

OVERVIEW ACTIVITY REPORT

ZONAL MVC STAKE HOLDERS

MEETINGS

CONDUCTED IN

ARUSHA, BUKOBA, LINDI, DODOMA

AND DAR-ES-SALAAM

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i. List Of abbreviations

CEO	Chief Executive Officer
Ag PM	Acting Program Manager
IPs	Implementing Partners
MVC	Most Vulnerable Children
OVC	Orphaned and Vulnerable Children
PSS	Psychosocial Support
SATF	Social Action Trust Fund

1. Introduction

1.1 Overview

This is an integrated meeting report of Zonal MVC stakeholders meetings conducted in five zones namely Northern zone comprised of Arusha and Kilimanjaro regions SATF MVC, Lake zone comprised of Kagera region SATF MVC, Southern zone comprised of Mtwara and Lindi regions SATF MVC, Central zone comprised of Dodoma region SATF MVC and Coast zone comprised of Morogoro and Coast regions SATF MVC. The meetings were conducted in September 2011 in Arusha, Bukoba, Lindi Dodoma and Dar-es-salaam respectively and were facilitated by two SATF team members The Chief Executive Officer, Beatrice Mgaya and Acting Program Manager, Jerome Sam-De Mwaya.

1.2 Objectives

The objectives of the meetings were to:

1. To evaluate the performance of SATF support from its beneficiaries
2. To get stakeholders inputs on the quality of our services

1.3 Thematic areas

Thematic Area 1: Understanding our goal- Discussing vulnerability

Thematic Area 2: Understanding our inputs

Thematic area 3: Understanding our Outputs

Thematic Area 4: Understanding our Outcomes

Thematic area 5: Understanding the impact

1.4 Participants and Facilitators

The workshop participants comprised of 104 participants whereby; 74 were MVC beneficiaries, 15 were guardians from SATF partner NGOs as well as 15 teachers from across primary, secondary and Vocational Training Centres.

Zonal wise the attendance was as follows;

1.4.1. Northern Zone;

Participants were 15 MVC from Moshi rural, Arumeru and Arusha representing organization of MKUKI and UHAI, 3 teachers from Himo, Arusha and Arumeru as well as 3 NGO staff from MKUKI, and Uhai Organization.

1.4.2. In Lake Zone

participants were 15 MVC from Karagwe, Nshamba and Bukoba representing organization of KARADEA, HUMULIZA and St MARY GORETH, 3 teachers from Karagwe, Nshamba and Bukoba as well as 3 NGO staff from KARADEA, HUMULIZA and St MARY GORETH Organization.

1.4.3. In the Southern Zone;

Participants were 19 MVC from Nachingwea, Mtwara and Lindi Municipality representing organization of NAWODA, MEDI LISAWA and Huruma Women Foundation, 4 teachers from Nachingwea, Mtwara and Lindi as well as 4 NGO staff from NAWODA, MEDI, LISAWA and Huruma Women Foundation Organizations.

1.4.4 In Central Zone;

Participants were 15 MVC from Dodoma Municipal Council representing organization of Huruma Women Group, Free Pentecostal Churches of Tanzania (FPCT) and TIKVAH Homes, 3 teachers from Dodoma Municipality as well as 3 NGO staff from Free Pentecostal Churches of Tanzania, Huruma Women Group and Tikvah Homes Organization.

1.4.5. In the Coast Zone;

Participants were 10 MVC from Morogoro Municipal Council and Coast region representing organization of Neema Resources Foundation (NEREFO) and USHIVIMWA, 2 teachers from Morogoro and Mwandege as well as 2 NGO staff from NEREFO and USHIVIMWA.

1.5 Methodologies

SATF beneficiaries' inputs on the Performance of SATF Programs were captured using two approaches. The first was through zonal workshops which were conducted through flip chart presentations on key thematic areas. It involved participants' experiences that contributed in stimulating ideas. The activities included discussions, individual works, and energizers. The facilitators' role was to guide and encourage participants to share ideas, information and experience. Participants shared and learnt ideas through participation in activities and discussions.

The participatory and interactive discussions were mainly used to provide space for the participants to address issues pertaining to the topics in question. Clarifications were motivated through Q&A and experiences narrated by participants, teachers and guardians.

The second approach was through questionnaires which were disseminated to respondents who had once benefited support from SATF programs and are currently living independently as well as those who are still benefiting from SATF support but had no opportunity to attend the workshop. This approach was aimed at catching a larger representation of audiences. This report is divided into two parts. Part A which is beneficiaries' feedback from the meeting discussions and part B which is feedback and analysis of comments from veteran MVC.

2. 0 Programmatic results

Meetings ensured a progress is made in;

- Evaluating our accountability to our key stake holders
- Gaining Acceptance and Credibility
- Gaining MVC perception on the cause of vulnerability
- Understanding MVC needs assessment

- Learning MVC perception on MVC performances
- Developing MVC discipline and performance
- Inspiring motivation and encouragement

3. 0 Summary of workshop proceedings

Opening

All workshops were facilitated by the Ag. Program Manager who invited participants to the meeting, provided a brief overview of the meeting objectives, methodology and time table and later welcomed the CEO to open the meeting.

Welcoming remarks: By Beatrice Mgya-CEO

- Welcomed participants to the workshop.
- Thanked participants for attending the workshop.
- Provided a brief overview of the training objectives,
- Enlightened the participants on the ideas of establishing SATF beneficiaries' forum where SATF beneficiaries can periodically meet and associate.
- Encouraged MVC to fully participate as they were the key stakeholders and ambassadors for others
- Declared the workshop opened.

Later the facilitator introduced participants on the first thematic area, which aimed at understanding the credibility of SATF goals in relation to beneficiaries understanding of the causes of vulnerability. The question was presented as follows;

DETAILED ANALYSIS OF THE THEMATIC AREAS DISCUSSION:

PART A: FEEDBACK FROM THE MEETING DISCUSSIONS

	Thematic area	Question for discussion	Observation/Responses	Comments
1.	Understanding our goal-Discussing vulnerability	There is more than one reason that causes certain problems to occur, what do you think are reasons for children's vulnerability?	<p>NORTHERN ZONE</p> <p>(Flora)-Divorce, effects of HIV/AIDS scourge</p> <p>(Brenda)- The loss of both parents</p> <p>(Jesca)-Misunderstandings between parents that leads to divorce & children are handled to grannies</p> <p>(Rehema)-Poverty in the family, children opt to go to the streets to beg for food and their basic needs</p> <p>(Eric)-Lack of education</p> <p>(Jesca)- Drunkenness among the parents,</p> <p>(Rehema)-Children allotted a lot of house echoes and business at which leads to lack of study time this leads to MVC to opt to run away from home</p> <p>(Flora) –Abusive language used by caregivers at home about their deceased parent(s)</p> <p>(Brenda)-Unacceptable habits among the MVC, which leads caregivers to chase them from their homes creating streets children</p>	<p>NORTHERN ZONE</p> <p>Participants saw the impact of HIV/AIDS, family conflicts, poverty, alcoholism, abuse and ignorance are contributing factors to children's vulnerability.</p> <p>Participants advised parents should be given education on proper parenting and importance of sending children to school</p>

			<p>LAKE ZONE</p> <p>(Johnstone)- Death of parents and moral decadence.</p> <p>(Filotea)-Ignorance among MVC parents regarding importance of education.</p> <p>(Anorld)-Economic constraints</p> <p>(Leah): Ignorance among community members leads to poor responses to MVC educational needs.</p> <p>(Egbert)-Parents bearing children at old age causes inability to support them later</p> <p>(Antidia)- Lack of morality among adults, valuing alcoholism instead of children's education, discourages children.</p> <p>(Ajuni)-Abuse among family members which may lead to MVC running away from home to the streets.</p> <p>(Leah) -MVC engaging in bad peer groups.</p> <p>(Egbert)-lack of life skills and peer education, parents do not talk with children regarding issues that affect their lives.</p> <p>(Johnstone)- Lack of community based counseling centers., pregnancies</p> <p>(Antidia)-MVC not concentrating at school.</p> <p>(Leah)- Parents not setting time to talk with their children.</p>	<p>LAKE ZONE</p> <p>It was observed that death of parents, ignorance, poverty, poor family planning, moral decadence, alcoholism, abuse, bad poor influence, parents detachment from children's day to day lives, poor social networks and legal system are among the key reasons for children's vulnerability</p>
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Comments from IPs and teachers

(Mwl Diocless)- Government should develop a system t to ensure they build counseling centres.

(Diocles)- Poor family planning

(Clementilda)- How comes only parents and teachers are the only one blamed for MVC pregnancies while male have been the causal factor, adult males have been seducing girls To have sexual relationships using incentives such as mobile phones.

(Mwl Muchuruza)- Poverty of the mind and income, eg parents indifference to MVC pregnancy situation and accept bribes from the misdemeanors when the later are brought before the court.

(Diocles)- Inappropriate peer influence and lack of self awareness.

(Melania)- Lack or serious legal measures towards the irresponsible community members

(Kitambi)-Community members' indifference to immoral behaviors. Parents not following up their children's progress at schools.

(Sr Gaudentia)- Increased selfishness among community members, relatives fighting for inheritance more than support to MVC, lack of social responsibility.

			<p>SOUTHERN ZONE</p> <p>(George) –Alcoholic parents (Fatuma)-Lack of basic needs provision from parents (Adela)-Parents irresponsibility. (Monica) –gender based abuse (Aziza)-death of parents and abuse (Daudi) –Parents denying and neglecting children (Sauda) –Children’s lack of respects for adults guidance (Aziza)-divorce game Sophia; greed for good life (MWL.Mikidadi) - Hunger (Daudi)- Oppressive traditions and customs.</p> <p>Comments from IPs and teachers</p> <p>(Mwl Kitche)- Poor economic capacity, abuse, illness, early marriages, despair (Mama Mrope)- Hungers, conflicts and illness</p>	<p>SOUTHERN ZONE</p> <p>MVC perceived vulnerability to be attributed by alcoholic parents, Abuse, Death of parents, child neglect, conflict and divorces, rebellion, lack of basic needs, harmful traditions, illness, early pregnancies and marriages and stressful events.</p>
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			<p>CENTRAL ZONE</p> <p>(Yohana Samwel)- Guardians/parents engaging in selling of local brews.</p> <p>(Catherine)- Parents illness and deaths leaves children orphan who later engage in risk behaviors</p> <p>(Juma)-Poor parenting styles from surrogate parents and poverty especially lack of food.</p> <p>(Catherine)- greediness of a better life subject children in risk behaviors</p> <p>(Happy)- Parents separations/divorce</p> <p>(Mwajuma)- Parents deaths and relatives' lack of proper care and support.</p> <p>(Juma)- child neglect</p> <p>(Tito)- Relatives fighting over the bereaved wealth</p> <p>Comments from IPs and teachers.</p> <p>(Caroline)- children's lack of self esteem and self awareness</p> <p>(Mwl Gervas)- Parents detachment from their children which make them oblivious of children's behavioral changes</p> <p>(Mwailah)- Poor education policy</p> <p>(Mwl Mathias)- Low education level and lack of educational enthusiasm.</p>	<p>CENTRAL ZONE</p> <p>It was observed that orphanage; poor parenting's styles, neglect, extreme poverty, divorce are adults' indifference are factors that contribute to Children's vulnerability. Other factors included children's desire for a luxurious life which subject MVC into risk behaviors. Parents were advised to be closer with their children and provide them with proper life skills to help them build their future.</p>
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			<p>COAST ZONE</p> <p>(Jumane Omary)- Death of parents leaves children without support.</p> <p>(Omary Salehe)-poor family planning causing family impoverishment.</p> <p>(Ally Iddi)- denying children access to education.</p> <p>(Doto Juma)-Family separation Traditions that exclude girls in social integration.</p> <p>(Aliya Bakari)-Ignorance among parents/guardians and government slackness in addressing children's issues as well as poverty.</p> <p>Children involvement in bad peer groups.</p> <p>Comments from IPs and teachers.</p> <p>(Mwl Godwin)- Technology has subjected children to antisocial behavior</p> <p>(Winifrida William)-Government officials responsibilities and lack of sports sessions at schools</p>	<p>COAST ZONE</p> <p>Orphanage, impoverishment, poor family planning, parents ignorance, separation, government slackness in addressing children issues and improper use of technology of internet and mobile phones are among reasons that causes children's vulnerability</p>
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2.	Understanding our inputs	If you could choose the type of scholastic materials support you need, what would you choose, and why	<p>NORTHERN ZONE</p> <p>(Flora)-Food support for MVC on ARV dose ,health support</p> <p>(Rota)-Shelter support, school contributions</p> <p>(Eric)- Textbooks</p> <p>(Brenda)-examination fees for term papers, school contributions</p> <p>(Rota)- Transport allowance or bicycle</p> <p>(Flora) – content with the support</p> <p>(Jesca)- improve the quality of shoes</p> <p>Comments from IPs and teachers.</p> <p>(Mwl Mushi)-transport allowances, additional pair of shoes</p> <p>(Mwl Msofe)-food for those on ARV through their guardians</p> <p>(Mwl Bombo)- exam fees for F.II & IV & timing of the grants are not compatible</p> <p>(Mwl Mushi)- VETA exams are in accordance to grades plus field allowances TZS 50K</p>	<p>NORTHERN ZONE</p> <p>Participants shared their inputs on the needs and apart from being content with the support given they also recommended the package of support to include food especially for MVC on ARV dose, text books, transport allowances and other school contributions. It was noted that it is better to have full support for few MVC rather than having partial support for many MVC.</p> <p>It was also shared that SATF need to review its timing of the grant disbursements to match with the calendar of the Government schools to enable the support to reach the students at the right time.</p>
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			<p>LAKE ZONE</p> <p>(Antidia)- Building classrooms.</p> <p>(Kalokola) Tuition fees.</p> <p>(Betraides)- Transport facilities. Eg bicycles.</p> <p>(Filotea)- hostel fees</p> <p>(Johnstone)- To be refunded when the MVC /Parents used a loan to pay for school contributions.</p> <p>(Leah)-payments to support teachers</p> <p>(Egbert)-SATF to liaise early on how payments will be made to avoid hassles and inconveniences to MVC by heads of schools.</p> <p>(Mtabilwa) Transport facilities, past papers, tuition allowances.</p> <p>(Anord)- lanterns</p> <p>(Betraides)- Pocket money</p> <p>(Leah)- Payments for scholastic materials to be made in the beginning of the year.</p> <p>(Filotea)- SATF to support more beneficiaries</p> <p>(Egbert)-Buy kerosene for study purposes at home.</p>	<p>LAKE ZONE</p> <p>Apart from the current support, beneficiaries indicated to face challenges and expressed needs for transport facilities to and from schools, Quality of schools and teachers, early fund disbursements to avoid hassles from heads of school schools, need for fully payment of fees and contributions, need for lanterns for study at home,</p> <p>Teachers and guardians had inputs on increasing the number of beneficiaries, capital for VTC graduates, increase of grant amounts, provision for administration facilities such as computers and motorbikes.</p>
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Comments from IPs and teachers.

(Demetrida Nyeme)- VTC graduates to be given a capital to assist them in the entrepreneurships

(Mchuruza)-SATF to disburse funds early enough, Increase the number of beneficiaries.

(Mwl Diocles)- Field officers should visit schools to ensure the support reached beneficiaries

(Melania)- Pocket money is difficult in accountability

(Kitambi): grant amount should be increased as there are a lot of left out MVC, Facilities such as computers, motorbikes should be provided to facilitate monitoring activities. To be allowed to use local vendors who qualify the accounting procedures.

(Sr Gaudentia)-Opportunity should be given to train teachers/parents on psychosocial support

			<p>SOUTHERN ZONE</p> <p>(Adela)- transport, money for tuition classes</p> <p>(Mikidadi)-Food</p> <p>(Hadija)-Orphanage centre where food can be provided</p> <p>(Thomas)-Academic and security contribution</p> <p>(Sophia) –text books</p> <p>(Sauda)-reams of paper</p> <p>Comments from IPs and teachers.</p> <p>(Mwl. Kindimbo) Food for children.</p> <p>(Ahmad Ibrahim)- Communication between Organization’s and schools should be strengthened-</p> <p>MVC teachers should follow up payments of school fees -Evaluation should be done before and after implementation.</p>	<p>SOUTHERN ZONE</p> <p>Apart from appreciating the current support, MVC also indicated improved support in the areas of food, school contributions and stationeries</p> <p>Teachers and IPs suggested improved communication and coordination between IPs and schools</p>
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			<p>CENTRAL ZONE</p> <p>(Jackson) – Tuition class fees.</p> <p>Stellah)- embroidery machines.</p> <p>Yohana- solar lanterns, bus fare and text books.</p> <p>(Salumu)-To get special classes under IPs for study and library</p> <p>-Health insurance cards for students</p> <p>(Mwaluganje Haruna)- All school contributions should be paid in full and supplementary text books.</p> <p>SATF should support purchases of official books and supplementary text books</p> <p>(Juma Kimaro)-Mini budget for the form four leavers extra curriculum studies, dissecting kits and calculators for advanced level students</p> <p>- Prompt processing of students school transfers for distant MVC.</p> <p>(Zawadi) –Laboratory tools.</p> <p>Robert-SATF to conduct analysis of students who performs well at schools and find ways to motivate them</p> <p>(Rashid)- Interim studies for students who finish form IV e.g computer course</p> <p>(Juma)- tuition classes payment</p> <p>(Juma)- Regular seminars for beneficiaries on SATF grants.</p>	<p>CENTRAL ZONE</p> <p>MVC shared that the mushrooming wards school lacks educational facilities and recommended SATF to include tuition classes’ budget to boost academic performances.</p> <p>Students were advised to study hard and not take donor support for granted</p> <p>It was also suggested that day scholars MVC who stay far from school should be provided with accommodation /hotel support.</p> <p>It was also recommended that food provision in schools should be initiated in the community and supported by SATF in package list for MVC</p> <p>It was shared that beneficiaries are aware of scholastic materials provided by SATF</p>
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			<p>(Zawadi)-Desks.</p> <p>(Juma)- Special class for MVC to meet and study, Tailoring course graduates should be given start up tool kits,</p> <p>(Jackson)- Exercise books package</p> <p>(Mariamu Saidi)- Parents/guardians to be educated on importance of setting aside time for children to study.</p> <p>Comments from IPs and teachers.</p> <p>(Necksan)- Children should show due diligence in education pursuit</p> <p>(Mwl Mathias)- Children should strive</p> <p>(Mwl Mathias)- Porridge/meals for students</p> <p>(Mwl Neema)- MVC to be given sewing machines on the first year of study.</p>	
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			<p>COAST ZONE</p> <p>(Jumanne Omary)-Text books (Dotto Juma)- Extra tuition classes. (Aliya Bakari)- Extra tuition classes. (Gilbert)-bus fare to and from school (Omari Salehe)- Provision of food at school (Ally Iddi)- Health service (Dotto Juma)- All school contributions (Gilbert)-provided a conducive place for study (Aliya Bakari)- Transport to and from school (Neema)- Reams and academic fees. (Salama)- text books and stationeries (Aliya Bakari)-support should be given in time</p> <p>Comments from IPs and teachers.</p> <p>(Winifrida William)- Library services in schools (Mr. Mbonde)- SATF to award students with best performances</p>	<p>COAST ZONE</p> <p>Participants shared other support needed apart from the current include text books, extra tuition classes, bus fare to and from school, health insurance and full payment of school contribution</p>
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3	Understanding outputs	Give your comments on SATF's/IP's monitoring aspects	<p>NORTHERN ZONE</p> <p>(Rota)- It takes time for the IPs to make exchange/replace in cases where the shoes /uniforms are over size</p> <p>(Sara)- Shoes are not supplied in accordance to the requirements of respective schools which leads to MVC being punished</p> <p>Comments from IPs and teachers.</p> <p>(Mwl Bombo)- Ips should consult respective schools /obtain joining instructions forms before doing procurements</p>	<p>NORTHERN ZONE</p> <p>It was shared that there is a need to ensure there is coordination among schools, IPs and SATF during monitoring that will ensure that uniforms and other scholastic materials are supplied in accordance to school requirements.</p>
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			<p>LAKE ZONE</p> <p>(Diocles):-Monitoring is conducted effectively U</p> <p>(Egbert)-we appreciate the way monitoring activities are conducted KARADEA consistently follow up</p> <p>(Leah)-Once the distributed items do not fit, there is always room for replacement.</p> <p>(Egbert)-We thank SATF for choosing implementing partners in our area. We get lots of support according to our needs.</p> <p>(Emmanuel)- They follow us up and give us items accordingly.</p> <p>(Leah)- Sometimes we get punished at school for failure to pay school fees in time, but we have been seeking HUMULIZA refuge.</p> <p>We request SATF to revisit timing for disbursements.</p> <p>(Egbert)- Some parents do not listen to their children, thus canning children for parents failure to pay school contribution is oppressive. School should report stubborn parents to local authorities.</p> <p>(Filotea)- Uncooperative parents should be written formal letters by school administration rather than punishing their children.</p> <p>(Leah)- There are parents who pretends to be poor</p>	<p>LAKE ZONE</p> <p>Many beneficiaries appreciate the level and quality of monitoring activities. However there is issue of SATF beneficiaries to be punished and or harassed in some schools due to late payments of school fees and contributions, others are still forfeited from attending school for failure to pay or contribute additional fees/contribution which are not covered by SATF in some school.</p> <p>Other challenge was seen for MVC who struggle with their parents to pay schools fees in time by seeking loan, however IPs had not been reimbursing them once the grant is received which is seen as de-motivating their efforts</p>
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Comments from IPs and teachers.

(Diocles)- HUMULIZA do consistent follow ups.

(Marygoreth)- IPs should reassure MVC parents of SATF respective support so they should not go for loan.

(Sister Gaudentia)- Re-reimbursing MVC who pre-paid school fees is tricky since parents may take it for granted

(Diocles)- Canning should be stopped since it does not solve the problem and is abuse.

(Mwl Diocles)- Students are canned because they violate school instruction of not attending school until payments due have been made.

There is a contradiction between government policy and school's administration in which while the state stipulate that students should not be banned from school for non payment of school fees the schools claims they need the money to run the schools and therefore do the vice versa

			<p>SOUTHERN ZONE</p> <p>(Hadija)-IPs collaborates with respective schools</p> <p>(Fatuma)- IPs conducts regular effective monitoring.</p> <p>(George)- Guardians visit regularly</p> <p>(Aziza)-No stigma for SATF beneficiaries at schools.</p> <p>(Ahmad Ibrahim)- Some teachers use abusive languages</p> <p>(Aziza)-The guardian visited only once in 2011, more monitoring visits ought to be conducted.</p> <p>(Hadija)-There are procedures that permit temporal casual wear at school</p> <p>(CEO)- follow up of school items such as size shoes should be done by respective IPs rather than assigning MVC to find replacements</p>	<p>SOUTHERN ZONE</p> <p>The general feeling is that many MVC are satisfied with the level of monitoring of SATF and IPs. It was noted however that some MVC have been given tasks of following up suppliers for unfit items such as shoes and uniforms. IPs were insisted that they should be the one following up these items and not leave the task to MVC.</p> <p>SATF was also advised to ensure early disbursement of fund to avoid inconveniences at school.</p>
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Comments from IPs and teachers.

(Mwl.Kindimbo) -applauded IPs for consistent follow ups, request IPs to also follow up on academic progress of their beneficiaries.

(CEO)-Urged MVC to show progress on academic performances as incentive for continual support and for their future prosperity

(Mwl. Kitche)

Urged students to attend school regularly since apart from causing poor academic performances, it also lead to inconveniences to IPs during distribution exercises.

(Ms. Milopa)-Academic results should be timely revealed.

			<p>CENTRAL ZONE</p> <p>(Jackson)- Monitoring system is good, there is known list of scholastic materials provided for each MVC.</p> <p>(Charles)- There has been consistent follow up in IGA project.</p> <p>(Rashid)- There is follow up of payments made at schools</p> <p>(Stellah)-System is good, when the items do not fit the beneficiary, there is room to exchange with the supplier. Those who couldn't get their items during distribution exercise are informed to get their items another day.</p> <p>(Jackson)-They have met with SATF representatives during monitoring and had time to discuss different matters.</p> <p>(Juma)- There is regular meeting with IP guardians in every three months.</p> <p>(Rashid)- MVC are expelled from school even after SATF full payment of due to other contributions not covered by SATF.</p> <p>(Mwajuma)- Inconsistency change of curriculum (In school change of curriculum from 2 to 3 years) creates inconveniences and may lead to expulsion of students from school due to non payments.</p>	<p>CENTRAL ZONE</p> <p>Beneficiaries appreciated the SATF/IPs monitoring system, SATF was advised to make full payments of school requirements for MVC since MVC have been expelled for failure to pay contributions which are not covered by SATF.</p>
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			<p>Comments from IPs and teachers.</p> <p>(Mwl Gervas)- Government should seek stakeholders' opinions before changing curriculums.</p> <p>(Mwl Mathias)- Politicizing education is the problem (Caroline)- SATF budget is too small.</p> <p>(Mwailah)- There should be constant academic progress follow ups, forms should be designed to track progress</p> <p>(Neksan)- Some teachers do not want to be asked about MVC progress which creates guardians/teacher's communication/relationship problems.</p> <p>(Mwl Gervas)- IPs should create a mutual relationship with schools in order to effectively support MVC progress</p>	
			<p>COAST ZONE</p> <p>(Aliya and ally)- say monitoring is conducted.</p> <p>Morogoro MVC meets every month.</p> <p>SATF staffs have been visiting them and they have had chance to talk and express their issues.</p> <p>(Aliya)- MVC should be keen to identify their shoe sizes.</p> <p>SATF spend short time with beneficiaries during monitoring.</p> <p>(Jumanne Omary)- distribution exercise should be conducted at the IP premises,</p>	<p>COAST ZONE</p> <p>Participants indicated satisfaction with the current monitoring system of SATF and IPs. They requested for more quality time with field staff and for distribution exercise to be conducted at the IPs office as opposed to schools.</p>

4	Understanding outcomes	There is more than one reason for certain things to happen, what do you think is the reasons for poor academic performances for some of our beneficiaries?	<p>NORTHERN ZONE</p> <p>(Jesca)- Life difficulties they are facing (Brenda)- Lack of parental support (Flora)- MVC do not put efforts in their studies and lack of confidence (Rashid)- Poor attendance in school (Rehema)-misunderstandings among the family members (Brenda) –Use of abusive language by the guardians (Flora)- love affairs among MVC</p> <p>Comments from IPs and teachers.</p> <p>(Mwl Msofe)- Lack of cooperation by the guardians. (Mwl Mushi)- Lack of time to study ,a lot of domestic echoes, psychological effects (Mwl Bombo)- Lack of facilities eg power/energy to generate light during the night to allow MVC to study, lack of advisors and lack of personal targets.</p>	<p>NORTHERN ZONE</p> <p>It was generally observed that psychosocial problems such a as stress, abuse and neglect are contributing factors leading to poor academic performances among MVC.</p> <p>Other factors were lack of study facilities such as power at home, lack of opportunities for tuitions, domestic echoes and lack of personal target.</p> <p>It was also shared that, most of MVC are selected to join Ward established schools which lack teachers and material resources, this magnify the problem to children who have been stressed already by other mentioned factors. One IP stressed that while SATF complains on the wastage of investment for those who fail, he doesn't regard it as a waste investment.</p>
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				A person who has stayed in class in secondary school for 4 years cannot be equated with STD VII
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			<p>LAKE ZONE</p> <p>(Mtamilwa)-Not only for MVC but even the rest, Students engaging in sexual relationship, economic hardship at home lessens concentration at school, poor understanding capacity</p> <p>(Filotea)- lack of self awareness and trying to imitate the life style of children from well off families by engaging in bad peer groups.</p> <p>(Anold)- Hunger coupled with poor transport facilities to school</p> <p>(Betraidos)- MVC lack of defined goals in life.</p> <p>(Antidia)- Lots of house echoes at home, parents restricting students from using fuel for study at home</p> <p>(Ajune)- Lack of facilities such as text books due to economic hardship</p> <p>(Diana)- too much work at home to study.</p> <p>(Mtamilwa)- Government not having plan for ensuring study resources such as libraries</p>	<p>LAKE ZONE</p> <p>Beneficiaries views on poor academic performance was due to economic hardship at home lessening concentration at school, greed for a better life which prompt MVC into antisocial behaviors such as prostitutions, crime and engagement with bad peer groups, poor transport facilities to and from school, lack of defined goals in life, lots of house echoes, inability to access study facilities such as text books, tuition,</p> <p>Teachers and guardians had inputs on poor wards schools infrastructure, peer pressure, lack of goals in life, poor educational environments, low pass mark standard and inappropriate use of technology such as cell phones and internet</p>
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Comments from IPs and teachers.

(Mchuruza)- Supported children developing stubbornness attitude, bad peer influence and lack of planning for their future.

(Mwl. Diocles)- Ward established schools have poor education environment such as comparatively small rooms, few teachers and big workload, bad peer influences and MVC not getting time for remedial studies due to household hassles.

(Melania)- Many MVC are in ward schools where the environments are not conducive, failure to pay for tuitions, MVC enrolled with low pass mark, inappropriate use of technology such as internet where children watch pornographic videos/picture

			<p>SOUTHERN ZONE</p> <p>(Monica)-Lack of concentration and discipline</p> <p>(Habiba)-Hunger</p> <p>(Fatuma) –Absconding classes to go for drugs and prostitution.</p> <p>(Jeni)-Lack of respect to teachers</p> <p>(Daudi)-Taking organization’s support for granted</p> <p>(George)-Lack of study facilities eg text books</p> <p>(Sophia)-Lots of house chores at home especially for girls.</p> <p>Comments from IPs and teachers.</p> <p>Poor learning attitude.</p> <p>-Life despair among MVC due to economic constraints</p> <p>Poor educational facilities, truancy</p> <p>Hunger</p> <p>Extreme poverty.</p> <p>Laziness,</p> <p>Lack of goals in life.</p> <p>-Government leaders politicking education.</p>	<p>SOUTHERN ZONE</p> <p>MVC shared that truancy, joining bad peer groups, taking donors support for granted, lots of house chores, poor educational facilities, poverty and poor learning attitude reduces performances of MVC</p>
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			<p>CENTRAL ZONE</p> <p>(Jackson Sanga)-MVC lack of self awareness and taking donor's support for granted.</p> <p>(Catherin) – Taking donor's support for granted</p> <p>(Waluganje)-Poor communication between parents/guardians at home and IP staff. Parents leave entire MVC responsibility to IP.</p> <p>(Robert)- Students lacking sense of purpose in life.</p> <p>(Jackson)- Bad parenting, too much house chores make children be short of time for study.</p> <p>(Mwajuma)- Poverty in the family-hunger make children loose concentration</p> <p>(Juma Kimaro)- Bad peer influence</p> <p>(Catherine)-Guardians shirking responsibility of providing guidance and life skills to MVC</p>	<p>CENTRAL ZONE</p> <p>Participants urged that lack of sense of purpose in life, lots of house chores, extreme poverty at home, parents indifference to children's behaviors, lack of life skills among MVC contribute to poor academic performances at schools</p>
			<p>(Neksan)-Poor perception regarding education importance, parents/guardians negative influence on MVC pursuit for education.</p> <p>(Happy Sanga)- Greediness to live luxurious life</p> <p>Crecensia Mnyeke- mob psychology</p> <p>(Robert)- Long distance between home and school</p>	

			<p>COAST ZONE</p> <p>(Ally Iddi)-stress and second selection challenge.</p> <p>Extreme poverty among families.</p> <p>(Aliya)- Lots of house chores</p> <p>(Jumanne)- Some students are lazy,</p> <p>(Gilberty)- Illness</p> <p>(Omary)-Bad peer influence.</p> <p>Lack of sufficient study materials.</p>	<p>COAST ZONE</p> <p>Participants urged that lack of sense of purpose in life, lots of house chores, extreme poverty at home, parents indifference to children's behaviors, lack of life skills among MVC contribute to poor academic performances at schools</p>
5	Understanding the impact	Where do you see yourself in the next 10 years?	<p>NORTHERN ZONE</p> <p>Participants comments</p> <p>2-Doctor</p> <p>2 Nurses</p> <p>1-Accountant</p> <p>2 Lawyers</p> <p>3 Teachers</p> <p>1 Youth advisor</p> <p>2 Engineers</p> <p>1 Entrepreneur</p> <p>1 Pilot</p>	<p>NORTHERN ZONE</p> <p>The support from SATF has brought hope and built the confidence of children who were regarded as vulnerable. SATF has contributed in enabling participants to talk about their dreams and aspiration with assurance of support</p>

			<p>LAKE ZONE</p> <p>(Antidia) Nurse. (Diocles)- Doctor. (Mtabilwa)- Teacher (Karugaba)- Priest and teacher. (Ajuni)-Engineer. (Leah Rutta)- Radio/TV presenter/Gospel singer (Johnstone)- Government leaders and Youth counselor. (Remigius)- Youth Worker (John)- University graduate and respectable person in the community. (Egbert)- Docter (Edina)- Secondary school teacher (Emmanuel)- Entrepreneur. (Tushabe)- A best entrepreneur. (Filotea)- A Bank accountant (Geofrey)-Doctor</p>	<p>LAKE ZONE</p> <p>SATF support indicate to have impact on MVC attitude as beneficiaries indicated to have dreams and aspirations in their lives,</p>
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			<p>SOUTHERN ZONE</p> <p>(Sauda) –TV presenter (Mwalimu Mikidadi)-Doctor (Sophia)–Nurse (Abdul)-Police (Herry)-Police (Daudi)–Magistrate (Hadija) –Member of parliament (George)-Lawyer (Asha) -Nurse (Hassan)-Magistrate .(Monica)-Army .(Fatuma) –Pharmacist (Thomas)-Teacher (Halima) –Doctor (Faudhia)-Teacher (Ahmad Ibrahim)-Entrepreneur (Aziza)- Chef (Salima) -Teacher (Thecla) –Doctor</p>	<p>SOUTHERN ZONE</p> <p>The responses reveals that SATF support have boosted beneficiaries self esteem and they are able to set goals in their lives</p>
			<p>CENTRAL ZONE</p> <p>(Robert) –Doctor (Crecensia)- Military (Mwaluganje)- Livestock doctor (Rashidi)- Businessman (Tito)- Businessman (Catherin)- Lawyer (Mariam saidi)-Entrepreneur (Stella)-Care taker in the family (Happy Sanga)-Accountant (Jackson Sanga) –Doctor (Mwajuma Fransis)-Secretary (Juma Kimaro)-Engineer (Zawadi Ngalya) –Doctor</p>	<p>CENTRAL ZONE</p> <p>The responses from beneficiaries indicate that SATF support have enabled them to dream and set goals for the future.</p>





			(Charles Obed)- Pastoralist (Yohana Samweli)-Engineer	
			COAST ZONE (Doto)-Docter (Brite)-Cardiologist (Jumanne)-secondary School teacher, (Omary Salehe)- livestock doctor (Aliya)- Deputy general secretary, ministry of education (Salama)- Nurse (Beata)- primary school teacher (Neema)- pilot (Christina)- secondary school teacher	COAST ZONE Comments from beneficiaries indicates that SATF support have succeeded in rejuvenating MVC to aspire and dream for better future.

PART B: ANALYSIS OF COMMENTS FROM VETERAN MVC

Analysis of the comments were based on the questionnaire prepared by SATF that aimed at capturing the inputs of sample SATF beneficiaries who have started independent living (Veterans)or those who could not manage to attend the stake holders meeting.

1. RESPONDENTS-COMPOSITION OF MVC IN SATF SUPPORT AREAS

The number of respondents to the questionnaires was 136. These respondents were sampled from Kilimanjaro, Arusha, Kagera, Lindi, Mtwara, Dodoma, Morogoro and Coast regions respectively. Below is the analysis of areas where interviewed MVC had been supported.)

-  EDUCATION SUPPORT BENEFICIARIES-130 out of 136
-  COMMUNITY EMPOWERMENT BENEFICIARIES-4 out of 136
-  ADVOCACY PROGRAM BENEFICIARIES-0 out of 136
-  PSYCHOSOCIAL SUPPORT BENEFICIARIES-15 out of 136

Evaluator's Assumptions

This is the analysis of areas where interviewed MVC had been supported. I.e we wanted to know the composition of SATF beneficiaries who responded to questionnaires across its four support areas. The assumption below is trying to analyze the possible reason for the differing ratios of the number of respondents between the 4 program areas.

The differing ratios of number of beneficiaries who responded to questionnaires against the total respondents as indicated above may imply that:-

- I. SATF provides greater support in Education grants than other programs
- II. Education support is tangible and therefore felt more by MVC than in other program areas
- III. Questionnaires were disseminated to areas where there are more of Education beneficiaries than other Program areas
- IV. The number of beneficiaries reflects the support priority across Program areas
- V. The concept of advocacy is not clearly perceived by respondents

Evaluator's recommendations:

- Need to maintain Education support as it captures the majority of MVC needs area.
- Need to further explore advocacy option and determine its strength.
- Need to build on psychosocial support programs.
- Need to strategize Community Empowerment projects impact assessments.

1. BENEFICIARIES OWNERSHIP OF THE SUPPORT INPUTS

Participants were asked to provide their inputs on whether SATF supports reflect their real needs. 133 out of 136 respondents who were asked whether the types of support were in line with his or her desired needs said yes, this is 97.7 % of all responses. 3 respondents said were not. This constituted 2.3 % of all respondents.

Assumptions based on the responses above analysis.

- I. A great majority of beneficiaries feel ownership of the support areas

Evaluator's recommendation:

- SATF should maintain the system of involving participants in evaluating their needs

3. DESIRED SUPPORT

Participants inputs on the additional desired support

- i. Text books
- ii. Fully school support
- iii. Bicycles for transport to and from school
- iv. Family economic support
- v. Start up capital/bank account for graduates
- vi. Increase in the school packages
- vii. Food support in while at schools
- viii. Tuition classes
- ix. Official and Supplementary text books
- x. Tuition centers
- xi. Embroidery machines
- xii. Clothing

4. SUPPORT TIMING

83 % of respondents said the support reached them at the right time while 13 percent said it was they did not receive it at the right time

Assumption based on the above responses

- i. Beneficiaries received support at the time when they were in need.
- ii. Beneficiaries received support at the right time
- iii. Number of beneficiaries felt support was not provided timely

Evaluator's recommendations

- SATF to ensure support given to MVC reflect their priorities

5. COMMENTS ON THE DISTRIBUTION CRITERIA

Respondents were asked how they felt distribution should be conducted and 78 % recommended that the current procedures should be maintained.

Assumption based on above responses

- i. Beneficiaries are content with the current distribution methodology.
- ii. There is significant number of MVC who would want the adjustment with distribution procedures

Evaluator's recommendation:

- Distribution methodology should reflect the self esteem feeling of the MVC

6. IMPACT OF SATF SUPPORT

- i. Participants responses on the impact of support were as follows:-
- ii. Improved performances at school
- iii. Increased residence
- iv. Confidence
- v. Increased self esteem
- vi. Increased support for the family
- vii. Flee from risk behavior eg child labor or prostitution
- viii. Quality time for study
- ix. Consistence school attendance
- x. Opportunity for exhibiting competency
- xi. Behavior change
- xii. Positive contribution in the community
- xiii. Support for the family
- xiv. Experience in starting independent living
- xv. Feeling of equality with peers

7. COMMENTS ON TIMING FOR GRANT DISBURSEMENTS

88.5 % of all respondents recommended that timing for SATF grants disbursement should be at the beginning of the academic year, while 11.5% recommended that payment should be done in the middle of the year.

Assumption based on above responses

- i. Most respondents desire that the grants to be disbursed following the government's school academic calendar
- ii. Respondents who recommended mid year payments could be the one whose academic calendar begins in mid year (E'g VTC beneficiaries)

or were in programs that did not require school academic calendar e,g
IGA/Advocacy beneficiaries .

Evaluator's recommendations:

- Grants disbursement should reflect the government school calendar.

8. COMMENTS ON MVC STATUS CREDIBILITY OF BENEFICIARIES

Respondents were asked to comment if there were type of SATF beneficiaries who were being supported without having MVC qualification. All respondents said beneficiaries had MVC status credibility

9. OTHER GENERAL COMMENTS

Respondents had the following general comments;-

- i. Appreciate SATF support and urged that SATF continue supporting MVC
- ii. SATF to provide comprehensive support to MVC e.g By providing food support at school and home
- iii. Provision of resource centers/Libraries
- iv. Support should be continuous to higher learning as per MVC capacities
- v. SATF should visit MVC at their homes.
- vi. SATF to provide full school support as per school requirements as opposed to partial support
- vii. SATF to support school learning materials such as purchases of school text books and laboratory facilities,
- viii. Increased/Improved support package for beneficiaries with VVU. Eg provision of nutritious food
- ix. Youths to be supported with capital to start independent living
- x. Support should be extended to MVC at homes who have no opportunity to go to school
- xi. SATF to extend its support to MVC

PART C: HIGHLIGHTS ON KEY ISSUES OBSERVED DURING STAKEHOLDERS MEETING AND ANALYSIS OF COMMENTS FROM VETERAN MVC

Thematic area:-*Understanding our goal- Discussing vulnerability*

1. Participants saw the impact of HIV/AIDS, family conflicts, poverty, alcoholism, abuse and ignorance are contributing factors to children's vulnerability. Participants advised parents should receive education on proper parenting and importance of sending children to school
2. Other factors included children's desire for a luxurious life which subject them into risk behaviors. Parents were advised to be closer to their children and provide them with proper life skills to help them build their future.

Thematic area:- *Understanding our inputs*

1. Participants shared their inputs on the needs and apart from being content with the support given they also recommended the package of support to include food especially for MVC on ARV dose, text books, transport allowances and other school contributions. It was noted that it is better to have full support for few MVC rather than having partial support for many MVC. Apart from appreciating the current support, MVC also indicated improved support in the areas of food, school contributions and stationeries. Teachers and IPs suggested improved communication and coordination between IPs and schools
2. It was also shared that SATF needs to review its timing of the grant disbursements to match with the calendar of the Government schools to enable the support to reach the students at the right time.
3. Apart from the current support, beneficiaries indicated to face challenges and expressed needs for transport facilities to and from schools, Quality of schools and teachers, early fund disbursements to avoid hassles from heads of school schools, need for fully payment of fees and contributions, need for lanterns for study at home,
4. Teachers and guardians had inputs on increasing the number of beneficiaries, capital/toolkits for VTC graduates, increase of grant amounts, provision for administration facilities such as computers and motorbikes

5. MVC shared that the mushrooming wards school which lack educational facilities and recommended SATF to include tuition classes' budget to boost academic performances.
6. Students were advised to study hard and not take donor support for granted. It was also suggested that day scholars MVC who stays far from school should be included in hostel accommodation. It was advised that food provision in schools should be initiated and supported by SATF in package list for MVC

Thematic area: - *Understanding outputs*

1. It was shared that there is a need to ensure there is coordination among schools, IPs and SATF during monitoring that will ensure that uniforms and other scholastic materials are supplied in accordance to school requirements.
2. Many beneficiaries appreciate the level and quality of monitoring activities. However there is issue of SATF beneficiaries to be punished and or harassed in some schools due to late payments of school fees and contributions, others are still forfeited from attending school for failure to pay or contribute additional fees/contribution which are not covered by SATF in some school.
3. Other challenge was seen for MVC who struggle with their parents to pay schools fees in time by seeking loan, however IPs had not been reimbursing which is seen as de-motivating
4. Participants indicated satisfaction with the current monitoring system of SATF and IPs. They requested for more quality time with field staff and for distribution exercise to be conducted at the IPs office as opposed to schools.
5. Beneficiaries appreciated the SATF/IPs monitoring system, SATF was advised to make full payments of school requirements for MVC since MVC have been expelled for failure to pay contributions which are not covered by SATF.
6. The general feeling is that many MVC are satisfied with the level of monitoring of SATF and IPs. It was noted however that some MVC have been given tasks of following up suppliers for unfit items such as shoes and uniforms. IPs were insisted that they should be the one following up these items and not leave the task to MVC. SATF was also advise to ensure early disbursement of fund to avoid inconveniences at school.

Thematic area: - *Understanding outcomes*

1. It was generally observed that psychosocial problems such as stress, abuse and neglect are contributing factors leading to poor academic performances among MVC.
2. Other factors were lack of study facilities such as power at home, lack of opportunities for tuitions, domestic echoes and lack of personal target.
3. It was also shared that, most of MVC are selected to join Ward established schools which lack teachers and material resources, this magnify the problem to children who have been stressed already by other mentioned factors.
4. One IP stressed that while SATF complains on the wastage of investment for those who fail, he doesn't regard it as a waste investment. A person who has stayed in class in secondary school for 4 years cannot be equated to some Std 7.
5. Beneficiaries views on poor academic performance was due to economic hardship at home lessening concentration at school, greed for a better life which prompt MVC into antisocial behaviors such as prostitutions, crime and engagement with bad peer groups, poor transport facilities to and from school, lack of defined goals in life, lots of house echoes, inability to access study facilities such as text books, tuition,
6. Teachers and guardians had inputs on poor wards schools infrastructure, peer pressure, lack of goals in life, poor educational environments, low pass mark standard and inappropriate use of technology such as cell phones and internet
7. Beneficiaries comments on the reason for poor academic performances included lots of house chores, poverty, laziness, engagement with bad peer groups, lack of sufficient study materials and second selection challenges
8. MVC shared that truancy, joining bad peer groups, taking donors support for granted, lots of house chores, poor educational facilities, poverty and poor learning attitude reduces performances of MVC

Thematic area: - *Understanding the impact*

1. The support from SATF has brought hope and built the confidence of children who were regarded as vulnerable. SATF has contributed in enabling participants to talk about their dreams and aspiration with assurance of support
2. SATF support indicate to have impact on MVC attitude as beneficiaries indicated to have dreams and aspirations in their lives,

3. Comments from beneficiaries indicates that SATF support have succeeded in rejuvenating MVC to aspire and dream for better future.

4:0 Learning and Way Forward

The Zonal stakeholders meeting in the 5 zones resulted in dynamic learning regarding SATF support. The comments given in conjunction with inputs collected during implementing partners meeting in October in Dar-es-salaam and deliberations will be used as inputs for SATF 3 year's strategic plan

5.0: Conclusion

SATF has successfully met with beneficiaries and be able to collect inputs based on their evaluation of SATF performances on its programs