

## Annual Report 2005

**Mkombozi** (Registered Tanzania Charity Trust)

**Friends of Mkombozi** (Registered UK Charity)



## **Mkombozi...**

**is one of the leading child focussed agencies in northern Tanzania, working with over 1,000 vulnerable children and families a year in Kilimanjaro and Arusha regions.**

## **We want a world where...**

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

## **Mkombozi...**

**helps vulnerable children and youth to grow in mind, body and spirit and to build a more caring society for all.**

## **We believe that...**

**we can promote social justice through participation and collaboration. We capture local potential through learning and reflection and act as a catalyst for holistic development.**

## **Acknowledgements**

Mkombozi is working to catalyse a national movement that prioritises children and young people. We are indebted to the numerous children and youth with whom we live and work and who inspire us to believe that the Tanzania of tomorrow will be a more just and democratic society. We thank the young people, teachers and parents in the communities in which we work, as well as the Mkombozi staff who demonstrate remarkable commitment and dedication on a daily basis. You are all a constant inspiration to - and reminder of our responsibilities to - harness children's potential. In addition, we thank Mkombozi's partner organisations and donors whose support enables us to carry out our mission. Finally, we thank the many public servants and representatives of the Tanzanian Government who enable us to operate and strive to build a better future for children and young people.

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**"In 2005, Mkombozi worked very hard to do exactly what it is committed to do... We give Tanzania's street children the chance and the future they deserve."**

Kate McAlpine, Director



## 1. Message from the Chair of Trustees

**“Democracy is a loving way of living that celebrates the possibilities of actualising individual dreams of excellence in an inclusive and synergistic spirit.”** Henderson & Kesson (2004) Curriculum wisdom.

It is through democracy - as a “loving way of living” - that the Mkombozi Centre for Street Children continues to encourage and enable individuals, communities and the nation to critically evaluate their practice of living with and loving children. Specifically, during the course of 2005, Mkombozi blazed new trails in building awareness, protecting children and providing education for vulnerable children - vulnerable children already on the streets as well as those still living at home. In doing so, the adults involved in the lives of such vulnerable children have gained new understanding and awareness of their own perspective and treatment of children, and in many cases, these adults have begun to positively alter their interactions with children. Overall, Mkombozi’s work has enabled huge advances toward the development of democracy on a grassroots level - the type of democracy which elevates community awareness of children and youth as valuable and the future of the nation.

Mkombozi continues to tackle the diverse and complex problems at the root of child migration to the streets. It does so by ensuring that communities themselves are empowered and take leadership in articulating problems and finding solutions. As a result of such dedication and ethics, Mkombozi consistently fosters unity and pride among the members of its target communities. In turn, Mkombozi is a deeply respected organisation - locally and nationally.

Simply stated, Mkombozi has set an example to be followed by other organisations and government bodies working with vulnerable children. Now, we must work together to challenge political, social and educational systems within the nation that de-value marginalised children, leave them without support or resource, and sweep them into domain of other organisations. Mkombozi’s leading example of “democratic practice” shows that pastoral and research initiatives are a sound basis upon which we can begin our collaborative investment in Tanzania’s children, and as such, in Tanzania’s development and future.

## 2. Background

### ■ Situation of vulnerable children in Tanzania

Since the early 1990s Tanzania has witnessed a visible increase in the number of children living and working on the street. Mkombozi's research on child vulnerability in Kilimanjaro Region has shown how income poverty increases familial pressures - pressures which may cause frustration, domestic violence and alcoholism, all of which exacerbate income and non-income poverty within the family. It is this cycle of poverty in its widest sense that serves to exclude families and children from traditional social support networks, and ultimately pushes children and youth to migrate from their homes to urban centres. Boys and girls who live and work on the streets are vulnerable to wide and extreme violations of their rights. They have difficulties accessing basic services and are verbally, physically and sexually abused. They are socially excluded, highly visible, mobile and increasing in number. They are unable to access basic services - including school - which generates additional problems and demands on already overstretched social services and the criminal justice system. As these children age, they run an increasing risk of HIV/AIDS and conflict with the law.

The fact is that almost 50% of Tanzania's population are children / youth, and yet they are not prioritised in national policies and planning. Current national policies target "basic needs" from a "welfarist" perspective, with emphasis on building "productive citizens" - problematically, such policies fail to appreciate the skills and attributes required by so-called "productive citizens". Child protection services are not currently available in Tanzania because children / youth are not seen as members of society that have special needs and because it is not recognised that children / youth are affected in specific ways by the changing of the social fabric. In fact, children / youth are becoming "social pariahs" (they are being cast and blamed as "trouble makers"). As children slip through the cracks and social safety nets and social factors like poverty, neglect, abuse, and HIV/AIDS compound, children and youth face the "brunt" of familial and social dysfunction. Social resources are now urgently required to help poor, struggling and/or dysfunctional families, and it is critical that vulnerable children (i.e. "at risk" of abuse, neglect...) are proactively identified and targeted interventions made available.

Today, Tanzania is still a largely patriarchal society which lacks universal awareness and acceptance of the rights of children and women. In particular, children are considered to be of a "lesser status" and are expected to show due respect and deference to adults, they are not allowed to participate in decisions that affect them or to speak out / have opinions, and they are subjected to corporal punishment in schools. As such, "street children" are grossly misunderstood and simplistically misperceived as "bad apples" that migrate to the streets out of defiance or as a means of acquiring money. This national perception of street children is manifest in harmful practices such as the Arusha street child round-ups by police in accordance with antiquated "anti-vagrancy" legislation.

### ■ Mkombozi's holistic approach

Mkombozi (meaning "liberator, emancipator" in Swahili) works to stem the tide of Tanzania's street children through housing, education, research, advocacy and outreach. Initially established in 1997 as a live-in residential centre and safe haven for street children, Mkombozi has expanded its vision and mandate significantly over the years - in addition to working with children already on the streets, Mkombozi works to end the abuse and neglect of children, to ensure that children's dignity and rights are recognised, and to identify opportunities for intervention before a child migrates to the street. Mkombozi tackles the complex issues surrounding child vulnerability with a holistic approach that includes:

- Researching and addressing the root causes that drive children to come to the streets;
- Enabling communities to value and protect vulnerable children;
- Offering education and work opportunities to each individual child which captures their innate potential;
- Strengthening family-based care of street children and HIV orphans;
- Offering safety, love, food and medical care for street children at our residential centre;
- Working with street children to break cycles of dysfunction, to build problem-solving skills, to facilitate conflict-management and to teach life skills;
- Fostering a popular movement to prioritise children and young people.

**Mkombozi's mission is...** to help vulnerable children and youth to grow in mind, body and spirit and to build a more caring society for all. We believe that we can promote social justice through participation and collaboration. We capture local potential through learning and reflection and act as a catalyst for holistic development.

**Mkombozi's vision is...** a world where all children and youth are prioritised and can access opportunities to become well rounded, inquiring and productive people who are working towards a more just and democratic society. We believe that we can promote social justice through participation and collaboration.



## ■ **Beneficiaries of Mkombozi's services**

### **1. Children and young people who are "at risk" or on the streets:**

- Equipped with knowledge, skills and attitudes to become self-reliant.
- Provided with access to legal, health and life skills information.
- Provided with care services (medical, psychological, social, educational).
- Play a key role in the design and delivery of services provided by Mkombozi.
- Paired with mentors at Mkombozi's residential centre, on the streets, in their communities and/or in employment.
- Participate in sport, music, drama and art as a means of challenging prejudice and stigma directed at them.
- Trained as peer supporters.

### **2. Staff in statutory agencies:**

- Actors such as Ward Executive Officers, Ward Development Committees, teachers and conflict mediation committees are engaged in planning, implementation and monitoring of improved services for children in their communities.

### **3. Community members & Civil Society Organisations:**

- Volunteer Big Brother Big Sister Mentors are trained in methodologies to work with street and vulnerable children and to act as a role model and friend to such children.
- Members of community conflict resolution committees are trained in conflict management to strengthen the support they can offer families and children.
- School mentors (teachers) are trained to support school-based peer support groups.
- Parents/guardians of street and vulnerable children are assisted through the support of mentors, peer support groups and conflict resolution committees.

### **4. Mkombozi staff and Board of Trustees:**

- Regularly participate in and contribute to a process of organisational and individual learning.



### 3. Research & Advocacy

#### ■ Accomplishments and objectives

The qualities that set Mkombozi apart as an organisation are:

- We are pioneering a way of working with children that is rare amongst organisations in Tanzania.
- We are building on local experience and strengthening it with knowledge, resources and methodologies from the West.
- We're dynamic, 100% transparent and accountable.
- We foster an environment of self-reflection, learning and democracy.
- We work to address the causation of child homelessness (so that we work ourselves out of a job).

Currently, Mkombozi is perceived as a credible, local non-government organisation (NGO) that is grounded in a grassroots approach. Importantly, because Mkombozi's work is regarded to be innovative and challenging the status quo, it is also true that Mkombozi's work agitates certain local government actors and NGOs. The fact is that Mkombozi does not have the "muscle" of an international NGO - this means we are perceived to be overstepping our bounds by demanding minimum standards and accountability in public servants and by prioritising children on a national agenda in which they are currently not considered.

At this point Mkombozi has reached a point of "critical mass" in terms of its own research and knowledge-gathering, and we are now ready to adopt a much more "issue based" approach to the media. Importantly however, although we now have an important amount of information to share, at the same time we have limited resources with which to scale up our media efforts. As such, we are working towards establishing a formal, in-house Communications Department to strategise our media coverage. In fact, the development of Mkombozi's first, formal communications strategy is currently underway, and it will play a pivotal role in articulating and facilitating Mkombozi's leadership position in a national debate on the causation of street children including culturally appropriate, realistic and sensitive responses to the issue.



The critical issue for Mkombozi to tackle with respect to public opinion and attitudes toward street children is the degree to which such opinion and attitudes are misinformed. The overall quality of public debate about street children is dangerously simplistic at this point in time; that is, street children are regarded as "vagrants", "social pariahs" and as a "problem" to be "solved". This has led to an over-reliance on residential care and police round-ups as a means of removing the children from sight. It is urgently important that the public begin to understand the link between non-income forms of poverty, child vulnerability, and migration to the streets. It is also critical that the public begin to understand the need for effective and systemic child protection services and juvenile justice as a means to meet the unique emotional and behavioural needs of children who are "at risk" of migration to the streets and children who are already on the streets.

Thus Mkombozi's communications objectives are to:

- Achieve national and international awareness of street children as a manifestation of communal dysfunction, social exclusion and inadequate child protection services rather than a problem in itself that can be solved in isolation.
- Begin a consistent, international vocabulary and understanding of the issue and build a groundswell of public pressure which results in the establishment of child protection services in Tanzania.

Given the current focus in Tanzania on implementing the National Strategy for Growth and the Reduction of Poverty (MKUKUTA/NSGRP) and on developing pro-poor policies, it is vital that Government and Civil Society build a picture of the dynamics occurring amongst the most vulnerable groups in society. Street children and socially excluded youth are a visible manifestation of poverty in rural and urban contexts - they provide a clear indicator of the success or not of social safety networks in addressing child and familial vulnerability. In the current social context, Tanzania's poverty elimination strategies are futile if they are not targeted at children and youth. In 2005 Mkombozi has researched and shared a wide range of publications that investigate how vulnerability manifests in children and youth. These include the pieces of research detailed below.

## ■ Participatory Action Research: The local causation of primary school drop-outs and exclusions in Kilimanjaro Region

During 2005, Mkombozi collaborated with Pamoja Trust and Maarifa ni Ufunguo (Tanzanian NGOs) to conduct Participatory Action Research (PAR) into the local causation of school exclusions and dropouts in Kilimanjaro Region. PAR is a tool for bringing about societal transformation and includes the active participation of school committees, teachers, students, District Education Offices and the community. The overall goal of the research (to be released in 2006) is to strengthen Tanzania's state school system to identify and assist children at risk of dropping out of school. Specific objectives of the research study are:

- To establish a current and accurate profile of the situation of child vulnerability in Mkombozi's target schools, including: the number of children within the target schools that are "at risk" of exclusion / dropping out; the mechanisms currently in place to support "at risk" children; the number of street children in Moshi and Arusha that have migrated from target communities.
- To identify the factors that make a child vulnerable and thus "at risk" of exclusion / dropping out of school.
- To assess teacher and school practice and whether school environments and teaching methodologies are conducive to learning.

Preliminary findings indicate that a fundamental problem is lack of clarity about the role of schools and education within Tanzania. The emphasis in recent years within policy making circles has been predominantly on increasing children's access to primary education without a concomitant emphasis on the quality of the education service. If teachers, school committees and community leaders are not equipped to conceptualise the problems facing children and young people and/or if support mechanisms are not developed to assist these actors, then there can be no concomitant improvement in the quality of education and any developmental progress that Tanzania may have made in the past decade will inevitably stall.

As such, in accordance with the process-oriented PAR approach, it is intended that in 2006 community researchers will use the research findings to propose and initiate local level changes within the schools and community - changes that address the "push factors" driving children away from school. We hope that the implementation of the research recommendations will benefit the communities through a reduction in the number of school drop-outs, exclusions and truants - thereby furthering Tanzania's achievement of Universal Primary Education (UPE).

**2005 has been a significant year for Mkombozi's research and advocacy. Currently, Mkombozi is the only street child organisation using Participatory Action Research (PAR) to inform its work with communities to address the causal factors that make children vulnerable, and the only organisation actively sharing this information with other, like-minded actors.**

## ■ **Mkombozi Census 2005: Situation and trends in street child populations in Arusha and Moshi from 2003 to 2005**

Mkombozi's recently released Census Report 2005 follows up the census conducted in June 2003, providing a detailed, comparative analysis of the situation of Tanzania's most vulnerable children over an 18 month period. Specifically, the Census documents: the number of children on the streets in Moshi and Arusha Municipalities; the number of full-time and part-time street children; the gaps in current services and interventions for street children; and the impact of Mkombozi's Community Strengthening and Education projects in the schools and communities of Kibosho, Majengo, Machame and Uru.

Census findings indicate there are currently 470 street children in Moshi (i.e. 52 girls and 418 boys) and 876 street children in Arusha (i.e. 144 girls and 731 boys). These numbers can be broken down to reveal dramatic increases in both Municipalities since 2003:

- In Moshi, there has been a 26% increase in female and male part-time street children, a staggering 92% increase in female full-time street children, and a 60% increase in male full-time street children.

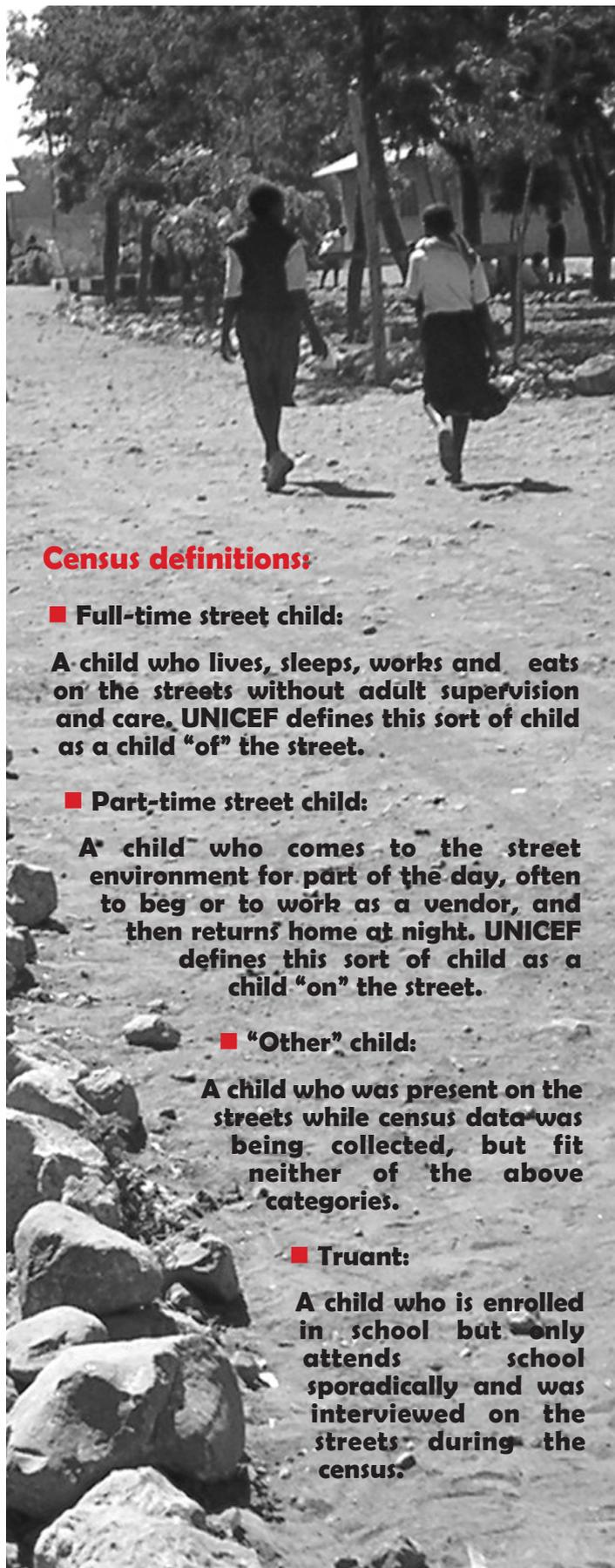
- In Arusha, there has been a 62% increase in female part-time street children, a 40% increase in male part-time street children, a 51% increase in female full-time street children, and a 39% increase in male full-time street children.

Findings also reveal significant trends in the populations of street children in Arusha and Moshi - trends which carry implications with respect to prevention and intervention. For example:

- There is evidence that in the number of children coming from communities in which Mkombozi is working to strengthen child protection services has reduced by 70% in Moshi and 62% in Arusha.

- When figures are analysed across age groups, the Census shows that more than 54% of street children are actually over 15 years of age. This means they are adolescents in need of social services geared toward employment, skills development, psychosocial care, and independent living, and that Government and CSOs must look beyond residential care as the "solution" to the current street child issue. In particular, alternatives such as the "street-based approach" currently used by Mkombozi in Arusha (i.e. focussing on family and community-based support and particularly employment opportunities) must be given serious attention.

The complete report is available at Mkombozi's website <[www.mkombozi.org](http://www.mkombozi.org)> as well as the Children's Rights Information Network <[www.crin.org](http://www.crin.org)> and the Consortium for Street Children <[www.streetchildren.org.uk](http://www.streetchildren.org.uk)>. Census findings were also publicised in the Tanzanian press and at a learning meeting with Arusha CSOs and media houses.



### **Census definitions:**

#### ■ **Full-time street child:**

**A child who lives, sleeps, works and eats on the streets without adult supervision and care. UNICEF defines this sort of child as a child "of" the street.**

#### ■ **Part-time street child:**

**A child who comes to the street environment for part of the day, often to beg or to work as a vendor, and then returns home at night. UNICEF defines this sort of child as a child "on" the street.**

#### ■ **"Other" child:**

**A child who was present on the streets while census data was being collected, but fit neither of the above categories.**

#### ■ **Truant:**

**A child who is enrolled in school but only attends school sporadically and was interviewed on the streets during the census.**

## ■ **Police round-ups of street children in Arusha are unjust, inhumane and unconstitutional: Mkombozi initiates the Arusha Caucus for Children's Rights to improve the juvenile justice system in Arusha**

The number of Tanzanian children who live on the streets has increased dramatically in recent years, while concurrently, the services available to these children (i.e. family-based care, employment opportunities, material support for school and linkage to community-based support systems) has consistently diminished. In fact, since September 2001, the response of the Arusha City Council to the street child issue has been to order police round-ups of Arusha's street children as "vagrants" consistent with the 1944 Townships (Removal of Undesirable Persons) Ordinance. According to the Arusha Municipality, the arbitrary arrest, detention and imprisonment of street children is a "safe and clean cities issue" - an issue that has been explained by District Commissioner (DC), Fulgence Saria, as "legally implementing the regional defence and security committee directive".

Importantly, this type of superficial and sanitised approach to a complex social problem actually exacerbates pre-existing and related issues of police prejudice toward marginalised youth, lack of police training and sensitisation to the situation of street children, and the need for appropriate child protection and juvenile justice services in Tanzania. As such, it is the position of Mkombozi and the Arusha Caucus for Children's Rights that the street child round-ups currently practiced in Arusha are urgently problematic for several reasons: firstly, because significant and severe violations of human and child rights occur during the round-ups; secondly, because the antiquated Tanzanian law used to justify street child round-ups actually conflicts with tenets of the United Nations Convention on the Rights of the Child (UNCRC); and thirdly, because local and national Governments consistently fail to understand and address vulnerable social groups and to establish an appropriate juvenile justice system.

In 2005, in cooperation with the Arusha Caucus, Mkombozi researched and published a comprehensive legal research paper and a position paper, both of which provide an overview of:

- The Arusha street child round-ups in a current, social context;
- The specific violations of domestic and international law that occur during the arrest, detention, police custody, court process and remand stages of the round-up procedure;
- Recommendations in the short, medium and long term to ensure that street child round-ups are stopped, that police training and legal reform are undertaken, and that Tanzania's children (including the vulnerable and those already on the street) ultimately achieve appropriate child protection and juvenile justice services.

This contributes a current project that Mkombozi and the Caucus is seeking funding to undertake that will improve juvenile justice services for children in contact / conflict with the law. The Caucus is also undertaking an impact litigation recently against the Attorney General aiming to recognise the Removal of Undesirable Persons Ordinance as unconstitutional.

## ■ **Mkombozi's contribution to Tanzania's NGO Report for the Committee on the United Nations Convention on the Rights of the Child**

As a member of the National Network of Organisations working with Children (NNOC), Mkombozi's Director was involved in writing Tanzania's "shadow" report submitted to the monitoring Committee which assesses and recommends on Tanzania's compliance with the UNCRC. This NGO report details the progress and implementation of the UNCRC in Tanzania and how the process has / is affecting children and young people's human and child rights.

Notably, the United Republic of Tanzania (URT) is a common law country, and thus bears a dualistic legal system whereby international and domestic law are regarded as different yet interconnected systems. This means Tanzania is obliged by international law to translate certain international instruments into domestic legislation. Despite such obligation, Tanzania has not yet undertaken this process of translation, particularly with respect to juvenile justice. As such, international instruments cannot currently be cited in court.

Mkombozi's (now extensively documented) learning in this regard was directly incorporated into Tanzania's NGO Report for the Committee on the UNCRC as recommendations in 3 areas:

- Insisting that, as a matter of priority, Tanzania needs to have a children's law / statute that harmonises the definition of a child's age and brings all laws affecting children into compliance with the UNCRC.
- Specific short-term, medium term and long-term recommendations to strengthen juvenile justice services.
- To immediately begin to prioritise and emphasise resourcing and developing child protection services in Tanzania.

## Mkombozi's calls to action...

### For policy-makers and local government:

- Stop street child round-ups.
- Implement national police training, legal reform and juvenile justice.
- Uphold and establish laws that protect children's best interests.
- Add resources to child protection services.
- Demand minimum standards among child care workers.
- 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.
- Proactively and innovatively design and establish community-based services and resources that can support and mediate the complex interrelationship of non-income forms of poverty.

### For the general public:

- Intervene when you see a child in distress.
- Treat street children as humans with potential.
- Provide financial support for our work.
- Join Mkombozi's e-list and read our research papers to understand the complex dynamics involved in migration to the streets.
- Challenge stereotypes and assumptions about street children.
- Write a letter to your MP demanding social reforms which benefit vulnerable / street children (e.g. police training, legal reform, juvenile justice).

**Street children are robbed of dignity through our ignorance and fear.  
Get informed. Give it back.**

## 4. Community Strengthening & Outreach

### ■ Initiatives and accomplishments

2005 was the final year of a 4-year project funded by Comic Relief and the Foundation for Civil Society. The anticipated impact of the project was the development and strengthening of community-based interventions which address the causation of child migration to the streets. An end-of-project evaluation summarised that: "The Community Strengthening Project essentially translates the process of localising social action by promoting participation. It pioneers a community-based approach that builds on experience and resources to assist vulnerable children. In this respect Mkombozi is unique - it is the only organisation working with street children to involve communities in their interventions and among few organisations going beyond service provision to address the causal factors leading children into the street."

The Community Strengthening project evaluation further described that: "Four communities - mainly Kibosho, Uru, Majengo and Machame - were targeted with the objective to support children who have been reunified with their families or who are at risk of coming to the streets. Different mechanisms were introduced at the community level (especially in schools) to provide support through mentoring and peer support. At key locations, such as bus terminals and markets places, informants worked on the front line to target and refer children just arriving on the street. Also, local community structures, such as Conflict Mediation Committees and street/village governments, were mobilised to provide similar support at the neighbourhood and community level. Finally, communities were further sensitised via theatre troupes from Mkombozi, radio programmes and wall murals".

What have all these initiatives achieved?

In fact, the Community Strengthening Project records tremendous success - not only with regard to raising awareness of children's rights - but also in realising tangible results. Specifically, there is evidence that: the "rights-based approach" pioneered by Mkombozi is being utilised by an increasing number of actors in Kilimanjaro; communities in project areas are more proactive in addressing social vulnerabilities facing children; governance structures are asserting authority against factors that contribute to child migration. Furthermore, the outstanding performance of children from Mkombozi's residential centre in academic-related activities has diffused hostility against street children in schools and within the education establishment. For instance, teachers report 75% less incidence of corporal punishment in schools. In Majengo Primary School, drop-out rates decreased significantly from 36 children in 2004 to a mere 6 in 2005.

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

In fact, Mkombozi's work in identifying the causal factors leading children into the street has also significantly reduced conflict in homes. The very act of bringing people together during training sessions strengthens capacity and exposes participants to new experiences and the sharing of lessons. These experiences and shared lessons effectively demystified the phenomenon of street children and centres housing disadvantaged children for many project and training session participants. As a result, child reunification has largely been successful for those children returned to their families - 165 currently remain at home.

Finally, it is also encouraging to note that community members increasingly express greater responsibility towards children in especially difficult circumstances, including street children. In Mkombozi's target communities, it is reported that the communities themselves are taking measures to curb the incidence of children migrating into the street. It is also reported that there is much greater collaboration among community structures. For example, local governance structures have begun to take measures that stop or diminish "contributory factors" (e.g. restricting hours of operation for bars to limit alcohol consumption, imposing fines or revoking licenses of business that allow children on their premises, and taking action against negligent parents).

Overall, Mkombozi's work with children seems to have inspired communities and to have confirmed that there is reason to invest in children otherwise perceived as "lost causes". Mkombozi's children are no longer viewed negatively but are regarded as productive members of the community, or youth with great potential.

**"As a parent, I have come to realise that we actually contribute to the problem of street children when there is no peace in the home, when we don't cooperate or collaborate to raise our children, when we marry too many wives, and when we think about ourselves instead of the children."**

(Parent, Kibosho community)

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

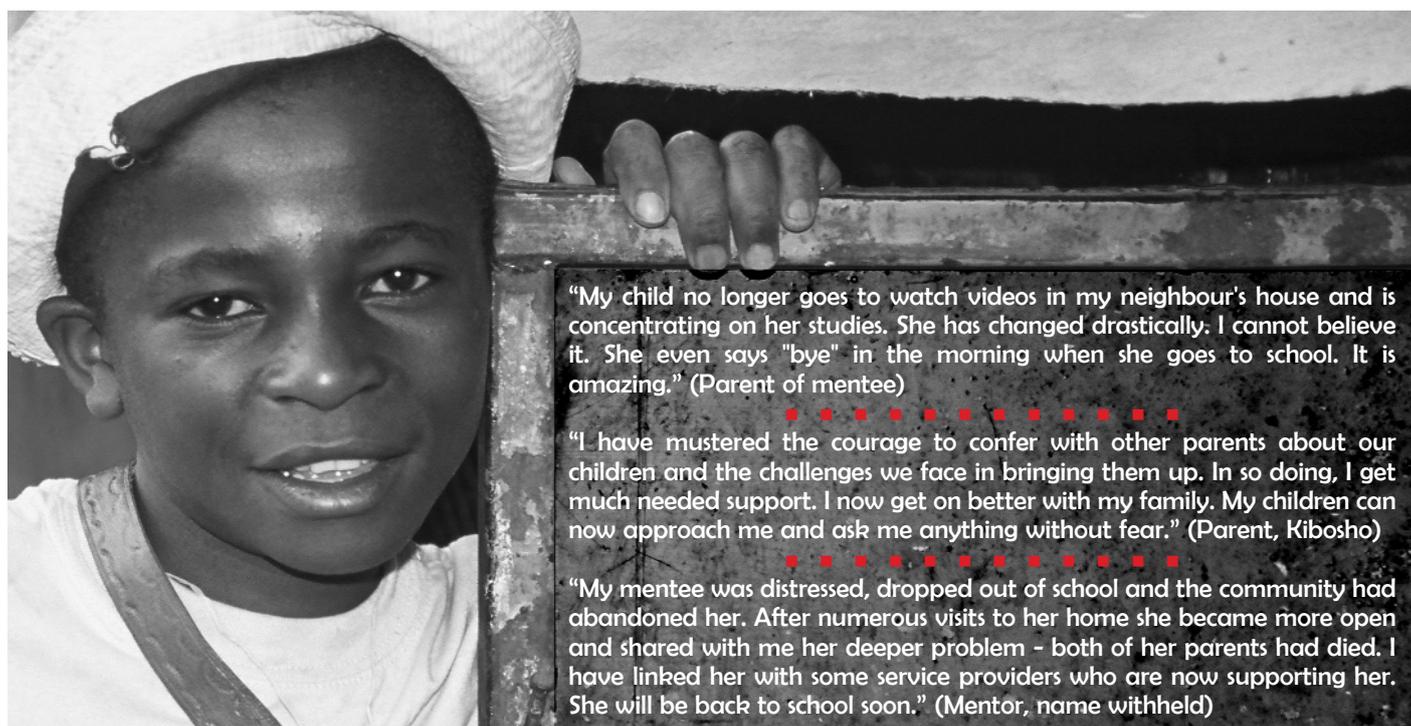
Sylvanus "Mandela" Alloyce, General Secretary Junior Council of Tanzania and Mkombozi Youth

## ■ Mentoring programme

Community mentoring aims to respond to children's development needs. It aims to increase community involvement in the needs of street children and marginalised youth, thereby creating a sense of social responsibility and volunteerism in a context where apathy increasingly results in family and societal alienation. The objective of the Big Brother Big Sister Mentoring Programme is to match unrelated adult volunteers with "at risk" children and youth. Also, it seeks to provide role models for youth and to solidify a sense of social cohesion in the community by encouraging adult members of the community to assume mentoring responsibility. In 2005, Mkombozi matched 24 mentors to children in the residential centre and 37 mentors to children in the target communities. During the project evaluation, members of the community who acted as mentors (and most parents) expressed enthusiasm with the programme because it offers a communication bridge between parent and child. In some cases, a communication bridge was established between a violent parent and a child, and in other cases between a troubled child and a desperate parent.

Various training opportunities were provided for the mentors, Village Executive Officers and other mentoring supervisors to enhance their skills and enable them to monitor the process of mentoring. Training included team building, trust building, identifying characteristics that enable / hinder successful mentoring and theories of positive child development.

An important lesson learned from the mentoring programme is that it can effectively target and affect children and teachers, but it seems less effective in reaching parents / guardians - and these individuals do need support in dealing with their dysfunctions. This creates a situation where the child is aided and able to develop while the environment that influences his / her behaviour largely remains unchanged - in turn, the intervention becomes potentially unsustainable. There is, however, an indication that some of the older mentors spend some time to reason with irresponsible parents or to provide them with some advice. But these efforts are of their own initiative and outside of their primary mentoring relationship, which is foremost with the child. In a proposed extension of the project, Mkombozi plans to address this issue by developing a Family Life Education initiative directed at parents, children and community leaders.



## ■ Directory of Kilimanjaro service providers

Mkombozi has made great effort to publicise the range of social services available in Moshi. In 2003, we produced and disseminated an information guide (directory) of services to different segments of the population, institutions and district actors. During 2005, considerable emphasis was placed on training community actors to use the directory to access services. These training sessions employed mobility maps and flow charts to enable participants to (1) identify the social support networks exist and (2) to identify services that are required to fill in gaps in the individuals' social networks. Training has been conducted with 23 community leaders, 14 child-focussed CSOs, 47 school mentors, 31 youth / women groups, all community mentors, 50 community conflict mediators and 14 Mkombozi staff.

## ■ Conflict mediation in target communities

This past year Mkombozi worked hard to institute mechanisms at local levels to support families and children at risk. Fifty people - including 12 respected community elders and 38 from local governance structures - were trained in conflict mediation and management.

Mkombozi also built capacities among teachers in anger management to ensure that they work with children in new ways which move away from the use of corporal punishment - something that has been found to be a primary factor causing children to run away from schools. Instead, teachers have been trained to act as resources to help resolve conflicts among the children in schools.

Notably, the emphasis has been on training in basic conflict mediation skills (rather than on going support in the exercise and development of mediation skills, anger/conflict management and alternative conflict resolution models) because Mkombozi has a limited number of staff available for this type of coaching.

## ■ Peer Support Groups in target schools and residential care

Peer Support Groups involve school children providing support to other children in distress. During 2005, 64 children (8 from Mkombozi and the others from 4 partner schools) have been trained in peer listening, tutoring and mentoring. Children participating in the programme have an acute realisation of their status as role models to other children. Some children recognised that the groups have helped them deal with school and social pressures, while a number also reported actively advising their friends who they felt were "falling into bad ways".

To build sustainability and local ownership, teachers have volunteered to mentor to monitor the groups and provide monthly reports to Mkombozi.

## Understanding "conflict"...

Mkombozi's research has identified that, in Tanzania, **conflict** is a complex and multifaceted factor within the home and community that frequently pushes children to the streets.

The fact is that Tanzania is a largely patriarchal society lacking awareness and acceptance of the rights of children and women. In recent years, the country has seen a rise of the individual's interest over that of the wider community, causing conflict within communities.

In effect, community conflict leads to child migration because of the impact of rural poverty on the family unit; including:

- Increasing numbers of fathers leave the family home to look for work;
- Increasing numbers of single parent households as relationships break down, parents die, and children are born outside of marriage;
- Lack of support by extended families;
- Parents engaging in risky behaviour (e.g. alcoholism, prostitution);
- Single parents work unsuccessfully to make ends meet, leaving children unsupervised during the day.

Poor communication and conflict resolution skills within families therefore compound the problem. This is especially acute given prevailing community attitudes of "non-intervention" and the current lack of community skills and resources to mediate family conflict.

As a result, families strained by poverty are at higher risk of violating children's rights partly because there is low awareness of the consequences of physical and verbal abuse for the child, and partly because aggression is an accepted behaviour and response within the familial environment.

## 5. Affordable Computers & Technology for Tanzania

**ACTT** is a new venture that serves as an income generating activity for Mkombozi's residential centre while simultaneously providing computer maintenance skills to young Tanzanians. This is done by selling computers that have been refurbished by street youth who live at Mkombozi and have been trained as hardware and software technicians. The refurbished computers are sold at a discounted rate to schools, businesses and not-for-profit organisations throughout Tanzania to promote IT, enhance education, create employment opportunities, and assist older street youth to make the transition to independent living.

Notably, ACTT received a huge boost in 2005 - we were awarded a grant of almost \$50,000 from Microsoft's Unlimited Potential (UP) programme. Microsoft UP is a global initiative designed to help broaden digital inclusion and aid global workforce development by providing technology skills through community technology learning centres (CTLCs). As part of UP, the grant is intended to enable Mkombozi to establish 13 CTLCs in Tanzanian schools and colleges under ACTT. Additional successes for ACTT during 2005 include:

- Establishment of a CTLC at Mkombozi's residential centre.
- Training of numerous Mkombozi youth as hardware technicians.
- Refurbishing of a large workshop required to serve as a training space and retail outlet for Mkombozi's ACTT computers.
- Receipt of 200 computers from Digital Links (Mkombozi's ACTT partner), all of which were shipped free of charge to Tanzania by P&O Nedlloyd (Maersk Line).

**"ACTT now" to promote IT skills and jobs for Tanzania's youth!**

### **Donate a used PC:**

**From within Tanzania and abroad, you can donate your used computer equipment to ACTT. These donations are either refurbished or used to train street youth as computer technicians.**

### **Buy a refurbished PC:**

**From within Tanzania, you are welcome to buy ACTT's computers from Mkombozi.**

### **Help establish a new IT lab:**

**Give a "gift in kind" and specify that your donation is used for a new ACTT learning centre!**

### **Be an ACTT volunteer:**

**Volunteer as an ACTT hardware or software technician or a trainer.**

For more information or to take action, contact [actt@mkombozi.org](mailto:actt@mkombozi.org) or visit [www.mkombozi.org](http://www.mkombozi.org)

**"My name is Komba James Kihamia. I was born on August 28, 1983 in Mwanza City at Bugando Hospital. I lived with my mother until she die in 1990. Then, in 1990, I started to live with grandfather. But my life was difficult because grandfather married 2 wives and so I had to work all the time.**

**I started to live on the steets in 1992 at Moshi town. My life was bad because of no food, clothes and also beatings by police. I lived street life for 4 years before meeting with Kate (Mkombozi's Director). When Mkombozi open in 1997, I went there and got better because of a nice teacher called Lukas.**

**After a year at Mkombozi, I decided to start primary school. Afterwards, I took "Standard V" to "Standard VII" and passed. So, I went to secondary school from 2001 up to 2004. When I finished, I started learning computers at Uhuru Hostel (in Moshi) and Mkombozi provided job for me. Now I am a technician (at Mkombozi's ACTT) and I am living by myself and buying my own food and clothes.**

**Mkombozi gave me power for development. May God be with me and Mkombozi."**



**Komba Kihamia**

ACTT Technician & former Mkombozi youth

## 6. Appropriate Education for Marginalised Children

Working in partnership with Children in Crisis, Maarifa ni Ufunguo and Pamoja Trust, Mkombozi is the lead agency in this 3-year project (2004-2007) known as “To provide appropriate education to marginalised children in Tanzania”. The project brings together people from schools, communities, District Education Offices and Civil Society to develop and test models of integrating out-of school-children into the state school system, preventing school dropouts and providing appropriate non-formal education (NFE) for marginalised children who cannot be integrated into state schools.

Mkombozi works within schools because children who are out of school are at a far greater risk of migrating to the streets or engaging in child labour. We also believe that vulnerable children can be identified and helped most effectively when schools play a key role in the community, becoming the lynchpin of support for families facing poverty, discrimination and conflict. The project focuses its work in 10 target schools, wherein we strengthen the role of the school in their community. This ensures that schools benefit from more proactive community involvement and that they become more of a community resource for vulnerable children and their families.

Mkombozi's Education Department has the following 3 key goals - the achievement of which will contribute to the enrolment, retention and completion of school by marginalised children.

### ■ Goal 1: The integration of out-of-school children into the state system

We have discovered that many parents simply do not know how to enroll their children into school. So, in 2005 we developed a parent-friendly (Swahili) handbook (“Pata Elimu Sasa” / “Get Education Now”) which details formal school enrollment procedures in an accessible way. To date, 8500 copies of the handbook have been printed (from funding by the Commonwealth Education Fund), the handbook was ratified by the Chief Education Officer of the Ministry of Education, and permission has been granted for the handbook's dissemination through government channels. Finally, Ward Education Coordinators (WECs) and Chairpersons of School Committees in each Mkombozi target area have been trained to use the handbook to support parents in enrolling their children or transferring them to other schools. The WECs have also conducted subsequent workshops with the Village Executive Officers and Head Teachers to spread the word further.

Notably, regular community meetings have been led by Mkombozi children's Drama Troupe - using drama, music and improvisation, the children raised awareness about the importance of education from a child's perspective. Overall, it is encouraging to note that 1590 children were enrolled in our target schools in 2005, including a significant increase in the number of children entering “Standard 1”.



### What is...?

**NFE:** Former street children often find it difficult to cope with a formal classroom environment. NFE or “non-formal education” is our response to the special learning and behaviour needs of these children.

**MEMKWA:** The acronym (in Swahili) for “special education programme for children who have missed out” - the response of Tanzania's Government to the lack of education among marginalised children.

**Marginalised child:** Any child who is excluded from the basic human rights of education, shelter and care, and whose future is in jeopardy as a result.

**School exclusion:** A child who has been suspended or expelled or refused admittance to primary school by the school authorities.

**Truant:** A child who is enrolled in school, but only attends sporadically.

**Drop-out:** A child who has left primary school prior to completing Standard VII, either of his / her own accord or that of his / her caregivers.

## ■ Goal 2: The prevention of school drop-outs

In 2005, the Appropriate Education project trained a team of 60 school teachers, students, local leaders and school committee members to conduct Participatory Action Research (PAR) in 10 target schools in the Kilimanjaro Region, examining the causes of school exclusion. In 2006, the PAR research teams and schools will develop and pilot models to address these exclusionary factors. The overall goal the research is to strengthen Tanzania's state school system to identify and assist children at risk of dropping out of school. The specific research objectives are:

- To establish a current and accurate profile of the situation of child vulnerability in Mkombozi's target schools, including:
  - the number of children within the target schools that are "at risk" of exclusion / dropping out
  - the mechanisms currently in place to support and assist these "at risk" children
  - the number of street children in Moshi and Arusha that have migrated from target communities
- To identify the factors that make a child vulnerable and thus "at risk" of exclusion / dropping out of school.
- To assess teacher / school practice and whether school environments and teaching methodologies are conducive to learning.

Preliminary findings from Mkombozi's PAR research reveals that parental disillusion about primary education and the quality of the curriculum will have a serious effect on future enrolment and drop-outs if not addressed. Problematically, there is little sense of collaboration between teachers and parents. Each group has an almost confrontational attitude, with teachers blaming parents for children's non-attendance and parents assuming that the service offered by the school is without value. In effect, resentment leads to poor communication - parents fail to reinforce what teachers do in school and teachers fail to help parents cope with children's behavioural problems.

In turn, this oppositional relationship is made more acute by the infrastructural and resourcing problems that plague the school and learning environments. In particular, scarcity of teaching materials and resources place undeniable and significant pressure on teachers and resulting in low teacher morale. Given the low morale of teachers and the poor delivery of the curriculum, it is unsurprising that parents and teachers are disillusioned and apathetic and that children are distracted and disinterested in class.

It is apparent that in order to maintain current enrolment gains, the following issues need to become policy priorities:

- Schools need to become a community resource. They need to build their understanding of what makes children vulnerable and to work particularly with at risk children, to support their physical health, emotional and social development and to where necessary link them to other support services. They cannot just deliver education and ignore children's family or economic situations.
- The primary curriculum urgently needs to be revised to become outcome and competency oriented, so that the education offered is both relevant and interesting to children's 21st century needs.
- Training of teachers to achieve this is an urgent priority, as is linking schools more effectively to private and community based initiatives that can assist them in delivering this mandate.

**Not only do the school facilities and teaching methodologies fail to engage children, but the fact is that many children are facing extraordinary pressures stemming from poverty, abuse and HIV/AIDS - pressures that are currently ignored and not even acknowledged as priorities for the schools to address.**

(Findings, Mkombozi research)

**Participatory Action Research (PAR) is based on the fundamental principle that the people best equipped to research, understand, explain and address any issue are those who experience it every day. PAR is closely allied with the "action learning model" - research that employs a process of action, reflection, and then commitment among community actors to new action.**

**Through PAR, Mkombozi facilitates the direct involvement of communities in the research and understanding of child migration. Mkombozi's programmes work to prevent the continued migration of children from their homes by enabling communities to decide upon and implement changes within their own geographical area to halt this pattern. Such community-based interventions enable communities themselves to support their vulnerable children and youth before they actually migrate to the streets.**

■ **Goal 3: The provision of appropriate non-formal education to marginalised children who cannot integrate into state schools due to education/age constraint**

Mkombozi provides education to children on the streets and at its residential centre. We are also documenting our approach to providing child-centred NFE to influence the education sector to take a fresh look at how education is delivered to children in Tanzania.

The fact is that street children and youth have pressing mental health needs. Almost 75% of street children and youth in contact with Mkombozi have been sexually abused, physically neglected and often abandoned by their families. Consequently, many have depression, anxiety and excessive fear, including symptoms such as discipline problems and difficulty making / maintaining friendships. Many also show a limited ability to concentrate, low tolerance for long or routine tasks, inability to regulate behaviour as a situation demands and trouble following through on directions given. Excessive worries often develop around school, health, and home-related events, and as such, many children experience classic symptoms of sadness / hopelessness, fatigue, loss of interest in activities, shouting or irritability, refusal to cooperate, aggression and alcohol or drug use. If not supported to develop strategies to address these mental health problems street children become handicapped in their ability to function in society. As street children and youth grow into adulthood, mental health issues that are unaddressed tend to increasingly manifest in violence directed towards themselves and others.

After extensive consultations with DEOs, schools, students and community members during the PAR process, Mkombozi has written and disseminated a range of position papers which document our experience using MEMKWA to deliver education to street children and youth. Mkombozi's position papers advocate for forms of education that move beyond the issues of access to education and actually address children's psychosocial and behavioural needs. The issues discussed and recommendations provided are intended to facilitate a more extensive debate amongst policy makers, civil society and education actors on how to most effectively provide basic education to all vulnerable children, including street children.

Notably, the District Education Office staff in Kilimanjaro frequently visit the Mkombozi MEMKWA programme. They comment that Mkombozi educators are the key attachments in the children's life and that the Mkombozi MEMKWA programme is about more than "schooling" children. Indeed, Mkombozi's MEMKWA is grounded upon the quality of relationship between the educator and child - from this foundation Mkombozi works toward transforming the child's knowledge, attitudes and behaviour. Without a positive and mutually respectful relationship, educators cannot work effectively with the students. By acknowledging and praising even the smallest changes taking place in the students, Mkombozi's MEMKWA contributes to transformation taking place in these young people's development.

On the basis of its own experience and research, Mkombozi recommends the need for greater clarity, relevance, flexibility and resources for government MEMKWA. It is our position that the Ministry of Education and Vocational Training (MOEVT's) MEMKWA does not provide appropriate education for vulnerable out of school children (particularly those with special needs) and that there are many gaps that need to be addressed if MEMKWA is to serve its purpose. In fact, there is an urgent need to rethink the delivery of MEMKWA and primary education in Tanzania. As a critical starting point, it must also be realised that it is impossible to develop a relevant methodology for the education of vulnerable children unless there is a clear understanding of what makes certain children vulnerable.

Looking ahead at 2006 then, our two-fold strategy is:

- To detail the findings of our research on causes of child truancy, drop-out and exclusion from primary school in Kilimanjaro.
- To propose an alternative "MEMKWA centre" which departs from a sectoral / linear approach to education - that is, to propose MEMKWA "community centres" which provide holistic and locally relevant services to community members and thereby address the root factors that cause children to become vulnerable, drop out of school and ultimately migrate to the streets.

■ ■ ■ **Mkombozi's vision of the MEMKWA graduate** ■ ■ ■

**We are helping children to become articulate, self-aware, effective decision-makers who are able to live and work with others. We encourage them to value and appreciate beauty (art, music and the environment), to build self-esteem and confidence, to inculcate a value and desire for self-development and to aspire to something better in life. We provide opportunities for them to become social activists, to interact with people from different backgrounds, to volunteer and to challenge the status quo in a society that tends not to value young people. We want them to behave responsibly, honestly, openly and creatively.**

## 7. Integrated Care & Support for Vulnerable Children

Initiated in 2005, Mkombozi's new Integrated Care & Support for Vulnerable Children (ICS) project includes previous work providing care services for street children, but attempts to integrate the service children and youth receive from first contact on the streets, through to leaving our care for families or independent living.

Over an initial phase of 3 years, the ICS project will directly impact over 730 children and youth in Arusha and Kilimanjaro Regions. These young people are vulnerable either because they spend time on the streets or have been orphaned by HIV/AIDS. The pilot project will develop pioneering procedures for a foster care programme and the placing of vulnerable children with carers.

### Mkombozi considers children to be vulnerable when...

- they live in poverty;
- they are abused/neglected;
- they are abused within the home and/or their mothers are victims of domestic violence;
- conflict and fighting are more common than love and care;
- the adults who care for them misuse the family money;
- they have no opportunity for schooling;
- home is worse than life on the streets.

The rationale for this project is based on the findings of Mkombozi's Participatory Action Research (PAR) in Kilimanjaro Region, which determined that non-income forms of poverty (e.g. violence, family breakdown, lack of community support) exacerbate income poverty and lead to a high level of familial stress or dysfunction. Mkombozi defines familial "dysfunction" as a family unit wherein conflict, abuse, alcoholism, substance abuse, poor communication skills, out-of-school children, theft, illegal activities, isolation from the wider community, income poverty, and exclusion from social services are present. Ultimately, it is the non-income forms of poverty and resulting familial dysfunction that cause a child to be vulnerable and "at risk" of migration to the streets.

The project will document "what works" for particular groups of children. We hope that advocacy and publicity about the lessons we are learning during the ICS project will help to improve social services for vulnerable children across Tanzania.

Mkombozi believes that children and youth need the following to develop as stable and productive people:

**Safety and structure:** Children need to feel safe from physical harm and that there are certain things they can always depend on

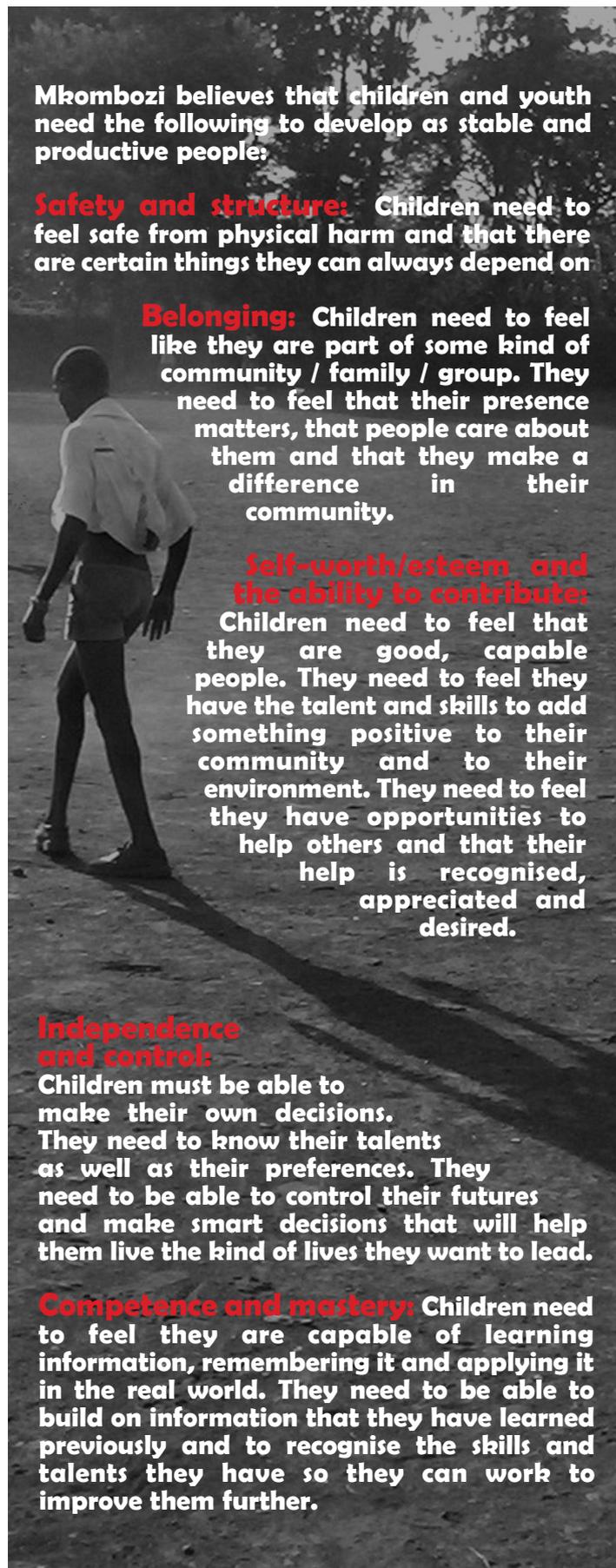
**Belonging:** Children need to feel like they are part of some kind of community / family / group. They need to feel that their presence matters, that people care about them and that they make a difference in their community.

**Self-worth/esteem and the ability to contribute:** Children need to feel that they are good, capable people. They need to feel they have the talent and skills to add something positive to their community and to their environment. They need to feel they have opportunities to help others and that their help is recognised, appreciated and desired.

**Independence and control:**

Children must be able to make their own decisions. They need to know their talents as well as their preferences. They need to be able to control their futures and make smart decisions that will help them live the kind of lives they want to lead.

**Competence and mastery:** Children need to feel they are capable of learning information, remembering it and applying it in the real world. They need to be able to build on information that they have learned previously and to recognise the skills and talents they have so they can work to improve them further.



**Mkombozi's services for children and young people (CYPs) who are vulnerable and/or on the streets are built to support and grow a particular set of skills and attitudes essential for them to become self-reliant, productive members of society.**

**Mkombozi's care and support services build CYPs who are:**

- **Open-minded:** They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking / considering a variety of perspectives. They have confidence in the loyalty, strength and veracity of other people.
- **Knowledgeable:** They have spent time exploring themes which have global relevance and have acquired a critical mass of significant knowledge. They also have knowledge of themselves - of their history, identity, desires and behaviour patterns. They can set and work towards their personal targets for change.
- **Reflective:** They can look within to begin a process of personal change. They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses constructively.
- **Well-balanced:** They understand the importance of physical and mental balance and personal well-being.
- **Principled:** They have integrity, honesty, a sense of fairness and a sound grasp of moral reasoning.
- **Caring:** They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

**The four walls of the house which structure services and support the desired youth profile:**

- 1. Basic needs**
- 2. Psychosocial support**
- 3. Education / self-reliance**
- 4. Opportunities to thrive**

**Foundations for adults working with vulnerable CYPs**

**Consistency:** Showing reliability and stability. CYPs do not develop when they are nervous and insecure.

**Non-discrimination:** Treating all human beings with respect, dignity and equality.

**Confidentiality:** Assuring that personal information is only shared with appropriate adults.

**Sensitivity:** Being aware of the CYP's past trauma and building their fragile trust in adults.

- **Communicators:** They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols. They can listen, give and receive feedback, offer opinions and build on the contributions of others. They are able to confer with others and reach a compromise. They are able to discuss, share their points of view, build new meaning and develop a plan for action.
- **Thinkers:** They think critically and creatively to make sound decisions and to solve complex problems.
- **Risk-takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous in defending that in which they believe.
- **Inquirers:** They investigate a problem in depth, because their natural curiosity has been nurtured. They have skills necessary to conduct purposeful, constructive research. They actively enjoy learning.
- **Collaborators:** They can work with others towards a common goal. They can identify their own and others' talents and build on them. They can cooperate to make change and to better their own and others' lives.

**1. Mkombozi meets CYP's basic needs & upholds their right to protection, including:** food; clothing; shelter (at Mkombozi's residential centre or in group houses for youth starting a life of independent living); healthcare (first aid, health education and specialist treatment for children in care and on the streets); hygiene.

## 2. Mkombozi supports the psychosocial development of CYPs, including:

- **Fostering:** We uphold a child's right to a family through fostering relationships and family reunification.
- **Peer Support:** We enable CYPs to contribute to their community and positively influence their peers.
- **Mentoring:** We offer mentors to enable CYPs to build positive attachments and receive support from caring adults.
- **Communication skills:** We believe that CYPs cannot function in society without communication skills.
- **Problem solving / conflict management:** We teach strategies to break the pattern of "fight or flee" during conflict.
- **Harm Reduction Models:** We enable CYPs to develop their skills and self-understanding through positive attachments.
- **Family Life Education:** We encourage CYPs and their families to learn about family living, child development, parenting, health, safety and encourage bringing families together to celebrate their accomplishments.
- **Counselling (individual / group):** We help CYP understand and change their dysfunctional behaviour.
- **Target-setting:** We help CYPs to set specific and achievable targets that bring a sense of focus and achievement.

**3. Mkombozi upholds CYPs' rights to education and development, including:** formal schooling (primary, secondary and further education); non-formal education; apprenticeships; vocational training; employment; group housing / semi-independent living; independent living.

## 4. Mkombozi offers opportunities for CYPs to fulfil their potential, including:

- **Research:** CYPs develop skills to collect and analyse data and to contribute to social change.
- **IT:** Increases CYPs opportunities for education and personal development.
- **Advocacy:** CYPs challenge stigma and raise awareness about vulnerable children.
- **Networking:** Exposes CYPs to other young people and their situations (e.g. JCURT, TMC, Youth Camps).
- **Leadership:** Positions of responsibility contribute to a sense of accountability (e.g. JCURT, Children's Committee).
- **Sports:** Offers opportunities to interact with their community while building self-esteem, confidence, values, skills.
- **Creative Expression:** Arts and music enable CYPs to identify skills & talents (e.g. Jioni ya Msanii, Drama Troupe).
- **Extra-curricular clubs:** Structured activities enable CYP to discover their talents (e.g. gardening, book club).
- **Recreation:** Fulfils CYP's right to play, provides them with an opportunity to learn values, skills and relieve stress.

**Open-mindedness:**  
Avoiding judgemental attitudes that create barriers and prevent trust.

**Modelling behaviour:**  
Displaying positive attitudes and behaviours for CYPs to imitate and aspire to.

**"Child rights" focus:**  
Making CYPs the focus and involving them in their own protection and growth.

**Consultation:**  
Encouraging CYP's own understanding of situations and required supports.

**Transparency:**  
Breaking through the silence, taboo, secrecy and fear in which child abuse thrives.

**Boundaries:**  
Clarifying expected behaviours and consequences for transgressing them.

**Child participation:**  
Fostering the CYP's sense of ownership and capability in decisions that affect them.

## 8. Plans for 2006

### ■ Improved services and outreach

**Continue** to provide street children and youth in Arusha and Moshi with food, shelter, clothing, education and health care through NFE and mainstream schools and recreation opportunities.

**Strengthen** our support of youth transitioning from residential care / street life to group housing with their peers (this transition is a crucial first step on their journey to independent living).

**Improve** the support we offer to street children and youth in their psychosocial and physical development by hiring additional social workers and building their skills to break cycles of abuse and social exclusion.

**Strengthen** our use of the Modified Social Stress Model - a methodology that supports social workers to intervene with street children and youth who are using / at risk of using illicit substances and engaging in sexual behaviour that puts them at risk of HIV/AIDS.

**Train** Mkombozi staff and selected mentors as facilitators of the Street Business and Banking Toolkit so that we can enable more street youth to initiate and sustain their small businesses.

**Co-operate** with Street Kids International on the "Street Banking Toolkit" to increase street youth's access to credit.

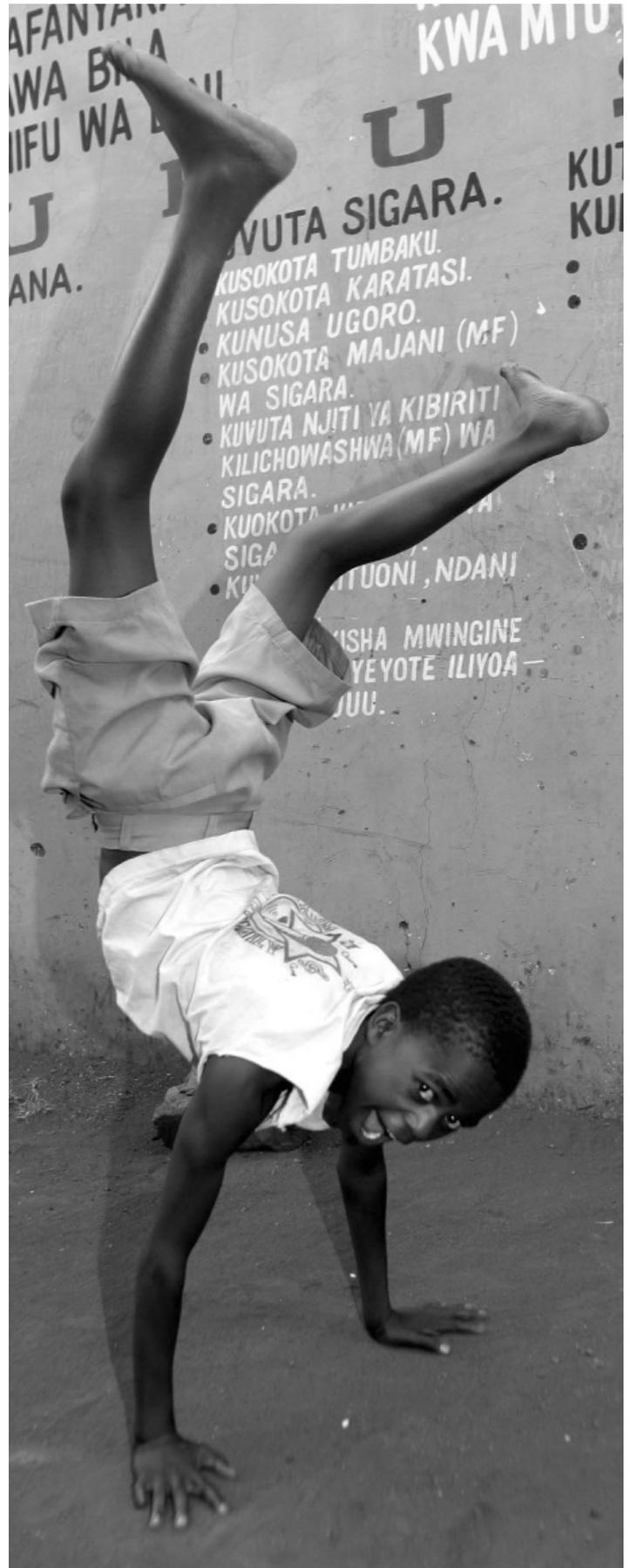
**Continue** to screen, train and pair volunteers from Moshi and Arusha as Big Brothers Big Sister mentors. Mentors support mentees through shared sport, games, study and volunteering within the community.

**Train** peer supporters in 9 target wards and at Mkombozi to offer a listening ear to vulnerable children and to link "at risk" children to child protection services. Peer Support Groups offer a "safe space" to vulnerable children and youth through sport and recreation activities.

**Continue** to reunify street children with their families whenever possible, working with them to uncover the reasons that the child left home and implementing joint strategies to deal with these issues.

**Conduct** a Participatory Action Research study into the incidence of child abuse within Kilimanjaro and Arusha regions and its role in pushing children and young people to the streets. The research team will be composed of stakeholders from local government, target communities children and young people.

**Design** advertisements and information materials for street children and youth to raise awareness about their rights, where and how to access assistance and to challenge communal apathy and stigmatisation.



**Continue** to offer extensive opportunities for street children to participate in drama, community awareness activities, music, art, sport, IT, Junior Council and other lobbying fora to challenge stigma and advocate for the resourcing of child protection services.

**Train** Ward Development Committees to conduct budget tracking of central and local government expenditure on child protection services and lobby National Government and Municipal Councils for the resourcing of such services.

## ■ Staff and organisational development

**Engage** children, staff and stakeholders to define the role of Steering Committees in organisational decision-making and to build their capacities to contribute constructively to the organisation's development.

**Document** Mkombozi's practice in service delivery, research, advocacy, training and institutional development as "practice handbooks", ensuring at all times that the quality of relationship with street children and youth underpins the approaches and values.

**Enable** Mkombozi staff to practice organisational values and methodologies by continued training and by strengthening the current staff support systems which ensure personal development and growth.

**Strengthen** leader and staff capacity in management, leadership, advocacy, gender mainstreaming, research and facilitation; in particular, doing so proactively and at a managerial level.

## ■ Strategic communications

In 2005 we developed a communications strategy for Mkombozi to help us systematically build our capacity to share our learning and influence policy and practice amongst CSOs and Government. Objectives and targets for 2006 include:

### 1: The achievement of the Millennium Development Goals and poverty reduction in Tanzania.

- Mkombozi staff and project stakeholders (i.e. school committees, MEMKWA centres, Ward Development Committees) are trained to enable them to track social services and education budgets.
- Engage in the Public Expenditure Review (PER) process in order to begin lobbying for the MEMKWA centre capitation grant and resourcing of social services for children and young people.
- Collaborate with the Arusha Caucus and NNOC to lobby for the tabling in Parliament of the Children's Statute.

### 2: The upholding of children's rights, as articulated in the UNCRC and African Charter for the Rights of the Child.

- Collaborate with the Arusha Caucus to petition the Attorney General on the illegality of street child round-ups.
- Collaborate with the Consortium for Street Children to conduct an advocacy campaign in the UK Parliamentary Committee on Street Children about the illegality of street child round-ups in Tanzania.
- Collaborate with the NNOC to co-write the NGO Report for submission to the pre-trial session of the UNCRC.
- Join CRIN and disseminate Mkombozi's publications via this online forum.
- Write practice handbooks (about NFE and how to work with street children) and disseminate to agencies working with vulnerable children.
- Host learning meetings with Dar-based policy-makers and NGOs - meetings will share Mkombozi's findings about child vulnerability and about Mkombozi's outreach work and its effective reduction in the numbers of street children.

### 3: To build the understanding amongst the general public about who street children are and their lives and consequently to increase the humanity shown to them.

- Collaborate with media companies and corporate businesses to design and publicise a (bus shelter and billboard) awareness campaign about the true (human and vulnerable) nature of street children.
- Redesign [www.mkombozi.org](http://www.mkombozi.org) to impart Mkombozi's position, publications and key messages most effectively and in accordance with Mkombozi's new Website Communications Strategy and overall Communications Plan.

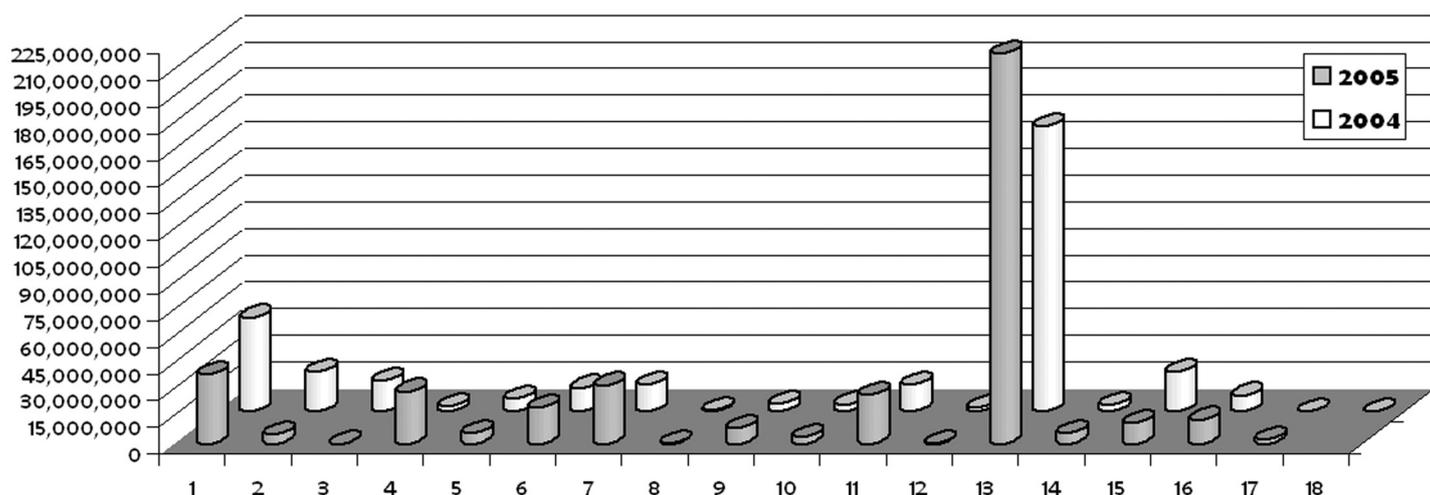
### 4: To capture local wisdom, experience and potential and scale it up for wider learning.

- Document case studies and research demonstrating Mkombozi "success stories"; that is, cases where Mkombozi has enabled street children to transform their lives.
- Document how PAR interventions are positively transforming Tanzania's communities and the lives of vulnerable children.



## 8. Financial Summary

**Figure 1:**  
**Breakdown of expenses, 2004 & 2005**  
 (in Tanzanian Shillings)

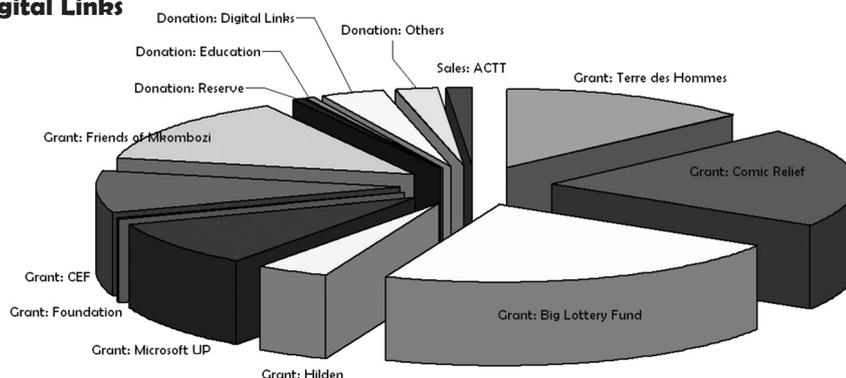


**Legend:**

	<u>2005</u>	<u>2004</u>
<b>1 Administration</b>	39,025,243	52,543,973
<b>2 Awareness raising materials</b>	5,248,720	22,059,472
<b>3 Child participation</b>	0	17,294,996
<b>4 Programme costs</b>	29,330,379	2,783,620
<b>5 Depreciation of Fixed Assets</b>	5,886,046	6,757,800
<b>6 Feeding</b>	20,191,690	13,016,650
<b>7 Training &amp; recruitment</b>	32,917,260	15,097,171
<b>8 Research tool development</b>	308,300	272,000
<b>9 Formal schooling</b>	9,165,300	4,149,800
<b>10 Health</b>	4,007,215	3,844,195
<b>11 Monitoring &amp; evaluation</b>	27,359,400	14,951,704
<b>12 Non-formal education</b>	490,000	2,220,945
<b>13 Personnel</b>	219,448,556	160,226,846
<b>14 Residential care</b>	6,024,200	3,450,300
<b>15 Re-unification</b>	11,911,468	22,159,818
<b>16 Utilities</b>	13,559,042	8,727,678
<b>17 Other expenses</b>	2,476,030	47,229
<b>18 Difference on exchange (2c)</b>	--	-26,333

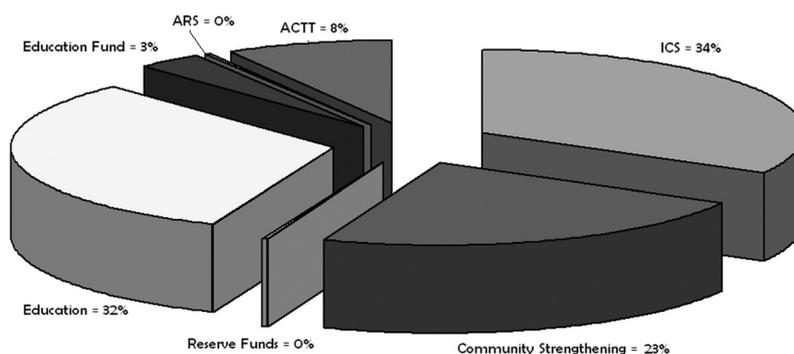
**Figure 2:**  
**Breakdown of income, 2005**  
 (in Tanzanian Shillings)

<b>Grant: Big Lottery Fund</b>	<b>122,313,207</b>
<b>Grant: Comic Relief</b>	<b>112,543,881</b>
<b>Grant: Commonwealth Education Fund (CEF)</b>	<b>47,499,646</b>
<b>Grant: Friends of Mkombozi</b>	<b>74,763,795</b>
<b>Grant: Foundation for Civil Society</b>	<b>2,321,806</b>
<b>Grant: Hilden Trust</b>	<b>21,083,003</b>
<b>Grant: Microsoft Unlimited Potential (UP)</b>	<b>52,162,068</b>
<b>Grant: Terre des Hommes</b>	<b>73,703,424</b>
<b>Donation: Computers from Digital Links</b>	<b>18,153,600</b>
<b>Donation: Education Fund</b>	<b>2,526,460</b>
<b>Donation: Reserve Fund</b>	<b>3,055,146</b>
<b>Donation: Others</b>	<b>13,400,705</b>
<b>Sales: ACTT</b>	<b>6,995,000</b>



**Figure 3:**  
**Total expenses by department, 2005**  
 (in Tanzanian Shillings and as a %)

<b>Integrated Care &amp; Support Programme (ICS)</b>	<b>153,866,455.73</b>
<b>Community Strengthening Programme</b>	<b>106,874,471.11</b>
<b>Reserve Funds</b>	<b>1,185,406.00</b>
<b>Education Programme</b>	<b>148,756,936.96</b>
<b>Education Fund</b>	<b>15,722,957.71</b>
<b>Arusha Referral Services (ARS)</b>	<b>942,621.00</b>
<b>Affordable Computers &amp; Technology (ACTT)</b>	<b>39,380,258.00</b>



## Appendix 1: Profile of Tanzania's Street Children

### How many street children are there in Tanzania?

Since the early 1990s Tanzania has witnessed a visible increase in the number of children living and working on the street. Mkombozi's Census 2005 indicates that there are currently 470 street children in Moshi (i.e. 52 girls and 418 boys) and 876 street children in Arusha (i.e. 144 girls and 731 boys). These numbers can be broken down to reveal dramatic increases in both Municipalities since 2003:

- In Moshi, there has been a 26% increase in female and male part-time street children, a staggering 92% increase in female full-time street children, and a 60% increase in male full-time street children.
- In Arusha, there has been a 62% increase in female part-time street children, a 40% increase in male part-time street children, a 51% increase in female full-time street children, and a 39% increase in male full-time street children.

Such significant increases compound an existing problem – the numbers of full-time street children far exceed the capacity of residential care centres. For example, in Moshi there are currently three residential care centres with a combined capacity of 170 children, but there are 169 full-time children on the streets and 170 children already in care. Additionally, given the startling increase of female street children in both towns (currently totalling 52 in Moshi and 145 in Arusha), lack of care services specifically for girls is now also an urgent issue. Importantly, when figures are analysed across age groups, the Census shows that more than 54% of street children are actually over 15 years of age. This means they are adolescents in need of social services geared toward employment, skills development, psychosocial care, and independent living, and that Government and Civil Society Organisations must look beyond residential care as the “solution” to the current street child issue. In fact, the Census indicates that the “street-based approach” currently used by Mkombozi in Arusha (i.e. focussing on family and community-based support and particularly employment opportunities) is regarded by street youth as valuable and capable of meeting their immediate needs.

### What is life like on the streets?

Boys and girls who live and work on the streets are vulnerable to wide and extreme violations of their rights. They have difficulties accessing basic services and are verbally, physically and sexually abused. Few trust adults. Many perpetuate abuse on their weaker peers. Although these boys and girls may have a range of skills related to survival and informal income generation, these strengths remain unarticulated and unrecognised by mainstream society. This combined with the fact that few of them have benefited from sustained formal education means that these children generally find it very difficult to earn money legally. Faced with this situation, many are forced into crime and confrontation with the general public. Significant numbers of these boys and girls seek temporary relief from their situation through substance abuse. They become trapped in a cycle of poverty, violence and abuse. They are socially excluded, highly visible, mobile and increasing in number. They are unable to access basic services – including school – which generates further problems and demands on already overstretched social services and the criminal justice system. As these children age, they run increasing risk of HIV/AIDS and conflict with the law.

### What causes children to run to the streets?

A child's departure from home is seldom sudden, despite common conceptions to the contrary. Similarly, the factor prompting departure is often a combination of stressors on different causal levels, as suggested in a recent ILO report:

- **Immediate:** the reason why a child may leave home and go to work or live on the streets could be a sudden drop in family income; loss of support from an adult family member due to illness, death or abandonment; or an episode of domestic violence.
- **Underlying:** chronic impoverishment, cultural expectations (such as the idea that a boy should go to work on the streets as soon as he is able), desire for consumer goods, or the lure of the city.
- **Structural:** factors such as development shocks, structural adjustment, regional inequalities and social exclusion.

### What causes children to run to the streets in Tanzania?

Mkombozi's research on child vulnerability in Kilimanjaro Region has shown how income poverty increases familial pressures, which can in turn result in frustration, domestic violence and alcoholism. This, in turn, exacerbates income and non-income poverty within the family. It is this cycle of poverty in its widest sense that serves to exclude families and children from traditional social support networks, and ultimately pushes children and youth to migrate from their homes to urban centres. Specifically, community members (participating in research conducted by Mkombozi) explain that income poverty is caused by a lack of education and opportunities. Prevailing social attitudes to women and the poor exacerbate this poverty and cause frustration and anger, which in many cases manifests in alcoholism. This then exacerbates income poverty, but also increases dysfunction by catalysing domestic violence, corporal punishment and abuse within the home environment.

Within Kilimanjaro Region there is also a creeping insinuation that poverty is caused by a deficit within the family concerned (i.e. that they are somehow to blame for it). This is causing impatience and less tolerance amongst teachers, school committees and community members for the consequence of poverty amongst children and a further marginalisation of poor children and their families from traditional support mechanisms within the community. For many poor families and children the only resort to escape such a vicious cycle is to leave the community and to migrate to the streets. Thus, it must be understood that the reasons children migrate to the streets in Tanzania include immediate, underlying and structural factors:

- **Immediate causation:** Mkombozi's Participatory Action Research (PAR) in Kilimanjaro Region has identified that the immediate causation of street children is conflict. It is a factor within the home environment that frequently pushes children to run away and is endemic in their lives on the streets.
- **Underlying causation:** In Kilimanjaro Region, underlying factors include:
  - The impact of rural poverty on the family unit, marked by fathers leaving the family home to look for work and subsequent deepening of familial poverty.
  - The breakdown of familial relationships, marked increasingly by single parenthood, children birthed out of marriage, and death of parents and caregivers.
  - The breakdown of extended family relationships in urban settings, marked increasingly by single parents engaging in “risky behaviours” (e.g. prostitution).
  - The influx of urban migration, marked by a growth in “squatter” or “slum” settlements that are characterised by overcrowding, ill-health, poverty and violence.
- **Structural causation:** In Kilimanjaro Region, structural factors include a rapid population increase, an unresponsive employment market, an under resourced educational system, and increased pressures on peasants and increasingly uneconomic smallholdings in the rural sector.

## What are the immediate, underlying and structural factors that cause Tanzania's children to be "at risk" of dropping out / exclusion from school?

Adapted from: Local causation of school dropouts and exclusions in Kilimanjaro Region, Tanzania: Mkombozi 2005

### ATTITUDES:

- Adults do not value education (underlying)
- Value and aspiration conflict between students and teachers, within the teaching body and between teachers and parents (underlying)
- Many adults believe that children need to be disciplined because they are naturally disobedient (underlying)
- Female frustration and subsequent neglect of children (underlying)
- Female marginalisation (underlying)
- Attitude towards poverty and tolerance of the poor has reduced (underlying)
- Community disempowerment / apathy (underlying)
- Absence of social support networks and child protection agencies (immediate)
- Lack of clarity about the role of the school in the community affecting relations between teachers and parents (immediate)

### KNOWLEDGE:

- People do not know how to enroll child in school / MEMKWA (immediate)
- People do not know that school attendance is compulsory (immediate)
- School committees do not know how to support at risk children (immediate)

**CHILD AT RISK**  
*of dropping out  
or exclusion*

### PRACTICES:

- Male out-migration to urban centres in search of work (structural)
- Poverty (structural)
- Population pressure (structural)
- OVCs and children living with grandparents and single mothers (underlying)
- Birth out of wedlock (underlying)
- Adult drunkenness (underlying)
- Children with bereavement and psychological trauma are not accommodated within the school's practice (underlying)
- Child labour in plantations (immediate)
- No practice in primary education, no values linked to methodology (subject-oriented versus competency) (immediate)
- School facilities and teaching approach fail to engage children (immediate)
- Students distracted and disinterested in school (immediate)
- Rapid change in school management, raising issues of capacity (immediate)
- Lack of school costs and uniforms (immediate)
- Inability to follow-up and support child (immediate)
- Corporal punishment and verbal harassment (immediate)

## Appendix 2: Mkombozi's Supporters

We are proud to introduce you to our donors and partners. Their support enables us to work with over 1,000 vulnerable children and families each year and to advance a national movement toward prioritising children at the government, community and family level.

### AFSAT Communications Limited

<http://www.afsat.com>

AFSAT offers Mkombozi subsidised internet connectivity. AFSAT has over 20 years experience in the telecommunications sector, and more than 10 in-building VSAT networks in Africa.

### Balton CP Limited

<http://www.balton-tanzania.com>

Balton CP is a multi-national company with a wide range of business interests. In 2005, Balton CP supported a fundraising dinner for Mkombozi.

### Barclays Bank

<http://www.barclays.co.uk>

Barclays has donated substantially to Mkombozi's ACTT project as part of their "Miles Ahead" campaign. Barclays is a UK-based financial services group, with a large international presence in Europe, the USA, Africa and Asia.

### Big Brothers Big Sisters International

<http://www.bbbsi.org>

Big Brothers Big Sisters (BBBS) International promotes and supports the development of BBBS volunteer mentoring programs throughout the world - operating independently in various countries and helping to build service capacity and sustainability. Mkombozi currently runs the only BBBS programme in East Africa.

### Big Lottery Fund

<http://www.biglotteryfund.org.uk>

The Big Lottery Fund supports Mkombozi's education project with a 3 year grant (2004-2007). Big Lottery Fund enables the funding of large-scale regeneration projects through programmatic funding of a wide range of voluntary and community organisations, local authorities, health bodies, schools and other education bodies, and private sector organisations.

### British Petroleum

<http://www.bp.com>

"Making energy more": British Petroleum (BP) has grown from a local oil company into a global energy group. BP supports Mkombozi by means of clothing donations and matching employee fundraising.

### ChildHope

<http://www.childhopeuk.org>

Mkombozi and ChildHope have a long-term partnership (since 2000) to build child protection and development services. ChildHope is an international NGO based in the UK, committed to children who are neglected and vulnerable to violence, exploitation and disease. Their work focuses on reducing the incidence and impact of HIV and AIDS on orphans and vulnerable children. ChildHope currently works in Bangladesh, Brazil, Ethiopia, India, Mexico, Peru, Sierra Leone, South Africa, Tanzania and Thailand.

### Children in Crisis

<http://www.childrenincrisis.org.uk>

Mkombozi and Children in Crisis (CIC) partner on Mkombozi's Appropriate Education program. CIC seeks to work with "forgotten children" - children living in difficult circumstances who have little or no chance of improving their lives without intervention; children who are not receiving assistance from other agencies or whose living conditions are ignored or neglected.

### Comic Relief

<http://www.comicrelief.com>

Comic Relief supports Mkombozi's Community Strengthening program with a 4-year grant (2002-2006). The organisation is committed to helping end poverty and social injustice in the UK and poorest countries by: raising money from the general public by involving them in events that are innovative and fun; informing, educating and promoting social change; allocating funds raised to a wide range of charities selected after careful research.

### Commonwealth Education Fund

<http://www.commonwealtheducationfund.org>

The Commonwealth Education Fund (CEF) supports Mkombozi's Non-Formal Education program, especially in the production and dissemination to parents of "Pata Elimu Sasa" and the training of educators and advocacy. The CEF is collaboration of UK Government, UK development agencies and the private sector that is aimed at creating a social and political environment in which education becomes the number one national priority for developing nations.

### Digital Links International

<http://www.digital-links.org>

Mkombozi and Digital Links partner on the ACTT project. Digital Links secures the donation of redundant PCs from private and public corporations in the UK, refurbishes them and provides them at low cost to schools, charities, community organisations and small enterprises in developing countries. Mkombozi is a distribution partner for Digital Links.

### DHL

<http://www.dhl.com>

DHL is the global market leader in international express, overland transport and air freight. It is also the world's "Number 1" in ocean freight and contract logistics. DHL offers a full range of customised solutions - from express document shipping to supply chain management. DHL offers Mkombozi free delivery of 2 packages per month.

### Enfants de Tanzanie

<http://www.children-tanzania.com>

Enfants de Tanzanie supports individual Mkombozi youth through secondary school sponsorship.

### Enza Zaden Seeds

<http://www.enzazaden.nl>

Enza Zaden Seeds is a "daughter company" of Enza Zaden Africa that employs 100 local workers to produce cucumber, tomato and pepper seeds in a 2 hectare greenhouse in Tanzania. The company supports Mkombozi with employee donations over Christmas.

### General Tyre

General Tyre offers apprenticeships and employment opportunities to Mkombozi youth.

### Gomba Estates Limited

<http://www.gel.co.tz>

Gomba supports Mkombozi's residential centre with regular donations of fresh vegetables.

### Jo Anderson Safaris

<http://www.jo-anderson.com>

Unique and personalised travel experiences. Designed and led by a charismatic safari host and wildlife specialist, Jo Anderson, who requests that his clients support Mkombozi with a donation of 1% of their safari cost.

### Meat King

<http://www.arushatimes.co.tz/2002/25/Ads/meat%20king.htm>

Meat King is in partnership with a Danish Company who produce and import a wide range of meat products for the Danish market. Meat King supports Mkombozi's residential centre with regular donations of chicken and meats.

### Maarifa ni Ufunguo

<http://www.ufunguo.org>

Maarifa is a Tanzanian NGO and a partner of Mkombozi's Appropriate Education program. Maarifa advocates for equitable, accessible, affordable and good quality education - education that is ethically managed, promotes social integration and develops citizens with the capacity to address problems of ignorance and poverty.

**Microsoft Unlimited Potential**

<http://www.microsoft.com/citizenship/giving/programs/up/>

Microsoft Unlimited Potential (UP) is a global initiative designed to help broaden digital inclusion and aid global workforce development by providing technology skills through community technology learning centres (CTLCs). As part of the UP program, Mkombzi has received a donation to establish 13 CTLCs under the ACTT project.

**Moonas Pharmacy**

Located in Arusha, Tanzania, Moonas Pharmacy supports Mkombzi's residential centre with donations of medical and first aid supplies.

**Pamoja Trust**

<http://www.pamoja.org>

Pamoja Trust is a Tanzanian NGO and a partner of Mkombzi's Appropriate Education program. PAMOJA is dedicated to facilitating collaboration between local government, civil society and the private sector, based on the right of equal access to resources. It promotes the practice of Joint Action and participatory local governance, often using international experiences.

**Paul Oliver Safaris**

<http://www.paul-oliver.com>

Paul Oliver is one of Tanzania's most respected tour guides, offering low impact and sustainable tourism, safaris and adventure. Paul's lifetime of experience in travel make him an ideal companion for a wilderness safari in Eastern or Southern Africa. Paul requests that his clients support Mkombzi with a donation of 1% of their safari cost.

**P&O Nedlloyd (Maersk Line)**

<http://www.maerskline.com/link/?page=appinfo&path=/ponl>

(Maersk Sealand and P&O Nedlloyd now trade under the name Maersk Line.) Maersk Line is one of the leading liner shipping companies, serving customers all over the globe. Maersk Line provided Mkombzi with free shipping to transport computers donations related to the ACTT project.

**Railway Children**

<http://www.railwaychildren.org.uk>

Railway Children helps runaway and abandoned children who live in and around the world's railway stations. The charity offers shelter, healthcare, education, training, protection and, above all, friendship. Railway Children supports Mkombzi's reunification activities and is in a "learning partnership" with Mkombzi to benefit from our experience working with street children.

**REPOA**

<http://www.repoa.or.tz>

Research on Poverty Alleviation (REPOA) is a Tanzanian NGO that undertakes research, conducts training, and promotes development of policy for pro-poor growth and poverty reduction. REPOA funds Mkombzi's research into the causes of school drop-outs and exclusions.

**Selian Clinic**

<http://selianlh.habari.co.tz>

The mission of Selian Lutheran Hospital is to serve, treat, and minister to the whole person - body, mind and spirit. The Selian Clinic is a special service of the Hospital which serves street children for discounted rates.

**Shoprite**

<http://www.shoprite.co.za>

Shoprite operates a chain of no-frill supermarkets throughout Africa where customers can be sure to pay the lowest prices on their basic food and household requirements. In Tanzania, Shoprite supports Mkombzi's children with donations of food stuffs.

**Street Kids International**

<http://www.streetkids.org>

Street Kids International (SKI), an international charity based in Canada, advocates for the practical solutions needed to give street children choices, skills and opportunities. SKI partners with Mkombzi to provide street youth with entrepreneurial skills training through their Street Business ToolKits.

**Terres des hommes**

<http://www.terredeshommes.org>

The International Federation Terre des Hommes (TdH) is a network of 11 national organisations working to provide active support to children, without racial, religious, political, cultural or gender-based discrimination. To this end, the organisations develop and implement projects designed to improve the living conditions of disadvantaged children in their own environment (including families and communities). TdH have a long-standing partnership with Mkombzi to fund the residential care services.

**Wildlife Explorer**

<http://www.wildlife-explorer.co.uk>

Wildlife Explorer outfits luxury tented safaris in the wilderness of Tanzania, Kenya, Uganda, Rwanda, Botswana, and Alaska. They request that clients support Mkombzi with a donation of 1% of their safari cost.



**Thank you!**

## Appendix 3: Mkombozi's Life History & Turning Points

### 1997

#### Events

- + Movement from soup kitchen on streets to daycare centre.
- Rape of street boys and prosecution of rapists.
- Ridicule and verbal abuse of Mkombozi and street children.

#### Lessons learned

- Street work and building trust with children on their terms and in their environment is fundamental to our approach.
- Trust can only be built if the street children see tangible benefits accruing from our work.

#### Key changes

- Mkombozi focuses on building trust with street children and ensuring that we offer a safe space and protection to them.

### 2001

#### Events

- + Lobbying against the round-ups of street children.
- + Development of joint work with other agencies.
- + Analysing the philosophy behind our work (PAR, Theatre for Development, Training for Transformation).
- Challenges in formalising child participation in the children's committee.
- Strategising how to devolve authority from the Directors.

#### Lessons learned

- The need to engage in advocacy... the challenge being "how?"

#### Key changes

- Strategic decision made to build a pan organisational strength which supersedes that of one individual.

### 2005

#### Events

- + EASUN intervention to evaluate Mkombozi's transition in terms of identity, governance, leadership and structure.

#### Lessons learned

- Poor communication and lack of empathy undermines participation and team work.
- Respect and care in all situations enables Mkombozi community (children and adults) to express love and trust and to affirm each others' value.
- Cooperation with government, families and local communities enhances our ability to address the root causes of child vulnerability and migration to the streets.
- Current skill-gaps in Mkombozi staff hinders an ability to create a sense of ownership amongst our stakeholders.
- Developing reflective practice will strengthen professionalism, self-awareness and ability to manage change.

#### Key changes

- Link between Mkombozi's values and methodology made explicit through: documentation of organisational "practice"; documentation of systems for staff support and development; establishing that all staff must align personal values to Mkombozi's.
- Recruitment procedures improved to ensure we hire staff that uphold our values.

### 1998

#### Events

- + Children participate in the renovation of the new street children centre and move in.
- + Bus stand event of music & drama to raise awareness.
- + Establishment of departments.
- + First internal review.
- Caring for children with life threatening illnesses.

#### Lessons learned

- The need to balance planned development and systemisation within the organisation with the practical demand to "fire-fight" children's problems and issues on a continuous basis.

#### Key changes

- Child participation becomes key to our philosophy and approach.

### 2002

#### Events

- + Arusha Referral Service started.
- + Partners: Maarifa and Pamoja.
- + Development of Board of Management.
- Demands of 100% accountability to donors and partners.
- Rapid pace of change within the organisation.
- Challenges of effective collaboration with other CSOs and local government.

#### Lessons learned

- How to undertake systematic change rather than constantly responding on an ad hoc basis.

#### Key changes

- Rapid change resulted in more responsibility and accountability.
- Mkombozi becomes more reflective in nature.

### 1999

#### Events

- + Mkombozi founds the NNOC.
- + Quantitative research and analysis of the reasons child migration.
- + Some funding obtained from "development" donors: Save the Children UK, DFID Small Grants Scheme, Irish Embassy.
- Struggles with the behavioural issues of older youth.
- Situation of dissatisfied staff member and his discipline issues.

#### Lessons learned

- Working in isolation inhibits the organisation's effectiveness.

#### Key changes

- Focus shifts to stakeholder involvement in addressing the causes of street children (not just their role in dealing with effects).

### 2003

#### Events

- + Registered as a UK Charity and gain 501c exemption in USA.
- + Start of quarterly monitoring and planning weeks.
- + First-ever census of street children.
- + Start mentoring programme.
- + Withdrawal of CS Director & founder from daily management.
- Start working with hardcore youths on the streets.

#### Lessons learned

- The need to extend our grassroots development work and explore alternatives to centre-based care for street children.

#### Key changes

- Rapid expansion and change, including increased hands-on management of staff, systematic planning and work monitoring.

### 2000

#### Events

- + Mkombozi registers as a Trust.
- + Partnership with ChildHope.
- + Community Strengthening (CS) project proposal is developed.
- Difficulty obtaining the necessary funding.
- Role of Kara Kirby as a CS Director is defined.
- To what degree do we involve all staff in direct care of the children?

#### Lessons learned

- The need to validate work that addresses the "push factors" driving children to the streets.

#### Key changes

- Mkombozi becomes more independent, and is challenged to be more accountable and professional in its governance, leadership and performance.

### 2004

#### Events

- + Mkombozi forms Arusha Caucus.
- + Start using Results Based Management and Monitoring and Evaluation frameworks.
- + Strategic planning exercise.
- + Education project funded.
- + External evaluation of CS.
- + Work with local government.
- + Officially recognised as a COBET provider under MOEC.
- Restructuring of CS Department.
- Police round-ups of street children in Arusha.
- Health crises with 2 staff.

#### Lessons learned

- Other actors who ostensibly work with children do not necessarily share Mkombozi's values.

#### Key changes

- Organisational shift from ad hoc fire-fighting to strategic planning.

**"Now that I've been working at Mkombozi for nearly 10 years, I have a gallery of children's faces and names that fill my memory - those who are achieving their goals, and those who didn't live long enough. Every day I see the remarkable resilience, joy and forgiveness of children. The children and my memories continually remind me that Mkombozi's work is both important and inspiring."**

(Kate McAlpine, Director)



