? (Soc EC)*
26. *What did they do specifically that helped you the most? (Did EC)*
27. *MCF has a mentoring program in place. Did your mentors play an important role in your development?(Soc EC)*
28. *How did they help you specifically? (Did EC)*

Questions regarding the factors determining goal setting factors

29. *Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?*
(Tel LC)
30. *Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?* (Tel LC)
31. *What impact do you think this had on your achievements?*

Provisions

Questions regarding the factors determining Enrichment factors

32. *What kind of enrichment activities did you receive for your area of excellence?* (Epis LC)
33. *How much time did you spend on this area of excellence beyond what others were able to spend?* (Atten LC)
34. *What were the conditions and requirements that allowed you to enter into an enrichment program to enable you to focus on your area of excellence?*(Actional LC)

The goal was to be able to get a broader understanding of the interplay of the “construct MCF” (which represents that exogenic environment) and the beneficiaries. Of courses the challenge is that for those at University now, the MCF they attended was much smaller and they had a more intimate relationship with the founders than those in the midst of their schooling now. Both groups were represented in the group of those questioned.

Specifically some direct questions were asked as it relates to determining the influence of people in the shadows and goal setting factors.

Some of the questions that the participants could answer to provide some insight were for example:

Peers

1. *Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?*
2. *What did this encouragement and support look like?*

Teachers

3. *Who were the teachers who were most influential in your area of success?*
4. *What did they do specifically that helped you the most?*

Mentors

5. *MCF has a mentoring program in place. Did your mentors play an important role in your development?*
6. *How did they help you specifically?*

Goal Setting

7. *Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?*
8. *Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?*
9. *What impact do you think this had on your achievements?*

These questions were meant to be exploratory in nature and to give some possible success factors that led to winning awards as well as the aspects of the MCF construct and the interplay of the individual with the construct.

3.2.4. Qualitative Interviews staff

Although many of those chosen as people in the shadows, were also staff members, it was seen as important to talk to both those chosen and some not chosen, but working at MCF in various responsibilities to get a more rounded picture of the organization MCF and what the perception of the organization is, as it relates to the development of talent, that leads to high achievement and awards.

Like in the interviews of the beneficiaries, some qualitative interviews were held with 16 of some leading staff members with a focus of the interview in relationship of MCF and the award winners. This information was to possibly shed some light on the system of MCF as it relates to making an environment that creates excellence.

These questions were based both on the QELC and the 5 forms of Educational Capital as well as their view on the potential Learning Capital of beneficiaries observed.

The list of topics to be discussed were loosely based both on the QELC, the attempt was to cover the five types of Educational capital: Economic, cultural, Social, infrastructural and didactic educational capital; as well as the five types of Learning Capital: Organismic, actional, telic, episodic and attentional learning capital.

The interview questions were also based on the Educational and Learning Checklist as developed by Ziegler and verified by Harder, Trottler and Ziegler as discussed in the article published in the Journal für Begabtenförderung 2/2013.

3.2.5. Questionnaire People in Shadows

The questionnaire or checklist for the people in the shadows is a translation of the German checklist developed by A. Ziegler, NBLC (Nürnberger Bildungs- und Lernkapital-Checkliste) and verified in

the study published by Harder, Trottler and Ziegler in February 2013. This study showed a very high reliability and a higher objectivity in reliability and validity than studies of the evaluation of parents of their children and even more than self-evaluation of the pupils themselves.

The questionnaire People in the Shadows was filled out by those mentors mentioned in the letter given to all participants. In the letter it said:

Dear MCF beneficiary,

Your name has been chosen for the study mentioned on the previous page.

To help in the study we would need you to choose 2-4 key people who personally helped you or were influential in your development in some way, especially in attaining awards if you attained some.

On the form they also were asked about the person's position at the time of influence and the time period of influence.

These questionnaires were passed on to "people in the shadows" of those participants who had received awards, as well as some who had achieved well, but had not received awards. This was determined by those who had achieved higher than an average of "B+" on their most recent report card. Some of those mentioned were no longer with the organization, or were not available.

138 forms were filled on the award winners and a random group of MCF beneficiaries who were in the control group to further analyze and compare.

They were then to be compared for differences and correlations based on the 5 types of Education Capital and Learning Capital and to determine if there would be any correlations. A sample of the questionnaire set up and the scaling can be seen on the table below.

	Applies completely	Partially applies	Does not apply
1. The pupil lives in a social environment in which studying and education is valued very highly	☐	☐	☐
2. The pupil has easy access to numerous high quality learning opportunities (Libraries, books at home and educational centers).	☐	☐	☐
3. The social environment of the pupil has been supported with personal engagement of others (being brought to special trainings, studying together with adults or other mentors, talks with teachers etc.)	☐	☐	☐
4. Economical support was provided for the pupil	☐	☐	☐

Table 4.1. Questionnaire sample for people in the shadows

The 14 questions covered the 5 areas of educational capital and the 5 areas of learning capital from the person in the shadows perspective.

The questions were the following:

1. The pupil lives in a social environment in which studying and education is valued highly.
2. The pupil has easy access to numerous high quality learning opportunities (Libraries, books at home and educational centers).
3. The social environment of the pupil has been supported with personal engagement of others (being brought to special trainings, studying together with adults or other mentors, talks with teachers etc.)
4. Economical support was provided for the pupil whenever needed
5. The pupil has the physical requirements to be able to successfully manage challenging learning processes.
6. The Pupil can endure a great amount regarding study requirements for school
7. The pupil has an above average ability to communicate written and or orally
8. The Pupil is able to make very complex logical conclusions
9. The pupil sets very high learning goals and is highly motivated.
10. The pupil is highly interested in at least one area.
11. The pupil has above average competencies in at least one subject area.
12. The pupil has effective learning and studying strategies.
13. The pupil has enough time capacity and opportunities to come to understand in a new area of learning.
14. When the pupil is studying or learning a new competency, the pupil is highly concentrated

3.2.6. Qualitative Interviews Community members

After having spent considerable time at MCF, it became important to be able to get some information as to how the organization is perceived by at least some of the community and neighboring areas. This too would help in achieving a rounded picture of the organization, and how the community perceives the relationship to the development of talent, that leads to high achievement and awards.

Like in the interviews of the staff, some qualitative interviews were held with 5 community members with a focus of the interview in relationship of MCF and the award winners. This information was to shed some light on the system of MCF as it relates to making an environment that creates excellence.

The list of topics to be discussed were loosely based both on the QELC, the attempt was to cover the five types of Educational capital: Economic, cultural, Social, infrastructural and didactic educational capital; as well as the five types of Learning Capital: Organismic, actional, telic, episodic and attentional learning capital.

3.3. Setting and Participants

All but six of the questionnaires and interviews were filled out and conducted between January 15th 2013 and February 10th 2013, in Kenya at three locations, (6 questionnaires were completed in Germany, because 6 award winners are studying in Wasserburg, Germany). The three locations were at MCF Home Ndalani, MCF Home Yatta and the MCF offices Nairobi. The setting of each of the questionnaires and interviews will be discussed individually.

3.3.1 QELC Questionnaire for beneficiaries

There were 232 valid questionnaires completed, randomly selected from the MCF beneficiaries who either were attending High School, University or were waiting to attend University in the near future. There were **120** males, and **112** females (Table 5). Of the **232** questionnaires **38** were award winners, in various disciplines. Of the award winners there were **18** males, and **20** females (Table 6). The corresponding ages can be seen on the graphs below.

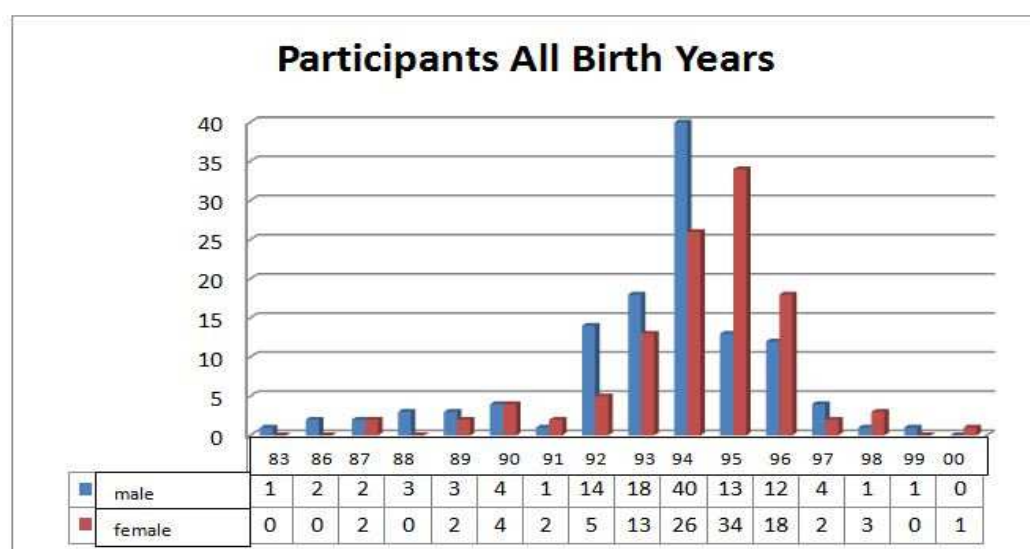


Table 5 Age and Sex of all participants

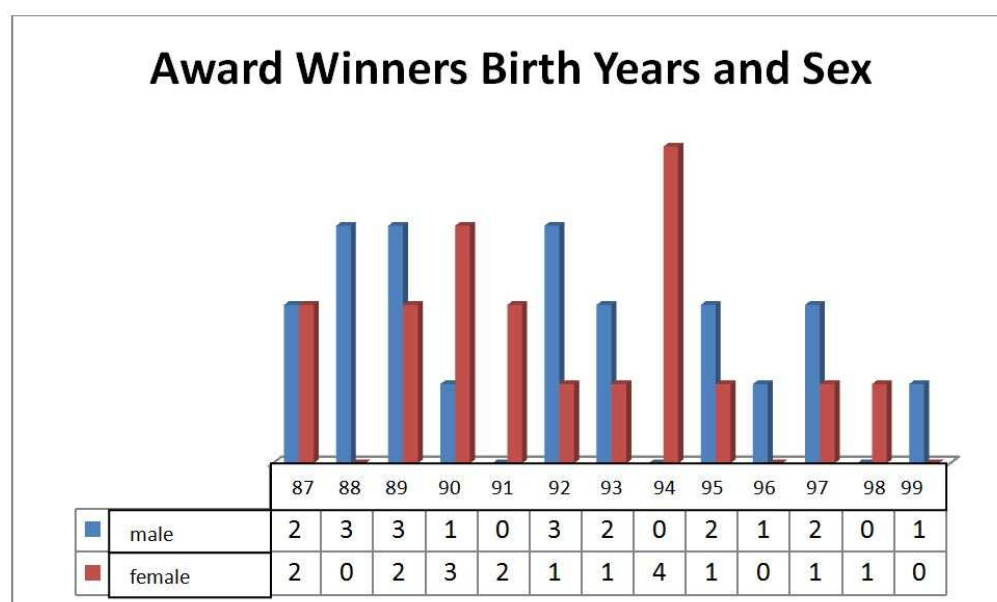


Table 6 Age and sex of award winners

3.3.2. Interview with Award winners

38 award winners were interviewed individually at the MCF Home Ndalani, MCF Home Yatta and the MCF offices Nairobi, between January 20th and February 10th 2013. These were only carried out individually after the participant had done the QELC questionnaire discussed in 3.3.1.

3.3.3 Interview Staff and 3.3.4. Interviews Community members

To get a rounded exploratory picture of the MCF construct, **16** leading and non-leading staff members and **4** community members not involved in the care of the MCF children were interviewed. These

interviews were done individually and at three locations, at MCF Ndalani, MCF Yatta and MCF Nairobi between January 20th and February 10th, 2013.

3.3.5. Questionnaire People in the shadows

The questionnaire on the 38 award winners, and a random group of beneficiaries with an average of B+ or better, a 14 question survey on the award winners, was given to those named by the beneficiaries on their questionnaires. Of these some award winners and non-award winners had two, some three and some four people in the shadows filling out surveys on them. People in the shadows, was defined as anyone who had an important input in their lives, as defined by the participant. Only those people in the shadows who were still available at MCF could be given the surveys to be filled out. 20 different people named by the participants filled out the 14 question-survey on various beneficiaries. These were filled out by those named by the beneficiaries between January 20th and February 10th.

3.4. Instrumentation

The instrumentation of 6 different parts of this study will be explained here.

As expressed previously the number of award winners coming out of MCF is considerably high, especially considering the background of the beneficiaries. The assumption made by the author, is that there is a functioning system in place at MCF that has created an environment that produces excellence, and is used in gaining awards and certificates of achievement.

3.4.1. MCF Construct,

To gain an understanding of the MCF construct, documents showing standard procedures and schedules were gathered and information from the Mully Children's Family website was gathered in order to get an overview of the MCF construct. Additional policies and procedures that were written down were collected electronically over the period of the study. These were then to be analyzed as to how they fit into the Theory of Actiotopes and Educational and Learning Capital as discussed by Ziegler & Baker (2013).

The questionnaires were also to be used to get an overview of the MCF construct. The factors involved to be explored were based on the QELC Questionnaire (Vladut et Al, 2013; Vladut, Vialle, Ziegler, 2015.) on which both the Questionnaire for the Beneficiaries and the Questionnaire/ Checklist about the award winners to be filled out by the People in the shadows.

The people in the shadows were chosen by all who filled out the questionnaires, both the award winners and non-award winners. They were asked to write down the 3 to 5 most important people who

personally helped you or were influential in your development in some way, especially in attaining awards if you attained some.

3.4.2. Questionnaire Beneficiaries QELC

The questionnaire was administered in MCF Ndalani, MCF Yatta, the MCF office in Nairobi and for six award winners in Wasserburg, Germany. In groups of 10 to 30 beneficiaries were brought to a testing location, where the questionnaire was explained (see Figure 5 below).



Figure 5 various groups filling out the QELC questionnaire in Ndalani MCF, Kenya

The participants were chosen by the MCF staff. The 38 award winners were chosen ahead of time but mixed in with the rest of the participants who were chosen randomly.

The participants ranged in age from 15 to 25 and all were MCF beneficiaries. Most were still attending High School, and some were waiting to attend Post Secondary Education others were already attending university or college. There was not differentiation made between those who joined MCF before school age and those who joined at later stages.

They were brought in mixed groups (award winners and non-award winners) of 10 to 30 to fill out the questionnaire. The questionnaire was explained by the author and one Kenyan MCF staff was also available to ensure that directions were understood. (The author speaks fluent Canadian English and

there are differences to Kenyan English that were to be considered). The process of explaining and administering the questionnaire took about 60 minutes each time.

The questionnaire was started after all beneficiaries were also informed to fill out the page attached the questionnaire on which they chose the 3-5 most influential people in their lives as it relates to their development, especially in attaining awards and success as they understood it (although attached to the questionnaire this was to help in defining who the people in the shadows for the award winners were). They were also informed that the questionnaires and all the information provided would be kept anonymous, through a coding system.

Then in the first part they filled out some personal information, including age, sex, last completed level of School and last year's school grades for the main 5 subjects.

Then the Likert scale questions were filled as explained in the previous section.

Unfortunately 5 of the 252 questionnaires were invalid, because the copies they received were missing three of the pages, which the researcher did not realize until much later.

3.4.3. Qualitative Interviews Beneficiaries

After the questionnaires had been administered, the award winners were requested to come for interviews. Each interview took about 30 to 45 minutes each. The interviews were videotaped, when possible (sometimes failing electricity and batteries were an issue). This part of the study was more of exploratory in nature, giving the participants a chance to talk and explain some of their answers in more detail.

3.4.4. Qualitative Interviews staff

Since the premise of the study is that there is something in the organization MCF that really enables many to achieve, the author found it important to do some exploratory interviews with various members of staff. Although the staff chosen cannot be called representative of the approximately 1500 – 2000 (some are seasonal farm workers) people employed at MCF and MCF Farms, the interviews do provide some insight from the view of some of the staff. These interviews were not anonymous. Each interview, completed individually took between 30 and 45 minutes. The interviews were videotaped, when possible (sometimes failing electricity and batteries were an issue).

The staff chosen were the following:

1 One program coordinator – role to coordinate all the activities of the children, also helping to decide which beneficiary attends which programs when etc. .

2. One matron – for each group of the children from birth to about 12 there is a matron, who lives with them as a mother. The groups range in size. (Size of group 6 – 20 depending on age) Each group has its own dwelling.
3. Three teachers – each teacher plays a vital role in the development of the educational aspects of the children, but are often also counselors.
4. One clinical health officer - there are a number of health officers at MCF, their role is to ensure that each child's health is kept up, as well as ensuring that those children who come with certain illnesses (like HIV/AIDS) are monitored. They are part of the team that ensures that diet, medical provisions etc are kept on a high standard.
5. Four pastors – there are a number of pastors throughout MCF, providing not only spiritual teaching, but especially spiritual counseling and counseling in general.
6. One Social Worker – there are a number of social workers employed at MCF, each one helping the traumatized children develop into healthy members of society.
7. One principal – each of the schools has a principal, the one chosen for this interview was from the MCF Yatta High School.
8. Administration - with over 2400 beneficiaries in the care of MCF there are many levels of administration needed, the person chosen for the interview is from the administration of supplies for the children, where the children come and get supplies they need for their daily and school life.
9. The karate coach – there are many clubs at MCF, one of the most successful in the regards to awards.
10. One soccer coach - many of the staff have numerous responsibilities, the main responsibility of this staff member is being a soccer coach.
11. One headmaster of the tailoring school – there are also programs for those who are not qualified to attend High School they then attend a trades school. Getting this perspective also helped in understanding MCF.

These interviews were videotaped and parts of the answers were transcribed.

These were then to be analyzed as to impacts these perspectives may have in helping to understand the environment of MCF as it relates to the various elements of Learning Capital.

3.4.5. Questionnaire / Checklist People in Shadows

As questionnaires were filled out based on a list of award winners, received from the MCF staff, those identified “people in the shadows” were given the questionnaires or checklists about the award winners based on the NBLC (Harder, Trotter, & Ziegler, 2013). These were accompanied by a letter (see Appendix D). They were also informed that the questionnaires and all the information provided would be kept anonymous, through a coding system.

3.4.6. Qualitative Interviews Community members

On the last day in Ndalani for the study, February 9th, 2013, four members of the surrounding community were asked to come for interviews. The author of the study wanted to get at least some understanding how MCF is perceived by at least some of the community and neighboring areas. The MCF team that was assisting in the process was able to quickly find some members of the community, although this is not a random sample it was to give some insight into how the community perceives the relationship to the development of talent that leads to high achievement and awards.

The community members who came were: a community Elder, a female Farm manager, A Farm worker of 10 years, A Farm worker in charge of irrigation. Three of the four worked for MCF Farms, but were not involved in the care of the children. MCF Farms is one of the main employers of the region.

These interviews were videotaped as well as well as partly transcribed.

3.5. Data findings:

A study of the MCF construct was also done, through information published by MCF, various documents provided by the organizations and through interviews with the founder and his team.

The data collected from “Questionnaire Beneficiaries” and “Questionnaire/checklist people in the shadows” was coded and compared as discussed in the previous chapter as verified by Vladut et al (2013) and Harder, Trotter, Ziegler (2013).

The information collected with the three kinds of interviews: Beneficiaries, Staff, Community Members was analyzed and are meant to offer ideas and insight about the MCF construct and for further possible issues of study and exploration as they relate to the model of actiopes, education capital and learning capital and modifiability theories (Ziegler & Baker, 2013; Ziegler et al, 2010; Ziegler, Stoeger, Grassinger, 2011).

4.0. Ethics

As part of the invitation to participate in the study a letter was sent in advance this was distributed to some key staff members to be informed. Although it was asked that the questionnaire is done by January 15th, because of organizational issues they were done later. However as written in the letter (Appendix D) the reason for the questionnaire and for the study was explained, and for those where the information was to remain anonymous, i.e. the beneficiaries, they were informed verbally before doing the questionnaire in groups of 10-30. Before they did the questionnaire they were asked to read the letter on the top of the questionnaire. It clearly stated;

We are requesting that you do the questionnaires as honestly and thoroughly as possible. The result will have no bearing on anything except in understanding and recognizing some factors that may be helpful in future.

The study in which MCF is participating has two parts.

- 1. Written questionnaires to be done by January 15th and returned to the MCF office January 15th.*
- 2. Interviews at various locations in MCF with David Rempel and team between February 3rd and 9th. (The MCF office will make the arrangements for this and let you know where and when the interview will take place)."*

The questionnaires and interviews were all carried out in settings that did not put any participant in any harm or under any stress. The confidentiality of recovered data will be maintained at all times and identification of participants will not be available during or after the study.

5.0 Internal and External Validity

Various QELC tests have been performed in various contexts and each one being confirmed the reliability pre-test was not carried out before doing all the questionnaires (Vladut et al., 2013; Vladut, Vialle, Ziegler, 2015). In the setting of this study, this questionnaire and tool had a number of reliability issues, which had not shown up in the studies and applications of the QELC performed by Vladut et al. (2013). In the mentioned cross cultural validation study of the QELC in China, Germany and Turkey the following reliability was found:

Reliabilities for all countries together and separately (Cronbach's α)

Form of Capital	Total	Turkey	China	Germany
	n=503	n=221	n=192	n=90
economical	0.77	0.77	0.76	0.77
cultural	0.83	0.81	0.77	0.65
Social	0.65	0.73	0.74	0.60
infrastructural	0.77	0.74	0.75	0.70
didactic	0.85	0.80	0.79	0.82
organismic	0.78	0.71	0.84	0.72
actional	0.77	0.72	0.79	0.62
Telic	0.49	0.57	0.81	0.70
episodic	0.86	0.84	0.89	0.82
attentional	0.60	0.73	0.84	0.70

Table 5.1 Cross cultural Validation Study of QELC

In the conclusion it states:

“While most of the ten subscales of the QELC had acceptable reliability, the Cronbach’s α of some, in particular the subscale for the measurement of telic educational capital, were lower than hoped for. However, the within-country reliabilities were much better. Overall, the results of the reliability analyses seem to be quite satisfactory and show that it is possible, in principle, to measure educational capital and learning capital with a questionnaire”(Vladut, et al, 2013. p475)

In the validation study of the QELC with 248 post secondary Germany students the reliability was also confirmed, as shown below;

QELC subscale	Cronbach's α	Sample item
Economic EC	.76	My family is willing to spend more money than others for learning.
Cultural EC	.74	In my social environment learning is considered to be very important.
Social EC	.74	My friends and my family support me in my learning.
Infrastructural EC	.75	I have optimum learning opportunities.
Didactic EC	.80	I use suggestions and tips on how I learn best.
Organismic LC	.85	My very good physical condition is a good basis for my continuous learning.
Actional LC	.62	I always know what exactly I can learn.
Telic LC	.68	I have set myself the target to learn more and more.
Episodic LC	.82	Due to various experiences, I know how I can achieve outstanding success.
Attentional LC	.74	I can concentrate without distractions on achieving learning outcomes.

Table 7.2. Validations study of QELC with Post Secondary German students (Vladut, Vialle & Ziegler)

All 10 areas showing satisfactory reliability, “Although reliabilities of the ten QELC subscales were in the satisfactory range, some effort should be taken to improve some of the subscales. This suggestion applies particularly to the subscales that measure actional learning capital ($\alpha=.62$) and telic learning capital ($\alpha=.68$) (Vladut et al., 2013 p.54).

The reliability of QELC as a tool within the context of the Mully Children’s Family Organization may need to be reexamined for that context, since there were some reliability issues.

This was the first time that the QELC tool was used on a very heterogeneous group with a relatively homogenous experience. The group tested, comes from all parts of Kenya, from 47 different Kenyan tribes, each having their own mother tongue. The commonality for all is that they are all come from impoverished disadvantaged backgrounds and all must learn Kiswahili and English as their main

language of communication and are all given relatively similar opportunities to develop and grow. (As discussed in the MCF construct description).

It was questioned if the non-reliability issues were related to language. (The decision to use English as the language of the test was based on the fact that most of the beneficiaries have only learned to write in Kiswahili and English and not in their mother language and all higher education takes place in English). It was then tried to see if there would be differences based on understanding of English. The assumption was that those participants in the study who were older would have a better use of English and if some the reliability issues were based on understanding the results would be better for the older participants. Then again the reliability test was run on those participants with awards to see if there were differences.

Although there were some improvements in the reliability as seen on the following table, regardless of which group to be looked at there were certain subsets of questions that cannot be viewed as reliable in any way. Possible reasons for this will be discussed in the findings. The Economic (Oko) questions cannot be seen as reliable in this test setting.

The Social (Soz) and infrastructural (Infra) questions cannot be seen as reliable, and the SV questions even had a negative result. Some possible theories to explain these results will be explored in the findings. Those question groups that were between 0.5 and 0.65 were the following:

Cultural EC (Kult), Didactic EC (Did), Organismic LC (Org), Telic LC (Tel), Attentional LC (Atten), MB, IT, those above 0.65 were Actional LC (Akt), Episodic LC (Epis), and A1 (Achievement). As can be seen in table 5.3.

The most reliable subsets of questions were: Achievement (A1 and A2), followed by Modifiability Belief (MB), Actional Learning Capital (Akt) and Didactic Educational Capital (Did), although the following three are questionable as to their reliability in this setting these subsets can also be looked at: Cultural Educational Capital (Kult), Organismic Learning Capital (Org) and Attentional Learning Capital (Atten).

The questionnaires and interviews were all carried out in settings that did not put any participant in any harm or under any stress. The confidentiality of recovered data will be maintained at all times and identification of participants will not be available during or after the study.

	Reliability all	reliability 95 all	reliability 95 plus awards	
n 232	n134			
OKO 1 mcf	0,214	0,231	0,439	
OKO 2	0,425	0,478	0,489	0,627 if take out F1
OKO 3 mcf	-0,051	-0,086	0,165	
KULT 1 mcf	0,516	0,573	0,634	0,696 if take out F12
Kult 2	0,546	0,585	0,637	
if take F12	0,623	0,65		
Kult 3 MCF	0,323	0,376	0,456	
Soz 1	0,41	0,398	0,22	
Infra 1	0,473	0,411	0,381	
Did 1	0,371	0,49	0,526	
if take F45	0,614	0,671	0,683	
Org 1	0,629	0,626	0,532	
Akt 1	0,689	0,719	0,61	
if take F47	0,697	0,74	0,698	
Tel 1	0,53	0,565	0,148	
Epis 1	0,654	0,657	0,504	
Atten 1	0,569	0,606	0,401	
SV 1	-0,441	-0,433	0,607	if take F10 out
MB 1	0,594	0,653	-0,845	
A 1	0,882	0,876	0,735	
if take out				
MCF	0,889	0,847	0,902	
A2	0,854	0,887	0,873	
IT	0,579	0,63	0,88	
		0,655 if t/o F76	0,585	
			0,678 if take out F86	

Table 5.3 Reliability results of QELC for MCF beneficiaries

Reliability of Questionnaire for People in Shadows

The Questionnaire filled out by the people in the shadows was deemed reliable based on the reliability study done by B. Harder, S. Trotter & A. Ziegler (2013). The author could not know if those people who would be named by the award winners would be available. The results of the questionnaire of people in the shadows are statistically not significant since of the beneficiaries who it was filled out on only 11 of 145 who had such survey filled out were award winners. The others who were named were either not available at the time of the study or no longer working for MCF and could not be reached. However, a look at the results of correlations is still of interest for possible further study.

6. Findings

6.1.1 Findings Part 1: MCF Construct:

Overview of MCF Homes

Currently MCF has over 2400 children under its care and over 10 000 children have been successfully rehabilitated since its establishment in 1989. Mully Childrens Family has 6 branches in Kenya: MCF Ndalani and MCF Yatta in Yatta District of Machakos County, MCF Vipingo in Mombasa, MCF Kipsongo in Kitale, MCF Eldoret. MCF is also managing similar programs for street children in Kampala Uganda, Dar-es Salaam Tanzania as well as replicating the MCF sustainability projects model in Swaziland in support of orphans and vulnerable children projects.

The beneficiaries of MCF are Orphans and Vulnerable Children (OVCs), the support system is to support these through to the senior years until they acquire the highest level of education based on their abilities, while at the same time developing and supporting community initiatives to provide safety nets for vulnerable children and smooth transition into the larger society.

Mully Children's Family runs four primary schools, two secondary schools, a vocational training center in four of the six branches in Kenya. The Vocational Training Centre at MCF Yatta offers various trades including: hairdressing and beauty therapy, tailoring and dressmaking, knitting, entrepreneurship, computer courses, carpentry, metal work and masonry. A private MCF University is also planned to be opened with the faculties of Agriculture, Environmental Studies, Social Work and Pastoral Studies at the Yatta Location.

MCF promotes advocacy programs to influence positive community development in protection of child rights through use of sports and special talent shows both in Kenya and at international levels. Some of the significant highlights include;

The MCF Mission Teams (groups of well trained acrobats, dancers, karate members, and singers) who have been rehabilitated play an active role in community awareness, street outreach and stage performances in national and international forums.

MCF seeks to raise its level of sustainability to increase its potential to stay operational as long as the need for it exists by initiating and developing projects in the following areas;

- General Agriculture and Horticulture for export and domestic consumption
- Environmental development through tree nursery development and tree planting
- Water Conservation and supply projects
- Social Mobilization and community education projects to promote child protection.

- Asset and infrastructure development.
- Production services through MCF Vocational Training Department (mullychildrensfamily.org, 2013)

MCF is based on the family model of care hence the passion to realize self-sustainability in the care and rehabilitation of street children and OVCs has remained a priority and part of Charles Mulli's vision in the ministry since inception.

Dr. Mulli conceived the integration of environmental conservation initiatives to child welfare programs as a strategy to create safety nets for vulnerable children and institutional and community level. The MCF Ndalani and MCF Yatta have been transformed through this initiative. MCF has integrated environmental conservation activities in its agricultural activities in MCF programs in Yatta District. Over one million tree seedlings have been planted to reclaim the MCF Ndalani 200 acre farm and MCF Yatta 500 acre farm to prevent soil erosion, provide firewood, shade and for beautification purposes. One million Tree Seedlings every year are provided for distribution across Kenya for reforestation purposes.

MCF has set up medical facilities within its MCF Ndalani and MCF Yatta branches to provide both preventive and curative medical services and above all emergency medical services to targeted children and the community before referrals are facilitated. The medical centres provided free healthcare services to an average of 18,000 patients annually to children under MCF care and members of the community (mullychildrensfaily.org, 2013)

6.1.1. Overview of MCF Programs related to child development

The first steps:

When the potential beneficiaries of MCF are found, or brought to MCF, each case is individually assessed, ensuring that there is indeed no one to care for the child. If the child has been abusing substances and been involved in activities not conducive to development they are interviewed and must be willing to make a change and be willing to go through a rehabilitation program to get away from substance abuse, etc.

Once the decision has been made to enter one of the MCF programs, MCF works closely with the government officials ensuring that all documentation required is there, if, as it is in some cases, there is no documentation for the child for various reasons, MCF works with government and legal authorities ensuring that the child acquires a legal identity.

As soon as the child enters MCF, she receives a medical check up to ensure that any health issues are taken care of, or in the case of child pregnancy, as is the case with the some of the children who come, with some child mothers baring children at the age as early as 12, extra diets are designed and care is given in preparation and the child is entered into a special program for child mothers, where both the child mother and the coming baby are given professional care.

Those who are identified as having HIV/AIDS are also put into a special program, to ensure that they receive a special diet to ensure that their immune system and development is as high as possible.

Once the health issues are taken care of, based on sex and age they are put into the care of a matron, who offers daily motherly care and guidance. There is also a whole team of professionals who are informed of the newly incoming children, these teams include the social workers, teachers, pastors, program-coordinators and various coaches. Together with Dr and Mrs. Mully they create a care-giving team that ensures that each child gets care whether physical, emotional or spiritual on a 24 hour 7 day a week basis.

One of the most important meetings that each child has is when they get to meet “Daddy Mully” and “Mama Esther” (Mrs. Mully). In their first meeting they come to understand that they are no longer orphans, but are now part of the largest family in Kenya and that they can call Dr Mully “Daddy” and his wife “Mama”. They are told that their new Daddy and Mama, together with God’s help will ensure that they are provided for and that they will do their utmost to ensure that they will get everything they need, so that they can develop themselves to be able to live the bright future that God always had in store for them. Not only are they introduced to their “new” parents, but they are also told, that all the children they see around them, are their new brothers and sisters, and that it doesn’t matter what ethnicity they have, which tribe they come from, they are all equal before God and in this new family, because all are created equally and loved equally by God. They are told that Daddy and Mama and their team are committed to love each one of them, with their own and with God’s love. These words of love, are for many, the first words expressing love they have heard in a very long time and for some the very first time. The author witnessed one such talk at the intake of 70 child-mothers and their babies during the study in January 2013.

Sometimes there are disadvantaged children who have qualified for secondary school but cannot afford to attend one, or are enrolled in primary school, but can no longer attend in their home community for various reasons. These may also be accepted into the MCF program based on the following conditions. Although there are no official agreements with individual organizations,

“the applicants are vetted based on their are vetted based on their socio-economic background, risk factors and the level of destitution of the applicant. Each applicant is vetted individually for admission in MCF High schools. MCF acceptance of admissions in high

school is informed by the set minimum requirements set by MCF. The admission policy is as given in MCF admission requirements as shown below;

- *Application Letter from both the children (separate letters)*
- *Recommendation letters from;*
 1. *Area Chief or Assistant Chief.*
 2. *Local Religious leader (Pastor, Priest, Kadhi etc).*
 3. *Immediate former School head Teacher.*
 4. *Guardian.*
- *Copies of the following;*
 - a. *Report forms for the last academic terms.*
 - b. *School Leaving Certificate.*
 - c. *Previous correspondence with MCF (If any)*
 - d. *Parents National Identification Card (Father and Mother)*
 - e. *Death Certificate or Burial Permits (For the deceased parents)*
 - f. *Guardian National Identification Card (If not the one above)*
 - g. *Copy of Birth Certificate, or Child Birth notification card*
 - h. *Committal letter from the court*
 - i. *Baptism Card (if baptized).*
 - j. *Birth certificate.*
- *Child's latest*
 - a. *Full size Colour photograph.*
 - b. *Passport Size photograph.*
 - c. *Full size photograph with the family member*
- *Any other information, documents or report necessary for our informed decision (from polices received from MCF, Appendix A).*

These, when accepted are then integrated into the MCF system and are treated in the exact same way as any of the other beneficiaries.

When the children are older, that is past the age of 18, and still willing to be in the care and program of MCF, each child gets “Daddy’s” personal mobile phone. They are told that they can phone their Daddy at anytime, day or night.

The following section which discusses the various aspects of the MCF Construct, will discuss the findings about the organization as they relate to educational capital and learning capital.

Details as they are related to educational capital and learning capital

6.1.2. MCF as it relates to Educational Capital

6.1.2.1 Economic Educational Capital

When driving up to either the Yatta MCF or especially the Ndalani MCF homes, one quickly notices a large difference between these homes and the surrounding areas. Even in the dry seasons, one finds many trees, well kept grounds, flowers, fruit trees, and well kept buildings. This is in stark contrast to the surround communities, that often have no planted trees, do not place as much value on keeping the grounds green and where many of the buildings are not well kept and in some cases in dire needs of repair (Observations of the author) (see Figures 6-9). In comparison the MCF grounds are neatly kept, green with many trees (see Figures 10–12).



Figure 6 a local market just a few kilometers from MCF Ndalani



Figure 7 Town Center of Kithmani, a neighboring town



Figure 8 Roads side market along the highway



Figure 9 Sofia, Business Center and Shopping Area



Figure 10 Sofia, the closest town to the MCF Ndalani home



Figure 11 the entrance to MCF Yatta



Figure 12 view of MCF Yatta, surrounded by trees planted by MCF and volunteers



Figure 13 view of MCF Farms and Greenhouses in Yatta

A view of the MCF Yatta home and one of the water retention ponds and greenhouses at the MCF Yatta location, where the MCF Farms head office is located

Before the beneficiaries came to MCF, many would not have had money to attend any schooling beyond primary school, which in Kenya goes to grade 8. Even the public schools, as mentioned previously, are often underfunded and only those who can afford to pay for tutoring can accelerate in school. For some children, school is not an option even if it is for free, since the first goal is to find food for themselves and sometimes for their other siblings as well.

To then end up in a situation, where there is guarantee of food, housing, shelter, parental care, health care and teachers that will take the time to explain everything is a luxury that very few in Kenya, especially among the poverty stricken and marginalized have.

The children also realize that if they excel in one of any of the fields, whether educational, sports, social environment, etc. they will get all the support and extra coaching they need to even participate in national and sometimes international competitions. They will have heard about the many Karate Awards that beneficiaries at MCF have received, including the top Female Karate Champion in Kenya and East Africa. The children know that all the expenses related to such activities are taken care of by Daddy Mulli and MCF.

For many such competitions are prohibitive because of the costs involved. Most importantly they know that if they work hard, they are ensured that their educational and professional development as it relates to schooling will completely be covered by Daddy and MCF.

Just knowing this catapults each beneficiary out of poverty and into a setting of privilege. (This was repeated over and over again in many of the interviews carried out with the beneficiaries in the context of the study).

No longer is the beneficiary in a socio-economic status that typically equates to a cycle of poverty, but in a much higher socio-economic status. As research has shown, the socio-economic status of a family strongly influences a child's academic success (Hanushek & Kimko, 2000; Lynn & Vanhanen, 2002; Rindermann, Sailer, & Thompson, 2009). Although from a European, North American – middle class perspective the buildings and schools would not be considered a high socio-economic status, from the perception of the beneficiaries it definitely is. In interviews they made comments, “the living quarters are so smart...” or “the quality of the school buildings is better than anything I had ever seen in my life” when asked about differences between where they had originally come from and MCF.

6.1.2.2. Cultural Education Capital

For many beneficiaries, in the settings they were born into and were forced to live in, education is either not highly held, or seen as something only the wealthy could attain, it is a goal unattainable, for reasons mentioned previously.

When the children enter MCF, among other things, they are taught that education is one of the most valuable things that they can have and need to advance in this world. There is a culture of hard work and discipline practiced and taught. The value of education is held so high, that during times when homework must be done, everyone is to be doing their homework. This is supervised.

This culture is further supported, when former beneficiaries come and tell their stories of success, there is always a strong element of education and learning in each story. At present some of the staff are former beneficiaries who have chosen to return to MCF after finishing their post-secondary education and work for the organization, they become a constant reminder to show that an impoverished child, can become an inspiration and a benefactor. Not only are models chosen from within the MCF family, but also many people from around the world come and spend time talking with beneficiaries to inspire them to work hard. They too share their stories of hard ship and overcoming, this helps the beneficiaries to understand that they are not the only ones who are over-comers, but there are many all over the world who have faced difficulties, and through hard work, a spirit of learning and education have overcome. Before MCF grew so much, Dr Mulli, or Daddy and Mummy were and still are the inspiration to study hard. Both came from impoverished backgrounds. Through hard work and a culture of learning and education and adaptation both became very successful.

The MCF Construct seems to have Educational Capital, especially in comparison to the setting from which the beneficiaries came from, which “includes value systems, thinking patterns, models and the like, which can facilitate ... the attainment of learning and educational goals” (Ziegler & Baker, 2013. p 27).

6.1.2.3. Social Educational Capital

The Social Educational Capital of MCF consists of all the staff at MCF and decisions about support and development of each child are made in consultation of a team of people which will be discussed in detail. Important in the development of the children at MCF is that they first and foremost know they have a Daddy and Mama, who provide for them.

For many a “Daddy” is first and foremost a provider and the person who ensures that there is an environment in which he/ she is taken care of. The perception of “Daddy” in the Kenyan context is somewhat different and more formal than “Daddy” in the Anglo-Saxon, Western European context. The Daddy and Mummy are the ones that not only provide, but provide counsel when needed in making decisions or facing times of crises. All of the above is promised by the MCF founders.

The matrons ensure that the little children all get the daily care and love that is needed when growing up. Closely working with them are social workers and pastors who assist when needed. Other key people are the teachers, who not only teach, but deal with various emotional issues that may arise because of traumas experienced. They are given specialized training, especially since not only do the

children have various levels of trauma, but because of the nature of the children and their circumstances they will also often have a large range of ages in their classes, because some children arrive quite late to MCF with little or no schooling and are placed in an appropriate school level.

For the older children the program coordinator, together with the team of social workers, teachers and various coaches and club leaders will decide which program will most likely be most beneficial for which beneficiaries, especially when they are new intakes. Of course each child has a choice of which club they want to be a part of, once they understand how MCF works, for new intakes, however, the coaching is very necessary. Daniel Muindi, said in his interview,

“We are trying to encourage them through education and also through giving activities to know their talents. Afterwards we put them to different areas to their talents, for example if it is singing, after noticing their talents, we involve them in singing, so we can nurture their talents. We have children in Karate and acrobats, involve them in their respective their respective talents...”(Appendix K)

The coaches are involved with the MCF beneficiaries on a daily basis in a very personal way (Figure 14 shows how some coaches have more than one role within MCF, the karate coach joining the football coach for some fun match during the afternoon).

Each new child is assigned to an older child of the same sex. The older child becomes a mentor for the younger child, encouraging and guiding as an older sister or brother. When the beneficiaries are older, at high school for example they are encouraged and taught to help each other with their homework. For those who are planning on attending University or College and who have the aptitude, they are also assigned mentors, who normally come from staff. These mentors will regularly meet with the mentees to help them set a development plan of sorts. Beyond this, MCF also offers seminars on goal setting and career development before and while beneficiaries are at post secondary school to ensure that the mentees can remain focused and get the best advice possible for their lives. The comprehensive and complex social capital of MCF directly and indirectly contributes to the success of the learning process of the participants (Ziegler& Baker, 2013).



Figure 14 MCF coaches mentoring and coaching on the football field (karate and soccer coaches)

6.1.2.4. *Infrastructural Educational Capital*

In the context that most of the beneficiaries were born into, or found themselves in, there were very few or no educational resources available for their development at all. MCF has developed a full infrastructure to provide many materials to develop various skill sets and talents. To name a few, early years development is fostered through various toys, picture books to read and a special play ground for small children. Although this may seem standard, these kinds of developmental things are not found in poor Kenyan neighborhoods.

At an early age, music and dance are taught and practiced, both from a traditional and spiritual perspective. As the children get older they are exposed to various learning resources from science labs, computer labs, always adequate school supplies and text books – which also are often not the norm in many neighborhoods in Kenya.

As the children get older they have the chance to participate in one or more clubs, in fact they must participate in at least one club. The possible clubs are: the environmental club, karate, soccer, drama, choir, dance, acrobatics, science, community development, and student Christian club (Figures 15, 16 and 17). They always not only have the necessary material needed to participate in the club, but also when they qualify for various competitions are assured that they will have the necessary uniforms, transport and lodging to make this possible.



Figure 15 science lab



Figure 16 Science lab, computer lab and MCF outreach to internal refugee camps

One example of what each child must do in order to also learn how each situation is interconnected with other situations, is tree planting. Each child must plant at least one tree, which she/he must care for until it large enough to survive on its own. Very soon the child recognizes that she/he can be a benefactor and at the same time help in changing the environment. This situation is used as a learning experience for the new beneficiaries, and also the children can see all the more mature trees from the brothers and sisters before them and how these trees have already helped to change the environment that they now are benefiting. (The micro-climate of MCF Ndalani has improved by 1.5-3 degrees Celsius as compared to the surrounding areas where no trees have been planted) (MCF Farm Manager, Joshua M. January 2013). Figures 18 and 19 show the greenhouses in which seedlings are planted for later planting by the beneficiaries as mentioned above and other volunteers.



Figure 17 Karate, Choir and Acrobatic Clubs

For the trees and all other plants and crops that are found on the MCF farms, as well as the trees that surround each of the homes to stay green and grow MCF has made retention ponds (see Figure 17). This ensures that the environment stays green and children have the chance to learn about water harvesting. They grow up in an environment which provides solutions to climatic hardships and shows how they can be part of the solution.

Although compared to many European and North American Schools, the educational “toys” are not as present, MCF has been able to use and develop the environment in which they are in and develop it in such a way that foster learning on a continual basis. Having said this, compared to most Kenyan public schools, especially in impoverished neighborhoods, the material, programs and clean green shady grounds offered by MCF (see Figures 21, 22 and 23) far outrank many other schools, especially schools from impoverished and often even other public school (Tooly, Dixon & Stanfield, 2008; Ouma, 2001; Oketch & Ngware, 2010; Abagi, 2000).

6.1.2.5. Didactic Educational Capital

Not only does MCF base its educational design on the required standards provided by the Education board of Kenya, but works closely with Education Departments and Departments of Social Work of various Universities and Colleges to ensure that their staff are not only informed of the latest developments, but also implement various programs based on the experience and intuition of the founder, Dr Charles Mully.



Figure 18 Seedlings being grown for planting various kinds of native trees which are adapted to the local climate



Figure 19 Seedlings being grown for planting various kinds of native trees



Figure 20 Water retention ponds for both water harvesting and irrigation and MCF fish ponds



Figure 21 groups of children in guided play

Figure 22 the playground for the younger children, climbing structures, swings, slides and merry-go-rounds





Figure 23 the courtyard for the middle school children: clean, a lot of shade and green

Some of the MCF programs have been recognized as being so successful and innovative that they have become a benchmark for other organizations and case studies of students from various Kenyan universities.

On a continual basis, various teacher and social worker, meetings, workshops and seminars are offered for the staff to ensure that continuous assessment, improvement and development takes place. Since there is continuous feedback in weekly or bi-weekly meetings there is an assurance the continuous improvement is taking place, underlined by the regular training sessions for all staff involved in the educational development of the beneficiaries.

These trainings are not only based on superior didactic methods but involved all aspects of the development and rehabilitation of the children. Helpful in this development, are surely former beneficiaries who volunteer their time as teachers as they wait to attend University or college. Many bring in their own experience as a help to ensure that the best possible teaching takes place. One example is an award given for the best “Religion Teacher in the district” given to a beneficiary who had not even attended University yet, but was volunteering. She is now attending a post-secondary school of medicine. As Lipsey & Wilson (1993) reveal, training based on superior didactic know-how can easily yield improved effect sizes of at least half a standard deviation the assumption and informal observation is that the didactic learning capital component of MCF plays an important role.

6.1.3. MCF as it relates to Educational Learning Capital

6.1.3.1. Organismic Learning Capital

At MCF physical fitness is highly valued. Not only is physical education part of the daily required program, but on three afternoons, Mondays, Saturdays and Sundays, from 3pm – 5pm all the beneficiaries are required to participate in one of the games offered: football (soccer), athletics, handball, volleyball and netball. This is the minimum of physical athletic movement that all the children have to be involved in. When interviewing award winners and staff, the comments were often made, “that sports refresh the mind”. It was confirmed by the staff that this is also explained to the children on a regular basis. Even those who would like to study longer, or extend their homework time into those slots where athletics take place, they are not allowed to, but have to go and get some physical movement. Those who show a special aptitude for certain sports then are able to join for example the Karate or Acrobat club and they then get an additional 2 to 3 time slots of training per week.

During competitive times and in preparation for mission outreaches they practice on a daily basis from 4-5pm. The following table gives a brief overview.

	6am -6.30am	In School Curriculum	Extra-Curricular Activities (Weekly) (Time 4pm – 5pm)
Monday	Personal and compound cleaning	Physical Education(P.E)	Games- football, athletics, handball, volleyball and netball
			<i>Karate and Acrobats Training</i>
Tuesday	Personal and compound cleaning	Physical Education (P.E)	<i>Karate and Acrobats Training</i>
Wednesday	Personal and compound cleaning	Physical Education (P.E)	Prayer Day
			<i>Karate Training (5.45pm-6pm)</i>
Thursday	Personal and compound cleaning	Physical Education (P.E)	Drama Practice
Friday	Personal and compound cleaning	Physical Education (P.E)	Choir Practice
		Weekend Programme	
Saturday	Personal and compound cleaning	General Cleaning and Home chores	3 pm – 5pm – Games Games- football, athletics, handball, volleyball and netball
6.30 – 7.30am	<i>Karate Training</i>		
Sunday	Personal and compound cleaning		Games- football, athletics, handball, volleyball and netball
6.30 – 7.30am	<i>Karate Training</i>		
NB; During Competitive Sporting Season, the Members of MCF Karate Club as well as the MCF Mission Team(Acrobats, Choir, Poems, Drama) practice on a daily basis after classes (4 to 5pm)			

Table 6.2 Sports Schedule at MCF

6.1.3.2. Actional Learning Capital

Actional Learning Capital is dealt with on a very individual level. This can partially be observed at MCF, when children enter MCF after the normal school age entrance and they have missed or never attended school before. These children, once entered, are allowed to go through the primary grades at an accelerated rate, as long as they are capable of achieving the required skills and learning repertoire required for each grade level. Pupils in the schools are continually exposed to more and more challenging situations, expanding their learning repertoire.

6.1.3.3. Telic Learning Capital

Very soon after the children enter MCF, they are asked to express their career goals. Then it is explained to them to achieve those specific goals certain education is required. Daddy and Mama Esther, as well as the whole team at MCF, encourage the children to aim high. As they get involved in the various clubs and sports, they too are asked to vision success. In each case discipline is taught as the way to achieve those goals, whether it is through intensive practice or studying. The environment to support goal making is given at MCF from staff members.

Each person interviewed stated a very specific professional goal. At a very early age these goals are formulated and written down, as these become the motivation to achieve well in the final exams of primary school (grade 8) which become the basis of entry into High School.

Of all the beneficiaries that completed primary school at MCF, 75% go on to pursue High School, the entrance being based on qualifying entrance exams. Of those who graduate from High School 85 % go on to pursue post secondary education.

The beneficiaries are helped to understand, which possibilities and actions are necessary to enable them to reach their own personal anticipated goals and which sub goals are needed in order to reach their larger goals. They also received seminars on goal setting once they are in High School. In tenth grade they get some general information at career days. In 12th grade they specifically get coaching with a panel of staff, made up of a program coordinator, teachers and social workers to help them recognize their goals and coach them as to how they could reach them.

6.1.3.4. Episodic Learning Capital

Episodic learning capital concerns the simultaneous goal- and situation-relevant action patterns that are accessible to a person (Ziegler & Baker, 2012; 2013). The beneficiaries are exposed to as many situations as possible to make it easier for them to apply some learned information to real life situations as far as this is viable.

They have a chance, for example to understand that when trees are present in the micro-environment, in Ndalani, for example, not only is it much cooler, but the ground can be cultivated much easier than if it is baked in the sun. They have a chance in their immediate environment to see the interplay between, trees, environment and the affects these have on the micro-climate as well as the agriculture. Even the signage reminds the children every time they pass the nursery (Figure 24).

The children not only have the chance to plant trees themselves, but also see staff members and other volunteers planting trees and are able to watch the trees grow over time; this helps them to discover the impact of their own actions on their own as well as the larger environment around them (Figures 25, 26 & 27).



Figure 24 MCF Climate Change Nursery - signage reminding beneficiaries and staff



Figure 25 A freshly planted tree that has been raised in the nursery



Figure 26 MCF staff assisting tree planting (volunteering their time)



MCF has its own climate change nursery in Yatta, here seedlings are raised and then planted by beneficiaries, locals, Kenyan University Students who volunteer their time, as well as many international volunteers.



Figure 27 Dr Charles Mully explaining the importance of tree planting

Another area of applied learning is with the medical clinics and the training on nutrition and hygiene and their impacts on health. Many of the beneficiaries have experienced what happens when some of this basic knowledge is not known, or some of the principals cannot be followed for various economic reasons. All the children can walk to the medical clinic on each site whenever they have a need and the nurses and doctors who are present are also involved in various seminars for the all the children. (Figure 28 shows the clinic on the MCF Ndalani location).



Figure 28 The MCF medical clinic at MCF Ndalani

6.1.3.5. Attentional Learning Capital

MCF does everything in its power to help all the children to be able to focus on their learning and development. One way is to ensure there is as little anxiety as possible. This is taken care of through a well balanced diet and an assurance that their basic needs will be met. The diet does not include any

junk food, or even sweets, except maybe once a week on special occasions. The specialized diet combined with adequate physical movement ensures a good digestion as well as a well functioning brain, (at MCF there is no documentation on this, but it is practiced based on the knowledge the founder, his wife and the staff, have acquired. Knowing that all their basic needs will be met is a condition that many of the beneficiaries have never felt or experienced in their lives before. This makes it much easier to focus on their learning.

When one takes a look at the “Typical Day Schedule Table” for the children at MCF, one can see that the days are scheduled from 6:30 through to 7:30pm for all children up to 4th grade, for those up to 8th grade their days are scheduled from 6:30 through to 9:00pm, and for those in High School from 6:30 through to 9:30 pm. Even those children and beneficiaries who are considered child- and teenage-mothers have a full schedule from 6:30 to 7:30 pm (see Table 9, 10, & 11).

All the clubs and activities are designed to help each child develop physically but also to develop their own interests, thus having an expanding area of knowledge as well as expanded skill sets that can be applied in various settings.

Although each group does have short breaks, any longer break is planned and is ensured that it is used either to stay active in organized games or to practice a hobby in the context of a club.

Part of the daily schedule is a time of devotion and on Wednesday evenings a time of prayer. Not only is this time focused on spiritual development, but especially on raising an awareness and discipline of thankfulness and forgiveness.

All the children are taught to forgive those that have wronged them. When they have forgiven they are encouraged to look forward and focus on the good future that “God has in store for them”. Every time of prayer and devotion is started with thankfulness and gratitude. (*Interviews with MCF pastors 2013*) As highlighted in the research project Emmons and McCullough carried out, people who practice gratitude are generally more satisfied with life and a “related benefit was observed in the realm of personal goal attainment: Participants who kept gratitude lists were more likely to have made progress toward important personal goals (academic, interpersonal and health-based)”.

These practices seem to impact the children in such a profound way that they do not stay focused on their traumas once they have been counseled effectively, but focus on what they now have and on their future goals and are not distracted by anxiety. Part of the plan of the founder of MCF, when planning the days for the children is to keep them healthy and focused on the present and future. As one can see from the daily plans, based on attention spans of each age group there is interplay of lessons, short and long breaks rounded off with a time of games and physical activities before once again attending to homework in the evenings.

It should be noted that none of the beneficiaries in primary and secondary school have access to television, computer games or mobile phones. This means they do not have these possible distractions.

The effectiveness of not having these distractions, but filling the time with planned activities conducive to development is confirmed in David Berliner's study (2009). In his study based in the USA, "Poverty and Potential: Out-of-School Factors and School Success" he says that,

First, studies of school-age children during the school year and over their summer break strongly suggest that most of the inequality in cognitive skills and differences in behavior come from family and neighborhood sources rather than from schools. The research evidence is quite persuasive that schools actually tend to reduce the inequality generated by OSFs and have the potential to offer much greater reductions.⁵Second, despite their best efforts at reducing inequalities, inequalities do not easily go away, with the result that America's schools generally work less well for impoverished youth and much better for those more fortunate (Berliner, 2009. p.6).

He further states that there is a clear link in the Trends in International Mathematics and Science Study (TIMSS) and the Program on International Student Assessment (PISA) scores and poverty.

Comparing the scores of schools in 58 countries in the TIMSS pool against only wealthier American schools, instead of overall averages, makes the link clear. Looking first at the American schools with the lowest levels of poverty—where under 10% of the students are poor—we find that the average scores of fourth grade American students are higher than in all but two of the other 58 countries. Similarly, in American schools where under 25% of the students are poor, the average scores of fourth grade American students are higher than all but four of these other countries. On average, then, about 31% of American students of all races and ethnicities (about 15 million out of some 50 million public school students), attend schools that outperform students in 54 other nations in mathematics. These are schools, however, that have few poor students (Berliner, 2009. p.6).

Typical Day for Children in Primary School

Primary School (L = Lessons - each takes 35 minutes)																		
MORNING									AFTERNOON							EVENING		
6.00am 6.30am	6.30am 7.15am	8.10am L1	L2	9.20am 9.30am	L3	L4	10.40am 11.00am	L5	L6	L7	12.45pm 2.00pm	L8	L9	L10	3.30pm 5.00pm	5.30pm 6.20pm	6.30pm 7.30pm	7.30pm 9.00pm
Wake Up	Break /fast	Lessons		Break	Lessons		Break	Lessons		Lunch		Lessons			Games	Supper	Devotion	Preps class 5 to 8

Table 8 Daily Schedule in MCF Primary Schools

Secondary School (L=Lessons – each takes 40 minutes)																		
MORNING									AFTERNOON							EVENING		
6.00am 6.30am	6.30am 7.15am	8am L1	L2	L3	10am 10.10 Am	L3	L4	11.30am 11.50am	L5	L6	1.10pm 2.00pm	L 7	L 8	L 9	4.00pm 5.00pm	5.30pm 6.20pm	6.30pm 7.30pm	7.30pm 9.30pm
Wake Up	Break /fast	Lessons			Break	Lessons		Break	Lessons		Lunch	Lessons			Games	Supper	Devotion	Form 1 to 4

Table 9 Daily Schedule in MCF Secondary Schools

Vocational School (L=Lessons – each takes 40 minutes)																		
MORNING									AFTERNOON							EVENING		
5.30am 6.30am	6.30am 7.00am	7am – 7.45am	8.10am L1	L2	9.30am 9.45am	L3	L4	11.05am 11.25am	L5	L6	12.45pm -2.00pm	L 7	L 8	L 9	4.00pm 5.00pm	5.30pm 6.20pm	6.30pm 7.30pm	7.30pm
Wake up & personal chores	Break/ fast	CM take babies to ECD	Lessons			lessons			Lessons			Lessons			CM pick their babies from ECD	Supper	Devotion	Time with their babies and sleep

Table 10 Daily Schedule in MCF Vocational School

Although by American standards these beneficiaries would all fall into the category of extreme poverty and should have of the lowest scores. However, the MCF construct, which is much more than a boarding school, it is a construct that encompasses all of life of the beneficiaries and seems to reveal what happens if resources are applied to all the OSFs (out of school factors) that Berliner discusses in his study.

... interwoven out-of-school factors that influence what occurs in schools have been described. Although the literature demonstrating the effects of each of these factors is sometimes controversial, existing evidence still persuasively suggests that OSFs do have powerful effects on schools. The effects of many OSFs on low-income students make the job of schooling those students much harder. Moreover, the factors are intertwined, so their victims often are hit with multiple blows. Pre- and neonatal factors overlap with medical and nutritional factors, and these factors are not independent of the environmental pollutants, neighborhood, and family factors that have been described. These all relate in turn to the availability of and participation in extended learning opportunities for children (Berliner, 2009, p.39).

The construct of MCF, seems to effectively deal with these OSF as much as possible to be able to create various opportunities for the beneficiaries to take advantage of various types of Educational Capital as well as develop various types of learning capital while in the MCF construct.

This may suggest the overall achievement of many team awards and school achievements on KCSE scoring.

Although the MCF has only been observed in this study, the preliminary findings and the results of the numerous awards for both the organization and many individuals suggest that the MCF construct is an environment that is conducive to helping those in the construct to achieve well and have better chances at winning awards.

Furthermore, the MCF construct appears to fit the actiotope model on many levels, this would be a case to further study to discover the long term impact on such a large group that would seem to have the ideal preconditions for marginalized to become successful in society.

A question remains open, as to what the long term results of some of the trauma that many of the beneficiaries experienced before coming to MCF may have on them and if this would have any bearing on their success factors.

What the MCF construct attempts to do, is to provide as much educational capital as possible and encourage all the beneficiaries to take advantage of these, through various policies as well as parenting (through well trained and chosen staff as well as the founding family), coaching, counseling and teaching. The choice as to whether the educational capital is used to the most beneficial level, seems to remain the choice of the individual, for each to develop their own individual learning capital. When the choice is made to do so, this is very strongly supported within the MCF construct so that every beneficiary who chooses to develop their learning capital can do so, thus opening possibilities to achieve excellence and win awards.

6.2 Part 2: MCF Awards and Achievements

6.2.1. General Overview of Awards and Achievements of MCF beneficiaries up to date

The awards and achievements are summarized in the graph below. (The complete list can be found in Appendix D).

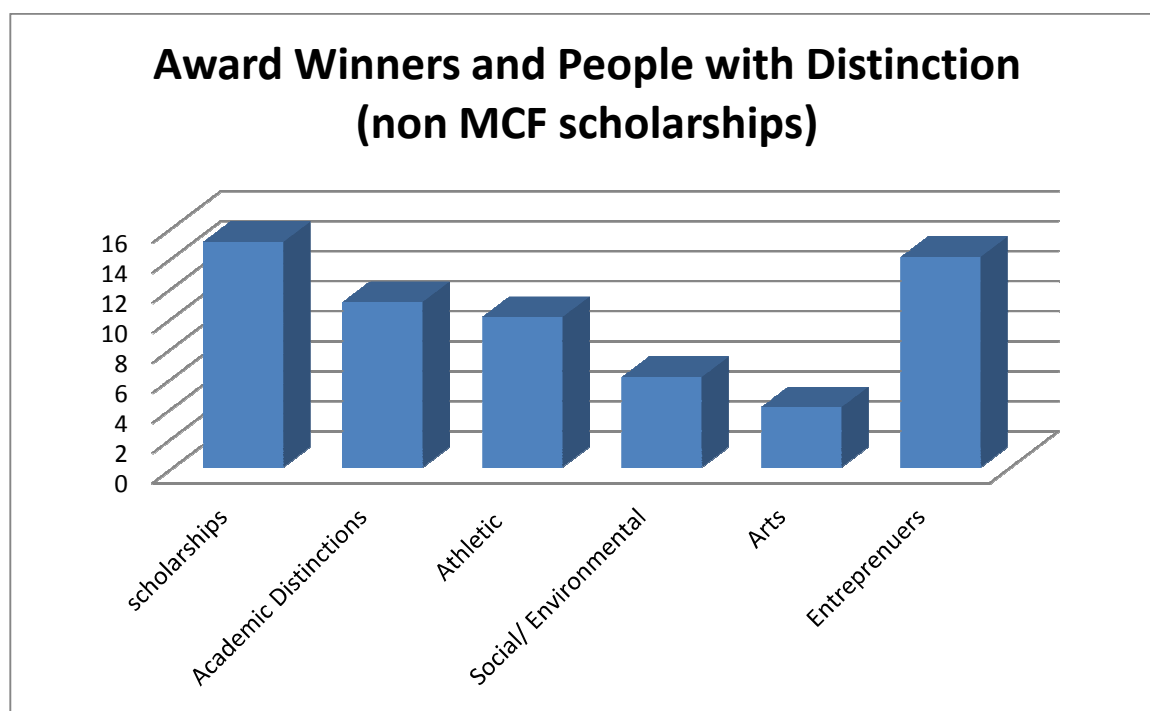


Figure 29 Award Winners and People with Distinction (non MCF Scholarships)

As seen in Figure 29 above, the distinctions and awards are awarded across a number of disciplines. (Entrepreneurs were included as this shows a certain distinction as well). The majority of the awards were awarded in academics, however, this does not mean that the other areas are less successful, but that there is may be more recognition in the academics. It would have to be further studied to determine if there would be a difference in number of awards given in the various areas.

Although for the case of the study the focus was on non MCF awards, it is valuable to also see the awards given to MCF students, since these scholarships enable them to enter places of higher education where they then later are able to earn some awards as was also the case for some of the award winners, as can be seen in the list.

The process of getting a MCF Scholarship is also a challenging process, which is made up of three parts, scholarly ability and grades, community involvement (that is within both the MCF context and beyond into the community), a disciplined lifestyle and a hard work ethic as observed by MCF staff.

Based on availability of scholarship funds from with the MCF scholarship fund, potential candidates sometimes wait between one and three years before being able to attend college or university.

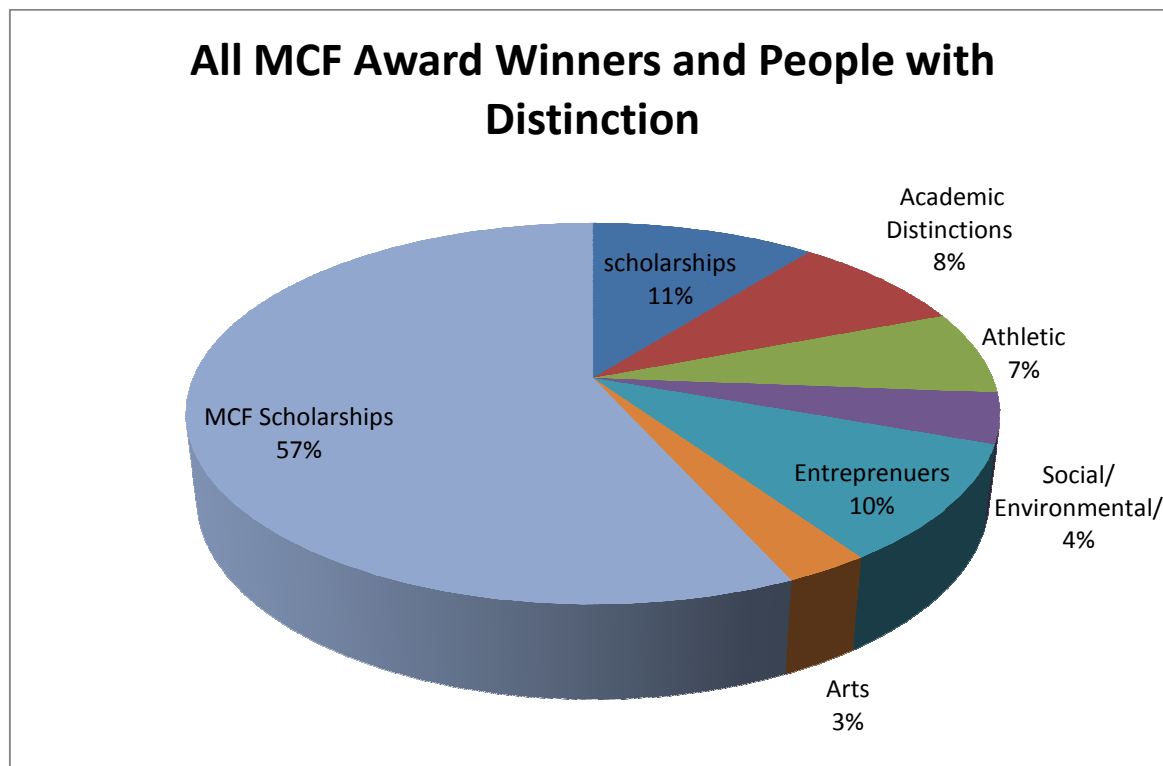


Figure 30 All MCF award winners and people with distinction

More than half of the total awards in the form of scholarships come from within the MCF system (Figure 30), in the form of scholarships, these become a necessity for the beneficiaries otherwise they have no chance of being able to afford to go to University. The need to perform well is the prerequisite to be able to receive one (in all three areas as mentioned in the previous paragraph).

When looking at the awards and scholarships besides the MCF scholarships one is able to notice that the distinction is spread over various disciplines as shown on the pie chart below Figure 31). This would suggest that MCF encourages excellence in various disciplines, making it easier for beneficiaries to practice excellence in their field of choice and are enabled to achieve excellence in that field.

It should also be noted that the vocational and business training that the list of 15 entrepreneurs received was provided by MCF. These 15 business owners have achieved success in that they are able to run their own businesses and in some cases create wealth and jobs for others.

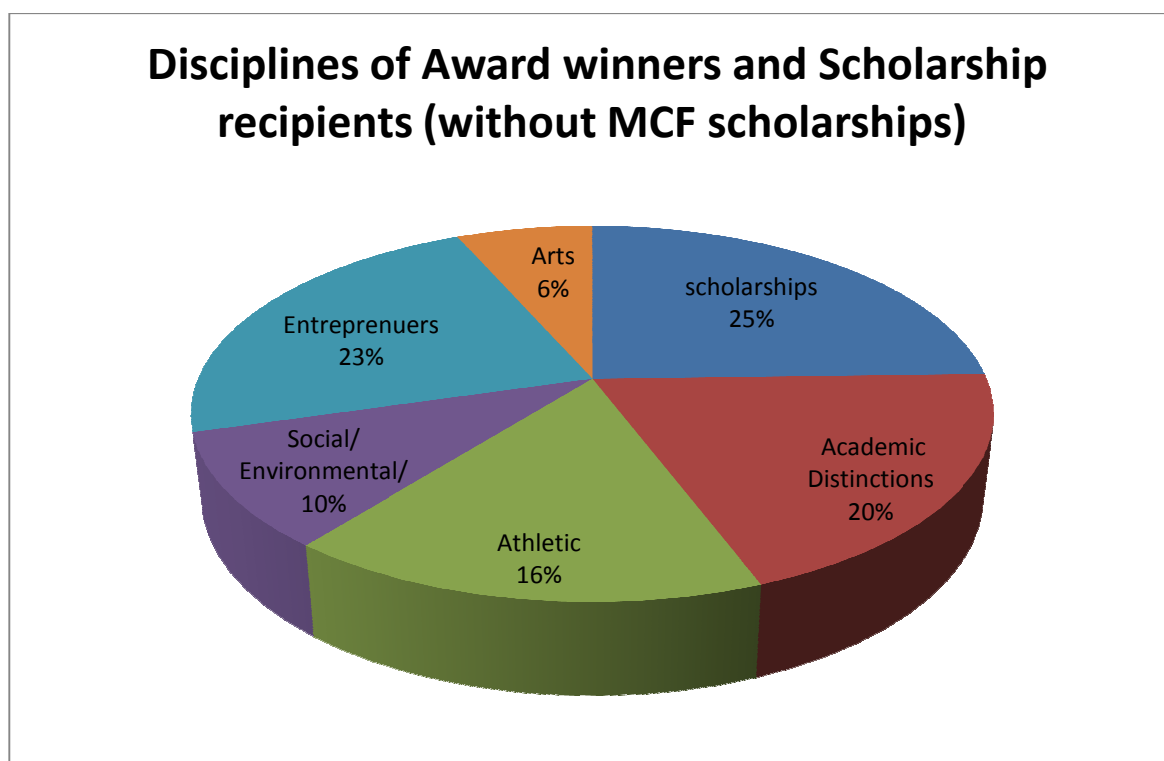


Figure 31 Discipline of award winners and scholarship recipients (without MCF scholarships)

Some of the above distinctions were only achieved after the MCF beneficiaries had gone or were going to post secondary educational institutions, so the MCF scholarships need to be noted as a motor in encouraging and making awards and distinction possible.

6.2.1.1. General Distinctions of the MCF Schools

It should also be noted that as a group of motivated students and teachers the MCF schools have been able to achieve excellent standings repeatedly over time. The following standings show the final exam results of the primary schools, required by all schools in Kenya in the 8th grade, as well as final standings of 12th grade exams in the secondary schools also required by all Kenyan schools. Each of the primary school standings has two results one for the zone and one for the whole region. The results are from the first exams held in each school until 2013.

As shown in Figure 32 from 1996 to 2013 the MCF Ndalani Primary School placed in the top 10 in its zone 10 times, (four of which were first place, two of which were second place and one was 3rd, 4th, 8th each). The Figure clearly shows that in the 16 years recorded the Ndalani Primary School has scored in the top 10 more than half of the years (nearly 63%), in the top five 9 times (56%) of the time.

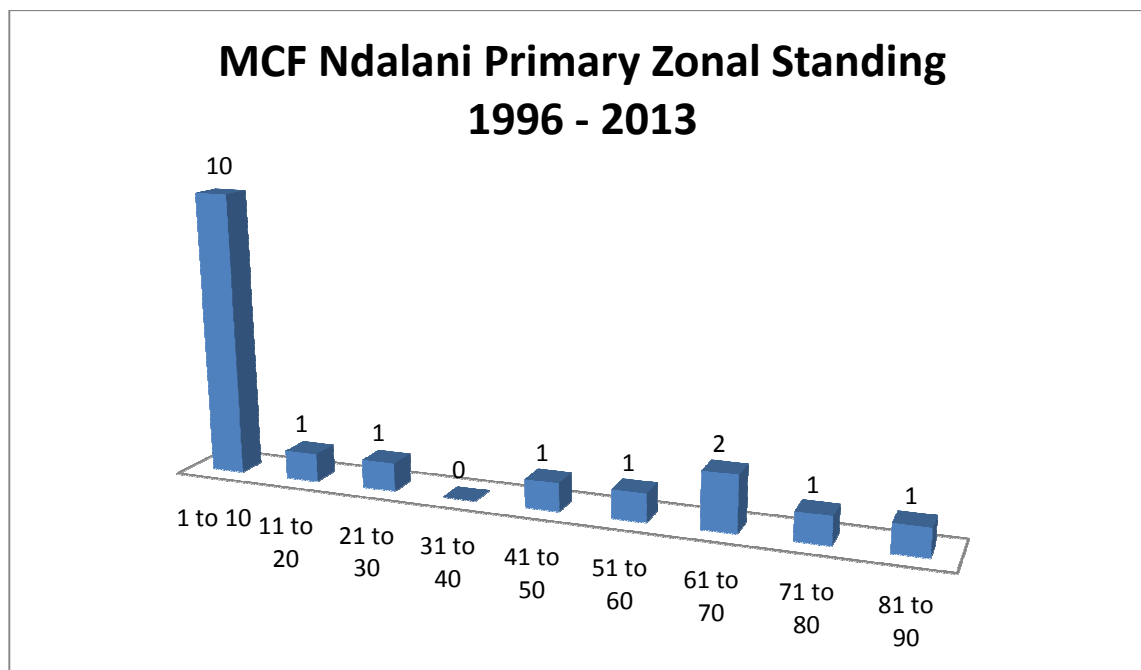


Figure 32 MCF Ndalani Primary Zonal Standing 1996 - 2013

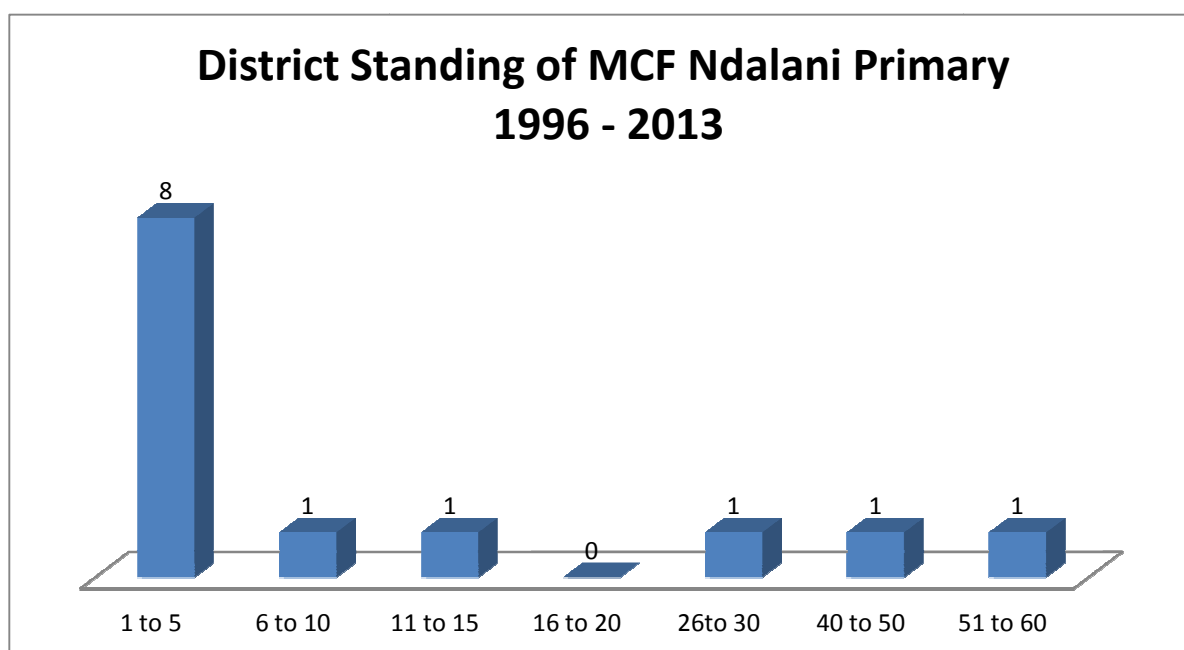


Figure 33 MCF Ndalani District Standing 1996 - 2013

For the district standings a district report was not given every year, (see the list in the appendix B) from 1996 to 2013. However, from the numbers provided (Figure 33) one could see that the school reached the top 10, 9 times, 8 times in the top 5.

The MCF Vipingo Primary School, which was started later, and wrote the primary exams in 2009 for the first time, has achieved a placement in the top 10 every year up to 2013.

As the graphs below show, on a district standing each of the years of inception have placed the Vipingo Primary in the top 15 in the Zone (Figures 34 and 35).

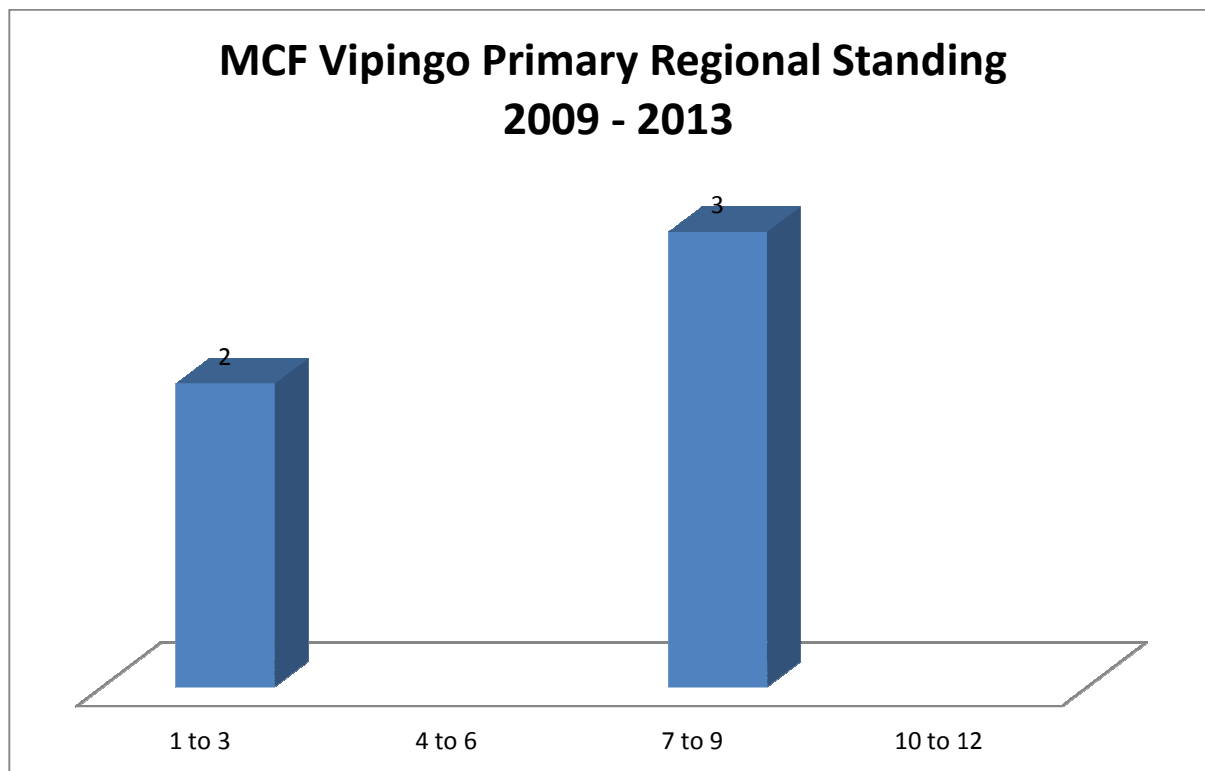


Figure 34 MCF Vipingo Primary Regional Standing 2009 – 2013

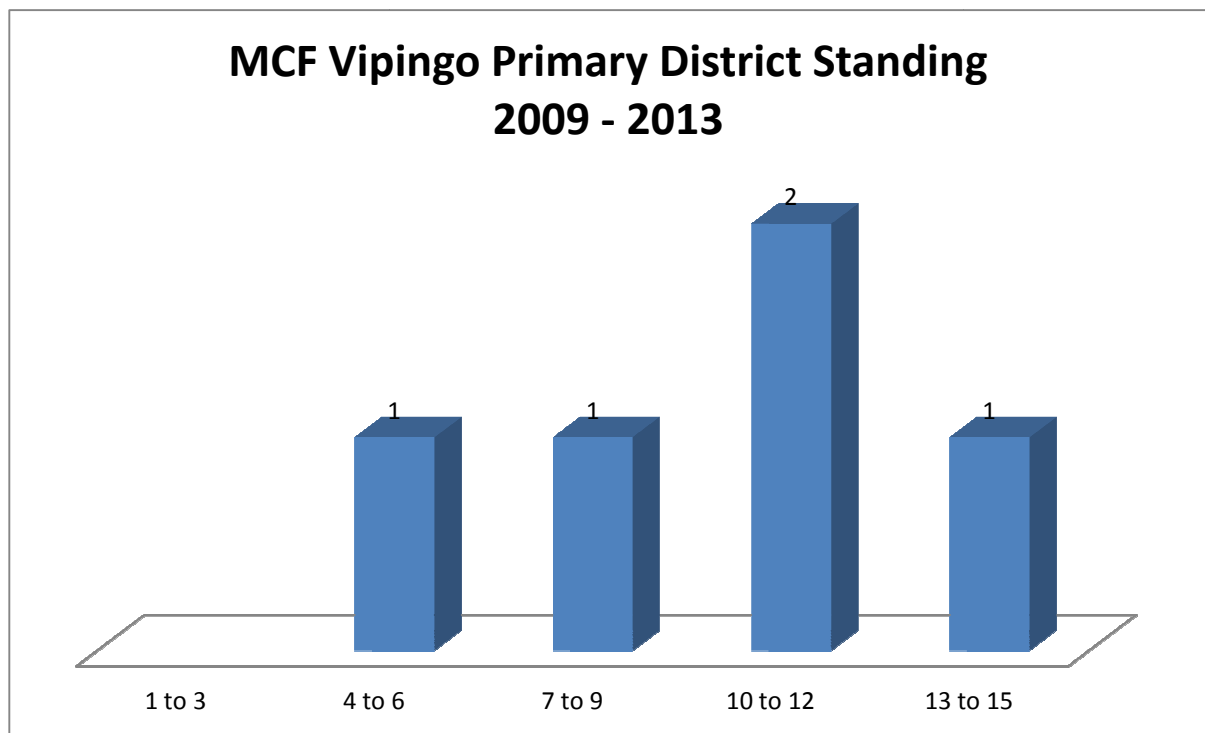


Figure 35 MCF Vipingo Primary District Standing 2009 – 2013

The Secondary Schools all must administer national exams throughout Kenya. The results of these are then compared with one another. The first MCF Secondary School Ndalani administered exams in the year 2000. The school has placed in the top 3 every year except one, which was 13th place within its zone (Figure 36). Since the first exams they have placed in the top 7 every year in regional standings (Figure 37).

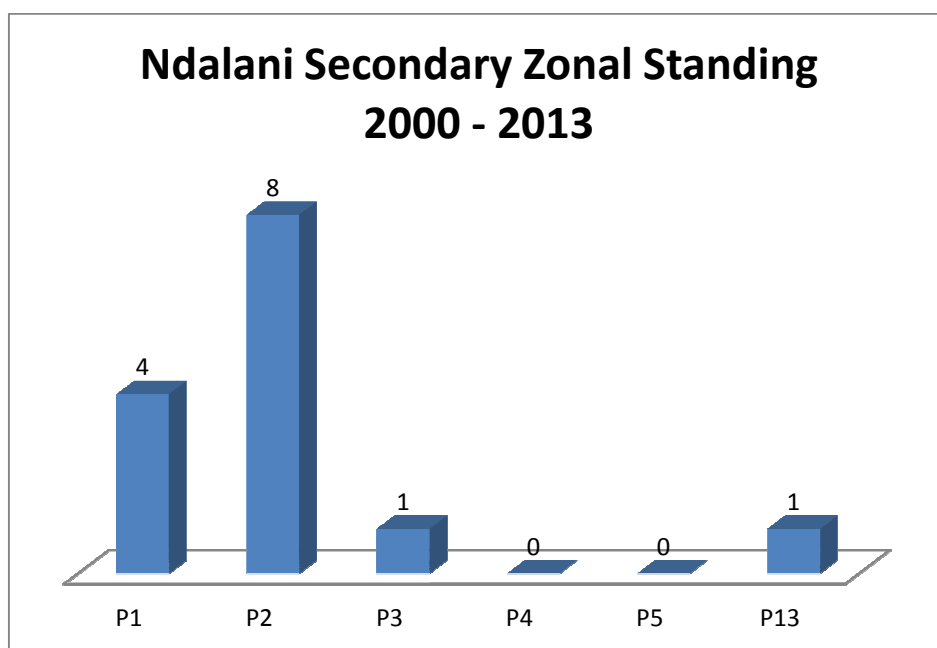


Figure 36 Ndalani Secondary Zonal Standing 2000 – 2013

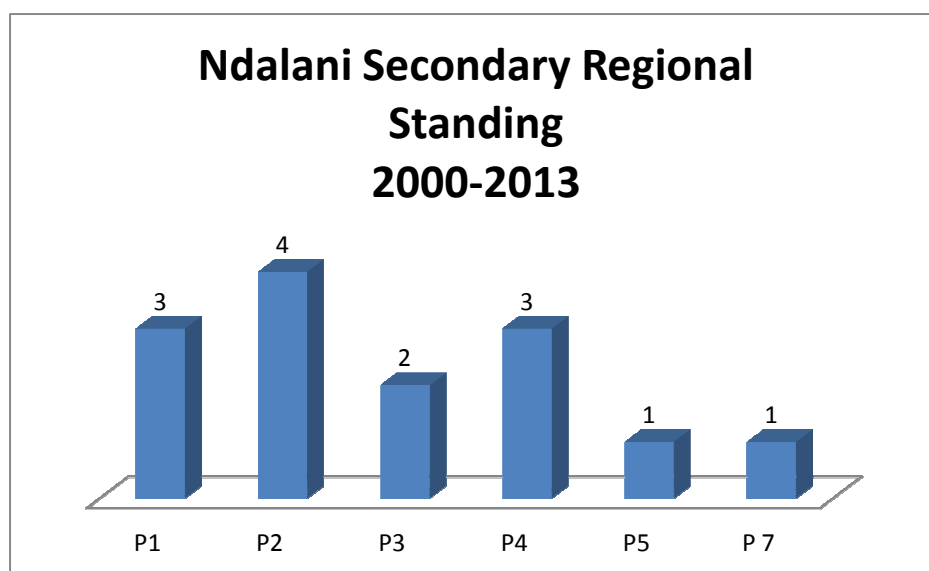


Figure 37 Ndalani Secondary Regional Standing 2000 – 2013

The MCF Yatta Secondary School was able to achieve the top 10 twice in Zonal standings, since its pupils first wrote their secondary exams in 2009. From a district standing they placed in the top 25 3

times (16th, 17th and 23rd). (Standings of all MCF schools can be found in Appendix B and Appendix C). The above standings of the schools show, that as a group of pupils they continuously achieve very well, regardless of which physical location the MCF school is (The location of each of the three schools can be seen on Figure 38 below). This may suggest that the MCF Construct has effectively been expanded to more than one physical location.

Location of MCF Secondary and Primary Schools observed

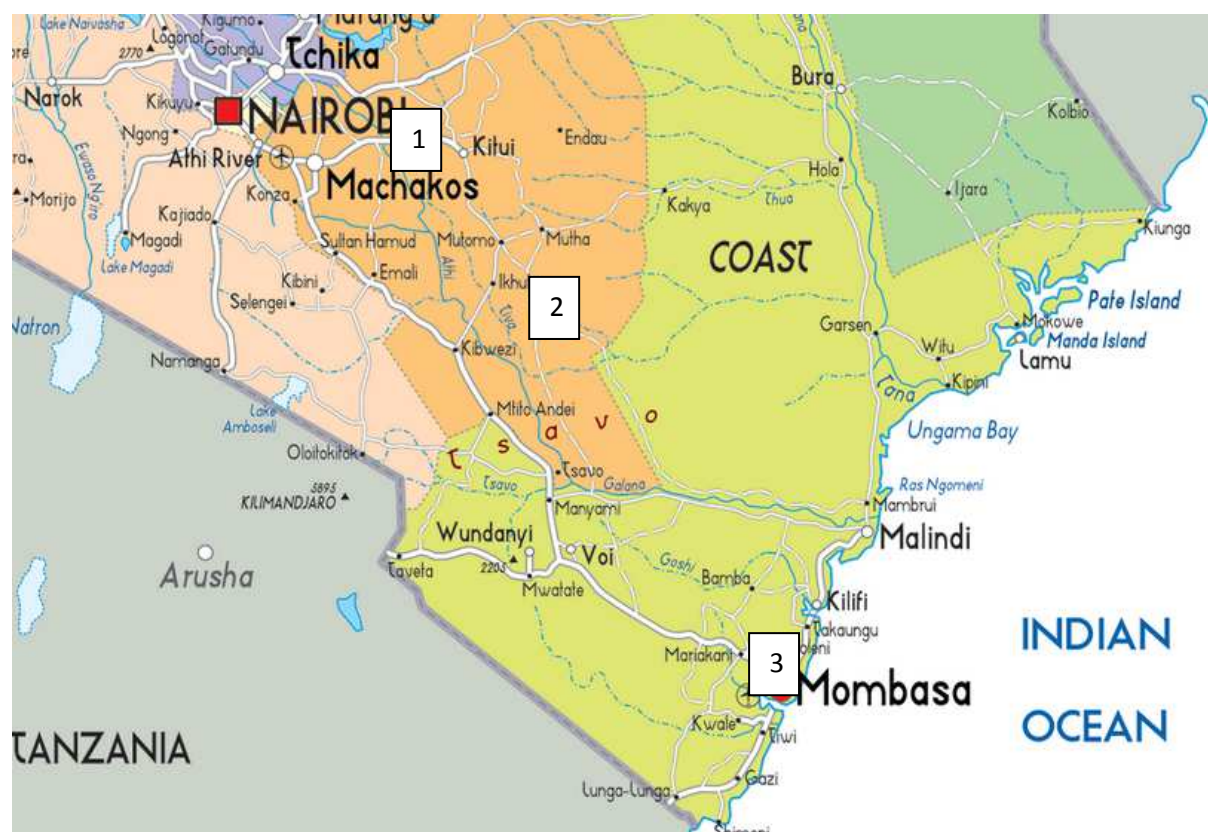
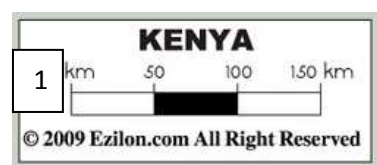


Figure 38 Location of MCF Primary and Secondary Schools observed

Indicates: 1. MCF Ndalani, 2. MCF Yatta, 3. MCF Vipingo



Although the school standings are reported on overall results of all the pupils, whether it is on the 8th grade exam to show the primary school rankings, or the 12th grade exams, to show the secondary school rankings, the results show that each of the pupils are able to perform extremely well. The results seem to suggest that the system or construct which has been developed, as previously discussed, is very successful in enabling many pupils to take advantage of the educational capital at

hand and to each develop their own learning capital successfully, even if not all of the beneficiaries achieve awards and distinctions.

6.2.3. General Achievements and Awards for MCF and for the Founders Dr. Charles Mulli and Esther Mulli

Part of the environment, in which the beneficiaries of MCF grow up in, is one of achievement and awards, as can be seen of a list of the various awards that MCF and the founders of MCF have achieved over the years. Below is a list of the awards to date.

1999 - Dr. Charles Mulli was awarded the **Robert W. Pierce** award by World Vision International for his exemplary work in humanitarian and Christian service to the less fortunate people in the world.

2002 - Dr. Charles and Mrs. Esther Mulli were awarded the **“Angel of Hope”** award for their humanitarian work among the needy children of the world by World Vision International, Canada in 2002.

2003 - MCF agriculture department became the first indigenous owned farm to acquire the **Euro GAP Certification** and only second in the republic after an internationally owned company.

2007 - Dr. Mulli was honored with the **Jubilee Insurance Company Samaritan’s Award**, awarded by the then Kenya Minister for Finance, Hon. Amos Kimunya.

2008 - Mrs. Esther Mulli was awarded the **“Heart of Africa”** award and named **“Woman of the Year!”**

2008 - Dr. and Mrs. Mulli were awarded with the **Med Assets International** for their exemplary service to the needy.

2009 - Dr. Mulli was conferred with an **Honorary Doctorate** degree in Humanities by IMEA/ United Graduate College and Seminary, USA who recognized MCF as a Ministry of Honor and Mulli’s commitment in the service of humanity for the last 20 years. He received an international endorsement from the Evangelical Church International.

2009 - Dr. Charles Mulli was awarded with a **Head of State’s Commendation** conferred by His Excellency Honorable Mwai Kibaki, the president and commander-in-Chief of the Armed Forces of Kenya. This was an Award of orders, decorations and medals of the Head of State in recognition of outstanding and distinguished services rendered to the people of the Republic of Kenya under the auspices of MCF (mullychilndrensfamily.org, 2013).

6.3 Questionnaires and Interviews

6.3.1 Questionnaire Beneficiaries QELC

The challenge of using the QELC in the construct MCF, is that in general terms all beneficiaries have very similar environments in which they are growing up. They could potentially have very similar Educational Capital and each has similar opportunities to develop their Learning Capital. However, it should be noted, that each environment is very dynamic and the interaction between various staff members and other children varies from child to child, location to location based on the “human factor” (the complex human interaction and perception of these interactions is different for each person). From a systemic and physical environment it is the goal of MCF to provide equal opportunity for all beneficiaries. On the one hand this may explain the lack of correlation in most areas; some possible reasons will be explored. On the other hand, since the construct MCF is a constant, if there are correlations they may suggest either perception or individual experience within the construct or individual choices within the MCF construct. These will also be explored. Each of these will be looked at individually as to why or why not there were /were not correlations. Correlations were looked for using the significant two tailed test.

Although there are some reliability issues discussed in the validity section of the dissertation it was determined to look at correlations in the following areas and view these as general trends that would need some closer attention for verification and study (Those areas of Educational and Learning Capital that had very significant reliability issues were not further pursued.)

To ensure better reliability, where necessary two steps were taken; firstly, to improve reliability certain questions, were taken out (F12, F45, F47, F10, F86) as shown on Table 11 below, secondly a comparison was done if reliability issues would be improved if only those born before 1995 were used. The author decided to test this, since the assumption is, that as the beneficiaries get older they become more proficient in English, since it is their second, third and sometimes fourth language. Reliabilities did improve in certain areas as can be seen in table 12 below.

After analyzing the questionnaires correlations were first searched in general in each of the Educational Capitals and each of the Learning Capitals: Three Sig. (2-tailed) correlations could be found, two of which are very significant.

Educational Capital	take out	Reliability	Pre 95 Reliability
1. Cultural	F12	.623	.650
2. Didactic	F45	.614	.671
3. Organismic		.629	.626
4. Actional	F47	.689	.719
Learning Capital			
5. Attentional	F10	.607	.589
6. Episodic		.654	.657
7. Modifiability		.594	.653
8. F69 to F74		.882	.876
9. IT	F86	.596	.655

Table 11 Improved reliabilities of QELC for study

As seen in table 13 the three areas of correlation of the various types of capital and awards were, Cultural Educational Capital, Organismic Learning Capital and Modifiability Belief in the context of the MCF construct (highlighted in the table).

Each of these will be looked at closer and discussed as to possible reasons for the correlations.

Type of Capital	All n=232 Sig (2-Tailed) level	Pre-95 n=143 Sig (2-Tailed) level
Economic Educational Capital		
Cultural Educational Capital *(F12 taken out)	0,031	0,104
Social Educational Capital		
Infrastructual Educaitional Capital		
Didicatic Educational Capital *(F45 taken out)	0,413	0,69
Organisimic Learning Capital	0,001	0,006
Actional Learning Capital* *(F-47 taken out)		
0,609		0,27
Telic Learning Capital		
Episodic Learning Capital	0,333	0,838
Attentional Learning Capital *(F_10)	0,19	0,585
Modifiability Belief	0,005	0,003
Angst Auszeichnung	0,612	0,627
IT	0,816	0,865

Table 12 QELC correlations with award winners

*Denotes which questions were taken out to provide a higher reliability

6.3.1.a Cultural Educational Capital Correlation with Awards

As mentioned for reliability reasons there were two reports, one for all participants (n=232) reliability .623, and one for those born before 1995 (n=143) reliability .650. This does not show a big difference in reliability, but the corresponding correlation results were quite different.

When using the results of all there was a great correlation of 0,031 whereas when using only those born before 1995 there was not such a significant correlation, with a value of 0,104.

This would need further research, but a possible explanation would be that, since cultural educational capital includes as Ziegler states, "... value systems, thinking patterns, models and the like, which can facilitate -or hinder - the attainment of learning and educational goals..." (Ziegler & Baker 12) there may be differences in Educational Capital of those beneficiaries born after 1995 than those before. The extreme growth can be seen in that when MCF was founded in 1989 there were 7 children taken into the home, in 2016 there are 2447 beneficiaries in the care of MCF. (as per website 28.01.2016). It can be deduced that in the first years the beneficiaries, staff and volunteers would have had much closer communication with the founders and a more intimate understanding of their vision and philosophy.

As various scholars have observed, there are changing interpretations of the identity of organizations, these may evolve in the face of internal and external stimuli (Corley Gioia, 2004; Dutton Dukerich, 1991; Fiol, 2002; Gioia & Thomas, 1996). In the view of these scholars, organizational identities reside in shared interpretive schemes that members collectively construct in order to provide meaning to their experience (Gioia, 1998). These shared schemes might or might not correspond to their organization's official narrative (Ravasi & Schultz, 2006).

It may be possible that as the construct Mully Children's Family has grown more and more staff was needed and the dynamics of the organization changed, including various influences of various staff members. At the beginning more of the beneficiaries would have shared more of a similar Cultural Educational Capital, meaning that this would not have been a deciding factor when receiving awards within and beyond the construct.

It would seem however, that as the organization grows that there is a larger chance that the identity and "interpretative schemes" may not be as shared as it was at the beginning, confirming that if one does have strong Cultural Educational Capital one has a better chance of achieving awards and success.

6.3.1 b Organismic Learning Capital Correlation with Awards

With Organismic Learning Capital the correlation was very significant in both cases when n=232 (all participants) at .001 and when n=143 (those born before 1995) at .006.

Organismic learning capital consists of the physiological and constitutional resources of a person (Ziegler & Baker, 2013. p. 29). This confirms what Bellisle and Gottfredson found, that to be physically fit is an important precondition both for sports and cognitive activities (2004).

This not only relates to the nutrition that all the children receive within the MCF construct, but also in combination with daily sports activities.

The basis is provided through MCF; however, the results would seem to show that differentiation occurs when the beneficiaries choose to go beyond the requirements. The high correlation may be explained by the fact that although all MCF beneficiaries must spend some time everyday doing sports and being active, only those who wish can do extracurricular programming as they relate to sports. They are only allowed to remain in these extra sports (which are competitive) if they are disciplined (which is observed by the coaches). More studies would be needed to confirm that the discipline learned in sports, to be healthy and fit are easily carried over into other areas of life including academic study.

The higher correlation for results for n=232 than those n=143 might be explained by a closer involvement of the original founder who personally spent more time with earlier groups of children, (than with the later groups) explaining the results of physical fitness resulting from proper nutrition and sports as they relate to success in various areas of life.

Although this is understood by the beneficiaries, it may have more impact coming from the founder himself, or his biological family, than coming from staff. However, this would have to be researched more closely.

Although regular athletic activities are scheduled, there seems to be a correlation of those who do more than is required and achieving success.

6.3.1. c. Modifiability Belief Correlation with Awards

The Modifiability Belief Correlation with Awards was also very significant, for all at .005 and for those born 1995 and before at .003. These are very significant correlation numbers. This supports the strong impact of self-belief, that those individuals who believe that they can improve themselves, or “expand their action repertoire” are more likely to attain an award.

Although all beneficiaries have similar opportunities within the MCF construct, those that internalize the belief that they can modify themselves through their focus, trying hard to understand and learning

from mistakes show a higher correlation with achievement. According to Busato et al. (2000), in their study on “Intellectual ability, learning style, personality, achievement motivation and academic success of psychology students in higher education”, one of their findings was also that intellectual ability and achievement motivation were associated positively with academic success. It would seem that high motivation means that one is able to deal with setbacks and adjust ones behavior and learning to better achieve success, which fits into the modifiability belief model.

6.3.1.d Specific correlations researched based on some findings from the interviews with award winners

After having performed the interviews with the award winners and the staff, the author decided to pursue the following correlations. The findings are then discussed.

- 1. Correlation between Sports and Awards (Actional Learning Capital)**
- 2. Correlation of Study strategies and Awards (Infrastructural Educational Capital)**
- 3. Correlation of perception of environment and award winning (Infrastructural Educational Capital)**
- 4. Correlation of perception of how “Daddy” views them and awards (F-74)**
- 5. Correlation of Perception of what others think of studies and award winning (Cultural Educational Capital)**
- 6. Correlation of perception that making mistakes is a learning experience for the learners and award winning (MB)**
- 7. Correlation of focus and determination and winning awards (Attentional Learning Capital)**
- 8. Correlation of goal making and award winning. (Telic Learning Capital)**
- 9. Correlation of self perception and winning awards. (SV)**

6.3.1.1. Correlation between Sports and Awards (Actional Learning Capital)

The sig. 2-tailed value was .082. Which is slightly higher than required to show a correlation, but it shows some tendencies. This was expected since most of the award winners in the areas of sports also fared very well academically, however, the reverse was not true, i.e. not all those who received awards academically received awards in sports.

This would need to be looked at more closely and explored. However, to perform well at sports one must be disciplined and the discipline skills learned while training in sports may be transferable to academic areas as well. The other factor that plays a role, as discussed, in the MCF construct all beneficiaries must participate in sports throughout the week, meaning that all participants in the questionnaire were active in sports because of the requirements of the MCF construct.

6.3.1.2. Correlation of Study strategies and success factors (Infrastructural Educational Capital)

Significant correlations could be found when looking at the study strategies and success awards. The sig. 2-tailed value was .021. This reveals a very significant correlation.

The correlation for study strategies was researched in looking for correlations between question numbers 4, 16, 26 and 37. These questions were the following:

4. I get tips and support for my studies when I need them.

16. I have very good studying conditions for school.

26. The good learning conditions that I enjoy, help me to improve my academic performance continuously.

37. Through my good learning environment I can be part of the top of class academically.

As discussed in the description of the MCF construct the infrastructure is the same for all beneficiaries, so all beneficiaries have the same opportunities, however, the strategies that each develop within the construct will depend on the individual.

Regarding question 4., within the MCF construct the teachers are available during study times for all students, the above results may suggest that those who are successful are those that recognize when they need assistance, or they are the ones who ask for it more often.

Regarding questions 16, 26, and 37, within the MCF construct where the conditions are the same for all the beneficiaries it seems that the difference may be the perception of the quality of the conditions, i.e. the award winners perceiving the conditions to be very good.

6.3.1.3. Correlation of perception of environment and award winning (Infrastructural Educational Capital)

Some possible correlation could be found when looking at the perception of environment and award winning. The sig. 2-tailed value was .082. This reveals some possible correlation.

The correlations were looked at between the following questions and winning awards:

16. I have very good studying conditions for school.

26. The good learning conditions that I enjoy, help me to improve my academic performance continuously.

37. Through my good learning environment I can be part of the top of class academically.

This correlation was looked at as a comparison of the correlation explored in the correlation of study strategies, this correlation may suggest that an important deciding factor is that the learners not only know they can get tips and support but actually get them and perceive that they are available. (Figure 39 shows pupils doing extra studies during break time outside in the shade – an environment that they would never have had in the conditions they were born into).



Figure 39 Extra studies during break time, outside in the shade

6.3.1.4. Correlation of perception of how “Daddy” views them (F-74)

Within the MCF construct there is an unconditional acceptance coming from “Daddy”, “Mommy” and the MCF staff regardless of success. These results underline the lack of correlation between the perception of how “Daddy” views them and winning awards. (The sig. two tailed results were .532).

6.3.1.5. Correlation of Perception of what others think of studies and award winning (Cultural Educational Capital)

Significant correlations could be found when looking at what others think of studies and award winning. The sig. 2-tailed value was .031. This reveals a very significant correlation.

The correlation for the Perception of what others think of studies and award winning (Cultural Educational Capital) was researched in looking at question numbers 2,14,24,34 and 35.

2. Almost everyone I know thinks studying is very important.

14. I know a lot of people who find studying very important.

24. I know a lot of people who think that one should always be improving one's academic performance.

34. I know a lot of people for whom it is important to be one of the best at school.

35. MCF spends enough money on me so that I can be the best at school.

With the MCF construct, education is esteemed very highly, however, it is possible that some of the beneficiaries do not value education and studying as highly as the MCF construct would want them to, which might explain the correlation.

The correlation also suggests that within the MCF Construct, those who surround themselves with others, within the MCF construct, who value studying and academic success, have better chances of winning awards.

6.3.1.6. Correlation of perception that making mistakes is a learning experience for the learners and award winning (MB)

Being part of the MCF construct means that as a beneficiary one comes from a marginalized disadvantaged background. Part of the counseling program is to realize that one can learn and grow from mistakes made and one can still have a bright future no matter what has happened in the past. This thought process is deeply promoted at MCF. This may explain a lack of correlation to winning awards and learning from mistakes. The sig. two tailed correlation was .353.

In the interview Pastor Josiah summed it up with a picture in the interview with him that underlines the belief that one can learn from mistakes and failures. He said, *“There is hope for a change, even though the tree is cut, there is hope it will grow up again. That is what motivates me...”* (see Appendix K). When asked about the tree being cut, pastor Josiah referred to this as being both the “bad” things that happened to the child and their own mistakes.

6.3.1.7. Correlation of focus and determination and winning awards (Attentional Learning Capital)

The construct of MCF, is quite clear as to the amount of time that must be spent in leisure activities that promote health and the amount of time that must be spent doing homework. These activities are regulated and are the same for all beneficiaries of MCF. Since all beneficiaries live under the same, or at least very similar conditions, both award winners and non-award winners would have a very similar Attentional Learning Capital. The sig. two tailed correlation was .380.

6.3.1.8. Correlation of goal making and award winning. (Telic Learning Capital)

At MCF, the staff and former beneficiaries will often speak to all the present beneficiaries about the importance of having goals and how important these are to be successful in life. Goal setting has become part of the curricula of MCF and they are talked about regularly. Hence both award winners and non-award winners will have some variations of goals. However, in the interviews with people in the shadows and conversations these seemed to suggest that the determination of those receiving awards all had high focus and determination. What would need to be explored is whether or not their determination was higher than that of non-award winners. The sig. two tailed correlation was .195

Part of the discussions that staff and former beneficiaries also have with present beneficiaries is also facing obstacles that arise and how to overcome them. This would suggest that the goals are to be exactly that, “goals” and not just an unachievable fantasy.

As Oettinger & Mayer (2008) found in their study, “Expectations of success predicted comparatively high course grades and strong effort, whereas positive fantasies tended to predict comparatively low course grades and weak effort ...(and)...that positive fantasy negatively predicts academic performance and study effort in students with low and high expectations alike...positive expectations of success predict effortful action and successful performance...” (1199).

6.3.1.9. Correlation of self perception and winning awards. (SV)

Self perception, building self worth and goal setting are some of the goals of the MCF counseling and pastoring programs. Much time and effort is put into this to help as many of the beneficiaries as possible to manage life in adulthood. This could explain the relatively low correlation of self-perception and winning awards. The sig. two tailed correlation was .104. The staff is taught to help each member of MCF feel that they are very valuable and have a high self-perception. One of the staff members, Dennis Munyoki summed it up in the interview with him as follows, *“In MCF we believe that all of us have been created from God, from whatever tribe, small or big, marginalized we are*

created to help one another. We create value for one another, to make a family, because we are valued regardless where you come from” (see Appendix L).

6.3.2 Qualitative Interviews Beneficiaries

During the exploratory qualitative interviews the points and the same questions were asked of the participants. All 38 participants have received awards of some kinds in various fields. The goal of the interviews was to gather some commonalities that should possibly be explored in a more detailed manner.

The questions were also based on five forms of educational capital: Telic, Cultural, Social, infrastructural, and Economic as well as on the five forms of learning capital.

The summary of the interviews and the conclusions by the author as they relate are based on the above.

Discipline and the development of Intellect

During conversations with those who had achieved awards at MCF, a common response when asked how they achieved it, “was hard work and discipline”. They were able to set their own goals and then achieve them (Telic Capital). To explore about the development of discipline in this setting the question, “How did you come to learn to be disciplined in your studies?” was asked.

All the 38 questioned answered the question similarly:

2. How did you come to learn to be disciplined in your studies?

- o 25 of the 38 answered through examples of others, the founder, teachers, mentors, pastors or other beneficiaries...

Examples of answers were:

“I used to go to class early...and I ask where I don’t understand to get help from the teacher” Joseph W.

“I follow what the teachers are saying, be punctual and hard work” Joseph N

“I consult the teacher” Jackson M.

“The main thing is that although I was involved in many activities, when I had free time I utilized it well and asked for assistance from out teachers...and fellow students” Francis A.

“...talked to the teachers a lot” Faith N.

“Listening to the teacher and asking teachers for help...I put more effort and rereading what the teacher has told us” Faith M.

“Listen to the teacher; you have to find own time to go through material” Everliste P.
“I obeyed the teachers whatever they gave me in assignments and finish them on time and consult my fellow classmates...we form group discussions...follow my personal timetable, our teachers gave us a personal timetable, if you don’t plan you cannot achieve..”Elizabeth

- o 9 of the 37 said by listening to the advice of teachers, “Daddy”, and/or other beneficiaries.

Some of the comments in the interviews were:

“Daddy Mully encouraged me so much. My background has been a big motivation. At night time I would take 2-3 hours to do studies” Ken N.

- o Others made comments about becoming disciplined through hard work and staying focused.

“I work hard and have determination” Jacita W.

“First thing being time conscious so that I can do a lot of things, plan my timetable for everything...strategizing your moves to achieve your goals...for clubs I do it with all my heart, with a lot of hard work and determination...For school ...I learned to sacrifice” Fedelis W.

The findings are summarized in Figure 38 below.

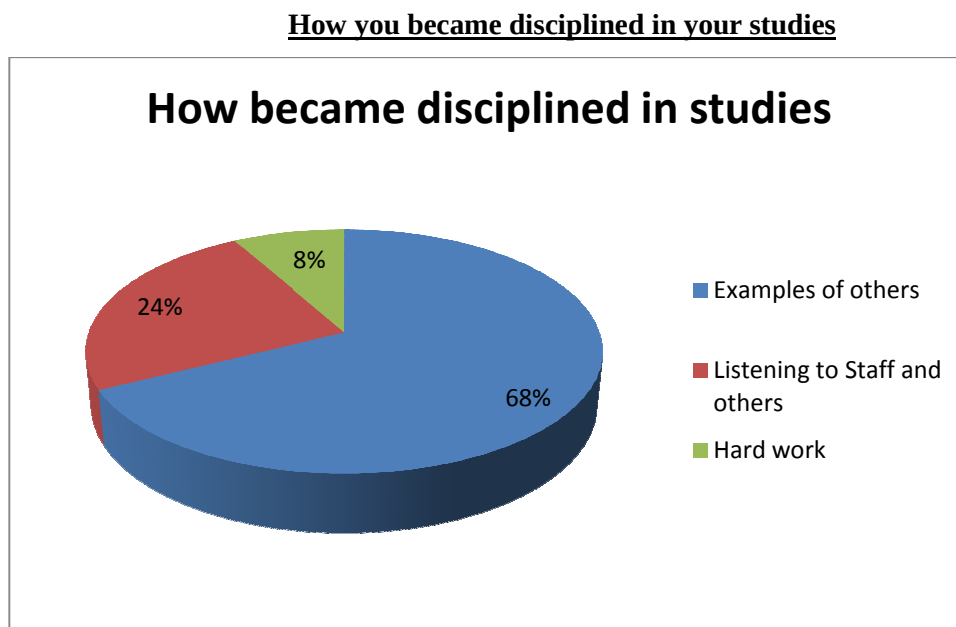


Figure 40 how became disciplined in studies

Through the answers provided, it seems safe to say that both instruction to be disciplined is given and is lived in a very focused way. This would seem to explain why more answered that they watched

others, although 9 “made remarks about listening to...” various staff, it does not mean that they do not see it happen.

Quite the contrary, discipline is held very highly by the founders and all the staff. All staff members are required to lead disciplined lives and are interviewed in this regard. During the interviews, many commented that when getting encouragement from former beneficiaries, they were always encouraged to work hard and be disciplined, so they soon learned that success was connected with these factors.

It seems that as the award winners apply their form of discipline and achieve success they do it again and again. This then is seen by others and then copied. The oldest questioned who went to University, did not have older beneficiaries to copy and discovered their own form of discipline or applied what was taught to them by MCF founders and staff. They would share (and still do at present) their story and this then is copied by those who are highly motivated.

Dominic K summed this up in his interview, *“At MCF the first thing we do is take Dad as father and Mum as mum, we also have social workers, have role models and teachers, we have some other students who give good examples, groups and friends and I choose those who can help me academically”*.

Living in a tight knit community, and being encouraged to share success also encourages how to achieve that success, as one award winner said, “...every place you go (at MCF) people tell you, you can succeed...you need to do this or that..”. When asked about everyone B. explained, the founders, staff, former beneficiaries and existing beneficiaries were meant.

Support and Social Factors

Within the construct of MCF, the terms “family”, “friends”, “community members” mix. Within MCF the beneficiaries are taught that all beneficiaries are their brothers and sisters and that all the staff belongs to their family. At present there is no research that shows that there is any community similar to MCF, which is treating such a multi-ethnic, multi-tribal community of that size as a family, providing support in a similar way.

During the interviews it became clear that the quality of support, especially in comparison to where the beneficiaries come from would be vital to explore.

5. How is support given to those who show potential?

29 of the 38 respondents, felt very much supported and that if they were showing potential were sure that they would be supported to compete or participate in competitions.

Some examples of support taken from the interviews are as follows:

“After completing grade 12 I was offered the chance to teach Chemistry and biology to my brothers and sisters which has helped me to develop and the support in everything that I do. I am always encouraged. Dad is always encouraging me to pursue that dream” (Benedict).

“I am given support for acrobats, we can organize for sports we play,, when there are meeting we are allowed to perform and in school we are given encouragement to continue in the same. They provide good preparation” (Boniface N.).

“They make sure you get everything you need for success,”(Christine N.).

“Each club is supported and provided with uniforms and are sent on tournaments, taken all the way to the national levels” (Daniel W.).

“There are so many, in terms of academics we are able to approach our teachers if we have some problems we can consult and the same is true for support...our education is not interfered by anything” (Dominic K.).

The other 6 did not make a specific comment to the question in be very supported, but mentioned that they got all their basic needs met, which included teaching materials and supplies and that they had more than they ever had back “home” (their home of origin). (So although they did not make specific comments about getting support for potential, they did not say they did not get support when needed).

All 38 of the respondents made comments of receiving a lot of support.

In response to the above question, there were some different answers. 29 very clearly explained they would get all the support they needed, these were all award achievements that included various kinds of travel, uniforms extra fees etc, and seemed to have an understanding of all the costs and extras involved. There seems to be correlation with those who didn’t make a specific comment like the other 29, that they had received awards in more academic areas or social projects only, where extra uniforms and expensive competitions were not related to their awards. But all were quick to respond about their thankfulness to all the support they do/did receive. How support is shown is summarized by Figure 41 below

How is support Shown to those that show potential

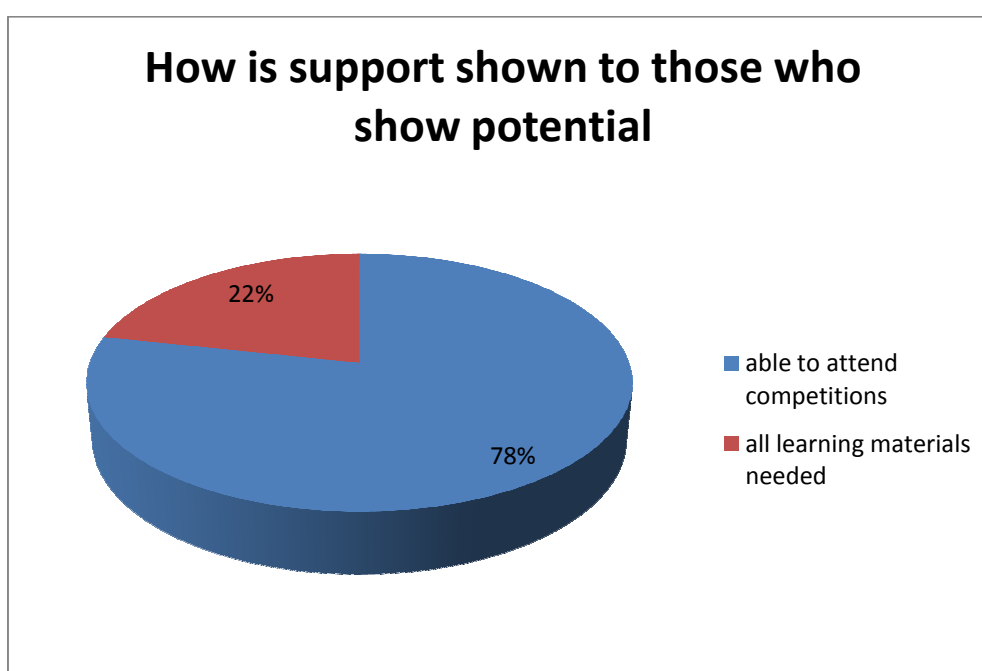


Figure 41 How is support shown to those that show potential

Social and Family Factors

8. MCF is a very large family, what kind of support and encouragement did you get?

37 of the 37 interviewed, felt they could get all the support they needed from someone in the MCF staff.

The following answers show different aspects of the support received;

“Many people encourage me... from my teachers, students, and ...fellow beneficiaries” (Elias).

“Teachers they encourage me when I seem to lose hope in my academics and teach skillfully well and other beneficiaries and staff through providing the necessary materials. Home department provides basic needs, food shelter and clothing and help me to concentrate on studies...Friends in group discussions show me how to do it...Pastors support me by praying for me” (Elizabeth).

“When I came most of the people they showed me good behavior, ...They gave me stories of people who were here before...And some brothers who are here and are now acting as teachers and be encouraged and see some them teaching us and some have gone so far and was able to know that this is MCF are not taking those children in order to pass time but get more educated...” (Dominic K.).

“Giving examples of others who have benefitted, and sometimes have camps to be taught by experienced people from the outside daily encouragement from the pastors” (Eiba).

“There are times when I remember the problems back home I get discouraged and loose hope and they encourage me and give me hope to keep on going “(Emmanuel).

“I have my friends and they give me encouragement, staff, social workers” (Everliste).

“The social workers advise me not to lose hope...They help even to take care of things when I am ill” (Faith M.).

From the interviews it became clear that every award winner was sure that they would get all the support they needed from someone on staff. There was a very quick response in all cases.

21. Who are the other MCF family members (besides Daddy and Mama Esther) who were a large encouragement to you?

Who were MCF staff members who were an encouragement to you

The responses about from whom they got encouragement to succeed varied greatly. This seems to reveal that having the large staff with various focus points is effective in helping to encourage success. Factors might be “chemistry” between various staff member and beneficiaries as well as the amount of time spent each day with various professions. This might explain why most of the group got their support from teachers (almost 75%). Very important to note as well, although the questions asked were focused on MCF staff members who encouraged them, 40.5% mentioned God as being an encouragement. For the beneficiaries God is very real, just as God is for the staff. Everyone one is encouraged to spend time with and talking to God, as can be seen in the scheduled time of prayer and intercession on the weekly schedule. Although no questions were directly asked about the impact of their faith, it seems to have a very large impact on the lives observed.

38 of the 38 made comments that the encouragement was especially important from staff members

10 specifically named the founders,

11 named Pastors,

9 named social workers,

28 named teachers

8 named management,

2 named matrons (from their early years),

1 named a doctor,

Some examples of the responses are as follows:

“Daddy and Mummy ... they show me love and help me feel accepted and always encourage us to work hard and remind us about our past, advise us to focus to meet our goals, they tell us and teach us how to share what we have to forgive those people who have hurt us..... our teacher and used to encourage me from Class 2, to be disciplined to be someone with principles and stand strong, the Former headmaster...”(Stella).

“Pastors help me to grow spiritually, and help me to solve some spiritual issues; they help you when you are down. The coordinator, maybe I am sick he may look after me.

The doctors and health workers they may look after me. Teachers when I feel like I am not improving I can go talk to them and be encouraged ... Education is simple if you work hard and how to choose a career and focus... most important thing is God, without him you cannot achieve” (Peter M).

“Most of the social workers encourage me, at the dispensary, I want to become an accountant or doctor and they help me how to live to be successful” (Nichilos).

The findings are summarized in the following, Figure 42.



Figure 42 Who are staff members who were encouragement to you?

Peers

24. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?

37 of the 38 had specific MCF brothers and sisters were had a marked interest in their development. The other one of the 38, mentioned yes there are many, but couldn't name just one.

The following are some examples

“Joel he encouraged me and sometimes he would come into class at prep time and help in subjects that were difficult for me” (Peter M).

“I have been staying with people who are cleverer than me and they encourage me so much” (Nichilos).

“Other beneficiaries helped me, one, he told me to be disciplined...Follow all the requirements” (Mutunga).

“One of them are at Nairobi University she comes and encouraged us, she was a street girls before, when we see her motivation we see that she has made with that background, if she has we can too”(Mercy K).

“Have close friends, John Mwawo, we study together and sometimes we pray together and sometimes when I am down he encourages me, we pray together” (Fedelis).

The following Figure shows summarizes the findings.

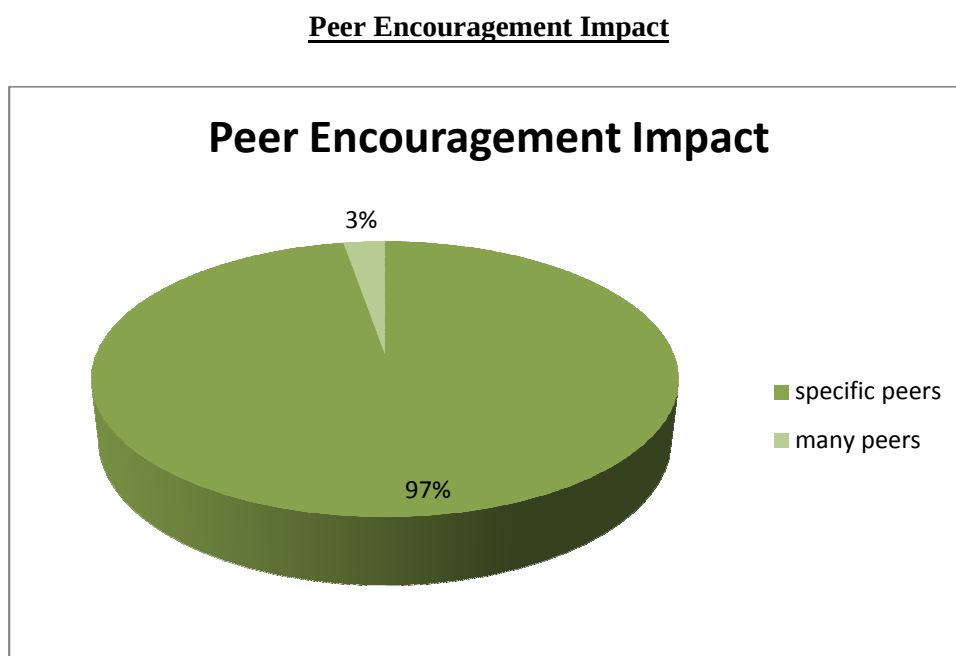


Figure 43 Peer encouragement impact

25. What did this encouragement and support look like?

12 said they learned by example. 28 said it was words of encouragement.

(Some mentioned both which is why the sum is more than 38). Others mentioned that the peers explained issues about faith or helped to get through issues. Some examples of the responses are:

“They advise me during difficulties, and they share anything that they have” (Maureen)

“...now the sisters and brothers encourage me that even though my parents passed away that I can make it, and be successful so that one day I can go back and assist them” (Lilia).

“Every day, we live together there are always beneficial things, we are learning together, there is always some competition as to becoming the best...Without them I would not have struggled through so much...Share different ideas, and learn from one another, I used to think I had the worst story and then I learned that others have experienced the same or similar and we can make it together. Even here I feel there is psychological support we share the same dreams” (Ken N.).

“Some (brothers and sisters) have told me to be patient, work hard, so that I would be successful and use the opportunity at MCF, once the opportunity is gone I cannot get it back” (Joseph N).

“I got some encouragement from my classmates when we were in class, maybe I didn’t get some ideas that the teachers were saying, he could help and correct me and when I finished high school, those who completed before me encouraged me to stay and wait so that one day I could go to University, to keep on in whatever I am doing” (Francis A).

How encouragement is expressed can be seen in figure 44 below.

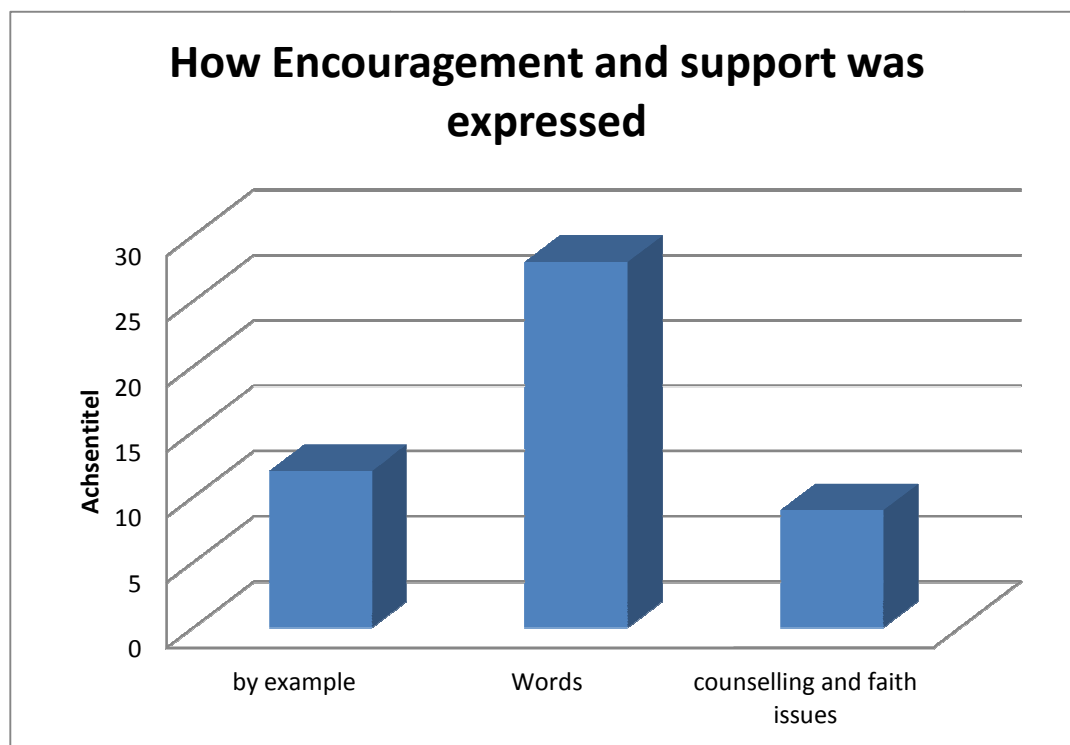


Figure 44 how encouragement and support was expressed

* it should be noted that some respondents answered in more than one way, which is why the totals add up to more than 37.

Through the interviews, the large impact of former beneficiaries became very clear. All of those who achieved success were very clear that it was “brothers” and “sisters” who were of a big help on a day to day basis. Again there was a combination of watching what others were doing and getting advice.

Creative Factors

When asked about creative factors with the following question; what role did the extra-curricular activities play in your development? Some of the responses were the following:

“They refresh my mind, for school” (Amos).

“Karate taught me to keep time and acrobatics taught me about unity and depending on others, you must trust one another and be able to trust other people knowing that I cannot do anything on my own. They have helped me to be healthy, and I cannot remember getting ill since grade 9” (Benedict).

“In the environment, it helped me in geography that I understand better “(reference to environmental club)(Bernard).

“Volleyball helps me to refresh my mind. I like to sing, when I am down I just sing and this picks me up” (Boniface M.).

“Through that you learn new discipline can also teach to people...Football could get to a club where the skills are developed can teach others or support others” (Boniface N.).

“Drama helps me because I want to be a journalist because I want to stand in front of people” (Christine N).

“Environmental club deals with planting and conserving and biology deals with animals and plants and I like planting trees and helped me to be more successful in biology” (Dickens).

“They helped me in my attitude. I was able to develop patience and the heart to help people and got to be strong” (Dorcas).

“We used to plant a lot of trees, it is growing something, is like you take part in what is going to happen in the future, shade, food and shelter” (Dorris M).

“After playing you feel relaxed the problem is somewhat solved and you understand some things better” (Eiba).

“After classes at school we go and practice and this refreshes my mind and then I go back to study and I read well and understand” (Emmanuel).

“The physical education helps us to concentrate more. It helps someone to be more creative you get a chance to try different things practical and show people your ideas” (Everliste).

“When I was in school had programs every day after four we used to have duties in slashing the grass...That made me not to think about the past...Get relaxed from class work. Later have rest then wake up and turn to the books” (Faith N).

“In the first place I understand that this life is very competitive you find that before I work, I am doing something possibly earning money while I am studying. Knowing that I do not have a lot of time so this helps me to be time conscious and don’t waste it at all” (Fedelis).

The responses can be summarized as below;

4 of the 38 interviewed, made comments related to team spirit (sports)

13 of the 38 interviewed, made comments about helping to learn discipline (karate and acrobats)

11 of the 38, made comments about refreshing the mind and not thinking about school or the past. (Various clubs both various Arts and various Sports)

3 made comments of being more confident to stand in front of people and be courageous. (choir and drama club)

2 of the oldest interviewed who were part of the first group to start planting trees, made comments about...”...planting the trees helped us to take part in something that will positively impact the future” (environmental club).

1 mentioned that as part of the debating club “began to understand new aspects and new views.”

1 mentioned that “being part of the drama club”, “improved their language” and be more courageous.

When exploring the extra-curricular programs on the impact of the award winners affects could be found in various areas, but specifically on episodic learning. Each of the beneficiaries has a choice of which extracurricular club they want to join, some are more focused on the arts, other sports and still others on the environment or debating.

There were some commonalities between the various clubs and their responses, as can be seen in the clubs represented in the brackets after the responses.

All 38 mentioned that extracurricular clubs and programs had a positive impact on them – even if very different for each. Although it is difficult to summarize all the findings in a visual way, the following figure summarizes the main findings.

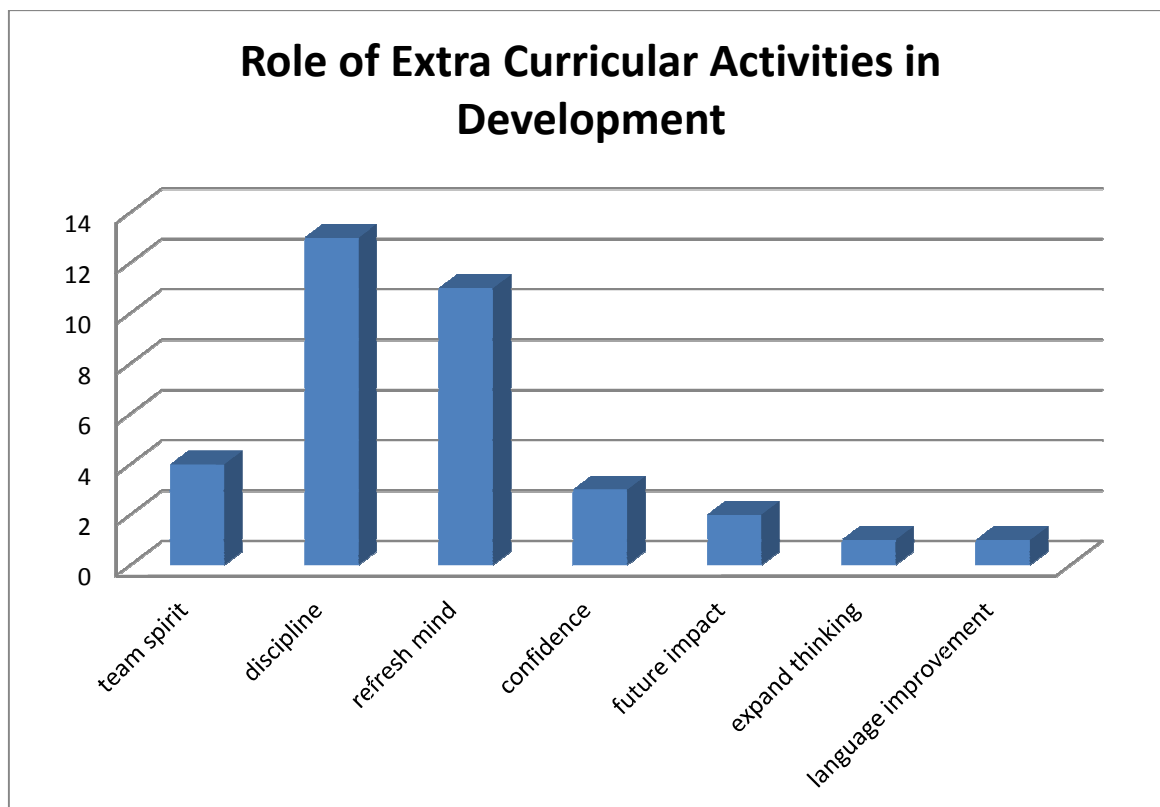


Figure 45 Role of Extra Curricular Activities in Development

Physical Fitness

In response to the question, “Physical fitness is an important factor for the beneficiaries, how did sports affect your development?” The following are some examples of their responses:

“Karate club has helped me in my discipline and to depress my mind after school and helped me physically, I rarely get sick” (Stella). (A picture of the Karate Cub see Figure 47).

“When I go to the field I can do better... When I go to the field to play football it refreshed my mind when I go back to class, I find myself understanding what the teacher is telling us” (Samuel).(A picture of the soccer field see Figure 48 & 49).

“Because the subjects that I do I must refresh my mind, I play basketball to refresh my mind and the stress is gone...it makes my brain flexible” (Peter).

“Helped to keep me physically fit, when after school for training, I am refreshed and can capture everything” (Pauline).

32 of the 38 interviewed, made comments similar to “doing sports /or doing Karate / or doing acrobatics refreshed my mind and made it easier to study in the evening again”.

All 38 saw that there was a connection between being active and being successful in academics.

7 made comments of being physically fit

2 made comments of not getting ill because of physical activity.

Regardless of the slight differences of the responses, all 38 respondents recognized the advantages to being physically fit, and almost 87% recognized the connection between being active regularly so that they could more affectively study and learn.(The figure below summarizes the findings). When the MCF staff was later asked about this, it was commented, that all the children are taught that they can better learn and focus on their homework of they are physically fit. At a young age they are also all taught about the interaction of being physically healthy and their learning abilities. This shows that MCF values Organismic Learning Capital.

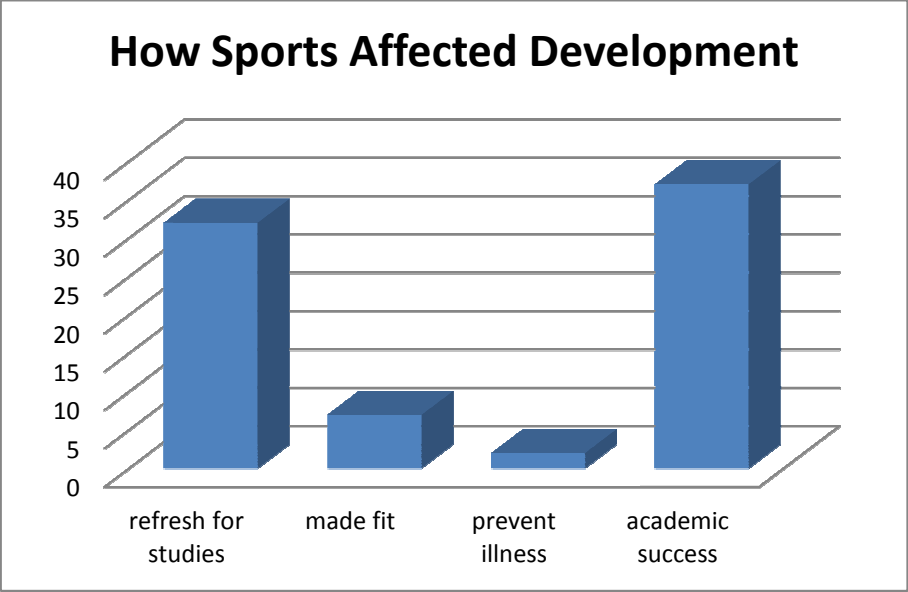


Figure 46 How Sports Affected Development



Figure 47 Karate Training after School



Figure 48 Daily Afternoon Sports Activities on the Sports Field



Figure 49 Supervised Spare Time Soccer Match, with MCF boys of various ages.

Environment

In response to the question, “How were the physical conditions of MCF beneficial for your development?” some representative answers were;

“The buildings are very different, I come from the western part, they are built of mud...”(Amos).

“The structure was a small hut thatched with grass and mud walled with sticks; here it is evident permanent, stone, no furniture back home” (Benedict).

“Back at home it was traditional house made of mud and feces of cow and grass and here it is modernized houses” (Bernard).

“I am from a poor family, our house is not that well...At our home we don’t have a river...It is easy to grow the trees...Here is there is micro climate and the trees...The houses are brick. Our homes are thatched” (Boniface K).

“Here there is protection, I am cared for...”(Boniface N).

“I come from Kibera,...There are trees (here) where I can rest and get fresh air” (Christine N).

“MCF has a lot of very smart buildings, more trees...”(Christine M).

“Here it is more developed, there were not really trees, and roads were not so good. The housing here is good, ventilation is very good, the structures are very good” (Daniel).

17 of the 38 responded with statements “of more trees”

8 of the respondents with statements “of being cooler”

34 of the respondents with the statements of “living and learning in high quality buildings” (see Figure 50 below).

When responding to the above, all of the respondents commenting on the drastic improvement to their prior living conditions as well as learning conditions. The responses varied, as the beneficiaries come from various regions and varying degrees of destitution from all over Kenya.

The perception of quality is what seems to be vital here. Many made comments of coming from absolute “pathetic” backgrounds, living in thatched or clay huts, which would either leak or fall apart in rain or just living on the streets under plastic temporary shelter. Since being part of MCF means living and going to school in MCF buildings on the same compound, which are well built, stable and in their view very modern and “smart”.



Figure 50 One of the Living Quarter at MCF Ndalani

When observing some of the village schools and even some city schools in the slums of Nairobi, the schools at MCF are a very drastic improvement (compared to most, not only destitute Kenyan children, the quality of schools is high and is appreciated by the beneficiaries very much) Although the author did not visit any of the places of origin of the participants the buildings shown in Figures 8,9,10 & 11 are representative of many village buildings. MCF has invested in their infrastructural capital.

When interviewing the founder, he commented that having green and flowers all over every compound, encourages learning and development. Not only do trees keep the environment cool, but green is a color of hope. When he was designing the living quarters and all the buildings, it was important for him that they not only protect the children from the elements, but provide an environment in which they could develop and learn, part of this was to keep them cool (Charles Mully, 2013).

The Figures (52 & 53) following show examples of the shaded courtyards in the Ndalani school yard and a neat clean, freshly painted classroom in the Yatta High School.



Figure 51 MCF Teachers Preparing for Lessons in the School Courtyard



Figure 52 One of the MCF Yatta Secondary School Classes

Multi-Ethnic

Since it was found in the preliminary research that ethnic issues are the cause of some of Kenya's difficulties (Ajulu, 2002; Oketch & Ngware, 2010; Mutisya & Yarime, 2011), the author wanted to explore how having a multi-ethnic home would affect the award winners. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?

14 of the respondents reported that through MCF they have been able to recognize that all ethnic groups in Kenya are equally valuable and 21 made comments that one could learn from the other traditions and customs, each ethnic group has something valuable to offer.

One interviewee stated, “ *The different ways of life and living you share the way you are living you can learn from each culture on how to live...It helped me, since there are some things that are better in other cultures and I accepted them and could pass on from mine too*” (Bernard).

Other comments were, “*we can all live in unity*”, “*no one is more special than the others*”, “*Daddy treats all of us the same, no one is more special than others*“, “*peace among the tribes is possible*”, “*we all really have the same problems*”.

In the interview, one participant informed that “*In grade nine when we learn about the different history of the tribes in Kenya, a person from that tribe (one of the beneficiaries) explains*”. This means that a member of each ethnic group becomes an expert and is allowed to present their own history in front of the class.

Since in Kenya, ethnic-issues have caused a lot of problems, the founders made a focused effort to ensure that this would not be an issue when accepting new beneficiaries from destitute situations. The focus is on the value of each individual and the development of each, “a child of God”, as the founder says. To foster the focus on learning and not judging, the multi-ethnic setting is used as part of the learning experience. Even the differences between cultures are used as learning experiences, and as mentioned above, the beneficiaries are able to become the experts and share their own tribal stories and histories. Having Swahili and English – which are not mother languages to almost any of the children - spoken on a daily basis at all MCF homes, also helps to create a learning environment in which all are treated equally and all are encouraged to help one another to improve their “new-language” skills. What also seems to happen is that all beneficiaries are catapulted into the languages of the middle class of Kenya, since one cannot go to secondary and post secondary schools without being completely fluent in both languages, which is sometimes a challenge in many of the villages and small towns from where many of the beneficiaries come.

Goal Setting

In response to goal setting at MCF, the participants were asked, “How were you helped in setting your goals at MCF?” All of those interviewed had made very concrete goals during their school time, some during High School, most during the end of their primary school (ending in 8th grade) and 4 before 6th grade. 8 of those interviewed informed about the effectiveness of the guiding and counseling sessions about careers and goal development that are offered. One of the eight explained that, “you write down your goals after form 4 (12th grade) and then later you see if your goal is still the same...” When asked about later, it was explained that most times there is a waiting time between finishing school and attending University or college, between one and three years. So before one

enters University these goals are once again checked to see if they are the same. If they have been changed then the beneficiary must explain why and this too is noted. All of this is kept on their personal file. 12 made comments about when having a goal one works harder and struggles more to achieve those goals, studying more, even waking up early to review their homework and lessons.

Some examples of the statements made are:

“I would never have been able to do what I do...Since I started getting interested in some things, open all the mind and opportunities” (Boniface N).

“Through the teachings and the financial support I manage to set goals, I would like to be a great person in the future...By ensuring that I am OK in terms of finance care and support (Christine M).

“My maths teacher set goals with me, told how he set his goals, because he was good, he had to work so hard, after achieving his goals, he was no longer poor...Before I came I had no goals, I saw no chances, now I have goals...I know that I have to achieve them and this helps” (Daniel).

“We all had to make goals. Daddy encouraged us to dream and believed in us that we could make it” (David M).

“Daddy Mully and career teachers help us to set them and teachers encourage me and I believe I can make it...Before I came I had lost hope” (Dickens).

“MCF has helped me through career guidance and counseling, after form 4 we wrote what we wanted to do, and we could go through and see if it is still the same or if it changed, they if we changed we were asked why...It helps you to stay focused, once you know what you want to do, you do it directly” (Dorcas).

“Through teachers was told the best field I can be, because they observed the strengths, got to know where my strengths were and see them and encouraged me to keep on and improve my weaknesses” (Elizabeth).

“Since I was at class four I started making goals, if I am going to get a grade that is going to give me to secondary school and pursued my goals...Stay focused...When I was in class 6 I wanted to become a nurse in grade 9 I wanted to become a manager for a big organization. Be a manager at a hotel...When I decide to become a manager has enable me to work extra hard in my class” (Mercy K).

The figure 54 illustrates that all of the MCF award winners had set goals, some even before 6th grade.

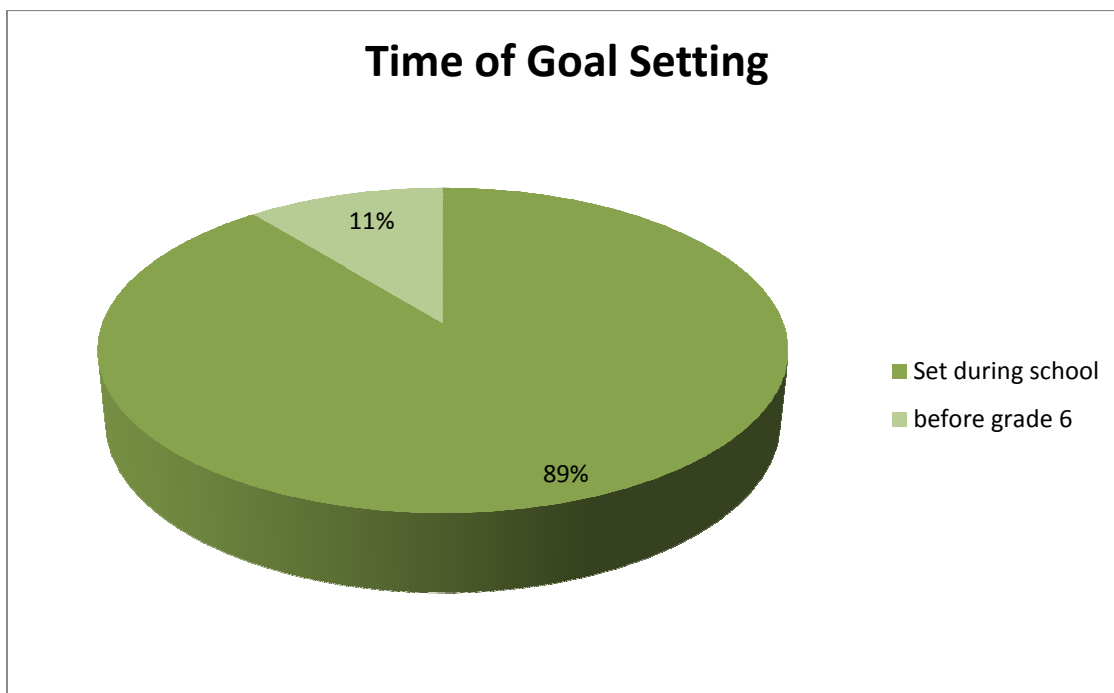


Figure 53 Time of Goal Setting

Some of quotes collected from the participants about goal setting are found below:

“To become great you must share what you have.”

“I was able to discover my goals... because I was exposed to medical camps (for the impoverished community around MCF), feeding programs...I was socializing with people from all over (the world) and I thought of courses that would help me to do something similar”

From someone who is now at University, *“We used to go for outside competitions and ...we could also go and see what and how other schools are doing...we could copy and come and do the same”*

MCF has understood the impact of goal setting or telic learning capital. All of the 38 respondents had made very specific career goals, whether they were still in school, waiting for University or already attending University. The interviews revealed that there are programs, sessions and workshops about goal setting and career planning that all of the beneficiaries attend. These are repeated throughout their development. All beneficiaries are encouraged to set goals while they are in elementary school (which goes up to 8th grade in Kenya), then again during high school, and once they leave high school they write them down (as mentioned in the quote above and illustrated in the quote of Mercy K).

Interestingly as well is that when teams go out to compete, they are encouraged not only to win, but as a team they are to encouraged and coached to watch what other teams are doing and then to copy and replicate that which is successful (Paul Kimani, Karate Coach). From a very early age they are being taught principles of bench-marking.



Figure 54 a Clinic with International Volunteers *Beneficiaries are allowed to help and often translate for community members. The exposure often helps in deciding which profession to chose.*

One of the beneficiaries, Benedict (pictured in Figure 56) was able to develop his goal of becoming a medical doctor. In his interview he mentioned that being allowed to participate in a number of clinics (see Figure 55) with MCF medical staff and volunteer doctors who came from all over the world helped to not only set his goal to become a physician, but also to be mentored and coached in this direction from various medical professionals.

Additional Findings that need exploring

During one of the interviews one of the award winners, who was waiting for his scholarship to attend university commented

“In order to become successful you must forget the bad and that what has happened to you and focus on the future and this will help you in the future. And choose friends that will encourage you”

In April 2015, a second informal interview was able to be held with one of the former beneficiaries and award winners a second time to dig deeper on the above comment.



Figure 55 Interview with one of the participants, Acrobat, Academic Award Winner and now Medical Student

After having gone through the interviews, recognizing that each of the beneficiaries have extremely traumatic stories that they went through and processed. I asked the interviewee, how the trauma is effectively dealt with, so that one can still focus on success.

She answered that all the beneficiaries are taught to forgive all those who had wronged them, to go through each situation to forgive and then focus on the future and not look back. When asked how this is possible, since in some cases the abuse and trauma is so severe. The response was that it is only possible with the help of God.

What impact “forgiveness” has on development and success would be something to investigate further. Research reveals that the impacts of forgiveness, depending on which models are used, are multiple; as they relate to psychological well-being it reduces depression, anger, anxiety and improves self-esteem (Toussaint & Webb, 2005) increases autonomy, helps with environmental mastery, improves personal growth, impacts positive relationships with others, assists with purpose in life and self acceptance (Ryff, 1989). The practice of forgiveness intervention on children and teens has been tested with children and teens individually and in groups with positive results (Baskin & Enright, 2004; Hui & Ho, 2004; Snyder, 1994). Studies have found that there is positive relationship between forgiveness and psychological well-being (Berry & Worthington, 2001; Brown, 2003; Worthington & Scherer, 2004). Psychological well being would seem to be the first step to be able to focusing on being successful and able to achieve awards.

Summary

Through the interviews with the award winners, the following eight general points came out very strongly as having a large impact on their success.

1. Environment – the excellent environment provided by MCF has made it possible for them to even be able to concentrate and have the chances to develop their skills and learn (Educational Capital).
2. Staff encouragement – all of those interviewed commented that it was various staff members who had played an important role in their development and assisted in their success (Educational Capital).
3. Peer Encouragement – all of those interviewed commented that specific or various peers had played an vital role in their development and assisted in their success (Educational Capital).
4. Extra Curricular – all those interviewed recognized that the extra-curricular activities offered by MCF, expanded their abilities and helped them to develop areas that would otherwise not have been developed (Educational Capital).
5. Support – all those interviewed felt that they had received all the support they needed to be able to become successful in various disciplines (Educational Capital).
6. Sports – all those interviewed understood and appreciated the value of sports and experienced the impact that sports also had on their academic success (Educational and Learning Capital).
7. Discipline – All of those interviewed understood the necessity of being disciplined and also felt they had both the teaching and examples in order to develop this (Educational and Learning Capital).
8. Goal Setting – All of those interviewed had set goals early, some even before the 6th grade. These were required in school, at the latest in 11th and 12th grade, but most of the award winners had expressed their goals even before this time.

As previously mentioned it would still be necessary to further explore the factor of forgiveness in the development of the award winners and people achieving distinction who have come from marginalized and traumatized backgrounds.

6.3.3. Qualitative Interviews staff

To get an understanding of the MCF construct in general, but also to get MCF staff experiences and views on the beneficiaries' qualitative interviews were carried out with 16 MCF staff members. The questions in the interview were also based on five forms of educational capital: Telic, Cultural, Social, infrastructural, and Economic, as well as the opportunity to develop the five forms of learning capital within the MCF construct. As mentioned previously the goal was to get a rounded understanding of the MCF construct as it relates to producing excellence.

Those interviewed were the following with the following professions; these were not done anonymously, but were videotaped and partly transcribed;

3 - Teachers – Mr Soo, Frederick Gwayumba, Philip Kivelelo

2 - Principals – Jerome, Joshua

1 – Head of Tailoring – Agnes Muindi

3- Pastors – Kilonzo, Josiah, Dennis Mwanja

1- Clinical Officer – Kennedy Muli Mutisya

2 - Coordinators – Daniel Muindi, Festus Musyoka

1 - Social Worker – Peter O'barasa

1 - Coach – Paul Kimani

1 - Matron - Dorcas

1- Administration - Zipporah

After the interviews and the analysis of these it became clear that there is very purposeful interplay of all the staff and team of MCF to ensure that an environment is created that not only brings about rehabilitation of the beneficiaries, but also provides the opportunities for excellence to develop and get rewarded.

For the purpose of this study the focus of the analysis will be the interplay of the staff as they create what can become educational capital for each beneficiary at MCF. As mentioned previously this is exploratory in nature and offers many opportunities of further study. The interviews do help in shedding some light onto the complex MCF construct.

Some of the highlights of the interviews will be quoted and discussed as they relate to the following areas of the five forms of educational capital and the five forms of learning capital.

From the Educational Capital: Cultural, Social, and Didactic.

From the Learning Capital: All five will be discussed.

From the interviews it very quickly became clear that the staff works together to create a complete system in which all follow the same goals.

As one of the teachers Frederic stated,

Because of the different staff members, social workers, the teachers themselves, others in the department, to assist the child, when they have that, they assist the children a lot, when they came from a pathetic background, they are motivated to participate in the class....When they find the social workers and teachers about their own background, then these children get motivated and want to be like so and so – the pastoral program through the spiritual part, give examples of the Bible, when those (people in the Bible) were down, they found hope in God and so they are being motivated, social environment is such that they are always shown the way...Each child can find at least one role model.

From what this teacher stated, and was confirmed by other staff members, not only does the staff try to encourage the children to achieve, but especially find role models who were over-comers, whether “heroes” and heroic figures from their direct surroundings, or from Biblical stories.

Frederic went on to say, how vital it is to tell his own story and have others who have become successful through hard work and education to come tell their stories to encourage the children how vital education and succeeding is to gain success.

To capitalize on the use and success of role models one of the coordinators commented on the use of beneficiaries as teaching staff, as they wait for University and college:

... Those who have done well are given a chance to help their brothers and sisters before they are given an opportunity to learn in the university and college and have been doing very well They commit themselves totally to the work, they know how they have gone through and know how to do it and know the system very well and they can perform.

The effectiveness of the system is underlined by an award given to the teaching ability of one of the former beneficiaries, while waiting to attend secondary school in Germany. The students she was teaching got the highest marks in the municipality, as underlined by one of the principals.

Frederic G., a highly recognized teacher commented on the devotion, and commitment of the teaching staff which includes many factors including the relationship they have with the pupils:

... the relationship with the teachers, children fear the teachers(in regular schools), here the teacher is seen is more like a brother, or sister, Auntie or Uncle... more like a parent That relationship is much closer than the public schools. In prep times there is a lot more assistance. In the outside (of MCF), the teacher will not do anything extra without money. The environment is conducive, can read under shade...When they wake up, do not have to walk 2-3 km to go to school ...it is very safe...

The culture of MCF as it relates to learning is supportive, ensuring that as much structure and opportunity is given as possible. One of the head masters, who is also a former beneficiary who went to University and then returned to work for the organization commented that

We are integrating the beneficiaries to the real life and that training improves their future careers and profession and that is why it works for them...The behavior of the staff and (graduated) beneficiary,(working as a teacher)help the student to learn in a more practical way and do well in class.

Principal Joshua is sure that it is the combination of the beneficiaries who also teach with the teachers that produce great results. The beneficiaries can often explain and have empathy for their “brothers and sisters” in a way that the teachers cannot. They help to create that environment in which effective learning takes place.

Another teacher, Mr Soo, commented:

The mixing(of professional teachers with beneficiaries waiting to attend university) also provides room for the beneficiaries to copy some positive traits from the professionals (teachers who went to University already) and perform like them...We assist them how to summarize notes, advise them how to handle students, so then when they are emotionally carried they don't handle students with harshness...In MCF students are free with the teachers and are able to ask any questions and the teachers are free to answer them as well. In public schools the teachers create an atmosphere of fear. So pupils will not ask questions beyond the subject and private life will not be answered. MCF teachers are parent substitutes.

The staff interviewed all showed commitment beyond any commitment of a regular job. Not only do they help pupils graduate, but education is held up so highly and those waiting to go to further education are then further coached on how to improve even more in their fields of interest as they teach, being coached by the trained teachers. These teachers show the commitment more of parents, as Mr Soo admitted at the end of the above quote.

However, the importance of teaching and education is not only reserved for the teachers, but as the medical officer stated;

One thing is that MCF houses the staff within, even when we are not at work, we are involved in reaching the kids, we are involved with the kids, we are here at the weekends...Our job descriptions, we are told to be involved in even other activities, we are able to do all around work in talking to them...

The medical officer went on to say, that if a child, especially at high school age shows an interest in Medicine, he too will give them chances to assist in the medical camps, but before they will get specific training and education in preparation. Since the staff lives on the premises, they are available across disciplines and willing to encourage, especially those who are willing deepen their knowledge and skills.

When asked what motivates the staff to be so committed to creating such an environment, one of the pastors, Josiah answered, we get... *“Frequent encouragement of the founder, what they can produce in these children...we are part of the formation of the future...”*

The fact that it takes more than just one person but a whole team of people to augment the culture of learning is underlined by the quote from Pastor Kilonzo as to what is involved in achieving success with the beneficiaries;

...People have different kinds of talents, the main effort is to find means and ways how we can create and see that person and that talent that will help that person, try to find means how they can exercise their talents ...how they can create talents.

Don't kill their morale. They (the talents) can help them in the future.

If I have someone with singing, see if they can have someone who can teach them and uplift that person's talent – like mentoring, you must be close to guide that person so that he may be able to uplift that standard that he has in himself, encouraging putting across that he or she can make it.

As the statement underlines, the support in developing is widespread, and the staff is trained to recognize and support any “talent”.

Principal Jerome says:

Some never knew that they had the potential. The teachers are also like parents substitute...The child finds through guidance counseling..., the child gets to realize their potential to get to higher education learning, to better colleges and universities becoming great people of society. This is a person who has substance who can help others

The teachers (and all the staff) see it as their job, to help the beneficiaries discover all their potential.

An important factor that is highlighted by the Karate Coach is that the team spirit is lived and that everything that is learned should be applied and shared.

I know that whatever you do and learn you apply it to help with others...

What he (Dr. Mulli) is doing for so many, for myself to be in South Africa, (for Karate Training) I have that heart to help children and I know most of them will be like me. You should not keep it (what you learn) for yourself. Mr Mulli always calls the team they have the support they go to the devotion, they are brothers and sisters, are supported through prayers from the whole group, special honor to the team, because of the relationship they have with their Dad and the other children they perform well.

According to Paul Kimani, (Figure 57) who is not only the Karate Coach, but also a former beneficiary and who has won many Karate Awards, part of the success is because anything new learned is encouraged to be shared with all the others, and success and awards are celebrated with everyone.

The awards that any MCF team or individual wins - such as trophies - are kept in a central MCF trophy case. Although the individuals are honored the physical trophy is celebrated as an MCF achievement as well. This underlines the philosophy that as each person tries their hardest, they not only achieve for themselves but also for the whole group, in this case they win for MCF (Figure 58 shows the whole Karate team celebrating the awards of the individuals with “Daddy”).



Figure 56 Karate Coach Paul Kimani, former Beneficiary and Award Winner in Karate and as a Coach, now MCF Staff Member

Creating an atmosphere where a culture of excellence that highly values education in all areas, sports, arts and academics is only possible in the mind of the author because the staff does not see it as a regular job. This section gives an idea of how cultural educational capital and social educational capital is fostered within the MCF construct.



Figure 57 "Daddy" with his Karate Team, their Coach and the Awards won for MCF

As Principal Jerome states; *"This is not just employment we need to be there 24/7 when we do orientation and induction..."* to when the beneficiaries leave the program.

The didactic Educational Capital is quite great in a very unique way. Not only do are all the staff at MCF regularly required to attend various developmental seminars with pedagogy and social work to better reach the children, these take place about twice a quarter, but also meet on a bi-weekly basis to talk about any issues, and if needed get advice on how to react and act.

Furthermore as the interviews revealed there is a constant exchange of methods between teachers and beneficiaries who are teaching as they wait to attend post-secondary education. As Mr Frederic G. mentions the beneficiary-teachers can often reach the younger beneficiaries more effectively, because they know where they come from, at the same time, as Mr Soo, also a teacher mentioned, the teachers both junior and senior are learning from one another's best practices and are being encouraged to share what is working in class.

Learning Capital

Throughout the organization the importance of Organismic Learning Capital is understood.

As one could see from the daily plans previously explored, physical activity is required by all.

Members of the staff understand the importance and have very similar views on the affects of physical

activity at MCF. Here are some responses to the question, “Is there a connection between academic success and physical activity?” A sampling of some of the quotes:

There is a connection, in the clubs and sports, when involved, they are active and they are then settled, they help them feel relaxed, now have more time to do well, it makes them to be more active in class as well (Frederic G.).

Those who did the 2011 exam and 2012 exam, those who are on the top are in Acrobats and Karate, clubs help to think better, tops in primary are in Karate, first 10 are from the Karate Club, I advise to participate in clubs.

It (physical activity) improves one’s concentration, those who are perform better, have long concentration spans during lessons, stay in class more hours for study time.

In a weekly plan there is a physical education day, practice games there, have athletics, where students are learning, (to expand their endurance) in 100 meters, 400 meters, 10000 meters, laps in the field (Frederick G.).

Kennedy the clinical officer noted, Normally this is important because they are able to improve digestion of the body and cause a good supply of blood to the whole body, and minimizing the fat deposits of the body. And diseases that come from lack of exercise are prevented. Even in class they do well... (because of)...The supply of blood in the brain.

Pastor Josiah says,

In the Bible Paul encourages people to do exercises they interact in the games and in the spiritual and can share the word of God they get refreshed and renewed even in other sides. And though the playing they can also understand that the spiritual people also like to play. We continue also with the same people doing all of the activities and it builds cohesiveness. When you read the Bible then do physical activities and come back you feel refreshed.

Paul Kimani, the Karate Coach said,

The students who do Karate – it’s a way of life, you train your mind set, in school they are mostly in the top 5-6, to perform very well, it is mind connected. You must know how to do this or that, it needs a lot of body connection; if you don’t have a good mind you won’t make it.

As the teacher, Philip Kivevelo put it, “When the child is involved in various activities the child’s thinking improves”. The organismic learning capital of all beneficiaries is provided and strongly encouraged by the staff.

Actional Learning Capital

The staff is continually not only keeping the beneficiaries constructively busy, but exposing them to various settings for a number of reasons. Daniel Muindi, (see Figure 59) a program coordinator stated, *“When we begin to educate and involve them in different activities, some become good leaders...after being involved in activities”* He went on to say that it is the exposure to the various activities and clubs that helps them to apply themselves, learn and discover new talents about themselves.



Figure 58 Program Coordinator, Daniel Muindi, being interviewed

The principal Joshua Mboti, says that, *“Those students who perform well also have high creativity. Those students who are average and join a group who is performing tend to perform better in school as well, usually increase of one grade i.e. from c+ to b.”* When further prodded as to why this might be, he mentioned that they are able to apply various things in new settings; sometimes it is just getting their mind off their studies and then having a “fresh mind”.

Pastor Dennis highlights that they also focus on all their talents, allowing new ones to shine, to give them new areas to develop. He explains,

... we give them time to enliven their talents, singing, dancing, drama, have Bible study, one day of the week to let the children interact with the Bible and make it part of their life. We have a long time program from 6-9 on weekends, three hours. We have a regular talent show, we only focus on the talents of the children, dramas, singing and dancing.

The beneficiaries are continually being exposed to new situations and are being allowed to try out things in various settings. They are encouraged to expand their repertoire of things they can do, and where they can apply the knowledge they have gained. This was explained by various staff members.

Frederick G. the teacher explained how important the tree planting is for the children and how it covers many of the disciplines.

“... the trees are planted by the children and they water the tree, they see it grow, work with their hands, they learn, I have to be responsible in life and can use my hands for something else. Each child has 1-5 trees to take care of. When it is hot I would take a class of 40 to water trees, each does a few trees and then they go swimming”

He explained that this tree planting could be used as teaching moments on various levels. The children could learn about environment, the importance and interrelation about so many different aspects, including how they can positively impact their very own climate and surroundings. Many of the older children who have moved on to University, he commented, have a very positive feeling and have learned important lessons through the tree planting experience (Figure 60 shows one of the beneficiaries waiting for a University scholarship and a tree planted while still in primary school).

A key example of how actional learning takes place at MCF is explained by Kennedy Muli Mutisya, an MCF clinical officer. When more senior beneficiaries show interest in the field of medicine, he not only offers seminars, in the context of MCF career counseling, but also provides a chance to explore applying some things learned in science. He offers...

...especially those that desire to get in the medical field and sometimes I call them in to the dispensary when I have patients and tell them to talk to the patient. I explain, how can he talk to the patient and I am able to pin point this is the way to go, this is how you are able to do it and I am able to help them, sometimes I may call them to show how we are examining the patient. Other times its hands on, exam now, try and do what you can do and tell me what you think.

I showed them the drugs this is what you give for this or that and I could ask them, just go the dispensary, for this or that and involve them actively, dressing up wounds. Sometimes they were involved in the medical camps, taking blood pressure, physical examinations.

Kennedy explained further, that sometimes he believes this is what inspires some of the children to go into the field of medicine, and it inspires them to succeed even more in school, not only in the sciences, but also in areas like psychology and social sciences, since it is all connected somehow. He basis his philosophy of using hands on learning and providing chances to apply new learning to his

own experience in college. He says, *“When I was doing my college course, I had to get my hands on first. You need to get involved yourself so you can develop skills and differentiate what is what.”*

(See also Figure 61).



Figure 59 One of the Beneficiaries with one of the Trees Planted about 12 years earlier



Kennedy Mutisya, the Chief Medical Officer and some of his staff at MCF Ndlani. The MCF Clinic also hosts many international clinics, where both international volunteers and locals help and MCF beneficiaries assist in translating for the various ethnic groups who sometimes travel up to five days to benefit from free medical care.



Figure 60 MCF Medical Staff in the Ndalani Clinic

Telic Learning Capital

The founder, Dr Charles Mully, has made making goals a priority for all the beneficiaries and all are encouraged to do the same. When looking at even those who enter as teen-age mothers or even children mothers, with their children, with very little to no schooling, the children are not only given opportunities to learn a trade, but also to set high goals, with some becoming business owners.



Figure 61 The Head Teacher of Tailoring, Agnes Muindi, at the MCF Yatta Location

When the head teacher of tailoring, Agnes Muindi (Figure 62) was questioned about how these goals were made and developed, she noted that it was a long process. Since many of the girls she works with come from very abusive backgrounds before they can even start with goals they must first, “... *have devotions and learn more about God’s love and accept themselves how they are, they had bitterness in the their hearts and learn to even forgive those who have wronged them.*” She is convinced that unless there is forgiveness first the girls cannot focus on a future and make new goals. Then with the whole team of staff, which is a combination of social workers, fellow teachers, program coordinators and pastors the girls are encouraged to make new goals. They are also given career training, which includes business planning among other things. She also mentioned that when they have hope they being to dream and make new goals. (Having their children taken care of while they are in class enables them to focus on their dreams, Figure 63 & 64). Agnes Muindi ended her interview with, “*I love my work and love working with the less fortunate, when you work with people who had no*

problems sometimes they give hard times. These ones are willing to learn, and the whole staff shares the same philosophy – that is why there is success.



Figure 62 Some Teen and Child-mothers and their Children at Break

In the context of career goals of those who are able to attend high school, Kennedy, the clinical officer mentioned how goal setting is encouraged, and how, within the context of career counseling these goals are continually being monitored and adjusted, not only by the pupils, but also by various members of staff. He says, *“Now that they are interested I find out about attitude and give tips on how to study and sometimes teach them some of the topics that they have not understood. If this person has already completed the high school level we analyze the courses and go on what they want and their qualifications to get a certain degree level or diploma level.”* This then helps the beneficiaries to define their goals more and more concretely as they experience more things and get more specific career council.

Attentional Learning

The program coordinator, Daniel Muindi, knows that when the beneficiaries come they have a lot of problems staying focused, *“When they come they are not focused, they don’t know what to do, we have social workers, teachers, we do collective responsibilities to ensure that the children can be involved in the future and know what to do in life.”* It is very clear as part of the MCF philosophy to keep all the beneficiaries in programs that have them focused on various aspects of life. As mentioned, previously the areas covered include, educational, council, spiritual, physical, singing, dancing, physical activity as well as social development.

Throughout the interviews all the activities were given a purpose, so even leisure activities were highlighted as refreshing the mind, or seen as ways of developing talents. The fullness of activity is to

help give a new focus for the children; it takes away from worrying about the future and gives all a chance to dream, make goals and feel they too can succeed.



Figure 63 The Girl's children are in Care while the Girls get some Instructions and Orientation in their first Week of School

Festus (Figure 65 Left) who is both a pastor and a program-coordinator, says,

The children have to be busy from the morning until the afternoon until they retire, they are always busy by doing many activities, and we tell them they have to work hard. We have to make sure they excel in every activity that they do, through that you will only make it when you follow these things: 1. Prayer, 2. Exercise so that the mind is alert, 3. Education, 4. Work hard.

The MCF construct is designed in such a way, that very little time is left to be wasted. The time is balanced in such a way that there is play, personal development and exposure to many activities and clubs to ensure that there is as much opportunity as possible to develop.



Festus, a long time MCF staff, who has held many positions at MCF and the soccer coach, who has coached many MCF teams to win awards (he too was a former beneficiary).

Figure 64 Long Term MCF Staff who has held Many Positions and the Present Soccer Coach, who also Previously was a MCF Beneficiary

6.3.3.a. Additional Points

Three aspects that came out very strongly in the interviews that need mention but are not part of Educational Capital are: 1) the role of Christian Faith for MCF staff, 2) the impact of forgiveness, and 3) the vital role of the founding couple, Dr and Mrs. Mulli.

1. The role of the Christian Faith for MCF staff

To work at MCF with the children, one has to be a confessing Christian who has made Christianity a part of their personal life. This can be observed by the staff. In all the interviews the importance of Christianity and their personal faith became apparent as this helped them to not only help the children become successful, but also what has helped MCF be successful in general in rehabilitating so many children.

The integration of God into everything can be seen in the comments of Festus as he talked about the impact of role models,

Most of the time when we are talking to them they tell you what they aspire to be, and this is a very big word for us, when you see her or him and encourage them in this way and have the feeling to go down that path and could then prosper with that life. They might want to become an MP (Member of Parliament), we will give an example of a former president who was a teacher, then an MP – then president – we provide a role model... then help the child to be great and normally give them role models of big people – who is your role model...for example Daddy Mully because...the voice of God can be in everything.

Pastor Kilonzo adds,

When they (beneficiaries) first come from outside to MCF thinking that they only need Education, but once they come, we put God first, we don't have activities that are the same as

their own. We don't only do "education" – but also spiritual nourishment. He is convinced that, "What has made MCF so successful is the word of God and the love that exists here, without that we can go nowhere. And a big commitment and when we are committed when we apply it to MCF we also apply it elsewhere, Love is above all other things.



Figure 65 Principal Jerome in his Office

He has assisted many not only within MCF, but through his network to people in the community has helped and encouraged other children from disadvantaged backgrounds to apply to get into the MCF High Schools, when the children are stricken with extreme poverty.

Many of the staff interviewed, when asked why they chose to be a part of MCF, they shared similar answers to that of Dorcas, (Figure 68) one of the matrons, *"It is a challenge, God has given me a challenge HE has given me a heart for the orphans"*. Principal Jerome (Figure 63) and numerous other staff (pictured in Figure 67) have a passion to help the less fortunate of their own country.

The impact of the faith spills over even into their extracurricular activities. For example, the Karate Coach mentioned that, in their lessons, *"...First we pray ...When we finish we pray."* Even in Karate, the coach believes and talks about, *"we are being taught through the work of God. We should love one another. Be your brothers and sisters keeper, and we are all brothers and sisters. Everything we do, we do it like brothers and sisters formed by God."*



Figure 66 Various MCF Staff Participants in Study

Some former beneficiaries who have come back to work for MCF, others who have joined externally and others waiting for University scholarships and working at MCF

When asked about this as it relates to Karate, Mr Kimani mentioned that all competitors are to highly respect their opponent and to always see them as their brother and sister. Karate is about discipline, focus, control and agility, which is not contrary to a relationship to a loving God.



Figure 67 One of the Matrons in the MCF Ndalani Library

Each of the staff members had parts of their interviews which mentioned the importance of God and the impact this had on their work at MCF. Festus spoke for many staff when he said, “... *Christianity has bound the staff and children together and has made the success of the home.*”

6.3.3.b. The Impact of Forgiveness

Frederick G., was one of the staff that mentioned how important it is for the children to forgive before they can really begin to develop and start to have big dreams, “*It is important because Dad encourages all the children always preaching about the prodigal son, when you came out of different backgrounds, he (Dr Mulli) says, I want to encourage you to forgive so that when you finish go back to your people and help them.*” Part of the process at MCF is not only forgiveness, but to help beneficiaries see the possibility that whatever happened to them in the past no longer has a negative impact on them – once they have forgiven. Even to go as so far that they can one day see themselves as change agents in the very environments where they sometimes experienced much trauma. When one of the staff was asked how this really works, how some of the beneficiaries who have gone through so much trauma can forgive, Pastor Josiah (Figure 69) answered, “*Prayer a lot of prayer and then they find that they can make it to a better level.*” There is really no pat answer on the exact steps to forgive, since each person has their own situation and story to work through, but the staff is convinced that one of the main door openers to be able to dream and have energy to focus on new goals and achieve success is forgiveness.



Figure 68 One of the Long Time MCF Pastors, Pastor Josiah with the Author at the MCF Yatta Location

6.3.3.c. *The role of the founder Dr Charles Mully and Mrs Esther Mully*

The staff interviewed all have an assurance that not only does Dr Mully have the vision that has carried and will carry the organization to not only help rehabilitate marginalized children, but also help many achieve success and awards.

Kennedy summed it up saying,

The founder Dr Mulli, he is the one with the vision, he has been on the forefront to encourage these kids and talk to them from time to time addressing their needs and giving them hope and when they go out they are able to do well...(he).. has been able to bring that attitude of love in bringing them up. All the workers have joined forces to bring them up. He went on to say that as a CEO Dr Mulli is able to coordinate the “involvement from the stakeholders, donors, and efforts of many people.”

Festus underlined,

The most important factor is through Dr Mully who has stood very firm to make sure that it is a permanent home for the disadvantaged who has given every child a hope in the future, so that when I come out of MCF I will be a very important person. It is a home recognized by the government.

The staff also commented that, the founder “takes his time from his schedule and sit with the members of the staff, and gives wisdom, and channel them to the others of staff and implement them” (Jerome – principal). He also organizes many seminars as many commented.

Dorcas, one of the matrons said, “Sometimes Daddy takes us to seminars and trained how to stay with street children, how to deal with orphans, that causes us to reach the heart of the children”. In this statement, not only are the staff ensured they will get the training needed, but one can understand both the respect and endearment the staff have for the CEO. Once on staff, they very soon call Dr Mulli, “Daddy”. Within the Kenyan context, the term very much is a mixture of respect and endearment both. Dorcas goes on to say, “Daddy has taught us how to pray with them, teach them the word of God, how to respect the elders, how to teach their brothers or sisters who are small.” This shows that in the large organization that MCF has become the founder and his wife, take personal time to ensure that the staff gets the appropriate training needed.

But it is not only the system and organizational talent of Dr Charles Mulli; Paul Kimani, the awarded Karate coach commented, “It is the love of Dad who has told me I could be a good person

instructing.” Many of the staff shared similar sentiments, expressing how the CEO expressed potential in them and this encouraged them to also succeed.

Summary

Through the interviews with the staff, not only have the staff underlined that they support and help to develop the MCF construct, but are committed to the MCF construct. Part of this commitment is directly related to not only helping the beneficiaries succeed, as it relates to developing their learning capital within the educational capital that is present, but much beyond this.

Each of the staff understands they are playing an important role in the parenting of disadvantaged and marginalized children in Kenya.

Some other comments that would need further study are the impact of the founding couple, and that the construct shares the same faith. “Daddy” Dr. Charles Mully and “Mama Esther” both seem to be very central in the lives of many of staff interviewed, just as they do in the lives of beneficiaries interviewed. The faith, although not central in the study, is such a vital part of many of those interviewed that the impact of the Christian Faith as practiced by the people of organization plays a central role. The impact of their faith on the success of the beneficiaries (Former beneficiaries, now in various professions celebrating in Figure 67) and the MCF construct would need to be looked at more closely.



Some of the former beneficiaries now professionals all over Kenya at a reunion with Daddy and Mama Esther in their midst.

Figure 69 Dr and Mrs. Mulli with Former Beneficiaries

6.3.4. NBLC Questionnaire people in shadows

The finding of the questionnaire of people in the shadows on the beneficiaries based on the NBLC is not statically significant. People in the shadows could only be located for 11 of the award winners, since some of the award winners are already at University, college or already graduated and some of the significant people they wrote down are no longer at MCF and could not be located on short notice.

A t-test was carried out with low confidence rates and no real significant correlations between award winners and non-award winners.

Although with a non-representative sample as mentioned above, it is difficult to make any conclusions about the results. The non-correlation results may however, suggest that the MCF staff, represented by those who filled out on the beneficiaries both award winners and non-award winners, see strong potential in each beneficiary, and tend to try to view and treat each beneficiary with the same hope in a better future.

This, however, is only a suggestion and would need further study.

6.3.5 Qualitative Interviews Community members

MCF is nestled in a community, called Ndalani. To understand the context in which the construct MCF functions a few interviews were made with four community members. These were, Gideon Musiyimi, a village elder and neighbor, Anne Mueni, (Figure 71) a farm manager, Irene Mwikali, a farm worker, James Mumo, a farm worker in charge of irrigation. Although these interviews cannot be seen as representative, they showed some aspects and views of some of the community members regarding MCF as it compares to their own situation.



Figure 70 Anne Mueni, a Farm Manager and Gideon Musiyimi a Village Elder, both live in the Community around MCF Ndalani

The four interviewed were asked to give their impression of how the children of MCF lived compared to those in the community. Anne Mueni commented, *“They are more responsible. They have initiative on doing good things. MCF schools compared to out there...the children are focusing on their education. The children often in the community are not cared for regarding to their homework. They (MCF children) score higher.”* Anne noticed, *“In the community some parents are very poor they cannot even provide with a balanced diet here they are getting good food, they get good shelter and they study, there is light so that they can study.* James, the irrigator farm-worker adds, *“The ones who are in MCF are healthier, because they get the meals at the right time, some of the orphans that were brought were malnourished, with the feeding program the children improved without medication. In the community they are very different, some are poorer...MCF reflects satisfaction.”*

The village elder gave an additional observation, *“When the children are here at least one year, they change. There are professionals who teach them how to be free men in the world...Here (at MCF) it is often better than in the surroundings...There are professionals here who know how to deal with them. They feel at home, this is their home...It is not an institute it is home.”*

Through the comments of the four interviewed, it became very clear that there are large differences not only in the behavior observed of the MCF children, but also in their provisions, (including some basic things like good food, good housing and electricity). They seem to have a healthier more conducive environment and be better disciplined.

Anne Mueni- Farm Manager, says, *“The beneficiaries have the discipline, which is installed from Daddy Mulli and Mummy Esther, who are installing the discipline...Whatever duty they are assigned they usually do it...They are taught about their responsibilities...These are the reasons that they can be dependable in the community.”*

The farm manager, also noted when asked about any correlation between physical fitness and academic excellence, *“When they are in school, they are not left to stay idle, they are given responsibility to plant trees and irrigate, ...What they are being shown is to be good people, men and women out there.”* In her mind, through being given responsibility, being active and being able to affect the environment, these students were more likely to achieve success.

All four of those interviewed were sure to express how important MCF was also for the community, providing many jobs for those working on the MCF farms and providing a school for the community children as well.

James mentioned, *“when I bring a problem, my roof may be blown away, they(MCF) come and see the extent they are brought and they fix it for free of charge...If they see a need, their vision is also with the whole community, we have accidents, they use their vehicles to help us. We are proud of having them with us. We mix, we need each other.*

After hearing James' comments and knowing from the MCF Clinic Officer, that even health clinics are offered free of charge with teams of volunteers organized through MCF, the impact on the community is large. The organization offers many services that improve the whole community. This means that those underprivileged marginalized children who end up at MCF, later become part of a privileged group who often have better and more chances than those in the surrounding villages who do not live in an MCF home.

The farm workers mentioned that extra training that MCF provides for all the farmers in cooperation with ministry of agriculture to help them learn new forms of farming. Beyond that the community is being taught about the importance of saving the environment. James noted, at MCF all the farm

workers get special training four times a year and the community is invited as well. The whole neighborhood is changing, one example is, *“In every rain season we have nurseries for the trees, we have various community groups and are supplied with seedlings to plant trees to increase the growth all over...”* He went on to say that there is so much more shade all over since MCF started planting trees 20 years ago and it is easier to farm because the ground isn’t as baked any more.

After the interviews, the observation can be made, that in the eyes of the interviewees MCF is a center of excellence on many levels, whether on passing on knowledge and knowhow on farming, environmental development, education, medical and disaster aid, discipline and child-raising.

7. Conclusions

7.1. MCF Construct

a) The MCF construct has put into place a complex organization that is made up of many well planned Microsystems that together create effective Mesosystems that makes it possible for many beneficiaries to achieve their best and be able to effectively function in the larger Exosystems around them.

MCF does much to provide structured and regulated access and interplay with all five elements of Education Capital.

7.1.1. Education Capital Applied in the MCF Construct

1. The beneficiaries all received a much improved socio-economic environment when coming to MCF, learning the languages of the middle and upper class fluently (Swahili and English), and never have to worry about housing or food, opening the doors to focus on education and development (Economic Educational Capital).

2. Within the MCF construct, a culture which includes specific values, thinking patterns and models which open the chances for development is practiced. This includes that each individual has talents which can be developed, that all people are equally valued, that through discipline and hard work they can achieve success, that success is an interplay of discipline, staying physically active, staying healthy, having breaks, looking to the future (not focusing on the past, but forgiving those who have caused trauma) and sharing with those who are less fortunate (Duckworth et al., 2011; Tangney, Baumeister & Boone, 2004; Chomitz et al., 2009;). Faith plays a vital role in the culture of MCF; this is developed through both personal time of devotions and group times of worship. The impact of these values, and the practices they cause, the thinking patterns and capital provided on success can be implied on the overall school results placing in the top 10 in both the Primary and Secondary Standings, for all the MCF schools more than 50% of the time as well as in various standings in sports competitions and over all rehabilitation. The impact of faith has been supported by others and should be further researched (Franklin & Hewitt, 1994; Juhnke et al., 2009) (Cultural Educational Capital).

3. The importance of both staff-mentors (DuBois et al., 2011; Strong, 2009) and peer mentors (Dennison, 1989; Gensemer, 2000; Shotton et al., 2007) came out very strongly in the interviews of both staff and beneficiaries. Each of the staff mentors beneficiaries and all of the beneficiaries could quickly name peer-mentors important in their development. As was mentioned in the beneficiary interviews, all knew that they could find someone within MCF to talk to when needed (Social Educational Capital).

4. MCF offers opportunities for all beneficiaries to enjoy an infrastructure of educational development beyond regular school subjects supported with material, but also covers science and computer labs where extracurricular clubs can meet, athletic possibilities (karate, soccer, volleyball, basket ball etc), arts (choir, traditional dance, acrobatics), environmental clubs, missions (reaching out to the less fortunate with food and service), debating clubs to name a few. The required following of the program as well as the requirement of being active in at least one club ensures that beneficiaries are able to get to expand their learning take advantage of the infrastructure provided (Lipscomb, 2007; Broh, 2002)(Infrastructural Educational Capital).

5. Through interplay of the staff involved in the development of the beneficiaries and bi-weekly meetings and quarterly trainings of the teaching staff and social workers it is insured that the didactics are kept on a high level applicable for the learners. Since the interplay of the staff, such as social workers, program coordinators, matrons, pastors and teachers is very central it is ensured that the growth and development of the beneficiary is coordinated, possibly adjusted and best supported (Didactic Educational Capital) (Crosling, Heagney & Thomas, 2009).

7.1.2. MCF Construct providing Learning Capital Development Opportunities

Although it is up to each individual to develop his/her own learning capital, the MCF construct does everything possible to enable this to happen.

1. MCF ensures that all the beneficiaries receive a well balanced diet, much of their food coming from the MCF farms and that the beneficiaries have active breaks from school, where they play outside, involved in group games and sports. This ensures a healthy organism and improves cognitive activities (Organisimic Learning Capital) (Briggs, Safaii & Beall, 2009; Rampersaud et al., 2005).

2. The MCF schools are set up in such a way that the individuals are able to move up only after having mastered certain skills. If a teacher discovers that a pupil is having difficulty, he / she will remain after class and tutor the pupil. There are also regulated study times for all the pupils where there are teachers available where they can then be asked for help to be able to master the next level (Matthews & Foster, 2005; Fox, 2004) (Actional Learning Capital).

3. From a very early age within the MCF construct the beneficiaries are required to think about and formulate goals. These are talked about specifically in the 8th grade and again in the 11th and 12th grades. The team of MCF staff helps the beneficiaries understand what is needed to achieve those goals which are formulated (Greene & Miller, 1996; Oettinger, 2000; Oettinger, Pak, Schnetter, 2001) (Telic Learning Capital).

4. Through exposing beneficiaries to very many different experiences, from planting trees, participating in medical camps, participating in relief missions within Kenya and East Africa (providing food and shelter), debating competitions, presentations from international visitors etc. the beneficiaries are given a chance to not only understand, but also apply various skills and knowledge learned themselves in a different context (Episodic Learning Capital) (Ziegler & Baker, 2012).

5. The beneficiaries are often coached on how to keep their attention and focus. This happens through coaching (whether in sports, arts or academics), mentoring from staff and peers or teaching (Kreiner-Phillips & Orlick, 1993; Shields, 2004). When anxieties build up counseling is offered (Attentional Learning Capital).

The MCF construct which has all the elements of educational capital and provide excellent chances of their beneficiaries to develop all elements of learning capital seem to suggest some reasons why MCF not only successfully rehabilitates many marginalized and impoverished children and youth, but also why MCF is able to perform so well continuously academically (as seen in their primary and secondary standings) and in other areas of excellence.

The complexity of achieving excellence can only be guessed when rehabilitating extremely impoverished and marginalized Kenyan children. Dr Charles Mulli and his staff have shown it is possible as a construct such as MCF to that. The above gives some insight and explanation why it is working.

After interviewing the community members it became apparent that the beneficiaries would come to understand that their Micro- and Mesosystems can have a great impact on the Exosystems of the surrounding community (Bronfenbrenner & Bronfenbrenner, 2009). This became apparent through the comments of all the trees that the children have helped to plant and how this is positively changed the environment around the MCF Ndalani home, which had planted the first trees. It seems in practicing the power of the individual when joined with a large group, the beneficiaries are being taught that they can have a large impact on the larger society, and do not need to be victims (especially knowing that most were victims of poverty and trauma) but can be people of action that can have a positive impact on the system they find themselves in, and beyond.

7.2. Understanding Individual success factors

All the participants in this study were from within the MCF construct. One of the purposes was to see what factors led the award winners to achieve success, expressed through their awards. The conclusion of the findings and the interviews of the award winners:

1. The QELC was administered and studied for correlations. Since the MCF construct covers all the Educational Capital elements well, it was to be determined which factors would differentiate the award winners from the rest of the beneficiaries.

There were three strong correlations based on the various Capitals of the QELC, two of which were extremely significant. Although the reliability of QELC questions about infrastructural educational capital could not be considered for possible reasons previously discussed, one aspect of infrastructural educational capital was tested and showed to have quite significant correlations.

a) Although all beneficiaries share the same cultural educational capital, as previously discussed, the award winners must have perceived it much more beneficial than those that do not. With a significant 2 tailed level of 0.031. A suggestion may be the perception and understanding of thankfulness of the MCF surroundings causing the perceived difference. This would need more study to confirm this. When the correlation of knowing others who value studies and receiving awards was specifically looked at, the correlation stayed at .031, showing that the people who value studying and achieving well within the MCF construct that the award winners chose to be with correlate with winning awards.

b) All beneficiaries must participate in the various sports activities as discussed, however, the high correlation in the Organismic Learning Capital, .001 suggest that the award winners not only understand the significance of keeping their bodies healthy and the connection to their success but also practice this.

c) The other large factor is the Modifiability Belief, which showed a correlation of .005. This significant score shows that even if the construct is given, it is up to the individual within the construct of MCF to understand that they themselves have a choice and the ability to modify their behavior, learn from their mistakes and success and then modify their present actions, skills and learning to enable them to achieve better in the future. Here too, the MCF construct does teach this, but it is up to the beneficiary to internalize this and take action. This aspect was pursued and there was no specific correlation based on learning from mistakes made, a correlation of only .353 (two tailed). This suggests that learning from mistakes is relatively common for most beneficiaries; however, the other modifiability factors play a larger role. The results suggests that those who win awards have understood that, "... each additional step in the learning process leads to new possible actions which, in turn, allow new goals to be reached. All the consequences arising from new possible actions need to be explored in the subjective action space as, for example, successful actions are now possible in settings in which the individual previously was less effective, and so on" (Ziegler et Al 2010,p8).

d) To confirm the findings of the interviews, a correlation as it relates to study strategies and award winners was carried out and showed to be quite significant: 0.021 (infrastructural). For reliability

reasons this result should be taken with caution. However, the result does suggest that award winners have developed effective study strategies and take advantage of the possibilities provided for them.

Although the correlations and reliabilities that were confirmed in the QELC cross cultural studies were not all confirmed in this study, it may rather show that the construct of MCF is offering all the educational capital needed to prepare beneficiaries for success and is also encouraging all the beneficiaries (not only those who have won awards) to develop learning capital strategies. However, since learning capital is something that the individual must develop by him or herself and this cannot be mandated by anyone from the outside, it is clear that the awards will be won by those who manage to do this. This would explain why two factors of three correlations, which were also the highest correlation to winning awards were the Modifiability Belief, confirmed prior studies (Ziegler et al, 2010) and the Organisimic Learning Capital.

This may suggest that the prerequisites of attaining success and excellence are in fact to be found in the MCF construct, the final determining factors of whether awards can be won, however, are to be found within each individual. It would be worth further study if the Kenyan population at large would be sampled, if there would be larger correlations as they relate to the QELC test and winning awards and excellence.

Since the QELC has been tested inter-culturally, albeit not in Kenya, nor in Africa, it may be worthwhile to test the QELC on a broader scale within a regular Kenyan (or at least African) context, and not only within the MCF construct, to verify its reliability within that context as well.

2. Interviews:

The interviews, showed that the award winners recognized that MCF has provided an excellent environment, which has made it possible to develop their skills and learn.

The encouragement the award winners received both from MCF staff and peers is central in their development. When looking at support from staff, although teachers made up a high percentage, one recognizes that all professions involved in the care of the beneficiaries are mentioned. This seems to suggest that all MCF staff members understand and practice their involvement in the creation of an environment that is conducive to the success of the beneficiaries (Education Capital).

Although God is not “on staff” many of the beneficiaries talked about God helping them. This is a factor that could be further pursued as a success factor (faith as a success factor) (Gibson, 2003; Grassinger et al, 2010; Scherer et al., 1989; Shapiro, Haseltine & Rowe, 1978; Basow & Howe, 1980). All award winners commented on the importance of the above. The varied extracurricular activities which cover cognitive, athletic, social and artistic aspects play varied but vital roles in their

development and assisted their success, sometimes in areas that they would never have otherwise explored. All award winners felt they had received all the support needed to become successful in the discipline of their choice.

The award winners all showed that they had developed their learning capital in important areas. All award winners appreciated that value of sports and experienced the impact that sports and being physically active had on their academic success (McMillan & Reed, 1994; Mahoney et al., 2003; Darling, Caldwell & Smith, 2005). The necessity of being disciplined was expressed by all award winners and all felt that they had received the adequate teaching and examples in order to develop this.

All of the award winners had developed and written down goals during their school time, most before 8th grade, 11% even before they ended 6th grade, confirming the research of goal setting and its impacts on success development (Ajzen & Madden, 1986; Cheng & Phillipson, 2013; Green & Miller, 2003).

7.3. Impact of Important Individuals / People in the shadows

For the MCF beneficiaries who have achieved awards and distinction the people in the shadows are many. The founders are central, and although it was explained not to write their names down, they were named as being central by many.

Both award winners and staff commented on how central “Daddy” was in ensuring that the beneficiaries succeed. His own success story coming from a marginalized impoverished background and able to achieve success is inspiring for hope in the future.

The staff understands their role as being parenting substitutes. As Pastor Josiah stated in his interview, the staff understands that they have a duty when they see talent in the beneficiaries they are to foster it and channel it in the direction that it can be developed.

Role modeling and mentoring is central within the MCF construct. This is offered for all the beneficiaries. Since all the people in the shadows are people who share the Christian faith, this too is modeled. The hope and strength they have found not only in their faith, but in Biblical role models is passed on to the beneficiaries. This also has an impact on the development of the award winners in the MCF construct confirming research on the impact of role models (Gibson, 2003; Grassinger et al, 2010; Scherer et al., 1989; Shapiro, Haseltine & Rowe, 1978; Basow & Howe, 1980).

7.4. Final Thoughts and Discussion

This study is an exploration of both the Mully Children's Family, referred to as the MCF Construct, which has seen a high number of award winners in the areas of Academics, Fine Arts, and Sports and of individuals who have achieved awards while in the MCF construct. As could be seen from the standings of the primary and secondary schools, the MCF schools also achieve high regional and zonal standings on a continual basis. On some levels the three hypothesis of the study have been verified.

Hypothesis 1: The MCF Construct has been able to create the complex environment as well as a substitute family atmosphere, in which children can not only develop but also achieve excellence. The MCF Construct has been able to develop opportunities for individuals within the construct to develop themselves, using both Learning Capital and Education Capital.

Hypothesis 2: The MCF Construct's success in helping to make it possible for many of those in its care to achieve awards can be explained using the Actiotope Model. The interviews and those correlations found reliable using the QELC questionnaire seem to verify that intentional development through various phases, levels when acted on intentionally help to explain the success of award winners within the MCF construct, however there were limitations to the QELC validity which will be discussed below.

Hypothesis 3: The award winners within the MCF construct have effectively interacted with the material, social and informational environment provided by the Mully Children's Family Organization, which will positively correlate with winning awards. This supports the modifiability and stability theories discussed by Ziegler et al. (2010).

One of the goals of the study was to understand and analyze the MCF Construct as it relates to develop excellence. Much of what seems to be working in the "MCF Construct", which is a complex independent indigenous government-recognized organization with not only a high success rate of rehabilitation of marginalized children and youth, but also many award winners, is not written down in official policies, but is being practiced as discussed in the study. The information gathered, though anecdotal is not all written down in policy form. It would be suggested to write policies that cover each of the 5 Education Capitals practiced and support the 5 Learning Capitals intentionally.

Another main goal was to define and understand individual success factors within award winners from MCF. Based on the findings of this study, the interplay between the education capital offered by MCF and the learning capital developed by the individuals, because of their modifiability combined with their goal settings confirm prior research of talent development as adaptation (Ziegler & Baker, 2013; 2012; Ziegler et al.,2010). The findings showed how vital the people in the shadows (i.e. various MCF

staff members) are in the success of the award winners; these are part of the complex Education Capital of the MCF Construct.

7.5. Educational Impact

Although MCF is a place where street and disadvantaged Kenyan children find not only a home and a chance for rehabilitation, it is much more. Typically children from such socio-economic backgrounds in Kenya have little chances of success (Onsumu, Kosimbei & Ngware, 2006; Oketch & Ngware, 2010). The study reveals MCF has created a culture of excellence (Mintrom, 2014); this culture is achieved partly through forgiveness of people and situations of their past (Tourssain & Webb, 2005), setting effective goals (Shah, Krigalski & Friedman, 2003) having mentors and teachers involved that intervene at appropriate times to encourage and challenge (Stoeger, Sontag & Ziegler, 2014), and having role models which go beyond the meeting of basic rights of children covered in the Convention of the Rights of the Child by the United Nations (Assembly; U.G. 2014).

Using the Actiotope Model is useful tool in analyzing a whole system like MCF to be able to better recognize if this could explain the prevalence of award winners.

Resulting from this, the MCF model of education (and rehabilitation) could provide a model suggesting improvements of education for the poor and marginalized within the Kenyan (and other marginalized contexts across the world) education system. It is known that there are issues within the Kenyan public system especially for the poor and marginalized (Sifuna, 2007).

When looking at an educational context within a system, it would be advisable to analyse these using the Actiotope Model with the 5 kinds of Education Capital and the 5 kinds of Learning Capital. This study underlines how vital it is to not only to provide Education Capital that enables success to develop, (in case of the marginalized children in care outside of their families this includes parental support that may be delivered through staff instead of parents) but also how important it is to find ways to assist learners to develop their learning capital. A key factor seems to be for the individual to develop his/her modifiability.

The MCF construct provides a model that enables success to develop, especially for children who come from marginalized backgrounds.

7.6. Limitations

Although extensive, the study had limitations. The study was carried out in English. Although English is spoken by all Kenyans, it is not the first language of most, and not of any of the participants of the study. It should also be noted that Canadian English (the author is Canadian) has some differences to Kenyan English. Although the QELC questionnaire has been verified in various cultures, (Vladut, et.al, 2013) it had not be verified and validated before use in the Kenyan context. A validation test and possible translation of the QELC into Swahili might be suggested; however, even Kiswahili is not the

first language of any of the participants and finding just one language for all of the 47 tribes represented may be difficult if not impossible.

Similar language issues also apply to the interviews. It is not clear if culture and language could have had an impact on the interview process. The timing of the questionnaires and interviews were allocated at various times throughout the day, so that everything could be completed within the given time period, this may also have made an impact and had some limiting effects on the study.

Another limitation was that not all award winners from MCF could be brought together for the study and for the interviews for various reasons. It would be more conclusive to have the chance to include all the award winners in a study.

7.6. Further Research

The research on award winners among children and people from marginalized backgrounds is limited. This needs to be researched in more detail to understand what the success factors of people who win awards with these backgrounds are so that similar environments or interactive actiotopes can be provided.

A tool to help in this process would be the QELC tool. To use this tool, it needs to be verified for the Kenyan context and culture. Because of the ethnic diversity and multi-lingual society (Alidou, et al.,2006).a different approach, or expanded tool to the testing tool may be required (A further study would be to research if the MCF construct is in fact a “culture of excellence” and if so how can this be emulated.

If one can understand how MCF uses endogenous (internal) and exogenous (external) resources to produce excellence the construct of MCF could be studied closer and be applied in other contexts, where applicable, even beyond the context of children with marginalized and traumatized backgrounds, to help potential award winners win more awards, and just as importantly to assist more learners to proceed through various levels of learning more effectively.

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Appendices

Appendix A MCF Policies

Appendix A.1. MCF Child Protection Policy

MULLY CHILDREN'S FAMILY – (MCF)

“Savings Children's Lives”

P.O BOX 557, 00606, Sarit Centre, Nairobi, Kenya.

Tel: 254-020-3873483. Mobile: 254 707 889 636/254 733 333 121.

Email; mcf@mullychildrensfamily.org;

Website: www.mullychildrensfamily.org



Group of Homes for the Street Children, Orphaned, Abandoned, Destitute, Abused, Child labourers and Child Mothers

CHILD PROTECTION POLICY

INTRODUCTION

Mully Children's Family is a Christian, non-governmental, non-profit making, non-political organization and is gazetted as an approved voluntary society under the terms of the Children's and Young Person's Act Cap 141 laws of Kenya.

Mully Children's Family (MCF) partners with individuals, churches, governmental, non-governmental organizations and other institutions who support the homes, morally, financially or in prayers to make its goals and objectives a reality. The children are very central to the ministry of MCF and their protection very vital.

The MCF has a Child Protection Policy (CPP). In recognition of and commitment to Article 19 of UNCRC. The article encourages State parties to "...protect children from all forms of physical or mental abuse, neglect, maltreatment or exploitation, including sexual abuse".

A CPP for the homes will also greatly enhance MCF's Mission and Vision of "following Jesus Christ in assisting the poor, displaced, orphaned, street children and the oppressed in Africa by transforming their lives"

Mully Children's Family (MCF) was founded in 1989 by Ev. Charles M. Mulli through a special calling and philanthropic heart to cater for the abandoned, neglected, abused and orphaned children in need of care and protection. We abide by the UNCRC¹ requirements, OAU African Charter on the Rights and Welfare of the Child² and the MCF CPP.

MCF recognizes that all children are potentially at risk including the ones that MCF works amongst. The adults that often perpetrate the evils against children can be within an organization or do find their way easily into such organizations.

As such, it becomes important for MCF to understand in her context what child abuse and exploitation is, how to respond to it and to contextualize the MCF CPP. The CPP will spell out code of conduct for all those who end up coming across the children that MCF serves.

¹ **United Nations Convention on the Rights of the Child.**

² **Organisation of African Unity**

It is important to MCF that child abuse does not get compounded or perpetuated by the adults who access children through the organization. These include Staff, Interns, Sponsors, Donors, Volunteers, Contractors, Board members, Partners and Others.

DEFINITIONS

A child in this document is anyone below 18 years of age as per the UNCRC and The African Charter on the Rights and Welfare of the Child

Child Abuse consists of anything which individuals, institutions or processes do or fail to do which directly or indirectly harms children or damages their prospects of safe and healthy development into adulthood.³ It is usually categorized into four main forms of physical, sexual, emotional abuse and neglect or bullying.

Physical Abuse

Physical abuse occurs when a person purposefully injures or threatens to injure a child or young person. This may take the form of slapping, punching, shaking, kicking, burning, shoving or grabbing. The injury may take the form of bruises, cuts, burns, or fractures.

Emotional abuse

Emotional abuse is a chronic attack on a child or young person's self esteem. It can take the form of name calling, threatening, ridiculing, intimidating or isolating the child or young person.

Neglect

Neglect is the failure to provide the child with the basic necessities of life, such as food, clothing, shelter and supervision to the extent that the child's health and development are at risk.

Child Sexual Abuse

Sexual abuse is when a child or young person is used by an older or bigger child, adolescent, or adult for the adult's sexual stimulation or gratification, or economic gain. Please see further definitions on this in the attached appendix. Kindly note that this additional definition is explicit and may offend.

Child Protection is the term used to describe the responsibilities and activities undertaken to prevent or stop children from being abused or being mistreated.

RESPONSIBILITIES UNDER THIS POLICY

This document shall be implemented by all and in its entirety in MCF.

All expected to abide by this policy shall therefore be made aware of its existence and be expected to comply for the protection of all the children that MCF works with.

Failure to do so or any indication that anyone associated to MCF by employment or defined partnership (Sponsors, Donors, Board members, Interns, Visitors of MCF, Contractors, Volunteers and Others) has contravened the principles and standards laid out in this policy, shall be calling for an immediate disciplinary action.

³ ***(Report on the UK National Commission of Inquiry into the Prevention of child Abuse and neglect, 1996).***

MCF will consider involving relevant authorities such as the children's department and the police to ensure ultimate protection of all children depending on who the perpetrator of the child abuse is.

MCF will:

1. Implement and review guidelines and practices that support the protection of children both at its Office level and all projects levels
2. Be guided by UNCRC⁴ requirements and OAU African Charter on the Rights and Welfare of the Child⁵ where no specific guidelines on child protection exist
3. Network with other Civil Society Organizations (CSO's) and the Government of Kenya to uphold child rights and protection awareness creation and support its implementation.
4. Endeavour to carry out staff induction programs on Child Protection Policy for all.
5. Provide orientation information to all individuals and groups visiting Mully Children's Family projects including but not limited to staff, volunteers, Board members, contractors, sponsors, donors, celebrities and others.
6. Advocate for the protection of children from all forms of exploitation, especially sexual exploitation.
7. Be vigilant in protecting confidential information about children and their families in the Programs.
8. Demonstrate responsibility to and respect for children by being sensitive in our communications that involve them.
9. The MCF shall ensure Police Check for all new staff, volunteers, visitors and interns. The set out criteria shall be explained to the prospective and confirmed staff.
10. All new Volunteers, Visitors, Interns, Consultants, Contractors, Partners and Board Members will be requested to read and sign adherence to MCF CPP.
11. Persons or organizations seeking business partnership with MCF for example Consultants and Contractors shall miss out on the opportunity if they fail to sign adherence to MCF Child Protection Policy and to observe it.

MCF BEHAVIOUR PROTOCOL GUIDELINES

All MCF employees, Volunteers, Sponsors, Donors, Interns, Contractors, Advisory Board Members, Partners and Others will be expected to read, understand and abide by the defined guidelines for behavior. MCF will require each individual to sign a document indicating his/her understanding of the behavior Protocols.

Visitors and program Visits

To protect MCF beneficiaries, their families and communities, as well as MCF Homes, from persons who may wish to exploit them, all sponsor visits to MCF projects or child's home, without exception, **will be arranged through the MCF Head office.**

- All Visitors will be provided with information on MCF Child Protection Policy. They will get the relevant visitors/volunteer pack and necessary briefing on CPP. They are expected to **sign adherence** to it before leaving for the project visits. **MCF will strive to work with its offices in other countries and other partner organisations or partners to ensure that police checks for visitors/volunteers are received and verified prior to the visitors' arrival in MCF.**

It is assumed greatly here that the partner/support offices clearing sponsors and donors to MCF will have done the necessary Police checks

- No impromptu Sponsors will be allowed to visit their sponsored children if they do not clear with the relevant Support Offices that in turn will communicate to MCF Kenya and get MCF Kenya's head office approval prior to the visit being arranged

⁴ **United Nations Convention on the Rights of the Child.**

⁵ **Organisation of African Unity**

- Sponsors will visit their sponsored children in the project offices and not in their homes so that they do not retract their steps to access the child later after the official visit. (This will be applicable in cases where the MCF beneficiary is residing with his/her family, away from the MCF project premises)
- The Project manager/home's manager will accompany sponsors at all times while in the program. At no time should a sponsor be left with a child unsupervised for cultural, language and protection purposes.
- All MCF Child sponsorship and support standards shall be upheld. This includes **communication between the child and the sponsor being only through MCF head office and never directly. A sponsor should not exchange addresses with the child they are visiting or any member of his/her family**
- Visitors who want to take photos should seek permission from the MCF head office
- Visitors should always get a nod from the **accompanying responsible MCF staff** on any action that they intend to do that they are not sure of if it is culturally acceptable or not.

(**⁶, S⁷, C⁸, BM⁹, P&O¹⁰)

All MCF employees, Volunteers, Sponsors, Donors, Interns, Contractors, Advisory Board Members, Partners and Others will:-

- Avoid being with non-related children alone overnight or in suspicious circumstances. Always ensure they are within the MCF family set up, child's family set up or the presence of other adults preferably of mixed gender. (**)
- Notify the appropriate MCF staff before spending time alone with a minor in an unsupervised situation with proven permission from the MCF head office (**)
- Not hire workers in whatever category that are below 18 years of age. (**)
- Not fondle, hold, kiss, cuddle, or touch minors in an inappropriate or culturally insensitive way. All must avoid flirting, unwelcome flattering, or making suggestive comments to minors. (**)
- Avoid having program activities for children that are endangering or that go past safety hours like in instances where children have to cross heavy trafficked roads or finish an activity late. (SI)
- Be entirely professional in their relationship with minors and children; while at the same time demonstrating Christian love, compassion, and caring in both word and deed. (**)
- Be concerned about perception and appearance in their relationships with minors and children. (**)
- MCF staff should seek to live-up to the Mully Children's Family Mission Statement and Core Values in all relationships with children. (SI)

AVOID

- Verbal conduct such as derogatory comments or sexual advances, invitations, or using power and authority to persuade a child to act in ways that may sexually gratify the adult. (**)
- Visual conduct such as derogatory posters, pornography of any kind including cartoons, drawings or gestures, any form of written/verbal communication.(**)
- Physical conduct such as uninvited or unwanted touching, hugging, blocking normal movement as well as taking a child off the project site unauthorized.(**)
- Threats or demands to the child to submit to sexual requests in order to receive project benefits. (SI)
- With the exception of MCF chief parents, MCF appointed counselors, professionally and clinically trained counselors; staff, volunteers, interns, board members, partners and others should avoid involvement with one-on-one counseling with minors and children concerning personal problems. (**)

⁶ All

⁷ Staff and Interns

⁸ Contractors

⁹ Board Member

¹⁰ Partners and Others

CHILDREN MATTERS COMMUNICATION AND FILES

- Personal information related to the children under the care of MCF should be utilized for official purposes only. Staff are required to treat as private and confidential any information that relates to children that is in their custody (The children will however be encouraged to give their testimonies as a healing process under guidance and supervision of the counseling department)
- Children files should be locked at all times and keys be with only authorized persons.
- All visual communications about children must use pictures that are decent and respectful, not presenting them as victims. Children should be adequately clothed and poses that could be interpreted as sexually suggestive avoided. Language that implies a relationship of power should also be avoided.
- Any outside organization, group, or individual requesting the use of MCF's resources such as videos or photographs must sign an agreement with the MCF Executive Director as to the proper use of such materials.
- The Head of the Communications Department at the MCF head office or designee shall coordinate any communication with the media on protection of children issues.

RAISING AND REPORTING CHILD ABUSE CASES AMONG MCF BENEFICIARIES (CHILDREN SUPPORTED WHILE IN MCF OR CHILDREN SUPPORTED WHILE IN THEIR HOMES)

MCF opposes all forms of child exploitation and child abuse, including child sexual abuse. Any incident, belief or suspicion of sexual or physical abuse (past or present) by a MCF employee, sponsor, Intern, volunteer, donor, board-member, contractor or other partner must be reported immediately to **MCF Chief parents, MCF Executive Director, Child Protection Committee or the MCF Board of Directors**¹¹

If a child, staff member or a community members(s) or any other person reports an incident, the report must be taken seriously and necessary steps taken. In cases of abuse while the child is with his/her family outside the MCF environment, the endangered child should always be removed/ rescued from the situation of abuse while the rest of the processes take course. At no time should the child be **returned to the environment** of abuse until confirmed safe.

The best interests of the child will greatly govern the manner in which abuse cases are handled. Such may warrant the standing down of a staff member, volunteer or intern while an investigation commences. If this course of action is being considered, the Executive Director must first recommend this course of action in writing to the Board of Directors. Staff members stood down receive full pay and are entitled to a just process that does not pre-suppose guilt or innocence. The allegations should not be discussed or communicated to other people until such have been considered and a decision made by management. The decision made should be **documented** and filed. An employee who is dismissed as a result of misconduct with a child(ren) is not eligible for rehire by MCF. If it is another person other than staff, Volunteer or Intern, the links shall be severed immediately like the cancellation of a contract as investigations go on. If guilty, MCF shall not continue business with the group or an individual after cancellation of contract.

Documentation and Confidentiality of the incident

As soon as possible (within a period of 24 hours of the disclosure), the staff member receiving the disclosure needs to have fully documented the allegation, including the time, place, witnesses.

All cases of child abuse, whether alleged or proven, will be handled with the utmost confidentiality. When concerns arise, all participants will be directed through a formal complaints process involving the Child Protection Committee, Executive Director, and Chief Parents of the home. If considered necessary, the Executive Director will advise further. Where available and previously in touch with the MCF, the family of the affected child will be kept in the picture while upholding confidentiality ethics.

¹¹ **Contacts is Tel: 020-573483**

The Executive Director shall determine the "who needs to know" list for circulation of information on child abuse so as to uphold confidentiality. This includes communication with the media.

Involving the Police

Where a child is in danger of continued abuse, the child shall be rescued first.

Where the rule of the law can be invoked, MCF shall not hesitate to alert the police or the children's Welfare officers for quick action and for the safety of the child.

SIGNATURE FOR ADHERANCE:

I _____ HAVE COMPREHENSIVELY READ
AND UNDERSTOOD MULLY CHILDREN'S FAMILY KENYA CHILD PROTECTION POLICY.

I DO PROMISE TO ABIDE BY THE EXPECTED BEHAVIOUR PROTOCOL OUTLINED IN THIS DOCUMENT AND THAT WHICH IS CULTURALLY ACCEPTABLE EVEN IF THIS DOCUMENT COULD BE SILENT ON IT.

IF I DO NOT UNDERSTAND ANY SECTION OF THIS POLICY, I SHOULD SEEK CLARIFICATION FROM THE EXECUTIVE DIRECTOR SO THAT I AM VERY CLEAR ON EVERY ASPECT OF IT.

THE CHILD IS VERY IMPORTANT TO MCF AND SHOULD BE PROTECTED BY ALL. I DO PROMISE TO PROTECT THE CHILD ON MY PART BY MY CONDUCT, LANGUAGE AND ALL ELSE THAT IS WITHIN MY MEANS TO DO SO.

I SHALL ALSO NOT HESITATE TO **NOTIFY THE EXECUTIVE DIRECTOR, MCF CHIEF PARENTS OR MCF CHILD PROTECTION COMMITTEE SHOULD I** ENCOUNTER ANY SUSPICION OR CONFIRMED CHILD ABUSE DURING MY INTERACTION WITH THE CHILDREN BEING SERVED BY MCF.

I SHALL FOLLOW THE RIGHT PROCEDURE IN REPORTING ANY SUSPICION OR CONFIRMED CHILD ABUSE DURING MY INTERACTION WITH THE CHILDREN BEING SERVED BY MCF.

I SHALL NOT INTENTIONALLY MAKE ANY FALSE ACCUSATIONS OR FALSE ALLEGATIONS IMPLICATING ANY CHILD, BOARD OF DIRECTORS, VOLUNTEERS, INTERNS, STAFF, DONORS, CONTRACTOR OR ANY OTHER PERSON WITH FALSE CLAIMS OF CHILD ABUSE DURING MY INTERACTION WITH THE CHILDREN BEING SERVED BY MCF AS THIS IS PARAMOUNT TO CHARACTER ASSASSINATION AND WILL IMMEDIATELY LEAD TO LEGAL ACTION

SIGNATURE _____

DATE _____

ID/PASSPORT NO. _____

WITNESS NAME _____

SIGNATURE _____

ID/PASSPORT NO. _____

DATE _____

Tick your appropriate category:

Prospective Employee ☐ Intern ☐ Volunteer ☐ Employee ☐

Contractor ☐ Board Member ☐ Sponsor ☐ Donor ☐

Partner ☐ Board member ☐ Other (specify).....

Appendix A.2. MCF Child Protection Policy

MULLY CHILDREN'S FAMILY – (MCF)

"Savings Children's Lives"



P.O BOX 557, 00606, Sarit Centre, Nairobi, Kenya.

Tel: 254-020-3873483. Mobile: 254 707 889 636/254 733 333 121.

Email; mcf@mullychildrensfamily.org;

Website: www.mullychildrensfamily.org

Group of Homes for the Street Children, Orphaned, Abandoned, Destitute, Abused, Child laborers and Child Mothers

EMPLOYEES AND VOLUNTEERS CODE OF CONDUCT

PREAMBLE.

The Mully Children's Family Homes (MCF) management, here below, wishes to give the following guidelines that govern all the volunteers and employees who endeavor to render their services to any department within MCF homes. The MCF management reserves the right to alter these guidelines at anytime as they deem fit.

Note that it is an offence to break or go against any of the set guidelines in any given way; consequently this may lead to being served with a warning letter or your termination from rendering your services to MCF. You will therefore be answerable to the Executive Director, his Appointees or Management, if your moral standards fall below the expectations of the home as outlined in our MCF Volunteers and Employees' Code of Conduct.

MCF has no right of exclusive jurisdiction over its employees and volunteers in criminal matters and other offences covered by Kenyan law. All crimes and other offences under the Laws of Kenya shall be reported to police. Notwithstanding any action that may be taken by the police under the foregoing statement, the Home may take independent disciplinary measures.

Kindly note that, MCF gives a second chance to children who have lived underprivileged lives. These children are privileged to be under the care and protection of our Homes. Any interference with this set up will lead to termination of your services or legal action. However, we will appreciate your suggestions formally channeled only through the management.

Please, carefully read and understand the contents of this document before you accept and sign the attached Declaration form.

1. Drugs:

- a) Smoking* is strictly prohibited within and without the home.
- b) Drinking** is strictly prohibited within and without the home.
- c) Use of illegal drugs*** is strictly prohibited within and without the home.
- d) Drug peddling is a crime, hence prosecution would be tantamount.

2. Relationships:

a) Male

- i. All male employees and Volunteers are **forbidden** from having any undesirable relationships with MCF beneficiaries, both girls and boys.
- ii. All male employees and volunteers are **prohibited** from accommodating external and internal girlfriends within the home.
- iii. Homosexuality is **strictly forbidden** within and without MCF homes.

b) Female

- i) All female employees and Volunteers are **forbidden** from having any undesirable relationships with MCF beneficiaries, both boys and girls.
- ii) All female employees and volunteers are **prohibited** from accommodating external and internal boyfriends within the home.
- iii) Lesbianism is **strictly forbidden** within and without MCF homes.

Smoking * – Is the inhalation and/or exhalation of any natural, synthetic chemical substance, including cigarettes, cigars, cannabis sativa, and or tobacco.

Drinking** - Is the oral consumption of any fluid, natural or synthetic that will induce undue and abnormal body response. This includes alcohol, illicit brew etc.

Use of illegal drugs*** - This is the oral intake, inoculation , sniffing, inhalation and/or exhalation of any natural, synthetic chemical substance, narcotics, hallucinogens, including cocaine, madras, cannabis sativa, weed, valium, mufin, heroine or illicit use of psychotropic substance; will induce undue and abnormal body response.

c) Any **undesirable relationships** and contact by and with other male and female employees or volunteers is **strictly FORBIDDEN**.

d) It is an **OFFENCE** to ask or receive any contacts or address of any visitor/ guest or volunteer visiting or staying in MCF.

e) It is an **OFFENCE** to give your personal contacts or address to any visitor / guest or volunteer visiting or staying in MCF.

f) All personal visitors will **ONLY** be taken round the compound after obtaining permission from the head of Home Department and **NOT** the Education Department.

g) MCF Beneficiaries:

i) It is an **OFFENCE** to host any MCF beneficiary in your house.

ii) It is an **OFFENCE** to request or demand undue favors from MCF beneficiaries e.g. Cleaning your house, fetching water or food for you, cooking for you, cooking for themselves in your house, sending beneficiaries to do your shopping etc

iii) It is an **OFFENCE** to give children money, or any favors in form of goods or services.

3) Dress Code:

a) Female

i) No miniskirts or any dressing at or above the knee length is allowed.

ii) No short trousers / Culottes are allowed

iii) No fitting / tight trousers are allowed

iv) No casual wear during week days

vii) No head scuffs/caps/hats during working hour

viii) No nose rings allowed

ix) Numerous earrings are not allowed.

X). Not to wear clothes that reveal cleavages.

XI) Not to wear cloths those reveal the belly/waistline.

XII) Not to have such hairstyles as Dread locks, Funny stylish hair cuts or hair do.

b) Male

i) No casual wear allowed during week days

ii) No short trousers allowed unless during sports

iii) No tight/ fitting clothing allowed

iv) No earrings or nose rings allowed

v) No plating of hair is allowed.

vi) No head scuffs/caps/hats during working hour

vii) No stylish hair cuts or hair do's such as Dread locks are allowed at all times.

viii) Not to wear cloths those reveal the belly/waistline

4. Dishonesty:

- a) This is an **OFFENCE**. Anyone involved in this will be answerable to the Executive Director or his appointee.

5. Violence:

- a) Any form of physical violence is **PROHIBITED** both within and without the home.
- b) Possession of any illegal weapons is **PROHIBITED** both within and without the home.
- c) Any use of foul or vulgar language is **NOT CONDONED** both within and without the home.
- d) It is **ILLEGAL** to administer corporal punishment to any child upon misconduct. The volunteer / employee should report the matter to the management and inquire for recommendation on what step to take.
- e) Any form of confrontation that may result into violation of the MCF code of conduct with MCF beneficiaries must be **AVOIDED** at all times.
- f) The home will take action against violation of any of the above stated events as pertaining to the **law of Kenya**.

6. Misappropriation, misuse or damage of MCF goods, assets, funds or any other belongings:

- a. The management requires you to take care and be a **responsible custodian** of the entire home's property.
- b. All of the home's property under your custody **MUST** be surrendered or returned to the management in good condition upon demand.
- c. You shall take reasonable care of property of the Home and shall be **held responsible** for **loss or damage** to any such property where it is deemed to have been caused by negligence, willful destruction or misuse of such property by yourself or beneficiaries under your supervision.
- d. All of the Home's property under your custody **MUST** be surrendered to the management upon termination of your contract.

7. Falsification / alteration or stealing of the home records:

- a) This is a **CRIMINAL OFFENCE**. Anyone involved in this will be prosecuted according to the provisions in the Kenyan Law.

8. Intoxication:

- a) It is an **OFFENCE**
- b) It is an **OFFENCE** to utter inciting statements within and without the home during interaction with the MCF beneficiaries, MCF volunteers and /or employees, MCF visitors or any other persons outside the home.

9. Insubordination:

- a) Any form of insubordination to the Founder and Executive Director, Mrs. Mulli or their biological family is **NOT CONDONED**. It will result to immediate termination of your services to MCF.
- b) Any insubordination to the MCF management is an **OFFENCE** and you will be answerable to the Executive Director or his appointed representatives.

10. Religious Practices:

- a) MCF is a Christian organization build on Christian principals. It is thus an **OFFENCE** for anyone to conduct any occultist practices or witch craft. This will lead to your immediate dismissal from MCF.

11. Disclosing confidential MCF information:

- a) It is an **OFFENCE** to disclose any confidential MCF information either during or after your term of service in MCF.
- b) It is an **OFFENCE** to use any MCF information whether confidential or not to the detriment or prejudice of the Home.
- c) You shall **ONLY** use any MCF information when delegated with a responsibility or duty by the MCF management. You must have **written proof** that MCF management has delegated you with such a duty.
- d) This is a **CRIMINAL OFFENCE**. Anyone involved in this will be prosecuted according to the provisions in the **Kenyan Law**.

12. Home activities:

All volunteers and employees **MUST** engage in the home activities. They **MUST** adhere and or attend to all planned programs as clearly stated below.

i) Spiritual

- Devotions
- Bible study
- Clubs
- Fellowships
- Prayer meetings
- Worship services at MCF chapel

ii) Duties

- All volunteers and employees in the education department **MUST** attend assembly.
- All volunteers and employees **MUST** ensure that all routine duties are accomplished from morning to evening from Monday to Sunday.
- Any volunteer and or employee assigned to oversee the accomplishment of any home chores carried out by the MCF beneficiaries **MUST** ensure commendable accomplishment of the same.
- Any volunteer and or employee assigned with a duty to take children out during outings and or outreach programs **MUST** ensure that he / she remains with the children until they are brought back to the home.
- Any volunteer and or employee assigned with a duty to take children out during outings and or an outreach program is **fully responsible** for the children he is taking out.
- It is an **OFFENCE** to overlook assigned programs, as it will clearly portray negligence of duty, which is subject to penalty.

iii) Games / Sports and Clubs

- All assigned volunteers and or employees **SHOULD** co-ordinate and ensure high participation rates of all children in the different games/ sports and clubs as assigned to them.

13. Teaching / lessons

- Lateness and or absenteeism during lessons without prior notice to the management is **NOT** condoned and is therefore subject to penalization.

- It is an **OFFENCE** to threaten or expel a child from class during a lesson as this is tantamount on intimidation and instilling of fear in a child under rehabilitation.
- It is **MANDATORY** for the teacher/ trainer to be present in the training rooms to avoid risks from machines, wastage of material or any disorderliness of the beneficiaries he / she is in charge of.
- The teacher/ trainer **MUST** take care of training materials and or machines under his/ her jurisdiction.
- The teacher/ trainer in charge of any class is **responsible** for the loss or damage due to negligence of training materials / machines under his/ her jurisdiction. Damage or loss of the same will be recovered from his/her monthly remuneration.
- It is an **OFFENCE** for a teacher or a trainer to leak any exam to students and pupils.

14. Others:

- a) In addition, such vices as covetousness, jealousy, pride, immodesty, gossip, slander, nepotism, profanity and vulgarity are **UNACCEPTABLE**.
- b) Specifically gambling, use of obscene or pornographic materials, bribery and other practices which are **unacceptable or questionable** in Christian community, are **NOT PERMITTED** to volunteers and or employees.
- c) Please **NOTE** that these regulations apply to **your spouses and other family members** who may reside in MCF.
- d) Boycotts, strikes, riots, go-slows or any form of indiscipline, protests or unruly behavior is a **CRIMINAL OFFENCE**. The home will take action against any of the above stated events as provided by the **law of Kenya**.
- e) Any one who does **NOT CONFORM** to this Code or whose conduct is detrimental to the welfare of MCF community is subject to **DISCIPLINARY ACTION** which may result in dismissal.
- f) MCF Management believes in the Biblical approach of settling of grievances or misunderstanding which may from time to time occur.
- g) Audio and Visual equipment – at no time should the sound be so loud as to cause disturbance to others.

15. Benefits:

- a. The home will provide free accommodation with water supply. The management reserves the right to cease the supply of the benefit depending on the circumstances on the ground.
- b) The Home will **only** provide free Lunch based on the children's menu.

- c) The home will provide free treatment and medicine **only from the home's dispensary** to all staff.
- d) **Please note that MCF management is NOT liable for payments or refunds to costs incurred during personal treatment of the MCF staff outside the home's dispensary.**
- e) No one shall therefore present medical prescriptions from elsewhere, demanding to be given the same, which may not be in the first aid kit.

Our duty is to uphold the name of Christ both corporately and individually in thought, word and deed.

All volunteers and employees must therefore exercise a high level of patience and understanding of all MCF beneficiaries.

DECLARATION.

All staff members in MCF homes must observe strict adherence and observation of the guidelines given hereof and must be loyal and answerable to the Founder and Executive Director & Mrs. Mulli, or his appointees in management.

I, Mr. / Mrs. /

Miss _____

first name

middle name

sur name

(Please write your 3 names in block letters)

Having read carefully and understood the guidelines given above, hereby declare that I'm ready to abide by all the stated guidelines/ policies and promise to observe strict adherence to the same in rendering my services to the children and the Mully Children's Family Homes in general.

FULL NAME:

DEPARTMENT.....

I/D NO:

SIGN:

DATE:

FOR OFFICIAL USE ONLY:

Appendix A.3. MCF Human Resources Policy Manual

MULLY CHILDREN'S FAMILY



HUMAN RESOURCES POLICY MANUAL

DEVELOPED BY THE BOARD

November, 2014

Article I. Confidentiality and Disclaimer

*Strictly Private & Confidential
For internal use only*

DISCLAIMER

"This document is not a contract. The terms, conditions and benefits detailed herein may be changed at any time without notice."

MULLY CHILDRENS FAMILY (MCF)
HUMAN RESOURCES POLICY MANUAL
DEVELOPED BY THE BOARD

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MULLY CHILDRENS FAMILY (MCF)
HUMAN RESOURCES POLICY MANUAL
DEVELOPED BY THE BOARD

1.0 INTRODUCTION

The "MULLY CHILDREN'S FAMILY" referred to as "MCF" throughout this manual was founded in 1989 by Dr. Charles Mulli. It is a registered children's charity, Children's Act Cap 586 Laws of Kenya, in Kenya working with the disadvantaged populations to transform their lives for a dignified livelihood.

Vision: To see children, youth and marginalized members leading dignified livelihood.

Mission: To follow Jesus Christ in transforming lives of children, youth and marginalized members of society.

Core Values

- A. **Unconditional love:** –Being able to express love to each and every person in the MCF fraternity.
- B. **Character development:** – Building the character of the child by transformation of the child.
- C. **Commitment to serve and promote the children and youth welfare;** providence of their needs and wants.
- D. **Humanity:** – Seek out the marginalized members of the society and children to access justice.
- E. **Qualitative participation:** – Equal opportunity to participate in different programmes in and out of MCF.
- F. **Team work:** – We work with zeal as a global team to achieve success together.
- G. **Respect** - We believe in treating all people with fairness, equality and dignity appreciating the differences among us and deal with them in the way we want to be dealt with.
- H. **Integrity** – We believe in our word matching up our works.
- I. **Transparency / openness** – We believe in maximizing transparency so that we can build and strengthen working relationships with everyone.
- J. **Professionalism** – We believe in striving for higher levels of performance standards in what we do and aim for the best in it all.
- K. **Confidentiality** – We believe that we are responsible for protecting the discretion of all professionally obtained information, except to prevent imminent harm to others.
- L. **Responsibility** – Being dependable and accountable for everything we do.
- M. **Culture of hard work** - We believe in being driven to succeed as a family, ensuring increased success, and year on year growth, while upholding the standards and value.
- N. **Trustworthiness** – We believe in fulfilling our obligation of building a better society for future generations.
- O. **Accountability** – We believe in making commitments and living up to them

MULLY CHILDRENS FAMILY (MCF)
HUMAN RESOURCES POLICY MANUAL
DEVELOPED BY THE BOARD

We are committed to developing the capacity of our staff, the people we work with, our partners and contributing to the development of our country, Kenya. We are determined to promote the growth and development of our Institution so that our Vision is realized. Human Resource Development (HRD) is one of the key strategic organizational development directions that we will pursue in realizing our Vision and Mission. It is on this premise that the preparation of this Manual has been undertaken.

- 1.1. This Manual shall apply to all employees of MCF including volunteers and consultants.
- 1.2. This Manual shall apply within the ambit of the Kenyan Labour Laws.
- 1.3. All employees enjoy the inalienable right to seek redress, where necessary, under Kenyan Labour Laws.
- 1.4. Any omission in this manual shall be covered by the Labour Laws of Kenya.
- 1.5. This manual shall be read together with other supplementary policies and procedures that may be formulated by the organization from time to time.
- 1.6. In case of lack of clarity about any particular clause, sentence or word contained in this manual, the interpretation of the Board of Trustees shall prevail.
- 1.7. The general authority to repeal or amend these policies is vested in the Board of Trustees and who may mandate the CEO to introduce supplementary policies as and when circumstances demand.
- 1.8. This Policy manual replaces all existing HR policies and procedures and comes into effect on a day to be determined by the Board of Trustees.

MULLY CHILDRENS FAMILY (MCF)
HUMAN RESOURCES POLICY MANUAL
DEVELOPED BY THE BOARD

8.0 STAFF TRAINING AND DEVELOPMENT

MCF considers training as an important means of providing the employee with sufficient knowledge and skills for professional effectiveness in utilizing the organization's financial and material resources for maximum productivity. MCF will therefore endeavor to assist its employees develop their careers through courses or seminars relevant to their current duties. The training programmes should be tailored to address identified training needs of the human resources of MCF. On the other hand, employees will be expected to develop their own careers through attending part-time professional courses.

Identification of Training needs.

Training is the responsibility of the Head of Department and Supervisors with who rests the ultimate responsibility for the work performance. The Head of Department must therefore identify and meet training needs of individuals they supervise. The Human Resources Department will assist the Head of Department in assessing training needs and coordinating training needs into programmes and administrative arrangements of formal courses.

8.1 Induction Programme

The aim of the induction programme is to give new employees the background of MCF in order to enable such employees appreciate how their work is related to the main endeavor and stimulate them to learn more. All new employees will undergo appropriate induction programme.

8.2 On the Job training.

The greater part of effective training takes place on-the-job. This training is absolutely vital and is, in fact the foundation upon which all other types of training must depend for their success. It can be carried out through among other things, proper delegation and job rotation. MCF will conduct this training as part of Staff Succession Policy by placing capable assistants to learn from immediate supervisors.

8.3 Skills development

- **In-House Training**

MCF will rely on professional staff in its ranks that have also undergone refresher trainings facilitated by MCF to provide regular and relevant induction training to departmental staff to improve service delivery. At various stages in an employee's career it may become necessary for the employee to receive formal training to improve his skills on the job and appraise him on any new changes affecting his career.

- **Local Courses**

MCF will rely on the recognized local training institutions and organizations to provide various skill development courses to its staff.

- **External Training**

Where local arrangements are not available or are inadequate to meet specific training needs, consideration will be given to sending staff elsewhere for training. Sometimes it is also valuable to send an employee on courses run by external trainers so that the employee can face experiences not catered for in the MCF's normal training programmes.

MULLY CHILDRENS FAMILY (MCF)
HUMAN RESOURCES POLICY MANUAL
DEVELOPED BY THE BOARD

9.0 HOURS OF WORK AND HOLIDAYS

9.1. Hours of Attendance

9.1.1 Staff employed on day duties

Regular staff will normally be scheduled for a minimum of forty (40) hours per week, excluding meal breaks and will work an average of eight (8) hours per day, Monday to Friday (again excluding meal breaks). The difference between the conditioned hours and the scheduled hours is allowed as privilege time-off where the state/nature of work permits.

Monday to Friday

Morning	8.00am	-	1.00pm
Afternoon	2.00pm	-	5.00pm

Saturday

Morning	8:00am	-	12:30pm
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9.1.2 Shift System

Shift systems will run from 6.30 P.M to 7.00 A.M and 6.30A.M to 7.00 P.M thus 4 days a week (Maximum 52 hours).

Appendix B Table of Primary School Standings

Name of School: MCF NDALANI PRIMARY				
Year	Zonal Standing	District Standing	National Standing	Other distinctions
1996	Position 1	Position 1	Position 13	
1997	Position 1	Position 1	Position 35	
1998	Position 1	Position 1	Position 31	
1999	Position 1	Position 4	Position 80	
2000	Position 1	Position 8	Position 153	
2001	Position 2	Position 12		
2002	Position 2	Position 7		
2003	Position 1	Position 1		
2004	Position 1	Position 79		
2005	Position 2	Position 68		
2006	Position 1	Position 50		
2007	Position 1	Position 27		
2008	Position 9	Position 149		
2009	Position 2	Position 93		
2010	Position 1	Position 3		
2011	Position 3	Position 68		
2012	Position 1	Position 2		
2013	Position 1	Position 2		
Name of School: MCF VIPINGO PRIMARY - FIRST PRIMARY EXAM IN 2009				
Year	Regional Standing	District Standing	National Standing	Other distinctions
2008				
2009	Position 9	Position 15		Best football team
2010	Position 7	Position 12		
2011	Position 8	Position 12		
2012	Position 3	Position 7		Best scouts team
2013	Position 2	Position 5		

Appendix C Table of Secondary School Standings

Name of School: MCF NDALANI SECONDARY – FIRST SECONDARY EXAMS IN 2000				
Year	District Standing	Regional Standing	National Standing	
1996				
1997				
1998				
1999				
2000	Position 1	Position 2	Position 20	
2001	Position 1	Position 1	Position 25	Best traditional dance school in the district
2002	Position 1	Position 1	Position 31	Best handball team (Boys and girls) in Yatta District
2003	Position 4	Position 2		
2004	Position 3	Position 2		
2005	Position 2	Position 2	Position 40	
2006	Position 2	Position 2		
2007	Position 5	Position 2		
2008	Position 2	Position 1		
2009	Position 4	Position 2		
2010	Position 2	Position 1		
2011	Position 4	Position 2		
2012	Position 3	Position 3		
2013	Position 7	Position 13		

Name of School: MCF YATTA SECONDARY – FIRST SECONDARY EXAM IN 2009				
Year	Zonal Standing	District Standing	National Standing	Other distinctions
2009	Position 18	Position 23		
2010	Position 10	Position 16		
2011	Position 6	Position 17		
2012	Position 24	Position 30		
2013	Position 35	Position 50		

Appendix D List of Awards at the time of the study and letter sent to MCF

Factors of Success of Gifted and Talented Kenyan Children and Youth from Marginalized and impoverished Backgrounds

Doctoral Research for the University of Nuremberg-Erlangen, Germany

By David Rempel

Bad Reichenhall, Germany, April 13, 2012

Dear MCF Staff,

To begin the analysis of those MCF Benefeceries who have already achieved excellence or are on their way of achieving excellence, or are showing some sort of giftedness and excellence, I request some further information. I would be very thankful for any help you could give in this process. Please have this filled out by April 20th if possible.

It would be helpful if you could have the appropriate staff fill in and expand the tables I have included.

I have separated the information needed in three categories to be filled in three different tables.

1. Number of people who have received awards and categories of awards
2. Individual listings of awards
3. Ranking of MCF schools in district, region and nationally

Are there any other award winners etc. which cannot be put into this table, if which categories must be created?

One area that I am sure that you have a number of very gifted entrepreneurial young people who have opened their own "vocational" business i.e. hair dressing, cosmeticsm sewing, carpentry etc.. Are there any awards given to them? (Even if they have not received any awards there may be some ways of including those who have or are achieving excellence without having received any awards). This would have to be defined.

Individual Listing of Awards

Name	Awards won (and year of award)	Scholarships	Other areas of excellence and giftings	Extracurricular involvement at present and as a child	Present institution of higher learning	Entrepreneurial involvement	Years at MCF
Monica Munyao	Most disciplined student at Kabarak University (2012)	United Church USA – 2 year college scholarship					12
George Kairo	Best overall student in Nairobi University for 4 year in medical school		Drama club member. Choir member.				20
Elizabeth Musyoki	Best traditional dancer – 2001, 2003- Children rights congress awarded.		Christian union – Nairobi University nursing student association chairperson	Choir solo			17
Daniel Muthiani	Best science congress project – Position 3 in the country. Best Boy in Machakos District 2001 KCSE mean grade A					Engineer at Kenya Power and Lighting Company	10
Paul Kimani	Kenya Karate Coach for under 18 – coached the team which represented Kenya in Botswana during the Africa championship May 2014. Best Karate coach in Kenya 2 nd dan black belt given in South Africa 2010						First beneficiary now staff
Monica Mwikali	Best Female Karate champion in Kenya since 2009			Sings in Mission choir			

John Maina	Best in Science congress project position 2 district.					Kenya project co-ordinatinator Childlife international	
Harrison Nzomo	First class honors in Finance 2006 from Catholic University		Head of education department at MCF Ndalani schools since 2007 - 2009			Finance manager at Norwergian Church Aid Africa Regional office	
Jonathan Karangania	Best KCPE Student in 1998 598 / 700 marks in the District					Runs his own film and recording company	
Margaret Nanjeko	Best KCPE girl in District in 1998 exam 596/ 700 marks					Resident Nurse at Nairobi Hospital	
Fredrick Nthiwa	Best footballer in 2001 games				Bachaor of Medicine and Surgery at Nairobi University (3 rd year student)	Resident nurse at Kangundo District Hospital	
Charles Mbithi						Engineer at Kenya Power and Lightning Company	
Wilson Imoni	Won a scholarship from IBM in 2006 for being the top student in his University				Runs a safari and travel agency	IBM Asia representative	
Joel Njoroge	Graduated with finance first class honors at Kabarak University				Runs his own consultation company to business people	Employed by Equity Bank as finance adviser	
Dorcas December	Graduated from MCF Yatta in 2005					owns tailor shop in Machakos County	3
Charity Chengo	Graduant from Yatta					Owens a salon at Vipingo in Coast county	3

Furaha Kahindi	Graduated from Yatta in 2010					Runs a dressmaking shop and training centre at Vipingo	3
Florence Naka	Graduated from Yatta					Owens a hairdressing salon in Eldoret	10
Joseph Mwanza	Graduated from Yatta in 2006					Owens a metal and fabricating workshop at Machakos county	10
Daniel Wachira	Graduated in 2009				Studies Food production at Eldoret University	Owens a second hand shop for shoes in Eldoret Town	15
Domitilla Syokau	Graduate in 2005					Owens a dressmaking and tailoring shop at Sofia market	3
Andrew Mwangi	Graduated in 2001					Operates and co-founded a street children recreation centre in Eldoret town	7
Pauline Kanini	Graduated from Vera Beauty College					Runs a hairdressing shop in Nairobi	16
Samuel Mwangi	Graduated from Yatta in 2006				Employed in South Sudan as carpenter		10
James Ndungu	Graduated in 2002				Employed in Somaliland as a welder		20
Mary Moringe	Graduated in 2001					Owens a hairdressing saloon in Kampala town Uganda	8
Everylne Nebert	Graduated in 1998					Owens a tailoring shop in Busia	6

Emily Chebet	Graduated in 1998					Owns a tailoring shop in Kathiani	6
Moses Habib	Graduated in 2006					A pastor with Agape Ministries in Kisumu	
Faith Akoth	Graduated in 2003					Owns a clothing shop in Rongai town	6
Redemptor Katilo	Graduated in 2003				Kenyatta University bachelor in Education 4 th Year	Employed by SOS children homes sponsorship co-ordinator East Africa based in Nairobi	9
Abel Kirwa		MCF	None	None	Inoorero University		
Agnes Mwongeli		MCF	None	None	Kenya Institute of Management		9
Alex Musyoka	Best drama actor in high school in 2009 – Yatta County	MCF	None	Foot ball	Machakos Medical college		22
Ann wanzia		MCF	None	None	Moi University		5
Benard Mutiso	Karate member Brown belt - 2011	MCF	Karate	Karate	Kenyatta University		15
Benedict Mukwata	Dean's award - Academic award best performance during his 1st year of nursing Dec 2013	MCF	Acrobatics represented MCF in overseas mission trip – 2009, 2010, 2012	Acrobats, Choir	Nairobi University		16
Benson Muema		MCF			Kenya Polytechnique		15
Celestine Minoo	Culture week community of the year- 2014	MCF	Dances & Drama	Drama	Daystar University		16
Celestine Achieng		MCF	Karate	Karate	Moi University		13
Charles Ngikurichan		MCF		Football	Orthodox College		10

Christine Ndungwa		MCF		netball	Nairobi University		9
Cosmas Omboye		MCF		Football	Rift Valley Technical Training Institute		9
Crispin Mulwa		MCF		Volleyball	Kenyatta University		9
David Isika	Graduated with Bachelor in Engineering May 2014			Foot ball	Hope College in USA		9
David Muia Mutuku		MCF		football	Moi university		5
Dennis Onduso	Higher diploma in procurement	MCF		Volley ball	University of Nairobi commerce student 1 st year		12
Diana Mwendo		MCF			University of Eldoret		5
Dickson Mackenzie	Represented Kabarak University during the Inter University competition on Football in 2013	MCF		Foot ball	Kabarak University 4 th year student in Finance		18
Dorcas wanza		MCF		Netball	Nairobi University 4 th year student in Commerce		9
Doris Mueni	First class honors in 2013	MCF			Africa Nazarene university		11
Emily Syokau		MCF		Netball & choir	Kenya Aeronautical college in Cabin crew		10

Emmanuel Mbondo	Best Marathoners in Machakos district three years consecutively	MCF		Football	Lanet Teachers training college		7
Everlyne Msoda		MCF		volleyball	Germany nursing student		9
Felix Kaleli		MCF		football	Catholic University		5
Francis Alianda		MCF	Acrobats	Acrobats	Multimedia University 3 rd year student in mass communication		15
Fridah Nthenya		MCF		Athletics	Studying nursing in Germany		9
Geoffrey Mwangi		MCF			Moi university Eldoret 1 st year student in hotel management		18
George Kairo	Graduate – Bachelor of medicine and surgery	MCF		Represented Machakos County in National science congress in 2005	Nairobi University in 2013 December		20
Grace Cheech		MCF	Represent MCF during the outreach program overseas in 2009 / 2010	Singing, traditional dance	Kabarak University 4 th Year student in Finance		15
Grace Mbula	Diploma in Human resource management	MCF		Volley ball	Kenya Institute of Management		21

Hellen Gaicugi		MCF		Motivational speaker/ Peer counselor	Kabarak University 4 th year student in Education – literature		10
Ishmeal Masila	Graduated- Bachelor in computer science - 2013	MCF		Football	Catholic University		15
Janet Kambua	Student	MCF		Patron for MCF Viping scouts club in 2009 – 2012 and played netball	Limuru Agricultural Youth Center		8
Janet Mwikali		MCF			Kenyatta University - Education		5
Japheth Wambua		MCF			Kijabe Hospital studying Diploma in laboratory technology		16
Jesse Omondi		MCF		football	Kenya Institute of Professional studies		17
John Ogutu		MCF	Represented MCF in overseas evangelism mission in 2009/ 2010/2012	Acrobats	Africa Nazarene 2 nd year student in business and entrepreneurship		18
Johnbosco Nzioka		MCF		Football	Kabarak University 4 th year student in Commerce		10

Joseph Kimeu Mutua	Graduated in 2009.	MCF		Football /	Rift Valley technal Training Institute		11
Judy Kalekye				Netball	Nursing in Germany		12
Peter Kioko Muthusi		MCF		football	University of Eldoret 2 nd year student		5
Lawrence Kiparakina		MCF		Football	Kenya Institute of Management		21
Lawrence Mutua Muthini	Bachelor in education	MCF		Football	Mt. Kenya University		19
Lawrence Mwangi		MCF		Football	Mt. Kenya Unity		
Lucy Chelagat		MCF			Moi university		17
Lydia Akinyi		MCF	Singing	Choir	Africa Nazarene		13
Makau Yulu		MCF		Football	Moffat Bible college		18
Mary Chepchirchir	Graduated in 2014 July	MCF		Netball	Vera Beauty College		17
Mary Kivuva		MCF		netball	Kabarak University 4 th year student in Finance		9
Mercy Kimeto		MCF		Netball	Nursing in Germany		
Mercy Mutua		MCF		Represented MCF in Handball finals in Machakos district in 2006	Kenya Institute of Management – Diploma in Procurement		15

Mercy Nzilani	Graduate – Bachelor in Medicine and Surgery	MCF			Nairobi University graduant		17
Micheal Mbithi		MCF		Football	Jomo Kenyatta University 4 th year student in agrdiculture		11
Miriam Mutethya	Bachelor in commerce – Finance graduate in 2013 September	MCF		volleyball	Kabarak University		10
Mumina Ndumi		MCF			East Africa School of Aviation 3 rd year student		19
Nicholas Munyao		MCF			Kenya Institute of Management – Diploma in Business studies 3 rd semester		10
Nicole Munyiva		MCF			Multimedia University – 3 rd year student in mass communicatio n		9
Njenga King'ori		MCF		Football	Egerton University – 2 nd year student in food and nutrition		5

Patrick Rukwaro		MCF		Football / Artistic	Kenyatta University		10
Patrick Malonza		MCF			Moffat Bible College – 2 nd year in bible theology		11
Pauline Loktane		MCF			Kenya Institute of Media Technology		10
Peter Mbithi		MCF			Kimathi University – Bachelor in Commerce 2 nd year student		7
Peter Mutungi	Graduated in 2012	MCF	None	None	Ramogi Institute – Building and construction		9
Priscillah Ng’ethe		MCF		Netball	Karatina University		5
Purity Mutinda		MCF			Kenyatta University – Majoring in Chemistry and mathematics 4 th year student		10
Rama Randu		MCF	Acrobats	Acrobats	Daystar university – Bachelor in Social work		7
Ruth Kalunde		MCF			Moi University - Mathematics		5

Samuel Ekim		MCF			Limuru Agricultural Youth Center 2 nd year in agriculture		15
Samuel Nyoike		MCF			Kimathi University		5
Saphia Ibrahim	Best teacher in CRE in Machakos District 3 years in a row 2009 – 2011	MCF			Germany student nursing		17
Stephen Mutunga		MCF		Football	Kenya Medical Training College – 3 rd year laboratory		9
Stephen Ndewa		MCF			Kenya Methodist University – Education – Literature		15
Stephen Wambua	Diploma in Management	MCF		Football	Kenya Institute of Management		9
Timothy Nyiro		MCF	Represent MCF in overseas mission trip 2009/ 2010	Acrobats	Daystar University – Community development 2 nd year student		7
Titus Kilonzo		MCF			Maseno University		9

Victor Meleka		MCF			Jomo Kenyatta University		5
Victor Agweyo		MCF & Strathmore university			Strathmore University		5
Virginia Maribe		MCF		Former chairlady for Environmental club in MCF for 4 years. Represent MCF in climate change conference	Germany studying nursing		12
Velma Anguka	Diploma in Nursing	MCF			Kenya Medical Training college – 1 st year student		8
Faith Nduku	Diploma in clinical medicine and surgery	MCF			Kenya Medical Training college – 1 st year student		7
Justus Ekai Ariton		MCF			Kenya Medical Training college		6 months
Faith Ndambuki		MCF			Amboseli Institute – Food production 1 st semester		6
Veronica Mwikali		MCF	Represented MCF in overseas mission in 2010	Good song leader	Kenya Institute of Management – 1 st year		14
Veronica Mwende	Certificate in food production	MCF			Paragon college – 2012		11

Grace Mukulu		MCF			Kenya Institute of Management – 1 st year		15
Pauline Wambui		MCF			Limuru Agricultural Youth Center – 1 st year		16
Grace Aoko		MCF			Kenya Institute of Social work		13
Jackson Emlango		MCF			Ramogi institute		12

Appendix E Letter to the beneficiaries participating in questionnaires



The attached questionnaires are part of a study on excellence in Kenya, being done through the Friedrich-Alexander University Erlangen-Nuremburg, Germany.

Your willingness to participate in the study may help many people understand various factors on being successful, especially when coming from disadvantaged backgrounds. The study and its findings will be published with a number of copies for Mully Children's Family so that everyone can benefit from the findings.

We know that each person is gifted in some way, but what we want to look at are the factors that lead some to win awards and become very successful, as well as learn how to develop very complex learning processes.

Very often, however, they (potential award winners) are difficult to recognize and many remain undiscovered and not supported. With the following questionnaires it may become easier to identify who may be part of this group. (It should be mentioned that this testing tool is still in the testing phase).

We are requesting that you do the questionnaires as honestly and thoroughly as possible. The result will have no bearing on anything except in understanding and recognizing some factors that may be helpful in future.

The study in which MCF is participating has two parts.

1. Written questionnaires to be done by January 15th and returned to the MCF office January 15th.
2. Interviews at various locations in MCF with David Rempel and team between February 3rd and 9th. (The MCF office will make the arrangements for this and let you know where and when the interview will take place).

On behalf of the Friedrich Alexander University, Erlangen-Nuremburg I would like to express our gratitude for participating.

Best Regards,
David Rempel, M.A.,B.Ed.,B.A.

December, 2012

Dear MCF beneficiary,

Your name has been chosen for the study mentioned on the previous page.

To help in the study we would need you to choose 2-4 key people who personally helped you or were influential in your development in some way, especially in attaining awards if you attained some.

Please name the people and which position they had at MCF at the time of having an important input in your life.

Please print your full name here:

Key people of influence for you Family Name	Given Names	Position at time of influence	Time period of influence
1.			
2.			
3.			
4.			

After having decided on the names please briefly write why the above mentioned people had such a big influence on your development.

1. _____

2. _____

3. _____

4. _____

As soon as you are finished please hand in the filled out questionnaire to the MCF office.

Thank you again very much for participating,

Best Regards,

David Rempel, M.A.,B.Ed.,B.A.

Appendix F Questionnaire for Beneficiaries

Dear Pupils and former Pupils

On the following pages we would like to ask you a few questions. The questions are about school in general. Read these questions through thoroughly and please answer as honestly and accurately as you can. If you are not quite sure answer with the closest answer possible.

Since pupils can be very different, each of you will check off something else. There is no right or wrong answer. Please be sure that you do not omit any questions. If you are not sure of something please ask.

Your answers will not be shown to your teacher, or any other person besides those doing the study from the University.

Thank you very much for participating and enjoy!

First we need a few personal details.

Full Name: (First, Second, Last) _____

**Last School, college or University
you attended:** _____

Grade: _____ a b c d e _____

Semester: _____

Sex: Male Female

Month of Birth: _____

Birth Year: _____

Which profession or trade do you hope to work in? (You may answer more than one)

Which marks did you have in your last report in the last report card

Swahili: _____

English: _____

Maths: _____

Sciences : _____ (which science if applicable _____)

Economics: _____

**Are you part of a minority in
Kenia?** Yes No

Were your parents literate?

Yes , both parents

No, both parents are/were not

One parent is literate one not

In your spare time do you speak mainly a language other than Swahili or English?

Yes It is _____

No

Full NAME:

How accurate is the following statement for you? Please check the appropriate box.

	Not at all true	Not true	Partially not true	Partially true	true	Completely true
I feel good in Kenya						

Which preconditions do you have for school and studying?

In the following you will find many statements. Each of the statements can be more or less true for you. Please check one box per statement according to what is most accurate for you.	Not true at all	Not true	Partially not true	Partially true	true	fully true
1. My family spends more money for my education than other families.	☐	☐	☐	☐	☐	☐
2. Almost everyone I know thinks studying is very important.	☐	☐	☐	☐	☐	☐
3. MCF spends more money on my education than most people I know.	☐	☐	☐	☐	☐	☐
4. I get tips and support for my studies when I need them.	☐	☐	☐	☐	☐	☐
5. I use the conditions I am given for studying to the fullest possibility.	☐	☐	☐	☐	☐	☐
6. The good school instruction I have received plays a large role in myself being able to achieve high goals.	☐	☐	☐	☐	☐	☐
7. I am physically fit, so that I have endurance to be able to study for long periods of time.	☐	☐	☐	☐	☐	☐
8. The excellent knowledge I have received in the past helps me in my studies today.	☐	☐	☐	☐	☐	☐
9. I always know what I need to be studying for school.	☐	☐	☐	☐	☐	☐
10. I have already gained many experiences that help me to study effectively.	☐	☐	☐	☐	☐	☐
11. I concentrate on my studies for school.	☐	☐	☐	☐	☐	☐
12. My family has enough money for my schooling.	☐	☐	☐	☐	☐	☐
13. MCF has enough money for my schooling.	☐	☐	☐	☐	☐	☐
14. I know a lot of people who find studying very important.	☐	☐	☐	☐	☐	☐
15. I know from where I can get studying tips and support at any time.	☐	☐	☐	☐	☐	☐
16. I have very good studying conditions for school.	☐	☐	☐	☐	☐	☐
17. I have good school instruction in all my subjects at school.	☐	☐	☐	☐	☐	☐

	Not true at all	not true	Partially not true	Partially true	true	Fully true
18. I know a lot of studying strategies.	☐	☐	☐	☐	☐	☐
19. I always know what my next learning goal is.	☐	☐	☐	☐	☐	☐
20. Through my own experience I know how to study effectively.	☐	☐	☐	☐	☐	☐
21. I can always focus on my studies for school.	☐	☐	☐	☐	☐	☐
22. My family spends money so that I can improve my academic performance.	☐	☐	☐	☐	☐	☐
23. I know a lot of people who think that one should always be improving one's academic performance.	☐	☐	☐	☐	☐	☐
24. Other people give me good advice how to improve my school performance.	☐	☐	☐	☐	☐	☐
25. The good learning conditions that I enjoy, help me to improve my academic performance continuously.	☐	☐	☐	☐	☐	☐
26. The good lessons I receive assist me to increase my academic performance.	☐	☐	☐	☐	☐	☐
27. I can study for long periods of time without getting tired, if I want to improve myself at school.	☐	☐	☐	☐	☐	☐
28. I know exactly how to prepare myself for my lessons, so that I can improve my performance.	☐	☐	☐	☐	☐	☐
29. I have made the goal to continuously improve myself at school..	☐	☐	☐	☐	☐	☐
30. I know from my own experience that I can improve my scholastic performance.	☐	☐	☐	☐	☐	☐
31. I am focused on improving my scholastic performance.	☐	☐	☐	☐	☐	☐
32. My family spends money on me so that I can be one of the best at school.	☐	☐	☐	☐	☐	☐
33. I know a lot of people for whom it is important to be one of the best at school.	☐	☐	☐	☐	☐	☐
34. MCF spends enough money on me so that I can be the best at school.	☐	☐	☐	☐	☐	☐
35. Other people give me advice how I can become one of the best performers at school.	☐	☐	☐	☐	☐	☐
36. Through my good learning environment I can be part of the top of class academically.	☐	☐	☐	☐	☐	☐
37. My class instruction is so good, that I can be one of the best in the school.	☐	☐	☐	☐	☐	☐
38. I am so physically fit that I can concentrate on the difficult school material for long periods of time.	☐	☐	☐	☐	☐	☐
39. If I use all of my studying and learning techniques, I will be one of the best in the school.	☐	☐	☐	☐	☐	☐

Full NAME:

	Not at all true	Not true	Partially not true	Partially true	true	Fully true
40. It is my goal to become one of the best at school.	☐	☐	☐	☐	☐	☐
41. I have a lot of experience that I use to achieve good performance at school.	☐	☐	☐	☐	☐	☐
42. I can try to become one of the best at school without experiencing distractions.	☐	☐	☐	☐	☐	☐
43. My family spends money so that my learning and studying environment is good.	☐	☐	☐	☐	☐	☐
44. MCF spends money so that my learning and studying environment is good.	☐	☐	☐	☐	☐	☐
45. I know a lot of people who value a good learning environment.	☐	☐	☐	☐	☐	☐
46. I get good tips from others on how to improve my learning and studying environment.	☐	☐	☐	☐	☐	☐
47. I have a very good studying environment for school, both at home and in my neighborhood.	☐	☐	☐	☐	☐	☐
48. In my lessons I am taught how to study more effectively.	☐	☐	☐	☐	☐	☐
49. When I study for school I feel physically fit.	☐	☐	☐	☐	☐	☐
50. I know where and when I can study the best.	☐	☐	☐	☐	☐	☐
51. I plan when, how and where I study.	☐	☐	☐	☐	☐	☐
52. I have made some good experiences as to where, when and how I can best study.	☐	☐	☐	☐	☐	☐
53. In my everyday life there is nothing that distracts me from my studies.	☐	☐	☐	☐	☐	☐

How strongly do you believe in yourself?

In the below boxes you will find opposite statements. Please read both of them. Then decide which statement fits you better and how strongly. Put an "x" on the appropriate number.

Example:

I like to play outside. ☐ ☒ ☐ ☐ ☐ ☐ 1 2 3 4 5 6	I don't like to play outside.
---	---

In the example the pupil prefers to play outside, but at times likes to play inside, therefore he marked the number 2.

Let's start!

54. I **believe** I am generally gifted for school.

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

I **doubt** if I am gifted for school.

55. I am **not sure** if I am good enough to be successful in school.

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

I am **sure** that I am good enough to become successful in school.

56. I **don't really have** a lot of **faith** in my abilities for school.

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

I **have full faith** in my abilities for school.

57. When I get new material to learn, I am **usually able** to understand it.

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

When I get new material to learn, I often think that I **may not be able** to understand it..

What is like when things don't work out sometimes?

In the following you find a number of statements. Each of these statements can be more or less true. Please check a box for each of the statements according to what is most accurate.

	Absolutely not true	Not true	Not really true	Partially true	true	Fully true
58. If I can't do something, I try even harder the next time.	☐	☐	☐	☐	☐	☐
59. If I say something incorrectly, the rest of the lesson is ruined for me.	☐	☐	☐	☐	☐	☐
60. If I can't do something, I realize that I have to prepare myself better.	☐	☐	☐	☐	☐	☐
61. If I do something wrong, there are no effects whether or not I will enjoy future lessons.	☐	☐	☐	☐	☐	☐
62. If I make mistakes, I try to improve myself specifically.	☐	☐	☐	☐	☐	☐
63. If I make a mistake, the lessons are still enjoyable for me.	☐	☐	☐	☐	☐	☐
64. If I make a mistake, I know that I will have to try harder next time.	☐	☐	☐	☐	☐	☐
65. If I can't do something, I enjoy the lessons just as much in future.	☐	☐	☐	☐	☐	☐
66. If I make a mistake, I try to understand the gaps that caused the mistake.	☐	☐	☐	☐	☐	☐
67. If I can't solve a problem, I am not motivated the next time.	☐	☐	☐	☐	☐	☐
68. If I can't solve a problem, it helps me to know where I can improve myself.	☐	☐	☐	☐	☐	☐
69. If I make a mistake, I don't enjoy my classes afterwards.	☐	☐	☐	☐	☐	☐
70. If I can't solve a problem, I practice exactly this type of problems.	☐	☐	☐	☐	☐	☐
71. If I don't understand something, I still am interested in continuing in the lessons.	☐	☐	☐	☐	☐	☐

What is it like, when you think about school?

In the following you will read a number of statements. Each of these statements can fit to you more or less. Please mark each of the statements, according to how well the statement fits to you.

	Absolutel y not true	Not true	Not really true	Partially true	true	Completel y true
72. When I think about school, I am afraid, that my parents will be disappointed in me, because I perform so poorly.	☐	☐	☐	☐	☐	☐
73. When I think about my marks at school I am afraid that Daddy Mully will be disappointed in me.	☐	☐	☐	☐	☐	☐
74. When I think about school, I am afraid that my classmates will laugh about me because I am so bad.	☐	☐	☐	☐	☐	☐
75. When I think about school, I am afraid that my teacher won't like me, because I am so bad.	☐	☐	☐	☐	☐	☐
76. When I think about school, I am afraid that I will get bad marks.	☐	☐	☐	☐	☐	☐
77. When I think about school, I am afraid, that my teacher will notice that I don't know something.	☐	☐	☐	☐	☐	☐
78. When I think about school, I am afraid that my parents will scold me because I am so bad.	☐	☐	☐	☐	☐	☐

What do you think about the following statements?

IN the following you will find a number of statements. Each of these statements can be more or less true for you. Please mark the appropriate box for each according to how it fits for you.

	Absolutel y not true	Not true	Not really true	Partially true	true	Completel y true
79. If I can do something, I never forget it.	☐	☐	☐	☐	☐	☐
80. Sometimes I can no longer do things that I could do at one time.	☐	☐	☐	☐	☐	☐
81. It is my responsibility to improve my skills.	☐	☐	☐	☐	☐	☐
82. Once I understand how to do something, I can also do it in the future.	☐	☐	☐	☐	☐	☐
83. I can improve my skills.	☐	☐	☐	☐	☐	☐
84. Once I can do something then I can do it for good.	☐	☐	☐	☐	☐	☐
85. To learn something new and improve my skills is difficult for me.	☐	☐	☐	☐	☐	☐
86. Once I have a skill it is permanent.	☐	☐	☐	☐	☐	☐

87. I am always able to learn something new.	☐	☐	☐	☐	☐	☐
88. My abilities have not reached their potential; I can always learn more and improve my abilities.	☐	☐	☐	☐	☐	☐
89. I can't change that there are somethings that I just can't do.	☐	☐	☐	☐	☐	☐
90. Everything that I can do, I can also forget at some point.	☐	☐	☐	☐	☐	☐

Thank you for your participation!

Appendix G Reliability Results of QELC Beneficiaries

	Reliability all n 232	reliability 95 all n134	reliability 95 plus awards
OKO 1 mcf	0,214	0,231	0,439
OKO 2	0,425	0,478	0,489
OKO 3 mcf	-0,051	-0,086	0,165
KULT 1 mcf	0,516	0,573	0,634
Kult 2	0,546	0,585	0,637
if take F12	0,623	0,65	
Kult 3 MCF	0,323	0,376	0,456
Soz 1	0,41	0,398	0,22
Infra 1	0,473	0,411	0,381
Did 1	0,371	0,49	0,526
if take F45	0,614	0,671	0,683
Org 1	0,629	0,626	0,532
Akt 1	0,689	0,719	0,61
if take F47	0,697	0,74	0,698
Tel 1	0,53	0,565	0,148
Epis 1	0,654	0,657	0,504
Atten 1	0,569	0,606	0,401
SV 1	-0,441	-0,433	-0,845
MB 1	0,594	0,653	0,735
A 1	0,882	0,876	0,902
if take out			
MCF	0,889	0,847	0,873
A2	0,854	0,887	0,88
IT	0,579	0,63	0,585
		0,655 if t/o F76	0,678 if take out F86

Appendix H Interview Questions for Beneficiaries

MCF Questions for award winners

Questions regarding the factors determining the intellectual factors

1. *What subjects and or clubs in school do feel led to your excellence?*
2. *How did you come to learn to be disciplined in your studies?*
3. *When did you discover you field of excellence?*
4. *How was this area of excellence fostered and supported in your mind?*
5. *How is support given to those who show potential*

Questions regarding the factors determining the creative factors

6. *What role did the extra-curricular activities play in your development?*
7. *Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?*

Questions regarding the factors determining the social factors

8. *MCF is a very large family, what kind of support and encouragement did you get?*
9. *What role do the dorm “parents” play in the development of the individual?*

Questions regarding the factors determining the perceptual factors

PHYSICAL

Questions regarding the factors determining Muscular factors

10. *Physical fitness is an important factor for the beneficiaries, how did sports affect your development?*
11. *What was the benefit of the sports you had to do?*

ENVIRONMENTAL CONTROL

Questions regarding the factors determining Physical factors

12. *How were the physical conditions of MCF beneficial for your development?*
13. *Compared to the situation in which you were before you came to MCF, describe the physical differences?*
14. *How is/was MCF more beneficial for your development than the area in which you grew up in?*

Questions regarding the factors determining Cultural factors

15. *What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?*
16. *How did growing up multi-tribal help you to be able to focus*
17. *Do you notice any differences in the tribes and clans represented at MCF?*

Questions regarding the factors determining Social, familial factors

18. *What role did “Daddy” Mulli play in your personal development?*
19. *How specifically did he encourage you?*
20. *Who are the other MCF family members who were big a large encouragement to you?*
21. *What did this encouragement look like for you?*
22. *Did your biological family play a role in your development? If so who and how specifically?*
23. *Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?*

I came when I was four years, I found big brothers, especially girls were carrying, and they took care of me
24. *What did this encouragement and support look like?*

Questions regarding the factors determining Teachers and Mentors influence

25. *Who were the teachers who were most influential in your area of success?*
26. *What did they do specifically that helped you the most?*
27. *MCF has a mentoring program in place. Did your mentors play an important role in your development?*
28. *How did they help you specifically?*

Questions regarding the factors determining Goal Setting factors

29. *Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?*
- One goal that I have is to be a surgeon and also to be stable enough to help my family*
- Because it requires high grades, and this makes me work very hard*
30. *Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?*
31. *What impact do you think this had on your achievements?*

Provisions

Questions regarding the factors determining Enrichment factors

32. *What kind of enrichment activities did you receive for your area of excellence?*
33. *How much time did you spend on this area of excellence beyond what others were able to spend?*
34. *What were the conditions and requirements that allowed you to enter into an enrichment program to enable you to focus on your area of excellence?*

Appendix I Interview Questions for People in the shadows

MCF Questions for people in the shadows (of those who have received awards of excellence)

The factors determining

MENTAL

Questions regarding the intellectual factors

1. How do you determine who should take special exams / or enter competitions
2. How is support given to those who show potential
3. How is the potential shown determined

Questions regarding the creative factors

4. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?
5. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

Questions regarding the social factors

6. MCF is a very large family, how is the social setting used to positively encourage excellence?
7. What role do the dorm "parents" play in the development of the individual?

Questions regarding the perceptual factors (muscular)

8. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
9. What correlation between physical fitness and academic excellence has been found? If any?

Questions regarding the physical ENVIRONMENTAL CONTROL

10. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartan, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?

Questions regarding the Cultural factors

11. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

Questions regarding Social, familial factors

12. Parents usually play a very important role in the development of the child. In the case of MCF, most are orphans or have been abandoned. What does the parental care at MCF look like practically in the sense of regular encouragement and formation, when there are often hundreds in a specific home?
13. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?
14. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?

Questions regarding the role Teachers and Mentors

15. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?

Questions for people in community

1. *Please explain why you feel the Children at MCF are doing so well and why some have become so successful?*
2. *MCF is a very large family, how is the social setting used to positively encourage excellence?*
3. *What role do the dorm “parents” play in the development of the individual?*
4. *Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?*
5. *What correlation between physical fitness and academic excellence has been found? IF any?*
6. *Compare how the children live at MCF with how they live in the community, what are the differences?*
7. *The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?*
8. *How has the above affected the community?*
9. *Parents usually play a very important role in the development of the child. In the case of MCF, most are orphans or have been abandoned. What does the parental care at MCF look like practically in the sense of regular encouragement and formation, when there are often hundreds in a specific home?*

- 10. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?*
- 11. Have you seen families in the community affected positively through MCF? How?*
- 12. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?*
- 13. How have the teachers that are provided by MCF in the community school impacted the community children*

Appendix J Checklist for People in the shadows

Dear Teaching Professional, Pastor, Social Worker
and/or counselor

The Gifted are people, who most likely can successfully develop very complex learning processes. Very often, however, they are difficult to recognize and many remain undiscovered and not supported. With the following checklist it will become easier to identify who may be part of this group. (It should be mentioned that this testing tool is still in the testing phase). We are requesting that you evaluate a few statements for the students (or former students) that you have been given on the list:

- Applies completely
- Partially applies
- Does not apply

Even if you are not completely sure, we request you to decide for one of the categories.

Please write the full name of the person you are evaluating here:

	Applies completely	Partially applies	Does not apply
1. The pupil lives in a social environment in which studying and education is valued very highly	☐	☐	☐
2. The pupil has easy access to numerous high quality learning opportunities (Libraries, books at home and educational centers).	☐	☐	☐
3. The social environment of the pupil has been supported with personal engagement of others (being brought to special trainings, studying together with adults or other mentors, talks with teachers etc.)	☐	☐	☐
4. Economical support was provided for the pupil whenever needed (from MCF)	☐	☐	☐
5. The pupil has the physical requirements to be able to successfully manage challenging learning processes.	☐	☐	☐
6. The pupil can endure a great amount regarding study requirements for school	☐	☐	☐
7. The pupil has an above average ability to communicate written and/or orally	☐	☐	☐
8. The pupil is able to make very complex logical conclusions	☐	☐	☐
9. The pupil sets very high learning goals and is highly motivated.	☐	☐	☐
10. The pupil is highly interested in at least one area.	☐	☐	☐
11. The pupil has above average competencies in at least one subject area	☐	☐	☐
12. The pupil has effective learning and studying strategies.	☐	☐	☐
13. The pupil has enough time capacity and opportunities to come to understand a new area of learning.	☐	☐	☐
14. When the pupil is studying or learning a new competency, the pupil is highly concentrated	☐	☐	☐

Appendix K Transcripts Beneficiaries Interviews

The interviews have only been partially transcribed according to the usefulness for this study. Each transcription uses the first English name of the participant, and if it is necessary a second initial if they carry the same name. The following were interviewed:

1. Amos
2. Benedict
3. Bernard
4. Boniface K
5. Boniface N
6. Christine N
7. Christine M N.
8. Daniel
9. David
10. Dickens
11. Dominic
12. Dorcas
13. Dorris
14. Eiba
15. Elias K
16. Elizabeth
17. Emmanuel
18. Everliste
19. Faith M
20. Faith N
21. Fidelis
22. Francis
23. Jacita
24. Jackson
25. Joseph N
26. Joseph W.
27. Ken
28. Lilia
29. Margaret
30. Maureen
31. Mercy
32. Mutua
33. Mutunga
34. Nichilos
35. Pauline
36. Peter
37. Samuel
38. Stella

1. Amos

February 8, 2013

MCF Questions for award winners

For PhD David Rempel

1. What subjects and or clubs in school do feel led to your excellence?
Maths, Bio, Chem, Business, B+, A-, A, b+
Soccer, Basketball
Karate - award
2. How did you come to learn to be disciplined in your studies?
A lot of consultation with the senior beneficiaries
If something is difficult I do more
3. When did you discover your field of excellence?
When I joined grade 11, we elect the subjects
4. How was this area of excellence fostered and supported in your mind?
Organization of symposiums pays for literature books, provision of books and stationary
Program is very varied
5. How is support given to those who show potential
6. What role did the extra-curricular activities play in your development?
They refresh my mind, for school
7. MCF is a very large family, what kind of support and encouragement did you get?
I work hard to life,...form groups and they help
8. What role do the dorm "parents" play in the development of the individual?
The teachers extend during the devotion; help us how to live a good life, social workers help us to talk about private problems
9. What was the benefit of the sports you had to do?
I would like to one day be a soccer or basketball player
10. Compared to the situation in which you were before you came to MCF, describe the physical differences?
The buildings are very different, I come from the western part, they are built of mud, the people are not so friendly
11. How is/was MCF more beneficial for your development than the area in which you grew up in?
This motivates me and makes me work hard in school, so that I can bring a change back home and become a model to create the same
12. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
Back at home we were neighbors between tribes, but here we came to understand that we can interact with one another and peace is possible
13. Did your biological family play a role in your development? If so who and how specifically?
Just advice and good luck wishes
14. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?

I came when I was four years, I found big brothers, especially girls were carrying, and they took care of me

15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

*One goal that I have is to be a surgeon and also to be stable enough to help my family
Because it requires high grades, and this makes me work very hard*

2. Benedict

February 6, 2012

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Biology, chemistry, English CLUBS – Karate, acrobatics, Environmental
2nd best class in Chemistry in District*
2. How did you come to learn to be disciplined in your studies?
*Through mentors, people who contributed, DAD and also MUM they use to talk to us a lot
about discipline to be successful, MR TOM day to day life (lower primary)
Tom showed us everything by example*
3. When did you discover your field of excellence?
*Grade 5 I used to love science, the best part was about living things with dream of becoming
a doctor*
4. How was this area of excellence fostered and supported in your mind?
*Because the first thing I was talked to about the importance of education and through this
opportunity I learned to be hard working and saw my improvement in the studies and the
opportunity to study and concentrate and contributed a lot to my dream*
5. How is support given to those who show potential
*After completing grade 12 I was offered the chance to teach Chemistry and biology to my
brothers and sisters which has helped me to develop and the support in everything that I do. I
am always encouraged. Dad is always encouraging me to pursue that dream*
6. What role did the extra-curricular activities play in your development?
*Karate taught me to keep time and acrobatics taught me about Unity and depending on
others, you must trust one another and be able to trust other people knowing that I cannot
do anything on my own
They have helped me to be healthy, and I cannot remember getting ill since grade 9*
7. Have you been able to see a correlation between the creativity and the achievement of
excellence? If so what was it?
*The sports and the clubs environmental club showed me that I could be a potential leader in
everything that I did, the sports refreshed my mind*
8. MCF is a very large family, what kind of support and encouragement did you get?
*Because they (other beneficiaries) are the most immediate people in my life, they are the first
at hand, they also have a solution, have different background and experiences and help me
through them
Have always been there to tell me when I go wrong to correct me
Those who have been before me, some of them introduced me to these clubs*
9. Compared to the situation in which you were before you came to MCF, describe the physical
differences?

At home it was hostile, the people were not friendly and were not supportive, I felt like I was not fit to be alive, every place you go, people tell you can succeed, you have to do this or that to succeed

The structure was a small hut thatched with grass and mud walled with sticks; here it is evident permanent, stone, no furniture back home

10. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

First of all I am a Kamba, when I came I did not find people speaking Kamba, that made me realize MCF is a place of many tribes, all get assistance, they encourage us to communicate in these two languages we are one tribe of GOD, living without discrimination

11. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

I want to help people I don't even know one day, every person is valuable, I want to help needy people no matter what background they have, and make all the people understand even all people with challenges are worth the same

12. Who are the other MCF family members who were big a large encouragement to you?

13. What did this encouragement look like for you?

Before I could believe in myself I was encouraged that MCF is really good and will not be taken advantage of later

14. Did your biological family play a role in your development? If so who and how specifically?

My parents had separated but through MCF came together again, encouraged me to respect Mum and Dad and show that they are also my parents, encourage me to work hard to change the situation at home

Goal Setting

15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

When I came we always had guiding and counseling sessions always reminded me and encouraged me this is how and remember – and live as a doctor, I have lived like a doctor, have a dispensary and ask how doctors are to live

16. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

Success Ideas?

To be successful you have to have a success figure, role model, in grade 6 I read Ben Carsons book, gift of dance, since that time my goal of becoming a doctor. I always see him hard working.

3. Bernard O.

February 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Physics A, Maths A, Chemistry A
Environmental, Athletics (Position 1, 2,) In Environmental club awards
2. How did you come to learn to be disciplined in your studies?
Senior beneficiaries and copy how they were, like Benedict
3. When did you discover your field of excellence?
Because I want to become an engineer I must work hard
4. How was this area of excellence fostered and supported in your mind?
My friend who finished grade 12 last year, he helped me to solve them
Working hard
5. How is support given to those who show potential
6. What role did the extra-curricular activities play in your development?
In the environment, it helped me in geography that I understand better and in athletics, after 4 my mind is very tired, so I go to the field to get some exercise
7. How were the physical conditions of MCF beneficial for your development?
Here it is cool because of the micro climate, back home it was in the middle
Back at home it was traditional house made of mud and feces of cow and grass and here it is modernized houses
8. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
The different ways of life and living you share the way you are living you can learn from each culture on how to live
It helped me, since there are some things that are better in other cultures and I accepted them and could pass on from mine too
9. Did your biological family play a role in your development? If so who and how specifically?
My mum and dad they only reached grade 8, and they encouraged me to work very hard
10. MCF has a mentoring program in place. Did your mentors play an important role in your development?
Some teachers are former beneficiaries
11. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
Through the seminars from university students how they achieved what they did and what they had to do
12. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
13. What impact do you think this had on your achievements?
To become an engineer must work extra hard and must socialize with people

What did you do to become successful?

You must be obedient, must respect the elders as well as the younger people, must work extra hard in class and be God fearing, be prayerful, anything without prayer will not succeed.

Must have a dream

Must be focused, you cannot live without being focused

4. Boniface K.

February 8, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Chemistry, Physics, Geography b+,A,A
Volleyball,
I have been doing well in class
2. How did you come to learn to be disciplined in your studies?
I use my own time, I read, and study
Extend my time to 11 or 12, sometimes I wake up at 4 to study
3. When did you discover your field of excellence?
In those subjects I do not struggle
4. How was this area of excellence fostered and supported in your mind?
All of us know that when you do well you do well in life
5. How is support given to those who show potential
6. What role did the extra-curricular activities play in your development?
Volleyball helps me to refresh my mind
I like to sing, when I am down I just sing and this picks me up
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
8. MCF is a very large family, what kind of support and encouragement did you get?
There have been so many people; it may seem life is so hard. Our pastor Mulinge helps us so much..When we are down our management helps us
The teachers stand with us when we are doing poorly
At MCF we live in helping one another
A friend who has been through University and he has been helping me so much
9. What was the benefit of the sports you had to do?
After refreshing your mind, the activity encourages and then volleyball we play outside and then there are competitions and we get certificates for doing well and this helps later in getting a job
10. Compared to the situation in which you were before you came to MCF, describe the physical differences?
I am from a poor family, our house is not that well
At our home we don't have a river....It is easy to grow the trees
Here is there is micro climate and the trees...The houses are brick
Our homes are thatched and the furniture just local furniture
11. How is/was MCF more beneficial for your development than the area in which you grew up in?

When I am here there no issues with food, soap, even if I am a student here I know I will be supplied...MCF provides everything that is needed to learn

12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

Since I came to this place I have seen every tribe here, MCF has acted as a bridge to bring these people together, and we live as brothers and sisters

Different tribes take things in different ways, I learned more from the other tribes and how they excel in their lives and we encourage one another, we will take life challenges

13. Did your biological family play a role in your development? If so who and how specifically?
No

14. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?

My pastor Mulinge, when I was in grade 9 and he encouraged me so much, up to now I am still standing in my faith, whenever Festus (at Uni) academics I was down in grade 10 he encouraged me so much, from there I was able to get so good grades

Goal Setting

15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

When I finish grade 12 I hope to pass very well and want to go to banking with business, I will earning a lot then I will go back and help my people

I have my role models he has made it, he is studying in University and I know that I can even do the same and even greater heights

5. Boniface N.

February 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

Geography and Swahili, English, Maths, Phsyics, Business b

Acrobats and Football

Awards – primary finished grade 8

2. How did you come to learn to be disciplined in your studies?

Before I was not so good, but I had a teacher, Mr Gywumba he helped me so much

He gave me good guidance...He gave advice, as I grew older I came to know understand the advice. Through the clubs like acrobats it requires one to be disciplined to perform the best so it shaped me.

3. When did you discover you field of excellence?

Business and Geography in clubs...

4. How was this area of excellence fostered and supported in your mind?

Has provided all the welfare, are taught about various through external people

5. How is support given to those who show potential

*I am given support for acrobats, we can organize for sports we play, when there are meetings are allowed to perform and in school are given encouragement to continue in the same
Provide good preparation*

6. What role did the extra-curricular activities play in your development?

Through that you learn new discipline can also teach to people

Football could get to a club where the skills are developed can teach others or support others

7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

After I did the acrobatics my mind is reset for studying

8. MCF is a very large family, what kind of support and encouragement did you get?

When Ben comes to train us, he tells us not to give up and encourages us to get assistance

9. What role do the dorm “parents” play in the development of the individual?

10. How were the physical conditions of MCF beneficial for your development?

Here there is protection, I am cared for, and back at home if you got sick, you would not get medication, are given chances to explore yourself, you get support to develop

11. Compared to the situation in which you were before you came to MCF, describe the physical differences?

It is cooler here and it conducive for studying doing exercise and relaxing

12. How is/was MCF more beneficial for your development than the area in which you grew up in?

13. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

Since I have seen many people welcomed the same way you are treated with a humble heart, then you are given the word of God to show that you are the same as all people, when ever new people come in you treat them the same

14. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

Because these are people of different tribes and races, due to the interaction you share many things you learn from them and they learn from you and the challenges you get you are able to move on through their support

15. Did your biological family play a role in your development? If so who and how specifically?

My father was here, but he couldn't support us, they would say work hard in school

16. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?

Ben has grown here, even if he felt the same issues, and says don't be discouraged, keep on going

17. What did this encouragement and support look like?

18. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

I would never have been able to do what I do...

Since I started getting interested in some things, open all the mind and opportunities

19. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

Through the help of all the people here and in believing in myself and not giving up when things are not the right way. You just push and push and accepting that God is the only who can do everything for you.

6. Christine Nd

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Swahili, Engl, Bio, CRE – B+ (A-, B+, A, B-)
Drama, Football
2. How did you come to learn to be disciplined in your studies?
I read hard, obey my teachers and do the assignments given ...Stay focused and concentrate, if I don't understand I go to the teachers
3. When did you discover your field of excellence?
4. How was this area of excellence fostered and supported in your mind?
Encouragement to work hard
5. How is support given to those who show potential?
6. What role did the extra-curricular activities play in your development?
Drama helps me because I want to be a journalist because I want to stand in front of people
7. MCF is a very large family, what kind of support and encouragement did you get?
We live with each other if they have something I don't have we live as a family
8. What role do the dorm "parents" play in the development of the individual?
Social workers encourage me to put more effort in my studies so I can help my sisters and brothers at home
9. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
10. What was the benefit of the sports you had to do?
It makes me to be fresh when I join class again so that I can continue with my studies
11. Compared to the situation in which you were before you came to MCF, describe the physical differences?
I come from Nairobi Kibera, there are many people and the environment is different than this people are congested and pay rent and electricity, if you don't have money you cannot get anything...There are trees where I can rest and get fresh air
12. How is/was MCF more beneficial for your development than the area in which you grew up in?
13. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
It has helped me to understand different cultures of people, encouraging others with life

14. Did your biological family play a role in your development? If so who and how specifically?
My sister always tells me that I must work hard in education
15. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Mostly teachers – always tell me that I must work hard and be prayerful to achieve my goals
16. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
I want to be a journalist, helps to focus in working hard in English and Swahili so that I can become successful

The encouragement from the teachers when I remember the past, the teachers tell me to focus on my dreams

7. Christine M N

10, Feb, 2013

1. What subjects and or clubs in school do feel led to your excellence?
*Chemistry and business A-, B
Environmental Club
We had a conference after form 4 in Matua*
2. How did you come to learn to be disciplined in your studies?
*I was working hard, listening to teachers and to the older beneficiaries, and Daddy Mulli
I was spending more time, 2 hours each day. After preps I would extend by two hours, not sleeping*
3. When did you discover your field of excellence?
*Sociology, because I would like to work in an NGO
To interact with people, and also to learn from them as they learn from me*
4. How was this area of excellence fostered and supported in your mind?
5. How is support given to those who show potential
They make sure you get everything you need for success, now I am getting everything in my third year...I have gotten the last two years mean grade of B
6. What role did the extra-curricular activities play in your development?
The patron who was Kaleli encouraged me to work hard and be determined in everything that I do. They built me up and encouraged me as well and sometimes you do things and they are not working but they help you to try again
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
*Your mind relaxes and you can concentrate on something different and the things that you learned at school can circulate freely and can learn from other people
And can learn some values from other people*
8. MCF is a very large family, what kind of support and encouragement did you get?
It really encouraged me because sometimes you meet someone who tells you something about their background and you can see how he has transferred his or her life and when he or she can encourage and this acts as a motivation, you can recall that a teacher has told you

can make it ...And from Daddy comes to tell you work, he is an inspiration, to be patient and to have a golden heart

9. What role do the dorm “parents” play in the development of the individual?
Like pastors like Pastor Josiah really encouraged me in the devotion, he taught morals and the social workers like MR tom encouraged me to work hard
10. How were the physical conditions of MCF beneficial for your development?
11. Compared to the situation in which you were before you came to MCF, describe the physical differences? *MCF has a lot of very smart buildings, more trees, they are not as good as MCF*
12. How is/was MCF more beneficial for your development than the area in which you grew up in?
13. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
You learn from them and appreciate different cultures and learn to appreciate one another, you come to appreciate the way they are
14. How did growing up multi-tribal help you to be able to focus
15. Did your biological family play a role in your development? If so who and how specifically?
My sister and my dad, even up to day, sometimes he calls me and encourages me, and when I go home he tells me to work hard since it is the key to success
16. MCF has a mentoring program in place. Did your mentors play an important role in your development?
17. How did they help you specifically?
18. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
19. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
Through the teachings and the financial support I manage to set goals, I would like to be a great person in the future...By ensuring that I am OK in terms of finance care and support, medicine
20. What impact do you think this had on your achievements?
21. What were the conditions and requirements that allowed you to enter into an enrichment program to enable you to focus on your area of excellence?

I would like to thank Daddy and his family and GOD they have helped me to achieve what I have and someone else who has encouraged me is my friend Mary who was always there for me and ensure when I needed a friend she is my best friend.

8. Daniel W.

February 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Maths B+ and Physics A, Football (Provincial Champs)
2. How did you come to learn to be disciplined in your studies?
Followed many examples from other beneficiaries
3. When did you discover your field of excellence?

*I came to know when I passed very well in primary and wanted to become an engineer
Grade 5 for football*

4. How was this area of excellence fostered and supported in your mind?
We are provided with everything that is required, get balls and there is coach, we have a football coach, and we encourage others.
5. How is support given to those who show potential
Each club is supported and provided with uniforms and are sent on tournaments, taken all the way to the national levels
6. What role did the extra-curricular activities play in your development?
When I am injured there are good medications that is there, there is no possibility to leave the program
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
When you have read too much you need rest from education to refresh your mind
8. MCF is a very large family, what kind of support and encouragement did you get?
In Maths, Frederick told me that I could make it I have the ability, impacted in my life
9. What was the benefit of the sports you had to do?
We are able to interact with different people and schools and get to learn how others do
10. Compared to the situation in which you were before you came to MCF, describe the physical differences?
*Here it is more developed, there were not really trees, and roads were not so good
The housing here is good, ventilation is very good, the structures are very good*
11. How is/was MCF more beneficial for your development than the area in which you grew up in?
12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
*My father told me that I should somehow get to know the other groups
I understand the different lifestyles and how they function and what they do*
13. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
My maths teacher set goals with me, told how he set his goals, because he was good, he had to work so hard, after achieving his goals, he was no longer poor
14. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
Before I came I had no goals, I saw no chances, now I have goals
15. What impact do you think this had on your achievements?
I know that I have to achieve them and this helps

All the people I meet here motivate me, as well as the other people I meet through competitions in football.

9. David M.

February 8, 2013

MCF Questions for award winners

1. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
It made me refreshed
2. What was the benefit of the sports you had to do?
3. How were the physical conditions of MCF beneficial for your development?
They were much better than where I came from
4. How is/was MCF more beneficial for your development than the area in which you grew up in? *I had opportunities for school...*
5. What role did "Daddy" Mulli play in your personal development?
He gave me hope that I could make it too!
6. How specifically did he encourage you?
7. Who are the other MCF family members who were big a large encouragement to you?
The teachers and pastors really helped me not to give up
8. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Yes my best friend –he shared a room in secondary with me
9. What did this encouragement and support look like? *We gave each other hope*
Goal Setting
10. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
11. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
12. What impact do you think this had on your achievements?
We all had to make goals; Daddy encouraged us to dream and believed in us that we could make it

10. Dickens

February 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Biology A and Geography A- (Congratulations)
Environmental club, Karate club
2. How did you come to learn to be disciplined in your studies?
My background was pathetic, was strategic in making my personal timetable
I wake up at four, read a subject, extent my prep times and then go to sleep
3. When did you discover you field of excellence?
My mother is ill, so I want to be a doctor to be able to help my mother with AIDS
4. How was this area of excellence fostered and supported in your mind?

I am provided with reading and writing materials and place to sleep and spiritual nourishment and good teachers

5. How is support given to those who show potential
I have a mentor, what he does, he wakes up early, so that I then do the same and want to use my resources properly
6. What role did the extra-curricular activities play in your development?
Environmental club deals with planting and conserving and biology deals with animals and plants and I like planting trees and helped me to be more successful in biology
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
8. MCF is a very large family, what kind of support and encouragement did you get?

I have a talent in singing and Pastor Josiah encouraged me and they (other pastors) encourage me to use my talent

9. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
I also do Karate, when I come out from class I need to refresh myself and go back and my mind is well again
10. What was the benefit of the sports you had to do?
11. How were the physical conditions of MCF beneficial for your development?
12. Compared to the situation in which you were before you came to MCF, describe the physical differences?

At home I lived with my mother and three siblings we lacked food, I searched for food, we slept on thin mattresses, school was a problem. I lived in Rift Valley is very dry, many people have cut down trees for fire, water is a problem, here there is everything

13. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
When I came here I found many tribes that I have never talked to and started socializing with them, living with them in harmony, when I came different tribes welcomed me, A Kamba welcomed me

14. Did your biological family play a role in your development? If so who and how specifically?
My mother gives me advice and encourages me not to give up and my grandmother who encourages me

15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
Daddy Mully and career teachers help us to set them and teachers encourage me and I believe I can make it

16. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
Before I came I had lost hope

17. What impact do you think this had on your achievements?

I was told by my mother, opportunity comes once in a lifetime, since I have this chance now and this chance will never come again...I must take it.

11. Dominic K.

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Biology, chemistry, business CRE, History I read alone and understand very well, sometimes I able to understand better than the other subjects
Debate – in debate interested to improve my language and get new words, and able to speak with in confidence A average
2. How did you come to learn to be disciplined in your studies?
At MCF the first thing we do I take Dad as father and Mum as mum, we also have social workers, have role models and teachers, we have some other students who give good examples, groups and friends and I choose those who can help me academically
3. When did you discover you field of excellence?
At the end of form 2 we go to from 3 in form 1 and was not able to identify subjects I enjoyed, I was able to identify by doing well
4. How was this area of excellence fostered and supported in your mind?
5. How is support given to those who show potential
There are so many, in terms of academics we are able to approach our teachers if we have some problems we can consult and the same is true for the support
We are able to be in class all the time
Our education is not interfered by anything
6. What role did the extra-curricular activities play in your development?
For example in sports, football, when I am able to go to the field, we have time to practice and this helps us to build our body
Some of the debating club has helped we can say that educating is better one sex than others, than learn to understand various perspectives and come up with the answer that learn about more things
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
There is an advantage, for sports, if I am able to play well and be in practice am able to relax my mind, when I am in school, involved in books and reading, when I practice for one hour I am able to relax and able to read well
8. MCF is a very large family, what kind of support and encouragement did you get?
When I came most of the people they showed me good behavior, MCF is more concerned with Christianity, was able to be in a position a model . They gave me stories of people who were here before...And some brothers who are here and are now acting as teachers and be encouraged and see some them teaching us and some have gone so far and was able to know that this is MCF are not taking those children in order to pass time but get more educated They have done well and so I can do well as well
9. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

We are different tribes and was able to learn when people are here they were not discriminating people according to where they were coming from and are encouraged to love one another to everyone who is at MCF and are taken equally

10. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

In MCF we are able to learn being supplied with the electricity and encouraged to be in books and are able to do our preps...my goal is to become a doctor...More people who have passed through and have a role model...This helps me to try harder at school

11. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
12. What impact do you think this had on your achievements?
13. How did teachers help you specifically?

As we are here we all different people, if I am interested in that subject and with the help that I get from the teachers has helped me to improve.

12. Dorcas

10,February,2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

Business and Geography, Chemistry

Singing, Drama, Karate

A certificate in Maths and Science, Christian Union

2. How did you come to learn to be disciplined in your studies?

The good marks because of my hard work, I would go at 4 am and do revision, I took my free time to revise and I was very active and consult teachers, I went to those ahead of me in class 3 hours more than other classmates

3. When did you discover you field of excellence?

B.A. in Economics...It was hard to decide because at first I wanted to do Medicine it took me two years to think what I wanted to do, Medical camps, Feeding programs, I was socializing with people, and thought of a course that was similar, i.e. sociology and economics

4. How was this area of excellence fostered and supported in your mind?

5. How is support given to those who show potential

They make sure all my fees were paid in advance, in school we were sent to seminars, through encouragement from Daddy how we are doing, any problems that could be shared

6. What role did the extra-curricular activities play in your development?

They helped me in my attitude, I was able to develop patience and the heart to help people and got to be strong

7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

It has helped me now in school there are some times when you should have free time, how to use my free time, I can do something that builds me up and discover how to use it effectively

8. MCF is a very large family, what kind of support and encouragement did you get?

It is very important, when I came I did not know I would meet people from different tribes and kinds of people, you feel that you are not alone and a lot of people have gone through the same things, It has given me a lot of experience

9. What role do the dorm “parents” play in the development of the individual?
The person that I could credit was the matron would give us girls talks and she helped us to know what to do, this was very good because Mum didn’t always have time
10. What was the benefit of the sports you had to do?
I am physically fit and I am happy
11. How were the physical conditions of MCF beneficial for your development?
12. Compared to the situation in which you were before you came to MCF, describe the physical differences?
In MCF you feel at ease, it is green all the time and makes you feel cool, you are not scared, Our house was traditional, when it rained on our thatched roof it rained in
13. Did your biological family play a role in your development? If so who and how specifically?
Not at all
14. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
You found some of them could understand the Bible more than you, you could pray together They could give advice; we taught one another how to be patient with one another We shared with one another, everything...Learned forgiveness from one another
15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
16. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
MCF has helped me through career guidance and counseling, after form 4 we wrote what we wanted to do, and we could go through and see if it is still the same or if it changed, they if we changed we were asked why...It helps you to stay focused, once you know what you want to do, you do it directly

We used to go for outside competitions and through that we could go and see what and how other schools are doing, we could copy and come and do the same

Ask them how often they study and make it into a practice you can improve, the outings, they are very important, this helps them to expand knowledge, you can fill your head with more

13. Dorris M

10, Feb, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Business English and Swahili
Christian Union, Volleyball, Poetry*
2. How did you come to learn to be disciplined in your studies?
Working hard, I worked a bit more than others...With others discussions before class and during prep time
3. How is support given to those who show potential

With the provision with the resources of books, teachers and learning environment...

4. What role did the extra-curricular activities play in your development?
We used to plant a lot of trees, it is growing something, is like you take part in what is going to happen in the future, shade, food and shelter
5. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
The connection is in developing yourself in other areas helps you to acquire skills in other areas and know how to interact with others
6. MCF is a very large family, what kind of support and encouragement did you get?
It was amazing for me because, having been in a family where there was domestic violence, it is nice to be part of a family where there is so much love and care
7. What role do the dorm “parents” play in the development of the individual?
For the pastors it was with the evening devotions, the evening prayers, they helped me to know more about God, and the fact that we are here is by his mercies,...The teachers telling me that education is there for the future, which is why I keep on aiming for my goal
8. What was the benefit of the sports you had to do?
We used to play and for me it enable me to keep fit and playing with others, knowing how to coordinate and being a team player
9. Compared to the situation in which you were before you came to MCF, describe the physical differences?
Where I come from there are not so many trees, there are a lot more, the buildings are more done, the environment is good for learning and socializing and for interacting with others
10. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
Having been in such an environment we can all coexist together to make our country, we depend on one another, it enabled me to appreciate the other tribe and to know that I am myself cannot do it myself, there is that cohesion that is created
11. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
I had friends with whom we studied together, we used to have group discussion and when were given extracurricular activities and they would care for you and inform others when you were not feeling well and they need you to know that you can be aware
12. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
13. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
14. What impact do you think this had on your achievements?
*One of the goals was my education, I wanted to do business, finance major, now I want to be a real estate manager..Pursue my education and assist my family one day and my country
It helped me to be more focus and more determined and more encouraged to move on even when things were not really easy, you still have that motivation to go on and on*

Factors of Success: *One of the factors is God, so far he has been my Ebenezer, my rock, HE has led me through different challenges, and it is basically through HIM. I would like to thank HIM for everything*

14. Eiba

February 6, 2012 Eiba

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Biology, A Chemistry A-, Maths, B CRE, A Business B
Basketball, Netball, AWARDS – Games certificates*
2. How did you come to learn to be disciplined in your studies?
By following the rules ... When told to do something do right away... Following the examples from other people... Accepting correction
3. When did you discover your field of excellence?
Interest in those subjects and ability
4. How was this area of excellence fostered and supported in your mind?
Getting the best teachers, having the required books, refreshment and remedials
5. How is support given to those who show potential
6. What role did the extra-curricular activities play in your development?
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
After playing you feel relaxed the problem is somewhat solved and you understand some things better
8. MCF is a very large family, what kind of support and encouragement did you get?
Giving examples of others who have benefitted, and sometimes have camps to be taught by experienced people from the outside daily encouragement from the pastors
9. How were the physical conditions of MCF beneficial for your development?
I come from a slum, there are no good buildings, not enough trees, you have to struggle to get basic needs
10. Compared to the situation in which you were before you came to MCF, describe the physical differences?
You feel more comfortable because the place is somehow more encouraging, and not being in the slums is just smart
11. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?
We are encouraged to live as brothers and sisters and taught to forgive others, how to help the little ones and all the people
12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
It helps you to socialize with many people and explain your problems so that they are understood
13. Did your biological family play a role in your development? If so who and how specifically?

There is an uncle who lived here, who was a beneficiary of MCF to tell me to work hard so that in the near future I can depend on myself

14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

I had no one who was concerned with my progress, after being encouraged so that you can get to where you want to go and accomplish them

15. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

16. What impact do you think this had on your achievements?

When you have a goal you work hard towards it

15. Elias K.

February 8, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

Physics, Maths, Chemistry , B, C+, B- (b-)

Clubs – volleyball,

2. How did you come to learn to be disciplined in your studies?

I work hard and pray to God to give me the spirit to work hard, sometimes I give up

I put God first

Sometimes I read on my own, sometimes group discussions and listen during class

3. How is support given to those who show potential

They sometimes give m presents when I do well and encourage me to keep on working hard

4. What role did the extra-curricular activities play in your development?

Refresh my mind

5. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

Apart from refreshing my mind it rebuild my body o be strong and healthy and not be affected by some diseases

6. MCF is a very large family, what kind of support and encouragement did you get?

Many people encourage me, from Vipingo, from my teachers, students, and here as well fellow beneficiaries

7. Compared to the situation in which you were before you came to MCF, describe the physical differences?

Where I came from it is very hot,

The houses are not so good, it was not well built, made of mud and thatched roof

8. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

Because the different tribes have different cultural activities and we share the good cultural behaviors that the others are doing and how we can take the daily challenges

9. How did growing up multi-tribal help you to be able to focus

People come from different places helps me to know we are all one, live together play together we are all one

10. Did your biological family play a role in your development? If so who and how specifically?
My mother has encouraged me to work hard so that I may help my family one day
11. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
I had lost hope for my studies, he encouraged me to go back to school, I had thought of quitting
12. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
Through the education so that I can focus on the future so that I can go back and help and set goals in the future that are very poor as I was...I would like to be a God fearing person, who is responsible...an Engineer

Success Factors:

my pastors encourage me spiritually help me to become successful in the future

16. Elizebeth

February 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Singing because it makes me so joyful and feel to be close to God
Subject – Business, Mathematics, Geography and Physics
Had the Business Highest Mark and in Geography B+ and A in Physics
2. How did you come to learn to be disciplined in your studies?
I obeyed the teachers whatever they gave me in assignments and finish them on time and consult my fellow classmates...We form group discussions...Follow my personal time table, our teachers give us a personal timetable if you do not plan you cannot achieve, because God enables us through these plans so that we can program our work
3. When did you discover your field of excellence?
I changed slowly, at first I was not doing so well...Whatever we were given I tried my best, whatever I didn't understand I asked some teachers and this made me to understand where my strengths were, and I got more understanding
4. How was this area of excellence fostered and supported in your mind?
The interact with me so much to know my weaknesses and strengths, they come and correct where I went wrong and show me the best way to do it
5. How is support given to those who show potential
6. What role did the extra-curricular activities play in your development?
At first in volleyball, and singing...Singing I know to sing well you have to practice and this has helped me to develop the best voice and can now entertain people
With volleyball can interact with others and team spirit and in this home too
7. MCF is a very large family, what kind of support and encouragement did you get?
Teachers they encourage me when I seem to lose hope in my academics and teach skillfully well and other beneficiaries and staff through providing the necessary materials

Home department provides basic needs, food shelter and clothing and help me to concentrate on studies...Friends in group discussions show me how to do it...Pastors support me by praying for me

8. What was the benefit of the sports you had to do?

When we go outside we interact with others with others...Makes body healthy, may develop some problems in health...When visitors come we can join up and form a big team

9. How were the physical conditions of MCF beneficial for your development?

The climate of this home is so cool, because I come from Eastern and the temperatures are too high and the friendly environment in my family I was not shown this kind of encouragement and care and spiritually

10. Compared to the situation in which you were before you came to MCF, describe the physical differences?

Our homes were grass huts and sometimes are destroyed by the rain and sometimes you may find the grass is gone and exposed to the scorching sun, the homes are well furnished, bedding is complete, and at home there were not mattresses

11. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

I look at the example of Daddy Mully, he makes no one more special than others, through the way he organizes the people and loves each one and gets them to love each one, so I am encouraged to do the same

12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

Receiving skills no matter what, all have the same chances

13. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?

For example David E. who is my senior brother when I was in grade 9, but he encouraged me to prayed for me taught me in studies and Pastor Mulinge, through encouragement and home coordinator

14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

Through teachers was told the best field I can be, because they observed the strengths, got to know where my strengths were and see them and encouraged me to keep on and improve my weaknesses

15. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

Before I wanted to become a Dr but after joining grade 9 and change my career because I was not so good in Biology

Before I couldn't believe I could become anything in life, I had no hope because the severe climate in my home, our home was so poor accessing the education was a problem and difficult and thank Dad so much for taking care of me academics, who will be responsible

Without well wishers could not have made it! So many have encouraged me so much.

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Maths, A- Business A (Class 8 Maths)
Football
2. How did you come to learn to be disciplined in your studies?
Listened to advice, participating with those I am living with
3. When did you discover your field of excellence?
I would like to be an engineer, and when I was scoring well in those subjects I decided those would be good career choices
4. How was this area of excellence fostered and supported in your mind?
Free books and education, and motivation from the team at MCF
5. What role did the extra-curricular activities play in your development?
After classes at school we go and practice and this refreshes my mind and then I go back to study and I read well and understand
6. MCF is a very large family, what kind of support and encouragement did you get?
There are times when I remember the problems back home I get discouraged and loose hope and they encourage me and give me hope to keep on going
7. What was the benefit of the sports you had to do?
They refreshed my mind
8. Compared to the situation in which you were before you came to MCF, describe the physical differences?
At the home place where I was born it is very hot and humid and here it is cool in the evening, the houses are built from mud and here it is bricks...There are more trees here
9. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
We are taught that we are all connected and are all one equal before God and this helped me to see the same...In different tribes they have different ways of living, we are taught these things and we exchange ideas to help us develop our minds to learn about the other tribes
10. Did your biological family play a role in your development? If so who and how specifically?
My mother, my father passed on 2002, she encourages me so that I can be successful in life and assist my family
11. What did this encouragement and support look like?
With educational issues, some things I do not know and they help me we teach other
12. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
They encouraged me to work hard...When we had career classes we were being taught how to select in the subjects that were required which were going well and motivated me to select that career
13. What impact do you think this had on your achievements?
Helps me to focus more on my studies
14. What were the conditions and requirements that allowed you to enter into an enrichment program to enable you to focus on your area of excellence?

Before I came to MCF I was not doing well in school and now I am.

18. Everliste P.

February 8, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Bio, Geography A, A
Clubs Drama
Certificate in Discipleship
2. How did you come to learn to be disciplined in your studies?
Listen to teacher you have to find own time to go through all the material
I spend more time during the weekend we get free time, most go out playing but I am in class studying
3. When did you discover your field of excellence?
When I was more interested in finding more information than required
4. How was this area of excellence fostered and supported in your mind?
I get encouragement when we fail an exam the teachers encourage you, the teachers help you when you need solutions
5. What role did the extra-curricular activities play in your development?
The physical education helps us to concentrate more
It helps someone to be more creative you get a chance to try different things practical and show people your ideas
6. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
The more you get involved the more concentration you will have in class, you cannot concentrate all those hours
7. MCF is a very large family, what kind of support and encouragement did you get?
I have my friends and they give me encouragement, staff, social workers
8. Physical fitness is an important factor for the beneficiaries, how did sports affect your development? *Refreshed my mind*
9. Compared to the situation in which you were before you came to MCF, describe the physical differences?
Where I was born, grass thatched houses, no electricity, no supporting people, sometimes there are financial difficulties...The trees provide good environment for learning
10. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
When you come in you get to interact and get to view the people because of whom they are and not because of where they come from you get to feel at peace and at home
11. Did your biological family play a role in your development? If so who and how specifically?
My mother still encourages me to work hard in school so that I can live a better life than she lived
12. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?

Benedict was my teacher in grade 9 and 10 and encourages us if we work hard not to look at our past another person us is Tom Kiari, he told us and showed us how to depend on God

13. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

I have made goals that I could one day become a surgeon, to help those who have no one

14. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

A new goal to help other people in society

15. What impact do you think this had on your achievements?

Knowing that being a surgeon makes me to work hard so that people can learn that you can achieve what is needed

Depend on God, without him there is nothing possible, must be committed, be focused

19. Faith M.

Feb 8, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

Bio, CRE, Engl., Chem B-, B+ A A Drama, Environmental

I received prizes certificates in Drama in the region

2. How did you come to learn to be disciplined in your studies?

Listening to the teacher and asking teachers for help...I put more effort and rereading what the teacher has told us

3. When did you discover your field of excellence?

I come to understand that they are my favorite subjects I don't have any problems and I am interested...I was interested in these

4. How was this area of excellence fostered and supported in your mind?

5. How is support given to those who show potential

Through a good education, basic needs, teachings of Jesus Christ

6. What role did the extra-curricular activities play in your development?

In Drama it has helped to develop in my singing,...Environmental how to plant trees ensuring that they are not dry

7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

I may become a musician I will have many of the skills I got from Drama

8. MCF is a very large family, what kind of support and encouragement did you get?

The social workers advise me not to lose hope...They help even to take care of things when I am ill

9. What role do the dorm "parents" play in the development of the individual?

10. What was the benefit of the sports you had to do?

Athletics help me to be active

11. Compared to the situation in which you were before you came to MCF, describe the physical differences?

In MCF the buildings are brick, in my home is clay bricks and grass roofing

12. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?

I have come to understand more languages

13. Did your biological family play a role in your development? If so who and how specifically?
They encourage me to work hard and be focused and live in a good environment than where they are now
14. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Put more effort in my studies and have a good moral
15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
I want to become a nurse so that I can help the needy and treat the sick people
16. What impact do you think this had on your achievements?
It has made me to work hard in class if I do not work hard I will not manage to be a nurse, so I must work hard

Success because...it is so much more peaceful area, we can read without any problem, we have enough time to read, we feel safe

20 Faith N.

Feb 8, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Business Studies, English and Swahili B+, b, B,B
Drama and Debate
KCSC highest mark in class*
2. How did you come to learn to be disciplined in your studies?
*Write all sessions
Talked to the teachers a lot, I am poor at reading on my own*
3. When did you discover your field of excellence?
*Joined form 1, two weeks before exam, asked the teachers to sit for later
When I sat for the exam I had position 14 from 35
And the teachers encouraged me to study hard*
4. How is support given to those who show potential
After that exam the teachers called me individually we can see you can be the best I believed them, the others had been studying much longer
5. What role did the extra-curricular activities play in your development?
*When I was in school had programs every day after four we used to have duties in slashing the grass...That made me not to think about the past...Get relaxed from class work
Later have rest then wake up and turn to the books*
6. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
They help me to relax from the class work, afterward I would go for preps
7. MCF is a very large family, what kind of support and encouragement did you get?
There are many people, teaching staff, pastors, interaction with many, gives me the exposure to live with them better, when I am out there I can associate with them well, learn the bad and the good, I try to correct the bad
8. What role do the dorm "parents" play in the development of the individual?

CEO with Mumi Esther supplied with clothes had a mom and a dad somewhere, when they were not around attended me in a good way...Had good doctors

9. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
10. What was the benefit of the sports you had to do? *Refresh my mind*
11. Compared to the situation in which you were before you came to MCF, describe the physical differences?
Big family...Natural environment...Where I was the buildings were made of mud, and here it is in stone
12. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
At first I was homesick, sometimes I thought of escaping, but socializing with them they could be my brothers and sisters...Some are well off now and I followed such examples
13. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
They are now in University; they told that they have been here since they were small children They encouraged me and I followed their steps
14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
*I had some specific, when I can join High School I will work hard at everything
When I came I made some more...I could be the best I will always work hard and get a way to University...Clinical medicine to be an officer*

21. Fedelis W.

February 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Biology Chemistry, club – Karate, Drama, Dancing Choir singing, guitar
Awards –Karate several...Drama Award*
2. How did you come to learn to be disciplined in your studies?
First thing being time conscious so that I can do a lot of things, plan my timetable for everything...Strategizing your moves to achieve your goals...For clubs I do it with all my heart with a lot of hard work and determination...For school I wake up early, so I have to get ahead so that I get high marks in spite of a lot of involvement...Learned to sacrifice
3. When did you discover your field of excellence?
For education – biology – medicine, from when I was young I was passionate, I was working very hard and was performing well...For Karate since 2004, it has just become a part of me
4. How was this area of excellence fostered and supported in your mind?
It is a stepping stone for many things; he is always ready to give us the opportunity, so we can enjoy the chance even if it costs money...Have good teachers, library
5. What role did the extra-curricular activities play in your development?
In the first place I understand that this life is very competitive you find that before I work, I am doing something possibly earning money while I am studying. Knowing that I do not have a lot of time so this helps me to be time conscious and don't waste it at all
6. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

Especially in drama – in English, literature is crucial is vital, with that creative heart I can write plays, poems and for drama, my language is better...Karate if you are late – you go--- Balance my life

7. MCF is a very large family, what kind of support and encouragement did you get?
If I do a particular thing, the teacher trains me in other things as well...Karate is a way of life, I apply it in other areas, friends who encourage me even when tired they say keep going
8. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
Being in sports helps to refresh your mind and makes your brain grow bigger and balance
9. Compared to the situation in which you were before you came to MCF, describe the physical differences?
Where I was born people don't live close, when they know you are poor, they tell you will not be successful
10. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?
There is no discrimination all resources are for everyone, when you come there are already many from different tribes, everything is done together
11. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
When we live together, and one day we will go out of this place and learn to interact with others and how you can achieve with different kinds of understanding
12. Did your biological family play a role in your development? If so who and how specifically?
My parents are alive, when I came to MCF and was failing in school, encouraged me to be more hard working are trying to work hard, propels me to work hard so that I can go back and I want to go back and help them
13. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Have close friends John Mwawo we study together and sometimes we pray together and sometimes when I am down he encourages me, we pray together, teachers, pastors
14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
We are trained in goal setting – career guidance, even people who are very experienced and show us and tell us how we can be successful and cannot let MCF down and must play our part, we don't want to go back to our backgrounds
15. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
Being a doctor is still the same
16. How much time did you spend on this area of excellence beyond what others were able to spend?
I am always in class, but others who do not have clubs have different duties, so they do not miss class, if on the mission team have to wake up very early and catch
17. What do you have to do to become successful?

Being social with people helps very much, sharing what you have with others, sharing the experience with others, by giving receive so much

To become great must share it

22. Francis A

February 10, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
When I completed High school I dreamed of doing Engineering, I only got B+, I needed an A I decided to take IT because I qualified and I am also interested in Technology... Awards, Certificate in Soccer in Form 4 Championship interschool, provincial part of the team
2. How did you come to learn to be disciplined in your studies?
The main thing is that although I was involved in many activities, when I had free time I utilized it well and asked for assistance from our teachers and asked from fellow students as well
3. When did you discover your field of excellence?
From primary, grade 1 up to grade 8, I was the best...Also in High School, I did not perform as well as expected but I was still good
4. How was this area of excellence fostered and supported in your mind?
When I completed Primary 389, so when at MCF when you perform and get good marks you are taken to High School...You can decide to repeat or do something vocational Since I performed well I could go to High School, I knew I am good in class
5. How is support given to those who show potential
In MCF if they identify you have a certain potential they support you in different ways, in singing or dancing you have talent shows and you can go for performances, because they know you have the ability...Or in soccer we could participate in inter school competitions, they provide finances and anything that is required
6. What role did the extra-curricular activities play in your development?
Those activities to know more they gave me a new experience like when I joined acrobatics we were able to go to different countries, Form 2, Form 3 going to Germany. Give me new experiences within and outside. Also going to different homes to encourage other children We went to Uganda and Tanzania....We had new experiences
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
I think they go together when you concentrate on only one thing you may be good in class and can't do anything else...The other things can help...By doing the different activities I am able to sustain my life in future, if academics don't succeed, all of them can provide for me
8. MCF is a very large family, what kind of support and encouragement did you get?
From when I joined the home, it was hard to stay because I was not used to the many children and people who don't speak the same language...I was able to learn to socialize with the people...Identify my talents, through the teachers we get, the advice I try take what is good, what can help me to go own
9. What role do the dorm "parents" play in the development of the individual?

The workers in MCF some of them like MR Tom, he encouraged me a lot, at first he was in Eldoret, he was the one who advised me to stay, he told me it was a good place, in general they help in advising us, they has some experience outside MCF, they give us in insight of what is outside so that we can be prepared

Why does the soccer team win so often?

We had a god coach who trained us, and we were given extra time to do sports, at 4 when games are done, we could go and play soccer, another thing, we were given motivation, when we told our mum she also provided the balls and uniforms so that we could perform so well

10. What was the benefit of the sports you had to do?

There is motivation from our dad, and mum because when are going for the competition, they support, transport, food, in case we have performed very well, we received gifts, those activities, they enable us travel outward so that we may know how other people view the life outside of MCF...Other people tell us the challenges we face and we get the knowledge and we appreciate what we have...We see they environment and we get hope and when you compare that it is better...

11. Compared to the situation in which you were before you came to MCF, describe the physical differences?

From my home place where I come from in Western Kenya, people there are poor, very poor, the houses made of mud walls the roof is thatched with Grass sometimes the walls are smeared with Cow Dung, they are temporary houses, every time there heavy rains, that place is very much affected, the buildings are not permanent... at MCF it is all of stone

12. How is/was MCF more beneficial for your development than the area in which you grew up in?

In my home town my mom is not learned she does not have any job, she can't afford the fees for school, before I came we had to pay, she used to brew traditional beer, and this illegal, sometimes she had to go to jail,...At that time I didn't have a brother or sister or Dad, where at MCF everything is provided, books, food education is better because everything is there, at home you study with a lot of challenges

13. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?

At first it was hard, because when I first joined I only knew the Lua language, I was the first one at Eldoret, and the youngest and it was very hard for me, I didn't know Swahili or English and then I learned and then I could communicate...I saw people coming from the different tribes, so we had interact and then we all learned Swahili, and then we soon had a friend from Kikuyu and with time you know everyone and can speak to everyone

When I went to University there are also people from different places, and some who have never moved around , but I have learned what people from different tribes like or don't like and it is easier for me to mingle with more people than someone else

14. Who are the other MCF family members who were big a large encouragement to you?

I got some encouragement from my classmates when we were in class, maybe I didn't get some ideas that the teachers were saying, he could help and correct me and when I finished high school, those who completed before me encouraged me to stay and wait so that one day I could go to University, to keep on in whatever I am doing

15. What did this encouragement look like for you?
16. Did your biological family play a role in your development? If so who and how specifically?
Not really because when I came from home I was 6 and did not know many people from my family...One day she came and introduced herself and showed me some photos all that time I was not able to communicate with anyone from my family
17. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
Goals, the first one since I was a young boy I dreamed mostly of engineering and I was told to have some goals, you set some certain goals, even if you don't attain that goal you will achieve something else, from that point you can set another goal, you just keep on trying and trying and that has helped me, I settled for IT and I still have interest in Engineering I may also shift for that which IU have more passion for

23. Jacita W.

February 10, 2013

Award winners

1. What subjects and or clubs in school do feel led to your excellence?
Mathematics, Engli, Bio, Chemistry – A and B+ Clubs, Athletics and Football
2. How did you come to learn to be disciplined in your studies?
I work hard and have determination...I do a lot of revision,
3. When did you discover you field of excellence?
Just having interest
4. How was this area of excellence fostered and supported in your mind?
5. How is support given to those who show potential
There is a lot of encouragement
6. What role did the extra-curricular activities play in your development?
My mind is refreshed
7. MCF is a very large family, what kind of support and encouragement did you get?
Somehow they encourage me give determination in life
8. What role do the dorm “parents” play in the development of the individual?
By teaching me and encouraging me
9. Compared to the situation in which you were before you came to MCF, describe the physical differences?
Here I can get education, parental love, food,...These houses are just smart, made of mud bricks, not stone and the roof was iron
10. Did your biological family play a role in your development? If so who and how specifically?
When they see my performance they encourage me to work hard
11. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Tell me to have determination in life
12. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

I want to become an accountant and business management...So I want to work hard so that I can achieve this...just work hard and have determination and take the best encouragement that I get from people at MCF so that I may perform well

24 Jackson M.

February 8, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Physics, Maths, Geo, Swahili, Engl., Chemistry Business, A-Football, Volleyball, Athletics
Certificate, Athletics, Marathon*
2. How did you come to learn to be disciplined in your studies?
Consult the teachers...Reading extra books from the library
3. When did you discover you field of excellence?
When I joined MCF, I was 14
4. How was this area of excellence fostered and supported in your mind?
5. How is support given to those who show potential
Advice from the teachers, The teachers here are committed servers and they have love for us
6. What role did the extra-curricular activities play in your development?
They refresh my mind when I am tired
7. MCF is a very large family, what kind of support and encouragement did you get?
Spiritual, I also get encouragement on to what to read, the discipline
8. What role do the dorm “parents” play in the development of the individual?
Social workers encourage m continuously so that I cannot forget
9. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
10. What was the benefit of the sports you had to do? *Refresh my mind*
11. Compared to the situation in which you were before you came to MCF, describe the physical differences?
*This place has electricity, even the water is clean here, and the shelter is good here
There good places of studying, it is quiet here...before mud houses with grass roof*
12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
When you live as different tribes, it brings togetherness...It has helped me on how to live with other people from other areas
13. Did your biological family play a role in your development? If so who and how specifically?
Not at all
14. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Continue to working hard in school so that I am able and I am encouraged
15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
16. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

Electric engineer, pilot...Because at MCF I can see my fellow brothers who are doing the same courses and are doing well

Success Factors:

putting God first in everything that I do, without that I cannot achieve high quality and discipline

25. Joseph N.

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
CRE, Business, English, Swahili B+ B B B+
Football, Computer, top 10 in class
2. How did you come to learn to be disciplined in your studies?
I follow what the teachers are saying, be punctual and work hard...I don't spend more time, I usually work hard and put a lot of effort when the time is there
3. When did you discover your field of excellence?
Since form 1 we used to go to the lab, since I scored highest in Computer...I chose the subjects I understand the most, those where I get the highest grades without struggling
4. How was this area of excellence fostered and supported in your mind?
Provided for books, good teachers who help us to pass, they even come to the evening classes and help us in revision
5. How is support given to those who show potential?
If there are any challenging questions, my fellow classmates explain it to me
6. What role did the extra-curricular activities play in your development?
Something like football, when I play at four by the time I go to class at 7 I am refreshed and that enables me to understand better, even more if I would not be doing anything
Because I have done a lot of football practice I do not get ill
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
8. MCF is a very large family, what kind of support and encouragement did you get?
The brothers and sisters give us and help us with advice if we have any burning issue or challenges and guide us and show how the challenges they went through and how they have succeeded
9. What role do the dorm "parents" play in the development of the individual?
The teachers sometimes can call us when we have a problem and advise me and give me guidance, if they were not I would not get the challenges and enable me so that I can come out of the challenges
10. Compared to the situation in which you were before you came to MCF, describe the physical differences?
One difference is that this is a very big family, it consists of so many tribes
In MCF more trees have been planted, and even this helps, there is more rain, the flowers, there are so many ...The buildings are many and more decorated than our house

11. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
This is through our dad, who guides us and councils us on how to live as family, people who has taken are not his tribe and help, he tells us that we should live in unity in love as brothers and sisters and follow this example
12. How did growing up multi-tribal help you to be able to focus
Somehow I have got to know other tribe languages, customs and traditions which I did not know before
13. Did your biological family play a role in your development? If so who and how specifically?
Sometimes if I have a problem I could call them they send me a little money for my personal use
14. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Some have told me to be patient, work hard, so that I would be successful and use the opportunity at MCF, once the opportunity is gone I cannot get it back
15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
I received education which will help me to attain the goal that I have and has equipped to achieve that goal

the games – help my body to be strong

26. Joseph W.

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Chemistry Maths – A, A
Clubs Computer, Football , Computer Club award*
2. How did you come to learn to be disciplined in your studies?
I used to go to class early at 4 am I work hard and I ask where I don't understand to get help from the teacher
3. When did you discover you field of excellence?
I used to score high in those subjects
4. How was this area of excellence fostered and supported in your mind?
We have a teacher who teaches us at the computer club, and helps everyone
5. How is support given to those who show potential
The teacher can advise you to keep on pulling up in those subjects
6. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
Through exercise my mind is refreshed so that I can understand when I go to class
7. MCF is a very large family, what kind of support and encouragement did you get?
They keep on encouraging me putting more effort in those clubs that will help me.
8. What role do the dorm “parents” play in the development of the individual?

They help me with life challenges in giving advice, so that I can understand the career possibilities and how to achieve those careers

9. Physical fitness is an important factor for the beneficiaries, how did sports affect your development? *Refresh my mind*

10. What was the benefit of the sports you had to do?

11. Compared to the situation in which you were before you came to MCF, describe the physical differences?

I used to suffer from lack of food and school fees, there is permanent shelter, there was not enough to accommodate us

12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

*We exchange ideas; we are able to understand people of different tribes and communities
It has helped and facilitated to me work harder, through discussions and through giving advice to each other*

13. Did your biological family play a role in your development? If so who and how specifically?

To put more effort in education and to avoid things like drugs and other things that may distract me

14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

To become a doctor,

Success: *putting more effort in school*

27. Ken N.

February 8, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

Maths, Physics, Chemistry, English A, A, A, A-

Environmental club, Science club

Awards from teachers, to give motivation

Been the leader of the environmental, sent to conferences

2. How did you come to learn to be disciplined in your studies?

I want to see how science can merge with nature...Learned chemistry, interaction with industry and how can this be done better, without polluting...I am waiting for my grade 12 results

I would have some personal prep time, I would try to find out many things...I always wanted to be ahead...I tried to find ways to get to know new things...Daddy Mully encouraged me so much. My background has been a big motivation. At night time I would take 2-3 hours to do studies...Sometimes in the morning

3. When did you discover your field of excellence?

They were easy for me to understand and then I could help my friends and the teacher would tell me to do more and would give me more motivation and even questions

4. How was this area of excellence fostered and supported in your mind?

From time to time visitors would come and motivate us. Despite struggles you feel that I too can make it.

5. What role did the extra-curricular activities play in your development?
I also played volleyball helped me to relax my mind. I received an exposure with the so many people who did the same, and went to others schools, and attend conferences and get to know what is happening in the world

6. MCF is a very large family, what kind of support and encouragement did you get?
Every day, we live together there are always beneficial things, we are learning together, there is always some competition as to becoming the best...Without them I would not have struggled through so much...Share different ideas, and learn from one another, I used to think I had the worst story and then I learned that others have experienced the same or similar and we can make it together. Even here I feel there is psychological support we share the same dreams

7. What role do the dorm “parents” play in the development of the individual?
Initially Dad and mum were so close to us as it expanded they needed to use others to reach us and now these teachers have impacted us because they acted as our parents and feel there is someone taking care of you

8. Compared to the situation in which you were before you came to MCF, describe the physical differences?
Initially I was with my parents, after the election violence in 2007, our property was vandalized and burned and then I was in a camp for one year, compared to the camp here there is life here. In the camp you don’t know what you are living for, there is no peace of mind and here it is better you feel there is more hope and meaning for your life

9. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
It took quite some time, due to the continuance encouragement and support psychologically, the Will of God is to take me from one step to another. I have been nurtured so much spiritually coming here had a reason. Getting love with biological would have been better, but I have come to accept that this all had a reason. Get the perspective

10. How did growing up multi-tribal help you to be able to focus
*To take it to start studying with every kind of person, accepting that kind of person we are here together to make a living, initially it was hard, this person was not from my tribe, but after sharing stories, you could come and see things do happen to each person
We all have similar situations and try to make a meaningful life together*

11. Did your biological family play a role in your development? If so who and how specifically?
My mum, she has always tried her best to ensure that we can stand as a family can stand again and have hope – the rest no

12. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
One of things Ndong, who talked to us and helped us so much. She told us that life is how you make it, the main determinant is what you hold yourself, we have hope and big confidence in the way we wish to, we felt encouraged, I have a say in my life and role to play

We visited in the juvenile and some could even work out to be great person. Mr Tom and shared how he could make it to where he is now. People sharing their testimonies with us The main thing here is the communication with the various people and what is making them in spite of everything.

13. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
One of the things that I am dreaming about to make it to a person who can be depended on, I want to become an actuary, what me stick to this, once I felt down I cannot make and there was a person who talked to me, you cannot become nothing unless you allow it to happen and I really what would happen after, could I qualify for a good career and this motivates me, I tried again and again and it is working out now due to that I am holding true to that
14. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
Initially when I first joined I didn't see how life could work out, I thought I would become a driver and now in my staying my goals have continued to be sharpened and thinking big
15. What impact do you think this had on your achievements?
They have impacted so much; I can make my goals higher and higher. I am able to see the reality of the goals. I find that I am not the only person, and you see a person who is excelling and you feel that it is possible

Success:

Being confident about life and feel that I am the right person to face this kind of life and that is what really makes you feel I can make it.

28. Lilia M.

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*History, Biology - B+, B
 Debate, Athletics Awards in Athletics Prize 3rd place,*
2. How did you come to learn to be disciplined in your studies?
I work hard on my studies and participate whatever the teacher has said, ask questions so that I can get knowledge to listen to what the teacher has taught and listen. I have a problem with maths it is difficult to understand
3. When did you discover you field of excellence?
4. How was this area of excellence fostered and supported in your mind?
They help us if you pass when you study, Dad can take you to university for further studies
5. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
In debate club I get more courageous and can talk in front of groups, can make speeches, can be a leader and inform people and assist people in community in the country and participate in some different areas
6. MCF is a very large family, what kind of support and encouragement did you get?

I joined MCF because no one wanted me and now the sisters and brothers encourage me that even though my parents passed away that I can make it, and be successful so that one day I can go back and assist them

7. Compared to the situation in which you were before you came to MCF, describe the physical differences?

At the home I came from where my mother was living in a poor background, we lived in a poor house in slums, this place is very beautiful and clean, Kibera slum is the biggest slum in Africa and there I was not getting the best, I was a school drop-out, I was working at 8 years already. I was thinking that I would never be successful in life

8. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

There are like brother and sisters because each of us needs assistance from one another and we can all help each other to get the results of the circumstances. In these tribes of 42, in our country we come together you understand more about the other person and their cultures

9. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

In the outside I was lacking spiritual needs, it was difficult to go to church, my mother and father were drunkards, they did not take any time to go to church I was not understanding anything. Here I get to know that I can read and understand Bible ...I used to only go to school on some days. I was always in class here and understand better. I want to be a lawyer. So I work hard so that I can achieve this goal.

in MCF it is very important if you get the opportunity so that you can take advantage of what has been given to you to succeed outside so that the community can see when you go back to your community and don't see you as nothing in life and can then develop the society

You can go to University and get more studies in Kenya or outside

29 Margaret M.

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

*English, Bio, Swahili, A, A-, B-
Science club...*

2. How did you come to learn to be disciplined in your studies?

I work hard I class and consult my teachers when I didn't understand, and do research in many books. I spend more on my school work than others. We get extra time after 4 and go to class or at night and spend time reading because the lights are on at night

3. When did you discover your field of excellence?

I understand them faster than the others and quickly

4. How was this area of excellence fostered and supported in your mind?

5. How is support given to those who show potential

The teachers are always available, the lights are there and all the necessities, like books and pens for effective reading

6. What role did the extra-curricular activities play in your development?

Helps me to refresh my mind, and the practical side breaks the monotony of class

7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
8. MCF is a very large family, what kind of support and encouragement did you get?
I get the education and all the basic needs and parental care and spiritual nourishment
9. What role do the dorm “parents” play in the development of the individual?
The social workers encourage me to forget about the past and work hard and have a bright future, are spiritually nourished
10. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
11. What was the benefit of the sports you had to do?
12. How were the physical conditions of MCF beneficial for your development?
It makes me be physically active, so we play the one you feel like and become physically fit
13. Compared to the situation in which you were before you came to MCF, describe the physical differences?
*There are so many buildings and trees, water is available and near
At home they are not decorated, made of clay bricks and the roofs of iron sheets*
14. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
So many tribes and we are able to understand each other and we are all the same because we do everything together and are equal
15. How did growing up multi-tribal help you to be able to focus
Learning their different ways of living and practicing the different ways of life and understand the differences
16. Who are the other MCF family members who were big a large encouragement to you?
They help in doing some activities play in the field and also encourage each other, read together
17. Did your biological family play a role in your development? If so who and how specifically?
My grandfather tells me to work hard and keep working hard so that when I go back I can help him from that situation where he is now
18. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
It is the teachers, social workers and pastors
19. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
One day I want to become a doctor, this helps me to keep focused and work hard

I am in grade 12 and am working very hard so that I may join one of the Universities and become successful and I pray that God may open the doors HE must be the priority for success.

30. Maureen M

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

*Maths, English, Chem and Bio – A
Athletics*

2. How did you come to learn to be disciplined in your studies?
Through working hard and listening to the teachers what they were saying
3. When did you discover your field of excellence?
Based on the marks, I like running
4. How was this area of excellence fostered and supported in your mind?
Through providing teachers, books, materials and school fees
5. How is support given to those who show potential
They give you hope that you can attend university and college
6. What role did the extra-curricular activities play in your development?
They make my body fit and they also refresh my mind
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
When I play I am refreshed then I can learn the next lessons
8. MCF is a very large family, what kind of support and encouragement did you get?
They advise me during difficulties, and they share anything that they have
9. What role do the dorm “parents” play in the development of the individual?
Through giving advice
10. What was the benefit of the sports you had to do? *Cleared my mind*

11. Compared to the situation in which you were before you came to MCF, describe the physical differences?
Here there are so many trees, enough water. Our house was made of grass, here there are real buildings and roofs
12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
It has helped me to live in unity even with different people and am able to socialize with them
13. How did growing up multi-tribal help you to be able to focus
My friend gave me advice in education
14. Did your biological family play a role in your development? If so who and how specifically?
My mum she usually gives me advice
15. What did this encouragement and support look like?
They helped me in revising the lesson, we do it together
16. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
I set goals of becoming an accountant and has helped me to work hard in maths

In order to become successful you must forget the bad that has happened to you and focus on the future and this will help you in the future. And choose the good friends that will encourage you.

31.Mercy K.

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Karate club, CRE, Biology, Maths, Swahili, English, Agriculture
Award for singing, certificate in competition – also in Choir*
2. How did you come to learn to be disciplined in your studies?
*I had a role model and follow that person
If I go I check with her what he is doing, Daddy Mully*
3. When did you discover your field of excellence?
*Singing came automatically, class four and went to the dining hall, I prayed, in my mind a
song came and started singing and developed and came real. Then I presented it in front of
people it is just a talent...I presented in chapel at MCF*
4. How was this area of excellence fostered and supported in your mind?
*They give me opportunity to do that talent, if there is a chance to go outside I go outside, do
competitions*
5. What role did the extra-curricular activities play in your development?
*Singing – when I remember my background I begin to sing, the bad thoughts go away, I
remember what I will do when I finish, when I feel good I am in a good moment*
6. Have you been able to see a correlation between the creativity and the achievement of
excellence? If so what was it?
*If I sing and create songs of Moses in the Bible and I take CRE it will help me to score good
grades in CRE for example*
7. MCF is a very large family, what kind of support and encouragement did you get?
*It accommodates with different ideas, and combine these together we come out with a good
solution*
8. What role do the dorm “parents” play in the development of the individual?
*Social workers, teachers and pastors, encourage me when I m down, they give me hope,
some support in education. In the afternoon the teachers come even after class and help*
9. Physical fitness is an important factor for the beneficiaries, how did sports affect your
development?
*I do volleyball, run, when you study every day you need some time to go outside and have
some play to refresh your mind*
10. What was the benefit of the sports you had to do?
11. Compared to the situation in which you were before you came to MCF, describe the physical
differences?
*At MCF it is the best place ever, my background was pathetic, I didn't get food shelter
education, I worship God. At our house we built with mud, here the homes are stone houses,
we covered with grass. We didn't have flowers, here there are more trees*
12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your
understanding of achieving excellence, if so how?
*It is by God, if we say we are different we cannot live together. Here we come together we
are one involve God and then we can live together. I have my sisters and brothers like
brothers and sisters, then anything they need I will assist each other and live as one family*
13. What did this encouragement look like for you?
*One of them are at Nairobi University she comes and encouraged us, she was a street girls
before, when we see her motivation we see that she has made with that background, if she
has we can too*

14. Did your biological family play a role in your development? If so who and how specifically?

15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

Since I was at class four I started making goals, if I am going to get a grade that is going to give me to secondary school and pursued my goals...Stay focused

16. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

When I was in class 6 I wanted to become a nurse in grade 9 I wanted to become a manager for a big organization. Be a manager at a hotel

17. What impact do you think this had on your achievements?

When I decide to become a manager has enable me to work extra hard in my class

When I finish my grade 12 I pray that God will enable me to pursue that career, and plan and they lack fees and they fail to achieve their goal, and provide for those who sponsor me to pursue and will remember my family back at home and help them

32. Mutua M.

February 8, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

Physics, chemistry, business, A, A+, b+

Clubs, Basketball,

Awards,

2. How did you come to learn to be disciplined in your studies?

I have learned to use the library and work

At 4 I take extra time

3. When did you discover your field of excellence?

Since grade 9, the teachers were so good and it was a little bit understandable

4. How was this area of excellence fostered and supported in your mind?

The teachers took extra time

5. How is support given to those who show potential

They congratulate me and because they see I have the potential they give me extra questions to improve even more

6. What role did the extra-curricular activities play in your development?

They freshen up my mind

7. MCF is a very large family, what kind of support and encouragement did you get?

They offer some resources; they can go and borrow a book for me

If I have a question that is harder I go and ask them and they support me

8. What role do the dorm "parents" play in the development of the individual?

They same something positive to encourage

9. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
10. Compared to the situation in which you were before you came to MCF, describe the physical differences?

There was a lack of schools. We had no shelter. The dwellings were made of sticks in a small town

11. How is/was MCF more beneficial for your development than the area in which you grew up in?

We have got all things, we have houses were we can sleep, medicine, and parental love

12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

We all found we have the same problems and we mingle together...Helped me to be social to all the other tribes

13. Did your biological family play a role in your development? If so who and how specifically?

The encouraged me to put more effort and work hard

14. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?

*We found someone with similar problems and he told me how I can do well in education
So I can go back and work hard*

15. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

I have set the goal to be an actuary. If you want to become successful you must work hard in these subjects

16. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

I have everything here that I need

33. Mutunga Alex Kyalo

Feb 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

Physics Chemistry and Business Studies 86

Acrobatics (have received some)

2. How did you come to learn to be disciplined in your studies?

Other beneficiaries helped me, one, he told me to be disciplined...Follow all the requirements

3. When did you discover you field of excellence?

One of my uncles is almost the same age and saw him do the summersaults

4. How was this area of excellence fostered and supported in your mind?

5. What role did the extra-curricular activities play in your development?

In acrobats the head of the club, tells us if we are not disciplined we cannot be a member of the club

6. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
Sometimes when I am in class my mind drifts, during the acrobats will refresh my mind
7. MCF is a very large family, what kind of support and encouragement did you get?
Never to lose hope no matter what I do, and that God is there for me
8. What role do the dorm "parents" play in the development of the individual?
They encourage me and not to lose hope
9. Physical fitness is an important factor for the beneficiaries, how did sports affect your development? *Help to concentrate*
10. Compared to the situation in which you were before you came to MCF, describe the physical differences?
In this home there is electricity, at home they are made of clay bricks and iron sheets
11. How is/was MCF more beneficial for your development than the area in which you grew up in?
At home I would hide from my parents
12. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
When I was in grade 9 we studied history, the origins, this would be explained by the person from that tribe
13. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Frederick Gwumba helped so much
14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
Sometimes in radio and just listened to the radio, at the beginning of the year the teacher asks us what we want to achieve
15. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?
16. What impact do you think this had on your achievements?
Sometimes I might set a goal, if I don't get it this time I will work hard to achieve it the next time

Success: *being disciplined and being involved in sports*

34. Nichilos W.

Feb 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Bio, Chemistry, Business, Maths, B+ Science Club In the science club was told how to live simply
2. How did you come to learn to be disciplined in your studies?
I have been staying with people who are cleverer than me and they encourage me so much

To study more I remember where I came from my parents encourage me to work more and trust my God

3. When did you discover your field of excellence?

In my primary I was not succeeding and the time I discovered I could in High School I decided to work hard. When I came to High school, I decided to be patient to put positive impacts on my life

4. How was this area of excellence fostered and supported in your mind?

5. How is support given to those who show potential

Most of the social workers encourage me, at the dispensary, I want to become an accountant or doctor and they help me how to live to be successful

6. What role did the extra-curricular activities play in your development?

In the sports side I do exercise so that I can refresh myself and activate my body and not to get diseases. The science club, I have seen the things have been going on in our country, so that I can better help in society

7. MCF is a very large family, what kind of support and encouragement did you get?

Most of them have been encouragement on how to work hard and how to live and how to advise others who have been suffering

8. What role do the dorm “parents” play in the development of the individual?

Pastors gave me spiritual side so that I stay encouraged .. Social workers how to work on my education and live with others in society

9. Compared to the situation in which you were before you came to MCF, describe the physical differences?

In MCF have received the needs I need, clothes, food shelter, at home I was lacking basic needs. Our house was rented made of clay with iron sheets. Here everything is nice, and this is what I want in my house of my parents

10. Did your biological family play a role in your development? If so who and how specifically?

My mother has been encouraging me to work hard and then come back and feed the children who are back at home and assist how to live

11. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

I want to be a doctor, so I can assist a home. This helps me to put efforts on the sciences so that I can do well

What I have seen at MCF I have seen the parental love and I have seen my fellow friends to give advice to others and correct others

35. Pauline Musyoka

February 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?

*Biology A CRE, agriculture, Maths, English
Karate (group award)*

2. How did you come to learn to be disciplined in your studies?
Encouraged by my bigger sisters and brothers and they told me how to manage my time and how to agree with the teacher
3. When did you discover your field of excellence?
When I go to training I enjoy it, and I see that I am improving
4. How was this area of excellence fostered and supported in your mind?
The Karate teacher, he is good and encouraging and should not stop because one day it will help me in my life
5. What role did the extra-curricular activities play in your development?
When I go to training I am showed how to manage my time. With environmental club we are showed how to manage time and resources
6. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
In Karate where we train needs to be cool
7. MCF is a very large family, what kind of support and encouragement did you get?
People have been encouraging me they have been telling me to keep up and God will reward and that God will never fail you
8. Physical fitness is an important factor for the beneficiaries, how did sports affect your development?
Helped to keep me physically fit, when after school for training, I am refreshed and can capture everything
9. Compared to the situation in which you were before you came to MCF, describe the physical differences?
Here it is cool because of the trees; the houses are of good quality. Roof of iron but not good
10. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?
I was able to understand the differences and share our cultures and bring them up together
11. How did growing up multi-tribal help you to be able to focus
12. Who are the other MCF family members who were big a large encouragement to you?
In school not to give up and not to ever forget to pray when I am having difficulties
13. Did your biological family play a role in your development? If so who and how specifically?
My grandma told me to work hard to school so that I could then later help her and the family
14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
I have seen many children who have studied here and now they are in big universities and now they are at work, and work hard so that I can become a surgeon doctor
15. What impact do you think this had on your achievements?
They helped me work harder at school, motivate me to work hard at the subjects

Where I am now, it is only through discipline, I see that I am able to succeed because of a lot of discipline.

36. Peter Muli

February 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
Business, Swahili, English, Chemistry, geography, Maths A-Computer club, acrobats. Medal in acrobats in schools
2. How did you come to learn to be disciplined in your studies?
*The first thing that I did, I respected my teachers
I try to comply with the rules here to avoid annoying the teachers and Daddy Mully
I pray so much that he would bless me in being disciplined*
3. When did you discover you field of excellence?
Academics when I was in grade my teacher of Chemistry in Biology used to advice me and encourage me that if I don't work hard I may not pass and life is hard. When I was young my parents used to teach me about Computer
4. How was this area of excellence fostered and supported in your mind?
*They support to become excellent to manage my time and make me follow the rules to comply; scoring A without discipline will not work
Give me time to refresh my time. In free time we can sing*
5. How is support given to those who show potential
In my academics they may boost me by giving me text books so that I can improve my potential
6. What role did the extra-curricular activities play in your development?
Because the subjects that I do I must refresh my mind, I play basketball to refresh my mind and the stress is gone. In the computer lab, etc makes my brain flexible
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
I learned that you may fail through education, but when I try to improve my talent such as dancing, when I present it in front of people I may use it help people
8. MCF is a very large family, what kind of support and encouragement did you get?
When I joined MCF I met many beneficiaries they encouraged when I heard about their backgrounds, if they can achieve so can I, and they also support
9. What role do the dorm "parents" play in the development of the individual?
*Pastors help me to grow spiritually, and help me to solve some spiritual issues; they help you when you are down. The coordinator, maybe I am sick he may look after me.
The doctors and health workers they may look after me. Teachers when I feel like I am not improving I can go talk to them and be encouraged ...*
10. How is/was MCF more beneficial for your development than the area in which you grew up in?
*I have many activities in this place to develop my health, my academics, at our home place I did not play with children, there were none to enjoy...I socialize ...This place I have seen that we can see there is green even in summer, at home there is nothing, it will be dry
It keeps on reminding me that there are not many good things where I came from, I can then study and then go back one day and help them to do the same, help them to dig bore holes for water, buy land and make big projects and employ some men who are form 4 leavers who need employment*
11. What was it / is it like for you to grow up in a multi-ethnic "family"? Did this help your understanding of achieving excellence, if so how?

Before I joined MCF I did not know how to socialize with different people, I have gotten to know I can socialize with people from different countries and tribes

12. Did your biological family play a role in your development? If so who and how specifically?
My parents usually advice me look at how we are living, we do not want you to live the same way, they tell me that I study hard so that I can help my siblings and may be able to help them so that one day that they can say they have a home somewhere
13. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success?
Like Joel he encouraged me and sometimes he would come into class at prep time and help in subjects that were difficult for me. Education is simple if you work hard and how to choose a career and focus
14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
I have set goals. I watch my past performance so that I must improve. I make new target and work hard, when I keep those goals and so it keeps on forcing me to work on
15. How much time did you spend on this area of excellence beyond what others were able to spend?
The ones that don't score so well, don't focus, you must major on the major things of MCF and minor on the minor, not just relax, I have everything now I can relax, like waking up at 3 or 4 to sacrifice for the future, so in future they will become great. I get about 2 am and start my studies at 2.15 I will pray first when it is about 5, they will find I have studied more...When the teacher comes to class I can understand more

Success: *the most important thing is God, without him you cannot achieve*

You should teach yourself to respect and have discipline, so that when you have a problem you can go to get help

37. Samuel Muindi Mutisya

Feb 7, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
*Chemistry , bio Geo, agric. Engl – A, A,b+ b+ A-
Football and science
At the end of the term we are usually given books or biros and are congratulated for the good work we do*
2. How did you come to learn to be disciplined in your studies?
*Respecting teachers and classmates
Listen carefully; attending to all the homework that teacher has given
On Saturdays, usually wake up at three am. I used to follow the older students what they did, there were a few of them. I wanted to have good grades when I complete form four*
3. When did you discover you field of excellence?

This was in grade 10, I had the potential to do well in my studies

4. How was this area of excellence fostered and supported in your mind?
Providing me with food and shelter, we get books and biros, calculators etc
5. What role did the extra-curricular activities play in your development?
When I go to the field to play football it refreshed my mind when I go back to class, I find myself understanding what the teacher is telling us
6. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
When I go to the field I can do better
7. MCF is a very large family, what kind of support and encouragement did you get?
They encourage and tell me to be obedient and follow the rules...They also congratulate me
8. What role do the dorm “parents” play in the development of the individual?
The pastor feeds me the word of God...A social worker encourages me when I do wrong
9. Physical fitness is an important factor for the beneficiaries, how did sports affect your development? *New energy*
10. Compared to the situation in which you were before you came to MCF, describe the physical differences?
We have a lot of buildings here they are made of bricks, at home they look pathetic, iron sheets
11. How is/was MCF more beneficial for your development than the area in which you grew up in?
They motivate me to work hard, so that one day I will have a building like the ones that surround me
12. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?
By living together as different tribes it has made us to know each other from different tribes and has brought integration between us. It has taught me the lifestyles of the other tribes It has made me to understand the best areas to live in and the behaviors of the others
13. Did your biological family play a role in your development? If so who and how specifically?
They tell me to work hard so that one day I may help them.
14. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?
I should work hard so that I may be a successful when I grow up, doctor... So that I may help my family.
To become successful you must be prayerful you must respect the rules and regulations that govern the home, be truthful and obedient

38 Stella L.

February 6, 2013

MCF Questions for award winners

1. What subjects and or clubs in school do feel led to your excellence?
In school biology, CRE.,English, Maths, Swahili
Karate, Choir – and dancing

2. How did you come to learn to be disciplined in your studies?
I used to make a timetable I keep each subject according to the time needed, then I make sure I follow it
3. When did you discover your field of excellence?
One day when I was with my Karate Teacher and he told me I am capable and I got courage and I continued
4. How was this area of excellence fostered and supported in your mind?
He used to train me every day with a lot of practice. Sometimes he gave me advice
5. How is support given to those who show potential
They are told the importance of a certain club and advise them positively of the club and also sometimes they are given some gifts when someone has done well they get a gift for a job well done
6. What role did the extra-curricular activities play in your development?
Karate club has helped me in my discipline and to depress my mind after school and helped me physically, I rarely get sick
7. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
It has helped me it refreshed my mind then when I come from Karate my mind is fresh then I am able to learn more
8. MCF is a very large family, what kind of support and encouragement did you get?
They encourage me to keep on in studies and doing Karate and also we share testimonies when we see about the past that all of us have gone through it gives me courage to continue education
9. What role do the dorm "parents" play in the development of the individual?
The pastors encourage us spiritually to believe in Jesus Christ and that builds us up and help us to make good decisions...We learn that we can do things that are like miracles when we are close to God
10. How were the physical conditions of MCF beneficial for your development?
*Environment is good because I have a peaceful environment for studying
The building provide a good shelter and dining hall where there is always food,
a hall to meet to sing and pray. The trees help us when there is dust it controls the wind and provided shade...The river passes through and gives water catchment area and conserves the water that we use.*
11. Compared to the situation in which you were before you came to MCF, describe the physical differences?
*The biggest difference is that it is well developed compared to where I came from, I used to be on the street, I get food and shelter and the people are social compared to the street where the people were ignoring me. I have parental love. I am now born again
I have good health, medication when needed.*
12. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

During devotion were told we are all one in Christ, God has no favorites according to tribes, we are all equal, Daddy Mully treats us all equal

13. What was it / is it like for you to grow up in a multi-ethnic “family”? Did this help your understanding of achieving excellence, if so how?

I can be able to handle with all kinds of tribes, because I can understand the different tribes as I have lived with them

14. What role did “Daddy” Mulli play in your personal development?

They show me love and help me feel accepted and always encourage us to work hard and remind us about our past, advise us to focus to meet our goals, they tell us and teach us how to share what we have to forgive those people who have hurt us.

15. Did your biological family play a role in your development? If so who and how specifically?

My mother used to encouraged me, so that I may be someone

16. Did you have specific friends (brothers or sisters) who supported and encouraged you along your path of success? *I have one, he used to be our teacher and used to encourage me from Class 2, to be disciplined to be someone with principles and stand strong, Fred. Gw. Former headmaster*

17. MCF has a mentoring program in place. Did your mentors play an important role in your development?

To keep time, follow schedules for each day and to be disciplined

18. Goal setting is a big priority in MCF. How were you helped in setting your goals at MCF?

Education, supported with good teachers they give me knowledge and text books...

Clubs helping to expand horizons

19. Were the initial goals you set the same goals you have today? If not how have they changed and why did they change?

Has stayed the same

20. How much time did you spend on this area of excellence beyond what others were able to spend?

We can spend extend from 1 to 2.5 hours, 4 days in a week

21. What were the conditions and requirements that allowed you to enter into an enrichment program to enable you to focus on your area of excellence?

The condition is if you don't attend training you cannot attend the competition

Success Factors: *role models – Daddy Mully because he has determination and he focuses on the things that he does.*

Appendix L Transcripts People in the Shadows Interviews

1. Agnes Muindi

February 7, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

Which program are you involved in and let me know about the program?

This course is to help the child mothers to provide for themselves. The course takes two years and the girls are from various backgrounds and different levels of education.

first there is an introduction course to fit into the system

there are five major course

1. *Tailoring*
2. *Beauty therapy*
3. *Home economics*
4. *Knitting*
5. *Hair dressing*

Some supporting subjects

Entrepreneurship, some will have to employ themselves

English

CRE (Christian Religious Education)

Mathematics crucial for calculations

After theory they go for practical after about 9 months, they do all the courses for two years and advise them so that when they leave if they land in tailoring and dressmaking it is an advantage to do all the courses

6. *How do you determine who should take special exams / or enter competitions*
Some of the girls are picked up to make teams as part of the Ministry of education
7. *How is the potential shown determined*

Each teacher comes up with a list, internal list, the teacher will access the best student

The game master in High School will help us understand them

The girls form their own choirs

the creative factors

There is one at the coast is doing well in tailoring and dressmaking and runs her own business, another in Mombasa and even others at Sofia. They were taught on how to get loans and pay back

8. *MCF is a very large family, how is the social setting used to positively encourage excellence?*
How to be women of faith interpersonal relationship, are being prepared to fit in.
Have to go through the induction. They learn how to overcome challenges in life, on how to overcome such challenges, boy girl relationships. We have devotions learn more about God and accept themselves how they are, they had bitterness in their hearts and learn to even forgive those who have wronged them.

9. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
Much of the things need a break so that they can focus on something else, and doing games is good so that stay physically fit
10. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?
Where they came from they had gone through difficulties, some were raped are getting all the basic needs, they feel safe
11. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?
There are no mother tongues in class, there are times for counseling as a group there is no discrimination and make them feel they are one
12. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?
*When they come they love each other even if it is new, in one week she will feel at home, they will support them. Pastors and workers who take time with them encourage that the other child is the brother or sister and explain what is expected to do to the other person.
I love my work and love working with the less fortunate, when you work with people who had no problems sometimes they give hard times. These ones are willing to learn, staff share the same philosophy*
13. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?

If God open doors after they leave, to get machines to get to the next level

2. Daniel Muindi Co-ordinator

MCF Questions for people in the shadows (of those who have received awards of excellence)

1. How do you determine who should take special exams / or enter competitions
We have new intakes in vocational classes, every evening we have two groups and try to get them to make a strong. Observing every evening, started noticing some who are talented in singing. We get someone who knows how to do it, put them in the field who watches and decides who has the best potential
2. How is support given to those who show potential
We are trying to encourage them through education and also through giving activities to know their talents. Afterwards we put them to different areas to their talents, for example if

it is singing, after noticing their talents, we involve them in singing, so we can nurture their talents. We have children in Karate and acrobats, involve them in their respective their respective talents

3. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?
When they come they are not focused, they don't know what to do, we have social workers, teachers, we do collective responsibilities to ensure that the children can be involved in the future and know what to do in life
4. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

When we begin to educate and involve them in different activities, some become good leaders and after being motivated after being involved activities. For example in church, we have pastors, but we involve them in some of their activities to become good leaders of tomorrow. After doing the KPCE to become pastors and teachers, but first involved and given responsibilities, involve some in activities, become good footballers etc

5. MCF is a very large family, how is the social setting used to positively encourage excellence?
They learn how to live with others to socialize with other people especially different tribes, when they brought to MCF they meet with others and understand their culture and are able to interact and learn to live with others. The question of tribalism is out. One thing we do is teach them to avoid speaking their mother tongue so that everyone can understand, either English or Swahili. We mix the seating or sleeping arrangements they are beside others
6. What role do the dorm "parents" play in the development of the individual?
They have to make sure that the children are very clean, how to dress, it is clean, know to wash their own items, ensure peace is kept and are secure. In case of sickness must be reported. Any issue must be reported to coordinator. When they are new there are many issues. Sometimes they even come at night at one or two. It takes between 3 and 6 months
7. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
We have medical checkups, then after that the doctor tells where the issues are there and who needs special attention...Have games all kinds of games, football, net ball, volleyball
8. What correlation between physical fitness and academic excellence has been found? If any?
After having been involved in the activities the performance improves, e have been getting 150 for grade 9, and then they improve so much after going through the system
9. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?
What we are trying to do to make sure that when they come to talk to them to make sure they understand where they have come from and where they are and we involve them in different activities. We involve them to plant trees and take care of the environment so that they can understand and being to own this as their home

10. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?

After some of the kids have grown up, sometimes they don't know their relatives, there some arrangement made to make sure they know their relatives; if both parents died there is something they left for the kids. After they have gone through the system they can go back and continue to live back at home. We allow their guardians to come and visit them from time to time

11. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?

They see them as brothers and sisters and have gone through it, they know everything and know how to encourage and motivate them

12. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?

The senior beneficiaries after they have completed form four, those who have done well are given a chance to help their brothers and sisters before they are given an opportunity to learn in the university and college and have been doing very well. They commit themselves totally to the work, they know how they have gone through and know how to do it and know the system very well and they can perform

The founder Dr Mulli, he is the one with the vision, he has been on the forefront to encourage these kids and talk to them from time to time addressing their needs and giving them hope and when they go out they are able to do well. He makes sure he talks to the beneficiaries

3. Dorcas

February 9, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

The children who I lead are 5-7 and also I work with another Matron who leads big girls, secondarians, she is the one who is working. I have two of the Matrons who lead the small children. They take care of them, wash them and wash their clothes. In the morning when I wake up I go though the dormitories if they have cleaned their rooms and they make their beds. They prepare their clothes, fold them and arrange their boxes where at 6.30 I supervise the cleanliness outside and arrange their bucket, who are taking baths. We wash their bathrooms

At 8 I take care of the small children who don't have parents. I have 7 little ones to take care of. I wash them. We have 5 who can walk. After I get them their porridge I take them to their baby classes. I am left with the 2 who are very small. Those two I take care of them. I give them food twice a week we sit with the big girls. We try to talk with them guide them tell which is good and which is bad we talk to them about hygiene how to stay clean, clothes beds, etc.

1. How is support given to those who show potential

We support because some of them who came when they were very small, I sleep with them, some of them cry at night, and I cater to them at night. I act as a mother of them and give them parental love. Sometimes when they are sick I take them to the dispensary even during the night. When I take them and the doctor says they must be admitted I sleep with them in the hospital. Sometimes if they got sick it is not serious, I go to the dispensary he or she gives me medicine I give them those medicine and monitor as a mother. Sometimes some of them come when their mother left them when they could understand that their mother left them, I come so close to them so that I may share parental love. Most of them call me their mother, they know me as their mother, if they were beaten by somebody, they come running to me and want me to react as their mother. They want to be as the mother

It is a challenge, God has given me a challenge HE has given me a heart for the orphans. I enjoy my work caring for them, listening to them those who need me, they need something. As a mother I understand them. I follow up what is the problem so that they feel at home.

When I was young at the age of 9 my father died and I was left with the mom so I had my uncle who were working in Nairobi, my father as well, and when he left me there is something that I was feeling. When I saw my uncles coming from Nairobi I was feeling something that was not good. My uncles had their own children.

I felt something; I couldn't run fast to my uncles because he was not my father

I got married 1993. I stayed with my husband for 14 years. He left me with 4 daughters and died 2003. When he died, the in laws didn't treat me very well. I stayed with my heart I was struggling and was lonely. At the time I stayed for 5 years at my in-laws' family I was thinking for my future. I was lonely. I didn't have any source to take care of myself. My parents were very far from me. I didn't have anybody to take care of me. I can't work- I stayed in that problem.

God spoke to me I slept at my table. I dreamed I got to a children's home somewhere. Then when I came to my senses I thought of that thing I tried to take a step. I went to that home which the Lord was showing me. I asked for a job. They interviewed me. They told me to go home and wait for a report. When I was waiting, somebody told me about this home, I wrote a letter and explained to him I was looking for a favor, someone to comfort my heart. I was so confused.

At that time he was in America, when he came back he found my letter and read it and after that, he didn't get peace of mind until he called. I talked to him and explained him my problems and explained all my problems and on January 2nd 2008 my children were brought here and me to start my job of being a matron.

It was a challenge to me because I have never stayed with a lot of children but he gave me those small children. I don't know what happened. 2009 he gave me the job to monitor all the dormitories. I have stayed their 5.5 years. I am enjoying my work. I got comfort in my heart. I was very thin, my face was stony, I can smile, pray, can talk with children who don't have parents.

One thing at MCF which makes the children is that we lead them we teach them how to pray, also we take time to teach them how to behave although there are some challenges, because some are street children and it is very difficult to teach them, when Daddy rescues them, some of them give us a hard time because of the drugs, sometimes they are confused and sometimes they abuse us

As parents we get patience, because it is not their will, we comfort them and then we talk to them monitor them even at night. Sometimes we cannot sleep, I go to their dorms, some of them have minds that are not normal, so we stay with them so that they don't harm others. We try talk to them and then they settle, they become normal as the others. Daddy has taught us how to pray with them, teach them the word of God, how to respect the elders, how to teach their brothers or sisters who are small. Sometimes Daddy takes us to seminars and trained how to stay with street children, how to deal with orphans, that causes us to reach the heart of the children

2. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

There are some tribes which are very difficult to be confused, especially Turkanas, we try to talk with them, what we have learned when they become bitter, we give them a smile, so that they can come down to talk, we try to unite them to love each other as a brother or a sister and explain to them that they are one family so they are not supposed to accuse each other.

We teach them how they can share things so that they can move together. As matrons we try to unite them and stay together so that they can become one family. That is why they stay together. They love each other. When somebody tries to get in this home and tries to mistreat one of them, all of them stick together and try to protect one another, we as parents we try to sit with them twice per week.

4. Frederik Gwayumba

February 6, 2012

MCF Questions for people in the shadows(of those who have received awards of excellence)

1. How do you determine who should take special exams / or enter competitions
After the KPC exam, grade 8, identify according to their age, if they have not done so well, and they are older, go to special education, vocational training-some decide on their own may be better to do alternative
2. How is support given to those who show potential
Have the remedials, organized by the headmaster, for those who are poor in academics, those who may be clever but have not done so well. At night there are also preps, more instruction if needed, decided by the teacher, planned by the teacher.
3. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?
Have various clubs, karate, Christian Union, drama club, assist to think and organize themselves, only receive assistance when they want. Can try to make sure that everything is so that they can think for themselves
4. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

There is a connection, in the clubs and sports, when involved, they are active and they are then settled, they help them feel relaxed, now have more time to do well, it makes them to be more active in class as well.

5. MCF is a very large family, how is the social setting used to positively encourage excellence?
*Because of the different staff members, social workers, the teachers themselves, others in the department, to assist the child, when they have that, they assist the children a lot, when came from a pathetic background, are motivated to participate in the class
 When they find the social workers and teachers about their own background , then these children get motivated and want to be like so and so – the pastoral program through the spiritual part, give examples of the Bible, when those were down, are being motivated, by the social environment are always shown the way. Also by past people in Bible and on staff-
 Each child can find at least one role model.*
6. What role do the dorm “parents” play in the development of the individual?
Their role to make sure that they have their devotions, they give them hope from the Bible, give them the role models, that helps the children when they go to the classes have already been advised. They also pray for them and think about their past, but the Pastor identifies their background, listen and pray, and get motivated
7. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
*We have a program every after four, at 4-5 clubs, when a child joins a club, is assisted there, Karate, field, games master always ensures that all the children not in clubs are playing games.
 On Saturdays, have a program in the morning, all go do a Marathon 2km, when they come back are in the field, have practices with the games masters, Aerobics, Dancing...
 Those who are not in clubs are at the games....Clubs are alternating*
8. What correlation between physical fitness and academic excellence has been found? IF any?
Those who did 2011 exam and 2012exam, those who are on the top are in Acrobats and Karate, clubs help to think better, tops in primary are in Karate, first 10 are from the Karate Club, advise to participate in clubs
9. Although the environment for the beneficiaries is quite simple it is much better that the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF’s perspective?
*The primary and secondary schools are permanent, village schools, are better than the village schools, the comparison is with the villages, where the construction is much less, so here is the best. Second are the relationship with the teachers, children fear the teachers, here when the teacher is seen is more like a brother, or sister, Auntie or Uncle more like a parent.
 That relationship is much closer than the public, prep time, a lot more assistance. In the outside, the teacher will not do anything extra without money. The environment is conducive, can read under shade. When they wake up, do not have to walk 2-3 km to go to school
 It is very safe.*
10. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural

background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

When the child comes in, it is a special school, children from different areas from the country, don't want anyone to speak his language, two languages in school, especially English so that they do well on the exams – they forget, behave like one language. They can speak mother language on weekends.

11. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?

This comes automatically, the biological family is the one who accepted for the child to come to MCF, slowly come to know the family members. It is important because Dad encourages all the children always preaching about the prodigal son, when you came out of different backgrounds, I want to encourage you to forgive so that when you finish go back to your people and help them. When they finish grade 8 or 12 can go to their people take that love and taught how to love and forgive when go out can do best they can from pastors, teachers, social workers.

12. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?

The beneficiaries who have performed their exams, often have to wait for results, some of the beneficiaries, applied to request a chance to be a teacher, ask for a chance, find because the children who have been with others, they are willing to do this because they are serving their brothers, have a heart to serve, because received great assistance. Example of Zaphia – was given extra time for children, sometimes children feel closer to them. Because it is the big sister or brother, they know each other already. Often more respect and more concentration, closer to the director (Daddy Mulli)

ADDITIONAL FACTORS

Visitors often have a big impact, because of the testimonies with all the different backgrounds and countries motivate a lot and feel that they are home.

Domestic duties – how to work with their hands, all the same trees are planted by the children and water the tree, see it grow, work with their hands, I have to be responsible in life and can use my hands for something else

In other schools will not do anything extra. Each child has 1-5 trees to take care of

Take class of 40 to water trees, each does a few trees and then they go swimming

5.Joshua Mboti

February 6, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

1. How do you determine who should take special exams / or enter competitions

For entry requirements, one must have completed the 4 year course so that he can fit in the system to do the exam, having completed the syllabus for the three years qualifies as well. If they miss arrangements are made to catch up.

2. How is support given to those who show potential
Advise the pupils and encourage them morally, teach them more, in their areas of specialization, to get to where they need to go to achieve their dreams, with role models, examples of people who have succeeded in that area
3. How is the potential shown determined
Shown through exams and tests, we have major exams, at the end of the year, through games and extra-curricular activities. Those with B+ and above
4. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?
Especialty in the arts, karate etc, games as well
5. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
Those students who perform well also have high creativity. Those students who are average and join a group who is performing tend to perform better in school as well. Usually increase of one grade i.e. from c+ to b
Those doing acrobats and Karate have strong bones and improves concentration etc.
6. MCF is a very large family, how is the social setting used to positively encourage excellence?
Being a big family, students learn from the pioneers, those who have gone through, there is a positive forecast
7. What role do the dorm "parents" play in the development of the individual?
The social worker social life, pastor spiritual life, teacher a lot about the academics of life. Matron talks much about the personal life, patron for the boys for the wholeistic life, prepares them for life
8. What correlation between physical fitness and academic excellence has been found? IF any?
It improves one's concentration, those who are perform better, have long concentration spans during lessons, stay in class more hours for study time. In a weekly plan there is a physical education day, practice games there, have athletics, where students are learning, in 100 meters, 400 meters, 10000 meters, laps in the field
9. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?
For those students coming from disadvantaged societies, if from upper backgrounds is average, street backgrounds see it as average. The environment is conducive for learning, the trees and climate have cooled it down, can learn better. Water around, farming conducive, there are field lessons, open air classes, internally labs are equipped, staff room with great teachers
10. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

All students do the same activities, encourage them to use Swahili and English and participate in games as well in sports internally and externally, encourage in spiritual programs in the home which helps them a lot, have those from the coast, Yatta and Ndalani together... Teachings in classroom, through social studies. Life skills lessons, talk about prejudice, what happened in the previous elections a lot of counseling and guidance through Social work department.

11. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?

We are integrating the beneficiaries to the real life and that training improves their future careers and profession and that is why it works for them. The behavior of the staff and beneficiary, learn in a more practical way and do well in class

Additional Comments

The background – once a student understands their background very well they work very hard, referring to their disadvantaged background. Some have genetic make-up which makes them work extra hard. The environment – improves their abilities both in class work and other activities

Individual student plays an important

Role of teachers – encouraging them in class

Role of MCF as a whole

6. Kennedy Muli Mutisya

Clinical Officer, Ndalani and Yatta

MCF Questions for people in the shadows (of those who have received awards of excellence)

What is your role here?

Oversee the health status of every beneficiary and the kids who are being rescued from the streets or impoverished, and the health status of the institution, of the drainage system, public sanitation and to communicate with the public health ministry and oversee and connect with government and going for seminars with the government. Updating health records to the CEO- Offering treatment and preventive care and to the community as well

1. How is support given to those who show potential

MCF organizes camps I hold talks on health care in athletics, career choices and how to get into the medical field. I offer voluntarily counseling, to ensure that they are able to see their talent and gifts. Normally I start with the subjects they are taking in high school, they have to be oriented in Bio and Chemistry and look at the grades of such an individual

Now that they are interested I find out about attitude and give tips on how to study and sometimes teach them some of the topics that they have not understood

If this person has already completed the high school level we analyze the courses and go on what they want and their qualifications and to which Degree level or diploma level

2. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?
*Especiallly those that desire to in the medical field and sometimes I call them in dispensary when I have patients and tell them to talk to the patient, how can he talk to the patient and I am able to pin point this is the way to go this is how you are able to do it and I am able to help them, sometimes I may call them to show how we are examining the patient other times hands on, exam now, try and do what you can do and tell me what you think.
I showed them the drugs this is what you give for this or that and I could ask them, just go the dispensary, for this or that and involve them actively, dressing up wounds. Sometimes they were involved in the medical camps, taking blood pressure, physical examinations*
3. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
Normally having hands develops attitude towards a certain end and this creates the ability and the positive mind to believe in yourself that you can make it, even when you analyze the successful have been able to serve somehow, this is the background for greatness and success This is the attitude and correlation and succeeding in life. Even in me when I was doing my college course, I had to get my hands on first...Get involved yourself...Develop skills and differentiate what is what...Working here is a dream come true. My father is a teacher, I was in public school and I could see children in a poor background and one day I would begin a children's home when I was very young. I used to stay and figure out how I could start up such a thing. I didn't know about MFC, I went to Mombasa, I applied and my dream came true
4. MCF is a very large family, how is the social setting used to positively encourage excellence?
What has helped children is the spiritual attitude, bringing them up. The CEO has been able to bring that attitude of love in bringing them up. All the workers have joined forces to bring them up. The majority has been able to go the right way through correction and love Involvement from the stakeholders, donors, efforts of many people
5. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
Normally what happens the staff has sat done and come with a program that has contributed in sports these have been able to motivate...And using other clubs, going for symposiums, Karate matches, this has motivated them even outside class. Even those that sing, coming together and exposed outside, involvement with the outside world and building a whole round person
6. What correlation between physical fitness and academic excellence has been found? IF any?
Normally this is important because they are able to improve digestion of the body and cause a good supply of blood to the whole body, and minimizing the fat deposits of the body And diseases that come from lack of exercise. Even in class they do well...due to the supply of blood in the brain...
7. Although the environment for the beneficiaries is quite simple it is much better that the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources

than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?

The attitude of the workers and the involvement of bringing up the kids. The program that the workers come up with it helps in nurturing the young ones. Having the kids being involved in the program and being shown the importance of such a program in their lives And having a variety of things to do...So that they can do things that they can enjoy their spare time. ...The support from outside has given them moral to do well

8. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

It begins from the spiritual point, this has brought change, we are all equal before God We have been having talks, human beings are all one because we are all born from the same human beings.

This is when we got so many different tribes, MCF was there to help. The CEO was in the forefront, we also have the senior beneficiaries to have them come talk to the young ones, even the staff has been employed from different tribes, we have the same home, been able to nurture them into the same vision and mission

9. Parents usually play a very important role in the development of the child. In the case of MCF, most are orphans or have been abandoned. What does the parental care at MCF look like practically in the sense of regular encouragement and formation, when there are often hundreds in a specific home?

One thing is that MCF houses the staff within, even when we are not at work , we are involved in reaching the kids, we are involved with the kids, we are here at the weekends Our job descriptions, we are told to be involved in even other activities, we are able to do all around work in talking to them. I have also been involved in spiritual matters, Bible studies involvement. This has helped much

10. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?

It is important when you look at their background you are going to find that they have been abused in many ways, they have not had the love of their parents. As a human being you have to get involved to even use your own resources inside yourself and understand that these kids want someone to lean on when you grow up with a negative you are encourage social evils.

The joy of every person to see that someone you have nurtured even that person will remember that there were people who helped. Even academics, they accept the fate that has fallen on them. There is hope for a change, even though the tree is cut, there is hope it will grow up again. That is what motivates me

11. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?

These are the people, who have gone through the system, because they are like role models, we involve them even the young ones. That has helped them to nurture their minds They are able to give back. They also are able to get jobs on the farms, office etc.

Comments

The program that is there is good and maintains a great level of success

TO achieve even more would be to broaden up the program, give access to give the ability to and chances to improve and save energy etc. in practical things to bring new technology in their lives

And also get professionals in that are to guide them in those areas

Support them all the way to the national level

That is one of my dreams new ideas in technology that will be able to help them

7. MR Soo

February 7, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

1. How is support given to those who show potential
Through advice and guide them according to their performance and what they can do
2. How is the potential shown determined
In class there are some exams that we give the students and the performance of each subject shows the interest or the weakness of the child, when I notice the weakness I bank on the area of strength. Where someone is best indicates the area that they may be best in
3. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?
We do it by encouraging them to create their own activities such as drama music and to a great extent sports.
4. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
*What I observe some of them are more gifted in sports than in academics, while there are others gifted in academics. Some of them engage in sporting activities perform better in school, when the body gets active the brain gets active as well. Some get better...
While others get too involved and do not perform well in class.*
5. MCF is a very large family, how is the social setting used to positively encourage excellence?
Being part of the large family influences their enthusiasm is congratulated by many people and is propelled by many, spectators are chanting and shouting. Many are congratulated by many and are looked at as role models and others may want to supersede them
6. What role do the dorm "parents" play in the development of the individual?
*There are many the main parents Mr and Mrs Mulli. There is the coordinator, principal, teachers, matrons, social workers. When they come across, ex. Social workers, they are given the task of advising the children and guiding them appropriately. The children can go to the social worker at any time
If they can they can do it promptly, if it needs to go to a higher authority. During open day at school, the children are divided into groups and the children go to visit the teacher and each child can say everything all the ups and downs that they have experienced.*

These meetings about every three months. We also have a forum of devotions and church services and we advise them accordingly, but they do not speak.

7. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?

By attending games in the field for a certain period of time, but we do not yet have play ground that is needed, we do not have swimming, we have athletics, we have Karate, some boys have their private games of weight lifting nearly every day

8. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartan, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?

The selection of children is based on their background or histories, most of them come from poor families, some from slums, others come from homes where they don't have property or housing to even exchange clothes where there is no privacy, here there is room for everything

9. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

Through showing that they are one family headed by the Mullys and need to treat one another as siblings. We use the word of God and show that God is one and is for all of them, and Jesus gave his life for all people regardless of colour or ethnic grouping.

When we group them we make sure that we mix the different tribes together and may appreciate one another.

10. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?

They are able to help one another because those who have gone through the system have gone through similar situations and someone who has gone through a similar problem can be of better advice to the situation.

11. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?

One to keep those beneficiaries busy until they go to University but also to remind them where they come from and when they go to college they are familiarized with the subject before they go. The mixing also provides room for the beneficiaries to copy some positive traits from the professionals and perform like them. We assist them how to summarize notes, advise them how to handle students, so then when they are emotionally carried they don't handle students with harshness.

Comparison

In MCF students are free with the teachers and are able to ask any questions and the teachers are free to answer them as well. In public schools the teachers create an atmosphere of fear. So pupils will not ask questions beyond the subject and private life will not be answered. MCF teachers are parent substitutes.

I prefer to work on religious grounds, about helping the needy, whoever helps the needy is serving God and will get a big reward from God. Since 1993 I was teaching I am now 41

I think the sense of brother hood is a motivating factor, they feel that they are part of a big family with similar privileges and blessing from God.

8. Dennis Mwanja Munyoki

February 9, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

1. How is support given to those who show potential
*We develop programs are catered to develop the spiritual life of the beneficiaries
We preach, we give them time to enliven their talents, singing, dancing, drama, have bible study, one day of the week to let the children inter act with the bible and make it part of their life. We have a long time program from 6-9 on weekends, three hours. We have a talent show, we only focus on the talents of the children, dramas, singing and dancing. At the Sunday services, we teach in themes. For example form Jan-March it is commitment April prayer life from June spiritual warfare. August – on the birth of Christ and its significance on life*
2. How is the potential shown determined
When we see there is potential we work closely and how they can grow that talent and how they can be resourceful and whatever potential they can grow and apply the biblical skills of helping them develop that talent and needs to be achieved and worked on
3. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
The creativity helps the children to discover their potential what they can do and we help them to do it better and we see that in their presentation, we give them knowledge, and help them as much as we can. If we cannot we invite people to help them.
4. MCF is a very large family, how is the social setting used to positively encourage excellence?
The number of staff we are all working in different fields, the pastors help in the spiritual growth, the counseling , the teachers, it helps them dynamically
5. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
Based in scriptures spiritual fitness is important but also physical fitness helps them to be smart, helps them to relays and stay busy.
6. Although the environment for the beneficiaries is quite simple it is much better that the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?
It is conducive for learning and interaction and helps them to have cool air, to feel like they are home and can enjoy and relax.
7. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural

background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

In MCF we believe that all of us have been created from God, from whatever tribe, small or big, marginalized we are created to help one another. We create value for one another, to make a family, because we are valued regardless where you come from.

8. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?

When the children go through the program must go back to the society and they cannot do this without first forgiving their parents and prepare them to go back and help the same society that mistreated them...And give them important tools so that we can develop their entire society, we use the children as champions as transformation. A society that doesn't value orphans and street children cannot bring about a new culture....

9. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?

We have children that come in different times, when they come they find those who have been longer and become part of us and help us reconstruct their behaviors and learn to help one another and this makes us one team and makes us one family.

Additional Comments

The self sustainable activities that make train the children to be resourceful so that they can still help MCF and the other work we do, welding, in future, we believe we will be self-sustainable.

I chose to be part of MCF God called me to be a full time minister; I loved to work with the destitute children who are not loved by anyone. I came across a crisis when I lost my dad, there was no one in society to help. God touched my heart so that I could become a tool to help those children, I want to dress others because someone did the same to me.

9. Festus Musyoka

Janaury 6, 2016

MCF Questions for people in the shadows(of those who have received awards of excellence)

1. How is support given to those who show potential
Most of the time are talked to by the pastors and the Pastor sees which kinds of activities, some say want to be leading devotion, church, will be leader of dance group
2. How is the potential shown determined
Because we have different activities, when you are teaching see their reaction how reacting, see them following you know that I hear a call, have interest in CRE is good to read the Bible to have the passion of it, have the chance to build and mold and can go to an activity like tree planting, I want to be agriculturalist, listen in all situations, so that in future can become
3. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?
Most of the time when we are talking to them they tell you what they aspire to be, and this is a very big word for us, when you see her or him and encourage them in this way and have

feeling to go down that path and could then prosper with that life, want to become an MP, will give an example of former president was a teacher, MP – then president – provide a role model, if said you want to be like this, then help the child to be great and normally give them role models of big people – who is your role model...ex. Daddy Mully because...

Voice of God in everything

4. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

The children have to be busy from the morning until the afternoon until they retire, they are always busy by doing many activities, tell them they have to work hard. Have to make sure they excel in every activity that they do, through that will only make when you follow these things 1. Prayer, 2. Exercise so that the mind is alert 3. Education 4. Work hard.

5. MCF is a very large family, how is the social setting used to positively encourage excellence?

The key is 1. Strategies of the administration of MCF, home coordinator, who oversees every department. In education is the head teachers, that the teachers are giving the best Ensures that the Patrons and matrons are ensuring that even the children are well cleaned etc. Even in the kitchen is well cooked served at the right time cleanliness is also kept CEO makes sure that every department runs well. Even requisition department is controlled and well supplied. Programs ensure that everything runs well and come to see how it is all running. Often are seminars, for those who interact with the children. For example, how to socialize with the children etc....So must be excellent people

6. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartan, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?

This depends on the person who is in charge, there is man who is making sure that whatever is started is ensuring that it is made to the best level possible in this situation and ensures that there are no complaints later. When building some are former beneficiaries are helping and know they are for other fellow brothers and sisters.

Trees ensuring that everything is conducive to the learning environment

7. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

When the children come with different religions we preach JC we tell them religion is a set up, when we come to JC we are under one roof, he binds us together regardless of colour and broke all the yokes of religion which is why we call them brother and sister. Daddy Mully loves all regardless where they come from

Additional Comments:

The most important factor is through Dr Mully who has stood very firm to make sure that it is a permanent home for the disadvantaged who has given every child a hope in the future, so that when I come out of MCF I will be a very important person. MCF is Recognized by the government.

The Christianity has bound the staff and children together this has made the success of the home.

10. Pastor Josiah

February 7, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

39. How is support given to those who show potential

Those students who come from the streets they are able to do a lot

They have the ability like, music, some became musicians, some who can lead, who have gone to work in the government

When they have been identified, and then they can visit people who are doing the same, then they can visit others and they are able to be nurtured. As staff we also ask people from outside as visitors

1. How is the potential shown determined

We have many activities and let them engage in activities and watch them sing or dance When they are interested and can improve their talents. Even if they get land and practice also pray and encourage them....

2. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

They are very many activities and this commits their minds, so that their minds are not filled with what they have left behind. They are gaining knowledge that will help them in future Can change clubs and activities, many ideas are fostered.

3. MCF is a very large family, how is the social setting used to positively encourage excellence?

With the different activities there is a sense of competition and will iron one another to make things best it goes with encouraging people in comparison with others And they are tirelessly encourage...Prayer a lot of prayer and find that they can make it to a better level.

4. What role do the dorm "parents" play in the development of the individual?

The founder and Esther are the parent figure the family continues to grow...

So the staff assists...the orientation he gives is that they are not only a career but also act as a parent...he is involved in giving discipline to the child. Through the same orientation...

The staff do not only come as workers and cope with many people, but as family members...

What makes the staff motivated is to understand the need of the child so they are helping the child, and want to see the child to able to do something... Frequent encouragement of the founder, what they can produce in these children. We are part of the formation of the future

We are helping our brothers and children. Prayers and the word of God and see the sacrifice of Jesus Christ...who was willing to leave a legacy for the world and we can enjoy to be in salvation. And we get to enjoy seeing the transformation - Seeing the child changing for the better.

When one does good, you feel the next can do better...It becomes a great motivating factor

5. What correlation between physical fitness and academic excellence has been found? IF any?
IN the Bible Paul encourages people to do exercises they interact in the games and in the spiritual and can share the word of God they get refreshed and renewed even on other sides. And do the playing they can also understand that the spiritual people also like to play We continue also with the same people doing all of the activities and it builds cohesiveness When you read the Bible then do physical activities come back you feel refreshed.

6. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?

It is very good because many trees flowers and other things around and it can shape a person, when you see a flower and can understand what God has done and demonstrates the creative power of God and through that you get motivation. If you see garbage you may turn wild, there is nothing that please him and make him better...Start with the environment will desire to have a change,...The calm environment helps them...They get involved

7. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

The vision of transforming is to change the whole country and behind, that people from the various communities they will understand that each is as human as the other

The root cause of tribal problems, is that they were taught that this is bad or that tribe is bad Here they will discover the greatness of each person all people can be good if given the chance

Additional Comments

What was planted by the people in the past were malicious tales and understand this is good and make a community to transform...Spiritual activities are vital, the spiritual problems, some are possessed by evil spirits, when we pray for this person, the spirits which are possessing them, this transforms the lives of the children. Some of the communities are involved in spiritual darkness.

Prayer moves. We have visitors they encourage us and God encourages us, there is someone very far who is encouraging and praying. I need to feed, we get the support, has done miracles what it is

It is the vision of GOD. The vision of God gets accomplished

11. Kilonzo Pastor

February 6, 2013

1. How is support given to those who show potential

There are so many people who have potential when those people who have passed through, when we seen them eager to do their best, back them where ever they are, we pray for them, because putting God first, will help their success, then we know exactly, know where those people are getting their help from. Sometimes if we don't we must be concerned where they have gone and what they are doing, if what they are doing are not reflecting what we have taught them are able to revisit what we have told them and encourage them to do their best. We see their potential. People have different kinds of talents, main effort is to find means and ways how we can create and see that person and that talent that will help that person, try to find means how they can exercise their talents how they can create talents.

Don't kill their morale can help them in the future...If have someone with singing, see if they can have someone who can teach them and uplift that person talent – like mentoring, must be close to guide that person so that he may be able to uplift that standard that he has in himself, encouraging putting across that he or she can make it.

2. How is the potential shown determined

*When we have the children we have different activities and programs and settings if the person has the ability of agriculture, give them time to know and issue some activities for them so that we may identify and on the side of spiritual side. Have Christian Youth in Action and select a group and choose the leaders among them and then discover among and understand the capability if they can make it, have choir etc. and in each group we identify in each area and then we back them and try to see what we can do to encourage them
The way we understand them in interaction in singing or different studies we will be able to know that this person will be useful in this area.*

3. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?

*We sit down and set activities spiritual side that should be under gone by the kids, and give them the chance to choose, and if he or she chooses, then it means what he has chosen us part of him or her and see what the kids must be doing and come up with some programs and during those programs we will identify some of the kids, don't always teach them and sometimes we put leaders from within and monitor to see if it is working or how it is working
We teach the children to try different aspects of different duties, programming.
Empower when we see them do well in activities.*

4. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it? (spiritual side)

*When they come from outside come to MCF thinking that they only need Education, but once they come, we put God first, we don't have activities that are the same as their own
We don't only do Education – but also spiritual nourishment.
Then there is a little conflict, but after awhile and he settles and then we just move.
Those who first come resisting become the best and leaders of the others.
When the acrobats, used to not go to devotion or church, would find them sitting somewhere, want to worship out God who was worshipped by their forefathers.*

5. MCF is a very large family, how is the social setting used to positively encourage excellence?

Whenever something is large it has own problems, when it started it was not the way it now it is, because the home itself was started on the foundation of Jesus Christ. Whatever MCF is doing is putting God first, that makes MCF the way it is. MCF by itself cannot make itself the way it is, and has to involve some other communities because they also need to work with the community and the community must work with MCF. That is the area where MCF we can see it growing because it is reaching the community.

6. What role do the dorm “parents” play in the development of the individual?

When the small kids who have their matrons, it is not so hard for the Matrons, because it is a system when they have the kids it is system that was put across how the kids must be served, and it is not so hard they should care for this kids, because there is protocol, if there is problem that occurred in any dormitory, if there is sickness or a kid who wants to run away they know how to follow up, without the program things may go haywire, there is a plan how the matrons can handle all the kids, must be able to know who is where and when and all times.

Whenever he comes in this bed is empty, must know how to trace the child, every evening and every morning on how somebody must be able to check if all the kids are there During the day time also have a way that if someone is not in class and is not sick must be able to find each one.

7. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?

In MCF something is very unique, but not new, something started, there is a lot of love at MCF, May come across playing, but may even see kids arguing but there is still love. When looking at kids can see that they may be mistreating others, these kids are very friendly, even when they are new, they will find even when there are new kids are welcomed. This is not by anything but by our prayers. Have it a lot different than other people think about MCF. When people heard about a school for Street Children they didn't want it. The Community protects MCF in the meantime

8. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

Because we know and understand the vision of Mr Mulli, our main duty is to make sure that vision stands and is accomplished, through committing ourselves to reach the underprivileged are selecting form 1, trying to receive from many children that should attend, must be very specific to those people even from other tribes, when they see me they should not even think about Mr Mulli. When they come to me they don't even want to see Mr Mulli (because I have been able to meet their needs as well). Are also helping and strengthening the vision. ...Ensure that the staff shares the same vision when they are hired.

9. Parents usually play a very important role in the development of the child. In the case of MCF, most are orphans or have been abandoned. What does the parental care at MCF look like practically in the sense of regular encouragement and formation, when there are often hundreds in a specific home? *When have street children need to be handled differently than*

those coming from a guardian, may ask a question, don't understand how to interact with that kid, must be very friendly so that with time will find that this is the best child. Sometimes those who come from guardians may not see the need to be taken care of, but those that ran to the street and then saw that someone is ready to help them and will cling to that person, may become the best person to help others later on, and later when we apply love will be able to be successful.

10. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?

For these kids it is important to go back home when they are through, before they got a chance at MCF, during those times

Additional Points

What has made MCF so successful is the word of God and the LOVE that exists here, without that we can go nowhere. And a big commitment and when we are committed when we apply it to MCF we also apply it elsewhere, Love is above all other things.

12. Paul Kimani

February 9, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

The instructor of Karate, administration and management, the games master

I got the love here that I didn't have, I got rescued and became a good person in Karate, I have been wining a lot of awards and medals in sporting activities. It is the love of Dad who has told me I could be a good person instructing

1. How do you determine who should take special exams / or enter competitions
*Through the training, I don't select for training. I take all of them to training.
Who is going to perform very well...Those who perform well I take to the team.
Those who perform well...Some of the others come to watch.*
2. How is support given to those who show potential
*As a coach I do this through mind, sometimes we have a class of training.
First we pray-When we finish we pray. Then after training we go back to our schedules
Being strong in mind, making them be focused...Using the time very well...
Two people fighting together, should be connected with the mind...That each person will be a winner. In the mind they have won the match and finish the game...They always know through God they will make it...*
3. How is the potential shown determined
First is discipline, what time does he come for the training. Second determination, endurance , interest, time keeping. Record and performance... Has been improving...What I do, if you didn't perform well, record and chose to compete...
4. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

The students who do Karate is a way of life, you train your mind set, in school they are mostly in the top 5-6, to perform very well, it is mind connected, you must know how to do this is that, it needs a lot of body connection, if you don't have a good mind you won't make it.

5. MCF is a very large family, how is the social setting used to positively encourage excellence?
I learned how to love people in this place for many people, since I went through this course I got it from here, mentorship, I had no hope that one day I would be an instructor, I know that whatever you do and learn you apply it to help with others. What he is doing for so many, for myself to be in South Africa, I have that heart to help children and I know most of them will be like me. Should not keep for yourself. Mr Mulli always calls the team they have the support they go to the devotion, they are brothers and sisters, are supported through prayers from the whole group, special honour to the team, because of the relationship they have with their Dad and the other children they perform well
6. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?
When I was rescued I was 10 there were no friends, here everything is equal for everyone, we eat together, this is a special environment before they joined the home they couldn't get fees or anything. Now they found the environment good teachers we always make it in life We are heading into the elections, they want to talk about politics, and there is a special environment for studying activities.
7. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?
It is quite challenging sometimes it takes time, this home is Christian based, there is no difference in any way, everything is done equally, one thing in common, we are focused on way and we are being taught through the work of God we should love one another Be your brothers and sisters keeper, and we are all brothers and sisters Everything we do, we do it like brothers and sisters from God.
8. Parents usually play a very important role in the development of the child. In the case of MCF, most are orphans or have been abandoned. What does the parental care at MCF look like practically in the sense of regular encouragement and formation, when there are often hundreds in a specific home?
In the field that I am working in, on Sundays after church we go and sit together if some of them are having difficulties they can share and I try to encourage them, if it is too complicated for me I then go to Daddy, or someone more senior than myself. And the same in each small child, he acts like a mentor. This is why, that person will not forget what the mentor did for you.
9. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?
I used to get mistreated , when I was rescued I was young, whatever we were being taught – learn to forgive, my biological relatives, I go back and I forgive when they ask and I start

afresh. We should not hold something, if there is hatred, you can find that anything can happen, they may be tribal problems, if they don't have love problems are caused, when you love and forgive you restore what had been lost.

10. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?

We are not the same in body or the mind, there is a particular person who my better in a certain area, you cannot then see your brother going astray, because you have been brought up in the same family you encourage one another, you know exactly what they are going through and we stay together, we have that special love, through encouraging one another.

11. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?

The teachers who come from outside, they are doing this as a profession, they are for profession and earn their living, but not to make them successful necessarily. Those who have love and understanding ...Those who have gone through the system and come to help, there is more than love, they understand them very well, because they have the same background and I am helping them, when I say don't do this or that the respect what I say because I have been there.

Some final thoughts on achieving success...

For you to make it in life you have to have endurance, there will always be challenges, go back and start again, don't quit the problem, try to solve that problem to get the resolution.

Complaining can't solve the issues...you need perseverance. Time keepers are vital, for my club, we always keeping time. You get three weeks to stay away to help train them, when you use your time very well. You cannot afford money, energy, time...

They have been helping...so many...Discipline without it you can't make it

13. Peter O'Barasa

February 9, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

Social Worker, Rescue, Rehabilitation, Reintegration

We go into the community to establish the background of the child. We need to establish the background before we rescue. We visit them in their homes. And get the case history of the child and the families. The total orphans we got the grandparents, and it is difficult to provide the basic needs.

And MCF takes the responsibility. And here we find that during the rehabilitation is at least 18 years and beyond. During the rehabilitation there are some that are traumatized. Some have been abused, incest. Others are affect by HIV, some parents have died. We prepare them psychologically. You can't take some directly from the streets to the class. We council daily before they are reintegrated. We

know that when the child that one day that child will have to leave. We prepare them to get back the community. Or that they can go to any society. And prepare them to adjust to any community

Before they go back.

When I was in college we were moving in the community, when I learned of MCF I had a lot of interest to guide them because I knew they would be facing a lot of challenges, it was my wish to work with the children who are underprivileged.

For me it was quite interesting because most of the children are orphaned and street children and have a lot of psychological issues to deal with.

At MCF you find that they need a lot of attention who has someone who has knowledge about it, those who have been addicted to drugs, you can't deal with them without dealing with those issues.

1. How do you determine who should take special exams / or enter competitions
We know the beneficiaries at MCF, we always talk to them, we prepare them because they will meet different tribes, we prepare them to meet people with different backgrounds, even socially, need to socialize, how to interact with different traditions before they leave.
2. How is support given to those who show potential
MCF is out to nurture the talent we know that all these young boys and girls can't be the best in class, but all have talents. Then they are encouraged to join masonry, dress making, knitting, hairdressing...
3. How is the potential shown determined
Through observation on a daily basis, some may come to our office and say I can do this better than this, it is based on interaction...Some who come later, and they express on their own.
4. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?
Every individual has a talent, and this must be realized that each one is good in something different. That is why we have different courses...Talents are not limited, so it is good to try many different things. We allow the children to choose and nurture them.
5. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
We have a timetable for everything
6. MCF is a very large family, how is the social setting used to positively encourage excellence?
I think MCF we emphasize team work and is crucial and if you don't work together we are working for a child, so anybody knows that if they are working in the field they are working for a child.
7. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
A healthy body reflects a healthy mind, games is vital anybody, you can't deny anyone a chance to run and play and mentally and psychologically.
8. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartanic, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?

We draw the students from different parts of the country. We involve them in environmental conservation, for the big boys, they get involved in trees. They own some of the trees, when you own something you will like that environment. It is important...We create that spirit of ownership and they have to adjust to everything around. We involve them in cleaning up, where you stay needs to be clean.

Responsibility is also important.

9. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

It is very important, when you have people from different tribes they come to learn each other's cultures and know how to socialize with people different traditions and faiths

We emphasize on Christian love and nourishment and know he or she is my brother or sister we actually preach on brother and sisterhood.

10. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?

What we normally do is emphasize on social issues, must have respect on those behind.

We tell them they have to forget the past. Prepare for today. Today is the climbing stone for tomorrow. However much they have been traumatized. We have to build the tomorrow.

They should not have the grudge that may have mistreated and look forward to success.

11. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?

Age mates are important because they believe that someone of your age that thing is right, peer influence and pressure, when we talk of peer counseling. When they share they get what is needed, they believe in each other. They talk without fear.

14. Philip Kioko Kivevelo

February 8, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

1. How is support given to those who show potential

I make sure they get quality education. To make sure the teachers are following the syllabus, which is being followed by other schools. This behaves as a private school...Ensuring that we implement the policies of the government.

2. How is the potential shown determined

We have various exams internally and externally, for ex. We have the zonal exams, divisional exams and the district exams to measure the standards of the teaching... Secondary for Form 4, district examinations, being conducted every July. These measure the standards of the schools. Also individually every subject teacher has the level for each individual child, term tests etc

3. Part of MCF's philosophy is to foster the creativity in the beneficiaries, how is this fostered?

We have co-curricular activities where we compete with other schools...Games and athletics, talent shows internally and assist the child to develop that talent.

4. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
There is a link, the extracurricular activities....An idle mind is the devil's workshop. When the child is involved in various activities the child thinking improves. They are also healthy to the body
5. MCF is a very large family, how is the social setting used to positively encourage excellence?
We have different talents and sometimes different pupils copy what others are doing, everyone has potential talents and this can also be developed through copying others What certain people can do can be copied by the same person and can be developed We have many communities, 36 tribes, try to copy what others are doing and take the positive and discard the bad ones.
6. What role do the dorm "parents" play in the development of the individual?
Everybody is a co-worker, we all need each other, if it is academic, the cook in the kitchen is also involved in developing the child, the farm worker also play a part. When we come here someone narrates the vision and mission of the director and we all come together join together as one family working together towards one goal, if one department does well we all celebrate together, if it is farming we all celebrate.
7. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
We have p-lessons, games internally, invite some guests to have friendly matches, we are also invited to visit other institutions, one teacher who only does games and P-lessons
8. What correlation between physical fitness and academic excellence has been found? If any?
It enhances logical thinking, during the games the pupil, there is judgment of timing etc which is used in learning in the classroom.
9. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartan, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?
Initially the pupils participate in planting of the trees and they feel are part of the micro forest and through that when they are integrated into their community they will follow the same method. It is not like in public schools, they use it as a punishment, therefore they hate planting trees, whereas here it is something positive, public schools should change that attitude .
10. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?
Each benefit ... is that they respect each culture from different tribes, in learning together, because it is their culture respect and theirs as well.
11. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?

When the children are in school they learn so much from the parents, they act as a role model, they will emulate the same once back home. We often make the beneficiaries, teachers, and others correct what was not so good.

12. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?

When they accomplish grade 12 they can practice in preparation before they go to University Teaching is a gift sometimes it is a calling, if it is not within your blood it is hard work, sometimes they have a calling.

Some Additional Points

Because this is a Christian based home they are always lead through by the word of God, the spiritual department is playing a major part in the lives of these people, and because it is Christian based, must adjust to the requirements of the home, if he can't then he is in the wrong place

All the staff are always setting a good example we are all role models to the children

We don't leave work to one person, if I see a mistake I correct it immediately

15. Principal Jerum

February 7, 2013

MCF Questions for people in the shadows(of those who have received awards of excellence)

1. How is support given to those who show potential
Education...After we get the children after we discover what they need. We ensure that we have teachers in place who can teach them. Get the best teachers who are competent and have a very important role. If good in drama, will then go to clubs and If Karate, have a training and follows the child and realizes the talent...If musician to choir...In academics the teacher is there.
2. How is the potential shown determined
*Some never knew that they had the potential. The teachers are also like parents substitute The child finds through guidance counseling the child get to realize their potential get to higher education learning, to better colleges and universities becoming great people of society. This is a person who has substance who can help others.
This is not just employment we need to be there 24/7 when we do orientation and induction they need to be informed, when they feel they cannot volunteer. They have heart for the children.*
3. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?
Activities for that person that fit. We assist if does not match up, in remedial to improve.

We give spare time so that they can improve- some are academically challenged, they need to be helped, we sit down and are weak, but it is up to us to come as a group to help... One of things is learning without sports does not work well...When he goes out and plays football, acrobats, he is freshened up to receive more.

4. MCF is a very large family, how is the social setting used to positively encourage excellence?
The founder Dr Mulli who is our head, takes his time from his schedule and sit with the members of the staff, and gives wisdom, and channel them to the others of staff and implement them.
5. What role do the dorm “parents” play in the development of the individual?
One of the things is the team spirit, if a child has a problem, I talk to the child as a teacher, then the pastor comes with a different fashion. Then to the social worker from a different angle...Gets satisfied because we work together
6. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?
We always tell we are like the body of Christ, which has many parts, the tribes are like those branches. Because of that we don't look at the tribes and this helps us to co-exist as brothers and sisters. I love those from other tribes as much or even more than those of my own for the benefit of the child. The ones who have gone through the system are able to get in different parts of the country and are able to be involved with other tribes and fit in comfortably.
7. MCF installs a love for the biological family as well as for the MCF family. How is this done and why is this important for a child / beneficiary to be able to focus on his / her development?
This child when he came was neglected, abused, from home was not needed was like an outcast, when comes here, and having confidence, then the family want to see the child, they see there is some light...We had a girl in Ndalani was raped, she did well joined Nairobi Medicine will be employed, she will be a doctor coming home who will change the family settings, she will bless the family, she becomes a person of respect.
8. The use of peer counseling and peer encouragement play a large role at MCF. What impact does this have on the development of the individuals?
We have two classes those who have worked hard doing well and come back and sit down in the school as an example to talk to them one to one or face to face. Might be eating and the children if he was here and made it, keeping their vows to God. The ones who are still here and has reached a certain level is a role model, I am being taught by my brother and see he is successful, they sleep together and play together.
9. Because of the need being so great, often the teachers are a mix of both University Educated teachers, those waiting to enter University and volunteers. How is high quality education ensured in this setting?
One of things is that some of the teachers are the very best and the beneficiaries copy the great teachers, she had a very big zeal and determination to mentor even other girls.

Additional Points:

For a child to be complete they need the basics of life, food accommodation, we teachers team up together from the CEO with all the motivational factors, there are people who have worked together

It is the thank you, knowing that they have been successful. Thank you to God

16. Zipporah

February 9, 2012

MCF Questions for people in the shadows(of those who have received awards of excellence)

I assist the young beneficiaries from the baby class to form for stationary pens, pencils and record everything that I issue. Every pupil, student a number per class,...Number 1-5 classes.

Each pupil gets a number to enable him to exchange. When the book is filled, it is signed by the teacher, ensure that no page is plucked off. Then I can issue the next exercise book, pens or pencils are given once they are finished. When the pencil is very small they get a new one.

We do this to save the stationary, so that we do not run out of stationary. When we come to the side of the administration office, I type the case history of all the new comers. I assist in writing letters of admission, Support documents, various birth certificate, chiefs, churches, so that the pupil gets a chance in this home. Then the director approves them and he gives us instructions.

Then the guardian gets an approval letter. We have recognitions in the home...Stationary, food stuffs I write requisitions, Covering letters, sent to head office for facilitation.

I have been here 15 years. I came to MCF right after Form 4. I had no mom, and my father was sick

I had my siblings; I had finished form 4 and started as a caretaker, washing their clothes. Then I went to college. I asked to go to college part time, Mr Mulli said yes. There I studied office Management

I asked Mr Mulli to assist my siblings, two of my sisters went through the program. From there we saw other having gone through and have secured jobs, working as directors of other organizations.

What has made me to be here? That we were needy and other children are needy, and I wanted to help them to help him achieve what he is after.

1. Have you been able to see a correlation between the creativity and the achievement of excellence? If so what was it?

They come to realize their talents, their gifts, now it is going to enable them on how to be dependable in the community and society and will enable them to assist some who are need

What has helped many become so successful?

We have spiritual nourishment guidance and counseling, we have parental love. They feel that they have a mother and father who care.

2. MCF is a very large family, how is the social setting used to positively encourage excellence?
Every staff has training and has been trained in his area where he can nurture a beneficiary on the experience he or she has. We have a protocol that we follow in nurturing these children.

3. Although the environment for the beneficiaries is quite simple it is much better than the situations from which they came. However compared to many others the surroundings are quite spartan, nevertheless they are able to achieve excellence with many less resources than others. What are the basic physical needs that must be met in order to be able to focus on achieving excellence from MCF's perspective?
Some children could get food, get clothing when they come here they access all those things, shelter, etc.

4. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?
When they come here they are being told we are one family, everybody is accepted, whether a Muslim, a Christian, we are under one umbrella. It is working because there is love, at times if any child goes out, he has run away but when he comes back he is shown love no matter what

Additional Points

Being trustworthy and hard working is integrated in the MCF culture, and this has made this home succeed through prayers as well.

Appendix L Transcripts Community Members Interviews

1. Anne Mueni

February 9, 2013

Anne Mueni

How has MCF impacted the community?

We are getting the works from the area and proving them with employment so that they can improve their standard of living. They can take their kids to school. They can shelter their families...better compared to the surround communities.

Some ladies take their children up to college. This is doing better than other communities, because we get jobs here at MCF.

Questions for people in community

1. Please explain why you feel the Children at MCF are doing so well and why some have become so successful?
For children to perform the child has to be comfortable, if a child has a conducive environment for their studies, they are not getting their basic needs. Here they are getting shelter and food. Their environment is well catered.
2. MCF is a very large family, how is the social setting used to positively encourage excellence?
Very success starts with a good management. Good lying down of the foundation of everything...They are making the plans to grow very fast...If you cannot plan well you cannot succeed...This is making them succeed now
3. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
The beneficiaries have the discipline, which is installed from the Daddy Mulli and Mumi Esther Who are installing the discipline they have installed. Whatever duty they are assigned they usually do it. This discipline they are getting here is good. They are taught about their responsibilities. We learn these responsibilities throughout their life. These are their reasons that can b dependable in the community.
4. What correlation between physical fitness and academic excellence has been found? If any?
When they are in school, they are not left to stay idle, they are giving responsibility to plant trees and irrigate, so that they can go out, they are the ones to lead their families. What they are being shown is to be good people, men and women out there.
5. Compare how the children live at MCF with how they live in the community, what are the differences?
There are more responsible. They have initiative on doing good things. MCF schools compared to out there are better. The children are focusing on their education. The children often in the community are not cared for regarding to their homework. They score higher.

6. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards?

In MCF all are the same, so you cannot differentiate, all are treated the same, you find they are being taught to live as one family, they are being taught as one family. In other places are not that way.

Even the workers we are working as one team. Working together is improving the performance of MCF.

7. Have you seen families in the community affected positively through MCF? How?

The standard of living, these workers are getting their pay, and they can then educate their children, most children in other places are just drop outs, because their parents cannot take them all the way to school. Through that the communities are increasing. I have seen many people from the community are bringing their patients here and some people can stay at home. So here the death rate is high, but here they are being attended to.

Many get taken to the hospital. The infected people around here are being monitored very well.

8. How have the teachers that are provided by MCF in the community school impacted the community children

The MCF form 2, their performance is well, some of the MCF teachers are also teaching in the community school, with the same strategic plans as the internal ones, they are being provided. By the end the kids will perform well.

Other comments that you think have led to the success of so many beneficiaries?

When you are working in a place where you are given a chance to think and your ideas are being backed up, and in another place you are not given a chance to grow, you can think and your ideas are welcomed and you can make the work very useful, you don't have many barriers to achieve your goals. The community surrounding MCF is benefiting very much, you may find is now food in the community, and the families have no food and they depend on rains, I have seen the kids, and one time the kids used to come here to take their lunch, then they are motivated to do their schooling, those kids who are in here, those families are enjoying it.

We have another day car outside the MCF school, most of them leave their young ones so that they can come work so that they can improve their standards of living and make education. Even the clean water is being given to the community. If the water is being treated, they are being taken care of

2. Gideon Musiymi

February 9, 2013

Elder of the village

At first MCF started taking orphans around this village and gave them food, shelter and security

From then it went ahead in taking children from all over Kenya. It has helped them given them food when there is drought.

1. Please explain why you feel the Children at MCF are doing so well and why some have become so successful?
They owner is honorable because he is transparent. He ensures that the money is used the way it should be. Even in the village he said he would build a secondary school, which he did And there are children there even now.
2. MCF is a very large family, how is the social setting used to positively encourage excellence?
Through God, here God is first and they work hard to gain, not to loss, even the managers, workers all work together knowing that there are orphan children who need help.
3. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?
There is always enough food they eat everything
4. Compare how the children live at MCF with how they live in the community, what are the differences?
When the children are here at least one year, they change there are professionals who teach them how to be free men in the world. Here it is often better than in the surroundings
5. How has the above affected the community?
The work of MCF is the nicest one, there isn't anyone that can say MCF is bad. There is progress, when it was started with little children. The director he doesn't know about his tribe, all are Kenyans and teaches the children the same. Here they must speak Swahili or English to communicate with the others.
6. Have you seen families in the community affected positively through MCF? How?
At the primary schools they get food at lunch time when needed, and even the entire community, the elder people who have nothing get something every week. The community is happy, they love him very much when he says he will do something he will do it. Not only this school but at other places and the orphans he takes to school. The community is very nice to him. He offers seminars from the minister of agriculture and here we learn about farming And it has increased our understanding.
7. How have the teachers that are provided by MCF in the community school impacted the community children
When the building it will be given to the community the children get good yes better schooling...

Other comments that you think have led to the success of so many beneficiaries?

Through the knowledge they take from their appointments. There are professionals here who know how to deal with them. They feel at home, this is their home...They call it home...It is not an institute it is home.

3. Irene

February 9, 2013

Farm worker in MCF

I have been here 10 years. I am a mother of three, and I have a husband.

I work here I get money for my family, for those 10 years, and I get money, food and I thank God

I am able to sustain my family because I am working.

1. Please explain why you feel the Children at MCF are doing so well and why some have become so successful?

Because MCF helped the people to that level of education that they want, you find that child gets successful, there is no failure of school fees and you find the children those that are here get successful.

2. MCF is a very large family, how is the social setting used to positively encourage excellence?

Dr Mulli is a person who is inspired by God, who is social with everybody, even in the village helped the people and children whose parents are not able to take their children to school in those ways God has blessed him.

3. Physical fitness is an important factor for the beneficiaries, how is it ensured that the beneficiaries remain physically fit?

They are very different, when they are here they well protected, better than those in the community.

4. Compare how the children live at MCF with how they live in the community, what are the differences?

In the community some parents are very poor they cannot even provide with a balanced diet here they are getting good food, they get good shelter and they study, there is light so that they can study.

5. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards? How is the above affected the community?

We are many people from many places, when we come here they say we are one family one father and one mother because it is one home. We know God here we are Christians, which is why we are one family, one family stays together we are one family here although we are many tribes. When they came here to MCF they found many children from different types they get education here so that it is good to have many tribes to stay together.

Other comments that you think have led to the success of so many beneficiaries?

We have a community water, a new secondary school, we get free medication at MCF, they have done many things which has brought success

4. James

February 9, 2013

James

I am an MCF – farm worker, in charge of irrigation. I am also a community leader. MCF has helped in physical family set ups. They help in taking care even in the growth development of the children, and even the expectant mothers. They provide nutrition, hygienic.

Reports are sent to the nearest government facility. There are 50 members manning 20 families...

The government of Kenya offered this to be done...we were selected by the community members and were trained to start the services from the bottom up. MCF is assisting us, referring the sick, we refer them to MCF dispensary, and are given assistance. We can call at any time and they are ready.

What we learn from MCF we take to the community. We are offered training through MCF 4 times a year.

1. Please explain why you feel the Children at MCF are doing so well and why some have become so successful?

There is school here and those from the community who lack some needs can come to MCF and they get free education, they get the construction sector they can then sustain their lives, they turn into an expert getting the best. MCF is like a nursery, bringing up people.

It is system that will never end. It is maintaining the life of the common man, to do the life that is essential. When they are extreme cases of drought food is provided. We don't even need uniform

We now have a school from the community. The community is being linked.

2. MCF is a very large family, how is the social setting used to positively encourage excellence?

It is sustaining itself and leading others to come and teaching. The management of the director and the transparency, when you are transparency you attract others. Not many people have the heart to be transparent they have a strong stand to sustain themselves and then community to get some of the services.

When we as worker we came with nothing and no knowledge and now we can apply it in our farms. The environment is always calm. If anyone is having problems it is dealt with calmly. Christianity is the base. No claims and jailings...

3. Compare how the children live at MCF with how they live in the community, what are the differences?

The ones who are in MCF are healthier, because they get the meals at the right time, some of the orphans that were brought were malnourished, with the feeding program the children improved without medication. In the community they are very different, some are poorer.

You can separate them based on health. The MCF reflect satisfaction. Now the community would like more to come.

4. The MCF family is made up of many different ethnic groups, which can at times be very difficult in the larger Kenyan society. Even in times of great turmoil when tribes and clans fight, how does MCF ensure that each beneficiary has a respect and love for his/her cultural background while still developing a tolerance and love for people from those tribes and clans with whom their own family and tribe would have a cultural bias towards? How is the above affected the community?

It is helping the community at large, now we are able to mix with different tribes, for example, I am used to communicating. The languages we use are mostly English and Swahili, and the whole community to be able to get a job with MCF and all the visitors. They introduce us to all the people from all the communities and around the world. They come to our place.

5. Have you seen families in the community affected positively through MCF? How?
Always the management when I bring a problem my roof may be blown away, they come and see the extent they are brought and they fix it for free of charge. If they see a need, their vision is also with the whole community, we have accidents, and they use the vehicles to help us. We are proud of having them with us. We mix, we need each other.
6. How have the teachers that are provided by MCF in the community school impacted the community children?

We now have schooling here and some of our people have received good jobs. The community is learning the kind of farmer, copying the successes. The transport system has improved. Roads are prepared. The movement has improved. The bridge that was built here in Ndalani. Security has increased. The government knows and takes care of MCF. When you take of the tree you have to take care of the seedlings

Other comments that you think have led to the success of so many beneficiaries?

In every rain season we have nurseries for the trees, we have various community groups are supplied with seedlings and are supplied with seedlings to plant trees to increase the growth. In the period of rain, even fruit trees. We are sure of getting them every rain season. They are improving the environment. In the near future the whole community will be in shade and will be able to be in shade. And will be channeled to continue. MCF is trying to maintain the system of growing.

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