

Appendices

Appendix 1: Letter of Introduction

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Dar es salaam
22/9/2005

Women Association of Mbezi Luis
(WAMLU),
Mbezi Luis,
Kinondoni .
Dar es salaam

To Whom It May Concern:

RE: APPLICATION FOR PURSUING EDUCATIONAL PRACTICE

The above caption matter is concerned. I am a Tanzania woman aged 35. Currently am undertaking Masters in Science in Community Economic Development at Open University of Dar es salaam in collaboration with Southern New Hampshire University which is in USA. It is 18 month programme started from September 2005 to March 2007.

One among conditions which are needed to fulfill this programme is to work with CBO, NGOs, FBOs in any project within the organization, association just to mention, throughout the programme period. Providing technical assistance and sharing experience in the areas of community economic development projects.

For that reason, kindly I request to work in your association during this period. My interest is to work with Women association or organization that is why I selected your organization. So I will be available incase you need my assistance.

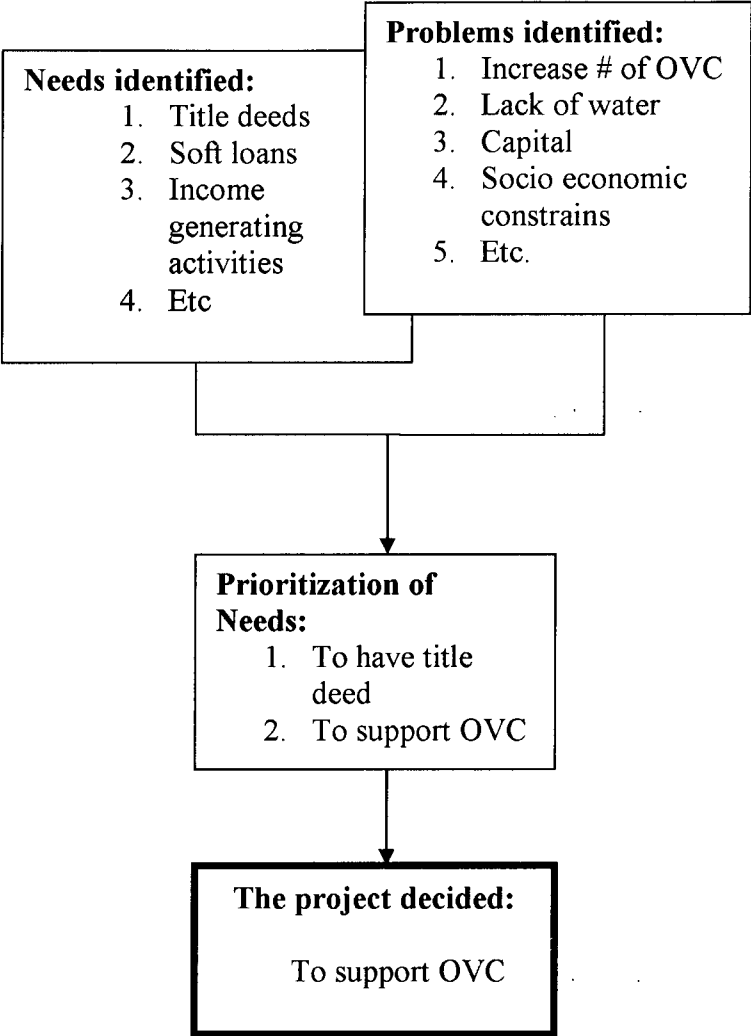
I will be able to produce more clarification and or evidences whenever needed.

Based on the above explanation, I think you will consider my application.

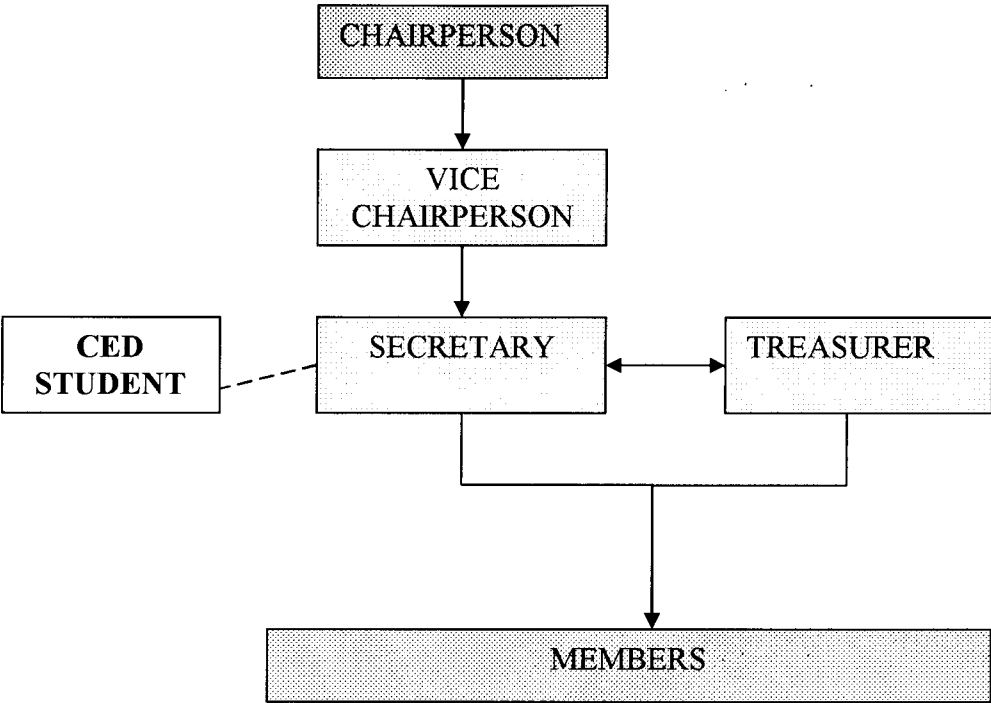
Looking to hearing from your.

Naomi Makota

Appendix 2: Community Needs Assessment (CNA)



Appendix 3: WAMLU Organization Chart



Appendix 4: Project Implementation Gantt Chart

No	Objectives	Timeframe 2006												Actor (s)
		Ja	Fe	Ma	Ap	Ma	Jn	Jy	Ag	Se	Oc	No	De	
1	To mobilize social and financial resources for OVC													CED student, community members & WAMLU
2	To identify strategies for empowering OVC's parents/guardians/caregivers and relatives in order to support their OVC.													CED student, Parents/guardians. & WAMLU
3	To determine levels of school performance against OVC and non – OVC													CED student and UPS teachers
4	To sensitize community on importance of supporting OVC as well as project initiatives.													WAMLU, community & CED students
5	To identify factors affecting OVC students in their daily life													CED student and UPS teacher
6	To ensure WAMLU empowered and provided with appropriate training for care and support of OVC.													CED student & WAMLU

Appendix 5: Project Budget

No.	Objectives	Activities	Time Frame	Actor(s)	Budget (Tsh)
1	To mobilize social and financial resources for OVC	-To visit different stakeholders -To write project funding proposals. - Conducting monitoring and evaluation of support/contributions received	March 06 on wards	CED student, WAMLU	50,000
2	To identify strategies for empowering OVC's parents/guardians/caregivers and relatives in order to support their OVC.	- Meeting with OVC parents/guardians/caregivers and relatives. - Conducting monitoring and evaluation of strategies set	April, 06	CED student, WAMLU, parents/guardians/caregivers and relatives	230,000
3	To determine levels of	Consulting with UPS, OVC	June 06	UPS teachers and CED student	120,000

No.	Objectives	Activities	Time Frame	Actor(s)	Budget (Tsh)
	school performance against OVC and non – OVC	students and their parents/guardians/caregivers and relatives			
4	To sensitize community on importance of supporting OVC as well as project initiatives.	- Identify community to participate - Meeting with community members	May,06 onwards	CED student, community members	215,000
5	To identify factors affecting OVC students in their daily life	Consulting with UPS, OVC students and their parents/guardians/caregivers and relatives	June, 06 onwards	CED student, Teachers, Community members, parents/guardians/caregivers and relatives	275,000
6	To ensure WAMLU empowered and provided	- Meeting with WAMLU staff. - Collecting information in	March, 06 on wards	CED students and WAMLU	198,000

No.	Objectives	Activities	Time Frame	Actor(s)	Budget (Tsh)
	with appropriate training for care and support of OVC.	relation to OVC students - Visit WAMLU office to see the progress of the project - Identify training needs for OVC projects			

**CARE AND SUPPORT INITIATIVES
OF WAMLU TO OVC OF UPENDO
PRIMARY SCHOOL (UPS), MBEZI
WARD, KINONDONI**

**Prepared by
Naomi Makota
CED student
January, 2007**

Introduction

- ☐ Host Organization is WAMLU
 - ☐ **WAMLU** – Women Association of Mbezi Luis.
-
- ☐ **WAMLU Goal** - Promote and improve socio-economic welfare of community through education and training in poverty reduction related issues
 - ☐ WAMLU has about **23 active** members.
 - ☐ WAMLU is the Matron of Upendo Primary School (UPS) at Mbezi Ward, Kinondoni
 - ☐ Project duration 18 months

**Background Information about
OVC**

OVC- Orphan and Vulnerable Children

- ☐ **Orphans** are the children left by their parents, whether single or both parents (ADRA; Williamson, 1997).
- ☐ **Vulnerable Children** can either be those whose parents are still alive but due to socio-economic constraints such as family disintegrations, low income and so on parents fail to meet or take care of their children (Williamson, 1997).

Background Cont.....

☐ **OVC**

"a child below the age of 18 who has lost one or both parents or lives in a household with an adult death (age 18- 59 years) in the past 12 months or is living outside of family care (UNAIDS/UNICEF, 2003)"

Objectives

Overall Objective the Project

- ☐ To provide care and support to OVC students in order to have better future and more independent generations

Specific Objectives

- ☐ To mobilize social and financial resources for OVC
- ☐ To identify strategies for empowering OVC's parents/guardians/caregivers in order to support their OVC.

Specific Objective Cont.....

- ☐ To determine levels of school performance against OVC and non - OVC
- ☐ To ensure WAMLU is empowered and provided with appropriate training for care and support of OVC.
- ☐ To sensitize community on the importance of supporting OVC as well as project initiatives.
- ☐ To identify factors affecting OVC students in their daily life

Problem Identification

- ☐ UPS has a total number of 2,021 students
- ☐ It has 46 classes.
- ☐ There are 126 OVC students in the whole school.
- ☐ CCBRT Hospital used to support OVC students (2001)

Problem Identification Cont.....

- ☐ Only 21 OVC students were supported in the school.
- ☐ Increased number of OVC
 - HIV/AIDS problems
 - Social constraints
 - Economic constraints

Problem Statement

- ☐ The problem of OVC seems to increase every year in the country.
- ☐ No plans are yet established by respective authorities to intervene the problem.
- ☐ Lack of care and support of OVC has great impact on the future generations as well as economy of the country.

Literature Review

According to World Vision report of 2004

- ☐ More than 13.4 million children under the age of 15 have lost their mother or father or both parents
- ☐ Nearly 80 per cent of these orphans live in Sub-Saharan Africa
- ☐ Number of double orphans alone in Africa is predicted to increase by 180 per cent from 1990 and reach a staggering 7.8 million by 2010
- ☐ By 2010, the total number of children orphaned by HIV/AIDS is expected to double to 25 million

Literature Review cont....

- ☐ HIV/AIDS generated more than 800,000 OVC (Axios, 2002)
- ☐ The plight of children orphaned and made vulnerable by HIV/AIDS continues to be a tragedy going largely unnoticed (World Vision, 2004)

Projects/Initiatives

- ☐ OVC and Education - Axios, 2002
- ☐ OVC and Community support - ITV, 2005
- ☐ Improve the capacity of community based responses for the care and support of 3000 OVC - ADRA, Tanzania, 2002
- ☐ Small community group program is providing funds for local level projects to increase completion rates for OVC in primary schools, EQUIP projects, Namibia (Gillies, 2005)

Methodology

Methods used were:-

- ☐ PRA – focus group discussions, In depth interviews with key informant (WAMLU and UPS teachers)
- ☐ Structured interviews - questionnaires
- ☐ Record review – from UPS and other sources

Sample Size

Respondents	Sample size	% Distribution
Upendo Primary School Teachers	7	11.66
Upendo Primary School OVC students	42	70.00
WAMLU staff	3	5.00
Parents/Caregivers/Guardians/Relatives	8	13.34
Total	60	100.00

Research Design

Combination of;

- ☐ **Descriptive**- information on groups like WAMLU, and phenomena that already exist – OVC problems in UPS
- ☐ **Experimental design** - to compare information given by teachers and OVC students and parents/caregivers/guardians.

Data Processing and Analysis

- ☐ **Content and Structural-Functional Analysis for Qualitative Data.**
 - Verbal discussions – generated themes and tendencies
- ☐ **Quantitative Statistical Analysis**
 - Descriptive statistical- SPSS and MS-Excel.
 - frequencies, means and percentages for preparing statistical charts, graphs and tables

Findings

Households Size

- ☐ 52.4 % of OVC lived in household size ranging from 4 to 6 people
- ☐ 42.8 % of OVC – 7 to 9
- ☐ 4.8 % of OVC – 10 to 12

School Attendance

- ☐ 83.3% of OVC student respondents attended whole week.

Findings cont.....

People living with OVC

- ☐ 61.9% of OVC student respondents were living with care givers/guardians
- ☐ 14.3% were living with their parents
- ☐ 23.8% of OVC respondents were living with their relatives
- ☐ 63% of guardians/caregivers were living with Girls OVC
- ☐ 60% of guardians/caregivers were living with Boys .

Findings Cont.....

Difference in School Performance

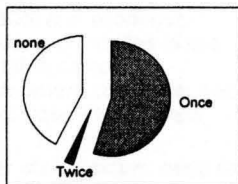
- ☐ 71.4% of respondent teachers agreed having these differences.

Reasons - lack of exercise books, pens, some OVC had no good relationship with their caregivers/guardians, psychological problems.

Findings Cont.....

Support/ contributions

- ☐ 54.8% of OVC respondent students - once
- ☐ 2.4% of OVC respondent student - twice
- ☐ 42.9% of OVC respondent student - none



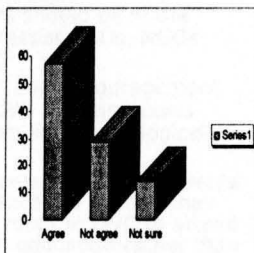
Findings Cont.... Support/Contributions



Findings cont.....

Relationship b/n Income & Education

- 57.1 % of respondent teachers agreed
- ☐ 28.6% of teacher-respondents did not agree
- ☐ 14.1% were not sure of relationship



Findings cont.....

Care and Support Initiatives of WAMLU

- ☐ Bought 70 school desks
- ☐ Secure 68 Mosquito nets from Population Service International (PSI)
- ☐ Plan to prepare morning meals for OVC students, expected to be implemented from 2007

Findings Cont.....

Community participation

- ☐ There were no any support from the surrounding community
- ☐ Most of parents/caregivers/guardians had to take responsibilities of their OVC
- ☐ Community assumed OVC as family issues.

Findings cont.....

Strategies to empower OVC parents/guardians/caregivers

- ☐ 62% - establish SACCOS
- ☐ 25% - group project eg bread making
- ☐ 33% - support OVC direct

Conclusion

- ❑ The impact of HIV/AIDS and economic constraints on children and families is too wide for any organization or body concerned with development to ignore, and too great for any single body to address them unilaterally.
- ❑ Community and other stakeholders need to participate
- ❑ OVC should be taken as community responsibility **NOT** family issue.

Recommendations

There were eleven recommendations made during the study.

- ❑ However, project focused on three recommendations.
- ❑ Due to the capacity of the organization (WAMLU) and financial constraints

Recommendations cont....

- ❑ Community members should be in the forefront to support/assist CBOs, NGOs which deal with OVC
- ❑ Psychosocial support and encouragement should be given to OVC in their studies because most of them are psychologically affected.
- ❑ Supporting OVC parents/guardians/parents economically will reduce the burden they have and give more room to OVC to attend and concentrate with education rather than being involved in petty businesses.

Implementation

- ❑ OVC received 68 out of 126 mosquito nets from PSI
- ❑ Handing over 68 mosquito nets to OVC students
- ❑ Bought desks for school



Implementation cont.....



Implementation Cont.....

To ensure WAMLU are empowered and provided with appropriate training for care and support of OVC.

- ❑ Training WAMLU staff to prepare funding proposal
- ❑ Preparation of care and support training (Tentatively 2nd week of March, 2007)
- ❑ Developed a proposal for supporting OVC students



Monitoring

- ☐ Done continuously (Monthly)
 - ☐ Kept track of activities based on the objectives of the project
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Evaluation

- | | |
|--|---|
| ☐ How many OVC students benefited with support/contributions given during the project period. | ☐ How many training given to WAMLU staff in relation to care and support of OVC and other project issues |
| ☐ How many types of support/contributions received by WAMLU from various sources. | ☐ How many strategies were developed and implemented by community members |
| | ☐ To be done end of February |
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Sustainability

Community participation

- ☐ Support/contributions (In kind / financially)
 - ☐ "We feeling" (Commitment)
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The End

Thanks for listening!!



Comments????

Appendix 6: Project Power Point Presentation

Project Power Point Presentation

Project Power Point Presentation

Project Power Point Presentation

Appendix 7: Newspaper Cutting

Wanafunzi yatima wasaidiwa vyandarua 68 vya sh. 571,200

Na Godfrey Mnyo

SHIRIKA lisilo la kiserikali la wanawake wa Mbezi Louis (WAMLU) Jijini Dar es Salaam, linetoa msaada wa vyandarua 68 vyenye thamani ya Sh. 571,200 kwa wanafunzi yatima wanaoishi katika mazingira magumu.

Mwenyekiti wa shirika hilo, Bi. Lois Kayumba alisema vyandarua hivyo ni kati ya 120 ambavyo waliomba kutoka shirika la Population Services International (PSI) na wamevikabidhi kwa wanafunzi 68 wa Shule ya Msingi Upendo ya Jijini.

Alisema vyandarua vingine 52 vilivyosalia vinatarajiwa kutolewa katika awamu ya pili.

Bi. Kayumba alisema kwa kushirikiana na mshauri wa wanafunzi hao, Bi. Naomi

Maketa ambaye ni mwanafunzi wa progamu za uchumi (CEO) watajitahidi kuhakikisha watoto yatima wanaishi katika mazingira bora kama wengine.

Kwa upande wake, mkuu wa shule hiyo, Bi. Beth Bohera alisema msaada huo umekuja wakati muafaka kutokana na kuongezeka kwa wanafunzi wenye matatizo mbalimbali.

Alisema katika shule hiyo kuna wanafunzi 225 ambao ni yatima na wale wanoishi katika mazingira magumu na kwamba shule hiyo ni kati ya zile zinazotaa elimu jumuishi.

Alisema kutokana na shule hiyo kuwa na idadi kubwa ya wanafunzi wenye matatizo, wanalazimika kuomba misaada kwa watu mbalimbali ili kukidhi mahitaji ya wanafunzi hao.

Appendix 8: Questionnaires Used

I. DODOSO KWAAJILI YA WANAFUNZI YATIMA NA WANAISHI KATIKA MAZINGIRA MAGUMU

NAMBA YA DODOSO.....TAREHE.....

A. TAARIFA ZA UJUMLA

1. Jina kamili.....
2. Jinsia.....
3. Umri.....
4. Darasa.....
5. Ukubwa wa familia.....

B. MASUALA YA KIJAMII

1. Unaishi na nani
 - a) Wazazi
 - b) Walezi
 - c) Ndugu
2. Mko wanafunzi wangapi ambao ni yatima/wanoishi katika mazingira magumu katika familia yenu?
 - a) 1 -2
 - b) 3 -4
 - c) 5-6
 - d) zaidi ya 7
3. Je unauwezo wa kuhudhuria shule siku ngapi kwa wiki moja
 - a) Siku zote
 - b) Siku 4
 - c) Siku 3
 - d) Siku 2
 - e) Siku 1
4. Kama unashindwa kuhudhuria siku zote kwa wiki taja sababu
 - a) Kusaidia kazi za nyumbani
 - b) Kukosa mahitaji ya shule
 - c) Kufanya shughuli za kujiongezea kipato
 - d) Yote yaliyotajwa hapo juu
 - e)
5. Je kuna tofauti yeyote ya maendeleo ya kielimu unzayoyaona katika darasa lenu kati ya wanafunzi ambao ni yatima na wanoishi katika mazingira magumu na wasio yatima?
 - a) Ndio
 - b) Hapana
 - c) Hakuna taarifa

6. Ni kitu gani kinachangia hali hiyo

- a) Muda mchache wa kusoma kutokana na shughuli za nyumbani
 - b) Muda mchache wa kusoma kutokana na shughuli za kujiongezea kipato
 - c)
 - d) Kukosa watu wa kufuatilia masuala ya masomo yangu
 - e) Kukosa mahitaji muhimu ya shule
 - f) Kukosa tu ari ya shule kwaajili ya matatizo ya kifamilia
7. Umewahi kupata misaada yeyote ya kijamii
- a) Ndio
 - b) Hapana
8. Aina ya misaada
- a) Vifaa vya shule
 - b) Vifaa vya kunisaidia nyumbani
 - c) Pesa
 - d) Hakuna msaada
9. Ni mara ngapi umepata msaada huo
- a) mara moja
 - b) mara mbili
 - c) mara tatu
 - d) Zaidi ya mara tatu

C. MASUALA YA KIUCHUMI

1. Je kuna shughuli zozote ambazo unawasaidia wazazi/ walezi /waangalizi katika ili kujipatia kipato?
- a) Ndio
 - b) Hapana
2. Kama jibu ni Ndio zitaje
-
-
-
3. Je ni muda gani unajishughulisha na biashara hizo
- a) Baada ya kutoka darasani
 - b) Kabla ya kwenda shule
 - c) Siku za mwisho wa wiki
 - d) Siku za sikukuu
 - e) Siku ambazo sihudhuria shuleni

D. MAONI/ MAPENDEKEZO

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II. DODOSO KWAAJILI YA WALIMU WA SHULE YA MSINGI UPENDO

NAMBA YA DODOSOTAREHE.....

A. TAARIFA ZA UJUMLA

1. Jina kamili.....
2. Jinsia.....
3. Mwalimu wa Darasa.....
4. Idadi ya wanafunzi katika darasa.....
5. Idadi ya wanafunzi yatima na wanaoishi katika mazingira magumu wa Shule ya Msingi Upendo(Kijinsia) - Wasichana.....Wavulana.....

B. MASUALA YA KIJAMII

1. Mahudhurio ya wanafunzi yatima na wanaoishi katika mazingira magumu
 - a) Mazuri sana
 - b) Mazuri
 - c) Yakuridhisha
 - d) Dhaifu
2. Maendeleo ya wanafunzi yatima na wanaoishi katika mazingira magumu katika darasa lako
 - a) Mazuri sana
 - b) Mazuri
 - c) Yakuridhisha
 - d) Dhaifu
3. Ushiriki wa wanafunzi yatima na wanaoishi katika mazingira magumu katika shughuli za kielimu
 - a) Mzuri sana
 - b) Mzuri
 - c) Wakuridhisha
 - d) Dhaifu
4. Je kuna tofauti yeyote kati ya wanafunzi yatima na wanaoishi katika mazingira magumu na wanafunzi wa kawaida
 - a) Ndio
 - b) Hapana

5. Kama jibu ni ndio, taja tofauti unayoiiona au unazoziona

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6. Je, unaitathimini vipi hali ya wanafunzi yatima na wanaoishi katika mazingira magumu na wanafunzi wa kawaida katika masuala ya sare za shule, viandikio, n.k?
 - a) Nzuri sana
 - b) Nzuri
 - c) Yakuridhisha
 - d) Dhaifu

C. MASUALA YA KIUCHUMI

1. Unadhani kuna athari yeyote inayochangiwa na hali ngumu ya wazazi/walezi/waangalizi wa wanafunzi yatima na wanaoisha katika mazingira magumu?
 - a) Ndio
 - b) Hapana
 - c) Sijui
2. Kama jibu ni Ndio, taja

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3. Je kuna uhusiano wowote kati ya masuala ya elimu na uchumi wa wazazi/walezi/waangalizi wa wanafunzi yatima na wanaoisha katika mazingira magumu
 - a) Ndio
 - b) Hapana
 - c) Sijui
4. Kama Ndio,eleza

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5. Je katika darasa lako wapo wanafunzi yatima na wanaoisha katika mazingira magumu wanojikusisha na biashara ndogondogo
 - a) Ndio
 - b) Hapana
 - c) Hakuna taarifa
6. Je kuna wanafunzi yatima na wanaoisha katika mazingira magumu ambao wanashindwa au wameacha shule kwaajili ya hali ngumu ya uchumi
 - a) Ndio
 - b) Hapana
 - c) Hakuna taarifa

D. MAONI/ MAPENDEKEZO

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III. DODOSO KWAAJILI YA WAZAZI/WALEZI/WAANGALIZI WA WANAFUNZI MAYATIMA NA WANAIOISHI KATIKA MAZINGIRA MAGUMU WA SHULE YA MSINGI UPENDO

NAMBA YA DODOSO.....TAREHE.....

E. TAARIFA ZA UJUMLA

1. Jina kamili.....
2. Jinsia.....
3. Umri.....
4. Ukubwa wa familia.....
5. Shughuli anazozifanya
 - a) Mkulima
 - b) Mfanyabiashara ndogondogo
 - c) Mwajiriwa
 - d) Hana shughuli yeyote
6. Mkuu wa familia
 - a) Mume
 - b) Mke

F. MASUALA YA KIJAMII

1. Unaishi wanafunzi wangapi ambao ni yatima/wanoishi katika mazingira magumu?
 - a) 1
 - b) 2
 - c) 3
 - d) 4
 - e) 5
 - f) Zaidi ya 6
2. Je kuna msaada wowote unaopata katika kuwatunza wanafunzi ambao ni yatima/wanoishi katika mazingira magumu unaoishi nao?
 - a) Ndio
 - b) Hapana
3. Kama jibu ni Ndio, misaada hiyo inatoka wapi
 - a) Ndugu, jamaa na marafiki
 - b) Katika madhehebu ya kidini
 - c) Asasi za kijamii
 - d) Serikali
 - e) Hakuna msaada wowote.
4. Kama jibu ni hakuna msaada wowote, je unamudu vipi kuwasaidia au kumsaidia wanafunzi/mwanafunzi hao/huyo?
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5. Kama kuna misaada mnepata je inakidhi mahitaji ya kuweza kuwa saidia wanafunzi hao
 - a) Misaada inakidhi
 - b) Misaada inaridhisha
 - c) Misaada haikidhi
6. Taja aina ya misaada mliyowahi kupata kwajili ya kuwasaidia wanafunzi yatima/wanoishi katika mazingira magumu
 - a) Vifaa vya shule
 - b) Vifaa vya kuwasaidia nyumbani
 - c) Pesa
 - d) Hakuna msaada

G. MASUALA YA KIUCHUMI

1. Je unatumia kiasi gani cha pesa kwa matumizi yako kila siku kama chakula, nauli, n.k
 - a) sh. 0 – 1000
 - b) sh. 1000 – 2000
 - c) sh 2000 – 3000
 - d) sh. 3000 - 4000
 - e) sh 4000 – 5000
 - f) sh 5000 na zaidi
2. Je ni malipo gani unalipa kila mwisho wa mwezi
 - a) Kodi ya chumba/vyumba/nyumba
 - b) Maji
 - c) Umeme
 - d) Uzoaji wa taka
 - e) Kodi ya sehemu ya biashara
3. Watoto wangapi katika familia yako wako katika ngazi ya shule ya msingi
 - a) 1
 - b) 2
 - c) 3
 - d) 4
 - e) 5 na zaidi
4. Kama wapo je unaweza ukakadiria gharama ya mahitaji ya shule kwa mtoto mmoja kwa mwezi?
 - a) Sh. 2000
 - b) Sh. 3000
 - c) Sh. 4000
 - d) Sh. 5000
 - e) Sh. 6000
 - f) Zaidi ya Sh. 7000

5. Je kuna jinsi yeyote unayofanya ili kujiongezea kipato nje ya biashara au ajira uliyonayo?
- a) Ndio
 - b) Hapana

6. Kama jibu ni Ndio, taja

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7. Je mtoto wako anakusaidia katika shughuli za kujitafutia na kujiongezea kipato?

- a) Ndio
- b) Hapana

8. Je kuna unadhani nini kinaweza kufanyika ili kuweza kuwasaidia wanafunzi ambao ni yatima/wanoishi katika mazingira magumu?

- a) Kuwapa vifaa vya shule
- b) Kuwapa mafunzo maalumu ambayo yataweza kuwasaidia baadae
- c) Kuwa mtaji wazazi na walezi kwa madhumuni maalumu ya kuwasiadia
- d) Kutokuwahusisha katika shughuli za biashara
- e) Kuwapa nafasi zaidi ya kuhudhuria masomo
- f) Kufuatilia maendeleo ya masomo yao

C. MAONI / MAPENDEKEZO

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IV. MWONGOZO WA MASWALI KWAAJILI YA WAHUSIKA WAKUU

TAREHE.....

A. TAARIFA ZA UJUMLA

- 2. Jina la muhusika.....
- 3. Cheo.....
- 4. Kazi.....
- 5. Jinsia

B.MASUALA YA KIJAMII

- 6. Mahusiano na Shule ya Msingi Upendo
- 7. Mchango katika shule
- 8. Huduma wanazozitoa kwaajili ya wanafunzi yatima na wanaoishi katika mazingira magumu
- 9. Uwezo katika usimamizi wa miradi wanayoifanya

C.MASUALA YA KIUCHUMI

- 5. Hali ya kiuchumi
- 6. Mipango iliyopo na ya baadae ili kuendelea kuwasaidia wanafunzi yatima na wanaoishi katika mazingira magumu pamoja na wazazi wao
- 7. Mikakati ya kuwezesha mipango iliyotajwa kati swali la 6

D. MAONI/ MAPENDEKEZO

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Appendix 9: List of Upendo Primary School OVC in 2006

ORODHA YA WANAFUNZI YATIMA NA

WENYE HALI DUNI

SHULE YA MSINGI UPENDO

	JINSIA	UMRI	BARASA
1	ME	6	CHEKECHE
2	ME	6	CHEKECHE
3	ME	6	CHEKECHE
4	KE	7	SID I
5	KE	7	I
6	KE	7	I
7	KE	9	III
8	KE	7	I
9	KE	8	I
10	KE	8	I
11	ME	7	I
12	ME	7	I
13	ME	7	I
14	ME	12	I
15	KE	7	I
16	KE	7	I
17	ME	7	I
18	ME	8	I
19	ME	9	I
20	ME	7	I
21	ME	7	I
22	ME	8	I
23	KE	7	I
24	KE	7	I
25	ME	7	I
26	KE	8	I
27	KE	7	I
28	ME	7	I
29	ME	9	II
30	ME	9	II
31	ME	9	II

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ME	8
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[illegible]

SIASIA

LIMRI

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III

	JINSA	UMRI	DARASA
1	ME	13	VI
2	ME	13	VI
3	KE	13	VI
4	KE	13	VI
5	KE	12	VI
6	ME	13	VI
7	KE	12	VI
8	ME	14	VI
9	KE	14	VI
10	KE	13	VI
11	KE	13	VI
12	KE	12	VI
13	KE	13	VI
14	KE	12	VI
15	KE	12	VI
16	KE	13	VI
17	KE	14	VI
18	KE	13	VI
19	KE	13	VI
20	ME	13	VI
21	ME	13	VI
22	KE	13	VI
23	ME	13	VI
24	ME	13	VI
25	ME	13	VI
26	KE	13	VI
27	ME	14	VI
28	KE	13	VI
29	KE	12	VI
30	ME	13	VI
31	KE	13	VI
32	KE	11	V
33	KE	11	V

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JINISIA

UMRI

DARASA

KE

13

VII

KE

15

VII

ME

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Appendix 10: Training Contents for Proposed for WAMLU members

Topic	Area to be Covered	Time	Resources needed
Project Cycle	Project Formulation and Project management,	3 hrs	Transport, Stationery , Venue and Snacks.
Proposal Writing	How to find donors/funding partners (Techniques used), Standard Contents found in Proposals,	2hrs	Transport, Stationery , Venue and Snacks.
Care and Support for OVC	Psychosocial support for OVC	2 hrs	Transport, Stationery , Facilitator, Venue and Snacks.