

**CONTRIBUTION OF NON-GOVERNMENTAL ORGANIZATIONS IN
PROMOTING GIRLS' EDUCATION IN SECONDARY SCHOOLS IN
MOROGORO DISTRICT COUNCIL, TANZANIA**

MARY S. CHENGULA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

The gap between girls and boys in education still exists in Tanzania despite the sustained efforts made by the Government and NGOs. Due to this, several studies on NGOs and girls education were conducted and revealed different supports and activities done by NGOs to solve the problem. But the question on how the NGOs' support and activities have contributed to girls' education is not yet answered. Therefore, a cross sectional study was conducted to assess the contribution of NGOs a case of CAMFED in promoting girls' education in secondary schools. Specifically, the study aimed to examine the support provided by CAMFED in promoting girls' education among secondary school students, to determine the contribution of CAMFED support to girls' access to education and to examine challenges encountered by CAMFED in promoting girls' education in the study area. A total of 108 respondents were involved in the study. Data were collected through questionnaires, in depth interviews, observation and documentary review. The findings indicate that CAMFED offered learning materials, hostel fees, sanitary protection, uniforms, school contributions, school fees, bicycles, solar lamp and pocket money in supporting girl students. The support contributed to the increased number of the girls who were enrolled in secondary schools and in lowering their dropout rates. Despite the positive contribution in enrollment and dropout the study shows a non-positive change in academic performance of girls in the surveyed schools. However, it was noted during the study that CAMFED face nepotism challenges, misuse of funds, lack of cooperation from parents, inadequate financial resources to attend all students in need and lack of commitment among the beneficiaries of the programme. The study suggests to the Government, NGOs, TASAF, institutions and other stakeholders to complement CAMFED's efforts by bringing in other services such as building hostels, motivational and counseling seminars to students and improving teaching environment in schools.

DECLARATION

I, Mary S. Chengula do hereby declare to the Senate of Sokoine University of Agriculture that, this dissertation is my own original work done within the period of registration and that it has neither been submitted nor being concurrently submitted for a degree award in any other institution.

Mary S. Chengula
(MA Candidate)

Date

The above declaration is confirmed by;

Dr. Suzana Samson
(Supervisor)

Date

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DEDICATION

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LIST OF ABBREVIATIONS

CAMFED	Campaign for Female Education
CSEE	Certificate of Secondary Education Examination
EFA	Education For All
M	Mean
MDC	Morogoro District Council
MDGs	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
NECTA	National Examinations Council of Tanzania
NGOs	Non-Governmental Organizaations
NSGRP	National Strategy for Growth and Reduction of Poverty
SD	Standard Deviation
SDGs	Sustainable Development Goals
SEDP	Secondary Education Development Programme
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

It is widely acknowledged that the empowerment of women must begin with the empowerment of girls through education, and that financing of gender equity and equality in education is a critical starting point. In recent years, the need to ensure equal access to education for most developing countries' children has always been central to the governments' policies (Sumra, 2017; URT, 2009). The emphasis on access to education for all has been further refined in the Sustainable Development Goals (SDGs). SDGs are goals to be achieved by all the nations by 2030 which also meant to shape educational policies and practices in all countries (Brissett and Mitter, 2017). One of the education targets to be achieved by 2030 is to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Indeed, SDGs go beyond Millennium Development Goals (MDGs) by extending compulsory and free education to be provided by states to secondary education and focusing on equality and quality of education (Chhun, 2016). Access to education for all is emphasized by Governments in all nations. The duty to ensure access to education does not rest only to Governments. It is a collective action which involves different actors including Non-Governmental Organizations (NGOs). NGOs are voluntary Organisations that are independent of Government; non-profit making and service oriented for the benefit of members of the society especially those at the grassroots level (Kajiita and Kang'ethe, 2017). NGOs as voluntary entities are part of that collective action and are in the fore line to boost Government endeavors in different nations to promote education for

all. Over the past 30 years there has been a dramatic shift in the provision of basic services in many developing countries including education services which are now increasingly being provided by NGOs (Khandpekar, 2016).

In Tanzania NGOs have a very short history, many NGOs grew up in 1990s and education was among the major services provided by NGOs (Lange *et al.*, 2000). The operation of NGOs in providing services (including education) in the country is regulated in accordance to the National NGO Policy of 2001 and the NGO Act of 2002. Where by the National NGO Policy of 2001 among other issues focuses on roles and responsibilities performed by NGOs and specific objectives of the NGOs (URT, 2001). In addition, the NGO Act requires that the NGOs should be registered and provide services around the areas of their registration (Mmanda, 2012).

Tanzania is among the nations that have to attain the quality education (SDG 4) which stresses on inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Since there is still lower enrolment and performance rates for girls and higher dropout rates than their male counterparts as reported by URT (2016), NGOs are intervening to fill this gap by promoting girls education to ensure inclusive and equitable quality education. The role of NGOs in promoting girls' education in Tanzania has been mainly on service delivery to complement government efforts of expanding access and improve quality education in line with education national policy (URT, 2015). CAMFED and other NGOs in Tanzania like HakiElimu, Room to Read has been also focusing on the promotion of girls' access to education. However, there is little information and knowledge on the support provided, contribution and challenges facing NGOs a case of Campaign for Female Education (CAMFED) towards promoting girls' education in Morogoro District Council (MDC), Tanzania.

1.2 Statement of the Problem

Expanding access to education equitably and improving quality and relevance at the same time are the twin challenges faced by secondary education systems throughout the developing world including Tanzania (Tan, 2007). Responding to these challenges, several initiatives have been undertaken to address the need to achieve equal access to education among girls and boys. To achieve goals and targets of education for all, the Tanzanian government has been implementing various programmes such as the Secondary Education Development Programme (SEDP) phase I and II, Millennium Development Goals (MDGs), Education For All (EFA) and National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA) of 2005 (URT, 2009).

Despite the implementation of various programmes and NGOs' interventions in Tanzania, enrolments and performance of girls in secondary schools have remained low and they are highly dropping out compared to their male counterparts. According to BEST (2016) the secondary school enrollment in 2012 was 847 849 girls and 954 991 boys; in 2013 was 847 849 girls and 954 991 boys; in 2014 was 924 812 girls and 945 418 boys; in 2015 was 877 791 girls and 896 592 boys and the number of students who had passed the form four national examination in 2014 was 348 547 girls and 511 097 boys; in 2015 was 683 150 girls and 821,811 boys. URT (2016) revealed that in 2015 total secondary school dropout was 38 260 (34 427 female and 3833 male). This shows unequal and inequitable access to education because girls are still less enrolled, few in passing exams and highly dropping out than boys. It also confirms that despite the optimism measures that have been undertaken to offer some opportunities for promoting girls' access to education, it has not yet yielded the expected results as the enrollments and performance of female students in secondary schools are still low and they are still subjected to dropout factors compared to boys.

Due to existing gap between girls and boys in education, several studies were conducted on NGOs and girls education, for example the role of NGOs in enhancing girl child education: The case of World Vision International (Tetteh, 2017), Non-Governmental Organizations' educational contribution to needy Primary School children in Voi Division, Kenya (Kiseu, 2012). The Contribution of NGOs in the promotion of girls' education in Addis Ababa (Tamrat, 2013) which sought to examine the activities and work of NGOs in enhancing access to girl child education. But the question of how the NGOs' activities have contributed to bring changes in girls' education is not yet answered. Therefore, this study took a step ahead to assess the contribution of the NGOs, a case study of CAMFED in promoting girls' education in Morogoro District Council.

1.3 Justification of the Study

The study adds to broader knowledge on gender parity in education and a better understanding of how to effectively engage organizations particularly in bridging gender gaps. This study is in line with the fourth Sustainable Development Goal which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 (Barbier and Burgess, 2017). Moreover, This study is also consistent with Tanzania Development Vision (TDV) 2025 which highlights, Tanzania is a nation with high quality of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels. Further, this study is a useful tool to inform policy, decision makers and other stakeholders to come up with effective strategies on how to deal with the challenges that are facing girls in the education sector in Tanzania also it informs on what support needed to focus on to achieve girls' education.

1.4 Research Objectives

1.4.1 General objective

To assess the contribution of CAMFED in promoting girls' education in secondary schools in Morogoro District Council.

1.4.2 Specific objectives

- i. To identify the support(s) provided by CAMFED in promoting girls' education among secondary school students.
- ii. To assess the contribution of CAMFED support to girls' access to education.
- iii. To find out challenges encountered by CAMFED in promoting girls' education in the study area.

1.5 Research Questions

- i. What support(s) does CAMFED provides to girl beneficiaries in secondary schools?
- ii. How does CAMFED support(s) contributed to girls' access to education?
- iii. What are the challenges do CAMFED face in promoting girls' education in the study area?

1.6 Conceptual Framework

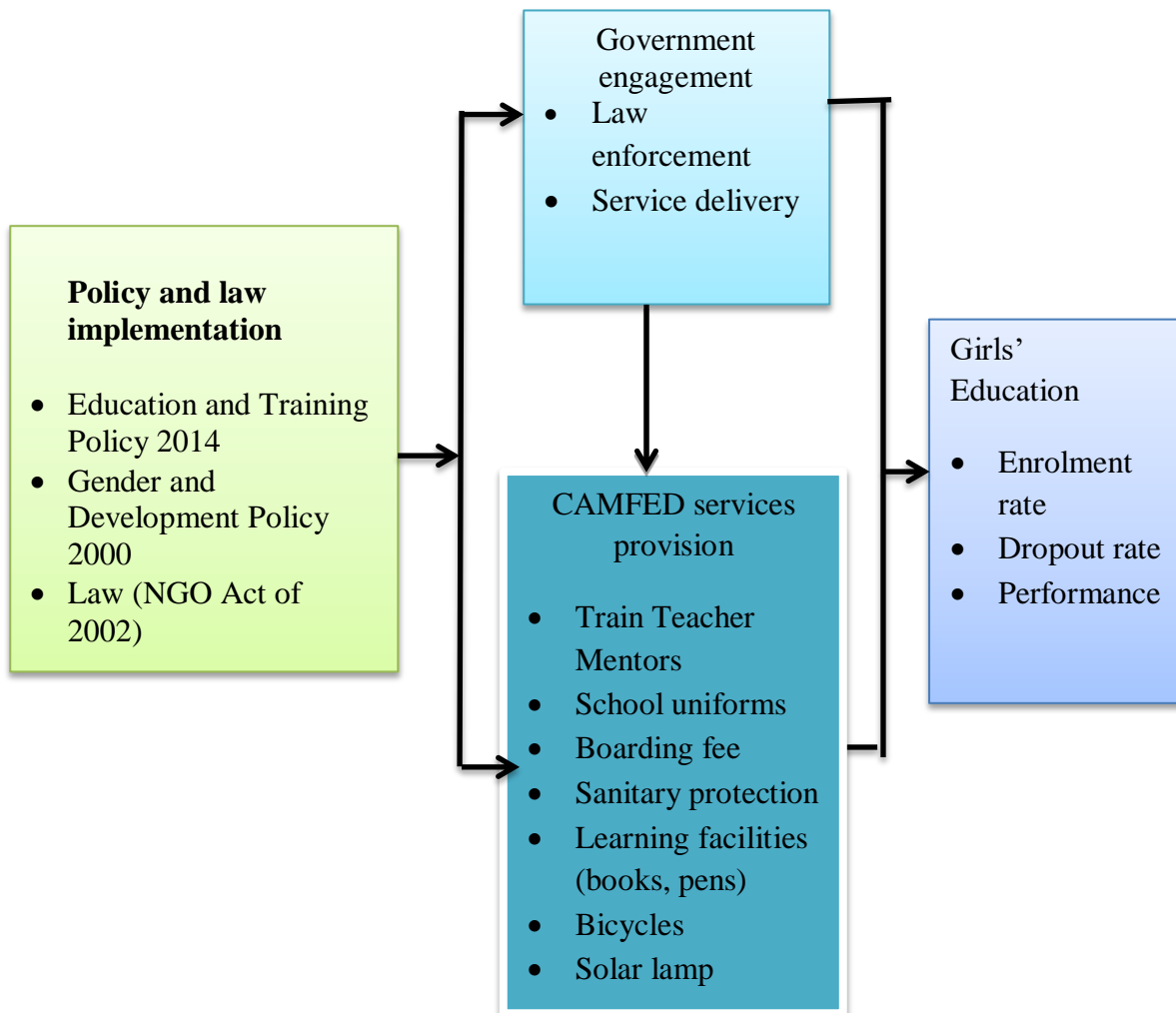


Figure 1: Conceptual Framework

Source: Author's construction (2018)

In the context of the education sector, two policy frameworks can be considered. These are the Education and Training Policy (2014) which caters for the requirements related to the attainment of education goals. One of such goals is the need to promote girls' education in response to achieving equal access among them. On the other hand, the gender policy caters for cross cutting issues which in the education sector are related to equity and equality for girls in accessing education. In view of the above, provision of education is a function of different actors (Government and Non-Governmental Organizations). While on one hand the Government is entitled to monitor the works of NGOs through NGOs' Act (2002).

However, NGOs have a role of providing different services during implementation of girls' education hence attaining the final outcome. In relation to this study, the conceptual framework presented in (Fig.1) focuses on the role of NGOs in promoting girls' education in terms of enhancing enrolment rate and performance and reducing dropout rate.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Girls' Education in Tanzania

Every child has the right to education regardless of gender, race or financial status (Sharon, 2013). Educating girls is one of the most efficient ways to fight poverty and increase economic growth (Cooray, and Potrafke, 2011). However, girls are less likely than boys to attend secondary schools (WEF, 2017). Even if girls are able to attend secondary schools, they face several hardships their male counterparts do not thus affect their enrolment, retention and performance. Responding to this problem Tanzania adopted the six Education for All (EFA) goals to meet the needs of both females and males by 2015, including Goal 5: with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality (Sitta, 2007). It also implemented the Millennium Development Goals (MDGs) including Goal number 3 which was to eliminate gender disparities in primary and secondary education and at all levels of education by 2015 (Østby *et al.*, 2016). This goal was not met and is echoed in the new Sustainable Development Goals (SDGs), which also aim to ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes by 2030.

Despite all this efforts, the lower enrollment and high dropout of girls in secondary education persist in the country. According to URT (2016) at secondary school level there are slightly more boys than girls in 2016; 901 059 girls were enrolled in secondary school along with 905 896 boys. In 2016 Tanzania introduced free secondary education by abolishing school fees and contributions to improve access to secondary education.

But there are other obstacles faced by girls which affect their enrolment, retention and performance, and cannot be solved by free secondary education Policy. In most cases, young girls find themselves dropping out and unable to complete their education due to long distance to and from school, sexual harassment, inadequate learning materials, lack of school uniforms and little value attached to females by the community (Simmonds, 2014). Shyllon (2015) found that some parents and families actively discouraged some girls to enroll in secondary school and instructed their daughters not to do better in their exams so they could fail and drop out without arousing suspicion. The implication is, the Government alone cannot solve problems attached to girls' education but with the assistance of teachers, parents, the whole community, organizations and girls themselves.

2.2 Campaign for Female Education (CAMFED)

In the context of this study, it is a Non-Governmental Organization (NGO) that invests on supporting the marginalized girls and girls who are living in poor families (families which cannot afford to pay school costs for hostels, uniforms, stationeries and sanitary protection). It focuses on helping girls living in rural areas. CAMFED commenced its supportive initiatives in Tanzania since 2005 and the NGO is currently supporting girls to access education in nine regions including Iringa, Pwani, Tanga, Tabora, Dar es Salaam, Mwanza, Singida, Shinyanga and Morogoro (Mkate, 2016). CAMFED started working in Morogoro District Council since 2007 and later in Kilosa and Kilombero Districts in Morogoro region.

2.3 The Role of NGOs in Promoting Girls' Education

NGOs are an extremely diverse group of organisations that take different shapes and forms within and across different country contexts (Lewis and Kanji, 2009). Despite the

difference among NGOs, they all still have a similar driving force which is to pursue the interests of the poor. Moreover, in spite of all the differences, the activities of NGOs contribute to improving the lives of the poor all over the world. The studies conducted by Eqbal (2010) and Rose (2009) show that the roles of NGOs in promoting education for all include supplying inputs in government and community schools for example teaching and learning materials, support infrastructure development (for example, school building) of government and community schools, teacher training, support marginalized and disadvantaged students (for example paying boarding fees to girls constrained with long distance, and school fees).

NGOs also play important roles in development. In developing countries, in which a wide range of vital basic services are unavailable, the services of NGOs are very important as they often serve a complementary role to the government (Chhun, 2016). Therefore, NGOs should be considered as equal contributors in development.

2.4 Challenges Faced by NGOs in Implementing Girls' Education

The NGOs are facing several problems in implementing education projects. Nawani (2000); Kajjita, and Kang'ethe (2017) found out that professionals and experts were not easily available to work in less developed, remote and inaccessible areas, financial constraints as well the funds they received from donor agencies, be it the Government or other private organisations were often insufficient and irregular. Lathaa and Prabhakar (2011) found out that NGOs lack infrastructural facilities, Government apathy and lack of recognition for their work. Other challenges include lack of availability of training materials, small duration of training programmes, irregular supply of funds from the Government, low level of education among parents thus difficult in motivating them to send their daughters to school and lack of interest on part of children (Nawani, 2000).

2.5 The Situation of Girls in Secondary Schools in Tanzania

In the context of the policy framework, Tanzania gender policy aimed at among other things establishing gender equality and equal opportunities in the development. With regard to girls' education, it is argued that in order to eliminate gender discrimination and promote equality in education, the Tanzanian gender policy recommends that education policies should ensure more enrolment of girls in secondary and tertiary education, measures to be taken against the girls' drop out of schools, such as more dormitories to be built to ensure safety of the studying environment for girls, the education curriculum should be reviewed to eliminate all stereotypes against girls, parents and communities to be educated on the importance of education to girls, girls should not be expelled due to pregnancy (URT, 2010).

Twaweza East Africa (2016) reported that 62% of citizens want girls to continue schooling in case of pregnancy. But in June 2017 Hon. John Joseph Pombe Magufuli the president of Tanzania announced that no pregnant girl would be allowed to study in a public school, nor readmitted after giving birth. And when the president has spoken there is no room for debate. So number of girls who will miss the right to education will increase as the number of pregnant girls in school increases. Despite the efforts made by the Government concerning girls' secondary education, there seems to be slow progress in access to, and participation of girls in secondary education especially in the rural areas. Factors related to social, cultural, political and economic conditions slow down the improvement of school participation of girls in rural Tanzania (Mollel and Chong, 2017).

Although the Tanzanian government has established community secondary schools in every ward in the rural and urban areas, there is still widespread unequal distribution of educational resources between urban and rural areas. Rural secondary schools are

characterized by long working distance from home to school, shortage of teaching materials and teachers. Most of the teachers are discouraged from working in rural areas with no social services with regard to housing, water, health and electricity (Du Plessis, 2014). The above challenges make girls from most of rural areas in Tanzania to be deprived of the education services as opposed to urban girls (URT, 2007).

2.6 Theoretical Framework

The study was guided by the theory of Abraham Maslow of hierarchy of needs. The Maslow's hierarchy of needs theory was propounded by Abraham Maslow (1943). The theory suggests that there are five classes of needs and that they are hierarchically organized. Physiological need are in the bottom of the hierarchy followed by the security, belongingness, es-teem and self-actualization needs (Poston, 2009). This means physiological needs must be satisfied before higher needs can be felt and fulfilled. Once physiological needs are fulfilled people can be motivated by next needs in the hierarchy. The Maslow's hierarchy of needs theory was relevant to the study because in the process of promoting girls' education there are some services (needs) to be satisfied. The girl students' needs vary dramatically from student to student. Every student has different living conditions, health, and confidence. However, they all have needs. In turn, if a student cannot sufficiently satisfy one of their needs in the Maslow's hierarchy, they can never reach their full potential.

The physiological needs such as uniforms, learning facilities and health; safety or security needs, social/affiliation needs, esteem needs and self-actualization needs have contribution on enrolment, performance and dropout of girls in secondary schools. Girls need to feel emotionally and physically safe to progress and reach their full potential

(Schofield and Beek, 2009). In essence, the Government, NGOs, community, parents, students and other educational agencies must become familiar with Maslow's hierarchy and be prepared to provide an environment that allows students to meet their academic achievement.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Description of the Study Area

This study was conducted in Morogoro DC in Tanzania. Morogoro DC is one of eight districts in Morogoro Region. In 2012, the population of Morogoro DC was 286,248 including 140,824 males and 145,424 females (URT, 2013). Morogoro DC is among the three districts in the region supported by CAMFED. The district was chosen because it is the earliest district in the region with the campaign for girls' education. CAMFED started its implementation in Morogoro DC in 2007 (Mkate, 2016). The selection of Morogoro DC as a study area was therefore very important for assessing the contribution made by CAMFED due to a long time experience it has with this NGO for the promotion of girls' education compared to other districts in the region. Also Morogoro DC has many secondary schools (29) and out of these, 28 schools are all covered by CAMFED except one which is a private owned school. So CAMFED has a large coverage in Morogoro DC compared to other districts in the regions where CAMFED is operating.

There are many NGOs in Tanzania which deal with the promotion of education for girls but they are not directly based on supporting secondary school girls to access and complete education like CAMFED. For example Haki Elimu and TEN/MET have been dealing with advocacy and research activities for education development and some NGOs like Room to Read have been focusing only on promotion of girls' primary education but CAMFED is providing direct supports by giving different services to girls in secondary schools to make sure that they access education. Therefore the researcher chose CAMFED as an appropriate NGO corresponding to study's objectives and it attends the

same variables (enrollment, dropouts and performance of girl students from marginalized families) which are covered by this study.

3.2 Research Design

In this study the descriptive cross sectional survey design was employed. The design deemed appropriate because it allowed the researcher to collect data at a single point in time that describe and explain what support does CAMFED organization provide to girl students and what are the challenges do CAMFED face. This design is relevant in the situation where there are financial, labour and time constraints (Mann, 2003). Both qualitative and quantitative approaches were used. The reasons for the use of mixed methods were to build on the strengths that exist between qualitative and quantitative research approaches and the weakness of one is covered by the other.

3.3 Target Population

The target population for this study was students who are beneficiaries of CAMFED support programme from 5 secondary schools namely Matombo, Milengwelengwe, Ngerengere, Nelson Mandela and Mkuyuni. The CAMFED staffs and the Teacher Mentors from the 5 secondary schools were involved as the key informants to obtain information on the contribution of CAMFED support to beneficiaries and ascertain the challenges faced by CAMFED in the study area.

3.4 Sample Size

This study used both girl students and secondary schools served by CAMFED as unit of analysis. In this case girls were the unit of analysis because the researcher was interested to obtain the information and know the experience of individual student concerning CAMFED intervention. And schools were the unit of analysis because the researcher

assessed the situation before and after CAMFED by aggregating number of girls in each school.

A sample size of 108 respondents from 5 schools (Matombo, Nelson Mandela, Milengwelengwe, Ngerengere and Mkuyuni) was participated in the study. A sample size of 108 was obtained from the population of all CAMFED beneficiaries from form two up to form four who were available in the surveyed schools at a time of data collection. Also 5 Teacher Mentors 1 from each school and 2 CAMFED staffs working in education were the key informants of the study. The sample size was justified on the fact that too large sample implies the waste of resources, and too small sample size diminishes the utility of the results (Bartlett *et al.*, 2001). It was also justified on the basis of the arguments by Bailey (1994) that regardless of the population size, a sample of 30 respondents is the bare minimum for studies in which statistical data analysis is to be done. For this study, the sample size of 108 girl students was big enough; it was much higher than the minimum sample size recommended. Some scholars such as Kothari (2004) and Kimia (2008) argued that, regardless of the population size, the minimum sample size is 30 cases.

3.5 Sampling Procedures

The researcher used purposive sampling technique to select the 5 Schools with long history under CAMFED programme and girl students who are supported by CAMFED. Moreover, purposive sampling was also employed to get key informants who are teacher mentors and CAMFED staffs.

3.6 Methods of Data Collection

In this study, different methods of data collection were used to collect both primary and secondary data for the study. This was done in order to ensure, reliability, adequacy and

validity of data. Leening *et al.* (2012) maintain that no single technique is necessarily superior to any other while a combination of two or three methods help in understanding contradictions between quantitative results and qualitative findings, make data highly reliable and hence make them valid. The methods of data collection included survey, In-depth Interview, observation and documentary review.

3.6.1 Survey

A survey comprised structured series of questions that respondents were asked according to the objectives of the study. The method included closed-ended questions but also open-ended questions. Questionnaire was a tool for data collection in this method where questions were presented and answered by the respondents in a written form. These written questionnaires were administered to girl students who were supported by CAMFED as the respondents of this study via hand delivery and completion of the questionnaire generally took the respondent not more than 35 minutes and thereafter was collected. Some explanations were done to ensure clear understanding of questions and the researcher ensured that there was a distance to each respondent to avoid temptations to discuss answers before completion of questionnaire.

3.6.2 In-depth interview

Face to face in-depth interview was conducted by the researcher who asked interviewees about their knowledge, experiences, feelings and perceptions about CAMFED intervention on girls' education. Checklist which had a list of themes or points to be discussed was used as a tool to collect in depth information from CAMFED staffs and teacher mentors who were the key informants of this study and often a researcher encouraged a free flow of ideas and information from the interviewee.

3.6.3 Observation method

Observation was used as a method of data collection because it offered the researcher an opportunity to observe and take pictures of some services provided by CAMFED in the study area. The researcher found this method more appropriate due to the fact that no effort whatsoever was made to manipulate variables contributed by CAMFED in supporting girls' education in schools. There was no prior communication that the researcher made to inform the selected schools on the specific day of data collection. So this suffices to say that the observed variables (uniforms, bicycle, learning facilities) were not found there by chance.

3.6.4 Documentary review

As the case in this study, documentary review method was employed to collect secondary data from various reports concerning enrolment status, number of students dropped out of schools and performance as outcome of the implementation of CAMFED programme. Reports on enrolment and dropout before the implementation of CAMFED (from 2001/2002 to 2006/2007) and after the implementation of CAMFED (from 2010/2011 to 2015/2016) were reviewed and reports on performance before CAMFED (2004 – 2009) and after CAMFED (2010 – 2015) were also reviewed. These reports were found in relevant school offices.

This time frame has been reviewed due to fact that many secondary schools in Morogoro rural district launched 2006 following the emphasis put by the government that each ward should have a secondary school with exception of 5 secondary schools which started in 2001 and one school (Matombo) started in 1989. The CAMFED program in Morogoro started its operations in 2007 and therefore 2001-2006 is the timeframe before CAMFED

started. All secondary schools started in 2001 students were successfully completed their studies in 2004 this indicates that the school performance between 2004-2009 had no CAMFED interventions. The first form four in the secondary schools to successfully complete their studies following the CAMFED intervention was in 2010 this indicates that the year 2010-2015 was time frame after CAMFED intervention while the year 2016 was excluded because of the introduction of free education.

3.7 Data Processing and Analysis

In this study, qualitative data derived from key informant interviews were analysed using content analysis. On the other hand, quantitative data were summarized, coded and analyzed using Statistical Package for Social Sciences (SPSS) computer programme. Findings are reported in terms of multiple responses and descriptive statistics showing responses, frequencies and percentages. Additionally, in order to analyze the contribution of CAMFED support to girls' education (objective two) in five secondary schools which are served by the CAMFED, the situation of six years before and after implementation of the CAMFED based on enrolment, drop out, and performance were considered. Data on girls' performance in the selected schools were obtained from the national examinational results for form four students.

The descriptive statistics using mean and standard deviation was computed. Then, paired t-test was used to compare the mean differences of enrollment and drop out before and after CAMFED operation.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Demographic Characteristics of the Respondents

It is important to know the demographic characteristics of the respondents of the study to give background information of the respondents involved in the study. The demographic characteristics of the respondents in this study included the age and education level of the respondents.

4.1.1 Age of the respondents

From the findings in Table 1 it was revealed that the respondents were of the age between 15 to 19 years of age. This age is that which is regulated by the education reforms and the Secondary Education Development Program (SEDP) which stresses much on the age of the students in secondary school. In Tanzania, the child has to start a primary school at seven years. The child spends seven years in primary school and joins secondary schooling at 14 years. In this study, the respondents were from form two up to form four. It is likely to have the students of the same age which are 15 to 19 years old students in form two up to form four. The implication of the findings is that the respondents were of the right age in the secondary schooling in Tanzania. The findings suggest that the respondents were well represented as far as the age is concerned.

Table 1: Respondents' age (n=108)

Age	Frequency	Percent
15	1	0.9
16	36	33.3
17	45	41.7
18	23	21.3
19	3	2.8
Total	108	100

4.1.2 Level of education of the respondents

The key reason of this section is to show how the respondents/students were distributed in the study according to their level of education. Table 2 shows that majority (65.7%) of the respondents were from form three class. Few respondents were from form two and four. The reason is that, the study was conducted at the time when form four and form two students were in the preparation of national examinations making a few of them to be accessible to the researcher. The study did not consider form one to be among the respondents because CAMFED offer services to girls in annual basis so this made them to be excluded in the study for they had little experience with CAMFED which made them not to have enough information to give.

Table 2: Respondents' level of education per school (n=108)

School	Form 2	Form 3	Form 4	Total
Matombo	0	11	0	11 (10.2)
Milengwelengwe	0	17	9	26 (24.1)
Mkuyuni	0	15	5	20 (18.5)
Nelson Mandela	4	14	8	26 (24.1)
Ngerengere	0	14	11	25 (23.1)
Total	4 (3.7)	71 (65.7)	33 (30.6)	108 (100)

4.2 The Support Provided by CAMFED in Promoting Girls' Education

In order to examine the support provided by CAMFED in promoting girls' education, the study tried to find out how CAMFED selected its beneficiaries and the type of services provided to them.

4.2.1 Selection of beneficiaries

As far as the selection of beneficiaries is concerned the findings of the study show that CAMFED works under the District Council and the initiation of the selection starts from

the grassroots in order to get the consent of the people especially the beneficiaries and their parents or guardians. The selection process is participatory; it involves different actors constituting the selection committees at ward level and CAMFED District Committee. The ward committee comprises Councilors and head teachers. CAMFED District Committee involves the District Education Officers of primary and secondary schools, community development officer, Social welfare/social worker, Head Masters and teacher mentors. The main selection criterion is the vulnerability of a girl. Girls are selected after the release of standard seven national examination results. Head of the schools, social welfare officers and head teachers of the primary schools have the role to investigate on the vulnerability of the girls and their family background to enable CAMFED to have more information about the girls. One of the programme officials had this to say:

“Selection of our beneficiaries is done by the ward committee and the list is approved by the CAMFED District Committee. After approving the list of the selected girls, CAMFED District Committee fills the form that shows the reasons of the selection” (CAMFED Regional Program Coordinator, November 2018).

The implication of the findings is that the identification process is ethical and transparent with this; CAMFED is reducing the risk to implement the programme out of the target by providing support to children who are not vulnerable.

4.2.2 The services provided by CAMFED in promoting girls’ education

This section presents the services provided by CAMFED in promoting girls education.

Findings from the interviews with the program implementers (programme coordinators) and students revealed that a number of services chosen by girls from the list were

provided by CAMFED programme to make sure that marginalized girls are getting the chance to access education. The services provided are sanitary protection, learning materials (pens, copybooks, and text books), school contributions, school fees, uniforms, solar lamps, hostel fees and bicycles. It was found out that the programme was meant to make friendly learning environment especially to female students to ensure that they learn in a comfortable and conducive environment. Concerning the services provided one of the key informants said:

“CAMFED offers a multiple of services to girl students and it also cares about teachers’ skills in teaching and taking care of girls in schools. That is why one of the most important focus of CAMFED is to train Teacher Mentors.”

(CAMFED Morogoro DC Programme Coordinator, October 2018).

It was further found that the services provided to girls were relevant to them. The students were involved and given a freedom to choose the services they would like to be given. Giving girls freedom to choose what they want is a wise decision because the priorities of girls are not the same and thus before taking decision as what to be given to whom, beneficiaries must be engaged. CAMFED has a form showing multiple necessities with the corresponding costs. The girls have to choose their most felt needs from the list. The chosen services are supposed not to exceed two hundred and fifty thousand. The implication here is that CAMFED is avoiding providing students with the items that they already have. This was also revealed during the interview whereby one of the key informants had the following to say:

“Services are provided to girls on annual basis. CAMFED does not decide the type of support to be provided to beneficiaries without involving them. The girls

are given a wide range of essential needs to make them choose which one they want to take” (CAMFED Regional Programme Coordinator, November 2018)

The implication of the findings is that the services provided by CAMFED are the beneficiaries’ needs because they are the ones who make a decision on what service to be provided with. Having a look on the relevance of the support provided and the freedom of girls to choose, this study was also interested to know the choices made by girls supported by CAMFED. The findings in Table 3 show the services chosen.

4.2.2.1 Sanitary protection

The highest (20.6%) support given to girls was sanitary protection that included pads (Table 3). The findings imply that Sanitarian pad was a priority to them as they undergo menstrual cycle in every month. Due to poverty facing their families most of girls in schools failed to buy the pads and in the surveyed area (Morogoro rural), pads are often unavailable in the shops. Lack of pads had been negatively affecting the girls. The major effects associated with lack of pads during menstrual period are accidental soiling, increased worries, embarrassment, lack of concentration and missing classes. The embarrassment they get is worse; it haunts the girls and leads them to perform poorly.

The findings are in line with those of Guya *et al.* (2014); Oster and Thornton (2011) who reported that the common effect of lack of sanitary towels was lack of concentration when one is going through menstrual period; other major effects included absenteeism, missing classes, shame and embarrassment. Further the studies showed that there was a great relationship between lack of sanitary towels and the performance of school girls.

This suggests that the implementation of the programme in the area was of very importance since the provision of pads to the girls would enable them to improve attendance, concentration to their studies and hence improve their performance.

Table 3: Services chosen by girl students (n=108)

Service	Responses	
	Frequency of responses	Percent
Learning materials	85	16.7
Hostel fee	36	7.1
Sanitary protection	105	20.6
Uniforms	96	18.9
School contributions	23	4.5
School fees	26	5.1
Bicycle	28	5.5
Solar lamp	51	10.0
Pocket money	59	11.6
Total	509	100

Note: Analysis based on multiple response

4.2.2.2 Uniforms

School uniform in Tanzania is one of the requirements for enrolling a student to any school. However according to the findings of this study it is still a challenge to poor families in the study area to cover costs for buying uniforms for their children who are joining or already in the secondary schools. The government's free education does not cover provision of uniforms, the responsibility of buying uniforms remains to parents or guardians. The results of the study indicate that 18.9% of the respondents had chosen to be given uniforms as shown in Table 3. This implies that, lack of uniforms was a barrier to girls from poor families in Morogoro DC to access education. Another study indicates that the requirement for school uniforms is one of the hidden costs that keep children from the poorest families out of school (Abbort *et al.*, 2015). This suffices to say that the provision of uniforms to girl students who chose to be given uniforms by CAMFED programme enabled them to be enrolled to secondary schools, without which possibly they could not have got the opportunity to access education. The findings of the interview

with the key informants show that, uniform support to girls contributed to an increase of enrollment of the girls whose families were unable to cover the costs for the uniforms and enabled girls to study without stresses or worries of being suspended for lack of uniforms and thus it increases their concentration in classes. Further it was revealed that with uniforms, there were no classes between students from poor and not poor families.

All students looked the same and thus encouraged the girls to be more comfortable and focus on school works. One of the key informants said *“CAMFED provides full uniform to girls and this makes no difference between girls from poor and rich families. And once you will see them you cannot tell who is CAMFED beneficiaries and who is not”* (Teacher Mentor from Matombo secondary school, November 2018). King *et al.* (2015) and Gentile and Imberman (2010) found that uniforms generate improvements in attendance, enrolment, confidence and test scores for students in secondary grades, particularly girls. Further Baumann and Krskova (2016) stressed that Students who are wearing uniforms listen better.



Figure 2: Girl students in their proper uniforms

4.2.2.3 Learning materials

Moreover, the results in Table 3 show that other aspect observed was the majority (16.7%) of the respondents chose to be given the learning materials such as pens, copy books and text books which are very important in learning process. It was the reality that public schools in the rural areas of Morogoro lacked stationary services. Based on the researcher's observation, there were no places for specific provision of the stationary services in the schools sampled. This made the research to relate the situation with the students' needs and their choices they made regarding the CAMFED program. Without the support of the program, the students had to travel a very long distance to find the stationary service and at the comparable high costs. During the interview with Teacher Mentors, it was revealed that the programme had enabled the female students to use their time for other school works instead of travelling for a long distance looking for the stationeries at the centres. This was thought to be one of the important way to improve the academic performance of the female students. When the students have the learning materials in place, they fill comfortable and can concentrate on studies. Nyalusi (2013) found that lack of learning materials such as Pens, books, exercise books, was among the highest cause of drop out and affecting academic performance of girls in secondary schools.

4.2.2.4 Solar lamps

The findings in Table 3 show that some of the students (10.0%) had chosen solar lamps. The implication of the findings is that most of the students in the area were living in the houses without electricity. Living in the house without electricity is among the obstacles for most of the students to have poor performance in the studies (Kadenyi *et al.*, 2017). Girls were able only to study during the day and during the night they could not. The solar lamp was found to help the girl students to spend the time during the night to

have their personal studies. The solar lamps were simple to use and were charged during the day by exposing them to the sunlight. The solar lamps were moreover of importance for the girls especially in the rural areas where they are busy with domestic chores especially during the evening hours. After they had completed the domestic chores such as cooking they would use the night hours to study. The solar lamps could now provide them with light and enable them to attend homework and other class assignments at home. These findings comply with Kudo *et al.* (2016) who found that Solar lamp increased the net study hours at home for children who received the products by increasing their night time study hours and reducing their daytime study hours also school attendance rate initially increased due to the provision of solar lanterns.

4.2.2.5 Hostel fees

The results also show that 7.1% of the respondents had chosen to be given the hostel fees (Table 3). This findings means that CAMFED really devoted some effort to make sure that, girls are in hostels. Most of the students fail to live in the hostel not because they like but because their parents cannot afford. Girls reported that hostels have a great importance in their studies as they reduce the distance to and from school thus save time for studies, provide an ideal environment for study because they are situated close to schools thus the teachers have direct watch and supervision. The study conducted by Gabriel (2016) and Iftikhar (2015) found that hostels have been improving girl students' academic performance in community secondary schools in Ikungi District through reducing the distance to school, providing extra time for private studies, discussion and assignments. Despite the importance of hostels the results show that there were few girls (36) demanded for hostel this perhaps was due to the problem of few hostels and the available ones are not in good condition in terms of services and other facilities.

Study findings by Mzimya and Nemes (2015) show that out of 25 secondary schools in Igunga District only 10.5% of girls were in the hostel. The reasons were inadequate supportive services, social and cultural belief that led parents not to let the girls to stay in hostels and superstitious beliefs.

4.2.2.6 Bicycles

In rural areas the biggest barrier to education is often the physical act of getting to school. Morogoro Rural is situated in mountainous areas and the schools are located at a distance for the students to walk. The great distance that students must travel to school each day often discourages regular attendance and lowers academic performance. With the bicycles, the students would spend little time to reach their schools. CAMFED programme intervened to assist rural communities especially girls to access school through the provision of bicycles as an alternative to walk long distance to school. The findings show that 5.5% of respondents chose bicycles (Table 3). The implication is that after the programme implementation girl students supported by bicycles are accessing school more easily. The findings from interview with the key informants indicate that distance is no longer a barrier to school attendance and the factor for dropout among girl beneficiaries. One of the key informants said that:

“There is an improvement in attendance and reduced dropout because girls with bicycles take less than an hour to get to school and they have more time to study and do the home works and this could contribute to positive results of their academic performance” (Teacher Mentor from Mkuyuni secondary school, October, 2018).

Walking a long distance is a determinant for girl students’ dropout because long distance discourages girls to continue with their studies due to length of time and energy needed to cover the distance; lack of concentration in the classrooms and body weakness resulted

from long walking on foot (Shahidul and Karim, 2015). The provision of the bicycles reduced these problems and the attendance of the girls in the surveyed schools improved.



Figure 3: Beneficiaries' bicycles given by CAMFED

4.3 Contribution of CAMFED Support to Girls' Education

This study determined the contribution of CAMFED support to girl students in Milengwelengwe, Nelson Mandela, Mkuyuni, Ngelengele and Matombo secondary schools in Morogoro DC. A documentary review on the schools' attendance reports and NECTA CSEE Form Four results was conducted. The findings are discussed based on enrollment, dropouts and academic performance.

4.3.1 Contribution of CAMFED programme to girl students enrollment

The study assessed the contribution by comparing the enrollment of female students in the selected schools for six years before and six years after the implementation of the programme. The results before and after are shown in the Table 4 and Table 5 respectively.

Table 4: Enrolment of girl students before the establishment of the programme

Year/school	Matombo	Ngerengere	Nelson Mandela	Milengwelengwe	Mkuyuni	Total
2001	37	31	35	34	27	164
2002	25	29	29	30	29	142
2003	41	45	36	26	48	196
2004	38	34	41	36	15	164
2005	42	53	39	31	60	225
2006	55	49	52	48	52	256
Total	238	241	232	205	231	1147
Mean	39.7	40.2	38.7	34.2	38.5	191.2

Table 5: Enrolment of girl students after the establishment of the programme

Year/school	Matombo	Ngerengere	Nelson Mandela	Milengwelengwe	Mkuyuni	Total
2010	42	62	79	63	64	310
2011	54	78	82	71	88	373
2012	72	80	77	76	73	378
2013	53	74	68	79	86	360
2014	43	36	51	48	35	213
2015	52	74	80	68	72	346
Total	316	404	437	405	418	1980
Mean	52.7	67.3	72.8	67.5	69.7	330

Table 4 and Table 5 show that there was a difference between the total enrolment mean of 138.8. The implication here is that there was an increase of the enrolment rate in the five schools after the intervention of CAMFED. A paired sample t-test was applied to compare if there is statistically significant difference between the enrollment mean before CAMFED and after CAMFED. T-test results in Table 6 show that the CAMFED intervention has a significant effect on girls' enrolment as reflected in the mean value for the enrolment before ($M = 38.23$, $SD = 10.523$) and after ($M = 66.00$, $SD = 15.052$) CAMFED; $t(4) = 7.124$, $p = 0.000$. This means that, there is a statistically significant difference at $P < 0.001$ in the number of girls enrolled before and after CAMFED.

Table 6: Comparison of Enrolment mean before CAMFED and after CAMFED

Variable	Mean	Std. Deviation	t-value	p-value
Before CAMFED	38.23	10.523		
After CAMFED	66.00	15.052	7.124	0 .000

The results suggest that the implementation of CAMFED programme contributed to increase the enrolment of the female students in the surveyed secondary schools in Morogoro DC. Sultana and Haque (2018); Mollel and Chong (2017); Msiska *et al.*, (2013) found that the main factors for girls' low enrolment in secondary schools were; poverty, long distance to and from schools, lack of female teacher, lack sanitary facilities, lack of sufficient educational facilities like electricity, transport facilities, school uniform and school books supplies. In the study area there was no any intervention other than CAMFED to support girl students from poor families who face the above challenges that hinder them to be enrolled in secondary schools. Only CAMFED took an initiative to support them directly by giving bicycles, solar lamps, uniforms, sanitary pads, exercise books, pocket money, hostel fees and recruiting teacher mentors. It is enough to say that CAMFED programme has contributed to the increased number of girls by enabling the vulnerable girls to access and afford the secondary education.

4.3.2 Contribution of CAMFED programme to reduce school dropouts

Data on dropout of girls were collected in the selected schools in Morogoro DC. The study compared the dropout rates of girl students for six years before and after the implementation of the programme in the selected secondary schools. Table 7 and Table 8 show that the dropout for the girl students had dropped from the mean of 46.6 before CAMFED to the mean of 16 after CAMFED making the difference of 30.6.

Table 7: Dropouts of female students before CAMFED

Year/ School	Matombo	Ngerengere	Nelson Mandela	Milengwelengwe	Mkuyni	Total	Mean
2001	8	10	7	12	9	46	9.2
2002	10	7	5	8	11	41	8.2
2003	12	9	7	9	10	47	9.4
2004	7	5	8	7	10	37	7.4
2005	6	6	6	5	4	27	5.4
2006	6	8	5	8	8	35	7
Total	49	45	38	49	52	233	46.6

Table 8: Dropouts of female students after CAMFED

Year/ School	Matombo	Ngerengere	Nelson Mandela	Milengwelengwe	Mkuyni	Total	Mean
2010	4	3	0	3	3	13	2.6
2011	7	1	3	5	1	17	3.4
2012	3	3	1	2	0	9	1.8
2013	5	1	3	4	0	13	2.6
2014	4	4	2	3	1	14	2.8
2015	6	2	3	3	0	14	2.8
Total	29	14	12	20	5	80	16

A paired samples t-test was used to determine if there is a statistically significant difference between the dropout mean before and after CAMFED intervention. The results depict that the mean difference between dropout before and after CAMFED is statistically highly significant at $P < 0.001$.

Table 9: Comparison of school dropouts mean among female students before and after CAMFED

Variables	Mean	Std. Deviation	t – value	p – value
Dropout before	7.766667	2.128353		
Dropout after	2.666667	1.787569	9.903894	0.000

The findings show that the implementation of CAMFED programme had a significant contribution to the reduced dropouts among female students in the surveyed secondary schools. The study conducted by Shahidul and Karim (2015) found out that the school dropouts of female students in secondary schools were caused by long distance, lack of role models, overage of students in school, lack of the financial support from the family. These are same factors that CAMFED dealt with by providing bicycles, train teacher-mentors who became the students' role models and giving financial support especially pocket money to students who lacked the financial support from the family because of income poverty. The implication of the findings is that the services that were offered by CAMFED attracted the female students' beneficiaries to remain in schools.

The findings from the key informants' interviews indicated that, CAMFED supports contributed to decrease the number of girls dropping out in the surveyed schools. One of the key informants commented that *"Before the intervention of the programme the number of girl students enrolled in school was low and dropout was slightly higher compared to after intervention of CAMFED because others dropped out of school due to long distance from home to school but bicycles and hostel fees have reduced the problem"* (Teacher Mentor from Mkuyuni secondary school, October 2018).

4.3.3 Contribution of CAMFED programme to girl students' performance

The study assessed the contribution by comparing the academic performance of girl students in schools before and after the implementation of the programme. The academic performance of girls in the period of 2004 – 2009 was compared to the academic performance of girls in the period of 2010 – 2015. This assessment of academic performance of female students was done in the five schools of Matombo, Ngerengere,

Nelson Mandela, Milengwelengwe and Mkuyuni in Morogoro DC. Table 10 shows that the number of girls passed the form four national examinations before CAMFED intervention in the secondary schools is greater than after the intervention. And the number of girls sat for the form four final exam after the intervention is greater than before the intervention.

Table 10: Contribution of CAMFED support to girls' academic performance

		Before CAMFED						After CAMFED					
		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Matombo	Sat	26	16	16	19	38	57	64	50	50	35	4	53
	Pass	22	13	16	13	26	14	6	14	2	15	3	30
Ngeregere	Sat	2	9	2	14	12	47	55	53	54	58	15	52
	Pass	2	3	2	14	12	26	10	5	7	14	12	29
Nelson Mandela	Sat	12	19	14	30	28	61	77	69	67	47	11	50
	Pass	11	18	14	30	18	25	15	8	4	15	8	26
Milengwelengwe	Sat	4	6	4	22	24	53	37	29	30	31	8	27
	Pass	4	5	3	12	10	13	5	6	0	5	2	13
Mkuyuni	Sat	7	15	6	13	29	49	51	56	61	63	8	32
	Pass	4	11	6	13	15	11	8	5	0	6	6	29
Total	Sat			654							1297		
	Pass				386							308	

The small number of girls passed the national examination after intervention can be explained by two reasons. Firstly, due to large class size. Table 10 shows that number of girls sat for exams before CAMFED is smaller than after CAMFED. This implies that after the intervention there were many girls in classes. The situation (large class size) is not so much conducive and supportive to students to learn comfortably as it is difficult to both teachers and students to interact and share ideas and talents. Also in large class size teachers cannot devote more time and attention to each student during facilitating the lessons as the results students can fail to practice and master the contents taught and hence they don't perform well academically especially in their national examinations. The study conducted by Mushtaq and Khan (2012); Arias and Walke (2004); and Wenglinsky (2002) examined factors affecting academic performance in secondary schools and among other factors the study found that there is statistically significant evidence that large class size has a negative impact on student performance.

Secondly; it can be explained in the sense that academic performance is mostly affected by pedagogical factors that CAMFED did not entail. Some of the most pedagogical factors that CAMFED did not affect include teaching methodologies, student-teacher relationships, students' adequate excises and best use of teaching-learning materials; competence in English Language, availability of laboratories, availability of libraries, meals at school, favorable school environment, motivation of both students and teachers and students' commitment and determination (Alami, 2016 and Nyandwi, 2014). CAMFED paid much focus on the psycho-social aspects that improved enrolment and staying in school but academic performance needed extra efforts to get it improved. The more implication of the findings is that academic performance of students is more than what was served by CAMFED.

4.4 Challenges Encountered by CAMFED in Promoting Girls' Education

In this section, the study presents the challenges that faced CAMFED in promotion of girls' education. The findings from the key informants mainly in the surveyed schools revealed nepotism, misuse of funds, lack of cooperation from parents, inadequate financial resources and lack of commitment among female students to be major challenges faced by CAMFED.

4.4.1 Nepotism

Nepotism was one of the challenges facing CAMFED which led some girl students who are not from poor families to be included in the programme. During the interview with the teacher mentors and CAMFED staffs, it was revealed to the study that, to some extent the programme missed the target by recruiting the beneficiaries from the well-off families. The key informant said:

“The target of the programme was to serve girls from the poor and the marginalized families. Being frank some of the beneficiaries are not from poor families because some of those who are in selection committees sometimes do favour to their relative and friends. In monitoring and evaluation in the field is where we find them and we have to act upon them accordingly. We always drop them and terminate our assistance to them” (CAMFED Regional programme coordinator, November 2018).

The implication of the findings is that nepotism had caused the programme to miss its target and sometimes leaving the targeted beneficiaries aside. Nepotism is the challenge because it makes a lot of funds and resources to be wasted to the people who are not a target.

4.4.2 Misuse of funds

The study realized that misuse of CAMFED's funds by Teacher Mentors is one among the challenges faced by CAMFED. The interview with the Program officials revealed that most of the teacher mentors were not trustworthy in supervising the funds granted by CAMFED and during procurements they are sometimes purchasing equipment's which do not meet the required standards. One of the key informants pointed out that *"One of the great challenges we are facing is the misuse of funds by some of teacher mentors. Unfortunately, we cannot hold them accountable because they are volunteering. We have not employed them; they are not our employees as such. They may decide to work with us or not to work"* (CAMFED Regional programme coordinator, November, 2018)

4.4.3 Lack of cooperation from parents

CAMFED was trying to provide some of the important supports to girls for their academic achievement and the rest of duties were to be done by parents/guardians. However, it was revealed that parents did not even care to make follow-ups on the progress of their children in school. It was also found that some of the parents used the services such as bicycles and pocket money that their children were given by CAMFED. The findings show that CAMFED depends much on the cooperation from parents for the success of its activities. For example, one of the key informants mentioned that:

"CAMFED cannot achieve its goals without the cooperation of parents of the beneficiaries. We must work together to make sure we help these children to achieve their dreams. However, some of the parents/guardians are not cooperative. Most of them have left everything to CAMFED. Amazingly, some of them even do use the bicycles given to children and let them walk up to school and they also take some pocket money given to girls for their own use" (Teacher mentor from Ngerengere secondary school, November 2018).

The implication of the findings is that the parents/guardians of the served girl students were not committed and responsible to their children. This can be because of the ignorance of the parents. It can be ignorance because some of the parents might have not known the importance of the services given to their children. The findings also can suggest poverty among the parents, that is, they fail to have their own assets such as bicycles and money and tend to share those given to their children.

Furthermore, some parents were not ready to allow their children to stay in hostels. During the interviews it was revealed that some parents were so reluctant to let their daughters leave their homes and go to stay in the hostels. One of the key informants said: *“other parents are unconvinced to allow their children to stay at hostels despite the long distance to school it is”*. This can be due to the fact that for the most of cultures especially in the rural areas, girls have to remain at home for the domestic chores and cooking. Also parents feel that their children are much secured at their presence so the fear of security and being impregnated could be the reasons for stopping girls to stay in hostels. The study conducted by Mzimya and Nemes (2015) found that Cultural barriers (domestic chore, initiation rites) coupled with the low value attached to girls’ education particularly in rural areas, prevented big number of parents to let their daughters to leave their families and stay in school hostels. However, it is the fact that letting the girl students to stay in hostel would play an important role in providing their security and reduce pregnant incidences.

4.4.4 Inadequate financial resources

The findings show that CAMFED face financial constraint. There were many girl students in the community who needed CAMFED’s assistance but the NGO had no enough resources to support all the needy girls. During the interview with the CAMFED officials,

it was openly said that many female students in Morogoro DC really need support in order to accomplish their studies. One of the key informants had this to say:

“Frankly speaking there is a large number of vulnerable girls who would like to be supported by CAMFED and continue with secondary school but because of limited financial resources we find ourselves supporting small number of girls”

(CAMFED Regional programme coordinator, November 2018).

The implication of the findings is that many female students especially in the rural areas needed support given by NGOs to realize their dreams. This means that most of the female students in the rural areas have own dreams and goals but they fail to accomplish them due to socio-economic constraints. Some of studies conducted in Tanzania such as Nyalusi (2013); Mollel and Chong (2017) found out that most of the girl students in the rural areas were affected by the general situation in their rural areas where they were facing cultural, economic and social constraints to realize their dreams. CAMFED could support these girls by providing them with different supports but it was not possible to attend them all because of the limited resources.

4.4.5 Lack of commitment among female students

The findings show that some of the beneficiaries were not committed and determined to achieve their goals. During the interview with the teacher mentors and CAMFED staffs, it was revealed to the study that most of the benefiting girl students took the support for granted and let it go. There is an English phrase which says: *“You can take a horse to the water but, you cannot make it drink”*. Meaning of this phrase is that, CAMFED has played its role by providing different services to students but it is the duty of the students

to optimize the given services to realize the intended output. The students were reported not to utilize the available opportunity to meet their goals. The key informants claimed:

“We expected that the girls benefiting the programme could be studying hard and determined to make their dreams into reality, but it is different. Girls are not committed to studies; they just take it for granted” (Teacher mentor from Mkuyuni secondary school, October 2018).

The findings imply that lack of commitment of the girl students can be among the reasons making them to perform poorly in their academic arena. The study is supported by the findings of Hezekiah (2016) who found that lack of self-driven and seriousness to studies were among other factors that cause girl students to perform poorly in their studies. The findings show that despite the support from CAMFED programme, girls still have poor academic performance. In this regard, the students needed extra attention on the pedagogical areas by changing teaching methodology, increasing class works and exercise to make them master what they are taught in class. This is due the fact that increased enrollment, decreased dropouts and short distances alone cannot improve academic performance. Academic performance needs the consent of three parties, readiness of the learner (who should be committed and determined), supervision of the parents (the role of the community to raise well its children) and the innovative school with motivated teachers who offer what is needed by the students in right way and at the right time.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the findings, it suffices to conclude that:

- (i) Female students in rural areas have varied needs and learning challenges that need attention to make them have the comfortable and effective schooling. Education stakeholders can consider how to help them by exposing various alternatives to enable the students to make choices in accordance with their needs.
- (ii) Female students' academic performance is the result of external factors such as learning environment but most important is the internal force within the students themselves and small number of students in the class for easy interaction with teachers and students themselves. The CAMFED programme had established the external environment for the girl students to study and have higher performance in their studies but still the performance was still low. This means that external environment is not only enough but students and teachers need to be inner motivated and have small number of students in classes in order to have high academic performance.
- (iii) It can be concluded that school dropout of female students in secondary school is mostly due to the learning environment. When the learning environment is not supportive, the students are likely to dropout while when the learning environment is improved, the female students are like to be retained in school.

5.3 Recommendations

- (i) The study recommends to establishing a good link between NGOs and the local government offices in the implementation of education support programmes to track the expenditure of the support provided by NGOs and make it possible to hold accountable those who misuse the fund. And actively engage the head of schools and education officials in taking actions whenever there is misuse of fund.
- (ii) CAMFED and other NGOs should find more donors in order to increase the number of beneficiaries.
- (iii) Parents/guardians should be sensitized on their responsibilities in helping or supporting their children and not let everything to be performed by CAMFED and other NGOs.
- (iv) CAMFED and other NGOs should raise awareness on the importance of education to girls and the essence of the support and services offered to them in improving girls' education on performance.
- (v) The Government and other stakeholders like NGOs, TASAF, institutions dealing with girls' welfare should have strategies and plans and implement them together to bring other services such as building hostels, motivational and counseling seminars to students, improving teaching environment in schools. This will help to compliment the effort done by CAMFED.

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APPENDICES

Appendix 1: Interview Consent Form

Research Title: Non-Governmental Organizations and Girls' Education in secondary schools: A case of Campaign for Female Education (CAMFED) in Morogoro District Council (MDC), Tanzania.

Researcher and Title: Chengula, Mary, a Student of Master's Degree of art in Project Management and Evaluation at Sokoine University of Agriculture.

Department and Institution: Department of Policy Planning and Management, Sokoine University of Agriculture.

Researcher's Address and Contact Information: Phone: 067644783 Email: marysadock@gmail.com

A researcher is required to provide a consent form to inform you about the study, to convey that participation is voluntary, to explain risks and benefits of participation and to empower you to make informed decisions. You should feel free to ask the researcher any questions you may have. Please consider this information carefully before deciding whether to participate in this research study.

Purpose of the research: To assess the contribution of CAMFED in promoting Girls' Education in secondary schools in Morogoro DC.

What you will do in this research: You will be asked several questions. Some of them will be about your background information, Support provided by CAMFED in Promoting Girls' Education, and changes you have noticed in education as a result of support provided by CAMFED. With your permission, I may take some pictures and tape record the interviews so I don't have to make so many notes. You will not be asked to state your name on the recording.

Time required: The interview will take approximately 30 to 35 minutes.

Risks: Some of the questions may cause discomfort or embarrassment or no risks are anticipated

Benefits: This is a chance for you to tell your story and views about your experience concerning CAMFED.

Confidentiality: Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. The recording will be erased as soon as it has been transcribed or when my dissertation has been accepted. The data you give me will be used for research report writing for the fulfilment/partial fulfilment of the requirements for Masters Degree of art in Project Management and Evaluation and may be used as the basis for presentations in the future. I won't use your name or information that would identify you in any publications or presentations.

Participation and withdrawal: Your participation in this study is completely voluntary, and you may refuse to participate or withdraw from the study at any time, for any reason without penalty. You may withdraw by informing the researcher that you no longer wish to participate (no questions will be asked). You may skip any question during the interview, but continue to participate in the rest of the study.

To Contact the Researcher: If you have questions or concerns about this research, please contact a researcher through the above contact information.

Agreement:

The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Signature: _____ Date: _____

Name: _____

Appendix 2: Questionnaire

Secondary School Girls' Questionnaire on "Non-Governmental Organizations (NGOs) and Girls' Education in Secondary Schools: A Case of Campaign for Female Education in Morogoro DC, TANZANIA"

Introduction

Dear respondent,

Good morning/afternoon, I Mary Chengula conducting a study on "**Non-Governmental Organizations and Girls' Education in Secondary Schools: a Case of Campaign for Female Education (CAMFED) in Morogoro DC, TANZANIA**". This study considers you as an important person among many other students in the district. With your permission I would like to ask you few questions related to CAMFED NGO and promotion of girls' education. Your answers are valuable and mind you that, there are no wrong answers therefore give the answers that best reflect your situation. The interview will take about 30-35 minutes. Your responses will be treated with high confidentiality since will not be used for any other purposes than presentation of this dissertation.

A. Background Information

Questionnaire number.....Date of interview.....

Name of Secondary School.....

Ward..... Village.....

B: Student (Girl) Characteristics

Circle the right option, and fill in the appropriate answer(s) in blank spaces.

B1. Age.....Years old

B2. Level of Education of a student (Grade)

1= Form one 2= Form two 3= Form three 4= Form four

C: Roles of CAMFED in Promoting Girls' Education

C1. Do you know the NGO known as CAMFED?

Yes [] No []

C2. If Yes, When was the first time you got to know CAMFED?

.....

C3. What are the services/assistance provided by the CAMFED to you and your school?

[Tick the appropriate answer(s)]

- 1. Train teacher mentors []
- 2. Supplying training facilities []
- 3. Provide text books []
- 4. Provide pens []
- 5. Provide uniforms []
- 6. Boarding fee []
- 7. Sanitary protection (i.e pads) []

C4. Were you asked to choose the kind of assistance you needed by the CAMFED?

Yes [] No []

C5.If Yes in question C4, what was your choice.....Give reasons.....

C6. Have you noticed any changes in education as a result of support provided by CAMFED?

Yes [] No []

C7. If Yes, then what changes have you noticed?.....

C8. What can you comment regarding CAMFED support in relation to your access to education?

Thank you for your kind cooperation

Appendix 3: Checklist for Teachers Mentors

The Roles, Challenges and Contribution of CAMFED to Girls education

1. Girl students beneficiaries of the support provided by CAMFED
2. Selection of Girl students to be beneficiaries of CAMFED services
3. Services provided by CAMFED to your school
4. Frequency of providing services to your school
5. Strategies used in service delivery
6. Relevance of the services provided by the CAMFED organization to the needs of your school
7. Effectiveness of CAMFED services to the education development of girls
8. Views on the enrolment, drop-out and performance of girls before and after CAMFED
9. Challenges you are facing as a Teacher Mentor
10. Suggestions for CAMFED on improving its support in promoting girls education

Appendix 4: Checklist for CAMFED Staffs on Education Programme

**The Roles of-, challenges encountered by- and Contribution of
CAMFED to Girls education**

1. About CAMFED organization
2. Selection of Girl students to be beneficiaries of CAMFED services
3. Number of girl students beneficiaries
4. Selection of Secondary School beneficiaries of CAMFED services
5. Services provided by CAMFED
6. Frequency of providing services
7. Strategies used in services provision by CAMFED
8. Effectiveness of CAMFED services to the education development of girls
9. Views on the enrolment, drop-out and performance of girls before and after
CAMFED
10. Challenges encountered by CAMFED in the process of promoting girls' education