

## **BUILDING INDEPENDENT LIFE BY THE UNDERPRIVILEGED CHILDREN AT HAPPY WATOTO PROJECT IN ARUMERU DISTRICT, TANZANIA**

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**Abstract:** *The study aimed at evaluating Happy Watoto Project in Arumeru District, Tanzania on building independent life to the vulnerable children. It was guided by one evaluation question: How does Happy Watoto project in Arumeru District help the children to build an independent life, the question aimed at determining the extent to which Happy Watoto helped the vulnerable children to build an independent life. The study used convergent design under mixed approach; the study used both non-probability and probability sampling in selecting respondents. The study was guided by CIPP Model. The data were collected from Project Manager, Head teacher, teachers of vulnerable children, Matrons and Patrons of vulnerable children through questionnaires, in-depth interview guide, observation guide, Focus group discussion guide. Quantitative data was analyzed by using Statistical Package for Social Sciences (SPSS) Version 21 to generate means, frequencies and percentages and presented by using tables and figures. Qualitative data was presented in themes. The evaluation study reveal that Happy Watoto Project achieved stated objective, therefore study concluded that Happy Watoto Project had positive contributions on building an independent life to vulnerable children. This study therefore recommends the government to adopt the project and to establish similar projects in other districts in Tanzania in order to help more vulnerable children.*

**Key Words:** *Independent life, Vulnerable children's, Education, Happy Watoto.*

### **Introduction**

Underprivileged children refer to those children who lack basic rights like education and are not enjoying the same standard of living as the majority among the society. (UNICEF, 2018).

Independent life means the ability to examine alternatives and make informed decisions and direct one's own life. This ability requires the availability of information, financial resources and peer group support systems. Independent living is a dynamic process it can never be static. As parents, we are proud to watch children grow into independent people. Let's give them useful and practical tools that help them reach their milestones, help them say goodbye to diapers, feed and clean themselves, be cognizant of their own emotion. These learning processes not only promote good

self-esteem, they also help children be more trusting of others, be more creative and more optimistic in the face of the challenges life will put in their way.

We must give our children the chance to experience new things, take their ability to learn into consideration and help them be more independent. Greater self-reliance usually involves a higher self-esteem, and this is the way to help our children evolve and grow into healthy adults. Let us walk together with them on their journey. The more children learn, the more they want to know and do by themselves, which is something we can easily observe in our own children, since our role as adults is key in their development. It is us parents who must guide children towards a greater self-reliant, security and, ultimately, happiness. (UNICEF, 2018)

Education remains an inaccessible right for millions of children around the world. More than 72 million children of primary education aged are not in school and 759 million adults are illiterate and do not have the awareness necessary to improve both their living condition and those of their children. As a result of poverty and marginalization, more than 72 millions children around the world remain unschooled. Sub-Sahara Africa is the most affected areas with over 32million children of primary school age remaining uneducated, Central to eastern Asia, as well as Pacific, are also more than 27 million children are uneducated children. (UNESCO, 2019)

Over one-fifth of children between the ages of about 6 and 11 are out of school, followed by one third of youth between the ages of about 12 and 14. According to UIS data, almost 60% of youth between the ages of about 15 and 17 are not in school. Without urgent action, the situation will likely get worse as the region faces a rising demand for education due to still-growing school-age population. (UNESCO, 2019)

Happy Watoto Project was established on 26 September 2000 by Jan Willem Ter Braak and his wife Ida, who started with fund raising campaign in the Netherlands to finance the project, starting with friends and family members for the target of helping underprivileged children to get an opportunity to access education, the project offers education to the children between the ages of 3 and 18, children start learning very early starting standard one up to standard seven. Since the starting of project in 2000 it has helped 2412 children who get an opportunity of receiving education under the support of Project. The Project owns Ngorika Happy Watoto Primary School in Arumeru District, whose main goal is helping underprivileged children to access education as well as to have a permanent and good living place. One of the objectives of the project was helping the underprivileged children build an independent life.

### **Purpose of study**

The purpose of this evaluation study was to find out the extent to which Happy watoto Project in Arumeru District had succeeded is helping to underprivileged children build an independent life Arumeru District.

### **Significance of the Study**

The findings of this study should bring positive contributions to the educational stakeholders by creating awareness of the success of Happy Watoto project in helping children to live an independent life. The study also emphasizes the importance of life skills education for social and individual development.

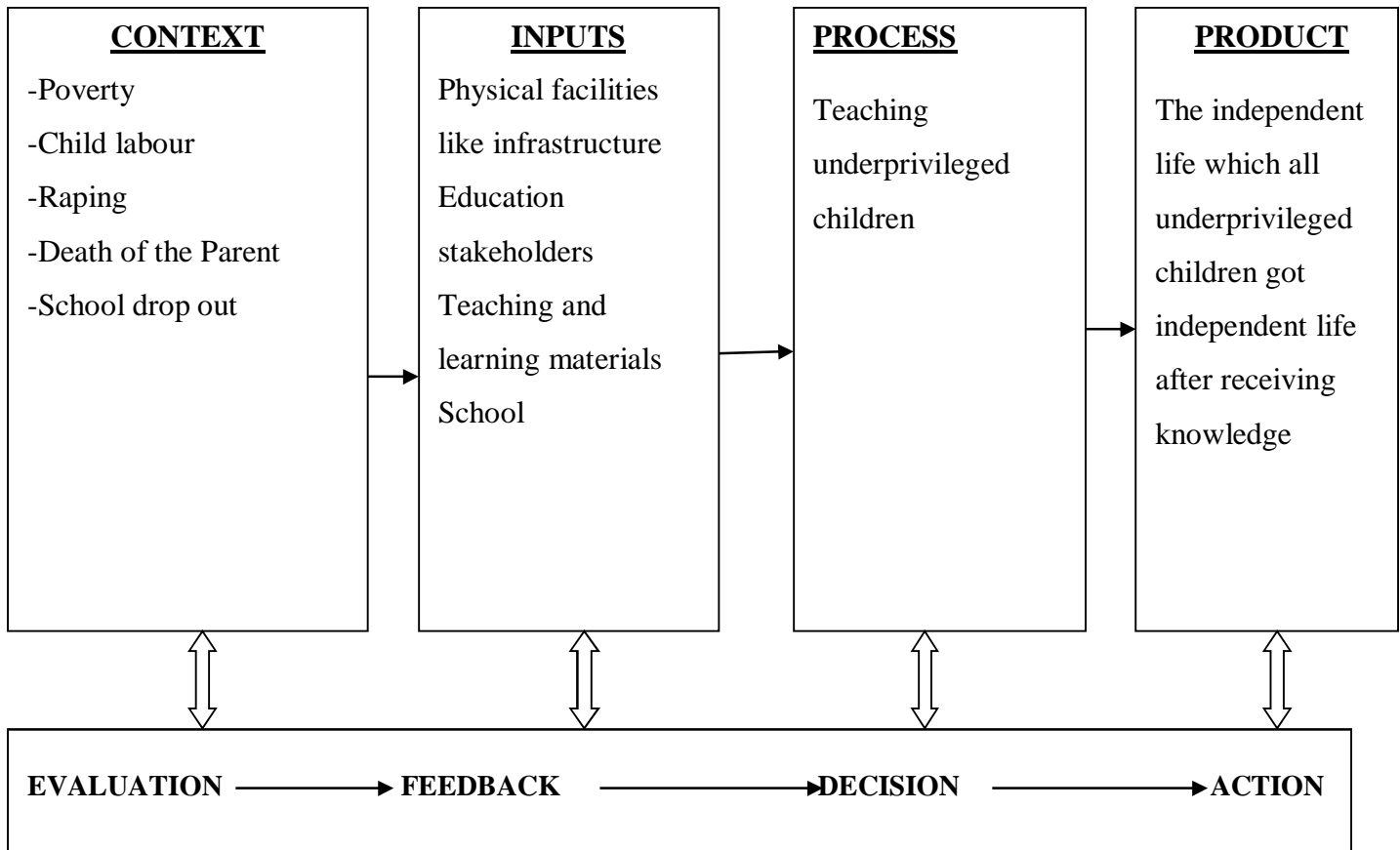
**Research Question**

- i. How does Happy Watoto project in Arumeru District help the children to build an independent life?

**Evaluation Model**

The study was guided by CIPP Model CIPP stands for Context, Input, Process and Product. Under the guidance of this model the evaluator deeply investigated four stages in order to obtain reliable information concerning the evaluation (Stufflebeam, 2005).

This formative evaluation of Happy Watoto Project guided by CIPP model. The founder of this model is Daniel Stufflebeam. The model has stages starting with Context which involves searching information on the beneficiaries the vulnerable children who are under the Happy Watoto Project. The target of the evaluator in context is to know if the Happy Watoto Project considered the needs of society found in Arumeru District (needs assessment). The main concern in this area of context is to know how well the needs assessment helped the project owners to come up with such kind of the project in Arumeru District. Concerning the input, the evaluator assessed the effort done by the Happy Watoto Project towards achieving the objectives of the project. In area the evaluator checked the physical resources such classes found at Happy Watoto School, Houses, students hostel, and Human resources such as teachers, matrons. How well the Project invest to achieve the stated objectives. Concerning process, the evaluator cross-check all the Happy Watoto project activities conducted so as to achieve the objectives effectively. The evaluator assessed the teaching and learning activities to the vulnerable children. Concerning the level of product, the evaluator assessed the attainment of the vulnerable children who are under Happy Watoto Project such as talented children, children with knowledge, and self-reliant children. Evaluator decided to use the model because, It focuses the evaluation to what is actually needed by decision makers, The evaluation starts right at the beginning of the project and continues throughout the project this is why we have four evaluation phases, Also the four types of evaluation accords the evaluator the opportunity to answer question that emerges at each phase thus enabling the strength of the project so Happy Watoto get more information about the project. To the other side the model has weakness such as on Time management because the model has four stages Context, Input, Process and Product so direct the evaluator to consider four stages and for the evaluator to consider all four stages he/she must have enough time and financial resources to conduct evaluation smart and effectively. In this evaluation study the CIPP Model was relevant because it guided the evaluator to know the effectiveness of all processes which included Context, Input, Process and Product of the Happy Watoto Project.

**Figure 1.1 Conceptual framework of the implementation of Happy Watoto project**

**Source: Evaluator (2021), Modified from classroom discussion.**

### **Literature Review**

#### **Building an independent life to the underprivileged children**

Vybornova (2016) conducted a study on Training Orphans for independent family life in Russia. The study shows orphans have problems with adaptation to the new social conditions outside their former institution. They have great difficulties in finding a job, housing; do not know how to communicate with adults, improve their life, keep their own budget, and assert their legal rights. Unfortunately, in the state structure of social protection there is still no system of organized help to the orphans after leaving an orphanage or a boarding school. The problem is included in closeness of residential care and children's homes. Orphans leave such places with a distorted self-awareness, inadequate self-esteem, underdeveloped social intelligence, parasitism, and ignorance and misunderstanding consumer aspects of life, heightened suggestibility, underestimated level of their own activity, unformed strong-willed personality. The study focused on training orphans for independent family care but does not indicate clear strategies to enable them to have independent family life. The current study focused on determining whether the underprivileged children can realize independent life.

Ngigi (2015) conducted a study on Contribution of Life Skills Education to young persons with visual impairment in Thika Municipality, Kiambu County Kenya. The descriptive survey design that employed both qualitative and quantitative approaches was used. The target population was selected from Thika town and Kiandutu slums. The population sample were mainly young persons with visual impairment who finished primary school, not more than five years then and their parents/guardians. A purposive sampling procedure was applied. Data was collected through questionnaires, interviews and observation schedules. Findings revealed that life skills education promoted individual independence and helped young persons with VI develop and grow into well behaved adults equipped with psycho-social competencies. The study focused on young person with visual impairment while the current study focus on vulnerable children.

Akram, Anjum, Akram (2015) conducted a study on Role of Orphanages to uplift socio-Economic status of Orphans Focusing on SOS Children's village in Punjab-Pakistan. The study examines the effects of the upbringing environment on the development of orphan children and their achievement. The study also explores the social economic status of orphan children and their achievement. Simple random sampling technique was used to draw the sample from the target population; about 125 respondents (such as Orphans) in the age group of 8 to 14 years were selected for interview. A well designed questionnaire was used to gather the information from children who were living in save our soul children's village. The study found that save our souls children village plays an important role in the life of orphans as majority of the children were satisfied with all the facilities. It resulted in, save our soul children village is one of the major organizations working in Pakistan that provide a peaceful shelter with all the basic necessities (food, education, health care) to vulnerable children and orphans. Finally, there was an interaction between children's upbringing environment and effortful control of the institution; because of the environments they live in make them useful citizens of the society. The current study focused on uplifting Social-Economic status of orphans rather than focusing on strategies to enable them build an independent life.

Adams, Fortinsky, Steffens (2018) conducted a study on Elder Orphans and the risk of loneliness and major depression. This study examined associations among indicators of elder orphan status, loneliness, and depression. Data were derived from the baseline of an ongoing multi-wave study of late-life depression among adults ages 60+. All participants were interviewed by a geriatric psychiatrist; 123 (73.7%) were diagnosed with Major Depressive Disorder (MDD) and 44 (26.3%) were no depressed. We examined effects of four indicators of elder orphan status (living alone, plus unavailability of nearby children, siblings, or friends) on loneliness frequency, and then with loneliness as an independent variable in the model, on MDD diagnosis. Gender, comorbidities, and financial difficulty were included in hierarchical and logistic regression models as covariates. In the hierarchical regression model, two indicators of elder orphan status— living alone ( $p < .001$ ) and lack of nearby friends ( $p = .009$ )—were significant predictors of loneliness frequency. In the logistic regression model, worse health ( $\text{Exp}(B) = 1.7$ ,  $p < .001$ ) and loneliness ( $\text{Exp}(B) = 4.2$ ,  $p < .001$ ), were significant predictors of MDD diagnosis. Objective elder orphan indicators were associated with loneliness after controlling for health and financial concerns, and, in turn, frequency of loneliness, along with health conditions, was a significant predictor of MDD. Findings suggest elder orphans may be especially vulnerable to loneliness, and confirms earlier research linking

loneliness and depression. The study focused on the risk of loneliness and depression to the Elder Orphans but failed show the main causes of loneliness and major depression to the Elder Orphans. Shaw, Steyn and Simeon (2019) conducted a study on need for preparing Youth ageing out of foster care for independent living in South Africa. This is qualitative study aimed to explore the need for preparing children ageing out of foster care for independent living in South Africa. Semi-Structured interviews were done with 12 participants. The findings indicated that the participant felt unprepared for life after foster and that there is a need for Programs to prepare Youth for ageing out faster care in South Africa. The study focused on fostering children for independent living but failed to show how to foster independent living to the children.

Like Basing on these findings several gaps were identified whereby some of empirical studies vary in terms of context means conducted outside Tanzania such as Akram, Anjum and Akram (2015) also no specific study deal with building independent life to underprivileged children specifically in Arumeru District, on the side of methodology, sample and sampling procedures as well as findings differ. Therefore, the current study aimed to investigate how Happy Watoto project help underprivileged children to have independent life.

### **Methodology**

The study was conducted in Arumeru District, Tanzania; the evaluator conducts a study in area because Happy Watoto project located in Arumeru District, Tanzania. This evaluation study employed Convergent design under mixed method approach. The target population involved one school which is under Happy watoto project, 280 Vulnerable children, 1 head of school, 1 project manager, 10 matrons, 10 patrons, 16 teachers. Both non-probability and probability sampling techniques were employed to sample respondents who are under Happy watoto project. The sample involved in this evaluation study consisted, 82 Vulnerable children, 5 teachers of vulnerable children, 2 matrons, 2 patrons, 1 Head of school, 1 project Manager found in the school under the project.

In this evaluation study evaluator used several instruments such as In-depth interview guide, observation guide, Focus group discussion guide and questionnaire. Before actual study evaluator conducted pilot study for the purpose of testing reliability of questionnaire. Reliability of questionnaire for teachers of vulnerable children was Evaluator coded and analyzed data by the help of SPSS Version 21.

### **Results and Discussion**

#### **How the project enhances an independent life to the underprivileged children**

The evaluation question was meant to determine the extent to which Happy Watoto Project enables the underprivileged children to live an independent life. The findings are presented in the subsequent sections of this paper. Table one presents findings from vulnerable children supported by the project on the views on how the project enabled them lead independent lives.

**Table 1.****Vulnerable Children Responses on independent life to the underprivileged children**

STATEMENTS	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
Project provides vocational trainings to the students	0	0.0	3	4.5	6	9.1	21	31.8	36	54.5	<b>4.40</b>
Teachers provides skills which influence students to be independent	2	3.0	0	0.0	4	6.1	20	30.0	40	60.6	<b>4.50</b>
The learning environment influence learners to be creative	3	4.5	1	1.5	3	4.5	25	37.9	34	51.5	<b>4.40</b>
Exercise provided does not help us to be creative.	15	22.7	16	24.2	7	10.6	13	19.7	15	22.7	<b>3.10</b>
Project help students to have independent life	2	3.0	0	0.0	9	13.6	20	30.3	35	53.0	<b>4.40</b>
The living place does not help us to be independent	10	15.2	16	24.2	10	15.2	13	19.7	17	25.8	<b>2.90</b>
Our teacher are very kind helps us to be independent	7	10.6	0	0.0	11	16.7	20	30.3	28	42.4	<b>4.00</b>
Trainings provided does not help us to be independent	13	19.7	8	12.1	10	15.2	20	30.3	15	22.7	<b>2.80</b>
The learning environment are good help us to be independent	10	15.2	16	24.2	3	4.5	15	22.7	22	33.3	<b>4.20</b>
Community around does not help us to be independent	22	33.3	15	22.7	3	4.5	16	24.2	10	15.2	<b>2.70</b>
Am not receiving skills to help me to be independent	10	15.2	13	19.7	10	15.2	11	16.7	22	33.3	<b>2.70</b>
<b>Overall mean scores</b>											<b>3.65</b>

**Source: Field Data (2021)** SD= Strongly Disagree, D=Disagree, U= Undecided, A= Agree, SA= Strongly Agree

The results from Table 1 show that 86.3% of vulnerable children agreed that project provides vocational trainings to the students, this imply that Happy watoto project provides vocational trainings to the vulnerable children who are under the project. Evaluator expect the existence of vulnerable children with vocational skills. These findings concur with study of Jane, Dwi and Paul (2019) who found that financial literacy relate with employability of poor and vulnerable Indonesian Youth. Also 90.9% of vulnerable children agreed that teachers provide skills which influence students to be independent, this implies that teachers help students to have an independent.

During an interview Head of school reported:

Our project with the help of our workers we recognize children potentials also we support them and encourage them to participate in manual activities like general cleanliness, small gardens through this enable them to gain skills which enable them to be independent. Also for those who fail to continue with higher level we sponsor them to join vocational training institutions provided by VETA and other training colleges to enable them to receive skills which enable them to engage in self-employment. (Source: In-depth Interview on 1<sup>st</sup> June, 2021)

This imply that the skills provided by the project to the vulnerable children helping the vulnerable children to be independent. These findings concur with Mamun and Rahman (2013) who found that life skills improve the quality of underprivileged children in Bangladesh.

On other hand 89.4% of vulnerable children agreed that the learning environment influence learners to be creative, this imply that the learning environment influence learners to be creative this is supported by the evaluator during observation evaluator observed supportive class and attractive playgrounds for children. Evaluator expect learners to perform well academically due to the presence of good learning environment. These findings concur with Beghetto (2016) who found that creative learning foster academic achievement.

In addition, 83.3% of vulnerable children agreed that project help students to have independent life, this imply that the project facilitate the vulnerable children to have independent life. These findings concur with Israel and Bruce (2014) who found that tutoring, therapy and enrichment helped youth to succeed.

Furthermore, results from table 1 show that 83.4% of vulnerable children agreed that the learning environment are good help us to be independent, this imply that the learning environment support vulnerable children to be independent. The findings concur with Carmen and Punya (2018) found that learner engagement, physical environment and learning climate support creativity in learning environment.

Generally, the mean score of vulnerable children range from 4.00 to 5.00 mean score this support that the project helped them to build independent life.



**Table 2****Teachers of Vulnerable Children Responses on independent life to the underprivileged children n=05**

STATEMENTS	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
Teachers provides skills which enables the students to build independent life	0	0.0	0	0.0	0	0.0	3	60.0	2	40.0	<b>4.80</b>
The learning environment does not influence students to build independent life	2	4.0	3	60.0	0	0.0	0	0.0	0	0.0	<b>4.60</b>
The exercise provided to the students enable them to be creative	0	0.0	1	20.0	0	0.0	1	20.0	3	60.0	<b>4.20</b>
Project does not facilitate the students to build independent life	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	<b>1.40</b>
Living place help student to have confidence and self defense	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0	<b>4.40</b>
The environment is not good to student to enable them to have independent life	0	0.0	0	0.0	0	0.0	4	80.0	1	20.0	<b>1.20</b>
Community around not help student to build independent life	1	20.0	0	0.0	2	40.0	1	20.0	1	20.0	<b>2.80</b>
Project provides practical activities to the students	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	<b>4.60</b>
Teacher not provide a student individual work	0	0.0	0	0.0	0	0.0	3	60.0	2	40.0	<b>1.60</b>
I participate with student in individual work	1	20.0	1	20.0	0	0.0	2	40.0	1	20.0	<b>3.20</b>
Project prepare students for independent life	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0	<b>5.00</b>
<b>Overall mean scores</b>											<b>3.44</b>

**Source: Field Data (2021)** SD= Strongly Disagree, D=Disagree, U= Undecided, A= Agree, SA= Strongly Agree

The results from 2 show that 100.0% of teachers of vulnerable children agreed that teachers provide skills which enables the students to build independent life, this imply that teachers provide skills which enables the students to build independent life. The evaluation findings concur with Thanomwan, Kanok-lin, and Tang (2015) who found that teacher competency has positive effect to the students' self-development.

Also 100.0% of teachers of vulnerable children disagreed, that the learning environment does not influence students to build independent life, this imply that the learning environment is supportive to enable vulnerable children to build independent life. The findings concur with Ayla (2015) who found that students were motivated to learn science when they had more opportunities in relating science with the real world issues, therefore science educators should emphasize more on the connectedness of science at school to real life for motivating students to learn science.

On other side 80.0% of teachers of vulnerable children strongly agreed, while 20.0% of teachers of vulnerable children disagreed that the exercise provided to the students enable them to be creative, this imply that the exercise provided to the vulnerable children support the vulnerable children to be creative. These findings concur with Tiziana (2020) who found that exercise to the students enable students to have motor schemes that they acquired during training.

In addition, 100.0% of teachers of vulnerable children disagreed, that project does not facilitate the students to build independent life, this imply that Happy watoto project facilitate the vulnerable children to build independent life. During an interview Project Manager reported, *“Our project ensure all children participate fully in manual activities, also teachers show examples to the children on how to participate in different activities so as to enable them to be independent”*. (Source: In-depth Interview on 2<sup>nd</sup> June, 2021). Also 80.0% of teachers of vulnerable children agreed that living place help students to have confidence and self-defense, this imply that the children homes help vulnerable children to have confidence and self-defense. These findings concur with Nehal (2020) who found that self-confidence of students increased post training.

The results from table 5.9 show that 100.0% of teachers of vulnerable children disagreed that the environment is not good to students to enable them to have independent life, this imply that the environment where underprivileged children stay are good to enable them to have independent life. These findings concur with Beghetto (2016) who found that creative learning environment foster academic achievement.

Also 100.0% of teachers of vulnerable children agreed that project provides practical activities to the students, this imply that Happy watoto project apart from theoretical knowledge also the vulnerable children received practical knowledge. Evaluator expect vulnerable children with skills. Also during FGD one student said that, *“The skill provided by our teachers such as cleaning our clothes, cleaning our environment and participating in agricultural activities especially in our vegetable gardens help us to be independent”* (FGD, 3<sup>rd</sup> June, 2021). Also 100.0% of teachers of vulnerable children disagreed, that teacher not provide a student individual work. The evaluation findings imply that teachers who are under Happy Watoto project provide exercises to the underprivileged children who are under Happy Watoto project. These findings concur with Etiubon, Rebecca, Udoh, Nsimeneabasi (2017) found that students taught with practical activities performed well.

The overall mean of teachers of vulnerable children response is 3.44 means that teachers agreed that the project helped vulnerable children to build independent life.

**Table 3****Matrons/ Patrons of Vulnerable Children Responses on independent life to the underprivileged children n=04**

STATEMENTS	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
Project activities enables children to have independent life after completing school	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0	<b>5.00</b>
Underprivileged children they are not ready of independent life	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0	<b>1.30</b>
Children homes enables children to build independent life	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0	<b>4.80</b>
Children know nothing concerning independent life	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0	<b>1.50</b>
Children show readiness on building independent life	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	<b>1.30</b>
Project staff do not care about children independent life	2	50.0	1	25.0	0	0.0	1	25.0	2	50.0	<b>4.00</b>
Project provide capital to the children after completing school	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0	<b>4.00</b>
Children homes are not supportive to enable children to have independent life	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	<b>4.80</b>
Skills offered enables children to have independent life	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0	<b>4.80</b>
Children homes are not supportive to enable children to enabled children to build independent life	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	<b>1.30</b>
Project have supportive environment to build independent life.	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0	<b>5.00</b>
<b>Overall mean scores</b>											<b>3.44</b>

**Source: Field Data (2021)** SD= Strongly Disagree, D=Disagree, U= Undecided, A= Agree, SA= Strongly Agree

The results from Table 3 show that 100.0% of matrons and patrons strongly agreed that project activities enable children to have independent life after completing school, this imply that the skills provided by the project to the vulnerable children help them to have independent life after completing school. The findings concur with Behrouz (2016) who found that entrepreneurship and life skills are effective way for job-making and revenue-increasing. Also 100.0% of matrons and

patrons disagreed that underprivileged children they are not ready of independent life after completing school, this imply that the underprivileged children who are under project are ready for independent life and they wish that they can be independent to run their matters without depending on the project. On other side 100.0% of matrons and patrons strongly agreed that Children homes enables children to build independent life, this imply that the children homes are supportive and support children to build independent life. The findings concur with Akram, Anjum, Akram (2015) who found that children village plays an important role in the life of orphans as majority of the children were satisfied with all the facilities.

Also 100.0% of matrons and patrons disagreed that children know nothing concerning independent life, this imply that the vulnerable children who are under Happy watoto project are aware concerning the independent life, probably because teachers have time to talk by the vulnerable children about life matters. Furthermore 100.0% of matrons and patrons agreed that skills offered enables children to have independent life, this imply that the skills offered by the project to the underprivileged children enables children to have independent life. evaluator expect students to have independent life after completing school.

During an interview with head of school had this to say:

In our project we have two groups first group we help the students to receive education after completing lower level we provide financial support to them to enable them to access education up to university, the second group for those who fail to continue with higher level we sponsor them to join vocational training to join VETA and other training collages to enable them to receive skills which enable them to engage in self-employment. (Source: In-depth Interview on 1<sup>st</sup> June, 2021)

Also during FGD one student Sayed that, *“The skills provided by our teachers such as to clean our clothes, to clean our environment to participate in agricultural activities especially to our vegetable gardens help us to be independent”* (FGD, 3<sup>rd</sup> June, 2021)

### **Conclusion.**

Based on the findings it was concluded that Happy Watoto project helped vulnerable children on building an independent life through recognizing children potentials, encouraging them to participate in manual activities such agricultural activities and sponsor them to join vocational trainings institutions provided by VETA so due to this influence development of vulnerable children and community in general in Arumeru District because vocational trainings impart skills to the vulnerable children which enable them to engage in self-employment.

### Recommendation

The government could adopt the project and to establish similar projects in other districts in Tanzania because the problem of underprivileged children such as orphans and street children exist in other areas of the country. This will help a large number of Vulnerable children to access permanent education, also the community should also support Non-Governmental Organizations on helping Vulnerable children because education is the only way to help them to have better life in future and to live an independent life.

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**APPENDIX: Verbatim Quotations Coded into Themes for Data Analysis**


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<b>Transcripts (Verbatim Quotes)</b>	<b>Themes</b>	<b>Code</b>
<i>Our project with the help of our workers we recognize children potentials also we support them and encourage them to participate in manual activities like general cleanliness, small gardens through this enable them to gain skills which enable them to be independent. Also for those who fail to continue with higher level we sponsor them to join vocational training institutions provided by VETA and other training colleges to enable them to receive skills which enable them to engage in self-employment also In our project we have two groups first group we help the students to receive education after completing lower level we provide financial support to them to enable them to access education up to university, the second group for those who fail to continue with higher level we sponsor them to join vocational training to join VETA and other training collages to enable them to receive skills which enable them to engage in self-employment. (HoS).</i>	Building Life to Children	Independent Vulnerable BILVC
<i>Our project ensure all children participate fully in manual activities, also teachers show examples to the children on how to participate in different activities so as to enable them to be independent (Manager)</i>	Building Life to Children	Independent Vulnerable BILVC
<i>The skill provided by our teachers such as cleaning our clothes, cleaning our environment and participating in agricultural activities especially in our vegetable gardens help us to be independent (FGD)</i>	Building Life to Children	Independent Vulnerable BILVC

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**SOURCE: Field Data (2021)**