

**THE ROLE OF NGOs IN PRIMARY SCHOOL EDUCATION SERVICE
DELIVERY IN RURAL AREAS: A CASE STUDY OF MOROGORO AND
MVOMERO DISTRICTS.**

BY

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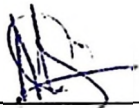
ABSTRACT

This research began when Morogoro District included what is now known as Mvomero District. This study, to examine the role of NGOs in promoting Basic Primary School Education in rural areas was conducted in Morogoro and Mvomero rural districts with the view to broaden the community awareness and knowledge about the contribution of NGOs to the education sector. NGOs in this study are regarded as organizations involved in development activities with the objective of alleviating poverty through the promotion of primary school education sector in the rural areas. Recommended strategies that would promote co-operation between the NGOs and the two districts in improving service to universal primary school education have been presented. A strategic research design which allows collection of information from the intended groups was adopted. Data collection involved documentation, interviews and structured questionnaires, which were administered to a sample of 217 respondents. The data collected were described and analyzed by using Statistical Package for Social Sciences (SPSS) computer software. Results showed that there is a slight performance improvement of pupils in schools supported by NGOs. The NGOs are operating in areas of infrastructure availability, whereas the remote areas of distance more than 80 kilometres from the districts' headquarters are disadvantaged from the support. Pupils' performance in school supported by NGOs was significant at t-test ($P < 0.001$). Services provided by the NGOs include, among others; the construction and rehabilitation of school buildings, provision of books, supply of teaching materials, equipments such as computers and photocopy machines; and school greening (environmental conservation).

Despite these NGOs operating in the two Districts (Morogoro and Mvomero) it was observed that there is a weakness in monitoring and co-ordination of their activities by the districts' management. Thus a need therefore to establish and strengthen the controlling mechanism of the NGOs performance.

DECLARATION

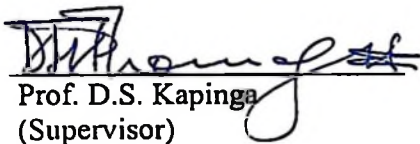
I, Maggie Ambindwile Chande, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work and has not been submitted for higher degree in any other University.



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DEDICATION

This work is dedicated to my beloved father Ambindwile Chande Mushani (late) and my mother Atufwilile Anyingsye Mulwafu who laid a valuable foundation of my education.

May the Almighty God rest my father's Soul in peace, Amen!

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ABBREVIATIONS AND ACRONYMS

ADP	Africa Development Programme
AIDs	Acquired Immune Deficiency Syndrome
BEDC	Basic Education Development Committee
BINGO	Business Oriented International NGO
CARE	Conservation of Arc Mountains
CBOs	Community Based Organizations
DEA	Development of Education in Africa
DFID	Department for International Development
DVV	Deutschen Votkschochschul Verbandes
EDI	Economic Development Institute
EFA	Education for All
ENGO	Environmental NGO
ESAURP	Eastern Southern Africa Universities Research Programme
ETP	Education and Training Policy
GER	Gross Enrolment Rate
GER	Gross Enrolment Ratio
GONGOs	Government Operating NGOs
HIV	Human Immune Virus
IBRD	International Bank for Reconstruction and Development
INGO	International NGO
LGAs	Local Government Authorities

M.T.U.U	Plan of Tanzania, UNICEF, UNESCO (Mpango wa Tanzania, UNICEF, UNESCO)
MOEC	Ministry of Science, Education and culture
NER	Net Enrolment Rate
NER	Net Enrolment Ratio
NGO	Non-governmental Organization
PEDP	Primary Education Development Programme
PORALG	President's Office, Regional Administration and Local government
PRB	Population Reference Bureau
PSLE	Primary School Leaving Examination
PTR	Pupils to Teacher Ratio
QUANGOs	Quasi-Autonomous Non-governmental Organizations
REPOA	Research in Poverty Alleviation
RINGO	Religious International NGO
RRCC	Regional Reform Co-ordinating Committee
SACCOS	Savings and Credit Cooperative Societies
SAP	Structural Adjustment Programme
SDP	Sector Development Programme
SPSS	Statistical Package for Social Science
STEPS	Support To Education Primary Schools Project
SUA	Sokoine University of Agriculture
TADREG	The Tanzania Development Research Study Group
TEA	Tanzania Education Authority
UIE	UNESCO Institute for Education

UNESCO	United Nations Educational Scientific and Cultural Organization
UNGO	Union of Non-governmental Organizations
UNHCR	United Nations High Commissioner for Refugees
UPE	Universal Primary Education
URT	United Republic of Tanzania
WCST	Wildlife Conservation Society of Tanzania
WFP	World Food Programme
WWFP	World Wide Fund Programme

CHAPTER ONE

1.0 INTRODUCTION

This chapter has presented the background information emphasizing on universal primary school education whereby sub section 1.2 presents the role of NGOs in primary school education including their activities in this sector in Morogoro and Mvomero districts. Section 1.3 is the problem statement, 1.4 is the justification of this study in the two districts, 1.5 indicates problems in primary school education sector in Morogoro and Mvomero districts and the reason leading to the assessment of the NGOs performance in promoting the primary school education sector in the two districts. Finally the last sub-section (1.6) presents the general objective, specific objectives and the research hypotheses. In the next chapter, the review of literature related to the study is presented.

1.1 Historical background

Tanzania has put its emphasis on primary school education provision since independence. In 1967, the policy of education for self-reliance was promulgated. In 1982 it was restated and refined whereby the purpose was spelled out as three-fold: to impart in the young knowledge and skills of reading, writing and arithmetic (the 3 Rs); to instill in them the right values, attitudes and skills of work, science and technology necessary for a functional, productive life in the community; and to develop in them habits of an inquiring mind that would advance them to higher stages of self –advancement, cooperative living and mastery of their surrounding and environment (Nyerere, 1974).

In Tanzania, primary school education is not only considered but has also been declared as a basic right for every Tanzania citizen by being regarded as universal and compulsory for

all school – going age children since 1977 as declared in the Musoma Resolution (1974) was a nation policy of Universal Primary Education (UPE) with aim of an industrial function for providing several material elements, skills, prepare individuals at different work places and provide useful facilities for developing human status (Nyerere,1974).

Tanzania is party to many international conventions and agreements regarding improving the access, equity and quality of education. Since 1995, the Government has initiated a series of policies and reforms in the education sector with the aim of ensuring that all children have equitable access to a good quality primary education. No child should be denied the opportunity to participate in education because of poverty, gender, disability, or because of a lack of school uniform, fees or other parental contributions, or because of lack of school facilities, materials or teachers.

Following the Government's desire to improve the provision and quality of education, the Education and Training Policy (ETP) was formulated in 1995 with the major objectives of achieving increased enrolments, equitable access, quality improvements, the expansion and optimum utilization of facilities, and operational efficiency throughout the system.

Other broad policy aims include enhancing partnerships in the delivery of education, broadening the financial base and the cost effectiveness of education and streamlining education management structures through the devolution of authority to schools, local communities and LGAs (Primary Education Development Plan 2002 – 2006). URT (2005) Article 11 in the Constitution of the United Republic of Tanzania (2005) provides for the right to learn and gives the state the duty of ensuring people's right to work and to education. In this way, the right to learn is central to realizing the goal of social inclusion

and extends beyond the concern with cognitive abilities by providing learners with social competencies.

The Tanzania Vision (2025) regards education as a strategic change agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving. Tanzania should be a nation with high quality of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels.

In Tanzania, the government has launched an ambitious Education Sector Development Programme (ESP) with support from major donor agencies. The ESP seeks to increase enrolments to achieve universal primary education by 2015; while at the same time reversing the declining quality of primary schooling. Private participation in educational provision is encouraged at all levels. Mkapa (1999) says, "We cannot talk of improving higher education without addressing weaknesses in primary and secondary school education". Above all there must be developed an interest and capacity in the sciences at lower levels, including among girls and disadvantaged groups, without which we should not expect miracles at the University level. This calls for a studied commitment to universal primary education and a planned increased intake at secondary school level" (Foundation – partnership, 2006).

In his budget speech (2001), the then Prime Minister, Honorable Frederick Tluway Sumaye, MP; said; “One of the main objectives of economic reform is to build Government’s capacity to provide better Social Services to the people. The Government has taken a number of measures to strengthen primary education as part of the national strategy on poverty eradication. The target is to increase enrollment of primary school children from 77% to 85% by the year 2003. To achieve this goal, the Government has decided to provide free primary education to all children beginning 2001/2002). Tanzania Education Authority (TEA) (2004), the stakeholder in education reports that, the fund directed to the education sector which constitutes only 2.6% of the national income is too small especially when compared to the neighboring Kenya, which invests 6.1. % of its national income in education, the Republic of South Africa which injects 6.4% of its national income and Uganda 2.9%.

The learning environment as well as teaching materials at various levels of education are inadequate or completely non-existent. This leads to producing graduates whose level of education is unsatisfactory. The number of pupils and students in primary and secondary schools respectively is growing rapidly, but this increase however, is not in conformity with the existing infrastructure setup. In some cases the curriculum in use is outdated and as such it needs improvement to make it relevant to the liberalization of the labour market and globalization.

Primary school education provides a fundamental base for all further schooling, training or self-education. It also provides the basis for developing the capacity to cope with rapidly evolving and changing societies in an information age. Its universal availability and quality are central to the human resource capacity in any society. Although primary schooling has

many objectives, which differ somewhat from country to country, several key elements are important in nearly all contexts.

First, primary schooling should enable students/pupils to become literate and to do simple arithmetical calculations so that they can function effectively in modern society. Second, primary schooling should equip graduates with a sound base from which to continue their formal education or alternatively, receive training in the private sector. Those remaining in agricultural settings should be literate and have sufficient arithmetic skills to enable them to become aware of new techniques and approaches to improve their agricultural productivity, and enable them to protect and exercise their basic economic and political rights.

Third is that primary schooling should instill in children a strong sense of national identity. During their primary schooling, children should also acquire a good understanding of the national language. Finally, primary schooling should acquaint individuals with the basic social and cultural rules of society. Students should develop habits appropriate to at least some of their society's customs and norms (Chantavavich, 1990). The current concern throughout the world about education provision has emphasized the need for appraising primary school education, especially in rural areas. The need for impacting the youth with knowledge and skills has led to a massive preparation of special curricula for primary school basic education (Ishumi, 2001). IBRD (1980) defines education as socialization and a process by which the young members of a society learn to live in a particular society.

It involves the transmission of skills, knowledge, attitudes, behavior and cultural values or norms of society (Nyerere, 1967) According to (DVV 2000), the importance of primary school education is obvious since no country has succeeded without educating its people.

According to Chantavavich (1990) most of the people in the villages regard primary education as relevant and want their children to go to school. This is partly because the school as an institution, had long been in existence and people have accepted it as one of the basic rites of passage and because they can pass the care of their children into the school. People do not object to their children attending school as long as the school makes no financial demands upon the parents and as long as the children do not spend too many years in school.

In Tanzania about 80% of population depends on agriculture for their livelihood; basic education will therefore contribute to the promotion of agricultural production. Most of these 80% of the population live in rural areas as peasants, farmers and livestock keepers and as agrofarmers. The United Nation's (UN's) declaration on human rights advocates for free quality basic education. Intrinsically, basic education is a means to increase productivity; also it is a basis and the fundamental human right of every child. Thus sustainable rural development will depend on what type of basic education has been adopted.

Developing countries with their current systems of education would lead to serious deterioration of primary school education in the countries where education standards have deteriorated most (sub – Saharan African countries). Both expansion and quality should be regarded as essential. According to Ishumi (2001), in order to improve the quality of

primary school education, there is a need to recognize the roles played by different institutions including government, nongovernmental organizations (NGOs) and religious institutions.

1.2 NGOs' involvement in the promotion of primary school education

The EFA (2000) assessment advocates on stakeholders' participation in promoting and programming education. These stakeholders include government, civil society and NGOs (UNESCO, 2005).

To what extent has Universal Primary Education (UPE) been achieved and attained, is a question to investigate. However, this compulsory education was interfered by the Structural Adjustment Programme (SAP), which demanded cost sharing in basic social services like education and health. In education, parents were compelled to pay primary school fees from standard one up to standard seven. This resulted into serious pupils' dropout (World Bank, 1987). To raise the enrolment, at the beginning of the year 2001, the Tanzanian Parliament declared the abolition of primary school fees, thus allowing more pupils enrolment.

The World Bank (2001) reports that over the past several decades, NGOs have become major players in the field of international development. Since the mid-1970s the NGOs sector in both developed and developing countries had experienced exponential growth. Between 6,000 and 30,000 national NGOs are estimated to be operating in developing countries.

According to Ishumi *et al.* (2001), NGOs have decided to help districts, particularly villages in matters concerning primary school education. They focus on building or expanding classrooms and teachers houses. Paying attention to matters related to children's health especially building of additional toilets/latrines or reconstructing new ones as well as diagnosing/scrutinizing pupils against endemic diseases. NGOs also provide school equipment, especially textbooks and exercise books and subsidize teachers' institutional allowances. NGOs being private philanthropy and self – help associations are involved in important areas of development in LDCs particularly as regards health services, education, rural development targeted programmes for women, youth, children, the handicapped and disabled, poverty alleviation and environmental protection.

NGOs play a greater role in the alleviation of poverty, which is seen as the root cause of most of the problems in LDCs as well as in the delivery of crucial social services and in the promotion of participatory development. Education also has been high on the agenda of NGOs. There are a number of NGOs running their activities in Morogoro and Mvomero Rural Districts in the provision of primary school services; yet the performance in primary school education is still poor. The aim of this study is to identify factors contributing to poor performance in primary school education in Morogoro and Mvomero Rural Districts despite the contribution of the NGOs to Primary school education sector. NGOs actively participating in the promotion of primary school education in Morogoro and Mvomero Rural districts are World Vision (WV), Africa Development Programme (ADP), Support to Education Primary Schools Project (STEPS), World Wide Fund Programme (WWFP) and Wildlife Conservation Society of Tanzania (WCST).

Therefore, there is a need of conducting a research, so as to identify the role played by these NGOs in the provision of primary school education (services delivery) and their impact to Tanzania youths in Morogoro and Mvomero Rural Districts.

1.3 Problem statement

A major task for the developing countries, including Tanzania, is to build development strategies for eradicating illiteracy especially in rural areas where the poor majority live. In recognition of problem afflicting primary education sector, various NGOs collaborates with the Morogoro and Mvomero Districts Councils in improving the situation of primary and adult education in the districts.

The UNCTAD (1992) reported that NGOs contribution is particularly notable in such areas as health and nutrition, population, education, agriculture, rural and community development; and programmes targeted on women, youth, poverty alleviation and environmental protection. A number of factors have prompted NGOs to assume this growing role, such as their effectiveness in low – cost delivery of services; particularly to the poor and to people in remote areas. NGOs also have the advantage of flexibility of response, familiarity with local conditions and active involvement with the beneficiary groups.

The purpose of this research is to examine the role of NGOs in the provision of primary school education service delivery in Morogoro Rural District and Mvomero District. In this particular research; factors influencing the performance will be identified such as the socio – cultural and socio-economic factors will be assessed in order to find out the constraints, which contribute to poor performance of the programme.

1.4 Problem justification

Despite the NGOs supports in primary school education sector in Morogoro and Mvomero Districts, Morogoro Region was the last compared to others in Tanzania in results of standard seven examination for the year 2000 (National Examination Council, 2000). Morogoro and Mvomero District Councils performance were the worst in the region and the country as a whole, followed by Kilosa, Ulanga, Kilombero and Morogoro Municipal Councils. Examination results of the year 2005, Morogoro Region also performed the worst compared to other regions in the country and Morogoro and Mvomero District Councils ranked the third in the region after Morogoro Municipality, and Kilombero District Councils. Kilosa took fourth position, and Ulanga District scored the last in the Region. Morogoro and Mvomero Districts performance in Standard Seven (VII) Examinations and the rate of retention of pupils is explained in details in Appendix 4.

1.5 Problems in primary school education in Morogoro and Mvomero districts

In Morogoro and Mvomero District Councils there are 279 primary schools with a total of 110354 pupils, of whom 57596 (52.2%) are boys and 52,758 (47.8%) are girls (Morogoro District Council RRCC report for the period 2005). Despite the Non – Governmental Organizations (NGOs) running their activities in Primary School Education – in the Districts still there are some problems encountered including unreliable transport, which constitutes to failure of proper monitoring and most places/schools being inaccessible. There is a shortage of 702 classrooms, 2321 toilets, 1578 teachers' houses, 6295 desks and 705 teachers (Morogoro District Socio –economic Profile 2003/2004).

According to Primary Education Development Plan (2002 to 2006) teacher- pupil ratio is 1:49 and book -pupil ratio is 1:5 to 1:7. In general the role of Primary school education has

not succeeded in providing knowledge, skill and preparing the youth for life development in rural areas. Despite the increase in enrolment from 17975 pupils in 2004 to 21915 pupils in 2005 (Morogoro District Council RRCC – Report, 2005) primary school education in the district has not been functioning properly so as to provide the vocational skills, including agriculture and crafts, that would help pupils generate money and at the same time make the school more beneficial to the community; and thus prevent rural – urban migration as reported by Galabawa (1993). The Conceptual framework illustrating factors that might affect the implementation of and the performance in primary school education in the two districts is shown in Appendix 4.

1.6 Objectives of the study

1.6.1 General objective

To assess the role of NGOs in Primary School education service in Morogoro and Mvomero Rural District.

1.6.2 Specific objectives

- (i) To identify activities conducted by the NGOs supporting primary school education in Morogoro and Mvomero Districts.
- (ii) To assess the performance of NGOs in primary school education service delivery in Morogoro and Mvomero Districts.
- (iii) To identify other factors influencing primary school performance in Morogoro and Mvomero Districts.
- (iv) To assess the relationship between NGOs and Morogoro and Mvomero Rural District Councils in the provision of Primary school education services in rural areas.

1.6.3 Research hypotheses

Two hypotheses were identified for coming up with the real situation of what has been studied. Each hypotheses comprised the null and alternative hypothesis as follows:-

- (a) **Null (Ho):** The cooperation between NGOs, Morogoro and Mvomero District Councils does not influence the delivery of primary school education services in rural areas.
- (b) **Alternative (Ha):** The cooperation between NGOs, Morogoro and Mvomero District Council influence the delivery of primary school education services in rural areas.
- (a) **Null (Ho):** Performance of primary school education is not influenced by socio cultural and socio – economic factors.
- (b) **Alternative (Ha):** Performance of primary school education is influenced by socio – cultural and socio – economic factors.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter comprises five subsections. 2.2. Provides information on the education philosophy, 2.3 is about the education contents, objectives and strategies to tackle the problems in UPE, 2.4 are general problems in primary school education; educational problems in implementing UPE and PEDP challenges; whereas in the last sub-section (2.5) presents public-private partnership whereby NGOs' role in UPE is recognized, defined, problems faced outlined and challenges to NGOs indicated.

2.2 Educational philosophy

According to the Tanzania Education and Training Policy of 1995 it is stated that the Poverty Eradication Agenda 2015 clearly identifies education as one of the strategies for combating poverty due to the personal benefits and the nation's socio – economic development at large.

The Prime Minister's Office, Regional Administration and Local Government's report on the national training programme on PEDP implementation informs that ever since independence, the Government of Tanzania (GOT) recognized the central role of the education sector in attaining the overall development goal of improving the quality of life of Tanzanians. Several policy and structural reforms have been initiated by the Government to improve the quality of education and to ensure Universal Primary Education so as to strengthen the link between education provided at all levels and the socio-economic development to Tanzania.

The PEDP is a five-year plan, which was officially launched by the Government of Tanzania in July 2001 in order to increase enrolment in primary education and to improve the quality of Primary education delivery. In more specific terms PEDP aims at increasing access to primary education, improving the quality of teaching and learning processes, supplying of school materials and enhancing the capacities of various stakeholders in taking active role in managing primary education at national level (PORALG, 2004).

FAO (2001) reports that education is one of the surest ways out of poverty, despite that; many children from poor families never make it to the classroom, kept out by school fees or uniform costs or the need to provide another pair of working hands at home. In sub – Saharan Africa, for example only 50 to 60 percent of children enroll in primary school. Hungry children who do attend school have a harder time to concentrate and assimilate knowledge. Depriving them of the benefits of education, hunger seals their poverty into adulthood. Throughout life women and girls have fewer opportunities for education and training than men. The majority of the world's poor are women and girls. Research shows that increasing women's education and skills raises family incomes and nutritional levels, reduces infant death rates and leads to smaller families.

Poor performance in basic primary school may be caused due to hunger affecting many pupils. Hence to tackle the problems of truancy due to hunger, the Guardian News (25th May, 2006) reports that the government plans to introduce school feeding programmes all over the country. The Prime Minister Edward Lowassa made the revelations after flagging off World Food Program (WFP) charity walk against hunger dubbed "Fight Hunger: Walk the world" in Marangu, Kilimanjaro Region. The event was marked all over the world. Under the programme, Lowassa said that the government would ensure that every school

going child gets a single meal daily to improve enrolment, retention and participation in education. Therefore a need to work hard to feed school children.

During the event, it was emphasized that education and nutrition for children were some of the most important investments in the future generation and the country. When children are helped to get food; they can attend school and concentrate on their studies, for there is a correlation between nutrition and education.

Masilingi (2003) says NGOs are recognized and facilitated as important partners in development. Tanzania believes that the fulfillment of the right to education is a key to enjoyment of many other human rights. As such, the Government declared primary school education as compulsory and free for every child in Tanzania. This obviously goes together with general observance of other basic rights of the child, namely; the right to good care and to be loved (UNHCHR, 2005).

Education in Africa is a fundamental right and a vital condition of objective development. Mayor (1997) says, "Investing in education means not only safeguarding a fundamental right, but also building human peace and progress. Education for all, by all and throughout life; such is a big challenge, a challenge that can suffer no delay. Children are the most important heritage to preserve". It is a tool for the development of the human character and the strengthening of respect for human rights and basic freedom; thus education for all and throughout life is learning to know, learning to do, learning to be and learning to live together (UNESCO, 2000).

The United Republic of Tanzania realizes that quality education is the pillar of national development, for it is through education that the nation obtains skilled manpower to serve in various sectors in the nation's economy. It is through quality education Tanzania will be able to create a strong and competitive economy, which can effectively cope with the challenges of development and which can also easily and confidently adapt to the changing market and technological conditions in the region and in the global economy. Specifically the education system in Tanzania has three levels, namely, basic, secondary and tertiary levels. Basic or first level education includes pre-primary, primary and non – formal adult education. Primary education in Tanzania is 7 years training (URT, 2000).

Learning is the process of acquiring knowledge, skills, attitudes and values. Basic learning is the acquiring of knowledge, skills, attitudes and values necessary for people to survive, to improve the quality of their lives. Basic education is the education intended to meet basic learning needs. It includes instruction at the first or foundation level of which subsequent learning can be based, it encompasses easily childhood and primary (or elementary) education for children, as well as education on literacy general knowledge and life skills for youth and adults. EFA (2002) states that primary school education is the provision of first level instruction to children usually of 6 to 11 age group through formal schooling. Basic education facilitates the ability to meet other basic needs such as adequate nutrition, shelter and clothing, access to health services and clean water. All of these basic human needs are interdependent but basic education promotes accomplishment of and increases the individual benefits from the satisfaction of other needs. The possession of basic learning also is a prerequisite and a complement to other sources of social and economic development. It can help resolve the problem of economic decline

widening economic disparities, dislocation and disadvantage environmental degradation and excessive population growth.

Another and no less fundamental aim of educational development is the transmission and enrollment of common cultural and moral values. It is in these values that the individual and society find their identity and worth. Haddad *et al.* (1990) say sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self reliant development. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build systematically further levels and types of education and training.

Basic education should be provided to all children, youth and adults. To this end basic education services of quality should be expanded and consistent measures must be taken to reduce disparities. For education to be equitable all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

According to EFA Global Monitoring Report (2005) the goal of achieving Universal Primary Education (UPE) has been the international agenda since the Universal Declaration of Human Rights affirmed, in 1948, that elementary education was to be made free and compulsory for all children (UNESCO, 2005). This objective has been restarted many times in international treaties and United Nations conference declarations.

An active commitment must be made to removing other educational disparities. Groups should not suffer any discrimination on access to learning opportunities. Underserved such

as the poor, street and working children, rural and remote populations, nomads and migrant workers, indigenous people, ethnic racial and linguistic minorities, refugees, those displaced by war and people under occupation. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system. Primary schooling is the most formal method of providing basic learning. Normally and institutionalized, graded, and hierarchical system. In most nations it is characterized by the highest levels of participation, standardized curricula and significant government involvement in the initiation, financing, regulation and or provision of schools. It is the major vehicle for meeting basic learning needs.

High quality primary schooling for all children is a vital concern. Second, the shortfalls in access to primary schooling in any country define the immediate and intermediate demand for alternative equivalent programs. Third, the accomplishments of primary education determine the demand for literacy activities and knowledge and skill programs for youth and adults. Fourth, appropriate learning achievement in primary schools and equivalent programme will help establish a sound basis for further learning and prepare future instructors and teachers.

Primary education provides a fundamental base for all further schooling, training or self-education. It also provides the basis for developing the capacity to cope with rapidly evolving and changing societies in an information age. Its universal availability and quality are central to the human resources capacity of any society. The efficiency of primary education depends on the characteristics of the school, students, schools, communities (dependant) and socio economic standing of the school communities.

According to Auger (1977), the revaluation of the concept of basic education in Eastern Africa, salient motives for universalization for primary education are as follows: Human birthright, for every citizen, Promotion of equality among members of society, Weapon for eradication of ignorance, poverty and disease, Instrument for development of national identity and unity, Pre requisite for participation in politics, government, national development issues and projects, fostering learning for individual and social development. These motives recur in many other sources in one form or another and basically they can be categorized into three clusters of issues as

- Human rights
- Equity
- Economic and social development

As universalization of primary education entails great decisions in terms of resource allocation, it is therefore worthwhile to review these motives. The history of attempts to make primary education universal in Africa is not long a few countries began tentative efforts in the early 1950s. Egypt in 1950, Ghana in 1951 and Nigeria (Western and Eastern States only) in 1954-56 are examples. However, serious theoretical concern for provision of universal primary education emerged only with the coming of independence in most African countries in the early 1960s. Kapinga (1992) explains that the policy on Education for Self – Reliance has been very poorly implemented. There was a vivid failure to restructure the curricula so as to make the education system both relevant and problem solving. No attempt was made to link education programs with production. Production was undertaken as something separate from academic pursuits. The situation led to the establishment of projects, which did not further the knowledge of respective pupils or students.

Kikwete (2004) presents the world in four types of societies, that is; the agricultural, the industrial, the information and the knowledge societies. The South where Tanzania belongs, despite concerted efforts of more than four decades, is still in the pigeonhole of agricultural society, more than 75 percent of the population is engaged in agriculture, and even this population is unable to feed itself, let alone feeding the entire population.

Agriculture is still highly dependent on natural conditions with very little attempt for mechanizing. The opposite is the case of the North where about 2 percent of the population is engaged in agricultural production and it can feed the entire population. Tanzania therefore has embarked on Universal Primary Education (UPE) as a tool to provide knowledge to its society and to revise agriculture productivity.

Galabawa (1993) reports that primary school education has failed to keep pace with the socio-economic factors especially with the current changing technology. The programme is also not dealing with Socio-cultural factors accordingly.

To achieve people-centered and self – reliant development, a nation should have the ability to harness and utilize the energies of its people. Development can be achieved only if a nation's people, that is its farmers, artisans, traders, businessmen and public officials are able to use their energies creatively and discharge their functions effectively. This in turn is critically dependent on the establishment of efficient and effective educational system that enables all economic sectors to play their roles.

2.3 Education contents

2.3.1 Objectives

Education in Africa is a fundamental right and a vital condition of objective development. Mayor (1997) says that (Investing in education means not only safeguarding a fundamental right, but also building human peace and progress. Education for all, by all and throughout life; such is a big challenge, a challenge that can suffer no delay. Children are the most important heritage to preserve” It is a tool for the development of the human character and the strengthening of respect for human rights and basic freedom; thus Education for all and throughout life is learning to know, learning to do, learning to be and learning to live together (UNESCO, 2005).

The United Republic of Tanzania realizes that quality education is the pillar of national development, for it is through education that the nation obtains skilled manpower to serve in various sectors in the nation's economy. It is through quality education Tanzania will be able to create a strong and competitive economy, which can effectively cope with the challenges of development and which can also easily and confidently adapt to the changing market and technological conditions in the region and global economy. Specifically the education system in Tanzania has three levels, namely, basic, secondary and tertiary levels.

According to Chantavanich (1990), primary education provides a fundamental base for all further schooling training, or self-education. It also provides the basis for developing the capacity to cope with rapidly evolving and changing societies in an information age. Its universal availability and quality are centered to the human resource capacity of any society. Primary schools have many objectives, which differ somewhat from country to country, several key elements are important in nearly all contexts. First primary schooling

should enable students to become literate and to do simple arithmetic calculations so that they can function effectively in modern society. Second primary schooling should equip graduates with a sound base from which to continue their formal education or, alternatively, receive training in the private sector.

2.3.2 Strategies

Meena (1983) reports that the policy on education in Tanzania as spelt out by the former, President, Nyerere (1967), who stated what our education system should do. It has to foster social goals of living together, and working together for the common good. It has to prepare our young people to play a dynamic and constructive part in the development of our society in which all members share fairly in the good and fortune of the group, and in which progress is measured in terms of human well being, not prestige buildings, cars or others such things, whether privately or public owned.

Our education must therefore inculcate a sense of commitment to the community, and help the pupils to accept the values appropriate to our kind of future not those appropriate to our colonial past. During Nyerere time, education curriculum was to cater for rural needs and promote interest and appreciation of self-employment in the agricultural sector. School leavers were encouraged to work communally in organized Ujamaa villages. This type of education aimed at discouraging the exodus of youth to towns where employment opportunities are few.

Cummings (1986) says that improving the quality of education at reasonable cost is possibly the greatest educational challenge faced by the leaders of developing countries. In a number of developing countries the educational inputs such as finance, teachers and texts

may increase but the retention rates and average academic performance of pupils often decline. Education actually become less productive where there is inadequate teaching and learning materials while other sectors of national economies may increase in both output and productivity. In some circumstance education expansion may involve the establishment of school in isolated areas where children are more widely dispersed, less exposed to the media and come from homes where no adults can read or help them with homework. Conventional education is difficult under these circumstances hence it is not surprising that the conventional educational delivery system requires more resources per student as it expands into less developed areas.

Nyerere (1974) says that "Education is incomplete if it only enables man to work out elaborate schemes for universal peace but does not teach him how to provide food for himself and his family. It is equally incomplete and counter-productive if it merely teaches how to be an efficient total user and toolmaker but neglects his personality and his relationship with his fellow human being. Omari *et al.* (1983) report that universalization of primary education has received such great attention in developing countries and governments feel threatened when they do not talk about it during their budget sessions and economic development plans and documents. Rajabu (1978 and William (1979) say that in some countries, politicians give only lip service to the issue, and in others, it is a more serious exercise, entailing accountability for the outcomes of schooling.

Normally, politicians who wish to make a public declaration for political gains are primarily interested in universal grade -1 enrollment. The issues of compulsory attendance and quality of education are secondary. Sometimes, the politicians announce that universal primary education is free where as in fact there are hidden indirect fees to students families

for uniform, contributions to buildings, and schools equipment there are also marginal costs for parents who forego child labour in the family. Goodman (1973) says the most important lesson is that ultimately, universal primary education no matter how defined is a political issue in all societies, and because politics rule politicians should be made aware of quality issues so that appropriate resources can be set aside for educational purposes. Otherwise universal primary education becomes compulsory miseducation.

Poor performance in basic primary school may be due to hunger affecting many pupils. Hence to tackle the problems of truancy due to hunger, Kitabu G. (2006) in the Guardian News reports that the government plans to introduce school feeding programmes all over the country. The Prime Minister, Edward Lowassa, made the revelations after flagging of World Food Program (WFP) charity walk against hunger dubbed "Fight Hunger: Walk the world" in Marangu, Kilimanjaro Region. The event was marked all over the world. Under the programme, Lowassa said that the government would ensure that every school going child gets a single meal daily to improve enrolment, retention and participation in education. Therefore a need to work hard to feed school children.

During the event, it was emphasized that education and nutrition for children were some of the most important investments in the future generation and the country. When children are helped to get food, they can attend school and concentrate on their studies, for there is a correlation between nutrition and education. The Millennium Campaign advocates that Primary School Education is the basic right for every human being. This can only be achieved if all the children of the world are given the chance to learn in a high quality schooling environment at least through primary school (Millennium campaign, 2006).

According to the BBC News (2000), the Secretary General of the United Nations, Kofi Annan emphasized, on the Millennium goals by also saying that; every child should have access to primary education by 2015. Presenting a report on global targets for the new millennium, Mr. Annan told the UN's General Assembly that the access to primary education must be equally available to boys and girls. This call was echoed by campaigners in the United Kingdom, including the charities Oxfam, Action Aid and Save the Children. These charities joined 200 organizations in 90 countries who are also campaigning for "Free, good quality basic education." This international campaign for improved educational opportunities reports that there were by then 125 million children in the world who do not have a school to attend. In support to that David Archer the then Action Aid Education Director of the UK, says; "We want education to become a worldwide rallying cry" (BBC, 2000). Article II of the constitution of the United Republic of Tanzania provides for the right to learn and gives the state the duty of ensuring people's right to work and education.

The Tanzania Development Vision 2025 targets at a high quality livelihood for all Tanzanians through the realization of, among others, Universal Primary Education (UPE), eradication of illiteracy and attainment of a level of tertiary education and training commensurate with a critical mass of high quality human resources required to effectively respond to the developmental challenges at all levels. Primary Education Development plan was introduced by the Government of Tanzania in the year 2002 with the aim of improving quality of primary education service delivery. EFA Global Monitoring Report (2003/2004) mentions that in November 1948 the nations of the world made a declaration about the nature and extent of human rights which was remarkable in its detail. Among many others, the right to education was acknowledged for all people. Furthermore it was

declared that elementary education would be free and compulsory and that the higher levels of education would be accessible to all on the basis of merit (United Nations, 1948, Article 26). The task of transforming these undertakings into reality has continued to inspire and inform international action ever since.

CDAW (1979) and the Convention on the Rights of the Child (1990) contain the most comprehensive set of legally enforceable commitments on the right to education and gender equality. This legislation, however, has had only partial success in boosting equality. It was reinforced politically, in the 1990s at a series of UN conferences, which reaffirmed, and in some cases extended the gender and education provisions in the human rights treaties.

2.4 Problems of education

2.4.1 General problems

Primary education is recognized worldwide as a powerful level for poverty alleviation and socio-economic growth. Its results can be empowering, enabling graduates to take charge of their lives and make more informed choices, contribute to the building of a democratic policy, increase earning potential and social mobility, and improve personal and family health and nutrition, particularly when participants are females (World Bank, 2002).

This situation is hindered by the failure to complete primary education or “wastage” which has been a persistent problem in developing countries shown by the gap between net enrollment and primary school completion rates (WORLDBANK, 2002) site visited on 16th March, 2006). The EFA Global Monitoring Report (2005) emphasizes on achieving quality education for all by assuring that children, youth and adults gain the knowledge and

skills they need to better lives and to play a role in building more peaceful and equitable societies.

The report says that the provision of quality education in many societies striving to universalize basic education is faced by the momentous challenge of providing conditions where genuine learning can take place for each and every learner. The benefits of early childhood, literacy and life – skills programmes largely depend on the quality of their contents and their teachers. Reducing gender disparities in education relies strongly on strategies that address inequalities in the classroom in society. Primary and Secondary Education; the central planks of most education systems are expected to ensure that all pupils acquire the knowledge, skills and necessary for the exercise of responsible citizenship. Quality education should focus on ensuring the cognitive development learners, nurturing the creative and emotional growth of learners and helping them to acquire values and attitudes of responsible citizenship. Finally, quality must pass the test of equity; that is an education system should not be characterized by discrimination against any particular group in fulfilling its mission. According to UNESCO (1961) the 35 ministers of education of the African member states of the UN, which met in Addis Ababa and reviewed the educational situation in Africa, found out that among the African states as a whole only 16 percent of the children of school age are enrolled in school. The situation varied from state to state, ranging from less than two percent of the school age population in several states to nearly 60 percent in others. In the majority of the cases, the proportion of children out of school exceeded 80 percent. The meeting resolved that progress must be made in the years ahead if the educational programs in African countries are to make their proper and full contribution to the social and economic development of African states.

Nyerere (1971) said; “In a socialist country universal primary education would be provided for all children and post primary education would be readily available to all who could benefit from it, however old they may be. The poverty of Tanzania does not allow for the kind of expenditure, which would be necessary for such universal services however much we would like so although we are working towards universal primary education, we cannot make available at public expenses-education for education sake-beyond that level i.e. primary. We have provided school places for only about 52 percent of the children of primary school age. It is absurd to think that posing resolutions at TANU conferences, or asking questions on parliament can solve this problem. There is no short and simple answer to it. Yet it would be criminal if we allowed our failure to be enveloped on a cloud of self-congratulation about what we have achieved in education. Those children without school places must remain a real challenge to us for the future”. Although many debates surround attempts to define quality education, however the focus remains upon the quantitative aspects of education policy. Most recently, the United Nation Millennium Development Declaration set out the commitment to achieve UPE by 2015; without specific reference to its quality (UNESCO, 2000).

Many Tanzania writers (for example Leshabari and Masese 2000; Rajabu 2000) identify the push for UPE as the major cause of the deterioration in quality at all levels of education in Tanzania. Expansion of primary education without the expansion of Secondary Education makes parents perceive the target as reducing the quality of primary schooling. The writers say UPE pronounced “o pay” has become a colloquial term associated with low quality education rather than with universalisation. Some jest; that letters UPE stand for “Ualimu Pasipo Elimu” (teaching without education) (WORLD BANK, 2000).

According to DFID case studies, it is reported that by July, 2005 with the support of DFID and other donors, Tanzania has succeeded in getting 95% of children aged 7-13 into primary schools up from 53 percent in 2001, when school fees were abolished. For more children attend school, but the quality of that education still needs improving. Tanzania schools face problems of over crowded classrooms, the lack of qualified teachers; especially females and in rural areas; and the scarcity of textbooks. The report gives an example of Kerezange Primary School on the outskirts of Dar es Salaam where there are 140 pupils per class with only 15 classrooms and 33 teachers at the school.

Ainsworth and Koda (2000) report that the AIDS epidemic is leaving many African children parentless and threatens to reverse hard –won gains in raising school enrolments. Adult deaths and orphan status have an impact on household decision to enroll children in primary school; not so much on the enrolment per se, but on when the enrolment takes place. In this area, as in many others, poor households struggle more than the less poor. The loss of a parent can potentially reduce child's chance of starting, continuing or completing school; the demand for a child's time at home may increase; and guardians may be less motivated to invest in the child's long-term welfare (WORLD BANK, 2000). Haddad *et al.* (1980) inform that performance in education in rural areas is influenced by the following factors:

- a) Out of school variables such as education of parents, socio – economic status, child rearing patterns, nutrition, health care, and pre-school education and school variables such as teachers and textbooks.

- b) The influence of school variables on the performance of students is greater in rural areas than in urban areas. In fact, school variables taken together explain more than social background does; the variation in the achievement of students.
- c) Positive effects of school input are frequently greater on children from lower socio – economic background than from higher socio – economic background.

Improving the efficiency in learning, therefore, implies improving the quality of school curriculum, style of teaching, qualifications of teachers, instructional materials, and use of mass media; and upgrading background factors, such as health, nutrition, and pre-school education.

In Tanzania, an education non-governmental organization (CETA) contends that the recent government directive on change of primary syllabi will be countered productive unless teachers and other stakeholders are involved fully in the process. CETA says that; changing of the curriculum should also go hand in hand with availability of teaching and learning materials. The government has a tendency of hiring experts to prepare syllabi or change the curriculum while ignoring teachers' concern though they are the ones that are affected and are he ones who implement the new changes (The Guardian News, 2006).

2.4.2 Specific problems to primary education

PORALG (2004) reports the following as some constraints affecting the plan for Primary Education Development. The constraints are identified as follows;

- (a) Inadequate and poor teachers' houses, hostile geographical and cultural barriers affect the recruitment and posting of teachers.

- (b) Persistent overcrowding of pupils in classrooms especially in standard one and two whereby some pupils attend classes in the morning and the remaining others are being taught in the afternoon.
- (c) Scarce land for school expansion and construction of new schools especially in urban and overpopulated areas. Areas such as in Kilimanjaro, Kagera, Mbeya and Dar-es-salaam regions are facing this problem.

Increase in enrolment has caused a sudden increase in demand for teaching and learning materials. The situation has overwhelmed the local suppliers, causing delays in delivery of some material like exercise books and textbooks for the pupils.

Inconsistent, inaccurate data and poor record keeping and reporting at all levels. Poor retention of nomadic children especially where there is neither meal provision nor dormitories. Natural calamities such as flooded areas and poor infrastructure on certain localities delay the implementation.

UIE (2005) whereby Maren Elfert reports that there is a strong correlation between social background and the education progress of children, whereby pupils drop-out can be prevented by enhancing family literacy which represents an intergenerational and community learning approach therefore promoting literacy.

2.4.3 Universal primary education

UNESCO (2005), debate on the necessity, problem encountered and proposed solutions to primary school education systems reports that free primary education should be encouraged in all parts of Africa, where parents and guardians can not afford to pay for

school fees. This will help to reduce poverty in the long run, more especially since education is a long – term investment; thus more teachers need to be trained.

Combined funding from donors and governments can make the system work perfectly. In fact this will help introduce the parent Africans to the world of literacy which will in turn help them understand the value of life and that the best legacy that a parent and society can bestow into their offspring is a good education. All else fades away when we consider that the intrinsic value of education is embodied in the saying that “ Give a man a fish and he will eat for one day, teach him how to fish and he will eat for a lifetime”.

When we talk of quality, I believe it depends on what is delivered to students. In this case, regardless of the fact that free education is being adopted by many parts of the world, the quality of what is delivered to students in schools should not be compromised. What needs to be resolved is the availability of facilities, qualified teachers and the commitment from students.

If education means only going to school, then many of the African countries have benefited from free primary education. The Universal Primary Education or UPE as it is referred to in Uganda, has played a significant role in educating children mainly of those who cannot afford school fees to take their children to private schools. A primary one teacher can have a class of more than 100 pupils to teach. Of course theoretical skills have been imparted and parents are proud of that. This paradise continues up to Primary Seven, only few lucky ones join the business of world of fishing or hawking.

Primary school means parents/guardians don't have to pay for the education of their children; but findings prove that there are problems encountered during the implementation of the programme whereby stakeholders feel that they are free to do anything. Henry Williams of California in the debate (UNESCO, 2005) reports that anything that is free is never respected since in free primary school teachers are free to do what they like, parents are free not to send their children to school everyday, children are free to work hard to achieve. With free primary education class sizes are as long as the eye can see and therefore no supervision, no effective work and poor results at best. To sum up what is so called free education means school over – enrolment has the effect of increasing a teacher's load and thus directly bears on the quality of education offered. But the prime question for most Africans is which is better -evil? Absolute ignorance of the masses with a tiny well – educated elite? or basic education of majority that may not be in the Ivy League range?. Schools, especially those in remote areas, which are the majority, should be run by an empowered local government, which should apply a self – reliance programme.

The schools should encourage vocational skills, including agriculture and crafts, which will help generate money and at the same time make the school more beneficial to the community (UNESCO, 2005).

Compulsory education varies widely among the countries in Africa. UNESCO (1980a) published data that indicate that duration of compulsory schooling in its 45 African member states varied from 5 years to 13; as shown in the following tables:-

Table 1: Years of duration in primary school education in African countries

Number of countries	Years
11	6
11	7
1	7
7	8
5	9
5	10
1	11
4	13

Source: UNESCO 1980 – Report

The age of graduation given by UNESCO (1980a) varied from 11 to 19 years, with the largest groups of children graduating at the age of 14 in 13 countries. There were no standards for class size, teacher student ratio, materials to be available, qualifications of teachers, quality of equipment etc. More importantly governments in African countries in 1980s did not deal with the question of what happens to the children when they graduate from primary schools.

Mnzava (1984) contend that within the last two decades many African countries have been putting a lot of emphasis on the provision of education to all their children. These efforts however, were preceded by a number of declarations both at international and national levels. The United Nations Charter expresses several sentiments hinged on the dignity of men and all the ideas are under the umbrella of the universal declaration of Human Rights. The Declaration was adopted by the founder member states on 10th December 1948 Article 26 of the Declaration proclaims that everyone has the right to free elementary education and that technical and professional education should be made available.

Many African countries saw the need for initiating UPE programmes in their countries in order to increase productivity in all sectors of the economy. It was also thought that equity

concept would be better understood and this would promote egalitarianism, which is a major resource for social and economic development. In May 1961, the African Ministers of Education met in Addis Ababa and noted that education is a fundamental ingredient in social and economic development of their nations. The ministers resolved therefore that basic education should expand gradually so that by 1980 UPE could be achieved. In 1980s many African countries made appreciable studies in the implementation of UPE. To demonstrate the situation these are the achievements in some African countries.

Table 2: Achievements of UPE in some African countries before 1985

Country	Year	Percentage (%)
Lesotho	1980	75.0
Uganda	1980	50.0
Botswana	1981	83.2
Zambia	1983	88.5
Malawi	1983/84	71.0
Zimbabwe	1984	93.0
Tanzania	1984	71.6

Source: Mzava (1984)

Looking at Tanzania it was not noted that the introduction of UPE in 1977 more than doubled the number of children enrolled in schools from 1 228 556 on 1974 to 3 552 923 in 1983. This created a problem of not having enough buildings in schools and children had to be crowded in temporary buildings. Furthermore in order to meet the demand for teachers created by UPE, 40 000 teachers had to be trained at village level since the tradition method of training teachers in college would have taken 16years and training costs were prohibitive. Since UPE had an initial social and political push where the pattern of implementation was followed closely by the same model; also the village government and political party leaders joined hands to effect the vast and challenging programme. It was felt that it was ripe time to try to review what has been done, what should be done and

try to look into the future, to see how the success which has been achieved can be maintained and make the necessary improvements where possible.

Ishumi, (1984) mentions some problems in primary school education by saying that quantitatively UPE can be said to have been achieved when in a given country the gross enrolment ratio for the primary level attains 100% that is when the number of primary schools pupils equals the total number of children of primary school age or in other words, when all children of primary school going age are actually in school. As has been observed by some educational statisticians this percentage may not be a very precise and straight forward yardstick since enrolment ratios tend to be inflated by the conclusion of class repeaters thereby exceeding 100%. There are also even in cases where not all children enter school and they are deflated by high dropout rates thus pulling down the percentage below 100%.

In Tanzania for example in 1977 the enrolment ratio at Std 1 level was reckoned as 98%. This average enrolment ratio of UPE had actually dropped to 91 percent by the early 1980s. Ishumi says that the reasons for under achievement advanced by various African countries vary but they seem to revolve around the dropout factor, something which on the outside cannot be blamed on public policy. Parents and children themselves could be and have often been blamed for this overt behaviour. Children are blamed either for habitual abscondment, absenteeism or for deliberate disinterest in schoolwork that eventually meets with displeasing reprisals including dismissal. Parents are blamed either for not encouraging their children to stay on in school or for actively dissuading or disattracting them from school work in preference for other social alternatives such as early marriage and short-run but better paying subsistence activities.

The Seventh anniversary of the UPE programme in Tanzania (1977-84) indicates that in the year 1977 pupils enrolled for primary school education were 898,439 and of these 653,509 managed to complete the programme and did the final primary school leaving examinations (PSLE), while 244,930 pupils had dropped out on account of pregnancies truancy and early marriages.

Table 3: Primary school enrolment trend in Tanzania, 1961 to 1981

Level	1961	1964	1969	1974	1976	1981
Standard 1	121 386	140 340	171 500	208 300	542 977	576 347
Standard 7	11 732	20 348	60 545	119 350	156 114	212 446

Source: Ministry of Education, Dar es Salaam (1983).

The policy of UPE has resulted into a number of problems. The following are some of such problems

- a) Accessibility to school where by remoteness makes it difficult to attract the best teachers as nowadays most educators are not keen on working in rural areas, let along in a school so far from a gravel road.
- b) Pupils also find it difficult to register with the school because of its inaccessibility. Walking more than ten kilometers to and from school each day, the distance which often contributes to going late for school.
- c) Teachers' accommodation is another drawback if not accessible and conducive for living. Some cottages may be at risk of even being burnt to the ground, even broken into and possession stolen or destroyed. Un-conducive teacher's accommodation may lead to a teacher suffering from depression.

- d) Inadequate books and stationery whereby funds are calculated on the number of school age going children but not on the pupils needs. For example the average ratio in Morogoro Rural District is 1:5 pupils-book
- e) Malnutrition is another problem where by most pupils come from families earning less than the equivalent US\$1 a day. The reality is that each day there are children going to school having not eaten anything and without food or pocked money to buy even the sparsest morsels of food.
- f) The shortage of classrooms efficient teaching
- g) Family life is also another issue where by pupils coming from families where no member of the family ever attended school. This illiteracy among family means that no one can give assistance to the learner; which means that the task of educating the pupils rests entirely on the shoulders of the teacher. The result of this, is also high rates of pupil dropout and late coming because these families still do not attach much importance to education.
- h) Thus the provision of quality education in rural areas remains an extremely difficult challenge in Africa, taking in mind that the performance of children generally depends on the nutrition, stimulation and support their parents can give them. Often rural parents fail to supply these children needs.
- i) Stimulation of early childhood development in rural areas would help in providing nutrition, intellectual stimulation and the adjustment to school discipline which children from poor backgrounds lack.
- j) Having qualified teachers for quality education, including the establishment of pre-schools and other improvements on provision will have some influence; but these alone will not improve rural education, since no single intervention will have a magical effect. A holistic development approach, with the establishment of clinics,

roads, transport, electricity, running water, community centers and the creation of job opportunities is needed if the lot of educators in rural areas are to be made easier and less stressful.

The report on the development indicators by the World Bank says that in African primary school enrollment constitutes the ratio of children of all ages enrolled in primary school to the population of children of primary school age. Many countries consider the primary school age to be 6 to 11, others do not. These different country practices are also reflected in the ration. Data from UNESCO provide a variety of years but are not more than two years distant from the exact years specified. Wherever gross enrollment ratios exceed 100 percent enrollment figures include pupils that are young or older than the country's standard primary schools age. In practice enrollment does not necessarily equal attendance nor does enrollment remain constant throughout the year.

2.4.4 Problems in primary education development programme

Primary Education Development Plan was introduced by the Government of Tanzania in the year 2002 with the aim of improving the quality of basic education through enrolment expansion, quality improvement, capacity building, institutional arrangement and resource availability. Despite its success, the plan has been impaired by several constraints and challenges. The following are some problems of the plan as reported by Hakielimu (2005). Achievements in Enrolment are not uniform across the country. The GER and NER vary across regions. NER range from 68% to 100% where as 100% is for Kilimanjaro region and lowest 68.2% in respect of Tabora region. While most Regions have achieved a GER of 100% and above, Tabora has a GER of 79.0%.

Increase in the repetition rate is also one of the features of the PEDP implementation; whereby the number of children repeating increased from 123 067 in 2001 to 375 687 in 2004. A small number of children with disabilities are enrolled. It is reported that by 2004 there were only 8181 boys and 5933 girls with disabilities who were enrolled in primary schools. Teacher-to-pupil ratios (TPR) increased in the year of PEDP implementation. National wise for the period 2001 to 2004 TPR is as shown in Table.

Table 4: Teacher-to-pupil ratios (TPR) in primary school education

Year	TPR
2001	1:46
2002	1:53
2003	1:57
2004	1:59

TPR ranges from a low of 1:44 in Kilimanjaro to a high of 1:87 in Shinyanga. Deployment of Teachers within regions and district remains problematic. The problem is more acute in schools in remote areas where teachers are unwilling to be posted. Better-qualified teachers also tend to be found in urban areas; contributed by the persistent imbalance in concentration of female teachers in most urban schools. The construction of classrooms and sanitary facilities for the expanded enrolment has fallen short the target. The rate at which teachers' houses are being constructed. Against the target is also inadequate to meet the housing needs for both new and old teachers. Punitive Measures, such as corporal punishment are still being taken against children for alleged misdemeanors.

The Bilateral Development Co-operation (2004) of Netherlands and Tanzania reports that "Many pupils learn in crowded, poorly furnished and unfinished classrooms, and often have to share scarce textbooks. Many teachers are poorly qualified and poorly deployed

but in any case often are trying to do good job with a minimum of basic resources. The curriculum is often seen as to diverse and in some ways irrelevant for many teachers, head teachers and other education support staff are also poorly prepared for the management and quality assurance tasks demanded for their roles, but also often are trying to work to the best of their ability in isolated and under-resourced contexts. PEDP funds provided to the LGDs is not adequate budget as reported in the PEDP Plan Annual Performance Report (2004); that Capitation funds released and transferred to LGAs by the end of financial year 2002/2003 was Tsh 29 035 853 908 as against the adjusted target of Tsh 64 919 930 000”.

2.5 Public-private partnership in primary school education

2.5.1 Recognition of NGOs

The National Policy on NGOs (2001) states that the Government of Tanzania recognizes the need to work together with NGOs and considers them as important partners in the delivery of public services and programmes for development. Masilingi (2003) says the NGOs are recognized and facilitated as important partners in development. Tanzania believes that the fulfillment of the right to education is a key to enjoyment of many other human rights.

2.5.2 Definitions of an NGO

An NGO is a group or institution that is entirely or largely independent of government and has primarily humanitarian or cooperative rather than commercial objectives. It is private agency in industrial countries that support international development; indigenous group organized regionally or nationally and a member group in a village. An NGO can be a charitable and religious association that mobilizes private funds for development, distributes food and family planning services and promotes community organization. Its

can be an independent cooperative, community association, water user society women's group and pastoral associations. An NGO can also be a group of citizens that raises awareness and influence policy (World Bank 1990). Other writers define an NGO as:-

- a non-profit making, voluntary, service –oriented/development oriented organization, either for the benefit of members (a grassroots organization) or of other members of the population (an agency).
- an organization of private individuals who believe in certain basic social principles and who structure their activities to bring about development to communities that they are servicing.
- an organization or group of people working independent of any external control with specific objectives and aims to fulfill tasks that are oriented to bring about desirable change in a given community or area or situation
- an organization committed to the root causes of the problems trying to better the quality of the problems trying to better the quality of life especially for the poor, the oppressed, the marginalized in urban and rural areas.
- an organization that is flexible and democratic in its organization and attempts to serve the people without profit for itself.
- organization established by and for the community without or with little intervention from the government; they are not only a charity organization but work on social, economic and cultural activities.
- an independent and democratic organization; working for the empowerment of economic and or socially marginalized group.
- an organization not affiliated to political parties, generally engaged in working for aid, development and welfare of the community.
- a social development organization assisting in empowerment of people

- according to the ICNL (International Center for Non profit Law) identify NGOs it is an organization that often rely in whole or in part on volunteer contributions of time and financial support, they operate independently of the government and while they often advocate for particular policies or legislation and are not political parties. They may be either “public benefit” or mutual benefit” organizations. Public benefit NGOs work for the benefit of the public while mutual benefit NGOs on the other hand, act primarily for the mutual benefit of a defined group of individuals. Public benefit NGOs can often receive greater governmental benefits, such as tax-exemptions; and are often subject to greater regulation.

The World Bank (2000) classifies the NGOs into four categories as follows

- (i) Charitable NGOs, which are services oriented
- (ii) Participatory NGOs
- (iii) Community based Organization, which are development oriented and
- (iv) International NGOs which are working in more than one country

NGOs should provide services to the most renewable section of the society. They are required to go where the government is not adequately reaching and are where the government has not paid adequate attention. Their objective is not to substitute the Government but to provide the required services to the local people (literacy watch Bulletin; April 2000-No.15. Role of NGOs in Education Development. site visited 17/08/2006 [http:// accu.or. ip/literacy/nrc nfe/eng BUL 15.pdf](http://accu.or.ip/literacy/nrc_nfe/eng_BUL_15.pdf)).

2.5.3 NGOs' role in UPE

The report of Doing Development (1989) mentions that in all third world countries, the definition of "development" is made by the government. With differing degrees of efficiency, the government states the aims, makes the policy and sets the pace. Many countries, however, recognize that development defined by the government is not exclusive, for there are bodies such as the NGOs other than government which have a useful contribution to make to the development of the country and that the government does not have a monopoly on ideas, policy or practice. So long as these bodies supplement or complement the government's programmes and do not actively oppose them they are tolerated and allowed to seek funds from friendly states. NGOs as they are, where American English speakers call them as PVOs (Private Voluntary Organizations): differ from that of the government in many aspects as follows

- Their main strength is the high level of commitment of their staff
- They are not very hierarchical. They encourage suggestions from the field and decisions are often taken at the field level
- They are usually limited in their coverage and scope and do not cover large areas
- They work out their own priorities in accordance with their own perception of needs. This enables them to do things which the government has not thought of or things which the government has not yet focused on.
- They can work out their own channels for reaching the poorest

The situation is changing after the formulation of the NGOs' National policy of 2001, which emphasizes linkage establishment between the Government and the NGOs; and the responsibility of the Government to monitor the NGOs' activities in an identified area has contributed to a slight improvement in PSLE performance in the year 2005 whereby

schools supported by NGOs did perform better than those lacking aid from the NGOs as indicated in Appendix 10 as the case of Morogoro and Mvomero Districts. The report on PEDP (2004) also contends that NGOs have participated in the management arrangements such as Basic Education Development Committee (BEDC) and Technical working groups. Some NGOs have tended to work directly with School committees or communities on management and the quality of PEDP outputs.

May and Magongo (2005) report that NGOs like CETA and Hakielimu in Tanzania respond to various government needs by producing important evidence bases on information from the field on education thus playing a strategic role in policy analysis and shaping. NGOs effectiveness is best observed in communities in rural areas. Their experiences have established that there is a strong latent demand for education even among the poorest and that a responsive education system can overcome the obstacles of poverty. Over-age entrants to school is considered to be important by the NGOs to increase enrolment and retention in primary grades. In the Universal elementary education (UEE); the government recognizes the roles of NGOs as providers of quality in schooling by supporting equipment, teaching and learning materials such as text and exercise books, school environmental conservation, school construction and rehabilitation. NGOs have continued to play increasingly significant roles in promoting, supporting and carrying out education improvements around the world. They have contributed to increased enrolments in primary schools. They are resource groups assisting at the field level. They also assist in curriculum reform, training and improvement of education management. STEPS in Tanzania has provided a video film as means of teaching in large classes of over 100 pupils as the case of Kinondoni District. STEPS have also provided textbooks and a set of computer to Fulwe primary school in Mikese ward. The goal for the NGO-Supporting to

Education in Primary Schools Project (STEPS) for the period 2001 to 2005 in Morogoro and Mvomero rural district was to enhance the quality of basic education so that pupils, teachers and parents can contribute more effectively to the social and economic development of their communities, localities and the nation as a whole. Otherwise the adverse performance in primary school education in Morogoro and Mvomero rural districts contradict with the new role of involving private sector to improve service delivery in education; also opposes the foreseen situation of private investment in education to establish a better learning environment that will allow imparting both knowledge and technology to the youth for more active participation in the agricultural sector and economy as a whole.

2.5.4 Shortfalls of NGOs

However according to Cernea in a book *Doing Development* (1989), it is ill advised to glamorize NGOs and their achievements, since they have many weaknesses such as:-

- limited reliability that is many NGOs sponsored activities are too small and localized to have regional or national impact.
- limited self-sustainability; for their sponsored projects are not designed so that in the future they can sustain themselves with little or no outside aid from the beneficiary communities.
- limited technical feasibility analysis and weak data bases when NGO projects are initiated
- lacking broad programming context; their projects are often implemented individually. NGOs often carry out their initiatives and projects individually and relatively or completely unconnected with other NGOs or programmes, a tendency that hinders the establishment of district wide or region wide or country wide

programmes. To quote Cernea (1989) in a book *Doing Development* says “NGOs have a great capacity but they are not the ultimate panacea to the contradictions and difficulties of planned change and induced development.”

STEPS in Morogoro and Mvomero districts is another case whereby the NGO has winded of the programme of providing support to primary schools in Mikese ward since March, 2006 leaving no action plan for sustainability.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

This chapter comprises 5 sub-sections whereby subsection 3.2 is the description of the study area, which consists of location, characteristics, administrative units, population, ethnicity, economic activities and infrastructure; sub section 3.3. is the justification of the study area; 3.4 presents the research methodology which consists of the sampling procedure, sample size, data collection, pre-testing and data processing, analysis and presentation. The last sub-section (3.5) is the limitation of the study.

3.2 Description of the study area

3.2.1 Geographical location of the study area

This research was conducted when Mvomero District had not been carved out of Morogoro Rural District. In this study therefore Morogoro rural district (including Mvomero district) is one among the five (5) districts in Morogoro region. The district is located in the North East of Morogoro region between 8°00 and 10°00 latitudes South and longitudes 37°00 and 28°22' East. It borders with the Coast region to the East, Ulanga and Kilombero districts to the South, Kilosa and Kilindi districts to the West and Arusha Region to the North (See Figure 1 for map of Morogoro District).

3.1.2 Characteristics of Morogoro and Mvomero districts

3.1.2.1 Districts' area and administrative units

The two districts cover the total area of 19 250sq.km. that is 26.4% of the total area of Morogoro Region, which has 73 973sq.km. The total area of Morogoro and Mvomero districts is proportional to the whole Region of Mtwara or Kilimanjaro. Distribution of land area and water area is indicated in Table 5 below.

Table 5: Morogoro and Mvomero Districts' area of coverage

Land area sq.kms	Water area sq.kms	Total area sq.kms
19036	214	19250

Source: Morogoro Region Socio Economic profile, 2002

The two districts comprise 10 Divisions, 42 Wards, 235 Villages and 1265 Neighborhoods as shown in Table 6.

Table 6: Number of Divisions, Wards, Villages and Neighbourhoods

S/No	Division	Wards	Villages	Neighbourhoods
1.	Bwakira	5	20	117
2.	Mvuha	4	25	154
3.	Mikese	2	12	51
4.	Mkuyuni	4	22	110
5.	Matombo	6	34	164
6.	Ngerengere	4	21	92
7	Mvomero	4	31	154
8.	Turiani	5	27	158
9	Mgeta	4	22	156
10	Mlali	4	21	109
Total	10	42	235	1265

Source: Morogoro District profile, 2002

3.1.2.2 Population size and density

According to the National Census of 2002, the population of Morogoro and Mvomero districts is 524 445 of whom males are 260 541 and females are 263 904. The population of females is bigger than that of males. Population density is at present 31 people per square kilometer from 25 people per square kilometer in 1988 and 15 people per square kilometer in 1967. The trend of population growth is shown in Figure 2.

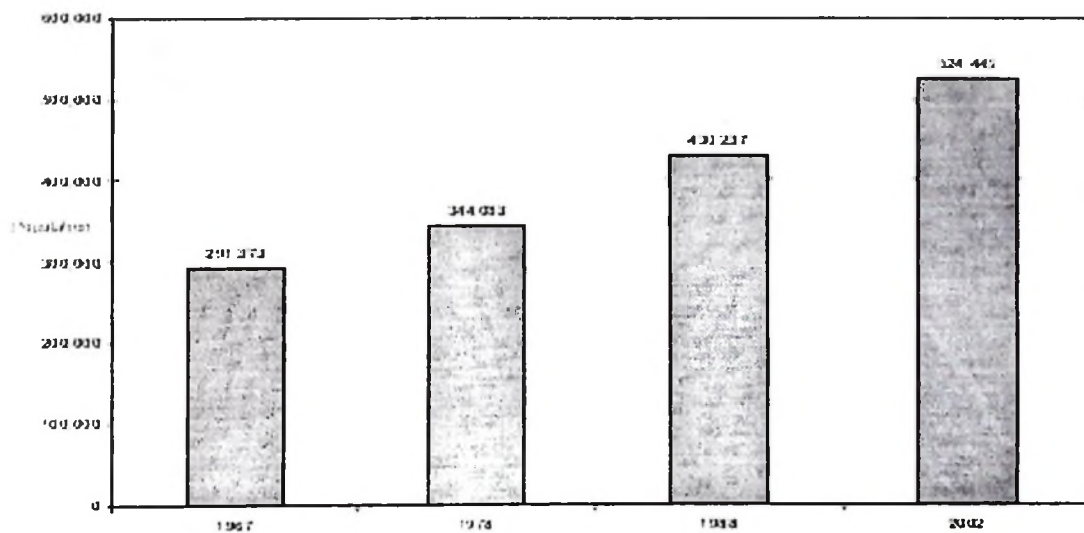


Figure 2: Population of Morogoro and Mvomero districts census counts

Source: Morogoro District socio economic profile 2002

3.1.2.3 Ethnicity

The indigenous people of Morogoro District are of Bantu origin. The dominant tribes are Waluguru, Wakutu, Wazigua and Wanguru. The people who tend to reside in mountainous areas are the Waluguru and Wanguru.

3.1.2.4 Economic activities

The people in the district are predominantly smallholder farmers. The major crops include maize, millet, sunflower, cassava, bananas, paddy, beans, peas, variety of vegetables and fruits, and small production of coffee and cotton. People are also engaged in fisheries, bee-keeping, wildlife management, small scale industries and mining of gem stones and mica, shop owners, hotel owners, building and civil contractors. Livestock keeping and pastoralism is practiced by the invading Masai tribe who are not original inhabitants of the districts.

3.1.2.5 Economic infrastructure

Among the infrastructure are roads, two railways; that is the Tanzania Railways Corporation (TRC) and the Tanzania and Zambia Railway Authority (TAZARA), Air transport in Turiani and Ngerengere, telecommunications and postal services, biogas and solar energy in Mlali and Melela wards.

3.3 Justification of the study area

Morogoro and Mvomero Districts out of the five (5) District in Morogoro Region have been chosen to be a study area pertaining to the service delivery by the NGOs in the district. Other districts are Ulanga, Kilombero and Kilosa. Morogoro and Mvomero Districts are being supported by the greatest number of NGOs in the region. It is reported that there are about 48 NGOs in the districts (District profile 2003/2004). These NGOs are engaged in environmental issues, social services and other activities in connection to poverty alleviation.

This study concentrated on the NGOs providing support to primary school education sector in order to identify the output and impact of contributions by the NGOs.

3.4 Data collection

3.4.1 Research design

The research design of this study was a cross sectional survey. A cross sectional study consists of asking questions to a representative sample of the population at a single point in time, where instruments like questionnaire and interview schedule among others are applied. The design has been recommended by Babbie (1993) and Bernard (1994) because of its characteristics. Data collected can be used for the purpose of simple statistical description and interpretation, also make it possible to determine relation between and among variables that were in focus at the time of the survey.

3.4.2 Sampling procedures

The study applied the purposive, random, stratified and snowball procedures to sample the population. Purposive sampling was employed to identify Morogoro Rural District including Mvomero as the selected study area out of the five (5) districts in the region (Morogoro Region Socio Economic Profile, 2003). Purposive sampling was also employed to identify NGOs, teachers, household heads, pupils, NGOs workers and Morogoro and Mvomero District officials. Erlandson (1993) advocates purposive sampling as a procedure that is governed by emerging insights about what is relevant to the study based on the focus determined by the problem and seeks both the typical and divergent data to maximize the range of information obtained about the context.

Snowball technique was used to identify key informants. Teachers were then randomly selected from all the 16 schools of which 8 are being supported by NGOs and the other 8 with no aid from NGOs. Household heads were again selected randomly from school areas at a distance of one kilometre radius. Randomly selected pupils from standard 3 to standard 7 were also identified as a sample. Cochran (1963) recommends random sampling method to select units out of the large population since every unit in a sample has an equal chance of being chosen. Samples comprising teachers, households, pupils, NGOs workers and District officials were then stratified into male and female units. Cochran (1963) also explains that stratified sampling is dividing the population into subpopulations. The subpopulations are unoverlapping, and together they comprise the whole of the population. It is possible to divide a heterogeneous population into homogeneous subpopulations called strata.

Knowledgeable individuals who were in a position to provide relevant information, ideas and insight on aspects related to the study were selected using a snowball technique. The procedure requires the researcher to ask a respondent to recommend other respondents considered very knowledgeable about the study. In this way respondents were identified as key informants involved in the study.

3.4.3 Sample size

The study involved a sample size of 217 units as follows:

16 primary schools of which 8 supported by NGOs and the other 8 not aided by NGOs; 46 teachers; of these at least 3 from each school; 24 household heads from school areas supported by NGOs and 16 households from schools not supported by NGOs.

- 9 NGOs workers

- 28 District officers
- 58 pupils from schools with no support of NGOs
- 20 pupils from schools aided by NGOs
- 16 key informants

The informants in this study are knowledgeable and influential government officers and political leaders in issues pertaining to primary school education and are aware of areas where schools are allocated. They are

- Education officers in the Regional secretariat and in the two district councils
- Councillors
- Divisional secretaries
- Village chairpersons and
- Village executive officers

3.4.4 Data collection instruments

Data were collected from primary and secondary sources. Both structured and unstructured questionnaires were constructed or designed in English language and literally translated in Kiswahili by the researcher in order to facilitate communication between the researcher and the respondents. The questionnaires for primary data collection were administered to sampled respondents. Both closed ended and open ended questions were incorporated into the questionnaires. This has the comparative advantage to unbiasedly capture the beliefs, feelings, aspirations and attitudes of the respondents. Focus group discussion was also conducted among the selected key informants. Both qualitative and quantitative data were gathered from the respondents.

Secondary data on NGOs contributions to primary schools education programme were obtained from various sources such as Sokoine University of Agriculture (SUA) and Morogoro libraries, files, documented records, personal observation and the internet. Research diary was also applied as a tool to obtain and record data during the research process. Hughes (1996) defines a research diary as a record of the researcher whose contents are used as data. The diary contains information about the researcher, what the researcher does, and the process of the research. It complements the data yielded by the research methodology.

3.4.5 Data collection and pre-testing of questionnaires

The researcher while being assisted by two hired and trained persons, collected the data during the period of December 2005 to April 2006. Pre-testing of the questionnaires was to test the reliability and validity of methods for data collection and analysis. Pilot study was conducted in Mlali Ward. The exercise was done for seven (7) days in three (3) different schools. Pilot study was undertaken in order to accomplish the following:-

First to test data collection instruments, secondly to ascertain if the tools allow sorting of required information and identify potential weaknesses and problems. Also to assess time needed for data collection. Invariably to check the availability of study population and reactions of the respondents.

3.4.6 Data processing, analysis and presentation

Both the qualitative and quantitative data collected were summarized, processed, edited and coded prior to imputing them into the computer. The data were analyzed using the Statistical Package for Social Science (SPSS) computer programme at SUA; namely

measures of means, frequencies and percentages were applied. According to Freund (1973) and Johnston (1973) t-test is used for hypotheses testing to reject or accept the Null hypothesis. A statistical significance t-test of 5% ($P \leq 0.05$) was used to reject the null hypothesis. The results of the analysis are presented in tabular form in the next chapter.

3.5 Limitation of the study

Availability of enough funds to carry out this study was a big problem and thus affected time control for efficiency and data collection in time. Respondents could not respond to the questionnaires in time as it was a preparation period for the Presidential and Parliamentary elections and coming into rule of the new government. Some respondents also were not willing to respond to questionnaires distributed to them, also purposely not so much willing to provide answers during the interview. The reason given for the reluctance is that they have not been provided the feedback on several previous studies that had been conducted, the situation which discourages them. Fortunately the researcher after giving a thorough explanation on the aim of the study, most respondents were optimistic and willing to provide answers.

CHAPTER FOUR

4.0 RESULT AND DISCUSSION

4.1 Overview

The previous chapter has discussed the methods and procedure used to collect and analyse data for this study. This chapter organized into six main sections presents results of the study based on the objectives. Apart from the overview, section 4.2 discusses the characteristics of the respondents in relation to the assessment of NGOs service delivery in primary school education sector in Morogoro and Mvomero districts. Section 4.3 discusses the identified activities conducted by the NGOs supporting primary school education sector in the districts. Section 4.4 discusses the performance assessment of NGOs in primary school service delivery in the two districts in relation to the PSLE results. Section 4.5 discusses the socio-economic and socio cultural factors affecting performance in primary schools. Finally section 4.6 demonstrates the relationship between the NGOs and the two districts in the provision of primary school education services.

4.2 Characteristics of the respondents

This section shows the characteristics of respondents which were approached. These were pupils categorized into sex, classes and age whereas the rest who were district officers, teachers, household heads, NGOs workers and key informants were in groups of males and females. The following Table 7 shows the characteristics of respondents.

Table 7: Categories of respondents approached (N= 217)

Category of respondents	SEX		Total category	Total Percentage
	Male	Female		
Pupils	58	20	78	36.0
Teachers	32	14	46	21.2
Household heads	28	12	40	18.4
District officers	20	8	28	12.9
NGOs workers	6	3	9	4.1
Key informants	10	6	16	7.4
Total	154	63	217	100.0

Pupils were also categorized into classes and age characteristics so as to get the right information from them on NGOs performance as shown in Tables 8 and 9 below. Table 8 indicates pupils and the classes that they are attending. The majority respondents were purposively selected from standard 7(52.5%) followed by standard 4(17.9%). These are also candidates for the national examinations, they are knowledgeable and thus could provide reliable answers. Standard 1 to 3 (2.6%) are too young and unexperience to provide correct answers.

Table 8: Pupils' class standards

Classes	Frequency	Percent
Standard One	2	2.6
Standard Two	2	2.6
Standard Three	2	2.6
Standard Four	14	17.9
Standard Five	10	12.8
Standard Six	7	9.0
Standard Seven	41	52.5
Total	78	100.0

Table 9 indicates that the majority of pupils interviewed were aged between 13 to 15 years. These respondents have enough experience, know the school activities and surroundings.

Table 9: Age of pupils

Age	Frequency	Percent
7.00	1	1.3
8.00	2	2.6
10.00	2	2.6
11.00	6	7.7
12.00	5	6.4
13.00	15	19.2
14.00	15	19.2
15.00	22	28.2
16.00	4	5.1
17.00	3	3.8
18.00	2	2.6
19.00	1	1.3
Total	78	100.0

4.3 Identified activities conducted by the NGOs supporting primary school education sector in Morogoro and Mvomero Districts

The Wikipedia Encyclopedia elaborates that the phrase “Non-governmental Organization” came into use with the establishment of the United Nations in 1945 with provisions in Article 71 Chapter 10 of the United Nations Charter.

It also says that non-governmental organizations are heterogeneous group of various acronyms such as INGO, BINGO, RINGO, ENGO, GONGOs, AND QUANGOs. They exist for a variety of purposes such as for furthering the political or social goals of their members; also aim at improving the welfare of the disadvantaged.

Since early 1990s identified Non-Governmental Organizations (NGOs) that are actively supporting Primary School Programme in Morogoro Rural District are, World Vision-ADP (Africa Development Programme), the Aga Khan Foundation (STEPS), World Wildlife Fund (WWF) and Wildlife Conservation Society of Tanzania (WCST). Their areas of

operation range from 25 to 80 kilometres from the District headquarters. Table 10 below indicates NGOs, their area of operation and number of primary schools that they support.

Table 10: NGOs and their areas of operation in Morogoro and Mvomero districts

No	Name of NGO	Areas/ ward of operation	Number of primary schools	Activities undertaken	
1.	STEPS	Mikese Ward	7	<ul style="list-style-type: none"> - Construction of class-rooms - Maintenance of buildings - Supply of desks - Supply of materials and equipment 	
		Mkuyuni Ward	8		
2.	World Vision	Ngerengere Ward	8		- Construction of class –rooms
		Doma Ward	5		- Maintenance of buildings
		Melela Ward	4	- Supply of desks	
		Mzumbe Ward	7	- Supply of materials	
		Mlali Ward	8	- Capacity building	
3.	WWF	Kiroka Ward	8	<ul style="list-style-type: none"> - School environmental conservation/ - School greening - Construction of class-rooms - Capacity building - Constructing wells - Supply desks 	
4.	WCST	Kinole Ward	2	<ul style="list-style-type: none"> - School environmental conservation/ - School greening - School vegetable gardens and orchards - Maintenance of buildings - Supply of desks and materials 	
		Matombo Ward	1		
		Kikeo Ward	2		
		Tchezema	1		

The findings which were collected from primary data through questionnaires were distributed to the following respondents: - teachers, pupils, parents/ guardians, Government employees/officials and NGOs. Services delivered by the NGOs include among others the construction and rehabilitation of school buildings, provision of books, teaching materials,

school greening (environmental conservation), supply of equipment such as computers and photocopying machines as can be seen in the three captured photographs from Fulwe Primary School supported by STEPS in Mikese ward. The school is running computer literacy to its pupils. In the pictures are two teachers; one is describing the computer and photocopying machine to the standard 7 pupils while the other is watching.

In the 3 captured photographs below, are 2 teachers, Mr. Kigenge and Mr. Urio with the standard 7 pupils at Fulwe primary school in Mikese ward.



Plate 1: Mr Venost Kigenge describing the computer to the standard 7 pupils and aside is Mr Urio.



Plate 2: Mr Venost Kigenge describing the computer to the standard 7 pupils and aside is Mr Urio.

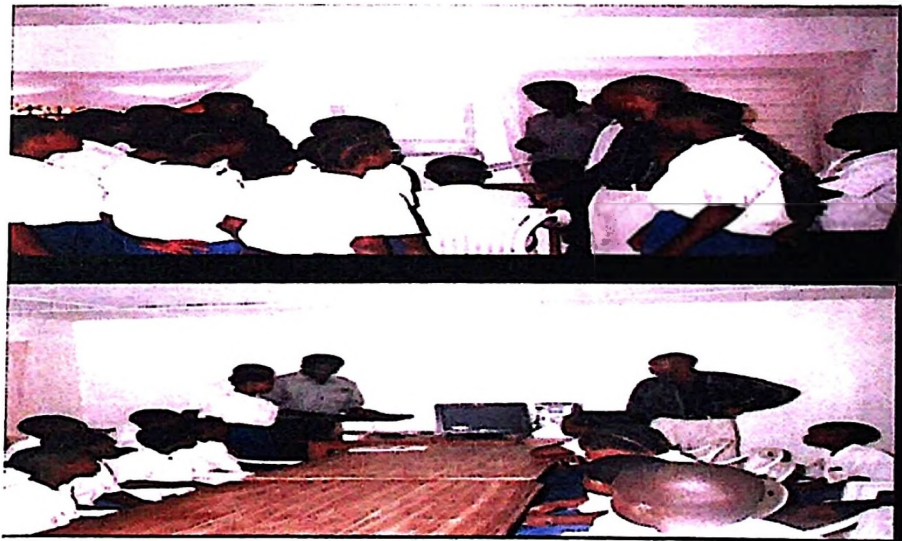


Plate 3: Mr Venost Kigenge describing the photocopying machine to the standard 7 pupils and aside is Mr Urio.

4.4 Performance assessment of NGOs in primary school service delivery in Morogoro and Mvomero Districts

4.4.1 Performance trend of primary schools in PSLE

The following Tables 11 and 12 indicate the awareness of District officers on the performance of their Districts in 2005 PSLE. Table 11 shows that most of the District officer 13(46.4) out of 28 say that the district (Morogoro and Mvomero) occupied the position of 108 out of 118 districts in Tanzania mainland.

Table 11: District officers' response on 2005 PSLE results at national level

Position	Frequency	Percent
Worse number	5	17.9
103	9	32.1
108	13	46.4
116	1	3.6
Total	28	100.0

Table 12 indicate response obtained during the research and questionnaires whereby 22(78.5%) District officers say that the two districts (Morogoro and Mvomero) occupied the third (3) position at the regional level in 2005 PSLE results.

Table 12: District officers' response on 2005 PSLE results at regional level

Position	Frequency	Percent
Third	22	78.5
Last but 1	4	14.3
Worse number	1	3.6
Second	1	3.6
Total	28	100.0

The National Examination Council (2006) reports that the two districts by then known as Morogoro District out of the 118 districts in Tanzania mainland had been occupying the position of 115/118 in the year 2000, 110/118 in 2001, 115/118 in 2002, 111/118 in 2003,

115/118 in 2004 and 108/118 in 2005. At the regional level the district (Morogoro and Mvomero) had been performing the worst for four (4) years, the fourth in 2003 and the third (3rd) in 2005 years. Findings from the study indicate that the performance in primary school education sector is not constant in the two districts (Morogoro and Mvomero). Although there is a slight improvement in the year 2005; the situation denotes that still performance is not good as indicated in Table 13 below.

Table 13: Position of the two districts (Morogoro and Mvomero) at the regional and national levels in PSLE results for the years 2000 to 2005

District	Year	Position at the regional level	Position at the national level
Morogoro and Mvomero	2000	5	111/118
	2001	5	110/118
	2002	5	116/118
	2003	4	111/118
	2004	5	115/118
	2005	3	108/118

Source: Tanzania National Examination Council (2006)

The following Table 14 is response from education officers and other district officers on the condition of primary schools before and with the NGOs support. In this study

- good means acceptable; whereby the condition meets the requirements for the improvement of primary school education performance.
- satisfactory means lacking some school materials and equipment but can be tolerated.
- bad is the unconducive environment for learning, inadequate classes, desks and poor teachers houses

Majority of respondents (64%) say that the situation was bad before the NGOs started supporting the primary school education sector in the district. 68% of the respondents say that the learning environment is improving (good) after the commencement of the NGOs in the provision of services to the primary school education sector.

Table 14: District officers' response on condition of primary schools before and with NGOs support

Performance in Primary School	Before NGOs support		With NGOs support	
	Frequency	Percentage	Frequency	Percentage
Good	9	32.1	19	18.0
Satisfactory	1	3.6	2	7.1
Bad	18	64.3	7	24.9
Total	28	100.0	28	100.0

Table 15 below indicates the performance of standard seven (7) pupils in 2005 PSLE in wards with schools supported by NGOs. Performance of pupils in these wards was better than in wards with schools not supported by NGOs. Melela ward with the best performance had the average score of 78% for pupils. The ward with the poorest performance scored 37% as average for its pupils. The average performance for the eight (8) wards is 52%; also they are more boys (1961) than girls (1940).

Table 15: PSLE results in the year 2005 for candidates in schools supported by NGOs

Ward	Candidates			Successful candidates			Percentage
	Boys	Girls	Total	Boys	Girls	Total	
Mikese	142	127	269	89	51	140	52
Mkuyuni	174	138	312	89	46	135	43
Ngerengere	134	158	292	92	88	180	62
Mzumbe	117	135	252	69	75	144	57
Mlali	116	125	241	41	49	90	37
Melela	54	56	110	41	45	86	78
Doma	54	49	103	23	20	86	42
Kiroka	170	152	322	97	76	173	54
Total	961	940	1901	541	450	991	52

Source: National Examination Council (2005)

Table 16 below indicate the performance of pupils in schools not supported by NGOs. The performance of pupils in 2005 PSLE shows that Diongoya ward with the best performance scored 68% as the average performance of pupils in its schools. Kasanga ward with the poorest performance scored 3% as the average for its pupils. The average score for the eight (8) wards is 35% for its pupils performance. Male pupils (631) are less than female pupils (662).

Table 16: PSLE results in the year 2005 for candidates in schools not supported by NGOs

Ward	Candidates			Successful candidates			Percentage
	Boys	Girls	Total	Boys	Girls	Total	
Singisa	76	69	145	7	13	20	14
Kasanga	71	79	150	5	0	5	3
Kolero	69	70	139	5	5	10	7
Mvuha	78	51	129	46	25	71	55
Masakati	56	77	133	25	25	50	38
Mvomero North	108	142	250	58	56	114	46
Diongoya	100	93	193	72	60	132	68
Kibati	73	81	154	22	35	57	37
Total	631	662	1293	240	219	459	35

Source: National Examination Council (2005)

4.4.2 PSLE results of 2004 and 2005

All Sub-Saharan Africa NGO meeting on EFA (2000) aimed at:

- formulating of an NGO perspective on the progress made towards the provision of Education for all and
- contributing to vision building with regard to Africa's education in the 21st century

Therefore Appendix 8 to 11 in the years 2004 and 2005 demonstrate the situation whether performance in schools supported by NGOs is as expected. Results of pupils from NGOs supported schools were compared with results of pupils from schools not aided by NGOs.

In 2004 NGOs supported schools did not perform better when compared to schools not aided by NGOs. The pass mark was 80 scores out of 200 total marks in the year 2004. In the year 2005 pupils in schools supported by NGOs performed better than those in schools not supported by NGOs whereby 100 scores was the pass mark out of 250 scores.

4.4.3 Hypotheses testing/significance

Improvement in performance in schools assisted by NGOs in the provision of services is indicated in the year 2005 as shown in Appendix 7. The situation indicates that NGOs service provision to primary schools has contributed to good performance in the primary school education sector in the two districts (Morogoro and Mvomero). Progress in the performance has been the outcome of the NGOs contributions to the primary school education sector after 3 to 5 years of duration in their areas of operation; and the stakeholders forum introduced in 2004 as part of the districts reform programme. The forum involves government officers, NGOs representatives, religious representatives, councillors, CBO and co-operatives for discussing all activities and projects implemented in the districts. Resolutions and strategies for the way forward are constructed in the stakeholders meetings. To mention some dates on which stakeholders' workshops were convened in Morogoro Municipality are:-

24th January, 2005 at Savoy Hotel as the first stakeholders' workshop and 11th to 13th July, 2005 held at Lupanga Peak Hall as the second stakeholders' workshop. The null hypotheses is therefore rejected and the alternative one that the cooperation between NGOs and Morogoro and Mvomero District Councils influence the delivery of primary school education services in rural areas is accepted.

4.5 Socio-economic and Socio-cultural factors affecting primary school performance in Morogoro and Mvomero districts

The following Tables 17 to 19 provide the response from pupils, teachers and parents/household heads on factors affecting performance in primary school education sector in the two districts (Morogoro and Mvomero). Table 17 is the response from pupils whereby poverty was mentioned to be the leading negative factor to primary school education performance. Failure to understand the lessons/subjects; and pupils being naughty are of minor influence and least considered.

Table 17: Pupils response on obstacles encountered in their academic performance

Obstacles	Frequency	Percent
Financial difficulties	4	5.1
Diseases	4	5.1
Inadequate books	5	6.4
Poverty	24	30.8
None	12	15.4
Too much household chore	3	3.8
Low academic performance	1	1.3
Separated parents	1	1.3
Few teachers	6	7.7
Has no parents	3	3.8
Far from school/distance	1	1.3
Laziness in studies	12	15.4
Failure to understand better the questions asked	1	1.3
Naughty	1	1.3
Total	78	100.0

Table 19 is the response from teachers; whereby pupils being pregnant is the leading factor contributing to pupils abscondment

Table 18: Response from teachers on factors leading to pupils absconding from school

Factors	Frequency	Percent
Hardship, diseases, death, pregnancy, tradition & norms	9	19.6
Poverty, low level of awareness on education, & environment	3	6.5
Pregnancy	14	30.4
Pregnancy, Truancy and poor environment for learning	3	6.5
Poor economic situation of families	11	23.9
Truancy	1	2.2
Truancy and pregnancy	5	10.9
Total	46	100.0

Table 19 indicates problems encountered by teachers in primary school whereby inadequate teachers in school and truancy were the leading factors to the poor performance in primary school education sector in the districts.

Table 19: Teachers response on problems encountered

Problems	Frequency	Percent
Transport, inadequate teachers' houses	6	13.1
Low awareness of parents in education and poor buildings	1	2.2
Transport, inadequate books and teachers	3	6.5
Transport, treatment, communication with top bosses	3	6.5
Inadequate teachers and Truancy of pupils	9	19.6
Transport, bad working condition, inadequate health services	8	17.4
Low awareness of parents on education and truancy of pupils	3	6.5
Books used for teaching not clear, poor working conditions	2	4.3
Truancy and overcrowding of pupils in a class	7	15.2
Salary follow up, & poor working tools	3	6.5
Lack of cooperation between teachers & parents	1	2.2
Total	46	100.0

Table 20 below is the response from parents/household heads. They mentioned factors contributing to poor performance in primary school education were inadequate teachers and classrooms. Low awareness and less sensitized community on the necessity of primary school education was also mentioned.

Table 20: Response from parents/household heads on negative factors to primary school education performance

Negative factors	Frequency	Percent
Low level of awareness among parents on education	1	2.5
Inadequate teachers	4	10.0
Inadequate classrooms	3	7.5
Inadequate classrooms, few teachers, low awareness of parent	22	55.0
Absenteeism, poor working gears, low awareness of parents	3	7.5
Pupils spend much time in agricultural activities than in classroom	1	2.5
Few teachers and inadequate teachers' houses	3	7.5
Irresponsible teachers	1	2.5
Absenteeism, inadequate books & poor discipline of pupils	1	2.5
Total	40	100.0

Table 21 below indicates the socio-economic and socio-cultural factors identified from pupils, teachers and household heads respondents as contributing to poor performance in primary schools.

Table 21: Identified Socio-economic and Socio-cultural factors

Financial difficulties	Separated parents
Economically poor	Pregnancy
Diseases and deaths	Poor awareness of the community on the necessity of primary school education.
Inadequate learning materials	Truancy
Poverty	Outdated traditions and norms/misleading informal education
Household chores	Poor co-operation between teachers and parents/guardians
Distance from school	Absenteeism
Orphanage	Irresponsible teachers
Poor/unconducive learning environment	Indiscipline pupils.
Poor school buildings	
Poor transport	
Poor motivation	
Inadequate teachers	
Poor working tools	
Overcrowded classes	
Difficulties in acquiring salaries	
Agricultural activities	

Inadequate socio-economic requirements and outdated socio-cultural norms lead to deterioration of pupils' performance as reported by the World Bank (1996) that girls do less well than boys in the PSLE. The situation is contributed by parents/guardians having the attitudes of pulling girls out of school rather than boys due to culture that boys bring income and that they are the guardians of the home. Girls on the other hand, would get married and leave home, or get pregnant. Girl drop out is also caused by early marriage for dowry. In some African societies, girls are more priced than boys. Household chores also contribute to female dropouts whereby many parents also keep their daughters at home whenever there are some chores such as cooking, selling, farming, taking care of other siblings or sick members of the family, laundry, fetching water and collecting firewood.

Conflict or uncertainty over which cultural norms should be acceptable in which circumstances can contribute to change and instability in the field of education. These cultural norms often are so strongly ingrained in an individual's daily life that the individual may be unaware of certain behaviours. Until these behaviours are seen in the context of a different culture with different values and beliefs, the individual may have difficulty in recognizing and changing them.

4.6 Relationship between NGOs and Morogoro and Mvonero districts in the provision of primary school education services in rural areas

Table 22 below indicates that relationship exists between the NGOs and Morogoro and Mvomero Districts in the provision of primary school education services. The organizations co-operate in the construction of classrooms, supply of school materials, environmental conservation and the presence of an expert/consultant from the District

during the implementation of NGOs' plans. The District also gives the permission to all NGOs operating in that location (NGOs Act, 2002), provides subsidies, transport and moral support. The National policy on NGOs (2001) directs that NGOs will operate in any allocated area of the district prior to the permission granted by the district Authority. It is the DAS. Findings indicate that most officers do not know that NGOs get their permits for implementation from the district authority (DAS) following the response by 28 respondents, that it is the council's authority that permits the NGOs to run their activities in the district.

Table 22: District officers' response on authorities providing permits to NGOs

Authorities	Frequency	Percent
DED	16	57.1
Relevant education authority concerned	3	10.7
District education department	1	3.6
District Commissioner	7	25.0
DC, DED & DEO	1	3.6
Total	28	100.0

Table 23 below is the response from NGOs workers on the cooperation between the NGOs and the districts. Five (55.6%) out of 9 workers say that the District Authority is the consultative authority to the primary school education activities, provides teaching materials, funds and community contributions to primary schools. NGOs are also occupied with the improvement of the primary school education sector in the two (2) districts (Morogoro and Mvomero).

Table 23: NGOs workers' response on activities performed in cooperation between the NGOs and the districts

Activities	Frequency	Percent
Construction of classrooms, financial assistance to pupils	1	11.1
Advice, teaching materials, assistance in cash & in kind	5	55.6
To use my knowledge to educate nearby schools	1	11.1
Give representative in the implementation of planned activity	1	11.1
Total	9	100.0

Table 24 below is the response from key informants on the relationship between the NGOs and the Morogoro and Mvomero Districts. From the finding the majority (18.75%) on advice provided and 62.5% on reporting mechanism say that NGOs should cooperate with and submit their reports to the District Authority on the activities implemented. Nine respondents (56.25%) say that the District Authority provides transport, expertise and funds (topping up) to the NGOs during the implementation of their activities.

Table 24: Key informants' response on NGOs operations

Advice	Frequency	Percent
It is good if they cooperate with district council	3	18.7
Assist marketing of agricultural crops, education, environmental conservation, road construction	1	6.2
NGOs should submit their plans to D.C for easy planning and reporting	3	18.7
Involve the communities around, give more education to community	2	12.5
Should concentrate on improving primary school education	1	6.5
More efforts should be directed in rural areas	2	12.5
Advice to expand their activities to cover the whole district	2	12.5
Assist in improving primary school education	2	12.5
Total	16	100.0
Reporting mechanism		
None	4	25.0
Through implementation reports, experts from District council	10	62.5
Through radio, seminars & visits	1	6.2
Meetings and physical visits to where NGOs operate	1	6.3
Total	16	100.0
Assistance		
None, some get advice	1	6.2
We do not know	1	6.2
Transport, experts and funds (topping up)	3	18.7
Experts	9	56.2
Transport and moral support	1	6.2
Total	16	100.0

Mushi *et al.* (2001) reports that in most cases, the number of NGOs/Private agencies running their activities and providing services are not known to district authorities. These organizations are not centrally co-ordinated by the MOEC and most of them do not have

clearly defined guidelines for operationalisation. Still most NGOs work in isolation from one another; also there is no well established umbrella or apex organization; thus co-ordination by the government becomes difficult beyond the point of registration. The situation also applies to Morogoro and Mvomero Districts whereby the NGOs such as STEPS, WWFP, WCST and World Vision work in isolation and their implementation is not transparent to the inhabitants through the participatory meetings as observed from the reporting mechanism whereby only 6.3% of the respondents are aware of the NGOs activities through meetings and 25.0% respondents are not aware of the activities performed by the NGOs in the provision of primary school education services in their residing areas.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATION

5.1 Overview

This chapter presents a summary of the study, offers recommendations and suggestions for further research for district officers and policy makers. To facilitate the interpretation; conclusions and recommendation are summarized and organized in relation to the study objectives. Based on the findings of the study, the following conclusions and recommendations are presented:-

5.2 Conclusion

- (a) Various NGOs which are running their activities in the districts operate in the areas of range from 25 to 80 kilometres from the districts headquarters. Services that they render include among others environmental conservation, health education, cooperatives, well construction, providing skills in the agricultural activities, poverty alleviation, providing information on the danger and negative effect of drugs and alcohol, undertaking social welfare issues, engaged in cultural activities, HIV/AIDS awareness and means of prevention from the diseases, sensitisation and training the community on human rights; and the promotion of basic primary school education. The study concentrated on the NGOs involved in the promotion of the primary school education sector in Morogoro and Mvomero Districts. NGOs identified providing services to primary school education are World Vision (ADP), STEPS, WWF, and WCST.

- (b) After identifying the NGOs supporting the primary school education sector in the two districts this study also examined the contribution of the NGOs in relations to performance in primary schools which they support. Performance of pupils in PSLE in school supported by the NGOs is among the criteria used to assess the outcome of the services provided by the NGOs to the primary schools.
- (c) Findings of the study show that there is a slight improvement in performance whereby pupils in school supported by NGOs performed better in 2005 PSLE than pupils in schools with no NGOs assistance. Also there are more pupils in schools supported by NGOs than in those schools not supported, the situation which indicates that the learning environment is conducive in primary schools supported by the NGOs. Conducive environment in terms of the availability of adequate desks, teaching materials, classrooms, equipment, conservation of the school environment, pit-latrines and clean learning surroundings.
- (d) In this study socio-economic and socio-cultural factors hindering the good performance in primary school education were also identified. Leading factors in the retardation of the primary school education performance were identified as poverty, truancy, pregnancy, inadequate teachers, school materials and equipment, cohort dances and ceremonies, poor infrastructure, diseases and illness. Findings on pregnancy was due to the negative influence of the socio-cultural norms, whereby girls are married at early ages for dowry as they are more priced than boys. Poverty also leads to pupils' truancy and

dropouts, for the pupils provide an extra pair of hands in household chores, agricultural and other economic activities.

The districts' cooperation and relationship with the NGOs were also examined in terms of

- NGOs registration process
- Services delivered to primary schools
- Follow up and monitoring mechanism of the NGOs performance and
- Answerability and accountability channels of the NGOs to the two districts

The NGOs Act of 2002 section 23 subsection 1 states that no NGOs can run its activities within a certain area of the district without the permission of the district Authority. The authority to provide permits to the NGOs to operate in an identified area has been granted to the District Administrative Secretaries (DASs) verbally; without a letter of appointment to perform; the condition that demotivates and discourages them from performing accordingly. Even a job description of the assignment is not in place. NGOs registration is done but the follow up and monitoring of the NGOs is weak as observed in the study.

NGOs have been operating in the two districts for more than 3 to 5 years but their activities are not well known to the district officers and the community at large due to inadequate information, poor follow-up and monitoring of their activities.

Poor controlling mechanism contribute to NGOs being at laissez faire in the provision of the intended services to the primary schools. The situation is being rectified after the establishment of the stakeholders' forum, which also includes the NGOs.

The stakeholders' forum has been established as part of the reform programme in the districts; as a controlling mechanism of all activities performed in the districts. The outcome of the forum has contributed to improved PSLE results in the year 2005 whereby pupils in schools supported by NGOs performed better than pupils in schools not supported by the NGOs.

5.2 Recommendations

Therefore in the same manner an institution similar to CONGAT may be formed to break the isolation of the NGOs and to encourage better mutual knowledge establishing and strengthening bonds of solidarity, sharing of experience and competence and even equipment with the district councils. The organ established may therefore work to improve the contact and collaboration between NGOs and the council. Areas to be looked into may be as follows:-

- a) Investigating the nature of NGOs, what they do and in what fields; their competence and resources and the institutional and environmental constraints, which affect the success of their projects and actions.
- b) By organizing district meetings between NGOs working in the same sector, or whose activities take place in the same geographical area, example sectors meetings on education, health, roads, water and Agriculture.
- c) Establishing contact and promoting closer collaboration between NGOs and the Council's services in the same geographical areas
- d) Funds for the NGOs to be disbursed through Council Bank Account and
- e) Providing technical backstopping to the NGOs

- (i) Among other issues the following factors should also be considered for the success of NGOs performance:-
- Their closeness to the communities they work with.
 - Their specialization, flexibility and mobilizing the poor.
 - Their bottom up development paradigms.
 - Their ability to innovate and encourage cost effective sustainable development; and
 - Their capacity to target issues neglected by the government.
- (ii) There is a need to create a conducive and an enabling environment for NGOs to emerge and to function efficiently and effectively as partners of the government in national socio-economic development. Conducive and enabling environment should be created by the provision of expertise, availability of infrastructure; and knowledge on NGOs Act and policy.
- (iii) The government should put in place a registration process which is transparent and which will facilitate better coordination. It should promote transparency, accountability, awareness and commitment within NGOs themselves and to the general public.
- (iv) The government should also improve the level of interaction with NGOs, promote NGOs network and fora so as to enable NGOs establish a participatory self-regulatory mechanism and a code of conduct. What has been stated in the NGOs' National Policy of 2001 should be interpreted, made aware to the authorities and revised according to the needs and

prevailing situation for better performance of NGOs and expected fruitful results.

- (v) NGOs should adhere to the laws and policies of the nation pertaining to the implementation of their activities.

- (vi) From the findings it is possible that the NGOs and donors named as volunteers may have an influence as to the choice of areas of running their activities (NGOs National policy 2001). The outcome of being volunteers has been indicated in Morogoro and Mvomero Districts whereby NGOs' area of concentration and coverage is between 25 to 65 kilometres from the headquarters' offices. Stakeholders forum involving government officer, NGOs representatives, religious representatives, co-operatives, CBOs and political leaders in the districts should be convened at least twice in a year to discuss NGOs' performance, the way forward and as a co-ordinating machinery. The following steps should be taken.
 - NGOs should be introduced to the village assembly for the awareness of and gaining support from the community.
 - At the stakeholders meeting and village assembly NGO Act and policy should be interpreted for the common understanding of the community and interested parties.
 - Officers authorized to provide permits to the NGOs should be given the letters of appointment and the job description of the assigned work

Thus peripheral areas which are inaccessible are disadvantaged. The issue of coordinating these NGOs by the government should be considered as inevitable and crucial to tackle the unfruitful mushrooming and overlapping activities of these NGOs in the same location. Monitoring and follow-ups by government officials are also essential to know what actually is being implemented by these NGOs.

Other writers also have come up with recommendation and to mention some are the following.

Ishumi (2001), says that Tanzania has done something with UPE but the point to be made is that political will or push should be sufficient in terms of both human and fiscal resources; and evaluation should be done on the results of the innovations. The following observations were made:

- a) Timely planning for the innovation and changes should be considered
- b) UPE without desks to sit on, books to read, chalk for blackboard work; without the necessary professional and pedagogical support (including properly trained teachers) would certainly fall far short of a basic functional education it was meant to be.
- c) If UPE is not implemented properly would lead to frustration of children and parents aspirations, young school leavers migration into urban regions, urban joblessness and consequent urban youth delinquency and crime.

The state should therefore also worry more about qualitative improvements such as production and procurement, distribution and proper use of teaching learning materials and school equipment redressing the grossly in optional teacher-pupil ratio and pupil-book ratio.

According to the Symposium on the Challenge of rural poverty held in Germany (1987); Togo has established the council of Non government organization (CONGAT) for supporting, co-ordinating, monitoring, evaluating and providing recommendations on the performance of the NGOs.

5.3 Suggestions for further research

There is a need therefore to examine the problems encountered in monitoring and co-ordination of the NGOs activities for expected results.

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APPENDICES

Appendix 1: Respondents' Questionnaire

A: Questions to pupils

1. What is your name?
2. Gender (i) Male [] (ii) Female []
3. Which class are you?.....
4. What is your age?.....
5. What is your easiest subject?.....
6. What is your difficulty subject.....
7. What are your obstacles in you academic performance.....
8. What was your position in 2005 end of the year examination results?
.....
9. Who helps you
 - (i) In school construction?.....
 - (ii) Rehabilitating school buildings?:.....
 - (iii) In the provision of books to your school?
10. What do you do before going to school?.....
11. What do you do after school hours?.....

B: Questionnaire for teachers

1. How many pupils are in your class?.....
2. On average, what is the number of pupils in a class?.....
3. How many pupils dropped-out for the period between 200 and 2005?.....
4. What sex of pupils lead in drop-out rate?.....
5. What are the reasons for drop-outs and absconding school?.....
6. How is your working condition?.....
7. What subjects do you teach?.....
8. What is your opinion on school curriculum?.....
9. What is your opinion on tools used for teaching and other working gears?
.....
10. Are you living in a school's house? (i) Yes [] (ii) No []
11. If yes, what is the condition of that house?
(i) Very good [] (ii) Good [] (iii) Poor [] (iv) Very poor []
12. What problems do you encounter in your work?.....

C: Household heads/parents/Guardians' Questionnaire

1. Location

- (i) District.....
- (ii) Division.....
- (iii) Ward.....
- (iv) Village.....

2. Name.....

3. Age/years

- (i) 18-25 []
- (ii) 26-33 []
- (iii) 34-41 []
- (iv) 42-49 []
- (v) Above 49 []

4. Gender (i) Male (ii) Female please tick the appropriate

5. Marital status of head of household

- (i) Married []
- (ii) Single []
- (iii) Widow/widower []
- (iv) Divorced/separated []

6. Level of education of head of household

- (i) Primary education []
- (ii) Secondary education []
- (iii) Adult education []
- (iv) Diploma []
- (v) Degree []
- (vi) Not attended school at all []
- (vii) Others (specify).....

7. Number of children

	Age	Male	Female
(i)	1-3	[]	[]
(ii)	4-7	[]	[]
(iii)	8-18	[]	[]
(iv)	Above 18	[]	[]

8. How many female children are attending primary school?
9. How many male children are attending primary school?
10. What is the size of your household?
- (i) 1-3 []
- (ii) 4-6 []
- (iii) 7-9 []
- (iv) Above 9 []
11. What is the main source of your income?
- (i) Employment/salary []
- (ii) Non agricultural income generating activities []
- (iii) Agriculture []
- (iv) Others (Mention).....
12. What is your monthly income earning?
- (i) 1,000 – 5,000/- []
- (ii) 6,000 – 10,000/- []
- (iii) 11,000 – 15,000/- []
- (iv) Above 15,000/- []
13. Who is your major income earner in your family?.....
14. What are your objectives of sending your children to school?.....
15. Why your children do not go to school?.....
16. What are the factors affecting the quality of primary school education?.....
17. What is your advice on improving the quality of primary school education?.....
18. Have ever got a loan? (i) Yes [] (ii) No []
19. If yes, where did you borrow?.....
20. How many meals does your household take per day?
- (i) One [] (ii) two [] (iii) Three []
21. How many meals do your school children get per day?
- (i) One [] (ii) two []
22. How far is your household from primary school?
- (i) Very near []
- (ii) Near []
- (iii) Not very far []
- (iv) Very far away []

D: District officers' questionnaire

1. Gender (i) Male [] (ii) Female [] please tick the appropriate
2. What was the position of your district in 2005 PSLE results at the national level?
.....
3. What was the position of your district in 2005 PSLE results the regional level?
.....
4. Are there NGOs that provide services to primary school education in your district?
.....
5. If yes, who gives the permission to those organizations to operate in an identified area?.....
6. What was the condition of primary education schools before the NGOs started operating in that area?.....
7. Do you have the projects that contribute to the improvement of the quality in primary school education sector?.....
8. If yes mention the projects that know.....

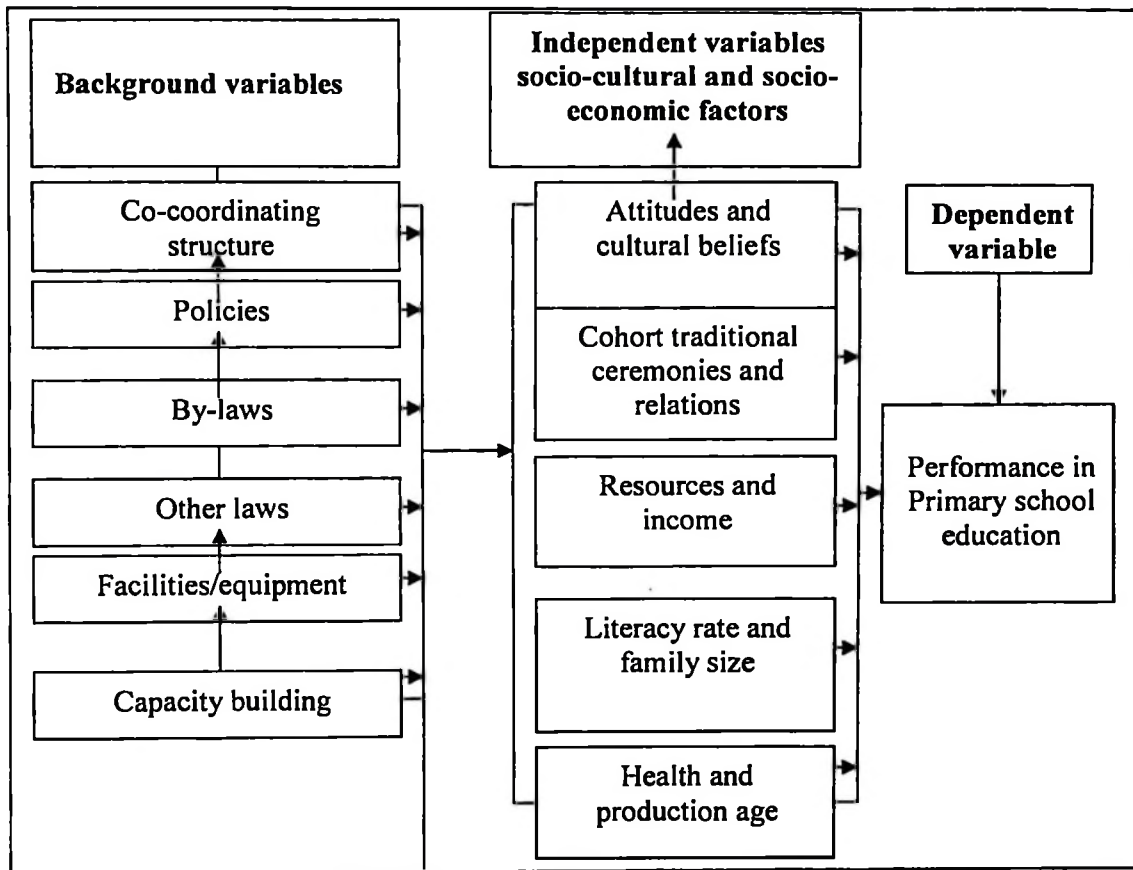
F: Questionnaire for Key informants

1. Mention NGOs that are operating in your district?.....
2. What kinds of activities are done by those NGOs?.....
3. How does your district monitor/evaluate the performance of those NGOs?.....
4. Where do those NGOs run their activities?.....
5. How did the NGOs happen to run its activities in that area?.....
6. What is your advice to those NGOs?.....
7. How do you get the report/information on activities performed by those NGOs?.....
8. When did the NGOs start operating in those areas?.....
9. What problems do you face in cooperating with the NGOs in improving the primary school education sector in your district?.....
10. What assistance do NGOs get from the district council?.....
11. What need to be done in order to improve the quality of primary school education sector in Morogoro and Mvomero districts?.....
.....
.....
.....

E: Questionnaire for NGOs workers

1. What are the main activities of your NGO/Organization?.....
2. Why did you join the NGO?.....
3. What problems are you facing?.....
4. How do you solve the problems that you encounter during service provision ?
.....
5. What services will contribute to performance improvement in primary school education sector?.....
6. What traditional and cultural norms may lead to poor performance in primary school education?.....
7. How are your services to your customers/targeted beneficiaries?
 (a) Very good []
 (b) Good []
 (c) Satisfactory []
 (d) Bad []
8. What is the attitude of the targeted beneficiaries?.....
9. What strategies are at hand for suitability of your project?.....

Appendix 2: The Conceptual framework illustrating factors that may affect the performance in primary school education sector



Appendix 3: Operational definitions of variables

Variables	Indicators
Co-coordinating structure	Relationship between NGOs and two districts (Morogoro and Mvomero)
Policies	NGOs' operational guidelines
By-laws	District/Council's laws
Other laws	Constitutional/sector laws
Facilities/equipment	Working gears
Capacity building	Enabling working environment
Attitudes and cultural beliefs	Behaviour of the community
Cohort traditional ceremonies and relations	Traditional dances/cerebration
Resources and income	Generated products/earnings
Literacy rate	Level of education of the respondents
Family size	Number of people in a households
Health and production age	Labour force
Performance in primary school	Primary school pupils performance

Appendix 4: Performance trend in PSLE for the years 2000 to 2005 in Morogoro and Mvomero Districts

YEAR	EXPECTED CANDIDATES			CANDIDATES			% SUCCESSFUL CANDIDATES			POSITION IN THE REGION	NATIONAL POSITIONS OUT OF TOTAL DISTRICT
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL		
000	4194	4028	8222	3904	3866	7770	94.5	358	788	10	115/118
001	4047	3831	7878	3865	3765	7599	96	438	1197	15.8	110/118
002	4425	4320	8745	4247	4118	8365	95	429	1130	13.5	115/118
003	4074	3816	7890	3974	3738	7712	97.75	892	2066	26.8	111/118
004	4683	4584	9267	4607	4521	9128	98.5	1191	2919	32.1	115/118
005	3872	3790	7662	3817	3739	7556	98.5	1436	3312	43.9	105/121

Source: National Examination Council 2005

Appendix 5: Number of pupils completing primary school education in Morogoro and Mvomero districts in the years 2003 to 2005

YEAR	PUPILS ENROLLED			TOTAL CANDIDATES FOR STD VII EXAMINATIONS			DROPOUT AND OTHER REASONS SUCH AS TRANSFERS, REPEATERS AND DEATH			COMPLETION RATE
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
1997	6019	5447	11466	3974	3738	7712	2045	1709	3754	67.3
1998	5490	5272	10762	4607	4521	9128	883	751	1634	84.8
1999	6529	6011	12540	3817	3739	7556	2712	2272	4984	60.3
TOTAL	18038	16730	34768	12398	11998	24356	5640	4732	10372	70.1

Source: National Examination Council

Appendix 6: Results in 2005 PSLE in wards with primary schools not supported by NGOs

Ward	Shule	Candidates			Successful candidates			Percentage	
		Boys	Girls	Total	Boys	Girls	Total		
Mvuha	Mvuha	36	32	68	16	15	31	46	
	Lukulunge	3	2	5	3	2	5	100	
	Kongwa	15	6	21	8	4	12	57	
	Kilengezi	2	3	5	0	0	0	0	
	Msonge	12	4	16	10	4	14	88	
	Tulo	10	4	14	9	0	9	64	
	Total		78	51	129	46	25	71	55
Kolero	Kolero	28	37	65	0	0	0	0	
	Lukange	27	20	47	3	2	5	11	
	Lubasazi	2	3	5	2	3	5	100	
	Malani	12	10	22	0	0	0	0	
	Total		69	70	139	5	5	10	7
Kasanga	Kasanga	13	30	43	0	0	0	0	
	Bungu	18	23	41	0	0	0	0	
	Kitonga	0	0	0	0	0	0	0	
	Balani	5	5	10	2	0	2	20	
	Kizagila	0	3	3	0	0	0	0	
	Ukwama	10	0	10	0	0	0	0	
	Koloni	20	15	35	2	0	0	6	
	Longwe	5	3	8	1	0	1	13	
	Total		71	79	150	5	0	5	3
	Singisa	Singisa	19	23	42	7	13	20	48
Lumba juu		18	8	26	0	0	0	0	
Lumba chini		21	13	34	0	0	0	0	
Nyamigadu		10	19	29	0	0	0	0	
Ntala		8	6	14	0	0	0	0	
Total			76	69	145	7	13	20	14
Mvomero North	Mvomero	32	37	69	23	15	38	55	
	Dibamba	12	12	24	9	10	19	79	
	Miembeni	21	18	39	8	10	18	46	
	Makuyu	11	19	30	2	2	4	13	
	Mgudeni	11	19	30	10	19	29	97	
	Jegea	3	8	11	0	0	0	0	
	Milama	11	14	25	6	0	6	24	
	Matale	7	15	22	0	0	0	0	
	Total		108	142	250	58	56	114	46
	Kibati	Kibati	11	19	30	7	11	18	60
Hoza		7	6	13	3	1	4	31	
Diburuma		16	9	25	2	4	6	24	
Gonja		2	5	7	2	5	7	100	
Pemba		10	18	28	0	6	6	21	
Msolokelo		11	12	23	1	0	1	4	
Pandambili		10	7	17	5	7	12	71	
Total			73	81	154	22	35	57	37

Maskati	Masikati	22	28	50	8	9	17	34
	Kinda	6	6	12	2	0	2	17
	Semwali	2	9	11	1	0	1	9
	Mdole	4	9	13	4	8	12	93
	Magunga	7	10	17	3	3	6	35
	Dibago	15	15	30	7	5	12	40
	Total	56	77	133	25	25	50	50
Diongoya	Diongoya	10	10	20	2	4	6	30
	Kwadoli	4	6	10	3	6	9	90
	Mapanga	10	16	26	0	0	0	0
	Manyinga	27	34	61	27	34	61	100
	Lusanga	38	22	60	38	16	54	90
	Digalama	11	5	16	2	0	2	12
	Total	100	93	193	72	60	132	68
	Grand Total	631	662	1293	240	215	455	35

Appendix 7: Results in 2005 PSLE in wards with primary schools supported by NGOs

Mikese	Mikese	27	21	48	22	7	29	60
	Muungano	22	20	42	20	11	31	74
	Mascyu	12	14	26	6	3	9	35
	Gwata	11	10	21	8	6	14	67
	Fulwe	50	48	98	17	10	27	27
	M/Mkola	8	8	16	7	8	15	94
	Kinonko	12	6	18	9	6	15	83
	Total	142	127	269	89	51	140	52
Mkuyuni	Mkuyuni	32	21	53	32	21	53	100
	Mivuma	14	17	31	7	8	15	48
	Changa	24	14	38	11	2	13	34
	Kibwaya	24	16	40	14	7	21	52
	Luholole	21	27	48	6	2	8	17
	Mfumbwe	29	20	49	10	2	2	24
	K/Mkuyuni	23	13	36	3	0	3	8
	K/Mwarazi	7	10	17	6	4	10	59
	Total	174	138	312	89	46	135	43
Ngerengere	Ngerengere	34	37	71	33	35	68	96
	Lulongwe	6	13	19	0	0	0	0
	Lukose	15	22	37	5	8	13	35
	Matuli	14	16	30	0	0	0	0
	Kiwege	9	15	24	4	7	11	46
	Kweba	6	12	18	0	1	1	6
	Njianne	20	9	29	20	9	29	100
	Kizuka	30	34	64	30	28	58	91
	Total	134	158	292	92	88	180	62
Mzumbe	Lubungo	9	8	17	7	8	15	88
	Kimambila	1	1	2	1	1	2	100
	Masanze	17	14	31	17	14	31	100
	Changarawe	21	26	47	16	8	24	51
	Mzumbe	27	24	51	20	17	37	72
	Tangeni	19	34	53	4	16	20	38
	Mnyanza	23	28	51	4	11	15	29
	Total	117	135	252	69	75	144	57
Mlali	Kipera	4	13	17	4	13	17	100
	Mlali	19	18	37	18	15	33	89
	Mscgese	13	8	21	7	3	10	48
	Manza	7	7	14	1	7	8	57
	Homboza	41	44	90	7	9	16	18
	Mongwe	10	16	26	1	2	3	11
	Lugono	15	6	21	3	0	3	69
	Yowe	7	8	15	0	0	0	0
	Total	116	125	241	41	49	90	37
Melela	M/ranch	2	5	7	0	2	2	29
	Melela	34	41	75	32	40	72	96
	Mangaye	14	9	23	8	3	11	48
	Magali	4	1	5	1	0	1	20
	Total	54	56	110	41	45	86	78

Doma	Msongozi	13	15	28	0	6	6	21
	Kihondo	3	3	6	0	2	2	33
	Maharaka	14	110	24	3	2	5	21
	Doma	19	17	36	16	7	23	64
	Mtipule	5	4	9	4	3	7	78
	Total	54	49	103	23	20	43	42
Kiroka	Kiroka	32	29	61	26	33	59	97
	Kiziwa	28	22	50	27	20	47	94
	Kikundi	37	27	64	8	1	9	14
	Kungwe	29	19	48	17	2	19	40
	Bamba	22	25	47	8	9	17	36
	Diovuva	8	7	15	7	4	11	73
	Vulani	2	10	12	2	3	5	42
	Lukonde	12	13	25	6	4	10	40
	Total	170	152	322	97	76	173	54
	Grand Total	961	940	1901	541	450	991	52

Appendix 8: Performance of pupils in 2004 PSLE in schools with no support of NGOs

Selembala

S/n	Pupil's examination number	Primary school of origin	Scores/marks
1	PS1103169/19	Mvuha	137
2	PS1103169/43	Mvuha	136
3	PS1103214/08	Kinganila	133
4	PS1103103/16	Lukulunge	130
5	PS1103169/27	Mvuha	129
6	PS110300429	Balani	129
7	PS1103250/10	Kilengezi	128
8	PS1103169/42	Mvuha	128
9	PS1103169/35	Mvuha	123
10	PS1103214/7	Kinganila	123
11	PS1103004/26	Balani	123
12	PS1103214/13	Kiganila	122
13	PS1103103/19	Lukulunge	121
14	PS1103169/34	Mvuha	119
15	PS1103200/16	Tulo	117
16	PS1103081/34	Koloni	115
17	PS1103200/12	Tulo	115
18	PS1103169/44	Mvuha	111
19	PS1102161/11	Msonge	111
20	PS1103119/30	Malani	110
21	PS1103119/23	Malani	110
22	PS1103119/28	Malani	109
23	PS1103200/19	Tulo	106
24	PS1103119/13	Malani	106
25	PS1103084/32	Kongwe	105
26	PS1103103/12	Lukulunge	104
27	PS1103250/8	Kilengezi	104
28	PS1103119/24	Malani	104
29	PS1103084/25	Kongwe	104
30	PS1103084/48	Koloni	104
31	PS1103103/20	Kongwe	103
32	PS1103081/47	Koloni	103
33	PS1103004/19	Balani	103
34	PS1103200/20	Tulo	103
35	PS1103004/18	Balani	102
36	PS1103084/28	Kongwa	102
37	PS1103250/11	Kilengezi	101
38	PS1103119/21	Malani	100
39	PS1103119/25	Malani	100
40	PS1103004/23	Balani	99
41	PS1103200/13	Tulo	99
42	PS1103114/19	Magogoni	98

43	PS1103202/23	Tununguo	98
44	PS1103084/38	Kongwa	98
45	PS1103084/46	Msonge	98
46	PS1103161/9	Tununguo	97
47	PS1103202/20	Tulo	97
48	PS1103200/21	Magononi	97
49	PS11031114/27	Kilengezi	96
50	PS1103250/9	Balani	96
51	PS1103004/24	Mbalangwe	96
52	PS110329/7	Kongwa	93
53	PS1103084/42	Kiburumo	93
54	PS110325/22	Kongwa	93
55	PS1103084/31	Tununguo	93
56	PS1103202/19	Magogoni	92
57	PS11031114/25	Magogoni	91
58	PS11031114/39	Tulo	91
59	PS1103200/17	Kongwa	91
60	PS1103084/40	Mvuha	91
61	PS1103169/18	Tulo	89
62	PS1103200/9	Lukulunge	88
63	PS1103103/17	Balani	85
64	PS1103004/20	Magogoni	84
65	PS11031114/41	Mvuha	83
Total scores/marks			6722

**Appendix 9: Performance of pupils in 2004 PSLE in schools supported by NGOs
Ngerengere**

S/n	Pupil's examination number	Primary school of origin	Scores/marks
1	PS1103078/70	Kizuka	132
2	PS1103078/77	Kizuka	131
3	PS1103078/90	Kizuka	125
4	PS1103078/79	Kizuka	121
5	PSI1103188/53	Sangasanga	121
6	PS1103078/100	Kizuka	120
7	PS1103078/78	Kizuka	120
8	PS1103078/72	Kizuka	116
9	PS1103078/63	Kizuka	116
10	PS1103078/68	Kizuka	116
11	PS1103078/71	Kizuka	114
12	PS1103176/45	Ngerengere	114
13	PS1103078/62	Kizuka	113
14	PS1103076/73	Kizuka	113
15	PS1103176/51	Ngerengere	112
16	PS1103078/55	Kizuka	110
17	PS1103078/58	Kizuka	110
18	PS1103078/65	Kizuka	109
19	PS1103078/85	Kizuka	109
20	PS1103078/78	Sangasanga	109
21	PS1103078/86	Kizuka	108
22	PS1103078/98	Kizuka	108
23	PS1103078/95	Kizuka	107
24	PS1103078/81	Kizuka	104
25	PS1103188/81	Sangasanga	104
26	PS1103078/69	Kizuka	103
27	PS1103078/96	Kizuka	102
28	PS1103078/92	Kizuka	102
29	PS1103176/50	Ngerengere	102
30	PS1103078/80	Kizuka	101
31	PS1103078/94	Kizuka	100
32	PS1103078/97	Kizuka	100
33	PS1103176/58	Ngerengere	100
34	PS1103078/88	Kizuka	99
35	PS110778/59	Kizuka	99
36	PS1103188/79	Sangasanga	99
37	PS110378/99	Kizuka	98
38	PS1103078/87	Kizuka	98
39	PS1103176/52	Kizuka	98
40	PS1103179/28	Ngerengere	98
41	PS1103179/40	Njianne	96

42	PS1103078/67	Kizuka	95
43	PS1103078/89	Kizuka	95
44	PS1103188/73	Sangasanga	95
45	PS1103179/32	Njianne	94
46	PS1103179/39	Ngerengere	94
47	PS1103188/48	Sangasanga	94
48	PS1103078/91	Kizuka	93
49	PS1103078/64	Kizuka	93
50	PS1103176/59	Ngerengere	93
51	PS1103078/54	Kizuka	92
52	PS1103176/90	Ngerengere	92
53	PS1103188/80	Sangasanga	92
54	PS1103078/74	Kizuka	91
55	PS1103183/74	Sangasanga	91
56	PS1103176/49	Ngerengere	90
57	PS1103188/42	Sangasanga	90
58	PS1103176/68	Ngerengere	89
59	PS1103176/65	Ngerengere	89
60	PS1103078/60	Kizuka	88
61	PS1103078/76	Kizuka	87
62	PS1103176/56	Ngerengere	87
63	PS1103179/33	Njianne	87
64	PS1103078/93	Kizuka	87
65	PS1103179/30	Njianne	86
Total scores/marks			6641

**Appendix 10: Performance of pupils in 2005 PSLE in schools supported by of NGOs
Ngerengere**

S/n	Pupil's examination number	Primary school of origin	Scores/marks
1	PS1103188/040	Sangasanga	184
2	PS1103179/025	Njianne	183
3	PS1103188/047	Sangasanga	182
4	PS1103188/041	Sangasanga	180
5	PS1103188/043	Sangasanga	180
6	PS1103188/045	Sangasanga	179
7	PS1103188/046	Sangasanga	179
8	PS1103188/050	Sangasanga	176
9	PS1103188/042	Sangasanga	176
10	PS1103188/051	Sangasanga	175
11	PS1103188/053	Sangasanga	175
12	PS1103188/048	Sangasanga	175
13	PS1103179/024	Njianne	175
14	PS1103188/044	Sangasanga	174
15	PS1103179/028	Njianne	174
16	PS1103179/022	Njianne	174
17	PS1103188/054	Sangasanga	173
18	PS1103188/049	Sangasanga	173
19	PS1103188/034	Sangasanga	173
20	PS1103188/055	Sangasanga	171
21	PS1103179/021	Njianne	171
22	PS113179/023	Njianne	171
23	PS1103188/038	Sangasanga	170
24	PS1103188/052	Sangasanga	169
25	PS1103188/039	Sangasanga	169
26	PS1103176/041	Ngerengere	169
Total scores/marks			4550

Appendix 11: Performance of pupils in 2005 PSLE in schools with no support of NGOs

Selembala

S/n	Pupil's examination number	Primary school of origin	Scores/marks
1	PS1103103/03	Lukulunge	158
2	PS1103169/20	Mvuha	153
3	PS1103169/28	Mvuha	153
4	PS1103169/15	Mvuha	151
5	PS1103099/27	Lukange	150
6	PS1103200/07	Tulo	147
7	PS1103200/08	Tulo	144
8	PS1103200/01	Tulo	144
9	PS1103103/02	Lukulunge	143
10	PS1103200/03	Tulo	143
11	PS1103169/07	Mvuha	142
12	PS1103169/02	Mvuha	142
13	PS1103103/01	Lukulunge	142
14	PS1103084/15	Kongwa	138
15	PS1103169/15	Mvuha	137
16	PS1103169/10	Mvuha	137
17	PS1103200/02	Tulo	137
18	PS1103169/19	Mvuha	133
19	PS1103200/04	Tulo	133
20	PS1103169/24	Mvuha	131
21	PS1103169/14	Mvuha	131
22	PS1103161/03	Msonge	131
23	PS1103161/10	Msonge	131
24	PS1103200/10	Tulo	131
25	PS1103169/26	Mvuha	129
26	PS1103084/15	Kongwa	129
Total scores/marks			3640