

Mkombozi Centre for Street Children

Community Strengthening Project End of Project Evaluation- Phase I

August 2005

Mkombozi's Vision

A world where all children and youth are prioritized and can access opportunities to become well rounded, inquiring, and productive people, who are working towards a more just and democratic society.

Mkombozi's Mission is,

- ⇒ Helping vulnerable children and youth to grow in mind, body and spirit and to build a more caring society for all.
- ⇒ Promoting social justice through participation and collaboration.
- ⇒ Capturing local potential through learning and reflection and acting as a catalyst for holistic development.

Executive Summary

The Community Strengthening (CS) Project details the evolution of Mkombozi. Essentially, it translates the process of localizing social action by promoting participation. The CS Project pioneers a community-based approach that builds on experience and community resources to assist vulnerable children. In this respect Mkombozi is unique in being the only organization working with street children to involve communities in her interventions and among few organizations going beyond service provision to also address some of the causal factors leading children into the street.

The CS Project experienced a number of transitions, mainly a leadership transition and a programming transition necessitating change in organization and direction. For instance the adoption of the M&E Framework led to changes in the formulation of outputs and activities. Moreover, a lot has changed since the CS Project was piloted. In particular participants report a marked decrease in the wave of children coming into the street in the project areas. Most children currently on the street originate from neighboring districts a fact that demands Mkombozi to reexamine old assumptions that emphasized reunification and minimizing the risk of children coming into the street to focus more on interventions that would concretizing and normalize the concept of child participation.

Nevertheless, the CS Project records tremendous success not only with regards raising awareness on children's rights but also in realizing tangible results. For one there is evidence that the rights-based approach pioneered by Mkombozi is being utilized by an increasing number of actors in Kilimanjaro. Communities in project areas are more proactive in addressing social vulnerabilities facing children: Governance structures report asserting their authority against factors that contribute to children going into the streets. Participants report there being greater collaboration among community structures. The outstanding performance of children from the Center in academic related activities has diffused hostility against street children in schools and within the education establishment. Teachers report 75% less incidence of corporal punishment in schools. In Majengo Primary School the drop out rates dropped from 36 children in 2004, to a mere 6 in 2005. Mkombozi's work with children has gone on to inspire communities confirming that there is hope in investing in children, otherwise perceived as "lost" cases.

Nonetheless, these interventions are just gaining root, though having a notable impact. In particular, the Mentoring Programme has significantly impacted on the lives of children in project areas for the better. Mentoring reinforces a community's sense of responsibility towards its most vulnerable members not only across age and class but also across faiths and partisan affiliations enhancing a sense of social cohesion. Unfortunately, mentoring activities target children and less so the parents, creating a situation where the environment that negatively influences children is unchanged. In effect, this may affect the sustainability of interventions with children since parents too may be coming to terms with their own dysfunctions and therefore need support systems to keep them on track.

Generally, there is greater vocalization child rights among stakeholders but the posture and language of most grown ups towards children is still biased viewing children and

their roles in traditional terms. Therefore the actual involvement of children as social actors is still minimal, with the bulk of intervention focusing on adults and how they can support children. Surely, introducing the concept and practice of child participation proves challenging among staff and communities, in such a scenario how far is Mkombozi actualizing her philosophy of child inclusion beyond theatre and recreation e.g. in local governance structures? This dilemma underscores the centrality of child participation as a question of policy and practice, one that views children and young people's participation as an integral part of a project set up, not an isolated event. The challenge before Mkombozi is to locate children's participation within their cultural context something that demands she explores power and power dynamics and how the same hampers introduction of participatory methodologies in an "African and gendered" context.

The question of CS Project sustainability beyond this phase therefore becomes relevant. Will the philosophy survive? Has enough capacity been built to ensure that the interventions will endure? Certainly the challenge is to empowering communities to assume a greater role in the conceptualization and monitoring of interventions at least in those interventions that are not Mkombozi-based but affect them directly. This will undoubtedly reinforce the aspect of working in partnership with communities where their roles are perceived beyond the workshop setting or the beneficiary fold.

Localization of management attempted to address the aspect of sustainability from the point of view of staffing in the organization. A similar strategy needs to be developed at the community level to indicate Mkombozi's intention to hand over stewardship of community-based interventions to communities. Mkombozi will need to achieve a balance between her plans and priorities as an activist organization and reconciling such plans with community expectations, a tension that indicates a desire to assert oneself as a more mature and formalized enterprise that is more strategic in approach as opposed to service oriented. Conversely it may also reflect the compromises she is forced to make in an attempt to attract project funds.

This evaluation also finds that Mkombozi's structure may in fact inhibit the development of local capacity or the transfer of programme development and management to local capacity. Importantly, the structure inhibits programme synergy within the project and within the organization as a whole. This results in fragmentation at the level of project conception and implementation necessitating a programmatic approach to maintain the link between what is happening in the CS Project or Department with interventions undertaken by other departments within Mkombozi allowing for greater synergy and therefore impact.

How attuned is the CS Project in particular and Mkombozi generally to the presenting challenges? Certainly, leadership within Mkombozi and in the larger community is paramount to propel the CS Project towards greater impact. This requires a shared vision of what the project ought to achieve and how this fits in with the larger organizational purpose something that demands going beyond negotiating outputs or activities and focusing on strategies in a programmatic fashion.

“We have come a long way. A few years ago most of us were on the streets. Almost 98% of us used all sorts of drugs but now only 5% of us smoke or drink. It was common for children to argue with teachers, at times getting physical and tearing their shirts. For us, everything was about a fight. All that is history now. We police one another and those of us who are older and who have been at the Center longer provide the standards to children coming through the center”.

- Sylvanus “Mandela” Alloyce, *General Secretary Junior Council of Tanzania and Mkombozi Youth*

I have mustered the courage to confer with other parents about our children and the challenges we face in bringing them up. In so doing, I get much needed support. I now get on better with my family. My children can now approach me and ask me anything without fear!

- Parent Kibosho

Abbreviations

ACTT	Affordable Computers and Technologies for Tanzania
CNSPM	Children in need of special protection measures
CRC	Convention on the Rights of the Child
CS	Community Strengthening
Dada Mkubwa	Big Sister
FIFA	Federation of International Football Associations
ILO	International Labour Organization
Kaka Mkubwa	Big Brother
KCMC	Kilimanjaro Christian Medical Center
Mama Lishe	Female food vendor
MEMKWA	Mpango wa Elimu ya Msingi kwa Walioikosa
Mtaa	A street denoting an administrative unit
NNOC	National Network of Organizations working with Children
NoZ NNOC	Northern Zone National Network of Children
OD	Organizational Development
PRSP	Poverty Reduction Strategy Programme
PSG	Peer Support Group(s)
Ripoti	Report
RMB	Result Based Management
The Centre	Mkombozi Street Children's Centre
ToR	Terms of Reference
ToT	Training of Trainers
UN	United Nations

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Framework for the Evaluation

Introduction

Mkombozi Center for Street Children made its humble beginnings on the streets of Moshi in the mid nineties. The founders, Kate MacAlpine and Kara Kirby, were moved by the growing problem of children flooding to Moshi Town. To assist the children, they began a feeding and latter literacy programme for children working and living on the street. They soon learnt that children were most vulnerable when they first come onto the streets and this could determine whether there was a chance at reunification with their families. Therefore, to help trace new children coming into the streets, Kate and Kara began recruiting an informal system of informants within the Moshi commercial community at and around the bus stand. In this way, they began involving the Moshi urban community in Mkombozi's mission and raising awareness about the phenomenon of street children.

This act of charity was basically a street affair originally located at the Moshi Memorial or under tree sheds near the bus stand but it very quickly blossomed into a more organized effort attracting more volunteers and later funds which enable the Center to employ full time staff to work with children still on the street or those transiting through the Center. Indeed, the establishment of the Moshi Day Street Children's Center effectively began a process of formal reintegration of children in their communities focusing on providing psycho-social support, education support, conflict reduction and coping mechanisms targeting communities in the areas where most street children from Kilimanjaro came from.

From the beginning the objective was clear: The aim was not institutionalization but to offer street children a refuge, a temporary location where children were availed basic protection services as attempts were made to locate and reunify them with their families. The reunification process demanded that the situation at home is conducive for a child to remain at home and not run away. This led Mkombozi to study causal factors prompting children to leave their families and come into the street. Among the factors identified by the study are unemployment; the growth of single parent families, especially female headed households; children born out of wedlock; male migration in search of economic and employment opportunities resulting in family alienation; unequal gender relations; and land scarcity leading to land and family conflicts.

The phenomenon of street children in Moshi was in fact a conglomeration of these factors and this realization spurred Mkombozi to embark on an advocacy agenda focusing not only on the rights of children in Kilimanjaro region, but children at risk or children in need of special protection measures (CNSPM). CNSPM is a broad category and includes children in institutions, orphans, abused children, children in early marriages and or pregnancies, child domestic workers, children living in the street, child sex workers and children with disabilities. Because of their vulnerability, special measures were required to address particular problems these children faced.

By 1997 this tireless effort was embodied, located and advanced in the present Mkombozi Centre for Street Children. This history is important to understand the context of the work Mkombozi does, as an organization and specifically under the Community Strengthening (CS) Project since it is the oldest funded project in Mkombozi. In many ways the CS Project details the evolution of Mkombozi which began as a basic response effort assisting children directly on the streets to later assume more complex mechanisms in terms of organization and programming to respond to the vulnerability of children and young people in Kilimanjaro region, especially those living and or working in the street, or at risk of coming to the street.

The Community Strengthening Project

The CS Project is a four year project (2002-2006) targeting four communities in Kilimanjaro region, mainly Kibosho, Uru, Majengo and Machame with a goal of developing and strengthening community based interventions that address the causation of child/youth migration to the street with the outcome that members of target communities are better able to support reunified children and children/youth at risk of coming to the streets. CS is the longest project being implemented by Mkombozi.

The project has four outputs:

1. Information guide on service providers produced and distributed
2. Mechanisms established within target communities to mediate conflict
3. Peer support groups established at Mkombozi and in target communities
4. Process of change within target communities and Mkombozi documented and disseminated.

Essentially, the CS Project translates the process of localizing social action by promoting participation and collaboration for all. Equally, it is about responding to the plight of individual children as it is about addressing the collective plight of communities who, amidst ongoing socio-cultural and economic transitions, lack coping skills and social forms of support. More importantly, it addresses squarely the development question of Kilimanjaro region in terms of its human resource capacity and sustainability. CS is concerned with the ability of communities to take care of its most vulnerable members; building and maintaining democratic institutions, starting from the family unit and local government structures; and facilitating functional community governance structures.

Mkombozi Programme Set up

Mkombozi's work is organized under the following departments:

Community Strengthening Department

Education Department: Formal and informal education

Integrated Care and Support Department: Protection services and reunification services.

These services are supported by the **Finance Department**.

Evaluation Objectives.

This evaluation concerns the first phase of the CS Project. A Mid-Term Review was done in August 2004. The objectives of this evaluation as per ToR are the following:

- Facilitate a process whereby project stakeholders identify what transformation has taken place in their attitudes, skills and practice as a result of the project and chart a way forward particularly with regards to the stakeholders taking on project ownership and sustainability;
- Determine what outputs have been achieved, what lessons have been learnt and what has been the impact on the lives of children? and
- Indicate the progress since the Mid-Term Evaluation conducted in August 2004

Evaluation Methodology

The evaluation was done from August 1-15,2005 in Moshi and consisted of various data collection methods including a literature review of various reports and documents; conducting field visits and observations at Majengo, Njoro and Kibosho areas; mapping and drawing; facilitated discussions in a one day workshop setting with residents, teachers, pupils, volunteers from all four target communities and some of the schools working with Mkombozi; conducting structured and random interviews with Mkombozi partners and informants, youths at Moshi Bus Stand, District actors, Mkombozi children and neighbours; and Moshi residents, generally.

To a large extent, the ToR guided the structure of the workshop and interview schedules/questionnaires. Particular attention was made to include a representative segment of the population and to verify the information given from different sources. The objective was to enable those involved, not only to review the project but also to learn from the lessons emerging from the initial phase of the project and deliberate on how best to advance the project objective, as well as Mkombozi's mission.

Clarification sessions were initially held with the CS Coordinator Mr. Ismail Mwishashi and Mkombozi Director Ms. Kate MacAlpine at Moshi Uhuru Hostel. This was followed up with a further clarification and planning session with the CS Staff. Upon completion of collecting field data a debriefing session was held with the CS Staff to present and verify the evaluation findings in preparation of submitting a final report of the evaluation.

I have organized and presented the findings and recommendations of the evaluation in a way that I hope will help CS Staff, as well as Mkombozi to appreciate the bigger picture involved in scaling up on community-based interventions. Indeed, the CS Project could not be evaluated in isolation. The organizational and well as the institutional context in which it operates must be considered for the recommendations to have relevance to Mkombozi and the communities Mkombozi works with. This is more pertinent now as Mkombozi explores and engages with its development questions. Ultimately, learning from the OD process and the learning from this evaluation will provide Mkombozi with a sound framework to chart the CS Project and organization's future direction.

I. Evaluation Findings

1. a. What outputs have been achieved?

The goal of CS Project is to develop and strengthen community based interventions that address the causation of child/youth migration to the street. Four main outputs were envisaged by the project and accomplished as follows,

Planned Output	Level Achieved	Remarks
Produce and distribute information guide on service providers in Moshi. Since November 2004 rephrased to read Information on different services produced and disseminated	15,000 leaflets and 250 directories were produced and distributed to different segments of the population, institutions and district actors, beyond what was initially planned. Training on the use of the info-guide was done as planned.	A number of omissions and errors are noted in the present guide, which Mkombozi has noted. A number of suggestions have been made to improve the guide. Additional source of information is the Mkombozi web page with a searchable database.
Mechanisms established within target communities to mediate conflict	Conflict Management Committees identified, trained and functional in a number of village/ street government structures totaling 50 mediators. Two teachers in four schools also trained in conflict mediation. 37 community members participating in the Kaka/Dada Mentoring Programme to support children and families.	While information on the trainings done is available it is difficult to get information post-training on what participants have done with the training e.g. how many cases have committees heard and successfully mediated in part because intervention are just taking off. Also there is a need for closer follow to establish how regularly mentors actually see their mentees.
Peer Support Groups established at Mkombozi and in target communities	Peer Support Groups have been established at Mkombozi Center and in 4 Schools supported by Mkombozi. 8 youths at Mkombozi and 56 pupils trained in ToT PSG methodologies and in identifying and referring children in distress. Two PSG School mentors in four schools and two from Mkombozi trained to supervise PSGs.	Few people, mainly teachers identified Peer Support Group as a separate intervention done by Mkombozi. Most did not distinguish it from the Kaka/Dada Mentoring Programme though there was some appreciation on the role of the adult mentor as opposed to the child mentor/ peer supporter
Document and disseminate process of change within target communities and Mkombozi.	Workshop reports, Quarterly project reports are regularly written. Time is set aside for organizational learning, at least monthly and experiences are documented. Two reports document Mkombozi experience with change; <i>Localizing Management</i> and <i>Back to Basics</i> on Mkombozi philosophy on child participation.	Effort is made to produce bi-lingual reports. Most are shared with administrative structures at district level, NoZ NNOC and partner organizations, not with communities. Various changes occurring in the environment as well as in the organization are not adequately reflected in programme direction and strategy. Community feedback mechanism envisaged under <i>Jiongoze</i> , which has been abandoned.

Main activities undertaken under the CS Project during period under review.

Research: Census of street children, causation factors, study on the impact of PRSP on children
Mentoring: Big Sister/Brother Programme, Peer Support Groups, Matching and Paring activities
Conflict Mediation: Training of community structures and actors in conflict mediation
Documentation: Info-guide, Quarterly newsletters, Workshop and Annual reports, Mkombozi's experience with change, Mkombozi's Philosophy in working with Children
Community sensitization: Theatre and art on child rights, radio programmes, competitions
Advocacy: Establishment of NoZ NNOC and Junior Council of Tanzania, MEMKWA

The Community Strengthening Project experienced a number of transitions, mainly a leadership transition and a programming transition. Accordingly a number of changes are noted in project organization and output formulation. Also, the adoption of the M&E Framework led to the revision or restatement of key outputs. This changed the direction of the project and led to changes in formulation of activities. Importantly, the project focus changed from an emphasis on child rights and reducing numbers of children in the street to developing and strengthening community based interventions that address the causation of child/youth migration to the street with the outcome that members of target communities are better able to support reunified children and children/youth at risk of coming to the streets. Consequently activities aimed at building community capacities to support vulnerable children and families are, however, just taking root. The implications of some of these changes will be appreciated in the discussions below.

1. 1. Information guide.

a. Main Findings

Mkombozi has made great effort and investment to publicize the range of social services available in Moshi. In 2003 it produced and disseminated an information guide (info-guide) containing information on various services in Moshi to different segments of the population, institutions and district actors. A substantial number of participants reported obtaining the info-guide during various trainings organized by Mkombozi. Just one participant out of four workshop groups reported getting the info guide in the mail. Few of those who had obtained the info-guide had actually used it to make referrals. Almost 95% of those who used the info-guide to make referrals did so to direct people where to access loans. Only one used it to refer someone to get legal aid. 23 community leaders, 14 local organizations, 47 PSG School mentors and 31 youth and women groups were trained in the use of the info-guide. It appears that no follow up has been made to ascertain whether those trained or availed of the info-guide had actually used it.

Generally, the info-guide was more accessible to adults than it was for children. A number of children reported seeing the info-guide at the Principal's Office or with their teacher. Other children indicated a CS staff or their teacher provided them with copies of

the info-guide. Most had not read the info-guide as requested of them and no teacher or CS staff seems to have questioned the children on the guide after handing it to them. A number of anomalies have been noted in the info-guide. Some members of the community also alluded to them. These have been noted extensively elsewhere, including in the Mid-Term Evaluation. Mkombozi is in the process of addressing identified shortcomings in a directory update. An emerging concern about the info-guide is that it seeks to centralize services in Moshi Town rather than focusing on available services within communities Mkombozi works in.

From an ethical dimension some of the entries in the directory negatively reflect the values of Mkombozi since it includes a number of businesses that seem to be at odds with espoused values e.g. Tanzania Breweries is cited as one of resources in the community mainly because it helps with health care. However, considering that alcoholism and the use of narcotics are major problems in areas producing street children in Moshi it seems odd that Mkombozi would not take a principled stand against organizations or their products that disrupt the social fabric even if they purport to fulfill their social responsibilities, the way FIFA has done with cigarette companies.

b. Lessons Learnt

Mkombozi is far ahead in its use of IT services to publicize her work. However, information outlets like information booklets, reports and a website benefits external audiences, more than it does communities in programme areas. Further, little attention is paid to Mkombozi's image and how to communicate the organization's purpose locally. This may in part explain the varied definitions of her purpose during workshop sessions and interviews where some identified it as an orphanage; a school; and a center to help families.

Also, while effort has been made to determine how widely the info-guide has been distributed, little has been done to establish how far the availed information on service providers in Kilimanjaro has in fact linked up those in need with the relevant resources. This can be possible if there is in place a system to obtain feedback from the service providers on who has sought their services and the frequency for such requests. Locating services within the communities Mkombozi works in will facilitate community monitoring of referral services.

An ethical framework must inform the upcoming directory or info-guide. Certainly, Mkombozi needs to consider how to imbue her values in the content and organization of the info-guide by including those services that reflect her values in working with children and the poor. In this respect Mkombozi needs to consider how to make the info-guide not only simple to use but user friendly for children, so that they can also be involved in doing referrals. Moreover, Mkombozi needs to consider how to make its publications, generally, and the info-guide, in particular, more accessible to children such as via school clubs or sports clubs.

1. 2. Mechanisms to Mediate Conflict

a. Main Finding

Since 2004 Mkombozi has worked hard to institute mechanisms at local levels to support families and children at risk. 50 people, twelve being respected community elders and the rest being from local governance structures have been trained in conflict mediation and management. Mkombozi has also built capacities among teachers in anger management in order that they work with children in new ways that do not encourage the use of corporal punishment, which has been found to be one of the factors that lead children to run away from schools. Instead trained teachers act as resources to help resolve conflicts amongst children in schools.

b. Lesson Learnt

Overwhelming attention in building community mechanism has been on training communities on basic conflict mediation skills rather than providing them with on going support in the exercise and development of mediation skills, anger/conflict management and alternative conflict resolution models. Moreover, the training has not been linked to a wider democratization agenda within decentralization. This means that communities will continue to view and use the training in isolation and not part of a bigger agenda of building capacities to self govern including in resolving emerging social conflicts.

1. 3. Mentoring Programme

a. Main Findings

The *Kaka/Dada Mkubwa* Mentoring Programme started in 2003 and aims at matching unrelated adult volunteers with at risk youth. Also, it seeks to provide role models to youths on the one hand and to solidify a sense of social cohesion in the community by encouraging adult members of the community to assume mentoring responsibility for children at risk on the other. Currently, Mkombozi has 24 residential mentors and 37 mentors in communities. Generally, members of the community acting as mentors, as did most parents, expressed enthusiasm with the programme seeing that it does offer a communication bridge between the parents and the child. In some cases it has mediated between a strict and violent parent and a child; or with a troubled and out of control child with a desperate parent.

The recruitment process took longer than anticipated mainly because of the difficulty in getting appropriate male mentors in some areas. Community mobility also played a factor. Therefore, most of the mentoring development has been done in the last year while the matching has been done in the last five months with most children participating in the workshops reporting having been allocated a *Kaka/Dada Mkubwa* in the last three months. CS Staff report the matching would have been done earlier but for the availability of funds. It remains an issue, however, that the matching activity was done

towards the end of the project where it makes it difficult to evaluate the mentoring relationships.

Some of the mentors are advanced in age such that culturally, they cannot be considered only to be big brothers or sisters but rather as a foster mother or even grandmothers. A number of children reported that their *Dada/Kaka Mkubwa* had retired. Others reported having *Dada/Kaka Mkubwa* who were more youthful. Effort was made to identify people in the child's life such as schoolteachers, tuition instructors, and a clan relation who can follow the child's development closely.

Mentoring sessions have, however, not been done consistently as some children report not seeing their mentors regularly. Other than those children whose mentors were teachers, only one child reported seeing their mentor regularly. One of the children reported seeing their mentor only once since being appointed with one. This hardly provides the reassurance and support needed by a child in distress or in need of psychosocial support.

b. Lessons learnt.

Community mentoring aims to respond to children's development needs. It aims at increasing community involvement in needs of street children and marginalized youths therefore creating a sense of social responsibility and volunteerism in a context where apathy increasingly results in family and societal alienation. However, failure to follow up to see whether the indicated mentor actually turns up for mentoring sessions or whether mentors are operating within the boundaries set in the relationship agreement may defeat the objective of mentoring.

Mentoring has targeted children and teachers and less so the parents or guardians of children who also need support in dealing with their dysfunctions. This creates a situation where the child is aided and able to develop while the environment that influences his/her behaviour largely remains unchanged potentially making the intervention unsustainable. There is, however, an indication that some of the older mentors, on their own initiative spend some time to reason with irresponsible parents or to provide them with some advise though their doing so is besides their primary mentoring relationship, which is foremost with the child. Many justify having to do so in the interest of the child.

The terms *Kaka Mkubwa* and *Dada Mkubwa* can be confusing and misleading in local parlance where a Big Sister/Brother refers to an older sibling. The age factor has in some instances played in the children's favour allowing the mentor a platform to negotiate with difficult parents over the well being of the child. Tatu, for example, reports that, "If I tell my father, *Dada* says you should give me a book or pen, he obliges". The concern here is the father is led more by the fear of the elder mentor and not so much by his sense of responsibility towards his child. This dilutes what Mkombozi is trying to achieve in so far as improving communication between the parent and child as well as parents sense of duty towards their children. Also, of concern is the power relationship at play on account of the age gap between the child and the mentor.

While psycho-social support is important, the reality remains that many families lack the means to meet their children's basic needs. There is thus a real need to balance the child's emotional needs with its material needs. Many mentors report having to step in to give their mentee a pencil, pen or book so that they do not miss out on school. Such assistance is beyond the envisaged relationship. Mentors also report spending more time performing the mentoring relationship than envisaged in the agreement.

1. 4. Peer Support Groups

a. Main Findings

The PSG intends to involve school children to give support to other children in distress. Thus far 64 children, 8 of them being from Mkombozi Centre while the rest represent pupils from each class in the four partner schools Mkombozi works with. They have been trained in peer listening, tutoring and mentoring. The relevant reports on the training have been produced.

Children participating in the PSG programme have an acute realization of being role models to other children, though a number did not make a direct association with the programme while a number who also had *Kaka/Dada Mkubwa* made this association more readily than with their peers. What was interest is that some children recognized that PSG has helped them deal with school and social pressures, while a number also reported actively advising their friends who they felt were falling into bad ways. There has, however, been no effort to monitor the performance of PSGs institutionally, the expectation being that the PSG School mentors would perform this role and provide reports monthly.

b. Lessons Learnt.

Like mentoring, PSG is relatively new. A mentoring guide was issued in July 2004 and an orientation was done in November 2004. Most of the training was done in early 2005. This may explain the fact that most groups and people interviewed during the workshops and interviews did not identify this activity as one of the interventions Mkombozi does. Teachers seemed more aware of PSG probably because they occur in the midst.

Conceptually, PSG is synonymous with mentoring; at least it is one of the ways to engage with mentorship. Whereas giving it its own output may indicate a particular emphasis but it also serves to make a distinction that programmatically is unsound. Moreover, there has been little follow up to indicate progress and there has not been an opportunity for children under both mentoring programmes to discuss the programme or their feelings and expectations from it, something that may inform the future shape of the programme and facilitate the process of child participation.

1. 5. Documentation and Dissemination of Experiences

a. Main Findings

Learning has taken place in Mkombozi's CS programme and effort has been made to incorporate both individual and organizational learning in project formulation and implementation. Necessarily, this involves a process of negotiation at the project level, which is still being defined as Mkombozi tries to manage her transition. Various reports capture the process of learning taking place in the CS project. However, because the activities undertaken are very similar, the reports tend to be repetitive. Most internal and work reports are in English. CS produces a bi-lingual newsletter quarterly intended for community consumption detailing activities done during the quarter.

Most actors interviewed readily acknowledge the leadership and capacity building role of Mkombozi in the area of child rights and child participation. Communities readily identify the core functions of Mkombozi, particularly those pertaining to education, conflict management, addressing causal factors, children's rights and improving the behaviours of street children. The aspect of strengthening civil society and sharing experiences and best practices, however, is less acknowledged among communities.

Mkombozi has produced two major documents that detail her experiences working with children, *Back to Basics* and *Localizing Management*. Mkombozi has also pioneered a number of initiatives in Moshi pertaining to child participation and rights. Mkombozi has initiated or supported most initiatives aimed at strengthening organizations working with children; promoting child rights issues; capacity building; and coordinating planning and strategy meeting for the NNOC.

b. Lessons Learnt

Whereas progress reporting is done meticulously, there is little and or consistent post-implementation follow up made of the different initiatives undertaken by Mkombozi and the CS Project, generally. For example, one of the main activities under this project was family reunification, other than the periodic follow up with re-unified children, there is no feedback on the experiences of the children of their families since being re-unified a function that was envisaged to be performed by the abandoned *Jiongoze* groups. Therefore, most of the experiences documented are of Mkombozi and CS Staff and not so much of the communities she works for.

There is evidence that the rights-based approach pioneered by Mkombozi in the running of its center and advocacy effort is being utilized by an increasing number of actors in Kilimanjaro with some trying out the community strengthening approach as well but there is no consistent manner in collecting such information for collective learning purposes.

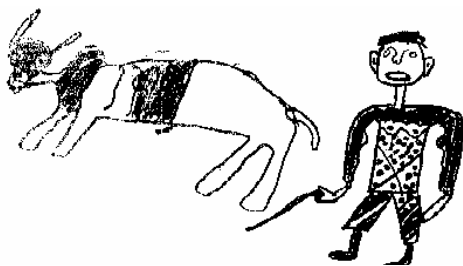
2. What has been the impact?

Four communities mainly Kibosho, Uru, Majengo and Machame were targeted with the aim of supporting children who have been reunified with their families or who are at risk of coming to the streets. Different mechanisms were introduced at the community level, especially in schools to provide support to children at risk through mentoring and peer support. At key points like bus terminals and markets places informants act as a first line points for referrals targeting children just coming into the street. Also, local community structures like the Conflict Mediation Committees and street/village governments are mobilized to provide similar support at the neighbourhood and community level and to address some causal factors bringing children into the street. Communities are sensitized via theatre troupes from Mkombozi, radio programmes and wall murals in addition to various publications about children rights. What have all these initiatives achieved?

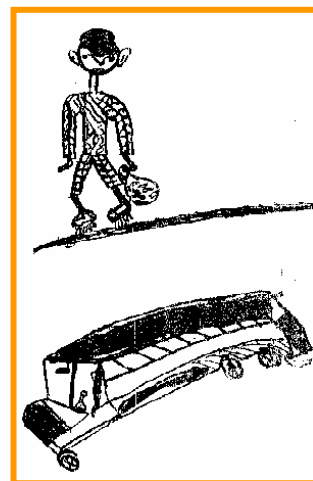
2. 1. Main Findings

a. Impact on children

Mkombozi has achieved tremendous success in raising awareness on children's rights through diverse mediums. In particular, the Mentoring Programme has significantly impacted on the lives of children at the Center and in communities, for the better, as was observed in the drawings they drew during sessions held with them and explained in their own worlds. Particularly striking was the contrast in describing their lives before and after CS interventions. Many drew dark and obscure figures in the before picture in stark contrast to brighter and more defined pictures to represent their life at present. This is confirmed by communities who explain the situation of children in their communities before Mkombozi as dire and unhappy, with most children suffering from parental neglect. Key institutions like courts and the police also violated children's rights.



Erasto draws his life before and after- from tending livestock when living with his sick mother to living with his grandfather where he attends school regularly, eats more regularly and feels happier, more secure. Erasto has a Big Brother and is a peer supporter.



Mkombozi is the only organization working with street children to involve communities in her interventions. It is also among few organizations to go beyond service provision to also address some of the causal factors leading to children going into the street. The essence of Mkombozi's development philosophy rests on greater participation. Great investment has been made to facilitate child participation via the application of child participation methodologies. Major avenues for child participation in the Project are child-to-child activities mainly peer education and school based activities; and child rights advocacy via arts and drama. Mkombozi also introduced innovative community participation approaches. Major avenues for community participation are mentoring, child rights advocacy, building capacities in leadership and governance.

Generally, there is a shared perception among the population interviewed that the wave of children coming into the street has decreased. Participants also report a decrease in street children gangs. Members of the community from Majengo, as well as informants from the Moshi Bus Stand, noted that a few years ago it was common to meet up with children wandering aimlessly or sleeping in gutters by the side of the road but this is rare at present. Likewise, a number said it was common to meet children begging at the bus stand but many of them now are responsible and have some vocation or trade they engage in, contributing to the local economy.

Most children's organizations readily praise Mkombozi for the pioneering work done with schools in Moshi to enroll street children, something that they are all benefiting from. Mkombozi's unique investment in developing the abilities of children in both formal and vocational education is paying great dividends. Mkombozi children were able to apply their skills to improve their own living quarters contributing to the development of their *Mtaa*, something neighbours appreciated. Further, the good performance of Mkombozi children in academic related activities has gone some ways in decreasing the level of hostility against street children in schools and within the education establishment. Mkombozi children are no longer viewed negatively but are regarded as productive members of the community, or youth with great potential. Consequently Mkombozi's work with children has gone on to inspire communities confirming that there is hope in investing in children, even when such children are perceived to be "lost" cases giving more children a chance for a more certain future.



“When I got a big sister I got smarter and healthier!”- Jane, Mentee in Big Brother/Sister Programme

b. Impact at Community Level

Mkombozi work in identifying causal factors leading children into the street has significantly reduced conflict in homes. The very deed of bringing people together during trainings sessions strengthens capacity exposing participants to different experiences and the sharing of lessons. Through the Mentoring Programme, Mkombozi is building community's sense of responsibility towards its most vulnerable members not only across age and class but also across faiths and political affiliations. Indeed, mentors are of different socio-economic classes and at times religious and political persuasions, which augment a sense of social cohesion.

The work done by Mkombozi with local communities and community structures has demystified the phenomenon of street children and centers housing disadvantaged children. Child reunification has largely been successful with reunified children, totaling 165 remaining at home. Those residing at the Center are in contact with their families. Overall, there is increased interest and participation of local communities at the center and in activities convened by Mkombozi. Other children's organizations are also benefiting from the increased engagement of local communities in their work, visiting children periodically or by contributing food and clothing.

Community members increasingly express greater responsibility towards children in especially difficult circumstances including street children. In the localities Mkombozi works communities report taking measures to curb the incidence of children going into the street. Most report greater collaboration among community structures. Local governance structures, on their part, report taking measures to arrest contributory factors leading children into the streets. Most restrict hours of operations for bars to cut down on alcohol consumption; imposing fines or revoking licenses of business that allow children on their premises; and taking action against negligent parents.

As a parent, I have come to realize that we contribute to the problem of street children when there is no peace in the home; when we don't collaborate to bring up our children; when we marry too many wives; and when we think about ourselves instead of our children
- Parent, Kibosho

c. Institutional Impact

Mkombozi is not the first street children's initiative in Kilimanjaro but it is the most resilient, as others have come and gone. The growth and permanence of the Center in her programmes and funding has built confidence among local communities, as well as other street children centers recognizing it as a serious and dependable community effort. Mkombozi was one of the first organizations to pilot MEMKWA, inspiring other institutions including the Moshi Remand Home for young offenders to follow suite. It is clear that most local organizations working with children look up to Mkombozi for direction and support, as do those government institutions, which Mkombozi shares, a close working relationship like the Social Welfare Department.

Mkombozi invested a lot of time in child rights advocacy and in raising awareness about the phenomenon of street children and children at risk. Mkombozi initiated and spearheaded a number of initiatives regionally, as well as nationally towards a more systematic and collaborative endeavour to address the needs of children including mentoring and fostering. For example, Mkombozi was instrumental in initiating networks of organization working on children's issues. This has served to assert its presence institutionally. Importantly, it has also served to raise the profile of children's issues on national platforms such as during the PRSP review and other policy forums.

Mkombozi is respected and appreciated among the people she works with in Moshi including government structures. Mkombozi pioneers an approach that builds on experience and community resources reinforced by periodic capacity building sessions targeting different actors involved with child development. This has contributed in Mkombozi being recognized as a resource in the area of child development especially children in difficult circumstances. In particular the CS Project has forged close working relations with the Social Welfare Department. Moreover, Mkombozi's perceived success in mobilizing funds and in "reforming" street children has motivated other centers to emulate Mkombozi in creative ways. Education still features prominently in all street center agendas but in addition street children's centers report involving children in acrobatics and theatre as a way to involve children and increase their confidence, as well as to supplement earnings. The shows put up by children is another way to keep communities involved in the lives of the children.

2.2. Challenges for Mkombozi

a. With regards children

Mkombozi's community based interventions promoting child participation are just gaining root. The actual involvement of children especially as social actors within the project is still minimal, with the bulk of intervention focusing on adults and how they can support children. However, the circumstances have changed such that the old assumption of reunification and minimizing risk for children coming into the street is no longer as pressing as is the need for more sustained interventions that would concretizing and normalize the concept of child participation. Certainly taking up issues like environment conservation will have a greater potential in involving children at the community level. Likewise CS interventions have focused more on conflict prevention and less so on child labour, child neglect aspects that could be taken up more forceful in her advocacy agenda considering that policies and a legal framework are already in place to demand compliance on these aspects.

Another challenge Mkombozi faces is balancing the need to allow children room to discover themselves and grow and the need for discipline especially in order that the children at the Centre become responsible persons. Some staff, partners and children perceived the methodologies used to work with children at the Center as too permitting per popular standard. They feel that the environment at Mkombozi may actually entice

children who are unwilling to assume responsibility in their homes believing they will be left to do what they want to. The stagnant outflow at Mkombozi since last year may suggest that some children may in fact see it as an “alternative” home contrary to her aim. Nevertheless, many of the children who remain at the Center have genuine cases that warrant their continued stay at Mkombozi.

A wide range of youth passes through Mkombozi at anytime. A number of children came to Mkombozi after making the rounds in other centers as well as in other towns. It appears that children have their own referral networks which includes friends and in some cases kin. For example, one Mkombozi youth reported being directed to the Center by his brothers who previously were residents at Mkombozi. Being on the street means that youths are accustomed to mobile and temporary lifestyles, making it difficult to achieve some permanence in their lives. Transient children may in fact disrupt some of the work done on those children who finally are settling down at Mkombozi. Moreover, most new arrivals are not from the areas Mkombozi works in but from neighbouring regions and districts, which renders the aspect of reunification futile. This makes engaging communities in supporting their integration difficult since they are not locals but from as far away as Mwanza or Mbeya.

Also, Mkombozi’s work risks being distorted by youths who transited through the center at some point. I met older boys at the Moshi Bus Stand who had transited through the Centre some years back. They spoke very negatively about Mkombozi and its CS efforts making a number of accusations against staff and informants. It soon became clear that though they spoke in the present they were in actual fact stuck in time and referred to a time when Mkombozi was a goodwill feeding and literacy project. But because they spoke authoritatively, their opinions could create real “image” concerns for Mkombozi for people unfamiliar with Moshi or Mkomobizi’s work and history. Further, some Mkombozi youth who have gone on to engage in petty trade sell cigarettes, something that may not reflect well with the “values” expounded by the organization given that alcohol, bang and cigarette smoking were consistently identified by participants as a negative influence on children. This raises questions as to how far Mkombozi has communicated this to children at the Centre as well as in communities.

A key question to ponder for the organization pertains to how Mkombozi is facilitating or encouraging child inclusion, other than at the Street Children’s Centre e.g. to take part in daily decision making in local governance structures? Many children participating in the evaluation explained they were participating in the mentoring programme or in PSGs because they were “chosen” by the teacher. Only one child reported that the selection was done through a ballot. Mkombozi’s failure to challenge this practice prejudices the general relationship teachers have with children as it communicates a tolerance to traditional norms in child participation rather than building on a solid foundation that does not accept participation as a token but as a right of the child.

The wave of children in the street has been significantly reduced. Before it was so bad teachers would have to come into the street in search of children who were absent from school.

- Hussein Sufi, informant Moshi Bus Stand

b. At the Community Level

Rather than seeing the Center as an emergency scheme for vulnerable children, some quarters perceived Mkombozi as “the dumping” site for children with no fixed abode. It is common for the police to refuse to take in children directing, instead, centers like Mkombozi to take them in. Likewise, some members from the community refer children they feel are in need or those whom they feel are out of control- the hard cores. This may in fact defeat the notion of reunification instead of institutionalization. The fact that the outflow has been marginal suggests that children also see Mkombozi as an alternative abode and not as a temporary safe heaven from the street.

There is no sense of how children at Mkombozi Center feature in the CS programme. Some of Mkombozi children have been trained in PSG but this is contained to the Center. Likewise, some of the children at the Center have mentors from the outside which in a way strengthens the link between the children and other members in the community but there is still a sense of “the us and them” on the part of the children; and of sympathy not empathy on the part of the community towards the children raising concern as to whether mutual respect and trust is being built.

Participation is facilitated by the sharing of authority and is key principle in building democracy. However, the introduction of the concept and practice of child participation is proving a challenge to popularize among staff and communities. The resistance is expressed on account of the concept and practice being alien to the local culture. Moreover, Mkombozi is yet to work towards strengthening communities by going beyond basic skills training. Rather, Mkombozi needs to develop leadership capacities among children, parents, mentors and local governance structures in innovative and creative ways.

c. Institutionally

Mkombozi’s success creates expectation among different actors such that responsibility for action on community matters is conveniently shifted to Mkombozi while key community structures and institutions evade responsibility or ownership of the problem. In this way, Mkombozi is often overwhelmed and challenged to balance her own needs and those of her environment. Conversely Mkombozi is pressured to address areas outside of her mandate to address a perceived vacuum in community responses towards children’s well-being or the absence of social support structures blurring her purpose.

Having a strong pioneer identity means that Mkombozi is often at the helm of initiatives for children’s rights. While the recognition of being a resource in the area of children, especially children in difficult circumstances brings Mkombozi prestige it also means when staff are overwhelmed with organizational issues, no other organization seems capable of taking leadership on issues, compromising efforts at building capacity and creating ownership. For example activities of the Northern Zone NNOC have run aground in the last 15 months as Mkombozi is preoccupied with her own development challenges, mainly the leadership transition and project reorganization.

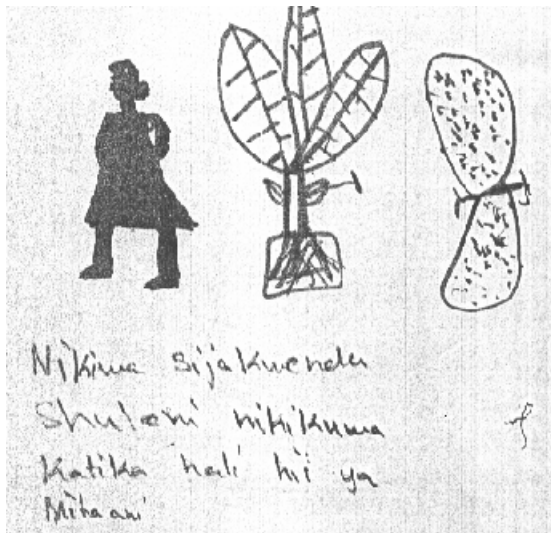
3. What transformation has taken place in attitudes, skills and practice?

3.1. Attitudes

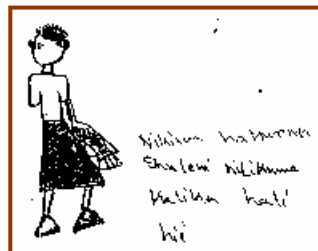
a. Main findings

Although most community members participating in the evaluation have a recent association with Mkombozi, they acknowledge a number of benefits from their association with Mkombozi. For example, both children and community members report that the situation of children in areas Mkombozi works in was dire before Mkombozi began work. There were gross violations of the rights of children with most parents neglecting their parental responsibilities resulting in many children feeling lost and lonely. The most vulnerable turned to the street. Mkombozi's intervention has helped parents recognize and accept their responsibilities and challenged them to find more sustainable solutions to family problems.

Initially, there was great misgiving about street children in Moshi. Most residents did not like them suspecting them of stealing and spoiling the environment and bothering travelers and tourists at the Bus Stand. In short, they were perceived to be a nuisance. Mkombozi advocacy efforts raised a lot of awareness about street children reducing communal and institutional hostility. Consequently, there has been a reduction in the numbers of street children coming from communities Mkombozi works in. Those children who still work in the streets are generally perceived to be better behaved and more responsible. Importantly, the community has recognized that facilitating access to an education for these and all children is key to ensure their future.



Mkombozi is known for taking children out of the street. This is affirmed by a drawing made by a young girl, Mina used to roam the streets but now goes to school and generally appears much lighter and focused in how she perceives herself.



Mkombozi has inspired children on the importance of education and most of the children at Mkombozi Center are categorical as to why they remain at Mkombozi- the opportunity to go to school. Also, the work Mkombozi has done with regards "reforming" street children, at least youths at the Center is phenomenal. Whereas children were known for swearing, stealing, fighting, sniffing glue and fighting, they are now described as more respectful and helpful more likely to go to school and perform well in school.

The Mentoring Programme has had a dramatic impact on children. Attendance in schools is high; truancy rates in schools have dropped. Teachers at Majengo note that in 2004, 36 children dropped out of school while the figure stands at 6 for 2005. Attendance in MEMKWA classes is also more regular and overall discipline has improved. Teachers from Uru note that they receive far fewer cases of children invading other peoples' farms and cutting sugar cane or taking other farm produce like mangoes. Teachers report 75% less incidence of corporal punishment in schools. The Deputy Principal of Manushi Chini remarks, "We have come to realize that canning children may lead them to run away from school". Working with parents on child rearing methods has also helped children understand that chores are not punishment. Agnes for instance explains no longer feeling hungry but content like a well fed cat after she got her Big Sister who helps her in life.

b. Challenges

While there is greater vocalization on the rights of children and the importance child participation, the posture and language of most grown ups towards children is still biased overwhelmingly viewing children as the problem to conform and reform. During the workshops sessions most adults including teachers and mentors participating in the mentoring programme spoke of Mkombozi as an organization that "fixes or reforms" children, "shapes them to behave" much as they realize the children are often pushed by factors at home to run away.

Generally, people are positive about Mkombozi and acknowledge a number of benefits from their association with Mkombozi. There is however a feeling of being overly extended particularly among mentors whether Big Sister/Brother and PSG supervisor as one teacher reports, "My role as a Big Sister/Brother means that I have to be constantly available to deal with issues as they arise. I am constantly on call, I don't have any more free time!" Other teachers report being taunted by colleagues about the lack of monetary compensation from Mkombozi while they do so much. Additionally, they often have to use their own resources to support poor children.

3.2. Skills

a. Main Findings

Area of working with children at risk is new in the country and also in the region. Expertise in the area is, therefore, still limited and more so in a marginal town like Moshi. Mkombozi is one of the first organizations to professionalize her staff recruiting people with a background in the social sciences. Staff capacity in child participation methodologies is periodically being reinforced through training and the application of *Back to Basics*. Teachers and Community leaders acknowledge developing both at a personal as well as at a professional level. Many, assert becoming more sensitive to children and their needs. Teachers report greater capacity in working with children. The Principal of Tumaini Primary School confirms observing that teachers participating in PSG programme talk more to children and children are closer to these teachers.

Training features as a major investment made by Mkombozi targeting different levels of the community. PSG and mentoring is one way Mkombozi builds local capacities beyond the school environment. Indeed, it is one way of creating “social movements’ by developing agents of change in the community who have the skills, grounding and spirit to influence new relationships in dealing with children and with regards governance. Additionally through her trainings Mkombozi has sharpened communication skills and introduced alternative governance cultures aiming at sharing power. Many people report having gained greater skills in working with children. There is also a perception of greater efficiency among social actors Mkombozi has trained particularly teachers.

Informants mainly run businesses at the Bus Stand or market. Mkombozi depends on them to provide vital information about new children coming into the street. There is, however, no indication that the relationships have been formalized. Rather, they depend on the good will of the informants. Also informants have not had any formal training as to how to interview or handle children. And while informants perform a strategic CS function, they have very little contact with the Centre. The relationship is linear with someone from Mkombozi doing the follow up with informants at the Bus Stand.

Children feel free at Mkombozi. They are socialized to be independent, adventurous and confident. The environment encourages them to develop themselves holistically even in spiritual matters, an approach that has worked well with some of the children who have gone on to record successes academically and socially. The current Secretary- General of the Junior Council is a long-term Mkombozi resident.

There used to be many touts and hooligans in town. Many children stole. They stoned themselves to cope with sexual harassment and hunger. They were dirty, rowdy and swore a lot but they have now changed their behaviour.
- Lilian Mtui. *Social Worker KCMC*

b. Challenges

In general, training sessions have been scheduled for short periods with little back up support or follow up. Training packages are largely introductory and focused on conveying key concepts and skills in child participation, mentoring or in conflict mediation. There has been little emphasis on how to apply key concepts introduced to community and school actors to different situations. Therefore, it is not clear how Mkombozi will scale up on the training modules thus far introduced, beyond the training activity. In sum, skills need to be seen holistically, not just in facilitating outputs identified by Mkombozi but also in facilitating communities realize their own targets and to self-actualize.

Reports reviewed suggest strongly that local capacity is lacking, in a variety of critical areas related to programme development, management and implementation but it is not clear if the lack is more on account of knowledge, style, culture or experience. Moreover it is important to consider whether in fact Mkombozi’s structure inhibits either the development of local capacity or the transfer of programme development and management to local capacity since the strategist role is centralized. Perhaps this could be a development question to consider during the transition as Mkombozi considers the question of localizing management.

The aspect of personal development for mentors needs time and ongoing support particularly since they perceive themselves as intervening or aiding a dysfunctional relationship but are not adequately qualified to do so in terms of background and skills. Therefore how does Mkombozi monitor and check mentors expectation in bringing about change in the lives of child and possibly the child’s family since this will be the yardstick of measuring their success? The same prudence is required with field staff. Some staff from CS explained their weaknesses as being over determined, over eager or too impatient, which may affect their posture as they intervene in the development of others. They need to be aware that intervening in people’s development is a sensitive process that requires foremost self-development and clarity about the objective to be achieved, not just their expectation or sense accomplishment.

Children’s participation is a key principle guiding Mkombozi’s work and approach. Yet not enough training has been done in training staff as well as key community actors e.g. teachers in child participation methods including the use of drama in schools to increase child participation. The initial project log frame had indicated such interventions but were latter abandoned in the new log frame. Similarly, Mkombozi will have to balance the application of the concept of participation in practice so that perceived “permissiveness” in rearing youths intended to facilitate child participation does not deride the concept of protection given that children, by virtue of their vulnerable state require some direction.

Changes or benefits indicated by communities arising from the Mentoring Programme

Change indicator	Change mentioned by parents	Change mentioned by teachers	Change mentioned by children	Change mentioned by mentors	Change mentioned by community leaders
Less likely to engage in violence	✓		✓		✓
Felt more competent doing school work			✓	✓	
Less likely to use drugs or alcohol		✓	✓		✓
Attends school more regularly	✓	✓	✓		✓
Better grades at school	✓		✓		
Better relationship with peers and parents	✓	✓			
Minimal chance going into street					✓
Better skills and competencies coping with dysfunctional families		✓	✓		✓

3.3. Practice

a. Main Findings

Mkombozi has built upon the UN CRC to inform its work with children and adopted rights-based approaches in her advocacy. Consequently there is greater awareness on rights and the use of rights language among activists and social actors in the region. For example, most partners interviewed reported that the police is now more likely to observe the law when handling children such as not detaining them with adults. In cases that are not of a criminal nature, they refer children to children's centers.

Interventions under the CS project have fostered collaboration between different actors. All community groups interviewed reported there being closer communication between parents and teachers about children. Also there is closer working relation between different organs of local governance at the street level resulting in fewer problems going to government institutions since the community itself dealt with most minor issues. Also, communities report greater proactivity in adopting measures to arrest negative influences contributing to children running away from home e.g. the community from Uru report cautioning a big coffee farm about employing children as it was illegal. Community members from Kibosho and Lyamungo report following up on children who dropped out of school to understand the reasons why they were not in school. Appropriate measures were taken and children have been reinstated in school.

There is a strong sense that Mkombozi is led by its logical framework in project management something that make her too focused in logic, less flexible. Mkombozi developed a monitoring and evaluation framework in 2004 to guide implementation. This led to the reorganization of the logical framework. However, there is a tendency in available Center literature to theorize and intellectualize, something that reflects her desire to contribute to a body of practice. Since 2005, however, there have been attempts within the project to inject some flexibility in approach and respond more to what is emerging from the community.

The advocacy work done by Mkombozi with street children, has helped the cause of children in Kilimanjaro and while there still are delays in court, generally there is greater consciousness about the rights of the child. Law enforcement officers are now more likely to abide by legal standard e.g. hearing cases involving children in camera.

- Asmahan Urassa, *Regional Social Welfare Officer*

Mkombozi's outreach has been influenced by the realities within the organization, in terms of funding, staffing and programming. The departure of Kara, the initial Project Coordinator has impacted on project organization and emphasis. Also a vital component of the CS Project, family reunification is now under the ICS Department due to budgetary reasons. This situation results in there being a disconnect between community strengthening interventions and children at the Center, a link that is critical in establishing a relationship between the Center and surrounding communities.

The CS face is very male. This may be in part historical as a segment of the staff previously worked the streets before the project organization changed. Likewise, while Mkombozi advocates for the rights of children, in practice, CS interventions have not optimally used children as social actors beyond theatre and recreation. In some instances like in recruiting mentors and peer supporters CS staff have failed to abide by key principles in child participation perhaps on account of project expediency. Generally, contact between children and adults, especially from Mkombozi, is minimal since most of the contacts made with communities and in schools has been with or through adults. Children at the Center raise similar concern about their relationship with CS staff. There is also very little contact between the Center's children and other children which risks furthering the idea of social exclusion between children from traditional communities and non traditional communities like children's centers.

Presently, one staff assumes responsibility for two main outputs under the CS Project, mainly Mentoring and PSG development. In practice, however, they perform similar activities and collaborate closely in activity implementation like training or doing follow up. This also occurs between departments like ICS and Care and Education but the present organization of projects/programmes does not fully allow for synergy between outputs in a programmatic as opposed to a departmental fashion.

b. Challenges.

Implementing rights-based concepts especially with regards to the rights of children has been challenging. In particular, reconciling cultural notions about children and internalizing participatory methodologies in working with children is proving difficult both within Mkombozi as well as with communities she works with. "African" culture and outlook is commonly put forth to explain why it is impossible to effect, but little exploration has been made to examine the resistance in light of power and power dynamics considering that these are battered communities rendered vulnerable by socio-economic realities that their social standing is all they can count on for influence.

Mkombozi has an open working relationship with others. Mkombozi has supported other children's initiatives sharing her facilities and investing in their development though this has not always been reciprocated by other organizations mostly because they view themselves less able financially and skill wise. This creates a situation where Mkombozi has to negotiate between organizational realities with institutional realities and how the same impacts her ability to sustain her pioneering approaches in working with vulnerable children and communities.

Although Mkombozi has tried to manage her leadership and project transition, the changes have made staff anxious. Moreover, leadership in terms of the vision of the project as well as the organization is currently exercised outside the CS Project resulting in project staff not fully comprehending (or sharing) the choice in project direction, and the organization generally. Accordingly, a situation arises where CS Staff are more concerned about specificities in activity implementation, not seeing the bigger picture, which is the main concern of the strategist. At another level, internal concerns has meant

that communities have not been considered in the transition while continuity of interventions under the CS project rests on them.

Community strengthening is about bringing people together to respond to family emergencies. While the mentoring and conflict mediation initiatives has empowered particular segments of the community, parents are not as involved in Mkombozi's outreach and therefore seem sidelined. Certainly, the failure to work with parents of dysfunctional families may affect the sustainability of interventions with children. And whereas a male authority figure is helpful in traditional and patriarchal societies, like the communities in Kilimanjaro, absent gender sensitization they may reinforce existing power relations and bias. Likewise, it may intimidate women and children who associate male authority with their insubordination. It is thus useful to consider working with more women as resource persons, in addition to Neema, who is no longer in the project, on a full time basis, to balance the male dominance in the CS programme.

A number of children and partners observed Mkombozi's growth is affecting child- staff relationships. Children observe that project planning and reporting now dominates the schedule of staff and though effort has been made to maintain contact between CS Staff and children at the Center such as putting staff on weekend duty roaster there is a perception among children that they are foremost office staff, with little in common with them unlike their regular theatre teacher or the Center cook. CS staff must therefore make efforts to children both at the Centre and in communities Mkombozi works in to appreciate how they experience child participation, family reunification, and explain fears they have, challenges they face.

Mkombozi still has a challenge with regards to the actual monitoring of the indicators identified in the monitoring framework and in empowering communities to have a role in the monitoring of interventions something that could be aided with regular consultations with communities at least in those interventions that are not Mkombozi based but affect them directly. Surely, this will but facilitate the question of ownership of project interventions, which is key in ensuring their sustainability. This will undoubtedly reinforce the aspect of working in partnership with communities where their roles are perceived beyond the workshop setting. Therefore leadership development needs to be seen holistically, not just as a skill to facilitate outputs identified by Mkombozi but also in facilitating communities realize their own targets and to self-actualize.

Therefore questions about project ownership remain relevant especially in ensuring project sustainability. In this regard Mkombozi needs to achieve a balance between her plans and priorities as an activist organization and reconciling such plans with community expectations. Indeed, this tension may indicate Mkombozi's development challenge as she asserts herself as a more mature and formalized enterprise that is more strategic in approach as opposed to service oriented. It may also reflect the compromises she is forced to make in her attempts to fundraise for project activities. The OD process Mkombozi has embarked on has been exploring organizational values presenting an opportunity for Mkombozi to address the gap between espoused values and practice values in her interactions amidst the transition.

III. Progress since the Mid-Term Evaluation

There has been reasonable progress since the Mid Term Evaluation in August 2004 facilitated by action plan identifying key areas for intervention. Subsequently, a number of actions have been taken up and done; other activities are ongoing; some activities were not taken in anticipation to the next project phase. A full report of the action point is available at the CS Department. A summation is shared to get an indication of progress.

Evaluation Recommendation	Agreed Response	Progress to date
Goal: Follow up and monitoring of the purpose to goal and output to purpose assumptions in a regular and coordinated way i.e. as part of the M& E Process	To develop a strategy to implement recommendations	Done in April 2005
Outputs: Restate of outputs particularly outputs 1 and 3	To revise and restate	Done.
info-guide: Revision of guide and train community groups on use	To revise the info-guide. To train community members and groups in use of info-guide	Info guide revised, anomalies noted. Training in the use of info-guide done.
Mechanisms to reduce conflict: Strengthen community mechanism to stop children coming into street; Follow up to monitor use of information provided to target communities	Train local leaders, mentors and PSG by June 2005; Explore possibility of working with extended family; Hold feed back sessions with community leaders and community members; Explore possibility to initiate local sports and drama groups or identify local groups to sensitize and do advocacy	Mentoring Programmes instituted at Mkombozi, schools and communities. Training done. Fostering plans still ongoing but contact made with Commissioner of Social Welfare Feedback sessions held during community meetings Drama groups plans ongoing
Project Methodology: Indicate revised activities and budget; Repackage reunification; Abandon Jiongoze groups	Revised activities and budget Repackage reunification Abandon Jiongoze groups	Activities and budgets revised Reunification moved to ICS Jiongoze groups abandoned
Effectiveness: adjust time frames, scan environment; include new activities in project strategy	Adjust assumptions Revise proposal and apply for extension	Done and ongoing
Efficiency: horn in spending in use of transport and communication; review job description for youth worker and mentoring officer; collective planning, budgeting and monitoring; apply for extension	Consider recommendations made	Done or ongoing
Impact: continue mentoring activities; document experiences; consider publicity strategy	Adopt recommendations	Ongoing
Sustainability: Pilot rural business toolkit; facilitate access to key services; explore fostering; further relationships with NNOC members; and develop exist strategy.	Adopted all major recommendations	Done

II. Evaluation Recommendations

To a large extent specific recommendations have discussed under challenges in the findings section. The recommendations in this part are clustered under particular themes to emphasize the relationship with specific findings and practices. And since this is the end of project evaluation, in so doing it seeks to underscore presenting opportunities to effect change towards greater relevance in terms of programs, achieving greater impact in terms of programme direction, efficiency and effectiveness in terms of programme priorities and sustainability in terms of programme continuity and management competence both within Mkombozi and with communities she works with.

1. CS Project Organization

a. General recommendations

There is a strong indication that Mkombozi's current structure inhibits programme synergy within the project and within the organization as a whole. This has resulted in fragmentation at the level of project conception and implementation. For example a number of child-focused programmes occur in schools under the aegis of the Education Department yet most reports and exchange do not make this link presenting them as different interventions rather than as complimentary strategies. Certainly, looking at her structure during the OD process is key to help Mkombozi ascertain how best to organize her self-internally to effect her outreach. Equally, Mkombozi should consider adopting a programmatic approach to maintain the link between what is happening in the CS Project or Department with interventions undertaken by other departments within Mkombozi allowing for greater synergy and therefore impact.

Currently, the arrangement and statement of outputs reflect single term activities, instead of a process linked to the outcome desired. Therefore, as noted in the Mid-Term Evaluation with regards to output one, for instance, the focus was on the production of a document, which is a one-time activity, and not on access to information to make referrals. While this has been rectified with regards to the first output, there is need to review other outputs. For example, there does not seem to be a necessity to separate output two and three since they are essentially about mentoring. Indeed, separating them may have contributed in underemphasizing the need to mentor parents. In addition, it would be helpful to indicate major implementation strategies thereby separating strategies from activities e.g. training, advocacy, participation or awareness creation.

The community that is Mkombozi Center it self is fragmented- between office staff and those who spend most of their time with children. Similarly the community at the Center is detached from the larger community. There is therefore a need to link these communities beyond re-unification, which ultimately involves an individual child and family and not the community. Perhaps, Mkombozi's plans to pursue fostering as a policy option will achieve this in part but deliberate effort has to be made by the CS project to break down artificial and real barriers that prevent the realization of a sense of community.

b. Specific recommendations

i. The Information guide.

The Info-guide needs to be revised in light of suggestions made in this report and elsewhere. Additionally, Mkombozi should design and include feedback forms with the guide and self address them or periodically collect forms randomly as well as from distinct users to compare and monitor key variables. Also it will be more worthwhile to use local resource people to revise the info-guide and instead of profiling services in Moshi Town also do a study on services in and surrounding communities Mkombozi works with. Mkombozi also needs to introduce a strategy whereby identified services in the Info- guide are used to encourage social responsibility.

Moreover, Mkombozi needs to take a principled stand against organizations or their products that disrupt the social fabric. As an advocacy strategy Mkombozi could consider lobbying local and the central government to obligate companies of products associated with causing family disharmony to include some warning or disclaimer the way cigarette companies have been forced to on account of health.

ii. Mentoring programmes

Although placed under different outputs both *Kaka/Dada Mkubwa* and PSG are forms of mentoring and it seems more appropriate that they have a single output but different activities. Also mentoring should similarly be geared for parents, as it is not enough to solely remind parents of their obligations towards their children. Parents, particularly parents who themselves are coming to terms with their own challenges related to parenting and relationships as surviving violence, coping with loss of job, alcoholism and other dysfunctions need support systems to keep them on track.

The aspect of personal development for mentors needs time and ongoing support particularly since they perceive themselves as intervening or aiding a dysfunctional relationship but are not adequately qualified to do so in terms of background and skills. Thus is a need to support mentors by affording them support structures to share mentoring challenges and an opportunity to document best practices. It is difficult for instance to expect a teacher who comes from a particular culture to change that culture when dealing with a student they are mentoring on an intermittent basis. What needs to be emphasized, as is done presently, is challenging ways of understanding and relating to children. Also the CS Project must find a way to mitigate the adverse effect the mentoring relationship causes on mentors who report being burdened by families and the community as the ultimate “problem solver” lest the demand on their time and resources put them off.

iii. Advocacy

Currently it is not clear where advocacy function resides. The impression from literature and description of responsibilities and functions suggests it is led by the Director, therefore centralized while it is critical for raising community awareness on children’s, youth and related issues. Therefore, rather than sitting squarely as a key strategy in the project it is taken up as a supplementary activity something that must be rectified.

There appears to be a pull factor among young boys, and to some extent young girls from siblings to Moshi Towns. Most engage in petty trade. Otherwise, a number of businesses in Moshi Town use young boys to pawn their wares perhaps in response to a stringent tax regime that makes the ability to make a clean profit difficult. Yet, Mkombozi's advocacy is currently focuses on the small players like scarps shops and bars that are in areas Mkombozi works in and very little at what big businesses do locally. It is therefore opportune for Mkombozi to extend the study done on the PRSP to local realities linking it to the prevailing situations in communities.

During the evaluation, a number of advocacy issues became apparent some obvious other not so obvious. For example, in addition to the problem of child neglect, children are still held under the vagrancy law and imprisoned for up to two weeks. Also the problem of substance abuse is exacerbated by the failure to enforce town-planning regulations. Likewise the general social apathy and social fragmentation is on account of reduced investments in community development and social welfare services. Sexual crimes and domestic violence are a manifestation of increased feelings of vulnerability among those in authority. Taking up such agendas will allow Mkombozi to maintain an advocacy agenda that is relevant to her purpose and reflecting the prevailing situation.

Child labour is a real issue in areas Mkombozi works. According to ILO work in and of itself is not necessarily damaging to the development of children. But a context of survival involving rural and working families highlights the tension between child rights and family responsibilities. The problem according to Pineda and Guerra arises when work impedes the development of other potential strengths the child has, not only intellectually and academically at school, but also in terms of their participation in other groups, social contexts and activities. All the evidence in Tanzania, as in other countries, points to a complex linkage between child work and education but it is not clear how the CS Project is addressing this more systematically since when children drop out from school it is to get employed so as to supplement incomes. Mkombozi, therefore, needs to engage the Municipal Education Officer in her advocacy efforts, particularly in influencing the curriculum to respond to the social realities surrounding pupils.

2. Project Ownership and Sustainability

a. General recommendation

The goal of CS Project is to develop and strengthen community-based interventions that cause child/youth migration to the street. The expectation is that members of target communities will be better able to support re-unified children and children at risk in their localities. However community-strengthening interventions promoting child participation and protection are just gaining root. To ensure their sustainability stakeholders must commit to them. Towards this end Pridmore notes appropriate attitudes and skills among adults is important but its potential cannot be fully realized without adequate follow up and support. It is thus vital to organize and strengthen community support systems and to equip key community structure with the knowledge and skills to better address the needs of children and their families more holistically. Clear plans on how CS will scale up on community interventions must be in place. Also staff must be trained to support the

community not only to understanding the concepts but also on how to support communities overtime in operationalizing key concepts focusing on the how of doing.

Mkombozi faces particular challenges with regards to addressing problems contributing to child migration since most of the problems are poverty related. Mkombozi has introduced ACTT to enhance employment opportunities and is considering piloting a business toolkit. Poverty, however, is a structural phenomenon. The psychology of poverty is a convenient way to maintain passivity among the poorest and most marginalized groups. It is a culture that tends to perpetrate poverty through the family and the psychology is discernable in children. Breaking the cycle of poverty has, at minimum two dimensions. One relates to the economic dimension related to income. The other relates to attitudes, ways of understanding, acting and confronting adverse situations i.e. the culture of poverty. Mkombozi is working on the latter but doing very little about the former. Surely, any initiative to arrest children going into the streets risks being temporary if other socio-economic issues are not addressed. Therefore, mechanisms have to be linked with poverty alleviation strategies and psycho-social support needs to go hand and hand with material or technical support since poverty and powerlessness is real in communities.

The question of project sustainability should not only arise towards the end of the project period when Mkombozi is forced to think about an exit strategy but should happen at project inception. In fact it should be a continuous process accompanying planning sessions. Localization of management attempted to address the aspect of sustainability from the point of view of staffing in the organization. A similar strategy needs to be developed at the community level to indicate Mkombozi's intention to hand over stewardship of community- based interventions to communities. Programmes need in built motivation to keep communities engaged something that can be addressed by giving communities a role in the conceptualization of projects not just their coordination and monitoring. In this respect, Mkombozi needs to involve communities more in planning, implementation and monitoring of interventions.

b. Specific recommendations

i. Organizational and Social Health

It is important to take care of Mkombozi's organizational health amidst the transition. Thus far attention has been paid to manage the transition among staff accompanying the departure of Kara, the initial Project Coordinator. Similar attention, however, must also be paid to the needs of the communities amidst the transition to appreciate what Mkombozi's exit will mean in real terms to the continuity of interventions and relationships.

At another level Mkombozi must think of how she will sustain what has been achieved in communities thus far. For instance while in the streets children face a number of traumatic experiences but it is not clear how is Mkombozi assisting families cope with these challenges overtime. Also, it is not clear if mentors have the skills to help children

through difficult patch beyond mentoring. Similarly, it is not clear how Mkombozi is helping parents and communities cope with life challenges so that they do not transfer their issues or responsibilities to others, including mentors and their own children. Johnson and Scott remind on the importance of recognizing the role of the family in its many forms. It is one of the most immediate and direct institutions which influences the engagement a child may have with broader society. Therefore counseling and healing should not be just the concern towards the child but equally target people closest to the child, those who will come into contact with the child upon reunification and reintegration. Certainly, Mkombozi needs to transform community involvement into a process of deeper parental involvement.

Government and civil society action with children, especially children at risk is critical as it leads to increased self esteem, improvement in family relationships and broadens a child's sense of future possibilities. It is therefore crucial that Mkombozi keep the avenues for collaboration alive. More than anything children must be assisted to deal with difficult situations and develop needed social skills. Indeed, considering their situation, it may be that absent more attractive alternative on the horizons that give them the satisfaction of being with their friends- the satisfaction of belonging to a group, of feeling capable and useful, and of being out of conflict ridden homes, running away from home may be the most attractive option though not a solution.

ii. Leadership development

There is need to strengthen the leadership aspect in capacity building interventions. Mkombozi needs a strategy in the use of available human resources among individuals and institutions such as youth and women groups it trains to facilitate related community strengthening activities. For example, community leaders, teachers and PSGs can be trained in participatory monitoring and evaluation to monitor and verify data.

Equally important is the question of self-development for staff and key allies as an aspect of capacity development. Ultimately, they must be more confident and skilled in the use of participatory approaches to make a difference in the larger community. In particular staff development must go parallel with project sustainability since they are the conduit through which communities become empowered, lest their ability to provide ongoing support be limited. Therefore, if Mkombozi wants to raise her interventions to the next level the question of the ability of her staff to address more complex aspects of leadership development in incremental fashion.

iii. Financial sustainability

Mkombozi's outreach has been influenced by the realities within the organization, in terms of funding, staffing and programming. This has impacted on her ability to implement and sustain her interventions within specified time frames. It has also disrupted project organization and staffing. Essentially, financial insecurity compromises her independence. To be productive, Mkombozi needs to balance the state and needs of its internal environment with those in its external environment. Therefore, special attention needs to be paid to planning and budgets supported with sound projections to ensure funds are available on time for implementation.

3. Child participation

Child participation in social life and in research is a topic of considerable current interest and according to Johnson and Ivan-Smith should not be ignored by those working on broader issues of participation, social exclusion and poverty alleviation. Child participation, reminds Mkombozi's Guide to Child Participation *Back to Basics*, requires time. The concept of participation must begin with the children. Kaminsky notes two major avenues for child participation: 1. Through child-to-child activities and peer education and 2. In leadership roles which can be provided through youth advisory councils. Both of these are happening to an extent in the current CS set up. The challenge before Mkombozi is to locate children's participation within their cultural context and begin where the community and society is. In this regard, the child-to-child approach is flexible and can be adapted to different cultural contexts allowing it to be locally owned. It can be used to address issues of drugs, violence, poor sexual health, bullying and environmental concerns. Certainly, participation can be beyond the realm of education and the school.

Unrealistic expectation with regards to participation arises as a result of working within a hierarchy of participation without a given context. It is important that children and young people's participation is not be seen as an isolated event in a wider process but as an integral part of a project set up. Children's participation, as is their inclusion, is a process that is applied at different levels and times to all aspects of programming. Parents' consent and willingness has to be negotiated throughout the process. Participation is a dynamic process and does not mean the token involvement of children. Rather it pertains to how to incorporate their specific views and needs into decision-making processes within the context of what is possible institutionally and culturally. Children's participation, as is their inclusion, is a process that is applied at different levels and times to all programming aspects.

i. Facilitating participation as a process

Ivan Smith and Johnson point out that the road to participation is neither smooth nor easy. It is fraught with ethical issues around power. The definition of participation in specific societies must be taken into account. To be relevant child-to-child approaches must have elements to motivate youth participation. Further children must be seen as social actors with basic sets of rights and duties. There must be a balance between the need for proper protection and provision of services as well as protection and participation. Youth in Mkombozi areas must feel involved in the development of their communities through different activities, leisure and developmental. For example, as elsewhere, youth who work at the stand or market areas can be involved in clean up campaigns. Similarly, children can be involved in activities undertaken by the center e.g. newsletter production, management of website and advocacy campaigns.

On the introduction of child-to-child approach in schools, Kate Harrison notes that children describe their concept of child to child in terms of their sense of duty and responsibility. She cautions that the fact that schools are well established institutions with a deeply entrenched culture, may mean they are not the ideal place to try out techniques

and approaches that may challenge long held views about children. On the other hand they hold the potential for initiating and supporting change with wide ranging impact. Their importance in community development should, therefore, not be underrated. It is thus important for Mkombozi to explore how it can expand the notion of participation not only in schools but also in other local structures as well as negotiating the shift of power in adult- child relations. One way to do this is by making a link between what children learn in school or during extra curriculum activities to skills required to perform daily chores/activities.

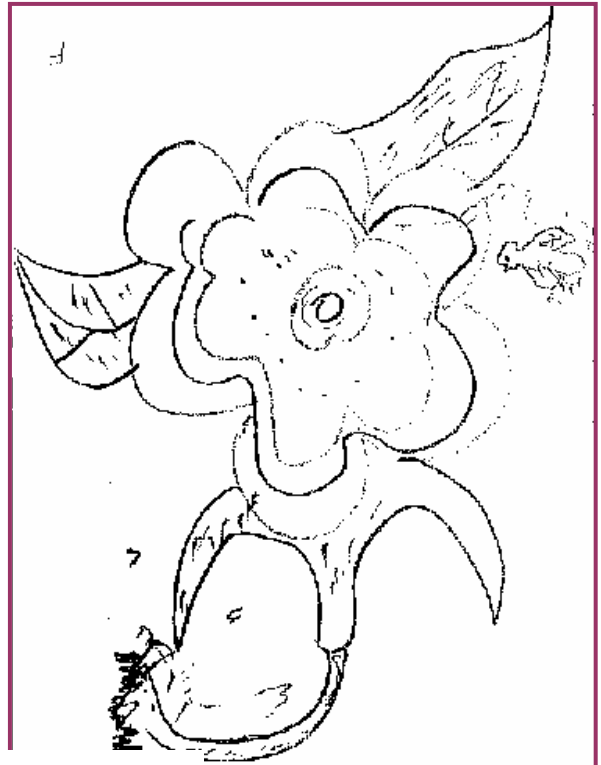
Participation, however, is not a panacea for all ills. Youth need advice and assistance. Therefore, a delicate balance is needed between giving up too much control and thus abdicating responsibility as an adult and maintaining too much power and therefore running the risk of being tokenistic and dictatorial. Certainly there is an opportunity to introduce the concept of child participation conjointly with that of citizen participation amidst decentralization. Mkombozi needs to make the point that by including marginalized groups, we are making our communities more inclusive, more functional and more effective. Definitely this will go some way in strengthening local governance and democratic structures.

The advocacy focus of the CS Project needs to change. For instance, not all children participating in the Kaka/Dada Programme interviewed reported coming from abusive or alcoholic families but this is not to say that they are not vulnerable for other reasons. Indeed, children are betwixt and between two worldviews, conflicting value systems evidencing the generation gap. There is contradiction between knowledge passed on informally such as through initiation rites and formal knowledge imparted in schools. Importantly, the adults who are to protect and guide them and secure the rights under the CRC have lost their authority. Absent community structures children are forced to turn towards the school, rather than the family to become social adults as warned by Bemoko. The school environment must therefore accommodate the expectations of children from societies in transition to enable them to become well rounded individuals.

ii. Building structures for participation

Enabling child participation is both a question of policy and practice. A framework of principles and ethical approaches must underpin any approach to child participation. *Back to Basics* sets a framework for Mkombozi but the framework needs to be informed by the experiences of children and adults in all areas of work. For instance, peer education must enable young people develop knowledge and life skills, improve self-esteem and improve communication with their peers as well as with their parents. Importantly, children's participation should not be viewed in isolation but as an approach and process that is applied at different levels and times to all aspects of programming and research. It is therefore important, for example, that children also feel a sense of ownership with regards the transition both within Mkombozi and in the wider community. Mkombozi's association with the Junior Council can offer possibilities to further the principles contained in *Back to Basics* in practice.

The notion of children as partners in the decision making process is both new and radical. Barry Percy Smith notes that despite the wide-ranging spheres of activities that constitute their social world children are rarely encouraged to participate fully in community affairs and local decision-making. Enduring structures for children's participation are only likely to be successful if built on community initiatives. Therefore to facilitate child participation projects should seek to actively raise the status of minors within the community and increase their credibility as development actors in the eyes of their parents for example by identifying project activities requiring children and parents or adults to actually do something together. Mkombozi can also explore possibilities of building child-to-child approaches on traditional knowledge systems and rites. However, Mkombozi must be sensitive to the risk to children and their communities to their participation. The way forward demands a shift in the way of thinking in adult attitudes to children and young people, which should be reflected in programming and practice.



A drawing by Gilbert, a Mkombozi child on what he has become since participating in the Mentoring Programme and PSG. On the left he is a snake traversing many hurdles represented by mountains and pests. On the right, he has found his way- he has blossomed into a flower his brilliance attracting bees to feed from him!

IV. The Way Forward.

Undoubtedly, much has changed since Mkombozi piloted the CS Project. Whereas the problem of street children was acute with most street children coming from Kilimanjaro, the trend seems to have been minimized in the areas Mkombozi works in with most children now originating from elsewhere. Also, most children currently on the street work and there is an increasing trend that they are lured and sometimes supported by close relatives, and in few instances by the child's own initiative. The question before Mkombozi is how attuned is she to respond to these new and changing challenges?

Nevertheless, through the CS Project, Mkombozi has made a tremendous contribution to Kilimanjaro region not only in addressing the phenomenon of street children or with regards to child rights advocacy but more importantly in terms of harnessing future human resource capacity. Significantly, it has given poor children and families hope. And it is the visionary effort that has brought the changes in relationships, in practice and in networking at different levels as highlighted herein. How will these gains be sustained?

Certainly, this phase of the CS Project has but laid the foundation to facilitate community based mechanisms to support vulnerable children and families using a framework of child participation that was originally perceived as radical but increasingly incorporated in educational theory and practice, and increasingly in development practice. Therefore, phase-one of the CS Project has largely been a learning process in the piloting of a development approaches that did more than address the causation of child/youth migration to the street or involve communities.

To ensure the sustainability of interventions introduced by the CS Project, and the gains thus far achieved it is vital that the project extended for another phase, a phase that should focus in deepening and consolidating community-strengthening interventions. In particular, it has to target a broader category of local governance structures and actors and empower beyond providing psychosocial support to muster development challenges related to the causations of street children, family conflict and social alienation.

To enable progress Mkombozi needs to focus on areas that present opportunities for change in terms of program impact, sustainability of interventions and the popularization of a particular development philosophy. Therefore to begin, Mkombozi needs to evaluate how far the current project organization in terms of project structure, objectives and interventions pursued aids her overall purpose in addition to serving an internal logic that relates purpose with means towards programme impact.

Similarly, project ownership and sustainability demands that the CS Project addresses issues of organizational health, i.e. the internal health of the organization on the one hand, and an ability to read and respond to the environment i.e. the social health aspect on the other. Also central to project sustainability is the question of leadership development both in Mkombozi and in the community. It is vital to ascertain that there is adequate capacity to adopt and further the vision of the CS Project. A sound financial strategy will ensure that the objectives are met, as planned, while allowing room for flexibility. And since the

work undertaken by the CS Project is underpinned by a philosophy advocating for child participation (and protection), realizing this in practice requires that child participation is understood as a process and is consciously instituted and that structures that facilitate participation are adopted and utilized not only within community structures but also in Mkombozi and in how CS interventions are conceived and realized.

Broader Development Challenges for the CS Project

Certainly Mkombozi's history influenced the current organization where the two founder members had separate areas of influence to compliment each other's strength. The same is also reflected in the articulation of the outputs, which are envisioned more as single term products, framed more like activities rather than the process of transformation contributing to the outcome of particular interventions, which one would expect a four-year project to achieve. However the phasing out of one has resulted in a process of localization, which for all intent and purposes has led to a centralized authority. It has also mainstreamed the vision for the CS Project and the organization as a whole. The challenge remains that this vision is communicated widely and shared by all stakeholder.

The organizational changes instituted in 2003-2004 particularly the introduction of RBM "as an approach to the monitoring and evaluation of programme work" have impacted not only project/programme delivery but also the overall direction of the CS Project and mode of relating to others, within and without Mkombozi. However there is a sense that the "click" in logic in the project is yet to be achieved, not at the output level but at a higher level of vision and purpose suggesting the need for greater conceptual clarity on the form the CS Project should assume- a project model, a department or a programme? L Mkombozi also needs to resolve how interventions in other departments will link with those under the CS Department towards meeting not only CS project objective but also the greater organizational goal.

During this period Mkombozi has made great effort in putting in place internal policies and systems to support her development agenda. Similar emphasis now needs to be put in organizing her programmes on the one hand and her outreach on the other. In so doing she needs to balance the state and needs of its internal environment with those in its external environment, the community Mkombozi works with so that one does not overshadow the other. The CS project must also address her two dimensions i.e. the community within the Center and the larger community in Kilimanjaro region more consciously and determine how she will strategically intervene at these two levels.

Mkombozi reflects in every sense a strong pioneer organization undergoing rapid change and growth. The changes and challenges facing the CS Project therefore reflect the bigger development questions before Mkombozi as she settles into a more formalized structure and as her activities assume greater complexity and possibly integration. This realization is key to enable Mkombozi to work with its shadow side. It is therefore opportune that this evaluation occurs while Mkombozi explores other issues around her leadership and programme transition. Certainly, this represents an opportunity for Mkombozi to define its core mission and the role of the CS Project in realizing this.

Appendix 1: List of People Interviewed

A. Children in *Kaka/Dada* Programme/ PSGs

Name Interview date	School	Age	
1. Grace Vicent 6, 2005	Kimanganuni	11	August
2. Agness Wilfred 6, 2005	Mji Mpya	14	August
3. Juma Mlewa 6, 2005	Mji Mpya	12	August
4. Pauli Vicent 6, 2005	Kimanganuni	13	August
5. Mariseliani Andrea 6, 2005	Okaseni	13	August
6. Gabriel Vendelini 6, 2005	Mkombozi	14	August
7. Mina Hussein 6, 2005	Mrupanga		August
8. Gilbert Emmanuel 6, 2005	Mkombozi	16	August
9. Jonsoni Petro 6, 2005	Mji Mpya	12	August
10. Juma Mustafa 6, 2005	Mji Mpya	12	August
11. Felomena Fredrick 6, 2005	Umbwe Onana	16	August
12. Anastazia Gregory 6, 2005	Umbwe Onana	16	August
13. Jeni Mengo 6, 2005	Lyamungo Kati	13	August
14. Tatu Idd 6, 2005	Manushi Chini	18	August
15. Erasto John 6, 2005	Manushi Chini	13	August
16. Merygorethi Eugeni 6, 2005	Manushi Chini	9	August

B. Children at Mkombozi

Name Interview date	Origin	Age	
1. Christopher 11, 2005	Bukoba	18	August
2. Charles 11, 2005	Uru	13	August
3. Abel 11, 2005	Shiri Matunda	15	August
4. Peter 11, 2005	Hai	17	August

5. Zakayo 11, 2005	Old Moshi	13	August
6. Mussa 11, 2005	Hai	13	August
7. Joshua 11, 2005	Katesh	23	August
8. Sylvanus Aloyce 12,2003	Moshi	16	August

C. Mkombozi Staff

Name	Designation	Interview date
1. Ismael Mwishashi	CS Coordinator	August 3,2005
2. Micheal Mpomo	Youth Worker	August 3, 2005
3. Yusuf Nyaki	Office Manager	August 3,2005
4. Gichuki Francis	Mentoring Officer	August 3,2005
5. Kate Mac Alpine	Director	August 11, 2005

D. Mkombozi Partners

Name	Designation
1. Asmahan Urusa August 5,2005	Regional Social Welfare Officer
2. Steven Gumbo August 3, 2005	In charge Moshi Juvenile Remand Home
3. Ismail Ramadhan August 6, 2005	Mkombozi Informant
4. Hussein Sufi August 6, 2005	Mkombozi Informant
5. Lydia Njau August 3, 2005	Community Development Officer
6. Mary Rugaijamu August 8, 2005	Matron- Tunahaki
7. Esther Kadege August 8, 2005	Mlezi- Safe Haven Orphanage
8. Happiness Lutwaza August 11, 2005	Social Worker Amani Centre
9. Folkward Mapunda August 11, 2005	Operations Manager Amani Centre
10. Wenceslaus Temba August 11, 2005	Social Worker Moshi Christian Children's Centre
11. Khamis Saleh August 12, 2005	BAKWATA Acting District Sheikh
12. Yahya J. Kasibile August 12, 2005	Administrator, Al-Huda Orphanage
13. Lilian Mtui August 13, 2005	Social Worker KCMC
14. Renatha Mwacha August 12, 2005	Principal, Tumaini Primary School
15. Mary Stella Chami August 12, 2005	Vice Principal, Manushi Chini Primary School

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|---|---|
| 16. Lydia Kissija
August 13, 2005 | Asst. Education Programme Officer, KIWAKUKI |
| 17. Elimas S. Mafuru
August 10, 2005 | Chair, Moshi District Land & Housing Tribunal |
| 18. Eliushi Makere
August 10, 2005 | Acting Assistant Registrar, Moshi District Land
& Housing Tribunal |

E. Mkombozi Neighbours

Name	Designation	Interview date
1. Anna Boniface	Mawenzi Hospital	August 8, 2005
2. Damas Msellia	Msellia Bar	August 8, 2005

F. Mama Lishe Women at Bus Stand

Name	Residence	Interview date
1. Mama Iddi	Majengo	August 8, 2005
2. Mama Mussa	Njoro	August 8, 2005
3. Mama Mwinyi	Njoro	August 8, 2005
4. Mama Zena	Njoro	August 8, 2005
5. Mama Ali	Majengo	August 8, 2005
6. Mama Amina	Majengo	August 8, 2005
7. Mama Rasuli	Njoro	August 8, 2005

G. Interview with Youths at Moshi Bus Stand

Name	Living Status	Age	Interview date
1. Othmani	rents with brother	17	August
8, 2005			
2. Suleiman	recent arrival	15	August
8, 2005			
3. Stefano	recent arrival	16	August
8, 2005			
4. John	old Mkombozi resident	21	August
8, 2005			
5. KB	formerly with Don Bosco	22	August
8, 2005			
6. Joseph	rents room with others	16	August
8, 2005			
7. Micheal Joachim	rents room with others	18	August
8, 2005			
8. Faraji	rents room	19	August
8, 2005			
9. Simon	old Memorial resident	25	August
8, 2005			

H. Workshop with Participants from Project Areas

Kibosho and Lyamungo:

Moniza Mkasi
Eugenia Mmassy
Christopher Urassa
Enphasisa Maenda
Jane Lauwo
Lioba Mmasi
Agelina S Massawe
Esther Soka
Hilary Mushi
Joakim August
Theresia Mallya
Gudila Mtui
Abdul Mbowe

Participants from Majengo

Betty Makundi
Yesaya Masaole
Ambrose F. Shayo
Romana V. Lasway
Peter Ngaina
Kawawa Salim
Gloria F Mashauri
Sabitina Mchomvu
Victoria Salakana
Segelena Orbano
Peter Singano
William Masawe
Edna E. Mongi
Wilfred Daudi
Salma Tatakhan
William Manyara
John. J. Mosha
Juma Ramadhani
Estomia Mlinga
Mary Makale
Msiky Mustafa
Dickson Malle
Mahija Hassani
Richard Antony Myunga

Participants from Uru

Komu Albert

Joseph Mushi
Matrona J Komu
Gaudensia Massawe
Agripina Mushi
Mary Mashiwa
Beatrice Kimbi
Anitha Mashobe
Mikaeli Fesildo
Rosse Mushi
Kurusumu Hussein
Martha P Msaak
Godfrey Temba
Medardi Laizu
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