

THE WAY FORWARD AS RESOLVED BY THE KAGERA STAKEHOLDERS CONFERENCE ON EDUCATION TO ORPHANS AND VULNERABLE CHILDREN (OVC/MVC) IN BUKOBA DISTRICT JULY 2010

	IDENTIFIED PROBLEM	STRATEGY	RESPONSIBLE PARTY	ACTION WHEN
1	<p>Little awareness by the community of the menaces afflicting orphans and most vulnerable children (OVC/MVC)</p>	<ul style="list-style-type: none"> The central Government and Local Authority through their functionaries should educate and motivate the community to be concerned with problems affecting orphans and most vulnerable children The civil society organizations (NGOs, FBOs, CBOs, the media and press, etc, should be involved in educating and motivating the community on issues afflicting orphans and children living in harsh environment. Development agencies (UNICEF, UNDP, DFID, USAID, UNESCO, etc) should aim at investing in programs targeting at educating and sensitizing the community in liason with local civil society organizations Be established radio and other media programs focusing on educating and sensitizing the community at large on problems and needs of orphans and children living in harsh environment. 	<ul style="list-style-type: none"> Central Government and Local/ Municipal Authority Civil institutions The media (Radio, gazette, TV, etc.) Development agencies 	<p>November 2010 to October 2011</p>
2	<p>Little community mobilization and willingness to assist orphans and children living in harsh environment (Little community involvement in contributing towards education for orphans and vulnerable children unlike the devotion they give to social issues like wedding ceremonies)</p>	<ul style="list-style-type: none"> Ward and villages Executive Secretaries to be enjoined in mobilizing and sensitizing the community through public village meetings. Religious leaders, through their pulpitanian and mosque preaching's should convey the message on the hazardous life affecting orphans and vulnerable children The issue of orphans/vulnerable children be a standing agenda on all public village and ward meetings The central Government/ local authority and NGOs to institute radio programs aimed at educating and sensitizing the community 	<ul style="list-style-type: none"> Local government (i.e. villages and wards development committees) Religious leaders Central Government leaders The media 	<p>December 2010- November 2011</p>

3	<p>Non-availability of precise information, data and clarity on orphans and vulnerable children and their needs</p>	<ul style="list-style-type: none"> • Through the village meetings, the members should give account on the needy • Every area/ village/ school should have a permanent register wherein are recorded names of orphans/ vulnerable children and their needs, etc. • Every head of school (headmaster/ mistress) be able to identify the orphans and most vulnerable children (OVC/MVC) and their requirements • The OVC/MVC village committees to identify the needy and their requirements • Headmasters/ mistresses to compile the necessary information from the primary school head teachers about children in need • All names for every classification be visibly posted on public post boards • Security agencies, i.e. the police, militia and media be coopted in the identification exercise of OVC/MVC 	<ul style="list-style-type: none"> • Central Government and Local Authority/ Council • Area committees • Headmasters/ mistresses, primary school head teachers and principals of colleges • Newspaper editors and reporters • The police force and militia, etc. • Religious leaders 	<p>March 2011–February 2012</p>
4	<p>Incapability to possess the requisite school requirements and contributions by the OVC/ MVC according to the Tanzania education costs sharing policy</p>	<ul style="list-style-type: none"> • The Government to proclaim a policy allowing free education for OVC/ MVC in all public schools (free education for orphans) • Orphans be exempted from school contributions which may be borne by children from able families including contributions which are not that vital, e.g. for porridge, necktie, sweater school guards, and other administrative issues; etc • The community and local and foreign civil society organizations be enjoined to contribute substantially towards education for orphans and vulnerable children • The Government and the community to organize fund raising initiatives (<u>harambee</u>) for support funds to assist vulnerable households 	<ul style="list-style-type: none"> • Central and local government authorities • Guardians/ parents • Headmasters/ mistresses • The Community • CSOs (NGOs, FBOs, CBOs, etc) 	<p>January 2011–December 2012</p>
5	<p>Poor school attendance,</p>	<ul style="list-style-type: none"> • In collaboration with the government, schools 	<ul style="list-style-type: none"> • Central Government/ 	<p>November 2010-</p>

	<p>truancy and school drop-outs among orphans and most vulnerable children (OVC/MVC)</p>	<p>to aim at setting up conducive learning environment for children in order to attract and retain them at school</p> <ul style="list-style-type: none"> • Guardians/ parents and benefactors to emulate the habit of following up their children's performance at school. • Children to be provided with the essential school amenities (fees and other contributions be paid, school uniforms and other school items be provided, etc). • Children to be imbued with psycho-social support • In collaboration with the government, schools to introduce day meals arrangements • School administration to introduce coordination practices whereby benefactors keep appraised of their children's performance at school, attendance and general conduct 	<p>Local Authority</p> <ul style="list-style-type: none"> • Headmasters/ mistresses • School committees • Guardians/ parents • Development agencies (UNICEF, WFP, etc) • Other benefactors i.e. NGOs, FBOs, etc. 	<p>October 2011</p>
<p>6</p>	<p>Poor housing/ accommodation for orphans and most vulnerable children (OVC/MVC); particularly those living under children-headed households</p>	<ul style="list-style-type: none"> • The government and donors to assist the needy children with other household requirements besides meeting school needs only. • The OVC/MVC who complete the school curriculum but could not proceed with advanced studies to be assisted in pursuing trade courses at Vocational Education Tanzania (VETA); alternatively they be availed with initial capital to set up agricultural ventures or retail business to enable them accumulate and enhance their earning capacity and thence their economic survival • The community be mobilized to donate toward other requirements such as they do for festivals and wedding ceremonies • The government and donors to empower widows and orphan caregivers through entrepreneurial skills and grants or loans to 	<ul style="list-style-type: none"> • Central Government and local Authority • Guardians/ parents • The community • Development agencies (UNICEF, WFP) • Other benefactors, e.g. NGOs, FBOs, etc. 	<p>November 2010- October 2011</p>

		<p>enable them set up their own income generating activities</p> <ul style="list-style-type: none"> In collaboration with the Government, the community, donors and other OVC/MVC stakeholders to establish the “Vulnerable Households Support Funds (VHSF)” 		
7	Under-nourishment of OVC/MVC; in particular those living under children-headed households	<ul style="list-style-type: none"> The government and donors to also assist with other household requirements for the OVC/MVC besides paying attention to only school amenities The community to be mobilized and enjoined to contribute towards school children’s needs much as they do for festivals and wedding ceremonies The government and donors to empower widows and orphan caregivers through entrepreneurial skills and grants or loans to enable them set up income generating activities In collaboration with the government, schools to introduce day meals at schools In collaboration with the Government, the community, donors and other OVC/MVC stakeholders to establish the “Vulnerable Households Support Funds (VHSF)” 	<ul style="list-style-type: none"> Central Government and local Authority Guardians/ parents The community Development agencies (UNICEF, WFP, etc) Other benefactors, e.g. NGOs, FBOs, etc 	November 2010 – October 2011
8	Poor communication and work-relationship between the government, donors, teachers and the beneficiaries	<ul style="list-style-type: none"> To set up an “OVC/MVC up-to-date data base” at district, ward and village offices Head teachers/ masters to compile and issue quarterly OVC/MVC reports to the district and ward community development offices and benefactors’ offices Before sanctioning grants, the donors to liaise with other OVC/MVC education stakeholders Local Authority to devise and form orphans coordinating committees Children, parents/guardians, teachers and donors to inculcate a habit of paying official visits among themselves at least once per 	<ul style="list-style-type: none"> District Executive Directors Donors (NGOs, FBOs, etc) Heads of schools The beneficiaries (Children) Parents and guardians/ caregivers 	November 2010- April 2011

9	<ul style="list-style-type: none"> ● Poor infrastructures at schools; insufficient working tools/ facilities; disgruntled/unmotivated teachers; special tuitions to only able children; burdensome loans to teachers; the nonchalance by the Tanzania Teachers Union, etc.; Inadequate school dormitories; classrooms, teachers' living quarters, laboratories; inadequate reference books, desks, play grounds, etc. ● Little incentives for teachers: <ul style="list-style-type: none"> ○ Meagre salaries and allowances not commensurate with the real living conditions ○ Delayed effect of teachers' claims (transfer allowances, promotion increments, etc) ● Favoritism in sanctioning eligible entitlements ● Tuition: Teachers do no exert their time and devotion during school regular times and instead recompense through chargeable tuitions that cannot be afforded by OVC/MVC ● Various loan deductions made on some teachers' salaries leave titer ally too 	month.	<ul style="list-style-type: none"> ● The government to improve upon the children's learning environment by installing the necessary infrastructures and optimum teaching facilities ● The Government and schools to have/ earmark the real priorities while planning for school developments; e.g. need to construct laboratories first, classrooms, teachers' quarters, etc. ● Every school to draw up its 1-3 year Strategic Plan. ● The community to be enjoined in contributing towards construction of classrooms, dormitories, teachers' quarters, etc. and the government to fulfill its role by contributing its due share ● The government to review and pay salaries commensurate with the current standards of living, including payment of the long-overdue claims in a bid to boost up their morale and zeal ● To do away with favoritism while dispensing teachers' emoluments and other rights; e.g. transfers, housing, selection to attend courses, etc ● The District Executive Directors to monitor the seemingly excessive loans enjoyed by some teachers because a teacher whose salary is wiped off by deductions each month becomes too depressed to run a class effectively ● The government to intervene in the TEACHERS UNION's unethical tendencies of defending its members (teachers) without at the same time ensuring accountability to their employer. The government should remind the UNION that it is not above the Law 	<ul style="list-style-type: none"> ● Central Government ● District Executive Directors ● Heads of schools ● Donors 	November 2010 – October 2011
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	<p>little to sustain them during the month.</p> <ul style="list-style-type: none"> o The TANZANIA TEACHERS UNION nonchalance toward unprofessional behavior by some teachers defending them instead of restoring discipline and accountability 			
10	<p>Non-receipt of donations by the intended beneficiaries</p> <ul style="list-style-type: none"> ▪ Obliging a student to other school contributions to the extent of expulsion while, in fact, the school might be amassing assistance for the victimized student from a number of sources (double or triple payments) ▪ Some institutions (NGOs, CBOs, orphan care centres) appropriating the donated grants instead of reaching the intended children 	<ul style="list-style-type: none"> • Donors to institute monitoring mechanisms to ensure the assistance so granted is enjoyed by the intended children at school and homes • Heads of schools to display on notice boards the type, amount and donors of various grants received at the schools and also to submit reports to the donors • The Central Government and Local Authorities to set up Grants Coordinating and Monitoring Committees (e.g. Districts HIV/AIDS Coordinating Committees) to coordinate and supervise the assistance/ aid received for and distributed to children thereof) • Institutions/ organizations booked for such funds embezzlement should be struck from the register. • To organize various joint sittings of stakeholders for the children (government, donors, heads of schools, etc.) to peruse and vet lists of children receiving assistance per donor in order to eliminate the “double, triple payments” issue or duplication of resources. • Village OVC/MVC Committees and paralegals to receive lists of grant beneficiaries in their areas of jurisdiction for monitoring thereof • The community be imbued with a sense of concern and be a watch dog” for monitoring various grants received in their area for logical end dispensation. 	<ul style="list-style-type: none"> • Donors (NGOs, CBOs, FBOs, etc.) • Government (Central and Local Authorities) • Village OVC/MVC Committees and paralegals in those areas 	November 2010 – October 2011

11	An outbreak of orphans and most vulnerable children (OVC/MVC) rural exodus (i.e. the problem of street children)	<ul style="list-style-type: none"> • The Central Government and Local Authorities/ villages to set up attractive and conducive environment in the villages in a bid to contain the trend of OVC/MVC rural exodus • To create employment for youth leaving schools • Orphans be exempted from paying fees and other school contributions (free education to orphans and those living in harsh environment) • To purposefully work on strategies to alleviate rural income poverty • Village governments, religious leaders and the community at large to inspire unto children the vices and problems encountered in urban centres (to be preached in churches/mosques and public meetings) • The community be inspired to restore and emulate the then cherished good deeds pertaining to “extended African families” instead of adoring foreign cultures (that of “nuclear families”) 	<ul style="list-style-type: none"> • The Central Government and Local Authorities • Donors • Religious leaders • Village governments 	November 2010 – October 2011
12	Failure by OVC/MVC to access basic health services, etc.	<ul style="list-style-type: none"> • The government and donors to extend the assistance to households for OVC/MVC besides meeting school requirements only • The community be mobilized to contribute towards assisting children in their localities instead of dwelling on wedding ceremonies and the like. • The government and donors to register children under the HEALTH INSURANCE program for OVC/MVC and be exempted from medical charges (free health services for OVC/MVC) • OVC/MVC who do not pursue further education to be assisted with start- up capital to enable them set up their agricultural 	<ul style="list-style-type: none"> • Central Government/ Local Authorities • Donors • The community • Caregivers/ parents • Development agencies (UNICEF) 	November 2010 – October 2011

		<p>projects and/ or small businesses to enable them generate their incomes for a living</p> <ul style="list-style-type: none"> • The government/ donors and the community to establish “Vulnerable Households Support Funds (VHSF)” • Central Government/ Local Authorities to enact or ensure adherence/ compliance to by-laws prohibiting child labor 	<ul style="list-style-type: none"> • Central government • Local government Authorities 	By October 2011
13	Illegal child labor for OVC/MVC			
14	Disinheritance (grabbing) of widows and orphans’ family properties by close relatives of the deceased (e.g. in-laws)	<ul style="list-style-type: none"> • Central government and Local Authorities to enact/ ensure effective administration and application of the by-laws guarding/protecting the youths and widow’s inherited property • The community to be enlightened on the importance of writing a “WILL” to respect and protect inherited family properties • The government to proclaim the girl-children and women’s rights to inherit family properties • Tot set up orphans and widows’ properties protection committees at village and ward levels (i.e. Widows and Orphans’ Rights Advocacy Committees) • Members of the village and ward land tribunals to be empowered to equip them with the knowledge and skills required in protecting and administering issues pertaining to orphans and widows’ right to inheritance of family properties after the death of their fathers and/ or husbands. 	<ul style="list-style-type: none"> • Central government • Village governments (Local Authorities) • Civil Society Organizations • Religious leaders • Members of village land tribunals • The community • The Police force • The Judiciary 	December 2010 – November 2011