Masters of Science in Community Economic Development 2014

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A Proposed Intervention Project For Zambian Street Girls

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ABSTRACT:

The purpose of this project is to change the undesirable condition of girls working on the streets and cannot obtain formal education, to a desirable condition where street girls have a safe place to develop, gain formal education and training, and are less vulnerable to sexual abuse, beatings, addiction and other social threats. A safe place will be provided for street girls to attend educational and vocational skills. This will equip them to lead a better, stable, and secure life and enable them to be productive citizens. This project will also provide income generating alternatives to the mothers (who are widows) of the girls. The community of the project will consist of the girl"s mothers, local artisans, the international business community, and local NGOs. The project was initially conceptualized as collaboration between the University of Lusaka and the above mentioned community. However, because of lack of funding, slow responsiveness from the University and monitoring, the project could not be started, the milestones shifted and implementation put on hold. The results therefore have not materialized as planned and the underlying assumptions have not been verified. The Proposed Intervention project however, for Zambian street girls presented in this thesis has a greater chance to be implemented, evaluated, and measured than the initial conceptualized idea. Moreover, the viable progression and continuum as examples for this project"s future states formally the focused criteria for implementation.

TABLE OF CONTENTS

Section 1

COMMUNITY CONTEXT

1.1 Community Profile:

"According to the projections from United Nations, Zambia's population is projected to increase 941% by the end of the century-the highest growth rate in of any country in the world. And as one of the most urbanized countries in sub-Saharan Africa, with 35% of the population living in urban area, rapid growth- particularly in Lusaka-the frantic growth rate is placing a heavy burden on housing, roads, water, sanitation, healthcare, and energy provision," (Smith, Oct. 2011). The capital of Lusaka is strategically important not only because it is the capital, but also because of its central location of being easily accessible from all parts of the country. "Lusaka is experiencing typical urban problems associated with developments such population growth, high levels of urbanization and unemployment, a lack of services, and inadequate waste management, (UN Habitat, 2007, p. 6). In Lusaka, the capital, the population growth rate is 4.7 percent, (Republic of Zambia: Central Statistical Office, p. 1). Migration is the main reason for such high population growth. There have been little improvements in infrastructure or social services as populations have increased. A major problem with population growth is that as people have settled into the outskirts, squatter settlements have developed and this has taken away land for urban development, (UN Habitat, 2007, p. 9).

Zambia's economic development is lacking a labor force and has low productivity because of the HIV/AIDS epidemic. "Long periods of illness and shortened life expectancy translate into losses in economic productivity (Haacker, 2002). The International Labor Organization (ILO) estimates that Zambia will lose 19.9 percent of its labor force by 2020 due to HIV/AIDS (ILO 2002. While productivity of farms, mines, factories, and other economic ventures suffer from

the effects of the HIV/AIIDS epidemic, the loss of heath workers, teachers, and government officials to AIDS has the additional effect of directly disrupting the country‟s response to the epidemic," (Resch, Lee, Kombe, & Sinyinza, May 2008, p.2). Over 16% of adults are infected with HIV/AIDS and more than 30,000 babies per year are born HIV positive. Twenty percent of Zambians children have either lost 1 or both of their parents due to the HIV/AIDs epidemic. As a result, about 75, 000 children live on the street. Widows or the orphaned lack resources to cultivate sufficient food and 50% of children under the age of 5 are affected by malnourishment, anemia, and vitamin A deficiency, UN Habitat, 2007, p.10).

Education in Zambia is still inadequate. There is no longer an enrollment fee, but there is a severe teacher shortage and many students do not master fundamentals in language and mathematics. According to MDG 2013 Report, "Zambia has made progress in boosting primary school completion rates. The proportion of pupils reaching Grade 7 has increased from 64 percent in 1990 to 90.9 percent in 2010. Disaggregation by sex shows that the improvement in the same period was higher for girls (32.6 percentage points) than for boys (19.8 percentage points). Similarly, the completion rate for Grade 9 (basic school) increased from 35.5 percent in 2002 to 53.2 percent in 2010, while that for the Grade 12 increased from 14.4 percent to 31.7 percent in 2010. In both instances, the completion rate has improved faster for girls than boys. However, this says little about the quality of this education and its ability to make graduates „fit for work.‟ Both Grades 9 and 12 have low pass rates," (MDG Report, 2013, p.22 & 23). There are also a number of community schools that help the underprivileged who cannot pay. However, in these community schools the teachers are not qualified and are often community volunteers.

1.2 Community Needs Assessment

The life of street children especially of those sleeping in the streets at night is very dangerous. Street children are socialized to be vulnerable. The environment for the street children makes them more susceptible for human trafficking, poses a greater risk for committing crimes or being a victim of a crime, exposes them to greater risk for substance abuse, and puts females at risk of being forced to do sexual acts.

There are around 75,000 children living on the streets of Lusaka today. There are several reasons for this: poverty, lack of education, limited alternatives, parents dying from the HIV/AIDS epidemic, their relatives unable to support them or their families needing them to work to supplement income and help put food on the table. The effects of children living on the street of Lusaka is there is more substance abuse, 70% don"t attend school, 67% can"t read a newspaper, 50% are uneducated about HIV/AIDS, and 38% don"t know how to protect themselves from HIV/AIDS, (Ministry of Community Development and Social Services and Ministry of Sports, youth, and Child Development, 2006, p.5)

In 2007, the Ministry of Community Development and Mother and Children Health sub departments of the Department of Social Welfare proposed interventions to prevent poverty and destitution in the home. The Public Welfare Assistance Scheme and the Social Cash Transfer System and other street children committees like the YMCA have responded to the needs of the street children. According to Banda Lillian, a journalist for Times of Zambia, "Currently, Zambia does not have a specific policy of street Children apart from the National Child Policy whose overall aim is to improve the standards of living in general and the quality of life for the Zambian child in particular," (Lillian, 2013).

This project has included mothers who are widowed because women head-of- household tend to be the poorest after child headed households. Literature suggests, including family members into programs for street children has had a positive effect on a child‟s ability to change their behavior and attitude. This project intends to help the girl‟s mothers improve household income, so the mother will not be forced to work on the street and also so she will have to be forced to send her daughter to work on the street. Involving mothers will increase the likelihood that the daughters will attend the project.

Section 2

PROBLEM ANALYSIS

Effect	A loss of human capital for future development A loss of innovative skills and abilities in formal economy An increase of HIV/AIDS cases and more deaths related to the HIV/AIDS epidemic An increase of orphans living on the streets An increase in the illiteracy rate An increase in crime An increase drug use and addiction		
Problem Statement	The lack of options to meet financial needs and high levels of poverty in the poor neighborhoods in Lusaka Zambia force families to send their kids to work on the streets. Unfortunately, kids are exposed to sexual abuse, beatings, addictions, and other vulnerabilities, and are unable to attend and finish formal school. As a result they lack positive life and work experiences. Programs that provide education and vocational training for such kids and families, and the availability of micro lending would remedy the situation		
Causes	Poverty- families can‟t support the children and put enough food on the table. Even though there is no enrollment fee , families are unable to pay for fees associated with education	Lack of social programs-There are a lack of social programs that can support children who have lost a parent, to	Lack or limited alternatives for children Loss of 1 parent or both parents due to the HIV/AIDS epidemic

like books and uniforms	help put food on the table and pay for fees associated with education	

2.1 Causes

Poverty is the number one cause why children are forced to work on the streets. A loss of one or both parents impoverishes families and children even further and forces families to make their child work on the street to help supplement household income and provide adequate food. Other causes are the lack of alternatives to earn money and get a formal training/education, lack of social programs like food programs that could help put food on the table, and the inability to pay for fees associated with education such as uniforms and books.

2.2 Effects

Human capital is lost due to poverty and children not attending school. Children living and working in the street causes a loss of human potential that could benefit development in Zambia. The effects of children working on the streets and not attending formal education are long-lasting. Loss of human capital and loss of innovative skills and other abilities that formal education offers prevent youth contribution to community and economic development. As a result of the lack of education, ignorance about HIV/AIDS will continue to raise the number of cases of those infected as well as the number of deaths caused by the epidemic. As deaths from HIV/AIDS complications increase so will the number of children who become orphaned and

working and living on the streets. Other effects related to this problem are an increase of the illiteracy rate, increase of crime, and an increase of drug use, and addiction.

2.3 Project Mission

This project is a 5 year research project, and it will educate and train girls who work on the street, those who are from the ages of 13 to 15 years old, whose mothers are widowed and either unemployed or earning money on the streets. The first year, the girls will be educated in basics: math, reading, writing, and computer skills. The girls will also learn how to garden, how to raise chickens, and how to make crafts. The girls, for the second and the third year, will continue to learn math, reading, writing, and computer skills along with artisan skills by local artisans. This project will collaborate with an international for-profit fair trade business for the mothers to become part of the value chain as suppliers. After the 6 months training, the project will help the mothers obtain a micro loan to buy material and create a business of her own to sell either in the local market or to the market of the for-profit fair trade business. After the girls finish year 1-3 of this project they will also have an option to obtain a micro loan and create their own business to make products to either sell to local market or to the market of the fair trade business. Year 4 and 5, the girls will leave the community/training center to open their own business and during this time the project manager and assistant project manager will conduct research on the impact this program had on the girls and their mothers.

2.4 Stakeholders

All the stakeholders for this project are important. The Ministry of Micro Finance and the agencies under the umbrellas of Ministry of Micro Finance will be able to provide data and research about how micro finance has worked and has improved poverty. These agencies will provide information about what is working and what is not working. Both stakeholders can provide assistance in planning the micro enterprise development and obtaining funding. The Ministry of Education and the community centers can help create, and plan the curriculum and provide accountability for providing education. The community centers in particular are extremely important because they will provide the location for educating and operation. Local NGOs and international NGOs who have done or are interested in similar projects will be a good foundation for replication, to collaborate with, to help plan short-term, intermediate and long-term goals, and to provide feedback, management, monitoring, and evaluation. The street girls and their mothers will help with the planning and provide information about their lives. The social service agencies will help plan and reach out to the community. They will help create awareness in the community and provide information and data about poverty and street children. These agencies will also help in gathering participants for this project. Non –profit, and for profit will provide funding for the project. The local artisans and their businesses that are involved in this project will offer knowledge of traditional Zambian craft to the girls and their mothers.

2.6 Strengths, Weakness, Opportunities, and Threats (SWOT)

As important as these stakeholders are to this project, they also pose a threat to this project. The major weaknesses in this project make the startup and funding difficult because the project manager has no experience in CED and there is no agency or NGOs to represent this project. A huge external threat is finding NGOs who are willing to collaborate, plan, and give assistance in getting the project off the ground. Another external threat is finding funding, competing for funding, and meeting the criteria for the funding.

Despite the weaknesses and threats, the project has strengths and opportunities. The project is a replication of many projects involving education and vocational training to street children. There is enough evidence that education and vocational intervention projects have been beneficial in providing street children with better lives. It is adaptable for many countries and different situations and circumstances. The external opportunities will be easier to obtain and achieve once the program starts showing progress.

The purpose of this project is to change the undesirable condition of street girls working/living on the streets who are unable to obtain formal education, to a desirable condition where girls who work on the street have a safe place to develop, gain formal education and training, and are less vulnerable to sexual abuse, beatings, addiction and other social threats. A safe place will be provided for street girls to attend educational and vocational training. The project will provide the girl"s with a daily allowance, so they will not be forced to go back to the streets because of a lack of money. It will enhance the community"s knowledge of the effects and impact of the situation, and the unfortunate results if this situation continues without change. It will help street children augment money-making and survival skills through skill training and

education. It will create association and participation among community members such as micro finance specialists, local business men and women, community centers, and street children themselves. These connections will help them organize local institutions that will provide formal training, education and job development, and access to micro loans. It will provide street girls with positive life experiences and skills that could be passed onto their peers, or siblings as well as other generations. It will create greater access to money, as well as ownership and control of resources through micro enterprise development.

Section 3

LITERATURE REVIEW

The most common definition of a street child or youth is "any boy or girl who has not reached adulthood for whom the street (in the widest sense of the word, including unoccupied dwellings, wasteland, etc.) has become her or his habitual abode and/or sources of livelihood and who is inadequately protected, supervised or directed by responsible adults" (Inter-NGO 1983, 832)," (Blackman, 200, p.11). The Zambian government defines an orphan as a child below the age of 18 years who has lost one or both parents," (Boston University & University of Zambia, 2009, p.2). "The group of children who tend to be the most visible and who make up the largest percentage of street kids are those who work on the streets and return to their homes in the evening," (Blackman, 2001, p.12). "While the number of children sleeping on the streets is relatively low, this should not be used as the only measure of the extent of the problem," (Ministry of Community Development & Social Service, 2006, p.30).

"The prevalence of street children in Zambia has increased substantially over the last decade.

This increase is seen as a result of poverty (rural and urban), large scale unemployment and the HIV/AIDS epidemic," (Strobbe, Olivetti, &Jackobson, 2010, p.6). Many Zambian children are orphaned because either one parent or both of their parents have passed away due to the HIV/AIDS epidemic, and the extended family, if they take in the orphaned child cannot afford to feed them. "Today, more and more children and youth around the world find themselves with no choice but to make a living for their own survival and often that of their families, thereby assuming roles traditionally played by their parents," (Kobayashi, 2004, p.1). "Various factors have been contributing to the increase in their numbers. The most important is the HIV/AIDS epidemic. In Sub-Saharan Africa, where the epidemic is having a critical impact, more than 3.5 million children under the age of 15 have lost both parents to AIDS and 13 million have lost at least one (Wax, 2003)," (Kobayashi, 2004, Executive Summary V).

Street children perform numerous activities to earn money and most of the money the children earn goes towards the necessities. In Zimbabwe, "nearly forty-six percent (45.7%) of street children were beggars while 14.7% were vendors, 21.2% guarded cars, and 4.1% were escorting blind parents," (UNICEF, (No Date), p. 94). Again in Zimbabwe "children of the street (88.4%) mainly spent their earnings on themselves while the majority (37.1%) of the children on the street and those (34.5%) who slept both at home and on the streets, mainly reported that they spend their money on meeting family expenses. Seventy-five percent of children of the street reported using their income mainly for purchasing food while 13.5% used their earnings on buying their own clothes," (UNICEF, (No Date), p 94). In comparison, in Zambia, "it has been established further that the majority of the street children were on the street to generate income, which they spend on basic items such as food and clothing, and contributed

to family household income. Street children reportedly engaged in wide variety of economic activities, including looking after and washing cars; carrying goods; emptying bins; begging and stealing," (Ministry of Community Development & Social Service, 2006, p.14).

There are major effects associated with children working and living on the streets. "Researchers in psychology, sociology and related disciplines have shown that the environment, both animate and inanimate, influences and affects children's development (e.g. Tudor, 1981; Ennew, 1986). Thus, a psychologically impoverished environment may lead to physical and social problems in children who grow under such conditions," (Blackman, 2001 p. 25). "Children's work may lead to high levels of unemployment for adults. Street children are seen to be at risk for HIV-infection given their sexual behavior, "(UNICEF, (No Date), p. 99). In Zambia it was reported that "children on the streets are exposed to a wide range of risks and the majority have been victims of crime and/or forced to commit acts against their will. Of the sample, 23% had been arrested by the police and the majority claimed that the police had verbally and physically assaulted them. A relatively small proportion of the sample reported substance abuse, but substance use is significantly higher among "street sleepers" than among "non-street sleepers," (Ministry of Community Development & Social Service, 2006, p.5). "Even though street children usually have many internal resources, they usually lack external ones. Without these external resources, they may have a hard time learning new skills that would help improved their lives," (World Health Organization, (No Date), p.2).

Much of the literature about street children has focused on intervention programs that would provide these external resources that the WHO Working with Street Children: Module 6: Responding to the Needs and Problems of Street Children in the paragraph above. This WHO

report suggests "five major categories of responses promote healthy development of street children and help in preventing and responding to their health problems. These are: creating a safe and supportive environment, providing information, building skills, counseling, and improving services. It is generally recommended that these interventions are combined, (World Health Organization, (No Date), p.5). "Mohiuddin Ahmad suggests "integrating literacy with environmental and vocational training so that education becomes meaningful in their lives is," is a good method (Ahmad, (no date), p.6). Kendra Frew states that "literature review has provided alternative teaching methods that are personalized for the children and have allowed the children to work and learn at the same time. According to Frew, "this method has proven to be beneficial, ((Hegenauer and Hegenauer, 1995, Vu, 1995 and Binh, et al, 1995)," (Frew, 2003, p. 14). Kendra Frew indicates that according to literature review, play, social and leisure activities combined with training are also important for psychological development, (Frew, 2003, p.14). Esther Coren, Rosa Hossain, Jordi PardoPardo, Manuela Thomae, Mirella M.S. Veras, and Kabita Chakraborty agreeing with the WHO report and Kendra Frew, stated "Interventions aiming to improve the situation of street-connected children and young people include educational projects (Ouma 2004), vocational training (Ali 2004), harm-reduction (Poland 2002), HIV prevention (Rotheram-Borus 2003), and projects focused on substance use, social stability, and physical and mental health (Slesnick 2007)," (Coren,Hossain, Pardo, Thomae, Veras, & Chakraborty, (No Date), p.4 & 5). In the Economic Livelihoods for Street Children: A Review executive summary Yoko Kobayashi states "Life skills training that deals with issues such as self-awareness, self-esteem, personal development, goal setting, reproductive health, and ways to budget one"s own money are often crucial parts of these successful programs. It is possible for a

successful program to focus solely on providing economic activities if it arranges for external organizations to provide other services," (Kobayashi, 2004).

"Research supports the notion that young people are resilient and that their psychological wounds will heal if given the opportunity. Having this level of access to adult attention, guidance and companionship seems to have significantly enhanced the children''s abilities to adapt to their new environment and to begin positively changing their behavioral patterns," (Blackman, 2001, p.25& 26). Kristin Ferguson in Feasibility Study of the Social Enterprise Intervention with Homeless Youth outlines the results of a small study done in California with homeless youth. There were 16 participants in social enterprise intervention program and 12 participants who were not in a SEI program, but in a control group who went to local drop-in centers. All the participants in the SEI had much improvement in life satisfaction, feeling emotionally better, connecting with their families or/and having their support, and having more peer support than the participants who were not in the SEI program. However, in the control group, participants decreased their sexual partners in 30 days while those in the SEI program increased their sexual partners in 30 days. The findings cannot conclude why, but Ferguson speculates that the increase in sexual partners for the SEI participants is because the SEI participants felt more confident and had higher self-esteem. Kristen M. Ferguson, Karl, Dortzbach, Grace R Dryness, Neela Dabir, and Donna Spruijt-Metz, in their report, Faith-based programs and outcomes for the street-children living youth in Los Angeles, Mumbai, and Nairobi: A comparative study, report the learning of skills, and positive behavioral and attitude changes in the street children who participated in intervention programs. "Changes in skills were also comparable across cities. Youths reported learning job skills through their programs in each

city. Of all client outcomes, behavior changes were the most prevalent across cities. All youths noted positive changes in their behavior around respecting themselves and others. Changes in attitudes were also similar across cities. Youths in all three cities noted having a more positive attitude or self-image after involvement in the programs," (Ferguson, Dortzbach, Dryness, Dabir, and Spruijt-Metz, 2008, p.173).

Section 4

PROJECT DESIGN/ LOGIC MODEL

4.1 Short-term outcome 1: To create a safe place for 100 girls from the ages 13 to 15 years old to develop themselves and gain self-awareness, and stay away from the streets.

A hundred girls from ages 13 to 15 will have opportunities to become active in promoting and spreading awareness about programs around Lusaka that can help street children. The girls will create fun and entertaining performances that they can perform in front of community members and other street children. These performances will help the girls gain self-awareness because they will be telling other street children about their rights as children and where to go to get help.

4.2 Short-term outcome 2: To provide income generating alternatives to 100 girls" mothers who are widowed.

A hundred widowed mothers will have opportunities to increase their future financial security through income-generating activities. They will be trained in artisan trades and skills by professional local artisans who have experience in business operation. The project will work with a fair trade business that will agree that these women can become part of their value chain as suppliers of goods once they finish training. After the 6 month training, the mother will borrow a micro loan from a local micro finance institution; open a bank account, and start-up a microenterprise.

4.3 Short-term outcome 3: To provide alternatives to working on the street, for 100 girls, that will promote skill building and to provide income generating activities.

These alternatives will be activities that promote skill building. One hundred girls will attend educational, recreational, and skill building (based on current demand in their labor markets) activities 6 days a week. The 100 girls will have opportunities to improve skills in basic education, gardening, egg production, cooking, and selling in the formal market sector. The girls will build a garden with a greenhouse, a chicken coop, attend to the garden and chicken coop, learn to cook using the vegetables and eggs, learn various techniques to make handcrafts to sell, and learn to package the vegetables and eggs for delivery to the local grocer.

Logic Model (Outcomes)

Long-term Outcome Year 4 and 5	To take girls working on the streets and provide them and their widowed mothers with productive, healthy, meaningful opportunities.

Intermediate Outcome Year 2 and 3	To provide girls skills in operating a business by becoming part of a value chain as suppliers of goods with a fair trade business. To have the girls engage in activities that will promote innovative thinking and business planning developments.		
Short-term Outcomes Year 1	To create a safe place for 100 girls from the ages 13-15 years old to develop themselves and gain self-awareness, and stay away from the streets	To provide income generating alternatives to 100 girls" mothers who are widowed.	To provide alternatives to working on the street, for 100 girls, that will promote skill building and to income generating activities.

Logic Model (Outputs and Activities)

Outputs	To have same the 100 girls participate in this 5-year research project To increase self-confidence and self-awareness in the girls.	To have accurate and current records of all the girl"s progress and attendance at all times	To have 100 widowed women borrow a micro-loan and start their own microenterprise to become suppliers in a value chain for a for-profit business.	To create awareness of the causes of the HIV/AIDS epidemic and how to protect oneself against the disease
Activities	To have the 100 girls participate in fun presentations and activities that promote social programs that help street	To create an appropriate curriculum involving education, and fun, and skill-building activities	To find an international Fair Trade Business that will help pay for the training in artisan skills and agree to help the women become part of their value chain, and the girls after year 3.	To have the 100 girls participate giving presentations and having fun activities in the communities where street children are living and working

	children		To find microfinance institutions that can provide microfinance loans to the 100 widowed mothers	
	To find an Hosting NGO and qualified teachers and trainers to fulfill the positions		To provide assistance and training to the widowed mothers to help them start and operate their own small business	
	To find funding from for-profit and non-profit organizations to support the operation of this project, pay the trainers and teachers salaries, pay for the food and food vouchers given to the children and their mothers.			

Logic Model (Indicators)

Outcomes	Indicators	Data Gathering Technique(s)	Data Source(s)

STO 1: A safe place for the street children	100 girls will have gained self-confidence and self-awareness 100 girls will participant in daily activities in a community center/NGO	Attendance will be taken every day in the community centers Evaluations and Quantitative data about the students	Teachers Trainers NGO Social services
STO2: **To provide income generating alternatives to 100 families**	To have 100 widowed mothers borrow a micro-loan and start their own microenterprise after they receive 6 months of training	Bank information about the borrower accounts Visiting and talking with the mothers at home and/or place of business	Bank accounts In the field at home and/or place of business Mothers
STO 3: More alternatives for the street children	Enroll 100 girls for education and training in the community center/NGO By the end of year 1, have 100 children finishing their first year of education and vocational training	Teachers,, and employers"evaluations of the girl"s progress Interviews and group discussions about skills learned on the street and skills learned in the program	Teacher evaluation of students Student questionnaires Student/family interviews Project Managers Reports

4.7 Narrative of Logic Model

In order to achieve short-term outcome 1, the most important thing and the first step in getting this project off the ground is to find an anchor NGO who already works with street children. This anchor NGO will hold the project and its elements together. This local NGO will assist in

finding funding to operate this project and it will help locate a community center to house the project. This NGO will also help find and hire teachers and trainers. In return this NGO will have the opportunity to receive assistance from the international fair trade business in starting up a training program, so their participants can be part of the business" value chain as suppliers. Also, in return the fair trade business will provide funding for the project. This will help the NGO in the future so they will not need to rely on funding as much because they will receive money from the fair trade business. Without this NGO, it would be a challenge to get all these key components of the project and to get the project functioning to accomplish outcomes. The second most important task is to contact social services because without their help it will be hard to reach out and attract participants. Social services will provide assistance in finding participants, who match the criteria of being a street girl from age 13 to 15 whose mother is widowed and either unemployed and/or also earning money on the street.

In order to achieve short-term outcome 2, the teacher and trainers are most important in helping the girls" mothers learn skills and prepare them to become part of a fair trade business value chain in 6 months. Finding a local microfinance institute to provide low-interest micro loans to the girls" mothers is essential in getting them access to money to start up a micro enterprise that will enable them to become part of the fair trade business" value chain. A bank that will allow these women to open a bank account is needed because it is important for the women to save money and so the fair trade business can make direct deposits into their accounts as they make money.

In order to achieve short-term 3, teachers who are women and have at least 2 years of teaching experience is a requirement. The trainers, who are women and have established themselves as artisans, have to have been supplying a business with goods to sell or have their

own business in order to meet the requirement. Both the teachers and the trainers have to be willing to go through training courses that will prepare them with strategies and approaches to work with children who have behavioral and social issues due to earning or living on the streets instead of attending school. The teachers and the trainers are very important for keeping attendance records and evaluations of the girls" progress.

Appendix 3: See Gantt chart to view the time frames for each task

Section 5

METHODOLOGY AND IMPLEMENTATION PLAN

5.1 Participants

There are six key participants in this project. The first participant is an anchor NGO who will rent out a community center to house this project. This NGO will already be working with street children and have implemented intervention programs that have proven to be successful in helping street children get off the streets and to have productive, healthy, and meaningful lives. The second participant is one hundred girls who will be between the ages of 13 and 15 years. These girls will presently be earning money on the streets instead of attending school. They will be at risk of growing into adults who will continue to work on the streets. The girls will have not attended school from 6 months to 2 years. The third participants are the girls" mothers. The mothers will be unemployed and their husbands will have passed away due to the HIV/AIDS epidemic. The forth participants will be five women teachers to educate the girls in basic education like reading, writing, math, health, and recreational activities such as art and dancing.

The five teachers will have experience in teaching for at least 2 years. They will go through training prior to this program, starting to learn skills, techniques, approaches and strategies for children who have behavioral and social problems caused by earning money on the streets. The fifth participants are five women trainers, who will be from Lusaka and already have an artisan trade and produce products for either their own business or another business. Like the teachers, the five trainers will go through training prior to this program starting to learn skills, techniques, approaches and strategies for children who have behavioral and social problems caused by earning money on the streets. The last participant will be a Fair Trade business who has been in operation for at least 5 years. They will sell to a variety of markets: online, to stores, and/or to art/craft venues like festivals or shows.

5.2 Community Role, Project Roles and Staffing

The NGO will do some fundraising for this project and it will provide assistance in helping the project manager find funding for the project. They will assist in acquiring guaranteed funding for the daily allowance that will be given to mother"s who participate in the program each day for the first year. It will contact social services and other community centers to find participants who meet the criteria. It will find a community center and rent the space. It will develop the pre-test and post-test to evaluate the project. It will do the legal work to collaborate with the fair trade organization. It will make appropriate connections with people who can act as quantity and quality control once the mothers become suppliers and become part of the fair trade organization"s value chain. The people working in the NGO will have to be willing to share the past experiences of what interventions have worked and what ones have not. They will have to

be willing to keep this project separate from their other projects that are working with street children.

The girls will have to be willing to change their lifestyles, learn, and challenge themselves emotionally. They will have to be willing to allow people to help them, learn from them, and to share their stories with others. The girls will have to learn to express their wants and needs. They will have to learn to work in teams and respect their team members and themselves. They will have to be willing to spread awareness about programs around Lusaka that help street children in the community. They will also have to be willing to spread awareness of the HIV/AIDS epidemic in the community. They will have to be willing to learn new and useful skills that are in demand in their current labor market, and artisan skills to become a supplier to the fair trade business, if they so desire.

The girls" mothers have to be willing to take their daughters off the streets to attend this program. Also, they will have to be willing to attend the program for at least 6 months and learn a trade in artisan crafts. After they finish the 6 month training, the mothers will have to be willing to develop their own business and borrow a micro loan from a local micro finance institute, and become part of the fair trade organization value chain as suppliers of goods. During the first year of the program, the mothers as well as the girls will receive a daily allowance, so they will be able to have an income. In year 2 and 3, the girls will receive a daily allowance, so they will not need to work on the streets

The teachers will be highly involved in the program from year one to year three. They will be responsible for teaching the children reading, writing, math, health, and recreational activities. They will teach each age group of the girls separately, so the girls are appropriately challenged and feel socially comfortable in their own age groups. The teachers will be responsible for writing thorough evaluations on the students, what is working for the project, what is not working for the project, and educational interventions and recommendations.

The five women trainers will responsible for teaching the mothers artisan skills in the first year and teaching the girls skills the second and third year. Like the teachers they will have to write thorough evaluations on the students, what is working for the project, what is not working for the project, and do training interventions and recommendations.

The fair trade organization will be responsible for supplying the materials to train the mothers and the girls. It will be responsible to provide the legal framework for the mothers and girls to become part of their value chain as suppliers.

One of the biggest concerns is that the teachers and the trainers will get burned out and may have the desire to leave in the middle of the project. If this were to happen, it would be devastating to the project because they had gone through training and it would be difficult to train a new teacher or trainer. This could result in putting the project on pause until we could find a new trainer(s) and/or teachers. To address these issues of becoming disinterested and leaving the project, trainers and teachers will be expected to be at the community center for 3 hours a day to work with the children and 3 hours to work on lesson plans and evaluations 6 days

a week. Another concern is to find a fair trade organization who can promise to supply material for the mothers and the girls while they go through the training programs. To address this concern, thorough research will be conducted and contractual agreements will be made with this kind of business prior to starting the project. The last concern is to find an anchor NGO to take on this conceptual project from an inexperienced CED practitioner. To address this issues, the project manager after finishing her contract in China teaching ESL, plans to leave China and find either paid or volunteer work working with street children in Ecuador. There is an NGO called Volunteer Headquarters and they have program working with street children.

5.3 Host Organization

As mentioned previously, the NGO will rent out a community center. "In the training part of this community center, the girls and their mothers will develop artisan skills and creative skills to increase innovation and uniqueness in the products offered. They will obtain knowledge in computer skills. They will be introduced to computer technology and learn how to use a computer. They will be introduced to the internet and how to navigate it. Learning the computer and internet navigation could be important for a girl to see the fashion trends in the markets she is making products for. Knowledge of how to use the computer to develop and design new products will also be useful to the girls in producing better products. It will give them the tools to research and possibly expand their artisan work. Also, it will provide them with more resources of how to design using software," (Bruce, 2013, p.3).

5.4 Project Roles and Staffing

In the previous sections, project roles and staffing were defined. One project role that was not discussed was my own personal role in the project. My role in this project is as a project manager who will communicate with the community to discover the intervention, strategies, and approaches that are working and are not working, what needs changing, the progress, etc. Based on the information provided and what the CED practitioner has observed, the CED practitioner will write monthly reports to donors/other stakeholders. At the end of the project, the CED practitioner will write a report based on the information provided by the participants.

5.5 Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
5 Teacher salaries	56,160	61,776	67,392	0	0
5 Trainer salaries	56,160	61,776	67,392	0	0
Project Manager	11,232	12,355.00	13,478.00	13,478	13,478
Project Assistant Manager	11,232	12,355.00	13,478.00	13,478	13,478
Accountant	11,232	12,355.00	13,478.00	0	0
100 Mother's Daily Allowance	124,800	0.00	0.00	0	0
100 Girls Daily allowance	124,800			0	0
Rent and Utilities of Community Center	12,000	12,000	12,000	0	0
Daily Lunches	48,600	23,400	23,400	0	0
Total Budget	**456,216**	**196,017**	**210,618**	**26,957**	**26,956**

Year 1 the budget total is $456,216, year 2 the budget is $196,017, and year 3 the budget total is $210,618. In year 4 and 5 there is no budget because the educational and training part of this project will be finished and the girls will either get a job in the formal labor market or further their education. A budget will have to be established for year 4 and 5 for the living expenses for the project manager to follow the 100 girls and their mothers after they leave the project and enter a new phase of the research project. But, because this project is conceptual, as of right

now, that part has not been included in the budget. For year 1 to year 3, the budget has been estimated about how much it would cost, and it is understood that in relation to the real world the estimates are possibly underestimated. All figures are in USD.

Both the five teacher and trainers will receive $6 per hour and they will work 6 days a week, ($6 per hour x 6 hours a day x 6 days x10 teacher/trainers x 52weeks=$112,320 per year). Each year the teachers and the trainers will get a 10 percent increase of the original pay for year 1. Both the mothers and daughters will get $4 day for attending the program, ($4 days x 200 participants x 6 x 52weeks = $249,600) for year 1. In the year 2 and 3, only the daughter will get 5 dollars a day, ($5 per day x100 participants x 6 days x 52 weeks= $156,000). Rent and utilities for the community center will cost $1,000 per month, ($1,000 x 12=12,000). Daily lunches will be provided for participants. Year 1 has the most participants because it will include mothers and daughters, ($150 per day x 6 days x 52 weeks=$48,600). In year 2 and year 3 it will be half the amount for food of year 1 because the project will only feed the girls, ($75 per day x 6 day a week x 52 weeks= $23,400).

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Section 6

MONITORING

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6.1 Indicators:

Indicator 1 is about the girls and their thoughts about the project. The indicators are: daily attendance, the no-risk safety level of the community center, the level of being challenged in activities, the level of interest in activities, and their ability to work in teams on tasks.

Indicator 2 is about how the participants are spending the money the project provides them daily. The indicators are: is food bought and is it healthy, are necessities like clothing, shoes, and hygienic products bought, is money put into a bank account, and/or is it used to buy non-necessities.

Indicator 3 is about the mother's thoughts about the project and how they use their micro loans after their 6 month training is finished. The indicators are: are the mothers satisfied with the training, did they learn new skills, did they feel it has prepared them to open their own micro enterprise, how are they using their micro loan, and are they able to put any money into a bank account.

Indicator 4 is about the teachers and trainers thoughts about the project. The indicators are: are the trainers and teachers overworked, do they have enough time to perform all their tasks, do they feel the activities nurture the participant's development, do they feel the participants are learning knowledge and skills, and general attitude towards the project.

Indicator 5 is combined with the food served in the center's kitchen, and the garden and chicken coop project. The indicators are: is there enough food to serve all the participants, what food is bought, what meals are prepared, are the meals healthy, does the garden produce enough vegetables for the girls to cook with, and do the chickens produce enough eggs to use in the kitchen.

6.2 Monitoring, Tools, and Forms:

Indicator 1: A survey will be conducted monthly asking the participants about the indicators listed above. It will be simple and quick. There will be about 10 questions and all of the questions, except the first, will have a response of very satisfied, satisfied, and unsatisfied. The first question will be about attendance and how many days they missed in the month. Also, at the end of the survey there will be a place for additional comments. Discussions will take place weekly with the students and teachers and trainers to address thoughts and feelings about lessons and activities.

Indicator 2: At the end of each week the participants will hand in their weekly receipts to the administrators, who put the data into a simple Excel program that will calculate and chart the items bought. The Excel program will have 5 categories: food, necessity, savings, non-necessity, and other.

Indicator 3: A survey will be conducted monthly for the first 6 months about the vocational training, and questions will be asked about the indicators above. Discussions will take place weekly regarding thoughts and feelings about the training, and skills learned. From 6 to 12 months, the project manager and project manager assistant will visit participants and their business biweekly and write a short report on observations and informal discussions that took place.

Indicator 4: Teachers and trainers will have a weekly meeting with the project manager about that week's lessons and activities. The meetings should take between 30 to 45 minutes and notes will be taken. A report will be written about the discussions.

Indicator 5: Receipts will be kept of what is bought. Daily records of meals that were served will be kept. A record of which meals were made from the vegetables from the project's garden will be kept. A record of which meals used the eggs produced by the project's chickens will be kept. A simple Excel spread sheet will calculate and chart the types of food bought and it will be divided in 8 categories: meat and poultry, dairy, vegetables, fruit, rice, maize, seasoning and ingredients like flour, and other. The Excel spread sheet will also calculate and chart how many meals were made with the project's vegetables and eggs.

6.3 Monitoring Team/Task:

The two administrators will be responsible for collecting receipts and putting the information into Excel. They will also be responsible for taking notes during the teacher/trainer and student discussions, and the teacher/trainer and mother discussions. They will have to write weekly reports of the notes taken during these discussions. Each day, the administrators need to input participant attendance into excel.

Teachers and trainers will be responsible for taking attendance and handing them in to the administrators.

The accountant is responsible of keeping track of financial records and budget, and distributing the daily allowance to the participants.

The project manager and project manager assistant are responsible for writing a monitoring report every 6 weeks to distribute to funders and donors.

Section 7

EVALUATION

7.1 Introduction

Interviewing and group discussion with key participants is the evaluation plan this project intends to use. There will be baseline interviews and surveys, and there will be pre and post assessments to determine an increase of self-awareness and self-confidence. The reason this evaluation method was chosen is because it is a 5-year research project with the same participants. This evaluation plan will allow the participants to provide insights about this project. The key participants in this evaluation are street girls, the street girl"s mothers, teachers, trainers, the fair-trade for-profit business, and a local NGO. Their insights will provide information about what is working and what is not working in this program. Their opinions on the strategies, approaches, and interventions used to improve the girl"s abilities, improve self-confidence, and increase self-awareness will help evaluate and identify factors that affect the success and failure of this project, and will help future decision making.

The three questions that will be asked are: 1) has this CED project provided financial alternatives like a daily allowance and access to microloans that reduced the financial burden on

the street girls and their mothers, so that they both can attend this program? 2) Has the program's activities improved the skill building of the current demand in labor market in these 100 girls and their mothers? 3) Has this program's activities improved self-confidence and increased self-awareness in these 100 girls and mothers to encourage them to stop earning money on the streets?

Has this program's activities improved self-confidence and increased self-awareness in these 100 girls? This question is reasonable, appropriate, and answerable. This question is reasonable because the purpose of this research project is to provide information on how programs like this one can benefit girls with limited alternatives. These limited alternatives prohibit these girls from living a life of a child and going through the development stages every child has the right to go through. Further, the lack of alternatives does not allow them to learn in school. The question is appropriate because the purpose of this project is to provide evidence that a program like this can increase a girl's self-confidence and self-awareness, which is beneficial to future self- development in the girls. This question is answerable because this project will provide activities that promote self-confidence and self-awareness, and the results will be measured. The activities will promote awareness of the rights children have to attend school and to live in an environment that fosters appropriate stages of growth and development. The girls will spread awareness about programs that support street children in NGOs, community centers, and other programs around Lusaka. The activities and the spreading awareness to other street children will show an increase of self-confidence and self-awareness.

The first short-term outcome is to create a safe place in a community center that will be rented out by a local NGO for 100 girls from the ages 13-15 years old to develop themselves in ways that the streets could not provide. The questions that need to be asked are: After having the

freedom of working and learning survival skills on the streets, how will this project keep them interested in learning new skills that are in demand in their current labor market? What other skills will be learned besides what is taught? Will the girls gain self-confidence? Will the girls gain self- awareness? Have the activities and performances surrounding HIV/AIDS awareness increased knowledge of all street children? How has the promoting HIV/AIDS awareness changed the behaviors of the street children?

The second short-term outcome is to provide income-generating alternatives like those in demand in the current labor market to the street girls" mothers, who are either unemployed or earn money on the streets and who lost their husbands due to the HIV/AIDS epidemic. This will be sponsored by the same local NGO as the girls. Questions that need to be asked are: With their children enrolled in vocational training that promotes skill building, will the mothers be willing to develop their own skills by attending activities with their daughters at the community center? Do the income generating activities make improvements in the family"s sense of financial security, for example, putting food on the table and making sure their daughters are not earning money on the streets? Will the daily allowance provided to the daughters and mothers be a sufficient amount of money to put food on the table, buy necessities, and put savings in the bank for the first 12 months? Will the mothers" participation in learning skills improve overall household income and encourage their daughters to stay in the program?

The third short-term outcome is to provide alternatives to working on the street for the 100 girls that will promote skill building. The questions that need to be asked are: How will new and different skill building alternatives improve the girl"s life? What practical skills did the girls learn through this program"s daily activities? Is the knowledge and training the girls received

through this program''s activities become the baseline for future skill development and economic improvement in years 2-5 and beyond?

The measurement variables that will be examined are: STO 1, how has the program''s activities kept the girls interested and promoted self-development, did the girls gain self-confidence and self-awareness, and did the girls'' behavior and attitudes change. STO 2, have the income generating activities improved family income and increased financial security. STO3, has there been an increase of knowledge and skills learned through the activities. STO4, are the street children more aware of what the HIV/AIDS disease is and how to protect themselves from it, and is there an increase of protection used during sexual engagements.

There are four key measurement variables that will be focused on. Did skills and knowledge gained through the training program increase the girl''s self-confidence and self-awareness? Did the income generating activities increase financial security for the 100 families? What were the specific skills and knowledge gained by the girls? Is there an increase of use of protection used among the street children during sexual engagements?

Knowing that these variables need to be focused on more than the other variables, there are four directions this project needs to take. This project must find strategies and interventions that can work for the girls. This project needs to find access to microfinance institutes that can provide loans to the girl''s families. The project needs to find skilled people to help with training the girls, counseling services, and a community centers that will house the project. This project needs to develop an appropriate way for the girls to spread awareness about the HIV/AIDS disease.

7.3 Evaluation Variables and Indicators

INDICATORS	VARIABLES
Short-Term Outcomes (Year 1)	*Short-Term Outcomes*
1) By the end of year 1, 70 out of 100 girls from ages 13 to 15 will attend educational, recreational, and skill building (based on current demand in their labor market)activities daily.	In the beginning of the program it is expected there will be many absences, but by the end of the first year there will be a decrease in absences.
2) By the end of year 1, 70 out of 100 girls will show improved self-confidence.	A pre-test and post-test will be given to evaluate each girl‟s self-confidence. The girls will become active in asking for activities that will encourage learning a new trade, improve educational skills, and recreational things like painting, dancing, or drama performances. Self-confidence can be measured by how they treat themselves and others, and their willingness to work in a team to develop and plan activities.
3) By the end of year 1, 70 out of 100 girls will have increased self-awareness.	A pre-test and post-test will be given to evaluate the girl‟s self-awareness. The girls will become active in promoting and spreading awareness about programs around Lusaka that can help street children. The girls will create fun and entertaining performances that they can perform in front of community members and other street children. In these performances, the girls will inform street children about their rights as children and where to go to get help. The girl‟s ability to develop performances expressing what rights they have as children and what they can do to better themselves will provide an evaluation of self-awareness.
4) By the end of year 1, 70 out of 100 girls will have improved skills in artisanship, gardening, egg production, cooking, and selling in the formal market sector.	The girls will build a garden with a greenhouse, a chicken coop, attend to the garden and chicken coop, learn to cook using the vegetables and eggs, will learn various techniques to make handcrafts to sell, and learn to package the vegetables and eggs for delivery to the local grocer.
5) By the end of the year 1, 50 out of 100 mothers will have increased financial security through income generating activities.	Mothers will be able to buy food for their daughters to eat 3 square meals a day.
6) By the end of year 1, there will be 10%	The clinics/programs that are open to street

increased awareness about how to protect oneself from the HIV/AIDS disease.	children will see an increase of condom usage and street children asking for condoms.
Intermediate Outcome (Years 2 and 3)	
To provide girls skills in operating a business by becoming part of a value chain as suppliers of goods with a fair trade business. To have the girls engage in activities that will promote innovative thinking and business planning developments.	The girls will evaluate themselves in a pre-test about their skills and what they learned in the first year during the program"s activities. Then the girls will have a post-test at the end of year 2 and year 3 to determine improvement in skills.
Long-Term Outcomes (year 4 and 5)	
To take girls working on the streets and provide them and their widowed mothers with productive, healthy, and meaningful opportunities.	At the end year 3, the girls will begin to seek either a job, access to micro loan and develop a business plan, or will look for schools they can attend for years 4 and 5.

7.3 Data Gathering Methods, Tools, and Forms

Information will be gathered through self-evaluation of the girls, by group and face-to-face discussions with the girls, girl"s families, and the local business owners. For the girls this project will use the interviewing process in the beginning to learn what kinds of skills and knowledge they have learned from working on the streets. Throughout the three year training program, there will be one-on-one discussions with the girls about what skills they have learned while participating in this program. Also there will be group discussions with the girls about what they have learned, what they like and dislike about the program, and what suggestions they have. For the girls" families, there will be a visit with the families at home/microenterprise to have informal discussions about how their business is doing and if it has had an impact on their ability to put food on the table. For the local business owners, there will be a visit to have informal

discussions about the progress the children are making, other issues of concern, and what is working and what is not working.

7.4 Evaluation Team/Tasks

The CED practitioner and a local NGO will always be present at girl"s group discussion, the girl"s mother"s discussion, and fair trade business discussions. The only time the CED practitioner will not be present is when the girls have a face-to-face interview in an NGO employee, doctor, counselor, and any other time privacy is needed.

7.5 Evaluation Schedule

Self- Evaluations: In the beginning of year and at the end of the year.

Children Interview: 5 children per day for the first 20 days of the month, except on the weekends.

Children Group Discussion: The last day of the month, except on a weekend.

Children's Family Visit: Every 3 months per family

Local Business Visit: This will be a monthly visit at the end of the month.

7.6 Data Analysis

This project will conduct pre-interviews and post-interviews to measure variables in the girls and their mothers. During the five years notes will be taken during the monthly discussions with the girls, notes will be taken to state what issues, suggestions, successes, and failures were discussed. This will measure changes in the girls, the program, and the strategies during the five year project.

Section 8

SUSTAINABLILTY PLAN

8.1 Sustainability Plan

This five year research program will apply yearly for research grants, other funding through International NGOs, and fundraise. The hosting NGO will attract the some funding for the rental and utilities for the community center, money for the meals cooked in the kitchen and the start of the garden and chicken coop project. The funding from international organizations will cover the cost of participants" daily allowance. The money for the research grants will provide the funding for the teacher and administrators salaries, and provide the project manager and the project manager assistant with living stipends. The fair trade for-profit business this project will be collaborating with will provide funding for the trainers salaries and the training material. All of the components and funding sources mentioned above are essential to keep the project sustainable.

Prior to starting this project, the project manager will apply and get accepted into a CED doctorate program and will use student funding, loans, and grants if needed. At present the project has not secured grants or funding. In actuality, the project manager, has not developed a timeframe as when this project could begin. With that being stated, she figures that to do all the preparation work of finding funding, finding an anchor NGO and finding a fair trade for-profit business to collaborate with, and to be accepted into a doctorate program, will take at least 1 year. As of right now, the is a conceptualized project and is certainly not sustainable, but with more research into grants and funding and discussing this project with other NGOs and Fair Trade businesses it could help create sustainability.

8.2 Sustainability Elements

The Financial Element: This project is a replication of similar projects and if it can prove its ability to be replicable, it can receive more funding and grants. If this project can create positive evidence that programs like this help street children, it will help replicators have greater access to funding. The collaboration and networking with other social services, NGOs, and Fair Trade business will provide easier access to funding and information about funding.

The Social Element: This project will be collaborating with an NGO and Fair Trade Business, which will create a network that will be able to share information about projects and funding. The awareness the participants will be spreading in the community about services who help street children and the HIV/AIDS epidemic can provide sustainability because funders like to see their money used effectively. If more children are seeking social service, funding could funnel into Lusaka"s programs, clinics, and services that assist street children getting off the streets.

The Political Element: As a result of the participants spreading awareness about the rights children have as citizens and more children learning about their rights, street children can have a voice. With this voice, street children can change school fees, social programs, and interventions for children at a local and even national level. This can impact the decisions and interventions made by government agencies working for the welfare of youth and street children.

The Economic Element: This project is economically sustainable for the participants as long as the fair trade for-profit remains in operation. The participants will learn vocational and artisan skills that will allow them to maintain their status as a supplier in the value chain for this fair trade for-profit business.

Section 9

RESULTS

This Proposed Intervention Project has implementable components like renting a community center to create a no-risk, safe haven for girls who work on the street and provide them with income generating activities. However, not all the income generating activities are feasible at this moment because of lack of connections to implement this proposal, and/or lack of funding, but creating garden and egg production is implementable with little funding. Nonetheless, with a lack of funding and connections with other NGO working with street children, this project will have to be put on hold. This project can be implemented in the future as long as there is an NGO, international fair-trade business, and local artisans who want to collaborate in a project such as this. Without these three key elements this project becomes a long term goal.

Reviewing this project''s original logic model, the short-term outcomes and outputs are still the same despite the changes that have been made, except for short-term outcome 2. Short-term outcome 2 has completely changed because it was economically not feasible. The original STO2 was to provide 3 healthy and nutritious meals to 20 street children for 5 years. It was decided to change the STO2 to provide income-generating alternatives for a 100 families. This decision was made based on literature read. The original STO2 would provide food vouchers to the families and the children to lessen the financial burden of sending the children to training and a day program. This STO would have required too much money, and it would have been hard to keep track of the food bought and evaluate the outputs. The new STO2 will assist 100 mothers who are widowed in obtaining a microloan through a microfinance institution, for example, the Chivano Bank. "The "Chivano Bank" (a local adaptation of the famous Grameen Bank),

provides small loans to many of the children"s mothers," (Blackman. p.28 & 29). This is more doable and easier to evaluate, and it will also lessen the project"s financial need. Its outputs are easier to evaluate because of bank records of borrowers which can illustrate loan repayment schedules and possible earnings and savings.

While in the CED623 Project Management course, the project needed to be monitored. The focus during that class was to create a monitoring report that demonstrated efforts of implementing even though every situation was from the mind rather than from actions. It was easy to create obstacles and at times accomplishments in the mind, but it became increasingly difficult to find focus and create a direction that this project was heading. One advantage of this project was that its conceptual aspect made it easier to alter outcomes and outputs when the evaluation plan had to be completely rewritten.

Unfortunately, it is very difficult to discuss whether the activities and outputs have led or will lead to the attainment or non-attainment of the short-term outcomes based on the implementation process. However, it can be discussed based on the changes that were made because of literature research. The original plan for this project was to find street children to participate in the project by conducting field work and needs assessment of the poorest neighborhoods in Lusaka. Researchers from the University of Lusaka were to create criteria for what would make a street child eligible to participate and select the child. One of major change of this project that makes achieving outputs easier was to not collaborate with the University in Lusaka because it involved too many players. As a result of this change and realizing that it is not easy to just get people involved, it has been decided that other social service, community centers, and NGOs helping street children will refer girls who will be good for the program.

In the past week, the number of children and families had also changed from 20 to 100. The first reason for this change is that now that there is no offering of food vouchers to families, it is economically feasible to reach more girls and families. The second reason is that with 100 participants and evaluating if change has been created, the project will be better represented with 100 girls instead of 20 girls. The original agenda of this project was to work with both girls and boys, but based on literature girls are more likely to have a family to go home to at night. This makes attaining the STO2 outputs easier to achieve and evaluate. Also having boys and girls in a program intermingled is often not suitable based on the past experiences the children have had on the streets. Another change made quite recently, was that instead of having participants from one neighborhood it will have participants from many neighborhoods in Lusaka. This will allow for better representation of street girls and attaining the 100 participation goal.

There were many lessons learned from developing this project. There were four CED project classes that were required to be taken, (design, planning, management, and evaluation), and each class certainly presented a different objective. With each objective met, accomplishments of the project were also influential in decisions made regarding the project itself. Creating a Gantt chart was immensely helpful in seeing the project"s tasks in a different light. It was important to plot out the project"s schedule, starting and finishing points of each tasks, and the interdependence of tasks. Learning how to monitor and report the project"s progress was helpful in showing weakness and problems of the project before evaluating it. The evaluation plan itself required examination of what could be accomplished and what could not.

9.1 Viable Progression and Continuum

After some discussion, a conclusion has been reached that something had to change in order to implement this in the future. The following outcomes describe that change.

Short-term outcome 1: To create a safe place for 20 girls who are13 years old and whose mothers are widowed, to develop themselves and gain self-awareness, to stay away from street life and have a safe haven.

The outcome outputs can still be measured by the variables 1, 2, and 3 stated on page 37. However, the indicators 1, 2, and 3 will change from 70 out of 100 girls to 15 out of 20 girls to evaluate change.

Short-term outcome 2: To provide alternatives to working on the street, for 20 girls that promote skill building and income generating activities.

For this outcome, outputs can still be measured by variable 4 on page 37, and the indicator will change from 70 out of 100 girls to 15 out of 20 girls.

Short-term outcome 3: To provide alternatives to working on the street, for 20 girls, that will promote education in terms of reading, writing, and computer skills. A pre-test will measure the levels of each girl and their academic skills.

The output for this short-term outcome will be measured by the improvements the girls make in reading, writing, and computer skills. The variables can be measured by a post test; the ability to complete assignments, and the educational tasks completed daily in the program. Again the indicator of this change will be 15 out 20 girls will show improvements in reading, writing and computers skills.

Having short-term outcomes focused and concentrated on more realistic, attainable changes in 20 girls, the evaluation would be further measurable with realistic variables and indicators. The initial short-term outcomes were perhaps over demanding to accomplish too many outputs that at this present moment are not feasible. Limiting the outputs of the short-term outcomes provides more focus, enabling this project to become more implementable. Another change that makes this project more realized is not having it be a research project. This project idea would not have a beginning or ending rather but rather, it will be a project that continues year after year evolving and expanding each year. This ongoing project will not have a cutoff point that limits growth. Reaching attainment of intermediate and long-term outcomes becomes more feasible against the research project restricted doing at the outset. These new ideas for this project will provide a better argument to persuade donors to consider funding of this project because it has better chance to achieve the outputs for short-term outcome 1, 2 and 3.

The initial proposal wanted to accomplish too much too quickly. For example, providing the mothers with training so they would become part of a fair trade business‟value chain as suppliers was too ambitious for a short-term outcome. This project will still strive to involve mothers in helping the girls change their behavior, but it will be done in a more realistic way. For instance, to provide the mother with assistance in finding work or give a micro loan to start their own micro enterprise, and endow a weekly meal for the mothers and daughters with fun activities in order for them to continually gain support needed to achieve their goals.

Some of the outcomes that this project wanted to attain as of now are not realistic or implementable, but as this project begins to show its ability to achieve outputs, outputs can be added. Some of these outputs that will be added at a later date can contribute to the sustainability of this project. Providing an avenue for the mothers to get involved by adding a

vocational training program can add sustainability to this program, as well, because it can provide long-lasting economic impact on household income. To get members of the community involved like local artisans and the business community can provide a platform form to spread awareness of the issues, the causes, and the effects of having children working on the street and not attending school. It also provides a way to change the public mind, and a network to create a mentoring program with local business people. Getting a fair trade business involved and providing vocational training in products that the business wants to sell can lead to economic improvement for the street girls and their mothers. The mothers and daughters can learn a trade and supply the business with the demand.

In the conclusion part of this thesis, you will read some approaches toward and strategies for helping street children to get off the streets, and as this project experiences achievement in reaching outcomes, more can be incorporated into this project. For example, finding other services like counseling, healthcare clinic, and schools that can add more services to this project. This new thinking of creating and implementing a feasibility toward this project's future has along with the changes listed, offer a more strategic approach that will more likely make this project successful in putting into practice a more viable outcome.

Section 10

CONCLUSION AND RECOMMENDATIONS

10.1 Prospects of Attaining Immediate and Long-Term Outcomes

Many authors have discussed approaches to include in intervention programs for street children. In this conclusion, 5 common approaches will be discussed. It is important to note

here that much of the literature researched focused on children who work and sleep on the streets. This project, however, will focus on girls who only work on the streets during the day and go home to their families at night. Even though there is a difference between participants of this project and participants of the ones discussed in the literature, the five approaches presented here are still useful to this project.

The first approach is to focus on integrating the child into the family, school, and labor market. "Charity-oriented programs help perpetuate the street children problem by making street life easier and strengthening children"s dependence on service providers" (Volpi, 2002, executive summary viii). The second approach is the phased- in-transition that allows the child to make the choice to change their life if he or she wishes. "The most successful approach is through phased-in-transitional programs, which first work with children on the street, provide drop-in service centers and temporary shelters, and finally facilitate the decision to leave street life to take up an alternative package of positive opportunities,"(Ministry of Community Development and Social Services, 2006, p.89). The third approach is to "ensure that street children participate as key players in these interventions," (World Health Organization, p.1). The fourth approach is to involve community and family because it is "important to strengthen the capacity of the family and community (including the school) to receive and take care of their young members," (Volpi, 2002, executive summary viii). The fifth strategy is to create networking and institutional collaboration. "NGO programs alone are not enough to significantly reduce the number of children in the street, nor are they expected to do so. It is far more effective for NGOs to network and cooperate among themselves and with local governments if

they hope to increase the long-term impact and sustainability of interventions in this area," (Volpi, 2002, executive summary viii).

Elena Volpi has been the only author to provide data and evidence of the impact programs have had on street children that include these approaches. Due to this project"s lack of data to support the argument that this program can attain behavioral and eventually community/societal change, Volpi data and evidence will be used to illustrate this project"s ability to create change. Volpi discusses 18 different programs that work with street children, four programs will be discussed in this conclusion. *The Axe Program* in Salvador, Brazil, has a program that uses a bus in the city center to reach out to children. "The project also provides food, medical care, legal protection, assistance with identity documents, and some financial aid to replace what was being earned in the street," (Volpi, 2002, p. 11). As a result of the program, many children developed new life plans, and returned to their families and school. In 1990, 823 adolescents were involved in the program, and 768 went back to their families, (Volpi, 2002, p. 11). *The Cultural Support for the Social Integration of Street Children* in Romania provides short-term and long-term job opportunities and provides training in skills that are in demand in the labor market. It is a residential program and out of the 27 youths who were accepted, 15 of them support themselves and live outside the center, 6 returned to their families, 7 continued or completed studies, and 18 have stayed in the same job for at least 7 months, (Volpi, 2002, p.12). *The Bridge over Troubled Waters i*n Boston Massachusetts works with runaways, homeless youth, and other youth in the street through a multiservice approach. "In 1999, 72 percent of the participants improved their scores on TABE and GED predictor test, 35 percent earned their GED, 53 percent earned a GED and entered high education and training, 80 percent who were never employed obtained jobs, and

56 percent who were never employed maintained jobs for three months," (Volpi, 2002,p.13). The *„JUCONI Model'* in Puebla, Mexico reintegrates the children back into their families. Activities with working children also involve the family and include complementary schooling and help with identifying new sources of livelihood. Eighty percent of the children improved their opportunities in education, work, and personal development," (Volpi, 2002, p.16).

By providing a community center as the safe place to allow the girls to develop themselves in ways that streets could not do and providing free transportation to and from the community center should allow the girls the freedom to make their own decisions about changing their lifestyles. Once the girls have committed to changing their lifestyles, attitudes and behaviors will change as they gain self-confidence and self-awareness through the activities offered. Because this program works with street girls who have families, it will not have to integrate the child back into their families. However, the literature researched has provided awareness of the importance of involving families and this project realizes that importance. This project will work with families and help them obtain a micro loan for a small business. Fun activities will occur often for the whole family. This project will also assist the family members in finding micro enterprise training programs if training classes are not held in the community center. During the five years, the girls will be involved in decision making of activities and approaches used in the project. The project will collaborate with other NGOs and social services working with street children to spread HIV/AIDS awareness. We will use data of condom usage from clinics, NGO, and social services that provide condoms for free. This collaboration will help to determine if our awareness activities promoting safe sex has had in impact on street children in the community. We will also be using other NGO and social service programs to provide us

information about the girls who would be suited for this program. With these short-term tasks taking place within the first year, an assumption that behavioral change in the girl"s self-confidence and self- awareness will occur. By including the five approaches discussed in the second paragraph, it can be speculated that the current layout of this project will attain behavioral changes and eventually community/societal changes.

In the first three paragraphs the positive aspects of this project have been discussed. In this paragraph, the negative aspects based on my own awareness that projects are not smooth sailing, will be discussed. The five approaches discussed will be difficult to accomplish. They will be very challenging approaches to use. Finding micro loans for families will not be an obstacle, but getting families to use the loan in ways that will provide income generation will be a difficult task. Networking and collaborating with NGOs and other social services might be problematic because we will all be competing for funding, and resentment could play a key role in this project not being able to evaluate short-term outcomes to determine if behavioral changes will occur. The phase-in-transitional approach might prevent this project from getting 80 girls to attend the day activities. Getting the girls to participate in the decision making will be the easiest approach to accomplish. If I had tried to implement this project, funding would have been the biggest obstacle in getting this project off the ground.

10.2 Personal Thoughts

In this part of the conclusion and recommendation chapter, I am supposed to discuss my personal thoughts about this project. As I was designing this project, it was hard at times to get

my ideas on paper because I had limited interaction with people who I could express my ideas with. This isolation from others was the key in helping me tap into my creative side.

In my classroom, my students work in groups and develop a presentation or accomplish a task together. With that being stated, the team approach would be used for this project. I find this approach is good for keeping communication between students and me open, and keeping class morale high. Since starting this project, and following the steps in monitoring and evaluating it, I found myself using more effective tools to better monitor my classes and evaluate my students.

Since my project was theoretical, my comments on my role as a CED practitioner are limited to my imaginary role in the position. Imagining myself as the CED practitioner in this project has prompted a lot of realistic thinking. I imagined my conversations and interactions with other players in the project, from fundraisers, to trainers, and the girls themselves. I could visualize the support and/or objections that might arise in various circumstances, and picture myself reacting to them. This imaginary role had many realistic elements after all. I feel certain that this project has prepared me leave China, and head down different path in the direction of becoming a CED practitioner.

Section 11

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Section 12

APPENDICES

Appendix 1: Community Needs Assessment Matrix

Source	Document	Nature and Extent Of problem	Causes of problem	Effects of problem	Interventions for problem
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CEsQFjAC&url=http%3A%2F%2Fwww.unhabitat.org%2Fpmss%2FgetElectronicVersion.aspx%3Fnr%3D2729%26alt%3D1&ei=apIOUaHCIujhiwLKtIDIBQ&usg=AFQjCNG6yX_sj80iD6cYKiLOrnyg8L2qyg&sig2=iMrjs_5j4-IXlR3c8RUOHA	*Non-profit report* UN-Habitat	*1. Lusaka population expanded with no improvements with infrastructure or social services* 2. Increase of people living with airborne diseases like TB 3.Poverty stricken areas expanding into the development of Lusaka	*1. Natural increase in human population* 2. The inflow of migrant Workers	*1. 35 unplanned settlements* 2. Expanding faster than any other area in the city 3. Inadequate Shelter 4. Lack of essential infrastructure 5. Inadequate access to clean water 6. Safe Sanitation facilities and services make residents vulnerable to epidemics	***Project Proposal 1*** Action plan to upgrade all informal settlements in Lusaka by 2015 **Objectives** **-**To build the capacity of LCC to enable the local authority to collect and document information on projects/programs under in its areas of jurisdiction -To review and operationalize urban upgrading policies and to design citywide action plans for the regularization and upgrading of unplanned and unserviced settlements in Lusaka **Project Proposal 2** -To enable LCC to adopt and

| | | | | | implement the reforms necessary for effecting a citywide approach and -To strengthen existing community capacity to organize and undertake broad based initiatives to enhance poverty reduction and urban safety

-To design a long-term, sustainable financing strategy for settlement upgrading |
|---|---|---|---|---|---|

Street Children:
NOTE: All sources are in order with information

| **Column 3** | 1. Non-profit organizations reports

2. Articles | 1. It's dangerous

2. Because of the harsh existence, street children become extraordinarily resilient and inventive to survive.

3. It is an environment that is conducive to human trafficking

4. Children are widely exposed to risk of and have been victims of crime and/or forced to commit acts against their | 1. Poverty

2. Parents die from HIV/AIDS

3. Their relatives that can support them

4. Families need them to work to supplement the family income and help put food on the table

5. Lack of Education

6. Limited Alternatives | 1. Socialization to be vulnerable

2. Substance abuse (not high with day street children, but high with street sleepers).

3. 70% don't attend school

4. 67% couldn't read the newspaper

5. 50% Uneducated about HIV/AIDS and 38% don't know how to protect themselves

6. Exposed to high | 1. Ministry of Community Development, Mother and Children Health through the Department of Social Welfare have interventions aimed at preventing abject poverty and destitution in the home

2. Public Welfare Assistance Scheme and the Social Cash Transfer System and other street children committees.

3. YMCA respond to the need of the street |
|---|---|---|---|---|---|
| http://www.ilo.org/public/english/region/afpro/lusaka/download/tc/ipec/trafreportapr07.pdf

http://www.ilo.org/public/english/region/afpro/lusaka/download/tc/ipec/trafreportapr07.pdf

http://cfsc.trunky.net/_uploads/Publications/7.Profile_of_ | | | | | |

Street_Children_in _Zambia.pdf		will. 5. Females are at risk for forced sexual acts		risk behavior and engaging in more risky behavior (street sleepers)	children 4. Training in entrepreneurial skills 5. "Currently, Zambia does not have a specific policy on street Children apart from the National Child Policy whose overall aim is to improve the standards of living in general and the quality of life for the Zambian in child in particular."
http://cfsc.trunky.n et/_uploads/Publica tions/7.Profile_of_ Street_Children_in _Zambia.pdf					
Column 4 http://www.ilo.org/ public/english/regi on/afpro/lusaka/do wnload/tc/ipec/trafr eportapr07.pdf					
Column 5 http://cfsc.trunky.n et/_uploads/Publica tions/7.Profile_of_ Street_Children_in _Zambia.pdf					
Column 6 http://www.times.c o.zm/?p=29094					

Appendix 2: Monitoring Matrix

NOTE: This is a monitoring matrix that would be used for the tasks on the Gantt project. See Appendix 3 for Gantt chart
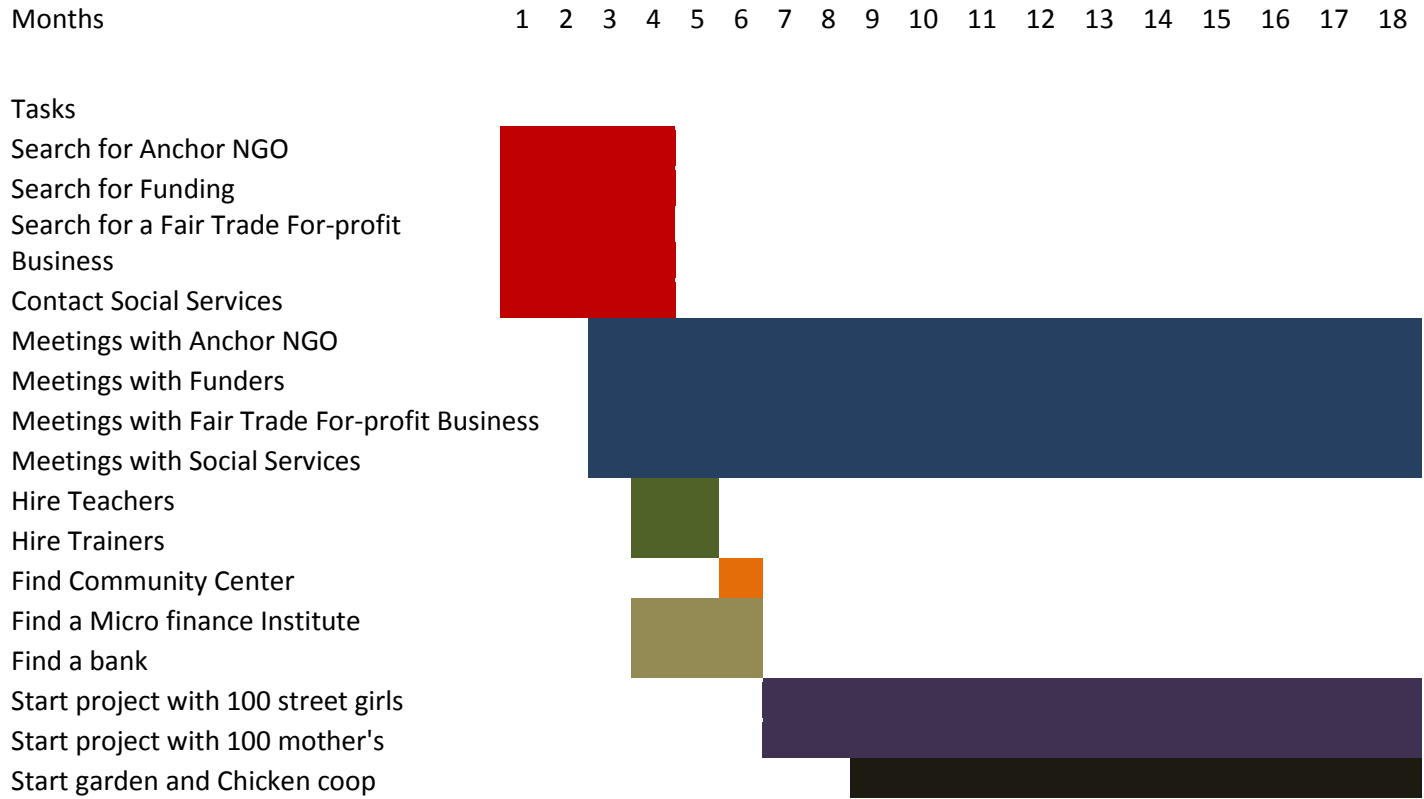
Activities	Dates	Status	Timeliness	Explanation For Delay	Alternative Action	Attainment Of Out Put

This is only an Example from CED622: This was the first monitoring report

Activities	Dates	Status	Timeliness	Explanation For Delay	Alternative Action	Attainment Of Out Put
Wrote a methodology and implementation Plan	Start Date: April 29, 2013 End Date: May 5, 2013	Completed	N/A	N/A	N/A	N/A
Gantt Chart	Start Date: May 6, 2013 End Date: May 12, 2013	Partially Completed	Delayed	Evaluation indicated more time needed to be spent on research. Another research and planning task for ITO needs to be added	Extend research 2 months to month 10 instead of month 8. Add the task of 4 month researching on programs that have implemented food programs/vouchers.	N/A
Budget	Start Date: May 13, 2013 End Date: May 19, 2013	Partially Completed	Delayed	Evaluation indicated money will be needed for two different research sections of the project	Add salary for researchers/planners to do preliminary research on the poorest communities in Lusaka. Add salary for researchers/planners to conduct research on projects that implement food vouchers/programs	N/A

Appendix 3: Gantt chart

Gantt chart

Months   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Tasks
Search for Anchor NGO
Search for Funding
Search for a Fair Trade For-profit
Business
Contact Social Services
Meetings with Anchor NGO
Meetings with Funders
Meetings with Fair Trade For-profit Business
Meetings with Social Services
Hire Teachers
Hire Trainers
Find Community Center
Find a Micro finance Institute
Find a bank
Start project with 100 street girls
Start project with 100 mother's
Start garden and Chicken coop

Appendix 4: SWOT ANALYSIS

STRENGTHS	WEAKNESSES
- This project is a replicate of many projects involving education and vocational training - There is a enough evidence that these projects help better street children's lives - Community Centers are already a place for disadvantaged children to receive an education and training - Community Centers can be rented NGOs or others - This project has the ability to reach the many street children - It is adaptable in many countries and in many different situations and circumstances	- Project manager has no experience in CED - There is no agency or NGO - Funding will be hard to obtain - Presently, I am the only member of the project - No awareness of the project within the community - No experience in grant writing or fundraising or creating awareness in a community
OPPORTUNITIES	THREATS
- The ability to propose my idea to an NGO and starting the project with an already established NGO. - The ability to collaborate with another NGO - Collaborate with a social business and get sponsorship - The project allows opportunities to start small and expand - It allows for other to replicate it - Can provide real community economic benefit and development to the community	- Funding - International NGOs criteria for receiving funding - Zambia policies and laws - NGOs not wanting to collaborate or share experiences and knowledge - Cultural and social differences - Resistance in the community, - Maintaining jobs on the streets maybe more lucrative then training and finding a job in the formal sector