

**THE EFFECTIVENESS OF THE GOVERNMENT FUND FOR ORPHANED AND  
VULNERABLE CHILDREN IN SECONDARY SCHOOLS: THE CASE OF  
MOROGORO MUNICIPAL AND MVOMERO DISTRICT  
COUNCILS, TANZANIA**

**BY**

**JOYCE JOHN DAFFA**



**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS (RURAL  
DEVELOPMENT) OF SOKOINE UNIVERSITY OF AGRICULTURE.**

**MOROGORO, TANZANIA.**



**2011**

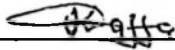
## ABSTRACT

In 2003 the Government started a scholarship grant to support pupils from low income households (orphans and vulnerable children - OVC) to access secondary education. Though the fund has been operational for a long time, not much has been documented about the effectiveness of the support especially in Morogoro Region. The overall objective of this study was to assess the effectiveness of the Government Fund to OVC in secondary schools in Morogoro Municipal and Mvomero District Councils. Three schools were involved in this study namely Kilakala, Morogoro and Mzumbe Secondary Schools. Questionnaires were administered to 75 students from the schools, 17 parents/guardians and 15 key informants. Data were analysed using Statistical Package for Social Sciences (SPSS). The main results were that: there were a good number of vulnerable students (32%) though the majority of the students were orphans (68%) and that most of them were living with their mothers; data for applicants in wards/districts showed that only about 24% of the applicants got the government support; in the schools, only about 49% of the orphans and vulnerable students in all the three schools were supported by this fund and the amounts given were not adequate to meet students' needs compared to when their parent(s) were alive; OVC got information about the fund mainly from their Head Teachers while only 3% got information through the media; knowledge about the fund as well as the mechanism to select students for scholarship award was generally limited; about 53% and 41% of key informants and parents/guardians respectively indicated that the mechanism to select OVC for scholarship award was transparent; there was low participation of students (15%) in matters related to fund distribution; about 94% of the parents/guardians indicated that the scholarship funds were not targeting the poor; and lastly, all students indicated that fund disbursement was late. The following are the main recommendation of this study: the Government/District and

Municipal Councils should increase the fund to support OVC as the number of OVC is increasing every year; there should be more transparency about the fund. To increase transparency, the following should be published in newspapers, Government notice boards and websites: criteria to award grants, amount of fund available and lists of selected students. Lastly, fund management should be improved by timely disbursement of money to students.

**DECLARATION**

I, Joyce John Daffa, do hereby declare to the Senate of Sokoine University of Agriculture that the work presented here is my original work, and that it has not been submitted for higher degree in any other University.

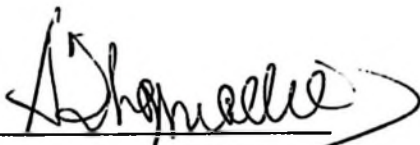


Joyce John Daffa  
(MARD Candidate)

05/04/2011

Date

The above declaration confirmed by:



Prof. Amon Zachariah Mattee  
(Supervisor)

13/4/11

Date

## **DEDICATION**

This dissertation is dedicated to all my family members for their understanding and encouragement during the period of my M.A (Rural development) studies.

## **COPYRIGHT**

No part of this dissertation may be reproduced, stored in any retrieval form, or transmitted in any form or by any means without prior written permission of the author or Sokoine University of Agriculture in that behalf.

## ACKNOWLEDGEMENT

It is a pleasure to sincerely acknowledge with thanks the Director, Morogoro Municipal Council, my employer for allowing me to undertake the M.A (Rural Development) studies.

I wish to express my sincere gratitude to Prof. A. Z. Mattee, my supervisor, for generous guidance, invaluable suggestions, constructive criticism and encouragement throughout the period of study.

Special thanks also go to all those who answered the questionnaires: Orphans and Vulnerable Children (students), Parents/Guardians, District Education Officers (DEO), Ward Councillors, Ward Executive officers (WEO), Headmasters/Headmistresses, Guidance and Counselling Teachers, Heads of Academic Departments, Matrons, School Accountants, Municipal and District Council Accountants, and District Academic Officers.

I wish to express sincere appreciation to my classmates for their cooperation during the two years of study. Last but not least, I wish to thank my family for their patience, inspiration and heartfelt encouragement during my study.

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>II</b>
<b>DECLARATION .....</b>	<b>IV</b>
<b>DEDICATION .....</b>	<b>V</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>VII</b>
<b>TABLE OF CONTENTS .....</b>	<b>VIII</b>
<b>LIST OF TABLES.....</b>	<b>XII</b>
<b>LIST OF APPENDICES.....</b>	<b>XIV</b>
<b>LIST OF ACRONYMS AND ABBREVIATIONS.....</b>	<b>XV</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>1.0 INTRODUCTION .....</b>	<b>1</b>
1.1 Background.....	1
1.2 Problem Statement.....	2
1.3 Justification of the Study .....	3
1.4 Objectives .....	3
1.4.1 Overall objective.....	3
1.4.2 The specific objectives .....	3
1.4.3 Research questions .....	4
<b>CHAPTER TWO.....</b>	<b>5</b>
<b>2.0 LITERATURE REVIEW .....</b>	<b>5</b>
2.1 Government Scholarships for Pupils from Low Income Households .....	5
2.1.1 Background.....	5
2.1.2 Criteria for eligibility .....	5
2.1.3 Implementation steps.....	6
2.1.4 The scholarship funds.....	8

2.1.5 Implementation of the programme .....	8
2.2 The Status of Research on Orphans and Vulnerable Students .....	9
2.3 Prevalence of AIDS Orphans, Their Experiences and Socio-economic Status.....	9
2.4 AIDS Orphans and Vulnerable Children Problems.....	10
2.4.1 Access to education .....	10
2.4.2 Economic impacts .....	10
2.4.3 Psychological impacts .....	11
2.5 Social Support for AIDS Orphans.....	11
2.6 The Need for Special Programmes to Keep Orphans in School.....	12
<b>CHAPTER THREE.....</b>	<b>13</b>
<b>3.0 METHODOLOGY .....</b>	<b>13</b>
3.1 Selection of Study Schools.....	13
3.1.1 Mzumbe Secondary School.....	13
3.1.2 Kilakala Secondary School.....	14
3.1.3 Morogoro Secondary School.....	14
3.2 Research Design .....	15
3.3 Data Collection and Analysis .....	15
3.3.1 Respondents survey .....	15
3.3.2 Data analysis.....	16
3.3.2.1 Qualitative data analysis.....	16
3.3.2.2 Quantitative data analysis.....	17
<b>CHAPTER FOUR .....</b>	<b>18</b>
<b>4.0 RESULTS AND DISCUSSION.....</b>	<b>18</b>
4.1 Characteristics of Respondents.....	18
4.1.1 Personal characteristics of the students .....	18
4.1.2 Personal characteristics of the parents/guardians .....	20

4.1.3 Students attendance to school.....	23
4.2 Adequacy of the Funds in Relation to the Needs and Number of Requests.....	25
4.2.1 Amount of support.....	25
4.2.2 Adequacy of the funds in relations to the need .....	25
4.2.3 Availability of basic school needs and student performance .....	27
4.2.4 Adequacy of the funds in relations to number of requests .....	30
4.3 Management of Funds by the Councils .....	31
4.3.1 Source of information about the fund.....	31
4.3.2 Selection of students.....	32
4.3.3 Effectiveness of the mechanism for student selection.....	33
4.3.4 Mechanism used to provide funds to students.....	34
4.4 Factors Influencing the Effectiveness of the Government Support to Orphans and Vulnerable Children Education .....	35
4.4.1 Transparency .....	35
4.4.2 Participation.....	36
4.4.3 Challenges in selection of students.....	37
4.4.4 Pro-poor targeting.....	38
4.4.5 Mechanism to ensure the target group is aware of the fund.....	39
4.4.6 Timeliness of fund disbursement.....	41
4.5 Opinion of Stakeholders on How to Improve the Operation of the Fund .....	42
4.5.1 Opinion of the students.....	42
4.5.2 Opinion of the parents/guardians.....	42
4.5.3 Opinion of teachers, education officers and ward councillors .....	43
<b>CHAPTER FIVE.....</b>	<b>45</b>
<b>5.0 CONCLUSION AND RECOMMENDATIONS .....</b>	<b>45</b>
5.1 Conclusion.....	45

5.2 Recommendations .....	46
<b>REFERENCES .....</b>	<b>47</b>
<b>APPENDICES.....</b>	<b>52</b>

## LIST OF TABLES

Table 1: Summary of government scholarship grant allocation per student per year (TZS) .....	8
Table 2: Personal characteristics of the orphans and vulnerable students.....	19
Table 3: Guardians/parents of the orphans and vulnerable students .....	20
Table 4: Personal characteristics of the parents/guardians.....	22
Table 5: Employment status of parents/guardians.....	23
Table 6: Students attendance to school .....	23
Table 7: Reasons that caused students to miss classes .....	24
Table 8: Amount of Government scholarship grant given to Kilakala and Morogoro Secondary Schools and number of students supported in all the three schools. ..	26
Table 9: Adequacy of funds.....	27
Table 10: Basic school needs provided to students .....	29
Table 11: Students who applied for Government support from Kingo ward (Morogoro municipality) for the period of 2005/06 - 2009/10 .....	30
Table 12: Students who applied for Government support from Mvomero District for the period of 2005/06 - 2009/10 .....	31
Table 13: Source of information on OVC fund.....	32
Table 14: Stakeholders' views on mechanism used to select students.....	33
Table 15: Stakeholders' views on effectiveness of the mechanism of student selection ...	34
Table 16: Stakeholders' views on mechanism used to provide fund to students .....	35
Table 17: Opinions of key informants on whether procedures of student selection are transparent .....	36
Table 18: Opinion of parents/guardians on whether procedures of student selection are transparent .....	36

Table 19: Participation of students in fund distribution .....	37
Table 20: Fairness in selection of students.....	37
Table 21: Views on challenges in selection of students .....	38
Table 22: Parents/guardians views on provision of Government support to the targeted group .....	38
Table 23: Reasons for government support not reaching the target group.....	39
Table 24: Mechanism of ensuring targeted group is aware of the fund .....	40
Table 25: Suggestions on how to improve the mechanism of student selection .....	40
Table 26: Students views on timeliness of fund disbursement.....	41
Table 27: Reasons for delays in fund disbursement from the Government .....	41
Table 28: Opinion of the students on how to improve operation of the government fund .....	42
Table 29: Opinion of the parents/guardians on how to improve operation of the government fund.....	43
Table 30: Opinion of the teachers, education officers and ward councillors on how to improve operation of the government fund .....	44

**LIST OF APPENDICES**

Appendix 1: Questionnaire for orphans and vulnerable children..... 52

Appendix 2: Questionnaire for parents/guardians..... 54

Appendix 3: Questionnaire for key informants (councillors, headmasters/mistresses,  
patron’s matrons, guidance and counselling teachers, accountants/ treasurers,  
district education officers and ward education officers) ..... 56

## LIST OF ACRONYMS AND ABBREVIATIONS

AED	Academy for Education Development
AIDS	Acquired Immune Deficiency Syndrome
AVERT	Averting HIV and AIDS (United Kingdom Charity Organisation)
DC	District Commissioner
DEO	District Education Officer
EFA	Education For All
ESAURP	Eastern and Southern African Universities Research Programme
ESDP	Education Strategic Development Programme
FAO	Food and Agriculture Organisation of the United Nations
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
LGA	Local Government Authority
MDGs	Millennium Development Goals
ME & C	Ministry of Education and Culture
ME & VT	Ministry of Education and Vocational Training
MH & SW	Ministry of Health and Social Welfare
NGOs	Non Governmental Organisations
OVC	Orphans and Vulnerable Children
PEDP	Primary Education Development Plan
PS	Permanent Secretary
PSLE	Primary School Leaving Examination
REO	Regional Education Officer
SEDP	Secondary Education Development Plan
TZS	Tanzania shillings
VEO	Village Executive Officer

<b>WDC</b>	<b>Ward Development Committee</b>
<b>WEC</b>	<b>Ward Education Coordinator</b>
<b>WEO</b>	<b>Ward Executive Officer</b>

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background

Tanzania has ratified international commitments, which call for the achievement of Education For All (EFA) (HakiElimu, 2004). The Education and Training Policy of 1995 has spelt out that the quality of education will be one of the most crucial agents for attaining poverty reduction as stipulated in Tanzania Development Vision 2025 (URT, 1995). Thus in order to achieve this, Tanzania spelt out in the Education Strategic Development Programme (ESDP) the need for providing quality education which is a basic human right for all Tanzanians through Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP).

Since mid 1980s, Tanzania has been confronted by HIV/AIDS, one of the world's devastating epidemics that have resulted in many orphans. The latest estimates of number of orphans and vulnerable children (OVC) in the country shows that there were 946,614 in 2007 and it was projected that there will be 1 044 097 OVC by 2010 (MH & SW, 2007). According to Urassa *et. al.* (2001), 34% of orphans in Tanzania lived with one parent while 12% were not living with either parent. This implies that OVC need support from government to access secondary education which is the key to all aspects of life especially poverty reduction.

In pursuit of this goal, the Ministry of Education and Vocational Training (ME & VT) has established a special fund aimed at helping orphans and vulnerable students, who after passing their primary school examinations, fail to meet the cost of education at secondary level in the government run schools in the country. These funds are managed by the

District Councils. This is an important effort to create more equal access to education and achieve a fairer society (HakiElimu, 2004).

### **1.2 Problem Statement**

There is evidence from the literature on AIDS orphans in Tanzania showing that support to orphans has mainly focused on material needs, such as securing food, clothing, and shelter while education, psychological problems and psychosocial health (their health status and interpersonal relations) were neglected (Mrumbi, 2006).

The prevailing situation indicates that people and government rely on the external appearances of orphans and the vulnerable children to judge on their well-being. They may take for granted that the orphans are well and normal. People may assume that so long as the children eat, sleep, cloth, play and go on with their daily business, there is nothing to worry about. Most people neglect ignorance and their performance in academic issues. Therefore, this study intends to investigate how the fund works in practice to address the educational needs (school fees, uniform, books and pocket money) of OVC. For the purpose of this study, orphans are children who have lost one or both parents due to any illness and cannot afford to pay for costs of education. Vulnerable children are those who have both parents but they cannot afford to pay for the costs of education of the pupil.

The background information demonstrates the importance and gives legitimacy to conducting this study on OVC in order to comprehensively understand their life situation in relation to academic performance under Government sponsorship especially for those who are in secondary schools.

### **1.3 Justification of the Study**

Though the government fund to orphaned and vulnerable children has been there since 2003, not much has been documented about the effectiveness of the support especially in Morogoro Region. A survey by journalists has provided only limited information about the performance of the fund in some regions of mainland Tanzania (HakiElimu 2004). Further, information was not available about the performance of similar funds in other countries. The research findings will contribute to policy decisions relating to improvement of secondary education for OVC in Tanzania. The results may also help the ME & VT to take appropriate measures to reduce obstacles related to OVC secondary education, so as to meet the Millennium Development Goals (MDGs) of 2015 and the poverty reduction goal. In addition to researchers, the results are intended for knowledgeable practitioners, Non-Governmental Organizations (NGOs), international aid agencies, policy advisors, and others who are in a position to use research findings to design and direct programmes, allocate resources and expand the coverage of support for affected children.

### **1.4 Objectives**

#### **1.4.1 Overall objective**

The overall objective of this study is to assess the effectiveness of the government fund to orphans and vulnerable children in secondary schools in Morogoro Municipal and Mvomero District Councils.

#### **1.4.2 The specific objectives**

- (i) To assess the adequacy of funds in relation to the need and the number of requests.
- (ii) To assess how the funds are managed by the Councils.

- (iii) To determine the main factors influencing the effectiveness of the government fund to orphans and vulnerable children education.
- (iv) To determine the opinion of important stakeholders (students, teachers, guardians etc) on how the operation of the fund should be improved.

#### **1.4.3 Research questions**

- (i) Is the aid enough to support the needs of the students?
- (ii) Is the mechanism of supporting the students effective?
- (iii) Are the funds enabling orphans and vulnerable students to access secondary education?
- (iv) What are the factors affecting the effectiveness of the fund?
- (v) How should the operation of the fund be improved?

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Government Scholarships for Pupils from Low Income Households**

##### **2.1.1 Background**

In 2004, the then Ministry of Education and Culture (ME & C) issued guidelines for provision of scholarship grants to secondary school pupils from low income households (ME & C, 2004a). The Government Fund to support such pupils was started in 2003. The overall objective of the fund is to facilitate acquisition of secondary education to academically able pupils whose families cannot afford to pay for their secondary education. At the start, the intention was to sponsor 12,000 standard seven leavers each year who qualify for secondary education intake based on primary school leaving examination (PSLE) results. The number has however increased over time. The allocation for each district differs depending on the number of standard seven leavers in a particular district.

##### **2.1.2 Criteria for eligibility**

The main criterion is that the parents or guardians of the recipient pupil are economically unable to support the pupil's education costs. On the part of the pupil eligibility is based on the following:

- (a) Has passed PSLE.
- (b) Has been selected to join Form One in a government secondary school.
- (c) Wishes to pursue secondary education.
- (d) Has no any other support in form of sponsorship.
- (e) Be one who cannot or whose family cannot pay for the costs of education of the pupil.

### **2.1.3 Implementation steps**

The process of selection proceeds as follows:

#### **Step 1: Primary school level**

- (a) The primary school Headteacher, the school committee and the village government will inform the village and school community about the scholarship. Interested standard seven pupils will submit an application to the village government.
- (b) The primary school Headteacher and school committee will compile a list of standard seven pupils who would not be able to afford to attend secondary school unless assisted by the scholarship. From this list they will select up to ten best performers. The performance will be assessed by taking into account academic performance from standard V to standard VI and mid year results for standard VII, as well as the pupil's character, and desire to pursue secondary education.

#### **Step 2: The village/mtaa level**

- (a) The village/mtaa government scrutinizes the list and ranks them in an eligibility order of merit with the poorest coming first. The list will await PSLE results.
- (b) After the PSLE results, the village/mtaa government chairperson organizes a meeting to be attended by the Headteacher, members of the school committee, and the community. The village/mtaa government chairperson appoints a secretary to keep minutes. During the meeting, the Headteacher and village/mtaa chairperson explains the selection process. The meeting will vote guided by the eligibility criteria by simple majority to select the recipients of the scholarship.

The village government through Ward Education Coordinators (WECs) will send the list of names of the scholarship recipients to the District Education Officer (DEO) including the minutes of the selection meeting and eligibility criteria used.

They will also send a second list of equal number of reserve candidates in case the targeted candidates do not take up their places under the scholarship scheme.

- (c) The parent/guardian and the pupil will sign a memorandum of understanding with the village government to show that the pupil agrees to pursue secondary education.

**Step 3: District level**

- (a) The Local Government Authority (LGA) allocates scholarship places to wards and villages.
- (b) The DEO informs the Ward the number of scholarship places available for the Ward before PSLE results.
- (c) After the PSLE results, the DEO informs the primary school pupils selected to secondary education in government schools.
- (d) The DEO compiles a list of scholarship recipients from all participating primary schools in the district and forwards to the Regional Education Officer (REO). He or she will also compile and submit to REO a second list of reserve candidates.

**Step 4: Regional level**

- (a) The REO will forward the list of scholarship names to the Permanent Secretary (PS), with a copy to the respective secondary school.

**Step 5: Secondary school level**

- (a) The head of secondary school into which the supported pupil has been selected officially informs the parents/guardian of the selected pupil, and sends them the official joining instructions.

### 2.1.4 The scholarship funds

The funds provided under the scholarship are to enable a pupil acquire minimum essential requirements for studying. The scholarship recipients should not be subjected to other school contributions.

The scholarship allocation for boarding and day students for Forms I to VI are shown in Table 1. The items covered by the fund include: uniforms, mathematical set, school badge, bed sheets, pocket money, medical expenses, transport, examination fee, beddings and sports gear. The Ministry sends all funds to school accounts and funds are disbursed to the respective students.

**Table 1: Summary of government scholarship grant allocation per student per year (TZS)**

<b>Form</b>	<b>Boarding</b>	<b>Day</b>
I	272 000	188 000
II	153 000	133 000
III	211 000	177 000
IV	163 000	143 000
V	260 000	165 000
VI	155 000	140 000

Source: ME & C (2004a).

### 2.1.5 Implementation of the programme

Information on the number of students supported and the cost of the scholarship was not available for all the years. For the year 2004-05, 12 000 students were supported at a cost of TZS 2 160 000 000/= (ME & C, 2004b). For the year 2007-08, 21 845 students were supported at a cost of TZS 3 242 141 000.00 (ME & C, 2008) while for 2008-09, 51 000 students were budgeted to be supported at a cost of TZS 9 180 000 000.00 (ME & C, 2008). In February 2009, the ME & VT issued a circular that with effect from 2009, LGAs

will take the responsibility of providing scholarship grants to pupils from low income households (ME & VT, 2009). A media survey on effectiveness of this fund has in some regions of Tanzania has shown various weaknesses in its implementation (HakiElimu 2004).

## **2.2 The Status of Research on Orphans and Vulnerable Students**

It is a fact that AIDS orphans and vulnerable students are a largely neglected population in research as well as in documentation (Sengendo and Nambi, 1997; Foster and Williamson, 2000). Research on this population has focused mainly on physical aspects such as shelter, food and clothing (Foster and Williamson, 2000). Few studies have been conducted on the impact of psychological and learning performance in Tanzania including Morogoro Municipality. Furthermore, the dissemination and access to these few studies has been difficult and this hinders the sharing of the findings.

## **2.3 Prevalence of AIDS Orphans, Their Experiences and Socio-economic Status**

With regard to prevalence of orphans, it appears that this is associated with geographical location, social status and income parameters. The findings from Zimbabwe by Foster *et al.* (1995) indicate that the prevalence of orphans is highest in peri-urban areas and lowest in middle income medium density urban suburbs. The linkage between high prevalence of AIDS orphans and socio-economic status has also been established outside Africa. Mrumbi (2006) reports that most orphan youngsters in USA come primarily from poor communities. AIDS orphans also risk missing the property and wealth left by parents through what is known as “property grabbing” by the male parents’ family (Gilborn *et al.*, 2001). When a husband dies his relatives may take his property, deprive the widow and her children of financial support, thereby forcing them to return to the maternal relatives

who are then without physical resources necessary to support orphan children (Foster *et al.*, 1995).

## **2.4 AIDS Orphans and Vulnerable Children Problems**

### **2.4.1 Access to education**

In countries of high prevalence, AIDS is exacting a heavy toll on education system and impeding affected children's access to education. By hampering the supply, demand and quality of education, the epidemic is limiting the educational opportunities of all children (Coombe, 2002). Evidence indicates that children's participation in formal schooling is decreasing in African countries with the highest prevalence of HIV (11% or greater) while enrollments in countries with lower HIV incidence have increased (HakiElimu, 2004). Studies increasingly focus on the degree to which orphans and other children seriously affected by AIDS are at a particular disadvantage and in need of targeted assistance (Coombe, 2002).

### **2.4.2 Economic impacts**

Some social scientists are concerned that the growing number of children affected by HIV/AIDS could lead to a decrease of skilled labour within a country, further destabilizing the national economy and society at large. The issue is that inefficient transfer of skills and scholarship leads to a decline in human capital, body of knowledge and ability found in a population. It is human capital that decreases economic growth, some experts argue, and when that is threatened so is the economic security of a nation. A recent World Bank report warned that, a widespread epidemic of AIDS will result in a substantial slowing of economic growth and even result in economic collapse (Mrumbi, 2006). The report argues that the effects of weakened knowledge transmission processes are felt only over the

longer run, as poor education of children today leads to the low productivity of adults in the future.

### **2.4.3 Psychological impacts**

The psychological impact of HIV/AIDS on the young is often misunderstood particularly in classroom. Children who are affected by HIV/AIDS may be frequently absent or tardy from school, find it hard to concentrate or unable to assume school-related expenses, such as school fees, uniforms, books and other individual and school supplies. While teachers may have noticed that AIDS-affected children tend to have lower performance in school, many apparently do not link the behaviour with HIV/AIDS. As a result, some organizations are beginning to train teachers on how to identify grief-related behaviour. Teachers who have completed grief-identification training have reported that the sessions “opened their eyes to the reasoning behind what they had identified as misbehaviour of orphaned and vulnerable students” (Poulter, 2001).

### **2.5 Social Support for AIDS Orphans**

Social support for AIDS orphans is indispensable. Children can survive traumatic conditions with little support or no ill effect if they feel cared for and supportive resources are accessible (Poulter, 2001). They need love, support and care (Mrumbi, 2006). Mrumbi (2006) further points out that some of the orphaned children may need new sources of shelter, food and medical care, but all of them will need emotional support and guidance. This reflects the importance of emotional support when threatening events occur.

The disruption of school is one of the common problems related to parental illness and death. Being chased from school for failure to meet financial requirement is one of the most distressing aspects of parental illness and death which children face (Mrumbi, 2006).

## **2.6 The Need for Special Programmes to Keep Orphans in School**

As education is of paramount importance for a child's chances to escape poverty and learn how to live a healthy life, it is necessary to make sure orphans have the same access to education as other children. Concern that school-aged orphans will drop out of school or will never enrol has prompted calls for governments to subsidize their schooling (AVERT, 2008). Incentives offered include free textbook, uniforms, waiving of school fees, free medical care and supplemental feeding. However, are these programmes targeting orphans only really necessary? The results of a study conducted by the World Bank in 2002 indicate that this very much depends on policies of each country, that is in some countries all students are supported while in others support is only targeted to OVC (Filmer and Ainsworth, 2003).

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 Selection of Study Schools**

The choice of schools for study should allow assessment of the effectiveness of Government Fund to individual students in various schools: boy schools, girl schools and day and boarding schools. This type of fund is not given to primary schools, but both primary and secondary schools receive capitation fund which is used to buy books, teaching materials and building classes and renovation of old classes and repair of furniture. Consequently, the research was conducted in secondary schools. Three secondary schools were purposively selected. Two boarding schools that is girls' school – Kilakala Secondary School in Morogoro Municipality and boys' school- Mzumbe Secondary School in Mvomero District and a third school was Morogoro Secondary School which is co-educational and a day and boarding school.

##### **3.1.1 Mzumbe Secondary School**

Mzumbe Secondary School was started in the year 1923 at Kibiti, Lindi as Bush School, this was right after World War I when the British managed to colonize Tanganyika and after defeating the Germans. The school was then shifted to Dar es Salaam to the current Uhuru Primary School in the year 1930 so that it can be near the headquarters of the colonial government and its name was changed to Kichwele School. The school was shifted to Mzumbe area after the end of World War II which at that time there was a rubber estate in the area. Workers' houses became students' dormitories and new infrastructure was established like classrooms, teachers' residences and other staff residences.

Officially Mzumbe became a middle school or Grade five school in the year 1953. The school is located in Morogoro Region, 25 km from Morogoro town. It was nationalized by the government in the year 1967 under the policy of Arusha Declaration. The school was designated as a special school by the government in the year 1992. Currently the school has 685 students from Form I to Form VI, and 53 teachers.

### **3.1.2 Kilakala Secondary School**

Kilakala secondary school was started in the year 1957 as a teachers college for girls known as Marian College. The college was nationalized by the government in the year 1967 under the policy of Arusha Declaration which strongly promoted public sector and discouraged private sector and was named Kilakala Secondary School, as a result the teaching students of Marian College were shifted to Korogwe Teachers College to continue with their studies.

In 1997, the school was selected to be among the special schools for girls. During data collection (2009) the school had total of 590 students from Form I to Form VI.

### **3.1.3 Morogoro Secondary School**

The school located in Morogoro town was started in the year 1954 under Aga Khan with only form one class containing two streams of 70 students. It was nationalized in the year 1972 under the policy of socialism and self reliance. The school has been expanded by the government. Today the school has Forms I to VI, 38 streams, 2000 students and 127 staff. It is a co-education school, with some accommodation space for girls only.

### **3.2 Research Design**

A cross-sectional study design was used for this study. The design allows data to be collected at one point in time. This design is cheap, quick and effectively utilizes limited resources in terms of cash, labour, transport and time (Kothari, 2008).

### **3.3 Data Collection and Analysis**

Primary data was collected using the following methods:

- (i) Questionnaire survey for students, parents, guardians, teachers, councillors, accountants and education officers.
- (ii) Checklist of questions to get information about the schools.
- (iii) Participant observation: this involved observing various items purchased from the fund.

Secondary data was collected through documentary reviews of both published and unpublished documents from various sources.

#### **3.3.1 Respondents survey**

The key stakeholders namely OVC being supported by the government scholarship fund, parents/guardians and various officers were interviewed.

##### **(a) Orphans and vulnerable students**

In each school up to 30 orphans/vulnerable students randomly selected were interviewed. If the number exceeded 30 per school, simple random sampling was used in order to get representative sample for the entire population. The questionnaire for the interview is shown in Appendix 1. In total, 75 OVCs were identified distributed as follows: Mzumbe 26, Morogoro 30 and Kilakala 19.

**(b) Parents/guardians**

For orphans with parents/guardians from the day school these were interviewed. The questionnaire for the interview is shown in Appendix 2. In total, 17 parents/guardians were interviewed.

**(c) Officers**

Councillors, Headmasters/Headmistresses, school patrons/matrons, guidance and counselling teachers, accountants, District Education Officers and Ward Executive Officers were interviewed using the questionnaire in Appendix 3. In total, 15 officers were interviewed.

The semi-structured in-depth interviews, tape recorder and note taking were the main ways of capturing data in the individual in-depth interviews. The semi-structured questionnaires contain several sections about the subject matter, main guides and salient points and core open-ended questions. In addition, they contain prompts and probes designed to stimulate, clarify and confirm the respondents' accounts. These guides initially constructed in English were then translated into Swahili the native language of the OVC, parents and guardians.

**3.3.2 Data analysis****3.3.2.1 Qualitative data analysis**

Qualitative data was analyzed by using content analysis. A content analysis of the components of verbal discussions with respondents was carried out, recorded dialogue was broken into smallest units of information, themes and tendencies according to research questions.

### **3.3.2.2 Quantitative data analysis.**

Both descriptive and inferential statistical analyses were carried out. All quantitative analyses were performed by using the Statistical Package for Social Sciences (SPSS window version 12.0) computer programme. Statistical analysis involved Chi- square and measures of central tendency and dispersion.

## CHAPTER FOUR

### 4.0 RESULTS AND DISCUSSION

#### 4.1 Characteristics of Respondents

##### 4.1.1 Personal characteristics of the students

Table 2 presents characteristics of the respondents according to wards (school wards indicated for Kilakala and Mzumbe), sex, age and class of students. A total of 75 students from Mzumbe, Morogoro and Kilakala secondary schools were interviewed. Out of 75 students, 26 (35%) of the students were from Mzumbe ward, 24 (32%) were from Bomani ward and 20 (27%) were from Kilakala ward. Other wards namely Forest,

Mbuyuni, Mazimbu, Kingo and Kichangani had 1 (1%) student each. Furthermore, the study found out that 37 (49%) of the respondents were males while 38 (51%) were females. The age structure showed that 20 (27%) of students were 19 years old, 18 (24%) were 18 years old, 14 (19%) were 17 years old while 8 (11%) were 16 years old. Most of respondents, 32 (43%) were Form IV, 17 (23%) were Form III, 13 (17%) were Form II, 7 (9%) were Form I while 6 (8%) were Form V and VI students.

Table 2 further displays the situation of the students' families. Out of the 75 students, 24 (32%) live with both parents (father and mother), while 36 (48%) live with one parent (either mother or father) and 15 (20%) had no parents. The results imply that a good number of students are vulnerable (32%) though the majority are orphans. This is not unexpected given the fact that at least 14 million children in Africa (in 2004) under the age of 15 years have experienced the death of one or both parents due to AIDS, and the number is expected to rise to 25 million by 2010 (AED 2004).

**Table 2: Personal characteristics of the orphans and vulnerable students**

Variables	Name of secondary school							
	Mzumbe		Morogoro		Kilakala		Total	
	F	%	F	%	F	%	F	%
<b>Wards</b>								
Mzumbe	26	100	0	0	0	0	26	35
Forest	0	0	1	3	0	0	1	1
Bomani	0	0	24	80	0	0	24	32
Mbuyuni	0	0	1	3	0	0	1	1
Mazimbu	0	0	1	3	0	0	1	1
Kilakala	0	0	1	3	19	100	20	27
Kingo	0	0	1	3	0	0	1	1
Kichangani	0	0	1	3	0	0	1	1
<b>Total</b>	<b>26</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>75</b>	<b>100</b>
<b>Sex</b>								
Male	26	100	11	37	0	0	37	49
Female	0	0	19	63	19	100	38	51
<b>Total</b>	<b>26</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>75</b>	<b>100</b>
<b>Age of student (years)</b>								
14	0	0	2	7	0	0	2	3
15	0	0	4	13	0	0	4	5
16	0	0	5	17	3	16	8	11
17	4	15	5	17	5	26	14	19
18	9	35	5	17	4	21	18	24
19	10	38	6	20	4	21	20	27
20	1	4	3	10	2	11	6	8
21	1	4	0	0	0	0	1	1
22	1	4	0	0	1	5	2	3
<b>Total</b>	<b>26</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>75</b>	<b>100</b>
<b>Class</b>								
Form I	0	0	7	23	0	0	7	9
Form II	0	0	9	30	4	21	13	17
Form III	9	35	3	10	5	26	17	23
Form IV	17	65	5	17	10	53	32	43
Form V	0	0	3	10	0	0	3	4
Form IV	0	0	3	10	0	0	3	4
<b>Total</b>	<b>26</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>75</b>	<b>100</b>
<b>Situation of student's family</b>								
All parents alive	11	42	9	30	4	21	24	32
One parent alive	9	35	13	43	14	74	36	48
No parents	6	23	8	27	1	5	15	20
<b>Total</b>	<b>26</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>75</b>	<b>100</b>

Source: Field Survey (2009/2010).

Mzumbe Secondary School is leading by having 11 (42%) students living with all parents compared to 9 (30%) from Morogoro Secondary School and 4 (21%) from Kilakala Secondary School. Kilakala was leading by having 14 (74%) students living with a single parent while Morogoro was leading by having 8 (27%) students with no parents, therefore living with guardians. Table 3 shows that most students live with their mothers only (35%), 16% live with both parents and 9% live with father only. The other categories of relatives range from 1-7%.

**Table 3: Guardians/parents of the orphans and vulnerable students**

Relative living with a student	Name of secondary school						Total	
	Mzumbe		Morogoro		Kilakala		F	%
	F	%	F	%	F	%		
Mother only	6	25	11	37	7	50	24	35
Father only	2	8	2	7	2	14	6	9
Father and mother	6	25	3	10	2	14	11	16
Sister	1	4	4	13	0	0	5	7
Mother's younger sister	1	4	2	7	0	0	3	4
Grand parents	1	4	1	3	1	7	3	4
Brother	3	13	2	7	0	0	5	7
Guardian	0	0	1	3	0	0	1	1
Grandmother	0	0	2	7	0	0	2	3
Mother and step father	0	0	1	3	0	0	1	1
Aunt	0	0	1	3	1	7	2	3
Father's brother	3	13	0	0	1	7	4	6
Mother's brother	1	4	0	0	0	0	1	1
<b>Total</b>	<b>24</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>68</b>	<b>100</b>

Source: Field Survey (2009/2010).

#### 4.1.2 Personal characteristics of the parents/guardians

Table 4 presents personal characteristics of parents and/or guardians of interviewed students. A total of 17 parents/guardians were interviewed in this study. Out of 17

parents/guardians, 12 (71%) were from Boma ward, other wards namely Kichangani, Kingo, Kilakala, Mbuyuni and Mazimbu gave 1 (6%) parent/guardian each. The study further found that 12 (71%) were from Forest street while Kichangani, Mbuyuni, Railway, Kilakala and Tiba road had 1 (6%) parent/guardians each. The majority of parents/guardians, 10 (59%) were female while the rest, 7 (41%) were males. The plausible reason for this is the tradition of most tribes that females are responsible for taking care of the children, as reported in other studies (AED, 2004; Human Rights Watch, 2005).

Table 4 further reveals that out of 17 parents/guardians, 8 (47%) were husband and household head, 7 (41%) were wife of household head, while 2 (12%) were children head of household. The situation where orphans live in households headed by other children has been widely reported mainly due to loss of both parents by AIDS, but also due to other diseases, and unwillingness of relatives to take care of the orphaned children (Human Rights Watch, 2005; AVERT 2008; FAO, 2008; Hope Walks, 2009).

Table 4 also shows that 4 (24%) of parents/guardians were less than 30 years, 7 (41%) were 31-45 years old and 6 (35%) were 46-60 years old. About 5 (29%) of parents/guardians were married, 2 (12%) were single, 7 (41%) were widowed while 3 (18%) were divorced. Table 4 further revealed that 2 (12%) of parents/guardians had no formal education, 2 (12%) had adult education, 7 (41%) had primary education, 4 (24%) had O-level education, 1 (6%) had vocational education while 1 (6%) had university education.

**Table 4: Personal characteristics of the parents/guardians**

<b>Variable</b>	<b>Category of respondent</b>	<b>F (%)</b>
Ward of respondent	Boma	12 (71)
	Kichangani	1 (6)
	Kingo	1 (6)
	Kilakala	1 (6)
	Mbuyuni	1 (6)
	Mazimbu	1 (6)
	<b>Total</b>	<b>17 (100)</b>
Mtaa/village of respondent	Forest	12 (71)
	Kichangani	1 (6)
	Mbuyuni	1 (6)
	Railway	1 (6)
	Kilakala	1 (6)
	Tiba road	1 (6)
	<b>Total</b>	<b>17 (100)</b>
Sex of respondent	Male	7 (41)
	Female	10 (59)
	<b>Total</b>	<b>17 (100)</b>
Position of respondent in household	Husband and household head	8 (47)
	Wife of household head	7 (41)
	Child	2 (12)
	<b>Total</b>	<b>17 (100)</b>
Age of respondent	Less than 30 years	4 (24)
	31-45 years	7 (41)
	46-60 years	6 (35)
	<b>Total</b>	<b>17 (100)</b>
Marital status of respondent	Married	5 (29)
	Single	2 (12)
	Widowed	7 (41)
	Divorced	3 (18)
	<b>Total</b>	<b>17 (100)</b>
Education level of respondent	No formal education	2 (12)
	Adult education	2 (12)
	Primary education	7 (41)
	Secondary form I-IV	4 (24)
	Vocational education	1 (6)
	University	1 (6)
	<b>Total</b>	<b>17 (100)</b>

Source: Field Survey (2009/2010).

Table 5 presents information on whether parents/guardians of the students were employed or not. Out of 75 students, 9 (12%) said that their parents/guardians were employed while 66 (88%) said that they were not employed.

**Table 5: Employment status of parents/guardians**

Employment	Name of secondary school							
	Mzumbe		Morogoro		Kilakala		Total	
	F	%	F	%	F	%	F	%
Yes	4	15	4	13	1	5	9	12
No	22	85	26	87	18	95	66	88
<b>Total</b>	<b>26</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>75</b>	<b>100</b>

Source: Field Survey (2009/2010).

#### 4.1.3 Students attendance to school

Table 6 presents the number of days in a year that a student missed classes due to various reasons.

**Table 6: Students attendance to school**

Days student missed class	Name of secondary school							
	Mzumbe		Morogoro		Kilakala		Total	
	F	%	F	%	F	%	F	%
Less than 10 days	11	42	11	37	2	11	24	32
11-20 days	2	8	12	40	0	0	14	19
21-29 days	0	0	1	3	1	5	2	3
One month	0	0	4	14	1	5	5	6
More than one month	1	4	1	3	0	0	2	3
Did not miss	12	46	1	3	15	79	28	37
<b>Total</b>	<b>26</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>75</b>	<b>100</b>

Source: Field Survey (2009/2010).

Table 7 presents several reasons given by the students for missing classes. Out of 47 students who missed classes one or several days in a year, 17 (36%) were suspended because they did not pay school contributions. All 17 students were from Morogoro secondary school. A total of 15 (32%) students missed classes because of sickness, six (13%) were late for school after the holidays because they had no fare, while two (4%) had no examination fee, four (9%) had no uniform and one (2%) was doing special project. Most students (36%) missed classes due to non-payment of school contributions though government scholarship recipients are not supposed to be subjected to school contributions other than the payment done by the government (ME & C, 2004). According to AED (2004) school suspension among OVC attending school is a common phenomenon in Africa.

**Table 7: Reasons that caused students to miss classes**

Reasons for student to miss classes	Name of secondary school						Total	
	Mzumbe		Morogoro		Kilakala		F	%
	F	%	F	%	F	%		
Sickness	9	60	5	17	1	33	15	32
I had no fare	3	20	1	3	2	67	6	13
Looking for examination fee	0	0	2	7	0	0	2	4
I had no uniform and pocket money	0	0	4	14	0	0	4	9
Suspended studies because of school contributions	0	0	17	59	0	0	17	36
Teachers delayed start teaching	2	13	0	0	0	0	2	4
Doing special project	1	7	0	0	0	0	1	2
<b>Total</b>	<b>15</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>47</b>	<b>100</b>

Source: Field Survey (2009/2010).

## **4.2 Adequacy of the Funds in Relation to the Needs and Number of Requests**

### **4.2.1 Amount of support**

Information on the amount of government scholarship grant was only available for Kilakala and Morogoro Secondary Schools while the number of students supported was available for all schools. The amount of funds received by the schools and number of OVC in the school and those supported is shown in Table 8. Overall only about 49% of the orphans and vulnerable students in all the three schools are supported by this fund. Other studies have also shown that this fund supports only a few students (Bandawe, 2004; Masondore, 2004).

### **4.2.2 Adequacy of the funds in relations to the need**

Table 9 presents students' views on whether support given by the government to support their school basic needs was adequate or not. Out of 75 students interviewed, 71 (95%) said it was not adequate while the rest, four (5%) said it was adequate. The views of the students concurred with their parents/guardians and key informants. All 17 parents/guardians and 15 key informants interviewed said that the government support was not enough to support student needs. Other studies have also shown that the government scholarship grant to support secondary school pupils from low income households is inadequate (Masondore, 2004; Kitembo, 2004). Despite these shortfalls, 49 (65%) acknowledged that the government support enabled them to attain education while 26 (35%) still had doubt if the support could assist them. The explanation for this was that provision of support was not guaranteed.

**Table 8: Amount of Government scholarship grant given to Kilakala and Morogoro Secondary Schools and number of students supported in all the three schools.**

Secondary School	No of OVC in the school	Number of OVC supported and (%)	Scholarship funds received TZS
<b>Kilakala S. School</b>			
2005-06	37	37 (100)	6 159 000
2006-07	24	24 (100)	6 015 000
2007-08	46	46 (100)	8 789 000
2008-09	51	25 (49)	3 675 000
2009-10	39	0 (0)	-
<b>Morogoro S. School</b>			
2005-06	-	- -	-
2006-07	71	21 (30)	3 948 000
2007-08	51	35 (69)	4 600 000
2008-09	128	21 (16)	1 680 000
2009-10	83	21 (25)	1 680 000
<b>Mzumbe S. School</b>			
2005-06	58	58 (100)	-
2006-07	41	41 (100)	-
2007-08	35	35 (100)	-
2008-09	61	19 (31)	-
2009-10	55	0 (0)	-

Source: School Records (2010).

**Table 9: Adequacy of funds**

Variables	Name of secondary school			Total
	Mzumbe	Morogoro	Kilakala	
	F (%)	F (%)	F (%)	F (%)
<b>Fund adequate for school basic</b>				
<b>Needs</b>				
Yes	1 (4)	2 (7)	1 (5)	4 (5)
No	25 (96)	28 (93)	18 (95)	71 (95)
<b>Total</b>	<b>26 (100)</b>	<b>30 (100)</b>	<b>19 (100)</b>	<b>75 (100)</b>
<b>Government fund enables to</b>				
<b>attain education</b>				
Yes	17 (65)	14 (47)	18 (95)	49 (65)
No	9 (35)	16 (53)	1 (5)	26 (35)
<b>Total</b>	<b>26 (100)</b>	<b>30 (100)</b>	<b>19 (100)</b>	<b>75 (100)</b>

Source: Field Survey (2009/2010).

#### 4.2.3 Availability of basic school needs and student performance

Table 10 shows whether students are getting basic school needs currently compared to the past when their parents were alive. The number of students who got basic school needs that include school fees, uniform, stationery, accommodation, transport and pocket money allowances was very low today. The study found that out of 75 students, 65 (67%) did not get basic needs while 10 (13%) got basic needs. Comparing with the past when their parents were alive; 69 (92%) of students acknowledge that with respect to school basic needs they were better off when their parents were alive than now, while six (8%) are better off now than in the past. Basic school needs have contribution to students' academic performance. The high percentage of students acknowledging that they were better off with school basic needs when their parents were alive is in agreement with a number of studies (AED 2004; Case et al., 2005). This may be due to the fact that the amounts

disbursed sometimes were less than the approved amounts and there is also likelihood of leakage (World Bank, 2006).

Table 10 further revealed the performance of students when their parents provided basic school needs. Out of 75 students, 56 (75%) said that their academic performance was good, 18 (24%) said that it was average and the rest, one (1%) said that it was poor. Things became worse when parents died whereby the number of students who said they had good performance fell to 19 (25%) from 56 before the death of their parents. The number of students who had average and poor academic performance rose to 49 (65%) and 7 (9%) respectively. This implies that the support provided to students by Government and other stakeholders is not sufficient to meet basic school needs when compared to that which was being provided by their parents. When actual school academic records were checked, no relationship was established between academic performance of the students when the parents were alive and after their death. There are cases however, where performance improved after orphans/vulnerable children received assistance to support their secondary education (Mwainyetule, 2008).

**Table 10: Basic school needs provided to students**

Variables	Name of secondary school			Total
	Mzumbe	Morogoro	Kilakala	
	F (%)	F (%)	F (%)	F (%)
<b>Getting basic needs for school</b>				
Yes	6 (23)	4(13)	0(0)	10(13)
No	20(77)	26(87)	19(100)	65(87)
<b>Total</b>	<b>26(100)</b>	<b>30(100)</b>	<b>19(100)</b>	<b>75(100)</b>
<b>Getting school needs more easily today than the past</b>				
Yes	6(23)	0(0)	0(0)	6(8)
No	20(77)	30(100)	19(100)	69(92)
<b>Total</b>	<b>26(100)</b>	<b>30(100)</b>	<b>19(100)</b>	<b>75(100)</b>
<b>Academic performance when parents giving school needs</b>				
Good	25(96)	16(53)	15(79)	56(75)
Average	1(4)	13(43)	4(21)	18(24)
Poor	0(0)	1(3)	0(0)	1(1)
<b>Total</b>	<b>26(100)</b>	<b>30(100)</b>	<b>19(100)</b>	<b>75(100)</b>
<b>Academic performance Today</b>				
Good	15(58)	3(10)	1(5)	19(25)
Average	11(42)	22(73)	16(84)	49(65)
Poor	0(0)	5(17)	2(11)	7(9)
<b>Total</b>	<b>26(100)</b>	<b>30(100)</b>	<b>19(100)</b>	<b>75(100)</b>

Source: Field Survey (2009/2010).

#### 4.2.4 Adequacy of the funds in relations to number of requests

Tables 11 and 12 present the number of students who applied for government support for the period 2005/2006 to 2009/2010 in Morogoro Municipal and Mvomero District Councils respectively. For Morogoro Municipality data was only available for one ward (Kingo). A total of 177 of students applied for support during the mentioned period in Kingo ward alone and only 35 (20%) students got support from the government, the rest 142 (80.2%) were not supported. For Mvomero District (Table 12), only 174 (25.5%) out of 683 applicants were supported. Thus overall there is low participation of orphaned and vulnerable children in secondary school education due to limited funding as pointed out in other studies (Bandawe, 2004; Masondore, 2004). The Government should find ways of reducing cost of schooling to increase participation as observed elsewhere (Reinekka and Svensson, 2005).

**Table 11: Students who applied for Government support from Kingo ward (Morogoro municipality) for the period of 2005/06 - 2009/10**

Year	A pplications	Applications supported	
		No	%
2005-06	0	0	0
2006-07	36	19	53
2007-08	43	0	0
2008-09	46	0	0
2009-10	52	16	31
<b>Total</b>	<b>177</b>	<b>35</b>	<b>20</b>

Source: Kingo Ward Records (2010).

**Table 12: Students who applied for Government support from Mvomero District for the period of 2005/06 - 2009/10**

Year	Applications	Applicants supported	
		No	%
2005-06	0	0	0
2006-07	0	0	0
2007-08	183	83	45
2008-09	200	91	46
2009-10	300	0	0
Total	683	174	25

Source: Mvomero District Council Records (2010)

### **4.3 Management of Funds by the Councils**

#### **4.3.1 Source of information about the fund**

Table 13 presents various sources of information which enabled students to know about the presence of Government support to orphans and vulnerable children. The majority of students, 26 (39%) got information about the support from their primary school Headteachers and 18 (26%) got information from village chairperson, Village Executive Officer (VEO) and teachers at schools. Other sources of information about the fund mentioned by students include: Matron of secondary schools, Headmaster/Headmistress, community members, media, election campaign and Ward Executive Officers (WEO).

**Table 13: Source of information on OVC fund**

Source of information	Name of secondary school			Total
	Mzumbe	Morogoro	Kilakala	
	F (%)	F (%)	F (%)	F (%)
Matron at secondary school	2 (8)	2 (7)	0 (0)	4 (5)
Headmaster	0 (0)	3 (10)	2 (11)	5 (7)
Head teacher	16 (61)	2 (7)	8 (42)	26 (34)
Village chairman, VEO and teachers at school	2 (8)	11 (36)	5 (26)	18 (24)
From community	0 (0)	3 (10)	0 (0)	3 (4)
Media	0 (0)	2 (7)	0 (0)	2 (3)
During campaign	0 (0)	4 (13)	0 (0)	4 (5)
Education Officer	0 (0)	0 (0)	2 (11)	2 (3)
Ward Executive Office (WEO)	0 (0)	0 (0)	2 (11)	2 (3)
No information	6 (23)	3 (10)	0 (0)	9 (12)
<b>Total</b>	<b>26 (100)</b>	<b>30 (100)</b>	<b>19 (100)</b>	<b>75 (100)</b>

Source: Field Survey (2009/2010).

Only limited information was available through the media (3%). Elsewhere in Uganda, use of newspapers reduced capture of public funds by providing schools and parents with information to monitor local officials handling of grants (Reinekka and Svensson, 2001, 2005). Furthermore, accurate and timely information reduces opportunities for corruption and leakage (World Bank, 2006).

#### 4.3.2 Selection of students

Table 14 shows the mechanism used to select orphans and vulnerable students to get Government scholarship according to different stakeholders. Most respondents (40%) said that the mechanism starts at the village where the parent writes a letter to the District Commissioner (DC) and Government, while others said that students report to the schools

with letters from DC (20%). These results give the impression that stakeholders do not fully understand the procedure for selection of students as per the government guidelines summarised in Chapter 2 (see section 2.1). Other studies have also shown lack of/limited knowledge about the fund and procedures used to select students (Bandawe, 2004; Rwechungura, 2004). Various media need to be used to improve awareness about the fund.

**Table 14: Stakeholders' views on mechanism used to select students**

<b>Mechanisms used to select students</b>	<b>F (%)</b>
Start at village where parent writes a letter to DC and Gvt	6 (40)
Student report to school with letters from DC	3 (20)
Selection starts at village level through general meeting	1 (7)
Selection starts at school then to village-ward-district	2 (13)
Meeting at village, ward and district level	2 (13)
Through identification meeting at mitaa level	1 (7)
<b>Total</b>	<b>15 (100)</b>

Source: Field Survey (2009/2010).

#### **4.3.3 Effectiveness of the mechanism for student selection**

Table 15 shows that most respondents (53%) feel that the mechanism is effective, while 40% feel that it is not effective. The findings that 53% of respondents find the selection mechanism effective complements earlier findings showing lack of/limited knowledge about the fund as well as procedures used to select students (section 4.3.2). As pointed out earlier, effective use of the media would improve awareness about the fund.

**Table 15: Stakeholders' views on effectiveness of the mechanism of student selection**

<b>Effectiveness of mechanisms used to select students</b>	<b>F (%)</b>
Mechanism not effective	8 (53)
Mechanisms are effective	6 (40)
No views	1(7)
<b>Total</b>	<b>15 (100)</b>

Source: Field Survey (2009/2010).

#### **4.3.4 Mechanism used to provide funds to students**

Table 16 shows responses with regard to the mechanism used to provide funds to the students. Most respondents indicated that fees are paid through the bank account of the respective school (54%), followed by payment cheque is submitted to the respective school for payment (27%), students are required to report to teacher and school accountant (13%) and students are informed and given the remaining fund after deducting the fee (7%). Overall, the responses indicate that most respondents are not aware of the mechanism to provide funds to students, as shown in other studies (Bandawe, 2004; Kisembo, 2004). The mechanism to provide funds to OVC is the same among all the schools. The Headmasters/Headmistresses and school accountants are responsible to provide information about the fund to the OVC, and this could be through announcements or information posted on notice boards. When this is not happening, it gives the impression of misuse of the funds by the authorities.

**Table 16: Stakeholders' views on mechanism used to provide fund to students**

<b>Mechanism used to provide fund to students</b>	<b>F (%)</b>
Students are required to report to teacher and school accountant	2 (13)
Pay fee through bank account of respective school	8 (54)
Payment cheque is submitted to respective school for payment	4 (27)
Student are informed and given remaining fund after deduct fee	1 (7)
<b>Total</b>	<b>15 (100)</b>

Source: Field Survey (2009/2010).

#### **4.4 Factors Influencing the Effectiveness of the Government Support to Orphans and Vulnerable Children Education**

##### **4.4.1 Transparency**

Transparency means that decisions taken and their enforcement are done in manners that follow rules and regulations. It also means that information is freely available and directly accessible to those who are affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media. Discussion with key informants showed that 53% of the respondents said the mechanism was transparent while 47% said it was not transparent (Table 17). For the parents and guardians the figures were 41% and 59% respectively (Table 18). Limited transparency in financial flows and project/programme implementation especially to the primary stakeholders (i.e. parents and guardians) has been shown in other studies (Bandawe, 2004; World Bank, 2006).

**Table 17: Opinions of key informants on whether procedures of student selection are transparent**

<b>Whether procedures are transparent</b>	<b>F (%)</b>
Mechanism is transparent	8 (53)
Mechanism is not transparent	7 (47)
<b>Total</b>	<b>15 (100)</b>

Source: Field Survey (2009/2010).

**Table 18: Opinion of parents/guardians on whether procedures of student selection are transparent**

<b>Whether mechanism is transparent to community members</b>	<b>F (%)</b>
Mechanism is transparent	7 (41)
Mechanisms is not transparent	10 (59)
<b>Total</b>	<b>17 (100)</b>

Source: Field Survey (2009/2010).

#### **4.4.2 Participation**

Participation by both parents and pupils is the cornerstone for effectiveness of the government support to orphans and vulnerable children education. Participation could be either direct or through legitimate intermediate institutions or representatives. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed and organized. This means freedom of association and expression on one hand and an organized civil society on the other hand. Table 19 shows that there was very low participation of students (15%) in matters related to fund distribution as shown in another study (Kisembo, 2004).

**Table 19: Participation of students in fund distribution**

Participation in fund distribution	Name of secondary school			Total
	Mzumbe	Morogoro	Kilakala	
	F (%)	F (%)	F (%)	F (%)
Yes	4 (15)	5 (17)	2 (11)	11 (15)
No	22 (85)	25 (83)	17 (89)	64 (85)
<b>Total</b>	<b>26 (30)</b>	<b>30 (100)</b>	<b>19 (100)</b>	<b>75 (100)</b>

Source: Field Survey (2009/2010).

Despite the lack of participation of stakeholders, majority 48 (64%) of the students acknowledged that selection of students was free and fair while 27 (36%) felt that the selection of students was not free and fair (Table 20).

**Table 20: Fairness in selection of students**

Whether selection of student is free and fair	Name of secondary school			Total
	Mzumbe	Morogoro	Kilakala	
	F (%)	F (%)	F (%)	F (%)
Yes	19 (73)	13 (43)	16 (84)	48 (64)
No	7 (27)	17 (57)	3 (16)	27 (36)
<b>Total</b>	<b>26 (100)</b>	<b>30 (100)</b>	<b>19 (100)</b>	<b>75 (100)</b>

Source: Field Survey (2009/2010).

#### 4.4.3 Challenges in selection of students

Views of students on key challenges in their selection are shown in Table 21. The three main challenges being: support being given to students who can afford to pay fees; promises are not fulfilled in terms of amounts of money to be paid; and implementation of the programme is not fair. These challenges have been pointed out in other studies on government fund to support orphans and vulnerable children (Bandawe, 2004; Masondore, 2004).

**Table 21: Views on challenges in selection of students**

Challenges in selection of students	Name of secondary school			Total
	Mzumbe	Morogoro	Kilakala	
	F (%)	F (%)	F (%)	F (%)
Support students who can afford to pay fees	0 (0)	7 (39)	2 (100)	9 (38)
Promises are not fulfilled	1 (25)	5 (28)	0 (100)	6 (25)
Implementation not fair	1 (25)	5 (28)	0 (0)	6 (25)
Delays of fund disbursement	0 (0)	1 (6)	0 (0)	1 (4)
Corruption and biasness in selecting students	2 (50)	0 (0)	0(0)	2(8)
<b>Total</b>	<b>4 (100)</b>	<b>18 (100)</b>	<b>2 (100)</b>	<b>24 (100)</b>

Source: Field Survey (2009/2010).

#### 4.4.4 Pro-poor targeting

When asked whether or not the fund targets the poor, most parents/ guardians indicated that the funds do not reach the target group (94%) while only 6% of respondents indicated that funds target orphans and vulnerable children (Table 22). Other studies have also shown that such funds often end in supporting students from able families (Bandawe, 2004; Masondore 2004).

**Table 22: Parents/guardians views on provision of Government support to the targeted group**

Whether Government support reaches to targeted group	F (%)
Yes	1 (6)
No	16 (94)
<b>Total</b>	<b>17 (100)</b>

Source: Field Survey (2009/2010).

When asked as to the reasons, why the Government support does not reach the target group, the majority of respondents said that the implementation of the programme is generally poor (41%). Other reasons are shown in Table 23 and have been reported in other studies (Bandawe, 2004; Kitembo 2004).

**Table 23: Reasons for government support not reaching the target group**

<b>Reasons for government support not reaching targeted group</b>	<b>F (%)</b>
Poor implementation	7 (41)
Government does not fulfil its promise on time	2 (12)
Demand of support is high	2 (12)
Government delays to take action once informed	1 (6)
Provision of support is biased and not fair	2 (12)
The process of accessing support is not transparent	1 (6)
Support does not reach targeted group	2 (12)
<b>Total</b>	<b>17 (100)</b>

Source: Field Survey (2009/2010).

#### **4.4.5 Mechanism to ensure the target group is aware of the fund**

Respondents were asked about the mechanism used to ensure that the target group (orphans and vulnerable children and their parents and guardians) were aware of the fund. Responses are shown in Table 24. The majority said the main mechanisms were: heads of schools writing letters to inform stakeholders (20%), use of student report submitted to the guardians (20%) and using administrative structures from school to the national level (20%). Overall as pointed out earlier, despite the presence of these mechanisms, the whole process is considered as not being transparent.

**Table 24: Mechanism of ensuring targeted group is aware of the fund**

<b>Mechanism of ensuring target group are aware of the fund</b>	<b>F (%)</b>
Parents write a letter to the government	2 (13)
Heads of schools write a letter to inform stakeholders	3 (20)
Through student reports submitted to their guardians	3 (20)
Meeting of finance committee which involves ward councillors	1 (7)
Through elected leaders	1 (7)
Through general meetings and meetings of Ward Development Committee (WDC)	2 (13)
Using administrative structures from school to national level	3 (20)
<b>Total</b>	<b>15 (100)</b>

Source: Field Survey (2009/2010).

Respondent suggestions on how to improve the mechanism of student selection are shown in Table 25. The main mechanisms pointed out are: use of radio and newspapers; and overall transparency to parents and community by relevant leaders. Other studies have also shown that use of newspapers is effective in reducing capture of public funds by providing schools and parents with information to monitor local officials handling of grants (Reinekka and Svensson, 2001; 2005).

**Table 25: Suggestions on how to improve the mechanism of student selection**

<b>Requirements needed to improve the mechanism of student selection</b>	<b>F (%)</b>
List of selected student should be transparent for easy follow-up	1 (11)
Presence of proper way of communication	1 (11)
Education to communities	1 (11)
Headmaster make close follow-up by asking students if they get fund	1 (11)
Through radio or newspapers	2 (22)
There should be transparency to parents and community by leaders	2 (22)
<b>Total</b>	<b>8 (100)</b>

Source: Field Survey (2009/2010).

#### 4.4.6 Timeliness of fund disbursement

Table 26 shows respondents' views on whether funds disbursement is timely or not. All respondents indicated that funds were disbursed late. Overall, there is a lot of bureaucracy in fund disbursement leading to delays in reaching students as shown in other studies (Bandawe, 2004; Kisémbu, 2004).

**Table 26: Students views on timeliness of fund disbursement**

Whether support is on time	Name of secondary school			Total
	Mzumbe	Morogoro	Kilakala	
	F (%)	F (%)	F (%)	
No	26 (100)	30 (100)	19 (100)	75 (100)
Yes	0 (0)	0 (0)	0 (0)	0 (0)
<b>Total</b>	<b>26 (100)</b>	<b>30 (100)</b>	<b>19 (100)</b>	<b>75 (100)</b>

Source: Field Survey (2009/2010).

The reasons given by respondents for delays in fund disbursement are shown in Table 27. The main reason given by respondents was that funds were received late from the ME & VT.

**Table 27: Reasons for delays in fund disbursement from the Government**

Reasons for fund delays	Name of secondary school			Total
	Mzumbe	Morogoro	Kilakala	
	F (%)	F (%)	F (%)	
Funds received late from Govt	12 (46)	14 (47)	4 (21)	30 (40)
Long process of disbursing fund	6 (23)	4 (13)	1 (5)	11 (15)
Misuse of fund	2 (8)	3 (10)	0 (0)	5 (7)
Fund provided is not enough	1 (4)	1 (3)	0 (0)	2 (3)
Lack of enough fund from the government	2 (8)	1 (3)	1 (5)	4 (5)
Don't know	3 (12)	7 (23)	13 (69)	23 (30)
<b>Total</b>	<b>26 (100)</b>	<b>30 (100)</b>	<b>19 (100)</b>	<b>75 (100)</b>

Source: Field Survey (2009/2010).

#### 4.5 Opinion of Stakeholders on How to Improve the Operation of the Fund

##### 4.5.1 Opinion of the students

Students were asked to suggest ways to improve the operation of the Government fund to support orphans and vulnerable children. Their opinions are summarised in Table 28. Most respondents proposed the following: timely disbursement of the fund (27%); the government should increase budget of education and thus the one to support orphans and vulnerable children (23%); and funds should go to the target group (26%).

**Table 28: Opinion of the students on how to improve operation of the government fund**

<b>Suggestions in making support more effective</b>	<b>F (%)</b>
Government should increase budget on education	20 (23)
Disbursement of funds should be on time	23 (27)
Student should know the mechanism of fund disbursement from government	5 (6)
Involvement of NGOs in order to get more support	3 (3)
Funds should go to the targeted group	22 (26)
Trustfulness among government officials to avoid misuse of fund	2 (2)
All orphans/vulnerable students should be enrolled in boarding schools	1 (1)
Government should fulfil her promise on supporting students	5 (6)
Government should improve education facilities and transport for students	3 (3)
Government should know other problems of supported students	1 (1)
<b>Total</b>	<b>85 (100)</b>

Source: Field Survey (2009/2010).

##### 4.5.2 Opinion of the parents/guardians

The views of parents and guardians on ways to improve operation of the government fund to support orphans and vulnerable children are shown in Table 29. Government should fulfil its promise by providing funds (18%); Government should increase its budget to

support more students (18%); Government should encourage Non Governmental Organisations (NGOs) to support students (18%); and should improve supporting system by providing support in time and to the target group (18%).

**Table 29: Opinion of the parents/guardians on how to improve operation of the government fund**

<b>Suggestions</b>	<b>F (%)</b>
Government should ensure support reach the targeted group in time	1 (6)
Government should fulfil the promise by providing funds	3 (18)
Government should increase its budget to support more students	3 (18)
Government continue support to orphan and vulnerable group	1 (6)
Government should encourage NGOs to support students	3 (18)
Improve supporting system by provide support in time and to target group	3 (18)
Visiting orphans or vulnerable students at schools	1 (6)
Government should concentrated on vulnerable group in villages	1 (6)
Need of transparency and intensive research to know demands of orphans and vulnerable groups	1 (6)
<b>Total</b>	<b>17 (100)</b>

Source: Field Survey (2009/2010).

#### **4.5.3 Opinion of teachers, education officers and ward councillors**

The opinion of the teachers, education officers and ward councillors on ways to improve operation of the government fund to support orphans and vulnerable children are shown in Table 30. The main suggestions include: making close follow-up to ensure support reaches the targeted group (20%); increase budget since the demand is high (20%); and conduct research to identify cause of orphans and its solution (14%). Other responses are shown in Table 30.

**Table 30: Opinion of the teachers, education officers and ward councillors on how to improve operation of the government fund**

<b>Suggestions</b>	<b>F (%)</b>
Government should build hostels for orphans and vulnerable students	1 (7)
To conduct research to identify cause of orphans and its solution	2 (14)
Making close follow-up to ensure support reach to targeted group	3 (20)
Orphans provided with training like tailoring or carpentry	1 (7)
Avoiding bureaucracy in the process of selecting students	1 (7)
Increase budget since the demand is high	3 (20)
Preparation of list of all students to be known	1 (7)
Opinion from communities should be considered	1 (7)
Other stakeholders must be involved in supporting vulnerable	2 (13)
<b>Total</b>	<b>14 (100)</b>

Source: Field Survey (2009/2010).

## **CHAPTER FIVE**

### **5.0 CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

The following are the main conclusions from this study:

- i. With regard to fund adequacy, the number of OVC who need financial support for secondary education is much higher than the number supported by the government scholarship grant and for those supported, the amount is not enough to support basic school needs.
- ii. On management of the funds by Councils, information about the fund was not easily available and the mechanism to select students to be supported was not known by most stakeholders as well as the mechanism used to provide funds to OVC.
- iii. On factors influencing effectiveness of the government fund, limited transparency in the selection of students to be supported by the fund was pointed out. Also there was very low participation of students in matters related to fund distribution. In addition promises were not being fulfilled in terms of money to be paid and timing of payment as payment was in most cases done late. Also stakeholders indicated that the fund was not targeting the poor as others who can afford to pay fees are also supported.
- iv. Stakeholders gave various opinions on how to improve the operation of the fund. These include: making close follow-up to ensure support reaches the targeted group, increasing the budget since the demand is high and conduct research to identify cause of orphans and its solution.

## **5.2 Recommendations**

The following are the main recommendations of this study:

- i. The central government, District and Municipal Councils should increase the amount of funds to support OVC. NGOs should be encouraged to support the education of OVC.
- ii. By using the media and village meetings, the District and Municipal Councils should create awareness about the presence of the fund and procedures for application and selection of students.
- iii. There should be more transparency about the fund. The following should be published in newspapers, government notice boards and websites: criteria to award grants, amount of fund available and lists of selected students.
- iv. Fund management should be improved by timely disbursement of the right amount of money to students.

**REFERENCES**

- AED (2004). Understanding needs of orphans and other children affected by HIV and Africa. Working Draft. 44pp.
- AVERT (2008). AIDS orphans. Averting HIV and AIDS Charity Organization .9pp.
- Bandawe, B. (2004). An independent media survey on the special government fund to support orphaned and poor children to access secondary education (Tanga). HakiElimu, Dar es Salaam, Tanzania. 2pp.
- Case, A., Hosegood, V. and Lund, F. (2005). The reach of South African child support grant. Evidence from Kwa Zulu Natal. *Development Southern Africa* 22: 467-482
- Coombe, C. (2002). Keeping the education system healthy: Managing the impact of HIV/AIDS on Education in South Africa. *Current Issues in Comparative Education* 3(1). 44pp. [[Hpp://www.jica.org/pdf/stateofscience](http://www.jica.org/pdf/stateofscience)] site visited on 27/12/2008.
- ESAURP (2002). Children neglected. HIV/AIDS orphans study. Identification and needs assessment. ESAURP, Dar es Salaam. 13pp.
- FAO (2008). Schools for life: Training HIV/AIDS orphans in Sub Saharan Africa. Fighting hunger and poverty with farming know-how and life skills. FAO. Rome, Italy. 3pp.

- Filmer, D. and Ainsworth, M. (2003). Do we need special programmes to keep orphans in school? 2pp. [[http://www.kit.nl/exchange/html/2003-4 do we need special prog. Asp](http://www.kit.nl/exchange/html/2003-4%20do%20we%20need%20special%20prog.%20asp)] site visited on 27/12/2008.
- Foster, G., Shakespeare, R., Chinemana, P., Jackson, II., Gregson, S., Marange, C. and Mashumba, S. (1995). Orphans prevalence and extended family care in peri-urban community in Zimbabwe. *Journal of Social Development in Africa* 18 (2): 3-17.
- Foster, G. and Williamson, J. (2000). A review of current literature on impact of HIV/AIDS on children in sub-Saharan Africa. *AIDS Care* 14 (Suppl. 3): 15-31.
- Gilborn, L. Z., Nyonyintono, R., Kabumbuli, R. and Jagwe-Wdda, G. (2001). Making a difference for children affected by AIDS: Baseline findings from operational research in Uganda. Horizons Program/ Population Council and Makerere University, 4pp. [<http://www.Popcouncil.Org/pdfs/horizons/orphansbsln>] site visited on 27/12/2008.
- HakiElimu (2004). An independent media survey on the special government fund to support orphaned and poor children to access secondary education. HakiElimu, Dar-es Salaam, Tanzania. 158pp.
- Hope Walks (2009). Why are there so many orphans and vulnerable children? Hope Walks, USA. 3pp.
- Human Rights Watch (2005). Africa: Neglect of AIDS orphans fuels school drop out. Johannesburg, S. Africa. 2pp.

- Kisembo, P. (2004). An independent media survey on the special government fund to support orphaned and poor children to access secondary education (Mpanda). HakiElimu, Dar-es Salaam, Tanzania. 12pp.
- Kothari, C.R. (2008). *Research Methodology: Methods and Techniques*. New Age International Publishers. New Delhi, India. 401pp.
- Masondore, E. (2004). An independent media survey on the special government fund to support orphaned and poor children to access secondary education (Singida). HakiElimu, Dar-es Salaam, Tanzania. 18pp.
- ME & C (2004a). Guidelines for the provision of scholarship grants to secondary school pupils from low income households. Ministry of Education and Culture, Dar es Salaam, Tanzania. 25pp.
- ME & C (2004b). Budget speech for the financial year 2004/05. Ministry of Education and Culture, Dar es Salaam, Tanzania. 49pp.
- ME & VT (2008). Budget Speech for the Year 2008/2009. Ministry of Education and Vocational Training, Dar es Salaam, Tanzania. 110pp.
- ME & VT (2009). Mpango wa serikali wa kugharamia elimu ya sekondari watoto wanaotoka katika familia zenye kipato duni mwaka 2009. Ministry of Education and Vocational Training, Dar es Salaam, Tanzania. 3pp.
- MH & SW (2007). The Costed Most Vulnerable (VMC) Action Plan 2007-2010. Ministry of Housing and Social Welfare, Dar es Salaam, Tanzania. 87pp.

- Mrumbi, K. M. (2006). Parental illness and loss to HIV/AIDS as experienced by AIDS orphans aged between 12-17 year from Temeke District, Dar-es-salaam, Tanzania. PhD Dissertation. University of Bergen, Norway. 338pp.
- Mutakyahwa, R. (2005). Local resource mobilization through the media. 11<sup>th</sup> East African Regional Fund Raising Workshop. Dar es Salaam, Tanzania. 4pp.
- Mwainyetule, L. (2008). Ray of hope for poor Morogoro children. Daily News. 18.12.2008. 2pp.[[http:// www.daily news.habarileo.co.tz/magazine/index.php](http://www.dailynews.habarileo.co.tz/magazine/index.php)] site visited on 27/12/2008.
- Poulter, C. (2001). Vulnerable children: A psychological perspective. Unpublished paper.
- Reinikka, R. and Svensson, J. (2005). Fighting corruption to improve schooling: evidence from a newspaper campaign in Uganda. *Journal of European Economics Association* 3: 1-9.
- Reinikka, R. and Svensson, J. (2001). Explaining leakage of public funds. Policy Research Working Paper 2709. The World Bank. Washington DC. USA. 35pp.
- Rwechungura, P. (2004). An independent media survey on the special government fund to support orphaned and poor children to access secondary education (Kagera). HakiElimu, Dar-es Salaam, Tanzania. 16pp.
- Sengendo, J. and Nambi, J. (1997). The psychological effect of orphanhood: a study of orphans in Rakai District. Health Transition Review. *Journal of Social Development in Africa*. 18 (2): 1105-1124.
- Urasa, M., Boerman, J. T., Ng'weshemi, J. Z. L., Isingo, R., Schapink, D. and Kumogola, Y. (2001). Orphanhood, child fostering and the AIDS epidemic in rural Tanzania.

Health Transition Review. *Journal of Social Development in Africa*. 18 (2): 141-154.

URT (1995). *Education Policy*. Tanzania Publishing House, Dar- es-Salaam, Tanzania. 115pp.

World Bank (2006). *Making services work better for the poor in Indonesia: Focussing on achieving results on the ground*. The World Bank, Washington DC, USA. 81pp.

## APPENDICES

### Appendix 1: Questionnaire for orphans and vulnerable children

Date.....

Ward name.....

Name of School.....

Gender:            Male.....

Female.....

1. What class are you? .....

2. How old are you? .....

3. For this year how many days did you miss classes?

4. What reasons made you miss classes?

5. How is your current family situation?

1=all parents are alive 2=one parent is alive 3=both parents are dead

6. How old were you when your mother (father) died? .....

7.. Who are you living with? .....

8. Who is the head of the household? .....

9. How old is the head of the household? .....( years).

10. Is he/she employed?    1= Yes                    2= No

11. If yes, what is this work? .....

12. Do you get school requirements (fees, books, schools uniform, pocket money) when needed? 1= Yes            2=No

13. Is access to school needs/requirement better now than when your parent(s) were live?

1= Yes            2=No

14. How was academic performance before your parent(s) passed away?

1= Good            2= Average    3=Bad

15. How is your academic performance now?    1= Good            2= Average            3= Bad.

16. Where do you get any support?            1= Government            2= NGOs

17. Which class were you when you started getting support?
18. If the support is not from the government, name the NGO supporting you.
19. What kind of support do you get? ..... 1= Money            2= School equipment (name the equipment)
20. Is the support given on time?            1= Yes            2=No
21. If no what is the reason?
22. Is the support/fund adequate to fulfill your school basic needs?    1=Yes            2=No
23. Does the Government fund enable you to attain secondary education?    1= Yes  
2=No
24. How did you get information about the fund?
25. Is the mechanism of disbursement of the fund known to you as well as school items you deserve to get?
26. If the answer is YES, what amount of money do you get and school items?
27. Is the mechanism of selecting targeted stakeholder free and fair?    1=Yes            2=No
28. If the answer is NO, what are the problems?
29. On which what areas or issues is more fund needed in order to successfully complete your studies?
30. For now, which areas are not supported by the fund?
31. What are your suggestions on how to improve the government fund to support pupils from low income households?

**Appendix 2: Questionnaire for parents/guardians**

District .....

Ward.....

Village/street.....

Date.....

Name of enumerator.....

Name of the respondent.....

1.Gender of respondent.....

2.Respondent position in the household (put tick)

---

1= Husband /household      2= Wife of household head      3= Child  
head

---

---

3.Age of respondent .....

4.Marital status (put tick)

---

1= Married      2= Single      3= widowed      4= Divorced

---

---

## 5. Education level of the respondent (put tick)

1=No formal education	2=Adult education	3=Primary education	4=Ordinary secondary education	5=Advanced secondary education	6=Vocational training	7=College	8=University

6. How did you know that there is a government fund to support orphans/vulnerable children group in time?
7. Does the government fund to support orphans/vulnerable children reach the targeted group in time? 1=Yes 2=No
8. If the answer is NO, what are the reasons?
9. Is the aid enough to support the needs of the student? 1=Yes 2=No
10. What mechanism is used to support student?
11. Is the above mechanism transparent and effective?
12. Does the government fund motivate other stakeholders to assist orphans and vulnerable student's education? 1=Yes 2=No
13. If the answer is NO why?
14. What areas or issues is the support most needed?
15. What areas or issues are not supported by the government fund?
16. On what issues you would like more support?
17. What are your suggestions on how to improve the government fund to support pupils from low income households?

**Appendix 3: Questionnaire for key informants (councillors, headmasters/mistresses, patron's matrons, guidance and counselling teachers, accountants/ treasurers, district education officers and ward education officers)**

Date:.....

Name of respondent.....

Title of respondent.....

Name of enumerator.....

1. What issues or areas does the fund support?
2. What is the mechanism to ensure that the aid reaches the targeted group (If there is committee is it a permanent, when they meet, who are members etc)?
3. Does the aid reach the targeted group in time? 1=Yes      2=No
4. If not what are the reasons?
5. How much amount of support do you get from central government? (To be filled by Accountants/Treasurers)

<b>Years</b>	<b>Government budget, TZS</b>	<b>Funds received in the school, TZS</b>	<b>Number of students supported</b>
2005-06			
2006-07			
2007-08			
2008-09			
2009-10			
Total			

6. Is the aid enough to support the needs of the students? 1=Yes      2=No
7. If the answer to question 6 is NO, do you have other sources of support?
8. What mechanism is used to students who qualify for government fund support?
9. Is the above mechanism effective?

10. How do you ensure that the targeted group is aware about the fund?
11. Is this approach adequate or are there suggestions for improving the mechanism?
12. What procedure is used to support the targeted students?
13. Is the procedure transparent and clear?
14. How many students were supported during this period?

<b>Years</b>	<b>Applications</b>	<b>No of applicants supported</b>	<b>Difference</b>
2005-06			
2006-07			
2007-08			
2008-09			
2009-10			
<b>Total</b>			

15. Is the government fund motivating other stakeholders to support orphans and vulnerable student's education? 1=Yes      2=No
16. If the answer is NO why?
17. If the answer is YES, what kind of support do they give?
18. What are your suggestions on how to improve the government fund to support pupils from low income households?

SPE  
LB1607  
'D33