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**MASTER OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT
(2005)**

THE EVALUATION OF THE "CHILD IN THE SUN CENTRE":
Based on the Child Care and Development

HENRI RASHAAN CHALI

Project Report

EVALUATION OF THE "CHILD IN THE SUN CENTER":
Based on the Child Care and Development.

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Tanzania Centre, in the collaboration with the
Open University of Tanzania,
DAR ES SALAAM.   June, **2005**

DEDICATION

Dedicated to my wife Emma Grace Chali, my sons Charles, George Yon, Frederick Felix and Peter Victor, and my relatives Richard and Johnson. To them education is a critique. It is a way forward to enhance protection of children in Tanzania, and at the same time confront human right abuses.

I also dedicate to all whose hearts are warmed by the beauty of children, especially the most vulnerable children.

ABSTRACT

We know from anecdotal evidence that child abuse exists in our communities, in our homes, our schools, and in the streets, but we have little information on the actual extent of the problem, and the measures taken to protect children. Tanzania is taking a front seat in confronting child abuse; a seat many countries refuse or avoid accepting.

Various studies under taken and media reports have revealed the fact that there is an urgent need to address child abuse bearing in mind the increasing number of vulnerable children including orphaned children and those living in the streets. HIV and AIDS have put many children at risk to abuse and therefore to HIV/AIDS infection. Many children are entering risk activities that deny them their enjoyment of childhood as well as opportunities for personal development. HIV/ AIDS and poverty are rapidly increasing thus rendering a number of children more vulnerable to exploitation and abuse. In view of that, there is a need to put systems in place to protect them from such ill elements. Along side protection is the need to empower children to speak and be listened to by parents, guardians and communities.

To be able to address abuse more structurally, we need to understand the extent of abuse, and the underlying causes, so that we can work together to design relevant interventions. This study discovered that Child in the Sun Center has managed to make a great achievement in the realization of rights of children in difficulty circumstances, with little support from the Government, institutions and communities. The study discovered that staff at the Center lack adequate knowledge and exposure in children's rights and development, while at the same time it operates with inadequate funds relative to the volume of work it has. The study also revealed that some efforts have been taken by the communities surrounding the Center, in solving problems of OVC with some support from the Government. Most importantly, we need to listen to those who are most affected, the children, and hear what they have to tell us about abuse, and what they feel should be done so that all children can grow up in an environment that is safe.

I wish to commend all non-governmental organizations, faith based institutions, international organizations and individuals for deciding to assist most vulnerable children. It is our hope that this is the beginning of the long process in which we work together to put the rights of children at the top of the agenda.

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ACRONYMS

ACRWC	- African Charter on the Rights and Welfare of the Child
AIDS	- Acquired Immuno-deficiency Syndrome
BCR	- Benefit-Cost Ratio
Cap.	- Chapter
CBOs	- Community Based Organizations
CDTI	- Community Development Training Institute
CED	- Community Economic Development
CNSPM	- Children in Need of Special Protection Measures
COBET	- Complementary Basic Education of Tanzania
CRC	- Convention of the Rights of the Child
CSPD	- Child Survival Protection and Development
FDC	- Folk Development Centre
FAO	- Food and Agricultural Organization
FGM	- Female Genital Mutilation
HIV	-Human Immuno-deficiency Virus
IRR	- Internal Rate of Returns
KIWOHEDE	- Kiota Women Health and Development
Kuleana	- an NGO based on the rights of children in Tanzania
MCDGC	- Ministry of Community Development Gender and Children
MLYDS	- Ministry of Labour Youth Development and Sports
MSc.	- Master of Science
MVC	- Most Vulnerable Children
NACP	- National AIDS Control Programme
NGOs	- Non-Governmental Organizations
NPV	- Net Profit Value
NPA	- National Plan of Action for children
NNOC	- National Network of Organizations working with Children
OVC	- Orphans and Vulnerable Children
PORALG	- President's Office Regional Administration and Local Governments

Rev.	- Revised
RTD	- Radio Tanzania Dar es Salaam
SNHU	-Southern New Hampshire University
TACAIDS	- Tanzania Commission for AIDS
TMC	- Tanzania Movement for and with Children
Tshs.	- Tanzania Shillings
UK	- United Kingdom
US §	- United States dollar
WHO	- World Health Organization
YCIC	- Youth and Cultural Information Centre
UNICEF	- United Nations Children's Fund

DECLARATION

I, Henri Rashaan Chali, declare that this is my own original work, and that it has not been presented and will not be presented to any other University for similar or any other degree award.
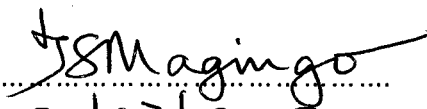
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Signature

SUPERVISOR'S CERTIFICATE

The undersigned certifies that he read and hereby recommend for acceptance by the Southern New Hampshire University (SNHU), and the Open University of Tanzania (OUT), a project entitled **"The Evaluation of the Child in the Sun Center: Based on Child Care and Development",** in partial fulfillment of the requirements for the *Masters of Science Degree in International Community Economic Development (CED).*

Name: **John S. Magingo**
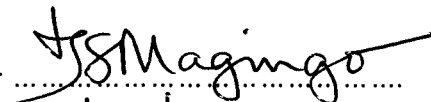
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Name: **John S. Magingo**

Signature: ....

Date: ....30|07|2005...........

ACKNOWLEDGEMENT.

PREAMBLE

The government of the United Republic of Tanzania has been implementing policies and strategies aimed at creating the enabling environment for implementation of the national policies and goals for children.

The government established the ministry responsible for children's affairs in 1990; formulated the Child Development Policy in 1996 and Youth Development Policy in the same year. The government also formed the National Development Vision 2025, implemented the Economic Recovery Programs including Strategies for Poverty Reduction and the National Strategy of Growth and Poverty Reduction (NSGPR). The Local Government Reforms are going hand in hand with other sector reforms such as health, education, water and agriculture, all intended to improve provision of delivery of various services to the people. The government has collaborated with various actors including non-governmental organizations (NGOs), community-based organizations (CBOs), and the civil society to implement the national goals for children. One of the NGO which is truly committed in the development and care of children's welfare is the "Child in the Sun Centre."

As a professional community development worker, the "Child in the Sun Centre" has impressed the evaluator of this study due to its involvement in the care and development of needy children. The evaluator visited the Center for the first time in October 2003 and made several visits thereafter. The assignment of the first visit to the Child in the Sun

Center was to hold meeting with the management of the Center. The objective of the meeting was for the evaluator to introduce himself to the management of the Child in the Sun Center as a student of the Southern New Hampshire University, who will undertake a study to evaluate the project with a view to gain knowledge of Center's activities. The study will ultimately help him in the course work, the Center itself and subsequently the community.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Project

"Child in the Sun Centre" is located at Mbezi-Makabe, Kinondoni District, in Dar es Salaam Region. It is approximately 25 kilometers from Dar es Salaam city centre, and about 3 kilometers from Mbezi Luisi along Dar es Salaam- Morogoro road.

"Child in the Sun Centre" is a Non-Governmental Organization (NGO) project, which was initiated by the Parish of Manzese, Dar es Salaam in 1992. At that time, the problem of street children in large towns in Tanzania was a national agenda, so that many NGOs were involved in supporting such children, Child in the Sun Center being among them. Other NGOs were Dogo Dogo Children's Rights Center, Kuleana, Dar es Salaam Street Children Center, Kwetu Counseling, KIWOHEDE, and others. Unfortunately the problem continued to increase, especially in Dar es Salaam City, as a result of poverty of many families, increased number of orphans and child laborers, so that the Child in the Sun Center had to open another large place at Mbezi-Makabe. The headquarters was then shifted from Manzese to Mbezi-Makabe. The project now has three centers.

The first centre is the Manzese Drop-in. This is the first contact between children living in the streets and Mbezi-Makabe Centre. Social workers from the Center visit children in the streets to try to convince them to leave the streets and work their way back into normal life in the society. The children who accept the proposal are welcomed to

Manzese Drop-in Centre for a period of about two and a half months. During that time the children are helped to re-discover the basic rules and regulation of life where by, if accepted they are made to join Mbezi community.

The second centre is Mbezi-Makabe. This centre has a capacity for 80 children. At the time of the evaluation, there were 72 children all being boys. The Centre provides basic primary education for all children, using the Complimentary Basic Education for Tanzania (COBET) system. The Centre also imparts various skills to children in carpentry, masonry, modern techniques of agriculture and livestock. Recently, the Centre has been sponsoring one Form Five and one University of Dar es Salaam students who were among the residents of Mbezi-Makabe. Both students were the product of the Child in the Sun Center's efforts towards educating children.

The third Centre is Msowero, which is situated in Morogoro Region, about 300 kilometers west of Dar es Salaam. The government of Tanzania offered "Child in the Sun Centre" a piece of land of about 100 acres (40 hectares) at Msowero, so as to help young people who were eager to be self reliant. The aim of having Msowero Centre was two-folded:

- To have a place where the Mbezi-Makabe leavers could cultivate farm products and practice self-reliance while their-future situation were being processed; and
- To be able to cultivate agricultural products as a source of income for the Mbezi project.

There were 30 young people in Msowero Centre who were provided with an opportunity in farming in the view of becoming self–reliant. These young people were provided with shelters, housing facilities, food for a certain period, and enough piece of land to enable them cultivate agricultural products and for keeping livestock. Others were also involved in small scale industry businesses.

1.2 Aims of the Project

The Child in the Sun Centre is an educational and vocational project for MVC and ex-street children and a professional training for such children. The project aims at reconstructing the broken relationship between children and their families or relatives and with their culture. Also it aims at reunifying children with their families. After the end of their training, that is, when children become young men, the project still ensures children's first steps into adulthood.

1.3 Management of the Project

Child in the Sun Centre is a project managed by a Tanzanian NGO, which is supported by the Archdiocese of Dar es Salaam and the Missionaries of African White Fathers. A small Belgium Association known as *"Les Amis de Philippe"* also assists the project financially. This association started financing the basic needs. The day to day activities of the project are done by a group of teachers, church leaders, project leaders, caretakers and other supporting staff.

1.4 Objectives of the study

Street children may effectively suffer economic deprivation, exploitation and be discriminated against. Although the government, several NGOs and the community have taken measures towards this situation, the question on the success or failure of this situation has to be revisited.

Briefly, the specific aims of this study are to evaluate the project and find out the following so as to make necessary measures for arresting the situation:

(i)   What are the problems facing the street children and their caretakers;

(ii)   What are the strategies to be taken to alleviate the problem of street children by the government and other institutions dealing with children;

(iii)   What are the opinions to be given to the government on how to help and upgrading the care of street children;

(iv)   Whether the intended objectives are achieved or not; and

(v)   Initiating the establishment of projects that might be of benefit to children and the community.

(vi)   Recommend for the future orientation of the project.

1.5 Significance of the study

Children are the future nation, and thus if they are well cared they will grow up as useful citizens. The importance of children to any nation must be recognized from early childhood and be increased in the national development plans (UNICEF: 1999). It must be taken into consideration that children below the age of 18 years, made a total number

of 17,442,419, that is, 50.6 percent of the whole population in the United Republic of Tanzania (The Tanzania Household Population Census: 2002). Statistics also shows that on the average, a household in Tanzania has at least five children (ibid). Therefore, children are an important segment of the Tanzanian society. In recognition of this, Tanzania has implemented plans and taken certain steps aimed at promoting child development. Even though, orphans and street children remains as one of the problem that attracted the evaluator of this study's attention for its intention to reveal facts that will lead to such a way that status of children in Tanzania is not violated.

The evaluator believes that respect of human rights begins with how the society treats its women and children. A caring society will give freedom and dignity to young people, creating conditions in which they can develop their full potential and look forward to a full satisfying adult life. The evaluator recognizes that children of today will carry on into the future, the work of operating on justice and humane world order. Thus, the evaluator of this study calls on the society to create conditions in which children may take an active and creative part in the social and political life of their country, street children being among them.

1.6 Study hypothesis

The following assumptions were used as basis for making this evaluation:

(i)   Lack of social services and basic needs as a contributing factor to the problem facing orphans and street children and caretakers

(ii)   Stigmatizations and psychological trauma are some of the problems facing orphans and street children.

(iii)   The problem of MVC in particular, children living in the streets may lead to child labor, child prostitution, drug addicting or pick-pocketing.

(iv)   Improper measures taken by the government, civil society and NGOs contribute to the problem of MVC and children living on the streets in Tanzania.

(v)   Stimulatization and community-based responses as a means of tackling problems of MVC.

2.0. LITERATURE REVIEW

2.1 Theoretical literature

When discussing the word *"child"*, many people define it differently and with different meanings to different people and in different circumstances. In the case of the United Republic of Tanzania, Laws define a child differently. *"The Age of Majority Act of 1963, Cap. 431 Cap. 431"* defines an adult as that person who has attained the age of 18 years. The interpretation of *"General Clauses Act, 1972"*, defines a child as that individual who has reached the age of 18 years. The *"Children and Young Persons Ordinance of 1937 Cap.13"* which was revised in 1964, explains that children aged 10 years old are reliable to be sued according to the law. Likewise, the *"Adolescence Ordinance, Cap. 355 of the Registration of Births and Death Ordinance Cap. 108"* and the *"Sexual Offences, (Special Provisions) Act of 1998"* define a child as a person aged between 7 and 18 years. The *"Employment and Labor Relations Act of 2004"* considers a child as a person below the age of 15 years. The *'Marriage Law Act of 1971"* allows a girl of 14 years old to be married, while the *"Islamic Laws"* allows persons to get married at the age of puberty.

Not only that, but the *"Constitution of the United Republic of Tanzania of 1972"* allows anyone who has reached the age of 18 years to seek for a leadership post. This indicates that such a person has reached an adult age. Also, the *"United Nations Convention on the Rights of the Child (CRC) of 1989"* and the *"African Charter on the Rights and Welfare of the Child (ACRWC) of 1978"* defines a child as any person aged under 18

years, and that is supported by the Tanzanian *"Child Development Policy of 1996"*. For the purpose of this study therefore, a child is regarded as a person aged between 0 and 18 years.

Children's living in the streets is a worldwide hotly debated event, with estimates ranging from several millions to over one hundred million (UNICEF 1989, 1993). For children to flee their families to streets there must be some reasons behind it. First, broken marriages contribute to children running to stay in streets. According to Radio Tanzania Dar es Salaam (RTD) announcement of 1st May 2000, a ten years child known as Salum ran away from home due to his stepmother's harassments. His intension was to travel to Mtwara to search for his mother, but instead of boarding a bus from Rufiji to Mtwara he boarded a wrong bus that took him up to Dar es Salaam. That automatically made him a street child. Secondly, in some instances, girls are forced into marriages at early ages. The act sometimes forces affected girls to run away from their families and live in the streets where they might be facing sexual abuse, drug addicting habits, physical harassment, and so on.

Thirdly, the practice of female genital mutilation (FMG) for girls, which is done by some of the tribes in Tanzania, also forces girls to run away from their homes to urban areas to escape the practice. In so doing, female children are forced to drop from school and sometimes work as house girls or even practice in prostitution (*Kuleana,* 1998).

The effects of economic reform have also contributed to street children. In Songea Rural District, a fall in coffee producer's prices led to a fall in primary and secondary school enrolments, and that affected parents' incomes and thus made them unable to pay school fees. Affected students from Mpitimbi, Namabengo and Namtumbo secondary schools left for towns to seek for employments (Kapinga, 1998).

Street children's problems are also associated with poverty. In practice, poverty has increased in many countries, the poor being the main victims. One out of every five nations globally is a poor country. It is estimated that more than one billion people in the world live in abject poverty (Revnborg and Sano, 1994, Mtatifikolo and Mabele, 1999). In the case of Africa a large proportion of the population was women who had limited access to income resources, formal education, health care and adequate nutrition. Majority of the poor experienced the life of hunger, malnutrition and occasional illness. Poverty in the household, forced children to run away from their homes to look for alternative lives. As a result such children end up living in the streets.

According to studies conducted in Kampala, Uganda in 1997, due to poverty some children preferred to live in streets rather than in their respective homes. The reasons being that they were not ascertained of getting their daily meals at homes, but in the streets they were assured of their survival through doing various activities such as car washing; carrying parcels; selling ice-creams, eggs or groundnuts; and even through pick pocketing. With little money, they could even afford buying food enough for a day (*the East African*, January 2000).

Another cause of having street children is associated with the extent of children who are out of schools. Basically, quality education is a human right; yet more than 130 million primary school age children in developing countries were out of school (FAO, 1997). As a result such children spent most of their times in streets looking for alternative ways of life. For example, according to *Kuleana* (1998)" more than one million children in countries like Sri Lanka, Cambodia and Thailand lived on prostitution rather than going to schools. In Nicaragua more than 72,000 children work in coffee, tobacco and cotton plantations where they were highly affected by poisonous insecticides (*Kuleana*, 1978).

On the other hand, children who are living in the streets are regarded as those children who are forced to take care of themselves without defined habitats. The reasons for becoming street children are varying in many ways. Children may be forced to take care of themselves due to lack of parental love and care, and improper family upbringing owing to different reasons (Hutz et al., 1997).

The extent of orphanage is another reason for having street children. History shows that we have all along had orphans in our communities as a result of deaths of one or both parents due to one cause or another. The challenge of upbringing of orphaned children has emerged in the recent years, as one of the difficult social problems facing our country. Most of the orphaned children in many ways are caused by the HIV and AIDS calamity (Report from the Ministry of Community Development, Gender and Children, 1999). According to the World Health Organization (WHO), it is estimated that there

will be up to 15 million children orphaned by AIDS by the year 2005, of these 6 million are likely to come from the of Sub- Saharan Africa (Sogunro 1998).

A research conducted in Uganda revealed that excess mortality due to AIDS led to the number of orphans and proportion of orphan's children in Sub-Saharan Africa to grow daily. Uganda's 1991 Population and Housing Census identified 1,037,228 children under the age of 18 years, which is equivalent to 11.6 percent of children in the same age group, had lost at least one parent (Ntozi 1997). Similarly, a research conducted in Rakai and Masaka Districts in Uganda revealed that there was no family among the families that were visited, which had no orphans (Sharpe 1993). In that case therefore, due to the scale of AIDS pandemic, the impact of growing number of orphans will be immense, and definitely will increase the number of children who are living in the streets.

A statement issued by the Tanzania Social Welfare Department in 1994 stated that "due to the increasing number of children orphaned by AIDS, it had made difficult to care for such orphans, even in the families and communities where there were strong feelings and love for children". It was also observed that, the fear associated with HIV and AIDS was making relatives of the diseased children reluctant to take care of these children, fearing that they might be infected with HIV (Gillian, 1999).

As observed, children and young people are always migrating from rural areas to urban centers for the sake of finding reliable employment and better livelihood. The act sometimes forced such children to stay in streets. In the past, extended families within

African communities used to take care of OVC, but due to poverty problems that affected many African families, Tanzania being among them, the practice seized to operate. In order to fight against this problem, the government, non-governmental organizations and the civil society tried their best to help these children by establishing children's centers. However, some children do not like to stay in such centers that are organized by NGOs, so the centers sometimes serve as temporary measures. Child in the Sun Center is one of NGOs that is helping to arrest the problem of MVC and street children.

2.2 Empirical literature

This part contains literature related to the study, and is divided into five assumptions, which are as follows:

(i)   Lack of social services and basic needs as a contributing factor to the problem facing OVC and caretakers

(ii)   Stigmatizations and psychological trauma are some of the problems facing orphans and street children.

(iii)   The problem of children living in the streets may lead to child labor, child prostitution, drug addicting or pick-pocketing.

(iv)   Improper measures taken by the government, civil society and NGOs contribute to the problem of children living in the streets in Tanzania.

(v)   Stimulatization and community-based responses as a means of tackling problems of street children.

2.2.1 Lack of social services and basic needs as a contributing factor to the problem facing OVC and caretakers

In order to help orphaned children to continue with primary and secondary education, the government of Tanzania through Ministry of Community Development, Women's affairs and Children which is mandated to women and children affairs, was planning to establish an Orphanage Fund with the following objectives (UNICEF, 1998).

The overall objective of establishing the orphans' fund is to strengthen the capacity of communities in general and families, guardians and child-headed households in particular, to be able to provide care support and protection of the orphans. Specifically, the fund will assist/provide service to:

- The primary target group of children (girls and boys) aged 0-under 18 years who are orphaned due to any cause.

- The fund will assist the families to meet education costs (school fees, writing materials and text books, fare, school uniforms and other expenses), and medical costs.

- The secondary target group of children who are heads of households and caretakers of orphaned children.

- The territory group which include institutions taking care of the orphaned children such as: community leaders, NGOs, CBOs and volunteers (MCDWAC, 1998).

In the text '*Taarifa ya Tathmini ya Malezi ya Watoto Yatima Mkoani Kagera* 1992', it was reported that:

> There are many problems affecting orphaned children and their caretakers. The problems are divided into three categories as those children under the age of going to school, who lack nutritious diets, those who lack basic needs; those who lack health care facilities; and those who do not have relatives to take care of their properties which were left after the death of their parents.

> The second group refers to the children who have achieved the ages of enrolling to school, but they did not do so. These children developed problems as there was nobody to assist them on the problem, and they had no proper way of life styles since caretakers changed every time.

> The third group is those children who had been enrolled to school but had problems of poor performance and early dropout from schools. Such children lacked basic needs and other facilities both at school and at home. They also lack adequate and nutritious food at the times when they are at school.

Mukoyogo and Williams in their study of Children in Need of Special Protection Measures (CNSPM) in 1998 stated that: "Orphans in Kagera Region were affected by

poor school performance, missed parental love and attention, lacked basic needs to life such as food, clothing, medical care, educational requirements and sometimes shelter".

In 1998 the Ministry of Labour and Youth Development in their text *Mwongozo na Mikakati ya Huduma kwa Watoto Yatima* had the following to say: "The problem of orphaned children range from lacking of food, nutrition, social services such as education, water supply and health care and lack of basic needs such as clothing, shelter and food".

Therefore from the above explanation, both writers observed that there is a need to give orphans necessary social services and basic needs in order to give them their basic rights of survival, protection and development, as accorded by the United Nations Conventions of the Rights of the Child (CRC) and the National Child Development Policy of the year 1996.

2.2.2 Stigmatization and psychological trauma as some of the problems facing orphans

In Tanzania, orphans and vulnerable children (OVC) have major problems in meeting their basic needs of shelter, education, vocational skills, health care and in addition they frequently suffer from depression, stress and anxiety. Many children lose everything that once offered them comfort, security and hope for the future.

The distress and social isolation experienced by children, both before and after the death of their parents, are strongly exacerbated by the shame, fear and rejection by the

community that often surrounds people affected by HIV/AIDS. Because of this stigma and the often-irrational fear surrounding AIDS, children may be denied access to schooling and health care. And once a parent dies, children, particularly in the case of girls, may also be denied their inheritance and property. Moreover, as the rights of children are inextricably linked to those of their rights and property have devastating consequences for children after their father's death.

Other writers have noted stigma of AIDS orphans as deprived of property, land and housing by relatives, lack of vocational skills and absence of socialization as well as emotional and psychological support (Kelso, 1994).

2.2.3 Orphan hood may lead to living in the street, turning children to child Laborers and to child prostitution

One of the factors developed by the Ministry of Labour and Youth Development (1998) was that, orphaned children miss rights of going to school, missing care to childhood, lack capacity of self reliance and miss parental care and thus decide to run from their respective home places to towns, urban areas, large plantations, and mining areas to be employed or even turning to prostitution in order to get money for their living. This move developed such children to become child laborers.

Child labor has become a global phenomenon. It has recently been a priority number one in most national and international forum. Most countries have enacted laws that restrict the employment of children. In Tanzania Mainland for example, the Employment

Ordinance of 1957 and the ILO Convention on the Elimination of Worst Forms of Child Labor of 2003, which was ratified by Tanzania Government, prohibits child labor of children between the age of 12 and 15 years in plantations, industries, transportation, mines or any other hazardous and dangerous to health. Irrespective of all the efforts to eliminate the problem, child labor still exists in Tanzania.

Historically, child labor is not a new phenomenon. It has been with us since time immemorial. However, many scholars have attributed its growth to the rise of the industrial revolution. Various sources support this argument (Marx, K. 1956). All over the world children have been known to undertake different activities in their homes, such as cleaning, child care and domestic works. All these works are considered as part and parcel of the socialization process, and according to ILO those works can not be termed as worst forms of child labor (ILO Convention on Worst Forms of Child Labor: 2003). Other children work in order to increase productivity and income of adult members of respective households. Such children are found in both rural and urban areas of developing and even in developed countries.

Child labor as a global social problem was stimulated by trends as a result of demand for cheap labor especially after the Industrial Revolution (Kibanga, N.: 2000). For example, in British a large number of children were involved in mines and textile industrial. Gradually, child labor was drawn from household work to industrial undertakings. Child labor was also taken as a mechanism to meet shortages of adult males during industrial

revolution (Marx: 1956). During this period children were not only exploited but also cruelly treated and exposed to pathetic health conditions (Kibanga, N.: 2000).

According to literature on street children in Tanzania it has been indicated that there were no such children in Tanzania until 1980's, nor were there any street children organizations (Mwangosi at al, 1991). In contrast by 1994, 35 non-governmental organizations devoted totally or in part to work with street children, orphans and child laborers who together known as children in difficulty circumstances (Saleh, 1995). By early 1990's street children had become almost synonymous that other categories of children were relegated to relative obscurity (Connolly and Ennew, 1996).

In Dar es Salaam, the workshop on "Children Protection Rights in Tanzania" held in 1989, was designed to raise awareness of the problems and attracted a large number of presentations. These included papers on the rights of orphans, child labor and street children, although it was admitted that laws cannot stop children going to street (Mukoyogo, 1989:1). The presenter also made an important point that the street children problem is an economic issue that masquerades as a family problem. Blaming the family is common, but work on these children must transcend the field of social psychology (ibid p.2).

On the other hand, child labor contributed to the low status of Tanzanian children, and thus acts as a barrier to the achievements of their rights. Working children are engaged in various economic contexts in Tanzania including in plantations, mining, cattle herding,

carpentry, masonry, domestic work, street hawking, back-street workshops and garages to support themselves and their families (Gerry Rogers and Guy Stanling, 1980).

Child prostitution is another factor that attracts orphans and street children within towns and cities like Dar es Salaam. The Declaration from The World Congress Against the Commercial Sexual Exploitation of Child held in Stockholm, Sweden: 25 – 31 August 1996 made a clear case for recognition of, and action against, these problems because of its serious nature. The Declaration provided a universal statement: "The commercial sexual exploitation of children is a fundamental violation of children's rights. It comprises sexual abuse by the adult and remuneration in cash or kind to the child or a third person or persons. The child is treated as a sexual object and as a commercial object. The commercial sexual exploitation of children constitutes a form of coercion and violence against children, and amounts to forced labor and a contemporary form of slavery" (World Congress Against Commercial Sexual Exploitation of Children, Draft Declaration, Stockholm, Sweden, 12 November 1997:5). Kelso commented that girl orphans turn to prostitution to help their families to survive (Kelso 1994), although no firm proof of this statement is offered.

2.2.4 *Improper measures taken by the government and NGOs contributed to the problems facing OVC and caretakers*

The government recognizes the problems involved in the orphaned children. The Commissioner for Social Welfare noted that: "Orphans have the right for care like any

other children in the society. They need both moral and materials support" (Njimba 1995:2)

Also the statement continued to say that efforts have been made by the government, by religious organizations and other NGOs to provide assistance, but these are acknowledged to fail to meet the total needs of orphans as well as being poorly coordinated and resourced (ibid: p. 2).

2.2. 5 *Institutions as a last resort of caring OVC children*

The use of the term institution in the social sciences is two fold. In the first place it means some established elements of society dealing with major social interests, forming organizational principles and based on enduring value systems. The family marriage and inheritance are examples of this kind of institution as law, religion and education (Mann, 1983:172, Marshall, 1994:250). Alternatively, institutions are defined more narrowly as purposeful associations that fulfill some public or educational need and tend to organize, coordinate and plan the lives of a specific group of people who spend their time within the institution. Examples of institutions falling within this definition would be a hospital, a prison, a remand home, a boarding school, or an NGO where children stay for a long period of time (Goffman 1961).

The family can be said to be the main institution of childhood in the first sociological sense. The second can be said to be child work. In the second sense, schools are the major institutional location of childhood experiences.

Children in these institutions are by definition, temporarily or permanently outside family care and control. In effect of state, these institutions, have taken over family responsibilities and is *"in loco parentis"*. Both the CRC and ACRWC operate on the premise that families have the main responsibilities for ensuring that children's rights are achieved or not violated. It is the duty of the state to ensure that families are able to discharge their responsibilities (Articles 3 (2) 5, 9, 10, 18 & 27 of CRC and 18, 19, 20, of ACRWC). Only when families are unable or unwilling to take care of children does the state have a direct responsibility for children's rights, which it discharges either through establishing special state run institutions or by licensing NGOs to operate institutions (The CRC Articles 20, 21, 40 and ACRWC Articles 17, 19 & 25) makes provision for this.

Under the Tanzanian legislation, NGOs and persons of good intentions are allowed by the Children's Home Regulations Act No. 4 of 1968 to establish institutions for five or more orphans (Mlawa, 1989:18). Such institutions are licensed by the Commissioner for Social Welfare, who is responsible for making regulations about how they are running. With respect to imprisonment, children cannot be sentenced to imprisonment unless there are no other alternatives available (ibid: 18) and certainly cannot be kept in circumstances in which they can associate with adult prisoners (1bid:20; Shardi 1989:8). The alternative to imprisonment are that they can be sent to the care of an appropriate institution, or sentenced to corporal punishment or to an approved school for control, discipline, education and training for three years or until they attain the age of 18 years.

In the study made by Mbise, he criticized institutional child care in Tanzania, stating that studies have revealed problems in motivation of caretakers, knowledge of child development and lack of playing materials: Children in these centers do not appear to be better off than those who remain at home despite diminished child care resources in family settings (Mbise, 1990:55).

All these concerns, but particularly the lack of basic baseline information were discussed by the respondents of this study. The questions discussed with respect to institutions were: Who are the children in institutions? What are the conditions of child offenders in institutions? What might be the best kind of advocacy to employ to improve the situation of children in institutions? Also, two special cases were raised, which it was not possible to examine in depth during this study because of difficulties to access. The first concerned the situation of children who are confirmed in Remand Homes and Prisons because they have committed an offence. Special concern was expressed about children who are imprisoned with adults in violation of Article 40 of the CRC and Article 17 of the ACRWC. The second, concerned children who are imprisoned with their mothers because of the mother's offence, to which the ACRWC devotes an entire Article (Article 30). Basically, orphaned children are among the children concerned with the life in institutions.

2.2.6 *Stimulatization and strengthening of community based response to tackle orphans problems*

In general, NGO, faith based institutions like churches, mosques and community-based organizations (CBOs) are often the first to respond to the needs of orphans.

These organizations have strong, motivated and committed objectives to their projects, though often small in scale, can have enormous impact. There are two ways in which the good work of these organizations can be supported and magnified. First, some of the less experienced organizations should receive training, policy guidance, management and financial support, essential to help communities assess and analyze problems, formulate appropriate actions and determine what resources are necessary.

Second, NGO's and CBOs undertaking small pilot projects can be helped to identify the best practices and implement them on a larger scale. UNICEF and other UN agencies may be particularly well placed to help organizations to identify and replicate success in monitoring orphans programmes. Donor community and international organizations also may play an important role in this regard and in supporting community based initiatives with technical and financial support. When attempts are made to replicate experiences in other settings affected communities should identify how best to adopt them to their own situation.

Community based responses to orphaned children should include:

♦ Substitute or foster care families who can care for children when family members are not available on an informal or formal basis.

♦ Family type groups comprising orphaned children living together in a family unit and cared for by carefully selected caretakers, such as the Village of Hope in Dodoma

♦ Support to child-headed households consisting of children parental by an elder sibling.

♦ Orphanages which are the least desirable option for reasons stated above.

Such integration helps to ensure that community groups receive timely technical expertise and support and also have a voice at higher levels that might not otherwise be heard.

2.3 Policy issues

The MCDGC started to prepare the National Child Development Policy in 1991 soon after the United Nations General Assembly adopted the CRC in 1989, and the World Summit Declaration for CSPD in 1990. The CRC and the Declaration of the World Summit for the Children together contribute an ambitious but feasible agenda for the well being of children.

The preparation of the Children Development Policy was in line with follow-up action of the World Summit for Children, where each country was requested to re-examine in the

context of its national plans, programmes and policies, how it might accord higher priority to programmes for the well being of children in general. The government of the United Republic of Tanzania endorsed the implementation of the Policy in October 1996. In line with the Child Development Policy, The MCDGC also had two other policies which support the implementation of Children Development Policy. These policies are the Community Development Policy and the Women and Gender Development Policy.

Basically, the main goal of the Child Development Policy is to ensure that every child gets his/her basic rights of survival, protection, development, participation and non discrimination. Specifically, the objectives of the Policy are:

- ° To define the child in the Tanzania context. The Policy clearly defines the child as a person of under 18 years of age in accordance to CRC.

- ° To enable the communities to understand and fulfill the basic rights of the child.

- ° To give direction on child survival, protection, development, participation and non discriminatory issues.

- ° To give direction on the upbringing of children in need of special protection, such as disabled children, child labourers, child prostitution, children living on the streets, the girl child and children kept in remand homes and prisons.

- ° To enable the community to understand the source of problems facing the child so that they can easily find ways of solving them.

- ° To clarify on he roles and responsibilities of the key actors on the implementation of the Policy.

- ° To ensure that there are laws to protect children's rights.

° To encourage participation of duty bearers in monitoring, analyzing and reporting on the situation of children with respect to their survival, development, protection, participation and non–discriminatory rights.

As indicated earlier, the national Child Development Policy was developed in September 1996 and is in a process of being revised, so as to respond to the implementation of CRC, Tanzania National Plan of Action (NPA) for Children (MCDWAC 2000), and the National Strategy for Growth and Poverty Reduction (NSGPR). The policy explored main areas of child survival, protection, development, non-discrimination actions, participation of children into national development, and Children in Need of Special Protection Measures (CNSPM) in which orphaned children are included. The programme is administered by the MCDWAC with stakeholders from various government ministries and departments, NGOs, CBOs, Local governments, private sector, the community and children themselves. Its objectives are to review and develop programmes based on children welfare; build and strengthen institutional capacity; provide social welfare services; support community based initiatives; monitor and evaluate children activities and programmes; making sure the legislation set for administering children issues are managed; and advocate for children's rights of survival, protection development, participation, non-discrimination and CNSPM.

The policies responsible for coordinating orphans welfare, identifying and addressing the needs of foster children and foster parents, training and advocating children issues to the

community, coordinating HIV and AIDS counseling, follow-up of review of laws and acts concerning children's rights.

Policies developed by the government of Tanzania are very well equipped with issues that if carefully implemented, many problems affecting communities would have been minimized. The problem then arises when implementation strategies are not well established. In the case of the children development policy the following problems are thought to hinder the implementation.

- ° The implementation strategies and frameworks were not in place. This made it difficult for various stakeholders to know exactly what they were supposed to implement.

- ° Only a few number of policy was produced which was only consumed by few people. The actual production was 15,000 copies compared to Tanzania of more than 37 million people.

- ° Also the policy was not well disseminated. As a result many people, especially from rural areas, were not aware of the Policy. In that case therefore, the Policy influenced the problem of OVC in the country.

To help tackle this problem, a number of existing laws that address issues of child support, paternity, custody, financial support and guardianship are in the process of being reviewed and amended under this policy, so as to have a one detailed Law of Children's Act. These laws are:

- o   Law of Marriage Act No. 5 of 1971;

- o Probation of Offenders Cap. 247 of 1947, Rev. in 1962;

- o Affiliation Ordinance Cap. 278 of 1949, Amended in 1964;

- o Adoption Ordinance Cap. 335 of 1955;

- o Children and Young Persons Ordinance Cap. 13 of 1937, Rev. in 1964;

- o Disabled Persons Care and Maintenance Act No. 3 of 1982;

- o Employment Ordinance Cap.366;

- o Education Act No. 25 of 1978;

- o Penal Code Cap. 16;

- o Age of Majority (Citizenship) Act No. 24 of 1970;

- o Customary Law Declaration Ordinance of 1963;

- o Probe and Administration of Deceased Estate Ordinance Cap.445.

CHAPTER THREE

3.0. SURVEY TECHNIQUES

3.1 Methodology and procedures used

The approach deployed in performing the assignment was generally characterized by the following:

3.1.1 Partnering Approach

The evaluator's approach hinged on working closely with the Child in the Sun Center, and some of the main partners through visits. This "partnering" approach ensured a better understanding, by the evaluator, of the culture and working environment of the communities and the partners and to some degree inculcated a sense of ownership and commitment by them to the results of the assessment.

3.1.2 Focus on behavior change

The evaluation took into consideration that children's care and development would be successful only if the behaviors of the key actors, such as the institutions dealing with children, were in alignment with the new vision, and values of children.

3.2 Steps followed

In performing this assignment the following methodology and procedures were followed by using five major methods of data collection in this study:

i. Documentary review:

Before going to the field, the evaluator reviewed available reports, records and textbooks concerning the problems of OVC in the world, Tanzania and Dar es Salaam in particular.

Consultation of available records and reports related to children's rights of survival, protection, development and participation were obtained from various government offices, individual personalities, international organizations, various libraries and NGOs. Past studies on MVC/OVC by other researchers were also examined.

ii. Interviews

Interviews were administered to the employees of Child in the Sun Project, ex-street children, government officials and various categories of children, such as children living in difficulty circumstances, children in schools and those out of schools. This instrument was mainly aimed at the respondents who were not able to read and write properly although it was also directed to learned people. Young people who were once stayed and trained by the Center were also interviewed.

iii. Questionnaires

Questionnaires were sent to parents, caretakers, NGOs and government departments. They were also directed to the respondents who were able to read and write. List of questionnaires is in Appendix I.

iv. Observation

The evaluator used the direct observation method when visiting the project where ex-street children were living. This method was essential since it could be used to collect unusual data and could explore interactions.

v. Discussion

Focus group discussions with Child in the Sun Centre employees and children groups were used to obtain information which could possibly not be obtained at the presence of respected dignities.

3.3 Institutional framework analysis

The institutional framework assessment started with problem definition to guide the diagnosis, which was divided, into three parts.

- Organizational analysis (internal environment analysis);
- Institutional analysis (external environment analysis); and
- Strategic orientation (strategic options).

The organizational analysis focused on reviewing the Child in the Sun Center internal capacity in effectively performing roles in the Center. This analysis resulted into a list of existing strengths and weaknesses of the centre and how the strengths could be used to improve performance while minimizing the existing weaknesses.

The institutional analysis aimed at locating the context in which the Child in the Sun Center belongs within the non-governmental organizations in the country. This analysis focused on the environment surrounding the Center and the partner organizations operating in the sector to create basis for identifying and prioritizing opportunities and threats affecting performance of the Center as enabling player. The opportunities will be tapped by using the strengths and the challenges minimized through application of existing strengths.

The final phase was the strategic orientation, which is a result of both the organizational and institutional analysis. Specifically, the evaluator of this study looked in to how and to what extent internal strengths facilitated and internal weaknesses hindered the achievements of the selected strategic options. This matching exercise not only provided insight in the relevance of internal strengths and weaknesses for the Center's performance, it also helped in assessing the practical feasibility of the selected strategic options.

3.4 Population sampling

A total number of 60 respondents were expected to participate in this study. The samples included 20 children in the study area, 15 parents and caretakers, 1 officer from the Ministry of Community Development Gender and Children, 1 officer from the Ministry of Labor Youth Development and Sports, 2 Religious organizations, 10 employees of the Child in the Sun Center, 10 staff from the National Network of Organizations working with Children (NNOC), and 1 person from the Tanzania Movement for and with Children

(TMC). Out of 60 respondents only 52 (about 86.7) actually responded as shown in Table

1 below.

Table 1: Population sampling

Respondents	Expected Respondents	Actual Respondents	Sampling Techniques	Percentage Respondents
Children in the study area	20	18	Systematic	90
Parents and caretakers	15	14	Random	93.3
MCDGC	1	1	Stratified	100
MLYDS	1	1	Stratified	100
Religious organizations	2	2	Stratified	100
Child in the Sun Center	10	7	Random	70
NNOC	10	8	Random	80
TMC	1	1	Stratified	100
TOTAL	*60*	*52*		*86.7*

3.5 Area of the study

The City of Dar es Salaam, the largest urban center in Tanzania situated half way up

Tanzania east coast, and consists of three municipal councils namely Kinondoni, Temeke

and Ilala. According to the National Population and Housing Census of 2002, Mainland

Tanzania has total current population of 33,584,607 of whom 49 percent are males and 51 percent are females. Dar es Salaam City has a total population of 2,487,288 of which 1,254,853 are males and 1,232,435 are females. The majority of the population is engaged in business or petty trade or employed in various government and private institutions, and factories. The city is growing at a rapid pace causing serious environmental problems that also affects children.

The summary of socio-demographic indicators for Tanzania Mainland and Zanzibar is indicated as follows:

Table 2: Summary of social-demographic indicators

INDICATORS	TANZANIA MAINLAND	ZANZIBAR
Population	33,584,607	984,625
Population Growth Rate	2.9	3.1
Urban population (percentage)	24.2	33.4
Rural population (Percentage)	75.8	66.6
Female/male ratio	100:96	105:95
Infant mortality rate per 1000	104	90
Under five mortality rate per 10,000	165	114
Maternal mortality rate per 100,000	525	377
Life expectancy	48 year	48 year
Per Capita Income	US$ 265.3 (2002)	US$ 250 (2002)

Source: National Population and Housing Census of 2002

Dar es Salaam was chosen as a project study site, as it is the only big city in Tanzania, with all the characteristics of a rapidly growing density populated urban area. It was decided to focus on children living on the streets, and other most vulnerable children in the city, as there were some of the children's homes and many NGOs dealing with children living in difficulty circumstances. The evaluator already had some strong community contacts. In addition, data already existed on children living on the streets in several NGOs and institutions within the city (Mdoe: 1977). It was also felt that this evaluation study would provide an excellent opportunity to compare data and supplement existing research.

On the other hand, the Child in the Sun Center was chosen as a result of it's fully commitment to children's welfare and care taking. It was earlier observed by many national and international observers that the Center, in recent years, had been playing a very big role in children up keeping. The government of the United Republic of Tanzania also noted this impact, and thus attracted the evaluator of this study to conduct more evaluation studies of this project.

The evaluator of this study, therefore, decided to concentrate within the Mbezi-Makabe Centre where most of the children were staying. The Centre had economic projects such as dairy farms, poultry farms, piggery farms, ducks farms, donkey keeping and so on. These projects have some impacts to the Center since they are the main source of financial requirements of the Center.

The evaluator used the three components viable indicators, to determine the financial stability of the farm projects and other economic activities, as shown below:

- Net Present Value (NPV)

- Internal Rate of Return (IRR)

- Benefit – Cost Ratio. (BCR)

All three indicators are extremely favorable for the project to be financially viable as shown in Appendix 2.

The evaluator also had brief visits to Manzese Drop-in Center for discussion with various children and staff of the Center. However he had not been able to visit the Msowero Center that is far away from Dar es Salaam city.

3.6 Units of inquiry

The evaluator of this study together with the management staff of the Center were obliged to have a project development model which helped them to conduct the study. In order to achieve this goal, the evaluator had several meetings with different people from which discussions took place in order to come up with activities to be carried by the Center. The evaluator therefore conducted the following activities during September to December 2003.

3.6.1 Understanding the community

The activity, which is also known as "situation analysis," had enabled the evaluator to gain useful insights regarding the prevailing circumstance. It also helped both the

evaluator and the management team to achieve the aimed goals and ideals. The evaluator conducted the following activities:

- The first meeting between the evaluator and the management team of the Child in the Sun Center was held in October 2003 at the Center's campus. The meeting aimed at familiarization between the evaluator and the management staff.

- The evaluator then, visited and covered the following areas along the Child in the Sun project:-

(i) Administrative structure

There were several buildings at the Center, which includes the administrative blocks, classrooms, dormitories, dining huts, kitchen, recreation halls, staff quarters, seminar hall, animal sheds and project houses.

(ii) Economic activities

The Center owns several social and economic projects. This includes vegetables, flowers and grass gardens; and several farms in which, dairy cattle, poultry, pigs, turkeys and donkeys were reared.

(iii) Organization and activities

The Center has many activities including agriculture, animal husbandry, carpentry, masonry, tailoring, painting, welding, sports, church and schooling activities.

(iv) Leadership pattern

Both the organization staff and children perform the day-to-day activities. Committees dealing with studies, economic projects, social activities, and children and youth welfare were formed to help the management tasks of the Center.

(v) Cultural facets/ traditions

Some of the activities that were preformed by the Center were conducting traditional dances and *ngomas*, singing, sports, gardening, arts and designing, and many others which were practiced by various Tanzanian tribes.

(vi) Education

Several children and youth were schooling at Primary and Secondary Schools outside and within the Center's campus. Both of them benefiting from the Center's donation. The studies taken within the Center were mainly the vocational training in carpentry, masonry, tailoring, welding, agricultural and animal husbandry. One student from the Center was selected to join University of Dar es Salaam studies during the 2003/04 academic year. The Center is sponsoring him. There was a feeling that many other children and youths will also achieve such a chance.

(vii) Health and nutrition levels

Nutritious diet is provided by the Center. There is a weekly program showing types of meals taken in a daily basis. Health services are also provided by the Center.

3.6.2 Participatory Needs Assessment

In a general statement, needs are considered to be interests, aspirations, wants and wishes of the communities (Gajanayake, S. and Gajanayake, J: Community Empowerment, A Participatory Training Manual on Community Project Design, 1993). Through discussions between the evaluator and the Child in the Sun Center's management team, and through interviews with the project employees, the following was taken into consideration:

- It was noted that the Center wished their projects to be evaluated, in order to be ascertained of the situation of youths after completion of their training at the Center. The Center also wanted their economic projects be evaluated.

- The evaluator and management staff prioritized those needs.

3.6.3 Developing goals and objectives

One of the important tools in project design is to have a successful goals and objectives based on prioritized needs. The evaluator of this project, in collaboration with the management of the Center, developed goals and objectives that would set the directions for the project. This clearly, specified what must be accomplished, and provided the basic for developing the indicators for the project evaluation.

Since a goal is made of several objectives, the achievement of each objective intimately will lead to the achievement of the goal. The objective statement of the project has been related to needs, specific, clear, measurable, appropriate and achievable goals.

3.6.4 Assessment of resource and constraints.

After the determination of goals and objectives on the basis of prioritized needs, stock of the needed and available resources as well as the constraints that may be encountered in the attempt to achieve the objectives was taken.

Resources determined included farms, livestock, buildings, vehicles, materials, services and budgets for the achievement of goals and objectives of a project. The evaluator also

determined constraints that could hamper the progress of the project. In summary, the following were conducted:

- The suggested projects were identified and made access to available resources;

- The constraints that might be encountered in carrying out the suggested projects were determined; and

- Finally it was decided to go ahead with the project idea, after weighing the resources and constraints, and after the consultation with the management of the project.

3.7 Work plan of the project

3.7.1 Planning project activities:

This is the central component in the project development process. The evaluator and his counterparts involved the following major steps while planning project activities:

(i) Identifying activities

With the involvement of all stakeholders in a participatory way, the evaluator identified activities to be performed, taking into consideration the available resources and constraints.

(ii) Sequencing activities

Once activities had been identified, the evaluator essentially determined the right sequence of activities on the planning stage.

(iii) Developing a time frame for activities.

After identifying and sequencing the activities of a project, the evaluator and the management team took the next task of determining when to do these activities.

3.7.2 *Developing the project activity plan.*

The evaluator and management team developed a project activity plan needed to reach the goals and objectives of the project.

Activities planned for the project were as follows:

(i)   Meeting the management and staff of the Child in the Sun Center for the purpose of familiarization.

(ii)   Conducting literature review by consulting documents concerning children's rights and welfare.

(iii)   Identifying needs by conducting a participatory needs assessment.

(iv)   Visiting study areas so as to make direct observations and interviewing staff and children from those places.

(v)   Conducting meetings with the management staff so as to discuss the outcome of the study visit, and prepare the activity priorities.

(vi)   Preparing questionnaires.

(vii)   Preparing work plan.

(viii) Conducting a participatory research.

(ix)   Preparing a project budget and mobilizing resources.

(x)   Making discussion with the management team on the results of the research.

(xi)   Conducting monitoring and evaluation of the project

(xii)   Prepare a final project paper.

The following "Grant Chart" portrays the work plan.

Table 3: Work Plan

No	Activity	Year 2003				Years 2004											
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Au	Sep	Oct	Nov	Dec
1	Familiarization meeting with the management of the Child in the Sun Center		X														
2	Literature review of children issues		X														
3	Conducting the participatory review of the project			X													
4	Visiting area of study			X	X	X	X										X
5	Meeting with the management of the project to discuss on activity priorities				X												
6	Preparing questionnaires				X												
7	Preparing work plan by involving the Management.					X											
8	Conducting a participatory Research						X	X	X								
9	Discussion meeting with the management of the project on research results										X	X					
10	Preparing budget and mobilizing of resources												X				
11	Conducting monitoring and evaluation of the project													X			
12	Preparing Final Project Paper														X	X	X

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND RECOMMENDATIONS

This chapter presents, analyses, discusses and recommends on the findings of the study. The findings are based on the methods and procedures used during the study intervention as indicated by Chapter Three of this document.

4.1 Findings of Institutional Analysis

It should be anticipated from the outset that the Center being over 12 years old can be expected to have overcome most of the weaknesses related to children development which have accumulated for so long. Now that the Center has a series of economic and social activities, the future should be brighter and the weaknesses are expected to be minimized. However, the Center will need more time to organize itself and will need big support from the government and other institutions, in order to be able to minimize the problems and face the challenges and at the same time be able to exploit opportunities.

The analysis revealed the wide range of activities the Center is currently involved in and some misconceived overlap in service position. Other partner governments, institutions, local and international NGOs which work hand in hand with the Child in the Sun Center are: Ministry of Community Development Gender and Children, Ministry of Labor Youth Development and Sports, Ministry of Education and Culture, Ministry of Health, President's Office Regional Administration and Local Government, Archdiocese of Dar es Salaam, Missionaries of African White Fathers, Tanzania Commission for AIDS

(TACAIDS), Tanzania Movement for and with Children (TMC), *Kuleana* Children's

Rights Center, *Dogodogo* Children's Center, *Kiota* Women's Health and Development

(KIWOHEDE), Youth and Cultural Information Center (YCIC), National Network of

Organizations working with Children (NNOC), *Les Amis de Philippe*, Plan Tanzania,

Save the Children (UK) Tanzania, UNICEF, and ILO.

4.2 Findings of hypothesis

Also in this chapter, hypothesis have been tested and discussed as follows:

4.2.1 Inadequate social services and basic needs as a contributing factor to the problems

facing MVC and their caretakers.

As it is indicated by Table 4 below, out of 52 respondents who were interviewed, 36

agreed that inadequate social services and basic needs provided by the government,

NGOs and communities were the main source of increased burden of most vulnerable

children, street children being among them. This included their caretakers.

Table 4: Problems of children living on the streets as a result of inadequate social services and basic needs.

Respondents	Actual no. of respondents	Contributing factors		Non contributing factors	
		Number	%	Number	%
Children in study area	18	14	77.8	4	22.2
Parents and Caretakers	14	10	71.4	4	40
MCDGC	1	1	100	0	0
MLYDS	1	1	100	0	0
Religious organizations	2	1	50	1	50
Child in the Sun Center	7	5	71.4	2	28.6
NNOC	8	3	37.5	5	62.5
TMC	1	1	100	0	0
Total	**52**	**36**	**69.2**	**16**	**30.8**

This could also be illustrated by a graph as shown below.

Problems of street children as a result of inadequate social services
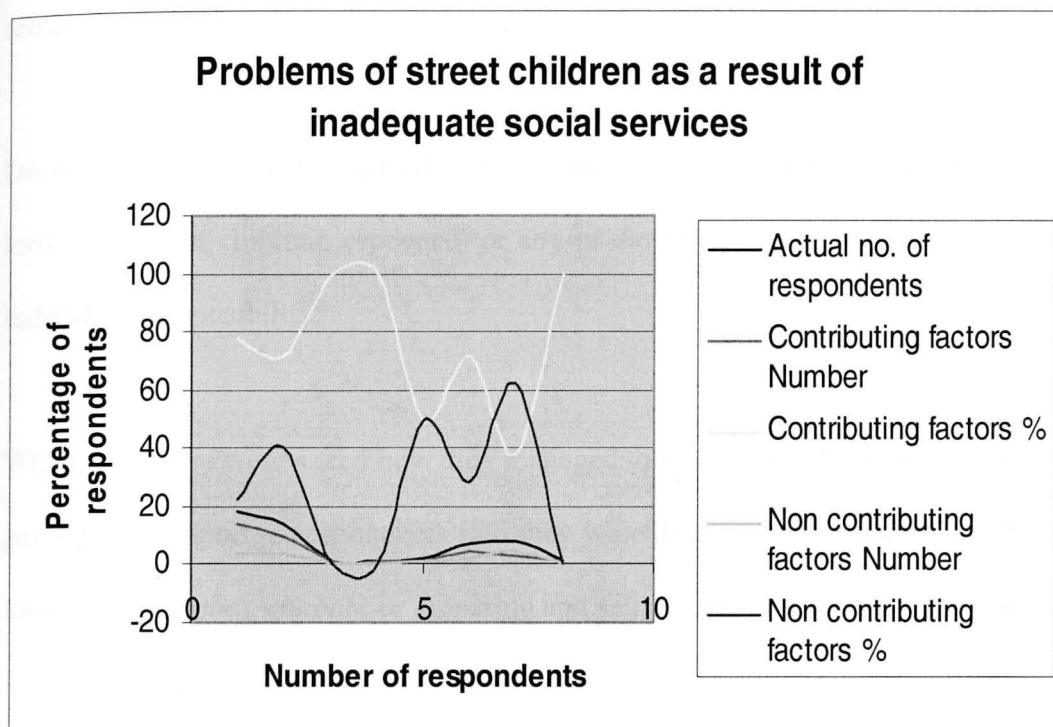
One of the main issues the evaluator wished to investigate in this hypothesis was what happens to children when parents die, or when they get abused or neglected or denied of their basic rights. It was clear from the information gathered in focus group discussions that financial sources available to children living in difficulty conditions might be crucial in determining how well a caretaker might be able to supply their needs. The evaluator also heard rumors that, when parents die, members of the extended families might not only refuse to take care for children but also tends to remove and keep for themselves all the properties of the deceased leaving orphaned children empty-handed.

When 14 parents and caretakers were asked what happens to properties when husbands die, 7 said that families determine who will inherit. Four respondents said the properties

would be taken by force from the mother and children, while 2 said the property would remain with the children.

During discussions it was agreed that the community does not have a support system to look after street children, orphaned, or any of the MVC. That role is supposed to be an individual responsibility.

When caretakers were asked how they managed to care for the MVC while they were not getting any support, 8 respondents said they were doing petty businesses, such as selling local brew (*pombe*), *chapati,* or preparing and selling *oxlegs* soup (*makongoro).*

The views of caretakers on how children living on the streets should be cared fall in to two categories. On one hand, 6 caretakers asked for more support from the government to provide food, shelter, clothing and school necessities. Also 5 caretakers understood this situation as a moral question, giving responses indicating that such children should be cared for like one's own child: "treat orphans and street children the same way you treat your own child, by educating them, loving and not discriminating them". However, 5 respondents wanted such children to stay with NGOs dealing with children so that they could not be harassed, beaten or discriminated against.

Nine children including 5 orphans: 4 girls and 5 boys, worked with the evaluator on this instrument, which aimed to explore the impact of orphans and caretakers as a result of inadequate social services and basic needs. The study noted the existence of a significant

number of children – headed households, the causes and consequences of which might be the focus of the problem. Children indicated that lack of proper social services and basic needs adds up to such children's problems since they do not have other people to help them after the death of their parents. For example, a seventeen-year old girl at *Kurasini* Orphanage Centre has this to comment: "The problems I have here are so many. For example bus fare. Its not just bus fare but also uniform, shoes and satchel bag are what we don't get completely. I do not have a school shirt. They have only sewn me a skirt. When I told them, they replied that they do not have enough money. To tell the truth I am not even happy with school".

On the other hand, response from the government ministries, institutions and NGOs were also positive. All two government ministries, one government institution and all two NGOs agreed that the social services and basic needs provided to the public are not adequate to carter for the entire population taking into account of the disadvantaged people such as disabled children, orphans, street and employed children and others who have no other means of help. It is time now the government and community have a solution to this problem. One of the solutions which were staged by the government was to start an Orphanage Fund aiming at strengthening community capacity to be able to provide care, support and protection of the orphans.

To respond to this need, the Ministry of Community Development, Women's Affairs and Children, during the commemorations of the Day of the African Child of 12th to 16th June 1999, initiated efforts to create a special fund to help the most pressing needs of orphans.

Through fund raising, the Ministry managed to collect more than Tshs.7m/= instantly at Arusha town only. The Ministry continued seeking to develop this fund after this, so as to support families and caretakers in providing care and protection for orphans. The collections went up to Tshs.14m/= by the end of 1999. But this fundraising was suddenly stopped soon after the Ministry of Community Development Gender and Children abolished the fund.

Through this fund some of the orphans, caretakers and institutions had already been graduated with money amounting to between Tshs. 50,000/= to Tshs. 4 million/= per individual person or institution. The money strictly has been used to pay school fees and other costs related to education costs. The fund was distributed all over the country and there was an advanced follow-up by the Ministry. The Ministry earmarked the establishment of such orphanage funds at the regional and district levels so that more children could be reached.

Efforts to protect children orphaned by AIDS were also in the progress. As early as 1990's, the government acknowledged the AIDS crisis and began mobilizing both domestic and international support to combat it. So far, the government has had to take deliberate steps in an attempt to alleviate the orphan situation, but due to limited funding this had focused mainly on the provision of foster care services, adoption services and the setting up of children's homes (orphanage). Recently, TACAIDS formed a policy guidelines responding to HIV and AIDS pandemic and management of its consequences in Mainland Tanzania.

A child of KIWOHEDE at Buguruni claimed that they were generally let down by society. She said children at the Centre felt that the Government did not contribute to their welfare, either morally or physically, and that guardians and caretakers also failed to pay anything towards their upkeep. She complained that some parents and caretakers declined to visit them in the schools and orphanages and did not come to pick them up when the time came for them to leave. Staffs also were felt to let them down, especially by using abusive language – a charge made against all levels of staff in all types of institutions.

Children were aware of cash shortages. In one children's centre they mentioned the institution's difficulty of paying for transport and school fees. In both centers, children who knew that they were lagging behind in their studies said that they would like to be provided with funds for extra tuition outside school hours, so that they could catch up with their studies.

Children in institutions also seemed to be worried about inadequate health services. A sixteen year-old boy said: "I am so sad to see my older brother sick but not being treated, it hurts me a lot. What can I do? I decided to do nothing but just watch whatever might happen".

The problems caused by MVC do not stop at the extra economic cost to their guardian. They also appear to be seen as problematic in a wider sense. Community leader in

Manzese said: "In reality, orphaned children are left on their own. They are the ones who loiter about and could become thieves".

One respondent claimed that the truth of the matter was that the MVC who were left behind faced very serious problems. Other respondents agreed that the problems were social as well as individual: "Such children dropped out from schools because caretakers could not afford to pay school fees, school contributions, school uniform, etc".

4.2.2 *Stigmatization and psychological trauma as some of problems facing orphans.*

Table 5: Respondents per questionnaire on stigmatization as a psychological problem.

Respondents	Actual no. of respondents	Contributing factors		Non contributing factors	
		Number	%	Number	%
Children in study area	18	10	55.6	8	44.4
Parents and Caretakers	14	13	92.9	1	7.1
MCDGC	1	1	100	0	0
MLYDS	1	1	100	0	0
Religious organizations	2	2	100	0	0
Child in the Sun Center	7	4	57.1	3	42.9
NNOC	8	4	50	4	50
TMC	1	1	100	0	0
Total	**52**	**36**	**69.2**	**16**	**30.8**

A Pie Chart below represents the findings indicated by the Table 5 above.

Actual no. of respondents

Legend:
- Children in study area
- Parents and Caretakers
- MCDGC
- MLYDS
- Religious organizations
- Child in the Sun Center
- NNOC
- TMC
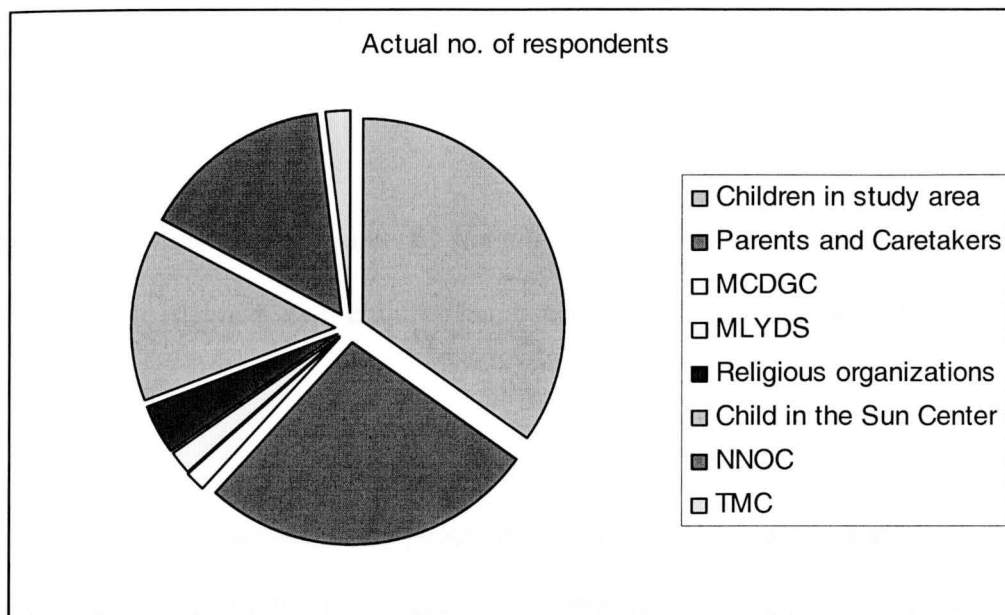
Infact, respondents' perceptions of MVC are mixed. Out of 52 respondents on the questionnaire on the labeling and stigmatization as a psychological problem to the orphaned children, 36 respondents agreed but 16 did not agree.

One of the points made by several respondent groups is that caretakers may favour their biological children in comparison with foster children: "The orphaned children will always get less and will probably have no future plans (Parents at Manzese Sokoni). Yet this is not invariable the case. If the caretakers will not send their own children to schools because of financial problems they cannot discriminate between the two".
"If you send your own child to school and leave an orphaned one at home the latter will feel very bad" (Women at *Mwembechai Magomeni*). Some respondents expressed considerable sympathy for orphans.

In general, once a child becomes an orphan, he or she faces a lot of difficulties in life. An orphaned child evokes sympathy. "She or he feels bad if you cannot meet her needs" (women at *Buguruni Sokoni*). "An orphaned child feels spiritually bad whenever he or she stays at home while others go to school" (Teachers at *Shule ya Uhuru, Kariakoo*).

Nevertheless, the study also encountered some negative view points, combined at times with a hint of stigmatization, as if children had been left or abandoned by parents because they were unlovable.

According to some respondents, many people believe that orphans are in a state of orphan hood through their own fault. It is a disaster for the individual child: "Like a kind of calamity that only befell them. Accordingly, "orphans are a brother in the community" (Respondent from *Tabata Mawenzi*)".

When the issue of orphan hood was discussed among parents at *"Buguruni Malapa"*, evaluator encountered an attitude of scorn. "These kids have no parents. Do you see how they are picking up and gathering things?" Same respondents claimed that: "There is a big difference between orphaned children and non-orphaned children. This is because orphaned children do not have stable caretakers: Orphaned children are persons who loiter around a lot – they do not have definite places for sleeping, they have no jobs and their health is poor because the food they eat is poor and inadequate. The non-orphaned children are in a better position because their parents will make sure that they get food, somewhere to sleep, and somewhere to stay".

Likewise a community leader at *Mwembechai* said that: "An orphaned child is undisciplined. He/she approaches anybody to ask for anything, or many ask for any kind of job for money or for food. They are people who would go in anywhere, sometimes in social halls, or bars would ask for anything or may be hanging around in alcohol clubs, in the streets they are people who are living in hardship, stigmatized and psychological trauma".

Based on the above answers on community perceptions of OVC, it appears that, even though orphans may sometimes be treated with sympathy by a few people, they are generally looked down upon and despised. They are seen as a burden to the community and they take responsibility for their welfare. Indeed they are falling to stigmatization and psychological trauma which make them sad and despair to life.

4.2.3   *The problems of children living in the streets turning to child laborers and child*

  prostitutes.

Table 6: Number of respondents to questionnaire on whether children in streets lead to child labor or child prostitution

Respondents	Actual no. of respondents	Positive answers		Negative answers	
		Number	%	Number	%
Children in study area	18	8	44.4	10	55.6
Parents and Caretakers	14	6	42.9	8	57.1
MCDGC	1	0	0	1	100
MLYDS	1	0	0	1	100
Religious organizations	2	1	50	1	50
Child in the Sun Center	7	4	57.1	3	42.9
NNOC	8	3	37.5	5	62.5
TMC	1	0	0	1	100
Total	**52**	**22**	**42.3**	**30**	**57.7**

Responce on whether street children leads to child labour and prostitution
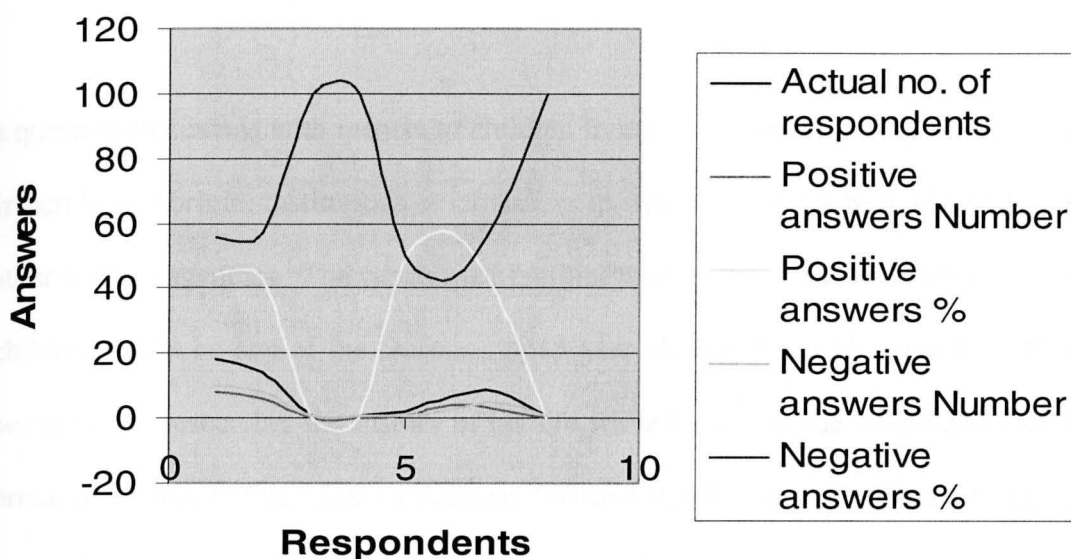
Most of the respondents (30 out of 52), actually support the question on whether children living on the streets as leading to life in child labor and children prostitution. On the question of what happens to children when both parents are dead, out of 14 parents and caretakers, 9 said children would be distributed among relatives. However, 4 said such children take care of themselves. Some did not refer to family mechanisms for raising such children but replied that children become unsettled (3) or receive inadequate maintenance (3). This implies that children are vulnerable to violation of their rights.

The question on what happens to OVC who are neglected by caretakers or who had never have caretakers, 33 respondents answered that such orphaned children would "move around aimlessly" which is yet another reference to vagrant children and further link by

community between social orphan hood and streetwise. Some of the respondents did not seem to know what happens to children neglected by guardians and caretakers. Tradition presumably has little to say on this point – perhaps it did not happen in the past.

The question that arises with respect to children living on the street is why they have left their families of origin, institutions or caretakers in which they have been placed by state or other welfare agencies. The capacity of families to meet the needs and fulfill the rights of children might be one of the reasons. A 15 year old boy from *Manzese Kwa Mfuga Mbwa* gave the researcher the history of his life while he was at the Youth and Cultural Information Centre (YCIC) Dar es Salaam: "When I was living at Dodoma I was living with my father and mother. After a long while father and mother got divorced and I became very naughty. I used to beat up other children and many cases were brought home to my mother. Even sometimes I did not sleep at home for three to four days, and then I come home. When my mother saw the thing I was doing to her, she decided to punish me by beating me. Because I was very stubborn, I was forced to leave home, to run away from home for a short time. I came back home and tempted my young brother. I told him let's go to our aunt in Dar es Salaam. Lucky enough he accepted. Then we waited for the train for about four hours. When the train came, we got in and we passed through many villages and towns and finally arrived in Dar es Salaam. We did not have relatives. What we did was to try to find a job. We didn't get any, so we kept on loitering around streets and finally resided at *Manzese Kwa Mfuga Mbwa*. We heard that there is a centre caring for children called YCIC. That is when we came to that centre".

In all, a total of 10 children gave an account of where they had lived since they were born. As a matter of fact, there were certain significant differences between the reasons for living in street and those given by children in institutions in general (Table 7).

Table 7: Reasons for living on the streets

No	Reasons	No. of Children	Percentage
i	Parents unable to take care of them	2	11
ii	To pursue education	3	17
iii	To follow parents	1	5.6
iv	To run away from parents	1	5.6
v	To get protected	2	11
vi	Parents got divorced	2	11
vii	Mother died	1	5.6
viii	Father died	2	11
ix	Both parents died	2	11
x	Other reasons	1	5.6
xi	No answer	1	5.6
Total		18	100

Source: Interviews and discussions.

In the later case, 8 percent of children cited poverty as a reason compared to just over one third of the street children with girls mentioning this reasons more frequently than boys. Only 2 percent of children in institutions in general mentioned parental broken marriage, compared to a larger proportion of the children in street. The proportions citing abuse are almost identical. It is surprising that children in street did not mention the pursuit of education during interviews although this does not mean that they do not value education. On the other hand, a variety of reasons were given by interviewers and discussants for parents allowing or encouraging their children, especially daughters to be employed as either domestic workers or any other child employments. Poverty was the key factor. Focus group discussants in both the study area and at the Child in the Sun Center agreed that economic hardship experienced by many families contributed to their children employed. It was stated that parents send their children to work in order to support themselves and the family. It was also stated that when their children go to work they provide them with money and clothes such as *"Mitumba, khanga* and v*itenge"*. Some of the parents outside the home relieved them. Therefore, some parents try to motivate their children to go to towns to find jobs.

Another factor connected with poverty was lack of access to education. Many families cannot afford to pay school fees, with the result that many children dropout of school or never go to school. Children who have to drop out of school tends to migrate to urban areas to find jobs.

But one of the key factors stated by most of respondents (about 72 percent) was orphan hood. Orphans who do not have proper care and love usually opt to be employed so as to get necessities to enable her or him to manage life.

Several reasons why girls turn to prostitutes were given during focus group discussions. Perhaps the greatest blame is placed on the desire of teenage girls to have things that they cannot afford. Opportunities such as bar, *daladala,* clubs, television, video shows and discotheques are also blamed for contributing to commercial sex work. Respondents also talked about girls being in searching of lovers. They said that it is normally difficult for a girl to approach a boy and say she wants him. So, sometimes girls are forced to go out with anybody who has shown an interest. The decision to become a commercial sex worker was also blamed on the pressure from single parenthood. In Kinondoni District, an old women who was in charge of Community Development Office asserted, in an interview that, single mothers sometimes encourage their young daughters into commercial sex work due to economic pressures at home, in order to provide for both household and personal needs.

Another parallel with prostitution is orphan hood. Not much was said about this indicating that orphan hood is not much attached with prostitution.

4.2.4   Improper measures taken by the government and NGOs to protect OVC contributed to the problem of orphaned children.

Table 8: Questionnaire on what measurements taken by the government and NGOs to protect OVC.

Respondents	Actual no. of response	Positive answers		Negative answers	
		No.	%	No.	%
Children in study area	18	12	66.7	6	33.3
Parents and Caretakers	14	12	85.7	2	14.3
MCDGC	1	0	0	1	100
MLYDS	1	0	0	1	100
Religious organizations	2	1	50	1	50
Child in the Sun Center	7	4	57.1	3	42.9
NNOC	8	5	62.5	3	37.5
TMC	1	0	0	1	100
Total	**52**	**34**	**65.4**	**18**	**34.6**

Mesurements by the Government and NGOs to protect OVCs

- Children in study area
- Parents and Caretakers
- MCDGC
- MLYDS
- Religious organizations
- Child in the Sun Center
- NNOC
- TMC
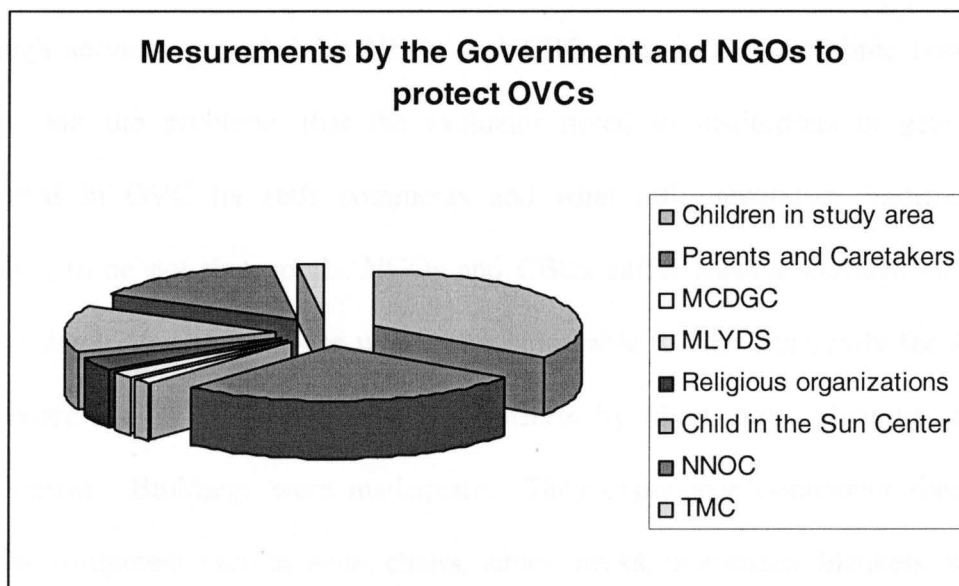
One important question to ask ourselves on the MVC/OVC issue is "what does Tanzania as a country does for MVC/OVC?" So far, most support for OVC has been provided by non-governmental organizations (NGOs), faith based organizations and community-based organizations (CBOs). The care and services provided by these organizations were often of high quality, and the impact of their efforts was felt more at the local level than at a national scale. The community has also taken on great responsibilities in caring for OVC. However, due to poverty and poor access to social services, many communities cannot adequately provide education, health, care and guidance that OVC needs.

When discussing with officials from the Ministry of Community Development, Gender and Children, the evaluator learned that because of its under funded social welfare system, the government was unable to adequately support these efforts in the face of the rapid increase in the numbers of OVC.

Although services provided by NGOs and CBOs for OVC were some how of high quality, but the problems that the evaluator noted in institutions in general, were confirmed in OVC by staff comments and what little secondary information was available, to be not that good. NGOs and CBOs suffer from a shortage of funds for running day to day activities as well as for being able to plan coherently for the future. They were stuck in a situation characterized by short term planning and lurch management. Buildings were inadequate. They experience permanent short falls in essential equipment such as beds, chairs, tables, desks, mattresses, blankets, bed sheets and mosquito nets. In short they lacked all the basic materials for carrying out the

functions for which they were established. In such an operating environment, sports and games facilities for children might be regarded as a luxury.

Staff was able to monitor children's behavior and performance much less to make long term individual plans for each child. Thus children were unprepared for life after they reached the age at which they were forced to leave the institutions, having neither practical nor personal skills for seeking employment and living an independent life.

However, the government of Tanzania, although facing a big challenge to fulfill the rights and meet the needs of a rapidly increasing number of OVC, because of its under funded social welfare system, it has been able to establish the National Guidelines for Community Based Care, Support and Protection of OVC. According to the Ministry of Community Development, Gender and Children, the main objectives of the Guidelines were to strengthen the capacity of communities in general and families and caretakers in particular, to be able to provide care, support and protect OVC.

The Government has also taken an initiative to revise the National Child Development Policy of 1996, so that a new chapter on children in need of special protection measures, orphans and street children being among them, is now included. An Implementation Framework of the Policy will be prepared to include the policy, the Convention of the Rights of the Child (CRC), the African Charter on the Rights and Welfare of the Child (ACRWC), the National Plan of Action (NPA) for children and the National Child Survival, Protection and Development (CSPD) programme.

4.2.4   Efforts taken by community in solving problems of OVC.

According to various respondents to the question of stigmatization and strengthen community based responses as means of tackling the problems of orphans, it was recognized that communities are in the best position to assess their own needs. They would play an important role of addressing the OVC crisis. One of the government's main strategies, therefore, has been to promote and support community-based programmes.

In 1990s, the government of Tanzania established a Task force on the National AIDS Control Programme (NACP). The Task Force made up of the Ministry of Community Development, Gender and Children; Ministry of Health; Ministry of Labour, Youth Development and Sports; Ministry of Agriculture and Food Security; President's Office-Regional Administration and Local Government (PORALG); NGOs; religious organizations; and UNICEF was responsible for planning, monitoring and revising all programmes on OVC care.

The NACP Task force developed orphan care guidelines to serve as a board blue print to encourage and focus sub national and community efforts. Over the years the guidelines had been revised and had guided many of the local and district efforts to support orphans. The government used the lessons learned from these initiatives to develop a National Orphan Care Policy.

The Task Force had also established a sub committee that was reviewing existing laws and legal procedures to provide greater protection to vulnerable children. Recommendations for modifying several laws to protect children were submitted to the Ministry of Justice. These laws included the Law of Marriage Act of 1971, the Adoption Ordinance Cap.335 of 1955, Affiliation Ordinance Cap.278 of 1949 Rev. in 1964, the Foster Care Act, Children and Young Persons Ordinance Cap. 13 of 1937 Rev. in 1964 and so on. It is anticipated that a new Children Act will be enacted very soon.

According to the Department of Social Welfare, in rural and urban areas across Tanzania, communities are developing a variety of ways to cope with the growing crisis of AIDS orphans. Some of the local governments have already established orphan committees in their respective areas to monitor their local situation and to take collective action to assist those in need. Anti-AIDS clubs have also been created to educate communities about HIV and AIDS transmission and prevention, as well as to address the needs of those infected with the virus.

Many NGOs and community based organizations work closely with government ministries, districts and municipal authorities to plan and carry out children based programmes. Most extension workers from the different ministries were members of the community care committees and provide support through various activities. For example, agricultural extension workers assist communities in establishing gardens for vegetables and fruits, as well as in maintaining small livestock for the child care centers.

Social Welfare workers had schools of social work programmes that also look at ways to support needy orphans in schools.

Altogether, we have challenges for the future; lack of administrative capacity at the national level coupled with inadequate resources has made it difficult for the government to keep up with the growing pandemic. At the same time, research and data collection need to be improved in order to assess the severity and scope of the problems presented by the large number of orphans and respond effectively.

The dedication and solidarity of community members across the country have been a major factor in the progress that has been achieved so far. At the same time, a strong collaborative effort between the government, NGOs, community based and faith based organizations helped to strengthen Tanzanian's orphan programme in recent years.

4.3   Findings in the institutional and organizational analysis.

4.3.1 Findings from interviews and literature review indicate that the public knows little about the Child in the Sun Centre, possibly as a result of the Centre being located in the suburbs of Mbezi area. Less publicity of the NGO may be another reason for not being well known.

4.3.2   The staff of the Child in the Sun Centre lack adequate knowledge and exposure in children's rights and development. They should be availed the opportunities to go for short and long training in child rights and child welfare. They should also be

exposed through study tours to countries and institutions which have advanced in these areas. This fact also applies to other NGOs operating in the country.

4.3.3 The centre needs better avenue to disseminate information to other key players. Institutional framework supportive to information flow needs to be created.

4.3.4 The Centre, as is the case with other NGOs in general, is operating with inadequate funds relative to the volume of the work within the Centre. Most of the respondents of this study attributed that the Centre needed much funds in order to operate effectively.

4.3.5 The Centre is under staffed in terms of know how and number of staff. Given that the Centre was established in 1992, it calls for well-concerted efforts of support in terms of putting sufficient staff in place and capacity building to effectively coordinate activities geared to children and young people's development.

4.3.6 From the interviews conducted, members of staff within and outside the Centre appeared to know the problems faced by the Child in the Sun Centre, which is a good indicator of developing ways of advancing the Center.

4.3.7 Several local and international NGOs are positive in supporting the Centre on issues related to children's rights and their well-beings. This conducive environment creates immense opportunity for the Centre.

4.3.8 The Centre needs improvement in information and data collection for better results of its operations.

4.4 Recommendations

This section presents the summary and recommendations based on the study on the evaluation of "the Child in the Sun Centre".

4.4.1 Summary

The purpose of this study was to investigate whether the MVC in Tanzania were effectively supported in fighting against economic deprivation, exploitation and were not discriminated against.

Five study tasks were set to guide the study so as to find out whether the Child in Sun Centre was the right NGO established to protect and develop the rights of MVC in the country. The first task was to investigate whether lack of social services and basic needs contributed to the problem of OVC and their caretakers. The second task looked whether stigmatizations and psychological trauma were some of the problems facing such children. The third task looked upon the fact that being an orphan or vulnerable child led to living in the street, turning to child laborer or even to child prostitute. The fourth task investigated whether improper measures taken by the Government, communities and NGOs contributed to the problems of MVC, while the fifth task looked at the institutions caring for children as a last resort of caring OVC. The sixth task investigated whether stimulization and strengthened community-based responses as means of tackling problems of orphans. And the last task investigated whether the National Child Development Policy and laws advocating children's issues, were contributing to

strengthening child care and development. These were efforts done by community in solving the problems of OVC.

4.4.2 General recommendations

Out of this study the following are the recommendations:

- Community-based support for both MVC/OVC should be promoted, with budgets from local governments and ministries concerned with children.

- Economic support should be provided to enable MVC/OVC to complete primary and secondary education.

- National laws and guidelines should be translated into local language, Swahili, and disseminated to the communities for consumption.

- There is a need to promote rights–based and children centered approaches, including Article 25 of the CRC and the requirements for periodic review of placement.

- There is a need to raise awareness on the problems concerning child abuse and neglect within communities.

- Properly researched information based on MVC/OVC in the context should be developed to reconcile international and national understanding in this area.

- A programmed advocacy and public awareness about MVC/OVC in Tanzania should also be developed.

- It is recommended that OVC should not be expelled from schools.

- More accessible education and employment opportunities for OVC should be provided by the government and NGOs.

- Information centers to provide support and guidance for OVC should be established or strengthened.

- Faith based organizations should be included in the MVC/OVC network in the country.

- Related literature focused on the problems of orphans in Tanzania with special emphasis to Dar es Salaam City should be reviewed. The evaluator observed on what other researchers had to say about orphans, children living on the streets, in institutions and those living with families, especially the extended families. The evaluator also observed what measures were being taken by the government, communities, NGOs, CBOs, religious organizations and individual people to alleviate this problem.

- From what was discussed and found during the study period, the evaluator noted that in general terms, children's rights are on the agenda of public concern in Tanzania, at least with respect to the violation of their rights. But it was also noted that children were seen as dumb, mute figures whose voices were not heard. They were portrayed as weak, unable to make decisions and hence easily influenced, swayed or victimized without putting up any resistance. Children were also implicitly voiceless. The sources of stories are adults.

- Likewise, the evaluator found that regional and district authorities knew about national legislation on child survival, protection and development, but were largely unaware of the provision of the United Nations Convention on the Rights of the Child with respect to OVC. Generally speaking, it can be said that there was limited awareness of the convention among professionals who work with

children and this awareness, being vague, may perhaps be more harmful than useful.

- The evaluator was aware that the topic of OVC requires further, in depth research. Future research should include orientation and capacity building in this area.

- In the literature of NGO projects it appears that the programmes offer a sustainable, alternative to institutional care. But according to observations and data collected it was institutionally based, costly, donor-dependent, donor led, non-functional and non sustainable. Then what would make it sustainable. The projects should satisfy a real need, expressed by the beneficiaries and met with solution they have identified children and also the project workers should have "ownership" of plans and implementation.

4.4.3 Recommendations for the Child in the Sun Center

- The main partners and actors of the Center need to be reunited together to develop action plans to implement sectoral, regional, national and international implementation of various policies, conventions, programs and strategies on children's rights and development.

- The Center together with other NGOs, CBOs, and Faith based organizations could play an important role in supporting villages and districts in the implementation of children's activities.

- The Center should lead and help the village councils to prepare Children Development Operational Plans, according to their own situation analysis and planning of key activities on children development. The Center, in this case,

should organize other NGOs, CBOs, Faith based organizations and other actors of civil society within the area to provide support and implementing structures.

- Under the leadership of the Center, research committees could be mobilized in nearest villages to conduct researches in relation to children development. The Center should take advantages of establishing data bank to obtain various information, which could be useful for child and family development.

- Taking into account that the Center has made great achievements through its farms and poultry projects, the Center could therefore, advocate its expert seem to nearby villages so that families, youth and community in general, could learn and be able to make advancement. So far the projects of the Center had been tested using three appraisal techniques: the Net Present Value (NPV); the Benefit-Cost Ratio (BCR); and the Internal Rate of Return (IRR) analysis. It has been found that the projects NPV was Tshs. 107,761,263/=, the BCR was 3.36 and the IRR was 52.5 percent. This indicates that the projects were financially viable, because NPV was positive, BCR was greater than 1, and IRR was greater than 10 percent.

CHAPTER FIVE

5.0 IMPLEMENTATION OF RECOMMENDATIONS

5.1 Summary

The Child in the Sun project is a brave new initiative based on the National Network of Organizations working with Children (NNOC), development partners and communities. The Center is one of the best examples of projects dealing with child affairs in the country. The decisive factor is how well the project is able to mobilize MVC for the creation of future community assets.

One of the most important lessons learnt was that the staff of the Center lack adequate knowledge and exposure in children's rights and development. Findings from interviews and literature review shows that such a problem also exists in many NGOs which work with children in the country. Such a problem requires special skills and adequate training to deal with. In that regard therefore, it is very important that staff from NGOs dealing with child welfare in the country, Child in the Sun Center being one of them, should be trained in Community Development Certificate Course which will take one year to complete.

As regards to recommendations given, training will be based on the implementation of national and international policies, conventions, programmes and strategies on children's rights and their welfare. Staff from Child in the Sun Center and other NGOs, will be equipped with knowledge and skills of conducting studies and researches on children

issues and use the findings to help developing and protecting children in various ways. Trained staff will also be equipped with enough knowledge and skills to educate the community on the implementation of national legislations based on child survival, protection and development.

According to the plan, training of NGOs staff will be offered by either Bigwa Folk Development College, which is situated in Morogoro township. But training could also be offered by Tengeru Community Development Training Institute Arusha which has enough trainers and facilities.

5.2 Course objectives

The one year Certificate Course in Community Development is designed to equip members of NGOs dealing with children issues, with knowledge and skills dealing with various categories of children in the country.

5.3 Admission requirement

The minimum entries required to this course are based in the Education Accreditation Council. The course admits form six and form four leavers, and in- service candidates.

(a) Form VI/IV leavers:

A candidate is required to get a minimum of 4.5 score before he/she is considered for admission. However, admission is competitive based in relative performance of all eligible candidates. The points are determined by the candidate's performance as follows:-

Principal A = 5 Points

Principal B = 4 Points

Principal C = 3 Points

Principal D = 2 Points

Principal E = 1 Points

A candidate must have studied all four subjects.

(b) In-service candidates

(i) The candidates should have worked any of the institutions dealing with children issues.

(ii) Holder of Certificates in Social studies such as community development, social welfare, teacher's course, sociology, etc.

5.4 Subject coding

All subjects are assigned identification codes for easy identification of one subject in the course.

Table 9: Identification Codes for Subjects in the Course

Subject	Coding
Introduction to Child Rights and Development	CRD
Introduction to Community Development	ICD
Sociology	SOC
Designing Project Implementation	DPI
Management Of Community Development Programmes	MCD

5.5 Evaluation system

In order for a subject to quality for the award of Certificate Course in Community Development, he/she will to certify the examiners both internal in the following assessment;

   (a) Course work to be comprised of:

      i. Assignments

      ii. Class Test

   (b) End of Semester Examinations

     These areas of assessment do not prejudice any other assignment and exercises which instructors may administer in the course training. Semester examination will be held at the end of each academic semester for each subject. Third semester examinations will constitute final assessment.

   (c) Field Work

   (d) Minimum pass of final assessment will be 50 percents (50%)

5.6 Administration of assessment

   1. Course work

     In each subject course work components will carry the following marks:-

i. Individual Assessments	10%
ii. Group work	5%
iii. Tests	25%
Total	**40%**

In each semester there will be two assignments and tests and one end of semester examination.

2. End of Semester Examinations

   At the end of the semester an examination will be for all subjects. The examination will carry a weight of 60 percent (60%).

3. Field Work and Research

   Field work will be assessed as a subject and will carry 100 percent (100%).

   Field work Report will carry 30 percent (30%) and Research paper 70 percent (70%).

5.7 Assessment scheme and classification of awards

The scheme for awarding final grades will be a three-tier system, that is, marks in percentage (%) awarded, the latter grades and points. The processing procedure for arriving at a final assessment is demonstrated as follows:

(a) In every subject assessment will be made out of 100 percent (%).

(b) Letter grades will be given for each candidate based on the following conversion.

Table 10: Assessment Scheme and Classification of Award

Marks /score (%)	Letter Grade	Remarks
75 – 100	A	Distinction
69 – 74	B+	Merit
60 – 68	B	Credit
50 – 59	C	Pass
<50	F	Fail

The training will be monitored and evaluated as follows:

(i) Eligibility

In order for student to quality as a candidate for examination (tests, end semester examination and field work), they must attend classes effectively for at least 75 percent of the total contact hours. Contact hours here refer to the total time allocated at the session in question.

(ii) Training, monitoring and evaluation

• A candidate who fails in not more than 6 credit points of required 20 credit points shall be allowed to sit for supplementary examinations in papers failed.

• A candidate who fails in not more than 6 credit points of the required 20 credit points shall be discontinued.

• No candidate shall be allowed to repeat a year of study more than once.

- A candidate failing to sit for supplementary examination without sufficient reasons shall be considered to have withdrawn from the Training Centre at his/her own will.

- Two examiners including the supervisor will mark the examination and research paper and a joint score derived by averaging, after which an external examiner will mark the papers.

5.8 Subjects to be taken:

The following subjects shall be taken by students performing a one-year Certificate Course in Community Development:

- Introduction to Child Rights and Development (CRD);

- Introduction to Community Development ICD);

- Sociology (SOC);

- Designing Project Implementation (DPI); and

- Management of Community Development Programmes (MCD).

MODULE I: CRD-Introduction to Child Rights and Development.

(a) Objectives

General objective:

The module is designed to enable students to acquire knowledge and skills on human rights of children and equip them with appropriate intervention approaches for elimination of violation of children's rights.

Specific objectives:

At the end of this training students should be able to:

- Identify different forms of child rights.

- Describe forms of child abuse.

- Discuss the applicability of the Convention on the Rights of the Child (CRC); African Charter on the Rights and Welfare of the Child (ACRWC); Optional Protocol to the CRC on the Involvement of Children in Armed Conflicts; Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography; and ILO Convention No. 138 on Worst Forms of Child Labor.

- Explain factors that contribute to violation of child rights.

- Design intervention models for the elimination violation of child rights.

(b) Subject matter:

   (i)   <u>Human Rights</u>

      - Definition of Concepts:

         - Human rights

- Child Rights

- A child

- Background to the Universal Declaration of Human Rights (1948).

(ii)   <u>Types of Human Rights</u>

- Civil and Political rights

- Social, economic and cultural human rights

- Solidarity or interdependence rights

(iii)   <u>Human Rights goals</u>

- Survival

- Peace

- Human Dignity and Worth

- Development

- Justice

- Tolerance and good neighborliness

- Democracy

- Equality

- Rule of Law

- Pluralism

- Solidarity

- Participation

1. Human Rights Principles

- Interdependence

- Universality

- Non- Discrimination

- Human Dignity and Subject

- Participation

2. Human Rights and Correlative Duties

- The obligation to respect

- The obligation to protect

- The obligation to facilitate

- The obligation to fulfill

- The obligation to sustain the actions for promotion, fulfillment, respect and protection of human rights.

3. Human rights in Tanzania context

The Convention on the Rights of the Child (CRC)

- Background of the CRC

- Definition of a child

- The concepts of Rights, Duty bearers and Right holders.

(iv) CRC Strategic principles:-

- Best interests of the child

- Non-discrimination

- Universality

- First call for children

- Participation and evolving capacities

- Interdependence

(v) CRC Pillars

<u>Survival rights</u>

Inherent right to live

- Constitutional Provisions

- International and National Laws

- Rights to get basic needs (food, shelter, clothing)

- Moral considerations and principles

- Propagation of human race (Perpetuation of the nation)

- Child Legal identify (name, nationality and family relations)

- Birth Registration

Rights to care and health

- Parent/Guardian care (e.g. orphans, refugee children and children under difficult condition including child labour and children with disabilities)

- Primary child health care

- Role of various agencies in child health care e.g. parents, communities, and states.

  - Pre-natal and post-natal health care for mothers

- Immunization

- Human nutrition

  - Breast feeding

  - Provision of balanced diet

  - Weaning etc.

- Prevention of infant and child morbidity and mortality

  - Provision of mosquito nets

  - Prevention of infections diseases.

- Human Hygiene.

- Institutional care.

- Environmental sanitation.

- Protection against accidents.

- Abolishment of traditional practices affecting child health.

- Provision of safety-nets for children (social security and social insurance).

Development rights

- Roles and responsibilities of different actors:

  - Parents/ Guardians roles, responsibilities and obligations on child development (including extended families and communities).

- Provisions on separation of child from parents/guardians and reunification according to the Laws:

  - Provision on child adoption.

- International Laws governing child movement.

- Government assistance in child development:

- Early child hood development ;

- Provision of child care services and facilities (e.g. Day care Centers);

- Right to education for children targeting for physical, mental, spiritual, moral social, talents and development of personality;

- The right of the child to education.

- The International contribution towards the promotion of education for children.

- The role of Adult Education in elimination of ignorance among parents/guardians:

- Parental education;

- Development of child's personal identity and cultural values;

- Child development of skills and knowledge on the importance of peace, tolerance, gender equality and cooperation;

- The rights of the child to recreation.

- Eradication of poverty:

- Emphasis on education for self – employment (life skills).

- Monitoring of the implementation of educational programmes for children.

Participatory rights:

- Express their own views;

- Opportunity to be heard;

- Making decision pertaining to her/his skills development;

- Freedom of expression bearing in mind pertaining restrictions;

- Freedom of thought, conscience and religion subject to law and direction of parents and guardians;

- Government initiatives for promotion of child participation.

Non – discriminatory rights:

- Equal treatment in respect of rights as per CRC (1989) and African Charter on Rights and Welfare of the Child (1990).

- Free from mistreatment due to status of parents guardian and family members.

Protection Rights

- Protecting children from child labour especially the worst forms of child labour;

- Protecting children against abuse, exploitation, violence, trafficking and abduction;

- Protect children from torture and other cruel in human or degrading treatment or punishment;

- Protect children from adoption and foster care practices that are illegal, exploitative or which are not in the best interest;

- Protection from the impact of armed conflicts and ensure compliance with international humanitarian law and human rights law;

- Protection of international refugee children.

(vi) Factors that contribute to violation of child rights.

- Social i.e education, cultural, economic, political and environmental;

- Physical/geographical;

- Biological (sex, disabilities, etc);

- Modernity challenges i.e. globalilsation;

- Nature and place of work.

(vii) Child Labour.

- Definition of child work, child labour and worst forms of child labour;

- Magnitude of child labour globally, Africa and Tanzania in particular;

- Factors contributing to child labour;

- Forms of child labour;

- Sectors that has worst forms of child labour;

- Effects and impact of child labour;

- Strategies for elimination of the worst form of child labour:

    - International (ILO Conventions, UN Conventions and treaties on child rights)

    - Regional (African Charter on the Rights and Welfare of the Child)

    - National (Time Bound Programme on the Elimination of Worst Forms of Child Labour, Junior Council of URT).

    - Employment and Labour Relations Act of 2004

    - Family

2. *Monitoring and evaluation (M&E) of the child rights*

- Definition of Monitoring.

- Definition of Evaluation.

- Indicators for monitoring and evaluating the implementation of CRC and ILO Conventions No. 182 & 138.

Child psychology

- Definition of psychology.

- Theories of child development.

- Stages of child development.

- Factors affecting child development.

Child and AIDS

- Definition of AIDS.

- Magnitude of AIDS problem – nationally.

- AIDS infection/transmission (General).

- Child vulnerability to AIDS.

- AIDS/HIV prevention:

  - Testing

  - Counseling

  - Medication

  - Nutrition

  - Physical exercise and rest

  - In womb

  - During birth

  - Breast feeding

- Orphanage/child prostitution

(c) *Training methods*

This module will be facilitated through lectures, group discussions, case studies, field visits, and role-play.

REQUIRED READINGS

- International Labor Organization, (2004), *"Employment and Labour Relations Act"*, Geneva.

- International Labor Organization, *"Facts on Child Labour"*, ILO

- International Labor Organization, (1999): *"Convention No. 182 on the Elimination of the Worst Forms of Child Labour"*, Geneva.

- International Labor Organization, (1973): *"Convention No.138 on the Minimum Age of Employment"*, Geneva.

- ILO, (2000/2001): *"Integrated Labour Force and child Labour Survey"*, Geneva.

- ILO, *"National Strategy on the Elimination no the Worst Forms of Child Labour"*.

- Organization of African Unity, (1990): *"The African Charter on the Rights and Welfare of the Child"*, Addis Ababa, Ethiopia.

- United Republic of Tanzania, (1996): *"Child Development Policy"*, Dar es Salaam, Tanzania.

- United Nations Organization, (1989): *"Convention on the Rights of the Child (CRC)",* UNO, New York.

- UNO, (2000): *"Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography"*, New York.

- UNO. (2000): *"Optional Protocol to the CRC on the Involvement of Children in Armed Conflict*, New York

MODULE II: ICD-Introduction to Community Development.

(a) Objectives

General objective:

The module is designed to equip students dealing with children development, with analytical skills which will enable them to accurately and practically interpret the concepts underlying community development work and provide them with the required knowledge so as to enable them be effective change agents to both men, women and children.

Special objectives:

At the end of the module, students should be able to:

(i)   Understand and relate community development concepts, theories and practices to development strategies in organizations dealing with different group of people, and in rural/urban settings in Tanzania.

(ii)   Apply skills and techniques for community intervention which are essential for success of development work.

(b) Subject matter:

(i) Basic concepts of community development.

- The concept of community.

    - Definition of a community.

    - Community as a moral entity.

    - Community as an ethnic entity.

- Community as a social system.

- The basic community characteristics.

- The concept of development:

  - Meaning of development.

  - Development as a relative and comparative concept

  - Levels of development (individual, group, community, regional, national).

  - Sustainable development.

- Indicators of development in community development perspective.

  - Awareness to community problems.

  - Utilization of resources (human, financial, physical institutions)

  - Relationship with other communities.

  - Participation Of decision making

  - Gender equity/equality

  - Child rights

- Concept of community development.

  - As a movement

  - As a program

  - As a process

  - As a method

  - As a philosophy

  - As a discipline

  - As a phenomenon

(ii) <u>Basic assumptions of community development</u>.

- Value and goal assumptions:

  - People's need for change;

  - People's capacity to change;

  - People's need for participation;

- Limitations of the assumptions.

(iii) <u>Historical perspective of community development</u>.

- General historical perspective

- Tanzania historical perspective

  - Pre-independence

  - Post independence

(iv) <u>Basic skills for community development</u>

- Research skills:

  - Participatory skills

  - Non-participatory skills

- Participatory management skills in:

  - decision making

  - planning

  - organizing

  - monitoring

  - evaluation

(v) <u>Extension skills and methods</u>

- Skills for extension work

    - Lobbying and advocacy

    - Training

- Methodologies for extension work

    - Community mobilization methods

    - Persuasion method

    - Communication method

    - Animation method.

(vi) <u>Vulnerable groups and community development</u>

- Meaning of vulnerability

- Features of vulnerability

- Vulnerable groups

- Women

    Women as a vulnerable group

    Differences between gender and biological roles

    Women and ownership of resources

    Women and participation in decision making

    Women and susceptibility to diseases

    UN Convention on the Elimination of all Forms of Dissemination against Women (CEDAW).

- Children

    Children as a vulnerable group

Most vulnerable children

. Children living on the streets

. Orphans

. Children with disabilities

. Child laborers

. Children in institutions i.e. Prisons, Police custody, boarding schools/institutes etc.

. Early marriages and pregnant

Conventions on the right of the child, laws and policies.

. The UN Convention on the Rights of the Child (CRC)

. The African Charter on the Rights and Welfare of the Child (ACRWC)

. Optional Protocol of the CRC on Child Sale, Child Prostitution and child Pornography.

. Option Protocol of the CRC on Armed Conflict of Children.

. Child Development Policy of 1996.

. Child legislatures,

. Child Survival, Protection, Development, Participation and Non-dissemination.

- Youths

Youth as a vulnerable group

Youth and labour market

Deviance (Youth and drug abuse)

Youth and susceptibility to disasters i.e. HIV and AIDS.

- Elders

The elderly as a vulnerable group

Economic deprivation

Social alienations

Lack of institutional support

- Disabled persons

The disables as a vulnerable group

Economic, social, political, and cultural alienation

Lack of institutional support.

(c) Training methods

This module will be facilitated through lectures, case studies, participatory work, group discussion, plenary discussions, assignments and filed trips.

(d) *Training venues*

Training will be conducted at an identified center, such as Folk Development Centres (FDC), or Community Development Training Institutes (CDTIs).

REQUIRED READINGS

- Burbidge, J. 1998: *"Approaches that Work in Rural Development"* K.G, Saur Munchan.

- Carry, Lee, 1970: *"Community Development as a Process"* University of Missouri Press, Columbia.

- Chambers, R. 1997: "*Managing Rural Development, Ideas and Experience from East Africa*", Scandinavian Institute of African Studies, Uppsala.

- Rogers, E.M. 1969: "*Modernization Among Peasants: The Impact of Communication*", Halt Rinehats and Winston, New York.

MODULE III: SOC-Sociology

(a) Objectives:

General Objective

The module is designed to develop students' sociological perspective so that they are able to effectively understand societies and deal with their social problems.

Specific objectives

At the end of the module students should be able to:

- Understand the basic sociological concepts and their application in community development.

- Understanding social life and use sociological insights to promote community development.

- Apply knowledge and skills for analyzing gender and children issues.

(b) Subject matter

(i) Introduction

- Definition of basic concepts

  - Origin of basic concepts

  - Origin and development

    Prominent philosophies and their contributions to sociology

    Branches of sociology.

    Characteristics of sociology

. as a social science subject

. as a value-free subject

. as a cumulative subject.

- Relationship between sociology and other social science subjects.

  - Sociology and ethnology

  - Sociology and anthropology

  - Sociology and psychology

  - Sociology and economics

  - Sociology and demography

(b) Sociology of Society

- The concept of society

  - Definition of human society

  - Societal formation

- Types of human societies

  - Traditional societies

  - Modern society

(c) Sociology of culture

- Culture, traditions and norms

- The role of culture on socialization

- Socialization

(d) <u>Social Institutions</u>

- Family

  - Father

  - Mother

  - Children

  - Extended family

- Kinships

- Religions

- Economy

- Political organization.

(e) <u>Training methods</u>

This module will be facilitated through lectures, participatory method, small groups, plenary distensions, exercises, presentations, and group, individual assignment.

REQUIRED READINGS

- Green, A.W., 1972: *"Sociology"'* McGraw Hill Oxford.

- Horton and Hunt, 1984: *"Sociology"*, McGraw Hill, London.

- Levin, W., 1984: *"Sociological Ideas concepts and Applications"*, Wards Wart California

- Sullivan, J. and Thompson, 1994: *"Sociology Concepts Issues and Implications"*, John Wiley and Sons, New York.

MODULE IV: DPI-Designing Project Implementation

(a) Objective

General objectives

The module is designed to equip students with the knowledge and skills for designing project implementation.

Specific objectives

At the end of the module the students should be able to:

- Explain steps and techniques of planning for project implementation;

- Explain the importance of budgeting and prepare project resources budget.

- Identify project materials and suppliers,

- Apply knowledge and skills in preparing project documents.

(c) Subject matter

- Planning for project implementation.

  - Steps for planning project implementation.

  - Techniques for planning project for implementation.

- Project resources budget

  - Meaning

  - Importance of budgeting

  - Components of budgets

  - Budget aspects

- Planning projects material and supplies

- Identification of project materials

- Identification of suppliers

- Communication and contracts analysis

- Contracting procedures and project regulatory requirements

(d) Training Methods:

This module will be facilitated through lectures, group discussions, assignment and case studies.

REQUIRED READINGS

- Joseph Valdez, (2000); *"Monitoring and Evaluation of Social Programme in Developing countries"*

- Marion E. Hayes, *"Project Management",* Canada Reid Publishing Company Street Oakville, Canada.

- T. Lucey, (1996): *"Quantitative Techniques"*, D.P. Publication.

- United Nations, (1972): *"Guideline for Project Evaluation"*

- William A. Ward, (2000): *"The Economics of project analysis: A practitioner Guide World Ban"*.

5.9 Conclusion

From the findings of the evaluation of Child in the Sun Center, it was established that the project was worth operating as a social enterprise. The evaluator concludes that the evaluation was worthy undertaken. The identified hypothesis proved to be true except for the fourth one, which indicated that orphan hood does not necessarily lead to child prostitution and child labor.

On the other hand, the establishment of many but strong NGOs dealing with children care and development should be considered as a very necessary issue in our country, because it is one way of helping the Government of Tanzania to accomplish its tasks as regards to children development. The existence of the Child in the Sun Center which is one of NGOs in the country, and the way it operates shows a very good example to be followed. Therefore, measures should immediately be taken, not only in Dar es Salaam City, but throughout the country so as to alleviate the problems facing MVC/OVC, through the government intervention, local governments, NGOs, faith based institutions and individuals.

It is also equally important to note that this evaluation is extremely useful because it illustrates what can be done when the intervention design is not at all conducive to standard evaluation techniques and when the evaluation has to be done using existing data sources.

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Arts, K.C.J.M., 1993: *"The International Protection of Children's Rights in Africa: The 1990 OAU Charter on the Rights and Welfare of the Child"*, African Journal of International and Comparative Law, Vol. 5 pp. 139 –161.

Boyden, J. & Ennew, J., 1997: *"Children Focus"*, Stockholm, Radda Barden.

Bounding, E., 1979: *"Children's Rights and Wheel of Life"*, New Jersey, Transaction Books.

Chali, E.G., 2001: *"Problems and Prospects of Orphaned Children in Tanzania: A Case Study of Orphans in Dar es Salaam City"*, Adult Education Training Institute, Dar es Salaam.

Connolly, M.& Ennew, J., 1996: *"Childhood, Vol. 3 No. 2 Special Issue: Children Out of Place"*, New York, USA.

Dallape, F., 1987: *"An Experience with street Children"*, Undugu Society.

Gajanayake, S. & Gajanayake, J., 1993: *"Community Empowerment: A Participatory Training Manual on Community Project Development"*, PACT Publication, New York, USA.

Gillian, D, 1996: *"AIDS Orphans Outreach No. 97: Children in Especially Difficulty Circumstances" (Affected by catastrophes).*

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Kibanga, N., 2000: *"Economic Causes and Effects of Child Labor on Petty Business in Kinondoni District: A Case study of Bunju Ward"*, Kivukoni Academy of Social Science, A paper presented for the fulfillment of Diploma in Gender Issues.

Kisanji, J.A.N., 1997: *"Incidence of Hand Capped Children in Ordinary Primary School in Early Childhood Development and Education",* UNICEF, Dar es Salaam, Tanzania.

Kuleana, 1996: *"A Proposal for Child Rights Advocacy in Tanzania 1996 – 1998",* Kuleana Center for Children's Rights, Mwanza, Tanzania.

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Young, P.V, 1966: *"Scientific Social Surveys and Research"*, 4th   Edition, Prentice – Hall, Inc., London.