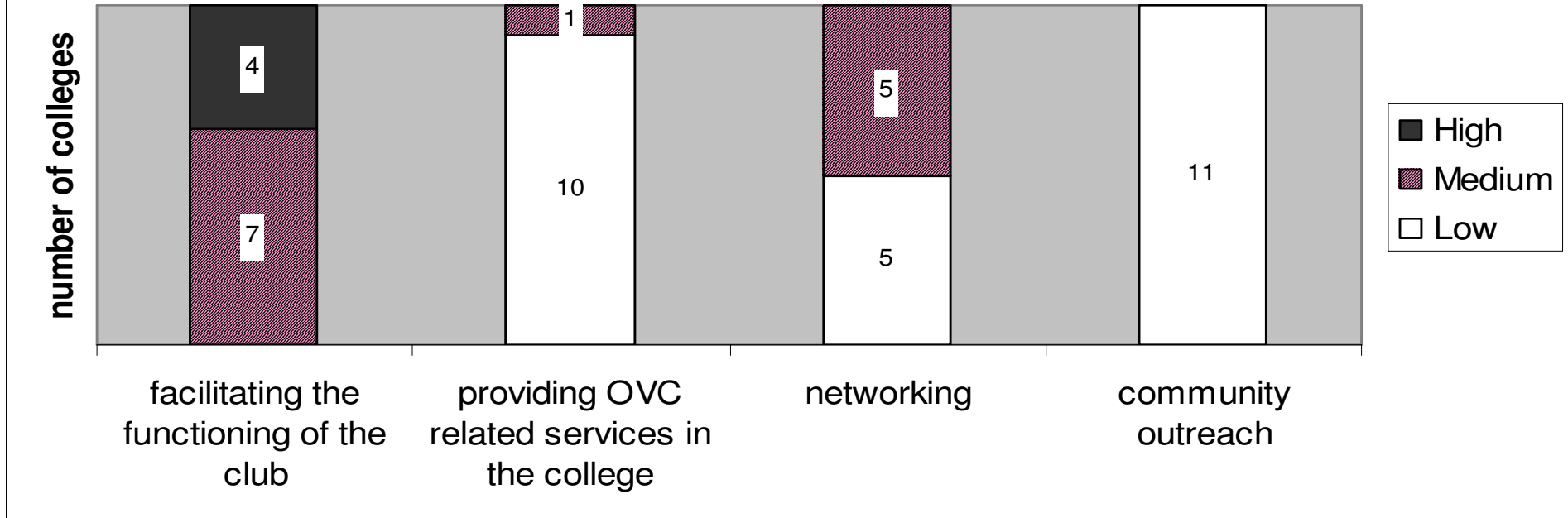


MHTE-VVOB Education and Child Vulnerability Programme 2008-2013

Baseline survey

June 2008

Co-curricular student bodies



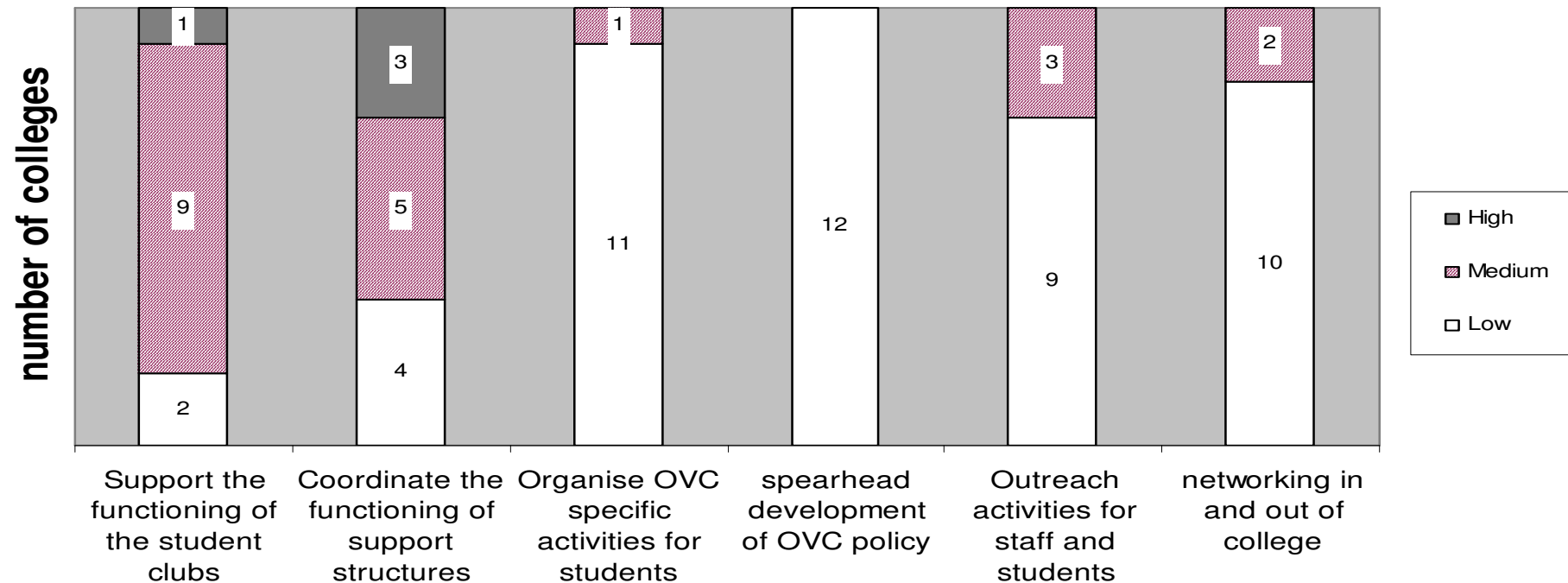
Observations:

- Co-curricular student bodies (e.g. peer educators, environment clubs) are functional in all colleges and carry out various activities (e.g. aunty stella training, awareness campaigns on HIV/AIDS). Activities do not focus on OVC at the moment. (Problems faced by some of the students: failing to raise fees, HIV, no food, no time, 2-5-2 system poses challenge for smooth hand over of student executives,)

Opportunities for support:

- Training (skills, attitudes & values towards OVC, planning, M&E, club administration,)
- Support in setting up community outreach activities
- Support in developing support systems for students and staff.
- Support visits by team members
- Support in networking activities and sharing information

Co-curricular support structures



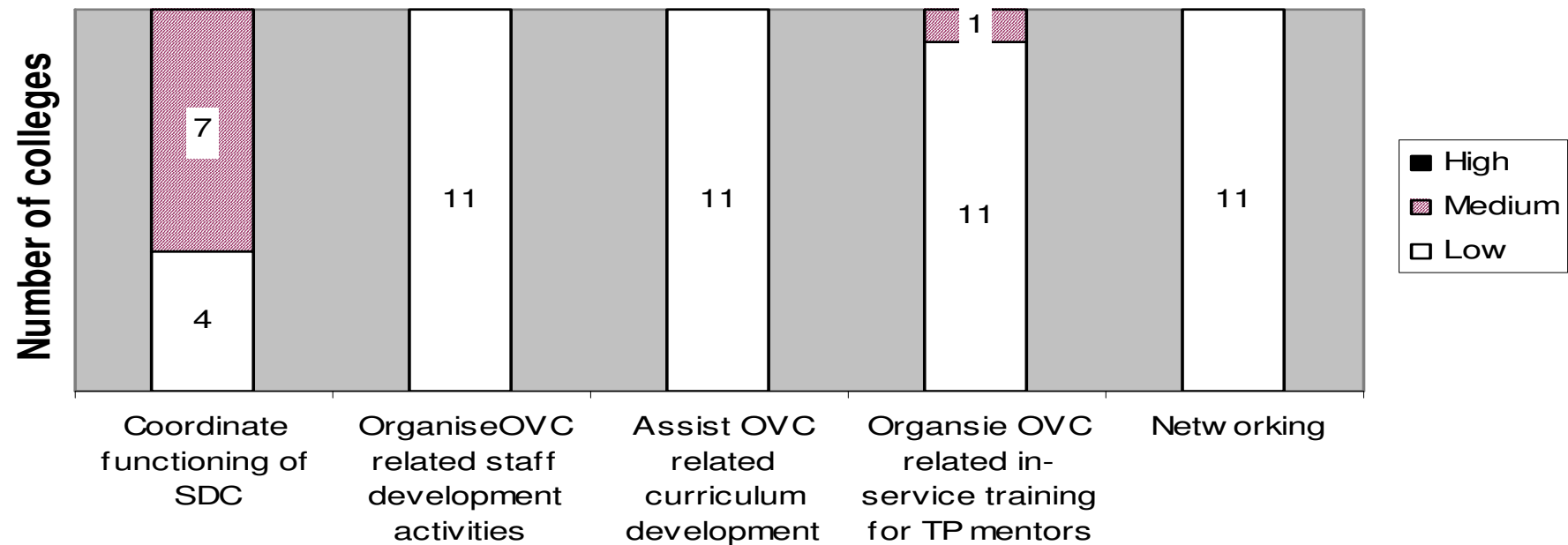
Observations:

- Support structures are in place in all the colleges and consist of coordinator supported by team of volunteering staff members.
- Support mainly in planning and participation in activities
- Current activities do not focus on OVC issues but relate to HIV/AIDS prevention and life skills & EE (and environmental issues in secondary colleges).

Opportunities for support:

- Training (skills, attitudes & values towards OVC, planning, M&E, club administration,)
- Support in setting up community outreach activities
- Support in developing support systems for students and staff.
- Support visits by team members
- Support in networking activities and sharing information

Staff development committees

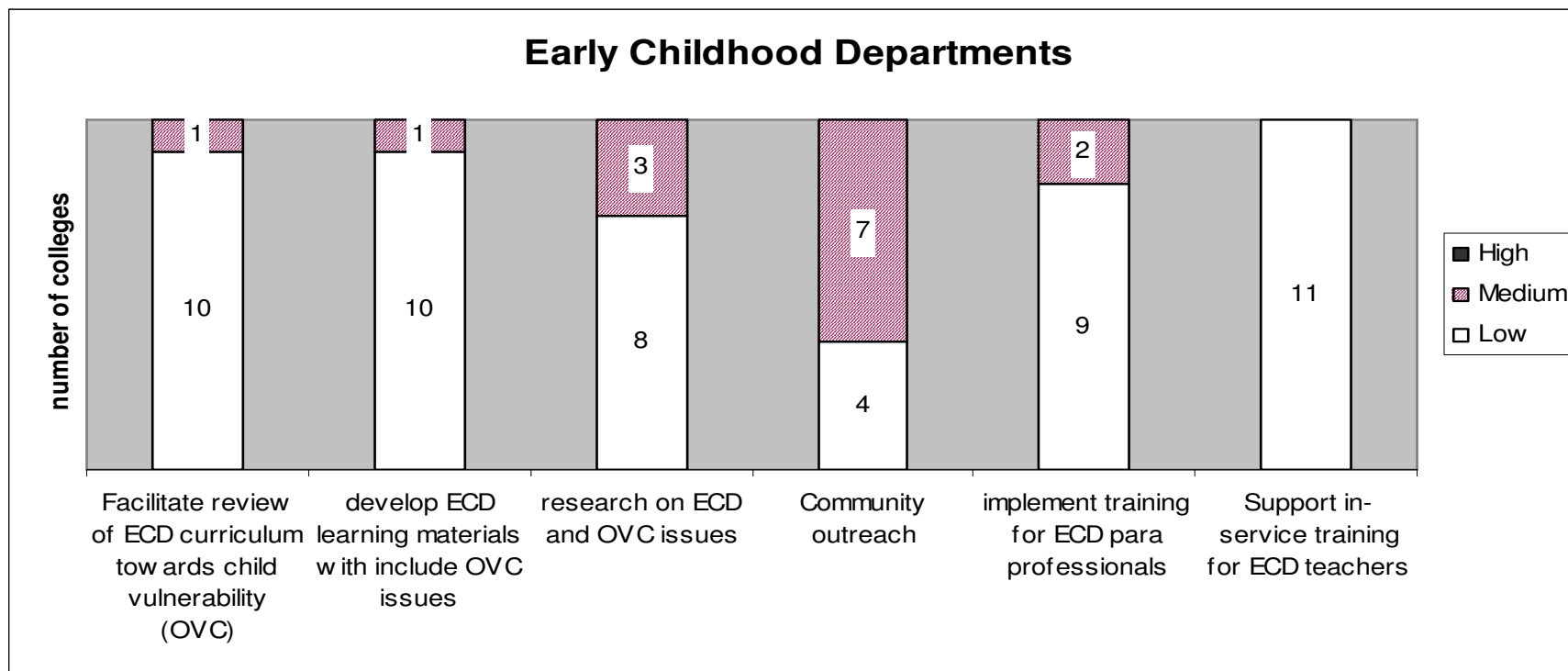


Observations:

- All colleges have staff development committees but most are not very active.
- No OVC related activities as yet and limited networking
- Marymount has trained TP mentors in 2007.

Opportunities for support:

- Assist in development of staff development models and identification of needs.
- Facilitate training for SDC members and IT support personnel
- Assist SDC to develop specific staff development sessions and to facilitate syllabus review
- Support visits by team members
- Support in networking and information dissemination



Observations:

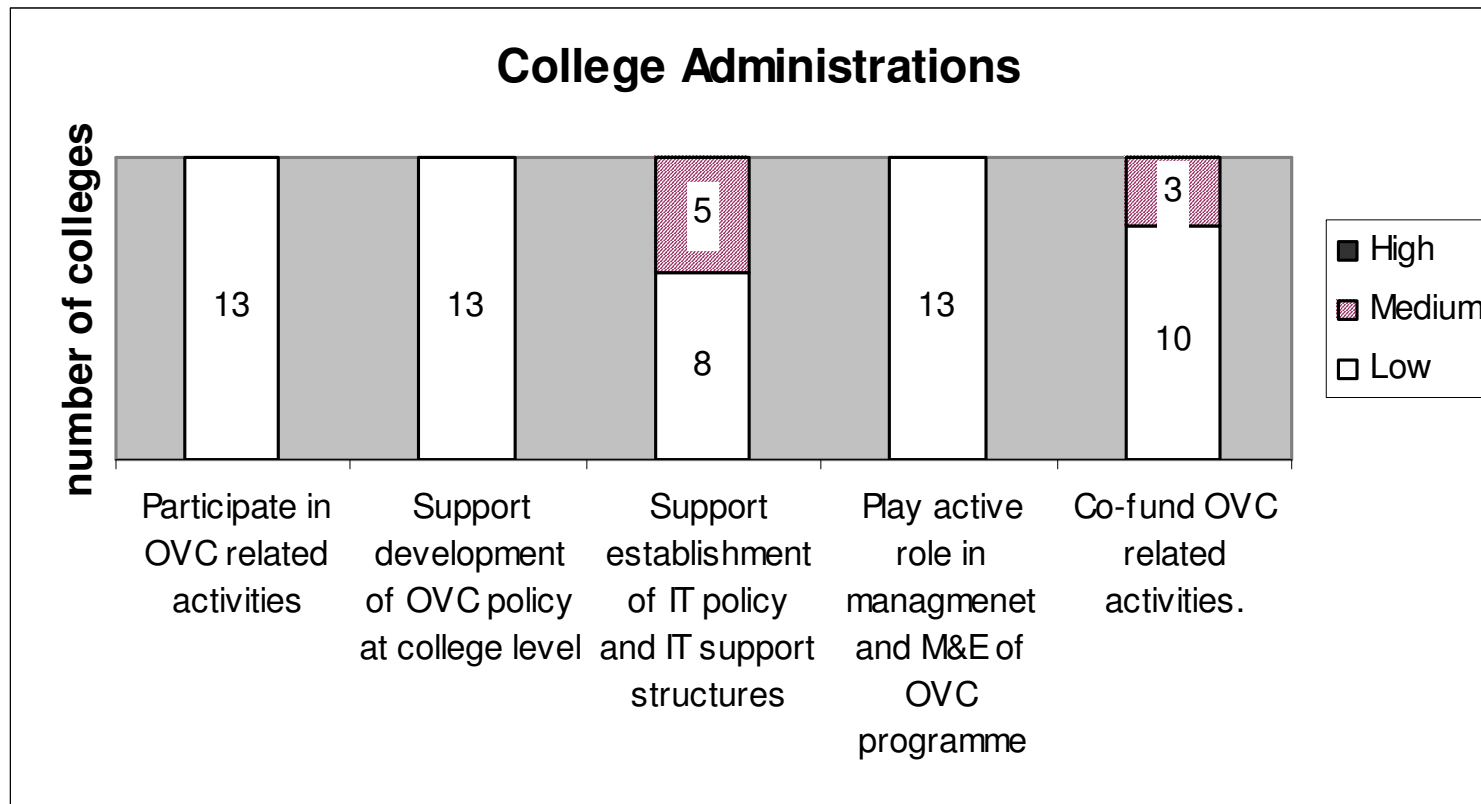
- All primary colleges have ECD departments with most of them being quite new. Nyadire and Seke have more experience in ECD.
- ECD syllabus looks at issues that affect the total development of the child including the OVC. No strong specific focus on child vulnerability at the moment.
- Many ECD departments are active in community outreach (model ECD centres, students on TP,..)
- Seke and Nyadire are involved in training of ECD para professionals.

Opportunities for support:

- Assist in developing and implementing OVC orientation programme for ECD lecturers.
- Facilitate capacity development of ECD lecturers and student teachers (research, teaching approaches, sourcing of materials, advocacy, ...)
- Technical expertise for development of ECD learning materials.
- Support for development and implementation of training programmes for para professionals.
- Support visits by team members

Interesting ECD observation

- **„ ECD lacks in support. In the schools the programme is not taken seriously. No quality work produced due to high pupil-teacher ratio. Student teachers not getting support from most school administrations. Quite difficult to go and supervise students who are demoralised due to the difficult economic situation they face”.**

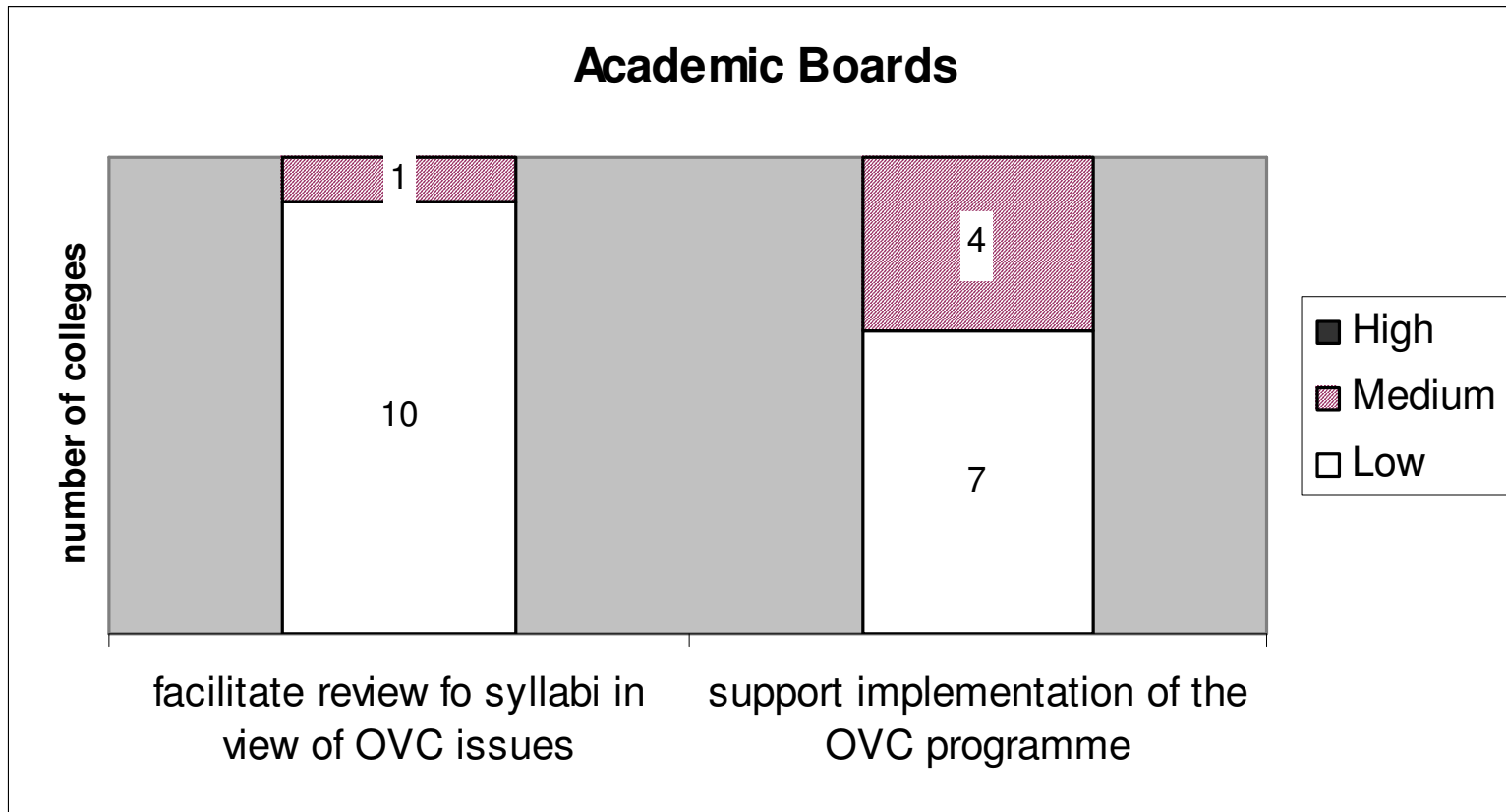


Observations:

- At the moment college administrations are fully supporting ongoing activities that are not specifically focusing on OVC, e.g. HIV/AIDS, life skills & health education,
- Strong willingness to support the programme.
- Five primary colleges have functional IT support units and IT policy.
- Co-funding is seen to be a major challenge with financial resources being very limited. But some support is being given: e.g. transport, accommodation, meals, funding for orphaned students,....

Opportunities for support:

- Assist in development of OVC and IT policy
- Assist in development of financial management system
- Support involvement of college administrations in M&E processes

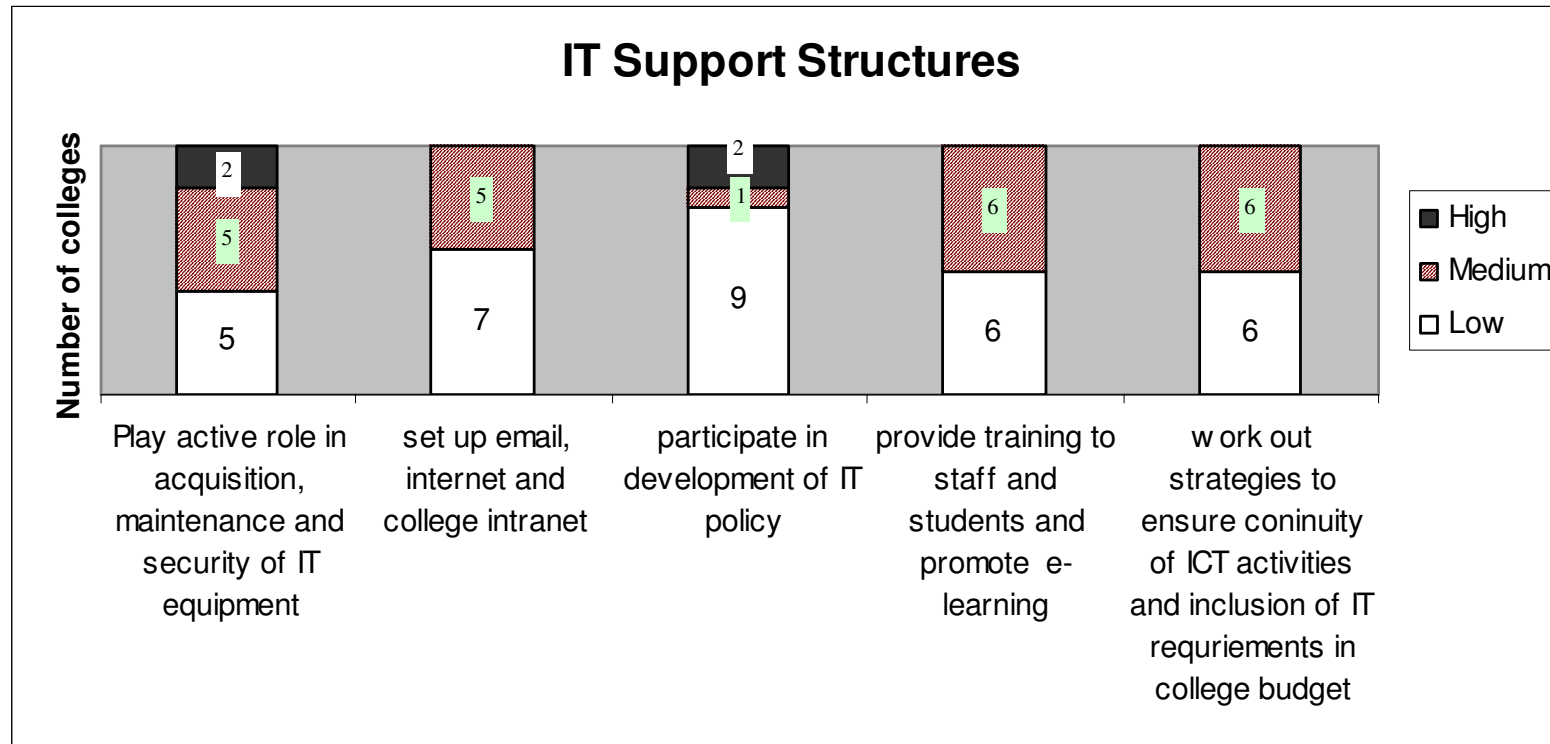


Observations:

- There has been no syllabus review in relation to OVC but review and approval of syllabi is part of the activities of the AB.
- Strong willingness from ABs to review syllabi in view of OVC and to support the programme.
- Some follow up on implementation of IT policy is already happening.

Opportunities for support:

- Participation in academic board meetings by support team members to facilitate
 - Technical support on OVC and awareness of AB members
 - Follow up on syllabus review and identification of training needs
 - Support for development and implementation of college based OVC and IT policy.



Observations:

- Seven colleges seem to have functional IT support structures. IT structures in secondary colleges are well established with support from CITEP.
- Connectivity to internet is a challenge for majority of colleges.
- Two secondary colleges and one primary college have functional IT policies.
- Training of whole student body and use of e-learning is a challenge because of limited resources.
- Sustainability strategies are mainly based on training more IT personnel. College budgets are limited.

Opportunities for support:

- Facilitate training of IT support personnel
- Assist in development of IT policy
- On the job support of IT support structures.

Computers & Statistics Unit (MHTE)

Develop in-house capacity of CSU	Provide IT support to the colleges	Spearhead development IT policy at MHTE level	Networking & management and dissemination of OVC related information.
<p>Low</p> <p>Challenges in equipment, HR, skills development.</p> <p>Plans underway to recruit more personnel and possible integration of TASC</p>	<p>Low</p> <p>No specific support activities for college IT units at the moment.</p>	<p>Low</p> <p>Supported national ICT policy formulation but no MHTE ICT policy as yet</p>	<p>Low</p> <p>No dissemination of OVC related information yet.</p>

DEPT of Planning and Institutional Development MHTE (PID)

Avail resources for the programme	Incorporate child vulnerability issues in existing policies	Advocacy and dissemination of information on child vulnerability	Monitoring and evaluation of the programme	Networking and collaboration	Establish reporting mechanism on abuse of vulnerable children
Low Actively supported programme planning. Allows personnel to participate in programme activities	Low	Low	Low	Low	Low

Department of Teacher Education (DTE)

Moderate and approve reviewed syllabi	Support implementation of the programme (e.g. Assist OVC related staff development programmes, support ovc related research and policy development, assist in training of (ECD) para professionals, support networking between the colleges.)
Medium Normal practice but the process can take long.	Low