

OPEN UNIVERSITY OF TANZANIA

&

SOUTHERN NEW HAMPSHIRE UNIVERSITY

MASTERS OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT

(2007)

**SUPPORT AND CARE INITIATIVES OF WAMLU FOR ORPHANS AND
VULNERABLE CHILDREN AT UPENDO PRIMARY SCHOOL, MBEZI
LUIS, KINONDONI MUNICIPALITY, DAR ES SALAAM**

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**“PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF
REQUIREMENTS FOR THE MASTERS OF SCIENCE IN COMMUNITY
ECONOMIC DEVELOPMENT IN THE SOUTHERN NEW HAMSPHIRE
UNIVERSITY AT THE
OPEN UNIVERSITY OF TANZANIA”**

2007

Declaration

I Naomi Makota, do hereby declare to the Senate of Southern New Hampshire University of America at the Open University of Tanzania that, this project paper is my own original work where cited and that has never been seen submitted for a similar higher degree award in any other university.

Student

Signature 

Date 

Supervisor's Certification

I have read the project report, and found in to be in a form acceptable for submission Southern New Hampshire University for an award of Masters of Science (MSc) degree in Community Economic Development (CED).

Signature



Hamidu A. Shungu

Date

13th July 2007

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Acknowledgement

In pursuit of this work a number of people, institutes and government departments were of great assistance in different capacities. It is not possible to mention each one by name, but I wish to express my sincere gratitude to them all. For special thanks however I must single out the following persons. My supervisor Hamidu A. Shungu, he deserves special gratitude first for accepting me as his student and for his intellectual stimulation, professional guidance, critical comments, encouragement and sincere interest in this study from its formulation to its completion. Also special thanks should go to CED staff especially CED Director, Mr. Michel Adjibodou for his challenges and professional guidance till the completion of my project paper. I would also like to thank some of CED students for their support during the study period.

I extend my heart felt thanks to all WAMLU staff especially Chairperson, Mrs Kayumbo and Grace Kisengi for allowing me to pursue my project in their CBO. Thanks should also go to Upendo Primary School Headteacher, Mrs Bohera; class teachers and OVC students for their participation and support during the project time and data collection. I also wish to thank PSI staff, Josephine Kayungilizi for supporting my OVC student project.

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Special thanks should go to my brothers and sisters Joseph Hangi, Andrew Thawe, Gloria Mbogo, Phidelia and their families. Last but not least my special thanks also go to all Makota families, I really appreciate their support.

Finally, I would like to thank WAT- HST staff for what they have done for me during the preparation of this work.

Dedication

This project report is dedicated to;

My loving husband, Vedast Millai Makota,

My beloved daughter Ethelgiva Jolyne Ngaimanya Makota

and

My beloved son, Eric Hangi Makota,

as well as

My beloved mother, Elizabeth Flora Mfuko

and lastly to

My beloved father, Late Raphael Kijangwa Mfuko, May Almighty rests his soul in peace,

Amen!

Abstract

This project report presents a summary of the socio economic and psychosocial support project of orphans and vulnerable children (OVC) of Upendo Primary school in Mbezi Luis, Mbezi ward in Kinonondoni Municipality in Dar es salaam City.

The project report firstly defines what is meant by OVC and points out the problem faced by the low income community members who are taking care of OVC. The study focused on Upendo Primary School students who were from standard one to seven in the year 2006. Children are the future generation. There is need therefore of having strategies which will help them in their future life hence increasing chances of reducing poverty in the future. The project report is therefore focusing on supporting OVC student as one of the means in addressing poverty reduction. The support could be channeled through the parents/guardians/caregivers, relatives of OVC and WAMLU by supporting OVC in education for instance providing exercise books, pencils, pen and uniforms whenever possible. WAMLU is also planning to provide meals such as breakfast. The project report also outlines existing situation of OVC in the study area and identifies gaps in community responses to the OVC issues and proposes strategies to help OVC and supporting those who are taking care of OVC.

Some of the study recommendations were used for the implementation of a care and support project. The study also revisited some of the literatures to assess different issues of OVC in broad perspectives in relation to education and different community support

which lead to positive economic contribution by OVC in the future generations. The study also addresses different aspects of project implementation and participation which leads to the sustainability of the project as it was noted that the OVC are now rampant. Finally the study identifies proper monitoring and evaluation system for the project.

Executive Summary

Tanzania is undertaking various initiatives towards poverty reduction and attainment of social and economic development. Founded within a broad policy framework, the vision 2025, stipulate the mission, goal and targets to be achieved with respect to economic growth and poverty eradication by the year 2025.

If we are thinking of poverty reduction as stipulated in the National Vision by 2025, we need to think about children taking into consideration that they are among the most vulnerable social groups (Vulnerability and Resilience, 2004). Children are the future generation; there is need of having strategies which will help them for their future life and will eventually help them in reducing their poverty.

National data on the magnitude of the orphan problem in Tanzania are not readily available. However, the National AIDS Control Program (NACP) of the Ministry of Health estimated that there was cumulative total of 800,000 AIDS orphans in the country at the end of 1999 and it was expected that this number would rise to 1.5 million by the year 2005 (Axios 2002). These estimated data are only for HIV/AIDS orphans and not for the vulnerable children, those who might have parents but their income is very low to afford buying basics needs. That means the number of OVC is real high and will also increase due to social economic constraints.

Education is a major instrument for economic and social development. Primary education is the largest single contributor to the economic growth hence poverty reduction (World Bank 1993a). Education is central to the World Bank's strategy for helping countries to

reduce poverty and improving living standard through sustainable growth and investment in people (World Bank 1990b). Some orphans also reported that they had to quit schooling so that they could work to support their families' financial needs. (Williamson, 2004; Smart, 2003). Evidence from the household budget survey indicates that while about two thirds of children aged seven to thirteen are attending school, only half of the children in the poorest households attend school (Poverty and Human Development Report, 2002).

Economic constraints can cause the communities to see education as an option, unless there are affordable or no school fees, free meals and supplies. (World Bank, 1998). Support of OVC parents/guardians/caregivers and relatives seem to be the best solution to reduce the problems that are faced by OVC students such as lack of uniforms, books, just to mention few.

Traditional system of taking care of OVC is still in existence, however in most cases relatives like uncles, aunts and grandmothers do not deliver satisfactory support to OVC to the extent that OVC themselves do not feel it. In most cases OVC becomes only a burden of respective families and not everyone in the communities. It should be taken into consideration that the impact of OVC is affecting the whole community, if there is no any action taken to care and support them.

There is need therefore to create awareness and sensitize community members and all interested people to support OVC project initiatives. This will also create '*we feeling situation*' among community members and feel indebted for OVC as a result of project sustainability.

Acronyms

ADRA	Adventist Development and Relief Agency
AIDS	Acquired Immune Deficiency Syndrome
CBO	Community Based Organization
CCBRT	Comprehensive Community Based Rehabilitation in Tanzania
CED	Community Economic Development Program
CRS	Congressional Research Service
EGAT	Economic Growth, Agriculture, and Trade
ELCT	Evangelical Lutheran Church in Tanzania
EQUIP	Early Education Quality Improvement Project
FFS	Food For Schooling
HIV	Human Immuno- deficiency Virus
IFPRI	International Food Policy Research Institute
IGA	Income Generating Activities
ITV	Independent Television
KOICA	Korean International Cooperation Agency
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MKUKUTA	Mkakati wa Kukuza Uchumi na Kuondoa Umaskini Tanzania
NACP	National AIDS Control Program

NGO	Non Governmental Organization
OUT	Open University of Tanzania
OVC	Orphans and Vulnerable Children
PRA	Participatory Rural Appraisal
PSI	Population Service International
SACCOS	Savings and Credit Cooperatives Society
SNHU	Southern New Hampshire University
SPSS	Statistical Package for Social Science
TACAIDS	Tanzania Commission for AIDS
TASAF	Tanzania Social Action Fund
TzPPA	Tanzania Participatory Poverty Assessment
UCOBAC	Uganda Community Based Association for Child Welfare
UNAIDS	United Nations Programme on AIDS
UNICEF	United Nations International Child Education Fund
UPS	Upendo Primary School
URT	United Republic of Tanzania
USAID	United States Agency for International Development
WAMLU	Women Association of Mbezi Luis
WAT-HST	WAT- Human Settlements Trust
MEC	Ministry of Education and Culture

Table of Contents

Declaration	i
Supervisor's Certification	ii
Copyright.....	iii
Acknowledgement	iv
Dedication	vi
Abstract	vii
Executive Summary	ix
Acronyms	xi

CHAPTER ONE : Community Needs Assessment (CNA)..... 1

1.1 Community Profile	1
1.2 Power Structure	2
1.3 Mission of the WAMLU	2
1.4 Justification of the Study	2
1.5 Limitation of the Study.....	3
1.6 Community Needs Assessment	3
1.6.1 Methodologies Used for Community Needs Assessment.....	4
1.6.1.1 Semi Structured Methods.....	5
1.6.1.1.1 Findings from Semi Structured Methods.....	5
1.6.1.1.2 Age of OVC students respondents.....	5
1.6.1.1.3 Household size of Respondents	6
1.6.1.1.4 Household size of OVC Boys against OVC Girls	6
1.6.1.1.5 People living with OVC Student Respondents.....	7
1.6.1.1.6 People living with Boys OVC and Girls OVC.....	7
1.6.1.1.7 Relationship Between Education and Income Levels.....	8
1.6.1.1.8 Needs for Sensitizing Community on Importance of Supporting OVC.....	10
1.6.1.1.9 Strategies for Empowering OVC's Parents/Guardians/Caregivers.....	11
1.6.1.2 Case Studies and Stories Method.....	12
1.6.1.2.1 Factors Contributing Differences in School Performance	13
1.6.1.3 Diagramming Method.....	13
1.6.1.3.1 WAMLU Capacity on UPS OVC project.....	14
1.6.1.4 Reviewing Secondary Sources Method.....	15
1.6.1.4.1 Number of OVC students in the School.....	16
1.6.1.4.2 Number of OVC in Classes.....	16
1.6.1.4.3 School Attendance by OVC Students.....	16
1.6.1.4.5 School Performance Differences among OVC and non OVC.....	17
1.6.1.4.6 Evaluating OVC against Non OVC Students.....	18
1.6.1.4.7 Types of Support and Contributions Given to OVC.....	19
1.6.1.4.8 Types of support and contribution given to OVC boys and girls	19
1.6.1.4.9 Frequency of Support and Contributions Given to OVC	21

CHAPTER TWO: Problem Identification.....	23
2.1 Problem Statement.....	23
2.2 Problem Tree.....	24
2.3 Target Community.....	27
2.4 Stakeholders.....	28
2.5 Project Goal and Objectives.....	29
2.5.1 Project Goal.....	29
2.5.2 Objectives of the Project.....	29
2.5.2.1 Overall Objective.....	29
2.5.2.2 Specific Objectives.....	29
CHAPTER THREE: Literature Review.....	30
3.1 Theoretical Literature.....	31
3.2 Empirical Literature.....	35
3.3 Policy Review.....	38
CHAPTER FOUR: Research Methodology.....	42
4.1 Location.....	42
4.2 Area and Population.....	42
4.3 Research Design.....	43
4.3.1 Research Design for CNA.....	44
4.3.2 Research Design for Monitoring.....	44
4.3.3 Research Design for Evaluation.....	44
4.4 Sample Size.....	45
4.5 Research Methodology for CNA.....	45
4.6 Research Methodology for Monitoring.....	46
4.7 Research Methodology for Evaluation.....	47
4.8 Type of data.....	47
4.9 Questionnaire Contents.....	48
4.10 Survey Instruments.....	48
4.11 Administration of Tools.....	48
4.12 Psychometric.....	49
4.12.1 Reliability.....	49
4.12.2 Validity.....	50
4.13 Data Processing and Analysis.....	50
4.13.1 Content and Structural-Functional Analysis of Qualitative Data.....	50
4.13.2 Quantitative Statistical Analysis.....	51
CHAPTER FIVE: Implementation.....	52
5.1 Products and Outputs.....	52
5.2 Project Planning.....	53
5.2.1 Project Planning and Implementation.....	53
5.2.2 Inputs.....	58
5.3 Staffing Pattern.....	59
5.3.1 Staffing Plan.....	59
5.3.2 Staff Job Descriptions.....	60
5.3.3 Roles and Responsibilities.....	60
5.4 Project Implementation.....	60
5.4.1 Project Implementation Report.....	61

5.4.1.1	To mobilize social and financial resources for OVC	61
5.4.1.2	To identify strategies for empowering OVC's parents/guardians/caregivers and relatives in order to support their OVC	62
5.4.1.3	To determine levels of school performance against OVC and non – OVC.....	63
5.4.1.4	To sensitize community on importance of supporting OVC as well as project initiatives.....	64
5.4.1.5	To identify factors affecting OVC students in their daily life	64
5.4.1.6	To ensure WAMLU Empowered and Provided with Appropriate Training for Care and Support of OVC.....	64
CHAPTER SIX: Monitoring, Evaluation and Sustainability		68
6.1	Project Monitoring.....	68
6.1.1	Methodologies Used in Monitoring the Project	68
6.1.2	Management of Information System	69
6.1.3	Summary Monitoring.....	70
6.2	Project Evaluation	74
6.2.1	Methodologies Used in Evaluation of the Project	74
6.2.1.1	Performance Indicators and Evaluation Questions.....	75
6.2.2	Performance Indicators.....	76
6.2.3	Summary Evaluation Table.....	78
6.3	Sustainability of the Project	81
6.3.1	Sustainability Elements.....	81
6.3.1.1	Social Sustainability.....	81
6.3.1.2	Financial Sustainability	82
6.3.1.3	Political Sustainability.....	82
6.3.2	Sustainability and Institutional Plan	82
CHAPTER SEVEN: Conclusion and Recommendations.....		84
7.1	Conclusion	84
7.2	Recommendations	85
Bibliography.....		89
Appendices		92

LIST OF TABLES

Table 1: Age of OVC Students RespondentsCommunity Needs	6
Table 2: Relationship between education and income levels	10
Table 3: Target Community	27
Table 4: Roles of stakeholders	28
Table 5: Project Planning and Implementation	55
Table 6: Inputs needed for the project	58
Table 7: Staffing Plan	59
Table 8: Summary Monitoring	71
Table 9: Performance Indicators	76
Table 10: Summary Evaluation	78

LIST OF FIGURES

Figure 1: Household size of OVC boys against OVC girls.....	7
Figure 2: Strategies for empowering OVC's parents/guardians.....	12
Figure 3: Evaluation of OVC against Non-OVC students.....	19
Figure 4: Support and contributions given to Boys and Girls OVC.....	20
Figure 5: Frequency of support and contributions given to Boys and Girls OVC.....	21
Figure 6: Problem Tree.....	26

LIST OF PHOTOS

Photo 1: WAMLU Members	15
Photo 2: UPS OVC Student receiving mosquito nets	65
Photo 3: UPS OVC Student receiving mosquito nets	66
Photo 4: CED student with OVC students	67

LIST OF MAP

Map 1: Location of study area in Kinondoni District, Dar es salaam City.....	42-a
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CHAPTER ONE: Community Needs Assessment (CNA)

The chapter describes the purpose of conducting CNA before project formulation. It also elaborates sources of information collected, methodologies used and how data were analyzed. The chapter also provides information on the area where the project has been conducted, the vision and structure of the host organization and lastly shows the findings of the assessment conducted.

1.1 Community Profile

WAMLU was established in 1998. The organization is located in Mbezi Luis, Mbezi Ward, Kinondoni Municipality in Dar-es- salaam. Mbezi Luis is located within an unplanned settlement and its population is approximately 32,703 people, according to 2002 Census. Daily income for the people is estimated to be Tsh. 500 to 2500 per family. Initially, WAMLU had income generating activities like renting out chairs, keeping animals and saving and credit projects. WAMLU projects were initiated by women after seeing the difficulties in accessing loans for development activities such as businesses. Apart from the above mentioned projects WAMLU is also a guardian of Upendo Primary School in Mbezi Luis. Being the guardian of the school, they are now intending to support the students who are orphans and vulnerable children (OVC) from this particular school.

WAMLU has 23 active members. These members are coming from different parts of Mbezi ward like Mbezi Kibanda cha Mkaa, Mbezi Inn, Mbezi Luis and so on. Normally,

WAMLU provides loans only to its members. In this project 133 OVC students were involved (See Appendix 9).

1.2 Power Structure

WAMLU has leadership structure comprising of Chairperson, Vice Chairperson, Secretary and Treasurer (See Appendix 1). This composition is made up of people from different professions and backgrounds such as retired teachers, tailors, business, accountants, lawyers and nurses. Some of these members are employed, unemployed, volunteer and retirees. The chairperson is a powerful person in the association. Generally members of WAMLU have a team work spirit.

1.3 Mission of the WAMLU

To promote and improve socio economic welfare of community through education and training in poverty reduction related issues.

1.4 Justification of the Study

This study will identify more strategies for care and support initiatives for OVC of UPS through WAMLU, development/funding partners and other community members. Improving standard of living of OVC could help them to attend and concentrate with their study, resulting to good performance and more chances to go for further studies eventually sustainable life, strong future generation and play part in poverty reduction.

The study findings will also help different stakeholders to get a real picture of what is going on in education versus OVC problems and therefore look for alternative ways to care and support OVC, taking into consideration that children are the future generation.

Being the Matron of the Upendo Primary School, WAMLU feels indebted to support the OVC students from the fact that its aim is to promote and improve socio economic welfare of communities through education and training in poverty reduction related issues. Therefore the issue of OVC should be seen as the responsibility of everybody in the country and organizations (like WAMLU), which are interested in supporting OVC, should be assisted in any possible way. Furthermore, this study will also have impact as far as CED is concerned.

1.5 Limitation of the Study

Being a self sponsored student, I have to work hard in order to rise up my fees and other costs related to the whole program. For that reasons this study had lack of funds and on the other side time allocated for the study was inadequate.

1.6 Community Needs Assessment

The community needs assessment was conducted in order to know the real problems and needs of the people. During the assessment there were a number of problems and needs mentioned by the association members, teachers and some of community members. These included lack of microfinance facilities in the area, shortage of water, increasing

number of OVC, lack of title deeds, insufficiency of entrepreneur skills, financial and social constraints (See Appendix 2).

Based on various problems mentioned in the assessment, WAMLU being a matron of the Upendo Primary School realized that there were a great number of OVC students in the school. WAMLU suggested initiating a project which could provide care and support to OVC students in the school. Therefore, the OVC problem was prioritized as the project to be done by WAMLU. WAMLU wants the community members, development/funding partners to participate in addressing the OVC problems through in kind contributions, psychosocial and other possible ways.

There were different sources used for data collection. These included school registers, Local Government Authorities, WAMLU members, UPS students and teachers, OVC parents/guardians/caregivers and Mbezi community members. Data were analyzed by using SPSS and results have been presented using different methods like graphical, pie chart, histogram, distribution tables and figures.

1.6.1 Methodologies Used for Community Needs Assessment

Different methods were used to collect data for community needs assessment. For instance in this particular assessment the following methods were used- semi – structured interviews, diagramming, case study and reviewing secondary data.

1.6.1.1 Semi Structured Methods

Semi Structured Method is a technique used to collect qualitative data by setting up a situation (the interview) that allows respondents the time and scope to talk about their opinions on a particular subject. The focus of the interview is decided by the researcher and there may be areas the researcher is interested in exploring.

The process used for this method was to listening or interrogating informants. In recruiting participants, each was given a brief, verbal explanation of the research, and asked if they would be interested in taking part. For those who showed interest, they were asked about their convenient time for interview. The method involves key individual interviews, focus group discussions and brainstorming. Data collected from interviews were analyzed and presented in different forms such as tables, pie charts and histograms.

1.6.1.1.1 Findings from Semi Structured Methods

The following are the result obtained based on the analysis conducted from the data collected using semi structured method.

1.6.1.1.2 Age of OVC students respondents

Results showed that minimum age of OVC respondents was 6 years old and the maximum age was 14 years old. The analysis shows that there were different statistical mean between Boys and girls OVC students. Mean for boys OVC was 11.15 while for

Girl OVC respondents the mean was 9.45. This shows that Girls OVC respondents were in a more early risk compared to Boys OVC respondents (See Table 1).

Table 1: Age of OVC students respondents

Age of OVC respondents by Sex	No. of OVC respondents	Minimum	Maximum	Mean
Boys	20	6.00	14.00	11.15
Girls	22	6.00	14.00	9.45

Source: Research Findings, 2006

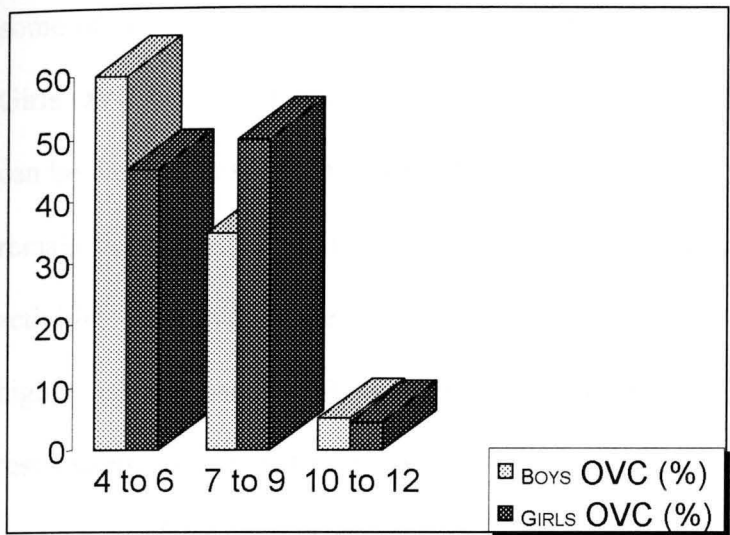
1.6.1.1.3 Household size of Respondents

It was revealed that most of OVC students lived in households with sizes ranging between 4 to 6 people. This category covered 52.4 percent of total OVC respondents. Only 4.8 percent of OVC students lived in big families.

1.6.1.1.4 Household size of OVC Boys against OVC Girls

Results also showed that 60 percent of Boys OVC students were living in family sizes which ranged from 4 to 6 people while 50 percent of Girls OVC students were living in families with sizes ranging from 7 to 9 people. (See Figure 1).

Fig. 1: Household size of OVC Boys against OVC Girls



Source: Research Findings, 2006

1.6.1.1.5 People living with OVC Student Respondents

Results indicated that 61.9 percent of OVC student respondents were living with care givers/guardians. Only 14.3 percent were living with their parents. It was also revealed that 23.8 percent of OVC respondents were living with their relatives. The percentages of the last two categories (parents and relatives) are still small portions compared to that of caregivers/guardians. Based on these findings it shows that burden of OVC is mostly taken by people who are not members of OVC families.

1.6.1.1.6 People living with Boys OVC and Girls OVC

Figure 1 shows that 63 percent of guardians/caregivers were living with Girls OVC while 60 percent of guardians/caregivers were living with Boys OVC. During discussions with some of the guardians/caregivers the assessment realized that they preferred to live with Girls OVC because they are more helpful in terms of assisting domestic works and they can be handled easily compared to boys. The respondents added that usually girls would remain home most of the times compared to boys who are frequently engaged in outdoor activities. However some of these guardians also commented that Girls OVC are at higher risk compared to Boys OVC, if they are not given proper attention. For example respondents mentioned that girls OVC can be easily tempted if they are engaged in income generating activities and if they are not satisfied with what they are provided with caregivers. They need very close follow up. However, one guardian said “.....*once you make close follow up of her behavior sometimes you make her feel uncomfortable and would assume you do not like her that is why you ask a lot of questions*”.

1.6.1.1.7 Relationship Between Education and Income Levels

In the assessment it was revealed that 57.1 percent of respondent teachers commented that there were close relationships between education and level of income (See Table 5). They argued that if the parent/guardian/caregiver had low income; even taking care of children becomes a problem. This is very common to most of the people. These findings can be related with a study conducted in Zambia where Mrs. Mudenda's (a caregiver in the Muntu Wabulongo Trust) said the future is brighter now. “*Before the Trust I could not provide for my family. It was discouraging. I felt like a failure as a parent, and it*

squeezed my heart. Now I provide and my heart is lighter!" As a parent there is no greater anguish than feeling like you have failed your kids.

Another teacher commented that *"... .. If parent/guardian/caregiver has low income it would also be difficult to support OVC and this would contribute to poor academic performance of the OVC student..."*.

In this study it was noted that 28.6 percent of teacher-respondents did not agree that education had relationship with income levels. They argued that education performance depends on student's nature, understanding, interest and efforts. They also argued that low income levels could be one among other factors which would have contributed to poor performance. They gave an example of the performance of non OVC students which in some cases do not show direct link with income of their parents. The remaining percentage which was 14.1 was not sure of the links between education and income levels.

According to Report of World Bank of 2003, an inefficient transfer of skills and scholarship leads to a decline in human capital, the body of knowledge, and ability found in a population. It is human capital that drives economic growth, some experts argue, and when that is threatened so is the economic security of a nation. The same report commented that a widespread epidemic of AIDS will result in a substantial slowing of economic growth, and may even result in economic collapse and the effects of these weakened knowledge-transmission processes are felt only over the longer run, as the poor education of children today leads to the low productivity of adults in the future.

Educational support to OVC should be taken in order to reduce number of street children, drug abuse, pocket picking, prostitutes and robbers. We believe that tomorrow’s nation is built today. If the issue of OVC is properly handled, it will have positive impact to our economy in the future because dependency ratio of people with OVC background will be minimized. Educated OVC can become productive members of the society as they would be able to work and increase their income and the economy at large.

Table 2: Relationship Between Education and Income Levels

Relationship between education and income levels	No. of respondents teachers	Percentage of respondents teachers
Yes	4	57.1
No	2	28.6
I don’t know	1	14.3
Total	7	100.0

Source: Research Findings, 2006

1.6.1.1.8 Needs for Sensitizing Community on Importance of Supporting OVC

Analysis revealed that issues of OVC were still left to parents/guardians/caregivers and relatives. There was no information given by respondent community members on support given to individual parents/guardians/caregivers. One caregiver quoted said “ *...I have interest to live and support more OVC in my family academically and socially, but the*

problem is no one, even OVC relatives are providing support for what I am doing.....it is real difficult, communities seems not to be serious with OVC issues...” OVC as a part and parcel of community needs to be educated so as to cope with the changing world and on poverty reduction issues. Tanzanian government policy encourages orphans to remain in extended families within communities; nevertheless there are situations where this is not possible. Evidence from the household budget survey indicates that while about two thirds of children aged seven to thirteen are attending school, only half of the children in the poorest households attend school (Poverty and Human Development Report, 2002). Much has been said about supporting OVC through community involvement so as to reduce burden to caregiver, parents or and guardians. Several measures have been recommended to address the problems that the OVC are facing, the most significant being to support economically their parents/caregiver/guardians.

1.6.1.1.9 Strategies for Empowering OVC’s Parents/Guardians/Caregivers

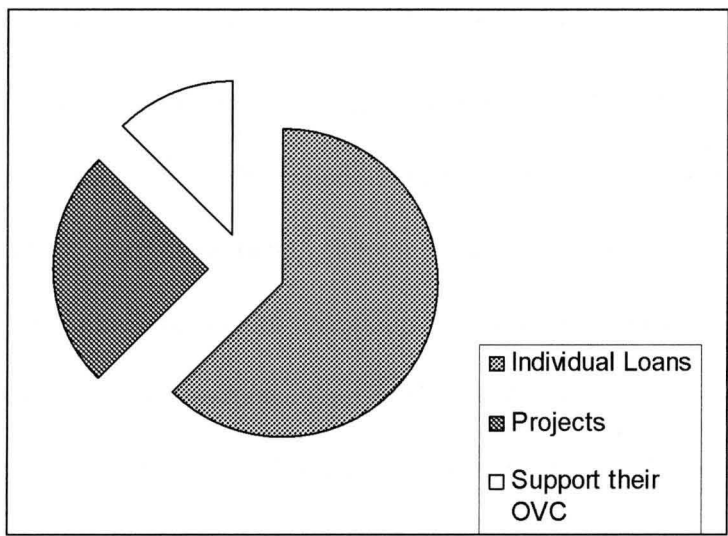
In the assessment it was revealed that 62 percent of respondent OVC’s parents/guardians/caregivers and relatives suggested that the best way of supporting them was to form SACCOS and giving them loans with soft conditions. According to the CRS Report for Congress of 2005, it was argued that Microfinance services are also seen by some people as a promising way of enabling families who care for orphans to support them.

Results from this assessment showed that 25 percent of respondent suggested to establish a projects that could rise up their income hence manage to support their OVC students (See Fig. 2). Some of reviewed literatures showed that feeding programs and community

cooperatives have been found to be effective strategies to supplement the care that communities provide for vulnerable children, and minimize the likelihood of abuse (CRS Report for Congress, 2005).

During the assessment it was also noted that poverty, which is a big burden, hindered most of respondent OVC’s parents/guardians/caregivers and relatives to meet costs of uniforms and other indirect costs.

Fig. 2: Strategies for Empowering OVC’s Parents/Guardians/Caregivers



Source: Research Findings, 2006

Furthermore respondents added that they would also ask for training on how to manage their business and repay loans once they get such an opportunity. The best way of supporting OVC is to give their parents/guardians/caregivers and relatives a moral and financial support in assisting their OVC.

1.6.1.2 Case Studies and Stories Method

Case Studies and Stories Method is defined as a technique for collecting information through examining historical and other records, literature and proverbs (Mikkelsen, 1995). The process used to undertake this method was to visit UPS students especially those who were OVC and talked to them and listened to their life histories and also from their guardians/parents/caregivers. The following were the findings derived from this methodology.

1.6.1.2.1 Factors Contributing to Differences in School Performance

There were different factors mentioned in this assessment which contributed to the differences in performance between OVC and non OVC students. Some of OVC lacked school materials/needs, interest in studies due to psychological effects such as family problems, support and follow up from parents/guardians/caregivers and also knowing that they lost their parents. One of the OVC student was quoted saying, “*When my parents were alive I had everything for school., Now it is difficult for me to obtain them because I have to do more work or ask my aunt who is not employed and has 4 children*”.

1.6.1.3 Diagramming Method

This method was used to track information like activity profile, daily routine of the host organization and also to see the trend of the problem. The method involved key individual interviews, focus group discussion and brainstorming. The researcher visited the host organization in order to know what exactly had been done to the OVC and also

to understand the activities undertaken by the host organization. The findings were as follows:-

1.6.1.3.1 WAMLU Capacity on UPS OVC project

WAMLU being a matron of the UPS revealed that there was a great number of OVC in the school therefore they suggested having a project which could provide care and support to OVC students in the school. WAMLU wants the community members to participate addressing the OVC problems through in kind contributions, psychosocial and so on.

In the assessment it was revealed that WAMLU managed to provide desks for school as their support. During discussions with different WAMLU members it was revealed that, being a matron of UPS, they wanted to support and care OVC of UPS. However, in the real sense most of WAMLU members had no enough and appropriate skills to care and support OVC students. There is need therefore to be trained on Care and Support to OVC rather than working in this area of OVC without having basic knowledge of care and support to OVC. WAMLU members had different skills and background some were retired teachers, tailors, business professionals, accountants, lawyers and nurses.



Photo 1: *Some of WAMLU members. Second from left is WAMLU's treasurer.*

1.6.1.4 Reviewing Secondary Sources Method

Reviewing Secondary Sources Method is the collection of information which can be done through reading different records; this can be literature, files and so forth.

Reviewing secondary sources like documents, books, files and statistics was carried out with Upendo Primary School teachers, who provided data on the number of OVC students in the school and the current situation faced by the OVC students. The Internet facility was also used to collect data from existing sources. The following are the results which were obtained from using the above mentioned methodology.

1.6.1.4.1 Number of OVC students in the School

In CNA it was noted that Upendo Primary school had a total number of 2,021 students with 46 classes. Each class contained about 44 students. The school had morning and afternoon class sessions. There were 163 OVC students in the whole school. CCBRT Hospital used to support three OVC students from each class. About twenty one (21) students were therefore supported by CCBRT yearly. However, CCBRT's support ceased to exist since 2001. This situation resulted into more problems to OVC and families that take care of them.

1.6.1.4.2 Number of OVC in the Classes

Based on the list of OVC prepared by UPS teachers, it was noted that there was no class without OVC student. The number of OVC ranged from 6 to 20 in each class. There was a great increase of OVC in communities which also resulted to an increase in the number of OVC students in the school.

1.6.1.4.3 School Attendance by OVC Students

The assessment revealed that 83.3 percent of OVC student respondents managed to attend all five days in a week in the school. 16.7 percent only managed to attend few days because they had to help their parents/caregiver/guardians in doing domestic works. They also added that sometimes it is because they lacked school materials/needs like uniforms and stationery. Other OVC students complained about lack of food. One OVC respondent quoted saying “... ..*I have to come to school without having a cup of tea or porridge and*

when I go back home I can have only one meal in the late noon., It is not enough for me but my guardians can not provide more than that; not only for me even for her kids....”.

However, the assessment tried to cross check from teacher regarding the issue of attendance. It was noted that attendance of OVC students were satisfactory, which covered 85.7 percent while good attendance only covered 14.3 percent compared to what had been said by OVC student respondents (attend all five days in a week).

In the study it was also revealed that there were no data in the school which showed that some students drop off their studied due to economic hardship faced by their parents/caregivers/guardians or relative. However, teachers said there was a problem of some OVC students absconding their studying.

1.6.1.4.5 School Performance Differences among OVC and non OVC

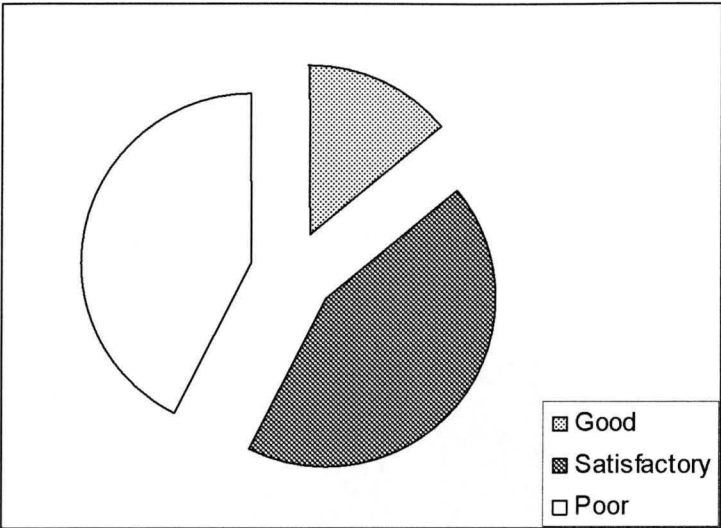
The assessment revealed that 90.5 percent of OVC respondents were not aware of differences in performances. When teachers were asked regarding this situation they said there were differences. The results showed that 71.4 percent of respondent teachers agreed having these differences in performance among students. They also gave out reasons that there were differences in academic performance, poor condition of their clothes like uniforms, shoes, socks, lack of exercise books, pens and others. They also commented that some OVC had no good relationship with their parents/guardians/caregivers and relatives. They said, due to various problems that OVC students faced, their performance was only satisfactory. So, 57.1 percent of respondent teachers supported this argument while the remaining 42.9 percent considered the OVC student had good performance.

As argued in a CRS Report for Congress, 2005 Children who are OVC often have a lower performance in school than children who are not. The preoccupation with the illness or death of their parents, the isolation due to the loss of friends, and the undertaking of additional work that comes with caring for ill parents or supporting oneself after one's parents have died often make it difficult for orphaned children to concentrate in school. It is common for teachers to report that they find orphaned children daydreaming, coming to school infrequently, arriving at school unprepared and late, or being non responsive in the classroom. However it was also noted and agreed by 71.4 percent of teachers that OVC students were participating fully once they were asked to do so.

1.6.1.4.6 Evaluating OVC against Non OVC Students in Terms of School Needs/Stationery

Results given by respondent teachers showed that 42.9 percent of OVC students stood in satisfactory and also another 42.9 percent stood in poor condition in terms of school needs/stationery while the remaining percentage which was 14.3 stood in a good position (See Fig. 3).

Fig 3: Evaluation of OVC against Non OVC Students



Source: Research Findings, 2006

1.6.1.4.7 Types of Support and Contributions Given to OVC

Results indicated that there were various support/contributions given to OVC students. However the support/contributions were not enough at all. There were 23.8 percent of support/contributions of school needs/materials such as uniforms and stationery; 38.1 percent of these support/contributions were house utensils like net. All these support/contributions were received in the year 2006.

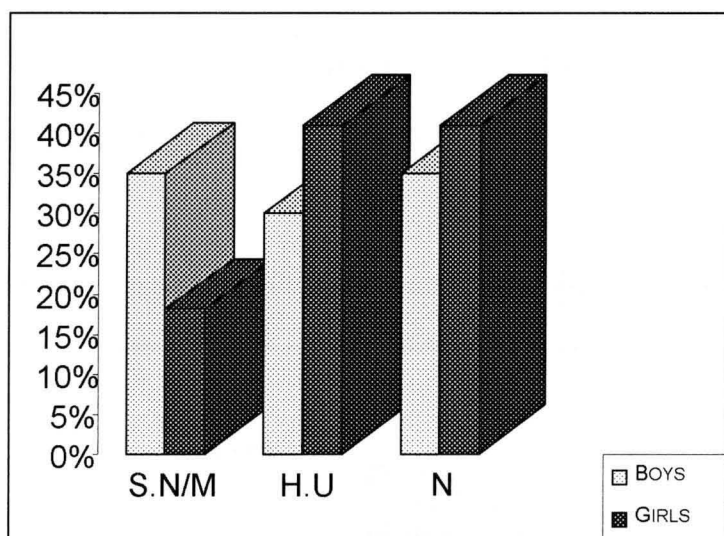
1.6.1.4.8 Types of Support/contributions Given to Boys and Girls OVC

Respondents

Based on Fig. 4 below, it was revealed that Boys OVC respondents received 30 percent of school needs/materials while Girls OVC respondents received 18 percent from the

same kind of support. Boys OVC respondents received less support/contributions in house utensils which were 35 percent compared to OVC Girls respondents who received 40.9 percent.

Fig. 4: Support/contributions Given to Boys and Girls OVC Respondents



Source: Research Findings, 2006

Additional key:- S.N/M - school needs/materials;

H.U - house utensils;

N – nothing received

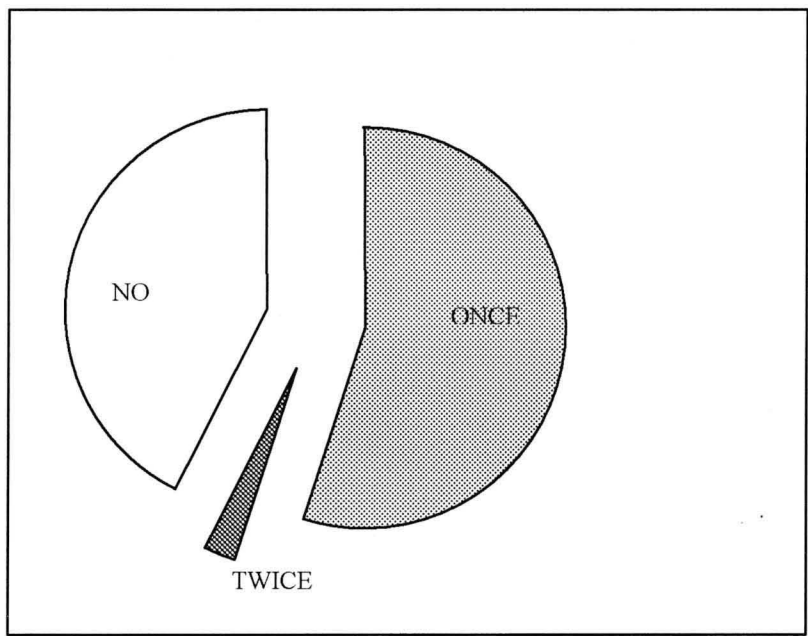
However during the discussions with key informants, it was noted that these support/contributions were purposely not given. It was coincidence that Girls OVC respondents received more house like things compared to Boys OVC respondents. What was argued by WAMLU members and UPS teachers is that support/contributions provided could not suffice the needs of OVC students. Community members and other funding partners should provide more support based on the assumption that future

generation is built today. Support/contributions give psychosocial to OVC students which could be motivation for school attendance and performance.

1.6.1.4.9 Frequency of Support and Contributions Given to OVC

The assessment revealed that for the year 2006, 54.8 percent of OVC respondent students had received support/contributions once while 42.9 percent never received any support /contributions from any people or institutions. The remaining 2.4 percent had received support/contributions twice (See Fig. 5).

Fig. 5: Frequency of Support and Contributions Given to OVC respondents



Source: Research Findings, 2006

It was very difficult for teachers to identify who is to be given support/contributions or not. And once they selected some OVC students, those who were not selected felt uncomfortable and assumed they were stigmatized or discriminated. It was very difficult

for them to predict what kind of support/contribution would be brought by partners, institutions or whoever. This was noted as a big challenge for them.

CHAPTER TWO: Problem Identification

This chapter describes the extent of the problem countrywide as well as at community level. In this chapter causes and effects which had been identified during CAN are presented. The chapter also points out the target community as well as stakeholders for this particular project and shows how the problems were identified through problem tree and thereby presents the possible solutions for the identified problems.

2.1 Problem Statement

The Tanzanian government policy encourages orphans to remain in extended families within communities. Nevertheless, there are situations where this is not possible due to cost implications which in most cases create more problems to the responsible families. The problem of OVC seems to increase every year in the country. Although different supports have been given to OVC in schools, still the problem of caring and support to OVC in order to sustain their life is there and no plans are yet established by respective authorities to intervene the problem. As a result this situation creates other problems for OVCs such as incidences of poor school attendance and performance, drug abuse, pick pockets, street children (See Fig 6). This situation has great impact on the future generations as well as the economy of the country.

Mbezi Ward is not very different from other Wards in Kinondoni district and elsewhere in the city as well as the country in general. It suffers from an increase in the number of OVC due to different factors such as economic constraints; irresponsible parents/guardians/caregivers; HIV/AIDS, and so forth. Based on the list of OVC prepared

by UPS teachers, it was noted that there was no class which had no OVC. The number of OVC ranged from 6 to 20 in each class. Apart from fast growing in the number of OVC in the school, there is no plan yet established by Kinonodoni Municipal Council to intervene the problem.

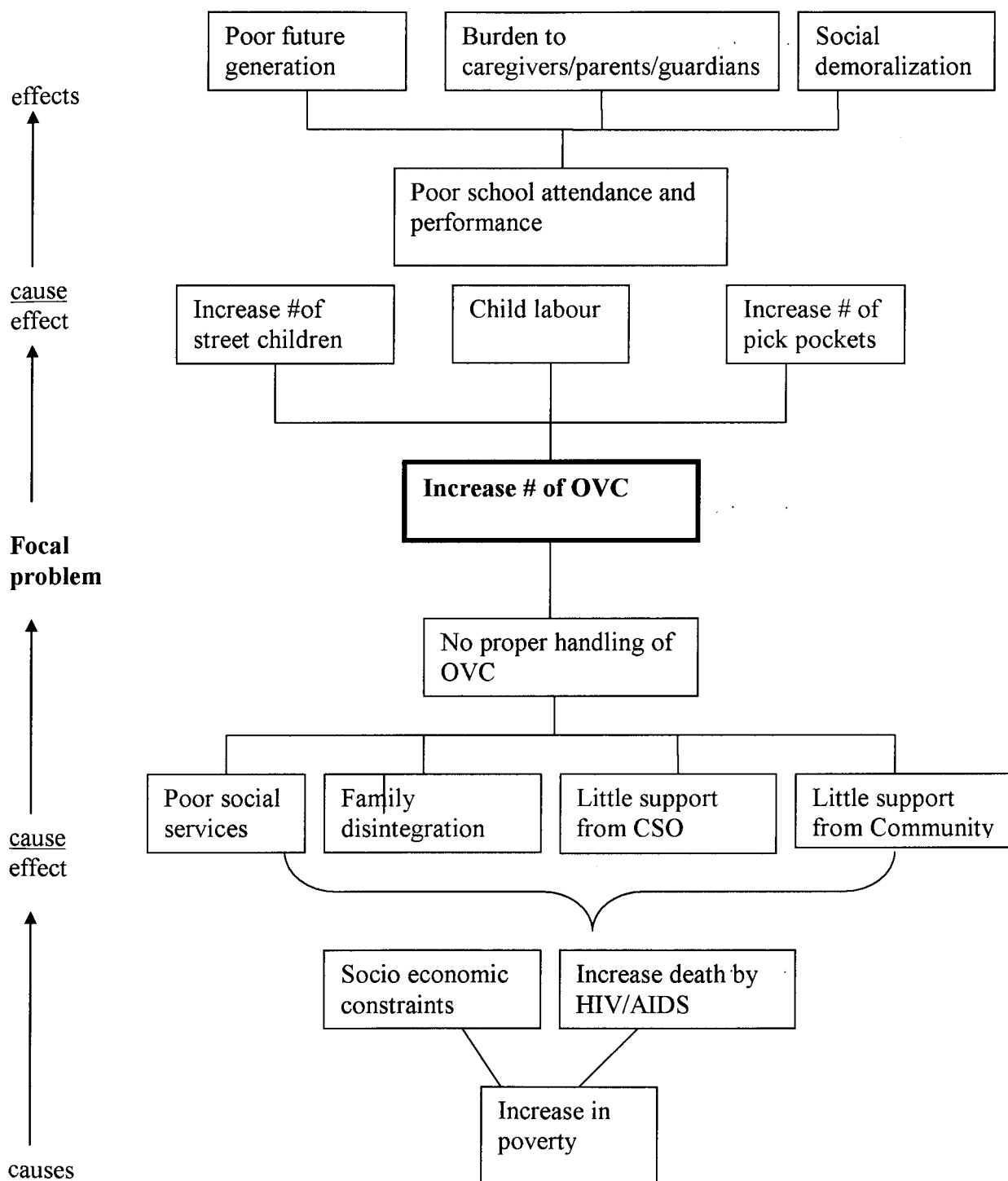
Based on the needs mentioned in the community needs assessment, different problems/needs were mentioned. However, WAMLU suggested that the problem of OVC should be given the first priority for the reason that OVC are rampantly increasing. It was noted that Upendo Primary school had a total number of 2021 students with 46 classes during the survey. Each class contained about 44 students. The school had morning and afternoon class sessions. There were 163 OVC students in the whole school. CCBRT Hospital used to support three OVC students from each class. About twenty one (21) students were therefore supported by CCBRT yearly. However, CCBRT's support does no longer exist since 2001, which results to more problems to OVC and the families that take care of them.

2.2 Problem Tree

There were various causes and effects mentioned during the problem identification which resulted to an increased number of OVC students. Family disintegration and poor social services are among the factors contributing to an increase in the number of OVC such as street children. Major causes mentioned in this particular case included an increase in poverty which has direct link with socio- economic constraints and increased death from HIV/AIDS. As a result, OVC receive little support from CSOs and community members. This situation contributes to child labor, theft, poor school attendance as well as

performance. Eventually, this problem increases social demoralization, burden to parents/caregivers/guardians as well as poor future generation (See Fig 6).

Fig 6: Problem Tree



2.3 Target Community

Target community is the group(s) of people who are involved in the project as beneficiaries based on the goal and objectives set for the particular project. The target community expected to participate, to be empowered as well as transformed by the project.

Table 3: Target Community

The following table shows the degree of participation that the target community had in this project. It also shows how individual target community were being empowered as well as transformed by the project.

Target Group	Degree of Participation	Contribution to the Project	Project Empowerment	Project Transformation
UPS Student	High	OVC students' participation and willingness to provide information.	Psychological ly, Socially	Built sense of being cared and felt as part of the entire community
Parents/Guardians/caregivers and Mbezi Community	High	Provision of information, Willingness, sharing of ideas	Socially exposed. Support initiative	Able to interact and share ideas.

2.4 Stakeholders

Stakeholders are individuals or group of individuals with a direct interest or stake in a particular sector/program/project (Chikati,). Stakeholders can also be defined as individuals, group of individuals, or institutions that are important audience, client groups, beneficiaries, supporters or investors in the organization (CEDPA, 1999). These can be found within and outside the community. The following table shows a list of stakeholders and their roles in the OVC project.

Table 4; Roles of Stakeholders

Stakeholder	Roles
UPS Students	Participation and providing information
Mbezi Community	Support WAMLU initiative by providing contributions in different forms.
Upendo Primary School Teachers	Participation, encourage OVC students and providing information
Guardians/Parents/caregivers of students	Support WAMLU initiative by providing contributions in different forms (if any) as well as information.
Mbezi Ward (LGA – Local Government Authorities)	Support community and WAMLU initiatives Create political willingness environment for the project.
NGOs	Contribution/Support (in any form) to the project and sharing of experience
WAMLU (Host Organization)	Mobilization of human and financial resources

WAMLU will play big role in mobilizing resources to support the project from the community members and other interesting partners/stakeholders.

2.5 Project Goal and Objectives

2.5.1 Project Goal

The project goal was to improve psycho-social and economic welfare of OVC students.

2.5.2 Objectives of the Project

2.5.2.1 Overall Objective

The overall objective of the project was to provide care and support to OVC students in order to have better future and more independent generations.

2.5.2.2 Specific Objectives

1. To mobilize social and financial resources for OVC
2. To identify strategies for empowering OVC's parents/guardians/caregivers in order to support their OVC.
3. To determine levels of school performance against OVC and non – OVC
4. To sensitize community on importance of supporting OVC as well as project initiatives.
5. To identify factors affecting OVC students in their daily life
6. To ensure WAMLU is provided with appropriate training for care and support of OVC.

CHAPTER THREE: Literature Review

This chapter revisits some of the literatures on different issues of OVC in relation to education, life style and community support in a broader perspective. The literatures focus on theoretical, empirical and policy perspectives. This chapter describes literature perceptions from global to grass-root level, where the local communities are found.

OVC is the acronym for the Orphan and Vulnerable Children. Orphans are the children left by their parents, whether single or both parents (ADRA; Williamson, 1997). Different ages have also been used to classify children as orphans, with international organizations and governments variously defining orphans and vulnerable children in the under-15 or under-18 age groups (Williamson, 1997)

A UNAIDS/UNICEF report of 2003 has defined an orphan and vulnerable child as "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." The concept of vulnerability is complex and may include children who are destitute from causes other than HIV/AIDS.

A child can therefore be either vulnerable or not. At the same time a vulnerable child can either be orphan or not. 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). This

situation results into an increase in the number of street children, child labour, prostitutes, drug abusers and robbers and so forth (World Vision, 2004).

ADRA, Tanzania defines Orphans and vulnerable children (OVC) as those who have lost one or both parents from any cause and those living with parents/guardians who are chronically ill. Vulnerable children are at a high risk of being deprived of a healthy and productive life. As a result of being left behind by their parents many, children often have not acquired enough skills to attain minimal levels of livelihood security.

3.1 Theoretical Literature

More than 13.4 million children under the age of 15 have lost their mother or father or both parents to AIDS, and that number is rising fast. Nearly 80 per cent of these orphans live in sub-Saharan Africa and the 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. With more than 40 million people living with HIV and infection rates rising rapidly, the number of orphans will increase sharply in the years to come and the impacts will continue for at least the next two to three decades. By 2010, the total number of children orphaned by HIV/AIDS is expected to double to 25 million. In addition to those children orphaned, there are millions more children who are highly vulnerable because their parents are suffering from AIDS or because their families are heavily affected by the epidemic. There are also more than three million children living with HIV/AIDS (World Vision, 2004).

Currently OVC is among the big problems in Tanzania and Worldwide. There are different factors contributing to increased number of OVC such as socio economic constraints and HIV/AIDS epidemic (Ekong, 2003; Williamson, 200; World Bank 1995; World Vision, 2004; URT, Tanzania Participatory Poverty Assessment 2004). To the large extent HIV/AIDS produced big number of OVC due to the death of parents. It was noted that HIV/AIDS generated more than 800,000 OVC (Axios, 2002). In 2003 it was noted that the number of AIDS orphans/all orphans was estimated to be 980,000/2,500,000 respectively (URT, 2005). The pervasiveness of the growing problem of orphans has reached a level where virtually everyone, at all levels of society, is directly or indirectly affected by increased strains on extended family and community coping capacities.

This situation has negative implications hence great impact to the future economy as well as the generation.

There are different literature on issues of OVC and their causes, which have been written and documented by different scholars for example HIV/AIDS and increased poverty (Axios, 2002; Makaramba, 1997; Smart, 2003; Poverty and Human Development Report, 2002). All these literatures help laying consistent foundation on the subject within an acceptable research framework. Different theories, policies and evidences on OVC issues will be used in this study.

Among other things, it is a very big problem for poverty – stricken households to meet their family demands such as buying uniforms for their children because such families find living costs to be very expensive (Smart, 2003). The low level of education

translated into lack of employment opportunities and low income, leading to poor housing, poor dietary intake, and so on. Some orphans also reported that they had to quit schooling so that they could work to support their families' financial needs. (Williamson, 2004; Smart, 2003; World Vision, 2004)

Children who lose their parents can face difficulties in getting their needs for school materials. In some cases school materials and fees, food and clothing can often not be paid for, even when the orphans are living with their grandparents or relatives. The extra work and responsibility they must take on - such as the need to till the fields in order to survive - prevent many children from going to school. (HUMULIZA, 1999; Williamson, 1997; World Vision, 2004).

It was also noted that children drawn into adult responsibilities may leave school, affecting their ability to obtain basic education. They may also face stigma, discrimination, abuse, or exploitation. Families and communities have, and continue to provide the major support mechanism for OVC (ADRA, 2002).

The humanitarian consequences of the increasing proportion of orphaned children are very disturbing. OVC drop out of school, are pushed deeper into poverty, seek to survive on the street, and suffer increasing threats to their health and nutrition. But the societal impacts and reasons for concern potentially go much further (HUMULIZA, 1999).

In Tanzania, the majority of orphans live with a surviving parent/guardian or within the extended family. This is especially evident among the Maasai communities where,

traditionally, strong family ties exist. However, as families and communities are faced with increasing pressures from HIV/AIDS and poverty, traditional safety nets are weakened and demands begin to exceed available resources for care, food, income, and/or labor needs (ADRA, 2002).

Evidence from the household budget survey indicates that while about two thirds of children aged seven to thirteen are attending school, only half the children in the poorest households attend school (Poverty and Human Development Report, 2002). Economic constraints can cause the communities to see education as an option, unless there are affordable or no school fees, free meals and supplies. (World Bank, 1998). The most significant issue would be to support their parents, caregivers and/or guardians economically.

Much has been said about supporting OVC through community involvement so as to reduce burden to caregiver, parents or and guardians (Axios, 2002). Several measures have been recommended to address problems that the OVC are facing (World Vision, 2004; ADRA; UCOBAC, Axios, 2002; Williamson, 1997). Based on USAID report prepared by HUMULIZA on Community Mobilization For Orphans in Zambia: An Assessment of the Orphans and Vulnerable Children Program of Project Concern International it showed that international experience to date indicates that two complementary types of interventions show promise for meeting these criteria: mobilization of communities to respond to the needs of their most vulnerable children and state of the art microfinance services.

3.2 Empirical Literature

There are different studies and researches conducted in different areas in the country and even outside the country such as a study conducted by The HelpAge International and International HIV/AIDS Alliance in 2003 in London. The study examined the economic, social and emotional problems experienced by older carers, orphans and vulnerable children through case studies of community responses in Africa and Asia (Policy Report, 2003). In this study it was recommended that national governments, international development institutions, NGOs and CBOs should support OVC's issues.

A recent World Bank study indicated that countries such as South Africa could face economic collapse within several generations unless the AIDS epidemic is combated. The deaths of young skilled adults are undermining the basis of economic growth by wrecking the mechanisms that generate human capital formation. It is imperative to keep infected people alive, especially parents, so they can continue to live productive lives and take care of the next generation. If nothing is done, the progress made in recent development programs will be wiped out and the chance of achieving the MDGs will become even more remote. A World Vision report on the economic implications of HIV/AIDS concludes: 'If countries are to avoid the very worst economic and developmental scenarios that AIDS might bring, then investment in the future of OVC will be essential.'

There are various work done by EQUIP projects on Orphans and vulnerable children (most often as a result of HIV/AIDS), nomads, rural groups, and children. A range of approaches are being used to reach OVCs in Africa. Through an EGAT/Africa Bureau

Associate Award, HIV/AIDS education is reaching villages across Zambia through radio programs and community grants for HIV/AIDS activities in villages, which includes village exchanges. In Swaziland, the project is educating OVC populations in community centers in agricultural techniques such as plowing and cultivation, as well as providing them with HIV/AIDS awareness, life skills and literacy training. The Lesotho project is focused on purchasing wind-up cassette players, carpentry and agricultural tools, and teaching equipment for the creation of learning stations for herd boys. In Namibia, a small community group program is providing funds for local level projects to increase retention and completion rates for orphan and vulnerable children in primary schools in the most affected regions (Gillies, 2005).

The study conducted in Zambia revealed that an estimated 78 percent of Zambia's current orphans are the result of the HIV/AIDS epidemic. As the number of disaffected, undereducated, inadequately nurtured and socialized young people grows because of the HIV/AIDS epidemic, Zambia and other countries in the Southern Africa region may face serious threats to their social and political stability and economies. Finding effective ways to mitigate the impacts of HIV/AIDS on children and families must become a top national priority (HUMULIZA, 1999).

ADRA Tanzania is also working in the area of OVC. ADRA Tanzania, in collaboration with the Evangelical Diocese of Meru (ELCT) and the Orphans Foundation Fund (Tanzania), have identified a number of sustainable strategies to increase and improve the capacity of community based responses for the care and support of 3000 OVC in the districts of Monduli and Ngorongoro in Arusha Region. This 5-year program focuses on sensitizing communities on their responsibilities in realizing the needs and protecting the

rights of OVC. Participatory development of solutions through civil society initiatives to improve OVC support systems is another vital component of this program. In addition, communities will also be made aware of the factors that contribute or exacerbate the OVC situation i.e. HIV/AIDS and how they can improve this situation (ADRA, 2002).

There is a similar project conducted by Axios in Mbeya Municipality. The project was focusing on OVC and Education. According to Axios report of 2002, access to education was one of the biggest problems of OVC. Although the Tanzanian Government has recently waived primary school fees, the cost of sending a child to primary school (uniforms, pens, books etc) is estimated at 25,000 Tshs (approximately \$28 per year).

Based on the special program on HIV/ AIDS issues conducted by Independent Television, ITV, 2005 in Makete District there were a great increase of OVC. The situation was worst. This program was very helpful to various communities in the country. It brought different support and awareness among different people. The impact of HIV/AIDS on children and families is too extensive for any organization or body concerned with development to ignore, and too great for any single body to address them unilaterally. To be effective on a sufficient scale the response must mobilize the commitment and resources of many different participants. This includes government ministries, bilateral development bodies, international organizations, religious networks, the private sector, NGOs, and community-based groups.

3.3 Policy Review

The HIV/AIDS epidemic is no longer simply a health issue, as it was viewed at last year's Evian summit - it is a human rights issue that cuts across all aspects of social, political and economic life. Although many aspects of the HIV/AIDS epidemic are receiving attention, the plight of children orphaned and made vulnerable by HIV/AIDS continues to be a tragedy going largely unnoticed. This is in spite of commitments made by world leaders at the 2001 United Nations General Assembly Special Session. Whilst there are encouraging signs that the grave threat posed by HIV/AIDS is gradually being recognized, the Sea Island summit provides the G8 leaders with the opportunity to take decisive steps to raise the response against HIV/AIDS to the scale it deserves. To achieve these ends World Vision is calling on the G8 leaders to take action in five areas, however for the purpose of this policy literature review of this study, I will focus more on *Funds for UNICEF/UNAIDS Framework for children orphaned by HIV/AIDS* that the funds should be endorsed in principle and commit the additional funds required to implement the UNICEF/UNAIDS Framework for the Protection, Care and Support of OVC living in a World with HIV/AIDS. It has been estimated that approximately \$10.1 billion a year is needed to implement the framework and all G8 leaders should agree to contribute towards this, as well as advocate for other governments to do likewise (World Vision, 2004).

In the light of its experience with responding to the needs of orphans and children affected by HIV/AIDS, World Vision fully endorsed the recently agreed UNICEF/UNAIDS 'Framework for the Protection, Care and Support of Orphans and Vulnerable Children Living in a World with HIV/ AIDS.' The Framework provides a

foundation for broad international consensus around goals, principles and strategies for programming guidance to meet the rights and needs of OVC in the medium term.

The Framework has five key strategies which are: to strengthen the capacity of families to protect and care for orphans and other children made vulnerable by HIV/AIDS; strengthen and support community-based responses; ensure access for orphans and other children made vulnerable by HIV/AIDS to essential services; ensure that governments protect the most vulnerable children; and lastly raise awareness to create a supportive environment for children affected by HIV/AIDS.

In Tanzania there are massive number of orphans and vulnerable children (OVC) and the government is currently developing a policy to provide systematic support for (OVC) and their access to education. The HUMULIZA pilot project in the North-Western part of the country has shown the importance of the teachers' ability to identify and address psychosocial and other orphan needs (UNAIDS, 2001). Tanzanian government policy encourages orphans to remain in extended families within communities; nevertheless there are situations where this is not possible. Since 2000, the Education Sector Development Program (ESDP) framework provides structure and guidance through which sector dialogue between the Government, Development Partners, and the Civil Society Organizations takes place. The ESDP has different Development Committees who bring together the main ministries involved in education: the Ministry of Education and Culture (MEC) (primary and secondary education); the Ministry of Community Development Gender and Children and the Ministry of Labour and Youth Development (vocational training); and the Ministry of Science Technology and Higher Education (Tertiary and Higher Education). In the absence of a sectoral policy upon which to

formulate legislation and to develop a strategic framework, the MEC currently operates within the framework of the National Policy on HIV/AIDS. The day-to-day work of the MEC in the prevention of HIV/AIDS is guided by circulars, directives and guidelines. As part of the 2003-2007 national multi-sectoral strategic framework on HIV/AIDS, the education sector developed the Education Sector Strategic Plan (ESSP) on HIV/AIDS, 2003-2007.

HIV/AIDS and Life Skills Programmes have been established at Primary and Secondary level, including gender (HEARD/MTT, 2004). There are also peer education programs, counseling committees and services at primary and secondary education level (Kauzeni, 2004). Life Skills Education orientation programmes for parents do not take place systematically (HEARD/MTT, 2004), yet the 'School Youth Programme', implemented in two districts (Akoulouze, 2001) and the School Health Education Programme, implemented in one district in Tanzania (WB, 2003) are good examples of effective collaboration between school and community on HIV/AIDS related issues (URT, 2005)

The Child Protection Policy of 1996: 97 states that parents, guardians and institutions working in area of children should show responsibilities for protecting children by providing them with their basic needs and providing appropriate moral guidance. In addition to that in the same policy, item 98, it states that the community should be fully involved in issues of child protection by abandoning norms and values which endanger the life of children, strengthening positive values; participating in communal upbringing and providing services to children in difficult circumstances. (Ministry of Community Development Women Affairs and Children of 1996)

In order to mitigate the problems of orphans and other vulnerable children, there should be strategies to strengthening the capacities of the two primary social safety nets on which people in the a particular area depend: the extended family and the community. Although these two areas of action may not be in themselves sufficient, they can reduce the number of vulnerable children that government and NGO social services assist to a manageable level (HUMULIZA, 1999). Issue of OVC is also discussed in the MKUKUTA document. MKUKUTA recognizes the special problems of vulnerable people generally and vulnerable children in particular (Status of Poverty in Tanzania, 2005).

CHAPTER FOUR: Research Methodology

This chapter examines and outlines the methodologies which were applied in conducting researches on community needs assessment (CNA), monitoring and evaluation. This chapter is therefore divided into three subchapters; these are CNA, monitoring and evaluation. The chapter also gives information about the study area; design of the study, data collection techniques, sample size, sampling procedures and analysis, which were applied by the researcher during the research.

4.1 Location

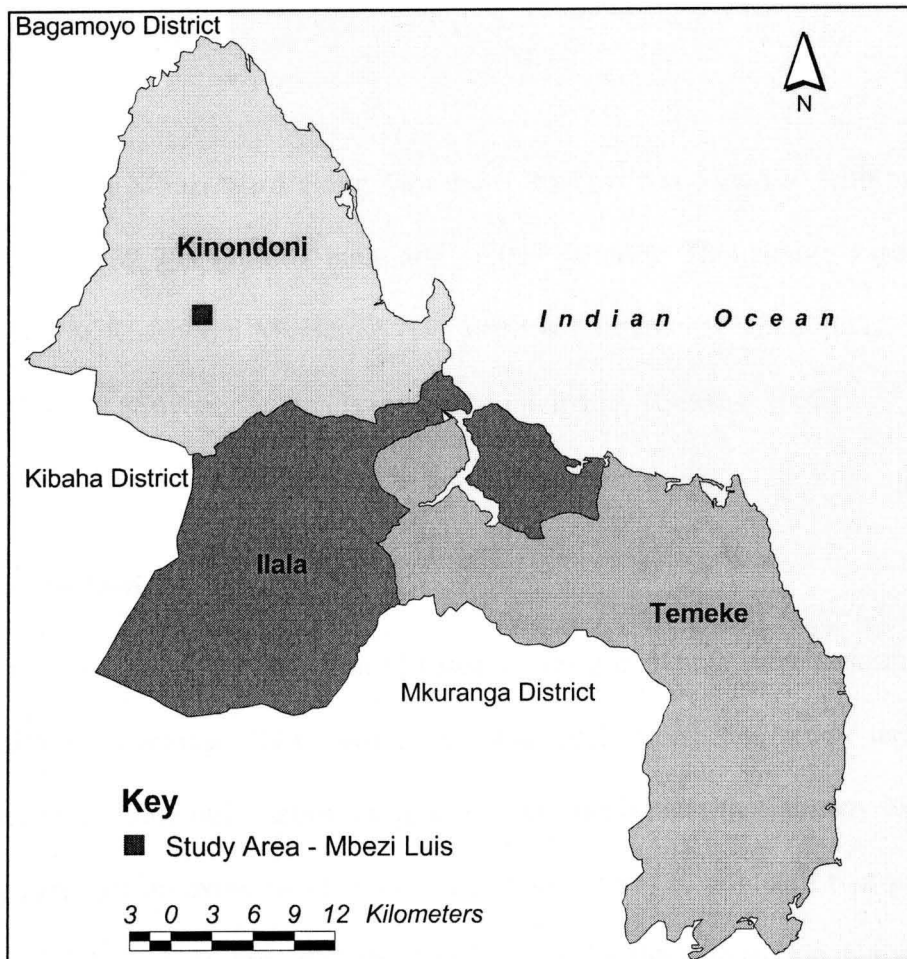
Kinondoni Municipal Council is one of the three Municipalities that constitute the City of Dar es salaam which is the capital city of Tanzania. The other Municipalities are Ilala and Temeke. The Kinondoni Municipality was established officially through the government Gazette number 14 of year 2005.

The Municipality is bordered by Indian Ocean to the North East, Ilala Municipality to the South, Bagamoyo District to the North, Kibaha District to the West and Kisarawe District to the South West. (See Map 1)

4.2 Area and Population

The Municipality has a total area of 531 square kilometers. According to the 2002 Census results, the Municipality has a population of 1,088,867 people and it is the most populous local authority in the country. The Municipal population growth rate is 4.3% per annum

Study Area in Dar es salaam City



Locational Map of Dar es salaam in Tanzania



Map 1: Location of study area in Kinondoni District, Dar es salaam City

and the average population density is 2,825 persons per square kilometer. The Municipality has 27 wards.

The study area is in Mbezi ward along Morogoro Road, it has 5 *mitaa*¹ with estimated total population of 32,703 (16,604 male and 16,099 female). This covers 3 percent of total population of Kinondoni Municipal. The ward is bordered by three mitaa, Kimara; Goba; Kibamba and Kinyerezi which is in Ilala Municipality (Census, 2002).

4.3 Research Design

The study proposed to use combination of research designs, which were descriptive and experimental for designing CNA, monitoring and evaluation. The study used these combinations to produce information on groups, and phenomena that already exist. The study also conducted an experiment as used by (Fink, 1985) to compare two groups of OVC and non OVC. This provided the information on the connection between low income and poor performance, behavior of OVC or care givers, parents or guardians and attendance of OVC in schools.

In this study limitations on internal and external validity were handled in various ways. For instance, external validity used to see the extent to which results of a study can be generalized to other people, places, times, or empirical realizations of the independent variables (Sherman,; Batten, 1999). The study used the SPSS package and Microsoft Excel for statistical data analysis.

¹ Mitaa means subwards or streets

4.3.1 Research Design for CNA

Research design used for the CNA was descriptive. Initially, there were different focus group discussions, case studies, diagramming from WAMLU staff as well as teachers and OVC themselves. The results for this have been discussed in Chapter One under CNA issues.

Subsequently, in designing CNA, different secondary sources were used such as going through UPS records like attendance registers, types and frequency of support that had been provided to the UPS OVC as well as going through different literatures and documents which had similar OVC issue in order to be more exposed in this area. Internet was also used to help in designing this project; as some of literatures were downloaded from it and saved in special folders which were created (See 6.1.2).

4.3.2 Research Design for Monitoring

In designing research for monitoring the project, combination of experimental and descriptive approaches were used. This was done through semi structured interviews, focus group discussions and also by reviewing secondary data. At this stage WAMLU, UPS teachers and OVC were involved.

4.3.3 Research design for Evaluation

The research design for evaluation was descriptive. The process of capturing information was done through semi structured interviews, focus group discussions and also by reviewing secondary data.

A summary was prepared to collect needed information especially for evaluation (See Table 10). Type of evaluation done was formative.

4.4 Sample Size

The survey had sample size of 60 people. The sampling units for this study were 7 teachers, 42 OVC students, 3 WAMLU staff and 8 parents/caregivers/guardians. Names of selected OVC students were drawn from school attendance register of 2006 (See Appendix 9). Parents/caregivers/guardians were identified from a list of names of people who were taking care of OVC. This list was prepared by WAMLU in collaboration with UPS teachers. The study was based on a probability sampling survey. This is because this kind of sampling survey gives equal chance to any member in the selected population as representative (Fink, 1985). In probability sampling classification of the study used cluster/stratified random sampling.

In this study there were key informants which fell under purposive sampling technique. Purposive sampling is recommended when sample elements and locations are chosen to fulfill certain criteria or characteristics or have attributes under study (Mbilinyi, 1992)

Sampling method selected had considered ages of OVC, head of family, where OVC were living, economic activities that OVC parents/guardians/caregivers were doing, school attendance and performance.

Prior to the study, the pre-testing of tools to be used was done so as to know whether the tools and respondents would be potential for the entire study.

4.5 Research Methodology for Community Needs Assessment

During the community needs assessment, sample size comprised of 12 respondents which were WAMLU staff, teachers, community members and parents/guardians/caregivers.

Different methods were used to collect needs assessment data for instance semi – structured interviews and case studies and stories (Fink, 1985 and Mikkelsen, 1995) were used to collect some of the information from UPS students and their guardians/parents /caregivers. Diagramming method (Mikkelsen, 1995) was also used to track information like activity profile and daily routine of the host organization and also to see the trend of the problem. In this assessment, reviewing of secondary sources such as documents, books, files and statistics as described by Fink, 1985 and Mikkelsen, 1995 was also applied in data collection during the study,

4.6 Research Methodology for Monitoring

Monitoring plan was prepared before conducting actual monitoring work. Monitoring plan is a tool used to plan and manage the collection of data, and sometimes includes plans for data analysis, reporting and use (Chikati,.....). In monitoring work data were collected through semi–structured interviews, whereby questionnaire were administered to stakeholders and some of information were collected through focus group discussions as well as reviewing secondary sources like project documents and statistics. Also there were various field visits conducted during the project period.

Monitoring was done continuously based on the following indicators; number of support received, number of meeting /strategies developed, number of factors identified, willingness of community members and other stakeholders to participate in the project, status of school performance by students, number of visit done and information collected.

4.7 Research Methodology for Evaluation

Evaluation conducted for this project was formative, which is an on-going evaluation taking place during execution of the project. It also allows corrective measures to be undertaken when the project is active (Ruzibuka, 1996). Formative evaluation was chosen by the evaluator due to time and financial constraints, as it has been mentioned in the limitation part of the study.

Different sources of data were also used to capture information to be evaluated such as reviewing secondary data from UPS records and registers. There were also various interviews made with key informants such as UPS teachers and WAMLU staffs. WAMLU staffs were involved through discussions in the process of assessing data for evaluation of the project implementation issues.

4.8 Types of data

Type of data collected during the study was social economic, for instance data related to services delivered to OVC, involvement of OVC in income generating activity (IGA). Data collection was done by a CED student in collaboration with the host organization, (WAMLU), community members and UPS teachers. Data collected were analyzed as described in part 4.12 of this document.

4.9 Questionnaire Contents

There were 56 questions in total in all questionnaires used. 9 questions were directed to the parents/caregiver/guardians; 17 questions to the OVC; 19 questions to the class teachers and 11 leading questions for key informants.

Questions were classified into four groups; personal information, social aspects, psychosocial, economic aspects of OVC as well as parents/caregiver/parents, teachers and WAMLU staff and general opinions from respondents.

4.10 Survey Instruments

Various instruments were used to collect information during the survey such as structured interviews and Participatory Rural Appraisal (PRA). Structured interview was conducted through administration of questionnaire. PRA method of discussion and interviews was used to collect data through focus group discussions and in depth interviews with key informant. Secondary information was collected through record review. These methods have been selected due to the reasons that, different information was needed from different groups. The methods were chosen because of the design of the study; combination of descriptive, case control as well as experimental designs.

4.11 Administration of Tools

Clarification of tools used was provided to the identified people for questionnaires administration work. This made them to be familiar with the study and tools used. Those who were identified for the study were chosen based on the experience and their

education level, for instance one teacher, one WAMLU staff and a CED student. This helped to minimize some errors due to the fact that these data collectors used their educational backgrounds, skills and experiences to administer the questionnaires. All the people involved in the administration and interpretation of data were required to review the research literature, which made them to be aware of reliability and validity of the pre-testing study.

Based on the number of interviews conducted (sample size of 60), the total number of man days were five. Three people were involved in questionnaires administration.

4. 12 Psychometrics Characteristics

The study involved people such as literate and illiterate. The study used methods that were most applicable according to the people interviewed. For instance the tool used for OVC's parents/guardians/caregivers were oral interviews or group discussions and then the researcher filled in the structured questionnaire.

4.12.1 Reliability

The study focused on inter-observer type of reliability, because it helped researcher's perceptions on different respondents in the subject matter. It also gave more room to researcher to see the error happening during the survey work. Moreover, there were some data which were computed through computer statistical analysis using Microsoft Excel and SPSS. This helped to see how well several items in scale vary together in a sample. This is internal consistency reliability.

4.12.2 Validity

A valid survey is said to be reliable, however, the reliable survey is not always valid (Fink, 1985). These two aspects reliability and validity are interrelated. In this survey the researcher focused on face, content validity as well as criterion (predictive). As it was discussed before that clarification of questionnaires was done to some of the people (for example WAMLU staff and Head-teacher of Upendo Primary School) who participated in the study on how to collect data. Apart from that some of members who were involved in this process had the knowledge in OVC issues such as the Upendo Primary School teachers.

There was a pre-testing study which helped to find out the reliability and validity of the study conducted.

4.13 Data Processing and Analysis

4.13.1 Content and Structural-Functional Analysis of Qualitative Data

Verbal discussions held with respondents were analyzed through a Content and Structural-Functional Analysis technique. The dialogues recorded were broken into small units of information, themes and tendencies. This enabled to organize the information in a more objective and systematic manner and therefore helped to analyze qualitative data and information. According to Kajembe (1994) this technique assists establishing values and attitudes of respondents hence generating themes and tendencies.

4.13.2 Quantitative Statistical Analysis

Both descriptive and inferential statistical analyses were carried out for quantitative data. Since most of data collected using questionnaire was in Swahili, all data had to firstly be translated in English, coded, cleaned and then entered in a computer program called Statistical Package for Social Science (SPSS) and Microsoft Excel. These programs were basically used to analyze and to prepare statistical charts and graphs of the results. Descriptive statistics such as frequencies, means and percentage were used to analyze problems of OVC. All these analyses were guided by the study objectives.

CHAPTER FIVE: Implementation

After conducting the CNA, a CED student in collaboration with WAMLU members were able to implement the selected project on the provision of support and care initiatives to orphans and vulnerable children at UPS. This chapter describes products and outputs that have been used and expected in order to meet project objectives. In addition, the chapter is also presenting the plan, staff, budget and actual work involved in the implementation of the project.

5.1 Products and Outputs

In doing any kind of activity, results are always expected to be seen at the end of what is done. For the purpose of this project the following are expected to be achieved after two years;

- Number of OVC students received psychosocial and socio economic support.
- Number of support collected/purchased for the project.
- Strategies identified for supporting OVC parents/guardians/caregivers and relatives economically in order to support their children.
- Number of OVC parents/guardians/caregivers and relatives who are ready to participate in income generating activities
- Number of support distributed to OVC students.

5.2 Project Planning

Projects are very varied and in fact few projects are identical to one another. Because of this varied nature of the projects (Ruzibuka, 1996), there is no a very precise definition for it. For instance according to the book of Project Planning and Management, Project is an activity which is capable of being planned, financed and implemented as a unit; an activity which has a specific starting and finishing time in order to achieve a specific objective; or sometimes a specific target group of beneficiaries will be attributable.

Planning is done in order for a project or program to achieve its objective(s) within specified period of time in a society. That means there should be system or directives set for implementation. It should also specify the objectives, activities, period of time, responsible person as well as the resources to be used in implementing the project.

At this stage overall objectives are translated into actual activities, which helped to keep the implementation in track. This was done by using Gannt Chart (See Appendix 4).

5.2.1 Project Planning and Implementation

Table 5 below describes the whole plan and implementation of project of supporting and care initiatives of WAMLU for orphans and vulnerable children at UPS. It shows the activities, period and budget set as well as responsible persons for project implementation.

Actual implementations of the project have been described in item 5.4.1 of this project paper. There are also some photos (Photo 2, 3 and 4) which show the actual implementation. Implementation of this project followed the Grannt chart which was

prepared during the project identification period. The chart was a very good guide for implementing all planned activities in this particular OVC project.

Table 5: Project Planning and Implementation

No.	Objectives	Activities	Time Frame	Actor(s)	Budget (Tsh)
1	To mobilize social and financial resources for OVC	<ul style="list-style-type: none"> -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.	<ul style="list-style-type: none"> - 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			

5.2.2 Inputs

Table 6 shows inputs that were required to implement the project.

Table 6: Inputs Needed for the Project

Objectives	Inputs
To mobilize social and financial resources for OVC	Transport, Funds, Stationery, Typing and printing, One personnel
To identify strategies for empowering OVC's parents/guardians/caregivers and relatives in order to support their OVC.	Transport, Stationeries, Snacks and soft drinks, Photocopies, Venue, One personnel
To determine levels of school performance against OVC and non – OVC	-Transport Stationery, Venue, One personnel
To sensitize community on importance of supporting OVC as well as project initiatives.	Transport, Venue, Stationery, One personnel
To identify factors affecting OVC students in their daily life.	Transport, Stationery, One personnel
To ensure WAMLU empowered and provided with appropriate training for care and support of OVC.	Transport, Stationery, Typing and printing, Photocopies, Drinks/Snacks, One personnel

5.3 Staffing Pattern

Initially, three staff were needed to work in this particular project. However, it was very difficult for the project to get all staff due to the financial constraints. In most cases all project activities were undertaken on voluntary basis by WAMLU members, CED student and UPS teachers.

5.3.1 Staffing Plan

Table 7: Staffing Plan

Position	Responsibilities	Roles	Training Required	Budget
Psychologist	- Work with OVC students.	Conducting training and reporting	Psycho –social skills in relation to OVC issues.	2,500,000
Community Development Officer/Sociologist	- Mobilize community members. - Capacity building and empowerment	Conducting meetings, training discussion, research and reporting.	Care and Support for OVC	3,000,000
Teachers	- Encourage OVC students regarding their studies.	Teaching and providing information	Care and Support for OVC	2,120,000
Total				7,620,000

5.3.2 Staff Job Descriptions

- a) Capacity building to community members on OVC issues such as psychosocial, socio economic support, and other related issues
- b) Training and education on OVC, HIV/AIDS, poverty reduction and any other related issues.
- c) Internal capacity building on Project management, fund raising, community empowerment
- d) Any other assistance needed by the WAMLU falling within my capacity.
- e) Proposal writing skills

5.3.3 Roles and Responsibilities

- a) Conduct social research.
- b) Organize community/stakeholder meetings.
- c) Conduct trainings and seminars based on the needs.
- d) Prepare report for different activities.
- e) Conduct Monitoring and Evaluation for the project.
- f) Prepare budget for activities to be done.

5.4 Project Implementation

The following part elaborates about the actual implementation of the project. The implementation was based on the six objectives that were set during project formulation.

5.4.1 Project Implementation Report

The project implementation report describes the actual work which was done for the period of the CED project. There were six objectives implemented as shown below.

5.4.1.1 To mobilize social and financial resources for OVC

Under this objective CED student in collaboration with WAMLU prepared three funding proposals. The first two proposals were submitted to KOICA (Korean International Cooperation Agency) and TASAF. Requests sent to KOICA and TASAF were on funds for supporting OVC students. This was done from March 2006. In June 2006, we prepared another proposal and submitted it to PSI, as we heard that they had an OVC supporting program. In August 2006, we managed to get 68 mosquito nets out of 126 which we requested. Mosquito nets we received worth Tsh. 571,200.

This support had great impact to OVC students at UPS. One OVC student from class III was very proud of receiving mosquito net. He compared himself with his friend, he said *“.....I am happy because I received big thing (mosquito net) compare to my friend who received just stationery last phase.....”*. Sometimes such kind of statements could cause immorality among OVC students, as it is difficult for them to identify why someone was selected and not her or him.

A little support to OVC students has great impact to the future generations, nation and eventually the whole economy. OVC need to have access to education so as to have more knowledge and thereby enhance awareness on their rights and subsequently increase their ability to contribute towards society changes and economic development. They also need

psychosocial support like counseling, encouragement and so on. However, psychosocial support is among the important needs of OVC that is more often neglected in favour of meeting critical materials, economic, nutritional and other physical needs (Axios 2002).

In this activity, we firstly identified OVC to be supported and later on identified different funding partners. It involved a lot of visits to different Embassies, Agencies, International NGOs as well as National NGOs. It also involved a lot of traveling and collection of information. As a result it had cost implications on issues such as transport, photocopying, typing and printing.

5.4.1.2 To identify strategies for empowering OVC's parents/guardians/caregivers and relatives in order to support their OVC

After identifying OVC, it was easier to identify some of their parents/guardians/caregivers and relatives who were taking care of them. We first organized a meeting on April, 2006 and thereafter I organized a focused group discussion with 7 OVC parents/guardians/caregivers and relatives on June, 2006 to brainstorm on what could be possible to implement as a strategy for empowering them. There were a number of ideas which came up during the discussion such as; having individual soft loans through SACCOS and also income generating activities.

Another focus group was conducted on December 2006, to determine how far they had reached regarding the strategies set. However it was very difficult for them to get what they planned due to the lack of funds.

In the assessment it was revealed that 62 percent of OVC's parents/guardians/caregivers and relatives respondents suggested that the best way of supporting them was to form SACCOS and giving them loans with soft conditions. According to the CRS Report for Congress of 2005, it was argues that Microfinance services are also seen by some as a promising way of enabling families who care for orphans to support them.

Results from this assessment showed that 25 percent suggested having projects that could rise up their income hence manage to support their OVC students (See Fig. 7). Some of reviewed literatures showed that feeding programs and community cooperatives have been found to be effective strategies to supplement the care that communities provide for vulnerable children, and minimize the likelihood of abuse (CRS Report for Congress, 2005).

5.4.1.3 To determine levels of school performance against OVC and non – OVC

Prior to that, in collaboration with WAMLU and UPS teachers we identified the total number of OVC students in the school. In August 2006, a researcher met with different OVC students in the school and interviewed them. She also consulted their teacher in order to cross check on what were discussed with OVC students' particularly on issues related to their academic performance. A researcher managed to interview 7 class teachers who represented each class. Before discussions and interview explained above, I had to prepare different tools to be used in these tasks. About Tsh. 198,500 were used during the whole exercise. UPS Teachers and OVC were fully participated.

5.4.1.4 To sensitize community on importance of supporting OVC as well as project initiatives

Activities accomplished under this objective were; meeting and paying visits to some community members in order to create awareness and also sensitized them on the responsibilities of community in supporting OVC. In this case we can regard implementation is almost 60 percent because sensitization is a process and therefore we need to have more time as well as enough funds. Few members visited were very positive. However some of them were also complaining about their financial status. More than Tshs 220,000 was used to facilitate the process.

5.4.1.5 To identify factors affecting OVC students in their daily life

So far under this objective all factors affecting OVC students were identified. These were revealed after making analysis of collected data. Findings will be used to put strategies on how to reduce the extent of these factors. Consultations with UPS teachers, OVC students and WAMLU were carried out frequently as it was planned. More than Tshs. 300,000 was used in this process.

5.4.1.6 To ensure WAMLU Empowered and Provided with Appropriate Training for Care and Support of OVC.

In trying to build WAMLU's capacity and provide them with appropriate skills for care and support OVC projects, we managed to prepare funding proposal to various donors/funding partners.

Data revealed that WAMLU had good relationship with OVC students in the school. WAMLU proposed to have a project on morning meals for OVC students in the school once they get support from various sources such as community members, institutions and others. According to Food for schooling (FFS) program of Bangladesh of 2000, it was revealed that the food had great impact to attendance of students; as it was noted that overall rate of school attendance was 71 percent in FFS schools and only 58 percent in non-FFS schools. FFS encourages children to stay in school.

WAMLU had also planned to build more classes to make students studying comfortably. WAMLU as matron had to play a big role in that regard WAMLU had not yet received funds from any source. However, WAMLU succeeded to receive support from PSI in August, 2006 through assistance from a CED student. See Photo 2, 3 and 4 together with illustration (Majira Newspaper cutting) in Appendix 7.

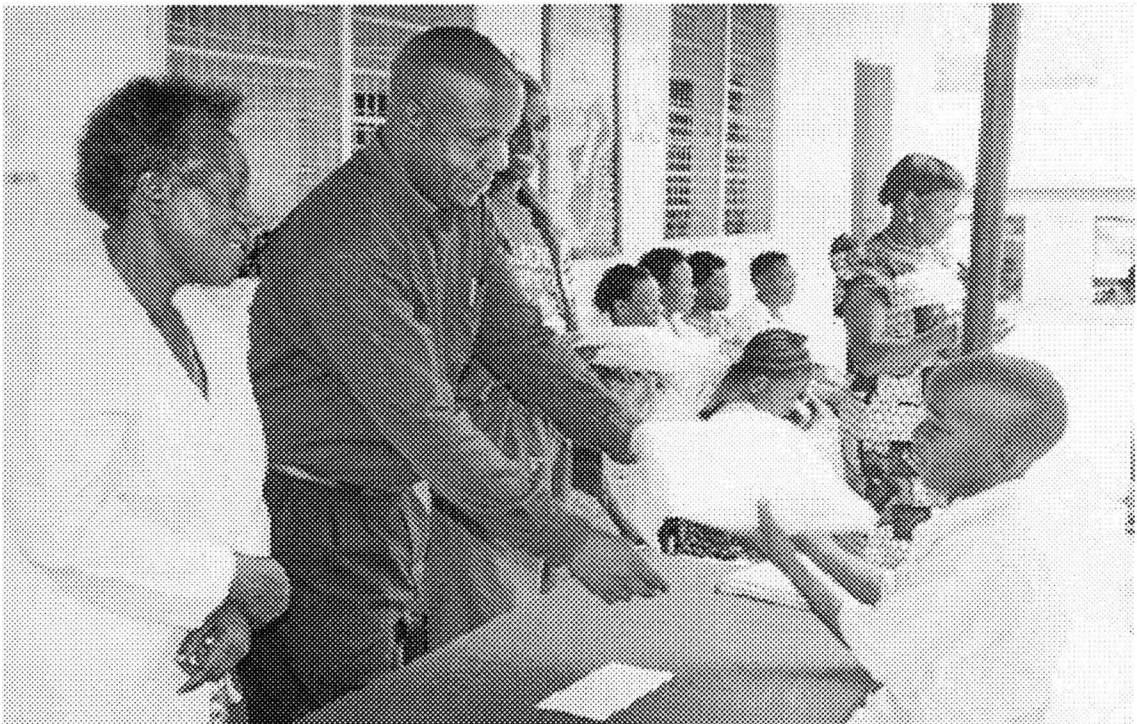


Photo 2: *One among 68 UPS students who received mosquito nets from IPS. Standing from left are chairperson of WAMLU, chairperson of Mbezi Luis Mtaa (who is handing-over a mosquito net to a student), chairperson of UPS and far right is the head-teacher of UPS.*



Photo 3: *Chairperson of Mbezi Luis Mtaa handing over a mosquito net contributed by PSI to a UPS student*



Photo 4: *CED student (Naomi Makota) posing with some of OVC students from UPS who received mosquito nets from IPS*

Routine visits were made as it was planned. A researcher also attended WAMLU's meetings in order to share and assist them on what they wanted to do. However OVC project is still in its infancy stage. Training skills have not been conducted due to financial constraints. It was re-planned to be done probably in 2007.

CHAPTER SIX: Monitoring, Evaluation and Sustainability

This chapter describes the values, progress, constraints and achievements of the project. It also elaborates various methodologies and techniques that have been used in conducting monitoring and evaluation as well as project sustainability.

6.1 Project Monitoring

Monitoring is the routine tracking of priority information about a program, its inputs and intended outputs. It is the process of keeping track of day to day program. Monitoring involves record keeping and regular assessments (TACAIDS, 2004).

Based on implementation of activities, monitoring was done to assess the status of the project. It included identifying the problems encountered during the implementation and find the solution. Monitoring helped the implementer to assess whether the objectives set had been achieved or not and whether the project was carrying out its planned activities. Furthermore, monitoring helped to assess if the project was achieving its stated objectives through the activities mentioned. Monitoring work facilitated easier evaluation work.

6.1.1 Methodologies Used in Monitoring the Project

In monitoring work data were collected through semi – structured methodology whereby stakeholders had to administer questionnaire and some of information were collected through focus group discussions as well as reviewing secondary sources like project documents and statistics. Also there were various field visit conducted during the project period. Collected data were entered in a computer program called Statistical Package for

Social Science (SPSS) and Microsoft Excel and analyzed through Quantitative Statistical Analysis. These programs were basically used to analyze and to prepare statistical charts and graphs of the results. In data analysis, descriptive statistics such as frequencies, means and percentage were used to analyze problems of OVC. Also data from verbal discussions which were held with respondents were analyzed using a Content and Structural-Functional Analysis technique.

In project monitoring it was also noted that WAMLU had good relationship with OVC students in the school. WAMLU proposed to have a project on morning meals for OVC students in the school once they get support from various sources such as community members, institutions and others. According to Food for schooling (FFS) program of Bangladesh of 2000, it was revealed that the food had great impact to attendance of students, it was noted that overall rate of school attendance is 71 percent in FFS schools and only 58 percent in non-FFS schools. FFS encourages children to stay in school.

It was also revealed that WAMLU member were struggling to get more support from different interested persons so as to support the project. However, in the monitoring it was found that most of activities were not implemented on time due to the economic constraints. It was also revealed that community members were willing to participate in the project though it needed more mobilization work.

6.1.2 Management of Information System

Management Information System (MIS) was the basis for undertaking the task. Computer application made it possible to arrange the different data and information collected and

analyzed. Different software have been used in the study. These include Microsoft Packages and SPSS, which was specifically used for statistical application purposes. Using Microsoft Packages, a directory called CED was created. This directory was used to store all data and information related to the study. However, there were several sub-directories created based on identified titles. For example, all downloaded materials for reference purposes were saved in a sub-directory called CED Stuff. The arrangements of the files in the folders created in the sub directory were based on identified titles and themes. The use of MIS has enabled the organization and manipulation of the data collected for the study. It is therefore possible to retrieve all materials that have been used in this study based on the good arrangement of data that have been used and presented in this project paper.

6.1.3 Summary Monitoring

The table summarizes the monitoring tasks. It shows goal, objectives of different activities and how and what were monitored.

Table 8: Summary Monitoring

Objective	Planned Activities	Actual Output	Time planned	Time implemented	Indicator	Tools
To mobilize social and financial resources for OVC	To visit different stakeholders -To write project funding proposals. - Conducting monitoring and evaluation (M&E) of support/contributions received	-Visit 2 Embassy, 2 International NGOs and Agencies. - Prepared 3 proposals -M & E done	12 months	6 months	No. of support received	Report and list of OVC students
To identify strategies for empowering OVC's parents/guardians/caregivers	- Meeting with OVC parents/guardians/caregivers and relatives	Three meetings.	Eleven Months	Nine month	No. of meetings, Strategies	

Objective	Planned Activities	Actual Output	Time planned	Time implemented	Indicator	Tools
and relatives in order to support their OVC.	- Conducting monitoring and evaluation of strategies set	Partial M &E			developed	
To determine levels of school performance against OVC and non – OVC	Consulting with UPS, OVC students	Done	June, 06	Aug. 06	Levels identified	Examination results
To sensitize community on importance of supporting OVC as well as project initiatives.	- Identify community to participate - Meeting with community members -	Not public meeting but visiting and discussing with them	May, 06	July, 06	Willingness of community members	Observations
To identify factors affecting	Consulting with UPS, OVC	Interviews	June, 06	Aug, 06	Factors	Report

Objective	Planned Activities	Actual Output	Time planned	Time implemented	Indicator	Tools
OVC students in their daily life	students and their parents/guardians/caregivers and relatives	and discussions done	onwards		identified	
To build WAMLU capacity on OVC project management issues	<ul style="list-style-type: none"> - Meeting with WAMLU staff. - Collecting information in relation to OVC students - Visit WAMLU office to see the progress of the project - Identify training needs for OVC projects 	<p>Meetings done,</p> <p>Information collected,</p> <p>Visits done</p>	<p>Jan, 06</p> <p>on wards</p>	March, 06	<p>Data collected,</p> <p>Meeting done</p>	Report and minutes

6.2 Evaluation

In this project, evaluation was done in order to assess the impact and relevance of the project during the whole project period in order to have reasonable decision whether to continue or terminate the project. Evaluation gave the picture on whether activities were relevant compared to the objectives set.

6.2.1 Methodologies Used in Evaluation of the Project

Methods used in evaluation were the same as the ones used in monitoring. Data were collected through semi – structured interviews (See 1.5.1.1) whereby questionnaire were administered to stakeholders and also some of the information were collected through focus group discussions as well as reviewing secondary sources (See 1.5.1.4), like project documents and statistics. Also there were various field visits conducted during the evaluation period. Collected data were entered in a computer program called Statistical Package for Social Science (SPSS) and Microsoft Excel and analyzed through Quantitative Statistical Analysis. These programs were basically used to analyze and to prepare statistical charts and graphs of the results. The same process had also been used in analyzing data for descriptive statistics such as frequencies, means and percentage. Data from verbal discussions were analyzed through a Content and Structural-Functional Analysis technique.

Due to the lack of funds, the project evaluation was done by CED student and WAMLU staff. It was very difficult to involve more people as it had cost implications regarding paying allowance and other logistical arrangements.

6.2.1.1 Performance Indicators and Evaluation Questions

Difference performance indicators and evaluation questions were used in the course of evaluation exercise. The following were some of the questions used:-

1. How many support/contributions given to OVC students?
2. How many types of support/contributions received by WAMLU from various funding partners/interested people?
3. How many training given to WAMLU staff in relation to care and support of OVC and other project issues?
4. How many OVC students benefited with support/contributions given during the project period?
5. How many appropriate training were given to WAMLU staff in relation to care and support of OVC?
6. How many strategies were developed and implemented by community members?

In evaluation it was noted that the project was feasible. However, lack of funds hindered the implementation of most of the activities and made WAMLU members to spend their time in looking for funds.

During evaluation it was noted that a CED student in collaboration with WAMLU members prepared a proposal and submitted to Population Service International (PSI) and managed to receive 68 mosquito nets from PSI in August 2006. Out of 126 OVC students, 68 received mosquito nets. In this occasion one OVC student was quoted saying “.....*I am so proud having this opportunity, I know my guardian will also be happy to see*

me with this mosquito net. It will help her to reduce cost of buying mosquito net for me and will be able to do other stuff.....” this showed the project achieved one of its objectives. It also gave credibility to WAMLU.

During the study it was also revealed that 38.1 of OVC students had never received neither house utensils nor school needs/materials. These showed that still assistance/support given to OVC is limited. It was also revealed that 95 percent of works were voluntarily done due to the financial constraints.

6.2.2 Performance Indicators

Under this exercise indicators and information collected based on the evaluations questions prepared (See Table 9).

Table 9: Performance Indicators

Evaluation Question	Output Indicators	Outcome Indicators	Source of Information
How many support/contribution s given to OVC students	4 support or contributions received	1 support or contribution	UPS teachers, OVC students and PSI
How many types of support/contribution s received by	4 various types of support/contribution	2 types, stationery and mosquito nets	UPS teachers, OVC students and PSI

Evaluation Question	Output Indicators	Outcome Indicators	Source of Information
WAMLU from various funding partners/interested people.			
How many OVC students benefited with support/contributions given during the project period.	126 OVC students to be benefited	68 OVC students benefited	UPS teachers, OVC students and PSI
How many appropriate training given training given to WAMLU staff in relation to care and support of OVC.	2 training, discussions, meetings and visits.	No any training, various meetings, discussions and visits done.	WAMLU
How many strategies were implemented by community members	Strategies identified	2 strategies identified but not implemented	Community members, parents/guardians/caregivers and relatives

6.2.3 Summary Evaluation Table

This table presents the performance of each objective, its expected output, and what was actually done.

Table 10: Summary Evaluation

No	Objectives	Performance indicator	Expected Output	Actual Outcome
1	To mobilize social and financial resources for OVC	<ul style="list-style-type: none"> - Number of OVC students received psychosocial, socio economic support. - Number of support collected/purchased for OVC project. - Frequency of support to OVC students 	126 OVC students received psychosocial, socio economic support	68 OVC students received social support
2	To identify strategies for empowering OVC's parents/guardians/caregivers	<ul style="list-style-type: none"> - Number of strategies identified for supporting 	Strategies identified	2 strategies identified but not implemented

No	Objectives	Performance indicator	Expected Output	Actual Outcome
	and relatives in order to support their OVC.	OVC parents/guardians/caregivers and relatives economically in order to support their children. - Number of community members showed interest.		
3	To determine levels of school performance against OVC and non – OVC	Performance status of OVC students	60 performance status of OVC identified	42 performance status of OVC identified
4	To sensitize community on importance of supporting OVC as well as project initiatives.	Number of OVC parents/guardians/caregivers and relatives who are ready to participate in income	60 OVC parents/guardians/caregivers and relatives	15 OVC parents/guardians/caregivers and relatives

No	Objectives	Performance indicator	Expected Output	Actual Outcome
		generating activities		
5	To identify factors affecting OVC students in their daily life	Issues and factors raised up	Strategies to be developed based on issued and factors	Done. Strategies used to have various discussions with various stake holders.
6	To ensure WAMLU empowered and provided with appropriate training for care and support of OVC.	<ul style="list-style-type: none"> - Number of training - Number of discussions, meetings and visits conducted. 	<ul style="list-style-type: none"> - Skills and knowledge on care and support of OVC - Implementation of project 	Funding proposal prepared

6.3 Sustainability of the Project

In spite of the project time frame; eighteen months, the project span was too short. However, the project was planned in such a way that it would create a room for financially, socially and politically sustainability (CEDPA, Handout 11A)

6.3.1 Sustainability Elements

These are features which help to identify and measure the extent to which various stakeholders would continue to pursue and implement the objectives after the project is over. It also involves the continuation of programs, institutions and funding (Chikati,).

6.3.1.1 Social Sustainability

In social perspectives, the project would only be successfully through community participation in all stages of the project implementation. Awareness creation done to community members and other stakeholders was not enough in two senses; lack of funds and income levels of most of community members. However most of community members contacted were willing to participate in the project. Some of them agreed to give out in kind contributions, financial contributions (though limited) and so on. This will create '*we feeling*' or community project ownership, We believe that support from community will be very helpful to this kind of project taking into consideration that the OVC is a continuing problem and its impact will not only be to in a family where OVC is coming but to the entire community. WAMLU tried also to solicit some funds in order to

run the project and make sure project will continue even after the end of CED student project.

6.3.1.2 Financial Sustainability

During the study it was noted that there were financial constraints in operating the project. The project needed some funds to buy materials for OVC students, to conduct training and so on. This was a problem for project sustainability and could be overcome if community members and other stakeholders would make financial as well as in kind contributions. However, WAMLU members planned to provide more support to the project in the future. For instance they had an arrangement of preparing daily porridge for UPS OVC students from June 2007.

6.3.1.3 Political Sustainability

The project received political support from the community and therefore it could be sustainable in this respect. LGA officials were willing to participate whenever they were requested to do so (See Photo 2 and 3).

6.3.2 Sustainability and Institutional Plan

Based on the above elements, various measures were taken to make sure that the project would continue for a long term. Measures involved training WAMLU members on how to prepare different project proposals (See Appendix 10), to establish linkages with people who were interested in OVC issues, to continue working closer with LGAs, UPS

teachers as well as community members who had interest with their project. Nevertheless WAMLU as the initiator of the project was also encouraged to work and support this project through in kind and financial contributions.

CHAPTER SEVEN: Conclusion and Recommendations

The chapter gives out the conclusion based on what have been studied and revealed in this particular project on Support and Care initiatives of WAMLU for Orphans and Vulnerable Children (OVC) at UPS. Lastly the chapter points out recommendations in relation to what have been revealed, taking into consideration that OVC are increasing rampantly. So there is a need for having strategies to handle the OVC problems.

7.1 Conclusion

Based on the findings which were focused on the objectives of the study, a researcher is in a position to conclude that education acts as the basis for development. For that reasons, it will be wise to educate children so that they could have good start for their own life. For this particular case of OVC, there is need of building a better foundation to reduce future impacts such as family burden, theft, child labor. There is a Swahili connotation which means that if you want to make the fish curved; you better do it when it is fresh. It is almost impossible to curve it while it is dry. Based on the above Swahili connotation it is wise to take action on OVC problems earlier because in the future it will cost more. According to Nyerere 1984, a child is shaped by its upbringing (Lema, 2004). The provision of education may be hampered by social and economic factors which contribute to truancy and dropping out of school.

In this study it was also revealed that OVC receive very limited support from various people. In the study we also found that, it means a lot to OVC when receiving support

/contributions. It also makes them feel they are part and parcel of the community-realizing that people care for them.

There were no any strategies developed yet for supporting OVC parents/guardians/caregivers and relatives. All burdens are left to them alone. Measures should be taken because the impact of OVC will not only be in family where they are living but also to the entire community. Currently there were no any initiatives done by community members to support OVC. There is need of creating awareness on the importance of supporting OVC. Sustainability requires brisk abilities of communities.

Issues of academic performance among OVC were also seen as a problem, and this was due to social and economic problems such as family problems, stationery, uniforms just to mention few. In most cases OVC are at an increasing risk of suffering psychological distress and economic hardships.

Based on what WAMLU is doing, they still need backup from community members; parents/caregivers/guardians and relatives and institutions to operate OVC projects. In the study it was also revealed that WAMLU had no appropriate skills to work in area of OVC. Therefore training is also needed to assist them coping with OVC issues.

7.2 Recommendations

OVC are rampant and therefore there is need for proper strategies on supporting caring for them. If this is not done, the impact could be seen in the future generations. The

children are the future generations that means we need to build good foundation today. Based on the findings of this study I will be in a position of recommend the following;

Firstly the government should establish programs which will help the OVC and the caregivers /parents/guardian and relatives

Secondly, Supporting OVC parents/guardians/parents economically will reduce burden they have and give more room to OVC to attend and concentrate with education rather than being involved in petty business.

Thirdly, the community should initiate different projects and strategies to handle OVC issues such as providing meals, school uniforms and stationery, just to mention a few. School feeding increases academic performance, in part because a well-fed child can concentrate better (IFPRI, 2001)

Fourthly, OVC who completed standard seven should be considered whenever they secure chance to continue in secondary education and if not there should be more provision of chances in vocational training schools so that they can accommodate OVC.

Fifthly, we need to give psychosocial support and encouragement to OVC in their studies because most of them are psychological affected.

Sixthly, Government should support different initiatives of CBOs, NGOs and other institutions which deal with OVC issues.

Seventhly, CBOs, NGOs and other institutions which deal with OVC should have appropriate skills on how to support and care for OVC.

Eighthly, community members should be in the forefront to support/assist CBOs, NGOs which deal with OVC. This will reduce the rate of donor dependency projects which have big impact in sustainability. Such projects or initiatives will create a “*we feeling*” among community members.

Ninthly, there is need of having more support to OVC not only in primary school level but also in vocational as well as secondary school, taking into consideration the definition of a child is anyone who is between 0 to 17years.

Tenthly, OVC and their parents/caregivers/guardians and relatives should participate, to the fullest extent of their capacities, throughout the project cycle of planning, implementing, monitoring, and evaluating (in case the formulated project). Participation increases program responsiveness to the best interests of the child and his or her families, and improves the likelihood of making a measurable difference in their lives.

Eleventh, all aspects of OVC programming design must consider issues of gender to ensure the appropriate addressing and differing needs of boys and girls at various

developmental stages. However, both girls and boys face discrimination and violence, exacerbated when they are living outside of family care.

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