KIMARA PEER EDUCATORS AND HEALTH PROMOTORS TRUST FUND

JIEPUSHE

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30th May, 2007

The Director,

The Open University of Tanzania,

P.O. Box 23409,

Tel: 255-022-2668992/2668820/2668445,

Dr es Salaam, Tanzania.

Fax: 255-022-2668835

Dear Sir/Madam,

RE: FIELD ATTACHMENT REPORT REGARDING STUDENT NZAMWITA CECILIA ADRIAN.

Nzamwita Cecilia Adrian was attached to our organization, Kimara Peer Educators and Health Promoters Trust Fund, for field attachment from October 2005 to February 2007.

Our organization responds to HIV/AIDS through an integrated program of prevention, care and support in Kinondoni Municipality. The organizations main office is located at Kimara Mwisho near Village Motel.

Kimara Peer Educators reaches out beneficiaries with services in different areas in Kinondoni Municipality. Targeted beneficiaries include vulnerable children, youth, adults and people living with HIV/AIDS. Given this framework of our work, Nzamwita, during her attachment to this organization singled out vulnerable children in the age bracket

(0 – 8 year olds), about whom she conducted a study- "Enhancement of Young Vulnerable Children's Welfare". Note that Kimara Peer Educators covers 17 out of 27 wards in Kinondoni Municipality. However, the study in question was confined to only one ward of Kimara.

We pleased to share with you that we have a copy of that study, following its completion. Just in overview, the study uncovers the serious problems pertaining to Vulnerable Children of the Kimara Community. The report also shows the magnitude of those effects at different levels. Finally, the study also suggests ways by which Kimara Peer Educators could use to address those problems.

A copy of the study findings has been availed to our organization. Also, student Nzamwita and Kimara Peer Educators Management team have been able to discuss the details of the study findings and implementation proposals. The management team has been very positive with the study.

This particular document is now a working tool for our organization. With the document in place, indeed it will facilitate to add more value to what we are doing, especially in addressing the needs of vulnerable children. To that effect, we really appreciate Nzamwita's contribution. While at Kimara Peer Educators, Nzamwita interacted well with staff, at all levels. Such are the qualities of a social worker.
We hope she enjoyed her work during her attachment to our organization.

Once again, we remain thankful to Nzamwita, for choosing to work with our organization. We also thank her for her efforts, for it contributed a great deal to our organization towards bringing about the much-needed social transformation pertaining to the minor

population. In particular; facilitating the improvement of welfare of vulnerable children (0-8 year olds) at Kimara ward.

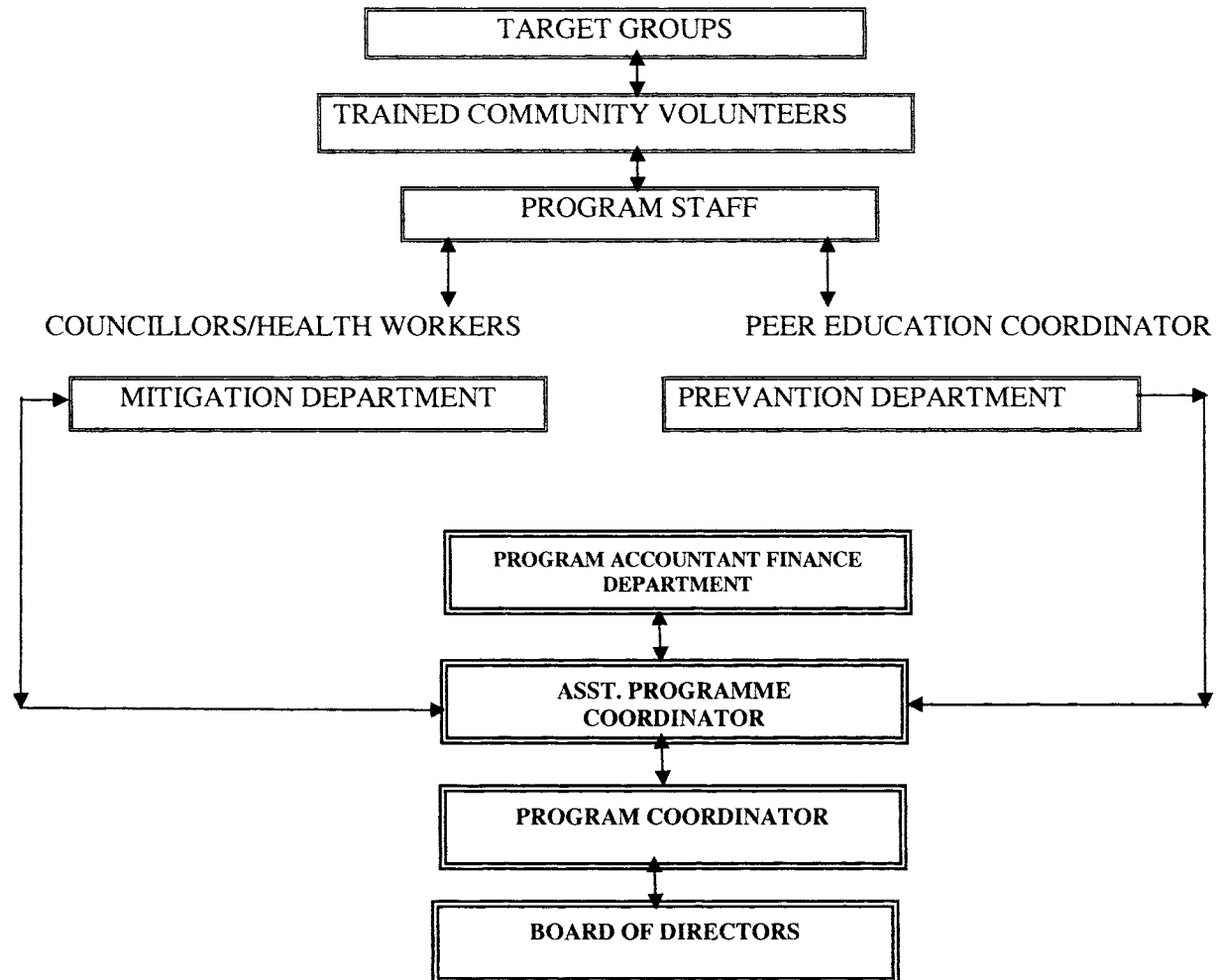Best wishes to Nzamwita in her studies,

Thanking you in advance,

Pfirieal Kiwia

Programme Coordinator

ORGANISATION STRUCTURE FOR KPE

TARGET GROUPS

TRAINED COMMUNITY VOLUNTEERS

PROGRAM STAFF

COUNCILLORS/HEALTH WORKERS

PEER EDUCATION COORDINATOR

MITIGATION DEPARTMENT

PREVANTION DEPARTMENT

PROGRAM ACCOUNTANT FINANCE DEPARTMENT

ASST. PROGRAMME COORDINATOR

PROGRAM COORDINATOR

BOARD OF DIRECTORS

Interview Guide to Household Leaders

1. Name of respondent(s).

2. Age and marital status of the respondent(s).

3. Number of dependent children in each household.

4. Number of children in household below 8 years.

5. Relationship of the dependent children and household leader

6. If the child/children are taking care by other instead of the parents, where do the parents live?

7. What is the age of the parent (mother) at first giving birth?

8. Are the children in household attending the pre-primary and primary school?

   • If the answer is 'YES', where do they attend?

   • If the answer is 'NO', why do not attend school?

9. What are the economic activities done by caretakers to support their families and those children?

10. What is the income of the caretakers from the business running?

11. Do the parents especially father of the children contribute any resource (money) to support the development of the children?

   • If YES, how much do they contribute

   • If NO, Why do they contribute

Focus Group Discussion to Local Leaders &KPE Staff

1. What do you think are the main causes of young vulnerable children in Kimara Ward?

2. What are your opinions on Mitigation measures to undertake in solving the incidence of young vulnerable children?

Questionnaires to the Community in Getting Proposed Vocational Courses for Teen Mothers

Suppose you have a daughter with an age between 15 – 19 years and she got child, you don't have any ability of developing her vocationally so that she can take care of herself and her child. Then, a sponsor comes who wants to help you in empowering your child in vocational education/skills.

Questions:

1. What vocational skills you prefer you daughter to learn?

   a) Mention one.

   b) Give reasons for your choice

2. What are your suggestions on development of teen mothers in Kimara Ward in relations to education development?

Job Descriptions

1. Project Coordinator
- To oversee the day to day management of the project.

- To prepare and implement a comprehensive result based plan of action of the project.

- To prepare project operational budgets and send to the donors.

- Strengthen effective collaboration with Local Government Authorities, community members, organizations/institutions of vocational trainings for teenage mothers and donor agencies for smooth implementation of the project.

- Provide expertise and take a leading role in setting up systems, processes and procedures for execution of project activities.

- To prepare periodic technical reports and other necessary documentation

- Strategic selection and recruitment vocational expertise in response to required needs for trainings.

- Monitor and evaluate project ongoing activities in accordance with time allocated and monetary spent to ensure expected end results.

- Conduct surveys to vocational graduates who are self employed or employed in a company to understand where the teen mothers will go for study tour or field practical.

- All other duties as assigned by KPE Director.

2.   Project Administrator

- Oversee and manage the project human resources including, vocational experts, teen mothers and others visitors visiting the project.

- Maintain and administer trainees' registration, attendance and training timetable.

- Assist Project Coordinator in all activities and resources pertaining to teen mothers training.

- Keep project budget (cash), and ensure financial management for proper use and disbursement whenever required.

- Operate as a focal point between experts, trainees and coordinator.

- Participate effectively in monitoring and evaluation of the project.

- Prepare and produce monthly reports of financial resources to the project coordinator.

- Perform all other duties as assigned by Project Coordinator.
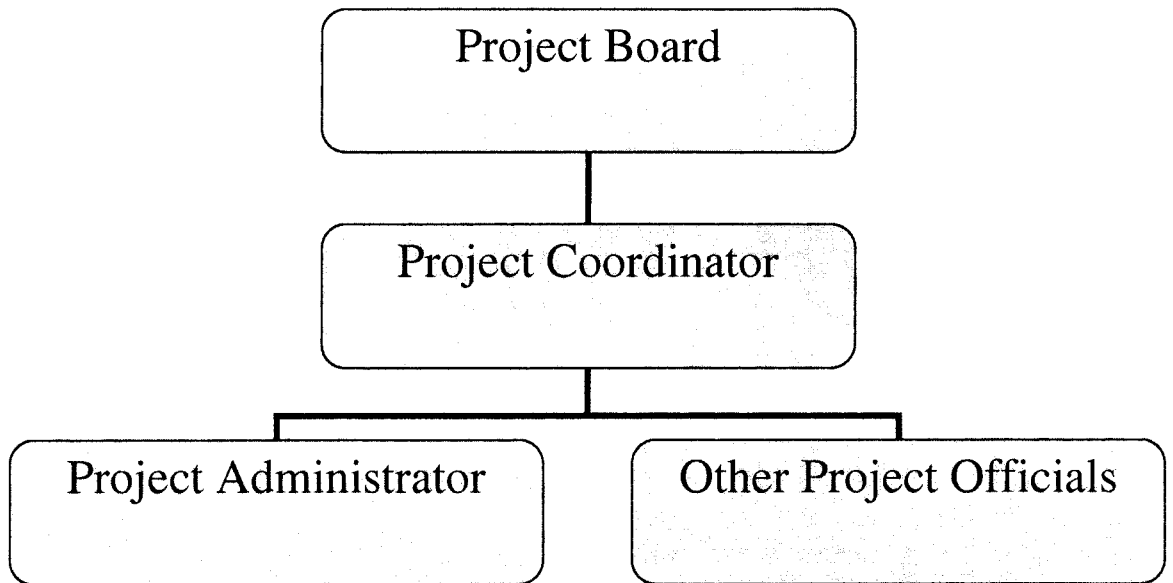
3.   Vocational Education Trainers

Terms of Reference (ToR) will be prepared for hiring on temporary basis staff who will train vocational education as per selected courses.
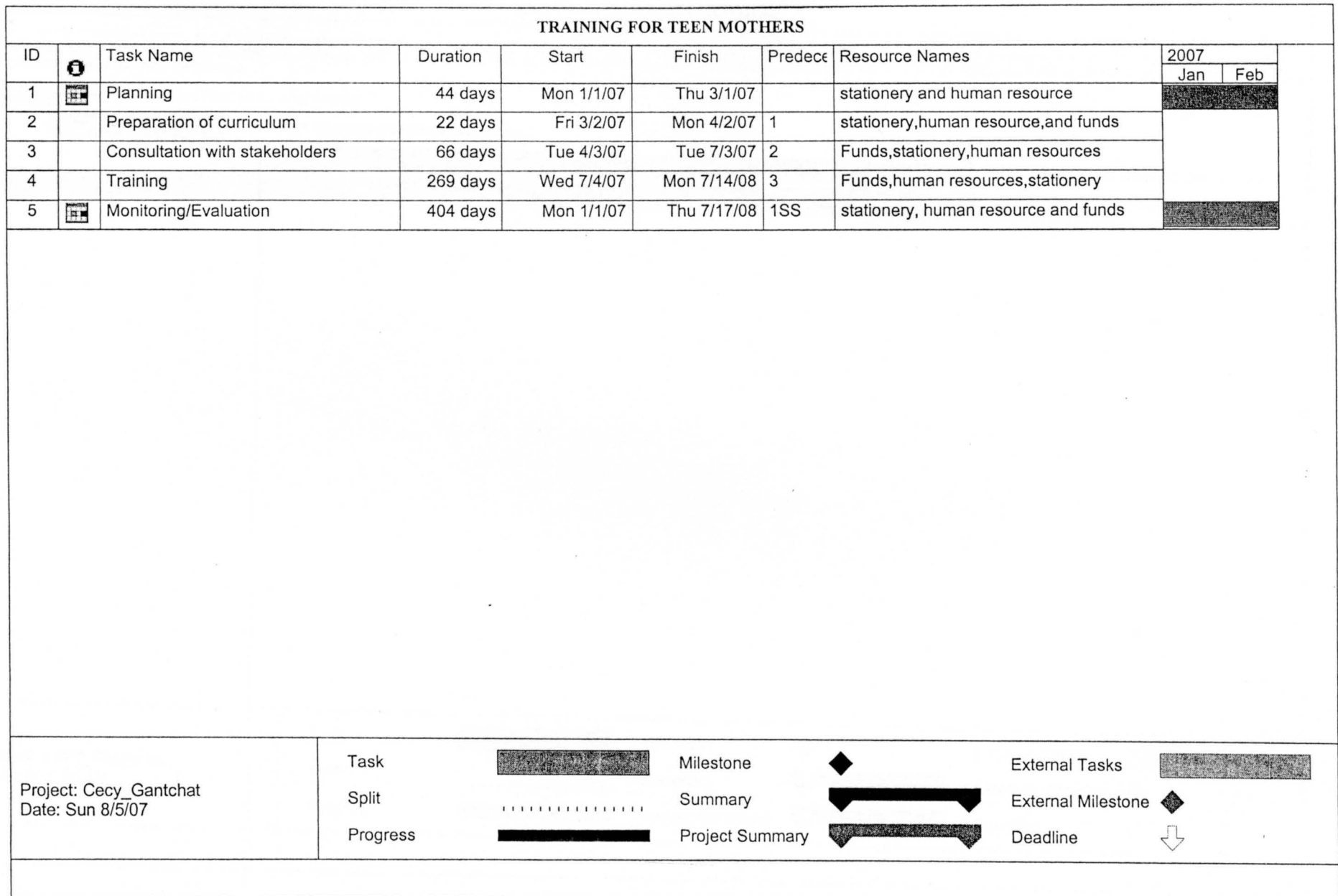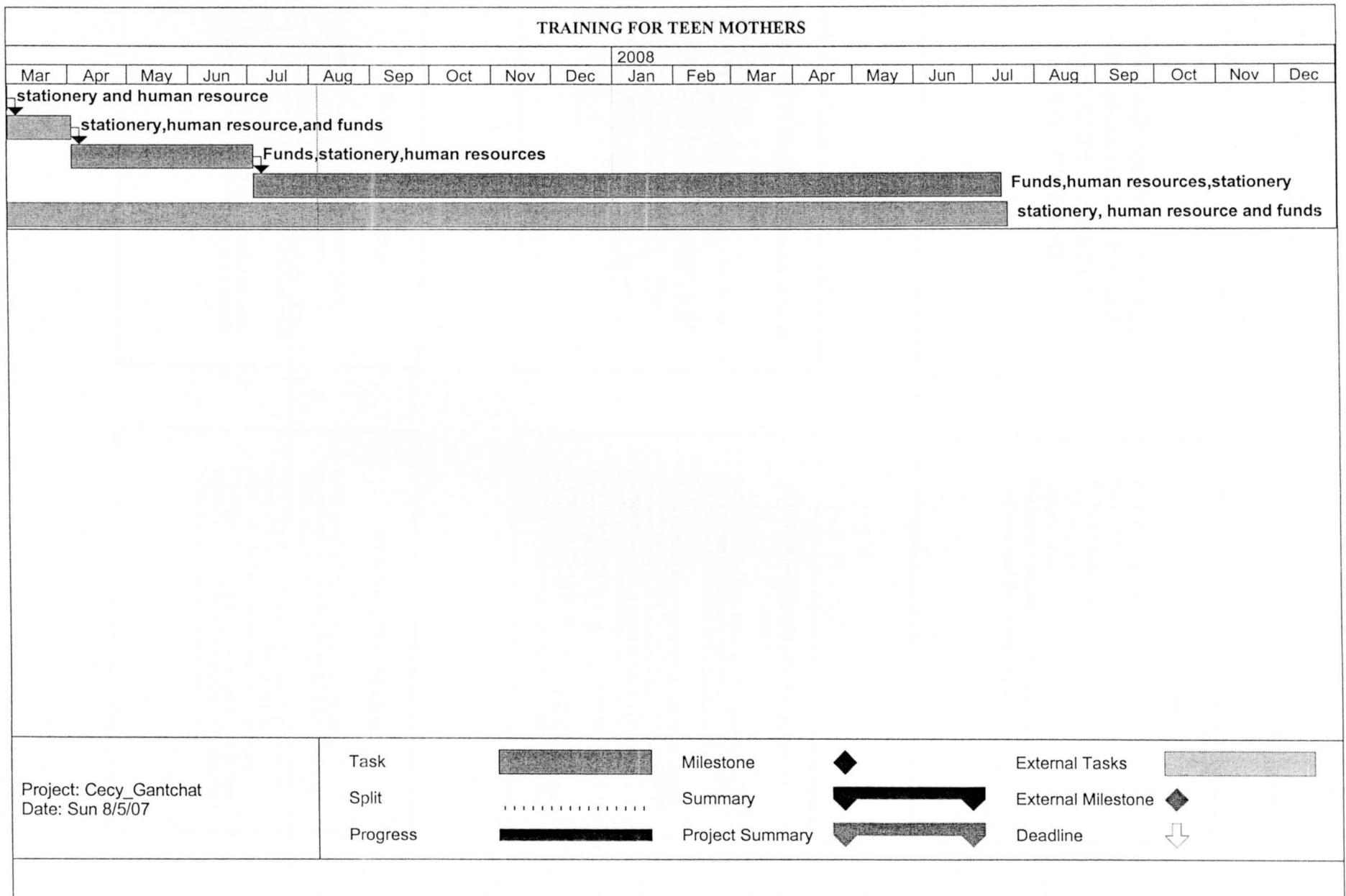
Appendix 5

Matrix for Project Implementation

No	Main Activity	Sub-Activities	Responsible People	Timeframe	Resource (Financial)
1.	Planning	i) Arranging training centre at KPE office and fixed assets. ii) Recruitment of the project coordinator and administrator ii) Identification of the teen mothers and requisite vocational skills iii) Identification of resource persons/institutions/development partners and funding sources iv)Community sensitization on the project v)Appointment of the chairperson of the board and identification of the board members	KPE staff, WCDO and 5 mitaa chairpersons of Kimara ward KPE management	2 month	1,600,000/=
2.	Preparation of curriculum	i) Start by borrowing from Kibaha FDC and VETA. ii) Make adjustment to fit the education background of target group	Project coordinator and vocational training consultant	1 month	200,000/=
3.	Consultation with development partners	i) Submission of project summary ii) Discussion and acceptance of the project by the possible development partners iii) Submission of detailed project document iv) Disbursement of the funds for project implementation	Project coordinator and development partners	3 months	200,000/=
4.	Training	i) Conduct trainees study tour to successful vocational	KPE director and project	13 months	7,500,000/=

		graduates-Kinondoni Municipality. ii) Selection of places for field practical. iii) Procurement of various equipment iv) Signing contract between trainers and Project Coordinator on temporal basis including outsourcing of technical assistance v) Execution of training which covers three courses (tailoring, batik/tie-dye making and saloon) as proposed by community members.	coordinator.		

5.	Monitoring/E valuation	i) Monthly monitoring project activities as per scheduled.
		ii) Weekly monitoring of training coverage as per syllabus and trainees attendance.
		iii) Monthly monitoring of cost incurred against planned budget.
		iv) Quarterly monitoring of project progress
		    v) Annual monitoring of project outputs to trainees (vocational skills attained, life skills, provision of start-up kits etc.
		    vi) To conduct project evaluation annually
			Project coordinator & external consultant		1,200,000/=

6.	**Tentative Budget Total**	**The budget for first cohort (teen mothers)**			**10,700,000/=**

Project Organizational Structure

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                    ┌─────────────────────────┐
                    │      Project Board       │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │   Project Coordinator    │
                    └─────────────────────────┘
                                 │
              ┌──────────────────┴──────────────────┐
   ┌─────────────────────────┐       ┌─────────────────────────┐
   │  Project Administrator   │       │  Other Project Officials │
   └─────────────────────────┘       └─────────────────────────┘
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Project Implementation Gantt Chart

ID		Task Name	Duration	Start	Finish	Predece	Resource Names	2007	
								Jan	Feb
1	▦	Planning	44 days	Mon 1/1/07	Thu 3/1/07		stationery and human resource		
2		Preparation of curriculum	22 days	Fri 3/2/07	Mon 4/2/07	1	stationery,human resource,and funds		
3		Consultation with stakeholders	66 days	Tue 4/3/07	Tue 7/3/07	2	Funds,stationery,human resources		
4		Training	269 days	Wed 7/4/07	Mon 7/14/08	3	Funds,human resources,stationery		
5	▦	Monitoring/Evaluation	404 days	Mon 1/1/07	Thu 7/17/08	1SS	stationery, human resource and funds		

TRAINING FOR TEEN MOTHERS

Project: Cecy_Gantchat Date: Sun 8/5/07	Task		Milestone	◆	External Tasks
	Split	....	Summary	▼▬▬▬▼	External Milestone ◈
	Progress	▬▬▬▬	Project Summary		Deadline ⇩

TRAINING FOR TEEN MOTHERS

									2008											
Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

stationery and human resource

stationery,human resource,and funds

Funds,stationery,human resources

Funds,human resources,stationery

stationery, human resource and funds

Task		Milestone		External Tasks	
Split		Summary		External Milestone	
Progress		Project Summary		Deadline	

"ENHANCEMENT OF YOUNG VULNERABLE CHILDREN'S WELFARE: A CASE OF KIMARA WARD

1.0 INTRODUCTION

The presentation consists of six Parts:
- Community Needs Assessment
- Problem Identification
- Literature Review
- Implementation
- Monitoring, Evaluation and Sustainability
- Conclusion and Recommendation

2.0 Community Needs Assessment (CNA)

Community Profile
- Kimara Ward is in Kinondoni Municipality, Dar es Salaam City with an area of 42.7 km2.
- Kimara population is approximately above 66,288; (33,053 males and 33,235 females-NCR of 2002).
- Income per individual is approximately 1,500/= Tshs/day (Kinondoni Municipal Report, 2004)
- Kimara is divided into five Sub-Wards (*mitaa*): Baruti, Kimara Baruti, Matangini, Mavurunza and Kimara B.

2.0 Community Needs Assessment cont...

- CAN conducted by a team of: CED student, local GoT officials, community members and the staff of Kimara Peer Educators and Health promoters (KPE).
- Listed needs: poverty eradication, adequate supply of water, reduction of HIV/AIDS incidence, improved care and support to vulnerable children (VC), transport services, access to loans, profitable business, and availability of market premises.
- Needs were ranked in accordance to priority and inputs for making changes.
- Improving vulnerable children (VC) was ranked highly that stimulated the interest of the researcher to carry in-depth study on young VC of 0 – 8 years.

3.0 Survey Methodology

- Data collection methods were : interview guide, observation and focus group discussion.
- Interviewed were: 24 household leaders and their children, 12 others: local government officials, mitaa chairpersons/ secretaries, KPE staff.
- Sampling was purposeful to ensure that only those with relevant information are included in the sample

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4.0 Survey Key Findings

- It was revealed that young VC is a result of pregnancies at teen age;15-19 (54.2%)and 20-24 (25%) respectively.
- Thus, they are unable to support their children; who grow to become young VC cared mainly by grandmothers/themselves in difficult conditions.
- It is suggested to start and run a vocational training project to impart skills to teen mothers they need to raise their incomes and support young VC.

5.0 Problem Identification

Problem Statement
- Orphans and children in acute poverty is currently debatable issue all over the World.
- Globally, estimated 13m children are VC, 12.3m living is Sub-Saharan Africa.
- Young VC are relatively most affected, they are brought up by their grandmothers and left without contact with their parents/relatives.
- 50% of them (12.3m) are below 9 years old; 35% are 5-9 and 15% are 0-4 years old (UNICEF,2003).
- 44% of TZ's population is bellow 15 years and estimated 10% of children below 18 are vulnerable (National Census Report, 2002).

5.0 Problem Identification cont...

- Survey in Kimara Ward (2006) shows the number of children per poor households visited was 1- 4 (87.5%) and 6 - 7 (12.5%).
- These children are deprived of the human rights like growth and development.
- For instance, out of 24 children with an age of attending pre primary school in households visited, only 4 were found attending.

5.0 Problem identification cont....

- As a result, this project has been designed to address the needs of the young VC of 0-8 years.
- The project's intention is to sensitize and mobilize the Kimara community, organizations and other stakeholders to consider starting programmes/projects for the care and support of young VC.

5.0 Problem Identification cont....

Target Community
- The project will benefit the community of Kimara.
- The teen mothers will be the direct beneficiaries of the project.
- The benefits are expected to trickle down to young VC and their grandparents.

Project Stakeholders
- The project stakeholders: teen mothers, young VC, grandparents, Kimara community. Others: KPE, Central government (PMO-RALG, MCDGC), civil societies (NGOs, CBOs, FBOs) and Development Partners.

5.0 Problem Identification cont...

- The expectations of the key players: enhanced growth and development of the children, KPE able to provide resources (material and non material) for execution of the project, realization of NSGRP 2010, vision 2025 and MDGs 2015.
- Others; women empowerment; economically and socially, and children's rights enhanced, networking among civil societies, the development partners providing funding and technical assistance.

5.0 Problem Identification cont....

Project Goal: to enhance the welfare of young children in Kimara Ward by improving the incomes of their teen mothers.

General Objective: increasing the incomes of teen mothers in Kimara Ward.

Specific Objectives:
- To provide vocational skills training to teen mothers
- To provide start-up kits to teen mothers
- To provide life skills training
- To strengthen the capacity of the KPE in handling and provision of vocational skills to the teen mothers.

5.0 Problem Identification cont...

The Host Organization
- KPE was registered in 1996 under the Trustees' Incorporation Ordinance (Cap. 375).
- KPE is a community based, established in response to the high incidence of HIV/AIDS in the Ward and took the mandate of reaching grassroots communities, least served and likely to be infected/affected by HIV/STIs.

5.0 Problem Identification Cont...

KPE vision: *community that is knowledgeable and responsible in HIV/AIDS issues*

Mission Statement of KPE; to sustain and improve livelihood standards of people in Kinondoni Municipality by reducing incidence of HIV/STIs transmission through; training of peer trainers, counseling, voluntary counseling and testing for HIV, empowering PLHA on IGAs and direct support and counseling to PLHA in Kinondoni Municipality.

5.0 Problem Identification cont...

Objectives and Core Activity of the Organization
- Increased awareness of HIV transmission, sexual and reproductive health to young people.
- Enhanced confidence/acceptance in the community of PLHAs and VC.
- Improved living conditions and prolonged life span of PLHA .
- Enhanced participation in voluntary counseling and testing for HIV and other STIs by young people.
- Strengthen/collaboration/networking civil societies orgs dealing with HIV/AIDS etc.

6.0 Literature Review

Theoretical Literature Review
- Constitution of the United Republic of Tanzania of 1972, Child Development Policy of 1996 and United Nations Convention on the Children's Rights of 1989 defines a "child" as any person aged 0 and 18 years.
- *Vulnerable children* are children whose survival, well being, or development is threatened by poverty or HIV/AIDS. Others children with irresponsible or uncaring or abusing parents, children working hard or working to earn money, or children with no known family; the abandoned/street children (Whitehouse, 2002) & UNAIDS&UNICEF (2004)

6.0 Literature Review cont....

- VC are categorized into two groups: orphans and children living in hardship environment/difficult life.
- VC started to gain popularity from 1980s due to economic hardship brought by economic reforms though there were few cases.
- From 1990s to date the number of VC has been on rise all over the world.

5.0 Literature Review cont...

5 reasons for the rapid increase of VC:
- High population of young children and high fertility rate among Tanzanian women
- The HIV/AIDS pandemic,
- Structural Adjustment Programmes in many countries which started to mushroom in the 1980s and continues to date,
- Income poverty and erosion of traditional values and ethics.
- Erosion of traditional values and ethics.

5.0 Literature Review cont....

Empirical Literature Review

- From their last infant immunization to their first day of school, young children tend to be invisible to the community. Orphans are likely to be even more invisible. Young orphans are brought to grandmothers from other districts, and left without further contact with the rest of the parents/relatives (AED&USAID, 2002).
- Children under 5 years may seem like a poor "investment risk". Under 5 mortality has always been high in developing nations, (AED&USAID 2002).

5.0 Literature Review cont....

VC need a number of services to ensure for their rights and well being: education, essential health care and nutrition services, safe water and sanitation, birth registration for identification/access to public services and welfare etc (UNICEF 2003)

Causes of VC:

- The death of parents from AIDS was found as the main causative factor for the increasing presence of orphans in many communities.
- The death of parents by other causes,
- Poverty,
- Unwanted pregnancies, especially amongst teenage girls,
- Desertion by one or both parents e.g. to remarry or seek employment in larger urban centres (Whitehouse 2002).

6.0 Literature Review cont...

- Even if households provide equal treatment to all children, it is not the case that orphans and non-orphans in the population will experience the same investment levels (Anne et al. 2002).
- The chance of VC to pass to, or to complete, secondary school, even if bright is very slim, many families still struggle hard to afford school uniforms, exercise books or other school contributions (Whitehouse 2002).

6.0 Literature Review

- Some children are regarded as an extra income earner for the family and directed to work rather than schooling. Others work to get money for school needs and some without these needs deliberately stay away or risk humiliation from some teachers (Whitehouse 2002).
- The Brink Report shows that, while children can lose their parents at any age, the proportion of children who are orphans generally increases with age, and older orphans outnumber younger orphans (12-17yrs 55%, 6-11 yrs 33% and 0-5 yrs 12%) (UNAIDS, UNICEF & USAID 2004)

6.0 Literature Review

Policy Review

- National guidelines for Orphans' support of 1994 by the Ministry of Labour, Youth Development and Sports (MLYDS). The Government and UNICEF is amending this policy to include other children who need special protection (ESAURP, 2003).
- The Government of URT endorsed the Child Development Policy in October 1996 and other two policies to support this policy endorsed by MCDGC.

6.0 Literature Review cont...

- Tanzania signed Convention on the Rights of the Child launched by United Nations in 1989. The convention addresses children's rights.
- The National Policy on HIV/AIDS and the Tanzania Commission for AIDS (TACAIDS) (2001). These calls organizations to start projects which can be implemented/sustained by VC and guardians.

6.0 Literature Review Cont...

- Tanzania Development Vision-launched in 1999 i.e. 2025 and National Strategy for Growth and Reduction of Poverty of 2005 to 2010 all developed strategies for addressing children's rights including VC.
- UN Millennium Development Goals (MDGs) on September 2000 to be achieved by 2015. Tanzania is among 147 countries who have signed the Implementation of the eight MDGs. The implementation of the goals automatically brings child development VC inclusive.

7.0 Project Implementation

Project Outputs in 5 years of its life:
- Teen mothers trained on various vocational skills education
- Teen mothers provided with start-up kits
- Teen mothers trained in life skills
- Capacity of KPE to provide vocational education built.

Implementation Plan: planning, identification of target group, preparation of curriculum, consultation with development partners, training and M&E

Inputs: Finance, time, materials/equipment, training premises, curriculum, trainees, facilitators and project staff.

7.0 Project Implementation cont...

Project Implementation
- Project staff will implement all activities; the implementation is in infancy stage i.e. study on the real situation, training premise, tailoring of the curriculum, identification of development partners has been done.
- Project Implementation Report: monthly for internal uses and quarterly and annual reports prepared by coordinator and discussed in board meeting (comparison actual against planned activities).
- Project Implementation Gantt Chart: shows the activities that will be implemented and their respective time allocation for each activity

8.0 Monitoring, Evaluation And Sustainability

Monitoring Methodology
- Monthly reports for internal uses and will capture information of trainees i.e. attendance, topic covered, tests done, # of trainees who are in field/practical etc.
- Research methods; self-administered questionnaires, interviews, observations and participatory for making community/trainees to take part.
- Quarterly and annually reports for board meetings for assessing progress of the project towards expected outputs/outcomes.

8.0 Monitoring...

- Management Information System: explains 5Ws and 1H to collect the information to make timely decisions on project implementation for ensuring project objectives achieved. 3 levels involved
- 3 Management levels: implementers-lower, coordinator and other similar positions-middle and project board-top

8.0 Evaluation

Evaluation Methodology:
- Interviews for trainees and other indirect beneficiaries i.e. children, grandmothers and local leaders. Other methods for evaluation: observation, open-ended and closed ended questions on various issues concerning skills learned, income and cross cutting issues of HIV/AIDS, gender, environment.
- Summative and formative evaluation for impacts/outcomes of the project to target group and other beneficiaries.

8.0 Evaluation cont...

Process Evaluation
- Baseline data conducted to establish the existing situation, data gathered helped the stakeholders to introduce performance indicators to be used at the end of project life time.
- The Midterm Evaluation will be conducted after two years of project implementation aiming to give feedback on the progress the project.
- The Final Project Evaluation will be instituted immediately after the project completion (fifth year) aiming to look back and assess the extent to which the project implementation will have achieved the set targets and objectives.

8.0 Evaluation Cont...

- The Impact Assessment will be done five years after the project completion to assess the expected and non-expected impact that the project will have created i.e. the extent to which the project contributed to the enhancement of the welfare of the young VC.
- All evaluations mentioned above will assess the relevance, effectiveness, efficiency, sustainability and impact of the project.

8.0 Sustainability

Project sustainability is ensured as mentioned below:
Sustainability Plan:
- Financial Capacity Building of the Beneficiaries e.g. resource mobilization through savings by teen mothers
- Community Empowerment to Manage the Project
- Community Contribution e.g. financial and in-kind support despite that Kimara is poor community; it has people with financial ability.
- Institutional plan: KPE sustainability strategies which development partners will accept.

9.0 Conclusions & Recommendations

- For many years, I have been seeing/reading a lot about the support given by individuals/companies/government/NGOs to the vulnerable children, the support has been traditional to school going age i.e. provision of uniforms and other school items, food and shelter for those living in specific centres.
- The needs of the early child (0-8) years age have been completely neglected.
- I decided to initiate a project as my contribution to help the community to respond to the needs of the young children living in difficult situations when I joined CED programme

9.0 Conclusion & Recommendations

The project has gone through 3 different stages:
- 1st semester - Development of the project proposal; showed the project idea, the proposed location, proposed research methodology to investigate the problem etc.
- 2nd Semester - The project moved to of formulation stage; a thorough research on the problems facing young VC in the community of Kimara. The major findings; most of these children were born by young girls below 20 years, the income per day of teen mothers are 500/= to 1500/= Tshs. and the fathers of the children either denied involvement/disappeared. Also, teen mothers decided to leave their young ones with their parents (i.e. grandmothers).

9.0 Conclusion cont...

- 3rd Semester - from the research findings, The project was formulated to contribute to the enhancement of the welfare of the young VC in Kimara Ward. In order to measure the impact of the project, consultation of the stakeholders (KPE, Community and development partners) was decided to implement such project for 5 years starting from 2007 to 2011.

9.0 Recommendations

- It is important for the community to be highly involved in the implementation of this project as they have been involved in the design.
- It is highly recommended to involve the community leadership in the implementation and management for ensuring success of this project.
- It is highly recommended to the KPE to perceive and take this project as theirs. This perception would create synergy and allow the KPE to enjoy the benefits of economies of scale.
- This project design has considered the local conditions of Kimara, so, implementation is assured of success.

End of Presentation

Thank you.