

**UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



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**NATIONAL STRATEGY FOR CARE AND  
SUPPORT SERVICES IN PRIMARY  
SCHOOLS IN TANZANIA**

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**January, 2011**

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## ABBREVIATIONS

ARV	- Antiretroviral
CARITAS	-
COBET	- Complementary of Basic Education Tanzania
CONCERN	-
CBO's	- Community Based Organizations
EFA	- Education For All
ESDP	- Education Sector Development Plan
FBOs	- Faith Based Organisations
GTZ	- German Tanzania (Gesellschaft fur Technische Zusammenarbeit)
HoS	- Head of School
MKUKUTA	- Mpango wa Kukuza Uchumi na Kupunguza Umaskini Tanzania.
MoH	- Ministry of Health
MoEC	- Ministry of Education and Culture
MoEVT	- Ministry of Education and Vocational Training
MVC	- Most Vulnerable Children
NECTA	- National Examination Council of Tanzania
NGO's	- Non-Governmental Organisations
OVC	- Orphans and Vulnerable Children
PASHA	- Prevention, Awareness on Sexuality, HIV and Aids
PEDP	- Primary Education Development Programme
PMO- RALG	- Prime Minister's Office – Regional Authority and Local Government
TASAF	-
TIE	- Tanzania Institute of Education
UNESCO	- United Nations, Educational, Scientific and Cultural Organisation
UNICEF	- United Nations Children's Fund
UMATI	- Uzazi na Malezi Bora Tanzania
UNHCR	-
VCT	- Voluntary Counselling and Testing
WAMATA	- Walio Katika Mapambano ya AIDS Tanzania
WFP	- World Food Programme

## **FOREWORD**

The Millennium Development Goal 2 and the Education for All objective aims to ensure that by 2015 all children (boys and girls) alike, are able to complete a full circle of good quality Primary Education. In order to achieve this, National Governments has to find out the existing challenges and strategize on how to overcome them. Among the key obstacles to achieving this goal lies on how to provide the necessary Care and Support to the Most Vulnerable Children and Youths who are in and out of school.

Care and Support Strategy is indeed recognized by MoEVT as one of the Strategic initiatives aimed at providing a guide to all education Stakeholders who want to participate in the process of ensuring that quality education is provided to all children and young people. The Strategy will specifically enable school leadership and school coun- selors provide quality and equitable Care and Support services which will ensure presence and participation to all learners especially the MVC including orphans and young people living with HIV (YPLHIV).

The Strategy identifies six comprehensive Care and Support areas which each school has to provide if we are to attain the Global intention of quality Education to all children by 2015. These services include:-

- a) Good and quality education whereby each school need to have adequate and relevant Teaching and Learning materials
- b) Quality school administration/leaderships
- c) Provision of Nutritional Food
- d) Health services including First Aid Kits, de-worming and ant malaria programmes
- e) Provision of quality psychosocial services
- f) Water and Sanitation to ensure provision of clean and safe water for drinking and cooking and adequate sanitary and toilets for both boys and girls
- g) Friendly infrastructure taking consideration of children with disabilities
- h) Safety and Security of all children and young people while in and out of school

This strategy has been developed focusing a Multisectoral approach taking recognition that no single sector can sufficiently provide all the above mentioned services in a school. Each sector has to take its comparative advantage. All that is required is to make sure that efforts are adequately coordinated at all levels.

The MoEVT wishes to reiterate its mandate to the children and youths of this nation to provide quality Education for All. To fully achieve this, the Ministry requires active participation of other ministries, departments and agencies that have a stake on the Education of young people.

**COMMISSIONER FOR EDUCATION  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**

## **ACKNOWLEDGEMENT**

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Special thanks should go to UNICEF for their financial and technical support and Members of the faculty of education – University of Dar es Salaam for developing the Strategy. The Ministry also thanks the Interministerial task team under the leadership of the Director of Policy and Planning in the MoEVT. Special thanks go to Care and Support focal point in the MoEVT for his valuable guidance in the process of developing.

## EXECUTIVE SUMMARY

### Introduction

Education is one of the basic child rights and it is vital for children's future life. Children should attend school and take full advantage of getting their right for education. The Millennium development Goal 2 is to achieve Primary Education of good quality by the year 2015. The Dakar Framework for Action adapted in the World Education Forum reaffirmed the Global commitment to EFA exists six major goals focused on providing Gender responsive good and quality education to all children and adults.

In the cause of implementing various programmes aiming at attaining EFA goals, some limiting factors has been realized. The limiting factors include:-

- Low school enrolment
- Increased absenteeism
- Increased dropouts
- Increased number of orphans and vulnerable children and youth
- Increased number of young people living with HIV
- Poor health and Nutrition among young people
- Increased number of teenage pregnancies

All the limiting factors require critical school based interventions to ensure that all children have access to quality education by 2015. To respond to the limiting factors, SADC regional initiative which was adopted in 2005 provides a Framework for Care and Support to be implemented in the member states. The Framework calls for a multi-sectoral approach to be applied to ensure comprehensive care and support services are provided at school level. The framework recognizes schools as centres of providing care and support which is an additional function of a school. The traditional mandate of a school is a centre of learning. The framework identifies six basic services a school should provide which are:-

- Education
- Food and Nutrition
- Health
- Water and Sanitation
- Psychosocial support
- Safety and Security

Schools should be friendly to the learners so that they fully benefit from the education that is provided. The current state of care and support service is not adequately provided in schools. Hence, the need for developing Care and Support Strategy is inevitable.

### **Development of the Strategy**

This strategy was developed by a consultant, the faculty of Education, University of Dar es Salaam under the guidance unit from the MoEVT. Before engaging the consultant, MoEVT and UNICEF officials visited other countries which have started implementing Care and Support Services in the region. The country visited Malawi, Namibia, and Zimbabwe. The purpose of the study tour was to see how the services are provided in schools in the visited countries.

Upon their return, the MoEVT convene a stakeholder's consultative meeting to share the findings. The meeting agreed to engage a consultant to develop Care and Support Strategy. In the process of developing the Strategy, Consultants consulted various policy documents concerning the basic service areas to be implemented in school. They also conducted baseline survey which covered 16 districts in total 68 schools and four (4) non formal centres were involved.

### **Objective of the Strategy**

The overall objective of the strategy is to guide the implementation of Care and Support Services to all school learners in general and to OVCY in particular.

### **Findings from the Field**

The study findings generally indicated that the available policy and policy guidelines governing service areas are inadequate and are not centrally co-ordinate. Even within the education sector, Education policies have concentrated on certain aspects with emphasis on enrolment, attendance and retention in school. The quality of classroom instruction, school environment, interpersonal relations, safety and security and psychosocial well being are not adequately given emphasis.

It was also found out that there is an alarming increase of children who are vulnerable and their levels of vulnerability vary significantly. Children and Youths with vulnerabilities includes:-

- Orphans
- Children with disabilities
- Children from extreme poor families
- Children from disintegrated families
- Children with emotional detachments
- Children with psychological traumas
- Street children
- Girls who get early pregnancies

The study found that, there are different uncoordinated service providers. Most of these operate in small pockets providing physiological support like school uniforms, scholastic material, food stuffs, clothes, beddings, and school fees. In most cases Psychosocial services are not provided, however some schools claimed to have school counsellors.

In most schools that were visited, there was no school feeding programme which is sustainable. In few schools where they claimed that they provide school meals. It was found that the meal is of very low quality in terms of its nutritional value.

None of the schools visited had toilet facilities for children with disabilities. The available toilets were inadequate toilet facilities for boys and girls as stipulated in the Basic Primary Education Standards whereby the ratio is 1:25 for boys and 1:20 for girls.

Overall the findings from the study indicated that there is much to be done both at policy and operational levels, to ensure that the OVCY are recognized and provided with essential care and support services.

### **Strategic objectives and strategies**

All the six service areas have been organized in a way that it provides a brief description. Each has a goal, strategic objectives and a number of strategies set to attain the stated strategic objective.

### **Monitoring and Evaluation**

The implementation of this strategy will be monitored continuously using participatory approaches where different stakeholders will take part.

### **Log Frame**

The last part of the strategy provides a log frame which summarizes objectives, expected results, indicators, source of verification, key responsible group (s) and Assumptions.



## ***SECTION ONE***

### **1.0 Background Information**

The Millenium Development Goal 2 is to achieve Universal Primary Education – ensure that all boys and girls complete a full course of primary education by 2015. This implies creating an environment in schools and basic education programmes in which children are both able and enabled to learn effectively. Such an environment should be as inclusive as possible, friendly and welcoming to all children, healthy, protective and gender responsive.

The Dakar Framework for Action, adapted in the World Education Forum (Dakar 2000) reaffirm the Global Commitment to EFA sets six major goals, within the context of a global strategy for the reduction of poverty. These include:-

- Expanding and improving comprehensive early childhood care and education
- Ensuring that by 2015 all children have access to and complete free and compulsory Primary Education of good quality.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- Achieving a 50% improvement in levels of adult education literacy by 2015.
- Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality by 2015.
- Improving all aspects of the quality education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all.

As countries strategize on how to attain the stated objectives, there are crucial factors that have emerged limiting the pace of meeting the expected targets by 2015. These includes:-

- Low school enrolment
- Increase absenteeism
- Poor classroom participation and performance
- Increased school dropouts
- Poor nutrition
- Increased number of teenage pregnancies
- Poor Health
- Increased number of orphans and vulnerable children and youth (OVCY) in schools
- Increased number of young people living with HIV (YPLHIV)

Addressing these factors it is particularly relevant for improving learning and development of girls and other disadvantaged children and youths. Realizing this, in 2003 WFP and UNICEF in the Southern Africa countries initiated a process of developing a regional strategy on an essential package of a care interventions in schools. The process started by forming an assessment mission to determine the gravity of the matter among the member countries. In January 2004, UNICEF and WFP representatives from the Southern African region met in Johannesburg and they agreed on the need to identify concrete intervention for collaborative programming

between them in Girls Education, nutrition, HIV/AIDS and OVC. Among the important recommendations made are:-

- The Education sector provides an important entry point for collaborative work between WFP and UNICEF.
- Assessment report should provide a good reference point towards developing school based interventions.
- There should be a workshop in February 2004 which among other things will recommend an essential package of care interventions at school level for consideration at country level.

At the end of February 2004, the regional workshop brought together the Ministries of Education officials, WFP School feeding programmes focal points and UNICEF education programme officers from 10 Southern African countries (Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia, Zimbabwe and the United Republic of Tanzania). The objective of the workshop was to identify care elements for an essential package of activities and develop a regional strategic framework for school based interventions.

The workshop came out of the following care interventions;

- Provision of quality education
- Health and Nutrition
- HIV/AIDS
- Water and Sanitation
- Child Protection
- School gardening and
- Life Skills

The proposed school interventions were refined and presented in the Minister's of Education meeting held in Swaziland in the year 2005. During that meeting, they signed a communiqué on Care and Support Services in School to be implemented in all member states. The meeting recognized school to be not only learning centers but also centers for care and support. The communiqué comprised of six basic service areas to be provided at school which includes:

- Quality education
- Food and Nutrition
- Psychosocial support
- Health
- Water and Sanitation
- Safety and Security

## **1.1 Introduction**

The need to establish the Care and Support programs to address basic educational requirements for all learners in Tanzania, including the Orphans and other Vulnerable Children (orphans, disabled, disadvantaged children like girls, and those in most vulnerable conditions such as poverty) has become a critical demand. Care and Support programme provides strategies to ensure that learners at different levels including OVC get quality care and support services in the community and the learning institutions. Six categories of care services comprising education, water and

sanitation, physical health psychosocial support, safety and security and food and nutrition need to be ensured in any support system.

Quality education offers learners the opportunity (meaning) to acquire knowledge and skills that are meaningful and relevant to life in an active participatory manner. The teaching and learning environment and conditions need to be made conducive for such learning. So the school needs to be transformed into a learner friendly teaching and learning environment. To attain that state of learning and teaching environment, certain care and support services need to be provided. The services include health maintenance for learners, safety and protection assurance, water and sanitation services, psychosocial care and support, food and nutrition and learners involvement and participation in planning and decision making.

Current state of these care and support services in schools at all levels pre-school, primary and secondary schools is unsatisfactory. Many schools do not provide school feeding, health services are minimally available, water supply is non existent in most schools, safety and protection especially for vulnerable children is discouraging and the teaching and learning environment is discouraging to the majority of learners, it is non accessible for some and irrelevant to daily life for many learners. Care and support strategy should provide the guidelines to address these deficits that make the educational process unable to attain the desired national objectives.

In this context, care and support is interpreted as actions and decisions that seek to make the education provided to the learners meaningful, relevant, appropriate and applicable to everyday life. It therefore means that measurable indicators of each supporting services be developed to determine success or failure to provide the required services quality. It means that a certain minimum standard quality of health services, water and food and nutrition have to be available before optimal educational outcomes from teaching and learning can be attained. The standard quality of services should be attained by learners and teachers/ educators facilitating the learning process.

## **1.2 Planning Process**

The Ministry of Education and Vocational Training with support from UNICEF (Tanzania) has undertaken the processes of developing a strategy for providing Care and Support services for educational institutions. In order to accomplish this goal, a baseline survey on quality of existing educational care and support programmes offered in schools was conducted by the Faculty of Education of the University of Dar es Salaam. The purpose of the baseline study was to assess thoroughly the current status of Care and Support in the country in terms of provisions, achievements, challenges and lessons learned. The findings from the baseline assessment guided the development of the National Care and Support Strategy for learners in Educational Institutions in the country.

## **1.3 The baseline study**

The baseline survey covered 16 districts representing the geographical education zones in the country. In total 68 schools and 4 non-formal centres for out-of-school learners participated. A combination of several techniques was employed to tap the intended information, including a review and analysis of key documents from various sources specifically those from the Ministry of Education and Vocational Training

(MoEVT), UNICEF, other Ministries responsible for provision of Care and Support services to learners in educational institutions in the country. These included the Ministry of Health, Prime Minister's Office, Regional Administration and Local Government; Ministry of Community Development, Children and Gender as well as Non Governmental Organizations (NGOs) and Community Based Organizations (CBOs). Self-administered questionnaires and face-to-face semi-structured interviews were also used. To collect data that could hardly be obtained through interviews and questionnaires, non-participant observation was employed including observation of schools' environment and aspects of teaching and learning processes in the classroom situation. Accordingly, focus group discussions were held with school committee members and older children for the purpose of gathering information on services provided in the schools. Focus group discussions were used to verify information collected from interviews and questionnaires. Finally, a relatively new technique of Child friendly methods were used to collect quality and detailed data from children, including those in lower classes. All collected data were analysed both qualitatively and quantitatively. The information provided some highlights on the state of care and support services in educational institutions. Also the findings from the baseline study led to a number of observations and conclusions that guided the development of the National Strategy for Care and Support Service Delivery for Education institutions.

#### **1.4 Overall Objective of the strategies**

The overall goal of the strategy is to guide the implementation of provision of care and support services to all learners in general and to OVC in particular. The focus will be on the gaps that were identified in the baseline study. The overall goal of the strategy therefore is to ensure that all learners particularly the OVC receive equal share of care and support services as their right without discrimination. The intended care and support include services such as education, food and nutrition, health, water and sanitation, safety and security and psychosocial support. The strategies will cover all these service areas with the focus on the overarching principles as discussed in the previous section. These include inclusion, multisectoral implementation, mainstreaming and also the framework considers gender responsiveness in every aspect.

#### **1.5 Lifespan of the strategy**

This national strategy for care and support covers a period of five years from January 2010 to December 2014.

## ***SECTION TWO***

### **2.0 POLICY CONTEXT**

This section provides policy context that informed the development of National Strategy for care and support.

#### **2.1 The Child Development Policy**

A national care and support strategy for education has to emerge out of a broad policy background guiding the existing sectoral approach to basic services in the society.

Priority has to be given to the development of basic services health, education, and clean and safe water. The child development policy formulated in 1996 and revised in 2008 sets out the following education related objectives:

- To educate community on basic rights of the child; among which were survival, education, health care, protection, nutrition and development.
- To provide direction and guidance on child survival, protection and development services;
- To provide direction on care of children in difficult circumstances;
- To give proper direction to children's development so that they would become responsible citizens;
- To clarify the role and responsibilities of children, parents, guardians, community, institutions and the government in planning, coordinating and implementing plans for children;
- To emphasize joint child care responsibilities for both community and child care institutions;
- To ensure that there are laws to protect child rights.

This policy underscored five basic rights of the child similar to those in the United Nations Convention on the Rights of the Child of 1990 that include: survival, development, protection, participation and the right not to be discriminated against. The care and support strategy has to recognize that basic rights of the child need to be protected by the community, parents and guardians from violations due to factors such as poor economic situations, poor education, lack of child care education, negative traditions and customs, environment and deficiencies in enforcement of the laws concerning child rights. The strategy has to build on existing laws that already address, among other things, protection of school children from harmful acts curtailing their studies, to protect children from destructive information, and exploitation from child labor. The current strategy therefore takes on board issues raised in this policy.

#### **2.2 Five Year Strategic Plan for Gender and Children**

After the formulation of the Child Development Policy, there was a subsequent strategic plan for gender and children's development. The plan outlined various activities and their implementation to achieve National Strategy for Growth and Reduction of Poverty (NSGRP) processes through community, gender and children development. The strategic plan covering the period from July 2006 to June 2011, seeks to improve inter-sectoral cooperation, participation, commitment and mobilization of resources. The plan emphasizes on development of a mindset that promotes equality and equity among men and woman; reduces stigmatization against

HIV/AIDS; promotes participation; and empowers children, women as well as disadvantaged groups in society through education.

The plan stresses advocacy as the key strategy to promote a change of attitude towards women and children's issues within the context of human rights. The Ministry, through the strategic plan, strives to strengthen partnerships and networking among both locals and international stakeholders to influence change in policies and laws, and adequately allocate resources. The document among other functions identifies expected outcomes as being social protection measures to promote rights of the most vulnerable and needy groups, community based HIV/AIDS programmes to be enhanced, and HIV/AIDS work place programmes to be strengthened. This strategy is therefore built on three pillars: gender sensitivity, inclusiveness and multi-sectoral co-ordination to address issues raised in the strategic plan for gender and children.

### **2.3 Tanzania Health Policy**

The health policy formulated in 1990 and revised 2002, aimed to improve the health status and well-being of all people, with special focus on the most at risk populations. Among some policy objectives included reduction of infant and maternal morbidity and mortality and to increase life expectancy through provision of adequate and equitable maternal and child health services; promotion of adequate nutrition and control of communicable diseases. All these services are important for effective learning and teaching in educational institutions.

The policy emphasizes the importance of adequate intake of nutritious food which is essential for promotion and maintenance of physical and mental health. Towards this end, the government emphasizes on promotion of community activities, which ensure household food security; availability of adequate food in quality and quantity among vulnerable groups (children, pregnant women and breast feeding mothers); proper feeding practices in infants and young children; development of appropriate ways of storing food at all levels of society. This strategy recognizes that effective learning will only take place if learners are physically and mentally healthy. It has therefore set proposal strategies to ensure that learners especially orphan and vulnerable children at different education levels are provided with health facilities including adequate food and nutrition of good quality.

### **2.4 National Policy on HIV/AIDS**

The need for care and support services in educational institutions has been heightened by the emergence of HIV/AIDS pandemic. In 2001, HIV/AIDS pandemic prompted the government to formulate and ratify a policy in order to provide the general framework for collective and individual response to fight against the pandemic. The policy clearly outlines roles of various sectors in prevention, care and support, ethics and principles in HIV counseling and testing. The safeguarding of rights of people living with HIV/AIDS as well as functions of the Tanzania Commission for AIDS (TACAIDS) in the national response to the pandemic were defined.. The policy provides framework for leadership and coordination of the national multi-sectoral response to HIV/AIDS for schools and other educational institutions.

The policy recognized that school learners, children, adolescents and young college adults are particularly vulnerable to HIV infection and other related health problems.

To prevent HIV transmission among these groups, the policy stated that ministries responsible for education, health and other private institutions in partnership with TACAIDS and NGOs ought to develop appropriate intervention strategies to disseminate AIDS information in educational institutions. Pre-primary, primary, secondary and college learners are to be provided with non-examinable HIV/AIDS education. HIV/AIDS education would be introduced to children early enough to protect the non- sexually active before they are exposed to sexual practices.

The policy clearly spells out that reproductive and sexual health education should be incorporated in the school curricula at different levels. The World Bank (2002) Education and HIV/AIDS document pointed out health areas and skills relevant for school learners. Education on HIV/AIDS and reproductive health are currently being taught in primary, secondary schools and higher learning institutions but not in a formalized manner. The quality of handling such culturally sensitive subject remains questionable because teachers are not properly trained to overcome the cultural barriers against open discussions of sexual matters with children.

NMSF emphasizes increased community-based support for all members including the most vulnerable children (MVC) through a multi-sectoral response supported by expanded service delivery systems and supporting ability of individuals, families, and communities to respond to the impact of HIV/AIDS in their localities.

This strategy recognizes the role and contribution of communities in the provision of care and support for learners affected by HIV and AIDS so it has taken on board key issues raised in the National HIV Policy that relate to life and practices in educational institutions.

## **2.5 Education and Training Policy (ETP) 1995**

The Education and Training Policy (ETP) of 1995 guides the provision of education and training in the country. The major thrust is in the areas of increasing enrolments, quality improvements, equitable access, and expansion and optimum utilization of available resources. The policy calls upon communities, parents, local government authorities, individuals, NGOs and donor agencies to collaborate with the government in providing education for all types of learners.

ETP recognizes the importance of early pre-school years in the child's physical, social, mental functioning and, personality development and formation. For primary education, the government guarantees access to and primary education by promoting equitable distribution of educational institutions and facilitates access to education for disadvantaged social and cultural groups through abolition of school fees, support for vulnerable learners. (MOEC, 1995). On average, equal proportions for boys and girls (50:50) are enrolled in primary schools but as they progress up on the education ladder, the proportion of girls tends to decrease. The policy also recognizes the importance of improving the quality of teaching and learning at various levels of education.

To address the educational needs, the policy has been translated into different programs at primary, secondary and tertiary training levels, like PEDP (2002 – 2006), and (2007 – 2011), ESDP (2008-2017); and the Teacher Development and

Management Strategy 2008. These programmes set out the basic areas to be addressed including the care and support services.

This strategy will foster and enhance equal participation of all in the education system with focus on groups like girls and the disabled and the disadvantaged.

## **2.6 The Food and Nutrition Policy for Tanzania**

The Policy recognizes that every human being needs enough food that meets adequate nutritional requirements in order to avoid malnutrition. Special attention should be given to special groups of people who, due to illness, physiological condition, or because of eating habits and practices become adversely affected by problems of malnutrition (MOH, 1992). These groups require more attention than others on food and nutrition issues. Children are among groups which require special attention on food and nutrition.

To minimize problems of inadequate nutrition among young school learners the following steps have been proposed in the policy:-

- Parents and guardians/caregivers should be educated on the importance of providing children with food before leaving for school;
- Efforts to provide school children with proper lunch should be enhanced and strengthened through family and community efforts.
- Health and Nutrition programmes in schools should be expanded and improved in scope; and
- Control of improper foods being sold in educational compounds to safeguard the health of school learners should be exercised.

The Ministry of Education and Vocational Training being responsible for guiding schools in provision of health and nutrition services in its institutions has following roles.

- To ensure that health and nutrition education is effectively provided at all Education, levels;
- To enhance and supervise health and nutrition training programme in primary/secondary schools;
- To ensure that production of various food crops in primary and secondary schools and colleges is enhanced to enable those institutions to be self-sufficient to meet children's nutritional requirements; and
- To offer, through its institutions, knowledge that will enable recipients identify customs and traditions that affect children's health and nutrition as well as adopt those which promote better health and nutrition in Tanzania.

The policy also defines roles for the ministry responsible for children affairs such as to encourage care for special groups in the country and formulate as well as undertake projects aimed at improving the condition of food and nutrition in the country.

The strategy is developed by the Ministry of Education and Vocational training to be will be implemented in partnership with other stakeholders (such as Ministry of Health, PMO-RALG and NGOs) and will address the issue of improvement of services such as food and nutrition in schools to make them better learning centres.



## **2.7 National Costed Plan of Action for MVC**

The most vulnerable groups in society have generally been forgotten when it comes to development planning in service delivery systems including education. A Care and Support Strategy that encompasses needs of all types of learners will be a significant step in promoting educational access and equality. The National Costed plan of Action for MVC provides an insight on what areas the strategy should incorporate for the welfare of special groups.

The most recent initiative in multi-sectoral OVC services development and delivery is presented in the National Costed Plan of Action (NCPA) for Most Vulnerable Children (NCPA, 2007-2010), spearheaded by the Department of Social Welfare, Ministry of Health and Social Welfare. The government has outlined intervention strategies that are expected to have a direct impact on lives and welfare of the country's most vulnerable children. Most importantly, the NCPA includes recommendations for smooth scaling up of service delivery; guidelines for important standards of care; support and protection; and advice on how to harness essential resources. It provides an implementation strategy and a clearly defined monitoring and evaluation system with estimated cost packages. The NCPA expects to produce results through defined activities and targets, careful costing, and identification of actors responsible for implementation. The NCPA takes into account local Tanzanian contexts and offers multi-sectoral as well as standardized criteria applicable at all levels of implementation.

Costs are calculated differently for children at different ages, pre-primary, primary age and 15-17 year olds as well as separately for rural and urban children. The thrust of the plan is to develop and implement safety systems that will deliver comprehensive care and support at the household level. It specifies work schedule, stakeholders' responsibilities and providing a clear framework for the continuation, improvement and scaling up of MVC interventions.

With reference to capacity building, focus is to empower community members and families in a combination of economic, material and psycho-social support measures to help children affected by HIV/AIDS live a longer, better and higher quality of life. Building psycho-social and economic capacity of MVC households and communities is an important component of any strategy to scale up the national MVC response. The current National Strategy for Care and Support for education takes on board key issues raised in the OVC support programme.

## **2.8 Poverty Reduction Strategy (MKUKUTA)**

The Poverty Reduction Strategy (PRS) is a medium-term plan, set in the HIPC debt relief. The PRS focuses on reducing income poverty to improve human capacity survival and social well being, and containing extreme vulnerability among the poor. Poverty is pervasive in Tanzania, with over a third of households living below the basic needs poverty line. This implies that such households do not command income sufficient even to provide enough food to satisfy their basic minimum nutritional requirement, with consequences for physical and mental development, economic and social wellbeing, and their contribution to national development. Many children are therefore, clearly affected by this generalized insecurity, but there are groups of children who may be considered to be particularly vulnerable. MKUKUTA was

specifically meant to ensure protection of learners with disabilities and the orphans. The care and support strategy in education should emphasize the preparation of learners for independent living skills.

## **2.8 Tanzania Commitment to International Education targets**

Tanzania is a signatory of both of the 1990 Jomtien and the 2000 Dakar World conferences on Education For All (EFA) which formulated a Framework for Action for achieving Education for All by 2015. Tanzania realized that basic education is at the heart of national development. In view of this commitment, the government has agreed to prioritize education sector development in an effort to alleviate poverty. Education Campaign remains the core of Tanzanian determination to achieve EFA. Its principles of Access, Equity and Quality for all learners underpin many of the policies incorporated into this Strategy.

## **2.9 The Gender Strategic Plan July, 2009-14**

The government has addressed issues related to care and support in education through different policies and programme plans. The gender strategic plan 2009-14 is intended to promote gender equity in different sectors of the economy, politics, education and particularly removing obstacles that hinder girls equal access and participation in schools.

## **2.10 Primary Education Development Plan II and Secondary Education Development Plans**

The two plans have related care and support focus. These programmes are aimed at promoting expansion of students and teachers training, improving the quality of teaching environment, preparing adequate teaching materials and improving the school and classroom environments. Concerning care and support services, emphasis is put on provision of life skills based education as one of HIV and AIDS education strategies. HIV/AIDS and life skills education are to be integrated into existing school subjects in the curriculum. The process is supported by partners such as UNESCO, UNICEF, UNFPA, GTZ through PASHA and other UN agencies. Currently however, the education programmes incorporating HIV/AIDS and life skills reaches very few young people. The major reasons behind this include lack of comprehensive national guidelines to guide implementers in the field. Implementation has been fragmented, piecemeal approach due to limited resources and selective interest of the programme funders. The national framework for care and support is meant to provide an appropriate national care and support framework for educational institutions from pre-school to tertiary education level

## ***SECTION THREE***

### **3.0 Overview of care and support in schools**

#### **3.1 Current situation**

Available policies on basic care and support for vulnerable children have approached child care provision services sectorally and are not centrally co-ordinated. The Tanzanian Health Policy for example, much as it addresses provision of health services for all children, both in and out of school, has little coordination with the Ministry of Education and Vocational Training to ensure the provision of quality health services for school populations, the largest being in the primary school. There are many other sectoral policies that would, under coordination, contribute much to the provision of quality education like those dealing with nutrition, water and sanitation, child protection and safety, social support, psychological wellbeing and child welfare policies

Even within the education sector, education policies have usually focused on education provision and have concentrated on certain aspects of service provision especially the academic aspects with emphasis on enrolment, attendance and retention in school. The quality of classroom instruction, school environment, interpersonal relations, safety, security and psychological wellbeing have least been addressed while these are among the most essential conditions for effective teaching and learning.

Limited accommodation of most vulnerable children's needs within the existing policies is also evident. For example, much as disabled individuals have been the focus of international and national forums and advocacies, many children and youth are still deprived of educational opportunities and are often discriminated from other services at the family and institutional levels because of their disability. Girls also still remain vulnerable to adverse cultural norms and practices. In some areas of Tanzania, girls are the last to be considered for school, partly due to adults' mistrust of school and partly due to their role in domestic labour. The situation is made worse in today's families where girls are forced to assume the role of guardians for their young brothers and sisters where both parents are dead. Girls at primary and secondary school levels have been vulnerable to early pregnancies and drop out from school. The existing legal protective mechanisms to penalize and hold men responsible are not enforced so girls get expelled from school, family care and protection.

The trend of growing numbers of vulnerable children in schools is also evident. These are children who are those experiencing economic stresses because of extreme family poverty, social disintegration, emotional detachment and psychological traumas. Other children in this category are the street children whose number is set to continue increasing unless the social and economic conditions in the rural areas improve to restrict rural-urban migration:

- Children and youth living with HIV
- Children and youths who are Commercial Sex Workers
- Children and youths with disabilities
- Children and youths displaced due to civil wars
- Children and youths who are heads of families
- Children and youths who are orphans

Data from the field indicated a trend of growing numbers of vulnerable children both in and out of school. Alternative educational routes for out-of-school children (COBET) especially in urban areas have enabled them to learn useful skills. Street centres for example, Child in the Sun, UMATI Youth Centre and KIWOHEDE all run by NGOs have rehabilitated the lives and behavior of street children and youth through providing vocational skills' training. The centres are however few and have limited facilities, skilled personnel, capacity and resources to provide wide access for both rural and urban and quality support services. Some local Non Government Organizations such as Mama Mkubwa Fostering Scheme, WAMATA and Humiliza Orphan Programme are working to protect these children either through direct interventions or awareness raising. However, majority of them are operating on a very narrow scope.

The study found that essential services for care and support for children to make the school a comfortable and friendly learning environment were far underdeveloped. For example, few special facilities and care and support services were designed for children with special learning needs. This situation limits children with such needs to enroll in schools particularly those with severe challenging conditions. Apart from that, school environments are also not favourable for girls' comfort. For example, contrary to the boys, girls need a lot of privacy to undertake their private matters especially during menstrual periods. In the absence of toilet door shutters, changing rooms and water in the toilets the attendance for girls remains questionable, leading to dropping-out of school in a long run, hence widening up the gender equity and equality gap.

Water and sanitation is one of the most critical problems facing rural and urban schools since schools are one of the highly populated areas that include not only children but also teachers. Most schools do not have readily available sources of safe and clean water. They rely on public sources of water that was not always, safe and clean. In the absence of water, sanitation becomes an accompanying critical problem. With good coordinated plans the problem of water would be minimized by constructing rain water harvesting facilities as it was observed in some schools. In these schools, water harvesting and well construction programs were mainly assisted by Development partners and NGOs such as the UNICEF, WFP, CONCERN, TASAF, Plan International, CARITAS, and UNHCR (to mention a few). This problem needs to be addressed jointly between the school communities, the government and the Development Patners especially in creating facilities to enable schools harvest rain water for daily use. The local government authorities would be the appropriate organ to coordinate water supply efforts as one of the measures to promote health in their districts.

At Ministerial level, the study found that the MoEVT recognises that pupils have to be fed well for them to concentrate and do well in their studies. In realisation of this, in 2002 the MoEVT in collaboration with World Food Programme (WFP) established food support to primary schools in drought prone and pastoralist areas in the country. The study found that with the exception of the districts which were involved in the Feeding Programme, other districts did not have plans and organised ways of providing food for pupils in schools. Since there were no plans at district level, each school which was visited had its own ways of facilitating feeding for to its pupils.

Primary school feeding programmes, were unreliable, but mostly non-existent for most schools. Notably, it was observed that where the feeding programmes were available and reliable, they increased children's liking of school and increased attendance dramatically. Parents and community efforts were sporadic and periodic or non-existent in most schools in almost all districts. The school feeding programmes need to become part of national health plan with a down-top strategy by empowering communities and families in decision making through sensitization on the importance of proper feeding of children and its contribution to their learning and academic achievement.

While the government currently stresses the broad objective of establishing care and support systems to address the basic requirements for education of all children, especially orphans and vulnerable children (as mentioned above), its outcomes in service delivery were constrained by resources. Nonetheless, all schools were using the little resources available in serving all school attending children without discrimination. The school and classroom environment assumes a homogeneous group of learners; it does not provide special adaptations required for OVC. Available water and sanitation, health and hygiene, education, social support, safety/security and protection services were provided to all children in urban and rural schools regardless of their condition or status. However within that broader context, the school and classroom environment assumed homogeneous group of learners, without providing for special adaptations required to meet needs of orphans and vulnerable children. However, available care and support services focused on the provision of physiological needs, leaving out the very important psychological and psychosocial support services particularly for OVCs who would mostly need such services than others. Counselling service which is not developed in almost all schools is the most needed today to cater for the orphans and other vulnerable groups.

Overall, the findings from the baseline study indicated that there is much to be done both at policy and operational levels, to ensure that OVC are recognized and provided with the essential care and support services. There is much to be done to make the school a friendly place where vulnerable children can participate effectively. The findings have clearly shown the gap to be filled when developing the Care and Support Strategy to cater for the education of all children, and specifically the OVC. Revision of existing policies to integrate various needs of vulnerable children, provide role definitions of various service providers, set out operational structures and institute monitoring and evaluation systems should form a major component of the strategy. All that has been learnt from the baseline study is that vulnerability is a multifactor condition that puts people at risk of deprivation of basic needs and rights. Children are subjected to many factors that make them vulnerable, therefore interventions have to reflect the multifaceted nature of their condition or state. Interventions must be addressed at policy level, practical service delivery level as well as community, family and individual levels.

## **SECTION FOUR**

### **4.0 CARE AND SUPPORT STRATEGIC FRAMEWORK**

#### **4.1 Introduction**

This section sets a strategic framework for the provision of care and support for all learners in schools. It sets an outline of illustrative activities and responsibilities of all service providers and stakeholders who will participate in the provision of care and support. The goal is to identify and set strategic objectives and strategies that will guide in provision of the required services for all learners. The strategy strives to indicate roles of different key players in the provision of services without duplications and without discrimination. The framework therefore intends to avoid variations in quality and content of the services that will be provided in schools as all learners deserve quality care, support and protection.

#### **4.2 Strategic Objectives and Strategies**

##### **4.2.1 Rationale**

The strategic objectives and the strategies for the framework are based on the baseline study which was conducted to identify strengths and gaps of the service provision for learners in schools. The findings of the baseline study from both the documentary review and from the field survey as stipulated in the preceding section rationalise the formulation of the national strategy for care and support for the education of learners in schools. The current care and support framework guides on how to improve and strengthen the existing patchy services in the schools.

Overall, the findings from the baseline study indicated that there is much to be done both at policy and operational levels, to ensure that all children including the OVC are recognized in their on right and provided with the essential care and support services. There is much to be done to make the school a friendly place where vulnerable children can participate effectively. The findings have clearly shown the gap to be filled when developing the Care and Support Strategy to cater for the education of all children, and specifically the OVC. Revision of existing policies to integrate various needs of vulnerable children, provide role definitions of various service providers, set out operational structures and institute monitoring and evaluation systems should form a major component of the strategy. All what has been learnt from the baseline study is that vulnerability is a multifactor condition that puts people at risk of deprivation of basic needs and rights. Children are subjected to many factors that make them vulnerable, therefore interventions have to reflect the multifaceted nature of their condition or state. Interventions must be addressed at policy level, practical service delivery level as well as community, family and individual levels.

#### **4.3 Strategies for the Provision of the Services**

##### **Service area 1: EDUCATION**

###### **Brief Description**

Education service provision is the major function of all schools. It refers to what is done by the school to ensure that all children including orphans and other vulnerable children (OVC) have access to and benefit from high quality learning opportunities.

The OVC need to be especially cared for by creating conducive environments and conditions that will allow them to have equal chances of participation in the teaching and learning process because they have special needs when compared to others. Equal access and participation can only be achieved if there is enough number of schools to cater for all school age going children. Availability of schools will not be enough unless there are adequate and quality resources such as adequate number of quality trained teachers, textbooks, classrooms, desks, chairs and all other teaching and learning materials to cater for all children including those with special educational needs. In addition to provision of all resources and facilities the government needs to engage as many stakeholders as possible in the provision of quality education. The absence of teaching and learning materials like books, writing materials, shortage of classrooms, shortage of quality teachers, lack of school essential requirements like monetary contributions, uniforms and private study time, affect all children and the orphans and other vulnerable children in particular. Quality teachers are those who are well trained in knowledge and skills with proper diverse teaching methods that cater for all children including those with special education needs to participate equally in the learning process. In the schools cooperation between school teachers, parents, child caregivers or foster parents and all other stakeholders is essential for provision of quality education for all children. The importance of relevant curriculum is vital for future life of all children. Combination of knowledge and skills that children acquire in schools should help them manage their life independently after school cycle of any level. The strategies for provision of education services focus on all these aspects that make education a service.

## **Strategies in Provision of Education Services**

### **Goal**

All school age going children are present and complete education cycle.

### **Strategic Objective**

Ensure presence and participation in learning for all school age going children.

### **Strategies**

#### **1. Identification and enrolment of all school age going children:**

The communities, parents, community leaders and local government authorities under the guidance and directives from the Ministry of Education and Vocational Training will make deliberate effort to ensure that all children including all orphans and other vulnerable children are identified and enrolled in school in their relevant levels of education. Local government in collaboration with all sectors and stakeholders will involve broader development initiatives that will enable all families to send their children to school and ensure that they complete the primary education cycle

Key to this is sensitization of the parents and community members on the importance of education for the future of their children and for themselves. For communities which have no access to schools of all levels, the Government through the Ministry of Education and Vocational Training in collaboration with the Ministry of Land and Settlement will direct establishment of schools in such places for easy accessibility by learners who would otherwise be deprived of access to education

## **2. Enforcement of participation of all learners in the learning process:**

Enrolment strategy will not be relevant if school children are not motivated to participate in the learning process. Hence the enforcement of participation of all enrolled children including orphans and other vulnerable children in the learning process and all other school activities without discrimination will be emphasized. The government and other stakeholders will ensure that all children including those from poor households, orphans and other vulnerable children get equal opportunity to participate and benefit from education by providing all the required materials that facilitate classroom activities for effective learning. Children with special educational needs will be provided with essential facilities and equipment to ensure that they are recognized and they participate actively in the learning process. This group of children is regarded as inactive in learning but the reality is that they lack opportunities to participate and also lack adequate equipment and facilities. To achieve this strategy the government should create ways/systems and open avenues for poverty reduction to alleviate economic burden of education on poor families to give them chance to participate in facilitating their children's education by providing the required equipment which will allow their children participate fully in learning the process.

## **3. Equipping schools with adequate and relevant teaching and learning resources:**

The schools will be well equipped with adequate and appropriate school learning materials and resources to allow participation and completion of different education cycles. The government through the Ministry of Education and Vocational Training will improve co-ordination and communication between essential service sectors to mobilize parents, caregivers and foster parents to ensure that all enrolled children complete their education cycle without discrimination. Completion of education cycle will be achieved by allowing the following to happen:

- (i) The available equipment and facilities are user friendly to allow all children to participate equally in the learning process without discrimination.
- (ii) The Ministry of Education and Vocational Training directs the school management in all schools to appropriately maximize utilization of existing facilities and equipment in their schools
- (iii) The school management ensures that their schools provide conducive environment for teaching and learning by improvising the unavailable learning materials for their children particularly the orphans and other vulnerable children
- (iv) The Ministry of Education and Vocational Training provides facilities suitable to all children including children with special education needs all through the education cycle.
- (v) The government in collaboration with all other stakeholders supports the identification and provision of educational support materials for needy families and children to avoid learners dropping out of school due to lack of facilities.
- (vi) The Ministry of Education and Vocational Training directs the adjustment of the school curricular to cater for all categories of



children by revising the content materials to accommodate needs of all children including the special groups.

- (vii) The Ministry of Education and Vocational Training through its organs revises the curricular to integrate gender responsive materials, content, activities and methods and also accommodate HIV/AIDS education taught with appropriate methods without discrimination and stigmatization of the infected and the affected children in the schools
- (viii) The Ministry of Education and Vocational Training in collaboration with other stakeholders designs basic and supplementary teaching/learning materials for all major school subjects and ensures their adaptation to all learners including those with special education needs.
- (ix) The Ministry of Education and Vocational Training in collaboration with other partners make available equipment for all children including those with special needs education and other needy groups.
- (x) The PMO-RALG ministry in collaboration with other stakeholders allocate enough budgets to purchase educational materials
- (xi) The Ministry of Education and Vocational Training sets systematic monitoring and evaluation system for the teaching/learning processes, teaching/learning materials and the teaching learning environment. Assess learning outcomes and quality of the teaching/learning process.
- (xii) The school management and teachers give equal opportunity to both boys and girls and treat them equally in school and classroom activities.
- (xiii) The school management and the teachers help all children to utilize appropriately the available learning supplies in the classroom.
- (xiv) The Ministry of Education and Vocational Training in collaboration with other stakeholders strengthen the school teaching and learning education materials production units and encourage participation of private partners in educational materials production.
- (xv) The Ministry of Education and Vocational Training and other partners develop and mainstream educational packages for radio, TV, newspaper, mass campaigns and discussions on special groups, HIV/AIDS and the environment.

#### **4. Strengthening resource mobilization and capacity building for effective teaching in school:**

The government in collaboration with other partners will create awareness in the communities to mobilize resources to support education for all learners. The emphasis will be on training and retraining of quality teachers to acquire adequate knowledge and skills that match with the ever changing world. On its part, the Ministry of Education and Vocational Training and other training agencies will ensure that all teachers are trained to gain knowledge and skills in participatory methods to address the needs of all children including the groups with special education needs in school and classroom activities to facilitate quality learning. The training of teachers will also consider the

number of teachers to fill in the available schools in the country. That means the Ministry of Education and Vocational Training will ensure that it trains as many teachers as possible to match with the ever-growing number of schools and learners and maintain the standard teacher learner ratio of 1:45 per class for effective classroom interaction and quality learning. Not only teachers but also to ensure that all schools have properly trained supporting staff to cater for all learners including specialists working with learners with special education needs. The government alone can hardly train adequate number of teachers and support staff to fill the gaps in schools. Opportunities are there so the government will put more effort to sensitize other organizations such as Religious (FBO) and other private organizations to join hands with the government to train more human resources to work in schools.

## **Service area 2: FOOD AND NUTRITION**

### **Brief description**

The area of food and nutrition covers all that is provided by the school and other stakeholders to ensure that all learners have access to and benefit from sufficient, safe, and nutritious food for good health that will allow them to learn effectively. Nutritious food is an essential requirement to enable children to grow and develop to the full potential physically, mentally, emotionally, psychologically and in all spheres of human development. One of the major weaknesses in this area is that most children do not eat sufficient and nutritious food when they are in school due to various reasons including unavailability of food at home due to poverty, the school being too far from home for a learner to go for lunch or children buying food which is not safe and secure for their health. This situation has an adverse effect to the learners' growth and health leading illnesses that affect their learning and at times they lead to death. The current strategy is to ensure that at lunch time, all children eat sufficiently safe and nutritious food either at school or at home. This means children will either bring their own food from home or arrangements will be made to prepared food in school for all children to share. The former option could be good but has some limitations that not all children are able to bring their own food from home. The option also suffers other weaknesses in terms of safety and security of the food that children bring to school because storage of the cooked food is difficulty in the school environment and in any case the food will be eaten cold the situation which is dangerous for their health. The second option could be the best but very costly, it needs proper planning, cooperation among all stakeholders, proper coordination and management. In any case, definition of safe, secure and nutritious food needs to be understood by all community members and in particular guardians and parents. The current situation shows that some learners bring food to school and others are given money to buy food from food vendors but the problem is that the mechanism to check the quality of food is not in place. In this case is not only food but the type of food also matters for healthy learners to enhance their thinking to allow them learn and perform better.

### **Strategies in Provision of Food and Nutrition Services**

#### **Goal**

All children in schools eat sufficient and nutritious food at the right time.

#### **Strategic objective**

Ensure availability of sufficient and nutritious food for all learners in schools.

## **Strategies**

### **1. Establishment of school feeding programmes:**

The Ministry of Education and Vocational Training recognizes that children have to be fed well for them to concentrate and do well in their studies. This means that all effort will be made to ensure that all children eat when in school. The Community authorities with the assistance of District Education Officers will guide the community members (parents and guardians) to combine efforts with school community to establish some minimal school feeding programs while other stakeholders may back up the efforts to give full meals to all learners in schools. Therefore the Ministry of Education and Vocational Training will provide guidelines to ensure that all school children eat sufficient food which contains essential nutrients. At implementation stage the same Ministry in collaboration with the Ministry in the PMO-RALG and other stakeholders at community level will mobilize and educate parents, guardians and the community members on the importance of providing nutritious food for learners in schools. The community members will be educated on the meaning of nutritious, safe, and food security to understand before they are mobilized for contribution of the required food. Proper planning will be put in place to ensure that proper food for school children is either prepared and managed in the schools or prepared by parents at home and brought to school by children or engagement of food vendors. Local Councils will mobilize parents and community members to realize their responsibility of contributing the food for school children. The contribution will be both in monetary form or food itself and will be coordinated by the school management in collaboration with the local councils. The Faith Based Organization (FBOs), Community Based Organizations (CBOs) and other voluntary organizations at community and National levels will be mobilized to support and enable poor families and communities to ensure availability of food stuffs for school children from poor families in poor communities.

### **2. Establishment of facilities to use for eating:**

Contribution of food will go hand in hand with assurance of availability of facilities and equipment which will be used for eating by children in schools. The Local Councils in collaboration with the school management will mobilize community members to participate in equipping schools with facilities to prepare the food that they have contributed. Availability of facilities to prepare food in school will enhance learners' health because the environment will be clean and food will be eaten warm for safety and security. The supplied equipment and facilities will include safe and clean water to wash their hands before and after eating, safe, clean and accessible room for all children to eat in, an equipped kitchen to prepare food and also they will be given enough time for eating.

### **3. Educating communities on the importance of feeding learners:**

The community members, guardians and families will be educated on the importance of feeding their children in order to participate and improve performance. The education will be intended to change the attitudes positively on the contribution of nutritious food on education performance. Problems of

low attendance, school drop outs and low rate of school completion which was found to be some of the major problems will be minimized considerably. Community based family economic empowerment programmes will be initiated to improve the family food situation and enable parents contribute towards sustainable school feeding programmes.

**4. Supply of water to support feeding programmes:**

The Ministry of Education will consult the Ministry of Water and Irrigation and other stakeholders and collaboratively will ensure the supply of water and sanitation equipment for schools to facilitate food preparation and service is done in a clean environment

**5. Strengthening of food and nutrition education in the curriculum:**

The Ministry of Education will strengthen food and nutrition education in the school curriculum. This will alert the learners to demand for sufficient and nutritious food when in school as a response to what they are taught in the classroom. Teachers who teach the subject on nutrition will be trained to build awareness to the children to demand for the required food as their basic right.

**Service area 3:**

**HEALTH SERVICES**

**Brief description**

The health service for schools is looked into from a broader perspective from the cleanliness of the school surroundings to prevention and treatment of diseases. Access to adequate health care in its totality of cleanliness, prevention and treatment is a necessary factor for all children for their growth, development and survival. The three elements that make health have cause and effect relationship in that cleanliness is one of the ways to prevent diseases. A clean environment prevents diseases such as malaria, diarrhoea, typhoid etc. Cleanliness behaviour if encouraged is less expensive when compared to other ways of prevention and treatment is the most expensive is the disease fails with preventive measures. While the government through the Ministry of Health and Social Welfare takes measures for prevention and provides primary healthcare needs for all children, it does not go beyond to look on whether all learners access such services which need extra expenses particularly the services for the most vulnerable children such as poverty stricken, orphans and those with special education needs. Since these services are not provided at every community and or at every school, as it was revealed in the baseline study, most children particularly the vulnerable ones have no money to meet transport costs to access the facility at the nearest health service provider. They have difficulties of buying prescribed medicines from pharmaceutical shops even if the health care facility is within the same community. For example the orphans and their caregivers, and poverty stricken children and their parents lack funds to subscribe to their Community Health Fund even where it has been introduced hence they are deprived from the right to free health services that other school children in many places worldwide enjoy. In such situation where some school children have access to health care while others do not, then a kind of discrimination is practiced. All children including the vulnerable of all forms need extra attention so that they have access to essential health services that are

provided by the government and other non-profit organisations. They also need financial support for further treatment if needs beyond free medication arise.

## **Strategies in Provision of Health Services**

### **Goal:**

All school children access and receive health services and live healthy life to be able to learn effectively

### **Strategic Objective**

Ensure availability of health care through possible preventive measures and medical treatment to all learners without discrimination

### **Strategies:**

#### **1. Identification and treatment of health problems:**

The Ministry of Education and Vocational Training which is the owner of the schools with the assistance and guidance from the Ministry of Health and Social Welfare to identify all health problems and diseases in schools and deal with them appropriately with coordination of MoEVT. The information gathered will help the Government in collaboration with all stakeholders to provide free health services both preventive and treatment to all Children as one of their basic rights without discrimination. The government will appeal to other organisations such as Development Partners, NGOs, voluntary organisations, religious organisations and other stakeholders to participate in identifying children with health problems and provide medical treatment to learners with identified health problems in schools.

#### **2. Supply of First Aid Kit:**

The Ministry of Education and Vocational Training in collaboration with the Ministry of Health and Social Welfare will supply the First-Aid-Kit with necessary drugs in every school both urban and rural. To ensure the Kit is used resourcefully, the Ministry of Health in collaboration with the Ministry of Education and Vocational Training and Local Government will train teachers responsible for health care in schools on how to store, care for the kit, and administration of simple drugs in the First-Aid-Kit. The Head of School with the assistance of the school health care giver will monitor to ensure that the available drugs in the First-Aid-Kit are used for emergence cases only and are properly utilised for that purpose. The school health teacher will not be responsible with more serious health cases but will refer such cases to the nearest available Health Care Centre in any Community. The Head of School in collaboration with the teacher in charge of health care services will report about the finished drugs to the responsible government ministry for furnishing them with new stock. The Ministry of Health will provide new stock for all First-Aid-Kits whenever it is reported that the drugs are finished. The HoS will make sure that the First-Aid-Kit is not used for any other purpose such as storing other teaching and learning materials as it was observed in the baseline study. The Ministry of Health and Social Welfare will provide guideline on the handling of the First-Aid-Kit for effective usage.

**3. Provision of counselling and health care services:**

Each school will have a school counsellor who is trained with basic counselling skills to help students with social, psychological, emotional, academic, economic and all other problems other than medical. The teacher in charge of health care services will refer all such cases and others related to HIV/AIDS to the school counsellor. The school counsellor will refer more serious cases to the specialists of the problem area and the suspected HI/AIDS cases if necessary to the nearest VCT for further assistance. The HIV/AIDS confirmed cases will be attended by the school counsellor for psychological support and by the medical officers in district and regional hospitals and medical clinics for medical support such as ARVs and treatment of HIV/AIDS related diseases. The school counsellor and teacher responsible for health services will coordinate HIV, AIDS education coupled with reproductive health education for adolescents in primary schools. HoS through teachers responsible for school health and school counsellors will organise talks and invite health guest speakers on diseases and health issues of different areas of specialisation to talk with learners in schools to raise their awareness and on how to take serious preventive measures of such diseases as HIV/AIDS, diarrhoea, bilharzias and others.

**4. Setting proper coordination and means of monitoring and evaluation of health issues:**

The Ministry of Health and Social Welfare will take a leading role in all matters pertaining to health concerns in schools while the Ministry of Educational and Vocational Training will take a coordination role for the same issues. For example, the Ministry of Health and social Welfare will decide on the services they want to offer in the schools, the MoEVT through its organs will coordinate the exercise. Health Officers from the Ministry of Health and Social welfare will make regular visits to all schools for monitoring and evaluation of their services. The officers may come from the District, Region or even from the Ministry Headquarters.

**5. Strengthening preventive measures:**

The Ministry of Health in collaboration with the Ministry of Education will issue policies and guidelines on matters pertaining to immunisation and preventive education to all children in schools for all threatening disease such as HIV/AIDS, diarrhoea, bilharzias, typhoid, TB etc. To ensure that all children are immunized all the time when need arises and take all preventive measures against preventable disease, the Ministry of Health in collaboration with the Ministry of Education and Ministry in the PMO-RALG will facilitate the processes of immunisation according to available policies and guidelines. Other organisations such as Development Partners, NGOs, voluntary organisations, Faith Based Organisations (FBOs) Community Based Organisations (CBOs) and other stakeholders will participate in immunisation such as de-worming for all pupils in schools without discrimination of any kind. Curriculum developers will strengthen health education curriculum to ensure that all important health issues are covered and teachers have clear knowledge from Teacher Training Colleges on how to teach health education at different levels of schooling. All parents, caregivers, guardians and other stakeholders will be sensitized to guide their children not to engage in risk

behaviours which may lead to dangerous infectious diseases such as HIV/AIDS, TB etc. Risk behaviours for HIV/AIDS include drunkardness, drug addiction, unprotected sex, multiple sex partners etc

**6. Engaging seriously on community sensitization programmes on environmental cleanliness:**

The local government leaders at community level will issue bylaws that focus on protection of the environment. They will also organise seminars for all community members to be sensitized and become sensitive to their environment to ensure that it is clean and every one in the community adheres to the set bylaws which guide clean environment. Community members will be sensitized on the importance of keeping the environment clean to enhance health in their communities. The aim will be to inculcate and adopt the behaviour of sense of cleanliness and learn the strategies of keeping clean all areas surrounding schools and communities to avoid dangerous diseases such as malaria, diarrhoea, cholera etc

**7. Mobilisation of resources around communities to maintain good health for all children in the communities:**

All stakeholders will work collaboratively to ensure that health matters for children in schools are dealt with adequately. The stakeholders will include teachers, community clinical officers, health workers in health centres, community leaders, religious leaders, parents etc. To ensure proper utilisation of all available health resources for all children in the schools in respective communities, local government in collaboration with community leaders will identify the available traditional service providers to strengthen the health sector in provision of health services for children in schools. Modern health workers will work in collaboration with recognised traditional health providers to enhance health services for all children in schools. Traditional service providers who are specialist in children's diseases which are not treatable with modern health services will be utilised fully to provide such services with the approval by the recognised health authorities on behalf of the government.

**Service area 4: WATER AND SANITATION**

**Brief description**

Water and sanitation are among the most important services for children in schools and surrounding communities in general. Services under this utility include: toilets which are gender responsive and meet the needs of children with special needs, reliable taps or sources of water, general cleanliness, water purification facilities, drinking water, rubbish bins and composite heaps. The directive from the government that was issued by the Ministry of Education and Vocational Training states categorically that the area that is intended for building a school should be surveyed to assess the availability of water for all purposes in and around the school community. In places where water does not exist in all forms, efforts will be made to put in place facilities in the school for harvesting rain water. It is worth noting that whether it is rain or ground water the facilities for purification of drinking water will be available. Availability of sanitation services depends in most cases on the availability of water hence the two services can hardly be treated in isolation.

## **STRATEGIES IN PROVISION OF WATER AND SANITATION SERVICES**

### **Goal**

All children in schools have access to clean and safe water

### **Strategic Objective**

Clean and safe water is available in schools for all purposes and to all children

### **Strategies**

#### **1. Improve supply of water in schools and the surrounding areas:**

The Ministry of Education and Vocational Training will take the lead to identify schools which suffer the problem of water. The information will guide the Ministry of water and Irrigation to take charge and facilitate the provision of water to the needy schools and their surroundings. The Ministry of water and Irrigation with coordination and guidance from the Ministry of Education and Vocational Training will supply clean and safe water in all schools to serve all children. Supply of water will facilitate among other things availability of drinking water, ensure cleanliness of all forms and provision of adequate sanitation services. To succeed in this strategy the Ministry of water and Irrigation will mobilise other stakeholders to participate in the provision of tap water in schools. The collaborating stakeholders will include organisations such as Development partners, NGOs, Faith-based Organisations (FBOs), Community Based Organisations (CBOs) etc. Joint effort is believed to work better and sustainability is ensured. The same Ministry will use its engineers to provide guidelines and technical support on how to harvest rain water to enhance other stakeholders to take up the challenge and support communities and schools in particular where there is no ground water in the surroundings to ensure availability of water in most of the time of each year.

#### **2. Strengthening of existing water harvesters projects:**

The government in collaboration with other stakeholders will strengthen the existing water harvesting schemes in schools to ensure that enough water is harvested during rain season and safely reserved in huge reservoirs to run through the year to meet another rain season. Most of the existing schemes are donated by different donors but their sustainability has always remained uncertain. Thus, the Ministry of Water in collaboration with the Ministry of Education and Vocational Training will empower the school management to adopt maintenance character/behaviour to make sure that the reservoirs last longer. In the circumstances water is available in a school, the School Management will make sure that the water is managed and utilised properly for drinking, washing hands, using in the toilet, for cleaning around the school compound etc. The school management will do so by designing and improvising mechanisms to fit the modern ways of using water in the toilets and washing of hands every time they need to do so (before and after eating or after using the toilet). This is emphasised because availability of water is one thing and utility of that water is another issue to be considered seriously. Children in schools must be taught how and when to use the available water effectively to minimise wastage.



**3. Improve supply of sanitation facilities:**

Sanitation facilities will be available and all children in schools without discrimination will have access to sanitation facilities to keep themselves and their environment clean and attractive so as to enhance their learning. The Ministry of Education and Vocational Training will issue policies and guidelines ensure availability of sanitation facilities in all schools. The school management will translate all policies and guidelines issued by the Ministry of Education and Vocational Training and guide the school community members and beyond to implement the policies and directives. These will emphasise the adequacy of the facilities in terms of number of toilets to match with the number of learners in the schools, separate toilets for boys and girls and each category with their specific needs met. The school management will issue guidelines and directives for children and staff to utilise the available facilities effectively, while the Ministry of Education in collaboration with the Ministry of Local government with the guidance from the Ministry of Health and Social Welfare will issues guidelines on how to maintain clean and hygienic environment in the schools.

**4. Mobilisation of communities towards cleanliness behaviour attitude and culture:**

The local government at community level in collaboration with the school management will mobilise community members to contribute towards different facilities and materials for hygienic utilisation in schools. They will also sensitise the community members on the importance of hygiene and cleanliness and inculcate that culture to their children who will take that same culture to school environment. The local government at community level in collaboration with the school management will form a committee with members from the school and others from the community to oversee all issues pertaining to hygiene and cleanliness in the schools and larger community surrounding the schools.

**5. Putting in place proper coordination of sanitation facilities at school level:**

The Head of School in each school will select a teacher who will be responsible for hygienic and cleanliness services in the school. The selected hygiene teacher will work hand in hand with weekly teachers on duty. This teacher will give proper education to all school children on the utilisation of the available sanitation facilities including the proper use of toilets and accompanying equipment to maintain cleanliness, the use of water in washing hands every time a person uses toilet or before and after every meal. This teacher will work in collaboration with other teachers to enhance hygiene in the school.

**6. Improve supply of hygienic facilities for special groups:**

The school management in collaboration with the teacher in charge of hygiene services will pay special attention with the hygiene of girls' toilets by making sure that they are furnished with all needed equipment, facilities and materials. They will also ensure the availability and accessibility of toilets for learners with special education needs and that they are furnished with all required equipment, facilities and materials for them to use comfortably and without difficulties.

## **Service Area 5: SAFETY AND SECURITY**

### **Brief description**

In order for teachers and school children to conduct their business effectively, they need protection and safety against harmful conditions and events within and outside the school. The orphans and other vulnerable children especially those with special education needs are more exposed to harmful environments, conditions and treatments by other people. All children in school need to be protected and become free and from all types of abuse such as physical and sexual abuse and should neither be neglected nor exploited. Most vulnerable children such as those infected and affected with HIV and AIDS, those from poverty stricken families and the ones with special needs should not be stigmatized, isolated or discriminated in any way or by any person. Girls as another special group should be protected because they are victims of many circumstances both in school and at home environments. The school authorities, community leadership should ensure security and safety for all children and particularly vulnerable children in and outside the schools. Measures to ensure safety and security can be taken within the school, in the community and by individual learners within the local community. Life skills are necessary tools for individual's self protection and therefore should be imparted to all children but more so to the vulnerable learners. School properties also need to be safeguarded. Learners and teachers should be prepared to cope with emergencies such as natural calamities by being sensitized with the same and knowledge and skills are imparted into them for group safety and self-protection. Safety and security have also to do with school infrastructure such as buildings, classrooms, roads and even school grounds which need to be safe for the teaching and learning process to take place smoothly. Moreover, schools should be fenced, guarded by security guards day and night, should have well-lit roads to allow free, safe and secure movement at all school time, and if possible there should be police patrol around school to ensure safety for people and properties. All these safety measures were not observed during baseline study thus the current proposed strategies ought to take care of all possible measures leading to appropriate safety and security services.

## **STRATEGIES IN PROVISION OF SAFETY AND SECURITY SERVICES**

### **Goal**

All learners including those from the vulnerable groups have a safe, secure and protective school environment and its surroundings to learn smoothly and effectively.

### **Strategic objective**

Ensure availability of safety, security and protection for all learners including those from vulnerable groups in all schools.

### **Strategies:**

#### **1. Provision of education on safety and security matters:**

The Ministry of Education and Vocational Training will contact the Ministries responsible for security and safety matters to ensure that plans are made to educate all learners, teachers and parents/guardians, care takers and foster parents and other community members on issues to do with safety, security

and protection for all learners. The education will cover all issues to do with safety including disaster management at school.

**2. Formulation of safety and security committees:**

The Ministry of Education and Vocational Training in consultation with the Ministry of Local Government will issue directives and guidelines on how to formulate safety and security committees at community and school level. The committees will work collaboratively to handle all issues of safety, security and protection in schools and their surroundings by assigning all stakeholders some responsibilities and duties to ensure availability of safety and security for all learners. The Ministry of Education and Vocational Training will request the Ministries responsible for safety and security to continue performing the advisory role in all matters pertaining to safety and security to ensure that the intended goal is achieved and sustained. For example taking charge of those who violate the set rules on safety and security such as rapists, abusers etc.

**3. Assigning roles to school management to handle issues of safety, security and protection:**

The Ministry of Education and Vocational Training as the overall coordinator of all matters pertaining to education will issue circulars to guide the school management on how to deal with safety, security and protection matters at school level. The school management will respond to the circulars and use them coupled with other directives from other responsible ministries to create safe, secure and protective school and classroom environments for all learners with a particular attention to the most vulnerable groups such as those infected and affected with HIV and AIDS, the orphans, those from poverty stricken families and the ones with special education needs education and the girls so that they are not stigmatized, isolated or discriminated in any way. For this to happen the school management will take initiatives to ensure training of classroom teachers on safety and security of learners and on disaster management at classroom level. The school management will also ensure that the safety threatening buildings such as buildings with broken walls, roof, windows or doors are not used for learning and teaching purposes at anytime until when they are repaired. Such buildings will either be repaired as soon as possible, and if repair is not feasible then they will be demolished or access restricted to safeguard the lives of learners and teachers in the schools.

**4. Review of the school curriculum:**

The Ministry of Education and Vocational Training through its organs (TIE, NECTA) will review the curriculum and the curriculum process to ensure that the content of lessons on safety and security are strengthened and taught adequately with competent teachers on the same to ensure that children benefit practically on what they learn. The safety, security and protection content will be examined like any other contents in different subjects so that learners internalize and use them in their life time for their own good.

**6. Mobilization of community members:**

The Local Councils at community level will ensure that resources are mobilized from the communities to facilitate payment of school guards who are responsible of safety and security in the schools and also to fence schools

to ensure that they are free from all types of insecure situations. School management in consultation with local councils will employ experts to build recommended fences for security purposes. Experts from all departments who are conversant with issues of safety, security and protection will sensitize community members and raise awareness on how to protect children particularly children from special vulnerable groups. Local councils in collaboration with the school management with consultation from stakeholders responsible for safety and protection issues will enforce laws on harmful actions such as rape, forced marriages and cases of that nature and guide school children on what to do in case they face such challenges

## **Service Area 6: PSYCHOSOCIAL SUPPORT**

### **Brief description**

Psychosocial support is intended to help children meet their basic requirements to enable them grow and develop into responsible and confident persons. The learners' needs in most cases are caused by environmental stressors and vulnerability of different forms. These include psychological, emotional, spiritual, material and social needs. Besides being orphans, children may experience other vulnerability that includes extreme poverty, disability of all types and others may be vulnerable by being member of disadvantaged groups such as a girl child. School children in general and vulnerable ones in particular experience some problems from their parents, foster parents, caregivers and other members of communities at home and in school. The problems they experience include stigmatization, discrimination, grief, bereavement, maltreatment, emotional problems, abuse of all kinds, distress and also spiritual problems. The psychological needs caused by these problems include the need for love, recognition and acceptance, respect, protection, being valued, encouragement, being listened to, receipt of attention, comfort and participation in all social events just like all other humans. Orphans and other vulnerable children for example, have negative feelings about their conditions that they experience if these needs are not met. They need psychosocial care and support to express their feelings so as to come into terms with such conditions which cause them negative feelings. Psychosocial support cultivates into all school children the sense of recognition and acceptance which in turn builds confidence in them of being valued human beings.

## **STRATEGIES FOR PROVISION OF PSYCHOSOCIAL SUPPORT**

### **Goal:**

All learners in schools are receiving psychosocial support through counselling and other helping services that are established for that purpose.

### **Strategic Objective 1:**

Ensure the presence of counselling and other helping services to provide psychosocial support to learners in schools without discrimination.

### **Strategies:**

#### **1. Strengthening of available counselling centres in schools and establishing of the same in communities:**

The Ministry of Education and Vocational Training will issue guidelines and procedures on how to establish counselling service in all schools and how to select teachers who will train to work as school counsellors in the established

counselling centres. The Ministry will be responsible to train the selected teachers to be acquainted with counselling knowledge and skills to be able to work with all learners including the vulnerable groups in the schools without discrimination. The training of school counsellors will consider empowering them with the ability to identify vulnerable groups of children in schools bearing in mind the issue of definitions and labelling of such groups because these are sensitive matters. On this the school counsellor will liaise with all teachers in the school to assist in identifying the needy learners in their classes that they teach with a great caution that it is done without elements of stigmatisation.

**2. Equipping counselling centres with necessary materials for effective provision of counselling services to ensure learners receive adequate psychosocial support:**

The Ministry of Education and Vocational Training will set a separate budget to purchase and supply all necessary equipment, facilities and materials in schools that are required for provision of effective counselling service in schools to ensure that the service does not suffer due to lack of such necessities for adequate psychosocial support. The Head of Schools will select one room or build a separate room (with financial support from the Ministry and other stakeholders) and furnish it with the required equipment to be used for provision of counselling service for all learners in their schools. To ensure provision of effective psychosocial support is achieved through counselling service the Head of Schools will avail adequate time for the counsellors and locate counselling service in the school timetable to ensure that the school counsellor is fully utilised and provides psychosocial support to all needy learners every time they need counselling service.

**3. Formation of committee of specialists in support services to work collaboratively:**

The community management in collaboration with the school management will put in place a committee (drawing specialists from the community and from the school) to harmonise all care and support services with one of the service specialists taking a coordination role and the HoS taking the supervisory role. All specialists men and women from different sectors in the community will learn from each other, consult one another, refer clients to one another if need be and collaborate with each other to ensure that school children receive adequate psychosocial support for the growth and development of their well-being. The specialists in the committee will include teachers, counsellors, nurses/doctors, guardians/parents, safety and security officers, religious leaders, traditional healers, local government leaders etc. The committee or individuals in their capacity will liaise with other service providers such as NGOs, CBOs and FBOs who can support learners with physical basic needs such as food, shelter and clothing. At some stages of school life of the learners the committee will mobilise career exhibitions for all children but with the focus onto the orphans and vulnerable groups to make them feel that they are wanted in their society to participate in the world of work. The committee will ensure that the community counsellors, traditional counsellors and school counsellors work together to strengthen provision of

care and psychosocial support service for all school children in their communities

**4. Community sensitization and empowerment of parents, guardians and caregivers:**

The school counselling committee will sensitize the communities on the importance of counselling service for children in schools. This will be done through seminars and workshops. Together with this seminar to community members all parents, guardians, foster parents and other care givers will be empowered with appropriate care-giving skills to enable them provide parental care and support to all learners particularly the vulnerable groups emotionally, spiritually as well as material support. This will make them feel that they are part and parcel of the provision of effective psychosocial support. The Ministry of Education and Vocational Training in collaboration with the Ministry in the PMO-RALG will facilitate seminars. Joining hand with the Ministry of Education and Vocational Training to strengthen psychosocial support for learners, the Ministry in the PMO-RALG will extend the services by establishing community counselling centres and strengthen traditional helping mechanisms for school children around the communities. With consultation with Ministry of Health and Social welfare, the community counselling centres will have an extension of Voluntary Counselling and Testing (VCT) section where school children will be referred for testing particularly the OVC who are more prone to HIV and AIDS. The extension of the services outside the school environment will ensure continuation of the services for the learners both on weekends and during holidays so that learners do not suffer helplessness at any time of their school life.

**5. Counteracting negative cultural practices and upholding the positive cultural practices in communities that surround schools:**

All stakeholders in the helping activity (counsellors, teachers, religious leaders and local government leaders) will work together to sensitize the school and community members to develop systems that counter-act all negative cultural tendencies that stigmatize or discriminate or deprive rights of children particularly the OVC so that they can treat them with respect and dignity. For example, those who hide disabled children from going to school and those who force early marriages for girls instead of sending them to school will be sensitized and educated on the importance of sending disabled child and a girl child to school together with others. As need arises the set bylaws will take its course to stop such behaviours. The communities will be sensitized to support school child-headed households and school children who are care givers so that they are left to live as children in their own rights. Caring for the orphans and the needy by relatives and community members is a cultural heritage that will be upheld and treasured. It will be the role of the school counselling committee with the assistance of Ministry of Education and Vocational Training in collaboration with the Ministry of Local Government to support comprehensive, culturally appropriate psychosocial interventions for all school children

**4. Provision of life skills to build confidence and independence in learners so that they are capable of living independently in their school life and in future:**

All stakeholders to include school counsellors, parents, caregivers, foster parents and teachers will recognise and respect all learners as their fellow human beings regardless of their vulnerability and help them to grow with morals and become good citizens. They will appreciate child's rights and give them the required attention including normal interaction, recreation, and guidance from all people surrounding them on individual and on group basis without discrimination. Community religious leaders will establish spiritual fellowship services to provide all children with spiritual guidance to help them live positively, and sensitize and educate their community members against discrimination, stigmatization of OVC in their communities. The Local Government community leaders will join hands with the religious leaders to sensitize the community members to foster the existing community –based care and support systems on morals in their communities.

**5. Recognise, respect and accept the learners presence and empower all of them to participate in decision making organs at all levels in schools:**

The concerned stakeholders will ensure that all learners through representation participate meaningfully in all decision making organs which decide matters concerning their welfare including planning and designing their service delivery systems. The existing structures at school level and at community level will be restructured, especially those without OVC's representation to consider their active participation with all other learners without discrimination. Implementation of this will enforce the Head of Schools in collaboration with the Ministry of Education and Vocational Training to establish information dissemination systems for all learners in schools to access information on their rights, and where the OVC can access additional support to fulfil their needs. The ethical issues will also be observed where by learners particularly the OVCs will be asked for their consent on all matters pertaining to their participation in all activities in the school and at community level.

**8. Establishment of follow-up strategy:**

The Ministry Education and Vocational Training will design a mechanism for monitoring and evaluation of counselling service in schools by restructuring the Directorate of Inspectorate to include the aspect of inspecting provision of counselling service for effective provision of care and support for all learners in schools which will be done by an expert in the area of counselling to ensure that basic principles of counselling are observed for effective provision of care and support.

## ***SECTION FIVE***

### **5.0 MONITORING AND EVALUATION OF THE STRATEGY**

Monitoring and evaluation is the systematic measurement and tracking of activities and results. Monitoring refers to the ongoing assessment of the progress in implementation and in achieving the stated goals. Evaluation refers to the systematic investigation of effectiveness of the set activities

The implementation of this strategy will be monitored continuously using participatory approaches where different stakeholders will take part. However, for increased ownership, continuous learning and improvement of design, plan, implementation, monitoring and evaluation there will be two kinds of evaluation, mid term and end of strategy evaluation.

The purpose of these evaluations is to draw lessons resulting from implementation of care and support provision in schools particularly for Orphans and other vulnerable children. The mid term review, to be done 30 months after the start will bring issues that need to be readdressed so as to achieve the goals in priority areas. A few key actors will be involved in the activity, but can include donors, NGOs, government departments including the Ministry of Education and Vocational Training, Ministry in the PMO-RALG, Ministry of Health and communities as primary actors.

Summative evaluation will be done soon after the end of the strategy implementation. The evaluation team, which includes consultant, will be charged with the responsibility of working to see how the implementation of objectives has been met. The team will bring issues regarding participation, effectiveness and efficiency as well as any foreseeable impact to the lives of children in schools especially orphans and other vulnerable children. Key results of this evaluation will be used as reference for further design, planning and implementation of related strategies.



## LOG FRAME

Objectives	Expected Results	Indicators	Source of verification	Key responsible Group (s)	Assumptions
1. To improve enrolment and ensure completion of education cycle of all school age going children is increased	The school infrastructure and the teaching and learning environment is improved to accommodate needs of learners from different backgrounds by 2014	<p>Number of learners who are enrolled and receive education services.</p> <p>Number of learners who take part in actual teaching and learning process.</p> <p>Number of teaching and learning resources distributed.</p>	Annual Reports / BEST	<p>Relevant Departments, Service Providers</p> <p>Communities</p> <p>Local government, Civil Society Organisations</p>	Government reports that can be specific to target areas are available
2. To improve, expand or introduce school nutrition programmes to ensure that all learners eat sufficient and nutritious food at every meal time (Breakfast, lunch and dinner)	School feeding programmes established or strengthened and all learners have access sufficient and nutritious food by 2014	<p>Number of schools with intended feeding programmes</p> <p>Number of learners at school receiving sanitary, sufficient and nutritious food programmes.</p> <p>Number of communities educated on the importance of feeding programmes in schools</p> <p>Number of facilities to cater for the established feeding programme ( kitchen, dinning room, tables and chairs)</p>	Annual progress reports and summative and formative evaluations	<p>Relevant Departments, Service Providers</p> <p>Communities</p> <p>Local government, Civil Society Organisations</p>	Government, parents, Communities and other stake holders will be willing to support the provision of sanitary, sufficient and nutritious food
3. To introduce and/or	Health of all learners	Number of learners accessing	Annual progress	Relevant Departments,	Formal health

<b>Objectives</b>	<b>Expected Results</b>	<b>Indicators</b>	<b>Source of verification</b>	<b>Key responsible Group (s)</b>	<b>Assumptions</b>
improve health service in schools to ensure that all learners access and receive health services and live healthy life to be able to learn effectively	in schools is improved by 2014.	health facilities  Number of teachers trained on health issues  Number of schools with well equipped first aid kits  Number of communities educated on the importance on health and environment cleanliness	reports and summative and formative evaluations	Service Providers  Communities  Local government, Civil Society Organisations	facilities and social welfare services are available to targeted Communities
4. To improve availability and access of adequate, safe and clean water in schools for all learners	All learners in all schools are getting and using adequate, clean and safe water with available sanitation facilities by 2014	Number of learners accessing water and sanitation facilities  Number of schools with adequate, clean and safe water with sanitation facilities  Number of sanitation facilities (e.g toilets, dust bins, rubbish pits)	Annual progress reports and summative and formative evaluations	Relevant Departments, Service Providers  Communities  Local government, Civil Society Organisations	Ministry of Education and Ministry of Local Government will solicit support from Ministry of Livestock and other stakeholders to ensure availability of adequate clean and safe water in schools.
5. To improve and/ or introduce safety, security and protection services in schools and ensure accessibility of the same to all learners to enable them learn smoothly and	All learners in all schools learn in a safe secure and protected environment by 2014	Reduced number of threats in the school environment  Increased number of security facilities (gates, locks and fence)	Annual progress reports and summative and formative evaluations	Relevant Departments, Service Providers  Communities  Local government, Civil Society	

<b>Objectives</b>	<b>Expected Results</b>	<b>Indicators</b>	<b>Source of verification</b>	<b>Key responsible Group (s)</b>	<b>Assumptions</b>
effectively.		Reduced number of violent incidences (e.g physical and sexual abuses)  Strengthened community security committees		Organisations	
6. Introduce and/or improve availability and accessibility of psychosocial support services to all learners to enable them learn comfortably and effectively	The psycho socio conditions of learners in schools are improved by 2014.	Number of learners receiving care and support. Number of OVC successfully placed in care. Psychological well being of learners, OVC in particular is improved Number of teachers trained in the field of provision of pschosocial support to learners	Annual progress reports and summative and formative evaluations	Relevant Departments, Service Providers  Communities  Local government, Civil Society Organisations	Training courses are available and accessible either within districts or outside the district