

# EDUCATION FOR ALL

## Rhetoric or reality?

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# Chapter 1

## 1.1 INTRODUCTION

In 2002 the Tanzanian government introduced compulsory free primary education as part of its Primary Education Development Plan. Tanzania is committed to the Unesco *Education for All* targets to ensure that “by 2015 all children, particularly girls...have access to, and complete free...primary education”.

With the abolition of school fees around 1.6 million children began attending primary school for the first time. According to statistics from the Tanzanian Ministry of Education, the net enrolment rates<sup>1</sup> reached 97.3 per cent in 2007. Under the follow-up Primary Education Development Plan (PEDP II) that covers the period 2007-2011, enrolment expansion remains a priority.

However, PEDP II also highlights other important factors that are needed to achieve the objectives in the Tanzanian vision 2025 to “have a well-educated and learned society,” including the need to sensitize the public to the importance of education, recognising the role of education in combating poverty and the need to improve quality of teacher learning and development (Teacher Development and Management Strategy).

Tanzed is a small UK-based international development charity working with its partner, Tanzed Tanzania, in the Morogoro region to support and improve primary education. Tanzed currently works in twenty-three rural village primary schools located within four wards (clusters of a small number of villages administered by a councillor) and this research was carried out in three of these four wards.

Despite an evident increase in enrolment, from Tanzed’s experience many children are still not actually attending school and receiving their education. To date there is no available data to tell us how many of those children who enrolled in school since the advent of free education actually remained in school for the seven years. Therefore the time is right for a research project of this kind to provide us with this information as it relates to some of the schools that Tanzed works in the Morogoro region in rural Tanzania.

It has become clear that many children remain outside the education system, either by dropping out of school or failing to enrol at all. This fact is not always reflected in the official statistics. There is evidence to suggest that school registers, which inform attendance figures at ward, district and regional level, are not accurate. There are often discrepancies in the published data from various agencies, giving rise to questions about its reliability.

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<sup>1</sup> NER is calculated by dividing the total number of children aged 7-13 years who are enrolled in school, by the number of children aged 7-13 years in the population

Before this research project started, Tanzed conducted a small study on a local level. We took a head count of children in all the classrooms in one of the schools we were working in and compared this number with that on the register. The discrepancy was quite startling with 614 names on the register and only 353 children in school. It is not clear whether this was due to registers not being accurately completed or whether children who had arrived for school in the morning left before the end of the school day. Either way, it was clear that a significant number of children were not attending a full day at school, and the register was not reflecting the reality of the situation.

The current lack of clarity regarding the extent of non-enrolment and dropping out amongst primary school children makes it important for the research process to begin by establishing the correct attendance figures since the introduction of the Primary Education Development Plan, amongst children in the three wards of Kidodi, Mikumi and Mang'ula where the research took place.

Before we started the research, we were aware of a number of possible reasons why children do not attend school, the anecdotal evidence suggesting that the most common ones are: child labour, truancy, teenage marriage, pregnancy, journey-time between home and school, poverty and children being forced to become the head of their family if their parents die of AIDS or other illnesses.

We wanted to explore the reality of the situation by interviewing a number of different stakeholders to gain their views on why children do not enrol and complete their education.

Having done this, the next step was to make a thorough assessment of the community needs with key stakeholders such as teachers and community leaders playing a crucial role. It is only when we are equipped with this important information that we can move on the third strand of the research which is to plan an intervention whereby the problems preventing children from attending school can be addressed.

## **1.2 RESEARCH AIMS**

The overall aim is to contribute to an increase in children's attendance at school and completion of primary education. This will be realised by achieving the following, all of which relate to the four wards in which Tanzed works:

- Providing an increased understanding of primary school education completion rates.  
*This will be achieved by collecting a set of data comparing enrolment figures from 2002 and 2003 with the number of children completing the Standard 7 exam in 2008 and 2009.*
- Collecting a set of data to give us a deeper understanding of the reasons behind non-enrolment at school.

*This will be achieved by conducting interviews and focus group discussions with children and families in the three wards who have never enrolled at school to explore the reasons behind this.*

- Collecting a set of data to provide information about why children drop out before completing their education.

*This will be achieved by conducting interviews and focus group discussions with children and families to explore why the children dropped out of school.*

- Formulating a plan and set of recommendations for an intervention to address the issues arising from this increased awareness.

*This will be achieved by conducting interviews and focus group discussions with key stakeholders, including the District and Regional Education Officers, Head Teachers, Teachers and representatives of other Non-Governmental Organisations working in this field.*

On completion of the above tasks, a follow-up project plan will be developed to address the problems identified in the three wards of Mikumi, Kidodi and Mang'ula. This will include an organisational capacity assessment and an indication of the support required to implement the recommendations.

# Chapter 2

## 2.1 METHODOLOGY

### *2.1.1 Geographical location and description of the study area*

The study was designed to examine the uptake of primary school education in the Morogoro Region of Tanzania in two districts - Kilosa and Kilombero. It was carried out by Tanzed, a non-governmental organization based in the United Kingdom and Tanzania, which focuses on supporting and improving education at primary school level. The purpose of the study was to examine factors leading to children's non-enrolment and non-completion of primary school education.

The study covered three wards: Mikumi, Kidodi and Mang'ula. The first two wards are in Kilosa District and the latter in Kilombero District. All three areas are thought to have high drop-out and non-enrolment rates among primary school children.

### *2.1.2 Background information of the respondents*

This study involved male and female Tanzanian respondents of different age groups who interact in the education field. They included primary school children and children outside the school system, parents, teachers, school committee members, village elders, staff members from NGOs operating locally in the study area as well as educational officials at ward level, district level and regional level. Annexe 1 shows the distribution of the respondents.

The interviewees included children, parents/guardians and non-parent/non-children stakeholders. There were:

- thirty children (ten from each ward) who are not enrolled to school, each with a parent or guardian
- forty-five children (fifteen from each ward) who have dropped out of school each with a parent/guardian
- three village elders (one from each ward)
- 300 school-going pupils (ten from each school)
- six teachers
- three primary school committee members

Others were:

- three Ward Education Coordinators (one from each ward)
- two Tanzed Staff members
- one representative from HUDESA (an NGO dealing with educational services and operating locally in the study area)
- two District Education Officers (from the two districts)

- the Regional Education Officer

Annexe 2 represents stakeholders other than parents and children.

### **2.1.3 Sample unit and sample size**

The unit members involved in the sample were categorized into thirteen groups which were interviewed independently. The total number of the unit members was 300 school-going children, 75 children who were outside the school system, 75 parents/guardians, 3 village elders, 2 Tanzed staff members, a representative from another NGO and 6 education stakeholders from the government. Therefore the sample size for this study was 471. The choice of this figure is based on the simple formula of selecting samples according to Fisher et al; (1991) for the total population that does not exceed 10,000.

### **2.1.4 Sampling**

Purposive sampling was used to select the three wards from the areas we work in and to obtain the households where there were children fitting specific variables. Simple random sampling (SRS) was used to identify respondents in each village. The strata in the study were wards, villages, children's households and primary schools. The identification of the respondents was done by obtaining and using relevant statistics from a key informant (contact person) from the Tanzed office in Morogoro together with obtaining relevant data from centres where information about target children could be provided including primary schools, village and ward offices. In each case one field guide for each ward was fully involved.

### **2.1.5 Data**

Primary data was collected through two main research tools, namely focus group discussions (FGDs) and structured interviews using a structured questionnaire. Both the focus group interviews and questionnaires were administered by three research assistants under the supervision of the research supervisor. The two research tools were designed to examine socio-economic, political and cultural factors affecting children's education progress in the Morogoro region. Secondary data was obtained from government officials and policy documents.

### **2.1.6 Data processing**

The data processing exercise was carried out in the Institute of Development Studies at Mzumbe University, Morogoro and was overseen by Mr Adolf F Makauki, Associate Director.

The collected data was coded, entered, verified and cleaned before analysis. The Statistical Package for Social Science (SPSS) 12.0 Version, Least Significant Difference (LSD), and Analysis Of Variance (ANOVA) were used to analyse the data and obtain results thereafter. Descriptive statistics were computed to find out

distribution of responses among respondents including frequency, average, percentages, cross-tabulation, minimum and maximum values of all variables for the research.

## **2.2 CHALLENGES OBSERVED DURING DATA COLLECTION**

Several challenges were encountered during the research process especially on data collection. Some of the challenges included **climatic problems** where rainfall made it difficult for some parts to be accessed on time or having the right respondents on time. **Complex school timetables** were also a problem where at times some school children were involved in extra curriculum activities like farm works hence hindering data collection. There were high **expectations** among the respondents especially parents and guardians who expected to either gain support (monetary and/or materially) from attending the interviews or having immediate solutions/assistance for their desperate children to attend school. On the other hand some parents/guardians **feared to disclose some information** about their children, worrying about the authorities' measures upon them thereafter.

To manage these two issues, time was spent to explain about the content and essence of the study/research to the respondents. This involved among other things reminding them about what Tanzed had done already in the study area specifically in primary schools.

Tanzed provided Tsh 10,000 (£4) to be given to the parents attending group interviews in each ward. However the parents were told clearly that the money was not meant to pay for attending the interviews but for supporting and contributing to their initiatives to curb the problems they face with their children's schooling. Each focus group interview involving children was supported with some drinks and snacks to create friendship, motivation and build trust for providing the right information.

At times some children with extreme social hardships were assisted with some material support including; exercise books and school uniforms by the research team under Tanzed. For example in Mikumi a pupil was given a pair of shoes and school uniform.

With regard to minimizing or totally removing fear from respondents, before every interview or group focus discussion a detailed introduction was given by the research assistants to empty individuals' expectations, create a friendly situation and build confidence in the respondents to enable successful data collection. Since some respondents feared the local government's actions to irresponsible parents, the respondents were informed about the mutual initiatives between Tanzed and the government. Whenever this was observed, the research assistants used various techniques (including questions) to probe for the nature/cause of the fear. Once this was established thorough explanations were given to the respondents to dispel their fear and create a friendly atmosphere for a smooth provision of the required

information. This involved differentiating to them between the local government forces and the Tanzed initiatives to solve the problem.

Some parents had preconceptions that the provision of the right information would result in them being sentenced or sued by the government and even jailed. They were always told their information was required to help solve the problem of pupils' schooling.

# Chapter 3

## 3.1 RESULTS

### *3.1.1 Overview*

This section presents study findings in statistical form and interviewees' perceived opinions or views taken from focus group discussions, one on one interviews and questionnaires

It includes information gathered from children, parents/guardians and other education stakeholders on the factors influencing primary school enrolment, attendance and completion rates from the three wards of Mikumi (20% of responses), Kidodi (37% of responses) and Mang'ula (43% of responses).

## 3.2 QUANTITATIVE DATA

### *3.2.1 School enrolment and completion status*

The aim was to find out the proportionate comparison between the number of pupils enrolled to Standard One and those completing Standard Seven in 2008 and 2009; that is from the same intake where 2002 and 2003 respectively were the reference years. Data indicates a retention rate of 69.96% (almost 70%) that implies for every annual intake into Standard One more than 30% of the pupils fail to complete Standard Seven, as shown in Annexe 4.

From the study the overall retention rate of pupils in the three wards differed between intakes and wards. Across the three wards the retention was found to be 69.9%, which implies that based on the total number of the enrolled pupils in the 2002 and 2003 intakes, 30% of them did not complete their primary school education in 2008 and 2009 respectively. Note this assumes that the numbers of children who have moved away from the wards during this period is equal to the numbers of children who have moved in, which was deemed to be a valid assumption. This 69.9% should be compared with the 83% completion rate which was the national average recorded in the 2005-2009 period, according to UNESCO statistics.

Annexe 5 shows the total number of completions against enrolment across the three wards. Of all the wards, the table shows that the lowest retention rate for 2003 intake is in Kidodi ward. Although there was no specific explanation for this anomaly from the collected data, evidence shows that the introduction of PEDP in 2002 was followed by a sharp rise of enrolment of pupils in 2003 in some areas. This increase is part of the achievements identified in the overall assessment of PEDP. Hakielimu (2009)<sup>2</sup> reports that with the abolition of tuition fees under PEDP in Tanzania, gross

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<sup>2</sup> Hakielimu (2009) Where are we after the second year of the implementation of Primary Education Development Program II? Key Findings from Government Reviews of the implementation of Primary Education Development Program II 2007/08: November 2009. ISBN 9987-423-94-9

enrolment rate (GER) increased from 84 % to 112.7 % while net enrolment rate (NER) increased from 65.5 % to 96.1 % from 2002 to 2006. According to the source, this increase was associated with a number of challenges which were then considered in the second phase (PEDP II). These challenges caused several negative effects including reduced retention rates in some areas since the achievements were not in conformity with the resource constraints. Kidodi ward was one of the affected schools in this case. Both the achievements and the challenges of PEDP varied from one place to another due to differing socio-economic and cultural settings.

### **3.2.2 Responses from children in school**

A total of thirty primary schools were visited during the study in order to interview school-going children. Ten children were interviewed from each school. The proportion or the sample differed between the wards depending on the total number of schools found in each ward. Annexe 6 shows the number of schools sampled from the three wards.

A statistical test was done to examine if the level of awareness among pupils varied across the schools within the three study areas (wards). The data shows that there is low awareness on education policy among children in which the majority (86%) were not aware they did not have to pay school fees, as shown in Annexe 7. Statistically the results show that there is a significant association between individuals' level of awareness and their wards at 5% level ( $P = 0.044$ )<sup>3</sup> implying that the level of awareness among pupils varied between the three study areas. In this comparison, pupils of schools located in Kidodi Ward were the least aware (8%), while those of schools located in Mikumi Ward were the most aware (22%).

This can be attributed to the location of the wards: Mikumi being a small town is relatively busy and more informed on different government policies compared to Kidodi, which is more populated by peasants and located further down the Kilombero valley. Mang'ula has a bigger commercial setup compared to Kidodi, hence more integrated with people of different social and educational background.

Generally although in absolute figures the three wards portrayed different levels, the analysis of variance (ANOVA) indicated statistically at 5% level of significance ( $P = 0.180$ ) that ward had no effect on enrolment. This implies that the differences observed across wards as far as enrolment is concerned were not sound enough to influence different policy efforts in each ward.

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<sup>3</sup> The letter P refers to statistical probability within an identified confidence interval, in this case 95 %. Based on the theory of Chi-Square test, if P is less than 5 % (i.e. 0.05) then the phenomenon being studied across the contingency table is said to vary between cells (in this case variation of pupils responses across wards). When this happens, we say there is a significant statistical association between the cells.

### ***3.2.3 Factors for pupils' non-school-enrolment and dropping out of school***

The factors responsible for the mentioned problems were almost the same from all the respondents. This is despite the fact that the methodology for data collection was done through individual and independent-group interviews.

### ***3.2.4 Responses from children out of school***

There were two main categories of respondent in this group, 30 children who had not enrolled in school despite their age (6%) and 45 children who had dropped out of school (10%), making up a total of 75 interviewed children (16% of the total sample).

The results show that **low economic status or low income at the family level** was the main factor leading to children dropping out of school (by 86%). The problem meant that the parents/guardians were unable to support their families with both household daily needs as well as school requirements such as security costs, examination contributions, desks etc. They also could not afford school uniforms, shoes, exercise and text books and school bags.

Although schools and local governments know that uniforms and schools resources are compulsory for all pupils, consideration is given to pupils whose parents or guardians are proven to really be unable to afford to provide the requirements. A pupil is given a grace period of one month and if he/she cannot get a uniform the school committee normally has to advise on how to get the uniforms either through fundraising or by approaching organizations which provide help to vulnerable children. In areas where the local government is properly functioning, however, if a parent is simply negligent, he/she can be taken to court.

We did not explore efforts exerted by individual schools to alleviate this problem through making some school requirements such as uniforms, shoes and bags non-compulsory, because it was beyond the scope of this study. It is however assumed that making these requirements non-compulsory could have lessened the rate of dropout in schools.

The other factors leading to the increasing rate of non-school enrolment and dropping out included harsh treatment, long distance from home to school, irresponsible parents, being orphaned, health problems (parents or children), single-parent family situations, complicated school registration processes and lack of food provision.

### ***3.2.5 Responses from parents/guardians***

The parents/guardians in this study included those of the pupils who have not enrolled in school and those whose children have dropped out of school. According to the parents, the factors for pupils' non-school-enrolment and dropping out differed in degrees of strength, as presented in Annexe 8. The main factor was again low economic status and family level and health problems, with 100% implying that these

two factors were mentioned in all the three wards by both the parents and the children.

### ***3.2.6 Responses from stakeholders***

The education stakeholders constituted 4.0% of the total sample in this study. They included village elders, primary school teachers and school committee members, representatives from NGOs, Ward Education Coordinators as well as District and Regional Education Officers. The observations made by the stakeholders showed that the main reason for non-enrolment and school dropout is the low economic status of the families. Details on the responses from different stakeholders are shown in Annexe 9. Since it was a qualitative section of the study which aimed to explore details not obtainable easily by the quantitative part, every response identified by a stakeholder category was given due respect. Summing up the responses in the table, it can then be seen that the factors mentioned more repeatedly by the stakeholder groups than others are clearly seen.

## **3.3 QUALITATIVE DATA**

The data below identifies the similarities and differences between the respondent groups but does not appear to demonstrate any significant difference between responses from children and parents to the effects of either non-enrolment or dropping out of school. Similarly there is no significant difference to the responses toward the benefits of being or not being in school. Responses from other stakeholders if different will be noted and will conclude this section.

### ***3.3.1 Data relating to children who had dropped out of school***

#### Economic difficulties

Economic difficulties play a major role in drop-out rates, with all respondents stating it as a major reason. Education itself is free in Tanzania but there is nevertheless a need to provide uniforms, bags, books and shoes. In many cases, if a child is sent to school wearing “ndala” (flip flops), these may be burnt and if a child arrives at school bare-footed he or she can be sent home again.

Parents on low incomes struggle to provide for the basic needs of their children and are therefore unable to stretch to providing what is needed for their children to attend school. In addition to the costs mentioned, some parents are also required to make a contribution to the school feeding programme where one exists, as well as to security costs, desks and the cost of examinations which take place every term as well as annually.

Again economic difficulties are a major factor with large family size and single parent families being seen as particularly vulnerable. Some respondents make the point that small business opportunities, such as selling mobile telephone vouchers or

selling fuel, aggravates the problem when children from poor families see a way of supplementing the household income.

Stakeholders mention the need for families to take on seasonal agricultural work as their only source of income, pointing out that for many families there are no alternative sources. This results in children either being left in charge of households in the absence of parents, or moving around themselves and thus becoming unable to attend school.

#### Single-parent family challenges

There are many single-parent families and the additional difficulties associated with this are often cited as the reason children drop out of school. Economic difficulties are exacerbated in such situations and in addition children may be less closely supervised which means that they are able to drop out of school more easily.

#### Large family size

Some parents who have many children cite this as the reason they cannot afford to send them all to school.

#### Long distance between home and school

The journey between home and school is often long and done on foot. Many children are simply too young to do this twice every day. Although the government's policy is to have a primary school in every village, some villages are still large and remote, and some are sparsely populated which necessitates children having to walk to a school in a neighbouring village.

It is cited by stakeholders, parents as well as their children that long distances make it unlikely that some children will be able to manage the journey.

#### Lack of food at school

Children and stakeholders agreed if there is no feeding programme at the school children are hungry all day and so decide to drop out of school. There is more chance they will receive food if they remain at home.

Related to this is the point made by some children that as they are often hungry at school, not attending means that they are able to help support their families by looking for food or finding casual work. Parents do not generally agree this to be a reason for dropping out of school as many claim their children are fed before going to school. As part of the PEDP II some children receive food in school but as this is a recent government directive and not realised by all schools, more research is needed in this area.

### Health problems and/or deaths

Parents and children in all three wards cite problems related to bad health and death amongst parents, guardians or children as a reason for children being unable to continue attending school.

Ill-health due to HIV/AIDS as well as other causes is commonplace. Parents who previously encouraged their children to attend school may cease to do so if they become ill, and the child will easily be able to drop out of school, especially if they are required to look after sick parents. Furthermore orphaned children who become the head of their family as a result are often unable to attend school.

### Harsh treatment at school

All respondents claim that harsh treatment in school plays a role. Children who mention this factor particularly highlight the difficulty of having their footwear taken away and burned if they attend school wearing 'ndala' (flip-flops) instead of shoes. Other punishments mentioned by children include being sent home to look for shoes, being caned, being sent out of the classroom or being forced to enter the classroom barefooted, leaving the flip flops at the doorstep. Although this latter approach is seen by teachers as more lenient thus allowing a child to be in school, it can be embarrassing to a child.

Stakeholders suggest however that children given harsh or humiliating punishments by teachers leads to them dropping out of the school system.

### Children preferring to pursue their own interests

Some children decide of their own accord to drop out of school, preferring to pursue their own interests instead. Often, however, this has the added advantage of allowing them to help provide food for their families. Some children mention that trapping birds to eat is a favourite pastime. Some children describe themselves as "lazy" for pursuing this pastime and some parents say their children are lazy preferring to pursue their own interests such as watching video shows. If this is allowed to continue or goes unnoticed it can eventually lead to dropping out of school altogether.

### Quality of teaching

Children cite quality of teaching as a reason for dropping out of school. They say that there is a great deal of repetition in some classes and that this discourages them from attending as they became bored. Parents recognise that if children find their school work too difficult this also can lead to them discontinuing with their studies.

### Irresponsible parents/guardians

Parents defined as irresponsible are the ones who do not keep a close eye on whether or not their children attend school. This is especially true if elderly

grandparents are acting as the child's guardians. Also if the grandparents are old and unable to work then the child may be the breadwinner and would thus have to cease going to school. Irresponsible parents who do not mind whether or not their children go to school result in children being able to drop out easily due to lack of follow up.

#### Lack of co-operation between teachers and parents

Some teachers either fail to report a child's absence or leave it very late before doing so. This is a particular problem if a child's parents are "irresponsible" and do not keep a check on whether their children are attending school. The two factors together often lead to dropping out of school.

#### Orphaned children

All respondents agreed that if a child is orphaned he or she is unlikely to enrol at school. If the child lives with grandparents who are often sick and/or economically dependent this often prevents them attending school.

#### Peer group influence

Some pupils have succumbed to pressure from other children who have already dropped out of school.

#### Bureaucratic administration

Bureaucratic administration is mentioned by some children as a reason why some pupils drop out of school when they are supposed to be transferring to a different one (perhaps because their parents have changed areas), especially if the transfer process is laborious and children have to wait a long time to start their new school. Parents do not always try to speed up the process.

Irresponsible teachers are also reported to complicate the matter, children saying teachers sometimes receive them in a different school if their parents wish it even though they have not gone through the official transfer process. It is not clear why this contributed to their dropping out unless they did not like the new school.

Children and stakeholders recognise that some children have been absent from school for too long to return and in some cases parents believe that educating children causes them to become bewitched. This superstitious belief is passed on to children and the two factors together mean it is unlikely children will attend school

### ***3.3.2 Data relating to non-enrolled children***

As can be seen, there is very little difference between these responses and those regarding dropping out. However it is worth noting the small differences there are and any additional responses. In particular some children mentioned helping with agricultural work which, apart from preventing them from enrolling at school, often

meant they had to move around to take advantage of seasonal cultivation opportunities. Some also mentioned that they felt over-worked at home and would much prefer to go to school whilst others felt embarrassed, lonely and unhappy with the situation

#### Economic difficulties

Financial difficulties in the family often prevent children from enrolling at school. This is particularly pertinent in single-parent or large families. Also related is the need for children to contribute to the family income by working.

#### Long distance between home and school

Again this logistical problem was cited by all respondent groups.

#### Health problems

Ill-health amongst parents is cited as a reason for not enrolling at school by all respondents. Children are needed to help at home or to earn money under these circumstances.

#### Orphans

Children who are orphaned find it difficult to enrol for school.

#### Irresponsible parents or guardians

Some parents and guardians do not bother to make sure the children enrolled. Others are financially dependent on the child but it isn't clear if they are referring to their own situation.

#### Living with grandparents

Some children mention that grandparents may be less likely to send them to school.

#### Lack of information regarding the importance of formal education

Both parents and stakeholders note that some parents have not had exposure to the importance of formal education, especially if they have not received an education themselves. Similarly to stakeholders' responses to children dropping out, lack of resources and desks in school and government policy failure through irresponsibility is also given as reasons for non-enrolment in school

### ***3.3.3 Feelings of children and parents of those who had dropped out of school***

Children from the interviewed group and focus groups were asked about their feelings about dropping out of school, the benefits of doing so and their perception of their parents' and teachers' feelings. Their responses are diverse but the majority say that they miss the company of their peers and they also miss learning. They are lonely at home and feel negative about their future prospects. Some express their

concerns that they feel ashamed because they cannot read and write and as such they do not value themselves because they are not receiving an education. They also feel that others in their community hold low opinions of them and that sometimes they are regarded as thieves or trouble-makers.

Some children however say they are 'comfortable' with the situation since they have made the decision to drop out of school and when asked how they spend their time whilst they are not attending school, the following activities are mentioned:

- Generating a small income by, for example, fetching water for sale and doing casual labour
- Carrying out domestic activities
- Playing with other children
- Trapping birds to eat
- Carrying out various agricultural activities

The feelings of children not enrolled in school differed slightly, stating that they feel embarrassed and lonely. Some said they feel over-worked at home and would much prefer to be at school. Some however felt sympathetic towards their parents who could not afford to send them to school.

When asked about their parents' feelings regarding their absence from school the responses are summarised below:

- Some parents felt sad and were sympathetic towards the child and felt embarrassed that their child was not at school. They sometimes tried to persuade the child to return to school and punished them if they did not
- Some parents visited the teacher to try to enlist their help in getting the child to return to school
- Some parents found their children's presence at home irritating and some were angry with their children for not attending school, blaming them and treating them harshly at home as a result
- Some parents were passive and did not mind that their child was not going to school

When the interviewed children in both groups were asked about their teachers' and head teachers' perception and feelings about them not going to school, the responses fell into two groups:

- Most teachers and head teachers are perceived to feel unhappy about this situation and sometimes they will intervene by asking parents to come to school to discuss matters. Another strategy used by concerned teachers is to write a letter to the child's home or send another pupil to try to bring the child to school. Some teachers are even willing to buy books and other requirements so the child can continue at school.

- The minority are unconcerned, especially if the child has been perceived as disruptive at school. Others, more unscrupulous, try to obtain money from the parents in order to get their children back to school. Others do not show any concern and see the child's absence as the fault of the parents.

When parents were asked how they felt about their child/children dropping out of school:

- Many feel sad, sorrowful and unhappy and are pessimistic about their children's future prospects
- Some are unhappy because their children disobey them by not attending school
- Some are angry with the children
- Some are sympathetic towards the children if they are unable to attend school
- Others feel they themselves are regarded as inferior in their community as a result of their children not attending school

Parents were asked how they think their children feel about dropping out of school.

- The majority of parents say their children are unhappy and uncomfortable about the situation. They often ask their parents to allow them to go back to school and are very happy and positive if this happens
- Parents whose children remain out of school say the children are very disappointed and are pessimistic about their future prospects
- Some parents say their children do not mind about not going to school while others say their children regret dropping out of school and feel inferior to their peers

Parents were asked how they think the teachers and head teachers feel about their children's non-attendance. Their responses mirrored those of the children:

- Some teachers are unhappy and try to solve the situation by giving the parents advice
- Others are not concerned

When parents are asked how they perceive the feelings of their close neighbours and others in the community:

- Some are concerned and try to advise parents what to do, sometimes using legal procedures
- Others are indifferent, seeing it as none of their business
- Some hold very negative views, believing that the parents are creating future problems for the whole community. For example they believe that children who did not go to school may become thieves

- Some turn the situation to their own advantage by using the children who have dropped out to provide them with labour. For example they will ask the children to fetch water or help them with domestic activities or in their shops

### Benefits of being in or out of school

When asked what they saw as the benefits of dropping out of school or not enrolling in school, the vast majority of children in both groups in all wards said there was no advantage. However a small number said that helping to contribute to accessing food could be a benefit, this point made earlier in relation to children being more likely to access food if not in school.

Children do however perceive many benefits of being in school, receiving a formal education and overcoming illiteracy is seen as a very important benefit. School is seen as the only place where an education can be received and education is recognised as the key to a prosperous future. It is acknowledged that those people who are educated are the ones who will be able to progress in life and get a good job.

Children also mention specific subjects that they can learn at school that will help them to become successful in life. These are language skills, specifically English and Kiswahili, arithmetic and science subjects.

On the same subject, some children elaborate on this point. They see education as the key to obtaining a good job. Some make the further point that this will also help them to assist their parents in the future with their economic difficulties.

Children also feel that education enables people to become aware of global issues and events. With education, they see themselves as being exposed to a variety of things outside of their own locality and this is seen as a very good thing.

Children point out that by going to school they will be able to have company and learn from other children. They also say that they will be able to obtain advice and support through friendships with their peers. They feel that it will be a good thing to play games and sport with other children at school. With good friends at school children feel that attending school will enable them to avoid bad practices such as smoking, drinking alcohol and theft. This in turn will mean that they are more respected in their society and make them more confident in life. As for the community children feel that going to school is helpful for the wider community in that it helps reduce poverty. Presumably they mean this as a result of having better job prospects as a result of going to school.

When parents were asked about the benefits of their children dropping out of school no parent could name any benefit. Many make the argument that although children who have dropped out can be useful in helping with domestic tasks, this cannot compare with the potential benefits of attending school.

When asked about the benefits of being in school their responses are almost exactly the same as their children: overcoming illiteracy, better career prospects, increasing confidence, advancing their country, interaction with others and avoiding developing bad habits. Two additional benefits mentioned are encouraging confidence in orphaned children if they are able to attend school and helping to prevent young people engage in sexual practices. An additional benefit to parents was recognised: their children being in school gave them the opportunity to engage in activities other than child care.

### Future education

Interviewed children were asked if they would like to return to school and complete their education in the future. Everyone said they would like to do this and reiterated the following reasons mentioned above:

- To receive formal education
- To get certificates and achieve a good job in the future. Many had high aspirations and mentioned becoming members of parliament
- To be able to help their families in the future
- To interact with other pupils
- To help them avoid bad behaviour such as smoking etc.

Children who had not enrolled in school wanted to go to school for the above reasons but also to have interaction with children their own age, and children up to the age of eight did not think it too late to start school.

### **3.3.4 Data from other stakeholders**

This section documents in more detail the responses obtained from interviews with twenty-one stakeholders from the three wards Mikumi, Mang'ula and Kidodi. "Stakeholders" here refers to those other than parents and children. Distribution of the respondents is shown in Annexe 1.

Stakeholders were asked what they saw as the main restricting factors to primary school attendance and completion. The following factors were noted:

- Having a low family income and being unable to make the required contributions towards school for desks, security etc.
- Being orphaned
- Shortage of facilities at school and also poor physical infrastructure
- Early marriage and/or pregnancy
- Lack of awareness of the importance of education – on the part of children and parents
- Parents and teachers lacking in motivation to encourage children to attend
- Lack of useful government policy regarding education. For example some stakeholders mentioned that the Tanzanian government had stopped certain

sports and games in primary schools. It has also failed to provide feeding programmes. These were seen as restricting factors to children accessing education.

- The impact of globalization. By this respondents meant that people may see potential for short-term economic gain and thus ignore the longer-term benefits of education.

The stakeholder respondents were asked how schools and communities could be supported to address the factors restricting children from receiving their education.

- Parents and communities should be made aware of the benefits of education. The provision of adult education to overcome illiteracy is a related factor
- Economic support should be provided where needed. This should be coupled with the provision of material items such as stationery and uniforms in cases of special need
- Supporting communities on their development programmes, for example the provision of building materials to help improve the community infrastructure.
- Central government should provide more teachers and other resources and there should also be a review of teacher training
- Improving the learning environment
- Promoting a sense of common ownership and responsibility for improving a community's education system
- Legal redress against irresponsible parents
- Restoration of sports and games programmes in schools
- Making education a compulsory agenda item in public meetings
- Research to be regular and to be fed back to stakeholders in order for them to consider intervention plans

It is felt that parents are sad and unhappy if they cannot afford to send their children to school. Those with the benefit of hindsight wish they had struggled harder to send their children to school but at the time they did not feel able to do so.

Parents who felt comfortable with the situation were those who had encouraged their children to engage in income-generating activities even when the family did not face particular hardship. The stakeholders interviewed took the view that this situation applied only to a minority of parents.

Irrespective of the reason, persistent absence from school is mentioned by some stakeholders as one of the causes of dropout. However the analysis shows that truancy is not a cause in itself. Rather, the reason behind the truancy such as those listed is a more relevant factor.

Asked for their perception of the feelings of children who have dropped out of school and those of their parents the respondent group feel these divided in the same way

as those for non-enrolled children - sad and unhappy or comfortable with the situation - for the same reasons.

### Stakeholder Intervention Strategies

The stakeholders were asked what they themselves had tried to do to help lower drop-out rates. The following strategies have been tried:

- Discussing the problems with teachers and other stakeholders in School Committee Meetings
- Making regular follow-ups on registration
- Discussing the problems with the economically vulnerable. Some have tried discussing with women ways of making more money such as using needlework or pottery skills
- Raising awareness among children, especially girls, regarding the long-term importance of education
- Establishing education centres for training girls and women about domestic life
- Advising teachers on various teaching techniques
- Revising some of the school regulations, in particular accepting children if they were wearing cheap plastic shoes
- Establishing Adult Education Centres. This has begun in one district (Kilombero) where about six hundred people have enrolled
- A plan has been made to train teachers and recruit retired teachers to provide secondary education to children who have dropped out of school (Kilombero district)
- Helping to provide material necessities such as exercise books and other stationery to vulnerable children, especially orphaned children
- Some teachers have tried monitoring pupils' daily attendance
- Some teachers have tried working with sponsors to support orphans and other vulnerable children
- Lobbying the Ministry of Education

#### ***3.3.5 Support needed by schools and their communities***

The interviewees pointed out various types of interventions that would help solve the problems. Some of the areas that received the highest emphasis include economic support to poor families, moral and material support to children with special and specific school needs, reviewing relevant policies and improvement of the teaching-learning environment so as to attract and motivate both children and teachers.

Annexe 10 shows the suggested support, where 1 = supported and 0 = not responded/supported. Owing to the small number of respondents for each stakeholder category and the prior conceived importance of the stakeholders, the interventions suggested by the stakeholders were given due weight and were

compared across stakeholders during data reduction and theme identification of the qualitative data. The ultimate output is then presented as options based on the stakeholders' views and not views of individual respondents.

# Chapter 4

## 4.1 DISCUSSION

The aims of this research were to gain a deeper understanding of the reasons behind non-enrolment in school, to provide information about why children drop out, and a better understanding of the factors contributing to the non-completion of primary education in Tanzania, in particular in the Morogoro region, thus informing a set of recommendations to address the issues.

The anecdotal evidence suggested that the most common reasons are child labour, truancy, teenage marriage, pregnancy, journey-time between home and school, poverty and children being forced to become the head of their family if their parents die of AIDS or other illnesses. The relative significance of these factors has not been identified.

The evidence suggests that, as expected, economic hardship and health issues constitute the main reasons why children do not complete their education. Single parent families, orphans and large families all experience by definition additional economic pressures. Other significant factors were harsh treatment, long distance from home to school, lack of food provision and irresponsible parents.

Child labour and truancy, although mentioned, were not cited as significant. Teenage marriage and pregnancy were not mentioned by parents or children, but only by the stakeholder group.

Another significant factor to emerge from the study is that the large majority of children were not aware that their education is free, that is there are no school fees to pay. It is fair to suggest that parents therefore may also be unaware of this fact especially as the children from the more commercially developed wards, Mikumi and Mangula, were more aware, although this difference was not statistically significant. However the hidden costs of sending children to school, such as uniforms, school shoes and bags, stationery, examination contributions, desks and security costs, cause additional pressure on families already suffering economic difficulties, and in reality mean that school is not free. Uniforms and school resources are compulsory to all pupils, however consideration is given to pupils whose parents or guardians are proved to be unable to afford to provide these requirements. Some head teachers and teachers in several schools we visited express their understanding of the family economic situation thus allowing some pupils to come to school wearing flip flops while sorting out the matter with parents or guardians. School committees can help to advise how to get uniforms either through fundraising or by approaching organizations which provide help to vulnerable children.

If parents or guardians do not collaborate with the school administration the matter is taken to the village administration so that action can be taken against an

irresponsible parent/guardian if proof can be established that he or she is just being negligent.

It is fair to assume therefore that as so many are unaware that school fees do not have to be paid; maybe parents are equally unaware of the possible assistance available to them if they are facing economic hardship.

A further area of inconsistency is with regard to lack of a meal at school. Children and stakeholders cited lack of food in school to be a reason for children to stay away, although parents did not agree saying their children were fed before going to school. Whether children receive a substantial meal before going to school is debatable and there is evidence to suggest the vast majority of children do not receive a meal. Again, parents may feel uncomfortable to admit they are unable to feed their children before school.

The government has recently started to reinstate promotion of the importance of schools providing a feeding programme for children and attendance in schools in which Tanzed works where this has been introduced has risen. Although this particular point was not analysed as part of the research, teachers in the ten schools which currently provide a meal (out of the twenty-four schools which work with Tanzed) admitted that more children are now staying in school all day, rather than leaving during the day due to hunger. This suggests that lack of food is a significant factor in contributing toward non-attendance and with more school committees encouraging feeding programmes in schools, an increase in attendance should be observed in the future.

Health issues were cited as significant by all participants, and continue to pose many challenges for the families living in rural communities in Morogoro region. As well as problems caused by poor diet, lack of sanitation, infectious diseases and malaria there is also a high prevalence of HIV/AIDS in the region. Mikumi, for example, is now a small town expanding rapidly and is a busy stopping place for buses and lorries on the Tanzania–Zambia road. Kidodi is a fast growing village where there are sugar cane plantations and factories. Mang'ula is also a busy village with a major railway station on the TAZARA line.

Recent research has shown that half of all children have had sex, often coerced, by the age of fifteen while in primary school. Studies also show that in the vast majority of instances such sexual encounters are not protected.<sup>4</sup> These circumstances clearly show that schooling is a critical period in which to educate young people about sexual and reproductive health, and to equip them with the skills and aptitudes that will foster personal and community protection.

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<sup>4</sup> See DHS, TANESA and AMREF, FCI study in selected schools

Children in every class, in every school in which Tanzed works, are affected by HIV/AIDS in some way or another, either themselves, a close family member or friend. This research suggests that addressing health related issues such as the significance of good nutrition in aiding learning, developing a better understanding of issues related to HIV and knowledge of basic health and first aid issues could all contribute to increasing a child's potential to access school.

Policy regarding punishment in school is clearly stated in Government guidelines in the National Education Act (1978). Evidence suggests however these are not followed in most schools where children are caned for a number of minor incidences, the cane also being used as a method of disciplinary control of larger groups of children. All respondents mentioned harsh treatment as a reason for dropping out of school. Subjective evidence suggests however that there is pressure on teachers from parents to discipline their children especially when parents are unable to exert the control over their children they feel they need. This creates a tension between teachers and parents exacerbating the frustrations experienced by teachers at the lack of involvement shown by some parents in their children's schooling.

Some teachers do however resort to harsh treatment for a range of misdemeanours many of which can be shown not to be the responsibility of the children themselves as is the case with burning "ndala" (flip flops), being sent home for not wearing uniforms or being caned for not reaching certain marks in school tests. Disciplining children is a sensitive issue in primary schools in Tanzania and it may well be difficult to engage schools in change, but there is room for introduction of the use of positive reinforcement and withdrawal of privilege or activity as an alternative to unjustifiable harsh treatment in school. This may encourage more children to stay in school if not fearful of inappropriate punishment.

The stakeholder group, representing the more educated members of the community, identified additional reasons for the numbers of children not attending school. These related to more abstract issues such as parents being unaware of the value of education. If parents had more information regarding their children's rights to education and the importance of it some parents might take a more responsible approach.

However when asked about their feelings regarding their child's non-attendance at school, most parents expressed sadness or disappointment, which demonstrates an awareness of the benefits of their children being in school. It was also cited that some teachers either fail to report a child's absence or leave it very late before doing so.

Observations suggest that recording attendance of children in some schools is not done regularly and systematically or is inaccurate, which may explain why some teachers do not report a child's absence. With large classes it might not always be possible to note which children are not attending or leaving during the day.

When citing practical reasons for non-attendance, the majority of the education stakeholders noted that this is associated with the corresponding responsible organisation: for example the lack of an adequate learning environment as a factor, in particular the lack of desks, has direct association with irresponsible leadership at a given government level. The fact that girls who become pregnant are not allowed to stay in school even though it is clearly stated in the Convention on the rights of the child adopted by the Tanzanian Government that they should remain in school is another example of how some government policies on education are not properly implemented. It is not surprising that these observations are made by members of the community who are better educated than most parents and the children and consequently will be more knowledgeable concerning the communities in which they live and government policy.

Finally, the physical environment and teachers' lack of experience in delivering stimulating lessons using appropriate teaching methodologies could contribute to pupils being bored or not understanding their lessons, another reason mentioned for dropping out of school. Lack of sports in schools is also a major factor that denies stimulation to school children. The Tanzanian government had stopped certain sports and games in primary schools although these are now being re-introduced.

Long distances between school and home, sometimes as much as six kilometres, create serious problems for some children and although a seemingly insurmountable problem, access for more children to bicycles may help toward the problem if economic challenges could be addressed.

The school environment, while physically improved in some cases, continues to endorse rote learning and restrict experimentation. Besides overcrowding and the lack of desks and books, most schools lack opportunities to stimulate the imagination, which is seen as increasingly vital.<sup>5</sup>

Whatever the reasons for non-enrolment or non-attendance, the overall majority of parents, children and teachers could not identify any benefit, other than children stating they could access food, to not receiving an education. They expressed sadness, frustration and disappointment if children are missing school. Parents experience shame within the community, and children are considered a potential risk within the community as the potential to get into trouble increases. Irresponsible teachers and parents who might exacerbate the situation are a small minority.

All non-attending children expressed a wish to return to school, all recognising that a good education is imperative to them improving their potential in the future and their family and community circumstances.

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<sup>5</sup> Naker, D., *What is a good school?* Raising Voices, Kampala, 2007.

When looking at the responses from the stakeholder group when asked how schools could be supported in addressing the factors contributing to non-attendance in school and the interventions they had tried to address the problems, the responses were many and varied. They include promoting the benefits of education and advising teachers on improved teaching techniques, economic support, encouraging communities to contribute to infrastructure development, promoting a sense of common ownership, monitoring school attendance, revising school rules on children wearing plastic shoes and lobbying the Ministry of Education to ensure that correct procedures are in place and that local government officials, schools and communities are accountable.

# Chapter 5

## 5.1 CONCLUSION

As stated at the beginning of this research, according to UNESCO statistics for 2005 – 2009, completion rate of children in primary school was 83%. However, this research shows that the retention rates in the Morogoro region schools are below 70%, and thus more than 30% of pupils are failing to complete school. Similarly although there has been a dramatic increase in the Government education budget, from Tsh701 billion (£280 million) in 2005/6 to Tsh1,430 billion (£570 million) in 2008/9<sup>6</sup>, the share of primary schooling in the education budget has gone down, with the higher education budget increasing significantly. Similarly more funding finds its way into urban schools than rural schools further increasing the challenges facing rural government primary schools.<sup>7</sup>

Despite the many factors, some of which could be seen as insurmountable, that result in children not receiving their education, all three groups of respondents placed an extremely high value on it and were well-aware that children were being denied something that would shape their future life. Education is seen as the only way to overcome illiteracy, achieve a good career and become aware of the wider world. In short, education is seen as the only way to take one's place in the world by the majority.

The comprehensive package of suggestions made by stakeholders in this study is very encouraging and extremely useful when developing intervention strategies for the direction of Tanzed's future work.

Increasing awareness of the value of and right to education for all children within the community, encouraging communities and schools to work together to develop a sense of common ownership, improving the learning environment for both pupils and teachers, improving monitoring of school attendance, addressing health issues preventing attendance and instigating economic assistance if possible to develop practical solutions to some problem areas will all contribute to increasing the chances of parents enrolling their children in school and ensuring they remain in school throughout their pre-primary and primary school years.

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<sup>6</sup> URT (2010), Public Expenditure Tracking Final report February 2010, Dar es Salaam, Ministry of Education and Vocational Training.

<sup>7</sup> URT (2010), Public Expenditure Tracking Final report February 2010, Dar es Salaam, Ministry of Education and Vocational Training.

# Chapter 6

## 6.1 INTERVENTION PLAN

Tanzed is an organisation which, through focusing its programme in rural government schools in the Morogoro region of Tanzania, seeks to raise access to and the standards of education for all children. It aims to achieve this through encouraging the development of a safe and positive environment, by increasing awareness of the value and right to education and to stimulate the minds of children through enhanced teacher skills and practical resources.

There are significant problems in achieving this, as has already been discussed. In many rural areas and even urban centres the quality of primary education is not effective. Most teaching is done by rote with pupils copying from the board, with few opportunities for discussion or creative thinking. Examinations measure memorisation of facts rather than skills. “Teaching to the exam” methodology has increased over the years since performance tables have been introduced, which has resulted in an increase in numbers of children passing examinations to go on to secondary school. However, comparing results with those of previous years is misguided, as the examination requirements now place more emphasis on less analytical subject matter. For example Swahili (which most pupils do well at) now counts for more in marks than maths or science (which pupils find more difficult) which now counts for less.<sup>8</sup>

Examination results do not therefore indicate the numbers of children who are receiving quality education, but merely indicate the numbers of children completing primary school. With this in mind, this research shows that “education for all” is not a reality for children in the three wards of Morogoro region where the research took place and it seems fair to suggest that this situation may be extrapolated to other regions where the same obstacles exist.

Many respondents highlighted the need to raise awareness, within communities, of the importance of education and the benefits it brings. Given this commitment to the value of education we may expect that a workable plan to help remove some of the obstacles would achieve the desired result - that of increasing the numbers of primary school children who complete their education to secondary level.

In order to succeed an intervention must be realistic and should take into account the needs identified by those who stand to gain from it and this is where the strength of this research lies.

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<sup>8</sup> Sumra, S., *What do the PSLE (Primary School Leaving Exams) measure?* HakiElimu and TENMET

By interviewing stakeholders at all points of the education process, from children to education officers, we are able to offer a plan which is workable and which is tailored specifically to some of those needs.

The interventions described are those which Tanzed will incorporate into its wider programme to respond to the issues which have emerged from the results of this research.

We have mapped the proposals below to the key suggestions given by those who took part in the research as to how the issues should be addressed. We have provided a brief description of the process Tanzed will follow for each strand of work identified, and have related the proposals to Tanzed's existing programme and to the priorities which have emerged throughout our recent organisational strategy review process. Where collaboration with other groups would be appropriate, or indeed required, this has been mentioned.

It is important to note that Tanzed is one of many organisations working in this field and the interventions suggested relate specifically to the local areas in which Tanzed works. However, the suggested measures are also of relevance to the wider sphere and will be shared with various stakeholders during the dissemination of the research.

Intervention objective	Relevance to research finding	Tanzed’s existing work in this area	Description of proposed intervention plan to respond to research findings, building on existing work where appropriate
<p><b>INTERVENTION 1</b></p> <p>To raise awareness of the importance of and right to education</p>	<p>The majority of those interviewed stated that there should be increased awareness in the community on the importance of education</p>	<p>Tanzed has been implementing a “school management programme” since 2005. The aim of the programme is to strengthen the relationship between primary schools and the community through empowering school committee members to realise and undertake their responsibilities regarding school development.</p> <p>The response to the programme has been very positive to date, with school committee members and other community members keen to engage. As part of Tanzed’s strategic review process, the need to prioritise this programme has become clear, which has been confirmed by the results of this research.</p> <p>This fits closely with the Primary Education Development Plan II strategy to “sensitise the public on the importance of sending their children to school, especially in disadvantaged communities.”</p>	<p>This intervention objective forms a major strand of our revised school management programme and includes some activities recommended by stakeholders.</p> <ul style="list-style-type: none"> <li>• To develop school management councils of community members responsible for both physical support for schools, involvement of parents and accountable head teacher management</li> <li>• To encourage parents to attend meetings with teachers to discuss their children’s education, progress and challenges</li> <li>• To run a training programme to ensure that parents are aware of the roles and benefits of education and their children’s rights to it, as well as promoting a sense of common ownership and responsibility for improving the community’s education system</li> <li>• To liaise with local government officials to ensure parents have the correct information regarding services available to them and the encouragement to send their children to school</li> </ul> <p>Next steps</p> <ul style="list-style-type: none"> <li>• Conduct research to identify any appropriate training materials which NGOs and groups are using in other areas</li> <li>• Work with the communities to adapt the materials to ensure they are suitable for our stakeholders</li> <li>• Expand existing school management programme through consultation with stakeholders to prioritise the activities to be included in pilot study in a selection of schools</li> <li>• Share the results of our research with other organisations</li> </ul>

Intervention objective	Relevance to research finding	Tanzed's existing work in this area	Description of proposed intervention plan to respond to research findings, building on existing work where appropriate
<p><b>INTERVENTION 2</b></p> <p>To improve the learning environment</p>	<p>The majority of those taking part in the study stated that improving the teaching-learning environment for children and teachers to work in should be a priority.</p> <p>In addition, one of the reasons children cited for leaving school was because of the "irrelevant and boring lessons".</p>	<p>Tanzed has been implementing a library and nursery programme for the last seven years and has established school libraries and school nurseries in the three wards at the centre of this research. In addition to providing funding for the renovation of classes and the necessary resources, Tanzed also organizes regular training sessions to help library and nursery teachers make the most of their resources and to share best practice.</p> <p>Experience has shown us that children and teachers have the opportunity to experience and develop child centred learning in a more stimulating environment for part of their school day, something not practicable in overcrowded classrooms. Many children are keen to develop skills learned, participate in competitions and have become accomplished readers. These practices can be used in the classroom and Tanzed is now reviewing this programme with regard to increasing teacher morale and confidence to enable teachers to transfer techniques from the libraries to the classrooms. Some of the suggestions made throughout this research will be incorporated into this programme.</p>	<p>Tanzed has an on-going programme of providing nurseries and libraries in primary schools. In line with its new strategy, Tanzed plans to achieve the following aims with schools participating in the school management programme:</p> <ul style="list-style-type: none"> <li>• To improve confidence and morale by developing teachers' understanding and use of locally sourced teaching aids through regular interactive workshops and seminars</li> <li>• To increase the availability of teacher training to library teachers and nursery teachers to encourage participation in child centred learning through role play and interactive workshops</li> <li>• To provide a well-resourced library to encourage small group learning and to be used as the focal point for the interaction of the school and community and a nursery in line with government directives in each of our schools</li> <li>• To create outdoor play areas using locally sourced materials and skills from the community where different teaching methodology can be explored, sports activities encouraged and both teacher's and children's learning experience enhanced in each of our schools</li> <li>• Develop practical solutions with head teachers and teachers to help manage large class sizes through seminars and workshops</li> <li>• Establish working school councils within each school led by children</li> <li>• Promote the benefits of regular staff meetings between head teachers and staff to increase motivation and confidence, to establish areas of priority in the school and to monitor successes and challenges within the classroom</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• To adapt existing successful practices within the school management, library and nursery programmes to broaden the learning experience for both children and teachers</li> <li>• Share the results of our research with other organisations</li> </ul>

Intervention objective	Relevance to research finding	Tanzed's existing work in this area	Description of proposed intervention plan to respond to research findings, building on existing work where appropriate
<p><b>INTERVENTION 3</b></p> <p>To increase knowledge regarding health issues</p>	<p>All of the children out of school and their parents stated that health problems were a main factor in their dropping out.</p>	<p>Tanzed's current HIV/AIDS awareness programme has been in operation since 2004, using a variety of methods to engage children and their communities in HIV/AIDS awareness, including drama, dance and peer learning workshops. The latest initiative which Tanzed is implementing is the <i>Stepping Stones</i> Programme, a training package on HIV/AIDS, communication and relationship skills which Tanzed has piloted over the last two years with community members, and is now planning to scale up across the wards where Tanzed operates its broader HIV/AIDS awareness programme.</p> <p>Recently work has expanded into other health related issues, as a natural development of our doctor led seminars, child counselling and <i>Stepping Stones</i> Programme. Tanzed has recently designed its new Community Health Education Programme to replace the HIV/AIDS project in order to incorporate the broader issues we face in the community</p>	<p>Through the Community Health Education Programme Tanzed will extend developing awareness of the issues arising of living with HIV and its impact on the community and school attendance and also address the following issues:</p> <ul style="list-style-type: none"> <li>• Increasing parental awareness of the value of nourishment through community health workshops</li> <li>• Encouraging the community to facilitate a school feeding programme for all children and teachers in line with Government directives</li> <li>• Addressing sexual health issues, vulnerable behaviour, and social development through the <i>Stepping Stones</i> programme</li> <li>• Understanding the importance of health checks and support for those who are ill through participation in the doctor led seminars</li> <li>• Deliver basic First Aid seminars to minimise impact of minor ailments and accidents preventing children from attending school</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Research other organisations working within these areas to collaborate with</li> <li>• Coordinate the school management council to encourage a school feeding programme by creating income producing activities</li> <li>• Increase participation in existing areas of the programme</li> </ul>

Intervention objective	Relevance to research finding	Tanzed's existing work in this area	Description of proposed intervention plan to respond to research findings, building on existing work where appropriate
<p><b>INTERVENTION 4</b></p> <p>To provide practical support to families where needed.</p>	<p>All of those interviewed believed that the provision of practical support to poor families, orphans and other vulnerable groups should be encouraged.</p>	<p>As a result of Tanzed's recent strategic development, which incorporates findings from both this research and other activities with stakeholders Tanzed is able to offer a new initiative within our school management programme to address issues of practical support</p>	<p>As part of the school management programme Tanzed will introduce the following:</p> <ul style="list-style-type: none"> <li>• Develop community based assistance to poorer children through subsidies to provide uniforms and shoes</li> <li>• Improve monitoring of enrolment and attendance to identify the most vulnerable children to ensure families are aware of and receive all support available to them</li> <li>• Develop a possible solution to logistics of distances from school by piloting a bicycle loan programme</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Develop support plans for each child identified as not in school utilising existing community and Social Welfare Officers and or government agencies to enable child to return to school</li> <li>• Investigate the possibility of encouraging the mobilisation of Most Vulnerable Children (MVC) committees in all wards in which Tanzed works</li> <li>• Disseminate findings of this research across the development education sector in Tanzania and the lessons learnt from Tanzed's interventions as outlined above</li> </ul>

## Annexe 1: The categories of the respondents

Categories of respondents	N	%
Children outside school (Non-school enrolled children)	30	6.3
Children outside school (Dropped-out children)	45	10
Children in school	300	63.6
Parents/guardians of the children who are not enrolled to school	30	6.3
Parents of the children who have dropped out of school	45	10
Village elders	3	0.6
Primary school Teachers	6	1.2
Primary school Committee members	3	0.6
NGOs representatives	3	0.6
Ward Education Coordinators	3	0.6
District Education Officers	2	0.4
Regional Education Officer	1	0.2
<b>Total</b>	<b>471</b>	<b>100</b>

## Annexe 2: Distribution of interviewed stakeholders

Stakeholders	Sample Size (N)	Distribution per ward/district/region	%
Village Elders	3	1/3	14
Primary School Teachers	6	2/3	29
Primary School Committee Members	3	1/3	14
Tanzed Staff Members	2	2/3	5
NGO representatives	1	1/1	4.7
Ward Education Coordinators	3	1/3	14
District Education Officers	2	1/2	5
Regional Education Officer	1	1/1	4.7
Total	21	-	100

### Annexe 3: Distribution of respondents by sex and ward

District of respondents	Ward of the respondents	Sex of respondents				Total	
		Females	%	Males	%	Frequency	%
KILOSA	Mikumi	32	53.3	28	46.7	60	100%
KILOMBERO	Kidodi	57	51.8	53	48.2	110	100%
	Mang'ula	65	50.0	65	50.0	130	100%
Total	3-wards	154	51.3	146	48.7	300	100%

### Annexe 4: Pupils' school enrolment and completion rates from one school (2002/2003)

Year of intake	Mean number of enrolled pupils (n1)	Mean number of pupils who completed Standard 7 (n2)	Retention rate (n2/n1)
2002	139	96	0.69
2003	136	96	0.71
Total	274	192	0.70

### Annexe 5: Enrolment and completion totals across the wards

Ward	Year of intake	Number of pupils enrolled (n1)	Number of pupils who completed Standard 7 (n2)	Retention rate (n2/n1)
Mikumi	2002	444	359	0.82
	2003	689	466	0.68
Kidodi	2002	994	866	0.87
	2003	1365	801	0.59
Mang'ula	2002	1334	981	0.74
	2003	1066	940	0.88

### Annexe 6: Distribution of primary schools

Ward of school	Number of schools	Percentage (%)	Total sample
Mikumi Ward	6	20	60
Kidodi Ward	11	37	110
Mang'ula Ward	13	43	130
Total	30	100	300

## Annexe 7: Background information of School-going children

Class of the respondent and proportion percentage of the sample							
Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Total
(32) 10.7%	(31) 10.2%	(59) 19.7%	(32) 10.9%	(59) 19.7%	(29) 9.7%	(58) 19.3%	300 100%

Age of Respondents				
No. = 300	Minimum 5 years	Maximum 18 years	Range = 5 – 18 years	Mean = 10.8796

Numbers aware of no school fees					
Kidodi Ward		Mang'ula Ward		Mikumi Ward	
Aware	Not aware	Aware	Not aware	Aware	Not aware
9 (8.2%)	101(91.8%)	20 (15.4%)	110(84.6%)	13 (21.7%)	47 (78.3%)
Totals by Ward					
110		130		60	

## Annexe 8: Factors for pupils' non enrolment and drop out from school

By children (C) out of school and their parents/guardians (P/G) from the study area

(A tick in the table indicates that factor was identified by at least half of the respondents in the qualitative data collection process.)

Item	MIKUMI		KIDODI		MANG'ULA		TOTAL	
	P	C	P	C	P	C	P	C
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Low parents' economic status	✓	✓	✓	✓	✓	✓	3/3	3/3
Peer group influence	✓	✓	✓	✓			2/3	2/3
Health problems	✓	✓	✓	✓	✓	✓	3/3	3/3
Polygamous life			✓	✓	✓	✓	2/3	2/3
Orphanhood & single parenthood		✓		✓	✓	✓	3/3	1/3
Engagement in income generating activities	✓	✓					1/3	1/3
Long walking distance			✓	✓	✓	✓	2/3	2/3
Complicated administration processes (bureaucracy)			✓	✓	✓	✓	2/3	2/2
Superstitious beliefs					✓		1/3	0/3
Irresponsible teachers	✓						1/3	0/3

## Annexe 9: Factors for pupils' non-enrolment and drop out from school

By education stakeholders from the study site

Item	MIKUMI, KIDODI & MANG'ULA WARDS							
	Village elders	Teachers	Committee members	NGOs	WECs	DEOs	REO	TOTAL
	Yes (N&%)	Yes (N&%)	Yes (N&%)	Yes (N&%)	Yes (N&%)	Yes (N&%)	Yes (N&%)	Yes (N& %)
Low parents' economic status	3/3 (100%)	6/6 (100%)	3/3 (100%)	3/3 (100%)	3/3 (100%)	2/2 (100%)	1/1 (100%)	21/21 (100%)
Lack of parents' awareness on the importance of education	3/3 (100%)	5/6 (83%)	3/3 (100%)	2/3 (67%)	2/3 (67%)	2/2 (100%)	1/1 (100%)	19/21 (90%)
Peer group influence	3/3 (100%)	6/6 (100%)	3/3 (100%)	3/3 (100%)	2/3 (67%)	2/2 (100%)	1/1 (100%)	20/21 (95%)
Shortage of teaching and learning facilities	2/3 (67%)	5/6 (83%)	2/3 (67%)	2/3 (67%)	1/3 (33%)	1/2 (50%)	1/1 (100%)	14/21 (67%)
Health problems & deaths (parents and children)	2/3 (67%)	5/6 (83%)	2/3 (67%)	3/3 (100%)	3/3 (100%)	2/2 (100%)	1/1 (100%)	18/21 (86%)
Polygamous life	1/3 (33%)	4/6 (67%)	2/3 (67%)	2/3 (67%)	2/3 (67%)	2/2 (100%)	1/1 (100%)	14/21 (67%)
Seasonal/shifting agriculture	2/3 (67%)	5/6 (83%)	3/3 (100%)	2/3 (67%)	3/3 (100%)	2/2 (100%)	1/1 (100%)	18/21 (86%)
Orphanhood & single parenthood/grandparents	2/3 (67%)	5/6 (83%)	2/3 (67%)	3/3 (100%)	2/3 (67%)	2/2 (100%)	1/1 (100%)	17/21 (81%)
Engagement in income generating activities	3/3 (100%)	5/6 (83%)	3/3 (100%)	2/3 (67%)	3/3 (100%)	2/2 (100%)	1/1 (100%)	19/21 (90%)
Long walking distance	2/3 (67%)	4/6 (67%)	2/3 (67%)	2/3 (67%)	2/3 (67%)	2/2 (100%)	1/1 (100%)	15/21 (71%)
Complicated administration processes (bureaucracy)	2/3 (67%)	3/6 (50%)	2/3 (67%)	2/3 (67%)	1/3 (33%)	2/2 (100%)	1/1 (100%)	13/21 (62%)
<b>TOTAL (N)</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>21/21 (100%)</b>

## Annexe 10. The type of support needed to address the problems

1 = Agree (68%) 0 = Not responded

Field of support/ Interventions	Interviewees in Mikumi, Kidodi & Mang'ula Wards									
	Children (out-of school)	Children (in school)	Teachers	School committee members	Village elders	NGOs	WEC <sup>9</sup> s	Parents	REO <sup>10</sup> & DEO <sup>11</sup> s	Total
Economic support for poor families	1	1	1	1	1	1	1	1	1	9/9
Moral and material support for children	1	1	1	1	1	1	1	1	1	9/9
Improving the teaching-learning environment	0	1	1	1	1	1	1	1	1	8/9
Encourage sports and games programmes in schools	1	1	1	1	1	1	0	0	1	7/9
Provide awareness on the importance/ value of education to the community	0	0	1	1	1	1	1	0	1	6/9
Formulating laws & bylaws to enforce the irresponsible parents/ guardians	1	1	1	1	1	0	1	0	0	6/9

<sup>9</sup> WEC = Ward Education Coordinators

<sup>10</sup> REO = Regional Education Officer

<sup>11</sup> DEO = District Education Officer

Field of support/ Interventions	Interviewees in Mikumi, Kidodi & Mang'ula Wards									
	Children (out-of school)	Children (in school)	Teachers	School committee members	Village elders	NGOs	WEC <sup>9</sup> s	Parents	REO <sup>10</sup> & DEO <sup>11</sup> s	Total
Supporting community development programmes	0	0	1	0	0	1	1	1	1	5/9
(Government) Reviewing teachers' training systems and provide sufficient teachers & resources	0	0	0	1	1	1	0	1	0	4/9
Promoting a sense of common ownership and responsibility	0	0	1	0	0	1	1	0	1	4/9
Conducting regular research and provide feedback to stakeholders for intervention plans	0	0	1	1	0	0	0	1	1	4/9
Making education a compulsory agenda item in public meetings	0	0	1	0	1	1	0	1	0	4/9

## References

The Development of Education. (October 2008), *National Report of the Republic of Tanzania*

2007-2010 *The National Costed Plan of Action for Most Vulnerable Children*

UNICEF Tanzania - *Children's Rights-Basic Texts*

The National Education Act 1978

## Annexes attached

1. The categories of the respondents
2. Distribution of interviewed stakeholders
3. Distribution of respondents by sex and ward
4. Pupils' school enrolment and completion rates from one school (2002/2003)
5. Enrolment and completion totals across the wards
6. Distribution of primary schools
7. Background information of School-going children
8. Factors for pupils' non enrolment and drop out from school  
*By children out of school and their parents/guardians from the study area*
9. Factors for pupils' non-enrolment and drop out from school  
*By education stakeholders from the study site*
10. The type of support needed to address the problems