



**Faraja Trust Fund**  
Care for HIV/AIDS affected individuals in Morogoro



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**Final Evaluation of Building the Capacity of Local CBOs  
and Government Agencies to Improve the Lives of  
Migrant Children Project**



**By Eric Shemweta Guga**  
**August 2010**

## **Preface**

The evaluation of Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project involved a desk study, fieldwork, data compilation, analysis and report writing. Resulting from this exercise, the report has been produced. The evaluator of this project appeals to the stakeholders **to read and make use of the findings for the continuous improvement of lives of children** in wherever they are.

**The evaluator** hopes that the report will contribute to the debate on child rights protection through improving child participation and decision making, survival, protection, personal development and awareness of the community on the rights of the child in general.

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***Disclaimer:** This report is intended to inform International Childcare Trust, Faraja Trust Fund and Consortium for Street Children of the progress made in the implementation of the project supported. The views expressed in this document do not necessarily reflect the views of the three partners, the faults and errors if any remains the property of the author.*

**Cover photo:** Children from the Chamwino community in neighbourhood to the Street Side School, a boy on the left and a girl on the right. (*Photo taken with informed consent by Guga, S. E. August 2010*)

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## **Acknowledgement**

Evaluation of Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project mission would not have been possible without the dedicated support of children, the various stakeholders, and the project team met and interviewed in the course of the process. First, the evaluation team extends its very special thanks to International Childcare Trust for entrusting us with this assignment. Special thanks go to the Deputy Director of the Faraja Trust Fund, Project Staff and all other staff for the great input and cooperation.

Secondly, we would like to express our sincere appreciation to the local government authority of the Chamwino community, for their administrative and logistical support that facilitated the consultants to undertake all interviews successfully. We thank them for their time and valuable ideas. Further appreciation goes to the NGOs, schools and organizations, community volunteers who spared their time and commitment to the consultants' mission.

This evaluation, however, would not have been possible or even meaningful without the robust participation of the children both in-school and out of school ex-street children, community in general, teachers, Social Workers, Lawyer, Programme Accountant, Programme Coordinator and all others interviewed. We thank them for their time and valuable ideas and suggestions as well as their ability to pass on to us their views, perceptions and beliefs on how the project had impacted on them, and created new challenges for them.

We wish to say that the evaluation process was a great eye –opener and exciting experience for us as individuals and as a team on the impact made by Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project on the communities of Chamwino and surely elsewhere in Morogoro.

Thank you for the great cooperation and commitment.

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## **List of Abbreviations**

CBO	Community Based Organisation
COBET	Complimentary Basic Education in Tanzania
CSC	Consortium for Street Children
FGD	Focus Group Discussion
FHI	Family Health International
ICT	International Childcare Trust
NGO	Non Governmental Organisation
PMO-RALG	Prime Minister's Office – Regional Administration and Local Government
SSS	Street Side School
ToT	Training of Trainers
UK	United Kingdom

## **Executive summary**

This evaluation covered the Chamwino Community in Morogoro Municipality. The primary objective of the evaluation was to carry out an independent external assessment of the Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project implemented by three partners, the Consortium for Street Children UK, the International Childcare Trust UK and the local CBO Faraja Trust Fund with funding from Baring Foundation.

This evaluation determine whether the objectives, outcomes and impact as stated in the proposal were achieved and identify lessons learned and provide recommendations for future support. The specific objectives of the task of the assignment were to assess:

1. relevance,
2. effectiveness,
3. efficiency,
4. sustainability and
5. lessons learned.

The project has successfully reduced the number of street children in Chamwino community through establishment of Street Side School (a.k.a *Neema ya Mtoto*), increased awareness and knowledge on children's rights and resulted into response to other community needs of water, sanitation and health and sports and recreation through other partnership arrangements. This was the result of capacity built in participatory research, project design and in implementation through training, manual and guidelines development, funding and mentorship of specific piloted activities.

Corporal punishment in schools, community and local government participation, child participation, child abuse prevention and protection of children against abuse and exploitation, school environments in terms of children's rights promotion and protection; birth registrations, organisational capacity in project planning, monitoring and documentation, tools and guidelines to sustain various initiatives, parents/guardians and teachers' capacity in communicating rights and responsibilities and protecting children from abuse and exploitation remain critical areas that need greater attention.

The child rights clubs and the knowledge and skills transfer to children in primary schools especially in the areas of child rights and child abuse prevention using entertainment education are indicating sustainability elements as observed in Chamwino Public schools. This has started creating self-awareness to the children who were not able to articulate themselves on matter of their concerns and teachers are have began being challenges in their practices and questioning the appropriateness and their relationship to the rights and responsibilities towards children.

It is concluded that with an exception of a few omissions, generally the Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project has been implemented according to the objective and purpose of the project, and the implementation were very relevant to the children rights needs. As an evaluation leader with my evaluation team, we are very impressed with the efforts of the project in realising the maximum potential on the rights of the children in Chamwino community. What Faraja are doing is good for the Tanzanian children. The implemented project was relevant, efficient, effective, and potentially sustainable but with impact, and was properly managed and organized.

The financial resources were utilized accordingly because some activities, particularly the needs assessment helped the organisation secure more funding and support to new initiatives including water and sanitation, sports and recreation and health through various other partners. Regarding management and organization, documentation and record keeping, involvement of parents and community resource utilization need revisiting.

**The project has achieved many things and its impact is beginning to surface. In order to consolidate the achievements already made and maintain the continuity of its impact, this evaluation mission recommends that the pilot project should be extended to full comprehensive Child Rights Prevention and Protection project taking into consideration the suggestions given in the Way Forward Chapter and incorporating Municipal, schools and community initiatives.**

The new phase of the project, Faraja should cover a wider audience within selected communities within the Morogoro Municipality to enable it consolidate its Pilot achievements. In this new phase suggested, there should be a more focused involvement of Municipal education officials, teachers, parents, guardians, school committees and community at large for project ownership and sustainability, develop a systematic project plan with clearly defined indicators, and a phasing out plan; and document the tangible results of the activities based on the achieved outputs and indicators.

## **Chapter 1: Project description**

### **1.1 Background to the initiative**

The Consortium for Street Children (CSC) is the leading international member-based network dedicated to advocating, promoting and campaigning for the rights of street-involved children. International Childcare Trust (ICT) is a UK-based charity partnering with grassroots nongovernmental organizations in Africa and Asia that protect children's rights. Its partner during this project, the Faraja Trust Fund in Morogoro, Tanzania, has as its mission to alleviate the suffering among HIV/AIDS vulnerable people and affected individuals through counselling, care and coping support, income generation activities and preventive health education.

The project was for three years and focused on Tanzania and Zimbabwe. The project implementation was meant to mirror each other in the two countries. In Tanzania it was implemented by the Consortium for Street Children (UK), one of its UK members, the International Childcare Trust (ICT), and ICT's Tanzania partner, the Faraja Trust Fund. In Zimbabwe it was implemented by the Consortium for Street Children (UK), another of its UK members, Street Child Africa, and Street Child Africa's partner in Zimbabwe, Streets Ahead. The total budget of the project was £ 80,000, (£30,273 for Tanzania).

While the project was intended to be carried out in both Tanzania and Zimbabwe, it was only completed in Tanzania. In Zimbabwe, the project came to a stop after the training of trainers' phase at the request of the Zimbabwe partner. The reason given by the partner was the political violence and accompanying anti-British feelings that resurfaced in Zimbabwe. The donors were informed of the decision to halt the project in Zimbabwe. Project funding meant for Zimbabwe was then used to help cover the expenses of a national street children conference in Tanzania (an unexpected output from the project), following approval from the Baring Foundation.

### **1.2 Objectives of the initiative and expected results**

The general objective of the initiative was to improve the effectiveness of the consortium, its members and their community-based partner organizations (CBOs) in preventing children from having to make the choice to migrate to streets of towns and cities in Tanzania, and in reintegrating into society those children who are already on the streets.

To achieve these objectives, the initiative included the following components:

- (1) Training of trainers in participatory learning and action methodologies;
- (2) Implementation of an innovative pilot project that addresses the migrant flow of children will be tested; and
- (3) Organizing press conferences in Tanzania to highlight the pilot project and the problems of street children.

The following were the expected results:

- 1) Original research;
- 2) Lessons learnt;
- 3) Strengthened CBO: trained personnel, new training materials and creation of a regional network;
- 4) One innovative pilot project that addresses the migrant flow of children tested in the country.

## 1.3 Project rationale and logic

### About the target community

Chamwino is located in Mazimbu Ward, North-Western of Morogoro of Morogoro; about 250km from Dar es Salaam, the capital city of Tanzania. This is the most densely populated of all areas in the Morogoro Municipality with estimated 1200 children living in the community.

According to the **participatory research** supported by Consortium for Street Children (CSC) and coordinated by Faraja Trust Fund and conducted by the Stakeholders Community Committee, there is estimated number of about 715 children in Chamwino community at risk of becoming street children and there are many children from the slum area who are already in the streets in Morogoro Municipality. The studies also learned that there are about 1260 vulnerable families and 50 child headed households. A total number of 340 nursery school age children lack the opportunity to attend school each year.

This study formed the basis for the pilot project and the lessons to be drawn as a result. The destitute life in Chamwino and increased number of street children in Morogoro Municipal was identified as to have a strong link. Children from this particular community during the same study were found to spend most of their time on the street for number of reasons. They work as cheap labour, beg, work in exploitative domestic labour, work in commercial sex and involve boys and girls equally.

### How the project originated

1. Since early 2000's, there **was a growing concern** from local leaders and the public in Morogoro Municipal over **the growing number of children who live and or spend most of their time and work on the street**. Faraja Trust Fund, being the child rights organisation, was approached by the Municipal council to find possibilities of working on the solution.
2. Faraja Trust Fund initiated **consultative efforts with support from CSC to gain an understanding of the situation** and to seek support in encountering the responses. In early 2007, a **Multi-Sectoral Stakeholder's Committee** was established as a result of a capacity building training of trainers on Participatory Learning and Action conducted by an expert from CSC. The committee composed of government representatives, education authorities, community leaders, police, magistrate, people from the media, religious institutions (Christians and Muslims), and organisations working with street children, people from the community and street children.
3. To ensure Chamwino community participate in the participatory study, Stakeholders Committee of 14 people involving community leaders, street children caretakers, street children themselves, religious leaders, community members and teachers was formed to assist with the needs assessment exercise. The **Stakeholders Community Committee** underwent training through Multi-Sectoral Stakeholders Committee to build their capacity to carry out a need assessment.
4. According to **the Need Assessment**, there were about 715 children at risk of migrating into the street, who spent part time on the street and 400 among them were living and working on the street full time. About 1260 families in Chamwino community were

identified as most vulnerable families with the lowest income and limited means of securing basic needs.

5. **Issues identified during the study** by both the children and community that are associated to child vulnerability and street children, include:

- a) child abuse at household level and in school (including corporal punishment);
- b) absolute poverty in the families (very low income);
- c) abandonment and neglect; child prostitution and child commercial sex work (as young as 12 years old girls);
- d) alcoholism and domestic violence;
- e) HIV/AIDS infected and affected children and their families;
- f) teenage pregnancies and young mothers;
- g) huge family population per household with limited resources;
- h) limited access to day meal for school going children;
- i) children working in exploitative labour;
- j) limited playing ground for children and limited access to recreational activities;
- k) increased number of families infected with bilharzias; and
- l) persistent criminal activities.

6. **Responses** to the above issues, adults and children from the community both identified and proposed the following priority interventions (not in the order of priority):

- a) introduction of income generating activities to raise family income;
- b) education to parents about street children and child rights issues;
- c) establishment of informal school (COBET) for the high number of children who have dropped out or missed out the basic education;
- d) establishment of sports and recreational facilities for children in the community;
- e) establishment of informal vocational training for grown-up street children and those completing standard seven;

**Children specifically identified** the following in additional to the above:

- f) health education to the community ; and
- g) introduction of food program in school.

7. The **dissemination** of the above assessment was wide. It started with members of the public of Morogoro Municipal council where as Municipal Director was represented and attended by organisations working with street children, other NGOs, government officials, community leaders from Chamwino, community members from Chamwino, the Multi-sectoral team members, Community Committee (*Neema ya Mtoto Comettee* in Chamwino), the media, leaders from political parties, religious leaders, and street children from Faraja. This session resulted into the Morogoro Municipal council to provide commitment to:
    - a) allocate the land for building school and playground in Kwa Mahita community;
    - b) provide teachers and school materials for the centre; and
    - c) select Municipal representatives to be members of the Community Committee.
  8. Decision was made to disseminate the findings in Dar es Salaam (using the funding that was aimed at Zimbabwe partner) through a conference with various key government officials at national levels, ambassadors, international NGOs and potential donors. Present were the guest of honour Hon. Margaret Sitta, Minister for Community Development Gender and Children, Ambassadors, High Commissioners (present were the British High Commissioner Mr. Philip Parham and his wife Mrs Kasia Parham), Abbot Fund, Family Health International, PMORALG, other international NGOs, local NGOs, journalists and selected members of the Community Committee of Chamwino. The Dar es Salaam dissemination outcome included:
    - a) Strengthened support between the CSC and the GoT;
    - b) FHI and Abbot Fund showed interest in supporting the programme;
    - c) Dogodogo Centre wished to network and collaborate with Chamwino initiatives;
    - d) Wide coverage of the initiative in the media; and
    - e) Members of the House of Common from UK visited Chamwino.
  9. Following the above participatory needs assessment, the focal point in **designing the interventions** became the Chamwino Community Committee. The committee, based in the community, was considered potential in enhancing community participation and effective mobilisation of local resources. The Committee was involved in planning using specific and realistic responses based on the issues identified and recommendations from the earlier consultations. **Four interventions were identified as a result.** These are:
    - a) **Child abuse prevention** at home and school through:
      - (i) empowerment of community on anti-child abuse skills targeting sensitisation and education to selected institutions and households that are in contact with large number of children and public such as churches and schools;
      - (ii) popularisation of child abuse agenda in all public meetings;
      - (iii) Training of key target groups including teachers on child abuse prevention skills; and
-

- (iv) Training of teachers (two from each school) on (anti-child abuse) child abuse identification, counselling, and guidance (ToT)
- b) Establishment of **special school for those who dropped out or missed it** out completely and introduce food programme at the school through:
  - (i) Providing schooling opportunity to older children;
  - (ii) Provision of vocational school;
  - (iii) Provision of nursery school for children from poor families
  - (iv) Introduce food programme in (COBET) school with contribution from the community
- c) Establish **sports, games and recreation** centres for Chamwino community children through:
  - (i) Identification of land for playground to be allocated by the Municipal council;
  - (ii) Involving community to identify and provide for sports and game instructors
- d) **Support to elderly/child headed households** and other poor at risk families.

These interventions above were the bases for the pilot project in Chamwino, **‘Building the capacity of local CBOs and government agencies to improve the lives of migrant children’**. International Childcare Trust (ICT) working with Faraja Trust Fund worked together to support the implementation phase.

### **1.4 Project overview:**

The project is implemented in Chamwino Kwa Mahita and is part of the overall initiative which includes the research, the pilot project and the lesson learnt components. **The overall support by CSC UK which covers the three components** is expected to run for three years from 2008. By the time of the evaluation the project has reached about one and a half year period.

#### **Project Goal**

The project goal was to prevent children in Chamwino slum area who are at risk of becoming street children from migrating into the street of Morogoro Municipality and elsewhere.

#### **Pilot Project Objectives**

Specifically, the project was designed to focus on the following objectives:

1. To reduce the incidence of child abuse within the community through child rights and protection capacity building
2. Reduce the number of children ‘hanging around’ on the street through the provision of sports and recreational activities for over 1200 children in the community.
3. Improve access to educational opportunities for over 600 children (particularly girls )

#### **Project Activities**

As a pilot, the following activities were selected to be conducted to contribute to the objectives achievements:

1. Child Rights and Protection training and formation of Child Right Forums at Chamwino
2. Child Rights Sensitization and protection through Local radio
3. Access improvement to educational opportunities for children out of school through Complementary Basic Education in Tanzania (COBET);
4. "Shule ya Faraja" Newsletter production; and
5. Participatory development of Child Protection Policy;

**Project's target population**

1. Children at risk of becoming street children: Target 715;
2. Community members in general to gain knowledge on child rights, protection and domestic violence: Target 1636;
3. Children out of school gain access to basic education through COBET: Target 400.

## Chapter 2: Evaluation goals

### 2.1 Objectives of the evaluation

Accordingly, this final evaluation targets only those activities that related to the project's implementation in Tanzania. The evaluation's main goals are to:

- (i) determine whether the objectives, outcomes and impact as stated in the proposal were achieved;
- (ii) identify lessons learned and provide recommendations for future support; and
- (iii) assess the role and performance of the three partners in implementing the project. The report will take into account the project's *relevance, effectiveness, efficiency, sustainability and lessons learned*.

Specifically, the evaluation was to examine the following aspects:

- a) *Changes in context and review of assumptions (relevance)*: Is the project's design adequate to address the problem(s) at hand? What internal and external factors have influenced the ability of beneficiary groups and project partners to meet projected targets? Were the project objectives and design relevant given the political, economic and financial context?
- b) indicators and agreed responsibilities with respect to program implementation? *Output in relation to inputs (effectiveness)*: Did the project deliver its outputs within the constraints of its available resources (human, organizational financial, material)?
- c) *Achievement of projected performance indicators and targets (efficiency)*: What has been the partners' performance with respect to their projected performance Did the project achieve the targeted number of workshops and persons trained? Provide information on the difficulties faced by the partners and action taken to overcome them (administrative, operational, financial, political or macroeconomic, etc.).
- d) *Results in terms of outputs (efficiency)*: Did the project reach the expected number of beneficiaries? Are the beneficiaries satisfied with the quality and delivery of services? If not, in what way did the services not meet with beneficiary expectations and why? What concrete improvements and changes have taken place as a direct result of the project?
- e) *Assessment of impact*: How has the project contributed towards the project's goal? To what extent has the project contributed to the capacity of the partner's involved? How could the project's impact have been improved?
- f) *Sustainability*: The report should assess the level of the project's sustainability. Will the project's effects remain over time? Will the project's activities/services continue to be provided after the funds have completely been expended?
- g) *Lessons learned*: The consultant/team should provide information on the economic/political/financial conditions that should exist, required stakeholder participation, and other factors that should be in place to for the purpose of informing the design of future operations. What is the way forward?

In addition, the evaluation will provide detailed answers to the following questions. Whether:

- Children's basic needs as well as their basic rights have been addressed;
- Local people have been involved throughout the work;

- The project has worked with arrange of relevant stakeholders;
- The programme has learnt from experience and improved practice; and
- The project represents good value for money.

The evaluation will cover the project as a whole and therefore include time for looking at what ICT has brought to the work. How well have the relationships between ICT and Faraja Trust Fund worked? What has been the contribution that the project has made to the overall work of ICT? Whether the project has improved delivery of Faraja Trust Fund, CSC and ICT?

## **Chapter 3: Evaluation Methodology**

### **3.1 Review of project documentation**

Archived material related to the overall project and background material used in project preparation were 5, approved project documents were 4, project monitoring documents 2, progress reports 2, action plans 1, and other information that were sought from International Childcare Trust. Consortium for Street Children (UK) could not be accessed for comments.

### **3.2 Collection of data**

Both quantitative and participatory qualitative data collections were utilised. The interview guides and questionnaires were developed with categorised questions for children, staff and parents/care takers. Group discussions guidelines with community members and local government leaders were also developed. Coverage included relevance, efficiency effectiveness, sustainability, outputs, outcomes and impacts on issues being addressed.

The evaluation focused and collected the following information: (i) a total of 15 project related documents together with the statistical information from other institutes have been reviewed; (ii) activities of the project in the office and in the field were inspected, observed and analysed; (iii) In depth interviews through phone with ICT took place. Interviews with local stakeholders particularly workshop participants, local and national government representatives, especially the Morogoro Municipality and final beneficiaries) was performed; (v) conducted five (5) Focus group discussions, and 7 meetings; and (vi) developed and administered 55 Structured questionnaires and used in the quantitative evaluation exercise.

### **3.3 Sampling procedure**

It was practically impossible to carry out meetings and structured interviews with each of the beneficiary involved. Consultant used a purposeful sample and a random stratification method and reached 46 (115%) of the 40 intended sample size (see Table 1). All participating groups will be represented and reached.

**Table 1: Number of Children interviewed during evaluation**

<b>Age Category</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>0-11</b>	7	15.2	15.2
<b>12-16</b>	38	82.6	97.8
<b>Over 18</b>	1	2.2	100.0
<b>Total</b>	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

The sample was disaggregated by gender and age group wherever applicable. Involving all categories of intended beneficiaries resulted into getting a more comprehensive and accurate picture of the perceptions being researched.

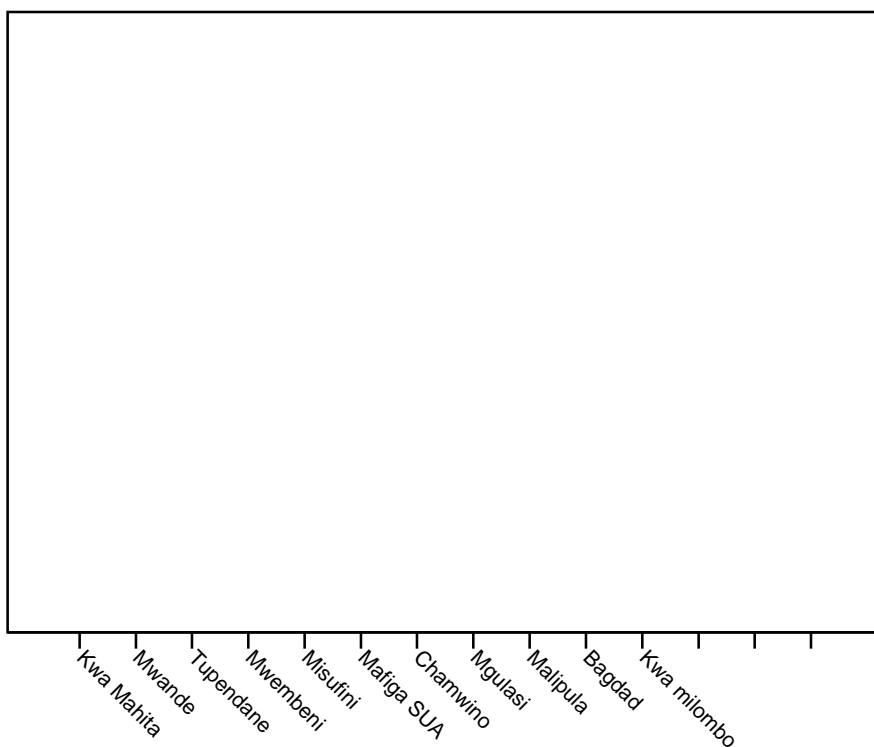
**Table 2: Gender Distribution of evaluation sample**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid Male	20	43.5	43.5
Female	26	56.5	100.0
Total	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

About 10 (29%) out of 46 children involved in the evaluation were coming from the Kwamahita street, Others were coming from Mwande13%, Mwele10%, Tupendane 9%, Malipula 9%, Mgulasi 7%, Misufini 7%, Mwembeni 4%, Kilabuni 4%, Mafiga SUA 2%, Bagdad 2%, Kwa milombo 2%, and Tumbaku 2%. All these are the streets in Chamwino community and their neighbourhood, indicating how scattered are the target children served by the project.

**Figure 1: Distribution of Sample per street location**



### **3.6 Limitation of the evaluation**

- The sample selected is to some extent bias in a sense that there could have been more participants in the interview to provide a more balanced opinion. However, the opinion collected provides a close picture of the existing

## **Chapter 4: Situation of Child Rights in Tanzania**

As a member state to the United Nations, Tanzania, located in Eastern Africa has signed and ratified number of important instruments that are in line with the fulfilment of human rights prerequisites. Since signing and ratification of the fundamental international child's Human Rights instruments, the UNCRC, ACRWC, and UNCTOC<sup>i</sup> and their optional protocols among other instruments, Tanzania has increasingly highlighted them in policies, strategies, plans of action and guidelines. Few to mention includes Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGPR), and the National Policy on HIV/AIDS and in national strategies referring to child protection especially the draft National Social Protection Framework and the NCPA. Some positive legislative steps towards domestication of the international instruments includes the enactment of the *Employment and Labour Relations Act No 06 of 2004*, the *Anti-Trafficking in Persons Act, 2008*, and the currently enacted *Law of the Child Act No 21 of 2009* which amends number of Laws and repeals five Laws as part of harmonisation. Having a specific law targeting children, is a mile stone towards domestication of the UNCRC and the ACRWC among other international instruments, since it provides the legal framework through which the children's rights can be monitored and realized.

Having a population of about 34 Million, 53% being people under the age of 18<sup>ii</sup>, Tanzania is still facing challenges in promoting and protecting human rights of children. though there are several remarkable achievements worth acknowledging. This can be measured against progress toward Millennium Development Goals relating to children. Among them includes:

1. progress towards universal primary education (with increased gender equity in education) from 59 percent to 95 percent in last decade a significant achievement in ensuring the right to education for all children;
2. Decreased number of working children (excluding domestic workers)<sup>iii</sup>;
3. the number of women receiving Mother-To-Child-Transmission (PMTCT) services increased from 713,506 in 2007 to 958,108 in 2008. Taking note in the decrease in HIV/AIDS prevalence during that period it indicates increased access to this service<sup>iv</sup>.

These developments suggest that the country is on track to reach the mentioned MDG by 2015.

Challenges remain in number of areas that needs attention. This Among them includes:

- education<sup>v</sup> in: increasing the number of children completing school (though retention of girls is slightly better than that of boys, concern are on performance of girls in Standard VII (Primary School Leaving) Examinations;
- integrating and increasing enrolment of disabled children and those with the lowest income,
- the quality of the education provided including rights focussed environments,
- Access to birth certificates as a key to secure citizenship rights among children particularly of rural areas remain a challenge<sup>vi</sup>, though some efforts through RITA are observed with regard to this;
- Specific challenges facing a girl child including:
  - child marriages making sure that marriage age is 18 for both girls and boys<sup>vii</sup>;
  - teenage pregnancies, and access of pregnant girls to accomplish their primary and secondary education as their basic right;

- continuing female genital though illegal<sup>viii</sup>, mutilation or cutting (FGM) is still practiced in Tanzania<sup>ix</sup>; and
- prevalence and increase in child prostitution, commercial sexual exploitation and child sexual exploitation which has a link to increased child trafficking<sup>x</sup>;
- prevention of all forms of violence against children including:
  - killing and attack of albino children;
  - use and abuse of alcohol and other drugs among children in and out of school;
  - continuing administration of corporal punishment by adults in families as well as in schools<sup>xi</sup>;
- Increased prevalence of children living on the street particularly in the urban settings.

Inadequate data and scientific surveys to measure trend hinder the efforts to work towards the above mentioned issues and challenges facing Tanzanian Children. Those are coupled with the insufficient monitoring systems and therefore inadequate data generating mechanisms to facilitate initiatives.

During the past two decades Tanzanian cities have undergone rapid changes that have transformed the urban environment, as well as the lives of millions of people who live in this setting. The impact of these changes affects almost everybody, particularly the urban poor. One of the growing social problems associated with these changes is the tremendous increase in the number of urban street children, or *watoto wa mitaani*, as they are called in Tanzania. These are unsupervised children either living alone or working on urban streets. They are especially noticeable in cities such as Dar es Salaam (the capital), Dodoma, Arusha, Morogoro, Moshi, Tanga, Mbeya and Mwanza. Rates of urban population growth have been exploding in these cities, amidst an intensifying and severe social economic crisis.

Until recently there were no reliable figures available as to the number of street children in Tanzania. However, several surveys were carried out locally by nongovernmental organizations (NGOs) prior to this project, and all of them indicated that the number of street children was increasing. For example, according to the Moshi-based Mkombozi Centre, their census indicated that in Moshi there was a 26% increase in female and male part-time street children, a staggering 92% increase in female full-time street children, and a 60% increase in male full-time street children since 2003. In Arusha, according to Mkombozi, there was a 62% increase in female part-time street children, a 40% increase in male part-time street children, a 51% increase in female full-time street children, and a 39% increase in male full-time street children. In Dodoma there were approximately 3,000 street children in 2001, while available statistics indicate that in 1994 there were only 1,000 street children.

The experience of NGOs worldwide working with street children indicates that the “push factors,” that is, the causes behind a child’s decision to take to the streets are often complex, successful interventions require approaches involving all key stakeholders: local government agencies, NGOs, communities, and, most importantly, vulnerable children themselves.

## Chapter 5: Results/Findings

### 5.1 Significant programme revisions

The general objective of the original project was to improve the effectiveness of the consortium, its members and their community-based partner organizations (CBOs) in preventing children from having to make the choice to migrate to streets of towns and cities and in reintegrating into society those children who are already on the streets. The project period was three years but **initial part was training of Faraja Trust Fund** personnel and local people to gain skills which enabled local people to do an original research and design a pilot project. The pilot was started in 2008/2009 (It is less than 1.5 years by the time of the evaluation). The Baring Foundation funded £9,000 for the pilot project. Specifically, the project included the following components:

- 1) Training of trainers in participatory learning and action methodologies;
- 2) Implementation of an innovative pilot project that addresses the migrant flow of children will be tested; and
- 3) Organizing press conferences in Tanzania to highlight the pilot project and the problems of street children (Unexpected outcome of the project).

**Table 3: The project expected results against achievements in the context of Faraja:**

Expected Results	Achievements
1) Original research;	<p>The research has been successfully done and resulted into 4 major project components 3 of which formed part of the pilot which are:</p> <ol style="list-style-type: none"> <li>1. rights and protection,</li> <li>2. education, and</li> <li>3. sports.</li> </ol> <p>Another component which is not part of this evaluation is the water and sanitation health that is implemented through another channel of partnership. See also chapter 1 section 1.3 on how the project originated.</p>
2) Lessons learnt;	<p>Please refer to chapter 7 tables 25 on List of Lessons Learnt and Recommendations.</p>
3) Strengthened CBOs; trained personnel, new training materials and creation of a regional network	<p>Please refer to table 4 for the results related to capacity strengthening and training materials. However, the regional network was affected by the termination of the Zimbabwe project. However, the organisation have gained recognition through own initiative as a result of the project intervention, it has taken part in various consultations and symposiums</p>

related to street children including the recent street children survey conducted by the government through the Ministry of Community Development Gender and Children.

**4) One innovative pilot project that addresses the migrant flow of children tested in each country**

This forms the major component of this evaluation, with lessons, key results and recommendation for the way forward presented. However, the project was tested only in Tanzania and not in Zimbabwe as initially planned. This evaluation focuses on the pilot carried out in Tanzania.

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

**The objectives of the pilot project were defined as a result of participatory needs assessment** to effectively address the migrant flow of children. The participatory needs assessment came after the Training of Trainers in Participatory Learning and Action Methodology. The participatory needs assessment identified responses to the issues facing street children in Chamwino community in Morogoro Tanzania. The defined project objectives as stated in the proposal to respond to the identified needs were:

- 1) To reduce the incidence of child abuse within the community through child rights and protection capacity building
- 2) Reduce the number of children ‘hanging around’ on the street through the provision of sports and recreational activities for over 1200 children in the community
- 3) Improve access to educational opportunities for over 600 children (particularly girls)

## **5.2 Objectives, outcomes and Measurable impact as per proposal**

Generally, the project has delivered its outputs within the constraints of its available resources including human, organizational financial and material.

The project was set to be led and designed by the community of Chamwino slum area. The project from the beginning it involved various stakeholders including children in deciding about different stages in the project cycle. This was aimed at promoting ownership and ensuring sustainability of the initiatives. Some of the resources of the project are shared with the community where community members contributed through labour and materials whenever relevant.

In total there were three committees developed at different stages of the project design. Those committees were involved in designing, monitoring and advising the project on issues related to service provided, methodologies and approaches, identification and reintegration of street children with families and schools, and referral for services that are not provided by Faraja such as health and legal procedures.

The committees formed included:

1. The Multi-Sectoral partnership committee which included the representative from government, media, religious institutions, representatives from organisations, Municipal Education authorities, people from the community, community leaders and representatives of children. They received training on Participatory Action and Learning skills and their role were to train the Stakeholders Community committee and advise Faraja on issues related to the study and consequently the pilot interventions.

2. Stakeholders Community Committee composed of 14 community members from Kwa Mahita which included community leaders, OVCs and MVCs, caregivers, widows, religious leaders and local members of *Kwa Mahita* neighbouring streets. The committee role was to conduct a participatory study in order to find out the factors that influence.
3. Women’s Caretakers/Parents committee (*Also known as Mama na Mwana*) whose role is to monitor and inform the project of the community trends with regard to child rights and child protection issues.
4. Children Forum formed by 30 representatives from School Child Rights Clubs and
5. Child Rights Clubs formed in 6 children’s clubs were formed, one in each of the 6 neighbouring primary schools and one in Faraja Street Side School centre. These were Chamwino A, Chamwino B, Jitegeme, Madaraka, Kambarage and Neema ya Mtoto.

The committee members received training participatory learning and action that was preparation for the needs assessment, a study to be carried out in the Chamwino community.

In addition,. The schools where clubs were formed includes (See Table 1 below for detailed analysis).

The project employed about 10 project staff, the Project manager. Assistant project manager, Accountant, 2 social workers, 2 cooks, 1 security guard and two sports and recreational instructors. Both social workers and teachers are working with the Street Side School in Chamwino providing literacy education, life skills and counselling.

**Table 4: Summary of Objectives, Outcome and Impact rendered as stated in a proposal**

Objectives	Outcomes	Measured Impact	Remarks	Implications
<b>1. To reduce the incidence of child abuse within the community through child rights and protection capacity building</b>	a. training of trainers in participatory learning and action methodologies in child	14 stakeholders Community Committee members (adults 5 male, 5 female; children 2 boys, 2 girls) trained by the Multi-Sectoral Stakeholders Committee were able to undertake a participatory research with the community and children which resulted into the identification of the priority community needs and therefore the interventions of the pilot project	Achieved according to initial plan	The role of Multi-Sectoral Stakeholders Committee apart from being a ToT turned out not to be clear in the course of the project implementation bearing the nature of the committee
	b. rights and protection	15 community (hamlet leaders)	Achieved according to plan	

<b>Objectives</b>	<b>Outcomes</b>	<b>Measured Impact</b>	<b>Remarks</b>	<b>Implications</b>
		2 WEO and 14 teachers trained	Achieved according to initial plan	
		6 children clubs and a child right forum of 30 members formed and trained on child rights and protection	Though in the reports mentioned to be 6 schools, the evaluation was able to verify only 5 schools (including SSS)	The clubs were established at late stage of the project making it unrealistic to measure any impact
		Trained and established 6 school club, 30 children in each club	The evaluation discussed with only 5 school clubs (including SSS) and verified presence of about 20 children in each school	Children in child rights clubs are observed to have improved in articulating their rights and there are promising situation with regard to further increase in number of clubs and training of child rights clubs
		Train 150 elderly and form 3 elderly child abuse support groups	Evaluation found only one (1) group with 15 members all women	The target was ambitious compared to the available resources and time and the role of these groups were not clearly defined in against other committee
		Form a network of 30 legal support organisations	Only about 8 institutions were verified as part of the Taskforce Working Group	This network can be strengthened as part of referral system strengthening

Objectives	Outcomes	Measured Impact	Remarks	Implications
				and a forum for lessons sharing
		Annual community meeting	Could not be verified	
		Run 8 Local radio Airtime awareness	Took place according to plan	
		A needs assessment conducted with key needs and ways on intervening identified	The needs assessment report was seen and confirmed by community members and the local leaders to have taken place	The report led to the proposal for this project, reach in information though suffered analytical and report writing skills
		4. About four donors have supported projects at Faraja as a result of the community research findings (Chamwino) and participation in the Dar conference etc	This is unexpected outcome of the project	Evidence based approach to programming is the potential reason
<b>2. Reduce the number of children ‘hanging around’ on the street through the provision of sports and recreational activities for over 1200 children in the community</b>	a. Number of children hanging around on the street reduced from 400	Evidence form children, parents/caretakers and community leaders indicate a large decrease in number of street children in Chamwino community	Unless the baseline survey is done, it is difficult to measure the trends from initially 600 identified children in Chamwino	The number of children reduced from the street were influenced by other two objectives, no participant mentioned this as the reason; sports was part of the initial proposal
<b>3. Improve access to educational opportunities for over 600 children (particularly</b>	a. 120 street children access school	125children recruited at SSS	50 desks were seen and mentioned to be purchased as per proposal	-125 (21%) out of 600 children out of school have been reached -project initial target exceeded

Objectives	Outcomes	Measured Impact	Remarks	Implications
girls )				by 5 (4%).
			-stationary, teaching and learning materials were seen and mentioned by both teachers and children in SSS	- Teachers are happy with the amount and type of materials, -the government has also been supplying, though no records were kept on the amount and type

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

### **5.3 Factors influenced project targets**

Factors that have influenced the ability of beneficiary groups and project partners to meet projected targets include:

#### **Internal**

- The commitment of the organisation
- Experience of Faraja in working with street children
- The participatory approach to design and intervention including involvement of children who specifically identified key intervention areas of water and sanitation health and school meal.
- Funding commitment from ICT to pilot the agreed activities

#### **External**

- Existence of street children in Morogoro Municipal, 80% perceived to be coming from Chamwino community
- Existence of children in need of basic education
- Existence of children in need of knowledge on child rights and protection
- Commitment of the local government authority and other stakeholders towards improving the situation of street children
- Existence of the land and donor to build a Street Side School

- Improved public awareness on the importance of education and the rights of the child

## **5.4 Description of findings**

**Objective 1:** To reduce the incidence of child abuse within the community through child rights and protection capacity building

### Findings

1. Child Right clubs are powerful means for children to learn own rights, about issues of their concerns, empowered about their rights and dealing with child abuse prevention. The clubs have received trainings child rights, child abuse protection, sexual and reproductive health which included HIV/AIDS. Children clubs are mentioned by children to have brought particular difference in their personal and school psychological environment. Teachers in public schools, where school clubs are still very new mentioned counselling and guidance approach to indicate promising results, though not yet widely practiced. In a focus group discussion, one teacher narrated how guidance and counselling learned in school clubs practice helped a teacher to support a fourteen years old boy to quit cigarette and cannabis and the boy's school attendance improved. In most cases, similar situation would have subjected such boy to school suspension, this is after severe beating and or even taken to police for drug possession.
2. Children peer educators from Street Side School have been catalyst for a community changes, this was mentioned by parents, community leaders and children during the interview and in focus group discussion. Children are claimed by parents and local leaders to have influenced changes in the community as a result of educating the public on child rights and abuse, following up cases of violence and abuse against fellow children and even reporting when the incidences are severe. In testimony, a girl aged 11 mentioned how she intervened a child who has been abused by a step mother in the neighbourhood after realising that child has been denied food, and not supplied with school materials. She claim to have succeeded to convince that caretaker to change her attitude and even went far to report the incidence to the local leader and the teacher at school. Similar narrations came up during evolution which suggests how children have gained knowledge and how they have been applying it by acting as own advocator for their own rights in the community.
3. Police officers, health officials, local leaders and magistrate have formed a child protection referral system that assists in processing cases of child abuse of any form either in medical, social or legal proceeding. This system is observed to have been emerged as a result of this project, however its operation and functioning is independent of the project. Some challenges observed in strengthening this child protection system is the attitude of selected service providers. Emphasising this a police officer present in the FGD with stakeholders committee stated that, "*kwenye hizi kesi zetu za watoto kuna matatizo sana, pia kwa sisi wenyewe mapolisi, pia kwa mahakimu, yaani pale inategemeana na hakimumu yeye anaguswaje? Kuna mwingine haguswi!...kuna mwingine haguswi! Lakini sisi tunajua tukimtumia (jina la Resident Magistrate limehifadhiwa) hata kumshawishi tu hakimumu mwenzie ...bwana hebu jitahidi kwa hili... hiyo kidogo itafanikiwa.*" Literally means 'even among ourselves, the police officers, there are a lot of problems related to children cases, even among magistrate, it depends very much on how the magistrate is touched? There is another one who is not touched! But we know that if we use (name of the magistrate withheld) even to influence fellow magistrates... please put effort on this, this somehow works'".

4. Reported cases of child abuse and domestic violence from Chamwino community have increased over the past one year as a result of awareness on their rights caused by the project intervention according to police officers and magistrates in the group discussions with stakeholders. Even though specific police record in relation to Chamwino and child abuse cases exists, the situation is anecdotally mentioned and no analysis has been done to be able to establish progress.
5. Child abuse in Chamwino community has not improved much for the time being, though the knowledge and awareness on the type and outcome of abuse are found to have improved. Children in the Chamwino community they feel that child abuse still in persistent in the community and there seems to be almost no change, claimed during the Focus Group Discussion. The same feeling was shared with parents and stakeholders in Focussed Group Discussions. Children mentioned sexual, physical, emotional and psychological abuse to be leading. Children as young as 12 years of age are forced to indulge in commercial sexual exploitation and the first experience is commonly through rape. This is mentioned by children to be influenced by parents and as a result of poor income at household level. Children continue to be beaten at home and in schools, which is a normal tradition way of disciplinary measure. Corporal punishment is practiced at the Street Side School though considered to be less than in other public schools where the project is involved.
6. Children continue to be involved in exploitative child labour as a means of survival and way of earning income. In a group discussion, children mentioned they either escape classes or after school hours working to or for beggars, selling plastic bags and working as domestic servant as some of the popular ones. During the evaluation, it was observed that there are number of children who are recruited by adults and take their days off from school to assist beggars or vend small items on behalf of adult employers. In one incidence, a boy aged 12 years was encountered by evaluator in Morogoro town working for a 'blind beggar' to show him around for begging and when asked, he was coming from Chamwino, he mentioned that he was supposed to be in school at that time but he needed money for his own basic needs. Many more were observed that could have been interviewed, selling bananas, doughnuts, plastic bags few to mention.

Objective 2: Reduce the number of children 'hanging around' on the street through the provision of sports and recreational activities for over 1200 children in the community

No direct support was included for this objective in the initial piloting phase of the project. This evaluation cannot verify or evaluate its process and contents since they do not form part of the objective of this assignment. Though the objective has been mentioned by participants to have significantly been achieved through other means applied in other two objectives, the evaluator was not able to establish any considerable link of the process and its objective.

Objective 3: Improve access to educational opportunities for over 600 children (particularly girls )

1. Having a child friendly school for street children in community where children are found to be coming from is a feasible idea that attracts majority of children back to their community and to their families as opposed to having a school where street children are spending time in city centres. The needs assessment found majority of children to be originating from neighbouring surrounding suburbs near Morogoro town.
2. The Street Side School established is considered by children as relevant and an example of a good school in that community. There is corporal punishment in the centre; however

the difference described by children is that it is less administered at the centre than in public school.

3. There are still more children out there who are in need of similar service but have not been reached according to children in both interview and group discussions. This is claimed by parents and children themselves to be due to limited capacity of the centre.
4. Meals at the school are mentioned by children as a very important factor that attract children's attendance and retention at the SSS. Majority of children attending the centre they don't have adequate food at home, making it one of the factors that led to drop out according to children. Having meals at the SSS is claimed by children to have attracted many children to attend classes. At the centre, children contribute about TZS 2000 (About UK £1) per months for porridge, which some parents cannot afford even this amount.
5. Uniforms are useful in maintaining identity and helping children to be protected during school hours, it also motivates children to feel also important just like other children in public schools.
6. The number of street children observed to have decreased to a great extent in Kwa Mahita Street and else where in Chamwino according to Stakeholder's Committee, Chamwino community committee, Women Child Abuse Support groups (*mama na mwana*), children's forum, children clubs, and individual children involved in this evaluation.
7. Street children still suffers stigma and isolation in Chamwino community. The evaluator observed during the discussion with public school teachers that, street children are perceived by teachers in public school as truants, bad mannered and full of misbehaviours and cannot be mixed with other children. Teachers when asked whether children from SSS can have an exchange programme in areas such as sports, they were all not in favour of the idea, pointing out that they don't want children from their schools to be spoiled by street children.

## 5.5 Evaluation data analysis and interpretation

### Children and Parents analysis of response

#### 1. *Changes in context and review of assumptions (relevance):*

##### Children

In the interview, 40 (87 %) of all children interviewed (see Table 2) find the project contents as significant means of addressing the rights of the child and adequate to address the problem(s) at hand. On the other hand, all 9 (100%) parents and caretakers interviewed find the project as very relevant in addressing challenges their children were facing in life.

**Table 5: Are the content relevant?**

	Frequency	Percent	Cumulative Percent
Very relevant	40	87.0	87.0
To some extent	2	4.3	91.3
Not at all	4	8.7	100.0
Total	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

**2. Output in relation to inputs (effectiveness):**

Services and project activities of the project brought changes in the way children understand and think about different aspect of the rights of the child. About 41 (89%) of all children interview mentioned to have understood better child rights and child abuse issues (Table 3) through their involvement in the project. About 94% of all children interviewed understood better HIV/AIDS and STI as a result of their participation in the project. Only 3% understood through other means. On the other hand, 82 % of all children mentioned to have understood better sexual and reproductive health through the project (Table 4). Equally, 95.7% of all children interviewed mentioned to have understood the importance of education (see Table 5).

**Table 6: Did you understand better in child's rights and child protection against abuse?**

	Frequency	Percent	Cumulative Percent
YES	41	89.1	89.1
NO	5	10.9	100.0
Total	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

**Table 7: Did you understand better in Sexual reproduction health?**

	Frequency	Percent	Cumulative Percent
YES	38	82.6	82.6
NO	8	17.4	100.0
Total	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

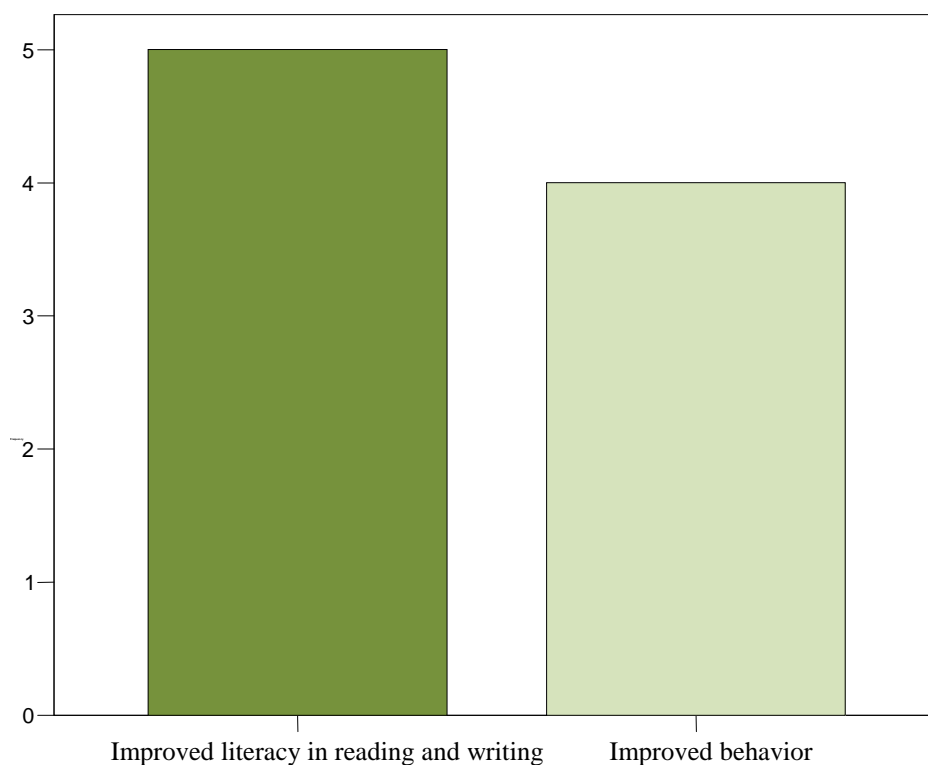
**Table 8: Did you understand better importance of education?**

	Frequency	Percent	Cumulative Percent
YES	44	95.7	95.7
NO	2	4.3	100.0
Total	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

Parents mentioned mainly two changes in their children. Improved reading and writing was mentioned by 5 (55%) of the parents and only about 44% mentioned their children to have improved their behaviour.

**Figure 2: Effective changes to pupil after joining the project**



Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.

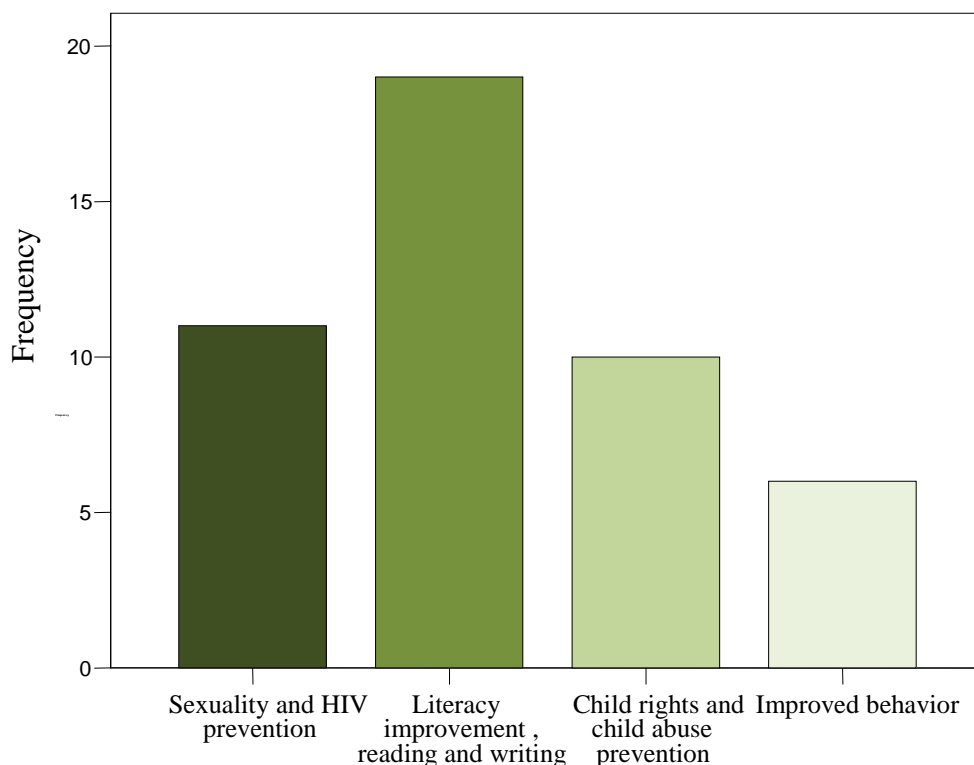
### **3. Achievement of projected performance indicators and targets (efficiency):**

#### **Children**

About 41% (19) of all children interviewed mentioned literacy in reading and writing has been gained or improved as a result of the project intervention, while 24% (11) mentioned to have improved Sexual, Reproductive health and HIV prevention skills and 21 % on child rights and child abuse prevention skills (figure 1).

Improved behaviour is mentioned here and seems to be only 6 per cent, this could be due to the fact that, behaviour is very much linked to all aspect of the output of this project and difficult to disintegrate alone without mentioning the rest of the factors such as skills gaining.

**Figure 3: Children’s view on changes happened to their lives**



Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.

The above, about 94% of all children participants were aware through active participation in the project; this was followed by training about 72%. Television is the least popular means of getting messages; only 48% had access to project information through television, and radio about 54.3% mentioned as a possible electronic media that children were able to access information related to project.

### Parents

However, the behaviour component, which is very often linked to living or staying on the street for survival is mentioned by parent as an effective aspect that has been improved among street children as a result of the project. 44.4 % of all parents interviewed indicated as behaviour improvement is observed among their children while 55.6% of all parents interviewed mentioned literacy improvement as a significant change in the lives of their children (figure 2).

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

#### **4. Assessment of impact:**

When asked on their opinion, if compared, the situation before and after the project came to the community the extent to which the project has changed the attitude and behaviour of children in terms of awareness on their rights as children, only 48% of children participants of the project interviewed believed this to be the case (Table 6). This opinion is shared with parents (see Table 13). However, about 52 % of children have the opinion that freedom of expression among children has increased as a result of the project intervention and children have more opportunities to freely discuss issues affecting them (see Table 7).

In addition, when children asked to what extent do they think the project has influence improvement of commitment of child participation in changing community attitude and behaviour, 52.2% strongly agree that children have very much been committed and dedicated

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**Table 13: Extent to which the project has changed conditions and behaviour in terms of community and other stakeholder’s realization of their responsibilities towards child care**

	Frequency	Percent	Cumulative Percent
Very Much	25	54.3	54.3
Somewhat	13	28.3	82.6
Not Much	4	8.7	91.3
Don’t Know	4	8.7	100.0
Total	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

**Table 14: Extent to which the project has changed the street children conditions and behaviour in terms of knowledge on HIV/STIs**

	Frequency	Percent	Cumulative Percent
Very Much	25	54.3	54.3
Somewhat	12	26.1	80.4
Not Much	6	13.0	93.5
Don’t Know	3	6.5	100.0
Total	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

**Table 15: Extent to which the project has changed the street children conditions and behaviour in terms of improvement of their school performance**

	Frequency	Percent	Cumulative Percent
Very Much	26	56.5	56.5
Somewhat	11	23.9	80.4
Not Much	4	8.7	89.1
Don’t Know	5	10.9	100.0
Total	46	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

### Parents

If compared the situation before and after the project came to this community in parent’s opinion, the project has very little changed the behaviour of children in several areas. Only 33% of parents interviewed (Table 13) had an opinion that the project has been able to improve the community understanding of children’s rights, which is the same view pointed out by children above in Table 6.

**Table16: Awareness on rights of children among community members**

	Frequency	Percent	Cumulative Percent
Very much	3	33.3	33.3
Somewhat	6	66.7	100.0
Total	9	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

Parents of street children and those at risk doesn't feel also that there are much improvement in children's opportunity to freedom of expression, in this case only 33 % thought children have opportunities to freely discuss issues affecting them (see Table 14 bellow).

**Table 17: Parents Opportunities for discussion own issues**

	Frequency	Percent	Cumulative Percent
Very much	3	33.3	33.3
Somewhat	4	44.4	77.8
not so much	2	22.2	100.0
Total	9	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

Parents also have divided opinion on whether their children have gained skills on prevention against abuse or not, those who have opinion that the project has very much improved are only 45% and those who think the project has not so much improved knowledge and skills on prevention on child abuse are also 45% . Child abuse prevention among children remains an issue of a concern among both children, parents and staff involved in the evaluation.

**Table18: Parents Gained knowledge on child rights prevention**

	Frequency	Percent	Cumulative Percent
Very much	4	44.4	44.4
somewhat	1	11.1	55.6
not so much	4	44.4	100.0
Total	9	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

Parents of and caretakers (55%) interviewed agree that children have increasingly been committed and dedicated to present their ideas for change in the community as indicated in Table 16.

**Table 19: Children commitment and dedication to present their ideas for change in the community**

	Frequency	Percent	Cumulative Percent
Very much	5	55.6	55.6
Somewhat	1	11.1	66.7
Not so much	1	11.1	77.8
Dont know	2	22.2	100.0
Total	9	100.0	

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

Parents interviewed strongly agree (77.8%) that the project has changed the community attitude and behaviour and improvement are seen in the realization of their responsibility to children care (Table 17).

**Table 20: Realization by the community and relevant stake holder’s responsibility to children care**

	Frequency	Percent	Cumulative Percent
Very much	7	77.8	77.8
Not so much	1	11.1	88.9
Don’t know	1	11.1	100.0
Total	9	100.0	

Source: *Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

Compared to children, parents have stronger opinion comparatively, 77% of parents interviewed have an opinion that the project has improved school performance of street children and those at risk.

**Table 21: Parents view on improved school performance**

	Frequency	Percent	Cumulative Percent
Very much	7	77.8	77.8
Somewhat	1	11.1	88.9
Not so much	1	11.1	100.0
Total	9	100.0	

Source: *Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

## **5. Sustainability:**

### **Children**

Children were asked their opinion on whether the activities and services of the project will continue and last over time after the funds have completely been expended, just 41% said Yes (Table 19), the opinion that is agreed by parents. Only 33% of parents interviewed thought that the project activities can continue without the presence of donor or organisational support. This opinion is also shared with children during the interview (Table 20).

**Table 22: Children opinion on whether the project sustainable?**

	Frequency	Percent	Cumulative Percent
YES	19	41.3	41.3
NO	27	58.7	100.0
Total	46	100.0	

Source: *Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

**Table 23: Parents opinion on whether the activities and services will continue in absence of Faraja Trust Fund**

	Frequency	Percent	Cumulative Percent
YES	3	33.3	33.3
NO	6	66.7	100.0
Total	9	100.0	

Source: *Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

## 5.6 The role and performance of the partners in implementing the project

The contribution that the project has made to the overall work of ICT and CSC includes the community research conducted by Faraja. The research has been an example to other partners in Asia and Africa and has encouraged involvement of beneficiaries in designing projects that benefit them. The benefits of children participation in the Faraja project process and Dar es Salaam conference have instilled values of participation in ICT approach of working with children.

**Table 24: The role and performance of the three partners in implementing the project**

<b>Partner</b>	<b>Role</b>	<b>Performance</b>
<b>Consortium for Street Children</b>	<ol style="list-style-type: none"> <li>1. Organise &amp; coordinate the project (2007)</li> <li>2. Prepare PLA Training Materials (2007)</li> <li>3. Facilitate 1<sup>st</sup> PLA Workshop (2007)</li> <li>4. Facilitate 2<sup>nd</sup> PLA Workshop (2007)</li> <li>5. Facilitate 3<sup>rd</sup> PLA Workshop (2007/8)</li> <li>6. Organise press release (2008)</li> <li>7. Evaluate Pilot Projects (2009)</li> <li>8. Evaluate Entire Project (2009)</li> <li>9. Post key dox on CSC website (2009)</li> </ol>	<ul style="list-style-type: none"> <li>• All activities up to the final evaluations have been successfully delivered</li> <li>• Details are included in previous reports and are reiterated above</li> <li>• There have been further, unexpected benefits including:                             <ul style="list-style-type: none"> <li>- Support to the GoT in the national conference focussing on street children (Jan 2009) &amp; surveys of street children in 8 cities (2009)</li> <li>- Substantial further funding for community-led projects in Morogoro</li> </ul> </li> <li>• Funding for the final evaluations was disbursed as planned. Given previous feedback, CSC is providing only a supporting role to the main delivery partners Faraja &amp; ICT</li> </ul>
<b>International Child Care Trust</b>	<ol style="list-style-type: none"> <li>1. Support Faraja to implement the project through training and technical support;</li> <li>2. Project monitoring and grant administration;</li> <li>3. Support Faraja and the local community to design and implement a pilot project;</li> <li>4. Ensure Faraja submits project progress and financial reports;</li> </ol>	<ul style="list-style-type: none"> <li>• The organisational capacity in project management has improved comparatively from the start of the partnership to the time of evaluation through the documents observed . ICT has offered monitoring and guidance that has enabled improved documentation, communication and timely delivery.</li> <li>• Faraja Trust Fund was supposed to report to ICT on</li> </ul>

<b>Partner</b>	<b>Role</b>	<b>Performance</b>
	<ol style="list-style-type: none"> <li>5. Link between Faraja Trust Fund to CSC and work with CSC to ensure the project achieves its objectives;</li> <li>6. Organise project end evaluation;</li> </ol>	<p>project progress, submit reports etc, but at times when directly conducted by the CSC, they ended up reporting directly to the CSC. This affected communication in certain cases</p> <ul style="list-style-type: none"> <li>• New sources of funding and new projects have emerged as a result of partnership this includes water and sanitation, and sports and recreation.</li> </ul>
<b>Faraja Trust Fund</b>	<ol style="list-style-type: none"> <li>1. Design and implement the pilot project as per agreement with ICT</li> <li>2. Prepare and submit project progress reports</li> <li>3. Participate in the end of the project evaluation</li> </ol>	<ul style="list-style-type: none"> <li>• The project generally has been implemented in accordance to plan and agreement.</li> <li>• Project reports have been submitted according to the planned schedules.</li> <li>• Faraja Trust Fund has actively participated in the evaluation of the pilot project. List of challenges, lessons and success storied were drawn and recommendations made.</li> </ul>

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

## **Chapter 7: Lessons learned and recommendations.**

### **Introduction**

Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children has been a very successful pilot project. Community members and children who participated in the project and engaged with the process overall enjoyed the experience and commended the value the project has brought to their life. The project as it continues it receives a large number of applications from children, their families and from different communities from neighbourhood and in general who want to join the project, most expressed their satisfaction with the way the project has been working. Awareness on the rights and the need for protection is one thing, attitude toward and practicing rights and protection is another aspect. To strengthen attitude and practice towards the rights and protection of children against abuse and violence the evaluator recommend the sets of interventions as key to achieving long lasting positive impact on the lives of children.

It is important that the lessons learned from the pilot are disseminated among those who have been involved in developing and organising the project, and amongst those interested in testing Improvement of the Lives of Migrant Children elsewhere. The evaluation report and presentations should be the main dissemination tools.

### **General Recommendation**

The project has achieved many things and its impact is beginning to surface. In order to consolidate the achievements already made and maintain the continuity of its impact, this evaluation recommends that the project should be extended to another phase taking into consideration the suggestions given in the Way Forward Chapter and incorporating districts, schools and community initiatives. Continue to strengthen by defining together and establishing and assist integrated functioning child protection systems and mechanisms with stakeholder's committee and involve in addition a Social Welfare officer. Specific recommendations are provided as per the list of lessons learnt in Table 22 bellow.

**Table 25: List of Lesson Learnt and Recommendations**

<b>Lessons Learned</b>	<b>Recommendations</b>
<b>1. Community involvement in every stage of designing has resulted into local community to produce own needs based plans where children were actively participating in the process; this resulted in realistic interventions, cost effectiveness of responses, created and promoted a sense of ownership and potentiality for sustainability; this is specifically important element to be learnt on how migrant children issue could be effectively and efficiently programmed in the future</b>	The community involvement should continue since it has contributed to success of most component of this project. However this should go beyond programming stage, it should involve running of the project activities such as Street Side School, liaise with Ward Development Committee to ensure this is included within Ward Development Plan; and Local leaders Committee, Women groups and other committee roles in managing the centre should be increased and clearly defined
<b>2. Partnership work with government and other stakeholders</b>	Scheduled consultations should be in place to provide feedback on project progress and collect advise and recommendations for improvement

Lessons Learned	Recommendations
<p><b>3. Combination of preventive measures and direct support in terms of materials</b></p>	<p>Promote preventive measures and sustainable means through empowerment, capacity building on sustainable approaches of solving own problems, referral system strengthening; phase-out strategically material support taking into consideration the crisis/emergence situation of children so as to minimise dependence and promote innovative ideas. Increase focus on early childhood interventions, especially early childhood education, counselling and empowerment.</p>
<p><b>4. Flexibility of the project to accommodate new ideas</b></p>	<p>This should go hand in hand with the ability of local people to be able to mobilise local resources and manage new initiatives</p>
<p><b>5. The awareness on the rights and responsibilities and child protection issues through child rights clubs and forums</b></p>	<ol style="list-style-type: none"> <li>1. Transfer of knowledge and skills on the rights and responsibilities should continue through development and testing of guidelines and manuals using strategic workshops, awareness campaigns and self help groups with child rights clubs, forums, teachers, stakeholders, women groups, and community committees at least for a period of up to three years</li> <li>2. Faraja should work closely with municipal council education officers and teachers in schools to plan together and schedule child rights clubs within school itineraries so as to minimise interruption of subject sessions and allow more children to participate</li> <li>3. School clubs should increasingly be developed in numbers in collaboration with Municipal council for each school to reach more children as right claimers and encourage competition on rights and responsibilities knowledge, behaviour improvement and attitude change among clubs towards defined issues such as school performance, behaviour change and child friendly environments. Multiple clubs to be formed in the same school should possess different names chosen with children and should consider children's wish to grouping either by age or by classes, the number should be maintained at maximum 30.</li> <li>4. Improvement should also target school competitions to include child friendly schools where freedom of expression, free of corporal punishment and mutual communication is</li> </ol>

Lessons Learned	Recommendations
<p><b>The awareness on the rights and responsibilities and child protection issues through child rights clubs and forums...</b></p>	<p>realized; minimized abuses from both fellow children as well as teachers and award a trophy or support to a given school project on the Day of African Child. This requires a committee of judges that should involved Stakeholders Committee involve in identifying the winners.</p> <p>5. Increase focus in improving teacher’s capacity in communicating with children as means of minimising conflict and therefore punishment in addition to rights and responsibilities as duty bearers through empowerment seminars, testing of school models for alternative to punishment and development of child rights and communication guidelines that can be used by teachers throughout so as to minimise physical abuse as way of punishment.</p> <p>6. Stop supply and provision of refreshments such as juice and sweets in school clubs, it is not recommended as a motivation as it take away ownership and creating unrealistic expectation. Instead, promote meaningful motivations such as t-shirts with messages (refer PPP), club notebooks/diaries with messages such as list of their rights and responsibilities, what the child law say, award of certificates after training or trophies during DAC, opportunity to attend training or day of African child celebrations or study tour for winners and exposure to senior government officials for the best club or school.</p> <p>7. Integrate <b>Child Rights Based Monitoring and Evaluation system</b> with clearly <b>defined indicators based on SMART objectives</b> within the project plans in order to effectively <b>Inform national and international policies</b> and promote exchange of experience and lessons with other institutions through publications of lessons and studies and disseminations, forums, and exchange of volunteers and expertise. The studies should specifically build on the trends, lessons and emerging issues; <b>to start with, analysis of existing data for a defined period of police records, court case records, health, education (schools), social welfare, and referrals and incorporate stakeholders and</b></p>

Lessons Learned	Recommendations
<p><b>The awareness on the rights and responsibilities and child protection issues through child rights clubs and forums...</b></p>	<p><b>community perception community situations</b> (this might take time as some records are scattered and might not be categorically accessible). If these do not exist, support should be investigated to enable Municipal to generate in a very cost effective manner, data related to children living in difficult circumstances including street children and ensure the utilisation of it.</p> <p>8. Support recruitment and continued capacity building of a team of staff, volunteers and community committees on various aspect of the above components.</p> <p>9. Seek and establish partnership with private sectors in order to benefit from Public Private Partnership (PPP) schemes and be able to access support to promotional materials such as t-shirts, sports equipments and school materials.</p>
<p><b>6. Improving behaviour and attitude towards social, cultural and economical opportunities and challenges</b></p>	<p>1. Continue to facilitate and support the community to define, identify, and realistically plan on the exploitation of to social, cultural and economical opportunities based on locally available resources and opportunities,</p> <p>Example: Ideas such as designing messages and means for delivering against a harmful practice and attitude, identifiable self employable skills transfer to youth available in the given community, improving house conditions and income, resource mobilisation and promotion of equity through encouraging well off to support less privileged, or land allocation requires mostly a well motivated and strategic facilitation with community full participation and is cost effective and lasting.</p> <p>2. Strengthen community groups starting with women and continue to involve men and introduce WORTH to women as economic empowerment programme in Chamwino, learn from Pact supported project of which Faraja is a partner. Use the groups to instigate knowledge and skills on child rights and child protection and promote them to become advocate groups. Use the groups to identify, support and make referral for children in sexual exploitation and sex commercial work,</p>

Lessons Learned	Recommendations
<p><b>Improving behaviour and attitude towards social, cultural and economical opportunities and challenges.....</b></p>	<p>exploitative labour, and under severe abuse and exploitation of all forms. Have the group contact centre be the Street Side School.</p> <p>3. While improving conditions in public schools, SSS should continuously and strategically transfer its role from providing access to basic education through COBET to a centre for vulnerable children who are in need of PSS, supplementary subject trainings, and provide emergence and <b>strengthen referral systems</b> to those in crisis and subjected to child abuse and violence and those in need of services that are not provided by the project. The centre should at the end become a child protection and empowerment centre where the child protection monitoring groups such as the local government committee, children peer groups, the women’s <i>Mama na Mwana</i> committee and make use of these groups to advocate for continued change and sustaining protection of children in the community.</p> <p>4. Lobby with the central and local government authority to have some of the government officials/staff seconded to the SSS especially education, police officers, community development and or Social Welfare officers (these may include the recently introduced within the government systems, the paraprofessionals)</p>
<p><b>7. Radio and television programmes that involves discussions and dialogues has limited impact to a given target community, many have limited access to radio and television</b></p>	<p>1. Promote active and meaningful participation of children in designing project communication strategy and make use of empowerment activities including child rights clubs, child rights forums, and exploit the more effective ways as opposed to radio and television the community based educative entertainments and public seminars as means of delivering messages to both children and community of Chamwino.</p> <p>2. If radio has to be used, a social marketing strategy should be employed with a defined target group taken into consideration. Making powerful jingles and sports transfer the message quickly even to those who have not been in the radio than a long dialogue and discussion. Children and youth must be involved in designing. The same strategy</p>

Lessons Learned	Recommendations
	<p>used for marketing consumables should be deployed. These radio messages should strategically be for lobbying and advocacy targeting the community, local government and service providers as duty bearers aiming at reforms, policy, regulations improvements and by-laws; children and the public in promoting a positive image of a Street Child</p>
<p><b>8. Child protection policy as a means of integrating child protection measures within organisational activities</b></p>	<ol style="list-style-type: none"> <li>1. The policy needs to strongly be integrated within all Faraja activities and partners including Street Side School and Public Schools where Faraja will be working. For example, the Evaluator has seen the policy but was not subjected for signature as a commitment to child protection while working with Faraja.</li> <li>2. Lobby with municipal council to test and adopt the Child Protection Policy and or take it as part of or through MoU and ensure that the components are agreed to be reintegrated within schools. Alternatively, this can be complimented and using the education policy identify and justify components to be listed as a list of don'ts and do and publicise within schools targeting protection of children.</li> <li>3. Children in those particular target schools should be made aware of the existing policy and procedures for child abuse reporting and protection should be defined within schools</li> <li>4. Improvements should continue within policy based on the lessons gained, to start with it should includes: Attachment 1 to highlight all forms of abuse and not only sexual, this should include exploitation, physical or psychological, should be highlighted in a form of list of ethics to follow to prevent harm. Attachment 2 on code of conduct for staff should include procedure for an adult to report an incidence of child abuse not only a child</li> </ol>

*Source: Building the Capacity of Local CBOs and Government Agencies to Improve the Lives of Migrant Children Project Evaluation, 2010.*

## **Chapter 8: Conclusion and the way forward**

### **8.1 Conclusion**

Children's basic needs as well as their basic rights have been addressed in accordance to the project plan. The effectiveness and efficiency of the project are the result of involving local people throughout the work, which informed and helped in designing appropriate interventions for the project. There are number of lessons that can be drawn from the project that worth disseminating including the importance of studies as a bases of any project initiation and involvement of local people including children throughout the project. What has been important is the ability of the project to identify and maintain focus of the number and type of stakeholders to deal with. The programme has learnt from experience and improved practice and the project represents good value for money.

### **8.2 Way Forward**

The evaluation team strongly suggests that the project should be extended to cover a wider audience; enable Faraja consolidate its project achievements; develop a phasing out plan; and document the tangible results of the pilot phases based on the achieved outputs and indicators. In the new phase, child rights club and other child rights and protection potential approaches should be promoted and effectively utilised. These includes child rights forums, child friendly schools, inter clubs and school competition on the right based friendly and performing school, theatre and drama, brochures, Street Side School; community based participation committees including stakeholders and child rights committee, radio spots, child protection policy and related manuals and guidelines. There should be a more focused involvement of Municipal district officials, community groups, teachers, parents/guardians and children themselves for project ownership and sustainability reasons. In extending to a new Phase, the Project should:

- a) Use community based initiatives
- b) Districts/Schools initiatives
- c) Sustain children participation
- d) Lobby, promote and establish multiple children clubs (forums and councils)
- e) Practice collaborative approach in radio spots production
- f) Organize annual consultative sessions with stakeholders to review and collect comments on the project progress including among others the children, Municipal, community and parents/guardians, magistrates, police, politicians and religious leaders.
- g) Strengthen participatory project planning that reflects a right based approach (Municipal, local leaders, parents, guardians, teachers, children, school and street children)
- h) Have a staff specifically assigned to coordinate and implement the new phase in each Component **Child Rights and Protection (Child Friendly) in School, Community participation and Mobilisation (Community Empowerment), Street Side School (education and child protection centre) (a.k.a *Neema ya Mtoto*)** and ensure adequate facilities and transport.
- i) Include children with disability and make referral as necessary when the need is not within the project capacity.
- j) Increase emphasis to early childhood development that will sustain children at risk management.
- k) Avoid special attention and over emphasis to the rights of the orphans to eliminate stigma
- l) Cover issues of drug and alcohol use and abuse

- m) Lobby for law enforcement against those abusing children
- n) Include children entertainment (meaningful and educative football, drama, performing and other types of arts)
- o) Strengthen HIV/AIDS awareness, SRH, and peer education
- p) Strengthen networking with other organisation at local (emphasis on referral system strengthening), national and regional level to learn and share experiences and skills.
- q) **Strengthen and encourage Faraja to gain documentation skills and document and publish as many lessons and practice as available based on the areas of interventions. Use external expertise if possible.**

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## End notes

<sup>i</sup> Tanzania is one of the member states to the *United Nations Convention against Transnational Organised Crime and, in particular, the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children*. This Convention was adopted by the United Nations General Assembly U.N.G.A. Res. 55/25 on November 2000. Tanzania ratified it on 24 May 2006 (as found in LHRC, 2009)

<sup>ii</sup> NBS 2002 (based on population growth projections by 2008)

<sup>iii</sup> LHRC (2008) Tanzania Human Rights Report of 2008, page 88

<sup>iv</sup> see also The Millennium Development Goals Report 2009, Tanzani, PHDR 2009 and Tanzania HIV and Malaria Indicator Survey 2007/08

<sup>v</sup> The Millennium Development Goals Report 2006

<sup>vi</sup> According to State of the World Children Report 2008, Birth registration in Eastern and Southern Africa were measured at only 24%, recorded lower in rural than in urban.

<sup>vii</sup> According to UN Secretary-General's Study on Violence against Children published in 2006, 39% of all married women in Tanzania were under 18 years of age, considering that 53% of the population (projections from NBS 2002) were under the age of 18, it is easier to imagine the trend existing in the country.

<sup>viii</sup> Section 169A of the Penal Code provides for an offence of FGM. It states that, any person who, having the custody, charge or care of any person under eighteen (18) years of age, causes

female genital mutilation or carries or causes to be carried out female genital mutilation, commits the offence of cruelty to children (as found in Tanzania Human Rights Report 2009).

<sup>ix</sup> Namely Maasai, Iraque, Nyaturu, Pare, Gogo, Zanaki, Ruli, Sweta, Ikoma, Sukuma, Kurya and other tribes in Arusha, Morogoro, Manyara, Singida, kilimanjaro, Mara and Shinyanga, as part or symbol of graduating a lady from childhood to maturity ( see Tanzania Human Rights Report 2009).

<sup>x</sup> The *Trafficking in Persons Report of 2009* as found in Human Rights Report 2009.

<sup>xi</sup> Corporal punishment is lawful in schools. Pursuant to article 60 of the Education Act (1978), corporal punishment is regulated by the National Corporal Punishment Regulations (1979), produced by the Ministry of Education

## **Appendices**

### **Appendix 1: Evaluation Participants**

#### **A. Focus Group Discussion**

##### **Street Side School children**

1. Aziza Hamira – 14 (girl)
2. Frank Augen – 13 (boy)
3. Anastazia Amiru - 12 (girl)
4. Mariam Hussein – 14 (girl)
5. Hamza Rajabu – 16 (boy)
6. Athanas Joseph – 16 (boy)

##### **Public schools child rights clubs**

1. Husna Ramadhani
2. Fatuma Saidi
3. Veronica Nestori
4. Swaumu Ramadhani
5. Loveness Matala
6. Melikzedeki Mushi
7. Andrea Enock
8. Ally Said

##### **Teachers in public and Street Side School**

1. Clementina Mbirigenda – Street Side School
2. Shani Kassongo – Street Side School
3. Esther Joseph – Jitegemee Primary School
4. Jesca Mokiwa – Chamwino ‘A’ Primary School
5. Margareth Lulanibo – Kambarage Primary School
6. Hamisa Yahaya – Chamwino ‘B’ primary school
7. Issa Omary – Sports Instructor, Street Side School

##### **Community Committee (*Neema ya Mtoto*)**

1. Dimosso Rashidi
2. Theresa Mdaba
3. Khadija Juma
4. Nuru Msulwa
5. Amina A. Nassoro
6. Hamisi A. Masudi

### **Community Faith Based Leaders**

1. Mathias Nsoma - Pastor
2. Melkiades Mchelle – Chairperson, Kwa Mahita
3. Omari Millomo – Chairperson, Misufini
4. Amina A. Nassoro – Chairperson, Tupendane

### **Stakeholder’s Committee**

1. Nuru Nasari – Residence Magistrate
2. Mwanaidi Lwena – Police Officer (CID)
3. Norvatus F. Mzava – Municipal Educational Statistics Officer
4. John Kidasi – Chief Editor Radio Ukweli
5. Victoria Kajembo – Journalist/social worker Faraja Trust Fund
6. Catherine Mushi – Legal Officer, Faraja
7. Herman Joackim – Human Rights/Legal Aid
8. David S. Mganga – Tanzania Albino Society

### **Interview**

1. Pakalapakala Jumamosi Mlenge – Community Leaders, Division secretary
2. Epifania Mrema – Project Accountant
3. Clementina Mbiligenda – Teacher, Street Side School
4. Edna Isaack – Teacher, Street Side School
5. Mama Julie Lupapula – Social Worker/ Counsellor, Street Side School
6. Shani Kassongo – Teacher, Street Side School

## **Appendix 2: Tools administered during the evaluation**

### **A. FGD Guidelines**

## **Neema ya Mtoto Project Evaluation**

### **FGD**

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_.

I have been assigned by Faraja Trust Fund to carry out an evaluation of Neema ya Mtoto Project, which was implemented between 2008 and 2009. The aim is to measure the impact, relevance and sustainability of the long term activities of Neema ya Mtoto Project of Faraja Trust Fund.

The purpose of this interview therefore is to collect information from all stakeholders with a view of learning the underlying factors to success and how best to improve the future programme. Hence all information collected will be handled discretely from the respondent and under great confidentiality.

#### **(A) Personal Information**

Name of Ward-----

Name of Street-----

Name of interviewer-----

#### **RELEVANCE**

Tell us about Neema ya Mtoto Project

How were you involved?

How relevant are the following areas of the Neema ya Mtoto project in addressing the rights of children?

- Neema ya Mtoto Committees,
- Trainings on child rights and protection
- Production and use of IEC materials
- Children rights forum
- Children's rights clubs
- COBET classes
- Networking and referral
- Women Support group
- Collaboration with local government

#### **EFFICIENCY**

When you participated in the Neema ya Mtoto project, what did you like most?

What are the things you didn't like or enjoy when you participated in the Neema ya Mtoto project.?

What do you suggest for each of the dislike on what should have done differently to improve the situation?



- Children rights forum
- Children’s rights clubs
- COBET classes
- Networking and referral
- Women Support group
- Collaboration with local government

Neema ya Mtoto project is coming to an end, in your opinion do you see the following activities of Neema ya Mtoto to continue even if Faraja Trust Fund stops working in your project target areas?

- Neema ya Mtoto Committee,
- Trainings on child rights and protection
- Production and use of IEC materials
- Children rights forum
- Children’s rights clubs
- COBET classes
- Networking and referral
- Women Support group
- Collaboration with local government

If Neema ya Mtoto project is to continue, what should be done differently?

### **PARTICIPATION**

Were you actively involved in making decisions about project activities?

If No, What do you think should have been done to improve your involvement in making decisions about the project activities? Please give two suggestions

Are you aware of the children’s Clubs?

In your opinion, do they have any relevance to you as a child?

If Yes, Please mention two major roles in your opinion children’s clubs can have in promoting rights of the children

**THANK YOU VERY MUCH FOR YOUR COOPERATION AND PARTICIPATION**

### **PARTICIPANTS LIST**

NAME	AGE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



**EFFICIENCY**

3. Please mention two things you didn't like or enjoy in the Neema ya mtoto project activities which are coordinated by Faraja Trust Fund.

- 1. ....
- 2. ....

4. From the two above things you did not like in the Neema ya mtoto programme activities, give two suggestions for each of the dislike on what should have been done differently to improve the situation?

- Dislike 1.....
- Dislike 2.....

**EFFECTIVENESS**

5. Have the services or activities of Faraja Trust Fund through Neema ya mtoto programme brought any changes in the way you understand, behave and think about children's rights and protection?

- 1. YES 2. NO

6. If the above answer is YES, Based on the reasons on above question Which changes happened?

- 1. ....
- 2. ....

7. Which of the following items you came to understand better through Neema ya mtoto project? **Answer "YES" or "NO"** next to each item

ITEM	YES	No
1. HIV/AIDS& STI		
2. Sexual reproductive health		
3. Participation of children in recreational activities and sports using secured grounds		
4. Importance of education.		
5. children's rights against child abuse.		

8. How did you know or become aware of the above listed issues within Neema ya Mtoto project? Through:

ITEM	YES	No
1. actively participated in activities		
2. Through Television (star)		
3. Through Radio Free Africa (RFA)		
4. Attended training on the above subjects		
5. Read on the papers presented by the project		
6. Through Mwananchi News paper propagated by the neema ya mtoto project.		
7. Through radio Ukweli		
8. Other means (mention		

**IMPACT**

9. If you were to compare the situation before and after Neema ya mtoto came to this school/street, in your opinion, to what extent has neema ya mtoto project changed the attitudes on school/street children conditions and behaviors in terms of: **Tick the Appropriate response:**

AREA	1 Very Much So	2. Somewhat	3. Not much4	4. Don't Know
1. Awareness on various Rights of the Children:				
2. Opportunities for Children to freely discuss issues affecting them.				
3. Children gained knowledge and skills on prevention on child abuse				
4. Children commitment and dedication to present their ideas for change in the community.				
5. Realization by the community and relevant stake holder's responsibility to children care.				
6. Increased knowledge among children in HIV and STD'S risk				
7. Improved school performance				

10. Could you please recall any specific practice that used to negatively affect children in your school/community and now has been changed/stopped as a result of Neema ya mtoto project? Please mention two:

1. ....
2. ....

11. What do you think Neema ya Mtoto or Faraja Trust Fund should do differently next time to help you as a child to get your rights? Give two Suggestions:

1. ....
2. ....

**SUSTAINABILITY**

12. In your opinion, do you think the activities and services of Neema ya mtoto project will continue and last over time after the funds have completely been expended?

1. YES
2. NO.

THANK YOU VERY MUCH FOR YOUR COOPERATION AND PARTICIPATION

## **Faraja Trust Fund Project Evaluation Questionnaire**

### **0.1. Parents**

I have been assigned by Faraja Trust Fund to carry out an evaluation of Neema ya Mtoto Project, which was implemented between 2008 and 2009. The aim is to measure the impact, relevance and sustainability of the long term activities of Neema ya Mtoto Project of Faraja Trust Fund.

The purpose of this interview therefore is to collect information from all stakeholders with a view of learning the underlying factors to success and how best to improve the future programme. Hence all information collected will be handled discretely from the respondent and under great confidentiality.

#### **(A) PERSONAL INFORMATION**

Name of Ward-----  
Name of Street-----  
Name of interviewer-----

#### **(B) RESPONDENT CHART**

##### **B1 SEX**

- 01 Male
- 02 Female

##### **B2 Age (years)**

- 01 18 - 35
- 02 35 - 60
- 03 Over 60

##### **B3 EDUCATION**

- |                  |               |
|------------------|---------------|
| 01 Below Primary | 02 Primary    |
| 02 Secondary     | 03 Vocational |
| 04 College       | 05 Others     |

#### **RELEVANCE**

1. Are you aware of the Neema ya mtoto project?

- 1. YES
- 2. NO

2. If the above question is “**YES**” how did you find the contents or activities of the Neema ya mtoto relevant to you as a child?

- 4. Very relevant
- 5. To some extent
- 6. Not at all

**EFFICIENCY**

3. Please mention two things you didn't like or enjoy in the Neema ya mtoto project activities which are coordinated by Faraja Trust Fund.

3. ....

4. ....

4. From the two above things you did not like in the Neema ya mtoto programme activities, give two suggestions for each of the dislike on what should have been done differently to improve the situation?

Dislike 1.....

Dislike 2.....

**EFFECTIVENESS**

5. Have the services or activities of Faraja Trust Fund through Neema ya mtoto programme brought any changes in the way you understand, behave and think about children's rights and protection?

2. YES 2. NO

6. If the above answer is YES, Based on the reasons on above question Which changes happened?

3. ....

4. ....

7. Which of the following items you came to understand better through Neema ya mtoto project? **Answer "YES" or "NO"** next to each item

ITEM	YES	No
6. HIV/AIDS& STI		
7. Sexual reproductive health		
8. Participation of children in recreational activities and sports using secured grounds		
9. Importance of education.		
10. children's rights against child abuse.		

8. How did you know or become aware of the above listed issues within Neema ya Mtoto project? Through:

ITEM	YES	No
9. actively participated in activities		
10. Through Television (star)		
11. Through Radio Free Africa (RFA)		
12. Attended training on the above subjects		
13. Read on the papers presented by the project		
14. Through Mwananchi News paper propagated by the neema ya mtoto project.		
15. Through radio Ukweli		
16. Other means (mention		

**IMPACT**

9. If you were to compare the situation before and after Neema ya mtoto came to this school/street, in your opinion, to what extent has neema ya mtoto project changed the attitudes on school/street children conditions and behaviors in terms of: **Tick the Appropriate response:**

AREA	1 Very Much So	2. Somewhat	3. Not much4	4. Don't Know
8. Awareness on various Rights of the Children:				
9. Opportunities for Children to freely discuss issues affecting them.				
10. Children gained knowledge and skills on prevention on child abuse				
11. Children commitment and dedication to present their ideas for change in the community.				
12. Realization by the community and relevant stake holder's responsibility to children care.				
13. Increased knowledge among children in HIV and STD'S risk				
14. Improved school performance				

10. Could you please recall any specific practice that used to negatively affect children in your school/community and now has been changed/stopped as a result of Neema ya mtoto project? Please mention two:

- 1. ....
- 2. ....

11. What do you think Neema ya Mtoto or Faraja Trust Fund should do differently next time to help you as a child to get your rights? Give two Suggestions:

- 3. ....
- 4. ....

**SUSTAINABILITY**

12. In your opinion, do you think the activities and services of Neema ya mtoto project will continue and last over time after the funds have completely been expended?

- 2. YES                      2. NO.

THANK YOU VERY MUCH FOR YOUR COOPERATION AND PARTICIPATION

### Appendix 3: Evaluation of Faraja Trust Fund: Itinerary

Building the capacity of local CBOs and government agencies to improve the lives of migrant children project 19 -

No	Activity	Responsible	Target	Specific Day	Working Days														
					1	2	3	4	5	6	7	8	9	10	11	12	13		
1	Consultative Meeting FTF offices with FTF/CSC/ICT staff; polishing evaluation questionnaire, tools and field movement plans	Eric / Victor and Francisca	-Project Coordinator -ICT representative	August 19, Thursday															
2	Focused interviews with Project Staff	Eric	-1 Member of Board of Trustee -1 Project Coordinator -1 Programme Accountant -2 Social Workers -1 Lawyer -3 Teachers - 1 cook	20 <sup>th</sup> August Friday															
3	Questionnaire Interview with Beneficiaries	Eric/Victor	-36 Children in SSS (COBET) -30 Child rights club members	21 <sup>st</sup> August Saturday day															
4	-Literature/ document review. -Focused discussion with Priest ref: COBET	Eric	1 COBET	22 <sup>nd</sup> August Sunday															
5	Focused Group Discussions and interviews	Eric/FTF staff	<u>Groups</u> 1.NYM/ community Committee 2. Community Leaders committee 3. Women's Groups <u>Interviews:</u> -3 Mitaa secretaries - 2religious Leaders - 3 guardians	23 <sup>rd</sup> August Monday															



## **Appendix 4: Terms of Reference for Evaluation Consultant**

### **Final Evaluation**

#### **Terms of Reference for Evaluation Consultant**

##### **Project Name**

Building the capacity of local CBOs and government agencies to improve the lives of migrant children

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#### **I. CONTEXT**

- 1.1 Project Background. During the past two decades Tanzanian cities have undergone rapid changes that have transformed the urban environment, as well as the lives of millions of people who live in this setting. The impact of these changes is affecting almost everybody, particularly the urban poor. One of the growing social problems associated with these changes is the tremendous increase in the number of urban street children, or *watoto wa mitaani*, as they are called in Tanzania. These are unsupervised children either living alone or working on urban streets. They are especially noticeable in cities such as Dar es Salaam (the capital), Dodoma, Arusha, Morogoro, Moshi, Tanga, Mbeya and Mwanza. Rates of urban population growth have been exploding in these cities, amidst an intensifying and severe social economic crisis.
  - 1.2 Until recently there were no reliable figures available as to the number of street children in Tanzania. However, several surveys were carried out locally by nongovernmental organizations (NGOs) prior to this project, and all of them indicated that the number of street children was increasing. For example, according to the Moshi-based Mkombozi Centre, their census indicated that in Moshi there was a 26% increase in female and male part-time street children, a staggering 92% increase in female full-time street children, and a 60% increase in male full-time street children since 2003. In Arusha, according to Mkombozi, there was a 62% increase in female part-time street children, a 40% increase in male part-time street children, a 51% increase in female full-time street children, and a 39% increase in male full-time street children. In Dodoma there were approximately 3,000 street children in 2001, while available statistics indicate that in 1994 there were only 1,000 street children.
  - 1.3 The experience of NGOs worldwide working with street children indicates that the “push factors,” that is, the causes behind a child’s decision to take to the streets are often complex, successful interventions require approaches involving all key stakeholders: local government agencies, NGOs, communities, and, most importantly, vulnerable children themselves.
  - 1.4 The Consortium for Street Children (CSC) is the leading international member-based network dedicated to advocating, promoting and campaigning for the rights of street-involved children. International Childcare Trust (ICT) is a UK-based charity partnering with grassroots nongovernmental organizations in Africa and Asia that protect children’s rights. Its partner during this project, the Faraja Trust Fund in Morogoro, Tanzania, has as its mission to alleviate the suffering among HIV/AIDS vulnerable people and affected individuals through counseling, care and coping support, income generation activities and preventive health education.
  - 1.5 **Project Objectives and Components.** The general objective of the project is to improve the effectiveness of the consortium, its members and their community-based partner organizations (CBOs) in preventing children from having to make the choice to migrate to streets of towns and cities in Zimbabwe and Tanzania, and in reintegrating into society those children who are already on the streets. To achieve
-

these objectives, the project includes the following components: (1) training of trainers in participatory learning and action methodologies; (2) implementation of an innovative pilot project that addresses the migrant flow of children will be tested; and (3) organizing press conferences in Tanzania to highlight the pilot project and the problems of street children. The project was for three years and focused on Tanzania and Zimbabwe. The project implementation was meant to mirror each other in the two countries. In Tanzania it was implemented by the Consortium for Street Children (UK), one of its UK members, the International Childcare Trust (ICT), and ICT's Tanzania partner, the Faraja Trust Fund. In Zimbabwe it was implemented by the Consortium for Street Children (UK), another of its UK members, Street Child Africa, and Street Child Africa's partner in Zimbabwe, Streets Ahead. The total budget of the project was £ 80,000, (£30,273 for Tanzania).

- 1.6 While the project was intended to be carried out in both Tanzania and Zimbabwe, it was only completed in Tanzania. In Zimbabwe, the project came to a stop after the training of trainers' phase at the request of the Zimbabwe partner. The reason given by the partner was the political violence and accompanying anti-British feelings that resurfaced in Zimbabwe. The donors were informed of the decision to halt the project in Zimbabwe. Project funding meant for Zimbabwe was then used to help cover the expenses of a national street children conference in Tanzania (an unexpected output from the project), following approval from the Baring Foundation.
- 1.7 Accordingly, this final evaluation covers only those activities that related to the project's implementation in Tanzania.

## **II. OBJECTIVES AND ACTIVITIES OF THE CONSULTANCY**

- 2.1 The objective of the consultancy is to prepare the final project evaluation of the Tanzania portion of the project.

The activities are the following:

- 2.2 Final Evaluation. The evaluation's main goals are to: (i) determine whether the objectives, outcomes and impact as stated in the proposal were achieved; (ii) identify lessons learned and provide recommendations for future support; and (iii) assess the role and performance of the three partners in implementing the project. The report will take into account the project's **relevance, effectiveness, efficiency, sustainability and lessons learned**.

Specifically, the evaluation will examine the following aspects:

- a. *Changes in context and review of assumptions (relevance)*: Is the project's design adequate to address the problem(s) at hand? What internal and external factors have influenced the ability of beneficiary groups and project partners to meet projected targets? Were the project objectives and design relevant given the political, economic and financial context?
- b. Indicators and agreed responsibilities with respect to program implementation?  
*Output in relation to inputs (effectiveness)*: Did the project deliver its outputs within the constraints of its available resources (human, organizational financial, material)?
- c. *Achievement of projected performance indicators and targets (efficiency)*: What has been the partners' performance with respect to their projected performance Did the project achieve the targeted number of workshops and persons trained? Provide information on the difficulties faced by the partners and action taken to overcome them (administrative, operational, financial, political or macroeconomic, etc.).
- d. *Results in terms of outputs (efficiency)*: Did the project reach the expected number of beneficiaries? Are the beneficiaries satisfied with the quality and delivery of services? If not, in what way did the services not meet with beneficiary expectations and why?

What concrete improvements and changes have taken place as a direct result of the project?

- e. *Assessment of impact:* How has the project contributed towards the project's goal? To what extent has the project contributed to the capacity of the partner's involved? How could the project's impact have been improved?
- f. *Sustainability:* The report should assess the level of the project's sustainability. Will the project's effects remain over time? Will the project's activities/services continue to be provided after the funds have completely been expended?
- g. *Lessons learned:* The consultant/team should provide information on the economic/political/financial conditions that should exist, required stakeholder participation, and other factors that should be in place to for the purpose of informing the design of future operations. What is the way forward?

In addition, the evaluation will provide detailed answers to the following questions. Whether:

- Children's basic needs as well as their basic rights have been addressed;
- Local people have been involved throughout the work;
- The project has worked with arrange of relevant stakeholders;
- The programme has learnt from experience and improved practice; and
- The project represents good value for money.

The evaluation will cover the project as a whole and therefore include time for looking at what ICT has brought to the work. How well have the relationships between ICT and Faraja Trust Fund worked? What has been the contribution that the project has made to the overall work of ICT? Whether the project has improved delivery of Faraja Trust Fund, CSC and ICT?

### **III. METHODOLOGY**

- 3.1 Review of project documentation. Review, as necessary, of archived material related to the overall project, as well as background material used in project preparation, approved project documents, project monitoring documents, progress reports, action plans, and other information available either at the Faraja Trust Fund, International Childcare Trust or the Consortium for Street Children (UK).
- 3.2 Field visits and interviews: (i) In situ visits in Tanzania to carry out in depth interviews, inspection, and analysis of the project activities; (ii) phone interviews, (iii) interviews with project partners, including Faraja, ICT and CSC staff who participated in the program design and execution; (iv) interviews with local stakeholders (workshop participants, local and national government representatives, especially the Morogoro Municipality and the Ministry for Community Development, Gender and Children and final beneficiaries). For each of these interviews, the consultant should first develop and present their ideas for the content and format of the survey/interview forms that will be applied to capture the information required, as well as the method to be used in administering them and tabulating the results.
- 3.3 Collection of data. Data generated from Faraja's monitoring system should be another source of information. Information from national statistics institutes could also be considered. The consultant/team may propose additional methods of conducting the evaluations.
- 3.4 Final evaluation. A draft of the final evaluation will be presented to the project partners no later than 5 days after completion of all project activities. After receiving comments, the consultant will have 5 days to finalize and submit a final version.

#### **IV. CHARACTERISTICS OF THE CONSULTANCY**

- 4.1 The consultant/team will be supervised by the International Childcare Trust. The consultant will work closely with the Faraja Trust Fund and will have the Acting Chief Executive Director Project at the Faraja Trust Fund as primary contact. The Acting Chief Executive Director will have specific responsibilities related to the collection of information for the evaluation.
- 4.2 Duration and type of consultancy. The consultant/team will be offered a fixed-price contract for 8 days. The consultancy is expected to commence August 17, 2010.
- 4.3 Budget. The total cost of the consultancy should not exceed £300 per day, including all travel and other expenses incurred by the consultant(s).
- 4.4 Payments. The consultant/team will be paid in the following manner: 50% upon signature of the contract; (ii) 50% upon submission and acceptance of the completed version of the final evaluation and revision of indicators/benchmarks report.
- 4.5 Qualifications and experience. The consultant(s) assigned to the job must have demonstrated knowledge of current evaluation theory and practice and several years of experience in evaluating development projects, preferably those that are related to the field of street children and/or community development. The consultant must be fluent in English and Kiswahili, and knowledgeable about East Africa.