Supporting the Transition of Street Children to Self-Reliant Adulthood in Tanzania

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Commonly Used Acronyms

AfCiC	Action for Children in Conflict
AE/NFE	Adult Education and Non-Formal Education
AFREDA	Action for Relief and Development Assistance
CIS	Child in the Sun
COBET/MEMKWA	Complementary Basic Education of Tanzania
CRC	Convention on the Rights of the Child
EEID	Environment Enterprise Initiative Development
EET	Entrepreneurship Education Training
EFA	Education for All
EOTF	Equal Opportunities for All Trust Fund
EPD	Economic and Political Development concentration
ESDP	Education Sector Development Program
GDP	Gross Domestic Product
HEAC	Higher Education Accreditation Council
HESLB	Higher Education Students Loan Board
IGA	Income Generating Activity
ILO	International Labor Organization
LYDF	Lushoto Youth Development Foundation
MEMKWA	Complementary Basic Education of Tanzania
MKUKUTA	National Strategy for Growth and Reduction of Poverty
MVC	Most Vulnerable Children
NFE	Non-Formal Education
NGO	Non-Government Organization
NPA-MVC	National Plan of Action for Most Vulnerable Children
OVC	Orphans and Vulnerable Children
PEDP	Primary Education Development Plan
PEPFAR	US President's Emergency Plan for AIDS Relief
PRSP	World Bank's Poverty Reduction Strategy Paper
PSLE	Primary School Learning Examination
SBTK	Street Business Tool Kits
SEDP	Secondary Education Development Program
SME	Small and Medium-Sized Enterprises
SA	Streets Ahead
SIPA	School of International and Public Affairs
STB	Street Business Banking
STI	Sexually Transmitted Infection
TSH	Tanzanian Shillings
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
VET	Vocation Education Training
VETA	Vocational Education Training Authority
WEECE	Women's Education and Economic Centre

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I. Executive Summary

Young people under the age of twenty-four in Tanzania comprise over 44 percent of the national population and face many challenges in achieving self-sufficient adulthood. This situation is all the more difficult for street children, who number in the thousands in urban centers all over the country. While there are a variety of circumstances leading children to the streets, poverty is an underlying cause. Street children face greater health risks than other children; they miss critical education opportunities and are more susceptible to physical and sexual abuse. However, street children are also incredibly resilient and, with targeted support, capable of forging successful futures.

In the absence of child protection policies and effective social service institutions, Amani Centre for Street Children (Amani), together with other non-governmental organizations, provides basic needs to and advocates for this at-risk population. While Amani's main goal is family reunification, serving primarily younger children, it has begun to graduate some of its youth and has recognized shortcomings in programming with respect to transition to adulthood.

Without family support or adequate preparation, older street children who transition to independent adulthood are often vulnerable to returning to centers that have sheltered them or to life on the streets. The five-member team from Columbia University's School of International and Public Affairs (SIPA) was commissioned to assess the challenges that Amani is facing in this regard and to provide practical recommendations. The team conducted a background review before spending three weeks in the field to better contextualize the issues surrounding street children and the resources available in Tanzania. We also interviewed staff from several centers serving street children, including Amani, other NGOs and civil society organizations in Moshi, Arusha, Dar-es-Salaam and Zanzibar. Our main findings were that many opportunities exist to support transition programs for youth and that fundamental life skills and high self-esteem ought to be instilled in the children from the moment they arrive at any institution. This can be done in myriad ways, according to the capacity of the center, the unique circumstances of its population and the resources available in the larger community. The team also found that community integration is essential for successful transitioning and should be an integral part of programs at the center. We identified potential linkages with other organizations throughout Tanzania, including possibilities for youth to translate their education and skills training into viable livelihoods for the future.

While Amani is strong in core areas of service to street children, certain topics could be addressed to make their programming more effective and far-reaching. Based on our findings and an examination of best practices, the team made recommendations in six core areas, including youth participation and support; transition programming; support for graduated youth; staff and institutional capacity-building; special consideration for girls; and external options for collaboration.

As Amani expands its services and programming, it can meet its goal of restoring hope and transforming the lives of the children by ensuring that they are prepared to become self-sufficient adults and will be able to live life to the fullest.

II. Background

Despite a solid decade of growth and economic policy reforms, Tanzania remains one of the poorest nations in Africa and the world, with a widening gap between the rich and the poor as well as urban and rural areas in the last decade.[1] Population pressures and public health concerns have taken their toll as well, leaving a plethora of social challenges in their wake. The combined effects of these include family breakdown, widespread unemployment, inadequate social and judicial responses to violations of human rights, child labor and a discrepancy between educational opportunities and markets. State institutions struggle to address these shortcomings due to capacity constraints and increasingly rely on international organizations and civil society to fill the gap in services. These challenges bear adverse consequences for Tanzania's most vulnerable populations, including children and youth, who resort to the streets of urban centers to escape poverty and its social and economic effects.

Children living and working on the street not only lack the basic necessities of food, health care and safe shelter but are also deprived of opportunities for education. The educational deprivation in children during their formative years often leads them to be unskilled and jobless adults. This has serious implications for the future, as the increasing numbers of street children result in a generation whose productive capacity will be diminished if measures are not taken to address this very sensitive problem.

A. Youth Development

The purpose of this background section is to examine the state of education and employment opportunities for youth in Tanzania. This will situate Amani Centre for Street Children, hereafter referred to as Amani, in the wider context of the country and facilitate a greater understanding of the transition process youth undergo in reaching adulthood. A brief explanation of youth development follows immediately below, as well as a discussion of the ways in which education and employment contribute to youth development. Subsequently, we offer an overview of education, vocational training and youth employment in Tanzania, complemented by a discussion of the obstacles that currently impede full youth development in Tanzania.

At a conceptual level, youth development can be understood as a progression from childhood to adulthood. It is essentially a growth process by which all young people are engaged in attempting to meet their basic personal and social needs. These include personal safety, feeling cared for and valued, seeing their function within their larger communities and obtaining spiritual grounding. In addition, youth should be able to build the skills and competencies that will later allow them to function within and contribute to society.[2] The process of identity formation and skills acquisition for adulthood provides the framework for understanding transition programming.

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[1] International Monetary Fund and the International Development Association, *National Strategy for Growth and Reduction of Poverty (NSGRP—MKUKUTA) Joint Staff Advisory Note*, D. Nellor, M.T. Hadjimichael, and G.T. Nankani, eds., March 24, 2006, http://siteresources.worldbank.org/INTPRS1/Resources/TanzaniaJSAN(Mar24-2006).pdf (accessed May 11, 2008).

[2] Center for Youth Development & Policy Research, "What is Youth Development?" Academy for Educational Development, http://cyd.aed.org/whatis.html (accessed April 17, 2008).

On a practical level, youth development must be contextualized in order to understand the specific factors that go into shaping a young person's life. Family structure, the dynamics of the local economy and access to schooling are just a few of the many elements that influence a young person's development into adulthood. Quality education and gainful employment are two of the most important interrelated drivers of successful youth development.

Shortcomings in the Tanzanian national education system help explain persistent deficiencies, both past and present, in academic performance among youth. But for Tanzanian youth, especially street children, education and training are becoming increasingly pertinent as better schooling outcomes lead to increased employability. In turn, productive employment is one of the most fundamental and rewarding ways in which young people become engaged in their communities while positively contributing to their own development. Earning an income strengthens self-esteem and independence and is an essential component of the transition to responsible adulthood.[3]

When jobs are scarce, large numbers of youth are deprived of the opportunity to secure independent housing or the resources necessary to establish and support a family and participate fully in society.[4] This is especially true for street children and former street children. Unemployment contributes to a wide range of problems, and young people are particularly susceptible to its resulting negative effects. Youth that lack marketable skills can suffer from low self-esteem, marginalization and stunted transitions to self-reliant adulthood. Because many young people have limited options in the formal economy, they may be forced to work in the informal economy for low pay. In addition to inadequate compensation, informal employment typically offers little social protection or job security, and working conditions may be dangerous. Youth also often have trouble finding ways to build on their education so that they can be better prepared to participate in a rapidly changing job market.[5] For these reasons it is important to specifically understand the education and employment context in which Amani is operating.

1. Education and Vocational Training

Educational indicators for the Kilimanjaro region rank among the best in the nation, but overall, the level of education of the labor force is extremely low. The International Labor Organization (ILO) estimates that 30 percent of the Tanzanian labor force is uneducated and less than 5 percent of the labor force is educated above the primary level. Beyond primary levels, opportunities for formal education and training are described as "tightly rationed, inequitable, expensive, of substandard quality and only loosely related to conditions prevailing in the labor market."[6]

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[3] Department of Economic and Social Affairs, "Young People's Transition to Adulthood: Progress and Challenges," World Youth Report 2007, United Nations (United Nations, New York: 2007), 238.
[4] Ibid, 238.
[5] Ibid, 238.
[6] Skills and Employability Department, "Vocational Education and Training – United Republic of Tanzania," *Human Resource Development Recommendation*, International Labour Organization, Geneva, 2004, http://www.ilo.org/public/english/employment/skills/hrdr/init/tan_1.htm (accessed April 17, 2008).

Education Statistics and Initiatives

The World Bank's education data on Tanzania offers insights into recent trends. Net enrollment for primary school, for example, is defined as the percentage of all children of primary school age enrolled in primary school. In 1985 the ratio for primary school net enrollment was 55.7 percent. After falling to 53.4 percent in 2000, they jumped to 97.8 percent in 2005. The rate at which children enrolled in primary school repeat a year due to poor grades or absence in 1985 was 1 percent. In 2005, this figure rose to 4.9 percent. In 1985, there was one teacher for every 34.2 students. In 2005 this ratio almost doubled to 52.4 students per teacher.[7] As these figures are national averages, they mask the large disparities that exist across regions and between rural and urban areas. The large jump in net enrollment rates, repetition rates and the increase in the pupil to teacher ratio are largely attributable to the fact that Tanzania, having made education one of its primary development goals, abolished formal school fees for primary school and has since seen an unprecedented rise in enrollment rates.

Tanzania is one of the countries which adopted both international Education For All (EFA) agreements. These formulated a Framework for Action to achieve EFA by 2000 and 2015 respectively. Tanzania also launched the Tanzania Vision 2025 initiative in 1999, which aims to achieve "high quality livelihood for all Tanzanians through the realization of Universal Primary Education (UPE), the eradication of illiteracy and the attainment of a level of tertiary education and training commensurate with high quality human resources required to effectively respond to developmental challenges at all levels."[8] The UPE Campaign lies at the core of Tanzania's determination to achieve EFA. Tanzania has also signed on to the World Bank's Poverty Reduction Strategy Paper (PRSP), which is a medium-term plan for development and debt relief. In the Tanzanian context it is anchored on the premise that sustainable development will only take place if there are increased and improved levels of education at all levels.[9] Lastly, Tanzania has put education at the center of its five-year National Strategy for Growth and Reduction of Poverty (MKUKUTA in its Swahili acronym), initiated in 2005, with the aim of ensuring equitable access to quality primary and secondary education for boys and girls, universal literacy among women and men and the expansion of higher, technical and vocational education.[10]

Structure of the Education System

Education and training in Tanzania falls under the responsibility of several ministries. The Ministry of Education and Culture is responsible for basic, secondary and teacher education, and its principle role is to set the policies for education and culture development. In addition, the Ministry is responsible for improving the education standards from primary level to secondary level, as well as systematizing school syllabi and overseeing curricula implementation. In addition, it arranges the format of examinations for primary and secondary school, ensures the

[7] Country Profiles: Tanzania, Education Trends and Comparisons, World Bank EdStats, http://go.worldbank.org/JVXVANWYY0 (accessed May 6, 2008).
[8] Ministry of Education and Culture, "Education Sector Development Programme: Adult and Non-Formal Education Sub-Sector Medium Term Strategy, 2003/4-2007/08," April 2003, at p. 4, http://www.moe.go.tz/pdf/AE-NFE%20%20Strategy%20%20Document-Final.pdf (accessed April 16, 2008).
[9] . Ibid.
[10] The World Bank, "Supporting Education in Tanzania," http://go.worldbank.org/U1Q0BYXKW0 (accessed April 17, 2008).

even distribution of educational resources and promotes national culture in education.[11] The Ministry of Science, Technology and Higher Education has the sole responsibility of coordinating and overseeing policies relating to higher and technical education. The Ministry's vision is to have a Tanzanian society that will be competitive, knowledgeable, scientific and technologically anchored within the international community by 2025.[12] The Ministry of Labour, Youth and Sports Development is responsible for vocational education, while the Ministry of Local Government administers primary education.[13] At the tertiary level, planning and service delivery are vested with the educational institutions themselves through their Governing Councils. Coordination and quality control is the responsibility of the Higher Education Accreditation Council (HEAC). At the primary and secondary levels quality assurance remains within the domain of school heads, the Ward Education Office and the School Inspector.[14]

The Tanzanian education system is comprised of three levels: Basic, Secondary and Tertiary. Basic education includes pre-primary, primary and non-formal education for adults. Secondary education, similar to the British system, constitutes Ordinary ("O") and Advanced ("A") levels of schooling while tertiary includes programs and courses offered by non-higher and higher education institutions. English is a compulsory subject in primary school and the main language of instruction in secondary and tertiary instruction. Bilingual instruction in Swahili and English as of secondary school is a trademark of the system.

a. Formal Education

Formal education is comprised of primary, secondary, tertiary and vocational training. The following sections offer an overview of each, beginning with a summary of the national education plans currently in place. The structure of the formal education and training system in Tanzania constitutes two years of pre-primary education. Formal education continues with seven years of primary education (Standards I to VII), four years of Junior Secondary (Forms I to IV), two years of Senior Secondary (Forms V to VI) and up to three or more years of Tertiary Education.[15]

In 1995, the government of Tanzania instituted the Education and Training Policy. This national policy liberalized and decentralized the provision of education throughout Tanzania. This policy stated Tanzania's official curricula and syllabi for teachers and also expanded the number of primary and secondary schools. The policy provides a framework which guides formal, non formal, vocational, tertiary and higher education and training and promotes science and

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[11] Anders Arvidson and Mattias Nordström, "Tanzania: Education Sector Policy Overview Paper," Stockholm Environment Institute, September 2006, http://www.enable.nu/publication/D_1_7_Tanzania_Education_Policy_Overview.pdf (accessed April 17, 2008).
[12] Peter Msolla, "Issues of Higher Education in Tanzania," (Comments at the joint Japan-World Bank Graduate Scholarship Regional Conference, Dar es Salaam, March 6, 2007), http://siteresources.worldbank.org/INTWBISFP/Resources/0_Prof_Msolla.pdf (accessed April 17, 2008).
[13] Nesta V. Sekwao, "National Report on the Development of Education 2001-2004," report prepared for the 47th session of the International Conference on Education, Geneva, Switzerland, September 8-11th, 2004, http://www.trc.kabissa.org/images/stories/tanzania_ocr.pdf (accessed April 10, 2008).
[14] The United Republic of Tanzania National Website, "Education," http://www.tanzania.go.tz/educationf.html (accessed April 16, 2008).
[15] Ibid.

technology in the country for equitable and sustainable development. It is administered by the Ministry of Education and Culture.[16]

The Education Sector Development Programme (ESDP) is a sector-wide program aimed at operationalizing the 1995 policy reforms. It covers all education sectors, including higher and vocational education. Initiated in 1996, the main focus is on achieving the government's long-term development and poverty eradication targets while simultaneously addressing the problems brought about by fragmented project interventions. The approach is said to establish new relationships in the provision of education and training and to promote partnership, coordination and ownership amongst all groups with a vested interest in education. It has since taken the shape of two development programs. The Primary Education Development Programme (PEDP), implemented from 2002 to 2006, had strategic priorities in enrollment expansion, quality improvement, capacity building and optimum utilization of human and material resources. The Secondary Education Development Programme (SEDP), implemented from 2004 to 2009, focuses primarily on increasing the proportion of Tanzanian youths completing secondary education with acceptable learning outcomes.[17]

Primary Education

Primary schools in Tanzania have historically been at the forefront of education for all citizens. In his *Education for Self-Reliance* policy of 1968, Tanzania's first president Julius Nyerere stated that it was possible for Tanzanians to gain a complete education in the nation's primary schools, and his philosophy was to include practical applications to what was being taught in school.[18] In this way, primary level education would suffice to create a generation of skilled workers, contributing to the development of the nation. Today, Tanzania has one of the lowest percentages of people who have attended secondary school (7 percent) of any nation.[19] It is one of the most pertinent examples of a country where earlier efforts to get all children into primary schools yielded little apparent benefit in the long run. Tanzania came very close to achieving UPE in the early 1980s, but by the end of the 1990s less then 60 percent of primary school-aged children were enrolled in school.[20] The current government of Tanzania has emphasized primary education in its attempt to achieve EFA via its PEDP. Enrollment in primary education increased from close to 5 million in 2001 to almost 8 million in 2006.[21] Even though primary school enrollment has increased between 2003 and 2005, the percent of the cohort persisting to [Standard VI] has dropped from 88 percent to 76 percent while the primary completion rate dropped from 56.7 percent to 54.2 percent.[22]

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[16] Ibid.
[17] Sekwao, "Development of Education."
[18] Julius Nyerere, "Education for Self-Reliance," *Freedom and Socialism. A Selection from Writings and Speeches, 1965-1967*, Dar es Salaam: Oxford University Press, 1968.
[19] John Benson, "A Complete Education? Observations about the State of Primary Education in Tanzania in 2005," (HakiElimu Working Paper 1), 1. http://www.hakielimu.org/WP/working_paper_1_inside_eng.pdf (accessed April 16, 2008).
[20] Ruth Wedgewood, "Education and Poverty Reduction in Tanzania," *International Journal of Educational Development*, 27(4), July 2007, pp. 383-396.
[21] Suleman Sumra and Rakesh Rajani, "Secondary Education in Tanzania: Key Policy Challenges," (HakiElimu Working Paper 4, 2006), 1. http://www.hakielimu.org/WP/Working_Paper_4_Eng_Inside.pdf (accessed April 17, 2008).
[22] World Bank, "Millennium Development Goals for Tanzania, Country Profile," from *World Development Indicators Database*, April 2004.

The rapid increase in student enrollment has outpaced the hiring of new teachers and has strained existing classroom space. This is compounded by a shortage of textbooks, particularly in rural areas, clean water and other basic amenities. These problems have affected the provision of quality education and retention, leading to high drop-out rates (22 percent for the 2000 to 2006 primary school cohort), with girls' rates being slightly lower (21.5 percent) than boys' (23 percent). Among girls, reasons for dropping out include pregnancy, early marriage, poverty and prevailing norms that prioritize marriage for girls over education, while boys drop out as a result of poverty and truancy.[23]

Secondary Education

Entry into secondary school depends on the results of the Primary School Leaving Examination (PSLE) at the end of Standard VII. This examination is highly prohibitive and has been found to be biased in favor of the urban primary schools. Poorer children rarely manage to get into public secondary schools and often cannot afford the high cost of private secondary schools. [24] In order to incorporate greater participation of girls into secondary schools, the PSLE cut-off score for girls is lower than that for boys. Between 1998 and 2003 the passing rate of the PSLE increased from 19.3 to 40.1 percent.[25]

Secondary education consists of two levels: Forms I through IV, and Forms V and VI. After Form IV there is a national exam students must take in order to continue on to Form V. If students do not pass, they cannot complete their secondary education. Students must also pass national exams after Forms V and VI. These exams are known for their difficulty. Because secondary school does not directly provide youth with marketable skills as required by the labor market, when they have to leave school due to exam failure, they are often ill-equipped for the working world.

As of 2004, there were 1,291 registered secondary schools in all of Tanzania, up from 595 in 1995. Roughly half of the schools were built by the community and partly or fully funded by the government. The regional distribution of schools is skewed between community-built and non-government-owned schools, and the range of schools per region goes from eighteen in Lindi to 145 in Kilimanjaro, with a national average of forty-six.[26] The number of private secondary schools has been growing recently to accommodate those who did not pass the national examination and could not gain entry to government schools.

Tanzania has an arrangement whereby the instruction at primary level occurs in Swahili before it abruptly switches to English at the secondary level. The idea is that pupils will learn English at the primary level and will therefore be able to switch to learning in this more international language at the secondary level. The vast majority of public primary school students, however,

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http://devdata.worldbank.org/idg/IDGProfile.asp?CCODE=TAN&CNAME=Tanzania&SelectedCountry=TAN (accessed April 28, 2008).

[23] United Republic of Tanzania, "'Plus 5' Review of the 2002 Special Session on Children and World Fit for Children," Dar-es-Salaam, December 2006, at p. 12, www.unicef.org/worldfitforchildren/files/Tanzania_WFFC5_Report.pdf (accessed April 16, 2008).

[24] Wedgewood, "Education and Poverty Reduction."

[25] Sekwao, "Development of Education."

[26] Ibid.

develop little confidence in English, and many have difficulty with basic speaking and comprehension skills. As a result, they are unable to follow what is taught or written in English in secondary school, which contributes to poor learning. In addition, secondary school teachers have not necessarily obtained post-secondary education and thus may have poor English skills. An elite class has also emerged that sends its children to private schools taught in English, where costs are too prohibitive for most and whose impact is likely to exacerbate social inequalities.[27] Tanzania's Vocational Education Training Authority (VETA) offers short-courses in English language acquisition; however, these are only available to older students in urban areas at a price that is unaffordable for poorer segments of society.

With respect to employment after graduation from either level of secondary school, Form IV graduates who find employment do so mainly in business and management, followed by the military and technical/vocational fields. Those Form VI graduates who do not continue their education at the university level tend to find computer-related, technical-vocational or secretarial jobs.[28]

Tertiary Education[29]

Out of a country of approximately 40 million people, roughly 53,000 are studying at the university level. In fact, the official higher and technical education participation rate in Tanzania is 1.3 percent of the age cohort. This is one of the lowest in the sub-Saharan African region, where the average participation rate is just under 5 percent, not to mention the rates of high income countries which are well over 60 percent of the age cohort.

As more and more secondary students graduate, participation rates will increase. One of the longer-term goals of the PEDP and SEDP initiatives is to provide a larger pool of students for the university system. This will ultimately improve Tanzania's participation rate in institutions of higher learning and thereby enhance its human capital. The quality of the SEDP graduates will also depend on the availability of up-to-date teaching and accommodation facilities, including libraries, laboratories, teaching staff and staff housing and hostels for students. The availability of these resources is tied to donor funding and government financial support. In most cases, funding is inadequate. As a result, the financing and affordability of higher education is currently a topic of public debate. Part of the problem stems from the fact that education was free in Tanzania before the late 1980s. With the increase in population and number of students able to complete secondary education, however, the burden on the government to provide free education of quality became too great, hence the introduction of cost-sharing.

In 2004, the government enacted a law to establish the Higher Education Students Loan Board (HESLB), which manages a student loan scheme to facilitate access to higher education by students whose parents cannot afford to pay. Under this new legislation, all university students are eligible for a loan, including those who attend private universities. In practice, however, given the small size of the fund, loans are provided based on the strength of the applicants' academic performance.

[27] Sumra Rajani "Secondary Education in Tanzania."
[28] Sekwao, "Development of Education."
[29] Msolla, "Issues of Higher Education in Tanzania."

The continued emergence of tertiary education as a viable option for youth is critical not only to their development but also to the overall national development objective. Currently Tanzania is facing challenges of acute shortages of a qualified workforce including doctors, nurses, engineers, technicians and teachers at all levels.

b. Non-Formal Education (NFE)

In 2003, an estimated 2.5 million children and youth aged eleven to eighteen years are out of school and do not have access to formal schooling. In addition, there is also a problem of increasing levels of illiteracy among adults. In order to address these issues, the Ministry of Education and Culture put forth the Adult Education and Non-Formal Education (AE/NFE) strategy in that same year. The stated objective is to "ensure that out-of-school children, youth and adults have access to quality basic learning opportunities." There is a special focus on girls, women, disadvantaged groups and nomads, to improve the literacy level by 20 percent and reduce the backlog of out-of-school children. The hope is that AE/NFE will provide access to knowledge and information and empower the poor to improve their situations by enabling them to rise above the structural factors underlying poverty.[30] In line with the key components of the PEDP and ESDP, the AE/NFE sub-sector strategy has four main components: access and equity; quality enhancement; capacity enhancement and development; post-literacy and continuing education.

The main implementing strategy for AE/NFE is Complementary Basic Education of Tanzania (COBET, or MEMKWA in Swahili). COBET is a Ministry of Education and Culture community-based initiative developed in 1997 in collaboration with the United Nations Children's Fund (UNICEF) Tanzania. It COBET was first piloted in 1999 and 2000. By 2005, there were 548 centers with a total of 24,178 students, of whom at least 70 percent were girls.[31] Children who have not had access to formal education may "catch up" in a period not to exceed three years, what they would have learned through Standard VII. Depending on their level at entry, they all pass a standardized exam which allows them to integrate into the formal education system. The COBET curriculum offers flexible educational instruction based on the real learning needs of the children, and consists of five subjects: communication skills in Swahili and English, mathematics, general knowledge, vocational skills and personality development, including life skills. These students also have a possibility of joining the labor market or becoming self-employed.[32]

COBET has resulted in a number of policy decisions in the provision of quality basic education. Examples of these best practices include abolition of official school fees and contributions, optional uniforms, child-friendly curriculum and environment, eliminating corporal punishment and increased community participation and investment in education. For rapid nation-wide scaling-up, COBET has been designed to optimize both time and costs, while allowing many more children in rural Tanzania to access quality basic education.[33]

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[30] Ministry of Education and Culture, "Education Sector Development Programme."
[31] United Republic of Tanzania, "'Plus 5' Review."
[32] Ibid.
[33] Leonard Musaroche and Maria Mdachi, "Education in Rural Tanzania: The COBET Experience," (Presentation at the "Education for Rural People Seminar," Addis Ababa, September 7-9, 2005), p. 8,

c. Vocational Training and Market Linkages

The Vocational Education and Training Act was enacted by Parliament in 1994 to guide the Vocational Education and Training (VET) system in Tanzania. The Act established VETA as an autonomous government agency charged with the overall responsibility of coordinating, regulating, financing, providing and promoting vocational education and training.[34] For those vocational training schools that meet quality standards, VETA certifies programs, and upon completion students receive a certificate. Similar to the American equivalent of a diploma from an accredited institution, VETA certification enables students to secure jobs based on employer understanding that trainees have reached a certain level of skill in their craft.

The main vocational training options in Tanzania include masonry, construction, welding, carpentry, electrical work and tailoring. The duration of training depends on the subject but generally lasts for an average of two years. VETA also offers short courses in areas such as recordkeeping and business. Accelerated courses are offered in the English language, hotel management, driving and entrepreneurship, among others. The accelerated courses either serve as a complement to additional training or are an alternative for those students who cannot afford the longer courses. They may also provide an entry point into the informal economy.

All VETA-certified programs are meant to follow a set curriculum that incorporates a business training component called Entrepreneurship Education Training (EET). Due to capacity constraints, there is actually little monitoring with regard to school compliance. VETA has found that EET is not fully adopted by all VET providers, that rural areas are poorly serviced in comparison with urban areas and that there are not enough EET providers to meet the demands of mainstreaming EET in all VETA programs. With regard to curriculum, VETA has found the following challenges: schools using EET concepts do not fully implement all components; EET teachers are trained from different sources and concepts thus lack common standards in quality and content consistency; EET content is not segmented according to different stages of enterprise development; and most training focus is on the pre-start-up and start-up stages of enterprise development, with very little follow-through.[35]

In addition to the aforementioned challenges, market demand is ever-changing based on a variety of factors including local employment and income levels, prices, government policies and tastes and preferences. External factors such as technology and imports also change the dynamics of the market and could be reflected in vocational training options and curricula.[36]

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www.adeanet.org/meetings/docs/Addis/COMPLEMENTARY%20BASIC%20EDUCATION%20IN%20TANZANIA,%20addis2.doc (accessed April 20, 2008).

[34] Ministry of Education and Vocational Training, "Vocational Training," The United Republic of Tanzania, http://www.moe.go.tz/Vocational_Training.html (accessed April 17, 2008).

[35] Bernadetta Ndunguru, "Integrating Entrepreneurship Education and Training (EET) in Vocational Education and Training Authority in the United Republic of Tanzania," prepared for the Nordic Network of UNEVOC Centres conference on "Training for Survival and Development in Southern Africa," Oslo, Norway, November 14-15, 2002, available at http://unevoc.evtek.fi/tvet_seminar_02/B%20Ndunguru%20-%20Tanzania%20Intregating%20EE%20in%20TVET.pdf (accessed April 17, 2008).
(accessed April 17, 2008).

[36] J. M. Billingi (Labor Market Analyst, VETA), in discussion with the authors, March 2008.

Labor market linkages are therefore a crucial component connecting schooling and employment. Labor market analysts from VETA routinely assess the local market to identify gaps in training and advances in technology based on feedback from vocational training schools and employers. VETA itself faces two critical challenges with regard to linkages with other business support programs. First, there exists a limited supply of microfinance institutions and small business schemes. Most of these schemes, when available, are either located in urban areas and/or charge very high interest rates. Second, there is the problem of poor linkage with business support schemes such as marketing or innovation.[37] A World Bank report cites poor labor market linkages as one of several macro-level problems facing the VET system. Others include inefficient resource utilization, inequitable distribution of educational opportunities and a lack of coordination between donors and the government.[38]

2. Employment Opportunities for Youth

Youth face various difficulties in transitioning to work. This is reflected in their higher unemployment rate, higher incidence of low-paying or unpaid work, and a large share of youth who are neither working nor in school. This is especially true for young girls who have more limited opportunities in the labor market. Youth unemployment is attributable to a number of factors including lack of skills and training, as well as lack of access to credit. Even in the rural areas, employment is limited during the off-season because there are not enough farm activities to gainfully occupy them.

Most youth trained in vocational schools find work in workshops for carpentry or welding, in tailoring shops, in garages as mechanics, or as drivers. Other youth develop their own small-scale businesses in the street selling candy, sunglasses, handicrafts or hauling supplies in wheelbarrows. Youth with exceptional English skills can sometimes find work in the tourist industry although it is competitive. The hotel industry also affords opportunities for some youth.

Youth who have no education are primarily employed in the traditional agricultural sector, which comprises 90 percent of youth work. This is followed by the private informal sector at 4.4 percent; housework duties at 2.1 percent; NGOs, religious organizations, etc. at 3.47 percent; and government agencies at 0.04 percent. The situation is about the same for youth who have some education but did not complete primary school. Of these, 84.8 percent are employed in private traditional agriculture, 4.45 percent in the private informal sector, 7.5 percent in house work duties, and 3.33 percent in NGOs and government agencies.[39]

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[37] Ndunguru, "Integrating Entrepreneurship Education and Training," p. 6.

[38] Indermit Gill and Amit Dar, "Vocational Education and Training in Tanzania: Finance and Relevance Issues in Transition, Country Study Summary," (based on the chapter by Amit Dar, "Vocational Education and Training in Tanzania: Finance and Relevance Issues in Transition" in Gill, I., Fluitman, F, Dar, A. eds., *Skills and Change: Constraints and Innovation in the Reform of Vocational Education and Training*, Oxford: Oxford University Press, 2007), http://wbln0018.worldbank.org/HDNet/hddocs.nsf/globalView/Tanzania.pdf/$File/Tanzania.pdf (accessed April 25, 2008).

[39] Tanzania National Bureau of Statistics, "Integrated Labour Force Survey, 2000/01 – Analytical Report, Chapter 12 Youth Unemployment," Ministry of Labour, Youth Development and Sports, United Republic of Tanzania, April 16, 2003, www.tanzania.go.tz/ilfs%5CChapter%2012.doc (accessed April 25, 2008).

a. Small and Medium-Sized Enterprises

Small and Medium-sized Enterprises (SME) are the driving force behind a large number of innovations and can contribute to job-creation, investments and exports. Furthermore, these enterprises can play a key role in triggering and sustaining national economic growth and equitable development in developing countries.[40] SME are generally defined by number of employees, turnover and size of their balance sheet. SME in the local private sector often hinge on access to small-scale loans or credit.

SME have many advantages: the encouragement of entrepreneurship; the greater likelihood that SME will utilize labor-intensive technologies and thus have an immediate impact on employment generation; the fact that they can usually be established rapidly and put into operation to produce quick returns; their ability to encourage the process of both inter- and intra-regional decentralization; and the notion that they may become a countervailing force against the economic power of larger enterprises. More generally, the development of SME is seen as accelerating the achievement of wider economic and socio-economic objectives, including poverty alleviation. Small producers should be encouraged to adopt new methods, to move into new lines of production and in the longer-run, wherever feasible, be encouraged to develop into medium- or even large-scale producers. [41]

Typically, smaller enterprises face higher transaction costs than larger enterprises in obtaining credit. Poor management and accounting practices have hampered the ability of smaller enterprises to raise finances. Information asymmetries associated with lending to small scale borrowers have restricted the flow of finance to smaller enterprises. A number of external factors affecting small enterprise development include lack of credit at reasonable cost, lack of working capital, poor infrastructure and competition from larger and foreign firms. In Tanzania, the formal banking system was seen to be out of reach for almost all small enterprises. The World Bank reported that around 90 percent of small enterprises surveyed indicated that access to credit was a major constraint to new investment.[42]

A 2001 United Nations Conference on Trade and Development identified access to finance as a key element for SME to succeed in their drive to build productive capacity, to compete, to create jobs and to contribute to poverty alleviation in developing countries. Without finance, SME cannot acquire or absorb new technologies nor can they expand to compete in global markets or even strike business linkages with larger firms.[43]

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[40] Giovanna Ceglie and Marco Dini, "SME Cluster and Network Development in Developing Countries: The Experience of UNIDO," Private Sector Development Branch, Technical Working Papers Series, United Nations Industrial Development Organization, Vienna, 1999, at p. 1, http://www.unido.org/userfiles/RussoF/Giopaper.pdf (accessed May 6, 2008).

[41] Paul Cook, "Finance and Small and Medium-sized Enterprise in Developing Countries," *Journal of Developmental Entrepreneurship*, 6(1), April 2001, pp. 17-40.

[42] Ibid.

[43] UNCTAD, "Improving the Competitiveness of SMEs in Developing Countries: The Role of Finance to Enhance Enterprise Development," paper presented at UNCTAD's intergovernmental Expert Meeting "Improving the Competitiveness of SMEs in Developing Countries: the Role of Finance,
Including E-finance, to Enhance Enterprise Development", Geneva, Switzerland, October 22-24, 2001, UNCTAD/ITE/TEB/Misc.3, http://www.unctad.org/en/docs/itetebmisc3_en.pdf (accessed May 6, 2008).

b. Small Loans and Micro-Enterprise Development

Affording low-income clients micro-credit opportunities has transformed the way in which poor people are able to generate profits and, in turn, how they are viewed by financial institutions. For example, the National Microfinance Bank in Tanzania has two branches in Moshi and offers loans specifically to established SME. Their requirements are appreciating assets for collateral, an 18 percent interest rate on the principal, and a three year maximum repayment schedule. Loan amounts start at five million TSH and above. Those who do not meet the requirements for larger loans can apply for microloans, which are the smallest and easiest loans to maintain within this structure. Loans range from 50,000 TSH to 3 million TSH and are determined by the value of collateral assets. There is an eighteen-month maximum repayment schedule at 24 percent monthly interest rate. Loans require proof of assets such as a car, house or land with proof of ownership.[44]

Although banks clearly need to mitigate risk, the requisition of such assets to qualify for loans is prohibitive for youth who are generally not in possession of such high-value goods, especially at the individual level. Land rights typically do not go to children because inheritance occurs horizontally as family structures are patrilineal. This becomes further complicated by both traditional and modern social practices like polygamy and increasing divorce rates with multiple marriages and children born from these. The loan and credit system is one which clearly favors the lender as the high collateral essentially constitutes an interest-free loan. Lenders can mobilize this capital for liquidity while it is in their possession. This proves debilitating for the loan recipient, who not only relinquished control of his or her assets but is also paying exorbitant interest rates in addition to this loss. This is a structural problem, clearly outside of the scope of a small NGO like Amani, or a single government or private institution.

3. Obstacles to Youth Development

As described in the introduction to this section, "youth development" is a term that generally entails the processes of attaining emotional maturity and gaining the necessary education, skills and socialization to become a successful and productive member of society. There are many interrelated factors that impede this development in Tanzania, which is problematic because the youth are the largest portion of the population and potentially the most dynamic. They represent the future of the country, and if they are not encouraged and nurtured, economic growth will eventually be stymied and become insufficient to sustain the type of stimulus needed to overcome poverty.

Some of these obstacles can be dealt with through targeted approaches spearheaded by the Government of Tanzania with the assistance of donor funding. They could be implemented through the many NGOs and civil society organizations present in the country, especially if a common goal is established and roles divided in order to maximize efficiency. Other underlying factors, which will be discussed below, are much more structural in nature and would require long-term planning and concerted efforts to integrate goals related to youth.

[44] Carolyn Kent and Christian Sotomayor, "Microfinance Options and Suggestions for Amani Families," unpublished paper prepared for Amani Children's Home, July 2007.

a. Education

The constraints of the educational system in Tanzania represent a key obstacle to youth development. As noted in the background section on education, it is currently extremely difficult to get through the Tanzanian education system, as there are prohibitive examinations that eliminate students at critical junctures in their academic career. Once this occurs, those that cannot afford private secondary school tuition are either relegated to vocational training institutions, or must forego their education from that point on, which can be highly demoralizing and difficult for the students. In addition, university is accessible to a select few, and even those who complete only secondary school have very little hope of finding a paying job in a field that interests them. Even though the education system in Tanzania is becoming more accessible due to the eradication of official primary school fees (excluding books and uniforms), constraints remain in terms of the capacity of youth to translate what they have learned into marketable skills.

b. Poverty

Tanzania is one of the poorest countries in the world, with per capita income in 2006 of US$350.[45] More than half of the population lives in absolute poverty: 57.8 percent of Tanzanian people survive on less than US$1 a day, and 89.9 percent live on less than US$2 a day.[46] The agriculture sector leads the Tanzanian economy and is responsible for over half of GDP and export earnings.[47] Over the past decade, the agriculture sector has grown at an average of 3 percent each year; however, this has not been sufficient in keeping up with population growth or in contributing to poverty reduction. Over 80 percent of the nation's poor live in rural areas where their livelihood depends on agriculture, even though only 4 percent of the land is cultivated due to the country's topography and climactic conditions.[48]

Poverty is a challenge that many Tanzanians face, and children are often taken out of school due to the high costs of education both in absolute terms and in terms of lost labor. This concern is exacerbated by the fact that returns to an investment in education are not guaranteed. Poverty is also the main factor contributing to children turning to the street: they are seen as a burden on the family and are sent from the rural areas to find work or beg in the urban centers. As they are unskilled, the vast majority become homeless, in a situation where they are vulnerable to physical and sexual abuse and where their childhood is compromised daily.

c. Health

The general level of health in Tanzania is poor. Average life expectancy in 2005 was 50 years for women and 48 years for men.[49] While the infant mortality rate has decreased from 115 out of 1,000 live births in 1988 to 76 out of 1,000 live births in 2005, fertility rates have remained high,

[45] World Bank, *World Development Indicators 2007*, World Bank: Washington, DC, April 2007.
[46] United Nations Development Program, *Human Development Report 2006*, New York: Palgrave Macmillan, 2006.
[47] World Bank, *World Development Indicators 2007*.
[48] Mbendi, "Country Profile for Tanzania," www.mbendi.co.za/land/af/ta/p0005.htm (accessed April 9, 2008).
[49] World Health Organization, *World Health Statistics 2007*, Geneva: WHO Press, 2007.

declining slightly from 6.5 children per woman to 4.8 in 2005. These indicators vary greatly between geographical regions as well as between socio-economic groups.[50] Tanzania's socio-economic development is also seriously affected by inadequate food and nutrition, which keeps families and individuals from leading socially and economically productive lives.[51]

Issues related to children's health remain a serious problem in Tanzania. Approximately 90 percent of all child deaths are caused by common and preventable diseases such as malaria, pneumonia, malnutrition and HIV/AIDS, with malaria as the leading killer of children. Eight out of ten children die at home, six of whom die without any contact with formal health services. There are large disparities between rural and urban areas, with the rural poor being the most disadvantaged.[52]

Malnutrition rates are extremely high among women and children, where about 13 percent of Tanzanian children are born with a low birth weight. This predisposes children to chronic diseases during adulthood. Forty-four percent of children under the age of five are stunted, implying significant chronic malnutrition, and 17 percent are underweight.[53] Children are exposed to a higher risk of malnutrition due to food insecurity, infrequency of meals, frequent illness and micronutrient deficiencies.[54] There are great disparities between rural and urban rates of malnutrition: the percent of children stunted for their age under five years of age in rural areas is 40.5 percent, while in urban areas this figure is significantly lower, at is 25.8 percent.[55]

The children of Tanzania are disproportionately affected by HIV/AIDS. Approximately 110,000 children aged zero to fourteen are living with HIV. Over 1 million children under the age of seventeen have been orphaned as a result of AIDS. This places an enormous strain on the communities where these orphans live.[56] Young people aged fifteen to twenty-four account for 60 percent of new HIV infections, and girls aged between fifteen and nineteen have experienced a six-fold increase in new HIV cases compared with boys in the same age group.[57]

B. Child Policy in Tanzania

1. International Obligations and Human Rights

Tanzania ratified the United Nations Convention on the Rights of the Child (CRC) in 1991. Nations that sign on to this international human rights treaty commit to protecting the rights of children and are required to submit periodic reports to the UN Committee on the Rights of the

[50] The United Republic of Tanzania, Ministry of Health, "National Health Policy," October 2003, p. 3 and World Health Organization, *World Health Statistics 2007*.
[51] Ministry of Health, "National Health Policy," p.15-16.
[52] United Republic of Tanzania, Ministry of Health, "Second Health Sector Strategic Plan (HSSP) (July 2003-June 2008)," April 2003, p. vii http://www.moh.go.tz/documents/healthstrategy2003.pdf (accessed April 9, 2008).
[53] World Health Organization, *World Health Statistics 2007*.
[54] Ministry of Health, "Second Health Sector Strategic Plan", at p. vii.
[55] World Health Organization, *World Health Statistics 2007.*
[56] UNAIDS, "Tanzania Country Situation Analysis," http://www.unaids.org/en/CountryResponses/Countries/tanzania.asp, (accessed April 9, 2008).
[57] Ministry of Health, "Second Health Sector Strategic Plan," at p. viii.

Child, providing updates on the status of child rights in the country.[58] Tanzania's most recent report was submitted in 2006. The Committee responded with numerous recommendations, noting in particular how the lack of a comprehensive Children's Act in Tanzania limits "the full implementation of the rights enshrined in the Convention."[59] The absence of a national policy describing how child rights can be realized further exacerbates the many obstacles to development that Tanzanian children face as discussed earlier.

2. National Policies

According to the Tanzanian National Bureau of Statistics, more than 40 percent of the population is under fifteen years of age.[60] Although a National Child Development Policy and a Youth Development Policy exist, there is no clear framework for implementation. Even so, Tanzania became one of the first East African nations to adopt a National Plan of Action for Most Vulnerable Children (NPA-MVC), including Orphans and Vulnerable Children (OVC) in February 2008.[61] Furthermore, the Department of Social Welfare, under the Ministry of Health and Social Welfare, developed an Operation Plan for the NPA-MVC with the aim of "making the National Plan of Action a realizable objective, through adoptable strategies, implementable activities and achievable goals."[62] To this end, the Operational Plan includes workable targets towards reaching the following key objectives of the NPA-MVC over a two-year timeframe:

(1) To strengthen policy and the service delivery environment;
(2) To enhance MVC to access to basic needs and essential services;
(3) To strengthen the protection and security of MVC;
(4) To establish and strengthen psychosocial support mechanisms to MVC and their caretakers;
(5) To solicit adequate resources for implementation of NPA-MVC; and
(6) To strengthen MVC monitoring and evaluation systems.

According to the Government of Tanzania, "the goal is to scale up the national response to MVC, building on previous and existing experiences to reach more children, with more services sustainably over time."[63] This intervention, implemented by national, regional and local stakeholders, aims to enhance care, support, protection and development of MVC.[64]

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[58] United Nations Office of the High Commissioner for Human Rights, "Status of Ratifications: Status by Country, United Republic of Tanzania," http://www.unhchr.ch/tbs/doc.nsf/newhvstatusbycountry?OpenView&Start=1&Count=250&Expand=186#186 (accessed April 10, 2008).
[59] UN Committee on the Rights of the Child (CRC), *UN Committee on the Rights of the Child: Concluding Observations, United Republic of Tanzania*, June 21, 2006, CRC/C/TZA/CO/2, http://www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain?docid=45377ee80 (accessed April 10, 2008).
[60] National Bureau of Statistics Tanzania, "United Republic of Tanzania in Key Statistics," http://www.nbs.go.tz/strepublic.htm (accessed April 10, 2008).
[61] Embassy of the United States in Tanzania, "Launching of National Plan of Action a 'Landmark Day' for Tanzania," press release, February 21, 2008, http://tanzania.usembassy.gov/pr_02212008.html (accessed April 10, 2008).
[62] Ministry of Health and Social Welfare, Department of Social Welfare, "Operational Plan of the National Costed Plan of Action for MVC: July 2007 – June 2009," United Republic of Tanzania, 2007.
[63] Ibid.
[64] Ibid.

3. NGO and Bilateral Organization Activities

The government of Tanzania developed the NPA-MVC in response to the 2002 UN General Assembly Special Session and subsequent national meetings with key stakeholders involved in caring for vulnerable children. While the NPA-MVC is primarily implemented by the government of Tanzania, the US President's Emergency Plan for AIDS Relief (PEPFAR) as well as UNICEF and the Global Fund for AIDS Relief are providing technical and financial support. NGOs are also involved in advocating for the protection of child rights. The Arusha Caucus for Children's Rights (the Caucus) is a consortium of individuals and organizations committed to the protection of vulnerable children and youth in Tanzania to promote their empowerment.[65] The Caucus advocates for the adoption of child-friendly practices and laws within East Africa and creates awareness of child rights. The Caucus launched the "50 percent" campaign in 2007 to spark national awareness of the need for legal reform, juvenile justice, and child rights in Tanzania.[66] The name of the campaign reflects the fact that 50 percent of Tanzania's population is under the age of eighteen. Activities in this campaign include lodging a petition for the repeal of laws that enable arbitrarily rounding up street children and participating in a national lobbying campaign for a law that domesticates the CRC.[67]

C. Amani Centre for Street Children

Amani is a non-governmental, nonprofit organization that provides a home for street children. It is located in Moshi, Tanzania, which is the capital of the Kilimanjaro Region. Amani also serves children in nearby city of Arusha, the second largest city in Tanzania.

1. Root Causes Driving Children to the Street

There has been a constant increase in the numbers of street children in Tanzania's urban centers since the early 1990s. A census conducted in 2006 found that over 1,000 children live on the streets of Moshi and Arusha combined, with the largest concentration remaining in Arusha.[68]

The root causes behind children fleeing to the streets are complex and multi-faceted, and each child has his or her individual story and background. The major crosscutting issue, however, is poverty and an inability of families in rural areas and urban slums to provide for the basic needs of their children. Urban children are sent to the streets in search of work and return home at night. Rural children run away from abusive family life and find themselves with very few options once they are on the street in a strange city. Other root causes include HIV/AIDS, rising

[65] Kate McAlpine, "Funding Application for Piloting a Child Protection System in Arusha," unpublished proposal, March 14, 2008.
[66] Ibid.
[67] Ibid.
[68] Kate McAlpine, "Census 2006: The Rhetoric and Reality of Tanzania's Street Children," Mkombozi, 2007, http://www.mkombozi.org/publications/research_report/2007_05_research_report_census_2006.pdf (accessed May 9, 2008).

divorce rates, the lack of rights for women and children, the prohibitive cost of primary education and the lack of a functioning social welfare system.[69]

2. Life on the Street and Coping Mechanisms

Children who live on the street in Tanzania are forced to fend for themselves in sometimes resourceful, sometimes violent ways. Upon arrival on the streets children tend to develop friendships, as children who sleep alone may be robbed or abused sexually or physically. As such, forming peer groups is a coping as well as a defense mechanism. Alienated from their homes and families, they form their own community, with a hierarchy based on their own notions of leadership, reverence and need. "The influence by peers may play a negative or positive role in the development of street competencies of street children."[70] Children on the street are also more prone to peer pressure than other children, and as a result, they engage in risky behaviors such as substance abuse (marijuana, glue, or alcohol), cigarette-smoking and unprotected sex. "Maladaptive coping is essentially a response to challenge or stress that works neither to reduce anxiety nor to resolve the situation."[71]

Depending on the length of time children spend on the street, they may feel a sense of freedom from authority and from the constraints that Tanzanian culture places on them. For this reason, even though life is difficult, children are empowered after living on the streets. As a result, it may be difficult to convince those who have spent a considerable amount of time on the streets to give up their newfound freedom to join the routine and rule-bound community of a children's home. Devoid of structure or adult supervision, they roam the streets by day in search of gainful opportunities or people to beg for money. They are sometimes able to find casual work in markets, for instance, selling large plastic bags to customers. The older, "hard-core" youth in Arusha live by the trash pits behind the market, and they run a small business where they sift through the garbage and sell scraps to pig farmers. These are youth that have been on the streets for most of their lives and who prefer to remain there. They also prey on the younger children at night.

The younger children in Arusha sleep in groups, usually by age, under bushes, in public squares or under awnings on the street. If they are able to save 100 shillings from the day's earnings, they are able to pay a watch-guard, already on duty at a bank or other place of business, to protect them while they are sleeping. This, however, is not always the case, and it depends on where they choose to sleep. The way they take care of each other at night, sharing scraps of clothing and cardboard for blankets as well as protecting what little goods they were able to secure, shows the strength of their support system and belies the rough way they interact by day in order to prove their strength and individuality.

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[69] The Kili Climb, "Street Kids and Orphans of Tanzania," http://www.thekiliclimb.co.uk/amani-childrens-home/amani-kids/ (accessed May 9, 2008).
[70] Teresa Wallace, "Using an Integrative Model for the Study of Street Children in Developing Countries," unpublished paper, World Vision, December 16, 2005, at p. 16.
[71] Lauren DiCecio, "An Overview of Literature on Child Abuse in the Home and Promising Intervention Strategies," unpublished paper, January 2008.

Street children do not have regular or reliable access to health care. As a direct result of their living situation, street children are highly vulnerable to skin infections and parasitical dysentery that stem from an insufficient ability to practice personal hygiene regularly. There is also no adult supervision to teach them about the importance of cleanliness and washing regularly. Furthermore, because the streets they live and sleep on are polluted, they are at increased risk of their wounds (mainly caused by fighting with each other) becoming infected as well. Finally, they cannot access bed nets, and sleeping on the street under bushes puts them at increased risk for malaria.

In addition to lack of knowledge and support, street children are at constant risk of sexual abuse, either at the hands of their older, stronger peers or municipal authorities and other predators. As they have no viable way to systematically defend themselves, this puts them at great risk of contracting sexually-transmitted infections (STIs), including HIV/AIDS. In addition, there is a very real peer pressure among them to visit sex workers, who are known hosts for sexual infections.

Street children and youth that have been associated with the street are seen as troublemakers and are highly stigmatized. This is mainly due to ignorance about the conditions that brought them to the streets in the first place, as well as the behaviors they adopt in order to survive and protect themselves on the street. This stigma can prevent street children from securing gainful employment, as employers are often distrustful of former street children and expect them to steal or be poor employees.

3. Implications for Future of Street Children

Physical
The lack of regular access to food and the poor health that is inherent to life on the street obstructs their ability to fully develop into strong, healthy adults. Many street children are much smaller than their age suggests and less able to cope with common childhood ailments that are necessary for building strong immune systems. This will affect their ability to concentrate and retain information if they return to school, as young bodies require a consistent intake of energy, minerals and nutrients in order to grow to their full potential. The potential lost at this crucial window of knowledge and skills acquisition can rarely be regained to the fullest extent later in life. Because street children are often disadvantaged in this regard, when they attempt to reintegrate into school or enter the labor market, they are often not as competitive as other children their age. As the labor market is relatively tight to begin with, youth are disadvantaged at the onset and are unable to fully acquire the skills necessary to find a niche in the market.

Emotional
Children who live on the street are generally deprived of the nurturing and love inherent in family life. As a result, it is difficult for them to form lasting, meaningful relationships as adults, and their ability to trust is compromised. In addition, the transient, unstructured and undisciplined lifestyle of a child living on the street creates a pattern of behavior which makes it difficult to respect authority, deadlines and other responsibilities that come with adulthood. Furthermore, the violence to which the children become accustomed can teach them to acquire

what they need or want by force. This may inhibit the development of negotiation skills or instill behaviors that are shunned by Tanzanian culture and society, thus reinforcing existing stigma.

In order to best serve the needs of children who are recovering from the difficulties inherent in street life, emotional healing must occur in order move towards mental well-being and social inclusion. If a child displays behavioral problems upon arriving at Amani, plans could be developed to aid the child to develop healthier coping mechanisms. The behaviors of youth who have experienced trauma are often erratic; "if more time were spent addressing what causes the behaviors," youth would benefit.[72] To best aid children with emotional healing, Amani would benefit from standardizing a problem-solving philosophy or counseling curriculum. Following selection and implementation of this curriculum, all staff would benefit from regular training to enhance their counseling capabilities and to refresh skills that will best help heal youth. Behavioral challenges are difficult to address, but only with a plan of action, patience, encouragement and guidance will youth be able to modify their behavior. It is clear from the rapid transformation the children undergo at Amani that these emotional challenges are not insurmountable.

Transition

Transitioning out of institutional care may be the most intimidating period of time for youth as they will be tested on all they have learned in their attempts to become self-reliant.

"Compared to their peers, youth aging out of care are more likely to leave school before completing their secondary education; become a parent at a young age; be dependant on social assistance; be unemployed or underemployed; be incarcerated or otherwise involved with the criminal justice system; experience homelessness; have mental health problems; and be at higher risk for substance abuse problems."[73]

As non- governmental and non-profit organizations are filling the role of child welfare systems for governments with capacity constraints, they too feel the burden for transitioning youth out of care. However, there are ways to ease the risk of youth returning to the streets, and to their bad habits, and to aid the youth in transitioning successfully to self-reliant adulthood.

Financial support can be a controversial topic in post-programming transition. "The issue of financial support raises a larger set of questions regarding what level of support is both necessary and reasonable to ensure" that youth have opportunities that will promote success.[74] Policies and procedures ought to be devised to regulate the expectations of the young person so that s/he realizes s/he must actively participate in achieving financial independence. Agreements and written contracts could be devised with youth if financial assistance is provided. Youth employment, school attendance or a loan repayment strategy are all factors for consideration in providing financial assistance.

[72] Carrie Reid, "The Transition from State Care to Adulthood: International Examples of Best Practice," *New Directions for Youth Development*, 113, Spring 2007, pp. 33-49.
[73] Ibid.
[74] Ibid.

There are many other basic needs that youth will struggle to meet as they graduate from institutional care. It is often difficult for youth to simultaneously pay rent, purchase basic housing necessities and purchase the tools required to work. "Housing may be the most difficult challenge to providing assistance to young people."[75] In fact, research studies have shown that young people leaving care programs are at increased risk of homelessness, even within developed countries.[76] When safety nets do not exist through financial support or post-graduation counseling, youth are placed at greater risk of returning to the streets, especially if their home situation has not changed.

Children should be able to plan for their financial future by making informed decisions. It is important that institutions clearly communicate to the children the extent of the resources and support they can and cannot provide. This information may change future employment plans for youth. If, for instance, a child is trained in mechanics, but cannot afford to buy the tools necessary to maintain employment, then this education will not sustain their livelihood and s/he may choose to pursue a different vocation. If a child is aware that the institution will provide these tools, then they may choose to move forward with their educational plans. With greater information, children may become more engaged in and excited about potential educational and employment options.

Ultimately, however, a financial support system is very important to ensuring that youth have the opportunity to sustain independence. "It is necessary to ensure that an inclusive financial support foundation be designed that is flexible and supports the overall objective of aiding a successful transition to adulthood."[77] Institutions may face many challenges in funding a graduate transition program or in providing access to credit so youth can purchase their own tools.

A study conducted on independent living in the United States in 1994 found that "youth receiving skills training in five key areas: money management, credit management, consumer skills, education and employment, had significantly better outcomes in living independently than those receiving no training in these areas."[78] A more recent study in 1999 that followed youth one to three years after their transition from care to independence found that youth who received the aforementioned life skills were more likely to pay their housing costs while still meeting minimum financial sufficiency rates.[79]

Employment

Street children develop keen instincts for business opportunities and with regard to other people. For example, they are often able to recognize positive and negative qualities in the strangers they meet. They develop networks that serve them throughout their life on the street, as evidenced by the rapidity with which information travels among them with regard to newcomers to the street, services available to them and possibilities for food or money.

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[75] Mary Elizabeth Collins, "Enhancing Services to Youth Leaving Foster Care: Analysis of Recent Legislation and its Potential Impact," *Children and Youth Services Review*, 26(11), November 2004, pp. 1051-1065.
[76] Ibid.
[77] Reid, "The Transition from State Care."
[78] Collins, "Enhancing Services to Youth."
[79] Elizabeth Lindsey & Fasih Ahmed, "The North Carolina Independent Living Program: A Comparison of Outcomes for Participants and Non-participants," *The Social Policy Journal*, 4(1), 1999, pp. 51-63.

Many centers who attempt to link their youth with local tradesmen or shops for an apprenticeship face challenges, as it is very difficult to escape the stigma that street children face. Prospective employers have assets to protect and are often unwilling to take the risk that they feel is inherent in hiring a child who has come from the streets. They may believe that the child will steal or destroy equipment or will not be competent to work with customers. Even when entrepreneurs eventually do agree to hire street children, they are sometimes unwilling to give them adequate responsibility.
The centers must work very hard to overcome these preconceptions, and as will be discussed in the Best Practices section, they have tried various ways to mitigate this problem.

It is inevitable, however, that there will still be youth who behave inappropriately. This is a risk associated with guaranteeing an apprenticeship, as sometimes one youth can ruin the opportunity for others by putting into question the integrity and credibility of a center that vouched for them. It is difficult to know in advance what a youth's motivations will be to steal or shirk responsibilities or how they will fare with respect to time management and rules regarding use of equipment.

As former street children are not always aware of their rights, it is easier for them to be manipulated and/or for their rights to be abused in the workplace. This has the potential to create negative and hazardous conditions of work, diminish job security and keep them marginalized from the rest of society. By keeping in contact with and monitoring the progress of youth who have begun their apprenticeships or jobs, centers can help to prevent this from happening.

4. History and Mission of Amani

Amani was started in a two-room house with very few amenities by three Tanzanian social workers in 2001 in order to provide shelter and food to children living on the streets of Moshi and Arusha. Since then it has grown exponentially into the center that exists today, providing services and shelter to nearly 300 children in a brand-new, much larger building with grounds where the children can play, separate dormitories for girls and boys, a cafeteria, kitchen and a library. It has also obtained certification to administer the COBET program. The staff has also grown to include four social workers, four teachers, two street educators, a nurse and formal management. Though it is registered as an international non-profit, non-governmental organization but has retained its grassroots character.

Street Education
The street educators approach new and recent arrivals to the streets in Moshi and Arusha in order to build relationships with them based on trust and understanding. They spend several days a week visiting the children in their environment, listening to their problems and empathizing with the hardships they face. Once they have developed these relationships, they encourage the children to come to Amani. The street educators command respect and serve as positive role models, which is clear by the way the children hide their glue canisters and throw their cigarettes away as soon as they see the street educators. The children's smiles and excitement convey that they look forward to these visits.

Amani has adopted an open-door policy, whereby all children who are identified by street educators and directed to come to the center are accepted, so long as the child has been living on the streets and is under the age of fifteen. Some children are able to be reunified with their families directly from the streets, and the street educators will visit their homes to gauge the possibility of reunification. Once reunification has occurred, they will continue to visit the children to make sure they are settling in well. The street educators also provide health, hygiene and life skills lessons for the older, "hard core" youth who do not want to be reunified with their families or who are too old to come to Amani.

Social Work / Reunification
The social workers at Amani provide psycho-social support to the children who come to Amani. Upon arrival, children receive counseling, and social workers spend time getting to know them and trying to learn from their unique experiences in order to better inform the decisions that will be made with respect to their futures. The length of time this initial process takes depends on the child. Many children have experience with other institutions, and as a result they all arrive with very different expectations.

The social workers will visit a child's home community to see if there is a possibility of reunification with family members or other members of their community. When children have been reunified, social workers provide counseling and support to the parents and children until they deem the situation has normalized and their services are no longer needed. In collaboration with the Formal Education Officer, social workers also handle all disciplinary issues that arise in schools and are responsible for following up with youth that attend school as full-time boarders.

Education
There are several educational options available for the children that live at Amani. All children begin in the government-certified COBET program and are taught basic reading, writing, and math skills by Amani teachers and volunteers. Children who are under fourteen are assessed academically and behaviorally, and if they are able to be integrated into formal education, Amani will support the children who are in secondary school to attend a public boarding school. When this is the case, the formal education supervisor at Amani meets individually with the child's future teacher(s) to explain the particular circumstances of each child and the importance of treating them with respect and as equals to the other children in the class. They also discuss behavior and disciplinary procedures, namely that both should be referred to Amani at all times. Other children take their primary exams straight from studying at Amani and may enter secondary school upon passing. For children who are too old to be mainstreamed, they are given the opportunity to undergo vocational training, learning skills such as carpentry or mechanics. Children return to Amani for school vacations, unless they have been reintegrated into their families. Reunified children return to Amani only for travel fare and other supplies whenever it is time for them to return to their homes during school holidays and depending on their circumstances at home.

Health
The resident nurse at Amani goes to the streets once a week with the street educators to aid the children with their health concerns and to build a trusting relationship with them. The most common issues she deals with are those that arise as a result of fighting amongst the children

(wounds and bruises), malaria, sprains, skin infections, and other issues related to drug abuse. There are also serious problems relating to STIs, which are a direct result of prostitution and sexual behavior and abuse prevalent among the children. It is difficult to provide care on the streets, and it is not easy to meet the same children each time she visits the streets. The nurse counsels the children to get tested and treated for the more serious illnesses that she cannot treat in a one-time visit, but this requires trust on the part of the children.

At Amani, the nurse provides health lessons once a week year round except for in June and December when the children are on holiday from school. She uses pictures, games and media sources to enhance her teaching and keep the children's attention. With respect to HIV/AIDS, she teaches about prevention, the importance of testing and how it is transmitted. She also teaches about the effects of drug abuse, puberty, personal hygiene, cleanliness and other general health issues. She provides health counseling as needed, and as she gains the children's trust, she becomes better able to counsel them on other issues as they arise.

Upendo[80]

In order to ensure that the children receive personal attention and care and that no child falls through the cracks, each member of the Amani staff is considered a caretaker and participates in the *Upendo* program. *Upendo* serves as an opportunity to check in on the children, to make sure they have the supplies they need (including clothes and shoes) and to ensure that they are keeping up with their own personal hygiene. The *Upendo* program exists at three levels, individual, group, and *Upendo for All,* allowing the children to share any emotional or personal problems with their peers and their caretakers. All staff agree that each *Upendo* has its specific role and importance for the children and as such is necessary and valuable in its own right.

Monthly *Upendo for All* sessions occur with all staff and all children present in order to educate all the children and encourage them as a group. The topics discussed are chosen beforehand in the Monday staff meetings and usually pertain to issues that emerge between each *Upendo for All* session.

Group *Upendo* sessions consist of three or four children with two caretakers, a social worker or teacher as well as another staff member to share counseling skills. They meet either at Amani or outside. The staff choose the topic depending on the nature of the children in their small group. No sensitive or extremely personal issues are ever exposed or brought up at these sessions, and so all issues are referred to in general terms. The children in each group *Upendo* keep their personal belongings together, and they are responsible for "checking" each other in this regard, before referring a matter to the group leader. Examples include whether a child is disrespectful of another's belongings or otherwise disturbs the group dynamic. Groups remain together for a certain period and then change on a rotating basis. They are generally selected randomly, within age groups, though sometimes children can ask to change groups. These logistics are also decided on and communicated at Monday staff meetings.

Individual *Upendo* is the time when the caretaker can discuss personal issues with each child in a confidential manner. Usually the staff member conducts individual *Upendo* sessions with each member of his or her respective small Group *Upendo,* but not necessarily a child that is in his or

[80] *Upendo* is the Swahili word for love.

her case load or classroom. Children with specific needs are grouped with staff who best suit their particular problem. Individual *Upendo* can also occur organically, as a child assists a caretaker in preparing food or contributing to cleaning and the upkeep of the grounds and the center.

As the general staff are in a unique position to observe the children at play, issues pertaining to their relationships with each other or the outside world become more apparent, making it is easier for these staff to approach the children about a concern they may have. The informal nature of the relationship with staff that the children do not view as disciplinarians allows for more open communication. Difficulties may arise when the child confides a secret that must be referred to another member of staff because the caretakers do not wish to betray their trust. Because they must keep the best interests of the child in mind and sometimes are not equipped to deal with more serious problems, such as those pertaining to their health, they must refer these problems to the appropriate staff members.

5. Major Challenges

Amani prides itself on the discipline it is able to instill in its children, and the rapidity with which their behavior changes. It also has a dedicated and experienced staff who provide psychosocial counseling, top-notch education and health care. However, many challenges arise. One major constraint is limited funding, as any growth in programming must necessarily take into consideration the constraints that arise with high dependence on donors. For example, Amani has a limited ability to offer as many opportunities for educational options as are available in the private sector. It is also difficult to provide all graduates with sufficient start-up capital to help them get on their feet after having successfully graduated. In addition, Amani is often unable to afford training for its staff and staff may not be able to commit the requisite amount of time.

As Amani currently provides education for all youth through its formal or informal programs, it is already providing assistance through delivery of an invaluable service. The question naturally arises as to whether Amani is capitalizing on this financial investment by aiding the youth to secure gainful employment, through which s/he can effectively put their newfound knowledge to productivity. The certificates youth receive from vocational schools should help youth to obtain jobs. This places many Amani youth ahead of those in Tanzania who cannot access education. However, the children should know how to market their skills and leverage them in a changing and competitive job market. In order to address these concerns, ongoing evaluation of such issues should occur, so that if schools are not teaching certain skills, such as those related to entrepreneurship and/or money management, among others, Amani can still ensure the youth are learning the skills they need.

Perhaps the most immediate challenges that lie ahead have to do with ensuring that the increasing cohort of youth graduating from vocational and secondary school are prepared for life after Amani. With no strategy in place to deal with the needs of these specific youth and the younger ones who will soon follow, Amani may find itself constantly trying to catch up. Finally, Amani depends on volunteers to work with the children that live at the center who have special needs, which may be unsustainable in the longer-run.

III. Project Rationale and Objectives

A. Rationale

Amani is one of several organizations in the Arusha and Kilimanjaro regions that addresses the growing trend of street children. Along with the programs mentioned above, Amani seeks to equip the children with the tools and experiences they need to become self-sufficient adults and productive members of society. While its target population since inception has been younger children, it must now expand its services to adolescents and older youth, as Amani children grow older. It is this transition between childhood and adulthood that is critical for gauging the success of Amani's programs.

One area of pressing need for Amani is to develop a program to support older youth. Although Amani sponsors a number of teenagers in local vocational and secondary schools, it does not yet have an effective strategy to help prepare and sustain the graduates. Amani is experimenting with various approaches but has only graduated a dozen older children. It has observed that other centers for street children are struggling with the problem of older children coming back to the centers for support or returning to the streets. Amani has yet to develop a strategy to systematize their post-graduation care
and services.

B. Objectives

The objective of this project is to review Amani's current support services to older youth as well as similar programs in Tanzania and internationally. Based on field visits and research, the team will make practical recommendations to inform Amani in the following areas:

(1) Expansion of Amani support to better prepare older youth for transition;
(2) Development of a process for graduating older youth;
(3) Monitoring and follow-up of graduates; and
(4) Building of staff capacity and training.

IV. Methodology

Our methodology can be broken down into three main phases based on the timeframe of our project: (1) project planning and research, (2) field work and (3) synthesis of findings and development of recommendations. This section will outline each of the phases and the main activities associated with each, with special attention to our field work. This will provide an understanding of the rationale behind the various methods employed to meet the stated project objectives surrounding the transition of Amani youth to self-reliant adulthood.

A. Project Planning & Research

After negotiating the terms of reference for the project, we developed a document outlining a detailed workplan according to the needs of our client and our academic requirements. Important

activities at this stage included communication of expectations with our client and identification of major areas of research.

During the early stages of the project, the team carried out comprehensive desk research on relevant topics such as vulnerable children, employment opportunities for youth, children's rights and Tanzania's economic situation and educational system. As part of our initial research, the team sought out the expertise of Columbia University faculty and practitioners based in New York by conducting informational interviews on issues including child protection, at-risk youth, youth opportunities and employment in developing countries and education in Tanzania. These sources of information were invaluable in providing context to our research as well as the framework for further desk research and fieldwork.

Prior to traveling to Tanzania, we identified numerous organizations and people in-country who would be pertinent to our project. We then drafted interview guides for the various types of organizations and people that we would be visiting and set up meetings with as many as possible before arriving to Tanzania. We also identified the relevant stakeholders and conducted a preliminary analysis which we completed after the field visit.

Because the main objective of the project is to help graduated youth become self-reliant, it was very important to speak to the youth still enrolled in secondary and vocational school as well as those who had already graduated. We drafted focus group and interview guides to ensure that we received the information necessary to gain a holistic picture of Amani's programs. We explored various participatory research methods, such as mapping and street walks, in order to engage the youth and fully understand the environment and the lives of both those under Amani's care and those still living on the streets.

B. Field Work

The team spent three weeks in Tanzania in order to directly observe the environment and the client organization and to conduct interviews with stakeholders and organizations working in relevant fields. The main research methods employed during this time were: interviews, formal and informal observation and focus groups.

1. Interviews

Development and Youth-related Organizations
We interviewed a total of twenty-six organizations in person, and ten via phone or email. These included other centers for street children; organizations concerned with education including vocational training; international non-governmental organizations that have programs related to vulnerable children; and organizations that work with youth to build opportunities related to employment or access to credit. As we gained exposure and experience to the cultural context, we revised our interview guides and conducted interviews in groups of no more than two or three. One member of the team was directly responsible for note-taking, but whenever possible, we all took notes, provided it did not jeopardize the dynamic established with the interviewee.

Amani Staff
In addition to interviews with organizations, we spent one full day at Amani interviewing the majority of the staff and had scheduled interviews one day in advance in order to best accommodate the staffs' prior commitments. We made a point to interview staff and management separately so as to maximize comfort levels and minimize conflicts of interest with respect to answering our questions. We also made sure to emphasize our respect for confidentiality. Finally, we designated time at the beginning and end of each interview for our interviewees to gain information about us and the purpose for our visit, in addition to any other questions they may have had about our studies or our work.

Amani Graduates
We conducted graduate interviews on a one-on-one basis, as the population for these was much smaller than that of youth in secondary and vocational schools. This intimate format ensured confidentiality and fostered a greater level of trust with the youth. We found that most of the graduates were interested to understand our rationale for interviewing them and had never before had this experience. They were curious about how our report and our work would benefit Amani and street children in general. We made sure to answer as honestly as possible without raising hopes or expectations, and we understood that such questions are inevitable.

2. Observation

Classes
We observed each of the teacher's classrooms to see first-hand the teacher-student dynamic and the daily lives of the children in the COBET program. Each instructor teaches a different level and different subjects, so after compiling notes we were able to get a better sense of how the curriculum is operationalized. We tried to mitigate the effects of our presence on the normal classroom atmosphere, but it was difficult because the children were very excited to have us there.

Street Walks
We also went on "street walks" in the city of Arusha with the Amani street educators to gain an independent understanding of the life and routine of a child who lives on the street. We felt it was important to experience the life of the street children during the afternoon and evening. In addition to informally observing interaction among the youth and between the youth and street educators, we also spoke with "hard-core" youth. We spoke with newcomers to the street as well as children who have not yet come to Amani but who know and trust the street educators and seek them out for advice. In addition to giving us the opportunity to see through the eyes of the children, the time spent with the street educators gave us valuable insight not only into the difficulties they face in reaching the children but also the structural challenges inherent in Tanzanian society that impede their ability to tackle these challenges.

3. Focus Groups

In order to ensure that we gained a comprehensive view of life at Amani, we spoke with nearly everyone involved with the life of the organization, including all staff, children and youth. We spent time with the younger children as much as possible and worked closely with management

to ensure that the children who are at boarding school came to Amani for one day during the weekend to participate in a focus group discussion about their experiences at Amani since leaving the streets. The focus groups began with a short game where we threw a ball around the room, calling out the name of the person for whom it was intended. This served to learn each other's names and establish a level of comfort within the group setting.

Next, we organized an activity where each child drew on a piece of paper a timeline of his or her time at Amani since s/he first arrived, through the present, and how s/he imagines his or her future. The line was drawn horizontally through the middle of a piece of paper, and we asked them to include both negative and positive experiences. The idea behind this exercise was to allow them to think about how far they have come since living on the streets, what they have learned at Amani, what relationships they developed there and how they think about life after Amani. While this was an enjoyable, reflective exercise for them, it also gave us an idea of how they rated their overall experience with respect to Amani. It was a free-thinking, creative exercise and the only chance the team had to gain unsolicited information from the youth about their experiences, which proved very helpful. It also served as an icebreaker as we all made a drawing and shared.

We then separated the youth according to their educational track: secondary school and the various vocational trainings (carpentry, mechanics, tailoring, welding). While we spoke with each group, the remaining students were asked to answer a series of questions on paper about their future plans, their most memorable experiences at Amani and the room for improvement that they see in programming. We found that even though we had prepared extensively for the time spent with the children, it was much more effective to engage them by being creative with the way we phrased our questions, providing examples to explain when necessary and addressing them directly. We experienced difficulties with translation, which affected how the youth responded and what we were able to gain from the focus groups. We also found that it was important to specifically ask each child each question, as very often one would take the lead and the others would just agree. When they were given room to speak and share their ideas, they usually all had different and interesting insight, as each child attends a different school and has a very different experience.

C. Synthesis of Findings and Recommendations

A significant part of our project after returning from the field was the completion of the stakeholder and institutional analysis based on our findings in the field. We also developed a problem and objectives tree, both of which proved to be useful tools for analyzing Amani's programming in light of the major research question. Explanations of these tools and the analyses they generated can be found in Appendix A.

After returning from Tanzania, the immediate goals were to systematically review, write up and de-brief on our field notes as a group. The purpose for this was two-fold: to identify areas of follow-up on questions and issues that arose while in the field and to identify gaps in research and findings based on the working table of contents we drafted for the final report. This provided a framework for organizing the vast amounts of information that we had gathered and helped us to glean all relevant information, including best practices at other centers for street children and

organizations with which Amani could collaborate. This synthesis of findings, along with the analytical tools, provided the bases for our recommendations.

V. Findings

This section contains three main areas of research. First we present case studies of three centers for street children cited for best practices located in Kenya, Nepal and Zimbabwe. Special attention is afforded to transitioning older youth. The next two sections are dedicated to findings from our field work. The team made site visits to centers for street children in Moshi, Arusha, Dar-es-Salaam and Zanzibar and conducted interviews with staff at these locations. The findings from these are to be found in Part B. Similarly, interviews and focus groups were held with Amani staff and youth in order to better understand programming, their benefits and challenges and can be found in Part C. Finally, Part D contains information pertaining to the meetings and informational interviews the team conducted with organizations working on issues related to street children and other vulnerable youth. These organizations were noted as potential resources or collaborators with respect to Amani.

A. International Comparative Case Studies

The following case studies will be discussed in this section: Jitegemee, SathSath and Streets Ahead.

1. Jitegemee

Jitegemee is a center for street children in Machakos, Kenya, which is an hour east of Nairobi. Machakos is a relatively large town, at the heart of Kenya's fourth largest tribe, the Kamba. It was the first British colonial capital, and enjoys relatively decent roads, business climate and rainfall. The organization was founded in order to provide street children with access to formal and vocational education, with the belief that every child who has the desire to learn and the will to succeed should be encouraged to do so. Jitegemee is dedicated to removing fundamental obstacles, such as hunger or homelessness, that prevent children from reaching their educational goals.

As Kenya has evolved into a modern cash economy, poor rural families have lost their land and were forced to move into and create city slums to find work. This has led to the number of young people who are no longer in school to triple in the last decade. There are an estimated 200,000 children in Kenya who earn their living on the streets.[81] Many have been forced to turn to prostitution and theft in order to survive.

Jitegemee, which means, "sustain one's self" in Swahili, is a partnership between American volunteers and Kenyan educators. Since 1996, it has provided scholarships to elementary and secondary school children who show willingness and dedication to changing their lives and becoming self-sufficient adults. It also runs a vocational training program for youth over fourteen years of age and a center. The latter serves over 100 youth with lunch, a library, and educational

[81] Jitegemee, "About Us," http://www.jitegemee.org/about-us.html (accessed April 10, 2008).

services. Jitegemee also works with parents, guardians, and families to develop a healthier, more positive environment for youth.

From inception, each child is expected to work to assist their families and the wider community. One of the personal priorities of the director is that the children reflect on how they can contribute to society and how they could play a larger role in helping others. The children are asked in individual sessions with the social workers to think about this question, and they also write about it in periodic letters that are sent to Jitegemee's board and donors. The center has faced some challenges with this exercise, however, finding that the children's responses tend to be somewhat pro forma. The center is exploring more effective ways to inspire the children to ask themselves this question on an on-going basis.

The children are expected from an early stage to assist children that are less-skilled than themselves and to be role models for other street children. This helps them to build self esteem and a sense of belonging toward their community. During vocational training, they play a major role in training other apprentices; if they are in formal schooling, they are expected to assist in other ways.

Although school fees in Kenya have been abolished at the elementary school level since 2003, children from poor families face other barriers to success in school, including hunger, inadequate clothing, and a lack of books. All of these can cause a child to leave school prematurely. Jitegemee is committed to helping children overcome any obstacle that can keep them from succeeding in school. For roughly US$100 per year, Jitegemee provides books, uniforms, shoes, food, tuition, tutoring, exam fees, and emergency medical care for former street children currently in elementary school, and pays for boarding fees for those children that are homeless. For those students who earn admittance to secondary school, Jitegemee provides board, school fees, and tutoring at a cost of about US$500 per child per year. In addition to this support, Jitegemee provides children with counseling and guidance, health education and medical care, tutoring for exams, and educational field trips. The organization currently supports sixty primary and secondary school students and seventy-five vocational students.

When Kenya introduced free and compulsory education for children under fourteen in January 2003, schools throughout the country were flooded with students. While this policy change allowed for an exponential increase in school attendance, many drop-in centers for street children throughout Kenya closed, and children over fourteen had nowhere to eat lunch or spend their days. This caused them to return to the streets en masse. Jitegemee responded by dramatically expanding its program in vocational education. The organization provides youth with hands-on work experience in their chosen trade and access to capital for tools, both essential for self-sufficiency.

In the first phase of Jitegemee's vocational program, youth attend a six month-long pre-vocational rehabilitation program with a curriculum developed by Jitegemee, where they learn basic math, literacy, business and communication skills, self esteem, public speaking, life skills and health education. The program stresses punctuality, honesty, cleanliness and the importance of giving back to society in order to create a cohesive community of responsible, able young adults.

At the end of this six-month training, both the youth and their guardians complete a week-long workshop that introduces them to various trades and allows them to select a mentor. The youth learn about the opportunities available in each trade, and Jitegemee helps them to identify a mentor with whom they would like to work. The youth then have two weeks to choose a trade and identify a mentor, and Jitegemee staff visit the prospective mentor's workshop to ensure that the facilities for training and the number of customers are sufficient. The youth are also encouraged to approach possible mentors themselves, and Jitegemee then helps to negotiate the final agreement regarding the apprenticeship. This attachment program has been very successful because the children themselves identify people with whom they feel they can work well. Also, the children are able to apply the public speaking and other skills that they have learned in the six-month pre-vocational training program to speak with the possible mentors about an apprenticeship. The staff still face challenges with respect to monitoring the progress of the youth, and those who did not receive a formal education often confront language barriers in their apprenticeships.

The second phase involves the youth working for over a year to learn the trade s/he chose to pursue. Through an apprenticeship with a local tradesperson, the students learn their future craft and the codes of conduct that govern professional behavior. Jitegemee links with local tradespeople through first having extensive discussions with the local *Jua Kali* association[82] so that the tradespeople are aware of the center and its activities. Students continue to spend quality time with each other by meeting every day for lunch. They also meet once a week with Jitegemee staff for continued business skills training, living values, and mutual support. This provides them with a sense of belonging to a home, with familiar people and obligations outside their formal education and future workplace. It also serves to create a sense of community with their peers and one of pride in their own accomplishments. Finally, the youth know that they must learn their lessons well, as they will be responsible for teaching the skills they are learning to the next generation of Jitegemee students.

Once the apprenticeship is completed, Jitegemee helps to provide the youth with what they need to start their own business. This is a new area for the center, so they are just beginning to implement the plans that they have carefully devised. The youth are asked to save some money during their apprenticeships, and Jitegemee plans to give them small loans, with the amount tied to the amount they were able to save. The first loans are to be for clearly defined purposes, such as buying tools for their respective trade. Jitegemee has also recently begun a partnership with the local microfinance group, *Jamii Bora*, who will provide the vocational graduates with small loans to assist them in buying raw materials with which to begin their own businesses. The center has realized that a conflict of interest can arise if staff are placed in a position of simultaneously trying to counsel and assist students while collecting loans from them. The next step at Jitegemee will be to have a pool of larger tools that the graduates can borrow as they launch their businesses.

[82] This term, literally "hot sun" in Swahili, is Kenyan slang to refer to the men who work by the side of the road as "jacks of all trades," or masters: they traditionally wait for work under the hot sun, and when resources are lacking, to "jua kali" something is to recycle any available supplies and material on hand to create a makeshift solution to flat tires, broken shoes or furniture, etc.

Jitegemee's compound is outfitted with chairs built by the carpentry students, and clothes made by the tailoring students are on display. Jitegemee hosts a yearly Children's Day of awards and recognition. It also organizes educational field trips for the children to places such as the National Museum of Kenya in Nairobi and overnight camping retreats to one of Kenya's many national parks. The year 2007 saw the first graduation ceremony for Jitegemee's vocational students. It included classes of carpenters, tailors, welders, beauticians, and mechanics. The organization also launched its first class of secondary-school interns at the local hospital, the district court house, the Ministry of Information and other nearby institutions.

2. SathSath[83]

SathSath, which means "together" in Nepali, supports children who live and work on the streets of Kathmandu, Nepal. The organization provides children with opportunities to improve their lives by developing skills, building confidence and learning to use their rights in society.

SathSath recognizes that while living on the streets is a hazardous environment, in many ways it is also an empowering experience for the children. They have access to income and group-based social capital, and they are in control of their day-to-day decision-making. Because of this ambiguity, it is important to build upon their existing capacities and capabilities while addressing their exclusion from access to social and material resources.

SathSath works through an alternative livelihood model which focuses on realizing children's social and economic rights. This means meeting the educational and vocational needs of children which will lead to a sustainable livelihood, while addressing the children's needs for social participation and access to opportunities.

One of SathSath's main programs involves is aptitude testing and vocational training. This program provides an opportunity for street children to develop skills and confidence that will facilitate entry into the workforce. Children are trained according to their skills and preferences either at SathSath or in the workplace setting as apprentices. Before beginning vocational training, children undergo aptitude testing to establish what trade or business is best suited for them. Once youth have obtained employment, SathSath regularly checks to see if they are happy in their work situation and not being taken advantage of.

There a several other programs at SathSath, including a weekly radio program that involves the children in its production and a Street and Theater Drama program in which street children and schoolchildren play together. SathSath is also involved in advocating for child rights issues with the government of Nepal.

3. Streets Ahead[84]

Streets Ahead (SA) was founded in 1991 to assist street children between the ages of six and twenty in Harare, Zimbabwe. The organization aims to provide comprehensive services to meet the emotional, social and practical needs of street children in a caring and professional manner.

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[83] SathSath website, www.sathsath.org (accessed April 9, 2008).
[84] Streets Ahead website, http://www.streetsahead.org.zw/ (accessed April 9, 2008).

SA runs a drop-in center and street-based outreach services in Harare, as well as a foster care home in Tafara, a town east of Harare.

SA strives to instill self-confidence, self-respect, moral and civic responsibility along with the importance of co-operation. In addition it teaches rules of the road, money management skills, healthy hygiene practices, and community integration skills.

The outreach services are the core of SA's programs. A team of experienced staff identify new arrivals on the street, initiate contact and form relationships. They also keep up-to-date records on every child. The foster care home was established in 1999 and caters to between fifteen and twenty young children. The home promotes the children's re-integration into society through a family-based structure which ensures the physical and emotional needs of every child are met.

In order to help older youth on the street develop their talents and become self-sufficient, SA administers micro-projects. The youth are taught income-generating skills such as basket weaving, bookkeeping, fabric dying and shoe repair.

SA also believes that networking with other centers is essential to creating a viable future for street children, as it ensures that resources are maximized. To this end, SA maintains regular contact with other organizations that work with street children, and it participates in national and international meetings and workshops. It is also involved in collaborative efforts on issues such as food procurement. In order to lessen the negative perceptions of children on the streets, SA also promotes children's rights among community leaders and policy-makers and conducts campaigns to educate the public.

B. Tanzanian Comparative Case Studies

The goals and strategies of the following centers for street children in Tanzania will be discussed in this section: Mkombozi Centre for Street Children, Dogodogo Centre, Child in the Sun, SOS Children's Villages, Shalom Centre and Watoto Foundation. An overview of each organization is provided below based on site visits, interviews and background research.

1. Mkombozi Centre for Street Children

Mkombozi Centre for Street Children (Mkombozi) is a non-governmental organization based in Moshi, Tanzania and has been in existence for ten years. It works with vulnerable children and at-risk youth by providing basic needs (food, shelter, health care and clothing), education, life skills training and assistance to youth in becoming self-reliant. Mkombozi also operates an outreach center in Arusha that houses four girls who have been rescued from their lives as sex workers and who have successfully integrated a vocation of their choice. In Moshi, three social workers are responsible for the fifty-eight children who live at the center. Social workers work closely with street children who have joined the center through targeted mentoring and counseling. In this way they are prepared to address the needs that arise as their relationship with the children develops.

Mkombozi serves both part-time and full-time street children, offering them three different options: assisting with reunification with their families; allowing them to remain at Mkombozi Centre in Moshi; or supporting them to remain on the street and find work. The latter typically occurs in Arusha in the form of arrangement for casual employment or support for starting their own business. They can also be assisted to return to formal education or vocational training, and Mkombozi provides the accelerated Complimentary Basic Education of Tanzania (COBET) curriculum for those students that wish to integrate into formal secondary school. Before students begin formal education, teachers and administrators address the problematic behaviors and unique circumstances of these children to better prepare them for success in the classroom.

On arrival at the center the children create a care plan with their assigned social worker. Together they discuss the child's goals and set targeted, time-monitored objectives for the child to meet so that s/he can be monitored on his or her progress. This care plan is intended to span the duration of the child's stay at Mkombozi. The introduction to this document includes personal information about the child, including his or her background, a health evaluation, the child's strengths and positive personal characteristics and the results of educational counseling. This is used to create a strength-based care plan that aids youth in redeveloping self-esteem that may have been negatively affected during their time on the streets. Once a consensus has been reached between caretaker and child, the care plan is signed by both and used as the basis for each subsequent meeting between the two. This aids in gauging progress and addressing whether any aspect of the care plan could be revisited or revised.

Mkombozi provides mobile education on the streets of Arusha and Moshi two times a week. Educators from the center travel with a collapsible truck. Inside the truck is a veritable classroom where children can sit, forego the distractions of the outside world for a few hours, and learn academic subjects that will serve them in the future, such as English, Kiswahili and Mathematics. Each lesson is different and classes are not designed to be cumulative so that children are encouraged to attend whenever possible, irrespective of when they attended last. There is also a nurse who provides treatment and education on basic health care and preventative measures for children who live on the street while street educators provide life skills such as decision-making and assertiveness. This is geared toward assisting youth to resist peer pressure, among other challenges experienced on the streets.

Mkombozi recognizes the sexual and physical abuse that many children are subject to as a result of living on the street, and seeks to address it in two ways. The organization partners with lawyers who are willing to work for free or at low-cost to defend the rights of the children, but who lack the opportunities to collect the evidence necessary to take perpetrators to trial. Secondly, Mkombozi is the founder and an active member of the Child Rights' Caucus, based in Arusha, with the express goal of pressuring the government to enact specific laws that defend and address issues of children in Tanzania. They work with other centers whenever possible, as they believe that there is strength in numbers. Mkombozi complements the work of the Caucus by researching the underlying reasons that children resort to the streets for survival and the circumstances particular to their lives. It conducts a bi-annual census of street children in Moshi and Arusha in order to measure its impact. Mkombozi also engages in extensive community outreach. Once a year, it organizes a party on their grounds for the surrounding community where the children perform music and drama, food is provided and games are organized for the

children. In addition, Mkombozi is in the process of establishing a new program on child protection, with the aim of teaching the public why it is necessary to protect children through advocacy and research programs.

With respect to graduates, Mkombozi has several programs in place to ensure self-reliance. Upon graduation, all youth live in group housing for three months with other recent graduates and are given basic amenities, including a stove, mattress and other items required for transition to independence. Mkmbozi also utilizes the Street Business Toolkits (SBTK) developed by Street Kids International, and has added a loan program: Street Business Banking (STB). This is a savings and borrowing scheme that functions within a group framework. Social workers aid the students in buying supplies in the market, and in identifying fair prices for tools. Then cash is provided as a loan to those students that wish to start up their own business. The amount lent is determined by staff on an individual basis. Loans start small and if they are paid back within an agreed timeframe, Mkombozi increases the amount offered for the next loan. The other option afforded the youth is to receive a one-time grant of 45,000 TSH to be understood as start-up capital and for housing and other large expense needs.

2. Dogodogo Centre[85]

Dogodogo Centre, located in Dar-es-Salaam, supports street and working children. It provides education, medical care, food, clothes, training and employment. Dogodogo's initial contact with children occurs at its drop-in center, located in a central part of town, where children seeking shelter are screened, identified and, if possible, reunified with their families. They also begin orientation into Dogodogo's programming and enter its COBET program. Select children who perform well in school are referred to Dogodogo's home in Kigogo, a suburb of Dar-es-Salaam. Here they receive holistic care and are able to attend local government primary schools as day students. Adolescent primary school graduates can go on to secondary school or attend two-year vocational training courses in a variety of fields at the Bunju Multipurpose Training Centre.

While at Dogodogo, children are responsible for chores that they would normally perform at home. These include gardening, laundry and cleaning up after themselves. Life skills are also included in the ongoing curriculum. In addition, youth are taught how to maintain a business, manage money and foster relationships with customers, among other things.

With respect to preparing youth for independence, Dogodogo holds counseling sessions, often with a teacher, in both group and individual settings to help each individual youth plan for his or her future. Dogodogo also conducts psychosocial workshops during holidays and school breaks, bringing in facilitators to teach topics that parents or guardians would typically discuss with their children, such as their role in the community, how to contribute to society, and mutual expectations.

[85] Dogodogo Centre website, http://www.dogodogocentre.org/ (accessed April 9, 2008).

3. Child in the Sun[86]

Child in the Sun (CIS) is an educational and vocational center for former street children and is a project of the Archdiocese of Dar-es-Salaam. It was started in 1992 when a missionary opened a drop-in center for street children in Manzese. CIS focuses on helping street children leave the streets (reform) and reunite with their families and communities. The program serves boys between thirteen and eighteen years of age but is planning to lower the acceptance age to twelve years old as the staff feel that the younger a child is when he enters the program, the more likely he will succeed in the educational system and the more positively CIS can affect his life. The staff is comprised of two social workers, one educational staff, two vocational staff with VETA certification, and three support staff who oversee managerial duties.

Manzese Drop-In Center
Newcomers from the street remain at the drop-in center in Manzese for four to eight weeks, where they learn about the goals and rules of CIS. This is to enable them to decide on their own whether the organizational structure suits them. The counselors at Manzese deal with social, economic and emotional rehabilitation. Medical evaluations also begin at this center and focus on both physical and psychological health so that the staff is better equipped to address the children's unique problems. Each year an increasing number of boys are reunited with their families directly from the street after their stay at the drop-in center.

Mbezi Residential Center
After remaining at the drop-in center for up to eight weeks, a child will move to the residential center in Mbezi to further his skills development. This three to four-year program provides the children with basic needs such as food, clothing shelter, and health care, in addition to education in Kiswahili, English, mathematics and business administration. The children have access to individual and group therapy and attend regular meetings. They are also charged with daily responsibilities related to the upkeep of the center and their new home, and all staff are involved in providing guidance to the children with regards to living and behaving properly within a community according to Tanzanian cultural norms and expectations. The boys receive monthly medical screenings that focus on physical and psychological health.

Younger children are sent to primary and secondary schools directly as boarding students to mainstream them into society by allowing them to socialize within an educational environment. Twenty-three of the forty-three children that currently reside at the center attend a local school (twenty-one are in primary school and two are in secondary school). In their first year of school, children are enrolled on a trial basis, and the staff monitors their progress weekly.

The older youth are offered vocational training both on- and off-site in order to provide skills that promote self-sustainability. Their options include carpentry, tailoring, driving, electrical skills and farming and care for livestock. The children choose their own paths with no pressure from staff, as CIS values the children's need to be invested in their own futures. Currently twenty boys are involved in the vocational program, and they may also participate in the COBET program. The children who receive vocational training are linked with an apprenticeship with a

[86] Child in the Sun website , http://www.childinthesun.co.tz/ (accessed April 9, 2008).

VETA-certified employer in the community. Some boys who are eighteen years old take a one-month driving course. On completion, CIS pays for them to get a driver's license. When a boy finishes his vocational training through CIS, he receives a certificate; however, the vocational training offered at CIS is not currently VETA-certified. Without VETA certification the children have difficulty applying their craft as a sustainable livelihood. CIS is planning to address this issue by applying for VETA certification in the near future.

CIS also holds seminars at least once a month where specialists are invited to teach particular skills or a topic of importance to the children. These specialists include staff from the Social Welfare office, the police department, organizations focusing on human rights and medical department/counseling services. All the seminars are led by Tanzanians, as the director feels they command greater respect by the children. Some topics for the seminars include crime and punishment, drug abuse, human rights, child rights and medical issues.

Weekly dance, sports, art and singing competitions are held among the boys and all staff are present in order to build a sense of community at the center. Prizes are awarded to the children to foster a sense of community support, and to instill a sense of pride. The names of the winners are posted, as are the names of any children who have excelled in school or vocational training. This positively reinforces good behavior and encourages the other children to emulate such behavior. Every month there is a management team review that includes all the children at the center. The objective of this review is to discuss their progress. Any boy who has excelled in an area of life at the center will be recognized at this meeting as well.

After they have completed the program at Mbezi, the youth are reunited with their families if possible. The idea behind this practice is to rehabilitate youth before reintegration into their home communities. It is a common perception at CIS that youth who have more to offer by way of skills and training have a better chance of being fully accepted by families and community members upon their return.

At times, children may encounter difficulties securing a job or reunifying with their families. When this is the case, CIS allows the child to return to Mbezi or Msowero to work. One available option is starting a stationary store: the youth are given the supplies necessary to create and sell their own stationary. The youth repay CIS for the supplies from their earnings, and they are assisted with managing their savings.

4. SOS Children's Village - Zanzibar[87]

Founded by Austrian Hermann Gmeiner in 1949, SOS Children's Villages is an independent, non-governmental, international development organization working to meet the needs and protect the interests and rights of children. The organization focuses on abandoned, destitute and orphaned children requiring family-based child care. It supports their recovery from emotional trauma by protecting them from further isolation, abuse and exploitation.

[87] SOS Children Villages Worldwide website, http://archive.soschildrensvillages.org.uk/sponsor-child/zanzibar.html (accessed April 9, 2008).

Internationally, SOS provides roughly 50,000 such children and 15,000 young adults with a permanent new family, including an SOS "mother" who gives them around the clock family-based care. About ten children are grouped into a house with an SOS mother and between ten and forty of such houses are grouped together as a "village" with shared facilities. Once formed, the priority is to build and maintain these family groups.

SOS Children's Villages began working in Tanzania in 1984. The former President of the island of Zanzibar, Ali Hassan Mwinyi, approached Hermann Gmeiner requesting that an SOS Children's Village be built and they signed a government agreement on 25 February 1987. This SOS Children's Village, located seven kilometers from Stone Town was constructed between 1988 and 1990, and the first families moved into family houses in 1991.

SOS Children's Villages also decided to work in mainland Tanzania, and currently operates three centers: in addition to the one in Zanzibar, it runs a center in Dar-es-Salaam and another in Arusha. The first SOS Children's Village and Kindergarten to be established in mainland Tanzania are located in Arusha. Currently, there are two SOS Children's Villages, one SOS Youth Facility, two SOS Kindergartens, two SOS Hermann Gmeiner Schools and one SOS Medical Center in Tanzania.

In 1993 an SOS Hermann Gmeiner Primary and Secondary School were added to SOS Children's Village Zanzibar. It has twenty-eight classrooms where a total of 800 children are being taught by some forty teachers. The staff is proud to report that Hermann Gmeiner School graduates achieve very high total scores in the national "O" Level exams.

In order to offer the local population better medical care, the SOS Medical Centre was officially opened in 1998. About 160 patients are seen in three examination rooms every month. It is planned that a Mother and Child and a Gynecological Clinic will be constructed to complement the SOS Medical Centre. Over time, the SOS Children's Village facilities throughout Tanzania have developed into true community centers and are fully integrated into their respective environments. Since most children living in SOS Villages are not abandoned or orphaned but simply destitute, the children return to their original homes and families once a year for a period of three weeks to get to know their biological families, as well as to encourage community reintegration.

Because the SOS Children's Village in Zanzibar is the oldest and most established of the three in Tanzania, we chose to focus on it. It includes eleven family houses, the village director's house, an "aunt's" house (SOS aunts care for SOS children in the absence of SOS mothers) and an administration and service area. The SOS Kindergarten, with capacity for approximately 150 children from both the Children's Village and the neighboring community, began operating in 1995 and includes four group rooms, a playground and several additional rooms with varying functions. Due to the great demand for kindergarten placements and the high quality of the child care being offered there, the kindergarten works in two shifts. The children being cared for are between the ages of 4½ and 6½.

When youth are about fifteen years of age, the boys move out of the SOS Children's Village and into one of the two SOS Youth Facilities. These are described in more detail in our Best

Practices section. The older boys in the SOS Children's Village live in temporarily rented houses until a suitable plot of land is made available for the construction of the new youth facility. Most youth go on to vocational training, although SOS Zanzibar is currently trying to shift the emphasis onto secondary education. It is presumed that youths will live at the youth house for about four years, though those attending university may stay longer.

With respect to transitioning, a boy who wants to get married must acquire the dowry himself, but SOS will provide him with furniture and other necessities. The families then negotiate to arrange the marriage, with SOS representing the boy's family. SOS maintains strong relationships with its graduates, assisting them "morally and financially if necessary," according to the Village Director in Zanzibar, who also believes that the biggest challenge for SOS graduates in the community is that "before they leave, this [SOS Village life] is all that they know."

5. Shalom Centre[88]

Shalom Centre is a local Tanzanian NGO based just outside of Arusha, at Kwangulelo, in Arumeru district. It is fully funded by an international (UK-based) NGO, Action for Children in Conflict (AfCiC). AfCiC has a separate office in Arusha which runs a micro-credit empowerment project directed at vulnerable children and their families and an advocacy project. The micro-credit project mainly targets women in an effort to prevent children in their care from turning to the street. The director of Shalom mentioned that this scheme could potentially be extended to graduating children or children who have been reunited with their families, but that it is too soon to tell.

Shalom maintains its independence from AfCiC through its board of directors and has been in existence since July, 2005. Previously, the staff worked under a different organization but due to management issues decided to split off and create their own center. Nine staff in total care for sixty-two children, including one social worker and one executive director. Shalom Centre's stated goal is to address the needs of orphans and street children by providing a safe haven, basic needs, education (formal and vocational) and life skills training. The target ages for arrival at Shalom are seven to thirteen years of age, but there are older children currently living at the center, even up to 20 years old, who have been with the staff since childhood and are preparing to transition to living on their own.

After an initial period of building trust with children on the street, and once they have agreed to come to Shalom Centre, there is a three-month probationary period before an initial home visit is made by a social worker. Children remain at Shalom pending amelioration of the family situation in cases of extreme poverty or when it is clear that the home environment is not safe. During the probationary period each child is followed by a social worker and placed in a peer group. If it is not possible for the child to return home immediately, s/he is integrated into school (either formal or non-formal) and home visits are made consistently with the ultimate goal of reunification.

[88] Shalom Centre for Street Children website, http://www.actionchildren.org/where-we-work/tanzania/our-programmes.php (accessed April 9, 2008).

When a child passes Standard VII, s/he is sent to secondary school. In the event of failure, s/he is allowed to choose a vocation. At this point, every child begins counseling on independent living and begins to receive responsibilities vis-à-vis the center and the other (younger) children. They are given an allowance for transport and lunch, slightly above the necessary amount. They are instructed to use the money wisely and given the option to open a "savings account" with Shalom Centre's accountant, which they may access at any time. When asked what happens when the children spend their money unwisely, on sweets or toys, the director smiled and said, "They are children. They will learn."

Shalom Centre also leases a plot of land they use as a *shamba*,[89] a short walk from the center. The children are responsible for maintaining it, and they may sell the surplus as an income generating activity (IGA). There is a chicken coop and a stable with several cows. These provide milk, eggs and additional income. All these are the responsibility of the children, who are organized in groups of six to eight with a leader to whom they report. Leaders are chosen through a joint method between staff and children. In the first stage, the staff decides on twenty children who have proven their leadership, kindness and good behavior and submits the names to all the children. The children vote for ten leaders who remain in place for three months, and may be re-elected for up to three terms. The leaders are responsible for ensuring the children under their watch behave and participate in the life of the center. They act as liaisons between staff and children. They also have the authority to administer discipline and may refer any issues that may arise to more competent staff.

Upon completion of vocational training, Shalom works with the older children by building on their own networks around Arusha to help them find them a job. If this proves difficult, they will work with the youth to find volunteering opportunities with an organization and continue to house them at Shalom until they obtain gainful employment. The policy for termination is to wait until the youth has received a third salary payment, during which time Shalom pays housing costs and provides basic amenities including cooking supplies, utensils, a mattress and a stove in order to allow the youth to save their earnings before they begin to phase out monetary support. Since inception, Shalom Centre has been able to reunite seven children with their families. They have had one graduate, a girl, who finished tailoring training and is currently being supported in her housing situation. Shalom is looking to help her to find a place to stay and also take her to open her own bank account.

6. Watoto Foundation – Child in the Sky

Watoto Foundation's main goal is the reunification of street children with their families or the leaders of their respective villages. This goal is based on the belief that responsibility for children and youth ultimately falls with families and communities, not with an institution or the State. Before opening Watoto Foundation the founder/director conducted site-based research on best models for centers for street children. He based Watoto's program model on the Child in the Sun model. Watoto is located just outside of Arusha and has been in operation for five years. It is a private, non-governmental organization that chooses not to collaborate closely with donors who impose conditionalities on funding. The center is registered under the Tanzanian Ministry of Social Welfare, not under the Ministry of Education. This allows Watoto to maintain a certain

[89] Swahili word for a plot of land used for farming.

degree of autonomy with regard to education policy compliance. Like Child in the Sun, the center is also staffed in part by a Catholic religious order.

Watoto's target population is clearly defined: male youth between the ages of thirteen and eighteen. Watoto takes in only hard-core youth, many of whom have been in juvenile detention for drug use, theft, or other crimes. The youth have generally spent three to four weeks in prison before they are brought to the center. The harsh prison conditions, solitude and detoxification from drugs or alcohol provide a unique window of opportunity for the social work staff to suggest a new life and new opportunities to the youth. Prison outreach occurs on a regular basis and as a result Watoto is involved with the local court system, local police and local government. Maximum capacity at the center is sixty-four. There are currently thirty-two boys and fifteen staff members. Finally, group formation is also central to the structure at Watoto. Boys are housed in groups of eight and have their meals in these same groups. There are also sports and leisure-time activities on-site such as a soccer field and pool table. Counseling is provided by trained social workers and health care and health education is also provided on-site by trained professionals.

Discipline and behavior modification are two of the major program strategies. The daily schedule is highly regimented and when the youth do not appropriately perform their chores, there are penalties. "This is so the boys are better than others." [90] The director believes that as former street children, the boys start at a deficit and so he desires for them to be even more disciplined and motivated than those with whom they will be competing in the job market and in life after Watoto. He boasts that his boys can speak English much better then any primary or secondary school student and perform mathematics calculations as well as any other boy. These are skills he deems essential to master in order to survive in the working world in Tanzania.

Vocational training and education are the main program components. Non-formal education classes are provided Monday through Saturday from 8:00am-12:30pm. These are government-sanctioned COBET classes that cover basic instruction with Watoto's special focus on English skills, reading, writing and arithmetic. Government teachers are hired and paid above the official teacher wage as recognition of the fact that they are working with a more difficult population than teachers in the formalized education system. Seven of the boys have gone on to secondary school, but the director mandates that these youth also learn a trade because he questions the preparation that secondary school offers with regard to acquiring the necessary skills to effectively navigate the labor market, especially for former street children. His main concern is that secondary school does not adequately prepare the boys to be able to provide for themselves in adulthood. Vocational training courses are given daily from 1:30-5:00pm and are VETA-certified. Programs include electrical training, carpentry, welding, car and bicycle repair, farming, masonry and livestock care. The youth go through a short training in each of the main vocational areas before choosing one on which to focus. Tailoring is explicitly not included in the options as the director feels that with the influx of ready-made clothing imports, the market for tailors will decline in the future. During vocational training, boys also learn basic business skills however they are strongly dissuaded from starting their own businesses because the director feels they need more training and experience in this area. Consequently, tool kits are not provided but the youth can purchase what they need with the money they earn at the center.

[90] Noud van Hout (founder and director of Watoto Foundation), in discussion with the authors, March 2008.

Other program components include a home-stay where the children go home for six weeks in December and return in January in order to rebuild their relationships with their families and communities. Afterwards, social workers report on the visits to monitor progress. One half-day per week is devoted solely to chores, which include cleaning of the housing quarters, dining areas and classrooms and maintaining the grounds. When they fail to uphold their responsibilities, children are given verbal warnings and if the behavior continues, a penalty is exacted on their allowance. The amount is at the director's discretion. On the other hand, positive reinforcement is provided via small rewards and gifts for work well done.

The policy concerning runaways is strict. Youth who run away from Watoto are not allowed to return, unless they inform staff beforehand that they are planning to leave. In that case, they may be able to return. The director fears that boys who run away and return will "contaminate" those at the center. This occurs because the boys at the center inevitably pick up bad habits and attitudes from the returnees. Also, the very fact of knowing that they will be allowed to return after running away may cause the boys to take their training and studies at Watoto less seriously.

Watoto formerly operated a drop-in center in Arusha that provided housing and basic services to street children and served as a probationary period before coming to the center. It improved the intake process and allowed for the boys to better transition from life on the streets to life at Watoto. Although it worked well, it closed because the main, trusted staff person overseeing operations left and Watoto ultimately lost the lease. They are currently trying to restart this program and plan to model it after Child in the Sun's drop-in center.

C. Interviews and Focus Groups at Amani

1. Amani Staff

In an effort to gain a better perspective on staff opinions regarding Amani's programs, its strengths and weaknesses and its capacities for graduating older youth into self-sufficient adulthood, we conducted interviews with each member of Amani's staff. This includes management, teachers, *Upendo* group leaders, the resident staff nurse, social workers and street educators. We also spent time on the streets of Arusha with the street educators and in Amani's classes to observe interactions with the children first-hand. We have divided our findings into these functional categories.

a. Education

We interviewed the teachers separately from the formal and non-formal education coordinators in order to ensure comfort levels and honesty. This section will discuss the opinions of Amani's educational staff, including points on which they differ. It reflects experiences related to non-formal education provided by Amani, as children who attend secondary school attend separate boarding schools, and their teachers were not available for comment. The opinions regarding formal education came mainly from the students themselves and will be featured in a different portion of this report.

Amani teachers all said they enjoy teaching the children, and all agree that the change in behavior from when the children first arrive to when they have settled into their new lives at Amani is remarkable. The children become interested in learning and eager to overcome the difficulties of their past lives. The teachers and educational management alike are proud of what their students are able to accomplish and have high hopes for them, though they also recognize that the children face many challenges.

The children at Amani prove on a regular basis to the teachers that common expectations and prejudices about street children are based on ignorance and misunderstanding about their situation. The children have lived through many hardships and have suffered abuse and trauma. As a result, they thrive on positive reinforcement. The teachers are proud that five out of seven students passed Standard VII last year and will be going on to secondary school to further pursue their education. Due to the hard work and the low student to teacher ratio, their teachers feel close to them and invested in their future. The teachers also recognize that due to their particular, unique circumstances, many hurdles lie ahead. In order to be successful, the children will need to be equipped with more than what basic education in the Tanzanian context can offer.

One crucial aspect of education at Amani is the flexibility inherent in the NFE program. The Tanzanian Ministry of Education provides a curriculum for NFE, and the opportunity to mainstream into formal education after Standard VII. This is contingent upon success in the national exams at the end of the accelerated COBET program. However, because of the short attention span of many of the students, it is necessary for the teachers to incorporate activities and participatory teaching methods, and to be constantly aware of the attitudes and reactions of their students. They must react quickly when they feel they are losing the interest of one or more children in order to keep them all attentive and engaged. They also mentioned the importance of practical applications of what is being taught and need to react quickly to the mood swings of the children as these have a very real effect on their ability to learn and retain information. As a result, the teachers need a great degree of flexibility in the way they teach the curriculum, and in components they can add to enrich the learning experience.

The teachers have mentioned that many of the children are talented and creative, and all agree that these talents should be encouraged and nurtured as much as possible. This is not always possible with the limited resources at Amani, which many staff members feel is unfortunate as this would provide an outlet for their energies and a healthy way for them to express themselves. Training in drama, for instance, would instill a sense of confidence to speak in front of a group and a sense of pride in what they are able to accomplish and create. The teachers also described the links between the Tanzanian education system and current economic situation and how, consequently, employment is difficult to find.

Amani teachers recognize that Amani kids are not allowed to have money, nor are they afforded many opportunities to take on leadership roles. One idea proposed was to allow the children to plan a group trip, including the budget, but this never occurred. Another suggestion was to plan something as a group within the context of a class. As a reward, the best group would be allowed to take the trip to a community center or an organization within Moshi, in order to gain exposure to the outside world. “For our kids, maybe it is too much, because they have never been exposed

to that. Maybe if we started earlier, or if we can start little by little, but frankly speaking, we have never tried."[91]

The educational staff believes that graduation is one of Amani's greatest challenges. After vocational training, "There is no specific program on how to let these kids now go and apply what they have; there is no known way on how these kids should be let out of Amani."[92] One point of contention was the inconsistency in providing graduates of vocational training with the tools they need to practice their trade. A suggestion made was that upon entry into a program, the tools the students will need on completion could be entered into the budget, purchased and kept until they graduate. The distribution of supplies should be equitable; otherwise the children lose faith and learn how to manipulate a system that should be their safety net.

It is not always immediately apparent to the teachers what the children's motivations are or why they become angry and aggressive. The teachers know the importance of building a trusting relationship but must also be careful not to compromise their positions of authority vis-à-vis the children. This can be draining and requires a level of dedication that is not necessary in a teaching position in a formal school. They described the need to be patient, attentive, creative and sensitive, and they have to gauge how to balance trust with care at all times. They feel that they put a lot of effort into these children and feel close to them, so it is difficult when they leave and the only contact they have with the children is second-hand via reports from the social workers who know the children in a different context. The teaching staff feel that their influence on a child is limited in a certain way, since once a child has left Amani, there is no avenue for them to reach that child and interact with him or her.

In addition, the work of the social workers is intricately intertwined with that of the teachers, and the teachers feel it is important for this connection to be recognized and for there to be increased collaboration. Several members of the educational staff expressed the desire to be more involved with the social work aspect of the job so that they can better understand the background of the children under their care. As is, they must rely on the information they receive from the social workers. This speaks in a larger sense to two issues: systematic documentation and the motivation and encouragement of the teachers. Some have expressed the opinion that the extra work they put in is not recognized, making it difficult to maintain motivation. They sometimes feel inferior to other staff and isolated with respect to the lives of their students after their graduation from NFE or reintegration with their families. They expressed a strong desire for compensation commensurate with their efforts and comparable to that of other staff. Staff capacity-building, training and encouragement are themes that arose several times over the course of our conversations. Ultimately, however, the teaching staff feels that Amani cares well for its children and that all their basic needs are met. They feel it is a good place to work, and that "even though it is big, it is like a family, everybody cares."[93]

[91] Amani teachers, in discussion with the authors, March 11, 2008.
[92] Ibid.
[93] Amani social workers, in discussion with the authors, March 11, 2008.

b. Social Work

In this section we will discuss the experiences of the Amani caretakers whose main role is psychosocial support and follow-up with the children. Similar to the educational staff, the social workers feel the most important quality they bring to their job is patience and faith in the ability of the children to reintegrate into normal life. The social workers believe in the potential for the children to change through empowerment. They mentioned issues related to discipline, building trust and understanding the background and unique situation and problems of each child as critical to performing their duties effectively. The social workers described how each child is different and how this must be understood above all to affect positive change in their behavior and future prospects.

They explained in detail their problem-solving approach. Before any intervention can begin, it is crucial to understand the child's situation and the unique ways in which s/he has coped on the streets before arriving at Amani. In other words, it is important to identify a problem before it can be solved. This is a difficult task, requiring experience, extreme patience and empathy. The ultimate goal of the social workers, as they explained, is to rescue the children from their current situation, to remove them from the streets and to equip them with the emotional maturity to be self-reliant.

They strongly believe that normal life can only occur within the context of the family, and as such, their primary objective is to reunite the children with their families and ensure integration back into their respective communities. This also requires time and patience on the part of the social workers, as there is a stigma attached to children and youth who have lived on the streets and have become disconnected from their communities. Furthermore, it is necessary to understand the specific circumstances that caused the child to turn to the streets in the first place and identify the alternatives that exist when the immediate family is unable or unfit to take care of him or her. As the social workers explained, the families sometimes believe Amani can do a better job of raising their children as it provides resources that the families cannot. This is something they have to address with the parents in order to convince them otherwise.

The social workers also believe that once removed from the street, children who experienced the same hardships should not be educated together in the same school, as this is conducive to a "mob mentality" that is difficult to handle by teachers and their peers. As a result, every effort is made to keep them separated from each other when they are not at Amani.

Once a child graduates, the social workers feel it is necessary to provide the youth with funds to pay for their housing for a substantial period of time – up to one or two years – as six months is not enough time for the youth to become self-reliant. This may be due to the fact that the youth have little experience saving their income or marketing their skills in such a way as to secure an income commensurate with their basic needs. They also recognize that for the youth to secure a job or to be able to stand alone, Amani must vouch for them vis-à-vis the community. This is why it is so important for the social workers to foster relationships with small business owners and other potential employers. The social workers strongly believe that the youth need to be provided with basic supplies in order to practice their craft.

The social workers also discussed the lack of government support upon completion of education, whether secondary or vocational. Many times youth are provided with start-up capital to begin a small business in a kiosk in town, but the municipal authorities will not recognize their right to be there and as a result will put them out of business. This speaks to a lack of government understanding of the problems related to youth employment and at-risk youth in particular. Solving this issue would require advocacy on the part of Amani or partnerships with similar organizations who lobby for the rights of vulnerable children. In addition, conducting community outreach to raise awareness about the treatment of street children would be beneficial. The social workers also acknowledged that although the community holds a positive view of Amani, most people do not fully understand what Amani does. They assume it is an orphanage or a boarding school, and as a result community support and integration is lacking.

Another major challenge the social workers identified is with respect to monitoring. Interventions are tailored to the specific needs of each child and as a result are highly disparate, so it is difficult to ensure that all homes are visited in a consistent way, that support is provided systematically to those that need it and that money always reaches its target. Some of the difficulty in monitoring also stems from the long distance, costs and travel involved in contacting the youth once they are no longer living at Amani as many do not have a telephone.

Amani recently tried to provide a seminar for graduating students, but it had limited success for several reasons. One practical difficulty in conducting such a workshop for youth graduating in the near future is that they all are in different schools, at different distances from each other and with different schedules. Especially in the case of those that are living at home and boarding at school, they are very seldom at Amani to receive counseling with their case worker, let alone a workshop over several days. While seminars or workshops are an excellent way to teach children about life skills or vocational training options, it is often difficult to engage youth in these workshops, especially when their departure is imminent or they are unfamiliar with these issues. One workshop upon graduation is insufficient to address the breadth of issues involved in successful transitions. Also, it is important for youth to clearly understand the purpose of such a workshop and for them to be able to consider this issue ahead of time. This speaks to the fact that preparation for transition must begin long before graduation and be included in every aspect of a child's life. If youth have not been previously exposed to these topics, it may be difficult for them to gauge the meaning or purpose of a workshop, rendering it ineffective.

The social workers feel that the biggest challenge for youth upon graduation will be taking ownership of their lives, and holding themselves accountable for taking further steps and being responsible for themselves. "They leave with many questions and their worries should be worked out before departure."[94]

c. Health

The nurse at Amani finds that the behavior and health of the children improves dramatically from the time they enter Amani as they eat nutritiously, get regular check-ups and learn about health issues and how to take care of themselves. According to the nurse, one of the more important interventions that would affect all other aspects of health for street children is

[94] Ibid.

programming geared towards ending drug abuse, including providing basic needs and linkages with gainful employment so that the children are not forced to take drugs or sell their bodies for money. In terms of staff capacity-building, she mentioned that it would be helpful to gain more information on HIV/AIDS, including recent developments, and about nutrition, including innovative ways to teach the subject.

Having said this, the nurse emphasized that the most important lesson, before life and business skills, is to teach the children responsibility and self-discipline. She expressed concern that the time allotted for such lessons was insufficient and that they were not scheduled early enough before youth graduate.

2. Amani Youth

This next section will focus on the team's findings from the focus groups and interviews held with the youth at Amani. For a description of these sessions, please refer to the Methodology section of this report. In describing the timelines they drew of their lives, many of the youth expressed their gratitude towards Amani. Many also expressed mixed feelings of hope and uncertainty about their future. One youth said, "I found many problems, but I am fighting them, so I will be able to succeed in the future - but I have many questions."

a. Secondary School Students

Amani youth who are currently enrolled in secondary school board at school, returning to Amani on weekends or holidays, unless they have been reunified with their families, in which case they return to Amani briefly to collect bus fare, and then go home.

When asked whether they preferred living at Amani or in boarding school, all the youth we interviewed unanimously said that they preferred boarding school. When asked to further describe their reasons for this preference, many of them mentioned the greater sense of freedom and independence that they have outside of Amani, including the ability to make their own decisions and to leave school grounds. They also expressed the desire to be closer to school and to their studies. The students explained that it was their choice to go to secondary school, an option available to them given the fact that they performed well in primary school and passed the requisite national exam. They expressed satisfaction and pride in their choice as the best option for their future.

Describing how their goals have changed since their arrival at Amani, the youth described how living the hard life of a street child and worrying about basic needs like clothes and food, including having to sleep outside in the rain amidst mosquitoes, they did not have time to worry about studying. Now, they are able to focus on their education and future goals, one of which they defined as self-employment.

From the students' perspective, Amani helps to prepare them for the future primarily by paying their school fees. Some students expressed interest in returning to Amani upon graduation from secondary school to visit staff and update them on their progress. Others have no intention of doing so, and said, "after I succeed in secondary school, I can get a loan from the government for

university, so I don't want to come back [to Amani] and beg." One student summed up the situation simply: "If the goal is school, then Amani can help us. If not, no."

When asked how Amani prepared the students to live on their own after graduation and how Amani could improve its services and programs, the youth mentioned the contracts that they had signed with their social workers upon arrival at Amani to discourage bad behavior. A particular concern was that different members of Amani management promised different things to the youth. They also requested that Amani give them pocket money which would enable them to get started after life at Amani and eventually become financially independent.

Finally, the secondary school students anticipate a variety of challenges in the future, after they leave Amani, ranging from where they would live to how they would provide for themselves and other family members and whether they would be able to earn the respect of the surrounding community. This speaks to potential feelings of isolation from this community while at Amani, as there are very little opportunities for older children to be a part of this society while they are staying at Amani.

b. Vocational School Students

Students currently enrolled in vocational training employed a more serious and somber tone when expressing their concerns as compared with the generally more carefree attitudes of the secondary school students. The vast majority of vocational training students said that they were forced to enter a particular vocation and felt obligated to continue simply because Amani had already paid for the training. One student said, "we were just told that school would help us find a job and make money." Many of them also felt that they were not given the opportunity to pursue their genuine interests, including drama, music and painting.

The issue of choice among particular vocations and between vocational and secondary school was a key concern. One youth broke down in tears, crying that he felt discriminated against and upset that he was forced to practice a particular craft because he had failed primary school. He was especially upset because he knew of others who had also failed the Standard VII exam at Amani but were still allowed to attend private secondary school. One said, "someone chose [my future] for me. I wanted to go to secondary school but would need help with school fees, and I was only told about vocational training." Yet another declared, "They should let us choose—not force us!"

The vocational training students had different ideas of how Amani could help facilitate their independence. Their suggestions included Amani paying for a room to live in for six months after graduation while they started working and establishing their reputation in the community. The youth felt that this would be an important factor for getting a job after graduation, but that there did not exist many opportunities for them to establish this reputation until it was time to leverage it. They mentioned training on money management skills and the provision of a small amount of capital with which they could start their respective business. Some youth felt that this capital should come in the form of tools for their particular trade while others preferred money, believing that they could find better deals on tools themselves. Despite these minor disagreements, all of the youth explained that having their own set of tools is crucial to self-

employment and independence. In this way, “Amani could continue to help us into the future – not just stop in the middle.”

c. Graduates

Amani graduates face significant challenges and pressures once they leave Amani and finish secondary or vocational school, ranging from finding a place to live to myriad financial problems and feelings of exclusion from the surrounding community. One graduate described how he often does not eat, one time for up to five days, because he does not receive the full amount of petty cash that Amani is providing him via the administration at his school. The lack of financial and personal support for youth who have left Amani is problematic, and independent life is fraught with the uncertainty that accompanies having to beg for money and not having a safety net in the event of falling sick. Graduates who are unable to live with their families rely on friends in the community, or the kindness of strangers, even resorting to sleeping outside at times. Graduates feel that it is difficult to establish a close-knit community outside of their schools; their ties with Amani have been severed and they have not had the occasion to establish ties within the neighborhood in which they now live.

Graduates expressed a need for accountability in helping them to establish financial independence. For example, if they were given their own money, they could decide how to spend and save. One suggestion was for Amani to give money to the teachers of the youth in secondary or vocational school, and the teachers, in turn, could allocate the money to the youth on a regular basis, thereby ensuring accountability.

While the graduates recognize that Amani helped them to change their lives and “open their minds,” they feel that leaving Amani presented a new set of challenges that they were not well-equipped to meet effectively. The graduates occasionally see the street educators when they go for their street visits but have not spoken to them about leaving Amani.

Some graduates have not been able to find work because their vocational school was not certified, and as a result they are working without pay. They feel they were not given the skills they need to negotiate a better deal with their employer, nor were they provided with additional skills that would complement their knowledge-base and make them more marketable. Several mentioned that short courses in driving or English would be useful. One of the graduates we spoke to plans to change profession as soon as he is able, since he is unhappy with the vocation he followed.

D. Interviews with Potential Collaborators

In addition to our interviews with organizations who work directly with street children, we spent time with community-based and non-governmental organizations in Moshi, Arusha and Dar-es-Salaam in order to assess the potential opportunities that exist for youth in Tanzania. We have organized them by functional category and described their activities below. Contact information and further details on each organization can be found in the Organizational Reference Guide (Appendix B).

1. Micro-Enterprise Development and Access to Credit

Eustard Rwegoshora
Eustard Rwegoshora is a young entrepreneur interested in programs that focus on economic sustainability for youth. He works out of both an office at the University of Dar-es-Salaam and his home area, Lushoto, on three projects which could be of interest to Amani programs for transitioning youth. The first project relates to business incubators and is registered under the Ministry of Industry and Trade. The idea behind this project, which has just completed its pilot phase, is to make small businesses and local entrepreneurs more competitive in an increasingly dynamic market environment. The incubator is geared toward someone who already has a business, or a relatively well-developed idea for a business. Thus far, Mr. Rwegoshora has worked mostly with small entrepreneurs involved in the processing of agricultural products (fruits and vegetables, milk, cashew-nuts and post-harvest horticulture) for internal and external markets. The program is open to any business idea, providing it is viable and the person is committed. Incubation lasts for five years, after which the business "graduates." Those that were involved in the incubation process remain attached as advisors or consultants, in addition to seeking out linkages to outside service providers. Incubation is a period in which experts advise the project in order to improve the business. After an initial assessment, the incubator addresses any and all phases of value-chain development that would expand the business to the next level. This includes marketing, communications, quality control, technological inputs, capital and loans acquisition, storage and surmounting other obstacles that may impede success. Finally, the incubator project provides basic skills training in entrepreneurship to its clients. This includes financial education and accounting, management and marketing skills. In order to develop their curriculum, the group consulted VETA's entrepreneurship training manual, and Mr. Rwegoshora suggested we contact that department at VETA as well. He is willing to provide information and collaborate with Amani in this regard, time permitting. He also mentioned an organization in Moshi, **Youth Alliance,** that does similar work with youth and for which he would be willing to provide contact information.

Mr. Rwegoshora's second project is the **Lushoto Youth Development Network.** This is his own organization, which he launched in October 2006 to "ensure that youth can have a sustainable life through different means of production." He works with eight groups of thirty youth scattered in different geographical areas throughout Tanzania. Each cluster has different activities, and some work in small teams while others work individually within the larger group. The groups function as forums for discussion and mutual support, but one of the biggest challenges he faces is effective group formation. Clusters that are interested in starting a small business receive training and support. The types of businesses that have started range from stationery production, sales of fish, establishment of internet cafés or businesses related to agriculture in the rural areas.

Another constraint he identified was the trouble youth face in accessing capital. In order to solve this problem he approached the government to access direct funding. When this proved difficult, Mr. Rwegoshora decided to add a second component to his organization: the **Lushoto Youth Development Foundation (LYDF),** launched in April 2007. The Foundation's primary goal is to raise capital to support the business and income-generating endeavors of the youth with whom he works. Every Saturday, each youth must provide an amount that s/he was able to save over the course of the week, anywhere between 1,000 and 5,000 TSH. That money is pooled into a

fund that exists for each larger group of thirty, and the money rotates so that it can be used as a loan to invest in one business scheme at a time. When an individual or a cluster is ready to start their business, the fund matches their savings with three times the amount (if they have saved 10,000 TSH, they receive an additional 30,000 TSH), and they agree to a repayment scheme at 8 percent interest. Once the loan has been mostly repaid, funds are freed to assist the next cluster or individual within the larger group. Funding initially came from the government and other donors, something Mr. Rwegoshora says is a requirement for such a scheme. However, as the project has grown and become more successful, it has also become self-sustaining: over three million Tanzanian shillings have turned around since inception one year ago. The project targets youth and vulnerable groups, and Mr. Rwegoshora is open to any idea, in any location. The criteria, however, are an age-limit of thirty-five years and the size of the group.

In addition to the savings requirement, the organization conducts training in business-development, which is also an area of potential collaboration with Amani. He stressed the point that this was not just a credit/lending scheme, but an initiative which seeks to genuinely empower youth and engage them in taking control of their financial futures. For youth that have finished Form VI and are part of this program, the target is to achieve sustainable employment, and to this aim the LYDF conducts a short workshop with potential employers. Mr. Rwegoshora was able to establish a network through contacts he had made in relation to the business incubator project, which also proved instrumental when targeting potential markets for the youth's business products. For those that have not completed school (either primary or secondary, or a level in-between), the target is self-employment. This category of youth represents the majority of participants.

Finally, Mr. Rwegoshora is in the process of forming a working relationship with Eco-Ventures, an environmental NGO based in Washington, DC. This partnership was born from previous work with **Environment Enterprise Initiative Development (EEID),** an association of organizations who work towards environmentally-sustainable empowerment projects for youth in Lushoto. The projects include briquette production, which is an environmentally-sound alternative to wood-based charcoal, as it makes use of recycled material (leaves, soda and other trash) and is longer-lasting with respect to energy generation. Briquette production is done in group work, and the project mainly targets street children in Lushoto district. Another project is recycling plastics, to be sold to Chinese industries and businesses based in Tanzania who make use of them in their production chains. In addition, youth run a tree nursery project. Eco-Ventures supports curriculum-training in entrepreneurship and capacity-building in information and communication technology, geared towards youth. They also provide linkages with companies in the US. Formal association with them adds an element of credibility, which can be leveraged to attract additional donors for project development.

Mr. Rwegoshora is committed to changing some of the mindsets that are associated with street children, while empowering them to take control of their futures. He is open to new ideas and collaborations and to sharing his extensive network and knowledge-base with Amani.

Salvation Army International

Salvation Army International is an evangelical part of the universal Christian Church with over seventy projects in Tanzania.[95] The Wealth program, most relevant for Amani, is based out of the Salvation Army's Moshi office, located in Kahawa House. While this project is essentially geared towards women, men and other youth who have witnessed its success have reproduced the model among themselves. The Wealth program staff believe that the next frontier for such schemes rests within Tanzania's most dynamic population, its youth. It is a program that promotes savings and business-support services for small-business ideas.

The Wealth program is under Salvation Army International's OVC program and is funded by Pact International. It was first launched in rural Moshi before it expanded to two other districts and then to the Mara region of Tanzania. It is a women's empowerment scheme which primarily targets the caretakers of OVC. Since inception, the program has seen the formation of over 260 groups, the generation of 75 million TSH and the participation of over 6,000 women. Women are mobilized into groups of twenty to twenty-five people. After initial orientation, the group votes to choose its own leadership and is responsible for creating its own by-laws, policies and procedures. The Wealth program mandates that each group member save a certain amount every week, but the rate is set by the group based on the capacity of the poorest member: sometimes the amount is as little as 100 TSH per person (minimum) per week. This money is pooled and used as a loan fund which can be borrowed for business purposes only at a rate of 2 percent. It is kept in a locked box which has three keys: one for three board members. This builds trust and accountability as no one person has access to the money, and the box is only opened in the presence of all group members at meetings, when funds are either disbursed or replenished.

In order to be approved, each individual or cluster must submit a project proposal to the group for review, and terms of repayment, along with other regulations, are negotiated. This is a practical way to teach negotiation skills as well as to empower the women, who have complete control of their own group, with agreement among peers. It is a friendly environment, as the women knew each other before and have chosen to work together. In addition, this provides an incentive for all group members to support each individual project, even if they are not directly involved in it. The Wealth program staff stressed how amazing it was to see the empowerment and the complete transformation that this brought in people's lives. They mentioned how some women have developed several businesses. They have proven resourceful and innovative to meet the required minimum savings amount, since those who cannot bring the minimum amount to the weekly meeting must pay a fine. Salvation Army International does not provide funds for these projects, but they do provide trainings and links to additional information, as needed. They have two short manuals which they use for these trainings ("Women in Business: Road to Wealth" and "Selling Made Simple"), and which may be available to Amani at a small fee. Topics include principles of group work, training in literacy and simple accounts-documentation and calculation and savings techniques. They distribute small, easy-to-use accounts booklets. The daughters of Wealth program participants have joined as members and are doing well, and the men in these communities have begun their own grassroots program modeled on the Wealth model.

[95] Salvation Army International, "Mission," http://www.salvationarmy.org/ihq/www_sa.nsf/vw-dynamic-arrays/2AF3956053A88A5E80256D4E003B4965?openDocument (accessed April 17, 2008).

Business cycles in this program last six months, at the end of which the group reviews its accounts and receives dividends on their savings and profits. At the end of the first business cycle, profits are halved, with one portion returning to the group fund, since that was the source of the start-up capital. This ensures a constant income in addition to the mandatory weekly savings.

Action for Relief and Development Assistance (AFREDA)
AFREDA is a national NGO based in Dar-es-Salaam. The executive director and the programs advisor expressed interest in learning more about Amani and the potential for future collaboration. Its programs are essentially geared toward income-generation for youth, and AFREDA has developed a robust curriculum in entrepreneurship-skills training which they tailor to each client. This is only available to groups or clients with whom they already work. This includes business training, dealing with banks, clients and issues of pricing and marketing. The length of this training depends on the literacy levels and experience of the recipients, but is generally one to two weeks long.

AFREDA believes that a Standard VII graduate can create a viable, profitable business provided the right conditions are in place. AFREDA helps youth start out with loans, as they recognize the need for start-up capital, but they feel their main strength is in training and capacity-building. They operate on the understanding that business should be undertaken in a serious, committed way, but that they cannot expect immediate success. Thus, they have a long and flexible "probation" period, throughout which they work closely with loan recipients to address issues as they arise. They encourage group work, as this affords credibility when linking to other organizations. It also provides an organic system of checks and balances for each group member. Once a project is up and running, AFREDA begins a participatory monitoring process, lasting one to two years, sometimes more. They also make available their extensive network in order to target potential buyers and/or clients.

They have identified some challenges they face when working with youth and other vulnerable groups. One is credibility vis-à-vis donors and clients, as most of the people they work with are located in rural areas and constitute some of the poorer segments of Tanzania's population. Another is that computer literacy is dependent on secondary education and knowledge of English. Lastly, AFREDA mentioned the importance of knowing the people and their culture. When asked about the possibilities that exist for youth in the tourist industry, they mentioned the problem of businesses being taken over by larger agencies, who are greedy and do not allow for youth to incorporate their talents. The agencies prefer to do all the tasks related to a tour themselves, which saves money. We raised this issue with several tour operators based in Moshi, who said they would be willing to hire youth, provided that they have good English skills and are trustworthy and personable. They said a viable strategy would be to target people already working in the industry for outreach on the importance of hiring and supporting youth.
Women's Education and Economic Centre (WEECE)
The mission of WEECE is to support the marginalized women in the Kilimanjaro region of Tanzania to achieve economic stability and gender equality through micro-loans, education, and counseling/advocacy. It is the only community-based organization in the region using an

integrated approach at a grass roots level to address the problems of poverty and discrimination.[96]

WEECE may be willing to provide micro-loans to Amani graduates, provided Amani act as a guarantor for these loans in order to mitigate risk. WEECE believes this could work if Amani established a "revolving fund" that its graduates could access. This would entail a reserve of money earmarked to serve as a guarantee in the event of non-payment to WEECE. If youth borrow money from WEECE and cannot repay it, Amani's fund would be mobilized, with a mutual agreement on how the youth will reimburse the funds. The staff at WEECE recommend that Amani create this fund through donations or other means. The micro-loans would provide Amani youth with start-up capital to generate better opportunities for their futures.

Afrika Sana
Established in 1993, Afrika Sana describes itself as an "art and cultural production company." It began as a team of two artists interested in promoting culture and cultural products, and grew into a relatively large for-profit clothing store. As the shop gained an ever-increasing customer base, they began training previously unemployed youth (usually with little or no art education) in textile production with the intention of hiring them afterwards. This has the dual benefit of engaging youth in meaningful employment and supplying local garment makers and international buyers with high-quality, beautiful Tanzanian textiles. [97] By 1995 Afrika Sana had trained about twenty artists/craftsmen.

As it was not possible to visit Afrika Sana in Dar-es-Salaam, we conducted an e-mail interview and have included their response below:

"Please note that our initial aim (even today) has not been training. We employed the youth we so trained and later on they were free (actually we encouraged them) to leave and either start their own workshops or work for us on contractual or order basis. Our business has been undergoing various changes as the business situation on the ground keeps on changing. Our business aside, we still get involved a lot with other training authorities like the University of Dar-es-Salaam (Department of Fine and Performing Arts), Vocational Education and Training Authority, the National Arts Council, the Bagamoyo College of Art, the Bagamoyo Sculpture School, etc., where our members have been offering lectures or sitting on the Boards. It has always been our interest to see how education in art and crafts can be part and parcel of the growth of the cultural industry in Tanzania."

2. Education and Skills-Training

Vocation Education and Training Authority (VETA)
The Northern Zone headquarters of VETA is located in Moshi, and serves Tanga, Kilimanjaro and Arusha regions. The team met with the Vocational Education Coordinator and the Labor Market Analyst. VETA's role is to oversee vocational training certification and educational curriculum development for vocational schools. VETA recently participated in an ILO-funded project aiming at removing children from the worst forms of child labor, and helping them to

[96] WEECE website, http://www.weece.org/ (accessed April 16, 2008).
[97] Afrika Sana website, http://www.afrikasana.co.tz/About_us.asp (accessed April 17, 2008).

access vocational education, including long and short courses. Many opportunities are associated with the latter, as most opportunities for youth exist in the informal sector of the Tanzania's economy.

Formal procedures exist for children enrolled in vocational school with regards to job-placement, and linkages to markets can be provided through contact with prospective employers. Although this information is available at VETA, there is limited capacity for it to trickle down. However, anyone interested can access it by contacting the relevant staff or visiting the office. For those enrolled in short courses, there is no formal linkages to employment, though opportunities for apprenticeships can be found during school holidays.

In addition to teaching specific skills, VETA provides courses in entrepreneurship. There is also an informal program with an entrepreneurship module. Workshops can be tailored in partnership with organizations and after an initial needs assessment. Both of these options could be made available to Amani. In addition, there exists curriculum that is meant to be incorporated within vocational schools. However, it has not been implemented adequately due to capacity constraints and the inability of VETA to monitor them effectively. This curriculum is available from the department that is specifically focused on business skills and entrepreneurship.

Finally, VETA conducts routine labor market analyses, where it tries to gauge the relevance of skills being taught in schools, the dynamism of the labor market, new opportunities that arise and the competencies and professionalism of VETA trainees. These analyses occur from the local level up to the national level. They then make changes to curricula based on the training and market gaps they have discovered. This is a very slow process, centralized through Dar-es-Salaam and trickling back through regional authorities. Even if curricula are changed, it does not mean that teachers are aware of or trained on these adaptations or that said changes are implemented. Vocational trainees may still find that when they graduate, they had been trained on technology that is obsolete or are in a market that is already saturated. For example, thousands of students learn tailoring in Tanzania, but cheap, pre-made clothing is increasingly imported, causing a decrease in demand for locally-made clothing. If this trend continues and increases, vocational training for tailoring may become unnecessary. Similarly, if all trainees are being trained on manual, "push-pedal" sewing machines but electric machines begin to flood the market, graduates may be ill-prepared to work, and employers will choose not to hire them.

VETA also publishes a list of accredited vocational schools, which will ensure that Amani graduates have the proper certification to become employed in their field of expertise (see Appendix C). VETA can also provide information on labor market opportunities and new developments, which may assist in informing the options Amani makes available to older youth for vocational training or short courses.

3. Advocacy/Legal

AJISO
AJISO is a grassroots legal and human rights organization in Moshi that provides legal aid to marginalized populations while creating awareness on how people can better defend themselves.

They conduct outreach in villages and seminars on child rights and women's rights, tailored for both children and adults.

AJISO can provide seminars to children and staff on issues surrounding child rights. Older youth at Amani can benefit from connecting to AJISO before transition, as they can receive legal counseling services. AJISO expressed interest in working with and conducting a child rights seminar for Amani youth.

4. Other Resources

HakiKazi Catalyst
HakiKazi, an Arusha-based organization, is a local NGO which facilitates participatory processes and empowers communities by providing accessible information about government policies that affect development. This information is meant to enable people to engage constructively with government and other stakeholders to secure their social and economic rights.[98] Amani can benefit from HakiKazi's work by including its cartoons and other information mediums in its library in order to improve information related to government policy as it relates to street children and at-risk youth. HakiKazi is an active member of the Arusha Child Rights Caucus and also maintains many important government contacts. As such, it can serve as a vehicle to raise awareness of Amani's work among influential government actors with respect to advocacy and government treatment of street children.

Equal Opportunities for All Trust Fund (EOTF)
The Equal Opportunities for All Trust Fund organization was founded in 1997 under the supervision of former First Lady of Tanzania Mama Mkapa. Its major objective is to empower women, youth and children economically, educationally and with respect to health services in order to achieve a better life and general well-being. The main focus is on women, children and orphans. EOTF runs four programs, two of which are directly relevant for Amani. The first is an educational support program, which provides financial assistance to the families of children who cannot pay school fees, including OVC and street children, and to build schools or assist in the construction/ maintenance of buildings. EOTF also solicits text books for free distribution. This last service could be directed toward Amani's educational program.

The second is a health program, whereby medical facilities are provided to local hospitals, including wheelchairs and other supplies that Amani could access for their children with special needs. EOTF also conducts awareness workshops on a variety of health topics.

The third program, Women in Poverty Eradication, is geared toward women and youth who want to start a small business or who are already involved in one. In order to access this program, graduated youth with marketable skills need to form an association to qualify for assistance. EOTF provides training on entrepreneurship, after which trainees are taken to a practical orientation on how to market their products. This includes the annual Dar-es-Salaam Trade Fair, which is a place for service-oriented organizations to display their products for export facilitation. In addition to business development, it is an opportunity to gain exposure to the business world and to gain feedback on product development and quality control. The director

[98] HakiKazi Catalyst website, http://www.hakikazi.org/ (accessed April 16, 2008).

mentioned that this would be an excellent forum for Amani youth to advertise their potential businesses or products.

With respect to its fourth program, social services, EOTF acts as a middle man between large donors and organizations like Amani to make sure critical assistance and resources are provided in domains that range from sanitation and water supply to health. EOTF is highly committed to orphans and street children and is currently in the final stages of building a center that will house OVC called Kibara Orphanage Village. Similar to SOS Children's Villages, this project aims to provide an all-inclusive home for orphans, including education and health services with the involvement of the surrounding community.

VI. Synthesis

In this section of the report, we will highlight successful programs in other centers for street children in Tanzania and other parts of the world. We have emphasized the elements which have provided children with the skills and tools required for building the emotional maturity they need in order to become self-reliant adults.

It is important to note that although centers for street children have had a positive impact on the lives of many children, they also face substantial challenges. Common obstacles we encountered include budget constraints, lack of government support, limited collaboration among centers and limited integration with surrounding communities.

Pratima Kale, a veteran of programs related to at-risk youth with UNICEF and Save the Children, suggests that small organizations like Amani should work in concert with others in order to create real impact in the long term. According to her, "while national and local NGOs like Amani do make a difference in the lives of street children in the cities where they work, they can reach, at best, a limited number of children. At country level, there is a need to develop a network of these NGOs, together with appropriate… government agencies, multilateral organizations… media and other stakeholders to highlight the issues of street children for public awareness, national policies and programs. Their coordinated efforts at micro and macro levels are needed to deal with the complex issues of street children and their families in urban slums and shanties in developing countries." Ms. Kale mentions UNICEF and "international advocacy NGOs that promote child rights and child protection," as well as media and government at both national and local levels. This would serve to put the issues related to street children on the national and international agendas.

A. Best Practices

The overarching theme of all successful programming that prepares children for adulthood is structure and consistency. This can be achieved by dividing a child's life at the center into phases and setting benchmarks for progress, in addition to standardizing rule-enforcement and procedures. A program without structure or consistent communication of expectations may not adequately prepare the youth for independence and could create the potential for youth to falter in their transition.

We have organized this section to reflect the program elements that centers for street children could emphasize in a linear sequence and have highlighted the importance of each. We have found that centers that are most successfully able to transition youth from institutional care to independent living begin developing essential skills early on in their life at the center. For this reason, we have developed a set of best practices that pertain to a child's integration into a center and the duration of his or her time there. It is important to note that we have made the distinction between the characteristics of ongoing programs that foster transition to adulthood and programming specifically related to the transitional period.

1. Phases of Life at Centre: On Arrival

Several centers have specific phases of life through which the children progress. We found that this type of phased programming facilitates integration into life at a center.

At some centers, the first "arrival" or "probationary" phase occurs at a drop-in center in a central location in town. While a drop-in center requires additional resources and staff, it is not always necessary to have a separate location for the inception phase. Most organizations have found this period to be beneficial for two reasons. First, as the child is not yet formally a part of the institution, s/he is permitted to take the time to experience how life would be there and make a more informed decision on whether or not s/he wants to stay. This helps to decrease the number of runaways and make formalized entry much smoother. Second, several staff mentioned that the adaptation period was helpful in reunification, as children become more amenable to the idea of going home once they realized the limitations on their choices should they choose to remain on their own.

At **Dogodogo**, for example, children who arrive at the drop-in center remain there for up to eight weeks in order to adjust to the environment before moving to the residential center. **Child in the Sun** also has a drop-in center and has recently begun to reunify children directly from the street. **Shalom Centre**, on the other hand, does not have the capacity to run a drop-in center. It does, however, allow for a three-month probationary period before taking any action, such as visiting the home of a child or integrating a child into formal or informal schooling. **Watoto Foundation** previously had a drop-in center, which served as a probationary period for children to learn the rules and understand the tradeoffs that had to be made by accepting to formally take part in the institution's programming. When a child arrives at **Jitegemee** for vocational training, s/he undergoes a formalized pre-vocational period which lasts six months. The center has a developed a "rehabilitation" curriculum for this period that includes basic math, literacy, business and communication skills, self esteem, public speaking, life skills and health education.

2. Phases of Life: At the Centre

a. Structure

There is a distinction between phased programming and the structure that children need in their daily life and which is reflected through the organization's programming. Structure is especially important for those children who have spent a portion of their lives without adult supervision, rules or any kind of discipline.

At **Watoto Foundation,** rules and regulations are enforced through explicit policies and procedures, which are communicated clearly to all upon arrival. Compliance with rules is encouraged through both penalties for bad behavior and positive reinforcement for work well done. While there is time allotted for relaxation and leisure, the schedule is regimented and enforced. According to the director of Watoto Foundation, because the boys start at a deficit compared to other boys their age, they should learn to be even more disciplined and motivated than those with whom they will compete in the job market. Another example of their uniformly enforced policy is not re-admitting any children who run away without first talking to a social worker. The director has noticed that for the most part, the youth respect the hard line and rise to the challenges this presents in terms of self-discipline and maturity.

The care plan at **Mkombozi** serves a similar purpose in providing structure for a child's life. Targeted and time-specific goals map out the duration of the child's stay from the beginning and are revisited on a consistent basis. Both **Jitegemee** and **Child in the Sun** have informal programming that occurs on a regular basis and provides the children with a sense of routine. Children either meet once a week with staff for business or life skills training and mutual support so they can meet the goals they set forth before graduating.

b. Sense of Belonging

Once a child has decided to commit to living at a center, a crucial element in programming is the relationship between staff and the child. The way in which a former street child views adults differs greatly from that of a typical child. Staff members can play a key role in changing negative perceptions of adults to positive ones such as mentors and role models. The staff-child relationship can vary greatly among centers, from staff taking on the role of surrogate parents at some centers to being disciplinarians at others. Regardless of the institutional culture, it is important that the child develop a healthy sense of belonging in order to re-develop a healthy context of relationships.

When we visited **Mkombozi**, an adolescent from the street had come to seek help from the social workers about an abusive police officer. He was welcomed and seemed to have a warm relationship with the other children residing at the center. We were told that this is a common occurrence, as the center's doors are always open and the street educators and social workers always willing to listen. This is essential when building the kind of relationship necessary to effect change in the children's lives. Similarly, **Shalom Centre** staff acknowledges that they sometimes represent the most stable and trustworthy environment the children have known. As such, staff at Shalom consider themselves to be the children's "parents." At **SOS Villages** the concept of belonging is inherent to the organizational mission and structure. SOS seeks to recreate family life by dividing children into group homes overseen by a "mother" or an "aunt" and by providing 24-hour care. They also provide support for any boy who wishes to marry and represent him as his family to the betrothed's parents. This is an important aspect of culture in Zanzibar and helps the boy make the transition into marriage with support he would have otherwise had with his family. In a role similar to that of adoptive parents, SOS maintains ties with all youth after graduation and throughout adulthood as well.

Another way to develop this sense of belonging is by active contribution to and participation in the daily life of the center. Several organizations incorporate this idea into their programming. **Jitegemee's** compound is outfitted with chairs built by the carpentry students, and clothes made by the tailoring students are on display. At **Watoto Foundation,** youth are fully responsible for maintaining the areas in which they sleep and eat. They also apply the craft they are learning at vocational school by constructing the desks, chairs and beds that they use everyday.

Close contact with the staff and other children at the center also contribute to the sense of belonging. For example, at **Jitegemee**, staff meet with children once a week to discuss issues, and **Child in the Sun** organizes weekly activities (sports, arts-based and singing competitions) that build a sense of community at the center.

c. Peer Support

Encouraging group formation and peer support through programming are both ways that centers build on the street children's previous experiences. Both serve as positive coping mechanisms on the streets and can hold important lessons for adulthood. Working in groups is an important way to learn negotiation skills, time management and the delegation of tasks and responsibility, all of which are useful in working environments that the youth may enter. In addition, institutions that provide assistance for youth development in the form of micro-lending schemes or micro-enterprise development utilize a group format for lending, as there is less risk and a greater return on investment. For this reason, it is important for youth who seek this type of assistance to understand the importance of working well with others so that they are accustomed to forming groups.

Several centers we visited use the group structure in various ways. Shalom Centre and Mkombozi both use peer groups with leaders that are chosen by the children. This provides them with a role model for good behavior and responsibility. Group formation is also a part of Watoto's internal structure: boys are housed in groups of eight, and each group eats together and is responsible for a cluster of duties at the center. It is also an important forum for problem-solving, as most issues are expected to be addressed and resolved within each peer group.

Peer support can also occur through mentoring. This is an important part of the youth's experience at Jitegemee, where older youth are responsible for teaching the next generation what they have learned as well as acting as role models for children who remain on the street. This responsibility provides a sense of leadership in their own community and is essential to building self esteem for both the older and younger children. In addition, youth at Jitegemee meet at the center for lunch every day, regardless of where they go to school. This instills a sense of community and strengthens the natural, family-like bond that forms as a result of their shared experiences. At Dogodogo, the youth in peer groups applied the existing idea of a theater group for community outreach and formed their own theater troupe. Dogodogo now assists graduates through this initiative by securing performances that allow them to earn money while engaging in an activity they enjoy.

d. Responsibility and Emotional Maturity

A fundamental goal shared by staff is to develop emotional maturity in the youth because it is the key to a successful transition to independent living. Building self-esteem through leadership and responsibility are two common and successful ways in which centers for street children have attempted to meet this goal. Many of the programs that we observed are based on the understanding that children emerging from traumatic conditions on the street have matured in certain ways beyond their age and developed traits that can be built upon. We have also found that successful programs allow the children full participation in all aspects of life, instilling a sense of pride in their accomplishments and their capabilities. Part of the role of the institution that cares for these children is to allow them to make mistakes but to make sure they are able to learn from these mistakes.

Several centers provide the opportunity for children to take on additional responsibilities throughout their time at the center. For instance, the children at Mkombozi requested eggs for breakfast. Rather than buy the eggs for them, the staff decided the children could construct a chicken coop and learn how to care for the hens in order to produce eggs. The youth began by "borrowing" a rooster from a neighbor until they were able to produce enough eggs to make a profit and buy a rooster for their coop. This responsibility for live animals empowered the children and taught them important life skills in a way that was fun and rewarding. They learned how to organize themselves and plan ahead, and they were able to reap the benefits daily. Finally, the children were responsible for the profit they earned, while also learning negotiation skills and gaining exposure to the market and the community.

We found that several organizations see positive results from similar programming but may stress different life skills. At Shalom Centre leadership is encouraged, as the children work in groups under a leader that they elect on a rotational basis. In addition to hens, they maintain cows and a small garden with fruits and vegetables, all of which provide important nutrients along with a sense of ownership and accomplishment. In addition, the group leaders learn responsibility and management skills, as they are directly responsible for the children under their watch. Watoto Foundation is perhaps the most structured example, as the boys are involved in sustainable agricultural production of meat (from cows, goats and chickens), fruits, vegetables, eggs and coffee, an important cash crop in Tanzania. They also produce bio-gas from cow dung, as well as solar electricity from aluminum panels.

In addition to these projects, centers have employed other strategies to instill a sense of responsibility in the children, including contributing to the center's upkeep. At Watoto Foundation, the boys are given chores and expected to perform them in a timely manner or face negative repercussions. Sometimes their allowance is affected when money is needed to repair damages caused by the children. This teaches accountability and the concept of consequences, both important for success as an employee later in life. At Child in the Sun, there is an expectation that everyone will contribute to the general upkeep and cleanliness of the home, and this is enforced mutually among the children, as the responsibility for their environment becomes part of their socialization.

At **Jitegemee,** children are accountable to each other. As mentioned before, they are expected to become role models and mentors to the younger children as they grow through the program. From the beginning of their adaptation period, even prior to choosing a vocation and integrating into an educational program, they are taught the value of giving back to one another. This opportunity to assume a leadership role provides the youth with a future goal that impacts their current behavior, knowing that this responsibility affects others as well.

e. Empowerment

Although empowerment is a cross-cutting theme, it is important to single out because it has critical life-long implications. Empowerment can be achieved through any program or routine; the most important factors are participation and informed choice. We have seen empowerment manifested in many creative, resourceful ways throughout our field work.

For those children who have chosen to remain on the street, **Mkombozi** offers free tea and breakfast at its center once a week provided the children give one day's advance notice. This shows respect for the youth's choice to retain his or her freedom and preference not to integrate into an institution. It also allows for the children to make an informed decision and removes the element of the unknown in making this choice. Mkombozi's care plan is also very empowering, as children discuss and assess their choices and goals in order to carefully plan for their future. Also, their efforts are legitimized because they are given the opportunity to consult and revise this plan on a regular basis, while also being held accountable for achieving the goals they set.

SathSath in Nepal, **Watoto Foundation, Jitegemee,** and **Dogodogo** all agree that before a child can choose a vocation that s/he will be fully happy with and committed to, s/he must be exposed to the trade and take the time to consider the choice. This enables the youth to actively participate in their future plans and allows them to meet someone working within the trade, ask questions and imagine whether the trade will suit them. Vocational training is generally seen as more limiting than secondary school, and even more so if the child feels s/he has been forced to participate in a trade that s/he would rather not pursue.

At SathSath, the child undergoes aptitude testing to establish what trade or business s/he is best suited for. At Watoto, youth go through a short training in each of the main vocational areas before making their choice. Finally, at Jitegemee, after the six-month adjustment period, both the youth and their guardians complete a two-week workshop that introduces them to various trades. During the workshop, they also select a mentor and secure an apprenticeship. Furthermore, this serves as a practical opportunity for the youth to build on and apply the negotiation, decision-making and public-speaking skills they have learned over the course of the previous six months.

Another part of empowerment is practical application of knowledge acquired throughout life at the center. **Streets Ahead** in Zimbabwe teaches youth income-generating skills and assists in administering micro-projects where they put these skills into practice. The boys at Watoto Foundation who have been able to enter secondary school are also required to learn a trade so that they can better leverage their education upon entering the job market. The boys that are in vocational training learn basic business skills for the same reason.

f. Financial Maturity

Entrepreneurship Skills
As most opportunities for youth in Tanzania reside in the informal sector, vulnerable youth who do not have a viable safety net must acquire certain practical skills that will make them more employable and more confident in their ability to succeed.

Many centers for street children in Tanzania recognize this and provide entrepreneurship training as part of their programming. VETA also mandates that all vocational training centers incorporate entrepreneurship skills into their curriculum. **Watoto Foundation** and **Dogodogo** have both developed their own curricula and provide these lessons in a structured manner to all youth, regardless of their course of study or vocation. Topics include business maintenance, money-management skills and fostering good relationships with customers and clients.

Money Management
*W*hile basic education in arithmetic and literacy are important for former street children, money management is crucial for a successful transition to adulthood. Youth must learn to manage their income, which includes understanding the concepts of saving, budgeting, financial planning and decision-making. In addition, former street children are naturally adept at basic money management as many used these skills as part of their survival strategy while on the streets. Many youth are extremely competent in seeking out business opportunities and deciding how to best use their money.

Mkombozi and **Watoto** encourage income-generating activities and allow the children and youth to keep the revenue that they earn. Mkombozi has guidelines on how the earnings should be shared and distributed evenly among those involved in the project. The youth at Watoto leave with savings they have earned, which assists them in transitioning to financial independence**.** **Shalom** and **SathSath** provide the children with an allowance, which they can spend at their own discretion, except for that which is earmarked for specific purposes like transport.

The Street Banking Toolkit at **Mkombozi** teaches the youth about money management. Mkombozi acts as the banker and oversees a lending group, comprised of six youth. Loans are allocated incrementally according to compliance with the rules. When issues arise, Mkombozi will not make blanket suggestions to the group but instead discusses possible actions with individual members. While simulating real-life experience, Mkombozi also creates a safe environment where mistakes do not represent failure as they would in real life with a real bank.

Other centers have some combination of a lending or a savings program. **Shalom Centre** offers a savings program in tandem with an allowance: children are able to save the money they do not spend with the accountant at Shalom and can access these funds at any time. At **Jitegemee,** youth are asked to save the money they earn as apprentices, and the organization plans to provide small loans that match the amount the youth was able to save. The first loans are earmarked for basic necessities. Upon successful repayment, the organization plans to link youth with institutions that specialize in micro-lending in order to add to their potential to develop capital for small businesses. **Child in the Sun** has a more participatory approach to lending, whereby

vocational students are responsible for developing their own income-generating activities before being able to access a loan through the institution.

3. Phases of Life at Centre: On Departure

During the course of our research, we have found some innovative ideas with regards to preparation for graduation. At **Shalom Centre,** the management assists the youth until they are employed and have received three paychecks from their employer. During this time, Shalom pays for major expenses, such as rent, so that the youth are able to save money from their paychecks. Because children know they will have this safety net, transition is not as intimidating. **Mkombozi** finds and pays for three months of group housing for its graduates along with providing for their larger purchases. **SOS Villages**, with a much larger budget, has a slightly different policy. The graduates live in a group home separate from the main compound. They have increasing responsibilities and less supervision, though they are still technically a part of the institution's programming. This arrangement functions as a bridge from the SOS Village family to the greater community. The graduates are responsible for cooking for themselves and buying their own clothes, in addition to most other tasks related to keeping house. They are given an allowance and begin learning about managing money. At **Watoto Foundation,** meetings are held weekly over the course of several months with targeted discussion topics related to leaving and transitioning to adulthood. Watoto also allocates money for each youth for the eighteen months prior to graduation. On completion, a portion of these funds are reserved for their housing for six months, and they can spend the remainder however they choose.

Employment Opportunities

One of the major components of self-sustaining adulthood is gainful employment. **Watoto,** the **Mkombozi Centre** in Arusha, **Child in the Sun** and **Shalom Centre** all rely on existing, informal networks to set up apprenticeships or volunteer labor before a child graduates. This allows the youth to experience the professional workplace while retaining a safety net of the staff at the center to discuss professional difficulties. The systems at **Jitegemee,** Watoto and Child in the Sun are more formalized. At Jitegemee, the youth gain hands-on experience and hone their chosen vocational skill by holding an apprenticeship for over a year with a local tradesman, or *fundi,*[99] who belong to the *Jua Kali* association. Youth are encouraged to seek out and approach potential employment opportunities, but Jitegemee will assist them to negotiate the final agreement. This is to ensure that they are not exploited and has the additional benefit of giving credibility to the youth. Jitegemee also networks with other organizations in Machakos, such as the Ministry of Information, the district court and the hospital, to arrange internships for its students that are attending secondary school so they may gain valuable experience in a professional environment.

Child in the Sun provides some assistance to youth to overcome the difficulties they face in finding a job: they allow them to come back to Child in the Sun to work until they are able to get on their feet, or they provide them with material to start a business. Secondly, Child in the Sun pays employers to "insure" that they do not experience additional risk by hiring the children. This payment covers any expenses incurred should the youth steal or break something on the job. At Watoto the official period for transition is eighteen months. During this time, youth are

[99] Swahili for "master"

expected to work at a company outside the center for three months without pay, though they are allowed to receive bus fare and lunch as minimal compensation. This is their opportunity to prove themselves and attain a job in their particular trade. It is also an opportunity for them to make important contacts, as they are expected to receive a letter of recommendation from their employer should they decide to leave the company in search of more lucrative opportunities.

4. Collaboration and Advocacy: Strength in Numbers

It is critical that centers for street children collaborate in order to best utilize their scarce resources. In this way, smaller organizations can have a greater impact on the issues that most directly affect street children. For example, **Streets Ahead** in Zimbabwe maintains regular contact with other organizations that work with street children, and it participates in national and international level meetings and workshops. It also promotes children's rights among community leaders and policy-makers. **SathSath** advocates for children's rights with the government of Nepal, as does **Mkombozi** with the government of Tanzania through the Arusha Caucus for Children's Rights. In addition, Mkombozi employs lawyers who are willing to work pro-bono to defend the rights of children who have been abused by authority figures.

Advocacy has a vital role in reducing stigma by raising awareness on the issues surrounding street children, which in turn can foster a more welcoming environment for graduating youth. Considering the many structural impediments that exist around serving street children and vulnerable youth in Tanzania, it is critical for centers to work together to bring the issue forward in the public mind.

5. Community Immersion and Outreach

Community outreach is another important way to reduce the stigma attached to street children. There are many ways to conduct outreach. One approach is to invite people from the community with expertise or knowledge to come to the center and teach the children about topics that are relevant to their lives. For example, **Child in the Sun** organizes a seminar every month and invites guests such as police officers, human rights advocates, private entrepreneurs and others to present their areas of knowledge and allow children the opportunity to ask questions. The children are usually excited and honored to have a visitor, and this can serve to mitigate the sense of isolation that can develop from living within an institution. **Dogodogo** also organizes workshops during holidays and school breaks, bringing in facilitators to teach on topics such as value and respect for the community and how to contribute to their community.

Mkombozi invites the surrounding community once a year to a party at the center where the youth perform short plays and music. These talent shows are a unique way to give back to the community while allowing children to play with each other, regardless of where they are from. The community also experiences what life is like at Mkombozi, and preconceived notions that they might have about street children can be corrected through this interaction. Mkombozi is also currently involved with an advocacy program on child protection through the Arusha Caucus for Children's Rights, with the aim of teaching the public why it is necessary to protect children and lobbying for national child protection laws.

An important part of the programs at **Jitegemee** is that children and youth are expected to give back to their community however they are able. As a result, the community views the organization positively, which aids the staff in networking with local businesses and organizations to place youth in volunteer positions or gainful employment when they get older. At **Watoto Foundation,** the youth sell their extra produce and the goods they make during vocational training to the community. This gives them exposure to the business world but also disproves negative perceptions of street children the community might have. In addition, the grounds at Watoto have a drip-pipe water system which provides water to forty-four families in the area for a small fee determined by their financial capabilities. Thus, the community views the center as beneficial and valuable to them as well as the children, which adds to improving general attitudes towards street children.

SathSath in Nepal conducts two highly innovative community outreach activities: a weekly radio program and a street and theater drama program. The former focuses on child rights and engages both street and school children in production. The theater program promotes a unique platform for "a more understanding, inclusive and ultimately more child-friendly society."[100] As the program involves street and school children, it enables both groups to "develop respect and understanding for each other."[101] By working alongside school children, street children are exposed to social norms and values that they may not have developed in the street environment. In addition, they learn skills and gain confidence that will empower them to realize their potential as valuable members of society. Alternatively, school children have the opportunity to view street children as their peers, which helps to reduce stigma.

VIII. Recommendations

A. Youth Participation and Support

1. Formalize information-sharing between older and younger youth

Because there is a wide age range of Amani children, using mentors could be a beneficial aspect of programming. The older children who are excelling in school and who have successfully integrated into Amani could serve as role models for the children who are just arriving at Amani. This would show the younger children that it is possible to turn away from life on the street and grow and learn in a positive way at Amani. For example, older youth could develop leadership skills while acting in the role of a "big brother" or "sister" to younger children, teaching them the ways of life at Amani as well as helping them to grow out of their street mentality. This would also reduce the load of the social workers in encouraging them to think about their future, as it would provide a practical example and role model for youth to emulate.

[100] SathSath, "Current Programs: Street and Theatre Drama," http://www.sathsath.org/drama.html (accessed April 10, 2008).
[101] Ibid.

2. Ensure youth define achievable goals within phases

Children who are living at Amani could be encouraged to work towards achievable goals from the time of their arrival. In order for this to be effective, there should be consistent and open dialogue about their future with their caretakers. Though these children have missed out on important segments of their childhood and Amani is a time where they can return to "normalcy," the fact remains that they will one day have to leave the institution and live on their own. As a result, punctuating their time at Amani with goals that they set for themselves would be excellent practice for the future, when they will have very little guidance in the form of trained professionals who have their best interests in mind. We have included in this section criteria that can be used to evaluate these goals: please refer to section C.1 below.

3. Actively engage youth in decision-making with respect to post-primary options

As mentioned in our findings section, many youth we spoke with felt they were forced into vocational training programs. This makes them less invested in their futures, which in turn diminishes their chances of success. There are several ways that Amani could help youth make better informed decisions about their post-primary educational track. Amani could bring in local tradespeople to give brief presentations on their trades, or staff could travel with the children to the shops of local *fundis* in order to see first-hand the work that these vocations entail. The youth that are currently in vocational training could also speak to the children still in primary school on an informal basis about what they are learning in their vocational programs; this could occur briefly when the youth return to Amani for travel fare before school holidays. The youth should be completely aware of the professions they are choosing and what their lives might be like if they choose that field.

4. Expand youth involvement in Amani's day-to-day responsibilities

While children at Amani currently hold responsibilities for helping to prepare meals by chopping vegetables or for cleaning up after meals, many opportunities exist to involve children more directly in the day-to-day operations at Amani. This will create a sense of accomplishment and pride in the children for helping with important tasks at Amani, which in turn empowers them and the children will also learn valuable life skills. Positive reinforcement and progressive responsibilities given to the children would show respect for their accomplishments and confidence in their ability to continue on this positive path. For instance, the children could be involved in all the steps in planning a meal, from choosing what will be served, to bargaining at the market and buying the food, to cooking the meal. The children could also plan a party or gathering for the community outside of Amani. This would have a double purpose: community members would have the chance to see what Amani is all about, and youth would feel they are a part of this community.

Involvement in various aspects of life at Amani would instill in the children from an early age the notion that their success is their own, and that they should be proud of what they are able to accomplish. The earlier they develop the skills and the confidence to make decisions on their own, to work with their peers to create something enjoyable, the better prepared they will eventually be for the real world.

5. Create opportunities for youth to plan "study tours"

Several of the Amani staff we interviewed mentioned the idea of taking the children on a "study tour" or field trip to local educational sites, such as museums. The children could also be involved in planning and carrying out the trip, which would develop their leadership, responsibility and planning skills. Study tours could provide an opportunity for the youth to work together in groups, plan their time and be responsible and engaged in their education, while simultaneously learning something worthwhile in a meaningful way. It would also stress the importance of setting realistic goals and creating the opportunities to meet them, both individually and working as part of a group, which are invaluable life skills. This could also be a way for the youth who are nearing completion of primary school to visit local tradespeople and learn about their trades. Furthermore, study tours would decrease the sense of isolation that many children at Amani mentioned to the team during interviews and focus groups.

6. Promote leadership, resourcefulness and group dynamics developed during street life

One aspect to consider is the importance of empowering the youth by considering the negative experiences of their past life in a positive way: their ability to survive, to forge alliances, to seek opportunities and education against difficult odds. For instance, because forming groups is an important coping and defense mechanism, Amani could organize youth into peer groups which would work to support each other as well as keep each other in check, in addition to performing duties at Amani or taking on their own projects. A group leader could have responsibilities both vis-à-vis the children and their staff supervisor. There would also exist the possibility to delegate these responsibilities to other children within the group who show promise. Finally, there is a potential to incorporate age variations and mentorship within these groups (see recommendation A.1. above).

7. Incorporate practical life skills into curriculum with particular attention to money management skills

While the curriculum at Amani comes directly from the Ministry of Education and the COBET program, the teachers indicated that they have some influence over what is taught at Amani. This provides a great opportunity to introduce and incorporate topics that are not necessarily mandated by the national curriculum but which would equip the students with important life skills, such as money management and budgeting in mathematics class. Arithmetic or multiplication, for instance, could be taught by pretending that the children have a certain amount of money to buy food and supplies at the market. Another idea that came out of our interviews with the educational staff was the introduction of minimal vocational skills with NFE, such as basic carpentry, so that the children could expand their understanding of what these trades entail. This would also help the children immensely to make better informed choices when the time comes to choose a career path or vocation.

8. Organize games, competitions or talent shows

As mentioned in our findings section, several centers for street children that we visited organized regular sports or talent competitions among the children. For instance, the children could write skits and perform them for the other children and the staff, which would serve as an outlet for their creativity and give them confidence for speaking in front of others. The children could hold spelling competitions ("spelling bees") or math competitions, and the child who wins would get a prize or special privilege. The winners' names could be posted in the dining hall or in classrooms in order to positively reinforce good behavior and academic performance. For children who have been marginalized and have felt they had no value, being recognized and praised for their abilities can only help to empower them and increase their chances for continued improvement.

B. Development of Transition Programming

1. Define fixed transition period

Youth and staff need to be clear on the duration of the transition period at Amani. Although there will always be some negotiation and flexibility, youth should receive proper preparation to leave Amani. They should also clearly understand the resources and support that Amani can offer. Furthermore, youth should be fully aware of the timeframe for phasing out of dependence on Amani. This phasing out period should happen when the youth is able to seek independence through education, employment, or other means.

The post-graduation care and monitoring system could also be systematized so that all youth and their families have a safety net during the transition period. In addition, systematized follow-up should be carried out and documented. Although some youth might face relatively few challenges within the first months after graduation, they would still benefit from continued contact with the social workers at Amani, who have been their support system for the majority of their formative years. The presence of at least one influential adult during this critical period of a young person's life facilitates a successful transition. As abuse of trust by authority figures is often a common denominator in the lives of street children, the continued positive relationship that Amani extends following graduation will provide the youth with the confidence they need to make the next steps into adulthood. Youth should be allowed a standard period of follow-up care, and social workers could develop a solid plan for maintaining contact with the youth, despite certain obstacles such as time or distance. The first year following graduation from a care facility is when youth may be most susceptible to returning to previous behaviors, as their support network has shifted and their environment has changed.

2. Establish links to prospective employers

In order to better establish the youth's ability to sustain independence, it would be beneficial to link youth with apprenticeships and prospective employers. This will be particularly helpful for youth who have had no experience working. Providing this link, along with the accompanying skills needed to keep a job may improve a youth's ability to maintain employment over time. Possibilities may include creating the opportunity for volunteering and/or internships within

government organizations or private businesses while the youth are still under Amani's care. Also, Amani could use its good standing in the community to establish a rapport with prospective employers of its youth.

3. Provide targeted counseling

If youth display behavioral problems when entering Amani, plans could be developed to aid them to transition to healthier coping mechanisms which will help to sustain their lives. Behavioral challenges are difficult to address, but only with a plan of action, patience, encouragement and guidance will youth be able to modify their behavior. The behaviors of youth who have experienced trauma are often erratic, and their aggressive behavior is often their only means to compete for their needs to be met. If they do not receive such counseling, it will be all the more difficult for them to negotiate the acquisition of goods and services in a peaceful manner, appropriate to the cultural context in which they live. This is essential to living independently as a responsible adult. Targeted counseling should occur on a regular basis, specifically regarding issues related to transition, such as money management, decision-making, anger management, handling frustration and disappointment, forming meaningful relationships with others, taking responsibility for one's actions, marketing one's skills and experiences to prospective employers, etc.

4. Require workshop participation, incorporate lessons learned

In order to ensure that all youth have developed the life skills necessary to succeed upon transition, a life skills curriculum could be developed. This process could include a brainstorming session in which all Amani staff participates in order to capitalize on the breadth of expertise and creativity within the organization. Topics for this exercise could include the skills necessary for youth to succeed not only within Amani, but also in the greater community. Some curriculum ideas might include having the youth:

(1) Use money (pretend or real) to plan a simple budget based on an income and expense scenario, in line with what they will experience later in life;
   E.g.: a mechanic typically would make x amount of money per month; Amani could simulate an expense account by providing that money to the future-mechanics and require they "pay" rent and bills to Amani, in addition to food costs, in order to learn budgeting skills.
(2) Organize a dinner: plan a budget and a menu, shop for the food in the market, assign cooks and wait staff, etc.;
(3) Undergo mock job interviews and professional development coursework; or
(4) Receive entrepreneurship training.

Staff who work with youth to develop these skills foster a relationship and give the youth the opportunities to ask questions and learn the necessary skills for independence. Although the youth at Amani are learning life skills that will aid them in transition, such as bed making, dish washing, cleaning, health lessons, and in some circumstances aiding in food preparation, Amani can grow and develop this program.

In order to address this, staff may choose to brainstorm a life skills curriculum, or evaluate the programs offered at other centers. This is important as staff should act as a resource for Amani programs because all staff has a stake in the Amani program. Furthermore, this brainstorm and the evaluation of other centers may lead Amani to understand any gaps they have in skills based training. If asked, youth may have on opinion on this matter. Some requests from the children might be silly, and child-like, however, all of these experiences help a child grow into adulthood. Finally, staff could evaluate graduates' progress in order to identify any struggles that may be prevented with Amani training for youth. Aiding and guiding each child to become conscientious and responsible through the development of life skills will allow the youth to practice the skills before they transition to live independently. As Amani often has the youth through their most formative years, the children should be receiving these lessons consistently.

4. Provide start-up capital and supplies

Even with the financial support that Amani gives through providing education, there are many basic needs that youth will struggle to meet without start-up capital. A systematized policy might provide equal opportunity to all youth who are graduating to access start-up capital.

Children need to plan for their financial future to make informed decisions. Full disclosure and communication from Amani on how they will financially support the child is necessary to make choices regarding education that they will be able to pursue. If, for instance, a child is trained in carpentry, but has no purchasing power to buy the tools that are necessary to work, then their education will not sustain their livelihood. If a child is made aware of their future financial support then they may be more engaged in potential educational and employment options. Amani does not have to face a financial burden to support this endeavor, but has resources in micro-lending institutions and donations to secure the success of youth through expansion of start-up capital.

C. Support for Graduated Youth

Given the increasing rate at which Amani youth will graduate as its younger population grows older, there are several steps that Amani could take with respect to its graduates.

1. Establish achievable targets and contingency plan

We have recommended that achievable targets be set while the children are at Amani. We also believe that this could be incorporated into a post-graduation plan for each graduate prior to leaving Amani as a matter of utmost importance. These targets could be in the form of individualized goals that are mutually agreed upon by the youth and social worker. Prior to graduation, each youth would sit down with his or her social worker and write down his or her goals. The social worker and the youth would then evaluate each goal together. As a practical suggestion, we recommend that the criteria used to evaluate these goals are SMART:[102]

[102] Adapted from Nikitina, Arina, "SMART Goal Setting," 20008, http://www.goal-setting-guide.com/smart-goals.html (accessed May 2, 2008).

S = Specific
M = Measurable
A = Achievable
R = Realistic
T = Time-bound

Specific: Goals that are specific help to focus efforts by clearly defining what will be done, how it will be accomplished, and why it is being pursued. Asking the following questions may be helpful to ensure that a goal is specific:

What are you going to do?	I will find a job as a mechanic.
Why is it important do now?	I will finish my apprenticeship soon.
How are you going to do it?	I will talk to prospective employers.

Measurable: Small, short-term measurements can be built into each goal to ensure that it is manageable and to help see the change that will occur. These measurements can include incremental numerical benchmarks with target dates, for example, to visit three different garages to inquire about job openings for mechanics by next Friday. By establishing concrete criteria for measuring progress toward the attainment of each goal, youth and social workers can stay on track and celebrate small achievements that will spur them on to reach their ultimate goals.

Achievable: Youth and social workers could work to figure out ways to attain each goal, based on skills and resources available. A goal can be both achievable and ambitious at the same time, stretching the youth to rise to the challenge. For example, youth could set a goal of saving TSH 500 every week towards renting their own room. In this way, achieving this goal every week would create a feeling of success that would help youth stay motivated.

Realistic: A realistic goal is not necessarily easily but rather "do-able", in the sense that skills and resources needed to do the work are available. Youth and their social workers could create a plan to reach this point that makes the goal realistic. For example, based on where the youth is currently he could take driving lessons to obtain a license by next year. Social workers have the opportunity to ensure that by attempting to make the goals realistic, the capability and potential of the youth is reflected in an empowering way.

Time-bound: Without setting a timeframe, the goal becomes too vague and the sense of urgency to take action is lost. With an end point to the goal, there is a clear target to work towards.

After evaluating their goals against these criteria and making any necessary changes, should the youth choose to, they could also share their goals with the other teachers and caretakers, including *Upendo* Group Leaders who know the youth well. Furthermore, youth and social workers may find it useful to develop a contingency plan that details what alternative steps could be taken if any or all of the goals cannot be reached. These alternative options could also be fleshed out using SMART criteria.

2. Monitor graduates for set period at consistent intervals

To follow up on the progress of graduates, Amani could formally monitor them for a set period of time upon graduation. Since Amani social workers said that graduates would require assistance for more than six months, the graduates could be required to report to their social workers monthly for the initial six months, and bi-monthly thereafter. The frequency of these follow-up sessions could gradually decrease and be phased out as the graduate becomes more self-reliant and less dependent on Amani to solve his or her problems. Please refer to the Best Practices section to see what other centers are doing in this regard.

3. Establish support groups for graduates

Although there is fear of a "mob mentality" that may result when former street children come together, Amani could encourage the youth to support one another after graduation, simply by suggesting that they meet up regularly to share about the issues that they face as graduates, even facilitating such meetings whenever possible. The formation of such support groups would be particularly beneficial to those youth who are interested in accessing capital or small loans as a group to start their own business. Such groups would have even more legitimacy with Amani's backing, as several microfinance institutions expressed interest in giving loans to groups of youth who had guarantors in the form of adults who could vouch for them.

4. Invite graduates to act as mentors and/or role models for younger children

The Amani graduates whom we interviewed revealed that they learned the most post-graduation from those who had walked the same path before them: their friends. Given the depth and intimacy of friendships among Amani children, older youth can provide invaluable insight and lessons learned to their younger peers, even more so after they have left Amani and can share about life after graduation. Amani could invite the graduates to return on a regular basis to serve as mentors and roles models for younger children, setting up a formal Question-and-Answer session, or perhaps even designating certain relevant topics for the graduates to discuss at a monthly *Upendo* for All session, for example on how to interact with your new boss.

5. Teach graduates to act as ambassadors in the larger community

Graduates are the face of Amani throughout the community once they leave and are in a unique position to influence community perceptions, not only of Amani but also of street children and their potential for rehabilitation. In addition to interacting with and integrating into the community, Amani could emphasize this future role of its graduates as part of its transitional programming. For example, they could teach youth how to tell their stories in a way that will enable the community to understand where they have come from and what they have to offer. Amani could nominate successful graduates to return to share their post-Amani experiences with youth currently at the center.

Amani could also utilize its contacts throughout the community to arrange for brief speaking engagements to raise awareness about the possibility of rehabilitating street children and the value that Amani graduates add to their surrounding community. A young person who has shown

leadership could serve as a volunteer soccer coach in a local school, for example. Also, there could be a drama or music group at Amani, and upon graduation this group could be asked to entertain the public through street performances. These last two examples could serve as a platform for graduates to share their experiences and show their talents while providing a valued service. Finally, linking successful graduates to any advocacy or outreach efforts sends a powerful message to the targeted audience.

D. Staff and Institutional Capacity-Building

There exist many opportunities for growth in the domain of staff and institutional capacity-building.

1. Formalize policies and procedures

Based on our finding that many policies at Amani are developed in an ad-hoc manner in response to issues as they arise, we suggest that the management, taking into consideration staff input and opinions, develop and implement formalized policies and procedures for all Amani programs. This includes not only activities within the center, but also norms with respect to documentation and information-sharing, rule-enforcement and general procedures for any and all circumstances that arise: choice of programming by the children, follow-up and home visits, school visits, etc.

2. Establish phases of youth care

Finally, we found that it is beneficial for children to have set targets that they define with their caretakers. This gives them a sense of power over their futures and the choices they make as well as a sense of accomplishment when they reach the goals they have set. It is also a tangible way for caretakers to monitor progress and address issues that arise which may otherwise fall through the cracks. At Amani, this could manifest itself practically through the establishment of "phases of life" through which the children pass. Each child could be asked to think about what s/he wishes to accomplish within set periods of time and then work with his or her caretaker to define specific targets that would enable him or her to achieve these goals. In addition, this could serve as a contract between the child and the caretaker, with related responsibilities and associated accountability. Secondly, goals and targets could be defined within set stages of life at Amani: entry, progress through educational programs, transition and exit. This would give both youth and staff a finite end point situated within a specific time frame, within which they can work. It would also reinforce a sense of structure, allowing the child to go through his or her time at Amani knowing that eventually s/he will leave, which is an incentive to make the most use of his or her time there.

3. Anticipate issues before they arise

Amani has been welcoming children for almost seven years. Throughout that time, its staff has seen many issues that arise surrounding the children and their behavior. They have gained unique perspective and sensitivity as well as instincts that inform them when a problem exists with the children. Based on these, Amani could develop clear-cut strategies to anticipate issues related to the children under their care before they arise. It could review how it dealt with these issues in

the past and the lessons that it learned from these experiences, in addition to how it would change its reactions. This brainstorming would serve to inform the development of policies created specifically to address anticipated problems, and could even include caveats or alternatives for extenuating circumstances.

4. Expand staff training

Many members of the staff mentioned they would benefit greatly from increased knowledge about topics ranging from life-skills curriculum to up-to-date information on health services and products that exist for youth. Amani could continue to allocate a portion of its yearly budget toward staff development and training, building first on the incredible diversity of experience that exists within the center itself. With respect to developing and incorporating alternative teaching methods into NFE, for instance, this could occur in the form of a staff brainstorming session using manuals that are readily available through educational organizations in the community (refer to section "External Options for Collaboration"), without necessarily needing to resort to external support and expertise in the beginning. The teaching staff at Amani represents a wealth of diversity and experiences, and it is important to capitalize on those. They know the children and their capabilities and have come from all backgrounds, including the development of income-generating activities (IGA) and education for special needs. In addition, and in line with youth participation and support, Amani could institutionalize concepts related to child empowerment and capitalize on the positive aspects of the specific assets and life skills they developed during their time on the street. This includes group dynamics and leadership.

Teacher satisfaction is critical to their performance and the performance of their students and as a result Amani could better express how it values their teachers and work with them to provide the support they require to accomplish their jobs to the best of their abilities. This includes compensation commensurate with their efforts and comparable to that of other staff. In addition, staff capacity-building and training and encouragement are themes that arose several times over the course of our conversations. Finally, it is important that a proper channel for grievances be established and that decisions that affect everyone are made in a participatory way.

5. Expand community outreach

Community outreach is another important component of institution-building and has many positive externalities. It provides an outlet for youth and staff, integrates Amani within a larger context and establishes the environment into which the youth will eventually graduate. Amani could incorporate some of the examples cited in our best practices section with respect to raising community awareness about Amani, its programs and the children that live there.

E. Special consideration of Amani girls

1. Rationale

Recognizing that gender was not an area Amani requested we look into, the following recommendations come solely from a shared concern among our team based on our observations and interactions with girls at Amani and other centers for street children, as well as our

knowledge-base on the matter. We understand that our perspective may not fully mesh with the Tanzanian cultural context, but we offer the following suggestions that we hope will be beneficial to Amani staff and to the girls at Amani.

Because girls face different circumstances than boys, we believe that they should be given special consideration with regard to treatment and programming while at Amani. While it is understandable and commendable that all youth are treated equally at the center, certain differences cannot and should not be overlooked in the quest for equality. As young children often give little or no regard to gender themselves, it is also reasonable not to make overt distinctions in treatment or programming at early ages. As they grow up, however, differences become increasingly apparent, not only physically, but also emotionally and behaviorally. Unless girls are prepared for these changes, they will be ill-equipped to deal with them. Because pubescence is such an important time developmentally and often a difficult one emotionally, preparation and support are crucial, especially for those girls coming from extremely difficult circumstances like the street.

Many girls are not afforded the opportunity to bond with their mothers or any other female figure. Additionally, some have been abused, abandoned or witnessed the death of their mother. The lack of this fundamental relationship in their lives often has major effects on their identity formation and psychosocial development. Without consistent special attention, positive reinforcement and encouragement from other females at Amani, girls may not form the positive coping and resiliency mechanisms necessary to overcome the trauma they have experienced or be able to confront problems that arise in the future.

Even if the girls themselves did not live on the streets prior to coming to Amani, we have learned that they have all generally come from abusive or neglectful situations at home. Some of the girls currently at Amani are the siblings of boys who were driven out of their families and into the streets because of parental illness, death, alcoholism or abuse, all of which are compounded by poverty. Many times the girls themselves had no option but to stay in those extremely complicated situations in the role of caretaker, wage-earner or housekeeper. Without opportunities to go to school, socialize with other children their age and to have carefree time to play in safe spaces, girls often become withdrawn, reserved, shy or resigned. This can be especially compounded in an environment like Amani where their peers are overwhelmingly of the opposite gender.

2. Recommendations

Activities for Girls

In addition to development and implementation of female counseling and female group support at Amani, we recommend that there be a range of leisure activities for girls in addition to those typically considered to be for boys, such as soccer. Through play, boys often prove themselves and formulate identities based on, for example, being the fastest runner or the toughest soccer player. Even if girls love to play soccer too, they may be overshadowed by the boys and may need other outlets for play, expression and identity formation. All children are naturally creative and generally enjoy being able to engage in artistic expression, so this could be an area explored for all youth, but for girls in particular. If an outside teacher, older university student or an

Amani staff person could come in monthly or weekly to work with girls on art projects such as painting, craft-making, drama, music or singing it could serve as an empowering and therapeutic time for the girls to spend time working together, building relationships and expressing themselves apart from the boys and apart from the regular activities and programs at Amani.

Life skills and Mentoring

Recognizing the high levels of staff commitment to all children at Amani, girls need special training and counseling to empower them to become assertive and successful women that can survive outside of Amani. This ought to occur soon after girls enter Amani and integrate into daily life there. The sooner this attention is afforded them, the more prepared they will feel to face the challenges they will inevitably encounter upon graduation. It is important that girls learn the skills that they are expected to know but may not have had the opportunity to learn from their mothers or other female family members. Basic cooking, shopping, laundry, cleaning and health care skills, in addition to sex education and child care if necessary, are extremely important not only for their own survival but also for marriageability prospects. In this regard Amani could link girls with women in the community who are willing to mentor them as part of a community outreach strategy. If, for example, Amani chose to host a talent show or other event to which they could invite the local community, they might be able to change the community's perception of street children and be able to foster relationships with some community members who could serve as mentors for the youth.

In terms of the life skills mentioned above, Amani could collaborate with Mkombozi's center for girls in Arusha. From our conversations with the girls there, we found that they are taught to become self-reliant through a specially designed program where they learn to bargain in the market, buy nutritious foods, plan their own budgets and manage money in addition to receiving vocational training. In addition, Mkombozi helps them to find jobs, encourages them to live in group housing to save money when they first leave the center, and follows up for a period of time to determine if the girl is doing well on her own.

Job Counseling and Graduate Groups

It would be very beneficial if girls receive special job counseling so they are aware of the full range of options open to them. This would enable them to envision how their life might be in the future and to create the goals necessary to get there. It would also instill hope in their plan for life and what they can achieve. To facilitate this, Amani could set up study tours for girls to visit a tailoring shop or other places of business where other women could briefly show them the ropes and offer them an idea of the skills they need to work in that specific field. With better information, girls could then be actively engaged in the decision-making process that ultimately affects their future. As Amani graduates more girls in the future, it could also capitalize on this by encouraging these graduates to remain connected to Amani by taking part in a type of alumnae network whereby they could offer advice to younger girls at Amani. Or, if other centers for street children in the area already have a similar graduate network in place, Amani could potentially tap into their group of female graduates.

Collaboration with other organizations and centers for street children

There are also many existing support options open to girls for which Amani could prepare them or to which they could suggest linkages. The Salvation Army International based in Moshi

employs a group formation scheme specifically designed for women to encourage savings and financial accountability for business development and empowerment through its Wealth groups. Even if girls do not qualify for these specific groups, Amani could learn from the model and tailor the Salvation Army's curriculum to meet the needs of their girls, employing their two manuals: "Women in Business: Road to Wealth" and "Selling Made Simple." WEECE is another organization in Moshi dedicated expressly to women's economic empowerment. They are known within the community for providing small loans to women and are willing to provide such loans to youth from Amani so long as there is a financial guarantor. AJISO is also based in Moshi and is part of the Child Rights Caucus willing to give seminars to girls (and boys) on child rights and women's rights. They could provide invaluable information and a sense of empowerment to girls at Amani.

Other centers for street children in the Moshi area house girls and the centers could collaborate on certain initiatives for girls. Amani could send girls to Mkombozi (or vice-versa) for special girls' seminars or art classes in order to socialize girls and encourage female relationships in addition to providing more quality services for girls and possibly sharing the costs. Greater collaboration on these types of programs would greatly benefit Amani girls. Lastly, Amani could explore the option of establishing relationships with centers for street children that serve only girls to learn from their programming and curriculum.

3. Conclusion

While we believe it is of utmost importance that girls be afforded special attention and programming, the above recommendations specifically for girls by no means seek to sideline or marginalize boys at Amani. For this reason, we suggest that new programming for girls be implemented with great care. Staff capacity and resources permitting, targeted counseling, youth support groups, seminars, study tours or graduate networks for boys can be simultaneously built up so that boys are afforded similar opportunities and will not feel excluded. We stress however, that because girls are in the minority at Amani and have special needs, they be specifically targeted and encouraged as a group.

F. External Options for Collaboration

There are many options both in Moshi and throughout Tanzania for collaboration in order to enhance Amani programming.

1. Explore opportunities for artistic expression

Mbokomu Youth Arts group, located just across the road from the Christ the King Cathedral in Moshi, is a local, grassroots, self-sustaining training center which teaches art, crafts-making and basic marketing skills to youth. After going through the program, youth can sell their art directly from the shop which is on site, s/he can open his or her own shop or can send their products to other shops in town that have an agreement with Mbokomu. The youth keep the revenue of what they have sold, and arrangements can be made with the executive director with respect to supplies and storage. Amani youth have expressed interest in learning art; however, it may not be within Amani's capacity to institute a full-fledged art program or option for the youth. The

executive director and two of the artists at Mbokomu stated that they would be willing to come to Amani to provide short workshops related to arts and craft-making for the youth. This is a small organization which has been working with youth for many years, and the director expressed interest in working with youth that are older and genuinely interested in gaining experience and knowledge in the field of the arts. He understands the importance of including former street children who wish to change their lives in a wholesome, nurturing environment, and by its very nature, this center is structured in that way. There is a small communal garden, and everyone works and eats together within the compound.

2. Liaise with entrepreneurship skills providers

There are several organizations in Moshi and in Tanzania that address the issue of entrepreneurship skills provision. VETA, which has an office in Moshi, has a manual which it expects should be implemented in all certified vocational training schools. It is able to provide the manual, as well as to organize for a one-day workshop to train caretakers and teachers on how to use it, or how to incorporate entrepreneurship skills training in already existing curricula.

Salvation Army International, also based in Moshi and located centrally in the Kahawa House, runs a highly successful program throughout Tanzania called the Wealth Program. Although it is targeted toward women, it has been replicated by men, youth and even children in areas where they were in a position to witness its success. While Salvation Army works with specific communities and has criteria for starting a new project, including the formation of a group, they provide entrepreneurship skills training and distribute documentation to assist them in teaching groups about the basics of starting a small business and marketing their products. They also act as a liaison for groups who wish to gain additional information or training where they do not operate by locating where this information is available. Amani could speak with them about the possibilities of making such literature available to its staff, or holding a workshop where they can gain such skills. Time constraints and prioritization would have to be taken into consideration, but as this program has been running for quite some time, the staff has experience and expertise and seemed interested in our project with Amani.

AFREDA is another development organization that provides entrepreneurship skills training for partners and clients. They would be willing to collaborate with Amani to build on the potential of its youth to start small business projects, so long as the collaboration is structured and there is an end goal in sight. They are based in Dar-es-Salaam but work with groups all over the country and would travel to Moshi if need be.

3. Consider options for credit and small business development

With respect to credit and small business development, the team contacted several individuals who are making incredible strides with youth. WEECE is an organization in Moshi dedicated expressly to women's economic empowerment. They are known within the community for providing small loans to women and are willing to provide such loans to youth from Amani so long as there is a financial guarantor. Another is the Lushoto Youth Development Foundation (LYDF), which in less than a year of existence has been able to turn around millions of shillings through a structured program that involves group work, incorporation of basic business skills,

creative thinking, discipline and mandatory savings. Incidentally, many of the organizations we spoke to stressed the importance of group work and savings schemes for youth in order to build collateral, credibility and structure. The founder and director of LYDF is a self-starter who has worked closely with youth in the past to create income-generating schemes for street children with an environmental component, as well as with the University of Dar-es-Salaam on a business incubator pilot project. He expressed interest in Amani youth and their potential for business, and would be willing to speak to Amani about the possibilities for collaboration.

4. Invite guest lecturers for seminars on child rights, civic education, business

There are many resources and opportunities for guest lectures and skills-building. In addition to the entrepreneurship workshops mentioned above, AJISO, a small, human-rights based organization, offers workshops for both adults and children on children's rights, along with legal counseling, which could also be useful for Amani youth once they have graduated. Some organizations have liaised with local authorities to provide guest lectures on legal issues, discipline, or issues related to social development, such as drug abuse or other life topics.

5. Pursue active relationships with other centers for street children

Finally, we found that it could be beneficial for Amani to foster active relationships and consistent communication with other centers providing services to street children. In addition to being able to learn from each other, it is a way to check in on the children who "shop" the centers before choosing one and discussing new ways to deal with issues that Amani may be experiencing difficulty with.

In addition, there is much potential for collaboration on advocacy initiatives, staff trainings and youth workshops. Given the wealth of experience among centers throughout Tanzania and the lack of an official network which connects them, Amani could attempt to pool resources and experience with other centers for street children in order to enhance all aspects of programming.

VIII. Conclusion

Amani is a safe haven for the street children under its care, and the services it provides are invaluable. Amani nurtures children who have lived without the support and care of family and who are vulnerable to abuse by their peers, authority figures and other adults. While in their care, the staff restores the children to proper health through medical care and nutrition, provides access to education that would otherwise be unattainable and creates a loving, safe environment.

Amani, like most homes for street children in Tanzania, faces many challenges in providing these services. In developing recommendations for the transition of youth into independent adulthood, we discovered a variety of opportunities for Amani to grow. We found that organizations that support this highly vulnerable population would be more effective if they collaborated, as this would draw attention to their work. This cooperation, in turn, creates the possibility of greater government support. We also found that Amani can better prepare youth for self-reliance by establishing phases of life while at Amani; encouraging youth to develop goals, plans and benchmarks for achievement; monitoring graduated youth; and formalizing policies

and procedures. To address systemic challenges, Amani can narrow the gaps in life and business skills with in-house trainings for youth. These trainings and services could best be developed and implemented through collaboration among schools, other centers for street children and local NGOs working on issues surrounding education, advocacy, children's rights, microfinance and development.

Recognizing that preparation for independent adulthood begins at a young age, we have organized our recommendations for transitioning older youth sequentially and in a way that we believe would be most conducive to incremental implementation. However, we understand that prior to implementation Amani would need to assess its own priorities and resource constraints so that this report could genuinely serve Amani's vision for older youth.

As such, we recommend the following next steps. Amani would need to develop time-bound goals with set benchmarks and responsibilities assigned to each staff member. This would encourage staff inclusion and accountability while providing a tangible way forward. Secondly, for programming to be effective, Amani would need to formalize its policies and procedures so that there exists an overarching framework within which programs are implemented. Formalized policies would allow staff to operate in a consistent manner, which in turn would provide the structure children and youth require in their day-to-day lives. It would also create an environment whereby youth have realistic expectations for the adults that care for them, and these expectations can be met. In this environment youth can also plan for their futures and develop mature relationships with adults.

As Tanzania's economy is growing, it is becoming imperative to invest in its youth for the development of its human capital. Organizations like Amani are at the cutting edge, as they contribute to providing vulnerable youth with the skills they will need in order to play a greater role in an increasingly globalized market. The SIPA team has great confidence in the services that Amani provides and the services it will provide in the future and hopes the research and recommendations will aid Amani in better serving their youth.

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