

**Monitoring reports:**

January – June 2006

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Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments																								
<p><b>Overall Aim:</b> To protect street and at risk children and young people (CYPs) by providing, supporting, strengthening and advocating for community services in Moshi, Arusha and Kilimanjaro regions in Tanzania</p>	<p>1. An increase in child protection services that respond to children's psychosocial and mental health 2. Reduced reliance on institutional care for street children 3. Increased skills amongst childcare workers to respond to the psychosocial needs of vulnerable children 4. Higher number of street and at risk CYPs who have been resettled within the community.</p>	<p>Kate McAlpine and Shermin Moledina will facilitate an organisation wide workshop on 9<sup>th</sup> – 12<sup>th</sup> October to establish an M&amp;E framework for the Street children First project. During this we will assess what data needs to be collected and how to enable us to assess progress against goal and outcome level indicators.</p>																									
<p><b>Outcome 1:</b> Direct support provided to street children and young people</p>	<p>1.1: 150 (30 a year) Street youth equipped with the knowledge, skills and attitudes to become self reliant, through education, SBTK<sup>1</sup> and Street Banking Toolkit, apprenticeships, employment, independent living through halfway &amp; group housing and other self-reliance activities 1.2: 150 street children and youth each year access legal, health and life skills information from a mobile support unit in Arusha and Moshi &amp; 900 receive information on their rights from advertising hoardings designed by Mkombozi 1.3: 450 (90 a year) street CYP provided with care services (food, health, clothes, education, safe space &amp; recreation) 1.4: 120 community mentors trained and paired with children in care<sup>2</sup> (30), those on the streets (15) and at risk of coming to the streets (40) and youth in employment (15)</p>	<p>► As can be seen below under activities for this outcome, positive progress is being made providing direct support to street and young people at the center, on the streets and in the communities. ► We are well over target for indicator 1.1, 1.2 and 1.3. ► However, we do not have adequate funding for indicator 1.4 to scale up the mentoring activities.</p> <p><b>Self Reliance: Employment by Gender</b> <b>Number of youth who got employment</b> <b>Context: All (Moshi and Arusha)</b> <b>For the period: 1/01/2006 – 1/7/2006</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Self Reliance: Employment by Gender</th> <th colspan="2">Number of youth (Moshi)</th> <th colspan="2">Number of youth (Arusha)</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Has attended employment</td> <td>3</td> <td>0</td> <td>8</td> <td>3</td> </tr> <tr> <td>Is truant from employment</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Has dropped out employment</td> <td>1</td> <td>0</td> <td>4</td> <td>0</td> </tr> </tbody> </table>	Self Reliance: Employment by Gender	Number of youth (Moshi)		Number of youth (Arusha)		Male	Female	Male	Female	Has attended employment	3	0	8	3	Is truant from employment	1	0	0	0	Has dropped out employment	1	0	4	0	
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<sup>1</sup> Street Business Toolkit

<sup>2</sup> Would include CYPs in kinship care

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
<p><b>Outcome 2:</b> Improved awareness and capacity of communities to support children and young people at risk of becoming street children</p>	<p>2.1: CYPs participate in sport &amp; events, drama, Kilimanjaro Artists Group, Wahuydi Rap Group and other forums to raise awareness about the causes of child vulnerability and reduce the stigmatisation that they face</p> <p>2.2: Development, piloting and practice of procedures for a kinship care programme with the Municipal Council &amp; Social Welfare Department in Kilimanjaro Region as an appropriate alternative to institutional care for street children.</p> <p>2.3: 450 (90 a year) families of CYP supported to address the root causes of their child's vulnerability, through family life education, linkage to community support mechanisms and intensive support.</p> <p>2.4: PAR research conducted into various methodologies used to work with street and at risk CYP and their applicability to the Tanzanian context</p>	<p>Please see comments @ the 'Overall Aim' level.</p>	
<p><b>Outcome 3:</b> Develop and build the skills of child welfare practitioners and agencies which have a duty to protect children</p>	<p>3.1: 348 childcare practitioners (NNOC members, Social Welfare dept, mentors, &amp; kinship carers) trained in the use of the practice handbook to inform their interventions with CYPs by the end of the project</p> <p>3.2: A practice handbook of methodologies<sup>3</sup> for working with the psychosocial needs of vulnerable street CYPs in Tanzania developed, piloted and disseminated to childcare practitioners</p> <p>3.3: Child protection procedures (CCP) developed by local leaders, Ward Development Committees, school representatives &amp; conflict mediation committees in 9 wards<sup>4</sup></p> <p>3.4: Child protection services that reflect the above CPP planned, implemented and monitored in the 9 wards</p> <p>3.5: CYP members of the Junior Council and consultation enables CYP to influence national policy and poverty monitoring processes</p>	<ul style="list-style-type: none"> <li>▶ At this point in time there are no funds to establish a training team, which means that all work relating to mentoring, PSG's and training in child protection is impossible to deliver.</li> <li>▶ Funding proposals to cover these costs have been submitted to Oak Foundation, Church World Service, Standard Chartered Bank and the Foundation for Civil Society. We hope to receive decisions on these by the end of September 2006.</li> </ul>	

<sup>3</sup> These include response to HIV, self-harm, safe sex, abuse, substance abuse, conflict management, relationship building and problem solving

<sup>4</sup> Uru, Kibosho, Machame & Moshi Urban (4), Arusha Municipality (2)

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
	<p>3.6: Budgets submitted by Ward Development Committees to the Council for the allocation of resources to these community child protection services</p> <p>3.7: Kilimanjaro &amp; Arusha Social Welfare Departments &amp; 20 NNOC member organisations develop child protection procedures (CPP)</p>		
<p><b>Outcome 4:</b> Work with Mkombozi to assist its transformation to an integrated and dynamic organisation centred around the causes, problems and solutions affecting children in Tanzania</p>	<p>4.1: Mkombozi becomes more client centred as participative processes for CYP and stakeholder involvement in decision making are made systemic</p> <p>4.2: The linkage between Mkombozi's values and methodologies that underpin child development, care and service delivery to street and at risk CYPs made explicit in practice handbooks and staff capacitated to uphold this practice</p> <p>4.3: Strengthened systems for staff development and learning encourage people to innovate within policy guidelines,</p> <p>4.4: Mkombozi's organisational structure reviewed and altered to reduce fragmentation and build self managed teams and trustee involvement.</p> <p>4.5: Expanded skill base and effectiveness within Mkombozi through staff training in management and leadership, facilitation, advocacy, gender mainstreaming, service delivery for CYPs and research</p> <p>4.6: Strategy for Mkombozi's medium and long term future development documented and systems, capacities and attitudes established to enable this transition.</p>	<p>At the start of this project we are clarifying how we will document the organisational transition processes taking place at Mkombozi. Forms of documentation will include:</p> <ul style="list-style-type: none"> <li>▶ Documented ongoing dialogue within management, staff and trustees prompted by 'think pieces' written by the Director and responses made</li> <li>▶ Action learning from each team @ Mkombozi every 6 month focussing on successes &amp; challenges</li> <li>▶ Staff handbooks for support and development, HR Database and HR Schemes of Service</li> <li>▶ External evaluations of the transition process</li> <li>▶ Governance documents, particularly relating around decision making in the Trustees &amp; Board of Management and stakeholders</li> <li>▶ Organisational and individual training plans and reports from training participants on how they are using their learning in their work.</li> <li>▶ End of year organisational reflection on our successes / challenges. This is also used as a learning and bonding opportunity for staff and will be planned by the Board of Management on 29<sup>th</sup> August 2006</li> <li>▶ Documentation of organisational diagnoses, using the levels of</li> </ul>	

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Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
		organisational complexity, to reveal the questions facing the organisation.	

Activities	Who?	Status	Planned action				
1.1 Train Mkombozi staff & selected mentors as facilitators of the Street Business and Banking Toolkit and facilitate trainings with street youth	Training – Year 1 – 5	<ul style="list-style-type: none"> <li>▶ 22 girls received training in Street Business Toolkit (SBTK) at the end of May 2006 and the same 22 girls were then trained in a subsequent training in the Street Banking Toolkit (SBT). They are now being linked to mentors to enable them to start their new small businesses.</li> <li>▶ 3 Mkombozi staff participated in SBTK training at the end of May 2006 and 1 of them jointly facilitated the SBT with Street Kids International (SKI) in June 2006.</li> <li>▶ In March 2006 Pascal Irungu and Michael Mpombo were trained in the SBT by SKI.</li> <li>▶ 2 youth who have been reunified to Karatu completed their SBTK Training. Pascal has been extensively accompanying and supporting them in Karatu to ensure business success.</li> </ul>	Pascal, Amani and Michael will continue to support <?> youth through their journey				
1.2 Equip youth to initiate and sustain their small businesses, access credit and / or enter employment  <b>Self Reliance: Vocational Training Children and young men participating in Vocational training and Self- reliance Activities</b> <b>Context: All</b> <b>For the period: 1/01/2006 – 1/7/2006</b>	Services – Year 1 – 5	<ul style="list-style-type: none"> <li>▶ In the last six months 2 youth were given loans to start small businesses. The 22 girls will receive loans in the coming few weeks.</li> <li>▶ 1 youth has started a business making and selling cakes in order to support himself to repeat Form IV @ secondary school</li> <li>▶ 1 youth returned his loan and has been given a new loan to boost his businesses</li> <li>▶ 13 have been linked to employment in the last 6 months</li> <li>▶ 1 youth linked to apprenticeships in last 6 months</li> <li>▶ Extensive discussions took place with Bibeck, a Dutch Film Production Company who would like to start a film school in this area and would like our youth to be a primary beneficiary for the training and subsequent employment opportunities</li> <li>▶ Employment opportunities extended at Mount Meru Seeds, Mount Meru Logistics for our youth as well as for single mothers of children that we work with.</li> <li>▶ Discussions with Arusha Coffee Lodge on starting an income generating garden project for some of our youth and offering more employment opportunities for our youth and single mothers.</li> <li>▶ An additional place of employment was identified in Moshi.</li> <li>▶ A short list created for Arusha based youth in need of employment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Link youth and single mothers to employment with Mount Meru Group in July/August when factory resumes production (Pascal Irungu).</li> <li>▶ Follow up with Arusha Coffee Lodge on starting the garden project as well as employing additional youth and single mothers (Shermin – 18 July 2006)</li> <li>▶ Follow up with other potential employers to seek placements for our youth (Hannah Collings)</li> <li>▶ Identify areas of interest and or skills development opportunities for youth who will soon be entering self reliance and find them work or apprenticeships during their holidays (Lucas Shayo &amp; Hannah)</li> </ul>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Self Reliance &amp; Vocational Training</th> <th style="text-align: center;">Number of CYP</th> </tr> </thead> <tbody> <tr> <td>Participating in vocational training and Self- reliance Activities</td> <td style="text-align: center;">19</td> </tr> </tbody> </table>	Self Reliance & Vocational Training	Number of CYP	Participating in vocational training and Self- reliance Activities	19			
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Participating in vocational training and Self- reliance Activities	19						
1.3 Support youth to move away from residential care and/or street life into halfway housing with their peers	Services – Year 1 – 5	<ul style="list-style-type: none"> <li>▶ Meetings with youth to discuss and plan for group housing took place</li> <li>▶ 2 houses were identified and one has already been rented. Another house will be rented within a week after the landlord has</li> </ul>	<ul style="list-style-type: none"> <li>▶ Assist &amp; support the 12 youth who are moving to group housing (Lucas Shayo)</li> <li>▶ Finalize contracts with landlord</li> </ul>				

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		<p>completed renovations.</p> <ul style="list-style-type: none"> <li>▶ 12 youth from the residential center will move into group housing by 14 July 2006</li> <li>▶ Out of the youth linked to employment, 9 were provided with start up assistance so that they can rent accommodation and stop living on the streets.</li> </ul>	<ul style="list-style-type: none"> <li>▶ (Jerome Mwaya &amp; Mwishashi in first week of July 2006)</li> <li>▶ Find out final number of youth who have been admitted to boarding school and if not all, then move them into group housing too (Hannah &amp; Lucas). There may be a need to get a third house in Moshi if this is the case.</li> <li>▶ Submit application to Woman of the Year Foundation for funds for a group house for girls (Kate McA).</li> </ul>														
1.4 Operate a mobile information and support unit where children and youth on streets can access legal, health (particularly HIV education and reproductive health education and services) and life skills information	Services – Year 2 - 5	<ul style="list-style-type: none"> <li>▶ The mobile unit is scheduled for funding in year 2. However we have applied to the Mobile School (<a href="http://www.mobileschool.org">www.mobileschool.org</a>) about the possibility of receiving and piloting the first mobile school in Tanzania. The CEO will visit Mkombozi in October.</li> <li>▶ MEMKWA has been scaled up on the streets in Moshi and Arusha. The social workers in Arusha with the help of NFE Educators have attracted a consistent group of about 50 and more children. These classes are being provided on the street twice a week with a particular emphasis on health and life skills education. After some initial discussion topics on personal health and drug abuse to asses the children's needs a six week plan was prepared to guide the social workers and educators who facilitate these NFE classes.</li> <li>▶ Holiday Life Skills workshop by facilitators from KINSHAI</li> <li>▶ 22 children at the center and on the streets were linked to Voluntary Counselling and Testing (VCT) as a result of the health education. 3 of these children that are on the streets are HIV positive.</li> <li>▶ 8 girls and single mothers were linked to Mount Meru hospital to get Norplant and family planning education.</li> <li>▶ 3 youth on Arusha Streets were linked to Alcoholics Anonymous (AA).</li> </ul>	<p><b>Recurrent Report: Health Health treatments delivered to children and young people</b> <b>Context: Moshi and Arusha Street</b> <b>For the period: 1/01/2006 – 1/07/2006</b></p> <table border="1"> <thead> <tr> <th>Health treatments</th> <th>Number CYP</th> </tr> </thead> <tbody> <tr> <td>First Aid</td> <td>302</td> </tr> <tr> <td>Hospitalized</td> <td>0</td> </tr> <tr> <td>Visited reproductive/ STD clinic</td> <td>18</td> </tr> <tr> <td>Doctor</td> <td>70</td> </tr> <tr> <td>Mental health treatment</td> <td>0</td> </tr> <tr> <td>Health Education</td> <td>152</td> </tr> </tbody> </table>	Health treatments	Number CYP	First Aid	302	Hospitalized	0	Visited reproductive/ STD clinic	18	Doctor	70	Mental health treatment	0	Health Education	152
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1.5 Design advertising hoardings and information materials for street CYPs to raise awareness about their rights, where and how	OD & Communications – Year 1 – 5	<ul style="list-style-type: none"> <li>▶ A proposal detailing our plans for a national advertising campaign about vulnerable street children has been sent to Clear Channel Communications and discussions are ongoing with a planned start date for a 9 month campaign in January 2007.</li> </ul>															

Activities	Who?	Status	Planned action														
<p>to access assistance and to challenge communal apathy and stigmatisation</p> <p>1.6 Provide street CYPs with food, healthcare, shelter, clothing, education through NFE &amp; mainstream schools and recreation opportunities</p> <p><b>Recurrent Report: Health Health treatments delivered to children and young people</b> <b>Context: Mkombozi Residential centre</b> <b>For the period: 1/01/2006 – 1/07/2006</b></p> <table border="1" data-bbox="203 767 573 1093"> <thead> <tr> <th>Health treatments</th> <th>Number of CYP</th> </tr> </thead> <tbody> <tr> <td>First Aid</td> <td>270</td> </tr> <tr> <td>Hospitalized</td> <td>4</td> </tr> <tr> <td>Visited reproductive/ STD clinic</td> <td>4</td> </tr> <tr> <td>Doctor</td> <td>157</td> </tr> <tr> <td>Mental health treatment</td> <td>1</td> </tr> <tr> <td>Health Education</td> <td>12</td> </tr> </tbody> </table>	Health treatments	Number of CYP	First Aid	270	Hospitalized	4	Visited reproductive/ STD clinic	4	Doctor	157	Mental health treatment	1	Health Education	12	<p>Services – Year 1 – 5</p>	<ul style="list-style-type: none"> <li>▶ 7,661 meals were provided to children at the center.</li> <li>▶ 21 children from the center were taken to the dentist and 4 got dentures</li> <li>▶ 9 children were circumcised from the center and the streets.</li> <li>▶ 7,635 bed nights were provided to children in residence at the residential center and 10 who started work were enabled to rent their accommodation through start up assistance.</li> <li>▶ There have been 29 intakes and 16 dropouts from the residential center during the last 6 month</li> <li>▶ Clothing was issued to all children at the center during this six month period but a number of other children were issued clothes as and when they needed them. Sandals were purchased for all children at the center, as well as new bedding including sheets and blankets.</li> <li>▶ Please see the Education report for information on recreation, extra curricular activities</li> <li>▶ 18 children at the center participate in Scouts club each week. They have completed their first exam and 16 of them passed above 50%. They have learnt how to make a fuel efficient stove as part of building their skills.</li> <li>▶ Children in Arusha attended art classes each week on Monday with a volunteer artist and each week on Wednesdays @ Braeburn school as part of their community service programme.</li> <li>▶ We have initiated IT classes for children in formal and non-formal education. This was also extended to children who are in e-mentoring programme. 15 e-mentees learnt how to use email, to type, and are registered in the programme <a href="http://www.icouldbe.org">www.icouldbe.org</a></li> </ul>	<ul style="list-style-type: none"> <li>▶ The challenge remains in teaching the children how to safely keep their things. In response, we had a problem solving meeting with the children where they were encouraged to find a way forward to this problem. They came up with many new ideas that we will see how we can take forward and make systemic this next quarter.</li> <li>▶ Clothing, food and shoes have been issued to children in Arusha, some of whom are still on the streets. However, our record keeping with this has not been consistent so we do not know how many in fact received these services. The social workers have been reminded to keep track of this and input into data base</li> <li>▶ The Social workers in Moshi have begun to be oriented to street work on the streets in Moshi. This has been taking place once a week but because of the shortage of social workers this has not been able to happen every week.</li> <li>▶ Staffing changes @ the residential centre and the day youth worker coming earlier to support the night youth workers in getting children ready and to school has helped in ensuring that children are participating in activities and schooling.</li> </ul>
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<p>1.7 Support street CYPs psychosocial and physical development to break cycles of abuse and social exclusion</p> <p><b>Formal Education – Attended, Truant, Drop out, Follow up</b> <b>Number of children participating in education service</b> <b>Context: All</b> <b>For the period: 01/01/06 – 1/7/06</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Class</th> <th colspan="3">Attended</th> <th colspan="3">Truant</th> <th colspan="3">Dropout</th> <th colspan="3">Follow up</th> </tr> <tr> <th>Female</th> <th>Male</th> <th>All</th> <th>Female</th> <th>Male</th> <th>All</th> <th>Female</th> <th>Male</th> <th>All</th> <th>Female</th> <th>Male</th> <th>All</th> </tr> </thead> <tbody> <tr> <td><b>Totals</b></td> <td>2</td> <td>63</td> <td>65</td> <td>1</td> <td>2</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	Class	Attended			Truant			Dropout			Follow up			Female	Male	All	Female	Male	All	Female	Male	All	Female	Male	All	<b>Totals</b>	2	63	65	1	2	3	0	0	0	2	1	3	Services – Year 1 – 5	<ul style="list-style-type: none"> <li>▶ 6 children have been in support group counselling at the residential center.</li> <li>▶ 3 children attended individual counselling at Mount Meru Mental Health clinic.</li> <li>▶ 50% of the Social workers were trained in care planning which will enable them to better identify what services children will get including psychosocial support.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Next quarter there will be 8 children starting in a new support group to enable them to heal from their past hurts and develop positive coping skills (Salma Tatakhan &amp; William Raj)</li> <li>▶ Care plan training for the remaining staff that were not trained will be delivered on 9<sup>th</sup> August from 9 to 1pm.</li> <li>▶ Responding to the psychosocial needs especially in terms of enabling children to break cycles of abuse is an area that we are lacking specialized expertise in. We are currently looking for social workers with these skills and qualifications.</li> </ul>
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<b>Totals</b>	2	63	65	1	2	3	0	0	0	2	1	3																													
1.8 Intervene with street CYPs who are at risk of, or using illicit substances and engaging in risky sexual behaviour that puts them at risk of HIV/AIDS	Services – Year 1 – 5	<ul style="list-style-type: none"> <li>▶ 3 children on the streets were linked to AA for alcohol abuse problems.</li> <li>▶ 2 sessions in the NFE class on the streets focused on this subject.</li> <li>▶ One youth in residential care is being assisted to address his substance abuse issues. However, this is another area that we are struggling with as this youth refuses to admit that he has a problem and we do not have expertise to deal with serious addictions.</li> <li>▶ Children on the street do want help with substance abuse but because our skills in this area are basic we link them to other service providers and where possible use the MSSM model.</li> </ul>	<ul style="list-style-type: none"> <li>▶ We continue to work with agencies to refer children who are willing to address substance abuse problems.</li> <li>▶ Rose Mckechnie, a new volunteer will assist in taking MSSM forward by assisting us to draw out ways to implement it.</li> </ul>																																						
1.9 Recruit, screen, train and pair volunteers from Moshi & Arusha as Big Brothers Big Sister mentors to CYP. Mentors support mentees through shared sport, games, study and volunteering within the community.	Training – Year 1 – 5	<ul style="list-style-type: none"> <li>▶ Lack of funds has curtailed these activities</li> <li>▶ However a team building session was held with the mentors for the residential centre in June and a feedback session facilitated with the Community mentors.</li> <li>▶ E-mentoring started with 15 children in collaboration with <a href="http://www.icoudlbe.org">www.icoudlbe.org</a></li> <li>▶ Residential mentors have also participated in training in basic computer skills @ ACTT as a 'thank you' for their volunteering @ Mkombozi</li> <li>▶ Michael Mpombo and Shermin Moledina have also been trying to</li> </ul>																																							

Activities	Who?	Status	Planned action														
		<p>obtain corporate support to enable us to take the mentors and the mentees on a fun day out to Tarangire National park.</p> <ul style="list-style-type: none"> <li>▶ 22 new mentors have been recruited volunteered to work with the girls who graduated from the Street Business Toolkit training in mentoring them as they establish their new businesses. These business mentors will be trained in July in the role, qualities and responsibilities of a mentor and raising their awareness about Mkombozi. The training will also clarify their and our expectations of the mentoring experience.</li> </ul>															
1.10 Train peer mentors in target wards (9) and at Mkombozi to offer a listening ear to vulnerable children and link at risk CYPs to child protection services. PSGs offer a safe space and time through sport & recreation activities for at risk CYPs	Training – Year 1 – 3	<ul style="list-style-type: none"> <li>▶ Lack of funds has curtailed these activities</li> <li>▶ We had feedback session with the peer supporters and really there is a need to reactivate the spirit that they had, but until we have sufficient funds and staff to do so we just don't have the time or the capacity.</li> </ul>															
1.11 Reunify street CYPs with their families, working with them to uncover the root causes of why the child left home and implementing joint strategies to deal with these problems.	Services – Year 1 – 5	<ul style="list-style-type: none"> <li>▶ Mobility maps that assist in gauging families and children's social support systems are now being used after training in reunification methodology that took place last year. The mobility maps have been yielding positive results and gives the children and social workers more options to explore in terms of reunification possibilities.</li> </ul> <p><b>Reunification by Gender</b> <b>Number of times children and young participated in reunification services</b> <b>For the period: 1/01/2006 – 6/7/2006</b></p> <table border="1"> <thead> <tr> <th>Reunification by Gender</th> <th>CYP (Male)</th> </tr> </thead> <tbody> <tr> <td>Interviews</td> <td>128</td> </tr> <tr> <td>Home visits</td> <td>115</td> </tr> <tr> <td>Home stays</td> <td>89</td> </tr> <tr> <td>Reunified</td> <td>12</td> </tr> <tr> <td>Follow ups</td> <td>16</td> </tr> <tr> <td>Contract closed</td> <td>0</td> </tr> </tbody> </table>	Reunification by Gender	CYP (Male)	Interviews	128	Home visits	115	Home stays	89	Reunified	12	Follow ups	16	Contract closed	0	<ul style="list-style-type: none"> <li>▶ Doing mobility maps to assess the families social support systems with the families can be difficult because of a limited amount of time that the social worker is with the family especially for out of region or distant reunifications.</li> <li>▶ Because of distance and resource constraints, some children from out of the region have been reunified after one home visit which is not ideal.</li> <li>▶ There are follow up constraints especially when the families live far away. However, it would be helpful to build on learning from the community strengthening project in terms of setting up community support mechanisms.</li> </ul>
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<b>Activities for outcome 2</b>																	

Activities	Who?	Status	Planned action
<p>2.1 Develop Terms of Reference for the research, including an analysis of the incidence of child abuse within Kilimanjaro and Arusha regions and its role in pushing CYPs to the streets.</p>	<p>Communications – Year 1</p>	<ul style="list-style-type: none"> <li>▶ As part of her topic scouting for the social research course that she is undertaking in her Masters Degree Kate McAlpine has been thinking about the form that the research on child abuse, the variables and the hypothesis involved.</li> <li>▶ Between July and November 2006 Mkombozi has an intern, Elsie Downham, with us. She will be conducting a literature review of issues around abuse and child migration to the streets and will be working with the Director to write a research proposal that we plan to submit to REPOA for funding. Funding through REPOA then gives the final report an entry point into policy making processes, since REPOA is located under the Vice President's office</li> <li>▶ To mark the Day of the African Child Mkombozi documented and shared an Action Alert detailing our experience of sexual abuse of children in Majengo suburb, Moshi.</li> </ul>	<p>Given the time frame available it is not practical to conduct an extensive research study on the incidence of abuse, but as a preliminary to this it would be very helpful for Mkombozi to explore the situation of child abuse and eventual migration to the streets in other countries, specifically comparing these countries and Tanzania to reach an understanding of:</p> <p>How popular and professional consensuses about what constitutes abusive behaviour towards a child differ between countries. To what extent is there a global consensus around the construct of 'abuse' (i.e in Tanzania corporal punishment of children in schools is not considered abuse, but elsewhere it is). This would build clarity around the various dimensions of the variable 'child abuse' for this and other future research projects on the topic.</p> <p>A quantitative analysis of numbers of street / homeless children in each of these countries, breaking it down so that we have a picture of % the population under the age of 18 years that is living on the streets.</p> <p>A comparison to see if there is a relationship between the % of the population under the age of 18 years who are on the streets and popular and professional attitudes to abuse. The null hypothesis being that regressive attitudes towards abuse do not significantly increase the proportion of children on the streets.</p>
<p>2.2 Establish research team</p>	<p>Communications</p>	<p>N/A</p>	

<b>Activities</b>	<b>Who?</b>	<b>Status</b>	<b>Planned action</b>
composed to stakeholders from local Government, target communities and CYPs	ns – Year 1		
2.3 Training of research team in PAR tools and methodologies	Training – Year 1	N/A	
2.4 Collect and analyse data using the action learning cycle whereby we pilot methodologies within the residential centre, on the streets and with families to test their applicability to the child and the situation.	Communications & Services – Year 1 - 2	The Action learning cycle was used to look at how we have been disciplining children, how we handle conflict between children and how we problem solve with them. This was done with the children and with social workers and proved to be helpful in terms of realizing what works and what not and why.	Social workers came up with criteria that they use when they discipline children. This has been incorporated in our practice handbook. Next quarter we will continue to pilot methodologies and re-look at the children's discipline matrix with a view of incorporating our learning in this area.
2.5 Combine learning from the PAR with all relevant materials already available in Mkombozi's different departments, and conduct a peer learning/sharing exercise. Agree on a joint approach/set of tools/recommendations on standards to adopt when working with children.	OD, Communications & Services – Year 1 - 2	N/A	
2.6 Write up PAR findings into a practice handbook, develop dissemination strategy, & launch handbook.	Communications & OD – Year 2	N/A	
2.7 Offer extensive opportunities for street CYPs to participate in drama, community awareness activities, music, art, sport and IT, Junior Council and other lobbying fora to challenge stigmatisation and advocate for the resourcing of child protection services	Services & Communications- Year 1 - 5	<ul style="list-style-type: none"> <li>▶ 4 youth and 1 social worker were rewarded for their good behaviour with tickets to attend Shaggy's concert in Arusha.</li> <li>▶ Art and dance project organized by NFE educators and volunteers</li> <li>▶ Sports event with neighbouring schools and centres</li> <li>▶ Holiday Life Skills workshop by facilitators from KINSHAI</li> <li>▶ Science, book, language, religion and story clubs, each once a week.</li> <li>▶ Acrobatics training</li> <li>▶ Fine art workshop by an artist from Arusha school</li> <li>▶ Short trips in and around the Moshi town</li> <li>▶ 18 children at the centre participate in Scouts club each week. They</li> </ul>	

Activities	Who?	Status	Planned action
		<p>have completed their first exam and 16 of them passed above 50%. They have learnt how to make a fuel efficient stove as part of building their skills.</p> <ul style="list-style-type: none"> <li>▶ Children in Arusha attended art classes each week on Monday with a volunteer artist and each week on Wednesdays @ Braeburn school as part of their community service programme.</li> <li>▶ We have initiated IT classes for children in formal and non-formal education. This was also extended to children who are in e-mentoring programme. 15 e-mentees learnt how to use email, to type, and are registered in the programme <a href="http://www.icouldbe.org">www.icouldbe.org</a></li> </ul>	
2.8 Train kinship carers in methodologies for working with vulnerable CYP	Training – Year 2 - 5	N/A	
2.9 Pilot procedures for the placement of 10 children with kinship care families.	Services – Year 2 - 3	<ul style="list-style-type: none"> <li>▶ The children that were fostered for the Christmas holiday period as well as the families that stayed with the children had very positive feedback on this experience. The process was documented and a final evaluation conducted where suggestions were made for how it can be improved. Overall, the experience is indicative that formal fostering can work in the Tanzanian context.</li> <li>▶ A young girl who is in desperate need of a family was prepared for fostering. She has already stayed with this family in the past before her mother passed away. For the last year she has been staying with them during her holidays and has a positive relationship with them. In July she will move to their home and live with them.</li> </ul>	<ul style="list-style-type: none"> <li>▶ This Christmas we plan to once again foster children that can't go home for the holidays. A planning meeting will take place in September so that preparation can begin early.</li> </ul>
2.10 Revise procedures and training as necessary	Communications – Year 3	N/A	
2.11 Scale up number of children in kinship care	Service delivery – Year 3, 4 & 5	N/A	
2.12 Document the entire process of developing, piloting and scaling up the kinship care programme	Communications – Year 1 - 4	<ul style="list-style-type: none"> <li>▶ A literature review of fostering experiences around the world has been researched and written.</li> <li>▶ This has been shared with the Commissioner for Social Welfare and a proposal for strengthened kinship care submitted to him</li> <li>▶ The Services Coordinator is currently writing a position paper on the need for foster care in Tanzania, which will be designed and ready for printing by the end of September 2006.</li> <li>▶ The December 2005 fostering experience has been documented</li> <li>▶ A young girl will be placed with a foster family this month. This</li> </ul>	

Activities	Who?	Status	Planned action
		experience will be documented by Pascal Irungu as a case study	
2.13 Train Big Brothers Big Sisters mentors and Peer Support Groups so that they can uphold Mkombozi's CPP.	Training– Year 1 - 4	N/A	
<b>Activities for outcome 3</b>			
3.1 Facilitate awareness raising workshops with WEOs, Ward Development Committees, Community Conflict Mediation Committees and school teachers in 9 wards to enable them to develop child protection procedures, using & adapting ChildHope's CPP Toolkit.	Communications & Training - Year 1 - 3	<ul style="list-style-type: none"> <li>▶ Mkombozi's child protection policy has now been revised and made more comprehensive following the Standards outlined by the Keep Children Safe Coalition.</li> <li>▶ The CPP will be submitted to Mkombozi's Trustees for ratification at the end of July and designed for use in August.</li> <li>▶ The CPP will be piloted @ Mkombozi between September 2006 and February 2007.</li> </ul>	Within the CPP Mkombozi has to arrange for a staff member to undertake the role of Child Protection Officer. This will be the designated staff member for handling child protection issues, training of staff and other ensuring monitoring and evaluation of the implementation of the policy. In the Management meeting of 15 <sup>th</sup> August we will develop a strategy to put this position into place.
3.2 Facilitate the above community actors to develop & implement appropriate child protection services for vulnerable street CYPs in their localities	Communications & Training - Year 2 - 4	N/A	
3.3 Train Ward Development Committees & conduct budget tracking of central and local Government expenditure on child protection services and lobby National Government & Municipal Councils for the resourcing of such services	OD, Communications & Training – Year 1 - 5	<p>Terms of Reference have been developed with the consultant, Jeff Makongo, for a proposed 5-day training of the management and technical operations staff at Mkombozi and community members (MEMKWA facilitators, school teachers, Ward Development Committee members etc).</p> <p>This training will enable participants to understand the budget process as it filters from the Ministry of Finance down to community level and vice versa how from a grassroots level we can influence the budget process from bottom up. Specifically topics will cover:</p> <ul style="list-style-type: none"> <li>▶ Understanding Local Government Budget Frameworks and Guidelines</li> <li>▶ Funding of MEMKWA</li> <li>▶ How can local communities influence budget priorities and lobby for the inclusion of their programmes in budgets?</li> <li>▶ Budget tracking and monitoring of education/school budgets and</li> </ul>	This training is funded under Mkombozi's education project.

Activities	Who?	Status	Planned action
		expenditures. ► Understanding the PER/PETS processes. ► Opportunities and challenges for CSO's and individuals engagement into the process This training is scheduled for 18 <sup>th</sup> – 22 <sup>nd</sup> September	
3.4 Facilitate workshops with Social Welfare Departments in Kilimanjaro & Arusha Regions & Municipal and District Community Development Officers to enable them to develop CPP	Training – Year 1 - 3	N/A	
3.5 Lobby the Vice Presidents Office, Ministry for Labour Youth & Sports, Ministry of Community Development Gender and Children, Ministry of Education and Culture and Municipal and City Councils to make child protection policies and procedures mandatory for Civil Society and Government agencies working with children	Communications & OD – Year 2 - 4	N/A	
3.6 Lobby the Municipal & City Councils to enact these CPP as local by-laws	Communications & OD – Year 2 - 4	N/A	
3.7 Facilitate workshops with 30 NNOC member organisations to develop CPP applicable to their organisations.	Training – Year 1 - 2	N/A	
3.8 Disseminate Mkombozi's literature review of fostering experiences to Moshi Municipal Council and Social Welfare Department & host sensitisation meetings on the potential of strengthening kinship care in Tanzania	Communications – Year 1	► To be done during 2 <sup>nd</sup> half of year 1, although an ongoing dialogue with the HIV/AIDS Coordinator, Mr Shayo, is continuing to explore how we can collaborate with the council on this piece of work.	

<b>Activities</b>	<b>Who?</b>	<b>Status</b>	<b>Planned action</b>
3.9 Host workshops to develop the procedures for strengthening kinship care in Kilimanjaro Region.	Training & Services – Year 1-2	N/A	
3.10 Disseminate handbook to the Social Welfare department, Ministry of Community Development Gender and Children, Civil Society Organisations, the Municipal Government, kinship carers, childcare workers & mentors and internationally through ChildHope partners and Consortium for Street Children	OD, Training & Communications – Year 3	N/A	
3.11 Share our learning with Institute of Social Welfare, Community Development Training Institute, Moshi University of Business & Cooperatives Studies and Police Training College (CCP) to influence the content & delivery of their studies.	Communications – Year 3	N/A	
3.12 Train 60 Staff from NNOC member organisations, 30 social workers from Arusha and Kilimanjaro Social Welfare Department, 120 mentors and 140 kinship carers in the practice handbook over a period of 3 years	Training – Year 3 - 5	N/A	
<b>Activities for outcome 4</b>	<b>Who?</b>		
4.1 Children, staff and stakeholders define the role of Steering Committees in organisational decision making and build their capacities to contribute	OD – Ongoing, once a quarter meeting with CYP, stakeholders	<ul style="list-style-type: none"> <li>▶ The ACTT Advisory Board, Arusha Caucus membership, Board of Trustees and Children’s Committee and children @ the residential centre participate in various meetings to contribute ideas for programmes, solve problems and assist the management</li> <li>▶ Within the education project focus has been on engaging school</li> </ul>	<ul style="list-style-type: none"> <li>▶ A challenge for the management is facilitating such group processes in a way that builds commitment to seeing through decisions and to build systems @ Mkombozi so that</li> </ul>

Activities	Who?	Status	Planned action
<p>constructively to the organisation's development</p>	<p>and staff to contribute to OD</p>	<p>and community based stakeholders in piloting models for their schools, rather than focussing on those positional public servants who were not practically engaged in the project implementation. We still collaborate with these people to gain permissions and facilitate our work processes.</p> <ul style="list-style-type: none"> <li>▶ The Board of Trustees are currently revising Mkombozi's constitution to ensure that it's relevant to Mkombozi's current objectives. This will also include reviewing Mkombozi's current governance structure to formalise the involvement of stakeholders in decisions.</li> </ul>	<p>the good ideas that come from these fora become systemic in our practice.</p> <ul style="list-style-type: none"> <li>▶ During the coming 6 months the Board of Trustees will revise the Constitution and will participate in training with the Board of Management to further clarify the Trustees role in governance and the difference between management roles and governance roles. This will then create an opportunity for Mkombozi's leadership to identify opportunities for involving other stakeholders in our governance processes; specifically the role of the Children's and Staff committees. The workshop is provisionally planned for 4<sup>th</sup> – 8<sup>th</sup> December</li> </ul>
<p>4.2 Document Mkombozi's practice in service delivery, research, advocacy, training and institutional development, ensuring that at all times the quality of relationship with street CYPs underpins the approaches and values</p>	<p>OD, Communications, Training &amp; Services – ongoing</p>	<ul style="list-style-type: none"> <li>▶ The NFE handbook has been adapted from the IBO's Primary Years Programme (PYP) – Educators are now combining our previous NFE frameworks within the PYP structure to produce a final handbook. Currently educators are also working on the assessment element of the curriculum and the various rubrics for evaluating student's progress. The handbook is being piloted by the NFE educators in their classrooms, with initial signs of success in terms of children's enthusiasm and engagement. The handbook will be designed in October 2006.</li> <li>▶ The education team developed an outline of Family Life Education to be delivered on streets, in the centre and in one of our target schools. Key discussion topics have been identified for youth on the streets transitioning into adulthood and for parents of vulnerable children. These will be piloted during the coming quarter prior to developing further topic areas. We plan to document these discussions pictorially as a easy to use reference for people facilitating FLE.</li> <li>▶ Michael Mpombo identified recipients of FLE on the streets but was unable to start the discussions for the lack o a quiet place in the</li> </ul>	<ul style="list-style-type: none"> <li>▶ A challenge is structuring the process of developing the handbook to make it participatory for staff, but also to ensure completion of the task. Coming together for meetings and doing all the work in the meetings is cumbersome and slow. We need to restructure the process to focus on completion of the various tasks involved in the handbook.</li> <li>▶ The development of the handbook is an ongoing process for the next 2 years, but social workers also need to be able to put the lessons into practice; and to use the theories in the handbook in their work as they emerge in the handbook development process. The Services</li> </ul>

Activities	Who?	Status	Planned action
		<p>area where the young people are found.</p> <ul style="list-style-type: none"> <li>▶ The Services team have been meeting weekly to develop aspects of the handbook on working with street children, specifically focussing on the procedures we use in offering services, care plans and using the action learning cycle to reflect on how we solve conflict and problem solve with CYP. The process of coming together is both a capacity building initiative and one aimed at building ownership; it is however practically cumbersome because of shift working system and staff shortages. Unlike the NFE handbook we are creating this handbook from scratch and are in many ways finding our way in terms of process, structure and content.</li> </ul>	<p>team will look closely @ how the process is going and document proposed changes under outcome 2.</p>
<p>4.3 Train Mkombozi staff and stakeholders to practice Mkombozi's values and methodologies and strengthen staff support systems to encourage personal development and growth</p>	<p>OD, Communications, Training &amp; Services - ongoing</p>	<ul style="list-style-type: none"> <li>▶ A new HR Manager, Ismail Mwishashi, was appointed in March 2006; he is now primarily responsible for all systems relating to human resources. A new HR / Finance / Admin team has been established.</li> <li>▶ A HR database has been developed to keep track of all staff employment records, including their personal development goals and achievements and payroll.</li> <li>▶ A HR scheme of service has been written by the Director and HR Manager ensuring that Mkombozi follows all current employment and tax legislation. This will be designed in August 2006 and then piloted for 6 months.</li> <li>▶ Performance pay has been instituted for all staff and new job specifications and job contracts negotiated.</li> <li>▶ A staff handbook for support and development has been written and designed and staff oriented to these new systems</li> <li>▶ Coordinators have spent considerable time ensuring that staff supervision and developmental counselling for management have been prioritised.</li> <li>▶ 2 Social Workers &amp; 1 Educator have ended their contracts. We have an IT Support &amp; Trainer and ACTT Programme Technical Manager and 2 new Social Workers on board, and am recruiting in the next 6 months for Social Workers, Night Supervisors, Services Coordinator, Driver, NFE Educator and a Secretary. Robert Maafie has been promoted to the Board of Management in his position as ACTT Coordinator. 2 staff has been transferred to other departments.</li> <li>▶ Immigration permits for 2 Social Workers have been obtained after</li> </ul>	<ul style="list-style-type: none"> <li>▶ The HR Manager is now entering current and back data into the database. On 30<sup>th</sup> August the Coordinators will also be trained so that they can also enter data. They will be responsible for entering the development data for their staff.</li> <li>▶ Despite clear and improved recruitment procedures, detailed job specifications and intensive advertising of vacancies we continue to struggle to recruit technical staff of the requisite calibre. Recruitment takes up an inordinate amount of time for all management staff (4+ months from the point of advertising for each post) and we are still not attracting people of the desired specialised quality that we need. Rather we tend to attract generalists who have a desire to work with children but don't bring an added value to Mkombozi. This has significant implications for the amount for time and training involved to build their capacity to deliver the services</li> </ul>

Activities	Who?	Status	Planned action
		3 months of intensive follow up in Dar es Salaam.	and for management changes to take place.
4.4 Restructure Mkombozi's organisational structure to build a team based working environment	OD, Communications, Training & Services – year 2	Currently Kate McAlpine is doing some preparatory research on different 'flatter' models of governance, such as Likert's model of a team based structure and reading Margaret Wheatley's "Leadership and the New Science" (Wheatley, 1999, Berrett-Koehler), which looks @ the concept of organizations as living entities and also discusses flattened networks in which individual nodes are interconnected by choice, not pre-determined structure. This emphasizes purpose over process.	Activities planned to manage the transition to this new 'Street Kids First' project are an organisation-wide workshop on 9 <sup>th</sup> – 12 <sup>th</sup> October, facilitated by Kate McAlpine and Shermin Moledina. This will include <ul style="list-style-type: none"> <li>▶ Results based management and developing a M&amp;E framework to identify what data needs to be collected and how to enable us to assess progress against goal and outcome level indicators.</li> <li>▶ Mapping information flows within the organisation, so that we know what information goes to whom in what form</li> <li>▶ Presenting the new CPP, scheme of service and finance policy to staff</li> <li>▶ Presenting the new organisational structure to staff, discussing how teams will function and interrelate</li> </ul>
4.5 Strengthen staff and leaders' capacity in management & leadership, advocacy, gender mainstreaming, research & facilitation; thereby building a core of specialist staff members	All Mkombozi – ongoing	<ul style="list-style-type: none"> <li>▶ The new systems for staff support and development outline the different ways in which Mkombozi supports staff learning (supervision, appraisals, individual development goals, training etc). Renewal of contracts and promotion under the new performance pay system is now contingent upon staff reaching their development goals.</li> <li>▶ Kate McAlpine has started a Masters course in Organisational management and Development and is studying courses at the moment on social research methods and group theories and dynamics</li> <li>▶ Shermin Moledina completed her diploma in Facilitating Organisational Development under the East African Support Unit for NGO's (EASUN)</li> <li>▶ William Raj is participating in a placement at the Mt Meru Mental</li> </ul>	<ul style="list-style-type: none"> <li>▶ There is a real shift in Mkombozi towards making learning systems systemic, but this now needs to be complemented by an individual training needs assessment for all management and technical staff. These would then identify long range career plans and how we can facilitate them to achieve them through training. Individual training plans for management staff will be developed with the management during the next 6 months with the aim of identifying possible 2<sup>nd</sup></li> </ul>

Activities	Who?	Status	Planned action
		<p>Health unit and is running a support group counselling for children @ Mkombozi</p> <ul style="list-style-type: none"> <li>▶ Jimmy Mukasa is completing his professional certificate in Certified Public Accounting</li> </ul>	<p>generation leaders and areas of specialisation. The Management will plan for putting this in place on 26<sup>th</sup> September.</p> <ul style="list-style-type: none"> <li>▶ This will involve conducting a gap analysis for both the training needs in the organisation and for the individual staff so that we can strategically match training of individuals to the longer range needs of Mkombozi. The Board of Management will start this process between now and the end of 2006 presenting our findings to the Trustees as they emerge for wider discussions.</li> </ul>
<p>4.6 Develop a communications strategy for Mkombozi &amp; systematically build our capacity to share our learning and influence policy and practice amongst CSOs and Government</p>	<p>OD &amp; Communications – year 1</p>	<ul style="list-style-type: none"> <li>▶ A communications strategy has been 50% developed. We anticipate completing it by the end of September 2006</li> <li>▶ Mkombozi's website has been redesigned in line with our new brand and logo, with new content and will be launched in July 2006.</li> <li>▶ A marketing strategy for ACTT has been developed and will be combined with the broader organisational communications strategy by September 2006.</li> <li>▶ Monthly presentations of our publications have been made to staff by the Director</li> <li>▶ 2 position papers, the 2005 Annual Report, an Action Alert on child abuse and a Participatory Action Research report on the causation of school dropouts and exclusions have been finalised, printed and disseminated.</li> <li>▶ From July 2006 Tanja Kisslinger will formally become Communications and Web Manager based from Canada. Mkombozi's newly formed 'communications team' is learning how to operate in a virtual world where we are geographically dispersed.</li> </ul>	<p>During the next 6 months the following communications publications will be written, designed and printed:</p> <p>5 Position papers on:</p> <ol style="list-style-type: none"> <li>1. "How we registered as a MEMKWA provider" (1<sup>st</sup> September)</li> <li>2. "How can schools find long-term solutions to ensure that children are not punished for their poverty?" (13<sup>th</sup> October)</li> <li>3. "Whose responsibility are poor children?" (1<sup>st</sup> November)</li> <li>4. "How can Tanzanian claim to have free education when the cost of school contributions, uniforms and materials is so prohibitive?" (15<sup>th</sup> December)</li> <li>5. "How Mkombozi's Outreach work is reducing the number of street children" (15<sup>th</sup> September)</li> </ol> <ul style="list-style-type: none"> <li>▶ PAR Research Volume II documenting the research process</li> </ul>

Activities	Who?	Status	Planned action
			and school based interventions (written July – Dec) ▶ Census Report 2006 (written Nov & Dec)
4.7 Consult staff and stakeholders on the long term direction of Mkombozi, developing a plan of action for 3, 5, 10 and 15 years	OD, Communications, Training & Services – year 2	N/A	
4.8 Develop staff skills, attitudes, organisational resources to realise this plan of action.	All Mkombozi – ongoing from year 2	N/A	
4.9 Strengthen systems at Mkombozi for child participation in decision making both at the organisational and personal level.	OD – year 1	▶ Although children participate in numerous fora for problem solving, organisation satisfaction surveys and focus group discussions we feel that our facilitation of participatory processes are not consistent throughout the organisation.	▶ Once we have clarified the new governance structure we then move the focus on how we improve our facilitation of child participation in decision making processes. This will be in 2007
4.10 Train Mkombozi staff in methodologies for working with vulnerable CYPs	Training – year 1 – 3	▶ During the preparation of the handbooks described in 4.2 the action learning cycle has been used as a tool to assist staff to learn from their practice in Non-Formal Education, facilitating problem solving processes with children and preparing care plans.	▶ The development of organisational and individual training plans, outlined in 4.5 will enable us to schedule and pace ourselves in staff training as the project comes underway.

### **Mkombozi's Services successes:**

At the end of the first 3 months of the year, Services staff reflected on what went well, what did not go well, how they could have responded differently, and (more importantly) they also made commitments to do certain things differently during April to June 2006. Today's 6 month reflection began with each person asking themselves how they worked on the things that they said they would do differently. The following is what staff made a conscious effort to do differently in the second half of this period of six months:

- I created an employment short list for the youth that have indicated a desire to become self reliant. I clarified the youth's expectations which enables me to better prepare them for employment. Through this exercise I am able to identify youth that need assistance with substance abuse problems so that I can apply the Modified Social Stress Model (MSSM). I have not yet had a chance to use the principles of the Street Banking Toolkit (SBTK) especially the solidarity method. This will be done this next quarter by Pascal.
- I used a new strategy in problem solving by using strategic questioning and this enables the child to realize the problems and comes up with their own solutions. In coming up with their own solutions, they are more committed to seeing them through. Jerome will document for the Practice handbook this methodology along with other problem solving methodologies that he has used in the past.
- I started to meet with my case load of children at the residential centre monthly. Before we met and discussed problems and focused on the kids not behaving. Now we also look at what is good and share different examples of these. This gives children an opportunity to be proud of their achievements and for these children to also get positive attention.
- In reunification work, my focus previously was on returning children to their nuclear family. I now use the mobility map to explore their social networks so that we can jointly explore reunifying them to other sources of support. I now organize my time better by assigning specific days to do home visits and reunification work.
- I have put more structure to my day by assigning times for doing computer work etc. I have also worked closely with colleagues to divide up responsibilities through the day, which has enabled me to have some time to respond to other things such as supervising kids cleaning and assisting with mending their clothes. I have allocated time to read resources on disciplining children and have found that helpful.
- I come to work early in the morning and decide on what my objective is for the day and plan my work for the day accordingly.
- I have allocated a "catch up day" for things that were not done as scheduled. This has really helped in taking care of the unfinished tasks and enabling me to respond to emergencies without feeling like the other work that I have assigned is not getting done.

## Action learning on Mkombozi's Services successes

### Planning – What will we do in future to build on these successes?

- ▶ Continue to involve the children and young persons (CYP) in making rules and policies and encouraging and praising CYP that are helpful and don't engage in such behaviour.
- ▶ By encouraging children and youth and as staff continuing to implement these news systems.
- ▶ Close follow up of children that play truant will continue to ensure they are attending school and the NFE students also attending class.
- ▶ Continuing to invest time and interest in the children
- ▶ Continue to follow up youth closely and provide moral support and guidance.

### Action – What successes arose?

- ▶ There has been fewer incidents of theft at the residential centre.
- ▶ Improved cleanliness of children and the compound in general at the SCC.
- ▶ Children that have been playing truant are now attending school!
- ▶ One of our older youth has learnt how to bake and he is doing really well. Not only is he a very good baker, but has also been selling his brownies at Braeburn school and just recently got a tender with Mr. Price, a supermarket in Moshi and Arusha.
- ▶ A house has been rented as of July 2006 for group housing which is a form of semi- independent living. 12 youth will be moving into group housing this month.
- ▶ A new social worker is building a relationship with the children.
- ▶ Increasing number of youth that have been linked to employment, apprenticeships and SBTK.
- ▶ Many of the children from Arusha streets reunified with their families remain at home.
- ▶ Children that were playing truant have a changed attitude towards school.

### Reflection – Why did they arise? How did we respond to them?

- ▶ Theft at centre has decreased because CYP were involved in the consequences as well as in the discussions around these. More vigilance on the part of staff ensuring that they keep their eyes and ears open and follow up reported theft.
- ▶ Grounds at the Street Children Centre have been gravelled which has really reduced the mud and dust. There is also a concerted effort on the part of staff and kids to grow and maintain the garden. Also a new revised system of cleaning and reinforcement is in place.
- ▶ Numerous discussions and problem solving meetings that we have had on this topic with the children. Changes in the system in that kids are woken earlier and all of them have to be clean and ready by 7.30am. The day social worker comes to work at 7am instead of 8am and s/he helps the night staff to get children up and ready. The day social worker escorts the children to school to ensure that they get there. When the children return, the Day Supervisor meets them to ask them how their day has been and gets them to change into their house clothes. She safe keeps all their school materials, uniform etc so that there are no excuses for them getting "lost" or "stolen" over night. In the morning the children are issued their uniform and school materials again.
- ▶ Mkombozi insisted that the youth earn an income and contribute to his schooling costs; and because of the encouragement and training from Hannah, a new social worker at Mkombozi.
- ▶ Meetings with the youth to plan for and prepare them to move into group housing and Jerome's hard work in finding houses.
- ▶ Relationships have been built because she has been spending one-on-one time , playing and listening to the children.
- ▶ Funding from the Education project for training more youth in SBTK and also as a result of more work opportunities that have been sought out. Pascal, our social worker has invested a lot of time in preparing, linking the youth and providing close follow up.
- ▶ Assessing the cause of what brought them to street and addressing it. Theo has been reunifying children that are new to the streets as quickly as possible before they become accustomed to street life.
- ▶ Close follow up and support that Neema and other social workers especially Salma have been providing.

**Planning – What will we do differently?**

- ▶ Continue to work with NFE Educators to provide this service on the streets. Board of Management to place volunteers to help with this activity.
- ▶ In planning for a new residential centre, factor in a quiet space/ counselling room for CYP and in the meantime, be innovative as to where we can go to talk to children.
- ▶ Discuss possibilities in the practice matrix to provide for basic needs with the Services Coordinator. Additionally, Rose will assist in collecting and sharing information on appropriate care for infants and children and accompany social workers to demonstrate how this is done.
- ▶ Re-visit the matrix and discuss it's validity as well as practicability with a view to remove the contradictions including how to discipline mentally handicapped kids.
- ▶ Follow the process of getting all the facts and communicating them accurately before a final decision is made.
- ▶ Contact Sibusiso to see what expertise, assistance they can provide for mentally handicapped kids.
- ▶ Learn new techniques in safely physically restraining children that have violent outbursts.
- ▶ Use communication channels already in place effectively e.g. email, handover book, phones
- ▶ Be more open to differences, actively listen, discuss & reach compromise. If does not work, ask an impartial mediator to help out.

**Learning – How could we have responded differently?**

- ▶ Sought NFE Educators support at an earlier stage and be willing to learn from others.
- ▶ When faced with challenge of providing assistance to young single mothers, I could have followed the practice matrix and sought clarification where I was unsure. I also could have researched child development and child rearing so that I could have imparted this knowledge to the young mothers.
- ▶ Realizing that the discipline matrix is not a prescription but instead serves as a guide; that we need to use our professional experience on a case by case basis to know how best to respond to the situation at hand.
- ▶ Do proper assessment and investigation when incidents of abuse arise and ensure that our communication is accurate, detailed and informative. Separate the children but make a final decision after gathering all information.
- ▶ Discuss discipline options and consequences that are appropriate to his cognitive ability and try to put these into practice.
- ▶ Value communication and improve the way we communicate with one another
- ▶ Actively listen, discuss feelings and be open to learning different things, be open minded. Compromise.

**How did we respond to them?**

- ▶ Sought support from Education team and NFE Educators began coming weekly to Arusha to coach and assist with classes. Lessons are consequently jointly planned in six week blocks.
- ▶ To get one on one time with a child, staff have brought CYP to the offices, away from the residential centre to talk to them. When other children have followed, staff ask them to leave and respect the other person's privacy.
- ▶ Sought Coordinator's guidance & agreed to provide food assistance to young single mother.
- ▶ Being flexible and discussing issues that arose in order to re-plan what can be done differently.
- ▶ We acted quickly based on incomplete, inaccurate information and sent the child home.
- ▶ In responding to these incidents we have taken measures that are not effective and don't result in behavioural change.
- ▶ Sought funding; continued to recruit more social workers. Planning to enable older youth to move into group housing and changing the sleeping arrangements for dorms.
- ▶ Got frustrated, sometimes undermined each other or let each other down because of a lack of information communicated.
- ▶ Got frustrated, harboured negative feelings, anger, confusion and "shut down" in some cases.

**Action – what obstacles arose?**

1. In Arusha, Non-Formal Education (NFE) on the streets started and in no time, the number of children attending were too many for one staff member to handle.
2. Children often need to talk and need a safe, quiet place to do this where their privacy is respected. However, the physical set up of the residential centre does not allow this which means there are children constantly trying to listen in, interrupting etc.
3. Working with girls that have just given birth to a child has been a challenge as some have been in need of shelter, food and other basic needs. The young women have also needed guidance in how to care for their children as they have not been caring for their children appropriately in line with the child's developmental needs.
4. Using the discipline matrix for children at the centre.
5. A premature decision made of expelling a child from the SCC who attempted to sexually abuse his peer.
6. A mentally handicapped child at the centre who causes a lot of disruption to the other children and often gets into fights. To know how to deal with this and how to teach him positive and healthy ways of interacting with his peers.
7. Shortage of social workers and a physical space (residential centre) that is not ideal for children in terms of having a place for time out, large dormitories where many children sleep together.
8. Poor and ineffective communication amongst social workers including poor passing on of information, listening and feedback skills.
9. Differences of opinions between services staff based in Moshi on how to go about things

**Reflection – Why did they arise?**

1. Only one staff assigned to this task and did not anticipate that there would be so many children attending class.
2. Getting privacy and one-on-one uninterrupted time with a CYP is hard due to physical constraints of the building at SCC. There isn't a space for this.
3. Young single mothers are unable to work as their child is still young and needs them at home. The Social worker has not known how to provide them with their basic needs or in proving them with family life education that will equip them to better care for their children. They are children themselves so cannot support themselves and don't have positive role models that taught/ teach them how to care for children.
4. Even though the discipline matrix was developed by the children and staff, some of the guidelines appear to contradict young people's needs, rights and psychosocial development and/or interferes with educational targets for children. Additionally, difference in opinions amongst staff has also contributed.
5. The decision was made as a result of lack of accurate communication and a written record of what transpired. Also a lack of proper assessment of the situation resulted in sending the child home because of the need to protect him and other children and because of the need to act quickly based on principles of learning and behaviour change.
6. There is a limitation of discipline measures due to his mental and cognitive ability. None of our staff have specialized training in working with children with such special needs.
7. High turnover of social workers and up to recently did not have enough funding to hire as many social workers as we have needed. Where there is funding, finding skilled and committed social workers has been a challenge. Because we rent the residential centre, there are few alterations that we can make to the physical buildings.
8. People not valuing communication, not knowing how to effectively communicate
9. Services staff come from different backgrounds and as a result have different values, ways of doing things etc and each person is grounded in their way.

**Action learning on Mkombozi's OD successes**

**Planning – What will we do in future to build on these successes?**

- ▶ Factor in sufficient time (4 ½ months) from point of advertising positions to hiring new staff and ensure that adequate (1 month) time is allocated to orientating new staff
- ▶ Invest time and effort in supporting staff through the change process as we embark on the new Street Kids First project
- ▶ Board of Management to strengthen our conceptual understanding of team based working prior to introducing it to the staff. (See *Johnson and Johnson, Joining Together: Group Theory and Group Skills, 2006, Pearson International Edition*)

**Action – What successes arose?**

- ▶ We hired 2 Social Workers and 2 new ACTT staff
- ▶ We achieved 5 years of funding from Comic Relief (hooray!)
- ▶ We finalised the child protection policy, the HR Scheme of Services, Staff and Volunteer handbooks and the Finance policy and procedures have been revised.
- ▶ We obtained immigration Class B for 2 new employees (after 3 months of follow up)
- ▶ We have aligned inconsistencies in the way that our procedures operate in terms of employment and financial management
- ▶ The ACTT programme and staff have become more integrated into Mkombozi's wider operations
- ▶ We received visits from new members of the 4<sup>th</sup> Phase Government including the Deputy Minister for Community Development and the Regional Police Commander of Kilimanjaro
- ▶ We have scaled up our services for vulnerable girls specifically Family Life Education and the Street Business Toolkit; seeing the fruition of a long process of consultation and consideration of how to expand services to girls.
- ▶ We have started to differentiate Mkombozi's services and methodologies between the needs of children and youth (e.g. group housing for older youths starting a life of self reliance)

**Reflection – Why did they arise? How did we respond to them?**

- ▶ Improved recruitment procedures in place
- ▶ Funding came through due to the hard work of the Director
- ▶ This is the culmination and consolidation of knowledge, experience, learning and research findings.
- ▶ Having a HR Manager in place specifically tasked to undertake HR and administrative issues
- ▶ Ad hoc responses are no longer appropriate in an organisation of the size of Mkombozi that aims to be transparent and effective. We are consciously striving towards developing good organisational practices that make us more effective
- ▶ The Director clarifying that a focus on HR is part of the job specification and committing to undertake this work
- ▶ Involving ACTT staff in Mkombozi activities such as communications presentations, meetings and including them on the joint Mkombozi email list
- ▶ Overall there has been more effective division of labour among the Board of Management with specific tasks being delegated to individuals and / or smaller defined teams
- ▶ Documenting our knowledge and putting it in the public domain is increasing our credibility
- ▶ Mkombozi's use of the internet and email 'news shots' is rare in Tanzania and enables us to extend the 'reach' of Mkombozi's messages

**Planning – What will we do differently?**

- ▶ For every new initiative we will pilot it for 6 months, reviewing the situation pre and post pilot, using surveys and other empirical measurement methods. Starting with the new HR Scheme of Service and Child Protection Policy and House Points.
- ▶ Integrate individual's learning into that of the wider organisation using the 'double loop learning loop'. See discussion under Activity 4.5
- ▶ Finish 'open' tasks before initiating new ones
- ▶ We could identify which employment positions are ones that we could compromise on and which not.

**Action – what obstacles arose?**

1. We seem to have many open projects / pieces of work that have not reached 'closure'
2. We are being challenged in recruiting new staff by the amount of time it takes from advertising to hiring, in attracting qualified personnel and in orienting and integrating new staff into the organisation.
3. There are considerable amounts of information circulating within the Board of Management, but little systematic recognition of what information needs to filter to other members within the organisation and what not.
4. We are struggling to identify what is Mkombozi's culture ('how we do things around here') and thus to consciously work with it that it doesn't undermine new initiatives and systems<sup>1</sup>.

**Learning – How could we have responded differently?**

- ▶ Evaluate formally how new initiatives progress, building in a pilot period with pre and post testing for new initiatives
- ▶ Strive to become less task oriented and more conscious sometimes of the need to respond to people's emotional needs and where they are at this point in time, not where we want them to be
- ▶ Assess how we can present information in different and more appropriate 'packages' to different people within the organisation?
- ▶ Where necessary we could compromise on the current skill base of the individuals that we accept for employment, assigning them to a trainee position or lower employment grades.

**Reflection – Why did they arise?**

1. Working on many projects at the same time as a result of:
  - a. external pressures (by donors and development trends)
  - b. Leadership style (we're task oriented and we keep doing new things because they are exciting, we're also over ambitious in what we think we can achieve in a limited amount of time)
  - c. We are not sure whether we are doing the right thing so we try different things
  - d. We never pilot new initiatives systematically checking to see what works and why
  - e. We are generalists, trying to achieve things in areas where we do not specialise
  - f. Our Director has numerous new ideas which brings dynamism, but others struggle to keep up
  - g. We do not consolidate things before moving onto new ideas.
- 2.1 Bureaucracy in Government offices, particularly immigration and Labour
- 2.2 Few appropriately skilled people applying for employment vacancies
- 2.3 Mkombozi doesn't yet have a national reputation which draws high quality job applicants to it
- 2.4 Our expectations of the skills and attitudes of new employees does not concur with what tends to be generally acceptable amongst other employers in Tanzania
3. We are not clear or efficient in identifying which staff members need which pieces of information and in what format (different formats for different audiences even within Mkombozi)

**How did we respond to them?**

- ▶ We create new ways of doing things when our plans are not working, but without clearly identifying what is going wrong and why?
- ▶ We made efforts to reduce the number of centre wide workshops and meetings
- ▶ We are trying to recruit more specialised staff members (though challenges are being faced in their apparent shortage)
- ▶ We created the post of HR / Admin Manager
- ▶ Mwishashi invested time in learning about the laws and regulations relating to Mkombozi as an employer
- ▶ Researching and writing the HR Scheme of Service
- ▶ We tried to be realistic and pragmatic in reducing the number of activities and dividing them up throughout the Board of Management
- ▶ We widened the scope of where we advertise employment vacancies and developed and followed improved recruitment procedures.

**Action learning on ACTT's challenges**

<b>Project outcome &amp; indicators</b>	<b>Donors = BLF (in black) and CEF (in blue)</b> <b>Progress made</b>	<b>Comments</b>
<b>Outcome 1.0</b> 5,000 (2500 boys and 2500 girls) out-of-school children mainstreamed into the target state schools & MEMKWA centres over the project period – Standard I to Standard VII		
1.1 166 children entered into each target schools & MEMKWA centres each year of the project	<ul style="list-style-type: none"> <li>▶ During the last quarter the enrolment data was collected for all the 10 target schools and 9 MEMKWA centres and was entered into the database.</li> <li>▶ This is now being analysed by Kate McAlpine as part of the PAR research volume II, specifically in terms of relating the schools' enrolment to the national trends, relating it to the total population and remedying any errors in the data by triangulating it where necessary.</li> <li>▶ Additionally we need to conduct a small survey of out of school children to enable us to identify the numbers of children who could potentially be enrolled in MEMKWA.</li> <li>▶ Analysis of student enrolment in MEMKWA demonstrates a complex trend that we are investigating further. The Director will look into this closer as part of documenting the PAR research on 17<sup>th</sup> August.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The Director will be working with Alex Righolt to improve the monitoring database in August.</li> <li>▶ The survey for out of school children that could be potentially be enrolled to MRMKWA will be done in September.</li> </ul>
1.2 Reduction in number of children on or coming to the streets from the target areas by 40% in year 2 and 40% in year 3,	<ul style="list-style-type: none"> <li>▶ Terms of reference for the census have been written and preparation activities scheduled into the calendar.</li> <li>▶ Extensive training of the interviewers has been planned and the sampling methodology has been sent to an academic, Karen Flynn @ the University of Acron for her views on its validity. She feels that the methodology is perfectly correct and so we only now need to make changes to the census database to monitor longitudinal trends. This will be done by Kate McAlpine and Alex Righolt during August.</li> <li>▶ The actual census will take place on the 17<sup>th</sup> and 19<sup>th</sup> of October in Arusha and Moshi respectively.</li> </ul>	A decision was made to conduct the census before the end of year because of the time involved in analysing the data and producing the final report. Since this is the main empirical evidence that Mkombozi's outreach work does reduce the number of street children it is important that it is complete before the end of project evaluation.
1.3 Re-invigorated communal support mechanisms for poor families help them cover indirect and direct school costs by mid year 3.	<p>Interventions launched within schools are varied. They include income generating projects to support poor parents who cannot afford even the minimum school costs like uniform, books and school lunch costs. Examples are:</p> <ul style="list-style-type: none"> <li>▶ A pig project where the piglets go to poor parents,</li> <li>▶ Sewing machines purchased by a school so that they can repair poor children's uniforms for free, cooperative school shops that generate money for the school that will be allocated to poor children to cover their school costs,</li> <li>▶ Children's education fund and small loans</li> </ul> <p>Other interventions are to enhance the environment and services offered by the school through sports, art clubs for students and thus to act as an incentive for students to attend school. Finally there are interventions that aim to build parental and community awareness and knowledge. Specifically these have centred around mobilizing people to tackle child abuse (See Mkombozi's Action Alert to mark the Day of the African Child), linking children who have been</p>	<ul style="list-style-type: none"> <li>▶ The involvement of so many disparate people within the community means that the process is slow and has to move at their pace rather than Mkombozi's. Activities take more time than planned and lot of follow up needed which saps Mkombozi's staff's time for other activities.</li> <li>▶ The Schools Development Officer, Jane John will allocate two days a week to follow up with interventions in 4 Moshi rural schools and 2 schools in Hai district. The Community Motivator,</li> </ul>

Project outcome & indicators	Donors = BLF (in black) and CEF (in blue) Progress made	Comments
	<p>abused to needed medical care; holding parents and teachers meetings to catalyze shared involvement in the schools, and having an Information board within the community to share information. Additionally Family Life Education is being piloted in two schools with the parents of vulnerable young people.</p>	<p>Michael Mpombo will spend one day a week to follow up the 4schools in Moshi urban.</p> <ul style="list-style-type: none"> <li>▶ As part of Volume II of the PAR documentation we need to document the many instances of positive feedback that we are hearing from stakeholders. The two staff working in the field will regularly note down these responses from stakeholders and share it with the Director who is writing the report and also during the sharing meetings.</li> </ul>
<p>1.4 Year on year children stay longer in education enabling them to acquire more skills and knowledge to give them more opportunities in the future</p>	<p>After the training they received MEMKWA teachers were confident and had a sense of direction to work with their children. Each teacher had an action plan on how they would arrange their classroom and what they would do to enable children to learn better and be interested in their learning. Some of the plans included decorating the classroom with displays prepared during the workshop; identifying problems and paying individual attention to children; using more activities rather than just sitting and learning; and taking children out of classroom to learn from the environment around the school.</p>	<ul style="list-style-type: none"> <li>▶ Coordinator and NFE educators together with the three staff from TRCs who participated in the MEMKWA workshop will meet on 17<sup>th</sup> July to have a follow up strategy with the MEMKWA facilitators.</li> <li>▶ As part of the interventions in the target schools there need to be some strategy to address the teachers and their teaching practices. This will be a point for discussion in the next sharing meeting on the 2<sup>nd</sup> August.</li> </ul>
<p>1.5 By mid year 3 parents in target communities demonstrate increased ability to access educational services for their children (because of knowledge of the framework for mainstreaming</p>	<p><b>Pata Elimu Sasa (the mainstreaming handbook):</b> Ward Education Coordinators were educated in the Pata Elimu Sasa messages. Through them the handbooks were made available to the leaders and families in their wards. In the second stage the handbook was disseminated through the Village Executive Officers (VEO) and hamlet leaders. During ward meetings they were asked to bring information on how many households were there in their street/village, how many of those might need the handbooks and how many nursery schools existed in their areas. After giving a good overview and purpose of the booklet they were given copies to distribute according to their need. The books ran out of stock and we have ordered for more but in the meantime following numbers were disseminated: ▶ Rau Ward 145, excluding the nursery schools. Majengo Ward 2000 copies were needed but</p>	<ul style="list-style-type: none"> <li>▶ Using the hamlet leaders to disseminate the handbook is useful as they are close to the community and they know who is in school and not. Even with other data collection in future it is advisable to consult these hamlet leaders who have the record of those children who are not in school</li> <li>▶ It is thought that majority of Tanzanians in rural areas and partly even in urban communities don't have</li> </ul>

Project outcome & indicators	Donors = BLF (in black) and CEF (in blue) Progress made	Comments
<p>children into school) and increased understanding of the importance of education.</p>	<p>only 1200 were given to the street leaders.</p> <ul style="list-style-type: none"> <li>▶ Pasua Ward needed 1490 and received them.</li> <li>▶ Mwenge Primary takes children from more than 3 wards in Moshi urban including Bondeni, Korongoni and Kisa and they needed 3600 handbooks which were not distributed at the moment. This will be done as soon as we receive the books.</li> <li>▶ Kitandu village is one that holds Kifumbu primary school. 667 copies were given to them and they still need 328</li> <li>▶ Kombo has 338 households and 348 books were given.</li> <li>▶ Manushi Ndoo village has 700 households and 400 books were given. They need another 300.</li> <li>▶ Nshara village that holds Lambo Extended has 11,000 people with 8 hamlets. 1576 books distributed and still need 425.</li> <li>▶ Kibaoni has almost 18,000 people and 1,200 copies given there and they still need 1852.</li> <li>▶ In Mnini the dissemination was done directly to the parents. 200 copies distributed with 50 copies being directly to parents and remaining to hamlet leaders for distribution.</li> </ul> <ul style="list-style-type: none"> <li>▶ The village leaders promised that for further distribution they will visit households personally; using literate community members to educate others and employing the regular community meetings in order to officially announce the handbook.</li> <li>▶ The handbook was received with a lot of enthusiasm and people showed a sense of wanting to know more policy issues and systems governing primary education in Tanzania. We have learnt that what is helpful is not only having information but taking it to grassroots level.</li> </ul> <ul style="list-style-type: none"> <li>▶ 12 sessions on Radio Sauti ya Injili were aired to reinforce the message from the Pata Elimu Sasa and the research findings on school truants and drop outs. With the request and good response from the listeners the shows are to be re-broadcast and new ones are being prepared to run from September to December 2006. A panel discussion was held to complement the radio shows and to have an opportunity for the listeners to ask questions and receive clarifications. Some of the questions included: <ul style="list-style-type: none"> <li>- Why some primary schools have not received their capitation grant since July 2005?</li> <li>- Why are vulnerable children asked for school fees when they pass to go to secondary and yet the government says that it abolished the school fees?</li> <li>- What about children who are on the streets, how are they supported to get education because we know they are many?</li> <li>- Some of the parents are very much willing to take their children to school, but</li> </ul> </li> </ul>	<p>a reading habit. The exercise of disseminating Pata Elimu Sasa has proved differently and shows that this can be because of non availability of attractively designed reading materials.</p> <ul style="list-style-type: none"> <li>▶ In most of the villages we work it appears that Mkombozi is the first organization to take the materials down to the lowest level of the community.</li> <li>▶ The evaluation on the usefulness of the handbooks will take place in the 2<sup>nd</sup> and 3<sup>rd</sup> week of July in the Moshi rural and Hai schools and 2<sup>nd</sup> week of August in Moshi urban schools.</li> <li>▶ More copies of Pata Elimu Sasa need to be immediately ordered so that those who did not received will soon get them. There is no budget in the Big Lottery Fund and so the Coordinator of CEF will be approached to negotiate using the not used funds from other budget lines to print another 9000 copies.</li> </ul>

Project outcome & indicators	Donors = BLF (in black) and CEF (in blue) Progress made	Comments
	<p>because of poverty such parents who can hardly afford their daily meal can not afford uniforms and other school costs, what is government doing for such families?</p> <ul style="list-style-type: none"> <li>- There is a problem for many children who complete primary education but have no chance to continue with secondary education, what can be done what about the disabled and beggars on the streets who produces children and can not look after them?</li> </ul> <p>One listener concluded by saying “I congratulate this session, it should continue to educate the community, it should go to other districts where there are many vulnerable children, the session should continue running at least once a week</p> <p>► 20 strategic places were chosen to paint 2 murals in each of the target areas on the themes of the radio programmes to reinforce the messages. The following are messages that were used both in the radio shows and the murals</p> <ul style="list-style-type: none"> <li>- Sending your child to school is compulsory and you can be imprisoned for not doing so</li> <li>- Starting school at 7 years is a rite of passage. Don't let your child miss out on it</li> <li>- What can the community / school do for people who do not have school materials?</li> <li>- Transferring your child to another school is free...report any corruption</li> <li>- Truancy leads to dropouts, leads to street life. Just because a child has dropped out doesn't mean that it is the end of their education</li> <li>- It's not too late for education. MEMKWA is here!</li> <li>- Do mentally and physically handicapped children have the right to go to school? If they do how?</li> <li>- What makes a good school? (Happy teachers, classrooms, food, love, sport etc)</li> <li>- “These people can help”: Map of community with location of all who can assist</li> <li>- What is poverty in Kilimanjaro region? Not lack of money, but alcoholism, apathy, domestic violence etc</li> <li>- Adults don't value education: What is the value of education?</li> <li>- Do schools / communities respond to orphans psychological needs? ‘Pole!’ Je inatasha?</li> <li>- What's more important? Kazi ya shamba au elimu?</li> <li>- Effect of uniforms / school costs on attendance</li> <li>- Females and grandparents looking after children without support: “Do you know anyone who needs your help?”</li> <li>- How can parents make their schools better?</li> </ul>	

Project outcome & indicators	Donors = BLF (in black) and CEF (in blue) Progress made	Comments
	<ul style="list-style-type: none"> <li>▶ Mkombozi celebrated the Global Week of Action by incorporating the message in our work. This was done through a radio programme that interviewed different people on the importance of having teachers and also by our NFE children going around in Moshi town brining awareness on the theme by putting messages of the T-shirts</li> </ul>	
<p>1.6 Support gained from the Ministry of Education and the private sector to print subsequent editions of the handbook on a wider, maybe national basis.</p>	<ul style="list-style-type: none"> <li>▶ In 2007, pending evidence that the handbook does contribute to increased school enrolment, Mkombozi will look for corporate support to print future editions and replicate it in other regions. This activity is pending the results of the evaluation of Pata Elimu Sasa and the development of a new funding application to CEF once the current grant ends in October 2006.</li> </ul>	
<p>1.7 Reduction in the number of school dropouts, exclusions and truants by 80% in the target schools by the end of year 3 of the project.</p>	<ul style="list-style-type: none"> <li>▶ These trends will be analysed over the coming 6 months as part of the process of documenting the PAR process in volume II</li> </ul>	
<p><b>Outcome 2.0</b> 312 (234 boys and 78 girls) children who cannot be mainstreamed into state school because of age or learning constraints access individualized MEMKWA provision at Mkombozi during the project.</p>		
<p>2.1 312 street and vulnerable children access MEMKWA at Mkombozi or on the streets by the end of the project &amp; 2.2 Mkombozi educators working with street children adapt an individualized response to each child's learning needs within non-formal education provision by end of year 1.</p>	<ul style="list-style-type: none"> <li>▶ MEMKWA has been scaled up on the streets in Moshi and Arusha. The social workers in Arusha with the help of NFE Educators have attracted a consistent group of about 50 and more children. These classes are being provided on the street twice a week with a particular emphasis on health and life skills education. After some initial discussion topics on personal health and drug abuse to asses the children's needs a six week plan was prepared to guide the social workers and educators who facilitate these NFE classes.</li> <li>▶ MEMKWA at Mkombozi residential centre and at the Juvenile Remand Home in Moshi continue to be offered. There is much more sports and extra curricular activities incorporated in the teaching influenced by the PYP methodology. This methodology demands educators to spend more time in preparing but it has attracted children to concentrate and be engaged in learning. Extra curricular activities included:               <ul style="list-style-type: none"> <li>▶ Art and dance project organized by NFE educators and volunteers</li> <li>▶ Sports event with neighbouring schools and centres</li> <li>▶ Holiday Life Skills workshop by facilitators from KINSHAI</li> <li>▶ Science, book, language, religion and story clubs, each once a week.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ In the week of 10<sup>th</sup> July the educators will plan their next six week plan of teaching</li> <li>▶ To make sure that the street education is strengthened in Moshi there are two specific times allocated for this. On Monday evenings, from 5.00pm onwards, Michael Kweka will be accompanied by Michael Mpombo for a late hour street work combined with Family Life education. On Thursdays Theobald Mariki will spend time on the streets with the Mkombozi nurse from 11.00am onwards.</li> <li>▶ On the 11<sup>th</sup> July the Coordinator and</li> </ul>

Project outcome & indicators	Donors = BLF (in black) and CEF (in blue) Progress made	Comments
	<ul style="list-style-type: none"> <li>▶ Acrobatics training</li> <li>▶ Fine art workshop by an artist from Arusha school</li> <li>▶ Short trips in and around the Moshi town</li> <li>▶ 18 children at the centre participate in Scouts club each week. They have completed their first exam and 16 of them passed above 50%. They have learnt how to make a fuel efficient stove as part of building their skills.</li> <li>▶ Children in Arusha attended art classes each week on Monday with a volunteer artist and each week on Wednesdays @ Braeburn School as part of their community service programme.</li> <li>▶ We have initiated IT classes for children in formal and non-formal education. This was also extended to children who are in e-mentoring programme. 15 e-mentees learnt how to use email, to type, and are registered in the programme <a href="http://www.icouldbe.org">www.icouldbe.org</a></li> <li>▶ The NFE educators based at the residential centre are actively involved in preparing the six week lesson plans in accordance to the Primary Years Programme that they have been adapting. They are becoming more familiar with the methodology and receive good response from the children who seem to be more engaged than before. In addition to this there are less behavioral disturbances in the classroom as the children are always busy. The Coordinator worked with the educators more closely in preparing their weekly lesson plans based on the larger theme 'Who are we', for the first six weeks. Some of the inquiry questions included: what makes my body live; what makes my body look like the way it is; how do we differ from other living things; what are the similarities with other living things; and what do we do to show that we value and respect our bodies.</li> <li>▶ Based on the same methodology and as a continuation of it during the holidays the educators planned activities around the inquiry question 'How do I value myself'. This was done without making the children feel that they are in the classroom but through fun, entertainment and creativity children were helped to value themselves more and discover the inner talents they have through sports, art and club activities.</li> </ul>	<p>sports educator will meet the children who showed much interest in acrobatics to plan for further practices and prepare this as a good environment for ongoing therapy as well as establishing an acrobatic group to raise some money.</p> <ul style="list-style-type: none"> <li>▶ The Coordinator and one of our short time volunteers, Andrew Konz, who has a good clinical experience in therapy, are planning on how to introduce and develop a therapeutic aspect to different activity groups. This will be done by both of them going through some articles on group work and introducing a staff support group.</li> </ul>
2.3 Position papers detailing the evolution & practice of Mkombozi MEMKWA written and disseminated.	See discussion under indicator 4.3	
2.4 More appropriate learning and education to street	Activities under this included ongoing training for NFE Educators and preparing for the Handbook and the MEMKWA workshop which have been reported	

Donors = BLF (in black) and CEF (in blue)		
Project outcome & indicators	Progress made	Comments
children giving them more opportunities to increase knowledge and skills and ultimately become self reliant	Together with this the Coordinator is offering active support to the educators to make teaching and learning to be relevant active and engaging which is complemented by the PYP methodology that we are adapting. At the end of the year the educators will make formal assessments to see the progress of the children as well as promoting to higher classes, formal or vocational training. In the meantime the children exhibit tremendous enthusiasm, talents and skill in different areas including IT, English language, art and sport.	
2.5 Number of children who have participated in MEMKWA move into other educational / skill development services	Data has been collected on the number of children participated in the MEMKWA centres and analysis and reporting will be done in the next quarter.	

Cross cutting outcomes & indicators	Progress made	Comments
<b>3.0 Capacity building</b>		
<p><b>Outcome: Year 1</b> 3.1 Mkombozi educators are trained as trainers in classroom management, differentiation of learning content and approach for individual students and principles and practice of youth development.</p> <p><b>Indicators: Year 1</b> 3.1.1 Training courses held at Mkombozi each quarter, with Mkombozi educators and trainers in Teacher Resource Centres (TRC's). 3.1.2 Shared values between Mkombozi and trainers in TRC's about the importance of child centred learning</p>	<ul style="list-style-type: none"> <li>▶ NFE Educators participated in ongoing training and workshops both through in-house study and reflection and at International School Moshi, Arusha campus.</li> <li>▶ Two educators participated in a five day training which was organized for Tanzanian teachers in 'creative learning' spread out over five months. Michael Kweka finished his five day block while Simon Nyembe is on his third. This training dealt on how a teacher can make the teaching and learning active and creative thereby helping children to participate and be engaged. The themes included were story telling, creative Maths, Art, classroom management, games for fun learning, children's rights and language teaching skills. Michael Kweka says that it has helped him to be creative in his teaching and help children to be present in the classroom attentively. The course has also helped to move away from the traditional methods of teaching. In classroom management they learned more techniques to help the class settle down and concentrate by the way teacher opens the session, does revisions and exercises using pictures and so on.</li> <li>▶ Amani Lucas participated in 'Early Childhood and Math Their Way' conference. The main content was to look at the foundations which the child needs to acquire in the process of learning maths. The topics explored were: 1. Pre-assessment of child's ability where the teacher just records by observation and understands the child's abilities; 2. Learning environment and how the educators prepare it so that children are enabled to learn</li> </ul>	<p>Amani Lucas will share with other educators in a learning environment on the things he learned and mentor class A teacher in teaching maths together.</p>

Cross cutting outcomes & indicators	Progress made	Comments
	<p>Maths and see connections with other subjects; 3. Free exploration that provides different activities without giving answers so that children explore by themselves and the teachers being creative in giving the activities; 4. Tangram through which more understanding about shapes and how the relationship of different shapes and what the learning outcome from it (e.g. 2 triangles to form a square and the behaviour of different shapes); 5. Counting around the room which is the next topic on patterns; 6. Pattern through which basic foundations of operations are learnt (e.g. 3 plus 4 is 7 is shown through a pattern by understanding the concept of addition, subtraction and so on. And the teacher can record the progress; this also gives ideas for educators to identify children with difficulties.</p> <ul style="list-style-type: none"> <li>▶ Theobald Mariki and Simon Nyembe participated in a workshop dealing with child development. They studied on how the new research in brain development helps teaches in teaching. They learnt that there is a huge chance for children to stretch their abilities that they find difficult without giving up when they cannot do a certain thing and how different habits strengthens brain development including eating nutritious food, drinking water and exercising. They also learned at what ages a child develops what thing so that the teachers can particular attention and help the child and recognized the importance of the 3 – 10 year stage of a child's life where they absorb a lot of things from the adults and from the environment and how much the adults need to be good role models.</li> <li>▶ This has stimulated the educators to reflect on the way they think about teaching and how they engage students in learning. This has also helped the team in developing the NFE handbook and facilitating training for MEMKWA facilitators in our target centres using Save the Children's Training Manual for Active Learning Facilitators.</li> <li>▶ William Raj is participating in a placement at the Mt Meru Mental Health unit and is running a support group counselling for children at Mkombozi</li> <li>▶ 3 Mkombozi staff participated in SBTK training and 1 of them jointly facilitated the Street Banking Toolkit (SBT) with Street Kids International (SKI). This training enabled the participants to train others in exploring modes of accessing financial resources; forming solidarity groups; exploring a savings and credit model and projects to grow together</li> <li>▶ In March 2006 Pascal Irungu and Michael Mpombo were trained in the SBT by SKI.</li> </ul>	
<p><b>Year 3: New outcome:</b> 3.1 Mkombozi transitions into an integrated, dynamic organisation rooted in its local context centred around a common sense of purpose and identity</p> <p><b>Indicators:</b> 3.1.2: The linkage between Mkombozi's</p>	<ul style="list-style-type: none"> <li>▶ The Services team have been meeting weekly to develop aspects of the handbook, specifically focussing on the procedures we use in offering services, care plans, using the action learning cycle to reflect on how we solve conflict and problem solve with kids. The process of coming together is both a capacity building initiative and one aimed at building ownership; it is however practically cumbersome because of shift working system and staff shortages. Unlike the NFE handbook we are creating this handbook from scratch and are in many ways finding our way in terms of process, structure and content.</li> <li>▶ Systems for staff development and learning are developed and the handbook is in use.</li> </ul>	

Cross cutting outcomes & indicators	Progress made	Comments
<p>values and methodologies that underpin child development, care and service delivery to vulnerable or abused street and at risk CYP's children made explicit in practice handbooks and staff capacitated to uphold this practice</p> <p>3.1.3: Strengthened systems for staff development and learning encourage people to innovate within policy guidelines,</p> <p>3.1.5: Expanded skill base and effectiveness within Mkombozi through staff training in management and leadership, facilitation, advocacy, gender mainstreaming, service delivery for CYP's and research</p>	<p>This has been very much used in the supervision of staff and preparing individual developmental plans that can be scheduled into the work plans and monitoring the progress.</p> <ul style="list-style-type: none"> <li>▶ A HR database has been developed to keep track of all staff employment records, including their personal development goals and achievements.</li> <li>▶ A HR scheme of service has been written by the Director and HR Manager ensuring that Mkombozi follows all current employment and tax legislation. This will be designed in August 2006.</li> <li>▶ Performance pay has been instituted for all staff and new job specifications and job contracts negotiated.</li> <li>▶ A staff handbook for support and development has been written and designed and staff oriented to these new systems</li> <li>▶ Coordinators have spent considerable time ensuring that staff supervision and developmental counselling for management have been prioritised.</li> <li>▶ The new systems for staff support and development outline the different ways in which Mkombozi supports staff learning (supervision, appraisals, individual development goals, training etc). Renewal of contracts and promotion under the new performance pay system is now contingent upon staff reaching their development goals.</li> <li>▶ The HR Manager is now entering current and back data into the database. On 30<sup>th</sup> August the Coordinators will also be trained so that they can also enter data. They will be responsible for entering the development data for their staff.</li> <li>▶ Despite clear and improved recruitment procedures, detailed job specifications and intensive advertising of vacancies we continue to struggle to recruit technical staff of the requisite calibre. Recruitment takes up an inordinate amount of time for all management staff (4+ months from the point of advertising for each post) and we are still not attracting people of the desired specialised quality that we need. Rather we tend to attract generalists who have a desire to work with children but don't bring an added value to Mkombozi. This has significant implications for the amount for time and training involved to build their capacity to deliver the services and for management changes to take place.</li> </ul>	
<p><b>Year 2 &amp; 3: New outcome:</b></p> <p>3.1 Mkombozi educators &amp; TRC's train MEMKWA facilitators in classroom management, differentiation of learning content and approach for individual students and principles and practice of youth development</p>	<ul style="list-style-type: none"> <li>▶ The NFE handbook has been adapted from the International Baccalaureate Organisation's Primary Years Programme (PYP). Educators are now combining our previous NFE frameworks within the PYP structure to produce a final handbook. Currently educators are also working on the assessment element of the curriculum and the various rubrics for evaluating student's progress. The handbook is being piloted by the NFE educators in their classrooms, with initial signs of success in terms of children's enthusiasm and engagement. The handbook will be designed in October 2006.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Post training needs assessment will be conducted and follow up made to the teachers who participated in the MEMKWA training. The three staff from the TRCs</li> </ul>

Cross cutting outcomes & indicators	Progress made	Comments
<p><b>Indicators:</b> 3.1.2 NFE / MEMKWA practice manual developed and shared with MEMKWA facilitators, TRC's and Tanzanian Institute of Education (TIE) 3.1.3 Mkombozi staff trained as trainers in training and facilitation techniques 3.1.3 MEMKWA facilitators in 10 centres trained by Mkombozi &amp; TRC's to deliver the practice manual 3.1.4 Reduction in dropouts amongst children participating in MEMKWA centres</p>	<p>▶ The Coordinator worked with the two NFE educators to prepare for the Training for MEMKWA facilitators from our 10 target school areas. They prepared session notes and training aids for the above that consisted of 30 modules. The content and methodology used was from the training modules prepared by Save the children 'Active learning and child rights teacher training course'. When preparing the session notes the facilitators adapted the training material according to the needs of the group. The course was organized in a very active and participatory way so that the way the training was conducted would itself be learning for the participants. The Coordinator was the main facilitator and the other two participant facilitators were Amani Lucas and Theobald Mariki. The training was conducted from 20<sup>th</sup> to 31<sup>st</sup> March with 25 participants, 4 from Mkombozi MEMKWA, 18 from the 9 MEMKWA centres in our target school areas and 4 participants from TRC's. The topics covered include:</p> <ul style="list-style-type: none"> <li>▶ How children learn &amp; how to motivate children to learn</li> <li>▶ Purpose and relevance of teaching and learning.</li> <li>▶ Teachers' classroom practice and relevance</li> <li>▶ Teachers' experiences of using community resources</li> <li>▶ Relating classroom learning to out-of-class situations</li> <li>▶ How to make learning active</li> <li>▶ Teaching aids: selection &amp; use</li> <li>▶ Teachers' self-evaluation</li> <li>▶ The Convention on the Rights of the Child &amp; The Implications of CRC for Teachers</li> <li>▶ Visual-Spatial Skills, Kinaesthetic Skills, Speaking and Listening Skills &amp; Reading &amp; Writing Skills</li> <li>▶ Lesson planning for micro-teaching</li> <li>▶ Student Assessment</li> <li>▶ Classroom Observation &amp; Giving Feedback</li> <li>▶ Classroom Case Studies and the CRC</li> </ul> <p>Prior to the training Coordinator visited Singa Chini TTC and Mandaka TTC where there are trained staff who facilitate active learning workshops. They were prepared to come and teach certain topics more as consultants. With the advice from the DEOs the Coordinator visited other TRCs in the two districts of Moshi Urban and Rural and identified potential trainers from TRCs who will attend this training and in future can contract work to support Mkombozi and the district education offices in such capacity building. Consequently four staff from Mawenzi, Kindi Kati and Mbokomu TRC's participated in the workshop. We also visited all the 9 MEMKWA centres (Theobald Mariki visited two of our target MEMKWA centres and the Coordinator visited the rest 7 of them) to get a feel of the centres and talk to the teachers about the situation of their centres and their particular needs. One common thing observed</p>	<p>together with William Raj, Amani Lucas and Theobald to plan for this meeting on the 10<sup>th</sup> of July.</p>

Cross cutting outcomes & indicators	Progress made	Comments
	<p>was that most of them were very much demotivated and lacked support. They did not receive their salaries for a long time (which is as little as 20,000 Tsh a month) and they did not have adequate teaching resources. Some of them received two-week training about what the national MEMKWA is all about while the others did not. Many of them found difficult to teach children who were older and those with behavioural difficulties.</p> <p>Based on such needs together with gaining relevant knowledge and skills the participants had a good opportunity to dialogue with their education authorities from the district and share some of the issues they had. Some of the concerns included how the needs of MEMKWA facilitators were totally neglected with not receiving salaries, not having MEMKWA books for teaching, and not having proper place for learning. Another pertinent question was that the children who studied under MEMKWA centres and mainstreamed to formal school had same issues related to poverty and unable to pay for the school costs, uniforms and books and they tend to drop out – how to support such children? Children mainstreamed from MEMKWA do not receive extra support as they have emotional and behavioural problems. Some of the MEMKWA facilitators wondered how this programme can end next year as there are still a lot of out of school children and some of them who are already there need more help for a longer period of time even if they have to obtain some basic literacy and numeracy. This means that the national MEMKWA has to continue in some form for other five or more years.</p> <ul style="list-style-type: none"> <li>▶ Data related to dropouts from MEMKWA centres has been collected and is currently being analysed by the Director as part of PAR Volume II</li> </ul>	
<p><b>Outcome: Year 2 &amp; 3</b> 3.2 The capacity of school committees, head teachers and staff strengthened to enable them to initiate and oversee school improvements</p> <p><b>Indicators Year 2 &amp; 3</b> 3.2.1 Baseline figures for level of truancy in target schools collected and analysed. 3.2.2 School and community representatives supported to identify and pilot interventions that improve the condition of the school and student attendance and performance 3.2.3 Reduction in truancy amongst students in target schools and improved exam performance over the</p>	<p>3.2.2 Part of the work has been reported under 1.4 and there were no specific activities planned for this period. All the interventions mentioned there are supporting the community to improve the conditions of the school and student attendance and performance.</p>	<ul style="list-style-type: none"> <li>▶ Annual figures for level of truancy will be collected in the first three weeks of September</li> <li>▶ In the next quarter more focus will be on the teachers and how the teachers and the community will help the betterment of attendance and performance.</li> </ul>

Cross cutting outcomes & indicators	Progress made	Comments
project period		
<b>4.0 Influencing opinion</b>		
<p><b>Outcome Year 1&amp;2</b> 4.1 Procedures agreed upon by the District Education Offices that National Standard IV and VII Primary examinations can be sat by children participating in Non-Formal Education activities at Mkombozi. 4.2 First Mkombozi students sit National Standard IV and VII Primary examinations in the Non-Formal education system</p> <p><b>Indicators Year 1&amp;2</b> 4.1.1 The procedures are in place and agreed upon by Government and Civil Society project stakeholders. 4.1.2 Successes and challenges of Mkombozi's MEMKWA programme documented in position papers and disseminated to national education actors (including TEN/MET and MOEC) 4.2.3 Exams sat by Mkombozi children in the equivalent of Std. IV &amp; VII classes.</p>	<ul style="list-style-type: none"> <li>▶ This year one student will sit for standard four national exam from Mkombozi MEMKWA</li> <li>Position papers</li> <li>▶ 2 position papers, the 2005 Annual Report, an Action Alert on child abuse and a Participatory Action Research report on the causation of school dropouts and exclusions have been finalised, printed and disseminated.</li> <li>▶ During the next 6 months the following communications publications will be written, designed and printed: 5 Position papers on:               <ol style="list-style-type: none"> <li>1. "How we registered as a MEMKWA provider" (1<sup>st</sup> September)</li> <li>2. "How can schools find long-term solutions to ensure that children are not punished for their poverty?" (13<sup>th</sup> October)</li> <li>3. "Whose responsibility are poor children?" (1<sup>st</sup> November)</li> <li>4. "How can Tanzanian claim to have free education when the cost of school contributions, uniforms and materials is so prohibitive?" (15<sup>th</sup> December)</li> <li>5. "How Mkombozi's Outreach work is reducing the number of street children" (15<sup>th</sup> September)</li> </ol> </li> <li>▶ PAR Research Volume II documenting the research process and school based interventions (written July – Dec)</li> <li>▶ Census Report 2006 (written Nov &amp; Dec)</li> </ul>	
<p><b>Outcome Year 2 &amp; 3</b> Lessons learnt from the project shared through advocacy and networking with policy makers to influence the implementation of the National Strategy for Growth and the Reduction of Poverty (MKUKUTA) and MOEC priorities</p> <p><b>Indicators Year 2 &amp; 3</b> 2.3. Dialogue started within MOEC, &amp; TEN/MET and with District Education Officials and MEMKWA facilitators that</p>	<p>Kate McAlpine participated in the preparatory workshop hosted by TEN/MET to develop a CSO core position for the EDSP meeting. Mkombozi then designed this paper for TEN/MET along with a directory of CSO's working in Education. These can be found on our website. Mkombozi has been nominated by TEN/MET as the lead agency in organizing the development of a capacity building handbook for NGO's that would be a tool to help CSO's and communities answer the following questions:</p> <ul style="list-style-type: none"> <li>▶ Information: How do I identify what information I want, where can I obtain it and who can I see to assist me to obtain this information? How do the various agencies / organisations / government institutions link together within the community?</li> <li>▶ Engagement: How do I engage myself at different levels of implementation, governance and management of education programs?</li> <li>▶ Actions: What actions can I take to influence desired changes or decision making at</li> </ul>	

Cross cutting outcomes & indicators	Progress made	Comments
<p>MEMKWA could be used to respond to the learning needs of street and other vulnerable children</p> <p>4.5 Through the Arusha Caucus for Children's Rights &amp; NNNOC Mkombozi continues to lobby for Parliament to Children's Statute and to participate in the Junior Council for Tanzanian (JCURT)</p>	<p>different levels?</p> <ul style="list-style-type: none"> <li>▶ Learning: What are we (CSO's and communities) learning and how can we make other within our community and districts know what we are doing in a culturally appropriate fashion?</li> <li>▶ TOR has been developed and a contract with Jeff Makongo to take on this consultancy is being finalised by TEN/MET. Once he has the go ahead we anticipate work on the handbook to start immediately, with completion before the end of 2006.</li> <li>▶ Terms of Reference have been developed with the consultant, Jeff Makongo, for a proposed 5-day training of the management and technical operations staff at Mkombozi and community members (MEMKWA facilitators, school teachers, Ward Development Committee members etc). This training will enable participants to understand the budget process as it filters from the Ministry of Finance down to community level and vice versa how from a grassroots level we can influence the budget process from bottom up. Specifically topics will cover: <ul style="list-style-type: none"> <li>- Understanding Local Government Budget Frameworks and Guidelines</li> <li>- Funding of MEMKWA</li> <li>- How can local communities influence budget priorities and lobby for the inclusion of their programmes in budgets?</li> <li>- Budget tracking and monitoring of education/school budgets and expenditures.</li> <li>- Understanding the PER/PETS processes.</li> <li>- Opportunities and challenges for CSO's and individuals engagement into the process</li> </ul> </li> </ul> <p>This training is scheduled for 18<sup>th</sup> – 22<sup>nd</sup> September</p>	
<p><b>5.0 Networking/ Collaboration</b></p>		
<p><b>Outcome Year 2</b></p> <p>5.2 Project learning shared with TEN/MET, NNOC, community members and MOEC personnel</p> <p><b>Indicators Year 2</b></p> <p>5.2.1 Quarterly newsletters disseminated to 5,000 people and also loaded onto Mkombozi's website</p> <p>5.2.2 Dissemination strategy and feedback documented</p> <p>5.2.3 Regular press launches of lessons learnt through the project</p>	<ul style="list-style-type: none"> <li>▶ A communications strategy has been 50% developed. We anticipate completing it by the end of September 2006</li> <li>▶ Mkombozi's website has been redesigned in line with our new brand and logo, with new content and will be launched in July 2006.</li> <li>▶ A 2-day learning meeting planned for 24<sup>th</sup> &amp; 25<sup>th</sup> August in partnership with TEN/MET the outputs of which will be to: <ul style="list-style-type: none"> <li>▶ Build a groundswell of voices to advocacy for child protection services.</li> <li>▶ Reach a consensus for the need for minimum standards among child care workers.</li> <li>▶ Move participants' understanding of the need to move beyond children's basic needs within the school system such that the psychosocial and behavioural needs of vulnerable children are also recognised and met.</li> </ul> </li> <li>▶ Encourage participants to proactively and innovatively design and establish community-based services and resources that can support and mediate the complex</li> </ul>	

Cross cutting outcomes & indicators	Progress made	Comments
	<p>interrelationship of non-income forms of poverty.</p> <ul style="list-style-type: none"> <li>▶ Increased understanding amongst participants of the complex dynamics involved in child migration to the streets.</li> <li>▶ Participants challenge their personal stereotypes and assumptions about street children.</li> <li>▶ Kate McAlpine still in discussions, which seem rather fruitless at the moment, with the Policy Forum to gain agreement to Mkombozi presenting our findings at their breakfast meetings.</li> </ul>	
<p><b>Outcome Year 3</b> 5.3 Documentation of Mkombozi's NFE model shared with target schools, Teacher Resource Centres &amp; District Education Officers.</p> <p><b>Indicators Year 3</b> 5.3.1 Mkombozi's NFE model documented on ongoing basis from year 1 – 3 5.3.2 Regular information exchange workshops facilitated every quarter during years 1, 2 &amp; 3.</p>	<p>The Director facilitated learning meetings with all the educators putting together the NFE handbook. We are using the Primary Years Programme developed by the International Baccalaureate Organization (IBO) as the basis of our written curriculum, supplemented by elements of the Tanzanian MEMKWA and primary curricula, Action Aid's Reflect programme and Save the Children's Active Learning programme. We are developing this into a 'practice handbook' which was initially aimed for educators at Mkombozi who are delivering Non-Formal Education to street children in our care or on the streets. However its principles and practice are applicable in a school based context and would, in Mkombozi's opinion, be of value in the Tanzanian Education system, since they work towards building learners who are collaborators, communicators, enquiring and ultimately productive members of society. We have been reflecting how to incorporate the existing subject frame works as part of the handbook so that the programme of inquiry (teaching content) will be in one book for the users. With consultation from the PYP coordinator at the ISM, Arusha we are working on developing the content that will be used according to the abilities of particular age group or the ability group that will go at the end of the handbook. The final part will include guidelines for assessment that will be developed together.</p>	<p>According to the availability of the consultant from ISM, Arusha one day in the last week of August the educators will come together to develop a framework to hold the programme of inquiry and work on it individually and in September they will spend two days to finalize it. In the end of November they will spend one day to finalize the guidelines for assessment. To this end the book can be designed and printed in December.</p>
<p><b>6.0 Participation</b></p>		
<p><b>Outcome Year 2</b> 6.3 Participation Action Research on the local causation of school dropouts in Kilimanjaro region conducted and results and recommendations documented and disseminated to education stakeholders in Tanzania</p> <p><b>Indicators Year 2</b> 6.3.1 Data collected by school and project teams in Target Communities, 6.3.2 Data analysed and pilot models for addressing causation proposed by</p>	<p>Design &amp; print the PAR research paper</p> <ul style="list-style-type: none"> <li>▶ The first volume of the PAR report has been finalized, designed and printed. It is being sent to over 200 people on our mailing list and is available on the website.</li> <li>▶ Kate McAlpine is now working to write volume II, which details the process, school based interventions and wider empirical evidence that these interventions do have a positive pay off in terms of enrollment and reducing dropouts.</li> <li>▶ Ongoing feedback of research findings in target communities was done through the radio programmes and Murals See 1.4</li> <li>▶ The PAR research was presented at the REPOA annual conference. We are now exploring a possible funding proposal with REPOA on the incidence and understanding of child abuse in Kilimanjaro Region, stemming from the findings of the PAR process.</li> </ul>	

Cross cutting outcomes & indicators	Progress made	Comments
<p>the school and project teams 6.3.3 Results of data analysis feedback to key stakeholders at DEO and village level and to TEN/MET and MOEC</p>		
<p><b>Outcome Project end (of phase 1: Year 3)</b> 6.4 School teachers, DEO's community leaders &amp; school committees able to identify children at risk of dropping out of school and link them to the project's pilot models for assisting potential dropouts. <b>Indicators Year 3</b> 6.4.1 Information sharing workshops facilitated for 6 months with school teachers, DEO's, community leaders, school committees and student bodies on: a) The consequences of dropping out of school. Mkombozi's Drama Troupe to illustrate the reality of street life for children. b) Building attitudinal change towards the importance of reducing school dropouts &amp; the effect of exclusion from school on a child's development. c) How to identify potential school dropouts and link them to services.</p>	<ul style="list-style-type: none"> <li>▶ A learning meeting was also organized with Moshi and Mwereni Primary schools where most of the Mkombozi children study their formal primary schooling. This did not happen because of the tight schedules of these schools as the teachers are involved in their upgrading courses and trainings.</li> <li>▶ The Radio programmes and the murals have raised a lot of reflection and discussion in the community and this will be an ongoing activity that will be done using our drama troupe</li> </ul>	<ul style="list-style-type: none"> <li>▶ Plan dates for meetings with Moshi and Mwereni on 10<sup>th</sup> July when the schools are reopened</li> <li>▶ After the second round of radio sessions the drama troupe will continue</li> </ul>
<p><b>7.0 Gender and diversity</b></p>		
<p><b>New outcome: year 3</b> 7.2 Vulnerable adolescent girls enabled to access family life education<sup>1</sup> and opportunities to become self-reliant.</p>	<ul style="list-style-type: none"> <li>▶ The education team developed an outline of Family Life Education to be delivered on streets, in the centre and in one of our target schools. Key discussion topics have been identified for youth on the streets transitioning into adulthood and for parents of</li> </ul>	<ul style="list-style-type: none"> <li>▶ To bring this forward Michael Mpombo will conduct one session a</li> </ul>

<sup>1</sup> "The objective of family life education is to enrich and improve the quality of individual and family life; and helps young people to relate and interact with others, manage their households, parent effectively and protect their physical and reproductive health. Mkombozi has identified this as particularly important for young people who come from often abusive families and who are from a young age sexually active and often birthing children out of wedlock and struggle to access support."

Cross cutting outcomes & indicators	Progress made	Comments
<p><b>Indicators Year 3:</b> 7.2.1 Practice handbook for family life education developed and piloted with vulnerable adolescent girls and boys, and with families and community leaders within Mkombozi's target communities 7.2.2 Family life education delivered to adolescent girls and boys on the streets 7.2.3 Vulnerable girls trained and supported to initiate small businesses using the street business toolkit and linked to apprenticeships and employment.</p>	<p>vulnerable children. These will be piloted during the coming quarter prior to developing further topic areas. We plan to document these discussions pictorially as a easy to use reference for people facilitating FLE.</p> <ul style="list-style-type: none"> <li>▶ Michael Mpombo identified recipients of FLE on the streets but was unable to start the discussions for the lack o a quiet place in the area where the young people are found and some lack of confidence on his part as he has not done before in the similar fashion.</li> <li>▶ 22 girls received training in the Street Business Toolkit (SBTK) and a subsequent training in the Street Banking Toolkit (SBT). The business mentors are being identified and after which these young people will be paired to start small businesses with the initial assistance offered by Mkombozi.</li> </ul>	<p>week on the streets of Moshi with the assistance an NFE educator. This will be done from the week of 10<sup>th</sup> July</p> <ul style="list-style-type: none"> <li>▶ William Raj will conduct the same sessions to a group of girls from the Rau primary School community from the week of 17<sup>th</sup> July</li> <li>▶ Jane john will conduct for the parents of Lambo extended from the week of 20<sup>th</sup> July</li> </ul>
<p><b>Outcome Project end (of phase 1: Year 3)</b> 7.3 More girl child participation in school activities and classroom learning by the development of models which address their special needs <b>Indicators Year 3</b> 7.3.1 Girl friendly pilot models to piloted and tested 7.3.2 Fewer girl child dropout from schools 7.3.3 More vocal participation of girl children in lessons in target schools.</p>	<p>There are no specific activities planned for this quarter, however special effort was maintained in making sure that there are students participating in the pilot interventions particularly the girl children. In addition to this there was no specific problems that were identified that were particular to girl children that needed to be addressed. Based on the situational analysis conducted last year in Majengo to address the educational needs of the girls children a training and establishment of businesses for vulnerable young girls is in process and that is mentioned in 7.2.3</p>	
<p><b>8.0 Other (provision of services, facilities etc) Years 1, 2 &amp; 3</b> 8.1 Street children access mainstream education <b>Indicators Years 1, 2 &amp; 3</b> 8.1 60 street children entered into state</p>	<ul style="list-style-type: none"> <li>▶ 65 children in primary and secondary school</li> <li>▶ 19 in vocational training &amp; self reliance activities</li> <li>▶ Meetings with youth to discuss and plan for group housing took place</li> <li>▶ Houses were identified and one has already been rented. Another house will be rented within a week after the landlord has completed renovations.</li> <li>▶ 12 youth from the residential center will move into group housing by 14 July 2006</li> <li>▶ Out of the youth linked to employment, 9 were provided with start up assistance so that</li> </ul>	

Cross cutting outcomes & indicators	Progress made	Comments																																																																		
<p>school for each year of the project</p> <p><b>Self Reliance: Employment by Gender</b> Number of youth who got employment Context: All (Moshi and Arusha) For the period: 1/01/2006 – 1/7/2006</p> <table border="1" data-bbox="219 501 904 671"> <thead> <tr> <th rowspan="2">Self Reliance: Employment by Gender</th> <th colspan="2">Number of youth (Moshi)</th> <th colspan="2">Number of youth (Arusha)</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Has attended employment</td> <td>3</td> <td>0</td> <td>8</td> <td>3</td> </tr> <tr> <td>Is truant from employment</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Has dropped out employment</td> <td>1</td> <td>0</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p><b>Formal Education – Attended, Truant, Drop out, Follow up</b> Number of children participating in education service Context: All For the period: 01/01/06 – 1/7/06</p> <table border="1" data-bbox="219 849 1478 935"> <thead> <tr> <th rowspan="2">Class</th> <th colspan="3">Attended</th> <th colspan="3">Truant</th> <th colspan="3">Dropout</th> <th colspan="3">Follow up</th> </tr> <tr> <th>Female</th> <th>Male</th> <th>All</th> <th>Female</th> <th>Male</th> <th>All</th> <th>Female</th> <th>Male</th> <th>All</th> <th>Female</th> <th>Male</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Totals</td> <td>2</td> <td>63</td> <td>65</td> <td>1</td> <td>2</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	Self Reliance: Employment by Gender	Number of youth (Moshi)		Number of youth (Arusha)		Male	Female	Male	Female	Has attended employment	3	0	8	3	Is truant from employment	1	0	0	0	Has dropped out employment	1	0	4	0	Class	Attended			Truant			Dropout			Follow up			Female	Male	All	Female	Male	All	Female	Male	All	Female	Male	All	Totals	2	63	65	1	2	3	0	0	0	2	1	3	<p>they can rent accommodation and stop living on the streets.</p>	<p><b>Self Reliance: Vocational Training</b> Children and young men participating in Vocational training and Self- reliance Activities Context: All For the period: 1/01/2006 – 1/7/2006</p> <table border="1" data-bbox="1509 496 2007 627"> <thead> <tr> <th>Self Reliance &amp; Vocational Training</th> <th>Number of CVP</th> </tr> </thead> <tbody> <tr> <td>Participating in vocational training and Self- reliance Activities</td> <td>19</td> </tr> </tbody> </table>	Self Reliance & Vocational Training	Number of CVP	Participating in vocational training and Self- reliance Activities	19
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## Action learning on Education successes

### Planning – What will we do in future to build on these successes?

- ▶ More proficiency in using the data base and IT
- ▶ The more time you spent in preparation the more successful the work is
- ▶ Involve specialized people to support individual children
- ▶ Common events should be planned by the team and tasks shared
- ▶ Invite key people in the communities who are committed and supportive to hand over future work
- ▶ For all the activities that involves outside people prepare clear TORs
- ▶ Conduct situational analysis before starting any major activity in the community
- ▶ Use IT and other technology in teaching and in other work with children and youth

### Action – What successes arose?

- ▶ Disseminated all Pata Elimu Sasa handbooks, so much so that we need to print more
- ▶ 70% of NFE handbook completed
- ▶ Adopting PYP successfully with children engaging in the learning process
- ▶ Pilot interventions on school truancy and dropouts up and running
- ▶ Publications: PAR, position papers, Pata Elimu Sasa, Action Alerts
- ▶ Decline in truancy at Mkombozi MEMKWA
- ▶ 7 feedback workshops conducted successfully
- ▶ 2 SBTK trainings facilitated with 22 girls
- ▶ Completed ISM trainings (Michael Kweka)
- ▶ Amani Lucas TOT certification in SBTK
- ▶ Radio programmes aired with a good response from listeners
- ▶ Training for MEMKWA facilitators
- ▶ We were able to build trust and the attention of children in NFE
- ▶ Books donated from Moshi Library
- ▶ Progress in individual target schools (awareness on abuse in Majengo; active involvement of parents to bring water in Pasua, Kombo primary school adopting best practice)
- ▶ Celebrated Day of the African Child
- ▶ Global Week of Action marked with a radio broadcast
- ▶ Life skills, art and sport workshops conducted @ Mkombozi by outside facilitators
- ▶ IT classes (including e-mentoring)
- ▶ NFE on streets in Arusha

### Learning – How can we build on these successes?

- ▶ Input children's data regularly and get more proficient with the use of database
- ▶ Having specialized persons to do different tasks
- ▶ Plan enough resources and proper equipment
- ▶ Proper planning and assigning responsible people for activities
- ▶ Sufficient manpower and time for planned activities
- ▶ Invest in working with individuals who cooperate and are motivated in the communities
- ▶ Recognize influential people in the community to do work
- ▶ Specialized jobs to be done by specialized people with TOR's detailing responsibilities and outputs
- ▶ Time and energy for one-on-one work to be planned
- ▶ Recognize staff doing overtime @ work
- ▶ Thorough needs assessment and preparation with the local leaders
- ▶ Keep good relationship with partners
- ▶ Add Radio Sauti ya Njili to our dissemination list and use their subsidised resources to publicise our work
- ▶ Have special staff for specialized activities
- ▶ Use IT more extensively in our work with CYP

### Reflection – Why did they arise? How did we respond to them?

- ▶ Pata Elimu dissemination was systematically strategised for
- ▶ Personal research & hard work from the Director and staff
- ▶ Having more people on board and having initial capital to establish pilot interventions
- ▶ Establishment and huge amount of effort of a communications team @ Mkombozi
- ▶ Individual counselling and close follow and commitment from staff to lobby and work with children
- ▶ Commitment to work on weekends
- ▶ Initial survey at Majengo on the needs of girl children and cooperation from local leaders
- ▶ Intervention suited the needs of the clients
- ▶ Mkombozi policies for staff development and learning
- ▶ Good relationship with Radio Sauti ya Njili presenter and clear terms of contract
- ▶ Lots of preparation prior to training the MEMKWA facilitators
- ▶ Listeners were from our target communities
- ▶ SCUJK manual was already in place
- ▶ Use of the PYP methodology
- ▶ Volunteer who followed up to get books from the library as part of a wider application to Book Aid
- ▶ Commitment of individual stakeholders and community members e.g. the new head teacher at Kombo
- ▶ Idea of celebrating events by Mkombozi without necessarily depending on networks or government to organise them and sharing messages related to our work and experience
- ▶ Adapting PYP the methodology pushed us to plan extra curricular activities
- ▶ Specialized people contributing to specific activities and new ideas helped in learning
- ▶ Having internet connection and technology
- ▶ Good rapport with children on the streets complemented by teaching expertise complemented by Educators' teaching experience

**What will we do differently?**

- ▶ Develop a good and consistent problem solving tool that can be used by all Mkombozi staff
- ▶ Children who have very special needs to remain in Mkombozi NFE rather than sending them outside schools when they cannot cope with their environment
- ▶ Work with small groups of our stakeholders consistently in changing the attitudes and slowly expand to others.
- ▶ Invest time in dialogue and reflection in understanding the dynamics of the local community in coming to a common and better way of working with children
- ▶ Have specific time for specific activities
- ▶ Have a clear idea of what has to be done, who does it and do not change too much when we get new ideas if the task is not finished in the time planned
- ▶ Have a clear understanding of FLE, its purpose and the content that will be taught based on the initial study done in the community and the needs of the people as they perceive them. Michael, William and Jane will do four sessions on the streets, in Rau and Lambo Extended respectively and then come together to reflect.
- ▶ Twice a week street work in Moshi by the educators to build rapport with children before having NFE (Monday evenings and Thursday afternoons)
- ▶ With the interventions for at risk children, reflect with community to balance on improving their economic situation together with psycho-social support as both are major issues. This also needs to be done as an organization and all staff and management to hold correct understanding.

**How could we have responded differently?**

- ▶ To have an approach in solving problems that allows the people responsible to deal with them.
- ▶ Make use of the people who are experienced, specialists rather than generalists
- ▶ Have a specific block of time to finish planned activities
- ▶ Individuals to take more responsibility and do research and private study for the NFE handbook
- ▶ We should have challenged each other on what exactly was FLE as we did not have a shared understanding on FLE
- ▶ Conduct consistent street work in Moshi
- ▶ Plan to incorporate children's interests and how to motivate them (time, place and methodology)
- ▶ Work more closely with the stakeholders in understanding as well as brining awareness so that interventions will be suited to their needs
- ▶ Prioritizing activities by concentrating first on the education outcomes and then the broader activities of the organization

**What were the obstacles?**

- ▶ The way we resolved the discipline problem of children shows that the Education and ICS teams did not work together effectively. The Education team feels the good relations they build with Moshi primary was ruptured
- ▶ 'Closure' on activities takes time (NFE handbook, Pilot interventions, FLE)
- ▶ Not having clear understanding of what is involved in conducting FLE and how to be delivered.
- ▶ Not having a place (on the streets) to deliver FLE
- ▶ NFE on streets in Moshi did not go on as planned
- ▶ Activities related to the Community Strengthening dealing with at risk children in the communities are not bearing much fruit as staff are not clear about understanding and analysing the situation whether most of the problems are related to economic situation or psycho social problems
- ▶ Educators constantly away from class and leaving their teaching responsibilities to other teachers
- ▶ Environment of the centre and the workplace is congested and so staff are constantly solving discipline problems and fire fighting

**How did they arise?**

- ▶ Staff dealing with the disciplinary issues of children do not work with the dynamics of the local community
- ▶ Our way of solving problems is instantaneous and impulsive and many people are involved in solving them
- ▶ Lack of team spirit
- ▶ We did not block adequate time off to complete activities
- ▶ NFE educators are involved in many other things (SBTK training, street education, pilot interventions)
- ▶ The original understanding and material from the initial study into the community was not adequately taken into consideration in developing the FLE topics
- ▶ We accept new ideas all the time and try them before putting closure to activities that have been planned
- ▶ Many staff did not have confidence in doing some activities well because they were new and done differently
- ▶ Our time to be with youth on the streets did not suit them and so we did not access youth for NFE
- ▶ There was no conducive place for FLE on the streets as there are onlookers everywhere and youth get distracted
- ▶ Staff did not have things to attract children and youth on streets (like sweets, food etc)
- ▶ No street work done in Moshi for a long time and no long time contact established with children
- ▶ Children in Moshi streets are not motivated to participate in NFE as they can use this time to earn and look for food
- ▶ We tend to give up quickly
- ▶ All staff do not hold the same understanding with the problems of at risk children that they are both psychosocial and economic
- ▶ NFE educators are involved in lot of other work and not prioritize NFE as they continue to participate in trainings
- ▶ We do not have our own big space that would make lot of work with children easier

**Action learning on Education's challenges**

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
<p><b>Overall Aim:</b> To bridge the digital gap by using ICT to enable children and youth to access the opportunities to become well rounded, inquiring and productive people<sup>1</sup></p>	<p>1.1 Fewer signs of poverty in communities where CTLC's exist</p> <p>1.2 Reduction in the number of children and young people coming to the streets from communities in which CTLC's exist</p> <p>1.3 Increased opportunities for vulnerable groups to access IT opportunities</p>	<ul style="list-style-type: none"> <li>▶ It is not possible to assess achievement of goal level at this point in the project.</li> <li>▶ See discussion under activities 1.1 &amp; 1.2 for criteria and selection of CTLC's</li> <li>▶ Mkombozi will be conducting its biennial census of street children and will measure the number of children coming to the streets from communities where CTLC's are located.</li> <li>▶ ACTT believes that it is important for vulnerable groups to have access to IT. We plan to document our position on this in a paper on this and disseminate it as part of ACTT's wider sensitisation plans</li> </ul>	<ul style="list-style-type: none"> <li>▶ The Director needs to ensure that the CTLC communities are included on the census questionnaire and monitoring database – 13<sup>th</sup> July 06.</li> <li>▶ The census will be conducted on 17<sup>th</sup> &amp; 19<sup>th</sup> Oct.</li> <li>▶ An action learning exercise will be conducted with ACTT staff on 5<sup>th</sup> October, this will be documented as a position paper by the Communications team and disseminated via email and print.</li> </ul>
<p><b>Outcome:</b> To use ICT to sustain &amp; spread Mkombozi's practice with vulnerable children &amp; young people.</p>	<p>1.1 Increase in the number of young people receiving certification from CTLC's in Tanzania</p> <p>1.3 Increased opportunities for young people to access IT skills</p> <p>1.2 Outflow of people trained by CTLC's into ICT fields</p>	<ul style="list-style-type: none"> <li>▶ 87 trainees have received IT training and certification to date @ the project's CTLC's.</li> </ul>	<p>Since this is the start of the project we will only slowly see an increase in the number of people accessing IT skills @ the CTLC's. The progress to date is much as we had anticipated.</p>
<p><b>Output 1:</b> 13 community-based technology learning centres (CTLC's) established with the necessary infrastructure &amp; systems</p>	<p>1.1 Operational efficiency of the hardware in the CTLC's</p> <p>1.2 Numbers of schools receiving computers and functioning as CTLC's</p> <p>1.3 Effectiveness of CTLC systems &amp; procedures</p>	<ul style="list-style-type: none"> <li>▶ See activity 1.8 for numbers of computers supplied to CTLC's. The hardware supplied to schools has been working effectively with few problems noted</li> <li>▶ 4 CTLC's have been established and we anticipate establishing another 3 between July – September 2006.</li> <li>▶ Refer to activity 1.4 to see progress made on establishing systems and procedures for CTLC's</li> </ul>	<p>There is a challenge around the age and quality of hardware that our suppliers (DLI) provided us with in our first shipment. We anticipate that this may cause hardware problems to some CTLC's and plan to upgrade their hardware as we receive newer equipment.</p>
<p><b>Output 2:</b> 14,005 children &amp; young people trained in basic ICT</p>	<p>2.1 3,650 community members learn basic IT skills by end of the project period</p> <p>2.2 9,125 school students learn basic IT in class time by end of the project</p>	<ul style="list-style-type: none"> <li>▶ 87 community members have been trained and more than a 100 people are participating in ongoing training</li> <li>▶ ACTT has developed, evaluated and is implementing 3 different training courses:</li> </ul>	<ul style="list-style-type: none"> <li>▶ These figures will multiply with the increase in CTLC's and over time.</li> <li>▶ Finalisation of the marketing strategy and costings for the new</li> </ul>

<sup>1</sup> See Mkombozi's vision

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
	<p>period</p> <p>2.3 1,200 graduates from the above courses go onto CTLC certification (for community members &amp; students who want to progress)</p> <p>2.4 Content of training courses</p> <p>2.5 Effectiveness &amp; relevance of trainers' delivery of the IT courses to students</p>	<ol style="list-style-type: none"> <li>1. Level 1: Training in Computer Fundamentals (2 Weeks Course 3-4hrs/day)</li> <li>2. Level 2: Training in Microsoft CTLC Certification (6 Weeks Course Min. 4HRS/DAY)</li> <li>3. Basic Computer Hardware Course with Computer Setup, Troubleshooting and Maintenance (3 Weeks Course 3-4hrs/day)</li> </ol> <ul style="list-style-type: none"> <li>▶ In the next 6 months we plan to do the same for a course on electronics and improving from our experience the training for CTLC trainers.</li> <li>▶ Monitoring questionnaires are sent to CTLC's and returned to Mkombozi. During the coming 6 months these will be analysed to enable us to assess the effectiveness of the training and delivery of IT courses. We currently have a monitoring database and this will be improved over the next 6 months to enable us to keep track of the number of trainees.</li> </ul>	<p>courses will be done on 21<sup>st</sup> August.</p>
<p><b>Output 3:</b> ACTT strengthened to become self-sustaining and integrated into Mkombozi's programming</p>	<p>3.1 Size of income stream created for Mkombozi</p> <p>3.2 Overall prospects of ACTT's sustainability</p> <p>3.3 Establishment, effectiveness &amp; efficiency of ACTT's management, implementation &amp; advisory systems</p> <p>3.4 Effectiveness of partnerships &amp; collaboration with other agencies</p>	<ul style="list-style-type: none"> <li>▶ Between Jan – May 06 sales of Tsh 6,875,000 were made. Grants totalling Tsh 11,770,000 were received and expenditure of Tsh20,660,760 made. Thus at this point in time ACTT is not self supporting and is reliant on grant income.</li> <li>▶ However projections made in the marketing strategy are that if we were running at optimum sales we could generate Tsh 91,411,130 per year with an annual expenditure of Tsh 88,780,000. This is the situation that we are working towards and consequently we need to really focus on our marketing.</li> <li>▶ An advisory board has been formed and its roles clarified.</li> <li>▶ Partnerships with Digital Links International, Barclays Bank, Global Development Links, the Gazelle Trust, Forum Syd and COSTECH and the Tanzanian Education Authority have been established and are being strengthened since they</li> </ul>	<p>Income accrued currently doesn't even cover the operation costs of ACTT, but with the big marketing campaign underway and the support from TEA (Tanzania education Authority) to support schools we anticipate a change in a short time.</p>

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
		generate both income through sales and hardware donations.	
<b>Output 4:</b> The potential of ICT in development actively promoted by state and non state actors in collaboration with ACTT	4.1 ACTT's experience of the benefits accruing to schools in terms of enhanced quality of teaching and learning documented in position papers and disseminated to policy makers 4.2 Municipal Councils & District Education Offices increasingly responsive to using IT in Government & educational institutions	<ul style="list-style-type: none"> <li>▶ During the coming 6 months ACTT will produce a new products brochure (20<sup>th</sup> July) and quarterly newsletters detailing its progress (August)</li> <li>▶ We also plan to do one press release and a public service radio announcement about our products &amp; services (September and an pre-Christmas announcement @ end of November)</li> <li>▶ We will be holding an IT sensitisation meeting with school principals, teachers &amp; the teachers union and representatives of the Municipal Council on 18<sup>th</sup> August.</li> <li>▶ On 22<sup>nd</sup> July we will also have an opportunity at a regional teachers meeting to present ACTT</li> <li>▶ By October we hope to have a newly branded ACTT website, briefing pack and 'look and feel'.</li> <li>▶ Mkombozi's Director needs to finalise her input into the MOU with TEA &amp; COSTECH (14<sup>th</sup> July). Robert Mafie will then proceed with the signing of the partnership.</li> </ul>	Schools authorities also do not emphasise IT in their schools and so we need to raise awareness on the potential of ICT in schools
<b>Activities for output 1:</b>	<b>Who</b>		
1.1 Develop criteria that schools / community groups need to fulfil to become a CTLC	ACTT team - Year 1	<p>Criteria for CTLC's include the following:</p> <ul style="list-style-type: none"> <li>▶ Be ready to offer IT classes to the community for free or at low cost</li> <li>▶ Have a safe and secure place for use by the CTLC, with electricity and good ventilation</li> <li>▶ Be ready to provide the wiring and furniture for the CTLC</li> <li>▶ Have potential staff who will train students in IT and the ability to pay these staff</li> <li>▶ Ability to purchase the computer hardware; preferably from ACTT</li> <li>▶ Willing to utilize the Microsoft curriculum</li> <li>▶ Obtain at least a 1 year computer maintenance</li> </ul>	<ul style="list-style-type: none"> <li>▶ So far the schools have been responsive to following the criteria but the biggest challenge still has been to gain funding within each potential CTLC to cover the costs that they entail as they set up as a CTLC.</li> <li>▶ The Director continues to fundraise so that we can subsidise these costs further. Applications have been written to JICA, DFID &amp; Nesta Ferguson Trust, who have donated £10,000.</li> </ul>

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
		<p>contract from ACTT</p> <ul style="list-style-type: none"> <li>▶ Willing to give progress reports, participate in evaluation visits and regular follow-up</li> </ul>	
1.2 Identify locations of CTLC's	ACTT team	<p>Locations for CTLC's that were identified earlier in the year and where CTLC's have now been established are:</p> <ul style="list-style-type: none"> <li>▶ Same FDC in Same district,</li> <li>▶ Mamtukuna FDC in Rombo District,</li> <li>▶ Msinga FDC in Kibosho,</li> <li>▶ Mkombozi Centre for Street Children in Moshi</li> </ul> <p>The next phase of CTLC's will be established @:</p> <ul style="list-style-type: none"> <li>▶ Monduli FDC,</li> <li>▶ Tango FDC in Arusha and</li> <li>▶ Chaagaje in Mwangi District of Kilimanjaro</li> </ul>	Selection was done mainly in favour of rural locations, considering the higher number of beneficiaries within these locations because there are so few IT facilities there.
1.3 Pilot Mkombozi's CTLC as a model for the others to follow & deliver ICT training to street children & youth in Mkombozi's care.	Training team - Year 1	<p>Mkombozi centre has started running CTLC program and IT classes are ongoing:</p> <ul style="list-style-type: none"> <li>▶ 12 NFE streets youths are on the final stages of completing their first courses of basic application skills</li> <li>▶ 16 youths have completed basic application, internet and email for an online mentoring program (<a href="http://www.icouldbe.org">www.icouldbe.org</a>)</li> <li>▶ At Mkombozi's CTLC we have established standards for curriculum &amp; teaching methodologies, primarily following the CTLC curriculum.</li> </ul>	
1.4 Document systems, procedures etc, that can be applied to other CTLC's	Training team – Year 1	<ul style="list-style-type: none"> <li>▶ Several rules, processes and regulations have been put in place but the compilation is still ongoing and should be completed by 1<sup>st</sup> September. These systems and procedures will be designed as an info pack for CTLC's.</li> </ul>	There will, of course, be considerable variation in each CTLC's processes in line with their different contexts, but the Mkombozi ones can be used as a template and guide for other CTLC's.
1.5 Collaborate with Global Development Links, Forum Syd, Digital Links, the Corporate sector, Municipal Councils to obtain necessary	Communication team and all ACTT staff - Year 1	<ul style="list-style-type: none"> <li>▶ Close collaboration with Forum Syd over the past six month has resulted in them funding the facilities and room setup for 3 of the CTLC's and two of more of the upcoming CTLC's. They plan to continue to ask for more support within their organization to fund all the FDC's they support in the northern zone to</li> </ul>	The success of ACTT is largely contingent upon our reputation and collaboration with private, CSO and government agencies since much of our marketing is by word of mouth. Thus extending our reach and

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
hardware &/or finance for CTLC's to purchase it from ACTT.		<p>become CTLC's – we are projecting that this would be about another 8 FDC's.</p> <ul style="list-style-type: none"> <li>▶ A link was established with GDL whereby they bought 30 computers for schools in their project. We continue to explore further collaboration.</li> <li>▶ The biggest success has been the collaboration with the Tanzania Education Authority (TEA) and the Commission of Science and Technology (COSTECH) whereby we have reached an agreement signed in a MOU to collaborate in ACTT supplying and servicing computers for schools.</li> </ul>	reputation will be a priority for years 1-2. We have developed and am finalising a marketing strategy that details tactics for achieving this.
1.6 ACTT's advisory board develops a sustainability / business plan with the CTLC's (prior or as part of the training of teachers before supplying the hardware)	Communication team - Year 1-3	This is neither no longer relevant nor practical and thus we plan to remove this activity.	The info pack described under 1.4 will also include information for CTLC's on how to access funds from TEA and others.
1.7 ACTT trainer spends a month in each CTLC setting up systems, training etc	Training team - Year 1-3	<p>The following training took place to establish the CTLC's:</p> <ul style="list-style-type: none"> <li>▶ Edna spent more than a Month in Same FDC and currently @ Msinga FDC,</li> <li>▶ Alice spent more than 1 month @ Mamtukuna FDC</li> <li>▶ Nico, Elijah and Shirima have been sharing the responsibility of establishing the Mkombozi CTLC</li> </ul> <p>They taught with the selected trained teachers guiding them on teaching skills and methodologies. They also showed them how to troubleshoot simple computer problems and generally helped with starting the running of CTLCs</p>	<p>We have realized that we need to involve the school boards and committees in the entire process from start to completion of becoming a CTLC so that all stakeholders are sensitised and so that there are clear and shared expectations of the process.</p> <p>Currently in 2 FDC's the IT teachers also teach other subjects and thus do not deliver on the IT side of their work. Prior to committing to becoming a CTLC an organisation needs to have a teacher specifically allocated to IT without other responsibilities. This is now in the criteria for CTLC's.</p>
1.8 Supply hardware to CTLC's,	Technical team-Year 1-3	<ul style="list-style-type: none"> <li>▶ We have already supplied 10 computers and 1 printer at Mamtukuna CTLC</li> </ul>	We are facing a challenge that ACTT lacks computers which have a high

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
		<ul style="list-style-type: none"> <li>▶ 6 Computers and 1 printer in Msinga FDC</li> <li>▶ 9 Computers and 1 printer in Same FDC</li> <li>▶ 9 Computers to Mkombozi center</li> <li>▶ 3 computers have been purchased by Chaagage Secondary</li> <li>▶ 5 ordered by Monduli FDC</li> </ul>	<p>enough capacity to act as a network server. Additionally one monitor broke on the way to installation due to the rough roads.</p>
1.9 Install & network hardware at CTLC's	Technical team-Year 1-3	<ul style="list-style-type: none"> <li>▶ Installation of computers and the setup of networks was done to the above CTLC</li> <li>▶ All the above CTLC's have been setup with Local Area Networks.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Staff @ the CTLC's have limited knowledge of how to use the network resources and so we need to train them in some basic knowledge. From 17<sup>th</sup> July ACTT trainers will receive TOT training on networks and this will be transferred to CTLC trainers.</li> <li>▶ We will also increase the CTLC training to 4 weeks to incorporate topics on network management.</li> </ul>
1.10 Conduct regular maintenance of hardware	Technical team - Year 1-3	<ul style="list-style-type: none"> <li>▶ Maintenance of hardware @ Mkombozi and Mamtukuna FDC was done</li> <li>▶ The other CTLC's maintenance is pending due to signing of maintenance contract. Some CTLC's are resistant to signing the maintenance contract, especially as they now have the hardware. We will now change the systems for becoming a CTLC to demand that no computers are delivered until they have signed a maintenance contract.</li> </ul>	
<b>Activities for output 2:</b>			
2.1 Hire 3 trainers who will deliver training of trainers for the CTLC's and run Mkombozi's model CTLC	BofM - Year 1	<ul style="list-style-type: none"> <li>▶ 2 trainers were hired, Elijah Patty Mbele and Justin Shirima while Alice Mucheru came in to volunteer for a six month period.</li> <li>▶ Both Elijah and Justin have completed their 3 month probation and are now on full time contracts for &lt;how long&gt;</li> </ul>	Alice has ended her period with ACTT and this means that we need recruit a new trainer. We will start the recruitment process on 14 <sup>th</sup> August.
2.2 Decide what training modules / materials will be		<ul style="list-style-type: none"> <li>▶ The Microsoft training materials utilized ensure that trainees @ CTLC's have basic application skills</li> </ul>	The greatest challenge is that the trainees (i.e. CTLC trainees) do not

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
delivered to which students & how		<ul style="list-style-type: none"> <li>▶ The ACTT hardware training materials have been compiled and will be utilized from July 2006.</li> </ul>	have English language skills and this hinders their ability to grasp the training – there is not a lot that we can do to address this at this point in time.
2.3 Deliver training to 30 Mkombozi self-reliance youth as hardware technicians and as potential trainers (one course for 5 youth every 6 months) over the project period	Training team-Year 1-3	<p>Hardware training is in progress for:</p> <ul style="list-style-type: none"> <li>▶ 5 boys (employed and on apprenticeship)</li> <li>▶ We are also setting up a new course on basic electronics in relation to computer hardware.</li> <li>▶ There are a number of Mkombozi students studying @ the CTLC. Those who perform well will then get a chance to come to ACTT to take the next round of hardware courses, which are run on an ongoing cycle.</li> <li>▶ We are planning to start training of vulnerable girls who are participating in Mkombozi's Street Business Toolkit</li> <li>▶ 16 mentors participated in training in basic computer and internet skills as a 'thank you' from Mkombozi for them volunteering as mentors.</li> </ul>	The training has so far been successful – boys who were originally trained are now working @ ACTT and are reliable and skilled.
2.4 ACTT trainers train CLTC staff in delivering the IT course and basic hardware maintenance. (6 weeks course at ACTT premises) NOTE: This is done prior to installation of hardware at the CTLC. If staff fails the course the hardware is not delivered.	Training team-Year 1-3	<p>We trained the following prior to establishing the CTLC's</p> <ul style="list-style-type: none"> <li>▶ Two teachers from Same FDC</li> <li>▶ Two teachers from Mamtukuna FDC</li> <li>▶ Three teachers from Msinga FDC</li> <li>▶ Two teachers from Monduli FDC</li> <li>▶ One teacher from Mkombozi</li> </ul>	Initially a 3 weeks training was conducted instead of six with the plan to upgrade their skills later. During the sensitisation workshop on 18 <sup>th</sup> Aug we will discuss plans to upgrade teachers' skills and schedule in dates for training.
2.5 CTLC trainers deliver ICT training to beneficiaries	Training team - Year 1-3	<p>Trainers @ Mkombozi, Same, Monduli, Msinga and Mamtukuna are now training students in IT. We have a monitoring database which records how many students have been trained, but systems for following up the CTLC's and capturing their attendance</p>	Identify means of communication with CTLC trainers to get regular updates of trainees and figures

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
		data need to be strengthened.	
<b>Activities for output 3:</b>			
3.1 Expand ACTT premises to include a training space	ACTT team - Year 1	<ul style="list-style-type: none"> <li>▶ The renting of more space in the CCM building enabled the expansion of the workshop and storage area and a big classroom to accommodate more than 40 participants. We were also able to get little space for resource materials and a kitchen.</li> <li>▶ Batteries and inverters also were introduced to ensure a back up power supply</li> </ul>	Individual staff has not been accountable for their care of the tools. Therefore we are starting a new system where each has their own, which they are responsible for replacing if they lose them.
3.2 Develop a database to monitor the number of training beneficiaries & services that the receive from the CTLC	Training and Communication team - Year 1-2	<ul style="list-style-type: none"> <li>▶ A simple database to track the number of students benefiting with our services, the kind of course taken, institution etc was designed.</li> </ul>	This is a pilot database that will enable us to identify what information we need to collect.
3.3 Develop PR & marketing strategy for ACTT	Communication team - Year 1	<ul style="list-style-type: none"> <li>▶ This will be finalised on 21<sup>st</sup> August and then combined with Mkombozi's wider communications strategy.</li> </ul>	
3.4 Market ACTT's hardware, training facilities & maintenance services to the local community (Note: This is done in between training & installation of CTLC's)	Training and technical team - Year 1-3	<p>Some of these means have been utilized in marketing</p> <ul style="list-style-type: none"> <li>▶ Used Brochures</li> <li>▶ Word of mouth</li> </ul> <p>A new products brochure is being designed and will be in use by 20<sup>th</sup> July.</p>	
3.5 Develop an advisory board for ACTT, with representation from local Government, Ministries & NGO & educational institutions & businesses	Communications - Year 1	<p>An Advisory board was instituted. Members include:</p> <ul style="list-style-type: none"> <li>▶ Municipal Director - Moshi urban</li> <li>▶ Forum Syd Advisor - Northern Zone - Elisabeth Hillby</li> <li>▶ Jifundishe Director - Deb Kelly</li> <li>▶ Mkombozi Director - Kate McAlpine</li> <li>▶ Same FDC principal - Mr Nyaki</li> </ul> <p>The Board has sat twice and clarified our roles and responsibilities. The next meeting will be on 28<sup>th</sup> August.</p>	Encouraging more proactive participation of board members os essential despite their busy schedules
3.6 Define & strengthen collaborative partnerships	Communication - Year 1-2	<ul style="list-style-type: none"> <li>▶ The decision of GDL to utilize our products instead of importing their own was an important step</li> </ul>	

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
with Global Development Links, Digital Links, Forum Syd & Jifundshe		<p>forwards. We are still discussing whether they will sign up for a maintenance contract.</p> <ul style="list-style-type: none"> <li>▶ Forum Syd are trying to fundraise for more CTLC's</li> <li>▶ We have entered a project with DLI and Barclays to support schools for the disadvantaged and girls</li> </ul>	
3.7 Strengthen ACTT's business & financial monitoring systems	Finance team-Year 1-2	<ul style="list-style-type: none"> <li>▶ New stock taking procedures were introduced and a workshop facilitated to introduce the system,</li> <li>▶ The financial procedures used @ Mkombozi are applied to ACTT</li> </ul>	The Mkombozi financial team has limited time to work on ACTT finances and we do need a staff member to be processing payments. However currently ACTT has many individual staff who do not have the capacity to undertake additional skilled work. If we hire a trainer s/he would also have to have in the job specification ability to undertake data entry for finances.
3.8 Orientate Mkombozi's other programme staff to ACTT's work	Communication	On 18 <sup>th</sup> September ACTT will be conducting a presentation of their work to all Mkombozi staff.	
3.9 Upgrade Mkombozi's other programme staff's IT skills	Training	<ul style="list-style-type: none"> <li>▶ Support staff are taking a course on basic application skills,</li> <li>▶ Members of the Management were scheduled to participate in training, but have not done so. This will now be assigned to their individual development plans.</li> <li>▶ Batista Seraphine is doing CTLC certification</li> <li>▶ All staff were trained in the Children's Database use</li> <li>▶ An HR database has been developed and Coordinators need to be trained in this &amp; the Share O calendar on 11<sup>th</sup> August.</li> </ul>	It has always been tough to bring all staff together for the training and hence it takes a lot of time to get through the expectation due to different schedules that staff has. Special time should be set for the trainings.
<b>Activities for output 4:</b>	<b>Who</b>	<b>Progress made</b>	<b>Comments</b>
4.1 Hold sensitisation meeting with ACTT advisory board & train them to deliver the sensitisation workshops	Communication - Year 1-2	This is not realistic and needs to be removed.	

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
<p>4.2 Deliver sensitisation workshops on the use of ICT in education for school boards, head teachers, staff / parent committees &amp; teachers from each school wanting to become a CTLC</p> <p>4.3 Develop a user-friendly presentation pack on ACTT's use of IT and its application in schools, learning institutions, local government &amp; civil society</p>	Communication and Training team -Year 1-3	<ul style="list-style-type: none"> <li>▶ One sensitization workshop was done the beginning of the year that incorporated the CTLC principals and teachers, and some board members facilitated by our partners and supporters from Computers for schools Kenya (CFSK)</li> <li>▶ We have a developed a draft ACTT presentation pack on the potential for ICT in education. This will be piloted on the 18<sup>th</sup> August and revised if necessary.</li> </ul>	<p>Sensitisation workshop will be held the beginning of next month</p> <p>A wider workshop to cover other stakeholders as well underway and a presentation designed specifically looking at our ICT situation in Tanzania.</p>
4.4 Develop a medium term strategy for how Mkombozi can capitalise on the potential of IT to promote learning and its work	Communication and training team-Year 2	N/A	
4.5 Train ACTT advisory board to facilitate the development of business plans	Training and communication team	Not relevant now	
4.6 Lobby the Moshi & Arusha Municipal Councils & District Education Authorities to purchase computers from ACTT	Communication team	<ul style="list-style-type: none"> <li>▶ ACTT brochures are @ the office of the Moshi Municipal Director and education authorities</li> <li>▶ We have spread information about ACTT by word of mouth</li> <li>▶ Robert met with the Head of the Teachers Union (CWT) in Kilimanjaro region and gained his support. He will give us an opportunity to introduce our services in teachers meetings, the first one is scheduled for 22<sup>nd</sup> July</li> </ul>	Addresses for these stakeholders has been integrated into Mkombozi's publications mailing list and online mailing list.
4.7 Implement Mkombozi's IT strategy &	Training team - Year 2	N/A	To complete piloting the model by the end of year one, compile and test with

Logical Hierarchy	Objectively Verifiable Indicators	Progress made	Comments
promote it as a model for other CTLC's			other CTLCs
4.8 Spread the strategy to CTLC's	Training team - Year 2	Year 2	
4.9 Develop and implement a communications strategy for ACTT & its work	Communication team - Year 1-2	See 3.3	

## Action learning on ACTT's successes

### Planning – What will we do in future to build on these successes?

- ▶ More promotions and advertisements for ACTT services through marketing campaign this coming quarter
- ▶ Conducting workshops and trainings to raise staff capacity and hence more output.
- ▶ Get more funds to expand the CTLC program to other community and schools also to strengthen the current CTLC's.
- ▶ Rise awareness about ACTT to Mkombozi staff and the community surrounding.
- ▶ Learn and practice more on the new reporting systems, strengthen statistic collection of surveys
- ▶ Evaluation of the curriculum used and see periodically whether it suits the need of students
- ▶ More frequent follow up into CTLC's to see the progress and recommend different strategy to use in CTLC training programmes.
- ▶ Frequent social events to bring ACTT and Mkombozi staff together in order to integrate.
- ▶ Credit our donors and supporters in all our marketing campaign and strategies
- ▶ Conducting training need assessment to all staff periodically to cover some parts that need to improve into.
- ▶ Improve on Database systems for CTLC surveys

### Action – What successes arose?

- ▶ Open 5 CTLC's @ Mkombozi, Same FDC, Mamtukuna, Msinga, and ACTT
- ▶ Extending and refurbishing ACTT to include classroom, office, workshop area, store and kitchen & display area.
- ▶ Introducing server and network sharing in ACTT
- ▶ Cooperation and networking between ACTT and GDL, Forum Syd and the Gazelle trust.
- ▶ Introduction of Inverter and batteries as power back up system
- ▶ New staff members for ACTT
- ▶ Proper working attire for staff
- ▶ Upgrading of technical skills of Mkombozi youths working in ACTT.
- ▶ Basic computers skill and Internet and E-mail use training for Mkombozi Mentors and mentees.
- ▶ Rat control for the ACTT store
- ▶ More computers connected to network resources
- ▶ Signing on MOU with Tanzania Education Authority and COSTECH on computer supply for schools
- ▶ Maintenance services and hardware support for CTLC's
- ▶ Training of ACTT trainers, CTLC teachers and other staff in CTLC's
- ▶ Development of marketing strategy of ACTT
- ▶ Designing of ACTT presentation pack
- ▶ Completing refurbishment of computers, separating spares and re-arrangement of the store
- ▶ Integration of ACTT staff to Mkombozi
- ▶ Staff supervision and staff development plans
- ▶ Appraisal and salary negotiation of all staff
- ▶ Introduction of new stock taking procedures and training.
- ▶ Individual computer donation from UK, collection by volunteers and support by McAlpine with more computers and shipping.
- ▶ Barclays support with DLI on revolving fund for schools computers
- ▶ Conducting TNA and individual staff training for Mkombozi staff
- ▶ Networking with VI Africa for technical cooperation and CWT for sensitizing cooperation.

### Learning – How can we build on these successes?

- ▶ Maximum utilization of available resources e.g. internet for communication, research and general training
- ▶ The new staff will help us to improve our services and decrease the workload on other staff
- ▶ Researching and follow up of partners and support
- ▶ Strengthen staff support and development systems
- ▶ Strengthening on sensitization seminars to stakeholders and all teachers
- ▶ Transparent reporting to donors and stakeholders builds our credibility and thus encourages them to support us more
- ▶ Encouraging interaction of Mkombozi and ACTT staff as often as possible
- ▶ Encouraging more staff participation in project planning and monitoring

### Reflection – Why did they arise? How did we respond to them?

- ▶ Good plans and coordination between ACTT team and school authorities
- ▶ Improvement and development of ACTT project with participatory leadership style.
- ▶ Co operation between ACTT staff.
- ▶ Support and donations from the donors. e.g. Digital Links, Forum SYD and Microsoft
- ▶ Good will of individuals and friends of Mkombozi in donating hardware and volunteering
- ▶ Improved recruitment procedures
- ▶ Coordinator's knocking on doors trip to Dar and Nairobi
- ▶ New spirit and efforts brought by new staff members
- ▶ Workshop facilitated to introduce and teach new stock taking procedures
- ▶ Consulting professional trainers with skills in different aspects on ICT
- ▶ Devoted students (Mkombozi boys and CTLC trainers) who were willing to learn and active in class.
- ▶ Willing staff that are ready to utilise the resources that are available to learn more in computer skills.
- ▶ Different activities that brought ACTT and Mkombozi staff e.g. sports, social events and communications presentations

**Planning – What will we do differently?**

- ▶ Hold sensitization workshop in August and another before the end of the year
- ▶ Share with communication team our hardware requirement and follow-up with DLI
- ▶ Workshop for all staff on network use computer care and handling
- ▶ Training of all staff and other Mkombozi boys by Shirima on care of electric appliances - Aug
- ▶ Buy for each technician a set of simple tools and installation CDs
- ▶ For security fit proper locks for the existing cupboard and explore possibility of buying another one
- ▶ Rules and regulation on who is responsible for each area to form basic ACTT policies
- ▶ Extend CTLC's teachers training to 4 weeks incorporating networking
- ▶ Re-look into budget with Jimmy and Kate for possibility to hiring one trainer and/or get volunteers to support the training team.
- ▶ Budget line to balance expenses with Jimmy before the end of July
- ▶ Finalize marketing strategy and plan on launching marketing campaign
- ▶ Compile and utilize children CDs with educational games, incorporate in the curriculum and send them to CTLC's
- ▶ Look into TTCL internet connection and possibility of utilizing in CTLC's, follow-up with Celtel and try still with other ISPs
- ▶ Research resources on funding skills & available funding sources & share with prospective CTLC's
- ▶ Sales team to put together common questions posed by clients on computer requirement, & plan approach on how best to sensitize clients on this points.
- ▶ Plan to solicit on ACTT means of transport- expenses on transport are raising, look at short term and advantageous to have transport, to move from place to place-Robert with Kate
- ▶ Look into a better stock taking software and test
- ▶ More follow-up and support on Individual development plans through staff supervision

**Action – what obstacles arose?**

- Hardware**
- ▶ Frequent breakages of computers systems and printers, slow speed and poor performance
  - ▶ Computers breaking or dislocation while on transit to CTLCs
  - ▶ Frequent power failures
- Sales**
- ▶ Slow sales of computers
  - ▶ Unrealistic demands by some customers on computer requirements
- CTLC's**
- ▶ CTLC not meeting all requirements for selection criteria and/or slow responses.
  - ▶ IT labs in CTLCs not fully utilized and/or attended and cared for & lack of proper utilization of networks in schools
  - ▶ Not enough frequent follow-up and survey in CTLCs
  - ▶ Language barrier-Trainees and CTLC trainers to properly utilize Microsoft curriculum
  - ▶ Lack of Internet access for training and communication in the training of CTLC trainers
  - ▶ Poor workshop tools utilization and care
- Staffing**
- ▶ Lack of enough trainers for ACTT and technicians for CTLCs
  - ▶ Poor professionalism of staff members and mastery of their job specification
- ACTT systems and processes**
- ▶ Lack of proper security and storage space with workshop and kitchen items ,
  - ▶ Workshop organization, unscheduled responsibilities coming up and uncompleted duties.
  - ▶ Distance between ACTT and Mkombozi in integration of ACTT to Mkombozi

**Learning – How could we have responded differently?**

- ▶ Creating specific minimum specification for our systems requirements and ensuring they are checked before shipping by our donors
- ▶ More sensitization workshops for school authorities, teachers, public servants and general stakeholders to be scheduled one every 3 months
- ▶ Workshop and seminars for staff on network utilization & computer care
- ▶ Designing ACTT rules and regulations, documenting and ensuring follow up by staff
- ▶ Assigning budget lines to reflect our needs

**How did we respond to them?**

- ▶ Changing parts of broken systems & advising clients to add components to make them faster
- ▶ Explaining on one to one basis with schools and institution authorities on importance of IT in their institution, funding sources, availability and utilization also computer awareness raising
- ▶ Teaching staff on one to one basis on network utilization, computer care and handling when a problem arise
- ▶ Asking donors to give better specification when shipping computers
- ▶ Asking schools/institution authorities to re-send new teachers for training
- ▶ Creating a marketing strategy
- ▶ Reassigning budget lines to cover shortfalls
- ▶ Purchase of batteries and inverter for power backup
- ▶ Trying to request free connection on internet to schools
- ▶ Purchasing our own wireless connection
- ▶ Arranging with CTLC's to send trainees and teachers to ACTT for internet topic

**Reflection – Why did they arise?**

- Hardware**
- ▶ Computers being pre-owned and old hence more chance of frequent breakages
  - ▶ Installed software requiring higher system specification
- Sales:** Lack of proper marketing to raise ACTT awareness to public and raise sales
- CTLC's**
- ▶ Lack of awareness on the importance of ICT with schools and institution, funding raising skills and awareness and utilization of local available funding sources
  - ▶ Lack of enough skills with staff on network utilization, computer handling and use,
  - ▶ CTLC authorities allocating teachers to be responsible of IT lab who are already overburdened with other responsibilities
  - ▶ Poor communication with teachers and authorities of respective CTLC's
  - ▶ School and institution lacking transportation, and distance of most CTLC's being far away,
  - ▶ Not enough topics incorporated into curriculum on networks
  - ▶ Not enough time was allocated to survey visits.
  - ▶ Schools institution systems not emphasizing on language skills
  - ▶ Lack of proper training time scheduled for staff and CTLC's trainings
- Staffing**
- ▶ Lack on proper rules and regulation documented and strongly emphasized to staff
  - ▶ Weekly meeting not being followed up and no full implementation on the work plan
- ACTT systems and processes**
- ▶ Lack of someone with financial skills in ACTT and limited time with Mkombozi finance team to assist in ACTT
  - ▶ Lack of funding and budget for internet connection in ACTT and CTLCs
  - ▶ Lack of budget for proper workshop tools
  - ▶ Lack of awareness of ACTT by Mkombozi and other community members

**This project has two objectives:**

- ▶ To repeal the 1944 Townships (Removal of Undesirable Persons) Ordinance
- ▶ To promote greater awareness and understanding of street children in Arusha region

**Activities proposed to achieve these objectives**

**1. Impact litigation:**

The proposed litigation intends to seek a declaration that the Township (Removal of Undesirable Persons) Ordinance is unconstitutional and therefore cannot be used as a basis for round-ups of street children. Non-responsiveness from the National Organization for Legal Assistance (NOLA) regarding work plans, costs etc prompted us to look for alternatives. Advocate Francis Stolla from Hekima Advocates was approached and the impact litigation discussed with him. Last month Mr. Stolla sent a response agreeing to take on the impact litigation and provided a time line and the costs involved. Mr. Stolla has been asked to provide a detailed budget with the breakdown of costs which we expect by next week. Once all parties are in agreement, a contract will be prepared and work on repealing this ordinance is planned to begin in September 2006.

Email dialogue has taken place between ChildHope, Railway Children and Mkombozi about lobbying the UK All party Parliamentary Committee on Street Children (APPC) to coincide with the impact litigation. This strategy will be discussed with Mr. Stolla to seek his advice on whether this will be helpful to the process and aid in creating awareness about the treatment and rights of vulnerable children and youth when they come in contact and/or in conflict with the law.

**2. Information, Education and Communication:**

To support the legal petition in the High Court, Mkombozi will continue to raise public awareness and dialogue about children's rights and violations thereof. The Arusha Caucus for Children Rights had commissioned 4 journalists from the Arusha Press Club (APC) to research and develop case studies and media stories about the lives of street children. By publicising the reality of what happens to street children during police round-ups and addressing the stigma attached to children and young people in contact or in conflict with the law, Mkombozi hopes to stimulate appropriate and effective child-friendly responses to improve the treatment of children and young people on the streets and within the judicial system. These 4 journalists have proven to be unprofessional and have yet to submit all the media products to the Caucus as per the Terms of Reference. A lot of time has been spent chasing them down, calling them to meetings that they have not attended or excused themselves from. It is difficult to tell at this stage what kind of coverage we got as we have yet to see all the products but what we have seen so far has not been high quality journalism. The Caucus has decided that it would be best to work with specific journalists that have a proven record and who have worked with us in the past. We will also work with the radio stations and next quarter plan to start a series of shows prepared and performed by Mkombozi's children. Radio is listened to very widely in Tanzania and is an important source of information and knowledge within all communities. By introducing the issues that push children and young people to the streets and by personalising children's stories, Mkombozi hopes to engage local people in Arusha in the defence and protection of children's rights.

Mkombozi's drama troupe plans to perform at an agricultural fair during the first week of August 2006. Permission will be sought for our children to raise awareness through drama and song at the fair. Thousands of people attend this fair and therefore this will be a good way to reach the general public and exhibit what young people are capable of if given a chance as well raising awareness about vulnerability and juvenile justice issues.

Key messages from the Caucus's position paper on round ups have been shared with the public through the medium of murals in public places. In the last six months, 4 large walls in prime areas have been painted with these messages. Hundreds and thousands of people walk by these walls each day and the murals have already begun to raise interest and questions regarding the treatment of vulnerable children and youth by the police and the reality of street children's lives. Using the radio shows, we will gauge the public's response to these murals before we plan to do more.

### **3. Raising awareness amongst the police:**

In June 2006 Shermin Moledina attended a conference on police reform jointly organized by Commonwealth Human Rights Initiative (CHRI) and East Africa Law Society (EALS). The conference was helpful in terms of learning about efforts taking place in East Africa towards police reform and possibilities for networking and joint advocacy were explored. CHRI have extensive experience in police reform initiatives and were very keen to collaborate and share their expertise with the Caucus on its activities. This will be explored further over the next few months.

### **4. Other:**

The Arusha Caucus for Children's Rights developed a Memorandum of Understanding (MOU) for its activities and clarified governance issues within it. This MOU is in effect as of 1<sup>st</sup> July 2006.

A new application is being developed for submission to DFID's Civil Society Challenge Fund in partnership with ChildHope.