

**THE OPEN UNIVERSITY OF TANZANIA
&
SOUTHERN NEW HAMPSHIRE UNIVERSITY
MASTER OF SCIENCE IN COMMUNITY ECONOMIC
DEVELOPMENT
(2007)**

**CAPACITY BUILDING ON CHILDREN RIGHTS,
ARUSHA MUNICIPALITY.**

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THE OPEN UNIVERSITY OF TANZANIA**

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ARUSHA MUNICIPALITY.**

“A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF REQUIREMENTS FOR
THE MASTER OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT IN
THE SOUTHERN NEW HAMPSHIRE UNIVERSITY AT THE OPEN UNIVERSITY
OF TANZANIA” 2007.

**BY LORNA NTELES,
MARCH 2007**

SUPERVISOR'S CERTIFICATION.

'I have read the project and found it to be in a form acceptable for submission'.

SIGNED:

MR. JOSEPH MWERINDE

DATE:

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CAPACITY BUILDING ON CHILDREN RIGHTS IN THREE WARDS OF ARUSHA
MUNICIPALITY (UNGALIMITED, LEVOLOSI AND KALOLENI)

“I declare that this project paper is my original work and that it has not been submitted
for the similar degree in any other university”.

SIGNED: 
LORNA NTELES

DATE: 19/10/2007

DEDICATION

To all whose heart and mind is broken by the scene of vulnerable children-who are obviously made to be victims of violence, abuse and misconduct. Also to all parents who love their children and are eager to provide them with their rights, regardless of other factors such as traditions, and cultural backgrounds.

ACKNOWLEDGEMENT

I would like to acknowledge with gratitude, all who have laid a helping hand for necessary skills, knowledge, time and their human capital towards accomplishment of this project. To be specific, I would like to acknowledge the following:

The CED programme- instructors and staff who have immensely equipped me with adequate and relevant skills and materials for the project's accomplishment. I acknowledge the project supervisor- Mr. J. Mwerinde for his committed input in supervision and advise.

The CBO director- Mr. Panga for accepting me to be part of his working team in CHISWEA, and also providing his attention and resources for accomplishment of the project. Also the CHISWEA staff for their fruitful interaction.

The headmaster of Ilboru Secondary school- Mr A. Kwayu for his support in time provision regardless of tight school schedules.

My darling husband and loving parents for their tireless support morally, financially and spiritually. Also, my beloved children- for tolerating my timetables.

To all, MAY GOD BLESS THEM ABUNDANTLY.

ABSTRACT

In Tanzania, Children's rights have yet to achieve a central place on the public agenda. Children's voices are just 'slightly' being heard in some aspect but the listeners sometimes opt for dumbness than listen to children. The power and clarity of the voices of young people who speak about their future and the importance of realizing their right is crucial towards achieving a more just and peaceful society.

The struggle of children who have been abused and neglected (or left without parental care) seems to push a lot of children to streets where they believe they can make a living through begging and small businesses. Most realize when it is almost too late that, out there, life is more insecure. Infact, they are made to have no other option to take. Too many children are made to face terrible violence and abuse in the streets, but to them, this environment feels to be harmonious than their formal parents' life.

Aiming at improving the welfare of children, CHISWEA found it important, that the society is educated on the children rights so that much louder voices made by the children are given attention and therefore addressed at family, national and regional level.

EXECUTIVE SUMMARY

This paper is about the nature of the project that dealt with capacity building for children rights in Arusha municipality. It explains the project's target group, goals, objectives, activities done, monitoring, evaluation and sustainability.

Children of the street welfare Association (CHISWEA) is an organization dedicated to improve the lives of street children in the city of Arusha. Its central goal is to provide the children, with education and encouragement they need, in order to reintegrate each child into the main stream society in Tanzania. In spite of this organization's efforts, the problem of street children and their inaccess to basic needs is on its own alarming and is still increasing. Such children in spite of lacking the basic needs, also lack education on their rights, likewise is the community. This project aims to educate the community on children rights so as to emphasize on the responsibilities of the parent/guardian, child, society and the nation, for a much harmonious interaction between and within these groups. The CBO is located in Sokon one, Ungalimited ward in Arusha municipality which is in Arusha Region. Arusha has attractive environment for tourism and business interactions. It attracts international tourism and international businesses too. This has also been a reason for the attraction of children. Such children hope to manage petty businesses that can give them their daily bread. Statistics of street children in Arusha municipality (with the population of 280,000), are estimated to be 700 (*Mkombozi Report 2003*).

The project's target community is the Arusha Municipality residents. To be specific the project aimed at full coverage of three wards namely; Unga limited,

Levolosi and Kaloleni. Within these areas the first target was children of the streets at Sokon one in CHISWEA center (Unga limited ward) who disseminated the package to the three wards (under guidance of the author) on children rights.

Hopefully the message will spread from Arusha municipality to neighboring districts and regions.

The project goal was, “to have a community that understands and practices ‘children rights’ thus reducing the number of children to/ in streets” and the project objectives were: to equip twenty children and target group, with children rights package for six months, to create and impart to community members in three wards of the municipality, awareness on children rights through mobilization techniques and to improve the economic status of CHISWEA and target community through conscientization and participation in eight months.

Objectives that have been achieved as related to the project plans include: equipping the target group with the children rights package- this includes, eighteen (18) children and nine(9) workers at CHISWEA, thirty (30) community members in each of the targeted three wards in Arusha municipality making a total of ninety community members. This was the formal exercise. Hopefully, whoever got this package, laid it down on needy hands hence, the message was propagated further. At CHISWEA, more kids have been re-enrolled into primary schools after counseling, so as to exercise one of their right, which is quite necessary for a better future, own, societal and nationally. On the other hand, the knowledge of rights has pushed more of in-kind donations to the CBO just from the neighborhood. The community neighboring the center are really trying to

harmoniously interact with the center's children, making them secured from violence and abuse. This can be proven by a drop in number of cases on either violence or abuse at the center and neighboring ten cells. With these outcomes, the Arusha community, with time and encouragement, can stand to reduce , if not eliminate, the reasons for the impracticability of children rights , which is very important for our 'adults to be'. Participatory efforts are needed for a better future for our children, who now think that for some reasons, the streets can be their refuge.

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LIST OF ABBREVIATIONS

		African Network On Prevention and Protection
ANPPCAN	...	against Child Abuse And Neglect
APR	...	Annual Progress Report.
BIH	...	Bosnia Herzegovina
BIP	...	Best Interest of child Principle.
CBO-	...	Community Based Organisation.
CHISWEA	...	Children In Streets Welfare Association.
CR	...	Children Rights
CRC	...	Children Rights Commision.
CWIN	...	CBO Working with street children In Nepal
MDG's	...	Millenium Development Goals
OAU	...	Organisation of African Unity
OUT	...	Open University of Tanzania.
PRSP	...	Poverty Reduction Strategy Paper
SNHU	...	Southern NewHampshire University
UK	...	United kingdom
UN	...	United Nations
UNICEF	...	United Nations Children's Education Fund
URT	...	United Republic of Tanzania

CHAPTER 1

1.0: COMMUNITY NEEDS ASSESSMENT

1.1: COMMUNITY PROFILE

Arusha municipality is one of the cities in Tanzania, which is rapidly growing economically, and also in population statistics. 1998/1999 census data shows that Arusha has estimated number of 280,000 people most being emigrants. Most of the emigrants come with the attraction observed in socio-economic development attained likewise, children who are neglected or pushed from practice in their families, find it better to visit the streets of Arusha where they can at least attain a living by begging, doing small businesses and also stealing from people using the streets.

1.1.1: OVERVIEW OF CBO

Children of the street welfare association (CHISWEA) is a community based organization working with volunteers who are actively engaged in the practice of welfare of children in need of special protection and care. Its center is located in Sokoni which is found to the Southwest of Arusha municipality. It is about three kilometers from the Uhuru road. It began working with street children in Arusha in 1991. The work began by tutoring eight children a few times a week. Over the last fourteen years, CHISWEA has now evolved into a program for 120 children, ranging from 7 to 15 years old. Out of the 120 children, 68 stay at the residential apartment and 52 just come for food and other entertainments, then leave for their homes or the street. Since CHISWEA began, it has helped more than 2800 street children.

CHISWEA's needs fall squarely in the categories of basic human survival and foundations for the future of these children:

- 1) Clothing- once the children are picked from the street they scarcely have any clothing on them- they need clothing right away.
- 2) Food - CHISWEA volunteers go into the communities to obtain food primarily from donations of individuals and organization; food is not always guaranteed as often donations fall short of the needs.
- 3) Shelter - Currently CHISWEA has one residential shelter built by volunteers, which is home to 68 boys on bunker beds in a room 30 feet by 20 feet. It has no room or open space for any recreational activities. Because of the current limitation on the accommodation, there are no girls residing at this shelter. The few girls that have been picked from the street are living with the families of the volunteers.
- 4) Education- CHISWEA conducts a school placement evaluation for each child brought to the shelter and determines what school level each should be sent to. The local public schools have been accommodative in accepting these children to the regular class, but transportation to and from the shelter is proving to be a serious challenge for attendance.
- 5) Some of the children brought in, are in need of immediate health care often are infected with the HIV/AIDS . The burden of finding means of finding such services tends to bring these organization to near despair as the local hospitals and clinics are undersupplied and understaffed.

ITS VISION: CHISWEA envisages a society with well brought up, socially adept and health-conscious children.

ITS MISSION: To improve the lives of children living in difficult circumstances in the streets of Arusha municipality with respect to gender through relationship building, care and support with the involvement of families, the community and networking with various other organizations.

The central goal of CHISWEA is to provide the children with education and encouragement they need in order to re-intergrate each child into the mainstream of Tanzania.

1.1.2: Census data for community (demographic characteristics)

As described earlier, Arusha Municipality has a total of about 280,000 inhabitants – from recent census data. 49% are adults. Some of these adults who are engaged in economic activities for a living, are either being employed by the government or self-employed. People from means 18 years old and above make the ‘adults’ group. Some of these adults aged between 18 years and 27 years were infact students in secondary schools and colleges and are not employed. About 9% of the total population are children.

A family has been observed to have a range of three to seven children, and hence many house holds find it too expensive having them all properly educated, fed and secured.

1.1.3: Social factors.

1.1.3.1: Beliefs, customs, traditions and habits affecting the situation.

- i. Some individuals prefer polygamy. This is sometimes practiced without considering the economic capacity of the man to serve the wives and the children. Specifically with the children, most do not even go to school, sometimes due to

parent's inability to pay school fees, but also, lack of close lines between children and their father i.e. parenting knowledge in such families is absent.

- ii. There is this a belief that, if a man wants to be rich, he should make a mentally-retarded woman pregnant. Children born usually fail to have success to their rights nor do they have parents for moral support, and other necessities for support.
- iii. In Arusha Municipality, and precisely Sokon One, where the centre is located, people are from different cultural backgrounds. There is, this habit of young girls being engaged in prostitution for money. This has made many of these girls getting pregnant and most of the resulting children being abandoned either in the streets, garbage's or in hospitals. These are normal cases in Arusha Municipality. The most recent evidence was of a one year child who was spotted and taken by CHISWEA. The child was abandoned at the gates of CHISWEA. From that time, to the time when this report was prepared, no one had claimed of a missing child nor held responsible for this crime.
- iv. Some traditions which are practiced have way been passed with time, for example; Female genital mutilations. Girls run away from these practices and end up in streets where they have no kind of support but instead were made to be preys of most violence. Their rights in the streets are ALWAYS violated.
- v. Children seem to have no right of inheriting their parents belonging when the parents die. After such instances, the children are abandoned, and their rights are not observed at all. In Arusha Municipality; such children are robbed off their dignity ('rights') by relatives who usually come from country side.

- vi. Most women have no say in family matters/decisions. With orders being given by the head of the family (the father) and implemented by the mother and children, children always fail to present their problems (which in fact are demands for their rights) to the father who is seen as being so fierce. Generally, the parents are not totally involved in child rearing due to incompatibility.
- vii. Most families are single headed, and in most cases, by mother. Most of such mothers were once solely housewives, who depended totally on just the husband's income. When separation or divorce occurs, the wives are left with no means of sustaining their future, including of their siblings.
- viii. Parents mostly look for birth certificates when they are needed for registration in schools. There is no other motive that drives them. For families which have their children grow without going to school, children of such families do not have birth certificates.

Early marriages make more women uneducated since they are made to be exposed to house chores rather than formal education, once married.

1.1.3.2: Family & social structures.

The 'family' of Municipal Council members is usually the extended type. That is, it is constituted by the father, mother, children and relatives. In some cases, the father has secret wives and hence belongs to more than one family, all of which depend on him for economic support.

The father is the head of the house. He gives orders that should not be challenged but respected and implemented. In Sokon One area, most fathers are the workers, and their wives are just house wives; this means economically and socially, the father is so

powerful. In case the mother has any small business, the income is given to the father who decides what to do with it.

Generally, the family and social structure do not allow children to participate in any way, but instead, they receive and should obey orders from their parents. Some orders are; going to streets to beg money for the family's living, selling fruits, boiled eggs, 'maandazi' of which the income may not necessarily benefit the children. With such reasons, the child is deprived the right to education and the right to be protected.

1.1.4: Local ways of addressing problems.

At Municipal level, the children who happen to come from very poor families, but have passed their standard seven examinations, are financed by Council so as to continue with secondary education. CHISWEA has tried a lot, to inhabit, educate and provide basic needs to the children who report at the centre for various reasons. Since some of these children are made to pass through Vocation Training and are employed, it has with time reduced street children and hence improved their family's economic situation..

At community level, women are being motivated to form groups. Such groups are engaged in productive work, counseling and participate effectively in social events happening in the locality. In this way, the economic burden on the father had at least been reduced and more "support" has been reaching the children through their mother.

1.2.0: RESEARCH METHODOLOGY

1.2.1: RESEARCH DESIGN

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

Descriptive research studies have been concerned with describing the characteristics of a particular individual and a group (wards)

With longitudinal survey designs data have been collected over time-11 months, cohort designs have been used, that is, after capacity building, a random sample of the programme's participants was attained in two different instances. This constituted a survey sample at a specific period of time .Cohort design served to portray peoples' attitudes towards practicability of children rights as means of reducing the inflow of children into street.

1.2.1.1: Survey Sampling.

A good sample is a miniature version of the population of which it is part-just like it, only smaller. It truly represents population characteristics without any bias so as to result in valid and reliable conclusions.

1.2.1.2: Sample Size.

The sample size considered a heterogeneous universe, had subgroups, and also considered the nature of study the availability of finance. Also the sample size had been dependent on time available for completion of the study.

The sample size constituted of; 105 to be trained adults and youths. From the adults, 5 were stakeholder representatives.

Sample: The sample was composed of a probability sample of 90 attained by stratified sampling technique and 15 respondents attained by non-probability sampling.

From the total respondents, 30 respondents came from each of the targeted wards in Arusha municipality.

1.2.2: Initial Contacts- COMMUNITY NEEDS ASSESSMENT.

CHISWEA's annual participatory meeting held at its center on Tuesday 27th September 2005, and which was attended by all stakeholders identified the need for capacity building on children rights since it catered to reduce the street children born everyday. This education counteracts all reasons for neglect and/or abuse of children, which pushes most of the victimized children into the streets.

1.2.3: INSTRUMENTS FOR DATA AND INFORMATION COLLECTION

The instruments used depended on time frame and resources that characterized evaluation task.

Since the information was to come directly from the people the instruments selected for data collection included:-

Focus group interviews:- This involved among others, the social welfare workers, ward's administrative secretary, street children, traders, other children (out of street), municipal community welfare officer and parents.

Semi-structured questionnaire:- Generally, questionnaires have the following merits:

- Convenient for both surveyor & participants (respondents)
- Cheap
- Provides privacy & time to think.

- Needs no supervision
- Can be scored quickly and objectively.
- Covers many people in a specified time span.
- Questionnaire usually preserves anonymity so that no one can trace the respondent.
- Questionnaire also let people work at their own speed and where they want to.

Disguised Observation and/or participant observation:- The application of this technique depended on compatibility into sample group. Disguised observation was used with the whole sample who were filling the questionnaire so as to assess their attitudes towards the topic in hand. Generally, observation was essential in making a correlation of the questionnaire response to the actual phenomenon on the ground. Specifically, if the group was not cooperative, then disguised observation was effected. The longitudinal cohort design depicted any change that had occurred after capacity building. The cohorts constituted of youths and adults in the three wards as mentioned.

Since the project manager was not paying the respondents, cohort design proved to be the best so as to avoid affecting the expected content of the survey results. Also it avoided overlapping of information from an individual.

Record reviews gave a picture of the research problem before undertaken. It provided first hand information and the direction ;on the basis of which research could be conducted. Internet materials regarding the same type of survey were also searched. Before going to the field, books, journals and relevant literature were reviewed. Literature review also supported for the need of the project. The Written material accessed were from the municipality, precisely from human resource development department, from brochures, project's progress report, Arusha times (magazines) and

AYA(youth alliance) newsletters, from National network of organizations working with children in Tanzania (NNOC) and government policy, and also, Census data from reports of census session done by Mkombozi centre in Arusha municipality and from internet.

1.2.4: APPROPRIATE ANALYSIS

Appropriate analysis meant; the computation of certain indices or measures along with searching for patterns of relationship that existed among the data groups. It depended on type of data collected.

Descriptive analysis was used since it largely described the study of distributions of one variable. The analysis was uni-dimensional i.e. composition, efficiency, preferences etc were in respect of one variable. Different methods were employed in such data analysis. These included: written responses/ narrations, Percentage, Tables, comparisons and figures. Data was coded and classified according to attributes.

Descriptive and causal analyses was done. To be specific uni-dimensional analysis was done, with the aid of SPSS package. In particular, SPSS statistics software has been very valuable towards the presentation of research findings for much easier and quicker interpretation. It has also been used to gain greater insight into the actions, attributes, and attitudes of people on subject matter covered, that is on the need for 'capacity building on children rights'.

1.2.5: ACCURATE REPORTING OF RESULTS.

The survey data was presented in the form of a summarized version of the questionnaire and its responses, tables, and line graphs. In this way, data was presented accurately.

The final presentation was both in oral and in written form.

1.2.6: RESEARCH CONSTRAINTS

The objectives were neither directly measurable nor did they have a very specific time limit, therefore failure to directly compare success and failures.

Also, it has been difficult to properly and appropriately measure the change in attitude for reasons such as lack of transparency of participants in different phases of the project' life cycle.

1.3: Assessment of the community's needs.

Street children are a problem to the whole community with each of the participants including the children themselves being negatively affected. CHISWEA has proved successful in inhabiting the street children and providing them basic needs that is shelter, food, clothing and basic and/or vocational education. In spite of such attempts, the number of children in streets is increasing tremendously and to a surprise of almost not being manageable by such centers. Other problems identified in the Annual participatory report held in September 2005 were:

- i. Inadequate basic needs for the residential (once) street children versus rapid increase in number of such children
- ii. Need of more vocational training centers for skill training of which such children will not pay fees
- iii. Existence of bad cultures, customs, norms and values that make most orphans neglected, example, by relatives who inherit belonging of the orphans' parents
- iv. Continuing vulnerabilities of children, sexual exploitation and exclusionary tendencies against this social group.

v. Drug abuse and addiction in children

The problem addressed by this project seems to cut across all the other problems and hence solving them. It is why the community identified it as one of its priorities.

1.4: RESEACH FINDINGS (Survey Outcomes).

In the survey conducted in three wards of Arusha municipality, the rights of a child seemed to be heard as mere stories that were truly not understood, hence impracticable. The community greatly agreed that, with the rights of a child adequately known and understood, the rate of flow of children to the streets would decrease and those already in streets will have a guiding hand towards re-unification or to supporting care centers.

The results from survey also explained for the need of this project as explained after each of the summarized tables shown below.

Table 1: Understandability of children rights by the target community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	13.3	13.5	13.5
	not really	62	59.0	59.6	73.1
	not at all	29	27.7	26.9	100.0
	Total	105	100.0	100.0	

[Source: Survey data forms- Ungalimited, Levolosi and Kaloleni, Arusha municipality, September, 2005]

Table 1.0 shows the frequency distribution of responses from the narrative, ‘Do you understand the children rights?’ Literally, many community members have heard about children rights, but unfortunately they got the information either from unreliable sources, or unquestionable sources. This has been revealed in this survey that, only 13.3 percent actually understood the children rights. The rest which made 86.7 percent did not understand the rights and have had no place to ask, and also had no idea how the rights could flourish and strengthen family hood.

Table 2: Need for children rights to be known and put in practice.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	88	83.8	84.6	84.6
	VERY LITTLE	11	10.5	10.6	95.2
	WILL NOT HELP AT ALL	6	5.7	4.8	100.0
	Total	105	100.0	100.0	

[Source: Survey data forms- Ungalimited, Levolosi and Kaloleni, Arusha municipality, September,2005]

The above table describes the feedback from the narrative, ‘ If children are protected, loved and cared for, will this reduce the flow of children into streets? Findings showed that, while 15.3 % seem not to approve on the matter, 83.8% of the target community accepts the fact that, a child who is properly parented thus receiving his/ her rights will not prefer the streets than his/ her family. 5.7% seem not to accept the fact that, the

knowledge and practice of CR could never stop children moving to streets. To them, other factors such as economic position of the family, could help towards retaining more children in their respective families.

TABLE 3: Sex of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	50	47.6	47.6	47.6
	Male	55	52.4	52.4	100.0
	Total	105	100.0	100.0	

(Source: survey data, Arusha municipality, June 2006)

The table 3 shows that, the total sample was 105. Of them, 50 were females and 55 were males. The percentage of female responses was 47.6 and that of males was 52.4. In spite the fact that sampling was largely non-purposeful –random sampling, the feedback reveals almost equal participation by the two groups. This was supported by the fact that, a good sample is a miniature version of the population of which it is part- just like it, only smaller. The sample used was one that truly represents population characteristics without any bias so as to result in valid and reliable conclusions. The sample size considered a heterogeneous universe, has subgroups, and also considered the nature of study as well as the availability of finance. Also the sample size was dependent on time available for completion of the study.

TABLE 4 :Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	35	33.3	33.3	33.3
	married	48	45.7	45.7	79.0
	widow/er	8	7.6	7.6	86.7
	divorced	13	12.4	12.4	99.0
	separated	1	1.0	1.0	100.0
	Total	105	100.0	100.0	

(Source: survey data, Arusha municipality, June 2006)

From table 4, it is evident that respondents were from different marital status. 33.3% were single, 45.7% were married, 7.6% were widowed, 12.4% were divorced and 1.0% separated. With this heterogenous sample, it was clear that, to all, capacity building on children rights was crucial. There was a higher percentage of married respondents compared to other classes. Also, only 1% is of the separated class.(There is a feeling that many respondents who belong to this class, due to confidentiality, could have opted for the 'married' class). This was noticed in interviews conducted.

TABLE 5: Number of children in the family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABSENT	1	1.0	1.0	1.0
	1-3	47	44.8	44.8	45.7
	4-6	32	30.5	30.5	76.2
	more than 6	25	23.8	23.8	100.0
	Total	105	100.0	100.0	

(Source: survey data, Arusha municipality, June 2006)

From the table 5, it seemed that, about 44.8% of the families, have between 1 and 3 kids. But, 30.5% of the families have between 4 and 6 children. It was observed that, there was a great possibility of failing to provide for a family if the number of the children, who also happen to be non-workers, is big. This has actually pushed more of the children from schools into petty businesses for the family to attain a living. The situation has been seen to intensify for such families and hence reducing the possibilities of attaining quality goods- such as education and healthcare. This fact actually meant that, the larger the number of children in a family, the higher is the probability that its children do not access some of their basic rights, as proven by interview made with these respondents.

TABLE 6 :Number of educated children in a family.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	15.2	15.2	15.2
	1	11	10.5	10.5	25.7
	2	34	32.4	32.4	58.1
	3	20	19.0	19.0	77.1
	4	10	9.5	9.5	86.7
	5	4	3.8	3.8	90.5
	6	4	3.8	3.8	94.3
	7	3	2.9	2.9	97.1
	8	3	2.9	2.9	100.0
	Total	105	100.0	100.0	

(Source: survey data, Arusha municipality, June 2006)

Comparing the two tables above that is tables 5 and 6, it seems that families have children who cannot access education inspite of the fact that, now, primary education is for free. 51.4% of the respondents have only 2 or 3 children in or through school. This meant that some children are made not to attain education just by unjustifiable reasons made by either their parents, guardians and sometimes by children themselves, and hence such children are intercepted towards their right to education.

TABLE 7: Number of respondents who have heard about children rights.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, a lot	61	58.1	58.1	58.1
	Very little	31	29.5	29.5	87.6
	No	13	12.4	12.4	100.0
	Total	105	100.0	100.0	

(Source: Survey data, Arusha municipality, June 2006)

From the above table, it was evident that most of the respondents heard about children rights. This group was constituted of 58.1% of the total respondents. 29.5% of the respondents heard very little and 13% had not heard of such rights. From survey made, it was noted that, for those who said they heard of the rights of a child, they actually identified the provision of basic needs to the child as his/her basic need. Literally, this was composed of, the provision of food, shelter and clothing. The narrations emphasized more on the quantitative provision, rather than qualitative provision too.

TABLE 8 :Number of respondents who understand the children rights

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	13.3	13.5	13.5
	Not really	62	59.0	59.6	73.1
	Not at all	29	27.7	27.9	100.0
Total		105	100.0		

(Source: Survey data, Arusha municipality, June 2006)

Table 8 shows the frequency distribution of responses from the narrative, ‘Do you understand the children rights?’ Literally, many community members have heard about children rights, but unfortunately from either unreliable sources, or unquestionable sources. This has been revealed in this survey that, only 13.3 percent actually understand the children rights. The rest which makes 86.7 percent do not understand the rights and have had no place to ask, and also had no idea how the rights could flourish and strengthen family hood (additional information was revealed through focus group discussion).

TABLE 9: Provision of CR vs the flow of children to streets

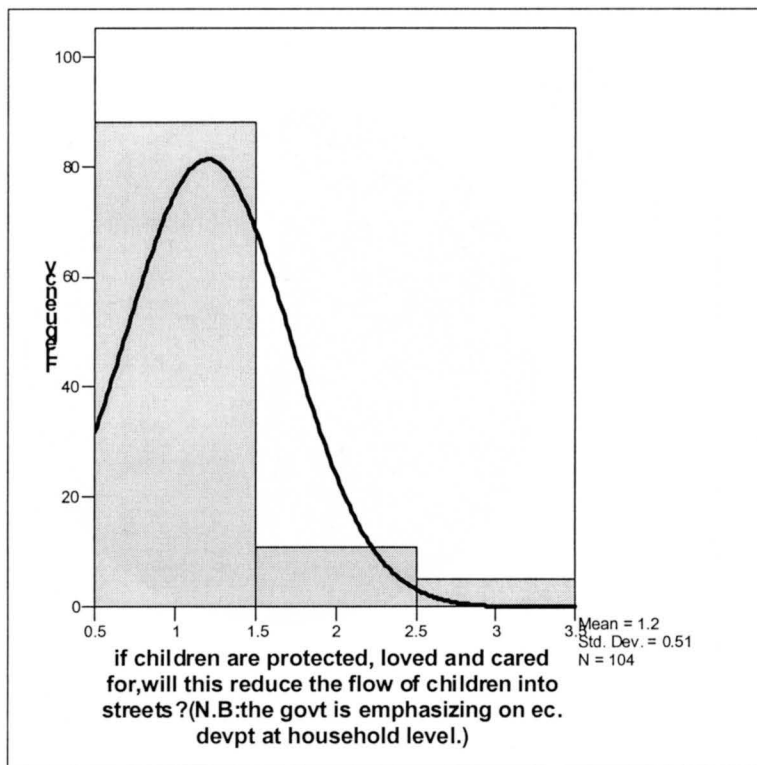
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	88	83.8	84.6	84.6
	Very little	12	10.5	10.6	95.2
	Will not help at all	5	4.8	4.8	100.0
	Total	105	100.0	100.0	

(Source: survey data, Arusha municipality, June 2006)

Table 9: describes the feedback from the narrative, ‘If children are protected, loved and cared for, will this reduce the flow of children into streets (with the idea that the government is emphasizing on economic development at household level)? The findings showed that, while 15.3 % seem not to approve on the matter, 83.8% of the target community accepts the fact that, a child who is properly parented thus receiving his/ her rights will not prefer the streets than his/ her family. The above narration can

be easily depicted from figure below. The graph attempts to easily that the mean falls in the group that are in favor of research question. The deviation from the mean was almost to 0.51. This meant that, there was a small group, which for some individual reasons, negate the narration and hence its importance to children as a whole.

FIGURE 1 : Impact of the provision of CR to the flow of children to streets

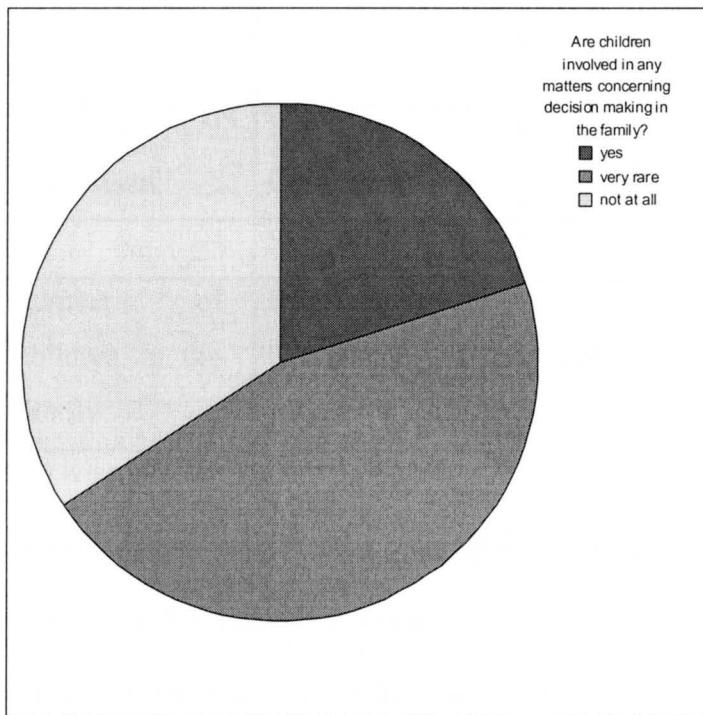


(Source: Survey data, Arusha municipality, June 2006)

From figure 2 below and table 1.8 (in appendices), it also shows that, 20% showed their involvement of their children in decision making, 45.7% showed rare involvement of their children in matters pertaining decision making, while, 34.3% do not involve them at all. Related to findings from in table 1.9 (in appendices), 69.1% have described

traditions as hindrance factors towards the practicability of the children rights, as most find them un African. The same information on violation of ‘this’ children right can be depicted much clearer in the pie diagram below, where the portion of ‘yes’ is much smaller than the totality of very rare and ‘not at all’.

FIGURE 2: Involvement of children in decision making.



(Source: Survey data, Arusha municipality, June 2006)

Referring to TABLE 2.0 (in appendices), it has been observed that, the coefficient of variation of the levels of understandability of CR was 0.363(for ‘yes’), while that of the number of children in a family was 0.2(for ‘yes’).Thus, the level of understandability of children’s rights in the respective society (three wards of Arusha Municipality), has greater relative variation. But then, due to a much lower dispersion in number of

children in a family, it means that, there were families with children, and yet the family did not understand the rights of the children. Literally, this may mean that more of such children are prone to violation of their rights, a condition that usually pushes a considerable number of children from their homes to streets.

TABLE 10: Correlation of aspects on CR.

		Education of respondent	Number of children in the family
Education of respondent	Pearson Correlation	1	-.085
	Sig. (2-tailed)		.389
number of children in the family	Pearson Correlation	-.085	1

List wise N=105

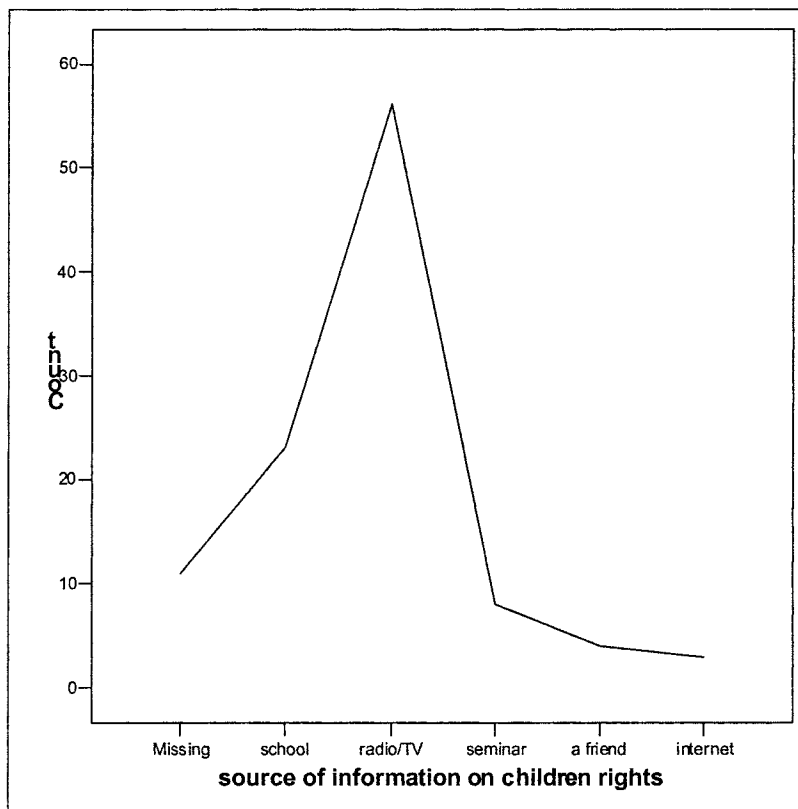
(Source: survey data, Arusha municipality, June 2006)

From table 3.0, there is a negative correlation between the number of children in the family and the education of the respondent. This may mean that, education has still not helped those who have it, to employ measures of having a small number of children, who highly need to be protected, loved, educated etc.

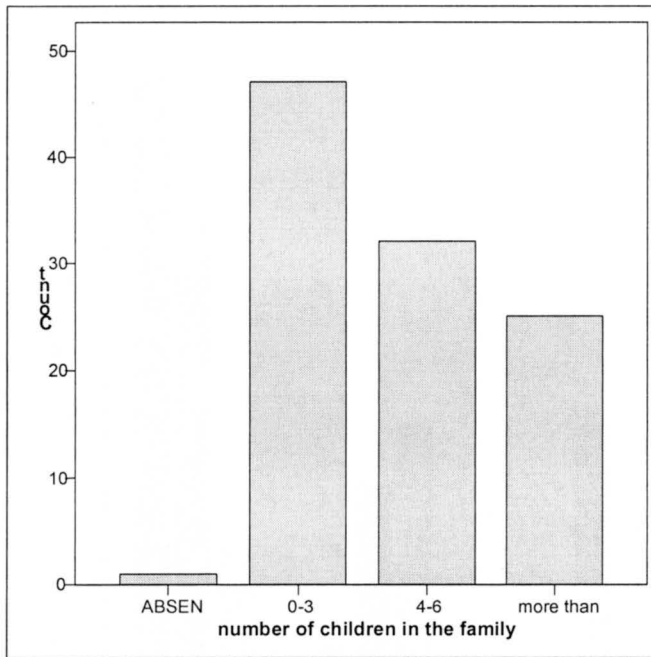
From figure 3 below, It has also been evident, that, many respondents have heard about the children's rights in broadcasting networks, which are not easily questionable for more illustrations and description. It was also evident that , few respondents (thirteen (13) in number) are missing in the figure since they had never heard of CR. Very few respondents heard it from friends, which literally means that, the package is not found

very interesting to share with friends or is rather not appreciated within the daily practices from individual level to family level. Recently, the Tanzanian primary school syllabus introduced a sub-topic on CR. At least, most children now get to hear on CR. This has been presented by respondents of the youth category who happened to be about twenty two in number.

FIGURE 3: Source of information on CR.



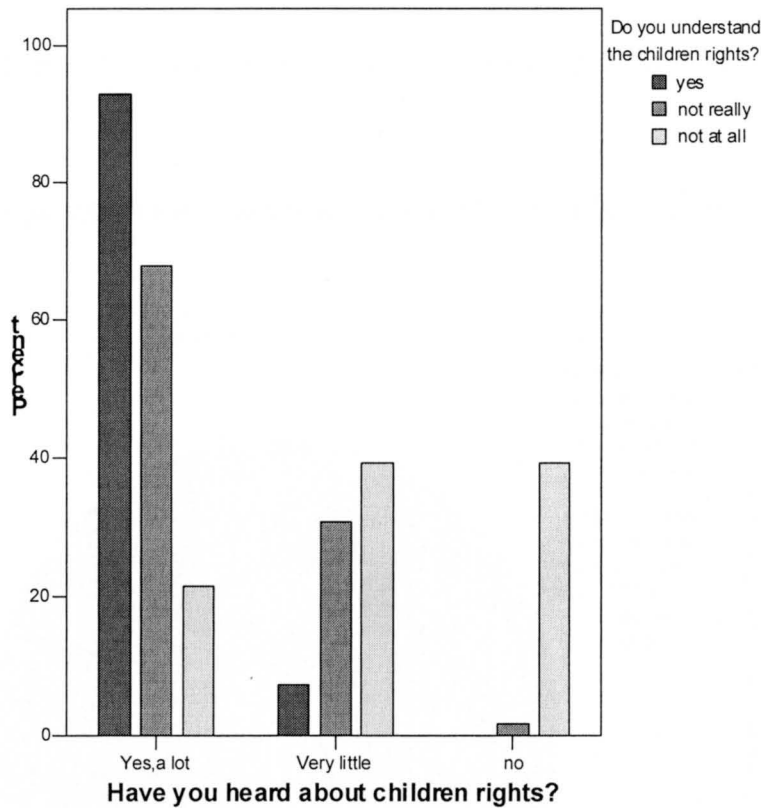
(Source: survey data, Arusha municipality, June 2006)

FIGURE 4: Number of children in the family.

(Source: survey data, Arusha municipality, 2006).

From figure 4 above, it has been evident that, 57% of the respondents have more than 4 children. Comparing to tabular data, 58.1% have less than 2 children in/through school. Learning from the score sheets, most of the respondents who had no children were youths and single adults.

FIGURE 5: Comparison on number of respondents those who have heard about children rights and those who understand them.

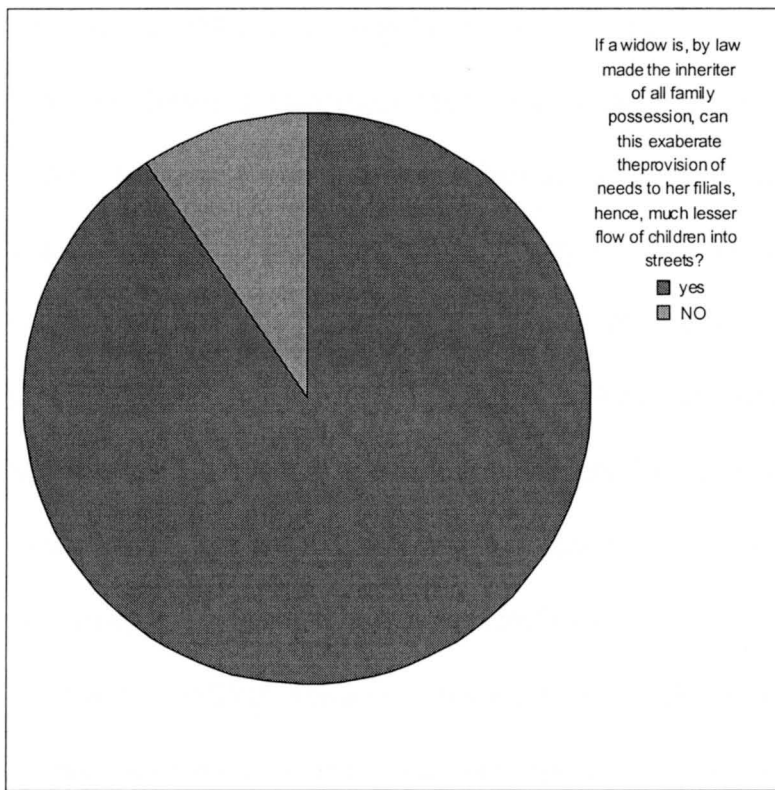


(Source: survey data, Arusha municipality, 2006).

From bar chart 2, 87.6% have heard about children rights, but only 13.3% understand and practice the rights. This literally means that, inspite of hearing, the urge to understand the rights has been missing. This has been so due to most of the respondents thinking that the rights are much western and practicing them means destroying some of their cultures, which they insist to hold on. This has been one among comments revealed in the focus group discussion. Some others did not even realize the impact to the society, due to lack of knowledge and importance of the children rights to the whole society. Most of the respondents also showed interest of

understanding the rights and the CBO was more than ready to administer the package for the welfare of all children in the society. Discussions with the children at CHISWEA also revealed that, most of them ended up in streets due to reasons that are solely, 'the lack of their rights' in their places of origin.

Figure 6: A pie chart :children involvement in decision making if the family



(Source: survey data, Arusha municipality, 2006).

CHAPTER II

2.0 : PROBLEM IDENTIFICATION

2.1 Problem statement

Within Arusha municipality, children under 15 constitute about 46% of the population. There has been an increase in street children numbers since the early 1990s due to the impact of poverty on households and the effect of HIV-AIDS pandemic. It was revealed that street children from Arusha region make 52% of the total number, from Kilimanjaro 25%, from Singida 11.2%, from Tanga 5%, and 6.6% are children who were not identified where they came from. (Forum for child concerned NGOs in Arusha 2000). In 2000, 22% of children migrating into the municipal streets, were a result of school exclusion linked to inability to pay school fees. In 2005 primary school fees were eliminated, but then more children migrated into the streets due to peer mobilization as well as running from a terrible, unfavorable and sometimes insecure background. But then, they ended up in a more fragile environment that lacked parental care and hence were made prone to violence and abuse. Other reasons for children preferring to streets than their homes included:

- Marital conflicts which end up with divorce. These make one parent responsible for the children and hence a big 'unsupportable' burden on this parent. In most cases, the parent is a mother, who has no key to property owned by the family.
- Alcoholism(parents and , or, guardians).
- Domestic violence
- Physical and psychological abuse of children by parent(s)
- Some children run from their past experiences for example, theft or sexual abuse in the village or town he resides.

- Lack of parenting knowledge or skills. The guardians are usually too old or too young to meet the orphaned children's material and emotional needs.

Between December 2003 and January 2005 census data of the street children in Arusha municipality identified 296 part time street children and 195 full time street children. Majority of them were found to be between 10 and 19 years old.

The whole community is affected by this problem. The street children usually copy almost every behavior found in peer, most of who, end-up being addicted and abused. Parents of such children are psychologically affected (40% of) and, all -one hundred and five community members interviewed regarded these children as either robbers, ill mannered or having no right to access basic needs, as other children. The problem is exuberated by marital conflicts, alcoholism, domestic violence, physical and psychological abuse of children by parents. Other reasons for the problems to occur were: divorce of parents leaving one parent (usually the mother) to take care of the whole family, the lack of parental skills, and also the HIV-AIDS pandemic.

2.1.1: The situation that needs to be changed:

Among problems CHISWEA was currently facing, was the lack of education on children's rights within society members which had to be imparted to the community members practically for not only awareness creation but also peer education as well. This knowledge was found to be important for harmonious interactions in the communities and hence less unexpected pregnancies and street children resulting from such cases. Hopefully, with the knowledge of children rights, the community can promote or else establish a more harmonious environment in which the children can live in and hence reduce the number of street children in the municipality. Street children come from various economic,

and social backgrounds of which most do not acknowledge the role of the child in the community as a perfect being. The 'State of the world population conference in Morogoro report-2003(SWOP)', suggested that these young generations which are disadvantaged, will succeed depending on the access to support in education opportunities and resources provided. They must be empowered to make responsible and healthy choices and provided with information and services. Since children rights are not known to the children and the community members, the family re-unification programme is also not very successful.

2.1.2: Effect of the problem.

Generally, the whole community is affected by the presence of street children.

The public view of street children in Arusha Municipality, and infact in Sokon 1 area is overwhelmingly negative. The public has often supported efforts to get these children off the street, even though they may result in police round ups, or even murder. There is an alarming tendency by some law enforcement personnel and civilians, business proprietors and their private security firms, to view street children as almost sub-human.

In Arusha municipality, ethnic, or religious identification of street children plays a significant role in their treatment. The disturbing notion of "social-cleansing" is applied to street children even when they are not distinguished as members of a particular racial, ethnic, or religious group. Branded as "anti-social," or demonstrating "anti-social behavior," street children are viewed with suspicion and fear by many who would simply like to see street children disappear from their vicinity.

To be specific, the following groups are affected;

- The street children themselves, whose change in behavior due to peer mobilization, force the community to have negative thoughts on them. When neglected, they are, as such, enjoying a freedom that ends in addiction and abuse.
- The parents and neighbors of some street children, who are psychologically affected by the children's behavior.
- The children who evidence brutality on the street children. Some of these kids even copy abusive terminologies from some street children.
- Merchants, petty traders and tourists who are regularly robbed of their property by the street children.
- Environmentalists of Arusha municipality, who find the street children and their property as pollutants.

CHISWEA's annual participatory meeting held at its center in September 2005 (as described earlier), and which was attended by all stakeholders identified the need for capacity building on children rights since it catered to reduce the street children born everyday. This education counteracts all reasons for neglect and/or abuse of children, which pushes the children in the streets. Discussion (focus group), observations, interviews and literature review supported for the need of the project.

2.2: THE TARGET COMMUNITY

The project's target community is the Arusha Municipality people. To be specific the project aimed at full coverage of three wards namely; Unga limited, Levulosi and Kaloleni. Within these areas the first target was children of the streets at Sokon one in

CHISWEA center (Unga limited ward) who disseminated the package to the three wards (under guidance of the author) on children rights.

Hopefully the message will spread from Arusha municipality to neighboring districts and regions.

The project manager who happened to be the author, began with sessions on familiarization with children at CHISWEA who happened to have various backgrounds i.e. behavioural, psychological and physical, so as to design appropriate techniques for effective implementation the project. Of importance, these techniques were made prone to change so as to improve participation of all stakeholders and the specific targeted community.

2.3: STAKEHOLDERS

These included the following:

- Community members
- Churches
- Arusha municipal council (Education department)
- KidCare International
- SNHU and OUT
- CHISWEA children and staff

The stakeholders participate in the project by performing of engaging in the following activities:-

- In kind donation, that is, of food, clothing, educational materials in Swahili, soap and other hygienic items and first aid supplies.

- Volunteer work, that is, provide their time and skills for improvement of the centers ability to render the basic needs, and well as kids to be equipped with different games and abilities eg drama, football, kung-fu, art and craft.
- Providing financial contributions.
- Participating in meetings held at the center.
- Participation in information finding and community motivation towards awareness and practice of children rights.
- Providing professional advise, skills and evaluation.

Table 11: **STAKEHOLDERS – EVALUATION OF THEIR PARTICIPATION**

Stakeholder	Describe Participation	Evaluation	Impact Of Participation	Rate	Plan
Community members	In fund provision, monitoring and protection. Volunteering as professionals in games, drama, art and crafts	High	-Harmonious interaction -Children accessing and practicing their rights.	+	Awareness and motivate community members to participate in implementation of children rights
Churches	Educate & in-kind donations	High	Enhance/ reinforce reunification of families	+	Reduce number of street children. Insist better parenthood.
Arusha Municipal	-Provide education and firewood	medium	Increase number of once 'street	-	More children should go to school.

Council	-Approved showing of drama in streets		children' in schools -capacity building on children rights to the society		Awareness on children rights.
Levolosi Hospital	Provide treatment and health care services to children.	medium	More kids move to HIV-AIDS test and education on protection from infections	-	Children should practice AIDS protection practices. Right to reliable information
KidCare international	In kind donations	medium	Provide donations valid 300USD on monthly bases.	+	Right to basic needs and to be loved.

[Source: Project's monitoring reports, 2006]

2.4: PROJECT GOAL IN CED TERM

The project goal was to educate the targeted community on children rights and to mobilize community members towards its practicability (This encourages the community members to participate more in economic activities, so as to be capable of exercising the children rights in socio-economic terms).

Capacity building on children rights will reduce the birth of new street children, borne everyday, and create a much better blend of children already in streets into their respective communities. This education counteracts the 'reason' for neglect and/or abuse of children, which pushes children in the streets. This capacity building will reinforce familyhood at different life standards, and hopefully suppress peer mobilization that attracts more children into streets.

The project's target community was Arusha Municipality people. To be specific the project aimed at full coverage of three wards namely; Unga limited, Levulosi and Kaloleni. Within these areas the first target was children of the streets at Sokon one in CHISWEA center (Unga limited ward) who disseminated the package to the three wards (under guidance of the author) on children rights.

Hopefully the message would spread from Arusha municipality to neighboring districts and regions.

The project manager (author) began with sessions on familiarization with children at CHISWEA who happen to have various backgrounds i.e. behavioural, psychological and physical, so as to design appropriate techniques for effective implementation the project. Of importance, these techniques were made prone to change so as to improve participation of all stakeholders and specific targeted community.

PROJECT GOAL was;

-To have a community that understands and practices 'children rights' thus reducing the number of children to/ in streets.

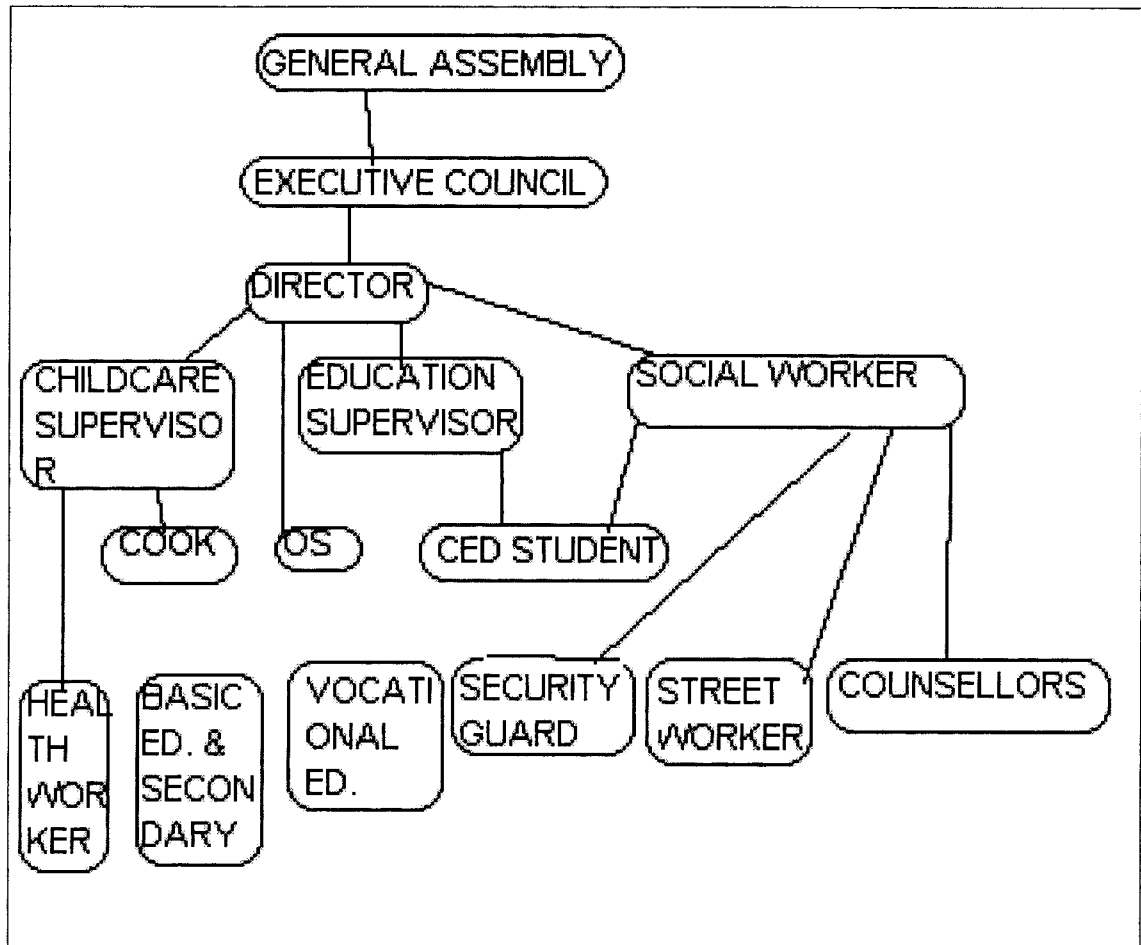
2.5: PROJECT OBJECTIVES were;

In close collaboration with CBO executive committee, the project aimed at the following;

- To equip twenty children and ninety five in target group , with children rights package for six months.
- To create and impart to community members in three wards of the municipality, awareness on children rights through mobilization techniques .
- To improve the economic status of CHISWEA and target community through conscientization and participation in eight months.

2.6: HOST ORGANISATION**2.6.1: ORGANISATION HOSTING THE PROJECT.**

Children of the Street Welfare Association (CHISWEA), is an organization dedicated to improve the lives of street children in the city of Arusha. Its central goal is to provide the children, with education and encouragement they need, in order to reintegrate each child into the main stream society in Tanzania. CHISWEA has been the only organization that hosted the project in 2005-2007, but plans are in process, for organizations related to family matters, to participate in children rights awareness creation and in the mobilization towards its practicability in respective families.

FIGURE 6: CHISWEA'S ORGANISATION CHART

(Source: CHISWEA administration board, September 2005)

THE ROLE AND RESPONSIBILITIES OF THE AUTHOR IN THE PROJECT

JOB DESCRIPTION- 'PROJECT MANAGER-EDUCATION DEPARTMENT' AS A VOLUNTEER

Among other activities of the CBO, the author was responsible for the following:

- 1) Advisor in matters pertaining education rendered to children and youth at the center. This incorporates follow ups and downs in academic matters mainly for those in school

- 2) Facilitate sensitization sessions with staff and CHISWEA kids.
- 3) Prepare and administer children rights package to the target community
- 4) Responsible to do at least weekly visits to children under specific training in CBO Center
- 5) Responsible for the monitoring and evaluation of imparted skills and knowledge
- 6) Responsible in collaborating with families, schools, other institutions, and other non-governmental organizations (NGO) in the vicinity, to effectively accomplish capacity building on children rights
- 7) Responsible in collaboration with the social worker, street worker and CBO Director, to mobilize resource for the use by children inhabited/ under care at CHISWEA'S sokon one center
- 8) Responsible in report writing – mid and at the end of project phase.

THE AUTHOR'S RESPONSIBILITIES WERE:

- To visit CHISWEA weekly
- to bring in a theatre arts teacher to teach drama with theme on the rights of the child
- to design and perform regular monitoring and evaluation of activities done pertaining children rights
- to design, produce and distribute brochures on children rights.
- To design a training manual for peer educators, on CRs.
- To participate in educating and counseling children at the center- as a parent.
- In collaboration with CBO management, to design and distribute fundraising forms.

Conclusively, many are reasons for children leaving their homes for streets. The first way to reduce and/or stop flow of children into streets was through capacity building on children rights. This was towards enhancing family hood, by the creation of a much harmonious and involving interaction between parents/ guardians and their children. These children already in the streets and in centers such as CHISWEA needed to know their rights. Likewise is the whole society. If all societal members know and practice the CR, and hence play their part (towards a more practical implementation of the signed 'UN Convention for children rights'), a much better future for today's children will be created, as observed in most of this project's output and impacts.

CHAPTER III

3:0 LITERATURE REVIEW

3.1:INTRODUCTION

This chapter describes review of various literature concerning children whose rights are being violated. Most children leave their families for streets where conditions of violation of their rights is critical, but then, they cannot simply go back home-the first place to repel them. Also it is the same place where their presence, needs and desires are neglected. This chapter covers the definition of some terms, theoretical, empirical and policy review.

3.2 DEFINITIONS OF TERMS

3.2.1: The term **‘street children’** refers to children for whom the street more than their family has become their real home. It includes children who might not necessarily be homeless or without families, but who live in situations where there is no protection, supervision, or direction from responsible adults. Street children are sometimes described as market children (who work in the streets and markets of cities selling or begging, and live with their families) and homeless street children (who work, live and sleep in the streets, often lacking any contact with their families). Increasingly, these children are the defenseless victims of brutal violence, sexual exploitation, abject neglect, chemical addiction, and human rights violations.

3.2.2: **UNICEF** has defined three types of street children: Street-Living, Street-Working, Street-Family.

3.2.3: **Street Working Children:** children who spend most of their time on the streets, fending for themselves, but returning home on a regular basis.

3.2.4: **Children from Street Families:** children who live on the streets with their families.

3.2.5: **Street living children:** are children who cut ties with their families and live alone on streets. Chan, (2004). Street children are either full time or part time. Full time street children live, sleep, eat, and work on streets without adult care. While part time street children spend a part of each day on streets, begging, playing or working and then return home at night.

3.2.6: **Children rights**, from the United Nations Convention on the Rights of the Child, include:-The inherent right to life and to survival and development, The right to be protected from all forms of discrimination, Freedom of expression , Freedom to access to information, Freedom of thought, conscience and religion , the right to be protected from all forms of mental and physical abuse, including sexual violence., The right to an adequate standard of living appropriate for the child's physical, mental, spiritual, moral and social development, The right to an education and access to appropriate educational facilities and vocational training and The right to be a child, to rest, to play and to recreate

3.3 THE THEORETICAL LITERATURE

3.3.1 The global problem-street children

The United Nations has been attributed as estimating the population of street children worldwide at 150 million, with the number rising daily. These young people are more

appropriately known as community children, as they are the offspring of our communal world. Ranging in age from three to eighteen, about 40 percent of those are homeless-- as a percentage of world population, unprecedented in the history of civilization. The other 60 percent work on the streets to support their families. They are unable to attend school and are considered to live in "especially difficult circumstances."

3.3.2: Street children- Tanzanian context

The socio-economic and political context within which children live has a considerable impact on family life, in Tanzania as elsewhere. Levels of national poverty in contemporary Tanzania strain the relationships between household members, and, in particular, relationships between adults and children. The World Bank estimates that 43 per cent of the rural population and 19 per cent of the urban population live below the poverty line (Bendera 1999, 118). The global economic recession, and subsequent structural adjustment processes, has been felt by both the agricultural and urban sectors, each of which is increasingly unable to provide a livelihood for most households (Koda 1995). This has led to a great exodus of human labour from the agricultural to, predominantly, the service sector., with young girls and boys, in particular, migrating to urban areas in search of wage labour .

The resources currently available to Tanzanian children both material and in terms of human care are stretched very thin. It has been consistently demonstrated that the cost of structural adjustment is disproportionately borne by the poor, and by women and children (Taylor and Mackenzie 1992).

Evans,R(2002), comments that, 'within the context of national levels of poverty, 'cost-sharing' in health and education sectors, and the AIDS epidemic poor families in Tanzania are under considerable pressure, and increasing numbers of girls and boys are

consequently seeking a living independently on the streets of towns and cities'. Her research with street children shows that some children orphaned by AIDS are subject to rejection and exploitation by the extended family after the death of their parent(s). They are seen to be exposed to considerable risks of abuse, sexual violence and HIV within the street environment.

The minority of the 730,000 AIDS orphans in Tanzania are being cared for by extended family members. However, many guardians are either too old or too young to meet the orphaned children's material and emotional needs, and many older children leave their adoptive homes and make their way in the informal sector on the streets (Karlenza :1998).

3.3.3: Street children & The need for children rights

Ngone,D & Judith,E's(1998)report from 'The African contexts of Children's Right seminar ,reveal the following: Sally Nyandiya-Bundy, speaking as Chair of ANPPCAN Zimbabwe Chapter, picked up on the point about societal views of children. Children's rights, she claimed, are too often interpreted as 'children being allowed to do what they like'. Yet there are no problems when rights are expressed as 'needs'. Unfortunately, in many cases the idea of 'rights' is viewed as un-African.

Essombe Joseph, Legal Advisor for the African Commission(AC) for Human Rights, insisted that both the CRC and AC recognise that ' the child is the first manifestation of the human being'. He drew attention to the fact that there are two main aspects of children's rights in Africa: difficult economic situations; and 'difficult aspects of our cultures'. Even though all but one African states have ratified the CRC they lack the economic resources to fulfil their obligations. Moreover, states cannot be responsible

for all actions on behalf of children. Civil society also has to play its part. Dr Joseph also stressed that economic deficiencies should not be used as an excuse for non-fulfilment of rights, reminding participants that 'You don't need money to make a child happy'. What states need to remember, he suggested, is that it is in their interest to ensure that the children of today become the responsible adult citizens of tomorrow. Thus it is incumbent on those who implement children's rights instruments to ensure that the children of today learn to respect human rights, in the basic sense of respecting the dignity of others, and carry that respect into the future.

Ms Sampa (a participant in the seminar), concentrated on acceptable interpersonal relationships between different age groups among the Bemba, who will say that 'bad behaviour' by children occurs because they are not aware of the good traditions. These affect modes of address, attitudes of respect, not only from children to adults but also between children and from adults towards children, in which respect Ms Sampa stressed the traditionally important role in socialisation played by grandparents, siblings of parents and neighbours. These traditional attitudes may block the understanding of children's rights instruments such as the African Charter and CRC, which are little known in Zambia, even among teachers.

3.3.4: Situation of street children-Arusha municipality

Mkombozi center for street children conducted a census of street children in January 2005 in Moshi and Arusha municipalities. In their report, they narrate that, "children who sleep and work on the streets, spoke about the lack of help they expected to receive. Many disliked the fact that they could not access basic services such as food,

health services and clothes. They were frustrated that, they were not treated like citizens by the police and the public, and would like services to address this issue, i.e., their rights were not fulfilled.

3.3.5: Importance of CR

Brennan (2002), argues that, whilst children lack agency, they certainly have fundamental interests meriting protection and thus at least have welfare rights. Moreover it can be important to recognise that children become beings capable of making choices and that rights may be attributed in recognition of this gradual development. On the contrary, Feinberg (1998), distinguishes between two sub-classes of rights that are crucial to children. There are the rights children have to receive those goods they are incapable of securing for themselves, and are incapable of so doing because of their dependence upon adults. These goods might include food and shelter. There are, second, the rights to be protected against harms which befall children because of their childlike vulnerability and whose particular harmfulness is a function of a fact that they befall children. These harms might include abuse and neglect. Finally, there are goods that children should arguably receive just because they are children. The most central, and contentious, example is a child's right to be loved.

3.3.6: Some recommendations made to Tanzania by the committee on the rights of the child in the twenty seventh session (Geneva, 21st May to 8th June 2001).

In relation to physical punishment and violence, the Committee expressed dissatisfaction at legislation that enables use of corporal punishment in schools and in the home; the high incidence of domestic violence; and police brutality that has resulted

in the death of at least one boy. The Committee recommended that legislation be amended to ensure a woman can pass on her nationality to her husband and children and that practices of forced marriages and dowries be abolished. It also recommended that educational campaigns be established to challenge traditional attitudes and that community, religious and traditional leaders are involved in this process. It was further recommended that legal provisions be established in order to ensure that children do not suffer and that Tanzania ratify the Hague Convention on International Adoptions, as part of this process.

3.4 THE EMPIRICAL LITERATURE

The empirical studies reveal that CRs are truly practicable, and the impact of such practicability is there to be seen as a major tool towards harmonious interactions in families, and societies. These interactions are developmental, that is, human development. Human development is central for any other kind of development, notably, economic and political. Precisely, CRs allow transparency in family matters/relationships. They promote love and affection that children need. Hence, with such measures taken, children would opt for parents or guardians rather than streets. This is evidenced by the following researchers/authors.

3.4.1 In Orissa, India, Save the children-office successfully advocated with the Government, to pass a ban on issues violating children rights. To begin with, in August 2004, they banned corporal punishment in schools and the Government was made to remind the practitioners on its consequences if such a right was violated. This narrowed down the gap between teachers and students and hence improving dialogue in classroom sessions.

3.4.2 In Bosnia Herzegovina (BIH), UNICEF was involved in the country's process to develop a Poverty Reduction Strategy Paper (PRSP). UNICEF collaborated with Save the Children UK and UNHCR to critique the PRSP from a rights-based perspective. This case study provides an incisive analysis of the PRSP and the process of developing a poverty reduction strategy, and notes that "in order to take the politics of poverty reduction seriously, in accordance with a [human rights-based approach], those responsible for policy decisions need to be more visibly held accountable. There must be transparency in the process so that duty bearers can be more easily and accurately identified. UNICEF advocated for children's involvement in decision-making, by assisting governments to be sensitive to the experience of children, and to have a basic understanding of children's emotional and physical development, enabling governments to adjust their policies and programmes.. UNICEF also prompted the State to direct its attention and resources to vulnerable and marginalized children and their families, whose relative numbers might be small but who are at greater risk of experiencing rights violations.

3.4.3 In Sao Tome and Principe, UNICEF supported the Government to reach the unreached through mobile child registration. Likewise, In Jamaica, UNICEF developed an integrated approach that addressed issues such as HIV/AIDS, child protection, parenting skills, and some aspects of early childhood development.

In Chile, UNICEF took advantage of the Government's focus on education to call attention to the large number of adolescents (around one-third) that never entered – or failed to complete - secondary school. The vast majority were children from poor families, especially in rural and predominantly indigenous areas. During 2000-2003 a series of programmes were developed to overcome the obstacles preventing Chile's

poorest youth from enjoying their right to education, including: extra resources for schools that improve retention rates; scholarships for the poor to enable them to study, and most recently, generous subsidies for poor families that keep their children in school. To consolidate and institutionalize efforts to provide education for previously excluded youth, the Government passed a Constitutional amendment guaranteeing 12 years of school for all Chileans up to the age of 21: “Primary and secondary school are obligatory, and the State must finance a free system to support this goal, aimed at ensuring access to the entire population:”

3.4.4: In 1997, following ratification of the CRC and Peace Accords ending a long and bitter civil war, Guatemala began a new social experiment aimed at protecting the rights of children. Municipal Protection Boards for Children and Adolescents (MPBCA) were created in three provinces, under the guidance and institutional umbrella of the country’s Ombudsman for Human Rights. Beginning in the three provinces where conflict during the civil war was particularly intense – and the rights of children and adolescents were particularly at risk – the Boards were subsequently established in 91 of the country’s 331 municipalities. In each case, six Board members were chosen by the community and serve gratis for two years. Their mission is to defend and promote children’s rights by serving as an entity empowered to receive, assess, and act upon denunciations of violations of the rights of children and adolescents. The Boards have authority to investigate and mediate in many situations; in other cases information is passed to other civil authorities, such as the police or the human rights ombudsman.

3.4.5 In Nepal, a CBO Working with Street Children (CWIN) was established in 1989 and has been continuously working for the rights, welfare and dignity of street children. Following CWIN’s field visits it was revealed that street children had tragic problems .

To begin with, CWIN opened up a Common room for the support and socialization centre for street children. It catered for the welfare and support action or children at risk.

CWIN recognized the Child as “an inherent component of society deserving the best that it has to offer”. CWIN believes that, ‘every child has an inherent right to justice, peace and freedom, and deserves access to all fundamental human rights including education, health care, love, respect, security and protection. Development for children is not merely a technical matter: it should be a basis for national development. Therefore, all action concerning the child should take into account his or her best interest’.

CWIN recognized child labour as a form of socio economic exploitation of children covering the denial of basic education, long working hours, under or no payment, forced labour, and health hazardous working conditions. In the Nepali reality, the exploitation of children existed mostly in the form of child labour, trafficking of children, child marriage, street children, and bonded child labour. The abolition of such child servitude was the ultimate goal of CWIN; thus, CWIN believed in action through advocacy. The CWIN approaches for Intervention were field Experiences, Socialization Process, Education and Training for Capacity Building, Participation in Action, Advocacy in Action, Co-operatives in Action, Family Re-unionization and Community Linkage, Networking and Alliance.

3.4.6 The second and third Quarterly reports of April-June, 2005 & July-September 2005, by Mkombozi center for street children reveal the following case studies;

Rehema stopped attending school because she helps her mother to sell local brew. Since the brew is sold at home, Rehema has become attracted to the customers. When the mother was asked about the situation of her daughter, she replied with abusive words’.

John who is in standard five and has been out of school for two months. The team called the father to discuss the issue but the father said that he was home most of the time so he does not know if his boy attends or not. After investigation the team discovered that the father sends the child to shamba during school hours.

3.4.7 Kuleana's (1999) project on exercising children rights in prisons in Mwanza, Shinyanga, Mara and Kagera, made possible the identification of child's violated rights in prisons and hence collaborated with legal institutions to make them practiced regardless of the shortcomings that exist, For example, the lack of qualified personnel to handle children's cases, lack of enough rooms for children to be separated from adults in prisons and presence of a limited number of juvenile court centers (there are only 5 in Tanzania, in Arusha, Dar-es-salaam, Mbeya, Morogoro and Tanga).

3.4.8 Karlenza (1998) comments from his research with street children that, 'abject poverty affected the majority of the participant households. Indeed, 75 per cent of the young people interviewed cited the family's inability to meet their basic needs (i.e, lack accessibility to a basic right) as a major factor forcing them to leave home. In over half the homes visited, poverty was a major constraint on the household's ability to care for the children.

Karlenza narrates that, 'Sofia was a former street girl, aged 17, who had a young baby. She lived with her mother and sisters, one of whom also had a baby. Her family lived with many problems. They don't have enough beds, other times they go to sleep almost hungry, they rely on selling fish so that they can eat (31/03/00). Generally, the basic needs are made unsustainable.

Orphaned children living in households in which one or both parents have died would appear to be particularly vulnerable to poverty and insecurity, and as the AIDS epidemic attacks the prime age adult population, the particular difficulties faced by AIDS orphans have come to the attention of non-governmental and international development agencies such as UNICEF. Women and girls often bear the greatest costs of adult ill-health and death, primarily because of the significant opportunity costs to them of their traditional roles as caregivers and nurturers of the ill or dying. Godwin (1998), experienced in many African countries, a large proportion of orphan caregivers are extended family members. However, capacity and resources are stretched to breaking point, and those providing the necessary care in many cases are already impoverished (Karlenza 1998). This coincides with increasing domestic burden of; nursing dying parents, caring for other siblings or elderly grandparents, and increased work in the fields (UNICEF 1999b). The distress and social isolation experienced by children, both before and after the death of their parent(s) is exacerbated by the shame, fear and rejection of the AIDS stigma. As a result, children may be denied access to schooling and health care, and their rights to inheritance and property may be denied, particularly in the case of girls (UNICEF :1999b; Barnett and Whiteside 2002). Karlenza also identified that, the rights of children are closely linked to those of the surviving parent. Thus, in Tanzania, as in other African countries, the customary laws which deny widows the right to inherit their deceased husband's land, can have devastating consequences for children after their father's death (UNICEF: 1999b).

3.4.9 A research conducted on 1st, May 2005 to June 20th, 2005 by Alexander Joseph on Street Children of Arusha, aimed to focus on the needs of street children from Maasai community. Maasai street children like other street children, were seen to have the

same future of unprotected, un-accommodation, no education, and poor health care . The study came out with similar findings of children living in the streets and recommended that organizations dealing with service for vulnerable groups should establish partnership (networking) with other institutions, including vocational educational institutes. He identified a gap between the needs of street children and services available. He also described the lack of marriage counseling and conflict resolutions at family level as cause for children to resort into streets as they lack love and support from both parents.

3.4.10 World Vision Tanzania's Advocacy unit continued to build the capacity of children committees to raise community awareness of critical issues such as ...,children rights and the rights of the girl child [WVT, Annual report 2001].In its 2002 report, Advocacy continued to focus on , among others, promotion of children's rights, specifically participation and protection within the area of its development programs, that is, Kagera, Lake and Eastern zones. The report entails the fact that, 'Children committees continued meeting in all Area development programmes (ADP). The committee members were trained to sensitize other children and the community members about basic children's rights, including the right to live, protection, development and participation'.

3.4.11: UNICEF-TANZANIA 2001 report narrates that, 4% of street children were born out of wedlock and 28% were children of divorced parents. Almost all of these children had low standard of education. Once such children are on the streets, their challenges are many. These included, bearing the brunt of public discrimination and repeated harassment by police. UNICEF supported programmes in Tanzania encourage children's participation in society and in key institutions. Children are presented as

active players in research, monitoring and evaluation and analysis and policy formulation. The recent involvement of children has made possible the establishment of National council and the 'Tanzania Movement for and with Children', which clearly demonstrates the capacity to make effective contributions to social development.

3.5 POLICY REVIEW

The process of policy making would benefit from being addressed from the 'Child Rights Impact Assessment'. Action for children in a broader policy environment, should be conducive to the realisation of children's rights. Children's issues should be given much consideration when making economic and social policies. This sub-chapter narrates international and national policies that advocate for children's rights.

3.5.1 The UN Convention On The Rights Of The Child

Tanzania ratified the UN convention on the rights of the child on May 26, 1991. By ratifying the convention the government committed itself to review all laws and policies, which are harmful to children.

The basic premise of the Convention is that children (all human beings below the age of 18) are born with fundamental freedoms and the inherent rights of all human beings. The convention came into force on September 2, 1990. The convention makes it clear that, children shall no longer be seen as objects of actions on their behalf, but should be entitled to a voice in decisions affecting their well being. The conventions do not only give rights to children, but also contains responsibilities and duties for parent and governments as well as children themselves. Countries that have ratified the convention, are obliged to report regularly to the committee on the rights of the child. The report needs to explain progress on the implementation on their country.

Many governments have enacted legislation, created mechanisms and put into place a range of creative measures to ensure the protection and realisation of the rights of those under the age of 18. Children on their own were identified as incapable of effectively fighting such conditions as natural disasters, armed conflicts, exploitation, illiteracy, poverty, hunger and disability. . Child protection is encompassed within the principle of the right of the child to life, survival and development since it aims to ensure that the most vulnerable and marginalised children also enjoy their right to life, survival and development, and that additional actions are taken and services are available in emergency and post-conflict situations. Article 5 imposes two important concepts which are: parental 'responsibilities' and the 'evolving capacities' of the child. CRC's article 5 looks at the child as the active subject of the rights.

3.5.2 The African Charter, drafted by the OAU and the African Network on Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) was designed to; 'retain the spirit as well as the substance of [the] letter' of the CRC while making 'special provisions guided by the ground situation in Africa .Despite this, it can still be argued that there is no general culture of children's rights in Africa. For some, the very idea of children's rights is threatening, and there is much misunderstanding of what children's rights mean, even though there is considerable willingness to promote the fulfillment of children's needs. In many countries over 50% of the population is under the age of 18, which has implications for the development of democracy, in view of the 'participation' articles in the Convention (Articles 12-15). Youth, the group of population between 15 and 18 years of age, remains an excluded category in terms of policies, services and participation. Yet, there is a lack of awareness of both the

Convention and the Charter, and a notable lack of intellectual debate, particularly between academic disciplines. Africa has tended to focus on issues of legal ambiguity and interpretation, rather than on the substantive meanings of children's rights for African children today. Article 2 of the African Charter on the Rights and Welfare of the child addresses the protection of the child from all forms of abuse and discrimination. It also stresses on the need for identifying the child to be treated with humanity and with respect for this human person. (Ratified by Tanzania in 2003).

3.5.3 The Child Development Policy Of 1996 addresses emerging issues such as ; child participation in all issues concerning their lives, protection of children from worst forms of child labour, non-discrimination of children, and the protection of most vulnerable children. The question of the principle of non-discrimination of children is covered by the constitution of United republic of Tanzania (Art 3). Children's right to life, survival and development are explained in Article 6 of the United Republic of Tanzania. Article 20, 21 and 5 represent issues on children deprived of their family environment, Adoption and foster care and Parental guidance consecutively. The Child development policy puts forward, measures to promote the rights of the child by ensuring child's survival from the time of pregnancy to adulthood. In article five, the policy states that, children need protection in order for them to grow well physically. The development of child is related to his/her physical, intellectual, moral and spiritual growth. In order for a child to grow well he/she needs to be cared for, given guidance, and brought up in accordance with norms on the community. All these are to be highly practical so as to support children in streets , but also, in discouraging the flow of children into streets.

3.5.4. The Women And Gender Development Policy Of 2000 accommodates gender concerns and enforces to promote responsibilities of both parents in the care and development of children. The Law of marriage Act of 1971, which includes custody, and maintenance of children is currently being reviewed in order to take care of the best interest of the child.

3.5.5: The Government of Zanzibar has adopted a **Policy For Child Survival;** protection and development. The policy was approved in 2001 and was intended to be integrated in all sectorial policies.

3.6: SUMMARY OF LITERATURE REVIEW

The literature reviewed, in a nutshell, identifies a child as one who is under 18. Also, it apprehends the fact that, children should be treated in a manner that facilitates their reintegration into the society and their assuming a constructive role in society. The literature also apprehends Tanzania's macro- developments, but it also recognizes the absence of translation of the macro-developments into concrete improvements in the lives of children. Reports to the committee on the Rights of the child make clear that, Tanzania had not met the 2000 targets (of World summit for children) and is far from reaching the 2015 International development target and vision 2025 goals.

The literature review has been an investment in the project and especially, towards the production of inputs for the project- the training manual, the brochures and theme for drama.

CHAPTER IV

4.0: PROJECT IMPLEMENTATION

4.1: PROJECT'S IMPLEMENTATION

4.1.1: PRODUCTS AND OUTPUTS:

From the objective: To equip twenty children and community members with CR package for six months, the products and outputs included:

- 3 meetings between September 2005 and October 2006
- Training manual for peer education on children rights produced.
- 8 CHISWEA staff participated in training[3 days(6 hours each day)]
- 24 children at CHISWEA trained as trainers for CR package
- 18 discussion sessions rose after capacity building on CR between community members and CBO staff.
- Money spent= 130,400/-(at least a sustainable one)
- 31 children enrolled in ty-kondo class and also, 20 into primary schools.

From objective: To create and impart to community members in 3 wards of AMC, awareness of CR through mobilisation techniques, they included:

- 200 brochures produced and distributed. Their content was monitored.
- 08 sessions of drama to community members
- Increased frequency of in-kind donations to CBO
- Discussion with center's neighbors for support of CHISWEA activities
- 10 children re-unified into families in year 2006.
- 07 new foster families enrolled
- 39 new street kids enrolled into CBO.

From objective of improving the economic status of CHISWEA, 92,750/ Tshs was attained through voluntary giving when drama was being shown.

4.1.2: STAFFING PATTERN

As described earlier, the project operated under a CBO, that is CHISWEA. The organization had eight staff and three volunteers. The staff were all professionals in different fields and were conversant with strategies to effect parenting skills to the housed, once street children. The teacher, street worker and the secretary (who also happened to be an accountant) have had a considerable input towards the findings identified in this project. The volunteers participated actively in survey implementation.

4.1.3: BUDGETS

The costs incurred in the project only involved that for materials, The project estimated a budget of 91,500 Tshs. Total money spent to the date of report writing was 130,400Tshs.

(for more information please refer the project budget in the list of appendices).

4.2: IMPLEMENTATION PLAN

The project's implementation plan was outlined as in the summarized version below.

TABLE 12:: Implementation plan

OBJECTIVES	ACTIVITIES	HUMAN RESOURCES REQUIRED	DELIVERY TIMELINE
Introduction:Familiarization with children and staff at CHISWEA so as to be capable of equipping children and target group, with children rights package.	<ul style="list-style-type: none"> -To consult CHISWEA management and participate in problem identification. - Working together in activities at CHISWEA. 	<ul style="list-style-type: none"> - The author – Project Manager - Children at CHISWEA - CHISWEA's social workers and education coordinator -CHISWEA's executive council -other stakeholders 	<ul style="list-style-type: none"> - 8 hours a week from September 2005
1.0-Educating children and youths at and out of the center on children rights (That is, at CHISWEA and in other 3 wards namely; Ungalimited, Levolosi and Kaloleni)	<ul style="list-style-type: none"> -Guided discussions and interviews. -Teach drama -Teach plays -Involve children in games to exercise one of their rights. -Counsel children for school enrolment. 	<ul style="list-style-type: none"> -Project manager/The author -Children at CHISWEA -CHISWEA's education coordinator -A professional teacher (drama) 	<ul style="list-style-type: none"> - 2 hours a week (beginning January ending March).
2.0-Community's capacity building on children rights and improvement of economic status of CHISWEA.	<ul style="list-style-type: none"> Prepare and distribute brochures Prepare a training manual for peer education on children rights and participate in a three day staff seminar on peer education. -CHISWEA's children to show drama to public -CHISWEA's children to 	<ul style="list-style-type: none"> -Project manager -children and staff of CHISWEA -Ungalimited, Kaloleni and Levolosi community members. -An adviser on economic enhancement 	<ul style="list-style-type: none"> June 2006 -6 hours a day for the seminar.

	participate in gardening(in sokon one) -Prepare, disribute fund rasing forms.Pepare fund raising event.		
3.0- Evaluation of knowledge attained.	-Administer interviews, focus group discussions.	-Author/project manager -CHISWEA's social and street workers.	-3 hours –bi monthly, beginning September 2006

[Source: project manager, September,2005]

4.3: ACTUAL PROJECT IMPLEMENTATION (REPORT).

4.3.1: A TRAINING MANUAL FOR PEER EDUCATORS ON CHILDREN RIGHTS.

TABLE OF CONTENTS.

- 1.List of Acronyms
- 2.Introduction
- 3.Purpose/Training objectives
- 4.Training the Audience
- 5.Outline of course contents
 - Organization of the training manual
 - Suggested training materials for trainers.
6. Target trainees
- 7.Presentation techniques
- 8.Relevance of training in the respective area.
- 9.Conclusion &Evaluation.

10. References.

4.3.1.0. INTRODUCTION OF TRAINING MANUAL.

The importance of responding to the children rights, has become evident to development agencies. This manual is intended primarily for peer educators who may be responsible for developing training events.

Children's rights involves aspects of life, the emphasis often tends to be on the word right. Rights are held by human beings, in this case, by children and adolescents under 18 years , and the psychological part of existence is fundamental to what it means to be a human being. The important part is the realization of being loved, feeling loved, valued, or simply "wanted." When the children are separated from their parents, they usually fail to attain such affiliation.

As the author prepared the manual, she was careful to present the material with clear connections to recognized competencies in both public and private school youth and to provide examples representing much of the diversity inherent in the practice of children rights.

This manual is composed of seven sections which are: I) training objectives, ii) audience, iii) Target trainees, iv) outline of course contents, v) presentation techniques vi) relevance training, vii) conclusion & evaluation.

4.3.2. TRAINING OBJECTIVES

The author prepared this manual based on five broad learning objectives, each corresponding to a section.

Participants in training events that cover the manual in its entirety will be able to:

- Describe the situation of vulnerable children in the world, in Tanzania and precisely in Arusha municipality. To provide statistical data to support the description.

- Define children and children rights.
- Explain the major components of children rights as narrated by international, national and local policies.
- Identify and explain reasons for the impracticability of CHILD RIGHTS, both international, national and local.
- Describe consequences resulting from failure of practicing CR in families and the importances of peer education on the rights as well as the importance of practicing the rights at family level regardless of economic, social amenities present.

This manual may be used in its entirety to accomplish all five learning objectives.

4.3.3: TRAINING THE COMMUNITY MEMBERS

The priority audience of this training manual, is community members in three wards in Arusha municipality as well as anyone with a stake in children rights. This also includes people who need an awareness of CR issues in youths, such as: community organizations, security and protection services, Ministries of community development, law, education and health, Healthcare services (providers and managers as well as the local, national and international NGO,s.

4.3.4: TARGET TRAINEES

The targeted trainees, by the author, are peer educators of CHISWEA. These peer educators are those who form the staff and children(who were once street children) of CHISWEA, in Sokon one-Ungalimited ward, Arusha municipality, in Arusha region, in Tanzania.

This manual, together with the required resource materials, is intended to offer a complete guide for conducting a workshop.

Extensive experience in training of CR, is not required among trainees/ trainers.

4.3.5.: COURSE CONTENTS (OUTLINE OF).

- Situation of vulnerable children in the world,
- Situation of vulnerable children in Tanzania
- Situation of vulnerable children in Arusha municipality
- Define children and children rights.
- Major components of children rights as narrated by international policies
- Major components of children rights as narrated by national policies
- Major components of children rights as narrated by local policies.
- Reasons for the impracticability of CHILD RIGHTS, both international, national and local.
- Consequences resulting from failure of practicing CR in families
- Importance of peer education on the rights of a child
- Importance of practicing the rights at family level regardless of economic, social amenities present.

4.3.6: INTRODUCTION: SAMPLE ICEBREAKER OR ENERGIZER ACTIVITIES.

THE SPIDER WEB;

Purpose; To help participants to get to know each other(i.e, trainer/ trainees, with those from other wards/Districts/ Regions etc).

TIME; 10 –15 minutes

MATERIALS; A ball made of papers & a thread / glue.

DIRECTIONS;

- Have participants stand to form a circle.
- Give a ball to one of the participants, then ask him or her to tell the others about herself/ himself eg; name, locality, what she/he likes in life.
- The one with the ball throws it to another person in the circle, who in turn introduces herself/ himself.
- When all have introduced themselves, the last reverts the ball to the one who gave him/ her. The ball will finally end up in the hands of the first thrower.
- WARN THE PARTICIPANTS before hand of the importance of paying attention to each introduction.

4.3.7: PRESENTATION TECHNIQUES.

4.3.7.1: Organization of training manual.

Trainers are encouraged to adapt to and modify the activities to suit the needs of the participants and the particular circumstances of the training.

The manual contains several activities. Each activity lists:

- The specific learning objectives
- Training method(s) used
- Time required
- Materials used
- Preparations

- Procedure; step-by-step guidance for the trainer(s) including discussion questions and key points to be covered.

The activities are presented by:

- i. Dramatization
- ii. Group work
- iii. Brainstorming
- iv. Games and simulation
- v. Case study
- vi. Guest talk
- vii. Lecture method
- viii. Discussion

Trainers had several options, depending on resources and technology available e.g,

- Use a computer and a LCD projector to give the presentations.
- Print out the presentations and prepare overhead transparencies of the slides.
- Prepare written flip chart pages of the slides to use in a presentation.

4.3.7.2: Suggested training materials were.

- Flip chart paper and markers.
- Writing paper and pens for participants
- Carrying bag for participants' resource materials
- Tape or pins
- Highlighter pens (so participants can mark important sections or points in the required resource materials).

4.3.7.3 LESSON PLAN

Sample 1; SESSION 1

Course title: Conducting a session on CR.

Lesson title: Capacity building on the definition of a child, rights, care and the dissemination of children rights package as described by UN CRC.

Lesson length: 6 hours.

Specific learning objectives: At the end of the lesson, participants are expected to be able to:

- a) define and describe a child, his/her rights on basis of the UN Convention on children rights
- b) Translate UN CRC policies into practicable local modalities.

Target audience: Arusha municipal's community members. To begin with, those in CHISWEA.

Instructor: Familiarity with children rights policies and the current situation of children-local, national and internationally.

Room arrangement: Fan type

Materials and equipment needed: flip charts, marker pens, wall pictures, modals, Local and international child policies (handouts), audio-visual set and appropriate cassette on violation of the rights of a child, well typed document on topic.

LESSON DEVELOPMENT:

Lesson outline	Time	Instructor's activity	Trainee activities
Introduction	8.00am –8.30am	Introduction of spiderweb exercise, demonstration.	Listening, watching, exercising.
Break	8.30am-9.00am	-----	-visualize audiovisual tapes while refreshing -----
Presentation	9.00am-11.10am	Lead a discussion on definition and description a 'child', 'rights' and care.	Listen, ask questions, answer posed questions, & visualize charts, and handouts

Lesson outline	Time	Instructor's activity	Trainee activities
	11.10am -12.10pm	<p>To lead a discussion on the current situation of children in Tanzania and in other parts of the world.</p> <p>-Description of CR on basis of the UN Convention on children rights</p> <p>To lead a discussion on the importances of the practicability of such rights in our families and in the nation..</p>	<p>To participate in the discussion and in the in-class events as instructed.</p> <p>To ask questions, contribute ideas, and take note of valid and reliable information that is given.</p>
Wrap-up	12.10pm-1.00pm	Ask questions.	Answer questions
Lunch	1.00pm –2.00pm	-----	-----




4.3.7.4 PARTICIPATORY EVALUATION METHODS

- TRAINER'S EVALUATION.

i) Filling a matrix

	EXCELLENT	GOOD	FAIR	POOR
1				
2				
3				

ii) Mood barometer

			
PART 1			
PART 2			
PART 3			

4.3.8 The purpose of these presentation methods & techniques

is to:

- keep learners interested and actively involved in the learning process
- Focus on learning specific content.
- Make immediate and long term impact learners
- For effective attainment of desired objectives.

4.3.9: RELEVANCE OF TRAINING TO PEER AND SOCIETY.

Education on children rights involves aspects of serving innocent and vulnerable lives.. The important fact is the realization necessary for attainment of such affiliation that will strengthen family hood and hence improves the chances of both survival and improvement of children-our tomorrow's adults.

The term Street living children is defined as, children who cut ties with their families and live alone on streets. Street children are either full time or part time. Full time street children live, sleep, eat, and work on streets without adult care. While part time street children spend a part of each day on streets, begging, playing or working and then return home at night.

Children rights, from the United Nations Convention on the Rights of the Child, include:-The inherent right to life and to survival and development, the right to be protected from all forms of discrimination, freedom of expression, freedom to access to information, Freedom of thought, conscience and religion, the right to be protected from all forms of mental and physical abuse, including sexual violence, The right to adequate standard of living appropriate for the child's physical, mental, spiritual, moral and social development, The right to an education and access to appropriate educational facilities and vocational training and The right to be a child, to rest, to play and to recreate. Adolescence is defined as the developmental period in an individual. Society today demands more of young people than ever before. With decline of the extended family, greater autonomy is expected of them especially in decision –making, family matters and community development.

Violation of Children rights may limit not only the children's social and educational development, but also their ability to achieve full status in society. The knowledge and

practicability of children rights in the society is related to the psychological well being and highly susceptible social influences. It is important to strengthen the knowledge, inculcate positive attitudes, promote skills and sensitivity of all those in a position to influence the society. Teachers, social workers, parents, counselors, health service providers and peer educators, are some of the key people who influence the behaviors that . Each of the above categories of stakeholders has a special role in the social, emotional, moral, economic and physical development of children.

4.3.10: OUTPUT INDICATORS:

4.3.10.1: TRAINING OF TRAINERS:

Eight CHISWEA staff trained on peer education and children rights as trainers The ‘peer education’ described among others, the current situation, the situation of leadership, population statistics, income generating activities(IGA), distribution of power in a household (family level), social amenities in the municipality and on its outskirts were discussed. Also, peer groups in the vicinity were identified . Their cultures, traditions and faiths were discussed. The qualities and roles of a peer educator were identified and the intervention of administering the children rights package by peer groups was assessed.

4.3.10.2: DRAMA

-Drama & ngoma shows on monthly basis. The theme of drama and ngoma was basically on children rights. This was also received as recreational and as an investment.

4.3.10.3: BROCHURES

-Two hundred (200) brochures were distributed. The first draft was purposely made to create awareness on the existence of vulnerable children who ought to be supported morally,

emotionally and physically. The second draft outlined local policies that support and insist on practicing CR in favour of this vulnerable group. More drafts are being processed so as to mobilize the community towards the topic of the research. This project will proceed for full accomplishment of the goal even outside the first target-the three wards of Arusha municipality.

4.3.10.4: YOUTH PARTICIPATION

-Participation of CHISWEA youths in the day of the African child held on 16th June 2006, at Sheikh Amri Abeid stadium in Arusha municipality. The theme was 'piga vita unyanyasaji na udhalilishwaji wa watoto' that is, 'act against any sort of child misconduct and abuse'.

4.3.11: IMPACT INDICATORS:

Parents of children (who stay at the center) educated on the child's right during home-visits & re-unification. Statistically, 04 kids were re-unified in 2005 as compared to 10 in 2006. Reunification has been made possible in most cases when basic support is provided. And the process of reunification is facilitated when parents can take action to protect their children from abuse and neglect. Performing that protective role is of great psychological importance to both the children and the parents. It validates the mother's and father's identity as parents, indeed as human beings, since the parent-child

relationship is a basic part of what it means to be a human being, and it demonstrates to the children that their parent still long being with them.

Another impact indicator is the involvement of children at the center in new games and in creating drama on subject matter.

Another impact indicator is basic needs provision by center being improved. This has been possible due much in-kind donations from neighbours who now see the children differently during and after the project's work.

At CHISWEA, more kids have been re-enrolled into primary schools after counseling, so as to exercise one of their right, which is quite necessary for a better future both for the individual, societal and nationally. Statistically, 20 children were enrolled into primary school in 2007 compared to 7 in 2006. Fortunately, 4 passed standard seven in 2006 and were enrolled in government schools. In the same year, 3 CHISWEA kids completed vocational education and one youth completed form IV.

On the other hand, the knowledge of rights has mobilized and hence pushed more of in-kind donations to the CBO just from the neighborhood. These donations supported the organisation activities, but, specifically, attention was to the right to the basic needs, recreational activities and protection. As mentioned earlier, the frequency of in-kind donations has increased. Such donations were of clothes, food, food-sauces; tomato and chilli, packed juices, fruits, and stationary such as exercise books, pen and pencils. Such in-kind donations have made CHISWEA extend its help to the needy families. In October 2006, it registered 16 children who were to be helped out while in their respective families.

Community's concern on the need for clarification on children rights has increased. The community was eager to know 'what, and why-children rights'. The number of drop-in

for awareness creation has increased. Such visits were also accompanied with the in-kind donations.

The number of newly registered kids has increased from 14 in 2005 to 39 in 2006 to make a total of 78 children parented at the center. This has been due to the mobilization and education rendered by both the street worker and the social worker. The peer role had also proved viable for such success. The important thing was, the once vulnerable children, are in a center –CHISWEA, where they can obtain the attention of a ‘concerned’ guardian. It has also been noticed that, earlier, newly registered kids could just stay for few days then live for the streets. For the year 2006, no registered child left to the streets, but instead remained under the protection, love and care of their new guardian.

CHAPTER V

5.0: MONITORING, EVALUATION AND SUSTAINABILITY

The purpose of monitoring and evaluation was to provide to the society, better means for learning from past experience, improving care delivery, planning, allocating resources and demonstrating results as part of accountability to key stakeholders.

- The benefits of such monitoring and evaluation included that:
- They helped in setting priorities and managing time
- They provided baseline information
- They helped in identifying new problems when they first appear
- They eliminated unnecessary activities and redirected resources
- They replicated successes and helped towards avoiding the same mistakes

5.1 MONITORING;

Monitoring is the process of continuous observation, collection and analysis of data to measure the actual performance of a project, process and activities, against the expected results. It is a systematic and continuous assessment of progress over a given period of time. It took place throughout the implementation period of the project. With regards to this community project, monitoring provided information about issues such as the number of new children in the CBO, the changes observed after capacity building on children rights in the targeted municipality , and the attitudes towards the practice of children rights in the community. Project monitoring, on the other hand, made it possible to compare the way things were actually done with the way they were originally planned.

The monitoring process in the project was for several reasons which were:

- To find out whether the implementation of planned activities was going on as planned
- To ensure that inputs and activities are appropriately transformed into outputs

- To assess the achievements of the planned activities with regards to the mission of the CBO and to recommend corrective measures and follow-up actions.

Specifically, each objective was monitored against its indicator as summarized below.

Table:SUMMARY OF PROJECT MONITORING-DIRECT& INDIRECT INDICATORS.

OBJECTIVE	DIRECT INDICATORS	INDIRECT INDICATORS
To equip twenty children and community members with CR package for six months	<ul style="list-style-type: none"> ✓ No. of training sessions, meetings conducted ✓ No. of participants involved ✓ No. of discussion sessions arising after capacity building on CR. ✓ Quantity of allocated resources and their utilisation. 	<p>Increased awareness among the stakeholders on CR</p> <p>Existence of coordination among stakeholders to improve CR matters.</p> <p>Improved daily interaction between children at CBO and neighbourhood.</p> <p>Increased need for CR package by community members</p> <p>Increased number of children at CBO involved in games and home chores at CBO.</p>
To create and impart to community members in 3 wards of AMC, awareness of CR through mobilisation techniques	<ul style="list-style-type: none"> ✓ Content and number of brochures made and distributed. ✓ No. of drama sessions shown to public. ✓ No. of participants/viewers at drama scene ✓ No. of discussions, interviews made. 	<p>Increased in-kind donations to CBO</p> <p>Reduced no. of reported violent incidences between CBO kids and neighbourhood.</p> <p>Increased primary school enrollment</p> <p>Increased no. of re-unified children</p> <p>Increased number of foster families</p>

[Source: project manager, September,2005]

5.1.1: RESEARCH METHODOLOGY EMPLOYED FOR MONITORING.

5.1.1.1: MONITORING TOOLS EMPLOYED.

Monitoring of Capacity building on CR, was undertaken by use of methods, namely: visits to project site, monthly progress reports, reviewing the project's budget and beneficiaries' interview and observation. Information that could not be obtained from routine records, such as feelings and opinions, personal interactions and interpersonal communication, was gathered by using the techniques involved in carrying out interviews, in facilitating focus group discussions and in undertaking observation.

5.1.1.2: MONITORING REPORTS

Monitoring reports were prepared so as to assess if the project activities are in line with the objectives and the project's work plan. The reports were prepared after a monitoring visit. They reviewed the description of the project, its target and catchments area, programming notably the education programme, the 'basic needs' programme and the re-unification programme.

Categories of information incorporated when monitoring included:-

- Work plan activities, That is the number of meetings and home visits (the purpose of the visits was to obtain a first hand impression of project achievements in relation to the project plan), the production and distribution of brochures, the production and distribution of fund raising forms, and the number of visits to CBO- by required personnel.
- Others included; costs and expenditure (financial reporting), supervision and results.

Other aspects considered in monitoring included: Timing of activities from September 2005 to January 2007, Availability of personnel, Budget, Knowledge, attitudes of staff

and job performance. Job performance was monitored to be in line with the job descriptions.

5.1.1.3: DATA COLLECTION

Data was collected by the Project manager, two CBO volunteers, Supervisor, and the financial officer/accountant (CHISWEA's)

Below is a summarized version of the monitoring plan.

TABLE 13: MONITORING PLAN

OBJECTIVES	ACTIVITIES	INDICATOR	DATA SOURCE	TOOLS	TIME FRAME
Introduction: Familiarization with children and staff at CHISWEA so as to be capable of equipping children and target group, with children rights package.	-To consult CHISWEA management and participate in problem identification. -Working together in activities at CHISWEA.	- Involvement of researcher and community in problem identification. -Number of times the researcher was involved in CBO activities.	-Field visit reports	Interview & Observation	-1 day(in September 2005) - 8 hours a week from September 2005
1.0-Educating children and youths at and out of the center on children rights (That is, at CHISWEA and in other 3 wards namely; Ungalimited, Levulosi and Kaloleni)	-Were guided discussions and interviews done? How many? Content of each? -How many times was drama taught? What was the theme? -Were children made to participate in games at the center?	-Changed attitude of children at CHISWEA and other involved personel eg CHISWEA' s education coordinator. -Increased number of children involved in	-Trainers reports -CBO reports	Interview & Guided discussions Observations	- 2 hours a week (beginning January ending March). one hour a week from January to December 2006

	Which games? And how frequent? -Were children Counseled for school enrolment?.	games. - increased # of children enrolled or re-enrolled into schools.			
3.0- Community's capacity building on children rights And improvement of CHISWEA's economic status.	-Were brochures and fund raising forms prepared and distributed? How many? How much money was needed? -Was a training manual prepared for peer education on children rights? Time used for its administration ? -Has CHISWEA's children shown drama to public? Content? -Do CHISWEA's children participate in gardening in neighbouring families? -Are there any home visits conducted? what was	-Increased # of questions to CBO on children rights. -changed attitude towards street children in the 3 wards targeted. -An improved interaction between CHISWEA children and neighbourho o-d	-Trainers reports -CBO reports(A PR) - 'Monitor ing visit' reports - Progress reports -do-	Document-ary review & Focus group discussion	-6 hours a day for the seminar. - Distributio n of brochures & forms- JUNE 2006 Mid and end of each month. Bi-annually(when

	learnt in that visit? Were any children re-unified to families in such visits? How many?	# of families exposed to children rights during visits showing the need to understand them so as to try and apply.	-do-		schools are in vacation)
4.0- Evaluation of knowledge attained and budget.	Were interviews administered, and focus group discussions done? Their content? -Total money used in the project?	-Feedback from the interviews and discussions noted. -Attitude of targeted society, CHISWEA's personel and children noted.	- Evaluation report	Test –retest & observation (disguised)	-3 hours – bi monthly, beginning September 2006

(Source: Project manager, 2005/2006)

5.1.2: MONITORING SCHEDULE

Monitoring was conducted in the course of the project's implementation so as to assess the applicability of the project in the organisation's context and to review the objectives of both the project and the organization . The project and the organisation's priority, was for 'the best interest of the child' as the UN Convention on children rights spell it. The project's progress has been fostered by the project's planned activities.. Some planned activities were scheduled for 2007 according to the CBO's interest and operations, but, with the purpose of creating a much greater impact to CHISWEA's

children as well as those still in streets and those who happen to be in the most needy families.

Monitoring visits were carried out on weekly basis. The frequency depended on the project's duration, financial size, and on the CBO's timetable. CHISWEA's street worker was on weekly basis visiting the areas where street children stay, for the purpose of educating them on the need for protection, information, and basic needs, which at least can be attained at the center. Also, the street worker was on such occasions also mobilizing such kids to quit streets for homes such as CHISWEA that are more secure than the streets, and can provide both counseling for change and the attainment of basic needs is possible.

5.1.3: MONITORING OUTPUT

These were direct tangible products or services that the project delivered as a result of its activities. The outputs of activities in this project's implementation were recorded both by project facilitators and project users and reported in APR.

The project's goal was to have a community that understands and practices 'children rights' thus reducing the number of children to/in streets.

Table 14: MONITORING RESULTS

OBJECTIVES	OUTPUT	DATA SOURCE	TOOLS	ACTUAL TIME FRAME
1.0-Educating children and youths at and out of the center on children rights (That is, at CHISWEA and in other 3 wards namely;	-Familiarization with children and staff at CHISWEA -Researcher and targeted community involved in problem identification -Researcher made 53 visits (out of 45 expected)>100% involvement.	-Field visit reports -	Interview Guided discussions Observation	-Sept 2005 -Sept 2005 to Jan 2007

Ungalimited, Levolosi and Kaloleni)	-13 guided discussions done with sample group on CR package.	Trainer's reports	Documentation	-Feb-May 2006
	-Children participated in games-4 days in a week. Tykondo was also taught during this time.			
	- 9 different sessions of drama lessons were conducted. The theme was solely on CR after which CHISWEA kids made 13 shows to the public.	-CBO reports		-March to Dec 2006
2.0-Community's capacity building on children rights and improvement of CHISWEA's economic status.	-03 different versions of brochures produced(100 copies each). -The first two versions were distributed (200 brochures) to sample group with a time interval of one month.	- Trainer's reports	- documentation	-April 2006 to Jan 2007 -June 2006 & Sept 2006
	-The content of brochures included;situation of children in Tanzania, what children rights are and their importance in communities, families, how such rights are violated and how they can be practiced at different societal levels.	-CBO reports		
	-127 questions asked by 68 recipients of brochures on CR package. -50 fundraising forms prepared.		-focus group discussion	
	-A training manual on CR for trainers was prepared. -A three day training sessions on how to use the manual for peer training was conducted.	-CBO report		-June 2006 to January 2007

	-48 home visits made during which, CR package was administered to 21 parents and 67 guardians (Those found at site of visit).			
3.0- Evaluation of knowledge attained and budget.	-50 interview sessions conducted with recipients of brochures.	- Evaluation report -APR	-Test-re-test - disguised observation	-Nov 2006 to January 2007
	-One focus group discussion conducted with children at CBO center and staff on the applicability of training manual to society (these were the peer educators).			
	-Money spent was 130,400 Tshs			

(Source: Project manager, 2006/2007)

5.2.0: EVALUATION;

Evaluation implies measurement, appraisal or making judgments with the aim of assessing whether intended objectives are achieved. It assesses what has been achieved (the outcome) and how it has been achieved (the process). It requires looking critically at the intervention, assessing both its merits and shortcomings, and identifying how it could be improved in order to make it more efficient and effective. Recommendations on what changes could be made to improve the project are made as a result of an evaluation.

Evaluation was both summative and formative. In both cases, it was of a participatory type where almost all stakeholders were involved.

For formative evaluation, data collection was both qualitatively and quantitatively. Methods employed included: unstructured interviews, routine records, observations

(disguised), focus group discussions and by the use of key informants (these were: drama teacher, CBO Director, social welfare officers, ten cell leaders and sole beneficiaries).

Unstructured interviews involved project workers; street children inhabited in the CBO home and community members in the three wards of the municipality. It aimed at exploring the degree of exposure to and practice of CR after capacity building activities.

Non-participant observations of the community to elicit attitudes about street children after capacity building on CR. Generally, disguised observation was conducted to track down the respondent's attitude in relation to practice of CR. It involved children at the CBO and community members in the three wards.

Focus group discussions with children inhabited at the CBO's home and those still in streets. As for this focus group discussion, a checklist was used which was of yes or no responses as well as unstructured questions as observed in list of appendices. It aimed at seeking a feedback information after capacity building on CR. The focus group discussions were an efficient and effective way of collecting information to plan and improve activities

Table 15: SUMMARISED FOCUS GROUP CHECKLIST SHOWING COMMON RESPONSES.

QUESTION	COMMON RESPONSES.
Children at CHISWEA(open ended)	Rombo, Babati, Dodoma, Simanjiro
1. Where are your parents?	
2. Do you like them? Why?	Yes, because they are my parents No, they are irresponsible
3. Why were you in streets?	Father is dead, adopted mother is furious,I raped, I stole, lack of food

4. What were you doing in the streets for a living?	Sell wreckages of iron, begging, stealing, prostitution
5. For how long did you stay in the streets?	1,2,3,4-months
6. Why did you accept coming to CHISWEA?	Need to :go to school, parental care, of food, clothing, a safe place to sleep.
7. Has CHISWEA helped you meet some of your dreams? How	Yes, I am in school, I get food, safe shelter and have humble guardians.
8. What made most other children run from their homes?	Parental violence, neglectance by parents, sins committed, forced into petty businesses by parents.
9. Do you like going to school? Why?	Yes, without education, no employment, to eradicate ignorance from heads
10. Do you ask your parent/guardian questions? Who do you ask life-skills questions? Are they answered?	Yes, all guardians at CHISWEA. Answers are elaborated. counselling also takes place.
11. Now that you have heard CR, can you tell others?	Yes
12. Are CR practicable at family level? Societal level?	Yes, at all levels. It does not need money.
13. Do you think your parents can practise such rights? Why/ how?	Yes, but sometimes ,no. No, when they are alcoholic, also with some customs.

14. In which activities do you engage yourself when in CHISWEA?	Home chores, prepare firewood, filling watercans
What are your comments on the CR package delivered	<p>-Good, it strengthens family hood thus less children will flow to streets.</p> <p>-Good, it enforces both parents and children to play rights their roles in a family.</p> <p>-Very good, it rules out traditions that streotype and suppress children.</p>

(Source: Project manager, 2006/2007)

For formative evaluation, the data analysis was in the form of text presentation, and tabular presentation. In text presentation way, it has been, and is possible and easy, to make emphasis or draw attention on some figures .With the tabular presentations, they have been self explanatory, easy to compare figures, easy reading, easy comprehension of data and singling out individual data, and it also has used less room. Analysing data from surveys meant tallying and averaging responses, looking at their relationships, and comparing them. For summative evaluation, Observations , interviews and document studies were used in data collection. Observations helped to determine whether or not the project was successful. To evaluate the outputs from capacity building, internal records used included documents such as the CBO's Mission statement, APR, and key informants' reports.

5.2.1:Reliability

The Observations , focus group discussions, interviews and document studies were designed in a way that made it easy to evaluate the performance after capacity building on

children rights. Samples of people who received the training were consulted, including a sample of those who received brochures.

5.2.2: Validity

Data that was collected was related to the evaluation of the activities implemented during the course of the product. It involved simple but very clear interactions with the respondents. Statements used were brief, and unstructured in favour of the respondent attitude and behaviour.

5.2.3: Challenges

- Children at CBO.

Due to a rise in enrollment into primary schools, only the weekend was left for capacity building on CR to the children. This led to more time than expected to be utilized for accomplishment of desired subject matter.

It also took much time and efforts to get the new comers (from streets) into the ongoing planned activities.

- Financial issue

Due to a change in the value and need of materials, the planned budget was overstressed. This deviation was quickly camouflaged by the incoming in kind donations and the financial output from drama shows.

5.2.4: EVALUATION OUTPUT

From summative evaluation, direct and indirect benefits were observed.

Direct benefits included:

- From the training manual produced, seven out of eight participants rated that the rate of learning experience gained was very valuable, one participant rated it valuable. They all commented that they learnt a lot and also acquired a lot. In terms of attitude, it was a great challenge to all of them especially towards their way of handling children, beginning with the CHISWEA kids.
- Successful peer training sessions on children rights and their role in community. This was supported by opinions given by adults living next to CHISWEA (who commented on street children). 70% of the adults said that, the children at CHISWEA were honest, 92% said they were hardworking, 88% said they were well mannered and 100% accepted the fact that they deserved support. From the APR, it was also observed that, there was a drop in number of faulty cases involving the CBO kids.
- Motivation and enrolment of more children into games (52 out of a total of 78 housed kids) and homes chores at the center(70 out of 78, of which the 08 who were not involved were physically impaired)
- Statistically, 20 children were enrolled into primary school in 2007 compared to 7 in 2006. Fortunately, 4 passed standard seven in 2006 and were enrolled in government schools.
- The number of newly registered kids increased from 14 in 2005 to 39 by December 2006 to make a total of 78 children parented at the center. The peer role was proved viable for such success. It was noticed that, earlier, newly registered kids could just stay for few days then live for the streets. For the year 2006, no registered child left to

the streets, but instead remained under the protection, love and care of their new guardian.

Indirect benefits included .

- Increased number of inkind donations to CBO.
- Identification of the role of once street children, towards improving family cohesion through educating the society on children rights and proving to the society of their ability of involvement in different activities at different societal levels.
- Increased urge of knowing more on children rights by societal members.
- Forceful collection of children from streets and taking them to centers that can provide them with their basic needs and counseling. This was done by the Arusha municipal council. This meant that more of the vulnerable children were made to receive basic rights and guardians who could guide and counsel them for the betterment of our future society.
- Children of the center begun to re-entrust their parents. This was proved by an increase in the number of homevisits by the children under escort of a guardian. This led to an increased number of children being re-unified to their respective families from the CBO.

The output of the formal evaluation made revealed that, children rights- knowledge and practice, mean a lot towards family cohesion and was also necessary for family re-unification. The evaluation also pressed the need for extensive CR –capacity building.

5.3 : SUSTAINABILITY

There are three types of sustainability that have been strengthened. Financial, Institutional and political sustainability.

5.3.1: INSTITUTIONAL SUSTAINABILITY

In terms of institutional, the project members have been trained in peer education and children rights. These skills were necessary towards helping them to continue delivering the necessary information successfully.

But also monitoring and evaluation of the project was being conducted both by researcher and CBO staff. This meant that, since the project was to continue with time and space, monitoring and evaluation can still be done in absence of researcher. This has enhanced their competence.

The people in the organization are highly related to each other and hence working at the center with variety of 'habits' that children have, will not be a big problem. The people in the organization also interact effectively with the children, the neighborhood, the Arusha Municipal staff and workers, as well as other organizations outside Arusha with a similar context. All this is maintained so as to fulfill the objectives and help accomplish the vision of the organization on the basis of project's inputs, relation of people and Government.

The people with special skills included:-

- i. Teacher
- ii. Social workers, counselors (street).
- iii. Leaders.
- iv. Health care programme Coordinator (of organization).
- v. Administrative Secretary (of organization).
- vi. Drama artist.

All of the above persons will remain to be available for the continuation and wide spreading of the project, within and out of Arusha municipality.

Also, since the project developed a trainer's manual and with the peer educators highly inspired by the outputs, the project was made viable towards a greater involvement of the community, which is always expected to turn their ideas into action after capacity building.

5.3.2: POLITICAL SUSTAINABILITY

In terms of political, the government of URT apprehends all efforts that help to eradicate the circumstances that favour the violation of children rights. Such circumstances have been reasons for cruelty to children. The former president, Benjamin Mkapa, made a foreword in the UNICEF-TANZANIA REPORT of 2001, emphasizing on the need of the community putting into action the spelt 'CR' by the UN convention (a copy of the foreword is found in the appendices). An article on Daily news with the heading, 'Jakaya wants children protected' is also another sign to reveal the government's involvement in children rights. The president insisted on the role of Government in enhancing the practicability of child protection and development (whole narration as an appendix).

The project had made plans of enhancing the networking initiatives so that the district, divisional, ward and respective ministry officials are well informed in the progress of the project so as for the project to respond to expected inputs from each of the mentioned categories.

5.3.3: FINANCIAL SUSTAINABILITY

Financially, the project has throughout been cost-effective because, it fosters self reliance rather than dependency. The investment of Tshs 130,400/- has not only been an inspiration towards accomplishment of the project's outputs, but also, a light towards a much sustainable future of the project. The CBO will continue to set fees for drama shown to people in institutions. It should also be noticed that, with an increase in the in-kind donations(as one of the outputs), all of the CBO's projects, have been made financially sustainable.

CHAPTER VI

6.0: CONCLUSION AND RECOMMENDATIONS

6.1: Conclusion

During community needs assessment, it was found out that, many community members missed the important points of the children rights package, both in theory and in practice. The assessed problem was seen to be evident in greater magnitude, in families with more than two children, in single youths, and in families that practice polygamy/polyandry. It was concluded that, there was a strong need for capacity building on children rights as means to strengthen family hood and hence reduce the number of children leaving their families for streets.

Literature cited by the researcher proved that, the problem existed throughout the world. This phenomenon resulted into most children be made victims of circumstances. The literature also accepted the fact that, children should be treated in a manner that facilitates their reintegration into the society and their assuming a constructive role in society.

The most important way to lessen the incidence of children ending up on the streets is to strengthen the institution of the family. As the basic component of society, the family has hardly ever been given adequate recognition by governments. Although many Governments have developed policies aimed at assisting the children, elderly, the unemployed or single working women, few have focused specifically on strengthening the cohesion of the family as a component of development strategy.

Eleven out of twelve planned activities were accomplished. One activity was partially accomplished. The activity was of preparing, distributing and effecting a fund raising

event. Fund raising forms were prepared. A change from guest of honour's availability, pressed for a forwarding of the event from October 2006 to February 2007. This was done for the best interest of both the CBO, the project, and all other beneficiaries.

Monitoring and evaluation was conducted. They were successful in that , they proved the project's activities being in line with project's goal and objectives. These assessment strategies also identified expected outcomes being similar to the actual outcomes.

6.2: Recommendations.

Basing on the findings of this study, it is therefore recommended as follows:

- There is still, a great need to extend the capacity building on children rights to all age groups and to other wards in Arusha municipality.
- There is an intense importance to children and adolescents in maintaining their relationships with their parents even when the parents have serious problems that make them “unfit.” For one thing, the emphasis should not be simply on “maintaining contacts” or “links”: the kids need help in interpreting their situations. For instance, even though the mother or father may be “unfit” – an alcoholic, or physically abusive, for instance – does not inherently mean that the parent does not love the child. The youngsters will need help in understanding that all human beings are imperfect, and that their parent's faults are not their fault. For another, the kids will need help in learning to forgive their parents for the abusive and neglectful conduct. As long as the youngsters are bitter towards their parents, they will be angry at themselves and the whole world. And kids will need help in learning to value themselves. Regardless of a parent's rejecting feelings towards the child, regardless of what has happened to the child, the youngster is still worthy of being

loved, valued, and wanted. But since the kids do not believe that, we must do all we can to help them feel that they are truly valuable.

- There is need of authentic participation of all members in our societies, to make children rights much more practicable. This invites the government's supreme role.
- Sensitization of society as a whole to the child right perspective must be increased in order to develop grass root support and ensure respect for such laws. A top priority is to help change the view of children as mere beneficiaries to viewing them as active members of the community who can contribute to the amelioration of their own situation and of society at large. Parliamentarians, as decision-makers community leaders and advocates, have a key role to play in that regard. This was also one of the major thoughts of the 'Forum on children', in 2002, in New York.
- **The Tanzanian Vision 2025** thinks of a Tanzanian who is born today to be fully grown up, and will have joined the working population and will probably be a young parent by the year 2025. The vision thinks of Tanzania of 2025 as being a nation imbued with five main attributes: Be a nation with high quality of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels. The question is, Can Tanzanians truly accomplish and live in the circumstances of the vision if today's children are not given an immediate concern?

In order to achieve concrete results, all sectors of society need to be committed, and held accountable for meeting their obligations to children. This should include a broad range of partners including the United Nations system, Governments, parliaments, international

financial institutions, NGOs, the private sector, the media, the general public, families, and not least, children themselves, boys and girls. The children rights should highly be put into practice.

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