

**EVALUATING THE EFFICACY OF FOSTER  
PARENTING PRACTICE IN REFUGEE CAMPS AT  
KIGOMA AND KAGERA REGIONS**

**Prepared and Submitted to UNICEF**

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## EXECUTIVE SUMMARY

The purpose of the mission was to evaluate/assess the impact of the Ngara Training workshop (TOT) held in December 2000 for Social Workers and Community Workers working in Refugee camps on foster care and foster parenting provision.

### ***Objectives of the Evaluation***

- To gauge on the impact in the general behaviour and practice as regard foster parenting in the camps.
- To measure how previous training workshops have been effective in enabling social workers in the camps to conduct their in-house capacity building within their respective camps.
- To assess whether there is proper follow-up of foster care activities at household level in the camps.
- Document on the strength and weakness of foster parenting in the camps following previous training workshops.
- Assess on how the social workers have been effectively using the training package; and where they do not perform well may call for the need of revisiting the package.

### ***Methodology used***

Meetings: Focus Group Discussions; In-depth Interviews; Observations; Group Assignments; Drawings; Participatory rapid Appraisal (PRA). Each method was used either alone and/or in combination with other(s) depending on the target population/respondents to be reached. In this regard tringalization of methods was extensively employed.

### ***The Evaluation coverage area and respondents***

| Name of camp | Category of Respondents                              | Number   |
|--------------|--|----------|
| Lukole A     | • Foster children                                    | 30       |
| Lukole B     | • Foster parents                                     | 30       |
| Mtabila      | • Foster children<br>• Children living alone         | 15<br>15 |
| Muyovosi     | • Foster parents                                     | 8        |
| Nyarugusu    | • Social Workers and Community workers               | 30       |
| Karago       | • Foster children<br>• Children living along/sibling | 15<br>15 |
| Mtendeli     | • Foster parents                                     | 30       |
| Nduta        | • Social workers and Community Workers               | 30       |
| Kanembwa     | • Foster parents                                     | 30       |
| Total        |  | 248      |

***Training administered to foster parents by Social Worker in Refugee Camp***

A sum total of 468 foster parents were trained at various camps out of 493 registered foster parents as indicated below:

| Name of camp | Number of Parents Trained | Training Conducted | Duration       | FP not Trained |
|--------------|---------------------------|--------------------|----------------|----------------|
| Mtabila      | Male 29<br>Female 24      | 1<br>1             | 2 hrs<br>2 hrs |                |
| Nduta        | 98                        | 1                  | 2 days         | 3              |
| Kanembwa     | 28                        | 1                  | 2 days         | 3              |
| Lukole A     | 71                        | 2                  | 2 days         | 19             |
| Lukole B     | 93                        | 2                  | 2 days         |                |
| Muyovosi     | 63                        | 1                  | 2hrs           |                |
| Nyarugusu    | 57                        | 1                  | 2 days         |                |
| Karago       | NA                        | NA                 | NA             | NA             |
| Mtendeli     | NA                        | NA                 | NA             | NA             |
| Total        | 468                       |                    |                | 25             |

***Impact of Ngara Training Workshop To Foster Parents; Foster Children; Non-Fostered Children; Social Workers; Community Workers and Other Stakeholders***

There is a big variation on foster care and foster parenting services provided from one camp to another. This is more pronounced among children living alone and siblings who, in most cases do not seem to be ready to make use of the foster parenting programme inspite of the numerous problems they succumb e.g. stigmatization, lack of security, and protection, and lack of material support. This situation calls for launching more efforts by social workers to sensitize and raise awareness on the children to go for foster parenting services.

There is remarkable awareness raising among all stakeholders who Participate in foster parenting programme in the camps e.g. rights and obligations of foster children; foster parents; community/block leaders; school teachers; social workers; community workers; at different levels.

Amicably this is attested by

- The decrease in complaints registered from foster children; foster parents to social workers in various camps.

- The increase in the visits to offer “technical” advice by social workers in the households of foster families; children living alone and schools.
- There is close working relations that has been built by social workers/community workers with other stakeholders in addressing the problem collectively.
- Positive attitude of trust between a foster child and foster parents towards each other to the extent that the latter can accompany the foster child to a Red Cross Centre to write a red-cross message that can facilitate reunification.
- There is notable decrease of incidences of child ill – treatment by foster parents.
- Significant decrease in the number of foster children who have changed foster parents between January 2001 and October 2001.

### ***Appraisal of the Manual***

Notwithstanding some inadequacies of the training manual for use in training various stakeholders in the camps, such as language barrier (the manual is in English language); size (the manual is fairly voluminous); technical (it is highly professional terminologies); yet most social workers who administered training in the camps found it user-friendly good and more competent they adjusted and adopted it according to their specific camp situations. In almost all the training situations at camp level, most thematic areas in the manual were covered. However, it was noted by most of the respondents that the manual be further improved to include themes such as :

- Children’s rights
- Foster parents’ rights
- Economic empowerment strategies for foster parents
- Child psychology
- Counselling skills
- Communication including interviewing skills within refugee context.
- Foster care legislations (local and international).

### **Observations and Recommendations**

Some striking one’s includes:

- Sufficient study/investigation be carried out whenever possible before a child is placed in a foster home.
- Number of foster children to a home be regulated; preferably a child should not be placed in a home where there are more than four (4) children so as to safeguard the welfare of the foster child.
- Social workers be required to make systematic and more frequent visits (at least once a month) in foster homes and other institutions

(schools, etc) where these children are to allow timely interventions in problem situations.

- Social workers (national/refugees) be availed with the opportunities to acquire the ABCs of social work knowledge, skills and techniques to enable them cope with and function well in the many roles they perform “on behalf of social work” in the camps.
- Implementing agencies in the Refugee camps should work in close collaboration with UNICEF for the success of foster parenting programme in the camps. UNHCR should take the lead in coordinating role leaving the technical-expertise functions to UNICEF.
- Psychological services be made available in the Refugee camps for the benefit of foster children, children living alone, foster parents and other stakeholders in the foster parenting programme to deal with emotional problems accompanying situations of foster care and foster parenting.
- Specific needs of girl-child be looked into e.g. during menstrual period so as to reduce stress, anxiety and feelings despair which may eventually compell her to drop out of school.
- The training manual be translated into respective local languages of the refugees; be written in brochure leaflets or booklets. The training at camp level need to be more practical reflecting the life style of the camp situation.

# **EVALUATING THE EFFICACY OF FOSTER PARENTING PRACTICE IN KIGOMA AND KAGERA REFUGEE CAMPS**

## **SECTION ONE: INTRODUCTION AND BACKGROUND**

### **1.0 PREAMBLE**

The Evaluation of Foster Parenting Practice in Kagera and Kigoma refugee camps reflects two workshops conducted at Ngara in 2000. The purpose of the workshops aimed at empowering Social Workers and Community Workers with requisite skills that can enable them to equip foster parents with necessary skills providing proper foster care services in refugee camps. Additionally, to enable social workers acquire skills and knowledge that can be imparted to foster parents and other actors working with children in the refugee camps so as to create a strong human resource capacity that can adequately ensure that foster children get proper foster care services. Further, to enable foster parents and other actors understand how to accomplish their roles properly in foster care services provision.

The Ngara social workers capacity building training was divided into two specific modules of training. The first module was to expose social workers to the concept of foster parenting. The specific objectives of that training were as follows:

- Enabling participants acquire basic knowledge, skills and technique needed to be known by a social worker working in foster parenting programme in refugee camps.

- In a collaborative way and by using social workers experience in refugee camps develop integrated skills and techniques needed by social workers when training foster parents in refugee camps.
- Design and produce a simple and realistic training package to be used by social workers for training foster parents in refugee camps.

Following the above Training of Trainers workshop was conducted at Ngara. The purpose of TOT was to develop a training package to be used by social workers in training foster parents in different refugee camps. More important that TOT workshop focused on equipping social workers with requisite skills to train foster parents, social workers and other actors who are directly dealing with foster children in refugee camps in a bid to strengthen foster care services provision in the camps.

### **1.1 Objectives of the TOT**

The general objective

- To enable social workers/community workers working in refugee camps acquire skills which can enable them conduct foster parenting training in refugee camps.

The specific objectives

- Revisit and be familiar with the foster parent training manual.
- Translate the training manual into action plans which are relevant to each refugee camp situation.
- Acquire skills of preparing foster parenting training programme and lesson plans that can be used in facilitating foster parenting training in refugee camps.
- Identify new issues and intervention strategies that could be instituted in addressing foster parenting and vulnerable children.

- Document facilitators guide for foster parenting training in refugee camps.

The specific objectives were realised and as an output of TOT training at Ngara 20 Social Workers/Community Workers were trained from 10 refugee camps. Basing on that achievement it was expected that in each refugee camp – foster parenting training will be conducted effectively in 2001. The training was expected to cover foster parents, social workers/community workers who never got the opportunity to undertake Ngara 2000 foster parenting training; block/street leaders, church leaders and neighbours who boarder a household that fosters a child.

As an output of foster training in refugee camps, it was expected that at least an impact should have been realized after one year. The indicators to measure such impact included inter alia:

- Number of foster children enjoying best foster parenting practices in foster families.
- Number of foster parents who change their style of fostering.
- Reduced child/foster parents complaints at household level.
- Orphans will not continue to be neglected, stigmatized or abandoned.
- Reduced rate of missing children in the camps.
- Reduced number of children changing foster parents.
- Reduced number of children living alone and siblings.
- Improved attendance of foster children/UAMs at primary schools and with a particular focus to girl child.

Learning from the aforementioned it was envisaged that after one year some impact regarding foster parenting in refugee camps could start to be noted. More important to ensure that the investment made in Ngara training generates positive

results. In that vein social workers working in the refugee camps were supposed to conduct training of foster parents and other actors in refugee camps so as to assess the impact of the training. It is against the above benchmark where the current evaluation was anchored upon.

## **1.2 Objectives of the Evaluation**

The objectives of the evaluation were five fold namely.

- To gauge on the impact in the general behaviour and practice as regard foster parenting in the camps.
- To measure how previous training has been effective in enabling social workers in the camps to conduct their in house capacity building within their own communities in the refugee camps.
- To assess whether there is a proper follow up of foster care activities at household level in the camps.
- Document on the strength and weakness of foster parenting in the camps following previous training workshops.
- Assess on how the social workers have been effectively been using the training package, and where they do not perform well. Hence if necessary to revisit the package.

## **2.0 METHODOLOGY OF THE EVALUATION**

2.1 Meeting with foster parents, community workers, social workers and NGOs from the nine refugee camps. The main information needed to be captured from this category of respondents was to generate information that can enable the evaluators to establish the extent of impact by focusing on the previous foster parenting training and impact registered in the art of foster parenting at foster families households.

- 2.2 Focus Group Discussion: This tool was used in different session with foster children, children living alone, and siblings. The purpose of this technique was to solicit information from children about their actual experience in foster care practices and whether they have noted any change in foster care services provided to them. Besides the tool also had a purpose of seeking views from non fostered children, children living alone and by basing on such information come out with a clear picture about the status of children living alone, sibling or those who are still fostered and identify areas of improvement, intervention and approach to use.
- 2.3 Indepth interviews was administered to BELSA Co-ordinator, selected social workers, community workers, national staff in Ngara, Kasulu and Kibondo. The purpose of this tool was to generate information regarding what kind of change have been registered in foster services provision after Ngara training. Secondly to get some statistical data and verify the same from those which were given by refugee workers from the camps.
- 2.4 Observation: The technique was used to observe children who are under foster parent care-services. More important looking at their capacity of expression and feelings the state of foster care services. Similar issues were observed to children living alone, siblings and some of the foster parents.
- 2.5 Group assignments: The technique was used to solicit information from parents and social workers about common issues that are central in foster parent caring e.g. type of services, what opinion do they have in order to improve the

state of foster parent care services in refugee camps or what type of training they would like to have in order to improve their competence in providing foster care services in the camps.

2.6 Drawing: This technique was used to tap information from foster children, UAM's and siblings. Drawing aimed at opening up children to express their feelings through drawings. These enabled each child to reveal the inner experiences in which they could not do by other methods. The technique proved to be very resourceful among children.

2.7 Participatory Rural Appraisal: The technique was used to solicit information from foster parents and social workers. More particularly information about ranking of priority issues that can be introduced or improved in order to provide quality foster parenting care services in refugee camps. PRA was also employed to solicit information regarding the underlying causes which make children live alone or with siblings rather than being fostered.

2.8 Table 1: The respondents covered by the evaluation

| Name of the camp | Category of the Respondents                 | Number   | % as compared to Total N |
|------------------|---|----------|--------------------------|
| Lukole A         | Fostered children                           | 30       | 12                       |
| Lukole B         | Fostered parents                            | 30       | 12                       |
| Mtabila          | Fostered children and children living along | 15<br>15 | 6<br>6                   |
| Muyovosi         | Foster parents                              | 8        | 3.2                      |
| Nyarugusu        | Social Workers /CW                          | 30       | 12                       |
| Karago           | Foster and children living alone/sibling    | 15<br>15 | 6<br>6                   |
| Mtendeli         | Foster Parents                              | 30       | 12                       |
| Nduta            | Social Workers                              | 30       | 12                       |
| Kanembwa         | Foster Parents                              | 30       | 12                       |
| Total            |   | 248      |                          |

Source: Refugee Camps 2001

## **SECTION TWO : THE IMPACT OF NGARA FOSTER PARENTING TRAINING**

### **3.0 THE ART OF FOSTERING IN REFUGEE CAMPS**

The art of foster parenting in refugee camps was examined by looking at total number of UAMs, fostered children; children living alone, sibling and statistical relations between such benchmarks and whether there was an increase or decrease following foster parenting. Additionally, the art of fostering was established by looking at various efforts or initiatives taken in refugee camps to ensure that children do not stay alone without somebody to care for them in the camps. More important to see whether there is any reduction of the number of children living alone or siblings in places like Karago refugee camp.

Table 2: The Art of Foster Care Practices in Refugee Camps

| Name of the Camp | Total number of |          | Gender Analysis | Type of foster parenting            | Living alone | Siblings   |
|------------------|-----------------|----------|-----------------|-------------------------------------|--------------|------------|
|                  | UAMs            | Fostered |                 |                                     |              |            |
| Kanembwa         | 24              | 14       | 5f<br>9m        | Couples                             | 2m           | 2f<br>5m   |
| Mtendeli         | NA              | 48       | 17f<br>31m      | 37 couples<br>2 singles             | 11           | 6          |
| Mtabila          | 215             | 924      | NA              | 320 couples<br>604 SPF              | 18m<br>5f    | 1          |
| Muyovosi         |                 | 80       | 48m<br>32f      | 50 couples<br>18 single             | 29m          | 20m<br>9f  |
| Lukole B         |                 | 83       |                 | 83 couples                          |              |            |
| Lukole A         |                 | 98       |                 |                                     |              |            |
| Nduta            |                 | 67       | 26f<br>41m      |                                     | 63 couples   | 12m        |
| Nyarugusu        |                 | 45       | 12m<br>33f      | 11 singles<br>22 couples<br>12 male | 2            |            |
| Karago           |                 | 53       | 34 m<br>19f     | 27 couples<br>5 SPM<br>9 SPW        | 15m<br>3f    | 42m<br>20f |

Source: Field Assessment 2001

Learning from Table 2 children living alone and siblings continue to characterize each refugee camp with the exception of Lukole B. Notwithstanding such short coming statistically when we

contrast by percent level, children who are under fostering vis-à-vis not fostered in Kanembwa  $\frac{9}{14} \times 100 = 64\%$  ; Mtendeli  $\frac{17}{48} \times 100 = 35.4\%$  ;

Mtabila  $\frac{23}{215} \times 100 = 10.6\%$  ; Muyovosi  $\frac{58}{80} \times 100 = 72.5\%$  ;

Nduta  $\frac{12}{67} \times 100 = 17.9\%$ ; Nyarugusu  $\frac{2}{45} \times 100 = 4.4\%$  ;

Karago  $\frac{80}{53} \times 100 = 150\%$  .

The above statistics show that there is a big variation between one camp and another. However one apparent thing is that still the problem of foster care services has not yet been provided with appropriate solution; ***especially for children living alone and siblings.*** More important it seems social workers still need to convince more foster parents to take care of those children living alone and siblings, while at the same time convince those children living alone and siblings to accept to be fostered.

Focus group discussion with children living alone and siblings revealed that although they have independence than those under foster parent care, they suffer more in different aspects e.g. food supply which they receive does not sustain them up to the next distribution day. Similarly, they face problems of stigmatization, labeling and being harassed without anybody to protect them. The evaluation was further interested to find out what makes these children continue to suffer.

Assessment revealed that these children are more frequently visited by social workers than any other client. It was noted in Karago that per one month some of the children living alone were visited more than five times; others were visited more than two times in three months with a purpose of listening to them and convincing them to accept to be fostered; and requesting neighbours to take care of those

children even just by visiting them. However, most of these children were not prepared to be fostered either because of previous torture experiences when under foster care; or when they witnessed some of their parents being killed. Therefore, they thought when they live or attach themselves with any foster parents such killings will also occur.

The children further observed that they are not prepared to be fostered by any person whom they did not come together with from the same domicile area. Other feelings expressed by siblings were centered on the blood tie relationship among children; one sibling in Karago Camp commented that;

*“I am twelve years old and came here with my parents who all passed away one year ago and I don’t like to be separated from my young sisters and brothers, we stay together I take care for them especially the young one who is one year old .... In order to care for him I have been compelled to drop from school ... but we enjoy when we are together without being interfered by anybody outside our family”*

The citation above shows that the process of enabling all children to be brought under foster care will take long time, because it involves change of attitude among children to accept new realities. Impliedly it is a process that needs constant awareness raising and sensitization among children and potential parents to ensure that they attract children and make them capable to realize the importance of being fostered.

### **3.1 THE LIFE STYLE OF A FOSTER CHILD**

In assessing the impact of foster parenting training in refugee camps the study sought it pertinent to evaluate the life style upon which the foster child is experiencing.

Ninety percent (90%) of children interviewed at refugee camps mentioned that foster parents:

- Assist by providing them food
- Assist them by giving them shelter,beddings and parental love.
- Allow them to go to school
- Provide them with medicare when sick
- Do not discriminate them at household level.

The art of foster child life style was probed by looking at specific issues which foster children see as problems in foster parenting families. These views were tapped by asking children to draw pictorial illustrations which depict their real life experiences.

Among the outstanding expressions given include the following:

- Most of them drew a picture showing severe canning. When asked what does such illustration mean they observed that canning is an issue which disturbs them most in foster life.
- Fetching firewood while other natural children of the foster parents are playing or resting.
- Going to 'shamba' alone while other children remain at home
- Fetching water from far away distances.
- Sometimes being threatened to be chased away from foster care family.
- Instructed not to go to school but takes care of the young ones in the foster family household or undertaking garden watering.
- Being beaten by the foster parents' natural children without anybody bothering about such torture.

The above observations might contradict with positive remarks which some fostered children revealed about foster care life. However, they are very important indicators which need to be observed by social workers when talking with foster parents or foster children. At another level, they reveal that still foster parenting life among children in refugee camps need to be monitored in order to realize better foster care services. Further they indicated that foster parenting training and education among both foster parents and foster children be ongoing activity in the camps instead of campaign based.

Contrarily, 10% of fostered children were of the opinion that foster parenting care life in the camps was more of a torture than a relief. Majority of the children who are in this category came from adolescence age group and more particularly girls and teen boys. In Mtabila, Muyovosi and Karago primary schools it was noted that the drop out rate is very high among girls starting from class four and above. This 10% of fostered children were of the opinion that they do not see anything good in foster parenting life or any change recorded in 2001.

Learning from the two contradictory perspectives for the children, on the one hand arguing that there is an improvement and small number holding that there is no improvement tends to suggest that still some work on foster parenting training need to be continued. The one year time period allocated since the foster parenting training workshop was conducted is a very short period to give a clear picture of the impact. However, it is a good yardstick to measure the trend upon which foster parenting life is heading. Therefore a contrast of 90% children who said there is an improvement and 10% who completely denied the good side of foster

parenting shows a good achievement following Ngara Training at the level.

### **3.2 PROBLEMS WHICH FOSTER CHILDREN SUCCUMB TO WHEN IN FOSTER CARE SERVICES**

The problems which foster children succumb to differ from one camp to another. However, it was noted that there were those which were across cutting from one camp to another. These included the following:

- Majority of children indicated that they do not have necessary items needed in schools.
- Relationship with other children in foster parents' family is poor, and ends up in physical fights.
- Children especially girls at adolescent age complained of lack of essential materials and appropriate clothing to protect themselves against physiological changes.
- Opportunity to talk freely with parents is limited and when social workers talk with foster children, foster parents become suspicious or after departure of social workers they become aggressive to the foster child.

In the context of children living alone or siblings they expressed that they are facing a lot of problems in refugee camps. Some of the mentioned problems include:

- Insecurity to their properties and lack of protection.
- Lack of respect amongst themselves and from the community that surrounds them.
- Being stigmatized
- When they become sick and hospitalized they suffer very much – because they do not have anybody to take care of them.

- They do not have adequate food to eat. More particularly after ration cuts. This factor compels children living alone or siblings to dispose their personal belongings in order to get basic needs.
- Among the siblings at the household level, others are being overworked especially the eldest ones who take care of the young ones. Most of them are compelled to drop out from primary school in order to take household responsibilities.
- They are vulnerable to all risks at the camp and nobody is ready to protect them.
- Most of them do not attend schools because during day time they undertake casual labour work at neighbouring communities.
- They do not have an avenue or opportunities where they can air their concerns and be heard; for them this is a serious constraint which limits them in accessing their individual rights.

### **3.3 CHANGING FOSTER PARENTS AMONG FOSTER CHILDREN**

In assessing the impact of Ngara training one aspect used to examine such change was to investigate the new placement of children's complaints made from either parents or children in 2001. Basing on such statistics it could be easier to show the relationship between the number of changes made vis-à-vis the number of children who continued to stay with the same foster parents. The shifting of children might be a benchmark that can help to explain the extent which foster parenting training at Ngara made impact to foster care services in refugee camps. See table 3 for empirical observations.

Table 3: Foster Children who changed foster parents between January 2001 and Oct 2001

| Name of the camp | Parents rejected children | Gender of children who changed Foster Parents |     |        |       | Reasons for such changes             | New Placement made |
|------------------|---------------------------|---|-----|--------|-------|--------------------------------------|--------------------|
|                  |                           | Male  | TOT | Female | Total |                                      |                    |
| Kanembwa         |                           |   |     |        |       |                                      |                    |
| Nduta            |                           |   |     |        |       |                                      |                    |
| Lukole A         | 2                         | 4   | 4   | 8      | 7     | Misunderstanding with Foster parents | 4                  |
| Lukole B         | 2:2                       | 1   |     | 1      | 2     |                                      | 4                  |
| Muyovosi         |                           |   |     | 1      | 1     |                                      |                    |
| Mtabila          |                           | 3   |     | 1      | 4     |                                      |                    |
| Karago           |                           |   |     |        |       |                                      |                    |
| Mtendeli         |                           |   |     |        |       |                                      |                    |
| Nyarugusu        |                           |   |     | 1      | 1     |                                      |                    |

Source Research Findings 2001

As can be noted from table 3 number of foster children who changed foster parents because of mis-understanding is statistically very insignificant as compared to those who continued to stay with foster parents. Taking table 3 as one of the benchmark there was certain achievement registered in foster parenting care services after Ngara training. Seemingly Ngara training has to a certain extent made foster children and foster parents in the camps to live harmoniously with each other and reduced frictions which can lead towards finding new placement. This is an improvement from earlier experiences where foster children kept on shifting from one foster parents' home to another.

### **3.4 COMPLAINTS REGISTERED BY SOCIAL WORKERS FROM DIFFERENT ACTORS WHO PROVIDE FOSTER CARE SERVICES IN REFUGEE CAMPS**

The experiences from different refugee camps show that complaints varied from one camp to another, and between children of different ages and gender. In Lukole A and B a substantial number of foster children complained of being overworked, fetching firewood from far away distances, excessive canning and being deprived of their

right to go to school or being given necessary material to use at school. Girls complained of lack of rest time because of a lot of work. It was further observed that they lack adequate material at school e.g. uniforms. This experience was also mentioned by children from Kanembwa, Nduta and Mtendeli.

Foster children at Mtabila, Muyovosi and Nyarugusu, bitterly complained about the whole food rationing process. More important they mentioned that foster parents by virtue of having control over their ration cards they use it as a tool to oppress them. Further, it was observed that foster parents do not give them clothing or when social workers supply them with such materials foster parents become bitter and complain as to why such services are confined to foster children alone and not extended to all the children in the family including natural children. As one foster parent observed “this exclusion of natural children was an outright isolation of foster children from natural children in the family”.

Measures taken by social workers in different camps included visiting foster parents to address some of the problems that were raised by foster children. More important, social workers at Nduta, Lukole and Kanembwa revealed that joint discussions were conducted between foster children and foster parents. As alluded by social workers this approach was viewed by foster parents as being sued or prosecuted regarding the type of foster parent care services they provided. The foster parents in Muyovosi and Lukole observed that the approach was not a friendly one and at times it ended in frustrating foster parents. In the context of foster parents they thought that it was important for social workers to talk with foster parents first before talking to the foster children.

### **3.5 THE PROGRESS OF FOSTER CHILDREN WITHIN FOSTER**

## **PARENTS' HOUSEHOLDS**

Learning from children's expressions, and opinions it appears that for many foster children life conditions and general care is quite good and there is increasingly reduced rate of suffering among them. On the other hand complaints given by children are important indicators to be used by social workers and other agencies taking care of foster children to ensure that the quality of foster care services provided become better and lay foundations for proper future growth and development of the foster children. Therefore, with more foster parenting training sensitization and awareness raising regarding the role of foster parents, neighbours, communities and other actors, quality of foster care provision in refugee camps can be improved greatly and solve some of the problems currently surrounding foster parents/foster children in the camps.

### **SECTION THREE**

#### **INHOUSE CAPACITY BUILDING TRAINING CONDUCTED IN REFUGEE CAMPS ON FOSTER PARENTING**

The assessment was interested to evaluate whether there was any foster parenting capacity-building training conducted in refugee camps following the Ngara foster parenting training. The thrusts of this investigation was to find out the number of actors trained, duration of training, the content of such training, methodology used in facilitating such training, areas which actors considered to be important in empowering them in improving foster care services provisions.

#### **4.0 FOSTER PARENTS**

Foster parents were the primary target group aimed by Ngara training. These were considered as strategic actors that could improve foster care services provision in refugee camps. The findings indicated that in every refugee camp some training has been conducted. For more observations, see table four (4) hereunder.

Table 4: Foster Parents Training conducted in Refugee Camps

| Name of the camp | Number of foster parents trained | Training conducted | Duration of training | Foster Parents yet to be trained |
|------------------|----------------------------------|--------------------|----------------------|----------------------------------|
| Mtabila          | Male 29<br>Female 24             | 1<br>1             | Two hours            |                                  |
| Nduta            | 98                               | 1                  | 2 days               | 3                                |
| Kanembwa         | 28                               | 1                  | 2 days               | 3                                |
| Lukole A         | 71                               | 2                  | 2 days               | 19                               |
| Lukole B         | 93                               | 2                  | 2 days               |                                  |
| Muyovosi         | 68                               | 1                  | 2 hours              |                                  |
| Nyarugusu        | 57                               | 1                  | 2 days               |                                  |
| Karago           | NA                               | NA                 | NA                   | NA                               |
| Mtendeli         | NA                               | NA                 | NA                   | NA                               |
| Total            | 468                              |                    |                      | 25                               |

**Source: Findings from refugee camps 2001**

Table 4 indicates that at camp level 468 parents have been trained and those who have not yet been trained are 25 out of a grand total of 493 foster parents dealt with in the evaluation exercise. Basing on statistical figure from table 4 it seems a substantial number (94.9%) of foster parents have been trained and only 25 (5.07%) have yet to received some training. This is a significant achievement which shows the extent in which social workers trained at Ngara disseminated the information on foster parenting to others. Looking in all the refugee camps, training conducted was very short and does not exceed two days in most of the camps. Taking a balance sheet time accorded to training foster parents at Mtabila and Muyovosi camps, the time spent for training is about two hours. This tends to suggest that the level of seriousness and commitment attached to foster parenting training was very minimal in these camps and statistically insignificant. Notwithstanding limited time accorded to the actual training of foster parents in different camps, various thematic areas regarding foster parenting services were covered. The content coverage is summarized by the table which follows.

Table 5: The main topics covered in Foster Parenting training at Camp level

| Name of the camp  | Topic taught   | Most interesting topic   | Method used  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Nduta</li> </ul> | <ul style="list-style-type: none"> <li>History of foster parent family</li> <li>Children's rights</li> <li>Historical background of the foster child</li> <li>How to resolve conflicts between foster parents and foster child</li> <li>Foster parents versus Foster child</li> <li>How to prepare foster parents prior to receiving a foster child</li> </ul> | <ul style="list-style-type: none"> <li>How to resolve conflicts between foster parents and foster child</li> <li>Children's Rights</li> <li>How to find placement for foster children</li> </ul> | <ul style="list-style-type: none"> <li>Mee</li> <li>Gui clas disc</li> <li>Gro wor pre:</li> <li>Rok</li> <li>Soc</li> </ul> |

|   |  |   |  |
|---|--|---|--|
|   | <ul style="list-style-type: none"> <li>• How to look for the natural family of the foster children</li> <li>• Basic things needed in foster care services provision</li> </ul>   |   | Met  |
| <ul style="list-style-type: none"> <li>• Kanembwa</li> </ul>  | <ul style="list-style-type: none"> <li>• Types of foster care</li> <li>• Needs of the foster child</li> <li>• Problems which foster parents are facing when providing foster care</li> <li>• Developmental changes of the child in growth</li> <li>• Child protection in foster care services</li> <li>• Techniques of foster parenting care</li> <li>• Four main types of foster parenting care</li> <li>• Procedures and types of how to advice a foster child</li> <li>• Conditions and well being of fostered child</li> </ul> | <ul style="list-style-type: none"> <li>• The child developmental process and corresponding changes</li> <li>• Parenting styles</li> <li>• Child growth changes</li> <li>• And corresponding behaviours</li> </ul> | <ul style="list-style-type: none"> <li>• Mee</li> <li>• Soc met</li> <li>• Gro disc</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Nyarugusu</li> </ul> | <ul style="list-style-type: none"> <li>• The foster child development</li> <li>• Basic needs of foster child</li> <li>• The concept of foster parenting</li> <li>• Main actors in foster parenting</li> <li>• Roles and responsibilities of different actors in providing foster care services</li> <li>• Services of foster care in Refugee camps</li> <li>• How to reduce problems that emerge in the provision of foster care services in refugee camps</li> </ul>  | <ul style="list-style-type: none"> <li>• The child and its developmental process</li> <li>• The changes of child behaviour in different development stages.</li> </ul>  | <ul style="list-style-type: none"> <li>• Dis</li> <li>• Foc</li> <li>• Dis</li> <li>• Role lect</li> </ul> |
| <ul style="list-style-type: none"> <li>• Mtendeli</li> </ul>  | <ul style="list-style-type: none"> <li>• Children's rights</li> <li>• Problems that emerge when providing foster care services</li> <li>• The role of foster parents in foster care services</li> <li>• Child development</li> </ul>   | <ul style="list-style-type: none"> <li>• Children's rights</li> <li>• How to assist the foster child</li> <li>• Child development process</li> <li>• How to identify children with</li> </ul>                     | <ul style="list-style-type: none"> <li>• Lec</li> <li>• Foc Gro disc</li> <li>• Soc Met</li> </ul>         |

|  |  |  |   |
|--|--|--|---|
|  | <ul style="list-style-type: none"> <li>• The measuring of a child</li> <li>• Who is a foster parent</li> <li>• Basic needs of foster child in fostering care services</li> <li>• Good and quality foster care services</li> <li>• To the child</li> <li>• Period upon which a foster child can develop problem</li> <li>• Potential problems likely to be experienced when providing foster parenting</li> </ul>   | problems and specific problems.  |   |
| <ul style="list-style-type: none"> <li>• Lukole B</li> </ul> | <ul style="list-style-type: none"> <li>• The foster child</li> <li>• The ultimate goal of foster parenting</li> <li>• Child Development since birth</li> <li>• Reasons that necessitate children to be separated with their parents</li> <li>• The meaning of a child</li> <li>• Training a foster child to be self reliant in future life</li> <li>• Main actors in foster care services</li> <li>• The healthy status of a foster child and important issues to observe .</li> <li>• How to provide foster care services, guiding a foster child and criticizing</li> <li>• Parenting styles</li> <li>• Behaviour of a foster child</li> </ul> | <ul style="list-style-type: none"> <li>• Development changes of child growth from birth to 18 years.</li> <li>• Parenting styles</li> <li>• The ultimate goal of foster parenting</li> </ul> | <ul style="list-style-type: none"> <li>• Soc Met</li> <li>• Foc Dis</li> <li>• Gro</li> <li>• Rol</li> <li>• Lec</li> </ul> |
| <ul style="list-style-type: none"> <li>• Lukole A</li> </ul> | <ul style="list-style-type: none"> <li>• The concept of foster parenting</li> <li>• Objectives of foster parenting</li> <li>• Actors in foster parenting and their specific roles</li> <li>• Needs of foster children</li> <li>• Basic issues to be observed in a ascertaining foster parents need</li> <li>• Parenting styles and consequence for each</li> <li>• Challenges facing foster parenting services and solutions</li> </ul>  | <ul style="list-style-type: none"> <li>• Parenting styles</li> <li>• The developmental changes of the child.</li> </ul>  | <ul style="list-style-type: none"> <li>• Gro disc</li> <li>• Rol</li> <li>• Foc</li> <li>• Dis</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Muyovosi</li> </ul> | <ul style="list-style-type: none"> <li>• The meaning of a child</li> <li>• Child development</li> <li>• How to provide foster care services in</li> </ul>  | <ul style="list-style-type: none"> <li>• Foster care service provision without discrimination</li> <li>• Foster child and</li> </ul>   | <ul style="list-style-type: none"> <li>• Gro disc</li> <li>• Lec</li> </ul>   |

|   |  |   |  |
|---|--|---|--|
|   | refugee camps <ul style="list-style-type: none"> <li>• Proper treatment and care for foster children at foster parenting level</li> <li>• Problems of providing foster care services at refugee camp level</li> <li>• The importance of enabling the children, to understand that they have got their natural parents</li> <li>• Parenting styles</li> <li>• Provision of foster care services without discrimination</li> <li>• Foster child and natural parents</li> </ul> | natural parents <ul style="list-style-type: none"> <li>• The concept of foster parenting</li> <li>• Parenting styles</li> </ul> | <ul style="list-style-type: none"> <li>• Role</li> </ul> |
| • | •  | •   | •  |

Source: Refugee Evaluation Findings 2001

Learning from the table, a lot of topics from the training manual were taught to the foster parents. Most of the important issues regarding foster parenting were covered. However, there is a difference on one hand of training a foster parent with requisite skills of foster parenting and on the other practising the provisioning of proper foster care services at household level. Arguably, training of foster parents on its own is not necessarily a warrant of ensuring that they provide quality foster care services; more important is foster parents' attitude to practice what they learned in order to improve the quality of foster care services in refugee camps. This is the issue which is yet to be addressed.

Table 5 further reveals that foster parents' interest in thematic areas varied from one camp to another. Going through the content topics which were widely covered in all the camps include: the concept of foster care; types of foster care; basic things needed to be considered when providing foster care services in refugee camps; child development process and corresponding behaviour change, basic

needs of foster child; parenting styles; roles of different actors in foster care services provisions; problems that foster parents are facing when providing foster care services; and the meaning of the child in refugee context. Going through those areas important information and skills as regards foster parents presumably was covered. However, one wonders whether with only two days or two hours of foster parenting training in refugee camp level (Mtabila and Muyovosi) that this can allow proper absorption of the intended knowledge to the benefactor or end-user to discharge quality foster parenting services.

Taking table 5 as it is, it seems some of the topics regarding foster parenting were not adequately covered or not trained at all; these include topics such as child attachment and its consequences in the process of foster child development; foster care services and their ultimate goal; how to communicate and assist a foster child with problems; etc.

Methodologies used to facilitate foster parenting training were not participatory rather most of them tended to be teacher centred. This is a crucial methodological problem that has a potential of constraining the level of understanding and transferrability of what was learned at classroom and its use or utility value when providing foster care services at foster parents household level.

#### **4.1 TRAINING OF SOCIAL WORKERS/COMMUNITY WORKERS WHO DIRECTLY OR INDIRECTLY DEAL WITH FOSTERING**

The evaluation team was interested to examine the background of social workers/community workers in a bid to determine their capacity and establish whether such background might influence the quality of services rendered. Linked to this, was to examine whether other responsibilities the social worker/community worker was engaged in at the camp influenced his/her capacity to discharge

quality services in the fostering programme. Due to unforeseen circumstances, the exercise was carried out at Nyarugusu Refugee Camp only (Swahili language was used here). The outcome of the interviews (verbal and written) yielded remarkable results. Out of the thirty (30) respondents (22 were males and 8 females), almost all of them had quite ‘rich” backgrounds and a wide range of life and work experiences; previous training; and education (please see Table 6 for more observations). One interesting and remarkable observation from the table is that almost all social workers/community workers in this camp have been involved in the fostering programme as way back as two (2) years to the minimum and eight (8) years to the maximum. This time span has given them a lot of experiences in work with foster children, foster parents, and other role systems. This fact partly explains why they do not feel that this extra burden to their other work/assignments in the camp – their work morale in foster parenting programme is still high in general. This situation can be said to be equally true in several other camps.

Table 6 : Background of Social workers/Community workers and the responsibilities attached to them.

| Name of the Camp | Background of Social Workers/Community workers |   |   | Time spent foster care services in the camp  |  |
|------------------|--|---|---|--|--|
|                  | Sex  |   | Other Training  |  | Previous Experiences an other responsibilities |
|                  | M  | F |   |  |  |
| Nyarugusu        | 22   | 8 | HIV-AIDS;Journalism;Audio-Visual;Mechanics; ReproductiveHealth; Psycho-social; Gender; Book-keeping and Commerce; Disability; SGBV; Children’s Rights; Community Mobilization; Micro- | Care for pwds; care of environment; micro projects; volunteer; security guard; Tracing and Reunification; Pastor; aide Nutritionist; |  |
|                  |  |   |   | M: 8 yrs - 1<br>7 - 2<br>5 - 10<br>4-4½ - 5<br>3 - 3<br>2 - 1<br><hr/> 22<br>F : 6 yrs - 1<br>5 - 5                                  |  |

|  |  |  |                             |   |                  |
|--|--|--|-----------------------------|---|------------------|
|  |  |  | projects; Environment; etc. | Teacher; psycho-social counsellor; women project coordinator; Education coordinator; etc. | 2 - 2<br><hr/> 8 |
|--|--|--|-----------------------------|---|------------------|

Source: Nyarugusu Refugee Camp 2001 Findings

The assessment was also interested to examine topics covered in the training of social workers and community workers at camp level following Ngara training in an effort to improve social workers working efficiency when dealing with foster children or foster parents in refugee camps. Table 7 shows the content of what the social/community workers learned.

Table 7: The content of coverage covered by social workers/community workers regarding Foster Parenting training in Refugee camps.

| Name of the camp | Number of social workers /comm. Workers Taught | Target | Topic taught   | What have they gained in FP training   | Remarks |
|------------------|--|--------|--|--|---------|
| Nyarugusu        | 68   | 89     | <ul style="list-style-type: none"> <li>• Concept of foster parenting</li> <li>• Basis of foster parenting</li> <li>• Actors of foster parenting</li> <li>• Roles of different Actors in FP</li> <li>• Basic needs of the foster child</li> <li>• Child Development</li> <li>• Problems that are potential to occur in foster parenting</li> <li>• Parenting styles</li> <li>• Different types of foster care</li> <li>• Foster child and natural parents</li> <li>• Scenario and art of</li> </ul> | <ul style="list-style-type: none"> <li>• Developing closeness with foster child</li> <li>• Understanding different developmental stage of the child</li> <li>• Techniques of advising foster parents</li> <li>• Techniques of dealing with children of different gender composition</li> <li>• Skills of making effective home visits and follow-up.</li> <li>• Techniques of</li> </ul> |         |

|       |    |    |   |   |  |
|-------|----|----|---|---|--|
|       |    |    | <p>communicating with foster children</p> <ul style="list-style-type: none"> <li>• Skills of dealing with single foster parents</li> <li>• How to identify and handle child soldiers</li> <li>• How to assist foster children who are emotionally disturbed</li> <li>• Guidance and counseling</li> <li>• Creating a common forum where children/foster parents/social workers can talk freely.</li> </ul>  | <p>making community involvement in foster care service provision</p> <ul style="list-style-type: none"> <li>• Reconciliation techniques in foster care services provisions at different levels.</li> </ul>  |  |
| Nduta | 20 | 23 | <ul style="list-style-type: none"> <li>• The concept of foster care</li> <li>• Historical background of foster family</li> <li>• Children's rights</li> <li>• How to communicate with the foster child</li> <li>• Types of foster parenting</li> <li>• Preparing foster families to receive foster children</li> <li>• How to advice a foster child</li> <li>• Historical background of the child before being fostered</li> <li>• Making follow up of foster children in foster family</li> <li>• Basic needs of the child</li> <li>• Sexual discrimination</li> </ul> | <ul style="list-style-type: none"> <li>• Resolving conflicts between fostered children and foster parent</li> <li>• Given them capacity to talk with foster children/foster parents</li> <li>• Understanding foster parenting styles</li> <li>• How to advice children</li> <li>• Understanding sytematic foster parenting process</li> <li>• Making follow up on foster parenting</li> <li>• Basic needs of FC</li> <li>• The meaning of sexual descrimination</li> <li>• Counselling</li> <li>• Assisting emotionally disturbed children</li> </ul> |  |

**Source: Findings from Refugee Camps 2001**

Table 7 indicates that a lot of topics regarding foster parenting were taught to enhance the capacity of social workers. Like capacity building of foster parents social workers capacity building addressed the same topics. However, through probing questions social workers' training seemed to have gone deeper and covered more. Moreover, the main challenge facing the social workers is the personal capacity to transfer such knowledge into practice when dealing with foster parents or foster children.

The assessment was also interested to identify some of the areas which social workers consider to have been important in increasing their efficiency in working with foster children in refugee camps. Some of the areas mentioned by social workers include the following:

- Techniques of dealing with children of different gender composition.
- Techniques of making effective home visits and follow up of foster care service provision at household level.
- Techniques of making community involvement in providing foster care services at refugee camp level as a strategy of improving foster care services.
- Effective techniques of communicating with foster children.
- Identification and handling of child soldiers in refugee camp without endangering those who are already fostered or living alone.
- Assisting emotionally disturbed children.
- Effective use of psycho-social skills and how to help those assisted in coping and not to relapse or to protect children against entering into psycho-social problems.

Generally the areas mentioned by social workers seem to be very important in improving social workers' skills in delivering

effective services to other actors who might be interested to support the whole exercise of foster care service provision within the refugee camp situation and even outside the camps.

#### 4.2 CAPACITY BUILDING AMONG OTHER ACTORS WHO MIGHT BE INSTRUMENTAL IN ENABLING PROPER PROVISION OF FOSTER CARE SERVICES IN THE CAMPS

In capturing what transpired at the level of other actors the assesment examined the extent to which other actors have been exposed to foster parenting training in refugee camps following the Ngara Training. This item was considered very important in assessing in-house capacity building at camp level outside the traditional structure of social workers and foster parents alone. If these actors are exposed to the basic training of foster parenting they can help a lot and act as watchdogs of the whole fostering process at refugee camp level. Other actors trained in foster parenting at camp level are summarized by Table 8 which follows hereunder.

Table 8 : Other actors trained on Foster Parenting in Refugee camps

| Name of the camp | Actors trained |    |     |    |    |      |                |    |     |
|------------------|----------------|----|-----|----|----|------|----------------|----|-----|
|                  | BL             | RL | TFC | VG | FP | Tech | Nurses/Doctors | CW | TOT |
| Lukole B         | 6              |    | 1   |    | 61 | 4    |                |    |     |
| Mtabila          |                |    |     |    | 92 |      |                | 86 |     |
| Lugufu           |                | 20 |     | 15 | 75 | 5    |                | 5  |     |
| Nyarugusu        | 50<br>WL       |    |     |    | 85 |      |                | 89 |     |
| Lukole A         | 5              |    |     |    | 59 | 4    | 1              | 2  |     |
| Kanembwa         |                |    |     |    |    |      |                |    |     |
| Nduta            |                |    |     |    |    |      |                |    |     |
| Mtendeli         |                |    |     |    |    |      |                |    |     |
| Muyovosi         |                |    |     |    |    |      |                |    |     |

Source: Refugee Camps 2001

**KEY:**

BL = Block Leaders

RL = Road leaders

VG = Violence in Gender

FP = Foster parents

**Tech = Teachers**

**CW = Community**

**workers**

WL = Women Leaders

Table 8 shows that foster parenting training at camp level was also extended to cover other actors who were sought to be important in facilitating proper foster care service provision. The main topics covered varied from one camp to another. However, those found to cut across include:

- Meaning of foster parenting
- Objectives of foster care services
- Actors in foster care and their specific roles
- Basic issues to be observed in ascertaining foster children developmental pattern.
- Roles of the community in the growth and development of foster children.
- Challenges facing the foster parenting services and solutions.
- Parenting styles and their consequences.

Learning from other actors it seems the training of foster parenting at camp level was well spread along different actors in the camp. This is one of biggest achievements which the Ngara training has managed to register in the camps. Therefore, with time it is expected that some changes will start to be noted as long as the issue and knowledge of foster parenting is no longer confined to single-handed individuals rather multiple knowledgeable actors at all the levels in the refugee camps.

**SECTION FOUR: APPRAISAL OF THE MANUAL AND SWOT  
ANALYSIS REGARDING FOSTER PARENTING  
TRAINING**

**5.0 THE ADEQUACY OF THE TRAINING MANUAL**

The basis of conducting training at refugee camp level depended on the training manual and social worker's facilitators guide produced at Ngara. The adequacy of the twin documents was tested at all levels. More particularly by examining at how the participants learned; and asking them the usefulness of the manual in administering foster parenting training and changes that can be initiated in order to improve the manual or making it more user friendly.

At the level of foster child, the evaluation of the adequacy of the manual was done by asking if foster care services provided to them have improved or not since 2000. In a way this could reflect the effectiveness of the training conducted by social workers and its multipliers effect in providing quality foster care services. As noted from 90% of foster children interviewed some improvements have been realised in the aspect of food provision, opportunity for schooling, care, protection, incorporation as part of family member in accompanying foster children in sending Red-Cross messages that can be used to facilitate the exercise of re-unification. The case of Nyarugusu can be taken as a testimony to confirm such changes ever since the training. Some complaints registered regarding canning, overworking and avenues to air children's concerns are issues which can be corrected overtime and does not necessarily mean inadequacy of the training package rather than implementation action frame work.

At the level of foster parents, it clearly shows that most of the topics in the manual were covered. However, the major issue is the

extent of details that were covered given the time allocated for training in each camp. As earlier shown training which ranged between two hours to two days or one week is, under all circumstances, inadequate to cover the subject. It is on such basis where most of the foster parents complained that the allocated time for training in each camp does not match the requirements needed in training foster children issues in refugee camps.

At the level of social workers and community workers, the adequacy of the manual was examined in the following ways; first was to establish what was taught and time of coverage. Social workers mentioned a lot of topics which were central in the training manual. This mode of assessment was further extended by asking social workers what topics they thought could have been included in the training package of foster parents to empower them with requisite skills to be competent in handling foster children issues. The issues social workers raised that could be included in their training package include:

- Children's rights
- The rights of foster parents when providing foster care services
- Empowerment of foster families within the camp to enable them generate some income
- Child psychology which can enable foster parents realize the detrimental effects of mistreating foster children and its long term effect in child personality development.
- Basic skills of counselling.
- Basic communication strategy with children within refugee context.
- Laws which are national and international that govern foster children.

## **5.1 OBSERVATIONS ABOUT FOSTER PARENTING TRAINING IN REFUGEE CAMPS**

- Most of the respondents visited and contacted at the camps observed that the time allocated for training in the camps was inadequate when compared to what the actors were supposed to learn.
- With the exception of a few camps like Lukole other camps like Mtabila, Muyovosi, Nyarugusu never gave adequate preparation in training foster parents as agreed upon in Ngara workshop rather waited till when they were told that evaluators are coming. Hence it seems they rushed in training and such rush could clearly be noted in inconsistent responses of respondents interviewed from such camps. This shows that some camps never gave adequate priority in foster parenting training. It seems others took it as an issue of UNICEF and not as an intervention strategy aimed at helping foster children who are under the care of UNCHR. Indeed, it seems there is power struggle between the enablers UNICEF, and the implementing agencies who have their own autonomy and are not directly answerable to UNICEF and are therefore not necessarily obliged to implement the programme as advised by UNICEF rather to follow their own priorities within the overall services to refugees. This had a detrimental impact in foster parenting training programme to such camps as Mtabila and Muyovosi.
- Training was constrained by language barrier as the manual has been written in English but teaching was conducted in “Kirundi”, “Kiswahili and “French”. Such translation might have influenced the quality of training made. Therefore, if the manual could have been translated into specific language used in the respective camp, consistency in training and acquisition of foster parenting

knowledge could have been improved and made to be more user friendly and meaningful.

- The manual is a voluminous one, given the refugee environment, therefore, makes it not user friendly. As observed by most of the respondents they have never seen the manual. It is on such framework where majority of the respondents were of the opinion that the manual should be revisited and produced into small documents consisting only of two to three thematic areas e.g. the concept of foster care; and foster placement process; and basic needs of the child. Through such reduction the manual could have been simplified and made to be user friendly and portable.
- The manual need to be disseminated to wider category of users and actors who can make intervention in assisting foster children. These include religious leaders, primary school teacheres, NGOs, CBOs, and community workers. Through such dissemination strong network of supporting foster children can be created. Social workers observed that information on foster parenting need to be communicated to everybody in the camp via leaflets, billboards and brochure so as to educate everybody in the camps as every refugee parent is a potential foster parent who need to have basic education about foster parenting.
- Basing on respondents' views, foster child placement process preparation is not done adequately by social workers or agencies involved. That gap was evidenced in the nature the people who have volunteered to be foster parents e.g. Kanembwa - are biologically very old and technically need to be "fostered" too. In

the meeting conducted with foster parents at Kanembwa out of 30 respondents who attended the meeting a substantial number of them were very old. It was also revealed that children are being placed in a family with a lot of natural children; numbering from 7 - 10, own natural children. Under such situations any additional (foster) child becomes a burden to the foster parent in providing material, social and moral support to the child. The foster family would take the child in order to get the ration food or other materials distributed to the child.

- Training of foster parenting in refugee camps did not adequately address the role of different actors e.g. follow up of foster children life, attendance at school and more particularly a girl child. This was a serious problem noted in every camp. In most schools visited it manifested itself in high drop out rate that influence quality of education acquired by girl child who, in most cases, ends up on early pregnancies.
- Focused group discussion with children living alone and siblings at Karago Camp and other refugee camps revealed that although social workers visit these children more frequently than those in foster families, yet, it seems more counselling is needed to be administered to children living alone so as to convince them to accept staying with foster parents. Findings revealed that very little has been done to conscientize and raise community awareness regarding their role in assisting non-fostered children and their siblings.
- In different camps visited e.g. Lukole A and B, Nyarugusu, Mtabila and Muyovosi there is an emergence of the phenomena of missing children or children going to unknown location. The missing children in each refugee camp e.g. Nyarugusu and Lukole number

between 10-15 children per month. The respondents alleged that some (especially girls of 14 years +) are being sent across the border to Uganda or trafficked to Malawi. This phenomenon is a threat to most of the fostered children and more groundwork need to be done to establish the magnitude of the problem and how to intervene before the situation gets out of hand.

- As observed in all the camps, social workers tried to use their best practical experiences to ensure that foster parenting training is being conducted. However, they took the training manual as personal document and not a foster parenting training tool kit that need to be shared by everybody who need to address issues of foster parenting care services in refugee camps.

## **5.2 SWOT ANALYSIS**

### **5.2.1 STRENGTH**

- In every refugee camp visited, foster parents have been exposed to foster parenting training. Therefore, acquired some skills on foster care service provision. In this regard knowledge of how to address issues of foster care service provision has got a substantial number of actors at the camps with requisite skills on it.
- The receptivity of foster parenting training at refugee camp level has been very high to an extent of making some potential foster parents and other actors to demand more training on it.
- Foster parents have improved their capacity of applying different techniques acquired in the training to enhance quality foster care service provision at refugee camps level.
- The art of foster care knowledge, ability and roles have been understood by different actors in the camp unlike prior to the training when it was confined to social workers and foster parents alone. Following the training of block leaders, religious leaders,

neighbours, all these have been exposed to some of the basics of foster parenting. Thus the training of foster parents at camp level, zone level, neighbourhood level has been a very important judgement and timely aiming at enhancing foster care service provision at camp level.

- The language used in foster parenting training in most of the camps was the “local language” used by refugees in the respective camps. With this flexibility the training was localized and became very appealing to different actors who facilitate the process of foster care services provision at camp level.
- The virtual art of providing care services training to different people in the camp has managed to create a line of continuity in the camp in respect with foster care services.
- Due to the impact of training conducted at camp level, the rate of complaints made by both parents and foster children has been reduced substantially as compared to the period prior to the training. Similarly, incidences of children changing and shifting from one parent to another or parents rejecting to foster children or denying children to reunite with their natural parents has been drastically reduced; and improvement recorded in all those areas. This is a positive impact following the training.

### **5.2.2 WEAKNESS**

- The trend of teaching foster parenting at all the refugee camps took the training manual as a panacea without knowing that areas of emphasis differed from one camp to another. This weakness was clearly attested by topics taught and mentioned by respondents from all the camps visited. That nature of teaching never took into account variation that existed in the camp. It was therefore a

replica of the manual. The principle of selection according to the need was not observed by the trainers.

- The method used in conducting training at different refugee camps were not participatory. Most camps used lecture method that could not really allow learners like foster parents to register it in long term memory. Therefore to an extent it was characterized by rote learning as opposed to meaningful learning which calls for discovery learning. A combination of approaches in administering training could have registered more impact at the level of learners.
- In administering foster parenting training at camp level support from agencies in the camp was a bit slow to come-by. This partly influenced most of the training schedule (keeping waiting for support from UNICEF). This was a wrong starting point since implementation of foster parenting training was not supposed to take foster parenting training as a separate programme rather be incorporated in other activities that were already scheduled for implementation in the camp.
- Time and duration allocated for training of foster parents at different level was quite inadequate when matched with the content and level of foster parenting training. Taking a comparison on time allocated it seems priority of foster parent training was accorded marginal preference by different agencies which manage the day to day activities of the refugee camps. It is against this weakness where even allocation of resources to foster parents training in different camps was very marginal.
- Follow up of the training by key actors within the camp was not good. For example, since training was conducted at camp level the social workers have not made adequate follow up at the camp to determine the gaps or areas which need to be strengthened. It is on this basis where foster parenting training tend to be taken as

temporary, or campaign based issue – while it is supposed to be an on going activity if sustained impact is to be registered at refugee camps.

- The use of English language in the training manual has been an added barrier for communication between the camp trainer and trainee. The barrier constrained effective and meaningful communication between the camp social workers/trainers and other camp actors in foster parenting.
- The quality and quantity of support material provided to assist social workers in providing foster parent training to foster children, social workers and other actors are limited. In a way this influenced effectiveness of the training.

### **5.2.3 OPPORTUNITY**

- In all the camps visited it seems generally there is an acceptance of child fostering as an area which need intervention at individual and community level.
- Through foster parent training conducted at camp level, it has created a substantial number of people with foster parenting knowledge. This is an avenue which can help to strengthen capacity of people who can take care of foster children effectively.
- Commitments of UNICEF to children and foster children in particular is an avenue that can be exploited to develop adequate literature on foster care services at refugee camp level. It is also an avenue that can be capitalized upon to make foster parenting training sustainable at refugee camps.
- The existence of trained social workers and community workers at refugee camps is an avenue that can be used to train more volunteers at camp level who can help to improve foster parent training at camp level.

- The skills available among different actors at refugee camps is an opportunity that can be used to expand training to more potential foster parents.

#### **5.2.4 THREAT**

- Resources allocated to address foster parent issues in refugee camps is inadequate to meet the needs of foster child and foster parents. Therefore, if no concerted efforts are made by different agencies which are in charge of refugee camp, the level of services provided to foster children will continue to diminish and increase suffering amongst foster children or foster parents.
- Losing the trained human resources in foster care services provision by either “going home” or “resettlement” deprives the camps of trained personnel who can effectively enhance proper foster parenting guidance.
- The international situation is changing so fast to an extent that even capacity building of foster parenting at camp level can be an outdated phenomenon if the process is yet to be complete.
- Attitude of some foster parents towards foster children is not quite positive. Others look at them as child workers or somebody to help them in household activities and not as a child whereby circumstances compelled the child to seek foster care services as a last resort.
- There is potential worry of shift of emphasis among different actors working in the camps about foster care. Experience suggests that donors' emphasis goes according to their priority area as stipulated by respective agency. Basing on that factor, priority on foster children can be replaced by other issues which might be pressing in the context of UNICEF or other Agency in the camp. In case of

such occurrence the sustainability of the project is very shaky or can collapse soon after.

## **SECTION FIVE: OBSERVATIONS AND RECOMMENDATIONS**

### **6.0 RECOMMENDATIONS**

#### **6.1 SOCIAL WORKERS IN REFUGEE CAMPS**

- It is recommended that there is a need to conduct thorough study of the potential foster parents before the foster child is being sent for placement. The assessment need to focus on different aspects e.g. the age of foster parents should not be above 55 as they often look weak and tired. These foster parents may have the love for the children but one wonders if they have the energy to exert their attention for emotional and extra physical needs of the children they have fostered.
- Besides, it was noted that households in many Refugee camps foster more than two children in addition to their several natural children. It is recommended that the number of foster children allocated in each foster home be regulated. For effective foster parenting care service provision and welfare of foster children, the foster parenting program cannot be left unrestricted. Unless the children are siblings or closely related, it is suggested that not more than two foster children be allowed to stay in one foster home, irrespective of whether they have been placed by social workers, or voluntarily requested by foster parents. In any case no foster child should be placed in a home where there are more than four children (4) including natural children, foster children or other children.
- The responsibility of visiting foster children in foster homes and beyond e.g. in schools, communities etc. be strengthened. Social workers be required by implementing agencies to make supervision of a child or a group of children living in a foster home at least once a month. Given the numerous other assignments social

workers have in the camps, this may call for more recruitment of social workers and community workers (national or refugees) who have a great range and variety of knowledge of the local camps circumstances. This is an important factor to the children. This has an additional opportunity that if the child does not succeed in one home he/she can be placed to a different one free from the surroundings or circumstances which have constrained placement process before.

- Learning from the evaluation results realistic performance standards in foster care in the refugee camps must take into account the following main factors:
  - Quality of social workers/community worker (national and refugees) in terms of training and experience need to be exposed to ABCs of social work. Indeed acquisition of such knowledge, techniques and skills can enable them to be more competent in discharging quality services.
  - The overall work pressures on social workers and community workers in the camps as measured by general staff-client ratio; and by more particular services.
  - The availability of resources from within and outside the camps for foster care.

## **6.2 AGENCIES RESPONSIBLE TO MANAGE THE REFUGEE CAMPS (Implementing Agencies)**

- Performance standard in foster parenting in refugee camps will command more respect and support if they are arrived at after discussion and consultation involving all stakeholders/agencies in the service than if they are left to one agency (UNICEF) only. UNCHR as lead agency should play a more unifying all the implementing agencies (NGOs) operating in the refugee camps.

UNICEF should continue to offer expertise and co-ordination in foster parenting and related children services in the camps.

- Social workers/community workers working in the camps in the areas of foster children, UAMS, children living alone and siblings need to copy their official reports to UNICEF for purposes of consistency, monitoring and evaluation of the services rendered.
- Lack of psychological services in refugee camps is one of the main weaknesses of foster care services provision in the refugee camps. This has a permeating ill-effect on the quality of all aspects of foster care services provision which deals mainly with emotional and psychological problems of children, adolescents and foster parents who make use of the services and skills of psychologists in addressing them. It seems there are some peculiar problems which arise out of foster children or children living alone which calls for the attention psychologists before or after being attended by social workers.
- One of the most basic and essential tool of social work intervention is an interview and communication in general. However, there was feeling from many social workers/community workers showing a need for them to be imparted with the requisite skills and knowledge of interviewing and communicating with children. This needs calls for an organized short course should also cover different techniques of communication skills with children, community leaders and parents. That training can cover also social investigation and relevant report systems during and after the child has been placed in a foster home.
- There are specific needs for girl child which need to be observed as these have a far reaching consequence to the individual girl child development. It was observed that at times because of lack of these needs some drop-out from school e.g. during menstrual

period; that drop-out rate is very high to an extent of demanding an intervention regarding provision of education for a refugee girl child.

### **6.3 FOSTER PARENTS/COMMUNITY LEADERS/STREET LEADERS**

- There seems to be general feeling among foster parents, social workers and foster children of the need for further and more close co-operation of community leaders and street leaders in the refugee camps for more effective foster parenting programme. This calls for at least some training of the identified community leaders in the respective camps in the area of foster parenting in general and in specific needs of foster children and foster parents as per individual camp situation. The social workers who have been trained in Ngara on foster parenting can be “lead trainers” in their respective camps.
- It is recommended that if clothing material are available all the children in foster parenting households should be given or let them alternate. More important, they should not be given to the foster child alone as this can be a potential source for discrimination of the foster child by the foster parent himself or other natural children in the foster family.
- Foster parents when giving foster children household work need to observe that they do not overwork them to give them work at the cost of going to school. According to CRC – Convention, education is a basic right of the child. Therefore it must be provided to foster children as a basic child right just like any other child from the household.

### **6.4 THE TRAINING MANUAL**

- The manual need to be translated into local languages used in the respective refugee camps so as to make them more user friendly.
- The manual need to be written in small guideline materials like brochures and leaflets so as to make them more portable, user friendly and accessible to all potential users.
- There is a need of revising the manual and add topics which were suggested by participants. The topics suggested include children's and foster parents' rights; communication skills and skills of handling children with psycho social problems.
- The training of foster parenting at refugee camps need to be an on-going activity and not based on campaign or short time basis alone-like what happened in most of the refugee camps. This approach erodes the basis of sustainability and continuity.

## **6.5 CAPACITY BUILDING**

- In house capacity building should continue at refugee camp level. More focused on zone level, household level, school level and at inter implementing agency level. The constant training at all the levels stated above will ensure that everybody in the camp acquires skills that will assure efficient provision of foster care services to children and possibly ending the problem of children living alone and siblings.
- The focus of capacity building should be on practical aspects that characterise the life style of a foster child and not on hypothetical things which might not reflect characteristics of refugee camps. More important, unique and peculiar characteristics of each refugee camps should be taken aboard when preparing training package.

## **SECTION SIX : CONCLUSION**

### **7.0 CONCLUSION**

- Fostering in its general perspectives represents a personalised service which attempts to meet the needs of children in care on a personal, individualized level. Despite controversy and evidence from various field research studies which point to the complicated and difficult tasks and decisions involved, fostering remains a viable, cost - effective method of enabling children in care to experience life in a setting reasonably approximately the normal environment a child in his own family experiences. The best of residential settings can go only some way in answering the emotional, psychological needs that competent fostering can offer. The effects in practice, however, indicate that fostering placements quite often break down; fostering is not always seriously considered by social workers as the most viable alternative to other types of care such as residential care; and there are particular types of children who, if fostering is to succeed, require particular well selected foster parents and an input of resources and skills.
- This global view and position of fostering are of equal and immense relevance of refugee situations in the Refugee camps in Tanzania. As outsiders from the refugee situations, rarely do we see the immense human sufferings, surfacing in refugee life particularly to UAMs, children living alone, and siblings. Since the fostering programme in the camps is multi-dimensional, it is pertinent that evaluation be done to assess not only the kind and level of success/failure of the programme, but also the use of various types of inputs in the programme - human and material. The inputs include camp social workers' knowledge and skills in

foster care service provision; and their ability to pass the same to all role systems involved in fostering such as foster children; foster parents; etc. particularly after having undergone two (2) consecutive training workshops in Ngara.

- The difficult question in such an evaluation lies in what constitutes “success” or “failure” in fostering. No agreement has been reached among social workers and researchers to date on the criteria to be followed. However, one can look at the degree of adjustment which foster children have achieved when they become adults. By implication, this is a “long-term approach” which takes a look at the after care services. On the other hand, the “Breakdown approach” can be used. This is a method of evaluating foster care success or failure placements which last for a period of time and those where the child is removed from the foster home before that period is over. Placements that last for the whole period are considered a success; placements which result in removal of the foster child because of the problems of the child, of the foster parents, or of the other members of the role system are considered a failure. The current approach, however, is to measure the adjustment of foster children and their relationship with their foster parents while they are still in the foster home.
- All the three (3) conceptual models were, to some degree, used in this evaluation study while field instruments administered to the various respondents (target groups) included meetings; focus group discussions; in-depth interviews; observation; group assignments; drawings; and participatory rural appraisal (PRA). Remarkable successes in the training of all relevant role systems in fostering in refugee camps has been recorded impliedly indicating successes in the overall foster parenting programme in the camps. The main drawback in the study, however, is that it has not been

able to imperically establish whether the successes and/or failures are the result of social workers training in Ngara and/or their own individual “treatment” approaches and styles; or whether it is merely due to the passage of time.

- Perhaps, comparisons of results between experimental group of clients (foster children, foster parents, etc.) On one hand, and a matched control group on the other i.e. recipients of nominal kind of services – services that are intensive and less frequent – could have been a more objective approach in this evaluation exercise of the fostering programme in the Refugee camps. However, such studies are rare today in the human services area (particularly in social work) because of the ethical problems involved in obtaining comparable control groups. In social work, it is contrary to professional ethics to deny available services to some applicants merely for purposes of providing a basis for comparison. Fostering in refugee camps is often a crisis in nature which correspondingly calls for crisis intervention. Besides the ethnical problems involved in this approach, for practical reasons, it is unrealistic in refugee camp situations.

SECTION SEVEN

**8.0 APPENDICES**

**8.1 APPENDIX I**

**GUIDELINE QUESTIONNAIRE FOR FOSTERED  
CHILDREN AND**

**NON-FOSTERED CHILDREN**

(Lukole "A", Mtabila, Karago)

1. Whom are you staying with?
  - Single parents
  - Couples
  - Elder brother/sister
2. For how long have you stayed as foster child.
3. How many times have you changed the places where you are staying or foster parents?
4. Is the family/parents you are staying with have any other children?
5. In which grade are you in the school?
6. Do you go to school always or there are some days which you don't go? Please explain.
7. What are your main tasks or activities in the family with whom you are staying? Explain.
8. Do you do the above task with other children in that family or you do it alone. Explain.
9. When you commit an offence or mistake in the foster parent's home, how does he treat you?
10. What do you like most from your foster parenting family?
11. When you get a problem of fostering care in the family you are staying with whom do you see for assistance?
12. When did you see such a person for the last time?

13. When did the social worker see you last at your foster parenting family?
14. What are the main problems which you are currently facing in the foster parenting life?
15. What do you hate most from your foster parents? Explain or draw a picture.
16. How would you like to be treated by your foster parents?

## **8.2 APPENDIX II**

### QUESTIONNAIRE GUIDELINES FOR FORSTER PARENTS

(Lukole "B", Muyovosi, Mtendeli and Kanembwa)

1. For how many years have you been a foster parent ?
2. In fostering care services are you
  - Single ?
  - couple foster parent ?
3. How many children are you fostering ?
4. What type of arrangements that were made before fostering the child you are currently fostering ?
5. Who persuaded you to be a foster parent ?
6. What motivated you to be a foster parent ?
7. What do you like most from the foster child you are staying with? Please explain
8. What are the main activities which your fostered child is doing daily ?
9. What is the nature of relationship between the foster child and your own children?
10. When were you last visited by social worker.. what are the issues which he told you?
11. Have you ever received any training on how to foster a child or provide best care services to the child ?
12. Where did you receive that training ?
13. Has the Social worker taught you anything about fostering care and how to care for the foster child ?
14. In the topics which you were trained which topic interested you most. Why?
15. When you get a problem on the fostering care services, whom do you consult first for assistance ?

16. What is your relationship with the social worker ?
17. What are the main problems you are currently facing in providing foster care services ?
18. What is your personal attitude towards foster caring services ?
19. What areas which you need to be exposed to in order to be a good foster care parent ?
20. What suggestions do you have in order to improve foster care services at your camp ?
21. What suggestions do you have in order to help those children who are not yet fostered in the camp/or orphans?

### **8.3 APPENDIX III**

#### **QUESTIONNAIRE FOR SOCIAL WORKERS/COMMUNITY WORKERS**

(Nyarugusu and Nduta)

1. How long have you been a community worker/social worker?
2. How long have you been working with children in a foster parenting programme?
3. What academic/professional qualifications have you?
4. Have you had any other training?
5. Have you been doing any other work in the camp? Name them.
6. Has this other work affected your performance in your work in the foster parenting programme?
7. Have you any suggestions on how best the foster parenting programme in the Refugee Camps can be strengthened?
8. How has Ngara training helped you as a social worker in handling foster children issues ?
9. Since completion of your training in Ngara – what new skills have you learned in handling foster parents as well as children?
10. In your current work as a social worker, what are the areas you think you have improved after the training in caring for foster children?
11. What weakness do you envisage as a social worker?
12. How are you using the training package ?
13. Where do you not perform well – hence if necessary to revisit the package?
14. How have you been organizing your in house capacity building at camp level – how best can you give that activity ?

15. In the foster parenting course you attended which topic interested and impressed you most and why?

Topics

(a)

(b)

©

Reasons

(a)

(b)

©

16. What would you have needed to be added in the training package to make you more comfortable in executing your roles and responsibilities in foster care services?

(a)

(b)

©

#### **8.4 APPENDIX V**

##### **QUESTIONNAIRE FOR SOCIAL WORKERS/COMMUNITY WORKERS ON THEIR BACKGROUND AND EXTRA RESPONSIBILITIES IN THE CAMP – NYARUGUSU**

1. Kwa muda gani umekuwa Social worker?
2. Kwa muda gani umekuwa ukifanya kazi ya malezi ya Kambo?
3. Kiwango chako cha “Academic qualification”?
4. Umewahi kupata mafunzo ya aina ingine yo yote?
5. Je! Umewahi kufanya kazi zingine katika kambi? Taja kazi hizo.
6. Je hizi kazi nyingine zina athiri utendaji wa kazi ya F.P? zimekuathiri kiviipi?
7. Unafikiri jinsi gani mpango huu wa F. Parenting kambini Nyarugusu unaweza kuimarishwa?
8. Jinsi gani mafunzo ya Ngara (Foster-Parenting) yemkusaidia katika kushughulikia hii kazi ya malezi ya kambo?
9. Kutokana na mafunzo ya Ngara (skills – stadi – capacity) unfakiri umezipata katika kukusaidia kazi hii ya malezi ya kambo?
10. Unatumiaje mafunzo yale (skills)?
11. Mawazo mapya ya kuboresha kama kuna mapungufu.
12. Ni maeneo gani hauyafanyi vizuri katika utendaji kazi yako.
13. “Training manual” linajitosholeza ao lina mapungufu gani? Yataje.

## 8.5 APPENDIX IV

### LIST OF PARTICIPANTS IN DE- BRIEFING MEETING WITH COMMUNITY SERVICE COORDINATORS

| No. | Name                      | Organization      | Title           | Address        |
|-----|---------------------------|-------------------|-----------------|----------------|
| 1.  | Judith James              | CORD              | CSO             | Box 2          |
| 2.  | Zakayo Kalebo             | UMATI             | CSC             | Kib            |
| 3.  | Niyonshima Rukanda        | SAEU              | CSCC            | Kibondo        |
| 4.  | Daniel Rhudilira          | SAEU              | CSCC            | Kibondo        |
| 5.  | Anthony John              | NPA               | CSO             | Box 112        |
| 6.  | Mbazunnutima<br>Immaculee | SEKO              | Training<br>Sup |                |
| 7.  | Patrick S. Magerwa        | SEKO              | Ag. CSC         |                |
| 8.  | Charles Kasimbazi         | UMATI             | CSO             | Karago Kibondo |
| 9.  | Ntungu Saul Ntungu        | AFRICARE (T)      | CSO             | Box 186 Kasulu |
| 10. | Emma Sanga                | CORD              | CSO             | Box 211        |
| 11. | Catherine Eden            | CORD              | CSC             | Box 21 Kasulu  |
| 12. | Mwendamaka Joyce          | AFRICARE (T)      | CSC             | Box 186 Kasulu |
| 13. | Jasha Balasko             | UNICEF            | CFO             |                |
| 14. | Urassa Novatus            | UNICEF            | CFO             |                |
| 15. | Claude Njimba             | UNICEF            | Consultant      | Box 3375 DSM   |
| 16. | Andrew Mchomvu            | UNICEF            | Consultant      | Box 3375 DSM   |
| 17. | Mohammed Shomari          | Unicef<br>Kibondo | Driver          | Kibondo        |
| 18. | Felesian Kazingo          | CORD              | Driver          | Kasulu         |
| 19. | Ibrahim Masoud            | NPA               | Driver          | Ngara          |
| 20. | Emmanuel Saul Ubaf        | AFRICARE(T)       | Driver          | Kasulu         |
| 21. | Godfrey Mwaijage          | CSA UNHCR         | CSA             | Kibondo        |

## 8.6 APPENDIX V1

### PROGRAMME ON FOSTER PARENTING FOLLOW-UP MISSION

| Date                 | Activity   | Place             | Responsible   | Remarks  |
|----------------------|--|-------------------|---|--|
| 11.09.01<br>Tuesday  | Arrival at Kibondo/Ngara from DSM                              | Kibondo/<br>Ngara | Consultants, OIC Kibondo, OIC Ngara and Nehemiah  | Consultants will arrive at Kibondo by UNHCR flight and proceed to Ngara by road  |
| 11.09.01             | Discussion with Consultants about the programme                | Ngara             | Consultants, OIC Ngara, urasa and Nehemiah  |  |
| 12.09.01<br>Wed.     | Training/meeting with thirty (30) fostered children            | Lukole A          | Consultants, Nehemia, Urassa, children, CSO and SW (R) responsible for foster parenting           |  |
| 13.09.01<br>Thurs.   | Training/meeting with thirty (30) foster parents               | Lukole B          | Consultants, Urassa, Nehemiah, foster parents, CSO and a SW (R) Responsible for foster parentingt |  |
| 14.09.01<br>Friday   | Travelling to Kasulu   | On transit        | Consultant, Nehemiah and Driver   | They will be heading to Kasulu for the second part of training                   |
| 15.09.01<br>Saturday | Discussion with Consultants                                    | Kasulu Office     | Consultants and Nehemiah  | This will be preparation for the training wich will start at Mtabila on 17.09.01 |
| 16.09.01<br>Sunday   | Rest and Relax (R & R)   | Kasulu            | Consultants and Nehemiah  |  |
| 17.09.01<br>Monday   |  |                   |   |  |
| 18.09.01<br>Tuesday  |  |                   |   |  |
| 19.09.91<br>Wed.     | Training/meeting with thirty (30) foster/not fostered children | Mtabila camp      | Consultants, Nehemiah, children, CSO and SW.  |  |
| 20.09.01<br>Thursday | Training/meeting with thirty (30) foster parents               | Muyovosi camp     | Consultants, foster parents, CSO, SW and Nehemiah   |  |
| 21.09.01<br>Friday   | Training/meeting with thirty (30) Social Workers               | Nyarugusu Camp    | Consultants, Social workers, CSO and Nehemiah   |  |
| 22.09.01<br>Saturday | Travelling to Kibondo  | On transit        | Consultants, Driver and Nehemiah  | To start the third part of the exercise  |
| 23.09.01<br>Sunday   | Rest and Relax   | Kibondo           | Consultants, Nehemiah, Urasa  |  |

|                      |   |                |   |  |
|----------------------|---|----------------|---|--|
|                      |   |                | CSO and SW  |  |
| 24.09.01<br>Monday   | Training/meeting with thirty (30) foster children; not fostered; living alone | Karago Camp    | Consultants, Urassa, Nehemiah CSO and SW.   |  |
| 25.09.01<br>Tuesday  | Training meeting with thirty (30) foster parents                              | Mtendeli camp  | Consultants, Nehemiah, Urassa, CSO and SW.  |  |
| 26.09.01<br>Wed.     | Training/meeting thirty (30) Social workers                                   | Nduta camp     | Consultants, Nehemiah, Urassa, CSO and SW.  |  |
| 27.09.01<br>Thursday | Training/meeting thirty (30) foster parents                                   | Kanembwa camp  | Consultants, Jasna, Nehemiah and Urassa   |  |
| 28.09.01<br>Friday   | Preparation for de-briefing meeting   | Kibondo Office | Consultants   | Before Consultants go back to DSM de-briefing meeting will be held at Kibondo. Community Services Officers from NGOs in all camps will participate |
| 29.09.01<br>Saturday | Rest and Relax  | Kibondo        | Consultants   |  |
| 30.09.01<br>Sunday   | Rest and Relax  | Kibondo        | Consultants   |  |
| 01.10.01<br>Monday   | De-briefing meeting   | TCRC - hall    | Consultants<br>Community Services<br>Coordinators<br>Nehemiah, Urassa, CSOs, from UNHCR |  |
| 02.10.01<br>Tuesday  | Final meeting with BELSA Coordinator  | Kibondo Office | Consultants, BELSA Coordinator, Jasna, Nehemiah and Urassa.                             |  |
| 03.10.01<br>Wed.     | Travel to DSM via Mwanza  | On Transit     | Consultant, Kibondo OIC, Driver   |  |
| 17.10.01<br>Wed.     | De-briefing Emergency Officers  | DSM            | Consultants E. Officers. (UNICEF)   |  |

