

**IMPACT OF FAITH BASED ORGANISATIONS IN PUBLIC PRIMARY
EDUCATION: A CASE OF COMPASSION INTERNATIONAL TANZANIA
IN ARUSHA REGION**



**FOR REFERENCE
ONLY**

RY

ALLEN ADAM MBISO



**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN RURAL
DEVELOPMENT OF SOKOINE UNIVERSITY OF AGRICULTURE
MOROGORO, TANZANIA**

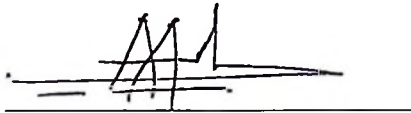
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ABSTRACT

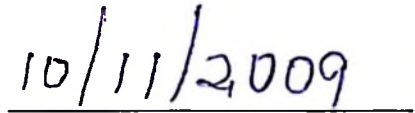
The poor socio-economic background of many primary school pupils especially in rural areas is still one of the major challenges facing the country today. Holistic approach to addressing problems of vulnerable children that touches all aspects of children's lives is required. This study was done in Arusha region in 2008 to student centres sponsored by Compassion International Tanzania (CIT). The study investigated the impact of CIT as an example of the faith based organisations in supporting public primary education. It employed multi-stage random sampling technique. The first stage was to select 10 student centres sponsored by CIT thereafter followed by randomly selection of 10 pupils, boys and girls, from each student centre. Purposive sampling was used to select key information providers who were: primary school teachers, student centres staff, and CIT head office staff. Data from questionnaires was analysed by computer using the Statistical Package for Social Sciences Version 12.0 (SPSS 12.0 for windows). Descriptive statistics such as frequencies and percentages were employed to address the patterns of the findings. The results showed CIT's support to public primary school pupils enhanced good environment for learning by addressing the socio-economic backgrounds of the children. Furthermore, they helped to retain pupils in schools, improve their social welfare as well as their ethical standards though many poor children are yet to be reached by CIT. In order to improve education in Tanzania the study recommended as follows; there is a need of direct measures on addressing the socio-economic background of the poor primary school pupils. Strong partnership between both public and private sectors be strengthened. The contribution of private sectors needs to be appreciated by the government and integrated into the government strategies.

DECLARATION

I, **Rev. Allen Adam Mbiso**, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work and it has not been submitted for a degree in any other University.

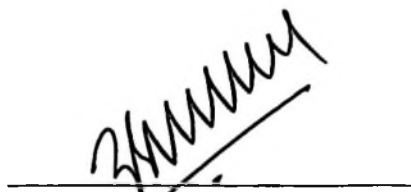


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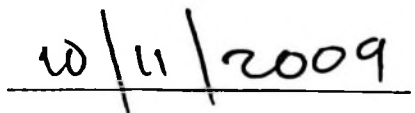


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The above declaration is confirmed



Prof. Z.S.K. Mvena
(Supervisor)



Date

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DEDICATION

This dissertation is dedicated to my father Mr. Adam Matthew Mbiso and my mother Mrs. Thabea Adam Mbiso for their life long support especially for giving me academic morale since my childhood.

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LIST OF ABBREVIATIONS

ACT	-	Anglican Church of Tanzania
CIT	-	Compassion International Tanzania
CDSP	-	Child Development through Sponsorship Programme
CSP	-	Child Survival Programme
ELCT	-	Evangelical Lutheran Church in Tanzania
FBOs	-	Faith Based Organisations
FPCT	-	Full Pentecostal Church of Tanzania
JMI	-	Jamhuri ya Muungano wa Tanzania
LDP	-	Leadership Development Programme
LTD	-	Limited
MDGs	-	Millennium Development Goals
MKUKUTA	-	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MUCo	-	Makumira University College
NBS	-	National Bureau of Statistics
NER	-	Net Enrolment Rate
NGOs	-	Non Government Organisations
NIV	-	New International Version
NSGRP	-	National Strategy for Growth and Reduction of Poverty
PCA	-	Pentecostal Church of Africa
PEDP	-	Primary Education Development Programme
REPOA	-	Research on Poverty Alleviation
SEB	-	Socio-Economic Background

SPSS	-	Statistical Package for Social Sciences
SNAL	-	Sokoine National Agricultural Library
SUA	-	Sokoine University of Agriculture
TAG	-	Tanzania Assemblies of God
TZ	-	Tanzania
UNICEF	-	United Nations Children Fund
URT	-	United Republic of Tanzania
VoP	-	Views of the People

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Education is fundamental to development and it is an important factor in order to achieve the Millennium Development Goals (MDGs). It is one of the most dominant tools for alleviating poverty and inequality. It puts a basis for sustainable economic growth (World Bank, 2008). Primary education is the backbone of learning for any society which strives for development to her people.

Tanzania had been struggling to develop public education especially for children. For example, through the Primary Education Development Program (PEDP) founded in July 2001, Tanzania increased peoples participation on primary schools' development activities such as construction programmes resulting in the Net Enrolment Rate (NER) increasing from 58.6% in 2000 to 96.1% in 2006 (World Bank, 2008).

Despite those struggles primary education in Tanzania has been facing a number of problems. The socio-economic situation for most of the pupils in public primary schools remains to be a problem area; these include inadequate health care, scarcity of food, and poor home environment. Many pupils in public primary schools who are from poor families are victims of this situation.

The Church has always been working alongside the Government to alleviate poverty in Tanzania. Faith Based Organisations (FBOs) are vivid examples on how the

Church is striving for the same purpose. One such example of the FBOs is the Compassion International Tanzania (CIT) which has been working in Tanzania since 1996. It was founded by Rev. Everett Swanson in 1952; Compassion began by providing Korean War orphans with food, shelter, education and health care, as well as Christian training. Today, Compassion International helps more than one million children in 24 countries. With regard to her mission statement, CIT advocates for struggling to release children from poverty, believing that sponsoring children in need is breaking the cycle of poverty. In response to Jesus' Great Commission to the Church (Matthew 28:18 – 20), CIT exists as a Christian child advocacy ministry that releases children from their spiritual, physical, economic and social poverty and enables them to become responsible and fulfilled Christian adults (Compassion International, 2007).

1.2 Problem Statement

Provision of social services such as education, health and security has been one of the major challenges throughout the history of developing societies such as Tanzania. Education has remained a problem especially for most of the poor and the vulnerable people in the society such as widows' children and the sick. A gap is growing between the private and public schools whereby only the rich can afford better education from private schools while the majority of Tanzanians depend on the public schools.

Although some facilities such as buildings have at least been improved through PEDP, the socio-economic situation of the school children from poor families is not

yet convincing. Most of the public primary school pupils, especially from rural areas are facing serious problems related to provision of education.

Compassion International has been supporting by providing social services especially those related to educating and empowering children in Tanzania, as well as elsewhere in the world. CIT has played a major role on the whole process of preparing the society which is both educated and maintaining harmony amongst her people. However, the contribution of CIT especially in public primary education has not been well documented. This study seeks to document the CIT contribution to primary education. The study particularly dwells on the nature of support, the huddles it has faced and the impact of this support to the primary pupils in the selected areas.

1.3 Justification of the Research

This study is in line with National Strategy for Growth and Reduction of Poverty (NSGRP) Cluster II giving emphasis to improvement of quality of life and social well-being in which, the first part is ensuring equitable access to quality primary and secondary education for boys and girls. It also addresses the rising proportion of orphans and other vulnerable children enrolled, attending and completing primary education from 2.0% in 2000 to 30.0% in 2010 (URT, 2005). Education especially for those who are vulnerable and the poor is still fundamental to their development.

Socio-economic wellbeing among many public primary students from poor families still is a major challenge to Tanzania as well as to MDGs particularly goal two which focuses on achieving universal primary education by 2015 (URT, 2005).

If the growing gap between private primary schools and public ones will not be reduced through improving public education, most of Tanzanians' poor children will not have strong academic foundation. On the other hand, this may increase classes between those who have better education from private schools and the poor enrolled in public schools.

This study will contribute towards enhancing efforts of CIT and other FBOs in helping the poor primary pupils by providing an analytical document about the impact of their services and areas of improvement. On the other hand, this will also bring a challenge to the Government as well as stakeholders in education and the community in general to support the poor primary school children.

1.4 Objectives of the Study

1.4.1 General objective

To investigate the impact of faith based organisations in supporting public primary school education.

1.4.2 Specific objectives

1. To establish the extent to which CIT supports her registered primary school pupils socially and economically.
2. To identify the academic performance of the pupils registered to the student centres sponsored by CIT.
3. To describe the impact of the support of CIT to children's wellbeing and education in primary schools.
4. To identify constraints that CIT faces in the process of supporting primary school pupils registered to the student centres sponsored by CIT.

1.4.3 Research questions

1. To what extent does CIT support her registered primary school pupils socially and economically?
2. What is the academic performance of the pupils registered to the student centres sponsored by CIT?
3. What is the impact of CIT support to children's wellbeing and education in primary schools?
4. What are the constraints that CIT faces in the process of supporting primary school pupils registered to the student centres sponsored by CIT?

1.4.4 Conceptual framework

The conceptual framework will be looking on the social and economic support offered by faith based organisations, particularly CIT, to poor public primary school children and find out their impact to students' scholarship and wellbeing. The socio-

economic support will be considered as independent variables while their impact will be taken as dependent variable (Appendix 1).

1.5 Hypothesis Testing

1.5.1 Null hypothesis (H_0)

There is no significant impact of socio-economic support offered by faith based organisations to poor public primary school children in recuperating public primary education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Meaning of FBOs

Faith based organisation (FBO) is a term mainly used in the United Kingdom and United States of America to describe a particular function within the voluntary sector. Generally, FBOs are humanitarian in nature constituted as charities or non-profit organisations, and aligned with one of the world's major religions such as Christianity and Islamic religion. For many years, FBOs have played major roles in society, delivering a variety of services to the public, such as caring for the infirm, elderly, advocating justice for the oppressed, playing a major role in humanitarian aid and international development efforts. In this perspective they are perhaps closer to other 20th century civil society organisations in terms of organisational set up, structure and administration than to more traditional and historic religious organisations (University of Birmingham, 2008).

2.2 Church and Social Services

Christianity or the Church in particular has both theological and social welfare aspects. The two are integrated in the holistic mission of the Church. Understanding what moves faith based organisations to involve themselves in social activities calls to a need of awareness of the *missiological* perspective of the Church. Simon (2008) maintains that the Church can not exist without mission. Since 1952 in Willingen Germany at the World Mission Conference the term "*missio dei*" as termed by the theologian Karl Hartenstein has been used worldwide. *Missio dei* means mission of God, that is, it is God who is doing mission through the Church.

Missio Dei is oriented towards life; it is based on propagating life, which is part of the Kingdom of God. God's mission focuses on changing the world to a better situation. The Church should abide to the *missio dei* which is holistic in nature. God's mission includes the physical and psychological factors of human life and it is applicable to all human challenges. God always concerns with spiritual, physical and social aspects of human life as explained in Luke 4:18 – 19 (NIV, 2002).

Holistic approach to human life is also African spiritually and historically. According to African ontology or African worldview, religion and people's life can not be separated. This is due to the basic belief that the world is created and sustained by God; hence, life experiences are understood from this starting point. To be an African in traditional context is to be religious. Religion has been shaping the characters and cultures of African people throughout many centuries. African religion influences all aspects of life; the visible and invisible are all integrated under the belief of the supreme God who is the creator of everything (Mbiti, 2000).

Chipenda (1997) when insisting on the roles of the Church in Africa to the holistic life of Africans as reflected by the Christian faith maintained that the Church in Africa ought to be reconstructed to fit critical challenges facing the majority of Africans such as poverty, social, cultural discrimination, and political injustice. Therefore, this will make Africans feel at home with their Christian faith. He persuaded that with regard to the fact that Africans originated not only from holistic kind of religion which touches all aspects of life but also a communal way of life whereby a person is valued in communal approach "We are therefore I am" , the

Church has to portray the hope of her people spiritually, politically, economically and socially. He added that Africans are longing for the Church which is indigenous, Christ centric, socially conscious and politically responsible.

Chipenda has similar opinion with many African scholars like John Mbiti that; the African worldview originated and was controlled by the Deity with regards to common African beliefs. There is no difference between religion, life and all there in; thus, economic, social and political issues should be related to the incarnated African Christianity. The Church in this context of Africa should visit the experiences of her people not only spiritually but also economically, socially and politically (Chipenda, 1997).

Simon (2008), while pondering on the same issue insisted that, challenges, which have shaken the Church in Africa at the beginning of the 21st Century, such as secularisation, financial dependence, poverty and health related hardship ought to be met by the *missio dei* through Church's mission. It should be given special emphasis as a cross cutting issue, which wishes to emancipate people holistically.

With that background any religion which wants to fit the context of Africans has to be concerned with all aspects of human life such as economic, social and political challenges. The above review in this sub-chapter shows why it is important for the Church to engage herself to the social services in the light of both theological and social welfare reasons.

2.3 Contribution of the Church to Poverty Reduction in Tanzania

In one of the speeches he gave at the Maryknoll Sister's Conference in New York on October 16, 1970 (quoted from *Man and Development*, p. 82), Nyerere emphasized the church's role in society in these words:

"Poverty is not the real problem of the modern world. For we have the knowledge and resources which could enable us to overcome poverty. The real problem--the thing which causes misery, wars, and hatred among men--is the division of mankind into rich and poor. We can see this division at two levels. Within nation states there are a few individuals who have great wealth and whose wealth gives them great power, but the vast majority of the people suffer from varying degrees of poverty and deprivation. Even in a country like the United States of America, this division can be seen. In countries like India, Portugal, or Brazil, the contrast between the wealth of a few privileged individuals and the dire poverty of the masses is a crying scandal" (Nyerere, 1974).

Furthermore, he argued that the representative of the Church, and the Church's organisations, acts as if man's development is a personal and internal matter which can be separated from the society and the economy in which he lives and earns his daily bread. He continued to charge the Church to be sensitive to human situation by saying,

"I am suggesting that, unless we participate actively in the rebellion against those social structures and economic organisations which condemn men to poverty, humiliation and degradation, then the Church will become irrelevant to man and

Christian religion will be degenerated into a set of superstitions accepted by the fearful" (Nyerere, 1974).

Moreover, Nyerere suggested that the interest of the Church to man as an individual ought to be expressed by her interest in the society of which those individuals are members. Therefore, in order to fulfil her mission of bringing man to God, the Church must seek to ensure that men can have dignity in their lives and in their work. The Church must herself become a force of social justice and it must work with other forces of social justice wherever they are, and whatever, they are called. According to Nyerere it is an obligation of the Church to recognise that men can only possess and can only grow in dignity by working for themselves, and working together for their common good (Nyerere, 1974).

Nyerere's arguments are similar to those of the founders and supporters of liberation theology. The theology of liberation or liberation theology was first outlined by a Peruvian theologian Gustavo Gutiérrez in the 1960s. Liberation theology has two basic principles: first, it recognizes a need for liberation of people from any kind of oppression such as political, economic, social, sexual, racial, and religious; second, it emphasizes that the theology must grow out of the basic Christian communities and not imposed from above or the church leaders.

The main theme, of liberation theology is considered at three levels of meaning which are interconnected; (i) at social and political level, liberation is an aspiration of the poor and liberation from oppression. (ii) At human level, the liberation is

conceived as a historical process in which people develop consciously their own destiny through the social changes. (iii) At religious level, it means liberation from sin, the ultimate source of all deviation from fraternity, of all injustice and oppression .i.e. an attainment of freedom of Christ as a communion with God and with other human beings.

The liberation therefore, is a complex process and for a liberation theologian it has human, historical and political dimension of salvation. For atheist, agnostic or Marxist, the liberation process has a purely historical dimension and nothing more, that is, salvation is the artificial transcendent dimension of liberation (Hillar. 2003).

Mahali (2008) put forward that in the Church much is emphasized about alms giving while little is said on how the Church should contribute to the Government's effort to reduce poverty in the country. However, the voices are increasing from the Church against the injustice done to the poor by foreign investors as well as corrupt Tanzania leaders. With theological motivations such as the theology of Luke 4:18 – 19, formally the Church strongly supported the “Ujamaa” policies with an idea that they are inline with the notion of sharing or “sharing communities” in both the Old Testament and the New Testament. This made the Church to support the National Strategies against poverty. The Church responded positively to the Ujamaa policy as long as there is a freedom of worship and there is no Government interference to religious affairs.

One of the major concerns of the former poverty reduction strategies was to encourage sharing of resources and productivity to reduce the gap between the absolute poor and the relatively rich. Contrary, to the former Ujamaa ideologies the new strategic trends for poverty reduction entertain individual engagement in entrepreneurship and ownership of properties. Sharing is through taxation.

This background makes the Church to face difficulties on how to adopt the new strategies as explained by the National Strategy for Growth and Reduction of Poverty and the Millennium Development Goals (Mahali, 2007).

However, the Church as a religious institution has both human resources (church members) and material resources which can be effectively utilized in development of the society. Thus, bring into focus the effective poverty reduction concepts and policies in the Church. Strong emphasis should be put on the sharing of resources between the rich and the poor with acknowledgment of the contribution of the poor in the poverty reduction process. This complies with the traditional Jewish context where God gave ethical instructions on how to reduce poverty in the community. The major concept is that,

“Every person is needy, if not before a fellow human being, then before God. With such a biblical and theological understanding of sharing based on the Jewish-Palestinian theology of the early Church, the Tanzanian Church will be able to encourage congregational sustainable projects and programmes against poverty” (Mahali, 2007).

The new socio-economic development policies and strategies try to include all sectors and groups in the community where the Church is inclusive as a private organization with potential human and material resources in the war against poverty (URT, 2005).

The Church as one of the major foundations of faith based organizations has been giving a practical contribution on poverty reduction policies despite the above challenges as articulated by Mahali. Notable examples are Church owned universities, colleges, schools and hospitals. Although, these Church institutions were formally donor based to a large extent nowadays donors have drastically reduced their support. Individual Christians have remarkable contribution in formalization and running of the above institutions. On the other hand, Church projects such as Church buildings are almost carried by individual contributions in form of cash, labour, or materials which have proved a major success.

The same participatory strategies with theological motivation should be extended towards all other poverty reduction activities especially those which are not directly related to faith based organizations. This could skyrocket or boost the contribution of the Church, as well as faith based organizations, to poverty reduction in Tanzania.

2.4 FBOs and Social Services

Faith based organizations have been delivering human and social services for several centuries in different parts of the world. For example, in Allegheny County Pennsylvania, FBOs have been delivering services for more than one hundred years.

One of the FBOs in this area is the Holy Family Institute that has offered empathetic care, comprehensive education programmes, and innovative therapies to children and families in Allegheny County since 1901. However, until recently little was known about their ability to render high quality programs (The Forbes Funds, 2004).

In Tanzania there have been several FBOs working, hand in hand, with the Government to alleviate poverty in different areas such as health, education, food security and normative control especially to the poor and the needy. One example of those FBOs other than CIT is World Vision Tanzania. World Vision Tanzania started in 1981 in Arusha; its major activities include helping communities build stronger and healthier relationship. It believes that, for a community that flourishes, children are the best indicator of the community's social health when they are fed, sheltered, schooled, protected, valued, and loved (World Vision Tanzania, 2006).

2.5 Compassion International Tanzania

Compassion International Tanzania (CIT) is one of the FBOs which deal with helping the poor children in Tanzania. It is an affiliated organisation of the Compassion International which works in 24 countries and helps more than one million children worldwide. Her mission statement is,

"Releasing children from poverty in Jesus' name. In response to the Great Commission, Compassion International exists as an advocate for children, to release them from their spiritual, economic, social and physical poverty and enable them to become responsible and fulfilled Christian adults" (Compassion International, 2008).

Compassion International Tanzania works in partnership with other local church organisations whose mission statements are similar with her mission statement. These local churches are the ones which implement the programmes and care for the children (Ngowi, 2008).

2.5.1 CIT religious affiliation

Compassion International is an interdenominational Christ oriented organisation committed to the Church. Her core values are Integrity, Excellence, Stewardship and Dignity. It adheres to statement of faith established by the National Association of Evangelicals which has the following doctrinal statements;

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe that there is one God, eternally existent in three Persons: Father, Son and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His Virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that for the salvation of lost and sinful people regeneration by the Holy Spirit is absolutely essential.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.

- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christian (Compassion International, 2009a).

As it has been said above all Churches or denominations whose doctrinal bases agree with the Compassion mission statements are the ones working in partnership with CIT. The following are some of the examples of the main stream churches: The Evangelical Lutheran Church in Tanzania (ELCT) and The Anglican Church of Tanzania (ACT). Others are the Pentecostal churches such as Full Pentecostal Church of Tanzania (FPCT) and Tanzania Assemblies of God (TAG).

2.5.2 CIT children recruitment

The impact of CIT to primary pupils can easily be understood after having prior knowledge on the poverty status of the children recruited to the student centres sponsored by CIT and how the registering process is done. Thus, this subtopic tries to depict a general picture of the recruitment process in the light of the organisation's governing criteria. These criteria are used to ascertain children's need and ability to benefit from the CIT programmes. The documented selection process of the neediest and most vulnerable children who can benefit from the programmes ought to comply with the following criteria;

- Both non-Christian and Christian families
- Both boys and girls
- Low family income and low family assets
- Chronic illness or malnutrition
- Inability to attend school or unsatisfactory progress in school
- Physically or mentally impaired (if an appropriate program is available for them)
- Orphaned, abandoned or exploited (if an appropriate program is available for them)
- Between the ages of three and nine (No child who has reached his or her 10th birthday can be registered for first time entry into the project)
- Good access of the child to the church location i.e. student centre
- Evidence that the child is likely to be non-transient and stable within the community (Compassion International, 2009b).

According to one of the CIT head office key informants, the recruitment process ought to meet the required standards put by the organisation. The first one is the use of written background information on the child and assessment of the poverty of both the child and the child's caregivers or family.

The second one is, the parent(s) or caregiver(s) should be willing to allow their children to participate in Christian training offered at the student centres and fulfil all other requirements. Prior to parent(s) decision the selection process has to be clarified to them. This standard is met through interview to the parents which in

addition, it helps in assessing the poverty level of the child and family. With regard to the third standard there should be a visit to the child's home for further verification.

The maximum number of children to be registered for the programme is three. In other circumstances the office may choose to reduce this to fewer than three children per family. Also, Compassion International does not allow registration for children who have already being sponsored by other organisation.

However, exception to the above standards can be made under extraordinary circumstances after having approved the written reports of the circumstance by the organisation authorities.

2.5.3 Compassion's child development programmes

Compassion International aims at developing a registered child holistically touching a diverse of human development such as spiritual, physical, cognitive and socio-emotional aspects. There are three core programmes namely; Child Survival Programme(CSP), Child Development through Sponsorship Programme (CDSP) and Leadership Development Programme (LDP) which take the children from the earliest years until they are somewhere between the ages of 12 to 22. There is also another programme namely Complementary Interventions which complements the three core programmes.

Child Survival Programme is a special programme provided by CIT for children under four years old. These children are in danger of preventable diseases such as malaria, pneumonia, water-borne diseases and complications caused by malnutrition. CSP is designed to protect the children in this critical time of human life. Services provided are nutrition, medical assistance, parental education and social support for mothers and family to help these young children to endure their first years of life. At the age of four the children are introduced to CDSP.

Child Development through Sponsorship Programme begins with the children between the ages of three to nine and takes them through until they are between the age of 12 and 22 years old. Under this programme the child undergoes different trainings and development activities in different features of life such as spiritual, physical, social and economical aspects i.e. holistically, the needs of the child are addressed. Also, CDSP builds strong relationship between the child and his/her sponsor. After graduating from this particular programme the child is expected to be able to;

- Demonstrate commitment to the Lordship of Christ
- Choose good health practises and is physically healthy
- Exhibit the motivation and skills to be economically self-supporting
- Interact with other people in a healthy and compassionate manner.

With the above outcomes Compassion's holistic child development is expected to be realised.

Leadership Development Programme provides opportunity for further studies in both secular and theological training for the most gifted and service oriented graduates of CDSP. The programme seeks to develop professional potentiality of the child to become fulfilled member of the society both within the Church and the community in broader spectrum (Compassion international, 2009c).

2.6 National Primary Education Programmes

One of the goals to attain the high quality livelihood target under the Tanzania Development Vision 2025 is the universal primary education. the eradication of illiteracy and the attainment of a level of tertiary education. It also includes training that is commensurate with a critical mass of high quality human resources required to effectively respond and master the development challenges at all levels (URT, undated). The major focus of the operational targets under NSGRP cluster II, which deals with improvement of quality of life and social wellbeing are; to address early childhood development, increased enrolment, and opportunities for children with disabilities, improved access to and quality of education (URT, 2005).

It is clear that poverty is one of the main reasons for the poor performance of the education sector in Tanzania. It is estimated that between 40.0% and 50.0% of the Tanzanian population are in severe poverty (Ward *et al*, 2003). Tanzania is still one of the poorest countries in the world, despite the average growth of nearly 7.0% since 2001. According to the World Bank, per capita income in Tanzania for 2006 was about US\$ 350 while in 2007 it was US\$369.7 according to UN statistics (Legatum prosperity index, 2008; UN, 2009).



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This study was done in Arusha region where the major problems facing primary and secondary education in Arusha are as follows: - (i) inadequate facilities such as classrooms, desks, teacher's quarters, teachers, laboratory equipments, and hostels. (ii) Dropouts is a big problem particularly in Ngorongoro District. In 2006 the number for primary school dropouts was 833 cases (Regional Commissioner's Office Arusha, 2007).

The national primary education programs do not address well the social and economic wellbeing of the poor primary students such as their health security and their parents' home economy. This brings a need for understanding the contribution of private sectors including FBOs which complements the Government efforts by helping poor children.

Many researchers at SUA have written on the Non Government Organisations (NGOs) and religious Organisations in the diverse of development features and poverty reduction in Tanzania. To mention the few ones who covered a wide range of the cross cutting issues are: Magie Ambindwile Chande in 2007 studied about the roles of NGOs in primary education services delivery in rural areas with reference to Morogoro and Mvomero Districts. The study found that there is a slight performance improvement of pupils in schools supported by NGOs. It also found that NGOs are conducting their activities in areas where there is infrastructure attraction whereas more remote areas which are more than 80 kilometres from the district headquarters are less supported by NGOs (Chande, 2007).

Another researcher is Laurent Mazige Munyu who in 2006 wrote about the role of religious institutions in poverty reduction with a focus on the Anglican Church in Gairo, Kilosa District in Morogoro region. The study showed that the Church role in poverty reduction is based on her socio-economic projects including formal education, health services, water supply, forestation and some employment opportunities. The major contribution in socio-economic undertakings of the Anglican Church of Tanzania (ACT) in the study area is forestation and the lowest one is the water supply. The study concluded that despite the Church struggles on poverty reduction the contribution of this religious institution is yet to be sufficient established (Munyu, 2006).

Stanley Kajiru Mmbaga in 2007 studied about the causes and effects of conflicts in the Evangelical Church of Tanzania (ELCT), Meru Diocese. The study focused on assessing the socio-economic factors leading Christians into conflicts and the conflicts resolution strategies which have been adopted by the Church at a particular area. The study showed that selfishness, greed, misuse of Church funds and the lack of transparency are amongst the major causes of the conflicts (Mmbaga, 2007).

However, despite those studies done on NGOs and religious organisations the impact of FBOs in public primary education is not yet covered. Most is known about the contribution of FBOs on private primary education especially the religious primary schools, secondary schools, colleges and Universities but whether FBOs complement the Governments and other NGOs efforts to primary education especially public ones is not well realised.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Study Area and the Rationale

Arusha region was selected as the study area for this research. Arusha region has six districts namely, Arusha, Arumeru, Karatu, Longido, Monduli and Ngorongoro. These districts have a total of 22 divisions, 101 wards, 312 villages, and 1 266 hamlets. It occupies a land area of 34 515.5 square kilometres. Arusha region is located within 1.6° – 4.0°S Latitude, and 34.5°– 37.5°E Longitude. According to the 2002 population census, Arusha region had a population of 1 288 088 where 634 942 and 653 146 are men and women respectively. This region represents 3.8% of the total population of Tanzania Mainland which was 33 584 607 people (Regional Commissioner's Office Arusha, 2007; URT, 2003).

Arusha region has 533 primary schools where 459 are Government and 74 are private. Number of classrooms 4 083, number of teachers 6 356, teacher's houses 1 676, books/pupils ratio 1:3, classroom/pupils ratio 1:76 and teacher/pupils ratio is 1:49 (Regional Commissioner's Office Arusha, 2007).

Arusha region was chosen because it is where CIT began in 1996. The study focused on the church based student centres sponsored by CIT within the region. Figure 1 shows the distribution of the selected student centres in the region by districts.

ARUSHA REGION: DISTRIBUTION OF SELECTED STUDENT CENTRES

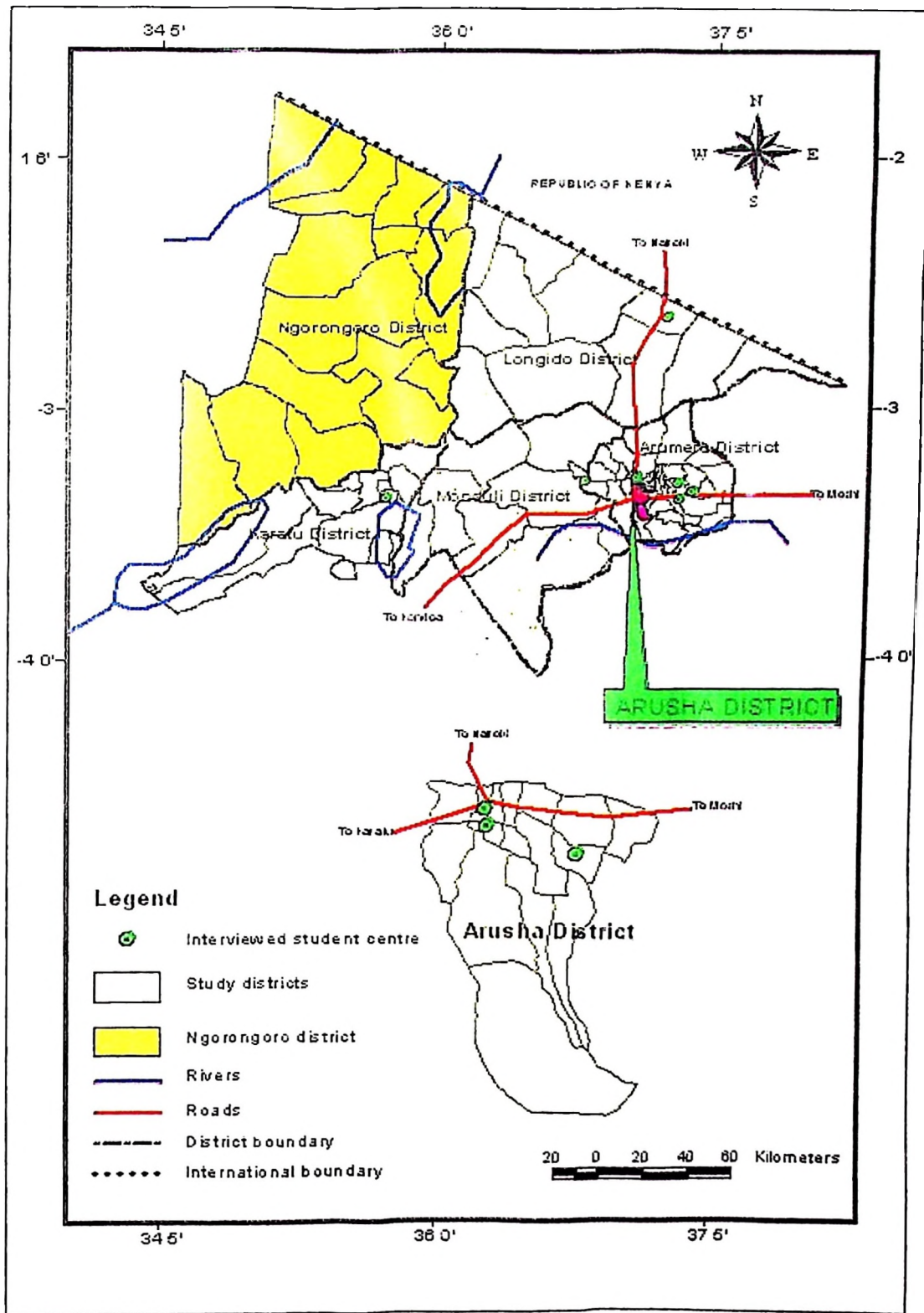


Figure 1: Arusha region distribution of the selected student centres by districts

3.2 Research Design

Due to time limitation (one year) and limited funds the study used a cross-sectional research design. This involved collection of data on a sample of several groups of subjects at one point in time or “photo snapshot” (Kothari, 2007).

3.3 Sampling Procedures

3.3.1 Population sample and size

Church based student centres sponsored by CIT in Arusha region were central focus of the population sample. The population sample comprised of 100 pupils who were registered in the 10 student centres. Also, 10 workers from the 10 selected student centres, 20 primary school teachers and three CIT head office staff were selected as key informants. The total sample size was thus 100 respondents. Sampling unit was males and females aged from 10 years old and above. According to Alreck and Settle (1985) for the large population the minimum practical sample size for many researchers is 100 respondents.

3.3.2 Sampling techniques

The study used multistage sampling technique. The stratified random sampling was used in this study. This technique constitutes both purposive and random sampling method (Kothari, 2007). Stratification was used to select 10 student centres sponsored by CIT followed by random sampling in selecting 10 students’ boys and girls from each centre. Purposive sampling was used to select key informants who were; primary school teachers, student centres staff, and CIT head office staff. As of the time of interview CIT had 60 student centres in Arusha Region under her sponsorship. Table 1 shows the selected student centres by district:

Table 1: Distribution of the selected student centres by Arusha Districts

S/N	Centre code	Centre name	District
1	TZ 500	Baptist Arusha Student Centre	Arusha
2	TZ 212	ELCT Unga LTD Student Centre	Arusha
3	TZ 303	ACT St. Andrew's Olorieni Student Centre	Arusha
4	TZ 103	TAG Galilaya Student Centre	Arumeru
5	TZ 207	ELCT Maji ya Chai Student Centre	Arumeru
6	TZ 209	ELCT Nkoaranga Student Centre	Arumeru
7	TZ 801	FPCT Usa River Student Centre	Arumeru
8	TZ 402	Elim Pentecost Karatu Student Centre	Karatu
9	TZ 804	FPCT Namanga Student Centre	Longido
10	TZ 650	PCA Student Centre	Monduli

3.4 Data Collection and Instruments

The study applied both quantitative and qualitative techniques to collect data from a sample population. In-depth interviews were used to collect in-depth information from the key informants, that is, CIT head office staff, CIT student centres' workers and primary school teachers.

3.5 Types of Data

3.5.1 Primary data

Primary data for this research came from CIT head office, student centres under CIT sponsorship and other informants such as primary school teachers obtained through questionnaires and interviews.

3.5.2 Secondary data

Secondary data consisted of published and unpublished materials including books, journals, Internet materials, Sokoine National Agricultural Library (SNAL), other University libraries, namely, Makumira University College (MUCo) library, CIT literature and documents.

3.6 Data Management and Procedures

3.6.1 Data processing

Data collected was edited, coded and summarized prior to analysis by using Statistical Package for Social Sciences version 12.0 (SPSS 12.0 for windows).

3.6.2 Data analysis

3.6.2.1 Descriptive analysis

The research utilized descriptive statistics such as frequencies and percentages in data analysis. Bivariate analysis (Cross tabulation) was applied to assess relationship between variables. The significance of association between variables was tested using chi-square (χ^2) test at $p = 0.05$. Qualitative data was analysed using content analysis.

3.7 Limitations of the Study

Since social science research studies human aspects of the world and they depend on human beings as the major source of information are therefore, subjected to many challenges oriented to human consent and understanding. Several challenges of social science researches are mostly experienced in less developed countries in Africa (Chigora and Mutenheri, 2007). The following are some of the major problems encountered during the research process:

1. Some respondents especially primary school pupils hesitated to fill their position on class academic results as well as their score average attained even though anonymity was considered. However, the results for inferential statistics were obtained.
2. Some respondents were too ambitious and based on their personal feeling on their responses hence created some biases, which eventually implied some problems in data reporting.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

This chapter focuses on the results of the study. The discussion bases on the results obtained in the light of the specific objectives of the research. The chapter is divided into six sections. The first section is an overview which gives a framework of the discussion. The second part deals with a description of the demographic characteristics of the respondents. The third section establishes the extent to which CIT supports her registered primary school pupils socially and economically. The major concern under this subchapter is to address the services delivered by CIT to the registered primary school pupils. The fourth subchapter puts into focus an identification of the academic performance of the pupils registered in the student centres sponsored by CIT. It aims at highlighting how the sponsored pupils perform in their schools. Having identified the academic performance of the registered students and established the support they are offered by CIT, the fifth section portrays the impact of CIT support to children's wellbeing and education in public primary schools. The sixth and last subtopic identifies the constraints that CIT faces in the process of supporting primary school pupils registered to the student centres sponsored by CIT.

Countrywide CIT has helped more than fifty thousand children who have been empowered to achieve different levels of education. Table 2 shows the number and percentage of children supported to different levels of education as of July 2008;

Table 2: CIT data base as of July, 2008

Parameter	Total number	Percentage
Kindergarten school	16 019	31.1
Primary school	32 560	63.2
O` level secondary school	2 676	5.2
A` level secondary school	3	0.0
Vocational	290	0.6
Apprentice	2	0.0
College/University	1	0.0
Total	51 551	100.0

Table 2 shows that most of the registered children are in the primary school level of education which is the focus of this research. In spite of the fact that the organisation is only about thirteen years old in Tanzania since its establishing in 1996, the number of children shows major achievements. Those registered children are provided with food, clean water, medical care, education opportunities, important life-skills training and Christian education which mould their lives in the society they live. These services are provided at the Church based student centres under the sponsorship of CIT. The organisation finds sponsors, for each registered child, where every sponsor contributes US\$ 32 a month (Compassion International, 2009d).

Most of the contributed funds are used for child support. At least 80 percent of all expenditures are used on programmes serving the children. Compassion has been receiving high rating for integrity and financial accountability including getting the Child Navigator Awards (Compassion International, 2009e).

The registered children are supported while residing at their homes. At the time of interview CIT had no orphanage centres, thus, the children had to come from their homes or their guardians. They ought to effectively attend primary schools, which are public ones, as well as attending student centres programmes that are normally done during weekends (Nderamakya, M. personal communication, 2008).

4.2 Demographic Characteristics of the Respondents

The study interviewed males and females from the following categories; primary school pupils who were registered at student centres sponsored by CIT, CIT head office staff, student centres staff and primary school teachers. The central focus of the study is the registered primary school pupils who are the beneficiaries of CIT sponsorship. However, other groups were the source of verification of the pupils' reports as well as complementing information for each pupil.

4.2.1 Sex of the respondents

The percentage distribution of the sex of the respondents were as follows; among the primary school pupils interviewed 50 (50.0%) pupils were boys while 50 (50.0%) pupils were girls. Concerning the key informant; primary school teachers, student centres staff, CIT head office staff and student centres staff, among them 15 (46.0%) informants were males while 18 (54.0%) were females.

4.2.2 Age of the respondents

People from different age group give different information due to variation of their age. The age of primary pupils interviewed varied from 11 years old to 16 years old. Among them 87 (87.0%) were between 13 years to 16 years old as described in the table below. All the key informants had age ranging from 25 years old and above.

Table 3: Age of primary pupils interviewed (N = 100)

Age in years	Frequency	Percentage
11	5	5.0
12	8	8.0
13	30	30.0
14	38	38.0
15	14	14.0
16	5	5.0
Total	100	100.0

The age of the respondents especially primary school pupils is a good age enough to give authentic information since the children can have a critical thinking ability at that age. This is supported by Piaget's theory of cognitive development. According to this theory at the formal operation stage, which begins at approximately 12 years old into adulthood, children develop ability to think about abstract concepts. They can have logical thought, deductive reasoning and systematic planning (Wagner, 2009).

Moreover, a research about the effects of age on critical thinking which employed the Watson-Glaser Critical Thinking Appraisal Test to a group of 484 respondents

ranging in age from 12 to 80 years old who had diverse educational, occupational, and economic backgrounds found that; critical thinking ability, as measured by this test, shows a progressive increase from childhood through to the mid twenties, holds up to 35 years old where it declines progressively through to the seventies (Friend and Zubek, 1958).

4.2.3 Religion of the respondents

Compassion International Tanzania sponsors children regardless of their ethnic and religious backgrounds. The results show that 89 (89.0%) primary pupils' respondents were Christians while 11 (11.0%) pupils were Muslims. Due to the nature of the organisation's activities all workers both from the head offices and students centres which are sponsored by compassion were Christians. The results confirm that there are other pupils who are not Christian who are registered although the number is small in the sample.

4.3 CIT Social and Economic Support to the Registered Children

In chapter three it was explained that the CIT has the following core programmes, namely, Child Survival Programme, Child development through sponsorship programme, Leadership development programme and complementary interventions. This subchapter focuses on the kinds of support offered to the registered primary pupils comprehensively in view of the reality that all of these services are offered under those programmes. The support has been articulated and discussed under the following categories; educational support, health support, social support, spiritual enrichment, and economic support.

4.3.1 Educational support

CIT offers educational support to her registered primary school pupils in terms of facilities and training. Education related support services which are normally offered include stationeries such as exercise books, pen/pencils, books and uniforms. Table 4 shows the percentage of the interviewed primary pupils receiving facilities donated by CIT.

Table 4: Distribution of respondents according to support received by primary pupils (N = 100)

Support provided	Frequency	Percentage
Exercise books	98	98.0
Books	89	89.0
Pens/pencils	92	92.0
Uniforms	95	95.0

The results in Table 4 were cross checked by asking similar questions to the student centre staff who gave similar information. Basing on the fact that the above are primary school pupils' results from different student centres with different geographical, historical and Church affiliation characteristics, it depicts that the services are certainly offered.

In addition, CIT helps primary school pupils under her sponsorship to pay primary school contributions which are to be paid by parents. According to the interviewed primary school teachers CIT sponsored pupils are paying school contributions such as school security fees on time compared to school children who are not under CIT sponsorship.

The Views of the People (2007), which interviewed 7 879 Tanzanians where 512 respondents were children, reported that about 66.0% of the young people at school said textbooks were few or they are rarely using them. The problem worsens as you move from urban to rural areas (URT, 2007a).

The pupil/text book ratio for 2007 was 3:1 which was better than 4:1 figure in 2000 although still well short of the MKUKUTA target of 1:1. However, this does not meet the reality in schools where one book can be shared by as many as 20 pupils as teachers try to retain books against damage or future shortage (URT, 2007b).

Another research made in Tanzania which focused on child perceptions on their education, their position and role in the society revealed that, due to insufficiency of books in primary schools, generally students in schools are not allowed to use text books beyond class hours or to take the books to their homes. Besides, they have to share books in the class. Some schools forced pupils to pay penalties for lost books and sometimes the whole class may share the expenses when one pupil loses a book (JMT, 2007).

The Government abolished school fees in public primary schools but other educational related materials as mentioned above remain to be the responsibilities of the pupils and parents. Most of the parents of public primary schools pupils can not afford the facilities, hence adversely affects their performance in schools.

According to Poverty and Human Development Report of 2007, there has been a quantitative improvement of primary education while the qualitative development remains to be a challenge. The net primary school enrolment rate continues to show a remarkable improvement from 96.1% in 2006 to 97.3% in 2007. However, achieving the universal enrolment of children is one challenge; ensuring their schooling such as regular attendance is another thing. In 2006, 7.0% of pupils dropping out (44 742 children) were reported to drop as a result of truancy where lack of school requirements was among the most common reasons. Lack of school requirements according to the Ministry of Education and Vocational Training refers to the lack of basic items, such as shoes, or writing materials, that parents are usually expected to provide for their children. In the absence of these, the pupil may absent him/herself from school (URT, 2007b).

The Views of the Children Survey report made by REPOA in partnership with UNICEF and NBS (2008) noted that financial contributions were expected in all the schools surveyed and that children were barred from attending school for non-payment of the expected contribution which parents were obliged to provide. This was one of the major reasons for children who failed to complete primary education in 2006. Moreover, the report maintained that the policy objective for “education for all” was not made available to the vast majority of children due to some of these requirements. On going challenges are the needs of those vulnerable children for whom the one size fits for all model does not suffice. In order to achieve education of a sufficient quality, special concern ought to be put on retaining children in schools and making sure that problems from children’s socio-economic background

(SEB), especially poverty oriented ones, do not affect their education (REPOA *et al.*, 2008).

Other than school facilities CIT offers special primary school complementary training, known as tutorials, to the registered primary school pupils who are weak in some subjects. The student centres pay primary school teachers for teaching those pupils at their centres. The results show that 91 (91.0%) pupils reported that there is tutorial assistance at their student centres, seven (7.0%) pupils disagreed while two (2.0%) did not know whether there were tutorial assistance or not. The following are subjects taught by the centred as mentioned by the registered pupils in Table 5 below:

**Table 5: Distribution of respondents according to type of tutorial assistance
N = 100)**

Tutorial assistance	Frequency	Percentage
All subjects taught in primary schools	50	50.0
Mathematics, English and Kiswahili	19	19.0
Mathematics only	6	6.0

CIT also offers support in terms of motivation for the pupils who perform well in their studies. The research results show that 92 pupils (92.0%) agreed that there are prizes for those pupils who achieve best performance in their academic results. Table 6 shows the kinds of prizes as mentioned by the interviewed pupils;

Table 6: Types of prizes good performances as mentioned by the interviewed primary school pupils (N=100)

Prizes	Frequency	Percentage
Bible/hymn books	12	12.0
School uniform	8	8.0
Clothes	22	22.0
Books, school bags, shoes and stationery such as pens	56	56.0
Watches	18	18.0
Soap	8	8.0
Sports related gifts such as balls	6	6.0
Domestic utensils such as kerosene lamp and thermos	21	21.0

Support for complementary training and motivation for good academic performance in school is very important both in increasing study morale and in uplifting the weak students.

4.3.2 Health support

According to the student centres staff interviewed health security for the registered primary school pupils is ensured by several measures, among others are; sending the sick children to hospital at the centre's cost, de-worming all pupils after every three months and doing health check up for all pupils after every six months. Also, those student centres provide food for the children every Saturday. The food provided is a balanced diet from foods such as stiff porridge, rice, vegetables and fruits. All of the primary school pupils interviewed agreed that they are given health support when they become sick such as being sent to hospital at the expense of the student centres.

Besides, 98 (98.0%) pupils claimed to receive food from the student centre at least once per week.

Health support or measures which do not include educating the people concerned are unlikely to be sustainable. The student centres give health related education to the registered pupils. Table 7 shows kind of health education offered to the students as reported by the registered students themselves;

Table 7: Types of health education offered by student centres to the registered primary school pupils (N = 100)

Type of health education	Frequency	Percentage
Education on waterborne diseases such as diarrhea	31	31.0
Malaria education (transmission, prevention and treatment)	18	18.0
HIV/AIDS education (transmission, prevention and treatment)	35	35.0
Human or body growth	26	26.0
Importance of cleanliness	37	37.0
Sexually transmitted diseases other than HIV/AIDS	19	19.0
Tuberculosis education	3	3.0

Literature shows that health related problems are among the major challenges facing primary school pupils in Tanzania (URT, 2007a).

4.3.3 Social support

Social interaction, exposure and sports related activities are essential in the development of the children both academically and daily living. The student centres

sponsored by CII offer a variety of social support services which includes facilitating excursions and offering sports related facilities. The research results show that, all interviewed primary school pupils have participated in excursions, i.e. sports tours or study tours like going to the National Parks from the time of their registration at the student centres. Table 8 shows the frequency of exposures as reported by pupils

Table 8: Distribution of respondents according to participation in excursions (N = 100)

Participation in excursions	Frequency	Percentage
Once or twice since registration at the student centre	10	10.0
Four or less than four times since registration at the student centre	24	24.0
Six or less than six times since registration at the student centre	23	23.0
Seven or more than seven times since registration centre	43	43.0
Total	100	100.0

In addition to excursions, student centres also give sports related facilities to the registered pupils. When the pupils were asked whether they have ever received or had access to student centres any sports related support such as sports shoes, sports uniforms, and balls 78 (78.0%) pupils reported receiving the said support while 22 (22.0%) pupils reported not receiving the support. According to the observations in relation to the student centres during the interview, all student centres had sports grounds and facilities such as recreational swings for pupils.

4.3.4 Spiritual enrichments

Student centres sponsored by CIT, with the purpose of preparing the registered primary school pupils to become fulfilled or good Christian adults who maintain good relations in the society, have programmes for spiritual enrichment. This is offered through spiritual teachings and faith related practices such as singing. The research results show that 89 primary school pupils (89.0%) reported to have Bible study sessions at least once per week. Furthermore, all of them (100.0%) reported to have Bible study sessions at their student centres.

Table 9: Distribution of respondents according to frequency of attending Bible study sessions (N = 100)

Attendance of Bible study sessions	Frequency	Percentage
Once a Week	89	89.0
Once a Month	8	8.0
Once a Year	3	3.0
Total	100	100.0

Moreover, 75 students (75.0%) agreed that they received other spiritual related teachings rather than just Bible study such as prayer, hymns/Christian songs and Christian ethics. The results show that the registered pupils are introduced to Christian education which has a purpose, among other things, of moulding their lives towards good ethical standards of living.

Religion has been helping to maintain harmony in the society. Any committed believer is expected to maintain good values of the society. For example, for the Christians, Jesus gave to his disciples what is known as the Golden rule or love

command which summarises the life of the believer in relation to the society hi/she lives.

Some of the old Greek philosophers, such as Thales and Socrates had similar formulations of ethical standards. Not only that but also even in other religions such as in Confucius' *Analects* and Zoroastrian scriptures in Persia a similar ethical rule is insisted. There is no fundamental difference between Christian ethics and other ethical systems, since they all serve the basic purpose of promoting human development and defending the individuals. Thus, the basic ethical values proclaimed by the Gospel are not only applicable for Christians, but also for those who do not share Christian faith (Norlén, 2003).

4.3.5 Economic support

Student centres sponsored by CIT strive to develop the economic potential of the registered primary school pupils by giving them vocational training for instance carpentry and catering. Research results show that 98 (98.0%) interviewed primary school pupils, except two, reported receiving vocational training at their student centres.

Table 10: Categories of vocational training at the student centres as reported by interviewed primary school pupils (N=100)

Type of training	Frequency	Percentage
Needle work	83	83.0
Arts such as drawing, and hand craft	60	60.0
Carpentry	83	83.0
Catering	37	37.0
Electrical studies	9	9.0
Civil engineering studies	3	3.0

The above results show that needle work and catering are among the most popular vocational training programmes at the student centres. Due to the fact that at those centres it is girls who generally prefer to study needle work and catering, as well the preferential treatment of females. This serves the purpose of gender stereotyping in social and economic activities.

To insure a good physiological learning environment for the pupils, which is mostly influenced by their home economic situation, the socio-economic background of the pupils or guardians has to be incorporated into the children development programmes. Socio-economic background affects the development of children socially and academically.

In order to reduce if not eliminating the problems related to social and economic background the interviewed student centres staff insisted that, there are special programmes to empower families whose children are registered to the student

centres. This includes entrepreneurship education and giving capital to guardians or parents for small business activities like vegetable production and food selling at a food kiosk known as *mamalishe* in Kiswahili.

4.4 Academic Performance of CIT Sponsored Primary School Pupils

Unlike the third subchapter which highlighted the support provided to the registered students at the student centres, this fourth subchapter focuses on the academic performance of the pupils registered in the student centres sponsored by CIT. It tries to give a pattern of the sponsored pupils' school performance. School performance is one of the most important outcomes of learning in any discipline.

The study interviewed primary pupils, boys and girls, from standard six to standard seven who were registered to student centres sponsored by CIT. The distribution of the interviewed primary school pupils by their standards where as follows, standard five were 11 pupils, standard six were 24 pupils and standard seven were 65 pupils. These pupils, on one hand, are senior enough to give right information but, on the other hand, they have been in the Compassion intervention programmes for some years, thus, they are eligible to be determinant of the impact of CIT on their learning and wellbeing.

The school performance has been described in terms of both position of the student in the last overall academic results at the time of the interview and the overall average results in the above class academic results. Table 11 shows the position of the registered primary students in their last overall class academic results.

Table 11: Position of the interviewed primary school pupils in their last overall class academic results (N=100)

Position	Frequency	Percentage
Among the best 10 in the class	34	34.0
Among the best 25 in the class	24	24.0
Among the best 50 in the class	18	18.0
Among the best half of the class	11	11.0
Among the last half of the class	2	2.0
None responses	11	11.0
Total	100	100.0

Results in Table 11 show that most of the students were among the best 25 in the class. Furthermore, 87 pupils (87.0%) were at least among the best half of the class towards the best in the class. This shows that the registered students are generally performing well in the class in terms of academic class position.

Another determinant of performance of the registered pupils is the overall class academic results as of the time of interview. Table 12 shows the overall class academic results of the interviewed students.

Table 12: Overall average result in the above class academic result (N=100)

Performance	Frequency	Percentage
75 - 100 Excellent	16	16.0
70 - 74 Very good	19	19.0
60 - 69 Good	16	16.0
50 - 59 Satisfactory	17	17.0
40 - 49 Weak	9	9.0
0 - 39 Very weak	5	5.0
Non responses	18	18.0
Total	100	100.0

Results in Table 12 show that the group with the largest number of students have good performance at category 70 to 74 and category 50 to 59 followed by category 75 to 100 and category 60 to 69 overall average scores. Moreover, 68 pupils (68.0%) scored the average of 50 and above in their last academic results. Only five pupils (5.0%) scored the average of 39 and below in their last academic results. Also, 18 pupils (18.0) did not respond to the question. By cross tabulation between the overall average and position of the above research results it seems as the Table 13 indicates;

Table 13: The overall average result and position in the class academic results

		Position in the last overall class academic results					Total
		Among the best 10 in the class	Among the best 25 in the class	Among the best 50 in the class	Among the best half of the class	Among the last half of the class	
Overall average result in the class academic results	75 - 100 Excellent	12	2	0	2	0	16
	70 - 74 Very good	16	1	2	0	0	19
	60 - 69 Good	3	8	0	4	0	15
	50 - 59 Satisfactory	2	7	6	1	0	16
	40 - 49 Weak	0	1	3	3	1	8
	0 - 39 Very weak	0	2	2	1	0	5
Total		33	21	13	11	1	79

The overall average class results in the last academic results depicts similar picture as the academic class position. Having described the pattern of the sponsored pupils' school performance, the following subchapter focuses onto the discussion about the link between the support provided and performance, as well as, the wellbeing of the children.

4.5 Impact of CIT Support to Primary Pupils' Wellbeing and Education

One of the key informants from CIT head office maintained that the impact of CIT to her registered students can be seen in the light of the activities with potentials of achieving children's educational progress and social wellbeing. This subchapter focuses on the academic performance in school of the interviewed pupils and their social wellbeing in relation to the support provided.

4.5.1 Social wellbeing

Compassion International Tanzania has been helping to improve social wellbeing of their registered children in a number of ways such as by ensuring their health security through financing their treatment costs, giving them health education and social exposures as described in the previous sub-chapters. In addition, it tries to improve their socio-economic background of their families by empowering their parents economically through giving them small capital and some training on entrepreneurship.

Literature shows that there has not been priority to important aspects of children's well-being, such as nutrition, child protection and social security, although, it has been learnt that improving outcomes for children in education and health gives a strong foundation for a strategy for children development. It has also been revealed that even policy makers give little consideration to children, especially to some aspects of children's wellbeing. The following are some of the major reasons explaining the causes of little attention to children from policy makers;

- Because they assume that economic growth and development will automatically benefit children, and that there is no need to have specific goals for children in the policies and strategies. This can possibly be true if growth is pro-poor and addresses rural poverty. This however, does not take into account distribution of resources and possible existing inequalities within households.
- Because they are unaware of the likely effects on children, and particularly on poor and vulnerable children, of public policies and strategies (REPOA *et al.*, 2008).

Most of the children especially in public primary schools still suffer a number of problems related to their poor home social economic backgrounds. The problem is worsened to the children with disabilities, orphans, child labourers, street children, and many other most vulnerable children. According to the 2002 population census:

- Nearly 11.0% of all children in Tanzania had been orphaned – close to two million children.
- About 1.2% of the households were headed by a child, on average between 14 and 15 years old. There are higher proportions of child-headed households in the least poor districts.
- Close three percent of all households are occupied by children and the elderly (age 60 years and above) only – they are households without any adult between 18 to 60 years old.

- Children with disabilities are particularly vulnerable; they are more likely to be denied the opportunities of their able-bodied peers (REPOA *et al.*, 2008).

Views of the People (VoP) findings of 2007 show that absenteeism both in primary and secondary school are related in one or another by home poverty as well as children wellbeing such as sickness. Table 14 shows the reasons given for absenteeism in schools by pupils;

Table 14: Reasons given for absenteeism by pupils

Reasons for absenteeism	Primary School		Secondary School		All%
	Male%	Female%	Male%	Female%	
Sickness	61	60	64	58	61
Marriages, funerals	36	33	31	41	36
No money for fees	23	14	41	33	28
Caring for a sick person	13	11	16	12	13
Helping on family farm	9	7	8	6	8
Personal cleanliness	9	9	4	3	7
Helping with housework	7	3	7	4	6
Helping on family business	5	5	7	5	6
Truancy	7	6	7	4	6
Working to earn money	6	7	6	1	5

Source: URT (2007a).

Table 14 shows that sickness is the leading cause of absenteeism in schools which has negative impact on pupils' school performance. Health related support is needed

so as to improve and sustain school progress of poor public primary pupils' learning. CII by supporting health affairs of primary pupils registered to student centres under her sponsorship give a positive impact to children wellbeing which creates a background for a good academic performance.

4.5.2 Academic performance

The research results show that the registered students are performing well in their class as depicted in the previous sub-chapters. However, there are a number of factors which can affect academic performance in primary schools; the following are some of most leading factors;

Academic performance is a product of socio-economic, psychological and environmental factors. Many literatures show that student performance depends on different socio-economic, psychological, and environmental factors. Socio-Economic Background (SEB) seemed to have greater influence compared to other factors. Furthermore, literature shows that mother education level has positive influence to students' performance. Educated mothers can help their children to improve and keep proper follow up on their academic activities. In addition to that, mothers' age appeared to be an important factor, young mothers can easily handle their children than the old ones (Hijazi *et al.*, 2006).

According to 2006 research results from a study conducted in Turkey which included 309 students who attended class six and seven, which examined the effects of

primary schools children's socio-demographic and developmental health processes on their schooling success the following were found:

Pupils who took kindergarten education were more successful than those who did not take kindergarten education. This shows that schooling background can affect the performance of the pupils.

It was as well found that the primary children who had a private room for themselves at their homes were more successful than those who did not have. It was believed that a special room makes the study environmentally more suitable. Having special room for a child at home is only possible for families with high economic status. Moreover, several studies showed that economic status of families can affect the academic progress of the children. This can be true due to the fact that school facilities such as source books can be available for the children whose families have high economic status. Children who used school resources such as books were found to have good performance (Tas *et al.*, 2006).

With regard to these factors that affect academic performance to primary school pupils CIT offers support to her registered primary school pupils in terms of facilities and training. Facilities offered include stationeries such as books and uniforms (Table 4: Distribution of respondents according to support received by primary pupils). Furthermore, CIT helps to improve the social and economic background of the children by empowering the guardians of her registered primary school pupils through giving them some training on entrepreneurship, as well as, through giving

them small capitals. CIT recognises the importance of pre-primary school or kindergarten school for effective learning background of the primary school pupils. As of July, 2008 more than 16 019 (31.1%) children supported by CIT were at kindergarten school (Table 2. CIT Data Base, 2008).

It was concluded that various interlinked socio-demographic, economic, cultural, biological and environmental factors affect the physical and mental development of a child and his/her school performance. It is imperative that, to improve the academic performance of the students, the factors that affect their success negatively should be found and eliminated. Moreover, it was reckoned that the child deserves a healthy life beginning from infancy and maintained throughout through adequate nutrition and health care at all stages of development (Tas *et al.*, 2006).

Through her three core programmes namely; Child Survival Programme (CSP), Child Development through Sponsorship Programme (CDSP) and Leadership Development Programme (LDP), as described in subchapter 2.5.3 Compassion's child development programmes, CIT ensures holistic development of the children from infancy to adulthood.

Other literature shows that primary school programmes themselves have influence on academic performance of the pupils, thus, school programmes assessment and evaluation ought to be conducted regularly by including the opinions of students, parents, teachers, all stakeholders and the Government at a larger spectrum.

The student centre staff ought to make follow up on the academic development of their registered primary pupils at an individual level as one of their responsibilities. They, on the other hand, encourage pupils' parents to make an effective follow up on their children's school development. This improves public conscious towards the importance of their involvement onto school programmes assessment and evaluation.

Furthermore, ability of the teacher is among the basic factors which directly affecting the quality of the education eventually affecting performance of the students. Teaching is an undertaking entailing knowledge and skills of field of expertise, general culture and pedagogy, thus. it needs a competent personnel (Sahin. 2008).

CIT sponsors special primary school complementary training, known as tutorials, to her registered primary school pupils who are week in some subjects. This helps to reduce the problems which are direct related to the ability of the primary school teachers. However, this support reaches only public primary school pupils under CIT support leaving behind majority of the public primary school pupils in the country.

According to the literature and findings, as discussed above, it is difficult to consider some few variables such as school facilities support and academic motivation as the suffice determinants of academic performance. This is due to the fact that academic performance is influenced by several integrated factors which vary from one pupil to another. This is to say that some students may keep on performing better in academics without either of the independent variables under study given their life

histories of sequential social events in life. Similarly some may perform poorer even if they are given support in terms of spirit and body.

Nevertheless, the CIT support to the registered primary school pupils and all other FBOs support have positive impact to student performance in terms of building a good environment for good academic performance. With regard to the literature in public primary schools the areas supported by CIT remain to be the challenges to many poor primary school pupils especially in rural areas.

Moreover, the impact of FBOs in primary education is also prominent in other social dimensions such as citizens' welfare improvement, reduction of number of uneducated citizens in a country and building a society of good moral conduct.

4.6 Constraints that CIT Faces in Supporting the Registered Students

There are a number of challenges facing CIT in partnership with Churches in supporting the vulnerable children from poor families. The following are the key challenges reported by different key informants that were interviewed.

Key informants from the CIT head office portrayed that in some places such as Kondo a some parents do not allow their children to be registered to the student centres sponsored by CIT due to religious differences from Muslim families which do not share Christian faith. Some of them fear that their children will be forced to become Christians. However, it was spelt out to them well in advance that there are

no registered students who are going to be forced to accept Christian faith although they are introduced to Christian education.

Another identified constraint was a lack of bridge between CIT head office with some poor churches in deprived areas. In order for the congregation or church to have a student centre it should have facilities such as classes, playing grounds and offices as their partnership contribution. Some congregations cannot afford such contributions and hence hinders extending CIT support to poor children residing in those particular areas.

The interviewed student centres members of staff reported that mortality of some care givers or parents is one of the challenges affecting the progress of the pupils concerned. HIV/AIDS is one of the leading causes of that mortality of some guardians. Other challenges mentioned were; insufficient budget, poor attendance to the student centre to some registered pupils, religious related conflicts such as some people from different religion rather than Christian show negative attitudes to the programme, some care givers/parents do not understand well their responsibilities to the programme and their children in general that leads to poor co operation with the students centres administration.

Student centres staff reported also that there is drug abuse to some boys such as the use of cigarette as well as pregnancies to girls which affect the progress of the girls concerned. Another challenge was the lack of enough information about the CIT services to the society. Besides, one of the student centre staff maintained that

registered students are sometimes marginalised by other non-CIT supported primary school pupils, they are stigmatised as being from the very poor families.

4.7 Chapter Summary

This chapter was about the results and discussions. The discussion based on the results obtained focusing on the specific objectives of the research. It started with the background variables i.e. demographic characteristic of the respondents and moved to the independent variables. The support offered by the student centres sponsored by CIT to their registered primary school pupils, such as educational, health, social and spiritual support, were identified and discussed. Furthermore, the academic performance of the selected primary pupils under CIT sponsorship was described. The discussion thereafter moved to the impact of the support to children wellbeing and education. Finally, the chapter ended by describing the key challenges that CIT faced on supporting the pupils under her sponsorship.

The discussion found that child poverty is still among the prevailing challenges to development of our country. Although there have been some improvements in some areas of child education such as the net enrolment rate in primary schools the socio-economic background of most of the children especially in rural areas remains to be a problem area. Sickness, home poverty and school facilities such as uniform, which have to be provided by guardians, are among the major challenges in public primary schools in Tanzania. Furthermore, the discussion exposed that the support offered by CIT creates a good environment both for academic and social wellbeing of the children. On the other hand, they help to break the vicious cycle of poverty by

emancipating the children from social, economic and spiritual poverty caused by their poor home backgrounds, as well as, help to mould the children to become good members of the society with good ethics.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The major objective of this study was to find out the impact of faith based organisations in public primary education with the focus on Compassion International Tanzania (CIT) in Arusha region. The study looked at the socio-economic support offered to the public primary school pupils registered to the student centres sponsored by Compassion International Tanzania. Furthermore, it identified the performance of those sponsored public primary pupils. The study, and on one hand, described the support offered to the public primary school pupils registered to student centres sponsored by Compassion International Tanzania, on the other hand, it linked the impact of the support to the children's wellbeing and learning in public primary schools. Finally, it identified the constraints faced by Compassion International Tanzania on supporting the public primary school pupils registered to the student centres sponsored by the organisation.

The following are conclusions provided in the light of the study objectives;

- a) The socio-economic background of the poor public primary pupils is still one of the major prevailing challenges to the development and primary education in Tanzania.

- b) There is positive impact of the support offered by CIT to poor primary school pupils on their wellbeing and performance. CIT by supporting poor primary school pupils, not only, creates a favourable environment for good academic

performance. but also, its activities motivate students to continue with further studies.

- c) CIT programmes for spiritual poverty reduction, such as Christian education and faith related activities like prayers, help to influence the lives of the supported primary school pupils towards good ethical standards of living.
- d) However, the faith based organisations have not yet reached the majority of the vulnerable children in Tanzania especially those from rural areas due to some formidable challenges.

5.2 Recommendations

On the basis of the conclusions provided the following are the key recommendations of the study;

- a) There is a need of direct measures on addressing the socio-economic background of the poor primary school pupils in order to improve education in Tanzania. The assumption that the poor children will automatically benefit from blanket support may not work for the needy or vulnerable children. The children are to be helped at the individual level if sustainable achievements are to be realised.
- b) It is recommended that strong partnership between both public and private sectors such as faith based organisations and other non governmental organisations be strengthened so as to improve primary education. This is

based on the fact that neither the government nor the private sector can reach all the children, and

- c) The contribution of faith based organisations and other non governmental organisations needs to be appreciated by the government and integrated into the government strategies to improve education in the country. This can put a foundation for effective holistic interventions on problems facing poor children which have negative impact on their wellbeing and education.

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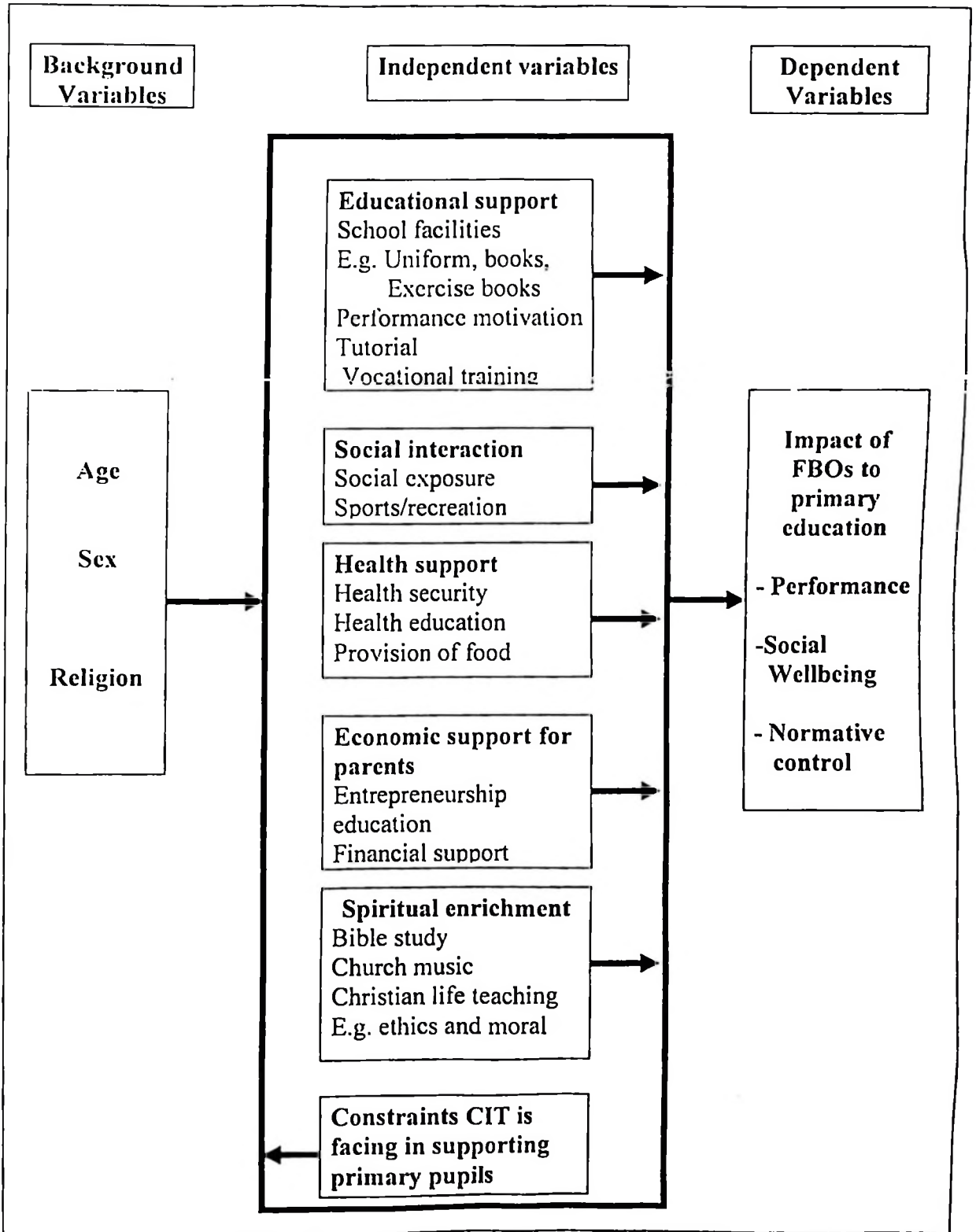
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APPENDICES

Appendix 1: Conceptual Framework for the study



Appendix 2: Definition of key variables: Definition of key variables

Variable	Operational definition	Indicator(s)
Age	Ranges in years of birth	Number of years
Sex	Being female or male in biological sense.	Male and female
Religion	Respondents' belief that they belong to.	Christianity, Islam, African religion (traditionalist), other
Education level	Level of standard the student belong	Standard five to seven
Impact	Improved performance, social-economic wellbeing of the students and normative control	Students' performance Social economic support and spiritual enrichment
Performance	Class academic results	Overall class academic results and academic class position.
Education support	CIT education related services received by a student.	'Types of students school facilities received from CIT. Types of training received by students from CIT. Education incentives offered by CIT to students
Social interaction	Access to socialization and exposure to the registered students facilitated by CIT	Number of social trips/study tour travelled per year Any sport related support accessed or received at least once
Health support	Types of health services received by CIT registered student including health security(sponsoring medical expenses), health education and nutritional support	Whether CIT insures medical security to her registered students Types of health education received per year Number of meals offered by CIT per week
Spiritual enrichment	Types of spiritual related services received by CIT registered students	Bible study sessions attended per week Types of spiritual teachings received per week.
Economic supports	Types economic empowerment to care givers/ parents offered by CIT per year	Financial support received by parents per year. Number of entrepreneurship seminars received by the parents per year
Constraints	Problems facing CIT in her activities implementation	Peoples' negative attitude's to CIT.

Appendix 3: Questionnaire for primary school pupils standard five to seven registered to student centres under CIT sponsorship

SOKOINE UNIVERSITY OF AGRICULTURE



SOKOINE UNIVERSITY OF AGRICULTURE

IMPACT OF FAITH BASED ORGANISATIONS IN PUBLIC PRIMARY EDUCATION IN ARUSHA REGION: A CASE OF COMPASSION INTERNATIONAL TANZANIA

QUESTIONNAIRE FOR PRIMARY SCHOOL PUPILS STANDARD FIVE TO SEVEN REGISTERED TO STUDENT CENTRES UNDER CIT SPONSORSHIP

Instructions

Faith based organisations (FBOs) have a great impact in primary education. You have been selected to participate in this research which focuses on the impact of Compassion International Tanzania (CIT) in primary education in corroboration with her partners or Churches. Your inputs are very important for meeting the objectives of this research.

You are kindly asked to return this questioner to the one who gave you as soon as you answer all questions.

Unless otherwise explained, please, write a letter of your preferable answer in the curled brackets [] located in each question. You are also kindly asked to give some explanation where allocated

A: - Identification

1. Student centre number
2. Questionnaire number
3. Date of interview (Date/Month/Year)

B:- Personal information

1. What is your age in complete years?
2. What is your sex?
 - a) Male []
 - b) Female
3. What is your religion?
 - a) Christianity []

- b) Islamic
- c) African Religion
- d) Other (specify)

C: - Education status

1. What standard (class) are you now?
 - a) Standard five
 - b) Standard six []
 - c) Standard seven

D: - Social interaction

1. By being facilitated by the student centre how many times have you participated in social trip, sport tour or study tour like going to the National Park since your registration to the student centre

- a) Once or twice times
- b) Four or less than four times []
- c) Six or less than six times
- d) Seven or more than seven times
- e) Never participated

2. Since your registration have you ever received or accessed from the student centre any sport related support such as sport shoes, sport clothes, and sport ball?

- a) Yes []
- b) No

E: - Educational support and performance

1. Have you ever received any of the following from the student centre? (Tick [✓] the right answer below for all the four items).

S/no	Item	Yes	No
1.	Pens/pencils		
2.	Exercise books		
3.	Text books		
4.	Uniform		

If there are any other facilities please mention them

.....

.....

.....

2. Is there any vocational training ever provided by the student centre

- a) Yes []
- b) No
- c) I don't know

If yes, please mention them

.....
.....
.....

3. Is there any (tutorial) assistance provided by the student centre for the students who have special problems in certain subjects?

- a) Yes []
- b) No
- c) I don't know

If yes please mention the subjects which have been taught from the last four Years!

.....
.....

4. Are there any gifts from the student centre for the students who achieve best performance in their academic results?

- a) Yes []
- b) No
- c) I don't know

If yes, what kind of gifts do they receive?

.....
.....

5. What was your position in the last overall class academic results?

.....

6. What was your overall average result in the above class academic results?

.....

7. How many were you in the class?

.....

F: - Health Support

1. Do the student centre staff send you to hospital or dispensary and pay for all your treatments when you become sick?

- a) Yes []
- b) No

If no please explain

.....
.....

2. Do you receive any food from the student centre at least once per week?

- a) Yes []
- b) No

If yes please mention type of food provided

.....
.....

3. Do you receive any health education at least once per year?

a) Yes []

b) No

If yes please mention type of education you receive

.....
.....

G: - Spiritual enrichment

1. Bible study sessions at the students registered to the student centre are offered at least once per

a) Week []

b) Month

c) Year

d) There are no Bible study sessions at all

2. Do you receive any other spiritual related teachings other than bible study?

a) Yes []

b) No

If yes please mention them,

.....
.....
.....

3. What are your suggestions so as to improve primary education for the pupils registered to the student centre under the sponsorship of CIT?

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.....

**THANK YOU VERY MUCH WISHING YOU GOOD FORTUNE IN YOUR
PRESENT AND FUTURE LIFE**

Appendix 4: Interview guide for student centres' staff

SOKOINE UNIVERSITY OF AGRICULTURE



SOKOINE UNIVERSITY OF AGRICULTURE

**IMPACT OF FAITH BASED ORGANISATIONS IN PUBLIC PRIMARY
EDUCATION IN ARUSHA REGION: A CASE OF COMPASSION
INTERNATIONAL TANZANIA**

INTERVIEW GUIDE FOR STUDENT CENTRES STAFF

Instructions

Faith based organisations (FBOs) have a great impact in primary education. You have been selected to participate in this research which focuses on the impact of Compassion International Tanzania (CIT) in public primary education in corroboration with her partners or Churches. Your inputs are very important for meeting the objectives of this research.

A: - Identification

1. Student centre number
2. Interview guide number
3. Date of interview (Date/Month/Year)

B:- Personal information

1. What is your age in complete years?
2. What is your sex?
 - a) Male []
 - b) Female
3. What is your religion?
 - a) Christianity []
 - b) Islamic
 - c) African Religion
 - d) Other (specify)
4. What is your occupation or position in this student centre?
.....
.....

C: - Educational support

1. Does your student centre provide any of the following to your registered primary students?

(Tick [✓] the right answer below for all the four items).

S/no	Item	Yes	No
1.	Pens/pencils		
2.	Exercise books		
3.	Text books		
4.	Uniform		

If there are any other facilities please mention them

.....

2. Is there any vocational training have ever provided by the student centre to the registered primary pupils?

- a) Yes []
- b) No
- c) I don't know

If yes. please mention them

.....

3. Is there any (tutorial) assistance provided by the student centre for the students who have special problems in certain subjects?

- a) Yes []
- b) No
- c) I don't know

If yes, please mention the subject which have been taught from the last four years!

.....

4. Is there any gifts provided by the student centre for the students who achieve best performance?

- a) Yes []
- b) No
- c) I don't know

If yes, what kind of gifts do they receive?

.....

D: - Health Support

1. How does the student centre insure that the primary pupils who are registered to the centre are health secured i.e. is there any health security provide?

.....
.....
.....

2. Does the student centre provide any food to the registered students at least once per week?

- a) Yes []
- b) No

If yes what kind of food is provided?

.....
.....

3. Does the student centre provide any health education to the registered student at least once per year?

- a) Yes []
- b) No
- c) I don't know

If yes, please briefly explain what kind of education is provided

.....
.....

E: - Economic support to care givers or parents

1. Do you offer as a student centre any economic support to the care givers or parents of the registered students?

- a) Yes []
- b) No
- c) I don't know

If yes, please mention and briefly explain about those types of economic supports to the care givers or parents

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.....

F: - Spiritual enrichment

1. Bible study sessions at the students registered to the student centre are offered at least once per

- a) Week []
- b) Month
- c) Year
- d) There are no Bible study sessions at all.

2. Other than bible study do you provide any other spiritual related teachings to the registered students?

- a) Yes []
- b) No

If yes please mention them.

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.....

G:- Constraints in students support

1. Are there any constraints you face as the student centre staffs in accomplishing your responsibilities?

- a) Yes []
- b) No

If yes, please briefly explain them

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2. What should be done in order to improve primary education for the students registered to the student centre?

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.....

THANK YOU VERY MUCH I WISH YOU PROSPERITY IN YOUR WORKS

Appendix 5: Interview guide for primary school teachers above schools have the largest number of student registered to the to the particular student centre

SOKOINE UNIVERSITY OF AGRICULTURE



SOKOINE UNIVERSITY OF AGRICULTURE

IMPACT OF FAITH BASED ORGANISATIONS IN PUBLIC PRIMARY EDUCATION IN ARUSHA REGION: A CASE OF COMPASSION INTERNATIONAL TANZANIA

INTERVIEW GUIDE FOR PRIMARY SCHOOL TEACHERS WITH SCHOOL WHICH HAS THE LARGEST NUMBER OF STUDENTS REGISTERED TO THE PARTICULAR STUDENT CENTER

Instructions

Faith based organisations (FBOs) have a great impact in primary education. You have been selected to participate in this research which focuses on the impact of Compassion International Tanzania (CIT) in primary education in corroboration with her partners or Churches. Your inputs are very important for meeting the objectives of this research.

A: - Identification

1. Name of school
5. Interview guide number
6. Date of interview (Date/Month/Year)

B:- Personal information

1. What is your age in complete years?
2. What is your sex?
 - a) Male []
 - b) Female
3. What is your religion?
 - a) Christianity []
 - b) Islamic
 - c) African Religion
 - d) Other (specify

C: - Overview of the impact of CIT to primary school students

1. Are there any differences between primary pupils registered to the student centre sponsored by Compassion International Tanzania (CIT) compared to unregistered students in your school?

a) Yes []

b) No

c) I don't know

If yes, please explain

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.....
.....
.....

2. Do you think CIT has any impact into the performance and socio-economic wellbeing to primary students?

a) Yes []

b) No

c) I don't know

If yes, please explain

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THANK YOU VERY MUCH I WISH YOU PROSPERITY IN YOUR WORK

Appendix 6: Interview guide for CIT head office staff

SOKOINE UNIVERSITY OF AGRICULTURE



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**IMPACT OF FAITH BASED ORGANISATIONS IN PUBLIC PRIMARY
EDUCATION IN ARUSHA REGION: A CASE OF COMPASSION
INTERNATIONAL TANZANIA**

INTERVIEW GUIDE FOR CIT HEAD OFFICE STAFF

A: - Identification

Name of the staff
Position of in the CIT
Date of interview (Date/Month/Years)

B: - Background information

Age in complete years
Sex: a) Male []
b) Female

C: - Research Questions

1. To what extent does CIT support her registered children in primary schools socially and economically?
2. What is the impact of CIT support to her registered children in primary schools?
3. How does that support enhance the wellbeing and schooling of those beneficiaries?
4. How does CIT support complements Government and other NGOs efforts to primary education?
5. What are the constraints that CIT faces in the process of supporting primary school pupils registered to student centres sponsored by CIT?

THANK YOU VERY MUCH WISHING YOU GOOD WORK