



## **The Contribution of Civil Society Organizations (CSOs) to the Development of Education in Tanzania**

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### Acronyms

AIDS	Acquired Immunodeficiency Syndrome
ANCEFA	African Network Campaign on Education for All
BEDC	Basic Education Development Committee
BERE	Bureau for Educational Research and Evaluation
CCNGO	Collective Consultation of Non-Governmental Organizations
COBET	Complementary Basic Education in Tanzania
CSOs	Civil Society Organizations
DPs	Development Partners
ECD	Early Childhood Development
EFA	Education for All
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ETP	Education and Training Policy
FTI	First Track Initiative
GBS	General Budget Support
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
JAST	Joint Assistance Strategy
MCDGC	Ministry of Community Development, Gender and Children
MDG	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MoEVT	Ministry of Education and Vocational Training
MoHSW	Ministry of Health and Social Welfare
NER	Net Enrolment Rate
NFE	Non Formal Education
PEDP	Primary Education Development Plan
SEDP	Secondary Education Development Plan
TDMS	Teacher Development and Management Strategy
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TECDEN	Tanzania Early Childhood Development Network
TRCs	Teacher Resource Centres
UNESCO	United Nations Educational and Scientific Organization
URT	United Republic of Tanzania
WFP	World Food Programme

## **The Contribution of Civil Society Organizations (CSOs) to the Development of Education in Tanzania**

### **Introduction**

The purpose of this paper is to facilitate understanding by education stakeholders of the role of non-governmental organizations (NGOs) and community based organizations (CBOs) in the development of education in Tanzania. It is hoped that this understanding would improve partnership between the Government, the private sector, and civil society and promote transparency and accountability among them. The understanding would also enable the international community and, specifically, development partners working in Tanzania to monitor effective participation of civil society organizations as provided for in such instruments as the Cotonou Agreement (EC, 2000) and to increase their support to these organizations. This understanding seeks to encourage public schools and other education institutions to work in partnership with civil society organizations (CSOs), to appreciate the latter's role and contribution to the development of education and to work better with government and other non-state actors to improving access to equity in and quality and management of education in rural and urban areas.

However, given that it is not only NGOs and CBOs that contribute to educational development, the discussion has been broadened to include other organizations, such as the media, faith based organizations (FBOs), professional and research associations and, for Tanzania, the Teachers Trade Union (TTU). The generic name used to refer to all such organizations is "Civil Society Organizations" or CSOs. The main focus of this paper is the contribution of CSOs in designing and implementing education innovations over the last five years. It begins with a historical perspective, analyzing the roles of CSOs, and finally focusing on examples of innovations, challenges, and recommendations.

### **Civil Society Organizations in Tanzania**

Apart from Faith Based Organizations (FBOs), which date back to colonial times, civil society organizations (CSOs) in Tanzania have a very short history. Kilemile (2005: 5) carried out a mapping study of CSOs. The study found that CSOs started growing fast from 1990. TANGO (2002:11) shows that the number of CSOs grew rapidly from an estimated 400 by 1990 to 4,000 CSOs by 2002. This is an increase of ten fold in about 12 years. Fleming (1999:13) observes that between 1992 and 1994 the number of registered CSOs increased by an estimated 300%. Arguably, this rapid growth is attributed to global, political, and economic reforms initiated during that period and the need for establishing more liberal and democratic systems of governance in Tanzania

During the visit to education CSOs throughout the country in 2005, officials from the Ministry of Education and Vocational Training (MoEVT) established that there were in that year more than 557 organizations working to improve education in Tanzania (Majjid, 2006).

As an example, Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET), a membership umbrella organization, began with 39 members in 1999. Its membership is growing by the year. By June 2009, it had 260 organizations in its database, but only 147 were voting members (TEN/MET, 2009), that is, they had paid their registration and annual subscription fees.

### **Roles of Civil Society Organizations (CSOs)**

In this section an in-depth analysis is made of the expected roles of different stakeholders in development and education in particular, with a particular focus on civil society organizations.

The mapping study (Kilemile, 2005) and the situational analysis of CSOs (Kilemile, 2006) indicated that CSOs were working in different developmental and social sectors and thematic areas, including: "HIV/AIDS; CSOs capacity building and coordination (networks); good governance and democracy;

social economic development; poverty alleviation; human rights and litigation; rural development; education; women development; media; science and technology; gender and equity; youth development; social welfare and health". Thus education is only one of those sectors that CSOs are engaged in nationally.

Historically, the role of the CSOs in Tanzania has evolved through two main phases:

- a service delivery phase (from the pre-independence era to early 1990s) during which CSO work focused on charities, self-help initiatives, and working through government-set systems; faith based organizations (FBOs) established and ran schools and they continue to do so today
- a shift from service delivery to largely influencing policies and advocating for change (since late 1990s to-date)

Under this approach, the only small service delivery component of their work mainly focused on piloting models that demonstrate different cost-effective ways of delivering services to people equitably. Thus a major role of CSOs is lobbying and campaigning rather than service delivery.

Reflecting on NGOs in Tanzania, Shivji (2004) points out that the role of NGOs and other civil society organizations (CSOs) is to critique shortcomings in government policies and their implementation (holding the government to account) and to serve as pressure and advocacy groups. He states) that:

our prime duty is to pressurize the powers-that-be to create conditions for enabling the participation of the people themselves in the institutions of policy making. This means our role should be to struggle for the expansion of space for the people and people's organizations in the representative institutions of the state, such as parliament, local government councils, village and neighbourhood bodies, etc. This process of reforming and reconstituting the state in a democratic direction is the only way to ensure that genuine people's participation can deter the abuse of state power. This is a continuous process of struggle, not some one-off, ad hoc process of stakeholder workshops and policy-dialogues. (Shivji, 2004:3

Shivji presents powerful arguments for civil society organizations to have a "consistent, principled and committed stand in the interest of the large masses and for human values and causes". The large masses are the working people in villages and towns, often exploited and oppressed, but who are central in the struggle to regain and improve their livelihoods, dignity, and power. Thus true NGOs and other civil society organizations, worth their name, should be broad-based membership organizations of working people, the *wananchi*, not of the elite. The aim of the struggle, through promoting different perspectives and fostering open, protracted public debates, is development of alternate ways of doing things, effective participation in democratic institutions of the state and to bring about "popular livelihoods, popular participation and popular power" (Shivji, 2004a; 2004b). This is, indeed, the essence of democratic governance.

As stated earlier on, CSOs, including NGOs, FBOs and CBOs, were formed with specific objectives. Individual CSOs have also organized themselves into networks and coalitions at local, district, and national levels with common objectives. For example, in the education sector, Newala NGO Network (NENGONET) is a district level network, Arusha Education Network (AEN) a regional level network, and Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) is the national education network.

Reference to civil society in official documents in recent years is an indication of the recognition of Government that development is a participatory process. Indeed, CSOs articulated their role in development when they formed themselves. It is also through the space provided by Government that CSOs participated in framing the roles appearing in policy documents.

Roles of civil society organizations (CSOs) stated in policy documents follow the internationally recognized broad roles. Lists of roles appear in the PEDP I document (p. 22), SEDP (p. 16) and in the National Strategy for Growth and Reduction of Poverty (NSGRP) (p. 55), popularly known as Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania (MKUKUTA). An analysis for roles described in MKUKUTA is presented in Table 1:

**Table 1: Roles of CSOs in MKUKUTA in Comparison with IDS Sussex Roles**

<b>MKUKUTA</b>	<b>IDS, Univ. of Sussex</b>
To build local capacity and empowering communities	Mobilization of social actors to increase their consciousness and impact; developmental or social action
To participate in monitoring and evaluation at national and community level	Regulation and monitoring of state performance; mobilization of social actors to increase their consciousness and impact
To mobilize and enhance community participation as well as community resources for poverty reduction	Representation of the interests of social groups; developmental or social action
To advocate for accountability of its members and government to the people	Developmental or social action
To ensure that cross-cutting issues are included and implemented in the sectoral and district plans	Representation of the interests of social groups; developmental or social action

### **Roles of Civil Society Organizations in Education**

In PEDP I and SEDP, the roles matched with those appearing in international literature are presented in Table 2 below. The roles of CSOs identified in PEDP and SEDP focus mainly on service delivery, to complement government efforts. Indeed, this is the role that Faith Based Organizations (FBOs) such as BAKWATA and the Christian Council of Tanzania (CCT), and the Tanzania Managers and Owners of Non-Governmental Schools and Colleges (TAMONGSCO) play.

**Table 2: Roles of CSOs in PEDP I and SEDP in Comparison with IDS Sussex Roles**

<b>A. PEDP I (2002-2006)</b>	<b>IDS, Univ. of Sussex</b>
To participate effectively in planning, implementing and monitoring activities at all levels	Representation of the interests of social groups; development or social action
To participate as a joint stakeholder in the annual ESDP process of reviewing the education sector	Representation of the interests of social groups; development or social action; regulation and monitoring of state performance
To contribute their experience and knowledge ... to the improvement and provision of education	Developmental or social action
To share information and facilitate meaningful community participation in education	Mobilization of social actors to increase their consciousness and impact
To effectively collect and disseminate educational information from and to schools, communities, government and other stakeholders	Mobilization of social actors to increase their consciousness and impact
To conduct education policy analysis and advocacy (p. 22)	Development or social action
<b>B. SEDP (2004-2009)</b>	
Continue to expand access and improve quality in line with national policy	Developmental or social action
Collaborate with MOEC [sic] in achieving national targets in SEDP	Developmental or social action
Adhere to regulations and National Minimum Standards set by the Government	Developmental or social action

However, UNESCO (2001) has highlighted three distinct civil society roles in education. These are:

- Service provision where state provision is absent or insufficient. Since civil society organizations are more flexible than the state and closer to the grassroots and local cultures, they are more successful in reaching the marginalized and excluded through approaches appropriate to the needs of the poor, including community participation, empowerment, literacy, community schools, reproductive health, and early childhood education.
- Innovations and serving as sources of 'new' thinking and practices; they fill the 'ideas gap'
- Informed critics and advocates on a whole range of development issues. Research is an important tool for advocacy.

All these roles can best be played if government provides adequate space for these organizations to participate in policy formulation and implementation. Although participation is a governance issue, it provides an important avenue for CSO advocacy, creativity and innovations at national and school level. Tanzania has expanded the space for civil society organizations to play their roles. The innovations discussed in these pages are an open testimony to the expanded space.

## Method

The innovations presented here were identified using a number of methods. These included literature review, participation in stakeholder consultative meetings and workshops, reports on innovations to TEN/MET (for members) and visits to project sites.

### Early Childhood Education (ECD)

#### **Ngorongoro Early Childhood Development (ECD) Programme (Oxfam GB, 2002-2009)**

This a community based programme in which ECD centres are established next to Maasai bomas (homesteads) to ensure that they are accessible to both boys and girls. An important feature of each of the centres is that there two teachers, one male and one female, from the Maasai community. The teachers are trained in participatory, child-centred teaching methods.

#### ECD Programme in Pastoralist Communities - **Primary education**

#### **Education Quality Improvement through Pedagogy (EQUIP) Programme in Shinyanga, Tanzania (Binagi, 2008)**

EQUIP is part of Oxfam's Education Programme in Tanzania, and focuses on the professional development of primary school teachers so as to enhance the quality of their work in the classroom. This is a 5-year project (2003-8) co-financed by the EC and Oxfam GB. They have been working with the government and with teachers to improve classroom practices and make positive changes in education policy and they are keen to scale this successful programme up to ensure that learner centred methods are implemented in every school in Tanzania.

Oxfam believes every single child – girls as well as boys – has the right to a free, quality primary education. Quality education can enable people to break away from poverty, to acquire skills for daily life, and to make their voices heard.

Why Select Shinyanga: Shinyanga in northwest Tanzania is one of the poorest and most educationally deprived regions in the country. It has some of the poorest educational attainment results and the highest teacher-to-pupil ratio. Despite recent improvements, teachers are expected to cope with classes of on average 70 pupils and insufficient textbooks. For example, in 2002, fewer than 20 percent of children passed primary school, and schools regularly did not pass any students on to secondary school. Few teachers have the quality training, support and materials they need to give children a good education.

Traditional 'chalk-and-talk' methods, like learning by rote, are generally used and are uninspiring and non-engaging. This leads to a lack of motivation in the teachers; and worse still, high truancy and dropouts among their students.

Teachers are unsupported, over-worked, and lack the skills and materials they need to help them manage and motivate their classes. Prior to EQUIP, the majority of teachers in Shinyanga had never received any in-service training on how to improve their teaching.

Objectives and Activities: Since 2003, the Education Quality Improvement through Pedagogy (EQUIP) programme in Shinyanga has supported 172 primary schools, 2,033 teachers, and over 117,000 pupils, the majority of whom are girls.

- To improve the standards of teaching and learning in primary schools in two Shinyanga district councils through in-service training, mentoring, and networking.
- To improve learning outcomes, enrolment, and attendance in 172 primary schools in Shinyanga district council and Shinyanga Municipality, and to promote quality education in Tanzania.

- To demonstrate to national decision makers the elements required to improve the quality of classroom practices (pedagogy).

The main project activities focus on training teachers in active learner-centred pedagogy, mentoring teachers for professional development and networking, national and district advocacy, and the provision of better teaching materials. There has also been a focus on HIV/AIDS and gender.

**Project Philosophy:** To achieve quality education, teachers are the key agents of change, and they must be professionally supported and continuously trained to improve the quality of their work in the classroom. An active, child-centred teaching and learning environment is essential. Finally, a community needs to believe in the school system and be prepared to trust it and work for it.

Experience and research has shown this is how to deliver the improvements in education needed. The three-year pilot in Shinyanga in the late 90s showed that school performances will only dramatically increase by moving away from building classrooms and instead working on improving the teaching and learning practices within them.

If this methodology scaled up, together with the right supporting education policy environment it will significantly contribute to Tanzania achieving the Millennium Development Goals (Goal Two<sup>1</sup>, One, and Three), as well as Tanzania's own national development plans (MKUKUTA), etc.

## Achievements

**Examination Results:** Through the programme's training, major changes in the teaching methods are being used – lessons have become more active, interesting and inspiring. Both pupils and teachers report that the atmosphere in the classrooms has changed dramatically. Instead of learning by rote, children are encouraged to discuss new ideas, work in groups, and learn together. Not only is studying more enjoyable, these methods are helping to improve pupils' performance and increase their confidence. Children with special needs in three schools are also receiving better support.

Exam results offer perhaps the best indication of EQUIP's success. Since EQUIP began in 2003, pass rates have risen over 30 percent, and about twice as many children are passing on to secondary school.

	Pass rates 2003	Pass rates	<b>Increases 2003-6</b>	Selected to secondary school 2003	Selected to secondary school	<b>Increases 2003-6</b>
Shinyanga Rural	27.3%	58.7% (2006)	↑ <b>31.4%</b>	10.8%	58.7% (2006)	↑ 47.9%
Shinyanga Municipal	35.9%	65.4% (2007)	↑ <b>29.5%</b>	16.7%	65.4% (2007)	↑ <b>48.7%</b>

**Improved teachers' teaching skills and classroom practices:** EQUIP has created a pool of 170 teacher trainers (TOTs) who have in turn trained more than 2,000 teachers on child centred pedagogical skills. The teachers also receive mentoring support from 322 mentors. As a result of the training, teachers report greater confidence in applying their new skills and handling large classes. They are finding it easier to recognize and cultivate their pupils' talents. Mentoring has been particularly effective at boosting teacher morale and changing the teacher's attitudes towards teaching and their student's learning.

Through the use of new, locally produced teaching aids, such as making maps from sand and cassava glue, teachers have been working, with their pupils, to make their lessons more informative.

<sup>1</sup> Indicators: Net enrolment ratios in primary education; Proportion of pupils starting grade 1 who reach grade 5; and primary completion rate.

As a result of the EQUIP training, teachers are also displaying greater awareness of the difficulties faced by children affected by HIV and AIDS, and also gender discrimination.

**Better teaching and learning resources:** Five Teacher Resource Centres (TRCs), renovated 7 more and equipped them with relevant teaching and learning materials both for professional and academic development, as well as computers and photocopiers, and Internet access. In addition, 22 school libraries have been renovated and equipped. This has led to a better reading culture for both the pupils and the teachers. Teachers have been assisted to make the curriculum more locally relevant and useful. They have also provided teaching and learning aids for pupils with special needs, for instance, Braille typewriters, special writing slates, and a Braille printing machine.

**Stronger teacher to teacher support:** Teamwork among teachers has risen, and teachers appear more ready to listen and help one another improve their teaching. They have also been supported in establishing four networks of teaching groups for special needs teachers, English, math, and female teachers.

**Improved capacity of inspectorate and better school governance:** The capacity of the school inspectors in the area has been strengthened by including them in the training programme and enlisting them as trainers and mentors, to help raise standards. Teachers no longer fear being observed while teaching – some even request inspectors' visits and look forward to feedback. The inspectors' talk of a new participatory inspectorate system they never knew before.

The capacity of Head Teachers and School Management Committees has also developed through training and regular monitoring, and now they are better involved in the management and development of their schools. The teachers also report feeling greater appreciation by the local community.

**School meals to the most vulnerable:** In 2007, EQUIP provided a daily lunch combination of maize, beans and oil to 94,597 pupils in 159 schools for three months, during a period of severe drought. The year long pilot in 2006 also revealed child meals at schools do have a clear impact on learning, increasing attendance by as much as 30%, as well as markedly improving exam results.

**Providing clean water to schools:** As children often have to carry their own water some miles to drink at school every day, EQUIP has worked to improve water supply in schools and surrounding communities, in partnership with the local government. Oxfam has donated 30,000 litre rainwater-harvesting tanks to 31 schools, and built or renovated shallow wells in 14 remote rural communities.

**Leading and supporting advocacy on quality education for all:** EQUIP wants to ensure that the same learning approaches demonstrated to have transformed teaching in Shinyanga are adopted nationwide, so that rest of the country's classrooms are given the same opportunities to be the best they can. EQUIP has shown how continuous in-service training, networking, mentorship, and on-going professional development of teachers can improve the quality of classroom teaching and children's learning environments.

This step-up will only be achieved with the right broader policy environment at district and national level, and so EQUIP are also vigorously campaigning to influence this. They continue to work to inform and influence policy makers to improve the quality of education in Tanzania for all children, irrespective of gender and source of income. They seek to challenge attitudes and beliefs towards education, and make sure that girl children go to school, stay in school, and excel at school.

Oxfam continues to empower local civil society organizations to voice their needs and issues, and to advocate education policy changes. In Shinyanga, Oxfam have helped to establish the Shinyanga Education Network (SEN), and nationally, assisting in founding the Tanzania Network on Education (TEN/MET). They also have jointly initiated and sponsor the annual Quality Education Conferences (QEC). In this forum, key players in the education sector can share their experiences; encourage

open debate between civil society and policy makers, and work to deliver positive changes to education policies, practices, and attitudes. They are active behind the Global Campaign for Education Week of Action and the Tanzanian Teachers' Day.

### **Future plans**

#### **Sustainability**

Since its inception local district government officers have been involved in EQUIP. This is a key part of its sustainability. Already the local authorities have showed a strong sense of commitment and readiness to take over EQUIP. EQUIP are committed to ensuring that there is a smooth handover of joint work in Shinyanga district council and Shinyanga Municipality and that the programme's successes are maintained. Regional and central government support will also be sought to ensure this happens.

#### **More districts in Shinyanga**

Building on successes and lessons from work in two Shinyanga district councils, EQUIP are looking to scale up efforts to cover the whole of the Shinyanga region. They will continue to build on and take advantage of the pool of 170 expert teacher trainers and 322 mentors already brought together.

#### **Child-centred learning for all Tanzania's classrooms**

EQUIP will harness their attention to ensure the key principles behind the EQUIP model are adopted by the government, and child-centred learning methods and improved classroom practices are used in all schools across the nation. They believe this will significantly contribute to Tanzania achieving the Millennium Development Goals for education.

#### **Newspapers in Education (NiE) Project by SNV and Guardian Newspaper (2009-2011)**

This project, implemented in Kahama, Maswa and Morogoro districts, aims to address qualitative issues within the primary education sector through the use of newspapers in the classroom. Newspapers in Education (NiE) are a worldwide initiative that opens the doors to the child-learning through the use of newspapers. NiE promotes student literacy and social awareness by providing young readers with information, analysis and opinion about current affairs. Curriculum-linked topics ensure the pages are useful for teachers and the activities are user-friendly for students.

This project will also trigger a learning-by-doing approach to improve the learning environment by addressing school sanitation.

This concept proposes to use the Newspapers in Education approach, especially where there is no radio combined to facilitate a life skills-based hygiene education that places children at the centre of learning. In this approach, the child is an active participant who takes charge of their learning. The project endeavours to empower children enough to pass on their hygiene skills to their families and communities. It instils not only the knowledge but attitudes that will help the child to cope with future life challenges.

Content will include a variety of issues that are aligned to the school curriculum that will include civics, social studies, mathematics, and science. Content emphasis will be placed on ensuring that the school learning environment is hygienic. Education that will include personal hygiene and hygiene related facilities, dealing with waste matter in the environment, sanitation and sanitation-related diseases, water and its role in hygiene and food hygiene. Specific attention will be paid to the children's age, interests and experiences.

The core target audience is primary school children from Primary Three to Primary Seven (aged 6 to 12 years) and their teachers. The project is targeting this age group because young children are particularly impressionable. Their physical activities and natural childhood curiosity put them at greater risk from environmental hazards.

The project began with a briefing of around 60 coordinating teachers from different schools nationwide. Each school had one (preferably two) coordinating teachers whose role was to supervise the sanitation activities within the school. The coordinating teacher worked with a committee of 10 pupils elected from P3 to P7. Each class had two representatives, preferably a boy and girl in mixed schools. These representatives worked as class coordinators to help the teacher implement the project in the school.

The Guardian Limited published a weekly well-designed supplement on Saturday in the Children's page of Guardian and Nipashe with content linked to the curriculum as well as sanitation issues. (in collaboration with the teachers). The rest of the newspaper was valuable to the innovative learning of the pupil. The copies of *the newspapers* containing the weekly sanitation supplement was distributed to the 60 schools.

The children engaged in the following key activities during the project:

- Composing songs about hygiene and sanitation
- Writing simple poems with themes on sanitation and hygiene
- Painting and drawing art pieces with themes on sanitation
- Well-written posters to advocate for hygiene and sanitation
- Community sanitation services e.g. cleaning the local market
- Teachers closely worked with local health centres or hospitals to teach hygiene skills

In addition to the above activities, the schools also created their own hygiene and sanitation project that was evaluated by the newspaper. Teachers provided guidance but the project was conceived and developed by the children themselves.

The project could be in form of a hand washing facility, a toothbrush holder, an innovative way for disposing of waste within the school, or anything the school deemed original.

The best poems, paintings, art pieces and children's articles about hygiene and sanitation were published in the newspaper. Preference was given to original work that captured the theme of sanitation creatively.

The following were the expected outcomes:

- Schools and pupils would benefit from improved reading culture that results from increased access to newspapers
- Teachers would get more ways of teaching children as fun thus refreshing their teaching methods and making the whole teaching and learning experience fun
- The group activities in the newspapers also helped children to acquire interpersonal skills, team spirit, leadership abilities, and improve their school learning environment by participating in sanitation promotion activities

### **Friends of Education Engagement**

The following is extracted from the HakiElimu website: <http://hakielimu.org/index.php>:

"Friends of Education" is a national network of citizens concerned about the state of education in Tanzania. 'Friends' are committed groups and organizations but they also include individuals of all

ages, abilities, genders and backgrounds who want to make a difference in the education sector within their communities.

HakiElimu promotes networking and learning among Friends and other local citizens' groups. New Friends are provided with kits containing basic information on education and related issues, and they receive current materials and publications by mail every three months. Correspondence between Friends of Education and HakiElimu is strongly encouraged, and we reply to all mail that we receive from Friends.

Friends are encouraged to organize and take action to improve the education in their communities. Groups of Friends working together are helped to strengthen their activities. A manual on working in groups is being developed at the moment and it will be used together with a referral base for Friends of Education groups. This referral base and the manual will help Friends and other citizens seek financial and other support for their activities. HakiElimu also provides limited support to certain Friends' initiatives in order to bring about change in education and create democracy in their communities.

Every year meetings are held between HakiElimu and focal Friends from the different regions of the country in order to explain the concept of Friends, to encourage engagement and policy monitoring among these groupings, share experiences and lessons, and also explore how Friends can use the media. We visit different Friends' groupings in order to understand the views of the people and also to learn about what they are doing in relation to education. We facilitate networking among Friends, helping them to link with one another and other organizations, networks and coalitions.

## **Secondary Education**

### **Youth Press Clubs (HakiElimu, 2009)**

The following: Why Youth Press Clubs, by Anastazia Rugaba, manager, media unit HakiElimu

The mission is to raise the role of the younger generation in the sustainable development process of the country and Civil Society. The aims and objectives of Youth Press Clubs are:

- Develop a movement for change, encourage open youth work, unite youth clubs, support the cooperation of organized youth
- support the formation of a new value system among young generation, peace building between generations, contribute to the acceleration of legal and political culture, the advocacy of youth social political rights, raise youth participation level
- make contacts, enlarge the scope of cooperation and experience exchange with international and Diaspora youth organizations, contribute to the formation and development of youth information network, realization of international youth projects, build partnership among Tanzanian youth organizations
- Contribute to the sustainable development of electoral systems, human rights' protection, and democracy; support the on-going process the development of social-legal state and civil society in Tanzania
- Support the establishment of youth centres
- enlarge the scope of various services for youth, and contribute the involvement and integration of young people into their own community life voluntary work
- Contribute to the environment protection, encourage youth ecological projects, and tighten the review of human sustainable development
- Implement methods of non formal education during the youth work, organize training courses, conferences, festivals, exhibitions, camps, campaigns, symposiums, and other events and do research.

We will do all these in a need to see the youth who are young by the essence of their hearts that have got dreams in spite of being too young to know everything they do believe that the world could be changed into a better place to live.

The main goals of YPC activities are voluntarism, advocacy and publicity. The logo of Youth Press Clubs of is an equal three sided triangle which symbolizes unity, sustainability, and movement.

YPC project directions are: Informing and consulting, clubs' development, democracy, political participation, human rights, International partnership, intercultural learning, gender issues, women's participation, research, publications, NGO partnership, and voluntary service

The methods and tools used for activities are:

- training courses
- seminars
- conferences
- voluntary service
- campaign, festivals
- action, study visits
- youth exchange programs
- outreaches, among others

### **Achievements so far?**

YPC 88 students from secondary schools and universities, 8 teachers and 2 DEOs from 6 districts trained in budgeting, August –September 2009

### **Adult and Non-Formal Education**

#### **The Ngorongoro Pastoralist Programme**

This is a three year phase of a nine year programme whose long term vision is to ensure that pastoral and agro-pastoral women and men in Tanzania lead a secure and sustainable life and are able to influence those with power over them. The programme is designed to address some of the underlying problems faced by pastoralists in Ngorongoro District. Some of these include:

- marginalization of pastoralists, agro-pastoralist and hunter-gatherer communities in the District
- persistent drought, which leads to severe food shortage
- low literacy levels and lack of access to formal education to the majority of children
- lack of capacity by the communities and local government to deal with natural or man-made disasters like food shortage, ethnic conflicts, and lack of representation that could articulate and represent these marginalized groups.

The programme seeks to address and advocate for land rights, livelihoods, and food security, education for pastoralists and developing partnerships and collaboration for lobbying and advocacy in Ngorongoro District.

### **Why Ngorongoro?**

Ngorongoro District experienced a population increase from 52,000 inhabitants in 1988 to 129,000 in 2004. The increased population and government restrictions on use of land have resulted in ethnic conflicts between the pastoralist Maasai and the agro-pastoralist Sonjo in many occasions. Pastoralists in Ngorongoro District are facing a lot of challenges and are disadvantaged in dealing with them. Low levels of education among the Maasai pastoralist, Sonjos (Batemi), Barbaigs (Tatoga)

and the Hadzabe make it difficult for them to adequately articulate issues and problems that they face.

By year 2005, the district had 52 pre-schools, 52 primary schools and only 4 secondary schools. Literacy rates in Ngorongoro are among the lowest in the country.

According to the information from the Education office in the District, the illiteracy rate is estimated at about 75% of the population. Development actors and other stakeholders have to deal with the problems associated with illiteracy and other cross cutting issues of gender and HIV/AIDS that pose a big challenge to the population in Ngorongoro District.

## **Objectives**

The main objective of the study was to critically assess current youth and adult literacy programmes offered in Oxfam GB's Ngorongoro programme area, to determine their effectiveness.

## **Findings**

In Tanzania, the national literacy programmes are no longer in existence. Even during its peak, Ngorongoro district was one of the districts that were found lagging behind during the national literacy campaigns in Tanzania.

According to data available at the District Education Department in Ngorongoro, there are 210 literacy classes, with a total number of 39,975 people, but only 98(46.6%) classes are active. The current population of the District is 129,000 people and the illiteracy rate is estimated at 75% (96,750 people), showing that many people are still unreachable by the current programmes.

The literacy classes are at varying levels, those whose learners are at the initial stage of gaining literacy skills and are categorized as functionally literate. The post literacy levels include learners who have already acquired basic functional literacy skills. The technical level is a post literacy level and they learn skills like carpentry, sewing and masonry.

A large number of people in the District 56,775(58.7%), have no access to literacy programmes.

LADO (Lamaratak Development Organization) contributed corrugated iron sheets for classes and provides primers, chalk and other learning materials to 16 centres in the two wards. A total of 150 learners, out of which 47(31.3%) are women, are targeted by LADO. They have also trained facilitators for the literacy programme. The classes, according to the coordinator, are very flexible in that during the dry season they conduct night classes, thereby encouraging men to attend as they escort their wives. The community members, especially learners, contribute money to buy paraffin for the lighting during the night classes.

LADO mobilizes the target learners to form income generating groups. They provide groups with start up capital of TShs 100,000/- and above, depending on the activity. Women engage in beads work and petty trade selling sugar, tea, and grain. Youth attend literacy so as to improve their business of sale of livestock and retail trade. There is an increasing connection here of literacy to the world of work as youths explore opportunities for joining the police force or the judiciary once they are literate. The number of youths who had secured jobs was estimated at ten and more are working towards the goal as they see the kind of progress their colleagues have made .

The model used in the literacy programmes by LADO depends heavily on the availability of primers and other supplementary learning materials. LADO with the support of an MSTCDC-Danish volunteer, published reading materials for the literacy programme and trained literacy facilitators.

It is evident, that there are adult and youth literacy programmes in Ngorongoro District. The local government, NGOs and Faith Based organizations are promoting adult and youth literacy in the different villages in Ngorongoro District. It is important that these initiatives are coordinated, to avoid duplication and secondly, chart out a common approach that will be most effective and sustainable.

## **Conclusion**

The study presents a positive view that there are a lot of initiatives to tackle the problem of illiteracy in the District. Illiteracy among the pastoralists, agro-pastoralists, and hunters and gatherers is the concern of every development partner in Ngorongoro. The Local Government, as the main actor also works very closely with the NGOs and other organizations in the provisions of adult and youth literacy. This has no doubt brought the people and government together, but it is important to encourage coordination of efforts and innovative approaches to the programmes.

However, given the nomadic nature of the people in Ngorongoro, the adult and youth literacy initiatives leave out a large part of the population, the elders and traditional leaders who make important decisions in the hunter and gatherer communities and the nomadic part of the population.

Since the Ngorongoro Pastoralist programme is collaborating with a number of NGOs and Community Based Organizations in education, a concerted and coordinated approach will result in reaching a large part of the targeted population.

## **Recommendations**

- The Government, in this case the Ngorongoro District Council, should continue to provide leadership and support these local initiatives which are being undertaken by Development NGOs and other agencies in adult and youth literacy in the District. The government should translate and provide policy updates on education that are relevant in the present situation. The Government is accountable to the people of Ngorongoro and all the other agencies in the District complement the government efforts while working as partners to promote literacy and the well being of the people.
- The strength of the Ngorongoro Pastoralist Programme lies in its many different programmes, which are collaborating in follow-up and monitoring in target villages. Much could be done to strengthen this collaboration in an attempt to develop a more integrated, long term development programme rather the working exclusively in a project model. At the same time, a multidisciplinary approach at the target group level would foster holistic development of the whole community bringing about development dynamism and sustainability.
- A lot can be learned from other organizations working with the pastoralists, agro-pastoralists and hunters and gatherers. Closer collaboration and partnerships will enable the programme develop a specific adult and youth literacy approach built on a comprehensive understanding of the culture, beliefs and traditions of the local people. So far the Ngorongoro Pastoralist programme has established close collaboration with a number of partners like the District Council, LADO, ACORD, PWC, CRS and Faith Based Organizations. There is need to identify key areas of collaboration especially when intervening in the same target villages. In this case organizations working in adult and youth literacy will be a resource to the programme.
- A needs assessment by various agencies working together in the district, with the collaboration of the community itself is critical so as to be able to address the educational needs and concerns of the target group. The literacy initiatives have to be relevant to the people's lives.
- Gender analysis should form the basis for a comprehensive gender approach at the target group level. Gender issues emerging from the analysis should lay the foundation not only for the education programme but also for the other Ngorongoro Pastoralists programmes of land rights, livelihoods and food security and incomes. To address gender issues in a Maasai

society for example, may not be an easy task but needs a through and careful approach based on mutual trust.

- The education programme should adopt the Reflect model which is recommended in Tanzania. It is the most effective approach to social change and is participatory. The approach enables adults to learn to address their problems and concerns in their daily lives. This model does not require pre-printed materials but people learn from their own reality, but needs supportive action especially from the Local Government.
- Staff, district and local government authority, other collaborators and partners, stakeholders and community facilitators need intensive training in the REFLECT model so as to have a common understanding when working with communities during programme interventions. This will strengthen coordination and collaboration of the different stakeholders and actors at both the district and target group level.
- The staff working with participatory programmes must have a particular competence in order to innovate. They must know how to work with community groups, how to gain the support of the local leadership and organizations. They must be ready to accept new ideas, use knowledge of good practice that already exists and seek the help of the community in the assessment of educational needs and the design of alternative solutions.
- The seasonal movement and migration of the community members entails the use of different approaches such as community radio programmes, traditional media, popular theatre and local artists. These approaches need to be explored further so as to ensure that learning continues all the time, thus preventing relapse into illiteracy.
- (An incentive package for REFLECT community facilitators is needed to ensure sustainability of the adult and youth literacy programmes at the target group level. This is a sure way to retain the facilitators in the programme and in their community; otherwise they migrate to greener pastures elsewhere. The package should fall within the government stipulated rates which the Local Government and OXFAM GB can support initially; thereafter the community takes over when their activities are sustainable too.

## **Teacher Education**

## **Research Activities**

There have been tremendous research activities initiated by civil society organizations in their efforts to innovate in contribution to education development in the country. Such research activities include:

### **Education Options for Pastoral Communities in Ngorongoro District**

M.R.Warue Kariuki (Mrs) & Dr. Grace K. Puja Organizers

The overall aim of the study on “Education Options for Pastoral Communities in Ngorongoro District,” was to make a critical examination of the current education system and education options offered by Oxfam’s Ngorongoro programme area in order to do the following:

- determine their effectiveness
- provide well researched findings and
- propose recommendations that will guide the Oxfam GB Ngorongoro programme for pastoral communities in the District.

The study has attempted, as much as possible, to collect data using participatory methods. Primary data was derived from focused group discussions with community members, local leaders, teachers, and head-teachers, children (both boys and girls) in school and interviews with education authorities at local and national/policy levels. Questionnaires were also used to capture statistical and other data from schools and education authorities, especially with regard to enrolment and other school and district based data.

## The Study

Ngorongoro district, located in the northern part of Tanzania, is one of the six districts of Arusha region. Fifty-nine percent of the land in the district is under the control of the Ngorongoro Conservation Area Authority (NCAA) and 41% is under the Loliondo Game Controlled Area and the NCAA control the land in the entire district. NCAA bans cultivation, while grazing is not allowed in some parts and livestock cannot access some water sources and salt licks. The dominant ethnic group is the Maasai, who form 95% of the total population, 129,776 in the district.

Livestock is the essence of the Maasai lifestyle and consequently the focus of traditional education. Indigenous education is based on the principles of discovery and practical experience (learning by doing), equipping children with the necessary life and survival skills. However, boys and girls receive separate education and training that prepares them for different gendered roles in the family and within the community. While formal education is gaining wide acceptance within the community, the Maasai still value their lifestyle and culture and accessibility to formal education for many children is still a major challenge.

## Key findings

- Official documents do not have a coherent and consistent approach to addressing the issues of disadvantaged groups and/or address the varied learning needs. For example, there is no particular programme, within the education sector that addresses the particular needs of pastoralist communities. Efforts to implement the UPE and achieve EFA may require taking into consideration the diversity of cultures, economies, and lifestyles that contribute to the national ethos
- There seems, generally, to be a negative attitude towards the Maasai culture and lifestyle, with deeply entrenched views and stereotypes that 'these people' are difficult and are averse to modernity and education. This attitude, without seeking deeper understanding of the community, automatically creates a barrier between officials and local people and can cause social tension within a situation of mutual suspicion
- From official statistical data and evidence collected from a sample of schools during the research, there is a trend of steady increase in enrolment in Ngorongoro district. According to the elders and community members, there was a general acceptance of modern education among the Maasai community. However, the increase in demand for education does not seem to have been matched by an increase in teachers and provision of facilities
- Despite the remarkable increase in enrolment and high demand for education, there are still many children out of the school system, estimated at 20 to 50 percent of the school-age population. This indicates that school is not yet a priority as the best children were said to be given the responsibility of taking care of the family wealth; livestock
- There was a claim by members of the community that all children were attending school. It was apparent, however, from school statistics and from discussions with teachers, children, and local leadership that girls' enrolment rates were lower than those for boys. There was the trend of higher enrolment of girls at the lower levels than in the upper classes as most girls were likely to be married off, some of them as young as 12 years old. Boys, on the other hand go herding and join school later
- The national curriculum is developed centrally through a consultative and participatory process that includes teachers, thus capturing the different regional and district realities. Schools and teachers are, in principle, supposed to have the flexibility and freedom to adapt the curriculum to the local environment. Teachers and schools however, have their hands tied because of the syllabi, textbooks and national examinations as well as lack of skills and independence to adapt the curriculum or use innovative approaches and improvisation for teaching/learning materials.
- The Teachers in Ngorongoro district have attained the required level of academic and professional qualifications but there is a serious deficit of teachers. The hardest hit schools

are the rural schools in remote areas where basic services such as water, communication, and transport are lacking.

- According to discussions with village leaders in one village, there was limited participation of the school committees in the management of schools and emphasis on their participation was on classroom construction, building of teachers' houses, furniture and/or transport for furniture. Responses from head teachers indicate that the key role for the school committee was that of mobilizing and organizing parents and communities for construction of classrooms and teachers' houses and in some cases, wells
- The perceptions and attitudes towards education seemed to differ among the different research participants, and particularly the different age groups and level of authority. According to the school-going children, school education was important as it enabled them to learn languages, writing, reading, and numeracy, art and drawing as well as sports. Most adults, and especially the elders involved in discussion, seemed not to delve into any philosophical dialogue on education in general. For them school was obligatory and the Maasai community had accepted formal education and acknowledged its benefits
- There is evidence of community participation and especially through contributions to the construction of teachers' houses, classrooms and provision of school furniture. For example, communities have constructed dormitories to address issues of distances and children whose families have moved with cattle to other areas, far from home
- In discussions with teachers, dangers of the spread of the HIV/AIDS pandemic were identified within the community, and some potential risks included the high mobility of 'morans' (who even cross the border into neighbouring countries). The other one was risky sexual behaviour associated with night dances among the youth (both boys and girls), which took place often, with no adult supervision. According to teachers involved in the FGD s, awareness within the community was too low and the community believed it had a local cure (local herbs/herbal medicine) for the 'Swahili disease'
- Findings from research study indicated that there was an official curriculum for pre-school curriculum education, but there was no evidence, and especially from the pre-schools visited, that teachers were familiar with that curriculum. The issue for the researchers was the whole rationale of the pre-school; whether it was an extension (downwards) of the primary school or should it be providing an opportunity for concept development and early learning
- From discussions with community members and leaders, provision of education to pastoralists needed to be addressed within a broader basic services approach. This called for multi-sectoral response that includes water, food security, health and animal health services

## Conclusions and Recommendations

There was overwhelming evidence, from discussions with local communities, including children (both boys and girls), and community engagement with the development of education in Ngorongoro that education was valued by the society. However, expansion of facilities, teacher deployment and provision of Teaching/Learning materials, have not matched the rapid increase in enrolments. This contradicts the perception and views expressed by policy makers, education and other officials, that pastoralists, and in this particular case, the Maasai have very little or no value for formal education.

## Key policy recommendations

- To fully address the issues policy dialogue at national level would require to work towards a paradigm shift and changing the mind sets with regard to the whole concept of education. This would include a genuine focus on rights of all to education, a close examination of the education objectives, education structures and curriculum. It would also involve a shift from perception of pastoralists as the problem and looking at how education can be transformed to be responsive to communities in different contexts. This would then lead to looking beyond the current formal school system with its rigid, to exploring other options and learning from

experiences drawn from other countries and regions, with regard to education for pastoral communities.

- To address comprehensively provision of education to pastoral communities, there would be need for a multi-sectoral approach that encompasses the whole development process. This would require a multi-sectoral/inter ministerial approach to the provision of the basic needs of pastoralists in Ngorongoro district, e.g. water, health, animal health and other services for effective provision of education.
- Policy level decisions would require to be informed by well researched data and information, with regard to pastoralism and the factors that hinder pastoralists' access to education. Policy would have to look beyond the 'sole' solution to pastoralist problems; sedentarisation and settlement for improved provision of basic services.
- Consideration could be made to explore ways and means of actualising what is articulated at policy level, that while the curriculum is developed at the national level in consultation with teachers and other education experts, teachers and schools should have room for flexibility and responsibility of adapting it to the local context. This would mean addressing barriers such as the prescribed syllabi, textbooks, bias of curriculum to urban setting, lack of adequate training of teachers to relate teaching to local contexts and resources, teacher-centred methodologies and the national examinations. This would involve work at policy level and with teachers' colleges.
- For pastoralists and other minority groups the issue of low participation in education can be addressed by paying attention to the concerns on relevance and flexibility of the curriculum and provision of non-formal education. The COBET model would require modification in its delivery format by introducing a modular approach, which would allow for flexibility and adapt a learner-centred approach for pastoralist children, borrowing from the indigenous approach to education.
- With regard to teachers and teacher deployment, there would be need to look into the teaching and living conditions of teachers and other education officials allocated to teach in mobile communities. This includes consideration of incentives for teachers, especially the possibility of payment of 'hardship allowance'.
- Improved provision of education to pastoral communities that involves different but integrated approaches would require additional funding. Even within the current mode of provision; the 'normal' school system requires increased funding to raise the number of teachers, provide T/L materials, expand physical infrastructure and provide in-service programmes and support services for teachers. Extending education services to the hard-to-reach children within pastoralist communities, who are unlikely to access education in its current form, has important budgetary implications.

### **Programme Recommendations**

Discussions with various stakeholders explored various options, including the advantages and disadvantages for each of the options.

### **Boarding schools/facilities**

Boarding schools and boarding facilities seemed to be the easiest and the best known option, both at community and district levels. Boarding schools/facilities had particular advantage:

- Children who have to travel long distances
- Children whose parents have to move away with livestock
- Girls at risk of being absent and/or dropping out of school
- Improved performance due to more time for study

### **Mobile Schools**

The mobile school is a commonly known approach within pastoralist education dialogue, perceived as an important attempt to providing education that is consistent and fits within the pastoralist lifestyle. Discussions with community members, teachers and local leadership in all the research sites, however, did not express their concern as an issue of cost but more as a problem of practicability and difficulty in implementation. According to them, the following were the factors that made mobile schools difficult to implement:

- Shortage of teachers even within the formal school and difficulty of getting teachers who would move with the children and youths to the new grazing areas.
- Children and youth who moved with the animals had very little, if any time to spare to pay attention to lessons, as children and youth were actively engaged in herding throughout the day.
- There were no defined migration patterns; most cases families may move individually not as a collective and so it was difficult to assemble a viable number of children/youth together.

### **Satellite schools (lower classes; 1-4)**

Extensive discussions with parents and community leaders seemed to direct more attention to satellite or feeder schools that could cater for young children in smaller villages and 'bomas'. Currently these children could not access school as they were too far from these small sub-villages. The other rationale for satellite schools was that with an increase in the number of schools and proximity to villages and 'bomas', there would be better acceptance of formal education by the community as the larger community could have greater opportunity to participate in school programmes.

Arguments for satellite schools therefore included:

- Children living far from current primary schools
- Expansion of primary education provision in areas where there are no schools
- Children can attend school at the right age

### **Non-formal Education**

There was a strong argument, from discussions with community members and leaders for non-formal education. The non-formal education would be a complementary programme to ensure that children who were mostly unlikely to attend the formal school could also access education. The programme would address the needs of the following:

- Out-of-school children and drop-outs (both girls and boys), as it is not feasible in the near future to have all children attending the 'normal' schools.
- Young 'morans' who have missed the opportunity to go to school.

### **Distance Education**

Distance education and especially the use of radio broadcasts was viewed as an approach that could link very well with the non-formal approach to basic education. Some disadvantages that currently would affect the implementation of such a programme were also raised, including:

- School radio programme existed under the MOEVT but seemed not to be operational.
- The challenge in some areas of northern parts of Tanzania where reception of the national radio station was poor and most people within areas such as Loliondo, Ololosokwan and Pinyinyi had better access to a neighbouring country's radio broadcast.

## **Pre-school**

According to, especially the teachers, staff of Oxfam GB and education authorities, pre-school was viewed as an approach that 'captured' children when they were still very young, before they were taken away to graze. Pre-school was viewed as facilitating transition into primary education, especially the development of Kiswahili language skills.

The researchers raised some issues with the rationale presented in support of pre-school, and the way education at this level was delivered and proposed that some of the following issues be addressed:

- Rethink the rationale of 'preparation' for school – not an extension (downwards) of the primary school and taking over the work and responsibility of teachers in the lower classes of primary school.
- Curriculum, teaching methods and teaching/learning resources should be linked as much as possible to the indigenous education, language and the local context and environment.
- The capacity of teachers in terms of pedagogical competence, with regard to child development and how children learn (working with children at the age of 3-6 years), should be built and consistently reinforced.

## **Use of teacher assistants in standards 1 and 2**

Another approach discussed with the communities was the recruitment of teacher assistants from within the local communities who spoke the language of the children to facilitate the transition from home to school. This would be most relevant in the first two grades of primary school. Some of the advantages of such an approach would include:

- Recruitment of teacher assistants and establishing their remuneration or incentives to involve communities.
- Facilitate transition in terms of language for those schools with no pre-school facilities to reduce cultural shock and ensure integration of children into the school system.
- Assist teachers work with large classes, and especially supervising personal and group work.

## **Developing Index for Inclusion in Tanzania**

This project report covers research project activities on inclusive education in Tanzania conducted between July and September 2008. The activities of the research report include key findings as observed in the whole process of conducting the study and challenges encountered in the process of conducting this study. This paper will also discuss the lessons learned between July and September 2008. The last part of this report is a conclusion.

### **Research Project Activities**

One research activity conducted during this period was a workshop on school participatory planning in an inclusive environment. In this workshop participants learned various themes such as Inclusive Education in Tanzania and participatory planning. Schools were assigned to prepare their own school participatory plan and appoint a coordinating team in each school and district.

Another activity that the project conducted was the collection of data on inclusive education in Tanzania through time line of change questionnaire. The questionnaires were carefully administered to teachers and head teachers. The questionnaires asked the respondents to show how events/changes have influenced the development of inclusive education in Tanzania.

During a visit by a UK member of parliament, the MP managed to visit some schools under the project: Tengelea Primary School in Mkuranga district, Kimara 'B' Primary School, Mabibo Primary School, and Manzese Primary School in Kinondoni district.

There was also a workshop on reviewing the participatory plan from each school. Each school presented its plan and members of the workshop discussed the plan and contributed improvements. Then the facilitators with the participants revisited those areas that were not understood in the first workshop, for example general objectives and specific objectives, and how to derive them. Specific objectives are derived from general objectives and they are supposed to ensure that push and pull factors are all minimized. Objectives must maximize the use of available resources to ensure that all children access education

Another activity that is ongoing is the analysis of data obtained through questionnaire on time line of change from the respondents, i.e. teachers from schools under the study.

### **Key Findings**

It was found that almost all teachers, including head teachers were not aware of school participatory planning. Planning to most of them was a new concept and process; this indicated that they used to run their respective schools with either no plan or with improper plans.

The participants of the two workshops showed a positive response towards the topic of school participatory planning. This is because most of them requested more meetings for the topic and they effectively participated in the discussion.

Some teachers were more conversant with the events/changes that took place from 1994 – 2008, than were some head teachers. This was observed during interviews and conversations with those teachers and head teachers.

It was also found that there are more children with special needs who are out of the school than those enrolled/in schools. Major factors for their exclusions are socio cultural factors, poverty etc. However there is a slight change i.e. increases in enrolment of the children after the launch of MMEN in 2002.

The adoption of participatory teaching methods is limited by the numbers of pupils per class, number of pupils per desk, and nature of the desks used in the class. However some schools have tried to

overcome some problems by having prior arrangements of the desks – the desks are arranged by groups before classes.

Some of the schools have talking walls, outside and inside classrooms. This creates a friendly environment with the students e.g. Mwarusembe Primary School and Mwandege Primary School. On the other hand some schools, for example Manzese Primary School, not only do not have these but during rainfall seasons sewage from nearby houses flows across the school compounds, especially in between classrooms buildings.

Most of the teachers do not live/reside within school compound as there are not enough houses for them. Some of those few meant for teachers have been built with mud, and are not permanent.

## Challenges

In a period of three months the project had a number of challenges. For example, participating schools are taking this project as a source of funds, and therefore have expectations of being funded by the project.

It was also noted that there is poor communication between district officers and the schools, resulting in some of the important information not reaching the expected schools, or are incorrectly delivered. For example, in Kinondoni district teachers failed to present their plans on the basis that they were not asked to come with them. As a result it was impossible to review plans. Similarly, Mwandege Primary did not attend the last workshop on reviewing schools' participatory plans on the grounds that they were not invited

Another issue is the question of commitment and active participation of the officers at district level, particularly in Kinondoni (in Dar es Salaam) and in Mkuranga (in Coast Region). The Kinondoni district officials are always absent when they are required to participate in an activity e.g. workshop or seminar; this may lead to a failure of common understanding between the project and the schools.

Schools have neither whole school development plans nor school participatory development plans, though it is said that teachers have already been trained and therefore they know how to plan. This was not the case, since the project was forced to spare funds and time in order to train them in planning skills.

Similarly, it was noted that there is a danger of the project being turned into a capacity building, rather than an action research project. This is because of the increase in demand for training in aspects related to the project: For example, the need for training in project write-up, planning, inclusive education, etc. All these are demands that the project needs to consider and make decisions carefully. Otherwise the project target will change from action research to capacity building.

## Lessons Learned

Most of the pupils in these primary schools are from poor families; only a few are from middle class income earners. For example, a good number of them are found carrying plastic bags as their school bags, put on torn uniforms, and dilapidated sandals or are even bare foot.

This study learned that the capitation grant does not come in time, and as per the allocated ratio of 10,000/= per pupil and 20,000/= per pupil with special needs, per year. Irregularity on this makes it difficult for schools to budget and implement their programmes.

It was further noted that there is a need for in-service training for primary school teachers so as to enable them understand and cope up with changes taking place in various areas of education. Such areas are, for example inclusive education, new methods of learning, etc.

Another lesson learnt from this study is that there are several socio-cultural factors that contribute to the push out and pull out factors making it possible for others to be excluded from the education system. These factors include initiation ceremonies, etc. Poverty has contributed a lot to the exclusion of some pupils in education system. For example, some go to school without having breakfast so they cannot continue with their studies; others do not go to school on market days because they go to market to sell some commodities that will enable them subsidize their families' income, etc.

Some schools seem to have no good relations with the community around them or a sort of misunderstanding between the community and the school. Participatory decision making is thereby limited to one side without involving the other. This is indicated by the action of the community around Manzese Primary School – that of releasing sewage to the school compound and the action of Tengelea Primary Schools pupils' parents prohibiting their children to work (cultivate) at school. These pupils used to cultivate cassava, which they sold for other services at school. the rest was consumed by pupils

## **Conclusions**

Although there have been a number of difficulties in networking with key government officials, there has been great improvement in the visibility of CSOs' contributions to the education sector in complimenting the government by;

- Identifying and working out critical issues for improving education
- Carrying out pilot development endeavours and practically showing what is possible and how it could be implemented in our situations.
- Conducting research in search of solutions to impending issues in the quest for achieving quality education.

## **Recommendations**

Many recommendations could be made so as to ensure both parties, the government and the civil society organizations work together to strengthen education in the country. This could be done through forums involving both parties at the national, zonal, regional, district, and local levels