



TEST CF Item = Barcode Top - Note at Bottom = Page 1
 CF_Item_One_Barcode_BC5-Top-Sign-narrow Date 6/6/2005
 Time 10:12:18 AM
 Login Name John Tran [Ten]



CF-RAI-USAA-DB01-2003-968495

Expanded Number **CF-RAI-USAA-DB01-2003-968495**

External ID **EVL/2003/TNZ 99/801 / 03.07.18**

Title
The Impact of Training School Committees, Headteacher and Ward Education Coordinators on Education Development in Tanzania

Date Created 1/1/1999 Date Registered 12/15/2002 Date Closed

Primary Contact
 Owner Location Evaluation Office, UNICEF EO NY-HQ = 5128
 Home Location CF-RAF-USAA-DB01-2003-68495 (In Container)
 Current Location/Assignee At Home Location: CF-RAF-USAA-DB01-2003-68495: Evaluation Offi

FI2: Status Certain? No
 FI3: Record Copy? No
 d01: In, Out, Internal Rec or Rec Copy

Contained Records
 Container
 Number 3 Field 1 Field 2

Full Classification Number
 Date Published =d3: Doc Type - Forma 1:Date First Publish. Priority Other

Record Type **A01 EVAL ITEM**

Source Document

Document Details Record has no document attached.

Alt Bar code = RAMP-TRIM Record Number: **CF-RAI-USAA-DB01-2003-968495**

Notes

Print Name of Person Submit Image	Signature of Person Submit	Number of images without cover
-----------------------------------	----------------------------	--------------------------------

The Impact of Training School Committees, Headteachers, and Ward Education Coordinators on Education Development in Tanzania

Acknowledgements

I would like to thank each individual who in one way or another have contributed to the success of this study. First I would like to extend my sincere gratitude to Dr. Augustine Agu of UNICEF Dar es Salaam who initiated this study. My sincere thanks to the research assistants Mr. T Kapama and Mr. T Gichomu of the Ministry of Education and Culture who assisted me in the field throughout the data collection process. I would also like to thank the following individuals who accompanied us to schools and villages for data collection in each district: M. Amiri (Masasi), Maliyaga (Morogoro), Mweno (Kisarawe), E.M. Hape (Singida), V. Koga (Mufindi), G. Nyoni (Songea), M. Magai (Magu), E. William (Serengeti), G. Muniko (Musoma).

I would also like to acknowledge the assistance provided by the Districts Executive Directors (DEDs) and District Education Officers (DEOs) in facilitating the field work in each of the respective district.

Finally, I would like to thank all the participants of the study for their willingness to participate and share information with us.

LIST OF TABLES

Table 1: General Education Characteristics by District.....	11
Table 2: Descriptive Statistics for NER and GER by District: 1990-1997.....	13
Table 3: Number of Participants by Position and Gender.....	14
Table 4a: Number of People Trained in Education Development: Masasi.....	17
Table 4b: Number of People Trained in Education Development: Singida.....	17
Table 4c: Number of People Trained in Education Development: Morogoro.....	17
Table 4d: Number of People Trained in Education Development: Musoma.....	17
Table 4e: Number of People Trained in Education Development: Serengeti.....	18
Table 4f: Number of People Trained in Education Development: Songea.....	18
Table 4g: Number of People Trained in Education Development: Mufindi.....	18
Table 4h: Number of People Trained in Education Development: Magu.....	18
Table 4i: Number of People Trained in Education Development: Kisarawe.....	19
Table 5a: Themes Taught by Position: Kisarawe.....	19
Table 5b: Themes Taught by Position: Magu.....	20
Table 5c: Themes Taught by Position: Masasi.....	20
Table 5d: Themes Taught by Position: Morogoro.....	20
Table 5e: Themes Taught by Position: Mufindi.....	21
Table 5f: Themes Taught by Position: Musoma.....	21
Table 5g: Themes Taught by Position: Serengeti.....	21
Table 5h: Themes Taught by Position: Singida.....	22
Table 5i: Themes Taught by Position: Songea.....	22
Table 6: Costs Incurred by Parents for Primary Education.....	30

EXECUTIVE SUMMARY

Background

The initiative to undertake the assessment of the impact of training conducted in UNICEF supported districts was prompted by the need for regular monitoring and evaluation of activities geared at improving the quality of basic education. The training was provided to district education coordinators, school committee members, and head teachers in order to improve their capacity to plan and implement school development activities. It was expected that the training would facilitate the implementation of education activities at school, ward and district levels.

The questionnaires were developed for the target groups which comprised of people who participated in the training at school, ward and district levels. Some interview questions were also developed to complement information gathered through questionnaires. The survey was conducted in the following districts: Masasi, Kisarawe, Morogoro, Singida, Mufindi, Songea, Magu, Musoma and Serengeti.

The questionnaires solicited information about the nature of the training, themes taught, duration and impact of the training. Information on the adequacy of the training in terms of content coverage and time were also sought out. Furthermore, participants were asked to give their overall assessment of the training and to mention specific aspects that were improved as a result of training.

Head teachers were asked to provide some basic statistics about their schools. These included the number of children enrolled by gender, the average rate of daily attendance and the number of children selected to join the public secondary schools.

The schools were visited and all the new constructions were checked for suitability and durability. Some school records like attendance books and log books were also examined.

Findings

The survey conducted in selected nine districts revealed the following:

- The training conducted for the members of school committees served as a catalyst for increased cooperation between teachers and school committee members.
- The training helped the community members to realise, to a certain extent, that they own schools thereby increasing their involvement in school matters. After the training, most school committees set down strategies on how they would improve the learning environment.
- Most participants (92.3%) indicated that the training was relevant to their.
- The findings revealed that the involvement of school committee members is more on the construction of classrooms and on discipline matters. The involvement in academic affairs is still at a minimal level. However, this is a good starting point because many schools had unconducive learning environment. Ensuring schools are good and safe for learning is a necessary condition for good achievement of children.
- The village leaders are incorporating school development plans as a component in the general plans for the village.
- In many schools, there is an increased number of children who are selected to join Form I. Nevertheless not all children are able to join Form I because of poverty which incapacitate the parents to meet the required school items and fees.
- The training has facilitated the spirit of participation in school activities. Most schools visited have self-initiatives in rehabilitating the school buildings, constructing new classrooms and sanitary facilities and furnishing the classrooms with adequate desks for each student. Most of the schools have some new constructions under community's self-initiatives.
- After the training, the school committees, village leaders, parents and teachers are beginning to look critically on the issue of education. They have built a culture of working together in analysing school problems and identify possible ways of rectifying the situation. In general, the training has been useful in increasing confidence of members of school committees in doing their work.
- The training on child-to-child approach was provided to the health extension workers. The concept seems to be unknown to most teachers and ward education coordinators. Very few teachers in Masasi have had such a training. In other districts, teachers who

are familiar with the child-to-child approach have learned about it in some informal ways since formal training has not been offered.

- The training for head teachers, members of school committees and village leaders was conducted between 1996 and 1998. The duration of training differed from district to district or even from ward to ward within the same district. The content was almost the same though areas of emphasis were somehow different.
- The main focus of the training was on school management and administration, involvement of community on school activities, and the role of school committee in facilitating school development. Sensitisation was mainly done by participants who received the training.
- The survey revealed that some participants who were trained were transferred, particularly teachers, before they actually implemented what they were taught. This was particularly a problem with the Headteachers in Morogoro. The same problem happened to the members of school committees when their period of service expired within a short time following their training.
- Based on the findings, we conclude that the training provided to school committee members, headteachers, ward education coordinators and village leaders has made a significant impact in facilitating school development through participation in the planning and implementation of the plans.

Recommendations

- The training seems to be instrumental in facilitating the community involvement in education. Better coordination of the training would increase the benefits and facilitate the process of improving the learning environment and eventually learning achievement.
- Since the initial training has focused more on the participation of community members in non academic activities, future training should focus more on how parents can assist their children to perform well. This may appear as a distant goal to some parents because of their low literacy level. Therefore, to maximize the benefits of involving communities in primary education, concurrent efforts are needed to ensure that the literacy level of the community members are also improved.

- Parents, particularly in rural communities should be educated on how to assist their children to aim for high achievement in schools. There is also a need to develop ways of assessing children's learning at various stages of learning.
- Sensitisation approach is also fruitful in encouraging community members to participate in school matters. This should be done on a regular basis to ensure that all concerned individuals are fully aware of their roles and responsibilities. People outside the community are likely to have a greater influence on sensitisation than people within the community.
- Given the prevailing poverty situation among many Tanzanians and the increasing costs of education through fees and contributions, the government should increase its contribution to primary education. The government support is imperative as the cost for provision and sustaining of basic education can not be afforded at a family or community level.
- The district education officers should be careful when transferring teachers. Care should be taken to ensure that skills are matched so that the new teacher would be in a position to continue implementing plans as agreed by members of school committee and the former headteacher. Otherwise community members will be frustrated if the new teachers changes completely their plans.

CHAPTER 1: INTRODUCTION

In Tanzania, primary education is considered as the basic right of all children. For a long period of time education has been provided freely in the sense that there were no direct costs involved in order to access the basic education. The provision of free basic education was justified on economic grounds as it is considered as an essential ingredient in increasing capacity to work, ability for individuals to sustain themselves and participate effectively in making democratic decisions for the national development. The Universal Primary Education (UPE) succeeded in raising the gross enrolment rate to about 90 per cent in 1980. However, the increase in enrolment was not accompanied by relevant strategic plans to ensure adequate facilities are matched with the increased number of students. The vast majority of primary schools have deteriorating buildings, insufficient teaching and learning materials, insufficient furniture and generally lack minimum conditions for desired learning to take place. As a result, the quality of education is also deteriorating. Furthermore, the enrolment is declining while the drop out rate is increasing. Apparently, there are four major problems facing the primary education in Tanzania. These are problems of access, equity, quality and management. Several strategies have been set to alleviate those problems.

The new Education and Training Policy (1995) contains major policy directions. Of interest to this report is the direction for decentralisation of decision making and empowerment of communities to manage their schools. As contended by the Minister for Education (MOEC, 1998), the government has seriously declared to strengthen management of school development. Such changes will provide more opportunity to the community and school committees to be more responsible in managing their schools by having the freedom to decide what to do and mobilise resources required to realise their plans (p. i).

The *Basic Education Master Plan* (1997) provides the vision and strategies to be used in improving the quality of basic education. One of the most important strategies advocated in the Master Plan is the decentralisation and delegation of responsibility for planning, implementation and supervision of school development programmes to schools and communities. This strategy was strongly emphasised in the recent main document,

reflecting the direction of the education reform, prepared for Education Sector Development Programme (ESDP) for appraisal mission in March, 1999. The ESDP took a stock of current problems embedded in the education system and proposed reforms that may lead to increase in access and greater learning achievements. The ESDP proposed reforms are in line with the Civil Servants reforms and Regional and Local Government Reforms. The later reforms also emphasise on devolution of power to the districts and facilitation of development initiatives by people within the districts. It is envisaged that by giving authority to schools and communities to plan and implement the development plans they would increase the sense of ownership of school development programmes. As Giles (1998) asserted, the most successful educational reform initiatives are collaboration between parents and school. His contention is based on the view that a school and its surrounding neighbourhood are part of interdependent social ecology that must be understood as a whole to identify problems and develop possible solutions. The same views are extended by Agu (1999, p. 1). He considers a strong partnership that include children, teachers, parents and other community members, administrators and critical actors in education as a fruitful direction to pursue for a successful educational reform. Such a partnership can be developed through a process of dialogue involving all relevant actors.

An understanding of the complex ways in which power, the ability to act, influence education is also important for successful educational reform. Therefore, while Tanzania is moving towards giving more authority to community members to participate in decision making, it is important to look for people who can make decisions beneficial for students learning. Research shows that parents influence education of their children through modelling, reinforcement and direct instruction (Hoover-Dempsey & Sandler, 1995). In involving themselves in various aspects of their children's education, parents demonstrate that activities related to schooling are worthy of adult interest and time. However, in most low-income communities, parents are incapable of attaching proper meaning to educational achievement. In many cases parents do not know the achievement data for the schools in which their children attend. Even if they know the data, they may often not understand their significance for students' future education or employment options (Giles, 1998). Consequently, to maximize the benefits of involving the community in school development activities, capacity building for people involved is inevitable.

Capacity building is therefore seen as a prerequisite element for successful involvement of parents and community members in planning and making decisions about education in their respective communities. The village leaders and ward education officers were not in a position to take the driver's seat in mobilising and sensitising the communities on the role of education and the need for parents to contribute accordingly. Furthermore, the capacity to plan, implement and monitor education activities at school, ward and district levels is relatively low. Even appointed headteachers do not always receive a special training in administration and management. Moreover, headteachers are not accountable to their respective community which is deemed to be the owner of school. Lack of relevant capacity at community level was also noted by the Appraisal Team (Kinunda, et. al, 1999). The Appraisal Team observed that the decentralisation process will require greater commitment to build capacity at community and school levels in order to promote efficient participation and that capacity building should be ongoing and sustainable.

In recognition of need for capacity building, UNICEF provided opportunity for training to school committees, ward education officers, village leaders and headteachers. The training focused on the improvement of planning and implementation of school development activities, mobilisation and management of financial resources, improvement of performance in teaching and learning and on monitoring of the enrolment of 7 years old. Also measures were taken to effect meaningful participation of women in village and school committee's decision making in favour of girls and women.

The school committee is seen as a major ingredient for the success of decentralisation plan. In a recently prepared manual for primary schools in Tanzania, *The Whole School Development Plan*, the roles of members of school committees are clearly stipulated. These include:

- Plan for development of the school;
- Ensure attendance of pupils;
- Ensure enrolment of pupils;
- Enforce school discipline;
- Help in the improvement of pupils and teachers' welfare;
- Liase between the school and the community;

**The Impact of Training School Committees,
Headteachers and Ward Education Coordinators on
Education Development in Tanzania**

A FINAL REPORT SUBMITTED TO UNICEF, NOVEMBER, 1999

**Dr. Joyce L. Ndalichako
Faculty of Education
University of Dar es salaam**

TABLE OF CONTENTS

Acknowledgements.....	1
EXECUTIVE SUMMARY.....	2
Background.....	2
Findings.....	3
Recommendations.....	4
CHAPTER 1: INTRODUCTION.....	6
Purpose of the Study.....	9
CHAPTER 2: EDUCATION SITUATION OF THE DISTRICTS VISITED.....	11
Introduction.....	11
Gross and Net Enrolment Ratio.....	12
CHAPTER 3: METHODOLOGY.....	14
Sample.....	14
Data Analysis.....	14
CHAPTER 4: FINDINGS.....	16
Nature of Training.....	16
Number of people Trained on Education Development.....	17
Themes taught by District.....	19
Impact on the quality of education.....	22
Improvement of the planning process.....	27
Truancy in Schools.....	29
Strategies used to reduce the magnitude of truancy.....	31
Problems encountered during the Training.....	32
Intention to attend further training.....	33
Suggestions for Improving the Implementation Process.....	36
CHAPTER 5: CONCLUSION AND RECOMMENDATIONS.....	40
Recommendations.....	41
References.....	43
Appendix 1: List of Wards and Schools visited.....	44
Appendix 2: Instruments used in the Study.....	46

- Ensure that the school has enough buildings;
- Monitor and supervise school projects;
- Monitor and supervise the collections of revenue and expenditure of school funds;
- Cooperate with teachers in solving school related problems; assist in devising school rules and regulations;
- Assist in organising parents' meetings; (URT, 1998)

It can be clearly seen that the school committee plays a huge role in facilitating the well being of the school. Indeed, members should be carefully selected and well trained to meet those challenging roles expected of them. In acknowledging the role played by members of school committees, and in ensuring that they are contributing effectively to the development of schools, the MOEC has proposed desirable qualifications for members of school committees. These include possession of education at least up to Standard VII; and demonstration of interest in educational development through active participation in educational activities and campaigns (See ESDP Technical Annex 12).

UNICEF has contributed in capacity building for people in the community who are responsible for basic education through training and other relevant support. The training has been done to school committee members, ward education coordinators, headteachers and village leaders in several districts. The major objective of the training was on improving management skills for key people involved in education development. This report focuses on the districts which are under Child Survival Protection and Development (CSPD) plan. Nine of these districts were sampled using clustering sampling approach.

Purpose of Study

This study was designed in order to assess the impact of various training conducted by UNICEF with the purpose of improving school management, sensitisation of parents, mobilisation of financial resources and improving students achievement. The work was done on consultancy basis. The terms of reference included:

- Establish number of school committee members, village leaders, and district officials trained in management and assess the impact of training by school and wards.
- Establish the number of parents, village leaders and teachers sensitised on the importance of education particularly for a girl child and assess the impact of sensitisation on schooling.
- Establish the number of primary school teachers and education extension workers trained on child-to-child approach and assess the impact of training on education development.

CHAPTER 2: EDUCATION SITUATION OF THE DISTRICTS VISITED

Introduction

This section examines some important education characteristics of the districts that were visited. The purpose of this analysis is to provide the general trend in education so that the findings of the study can be digested in the light of the district's situations. Table 1 presents the number of primary schools, number of teachers by qualifications and gender, teacher-pupil ratio and unit cost per pupil per district.

Table 1: General Education Characteristics by District

District	Primary schools	Teachers				Pupil Teacher Ratio
		Grade IIIA		Grade IIIB		
		F	M	F	M	
Kisarawe	62	154	86	124	71	37
Magu	162	172	334	210	371	44
Masasi	201	155	447	283	764	32
Morogoro	37					
Mufindi	141	283	176	363	293	40
Musoma	20	166	121	242	40	29
Serengeti	80	60	166	144	260	38
Singida	25					
Songea	34	249	165	218	42	29

Source: District Statistical Profile (1998) and Information from DEOs

The number of teachers presented in Table 1 shows that the majority of teachers possess grade B qualification. Of course this number is in agreement with the number provided by the Ministry of Education and Culture which shows that only 44 percent of primary school teachers hold grade IIIA (URT, 1999). The Education and Training Policy (1995) spells out that the minimum qualification for a primary school teacher shall be grade A. That means more than half of the primary school teachers are under qualified to teach primary schools. The effectiveness, in teaching, of grade IIIA vs grade IIIB teachers is yet to be established. However, it is generally accepted that grade IIIB teachers are incapable of handling Standards five to seven. Table 1 shows unequal distribution of Grade A teachers across the districts. For example, Kisarawe has more Grade A teachers while Mufindi has more Grade B teachers. Districts with greater number of grade IIIB teachers are unlikely to produce a large number of pupils going to Form I.

In terms of pupil teacher ratio, Table 1 shows that the teaching load is not equally distributed among teachers. It should further be noted that the numbers presented are just average. If one is to examine the pupil teacher ratio per school there are schools with more 80 pupils per classroom while others have less than 15 pupils per classroom. Magu district has a higher teacher-pupil ratio (44) in comparison with Musoma and Songea (29). In the undergoing reforms by the MOEC, there are plans to rationalize the primary school teaching force to ensure equal distribution of teachers in terms of qualifications as well as working load.

Gross and Net Enrolment Ratio

The capacity of schools to accommodate pupils in primary schools regardless of their age is computed using an index called Gross Enrollment Ratio (GER). The GER is computed by dividing the number of students regardless of age, by the population of age-group which officially corresponds to primary education. NET Enrolment Ratio (NER) refers to the percentage of school age children who are enrolled in school.

Table 2 shows the range for GER and NER, mean and standard deviation for the districts visited. The GER and NER for 1998 are presented for each district.

Table 2: Descriptive statistics for NER and GER by District; 1990-1997

District	Sex	GER					NER				
		Min	Max	Mean	S.D	1998*	Min	Max	Mean	S.D	1998*
Kisarawe	B	37	79	63	16.93	99	27	60	50	12.20	74
	G	36	75	63	18.48	85	27	57	49	12.17	66
Magu	B	75	83	78	2.72	70	51	55	53	1.65	50
	G	74	75	75	0.73	69	51	55	53	1.91	52
Masasi	B	73	84	79	4.82	72	56	63	60	3.93	56
	G	81	91	87	4.08	79	62	72	68	4.10	60
Morogoro	B	84	106	94	12.95	95	69	92	82	9.05	71
	G	87	107	92	10.86	96	76	95	86	6.75	76
Mufindi	B	78	95	86	5.33	93	61	79	70	5.46	77
	G	79	96	86	5.70	95	64	81	71	5.28	80
Musoma	B	82	107	95	8.46	88	54	77	66	8.50	63
	G	71	104	93	11.85	91	41	82	63	9.47	71
Serengeti	B	81	95	87	5.21	92	47	69	58	7.28	71
	G	72	84	79	4.65	84	53	64	58	4.66	67
Songea	B	76	96	91	7.64	88	49	67	60	6.74	63
	G	80	100	95	7.58	94	56	73	67	6.85	71

Source: Ndalichako (1999)

* BEST (1999)

Generally, the mean GER and NER for the districts visited, except for Kisarawe and Magu, are higher than the national mean GER and NER for 1998 which are 76 and 57 respectively. Caution should be taken in interpreting the district value. The last National Census was conducted in 1988. The population data obtained in 1988 were used to project population for subsequent years. It is very likely that some projected figures may not be revealing actual information. The NER and GER computed for 1998 reveal relatively high values for Kisarawe and Magu although the values are still below the national average.

CHAPTER 3: METHODOLOGY

The study employed a survey technique. A total of nine districts were visited. The districts were randomly selected from each of the three zones involved in CSPD activities. The following districts were visited: Lake Zone: Magu, Musoma (Urban) and Serengeti; South West Zone: Mufindi, Songea (Urban), and Singida; East Zone: Kisarawe, Morogoro and Masasi. Personal interviews, supplemented by questionnaires were the major instruments used for data collection. Observations of school environment was done in each school visited. The field work was conducted between April 27 to July 22, 1999.

Sample

The sample consisted of members of school committees, district education officers, headteachers, Village Executive officers, Ward Executive officers and ward Education coordinators. Parents who were sensitised were also involved in the study. The main criteria for involving one in the study was involvement in the training. Several schools and wards were visited in the nine districts. Appendix 1 provides a summary of the wards and schools visited in each district. A total of 340 participants were surveyed. The number of participants by district, gender and position are summarised in Table 3.

Table 3: Number of Participants by Position and Gender

District	Position									
	H/teachers		WEC		VEO		WEO		Committee	
	M	F	M	F	M	F	M	F	M	F
Kisarawe	5	1	1		10	3			18	3
Magu	13	1	6		3	1			16	3
Masasi	8	1		3	4				7	1
Morogoro	10	8	2	5			2	2	17	7
Mufindi	12	3	4	1	2		2		8	4
Musoma	11	2	5	5			3		14	12
Serengeti	9	2	4	2	3				17	7
Singida	13	3	7	2			2		6	
Songea	3	3	6	4	3			2	5	1
Total	87	24	35	22	25	4	9	4	102	38

Data Analysis

Data were analysed mainly through qualitative approach. Themes were extracted from participants responses and were then coded and entered into a Statistical Package for Social Sciences (SPSS Computer Programme) for determining the frequency of each

response. Therefore, frequencies were mainly used to indicate the extent to which a certain response was given by various participants. The responses were disaggregated by the position of the participant in order to show different views by different categories of participants. That means the responses for members of school committees, ward education coordinators, village leaders and head teachers were compared across each category observed.

CHAPTER 4: FINDINGS

This chapter discusses the findings of the study. The findings are discussed in terms of the nature of the training, number of people trained in each district, themes taught per category of participants. This is then followed by a section on the impact of the training in improving the quality of education, reducing truancy in schools, improving planning process. Furthermore, the problems encountered during the training are discussed and recommendations on ways of improving the extent to which the learned skills are used in practice are put forward.

Nature of the Training

With exception of Singida and Morogoro, the training on education Development was conducted to District Education Officials, ward education Coordinators, Members of School Committee, Head teachers and village leaders. In Singida Urban, no training was conducted for school committee members and village leaders. Similarly in Morogoro, District education officials and village leaders received no training.

In each district, the training was centrally conducted. Participants were meeting on a venue normally proposed by the district education officials. The choice of the venue depended on the availability of space and also on the convenience for other participants to reach the place. The duration of the training varied from one day to one week. In some cases, headteachers have indicated that they received a longer training between one and two months. However, such training was not the focus of the study because it is a normal training supposed to be offered by the Ministry of Education to all teachers who are appointed as headteachers. Such training is offered at MANTEP leadership Training Insitute which is charged with the responsibility of preparing leaders in education. Nevertheless, it is evident that the knowledge and skills acquired through that training would enlighten the headteacher on how to handle school matters.

Number of people Trained on Education Development

The number of people trained, on education development, per district is presented in Table 4.

Table 4a: Number of people trained in education development: Masasi

Type of leader	Males	Females	Total
District Education officials	9	1	10
Village leaders	75	45	120
Ward education Coordinators	27	6	33
Members of school committee	194	136	330
TOTAL	305	188	483

Source: data presented by the District Education Officer, Masasi

Table 4b: Number of people trained in education development: Singida

Type of leader	Males	Females	Total	Year Trained
District Education officials	5	1	6	1998
Village leaders	-	-	-	
Ward education Coordinators	7	2	9	1998
Members of school Committee	-	-	-	
Head Teachers	20	4	24	1998
TOTAL	32	7	39	

Source: Data presented by the District Education Officer, Singida

Table 4c: Number of people trained in education development: Morogoro

Type of leader	Males	Females	Total	Year Trained
District Education officials	-	-	-	1996-98
Village leaders	-	-	-	
Ward education Coordinators	7	12	19	1996-98
Members of school Committee	260	80	360	1996-98
Head Teachers	21	16	37	1996-98
TOTAL	288	108	426	

Source: Data presented by the District Education Officer, Morogoro

Table 4d: Number of people trained in education development: Musoma

Type of leader	Males	Females	Total	Year Trained
District Education officials	5	2	7	1998
Village leaders	-	-	-	
Ward education Coordinators	8	5	13	1998
Members of school Committee	20	20	40	1998
Head Teachers	18	2	20	1998
TOTAL	51	29	80	

Source: Data presented by the District Education Officer, Musoma

Table 4e: Number of people trained in education development: Serengeti

Type of leader	Males	Females	Total	Year Trained
District Education officials	4	1	5	1996
Village leaders	?	?	80	1996
Ward education Coordinators	9	-	9	1996
Members of school Committee	20	20	40	1996
Head Teachers	49	23	52	1996
TOTAL				

Source: data presented by the District Education Officer, Serengeti

Table 4f: Number of people trained in education development: Songea (U)

Type of leader	Males	Females	Total	Year Trained
District Education officials	1	2	3	1998
Village leaders	3	3	6	1997
Ward education Coordinators	8	5	13	1997
Members of school Committee	247	27	274	1997
Head Teachers	30	4	34	1995
TOTAL				

Source: Data presented by the District Education Officer, Songea (U)

Table 4g: Number of people trained in education development: Mufindi

Type of leader	Males	Females	Total	Year Trained
District Education officials	6	5	11	1994/95
Village leaders	74	62	136	1994/95
Ward education Coordinators	18	3	21	1994/95
Members of school Committee	1200	840	2040	1994/95
Head Teachers	115	21	136	1994/95
TOTAL				

Source: Data presented by the District Education Officer, Mufindi

Table 4h: Number of people trained in education development: Magu

Type of leader	Males	Females	Total	Year Trained
District Education officials	2	1	3	1998
Village leaders	40	21	61	1998
Ward education Coordinators	3	-	3	1998
Members of school Committee	498	184	682	1998
Head Teachers	48	2	50	1995
TOTAL				

Source: Data presented by the District Education Officer, Magu

Table 4i: Number of people trained in education development: Kisarawe

Type of leader	Males	Females	Total	Year Trained
District Education officials	4	2	6	
Village leaders	28	6	34	
Ward education Coordinators	9	2	11	
Members of school Committee	105	45	150	
Head Teachers	59	3	62	
TOTAL				

Source: Data presented by the District Education Officer, Kisarawe

It can be seen from Table 4a to Table 4i that the number of people trained differed substantially from one district to another. Other districts have involved all members of school committee in each school (for example Magu, Mufindi and Morogoro) while others have involved a small number from each category (e.g. Serengeti, Singida and Musoma).

Themes taught by District

As indicated in the previous section, the training was conducted centrally, at district level, and all concerned participants were trained together. That means, the training included the district education officials, ward education coordinators, village leaders, members of school committees and headteachers. Participants were asked to comment on this nature of training that combines all relevant individuals. Most participants indicated that they prefer training to be offered in that manner because they get opportunity to understand how they should work together. Participants were allowed to indicate as many themes as they learnt. The themes taught, as revealed from participants responses are presented in Table 5a to 5i. Numbers in the tables reflect the percentages of responses per each category.

Table 5a: Themes Taught by Position: Kisarawe

Themes Taught	Position			
	Comm	H/T	WEC	VEO
School Management		66.6		12.5%
Keeping school records				
The role of school committee	36.4			
Sensitisation of parents	27.4	16.6	100%	46.1%
Budgeting				
Education situation in the country	33.2			
Involvement of parents in school matters (construction)	54.5	20	100%	12.5%
Truancy in schools	18.2			12.5%
Planning for school development	9.1	33.2		12.5%

Composition of school committee			100%	
School Projects		16.6		
Keeping school environment	18.2			
Enforcing school attendance				2.5

Table 5b: Themes Taught By Position: Magu

Themes Taught	Position			
	Comm	H/T	WEC	VEO
School Management and administration	21.4	45.4	16.7	33.3
Keeping School Records			16.7	66.7
The role of School Committee	42.8	36.4	66.6	33.3
Sensitisation of Parents	15.4	27.2		
Importance of Education particularly for a girl child			16.7	
Supervision of School Projects	20			
Involvement of community	13.3	16.7		
Relationship between school and community	66.6	54.5	50	66.6
Truancy in Schools	26.6	27.2	16.7	33.3
School Development Plan	33.3	16.7	33.3	
Improving quality of education	13.3	25		50

Table 5c: Themes Taught By Position: Masasi

Themes Taught	Position			
	Comm	H/T	WEC	VEO
School Management and Administration		55.5		
Sensitisation of parents on the importance of education	40	44.4	33.3	66.7
Relationship between School and community	27.2	44.4		33.3
School discipline	22.5	33.3		66.7
Management of school projects	16.7		33.3	
Development and protection of a child	14.3		33.3	66.7
Co-operation between teachers and school committee	57.1	44.4		
Improving school environment	25		33.3	
School development		22.2		33.3
Composition and role of school committee	28.5	11.1		33.3

Table 5d: Themes Taught By Position: Morogoro

Themes Taught	Position			
	Comm	H/T	WEC	VEO
School Management and administration		44.4	28.6	25
Improving quality of education	8.3	27.8	57.1	50
Sensitisation of parents				
Budgeting and record keeping		22.2	28.6	25
The role of school committee	50		57.1	
Improving school environment	33.3	22.2		
Involvement of community in education issues	25	27.7	71.4	
Implementation of school project	8.3		28.6	25
School development Plans (Action plan)	16.6	44.4	28.6	25
School Discipline				
Truancy in schools	8.3			25

Table 5e: Themes Taught By Position: Mufindi

Themes Taught	Position			
	Comm	H/T	WEC	VEO
School Management and administration		73.3	100	
Improving quality of Education	33.3	73.3	80	
The role of school committee	100			
Sensitisation of community on the importance of contributions	22.2			50
Planning for school development	11.1	27.1		25
Controlling Truancy	11.1		40	25
Involvement of community in school matters	36.4		40	50
School Projects		27.1		

Table 5f: Themes Taught By Position: Musoma

Themes Taught	Position			
	Comm	H/T	WEC	VEO
School Management and administration		46.1	37.5	
Enforcing school attendance particularly for girls		25	37.5	
The role of school committee	54.2		50	
Sensitisation of parents	20.8		62.5	
The role of parents in school development	33.3	25		
Education situation in the country				
Supervision of school projects	12.5			
School expenditure and records		30.8		
Composition of school committee	20.8			
Mobilization of parents to contribute for school development				
Whole school development Plan	29.1		37.5	
Keeping school environment				

Table 5g: Themes Taught By Position: Serengeti

Themes Taught	Position			
	Comm	H/T	WEC	VEO
School management	16.0	27.2	16.7	
Involvement of community in development activities	12	18.2	33.3	66.6
Control of truancy	36		16.7	
Tracking pupils development	16	36.6		
Composition of school committees under CBE	20	36.6	33.3	33.3
Enforcing school attendance	36	9.0		
The rights of a girl child	12	9.0		33.3
Enrolment of Standard I pupils	8.0		16.7	
Role of school committee	40		50	33.3

Table 5h: Themes Taught by Position: Singida

Themes Taught	Position	
	H/T	WEC
School management	75	66.6
Keeping school records	12.5	
Children's rights	43.5	55.5
Guidance and Counselling	31.3	33.3
School Budgeting	25	
Sensitization of parents		22.2
Planning for school development	56.3	77.8
Composition of School Committee	12.5	

Table 5i: Themes Taught By Position: Songea

Themes Taught	Position			
	Comm	H/T	WEC	VEO/WEO
Role of school committee	33.3	33.3	40	20
School management	16.6	50	30	20
Involvement of parents in school matters	33.3	16.6	50	60
Planning for school development	33.3	33.3	30	40
Innovation of school projects	16.6	33.3	40	
Enforcing school attendance	33.3	16.6	50	40
Improving the quality of education		66.7	30	20
Composition of school committee	66.7	16.6	20	40

It can be seen from Table 5a to 5i that the emphasis for headteachers was more on administration and management while for school committee members the focus was more on how to control truancy and mobilise parents in participating in school development activities. For Ward Education Coordinators the emphasis was on mobilising the community members as well as the management of schools. As mentioned earlier, responses were asked to indicate the themes they learnt, although in most cases they training combined all the categories of participants, the emphasis for each theme was directed to the most relevant category.

Impact on the quality of education

The survey revealed that the training has made a great impact in improving the learning environment through increased community and parental involvement in school matters. Many participants (76.8%) indicated that learning environment was improved through joint efforts of the village leaders, school committee members and parents. We also observed through our visit the new constructions like classrooms, houses for teachers, and toilets that were built through school's self- initiatives. However, the extent to which

parents and village leaders contribute to the well being of their schools differed across the districts. Even within the same district, the extent of involvement differed from school to school.

Generally, through our observations in the districts we visited, people in Masasi seem to respond very positively to the idea of community involvement in school matters. The District council also facilitates their involvement through provision of both material and financial support at various stages of their efforts. For example, the district council provide roofing materials once the classroom or teachers' house construction is complete. This has been a good incentive for communities particularly in schools which had poor roofs. The condition for being provided with roofing materials is that the building constructed should meet a certain standard specified by the district authorities.

It was evident from the survey that the training has contributed significantly to the increased community involvement. In Lumesule ward where members of school committee were not yet trained, it was reported that their involvement in school matters is very low. Parents in other districts are also participating in school matters and there are many constructions done through the community support. For example, in Musoma district, six classrooms were built, by community members, in Kigera Primary school within the last two years. We also visited a new school, Mtakuja, which is constructed mostly through community's effort. The district council is providing assistance but to a very small extent. In Mwembeni primary school three new classrooms and teachers office were built by community members. The old buildings are also rehabilitated through community support. The same was observed in Nyakato, Kamunyonge, Nyasho and Nyamatare.

Although parents are showing positive support to school activities, some of them still have a divided self as to why the government should not continue to support primary education as it used to do in the past. One parent in Kitaji (Musoma) lamented that:

All the responsibility of running school has been left sorely to the parents and the community. This is indeed a huge responsibility and some parents fail to understand why they should bear such a burden themselves. Some parents also find it difficult to grasp the concept that they own school.

In Kisarawe district, a lot of sensitisation work is needed as parents' involvement in education is still very low. Members of school committee who were interviewed reported that it is difficult to change the attitude of some parents towards school. There is a tendency to value traditional customs and practices rather than schooling. Using one member's words, "it is difficult to sensitise parents to the extent that they are willing to participate in school matters. One needs a special skill to succeed in that" (Member, Msegamo). The same feelings were extended in Msanga village. One participant in that village indicated that "community members are very reluctant to participate in school activities". Compared to other districts, very few classrooms were constructed in Kisarawe under the community's participation.

In summary, participants indicated the following in relation to the impact of training in improving the quality of education. The responses are summarised according to the position of the participants:

School Committee Members

- The school committees are responsible for close follow-ups of enrolment in Standard I and for reinforcing attendance in schools.
- They are interested in achievement of pupils using Standard seven examination as an indicator of school success. When they find the number of children selected to join form I has decreased, they normally question the school authority why few pupils have been selected in that particular year.
- The village leaders are also cooperating with teachers and school committees in ensuring that the learning environment is improved. This is evidenced by a number of classrooms and few houses for teachers which were constructed by the community members.
- Members of school committees regularly report to the District education Office on the developments of constructions. This initiative of reporting can be viewed as an indicator of the sense of ownership of schools by community members.
- A small committee responsible for academic matter has been formed within the school committee. Its main task is to ensure that teachers are attending classes. Members of

this small committee normally visit schools at least once a month to check if teachers are really teaching.

- Members of school committees acknowledged that teachers are more committed to their work. Committee members are thinking of ways of rewarding teachers who are providing remedial classes on voluntary basis.
- School committee members are also assisting teachers in encouraging parents to ensure that they contribute for teaching and learning materials particularly in cases where pupils are given extra examinations in attempt to motivate them to develop good study habits.
- During the regular meetings of the school committee members, a report is normally read on how academic activities are conducted. In cases where things are not going properly responsible people are asked to explain the reasons so that members can assist in providing relevant assistance to ensure smooth running of academic matters.
- After the training, members of school committees are participating in sensitisation of parents on the importance of education.

Generally speaking, the training has made members of school committee understand that they are part of the school system and they are responsible for school development. The members of school committee are aware that they are supposed to be a good link between parents and a school. However, it was indicated that the boundaries between what the head teacher should do and what the chair of school committee should do is still not clear. The training has been a challenge to members of school committees in fulfilling their obligations in expected manner.

Ward Education Coordinators (WECs)

Although responses of WECs are recorded in a separate category, it should be noted that by virtual of their position, they are also members of school committee. In that case, most of responses they indicated are similar to those of members of school committees. An attempt has been made to list only those responses that may seem to reflect their positions as WECs rather than members of school committees. According to WECs, they indicated that the training has made a great impact in improving the quality of education because of the following:

- The amount of contributions from parents has increased to the extent that at least the problem of desks is significantly reduced across schools. The contributions from parents are being used to improve learning environment.
- The training has been useful in increasing the number of daily attendance in schools and the number of enrolment of seven years old children. The school committee members have played a great role in improving the situation.
- The training has contributed significantly in raising the participation of school committee members in school matters. Unlike the past where they used to consider school matters as a responsibility of teachers, they are now in a front line in terms of mobilising parents to contribute.
- The findings further revealed that the economic hardship facing many households incapacitate the ability of parents to contribute generously. The community members are more active in providing labour rather than cash. New classrooms are constructed through community efforts as they normally volunteer in brick laying and burning.

Headteachers

Headteachers were also asked to indicate how the training has contributed in improving the quality of education. The following responses were obtained:

- They are mobilising resources that are used for procurement of teaching and learning materials. The contributions obtained from parents are used to improve the learning environment.
- They are making follow-ups on the progress of students and offer the relevant support where needed. Furthermore, teachers who are not fulfilling their responsibility are asked to explain themselves particularly in school committee meetings.
- Arrangements have been made, in some cases, to ensure that teachers are compensating the missed classes. Teachers who participated in the training are also sharing with others the knowledge gained particularly on ways of improving the quality of education.
- Generally the parents seem to be willing to listen about what they ought to do for the education of their children. During the interviews they were enthusiastic to know about what they should do to bring about good achievement for their children.

General Comments from Participants

The following comments reflect responses that were common to all categories of participants. They contended that the training has an impact in improving the quality of education because many parents understand the importance of education and they encourage children to attend by checking their exercise books. If they find nothing is written, they sometimes go to school and ask why children did not learn anything in that particular day. The teachers have also reduced the frequency of missing classes. Members of school committees and headteachers reported that teachers attend classes most of the time unless they have known reasons for not attending.

There are competitive exams done by wards or district level. These have contributed to improved performance among the students. Teachers are also working hard and the number of students selected to join form one has increased. Caution should be taken though in interpretation of the number of students going to form one. Sometimes the pass mark is lowered to ensure that sufficient number of students join form one. In cases like Serengeti where most parents are still not aware of the importance of education, students who are selected to join form I may fail to do so because of inability of their parents to provide them with necessary facilities required at school. This forces the district education officers to do a second or third selection to ensure that the positions are filled. Those who are normally selected during the second or third selection have lower marks.

Improvement of the planning process

Participants indicated that the training assisted them much in planning the school activities. First of all, the training increased their sense of school ownership and felt that they have a big role to play in facilitating school development. Initially, they felt that schools belong to the teachers only. The increased sense of ownership has enabled them to mobilise parents to build good classrooms. Also schools with no toilets have built or are in the process of building good toilets. As far as planning is concerned, members of school committee indicated that they are involved in:

- Preparing the school budget;
- Planning, in collaboration with parents, for school development and follow up the implementation process, taking into consideration the school budget;

- Mobilising parents to contribute for school development;
- Sensitising both parents and children to enrol in schools;
- Innovation and preparation of short- and long-term projects;
- Identifications of school problems and ways of solving them.

In facilitating the process of implementing their plans, small committees have been formed within the main committee. There are committees concerned with discipline matters, constructions and rehabilitation of buildings and education for self-reliance committee. These committees are responsible to ensure the activities are implemented in accordance to the plan.

In Serengeti district, there are some areas in which there are conflicts between village leaders and school administrators. For example, in Rigichi ward and Morotonga Primary School it was evident through the interviews conducted that the village leaders are not in good term with teachers. This affects the running of school since it was reported that when teachers ask the children even to clean the school compounds it was felt by village leaders that they are engaging them in child labour. The same problem was reported in Nyiberekera and Kabila primary schools. However, teachers indicated that the magnitude of the problem has decreased after the sensitisation and training provided to village leaders and members of school committees.

In Morotonga primary school, Serengeti, a member of school committee reported that “the school administration is still not involving us effectively in the planning particularly on matters involving money”. The participant further indicated that “the academic performance in this school (Morotonga) is poor because most of the time is spend on extracurricula activities”.

In Nyakitono Primary school (Serengeti), the training is considered as an important element that has changed the outlook of teachers and community members. Using participant’s words:

the training has assisted in providing relevant skills for planning for school development. It has also been very successful in reducing conflicts between school and village leaders. Now we see each other as important entities in facilitating the development of the school and the village in general.

The training was beneficial to members of school committee in the sense that they understand the procedures required in planning for school development. It has also shed light to them on how education matters and schools in particular should be managed. The training has also been useful in increasing the spirit of cooperation among the parents and members of school committees. The frequency of meeting has been raised and parental involvement has increased. In some cases, members of school committee know the amount of money collected through contributions and how such collections are spent. Parents consider school to be part of their ward and have an increased sense of ownership. Unlike the past days, teachers are involving the school committee members and village leaders in planning for school development.

In planning issues, WECs indicated that in collaboration with the village leaders they have laid strategies of increasing buildings, i.e., classroom, houses for teachers, staff rooms and toilets. Long term planning are done and priorities are set on what should start. This provides a broad vision of where the school is heading to, what they would like to achieve and how resources will be mobilised.

The WECs indicated further that the number of people who attend meetings that concern school development has increased. The same views were expressed by headteachers. They feel that the training has facilitated their work because people in the community are more willing, than they used to be before sensitisation, to participate in school activities. Most plan made are concerned with how to improve learning environment through construction and rehabilitation of classrooms.

Truancy in Schools

Poverty is a major factor contributing to truancy. Because of difficulty life, parents tend to engage their children in petty business before they complete primary school. Parents are finding themselves incapable of meeting the ever increasing school contributions. Consequently, children are forced to find their own means of raising money for the school contributions. They normally engage themselves in petty business or serve as cheap labourers. Therefore, some children are unable to attend school simply because their parents can not afford to pay the contributions required at school. This finding is in

agreement with observations made by Haggis (1995). He noted that poverty is a major factor contributing to lack of access and poor performance by pupils from poor families. Costs attached to education serve as a barrier for poor children to actively attend school. He further noted that children of very poor families usually contribute to the income of families from early stages. However, it was acknowledged that some parents are irresponsible and they do not pay school fees because they don't see the importance of education to their lives.

Recent studies (cited in ESDP appraisal, 1999) by Mosha (1998) and Noonan & Ugullum, (1998) provide estimates of costs incurred by a household for primary school education. The estimates are summarised in Table 6. Table 6 shows the costs for various items which parents have to pay for education of their children.

Table 6: Costs Incurred by Parents for Primary Education

Item	Cost Range (TSHS)
<i>Direct Costs</i>	
UPE	2000
Exercise books and textbooks	2000-5000
Sports fee	300
Mathematics set	1000
<i>Intermittent charges and contributions</i>	
Construction	600-3400
Freedom torch	0-300
Security Guard	0-1500
Buildings	0-2000
Examinations stationery	0-2500
Desks	0-2000
Tuition	1000-2000 per month
<i>Pupil related costs</i>	
School Uniform	7500-1500
Shoes	2000-5000
School bag	100-1500
Bus fare	0-2000
Food	100-500 per day

It can be seen from Table 6 that the contributions that parents are supposed to make vary from school to school. To a certain extent, the differences in amount reflect the quality of school and the wealth of the surrounding community. All in all, the burden that parents have to bear for education of their children is quite high especially for poor families. Consequently, children tend to drop out of school because of failure to meet the continuously increasing school expenses.

It was also evident from our observations of schools that some of the learning environment is unattractive to learners. In some schools, for example Nyamisingisi in Serengeti, the classrooms are in a very poor condition. Other reasons for truancy as reported by participants included famine problems. This was quite voiced by people in Magu, Songea and Singida districts. Early marriages and pregnancies, traditional customs and corporal punishment were also mentioned but to a small extent. Other reasons include parental deaths and separations. It was reported particularly in Mufindi that some children are living on their own because of parental death. In such circumstances, the children give priority to activities that will assist them for their immediate survival. On the other hand, it was reported that other reasons for truancy include, poor teaching methods, literacy level of the parents, parental separation and deaths, peer group influence, traditional customs, lack of exciting activities at school and nomadic kind of life (Magu).

Through the observations we made during our visit in the districts, in some rural areas particularly in Kisarawe, Magu and Serengeti, many people are living in a very poor environment. Even things like water is still a problem in those areas. There are efforts to redress the situation. UNICEF and HESAWA have assisted some villages, especially in Serengeti to construct wells. In schools, reserve tanks are built that are normally used to harvest water during rainy season. The point being made is that poverty level of the community is also reflected in the type of school buildings in that community. One would certainly not expect the miracles if the same people living in such poor environment are expected to be in the front line in terms of developing their schools. In fact, while the school buildings may seem to be of poor quality in the eyes of those who have seen what a good school may look like, they are still the best compared to most houses surrounding the school.

Strategies used to reduce the magnitude of truancy

Head Teachers indicated that, following the training, they are working very closely with the parents to ensure that children are attending schools. The school committee make regular follow-ups to the parents whose children are not attending school and take disciplinary measures. The rate of truancy has been reduced by involving village leaders

and parents in issues of children attendance. Parents are encouraged to be close to their children and to develop keen interest on what is happening at school.

Truancy is still a problem in all the districts we visited. Various reasons are attributed to this situation. The main reason reported is economic hardship that hits many families. Ways in which parents and members of school committee could assist in reducing the magnitude of truancy were inquired. As a result of training, the following strategies are used to control truancy:

- Regular meetings with parents and sensitising them on the importance of education so that they can ensure that their children attend school.
- Parents are free to visit schools at any time to check the progress of their children;
- Small committee within a school committee has been formed which is charged with the responsibility of ensuring that children are attending school.
- Parents and truants are called so that they can explain problems which make the children absent from school.
- Parents are encouraged to check exercise books to ensure that their children are learning something. Parents are also encouraged to report to school administration in case of any problems facing their children.
- Introducing attractive things like school band and sports.
- Provision of lunch where possible.
- Provision of guidance and counselling to children who are not attending school.

These strategies are applied to varying extent in each of the districts visited.

Problems encountered during the Training

Participants were given opportunity to express problems that they faced during the training. The major problem, according to the participants was inadequate time for training. It was reported by 89.3 percent of the participants that the time for training was not adequate. However, different districts provided different time for training, the duration for training was between 1 to 10 days. The majority of participants in Masasi (62.5%) and Mufindi (47.8%) indicated that their training lasted for 5 days while the majority of participants in Serengeti (45.7%) and Songea (65.2%) indicated that the

training lasted for one day. On the other hand, the majority of participants in Kisarawe (38.4%), Magu (40.9%) and Morogoro (61.2%) reported that the training was done in two days. It should be noted that some participants could not remember specifically how many days their training lasted. This explains the variations in the number of training reported by different participants in the same district. Participants felt that some topics were taught in a rush because of insufficient time. Moreover, participants felt that they would have used the training opportunity to discuss problems in their schools and assist each other in finding solutions through sharing of successful experiences. It was further reported that no reference manuals were provided to the participants.

The other problem reported included transport problem for people who were coming from places far from the training venue. Afternoon sessions were started late because people had to find their own lunch, they were provided lunch allowance. Nevertheless, these problems were reported by less than 7% of the participants. Generally the participants seemed to have enjoyed the training and they did not face any major problem apart from those stated.

When asked about the problems that hinder effective implementation of what they were trained, most participants (82.6%) indicated that poverty is the major problem. Most families are living in a very difficult situation to the extent that they can not contribute much to the development of schools. They are preoccupied with their daily survival and the issue of school development is not among their priorities.

Intention to attend further training

Participants were asked whether they would have liked to attend further training in case such an opportunity would be availed to them. All participants indicated that they would have liked to attend further training in future and gave the following reasons for their aspiration are:

- To understand more the issues taught (8.7%)
- Gaining further insights on my role and the community's role (32.2%)
- Improve my knowledge and skills (updating) (74.5%)
- Opportunity for involvement of community in school planning (38.5%)
- Enjoyed the participatory approach (11.7%)

- Increase knowledge in record keeping (12.1%)
- Improve efficiency in performing my duties (65.2%)
- Opportunity to discuss issues with people from other communities (14.9%)
- Catalyst for school development. (23.6%)

As shown in the major reasons given to participants, they aspire further training in order to improve their knowledge and skills and in increasing efficiency in performing their duties. While they have indicated that the training assisted them in performing their duties effectively, particularly members of school committees, they still believe that further training will give them more insight on how to realise development and pupils achievement in their schools. Head teachers and ward education coordinators feel that the training has updated their leadership knowledge and skills and enhanced their capability to fulfil their obligations in expected manner. In general, they feel that the training shed light to them on how they are supposed to handle schools.

All village executive officers indicated that they would like to attend further training so that they can refresh themselves on what they have learnt and to broaden their capacity to implement the plans. They proposed that religious leaders should also participate in the training as they play major role in facilitating education within their communities.

Participants were requested to indicate topics that they would prefer to learn in future if they are given opportunity to attend training. The responses from participants overlapped to a large extent. Because of commonality to the topics mentioned, it is suffice here to list the topics mentioned without separating them by position of the participant. The topics that the participants would prefer to learn are listed below:

- Management and leadership
- Guidance and counselling
- School projects
- Planning for school development
- Improving school environment
- Role of school committee
- Child to child Approach
- Relationship between school and community
- Controlling the deteriorating discipline in schools
- Keeping school account
- Budgeting
- Involvement of school committee in leadership
- Truancy in schools
- Strategies for poverty alleviation
- Children's rights
- Sensitisation of the community
- School inspection
- Improving the quality of education

It can be seen that participants would wish to learn a number of things if given such an opportunity. The headteachers and ward education coordinators wish to gain more knowledge in school management and administration. Nevertheless, because they were given freedom to indicate as many topics as they would wish to learn, a number of topics were indicated as shown in the list above.

Participants were also asked to indicate people who could facilitate the implementation of what they are learning if they were also involved in the training. The following are people who were mentioned:

- Parents
- Influential People
- Religious leaders
- Small donors
- Teachers (increase their number)
- People in the school neighbourhood
- Discipline master
- Village leaders

In districts like Kisarawe, Masasi, and Serengeti, the majority of members of school committees and teachers indicated that the involvement of influential people in the training would enhance the community participation in education matters. However, we feel that these people would have brought great impact in sensitising the community. These people are more likely to be listened as they have sort of natural powers that make others listen to them.

Suggestions for Improving the Implementation Process

In order to improve the implementation process of what was learnt, the following were suggested by the participants:

- Frequent seminars be provided
- Regular assessment of the impact of training
- Learning environment should be improved
- Committees to discuss problem and find solutions
- Government should support schools and poor families
- School Committee members should have education
- Increase the number of teachers
- Adequate teaching and learning facilities be provided in time
- More Empowerment of school committee on truants
- Committees to analyse problems and find solutions
- remedial classes
- Strengthening relationship between parents and teachers
- Provide in-service opportunities for teachers
- Government leaders to visit schools regularly
- Parents day be introduced in schools

Concerning what should be done to facilitate the implementation of what they have learnt, they proposed that enough teaching and learning materials be provided to schools. They also proposed that there should be supervision and monitoring of how the learnt skills are used effectively. Furthermore, frequent courses are essential for updating their management skills and enhance the capability for planning.

On the issue of improving the quality of education, it was pointed out that efforts were made to ensure that students are learning in a conducive environment. Each student is seating on a desk. Schools are also trying to ensure that the necessary teaching and learning facilities are available for teachers. Through mobilisation and sensitisation of parents, they are contributing for teaching and learning facilities. Head teachers are also

checking with teachers if they have any problems and provide them with a necessary support to facilitate their work in case the situation allows.

Though not all village leaders attended the training, they also feel that they are part of school and they encourage students to attend school and parents to contribute for school items and for construction of classrooms. The leaders are starting to realise that they own schools. However they need further sensitisation to grasp properly the concept of ownership.

With regard to pupils performance, there is an improvement since parents are working with teachers and examination results are made available to the parents. Parents are encouraging their children to work hard. Generally, the training has a great impact in shaping the character of children, the discipline has been improved due to the strengthened cooperation between teachers and parents. Some schools provide lunch to children and this has contributed significantly in raising the enrolment. Parents are also responding to school contributions. However, further sensitisation is deemed necessary particularly in areas where the rate of response is still not very high.

Concerning the time for training, all participants indicated that the time was inadequate and proposed that it should be increased in future. While participants showed satisfaction with the content taught during the training, they felt that more time was necessary for adequate coverage of the content.

In order to improve achievement and raise the quality of education provided to the children at schools, it was proposed by WECs and headteachers that the teachers should upgrade their knowledge and skills. In Districts like Magu, there are arrangements for upgrading teachers schools through the established Resource Centres in selected schools. The need to improve the working environment was also stressed. This includes assurance of furniture and classrooms. Remedial courses be provided to slow students.

Parents should also take active role of ensuring that their children are learning. This can be achieved by improving their relationship with teachers and make follow up of what is happening at school e.g. by checking the exercise books.

As far as parents are concerned, they are implementing the decisions made by the school committees. However some of them are unable to provide the basic needs for their children and the school contributions become a huge burden to them. This situation is attributed to the economic hardship which is compounded by drought in most parts of Tanzania. Generally, parents are concerned with the attendance of their children and they try to provide the basic facilities wherever possible. It is essential to provide assistance to parents who are unable to assist their children.

In Mufindi District, the WEOs indicated that the persistent problem of pregnancy and early marriages is decreasing. There are few incidences of pregnancies and early marriages before completion of primary education. The community is conscious about the importance of education, it is now common to see parents at school inquiring of their children's progress, this was rarely the case in the past. The rate of contributions is high compared to the way it was before the training.

It was proposed that there is a need to initiate a special fund for children whose parents are unable to provide them with the basic needs but the children are eager to learn. The government should also increase its contribution to primary education, particularly the development budget. There should be libraries in schools.

In order to improve the efficiency in which the training is offered, there should be a regular monitoring and evaluation of activities. The provision of necessary facilities is also important in ensuring the activities are implemented as planned.

In Musoma the training was done in November 1998. However after the training, the district was selected as one of the pilot districts for ESDP reforms. As part of the reforms, the composition of school committees will also change. Therefore, the committees were dissolved and new committees were formed under the "Whole School Development Plan". The new committees were formed in May following the training on the Whole School Development Plan which was conducted in March 1999. These new committees had not fully started to function. During the data collection in July, most schools indicated that they were still in planning stage on how to run the school.

The issue of regular transfer is still predominant in many schools, for example, it was reported that in Kingolowira and Mkwajuni schools in Morogoro no sensitisation has been done to parents because the secretary was transferred while still in the process of preparing the meeting. District education officers should be cautious when transferring teachers. They have to ensure that after attending training teachers are given opportunity to implement what they learnt.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

This study aimed at assessing the impact of training conducted in CSPD supported districts. Nine districts were visited. The findings of the study indicate that the training has been useful in increasing the community participation in school development. After the training, there has been increased cooperation between village leaders, teachers and the school administration. Members of the school committees have been effective in performing their duties. The training has been useful in increasing their confidence in performing school activities. At least they are sure of what they are expected to do. Initially they used to think that all school activities were the responsibility of teachers. Committee members felt that they had very little to do as far as school development is concerned. In contrast to such kind of thinking, most schools visited had some classrooms constructed through community initiatives and participation in the whole exercise.

The training has been quite successful in enhancing school attendance. Through joint efforts of teachers, ward education coordinators, parents, village leaders and school committees, the children's attendance to school has improved. Parents are held responsible for absenteeism of their children and are even asked to pay fine if their children are not attending school.

The study also revealed that sensitisation has helped, to a certain extent, to increase school contributions from parents. Despite the economic hardship, the parental contributions has increased. Nevertheless, it should be noted here that some parents are in extremely poor conditions to the extent that they can not afford the contributions no matter how willing they are to pay. It is necessary to establish some mechanisms of identifying such families and establish ways of assisting them. Apparently, the head teachers are not supposed to turn away students if they are unable to pay. At the same time, the school is expected to utilise the school contributions for most of its activities. The implication for such kind of a situation is that schools in poor communities will continue to face difficulties while schools in advanced communities receive generous contributions. What does this imply in terms of access? Certainly the government has to

be careful in ensuring that the decentralisation policy does not lead to magnification of disparities in terms of access to education.

It was evident from the study that parental involvement in school matters have a positive impact in students behaviour. Currently, the involvement is more on the discipline matters and school development activities. Parents should also be sensitised on how they may foster student's achievement through encouragement. Researchers and educators have long agreed that when parents are involved in education, children try harder and achieve more at school (e.g. Epstein, 1995). Parents who help and encourage their children to learn at home and who help them develop positive attitudes towards school contribute to personal growth and academic success of their children. Unfortunately, most poor families cannot afford games, books and other resources that may be helpful for their children's cognitive development. At the same time, because of poverty at home, children from poor families are very often inadequately nourished. This affects their ability to learn and concentrate during lessons. It is not surprising, therefore, to find that children from poor communities are not performing as well as those in advanced communities. Sustainable efforts needs to be put in place to assist people in poor communities so that they can also benefit from education and use it for further development of their communities.

RECOMMENDATIONS

In view of the findings of the study, the following recommendations are put forward:

- The training seems to be instrumental in facilitating the community involvement in education. Better coordination of the training will increase the benefits and facilitate the process of improving the learning environment and learning achievement.
- Since the initial training has focused more on the participation of community members in non academic activities, future training should focus more on how parents can assist their children to perform well. For instance, this can be done by parents through asking children questions about the school day, reviewing exercise books and talking to teachers about their children's performance.
- Sensitisation approach is quite fruitful in encouraging community members to participate in school matters. This should be done on a regular basis to ensure that all

concerned individuals are fully aware of the roles expected of them. People outside the community are more likely to have a great influence than people within the community.

- Regular monitoring of the expected outcomes of the training is essential in assessing the success of the training. This could be done by selected people within the community and at times with district education officers.
- Given the prevailing poverty situation among many Tanzanians and the increasing costs of education through fees and contributions, the government should increase its contribution to primary education. The government support is imperative as the cost for provision and sustaining of basic education can not be afforded at a family or community level.
- The district education officers should be careful when transferring teachers. Care should be taken to ensure that skills are matched so that the new teacher will be in a position to continue implementing plans as agreed by members of school committee and the former headteacher. Otherwise community members may be frustrated if the new teacher changes their plans completely.
- Future training should focus on improving learning in the classroom. Enrolment in school does not guarantee that learning will take place. It is therefore important that particular attention be paid to learning; the process of learning, key factors involved in it as well as assessment of learning achievement. Proper means of assessing learning achievement should be established and used at various stages of learning.

References

- Agu, A. O. (1999). *Educational transformation and the process of school renewal: making meaning through a dialogue process*. A paper presented at the Conference on Basic education renewal Initiatives for Poverty Alleviation (BERRIPA), November 3-5, Arusha.
- Giles, H. C. (1998). *Parent engagement as a school reform strategy*. ERIC Document No. ED419031.
- Haggis, S. M (Editor). (1995). *The Education for All teacher-training package Vol. 1*. United Kingdom: UNESCO/UNDP.
- Epstein, J. L. (1995). *School family community partnerships: caring for the children we share*. Phi Delta Kappan, 76(9), 701-702
- Kinunda, M., Mmmari G., Robinson, T. & Sarvi, J. (1999). *Tanzania Education Sector Development Programme (ESDP): Appraisal Coordination Team: Final overview report*. Dar es salaam, MOEC.
- Marango, J. R. (1998). *School mapping in Serengeti district*. Final report submitted to UNICEF, Dar es Salaam.
- Ndalichako, J. L. (1999). *Quantitative analyses of Primary education in Tanzania: Trends in enrolment, transition, repetition and dropouts: 1990-97*. A report submitted to UNICEF Dar es salaam.
- MOEC (1999) *Education Sector Reform and Development Programme. Main document for the Appraisal Mission, March 13-27*. Dar es Salaam, MOEC.
- MOEC (1999) *Education Sector Reform and Development Programme. Technical Annexes*. Dar es Salaam, MOEC..
- World Bank(1997). *Tanzania Public Expenditure Review Volume I: Main Report*. Dar es Salaam, The World Bank 1997.
- United Republic of Tanzania (1998). *Whole School Development Plan*, Dar es Salaam, MOEC
- United Republic of Tanzania (1999). *Basic education Statistics in Tanzania 1998: Regional Data*, Dar es salaam, MOEC.
- United Republic of Tanzania (1999). *Basic education Statistics in Tanzania 1998: National Data*, Dar es salaam, MOEC.

Appendix 1: List of warda and school visited

District	Wards	Schools
Kisarawe	Manerumango Marumbo Msanga	Boga Kikwete Kitonga Kivukoni Madugike Mane-kaskazini Mane-Sokoni Mfulu-Kivukoni Msegamo
Magu	Galukilo Kabita Mkura Mwamanyili Ngasamo Nghaya Nkungulu Shigala Shishani	Busalanga Kabare Mahaha Mwambulenga Mwamachibya Mwamayombo Mwanangi Mwashepi Nghaya Nhobola Nyamagana Nyasato Nyashimo Shigala
Masasi	Likokona Lumesule Maratani Mwena Nanganga	Chigweje Likokona Malema Michiga Mitimingi Mkwera Mnanje Msinyasi Mwongozo Ngupe
Morogoro	Boma Kichangani Kigurunyembe Kihonda Kilakala Kingolwira Mafiga Mbuyuni Mji Mpya Mwembesongo Mzinga Sultani Area Uwanja wa Taifa	Bungo Kauzeni Kigurunyembe Kihonda Kikundi Kilakala Kingolwira Mafiga Mazoezi Kigurunyembe Mbuyuni Mkwajuni Mlimani Mtawala Mwembesongo Mwenge Mwere Tungi Uhuru
Mufindi	Bumilayanga Ifwagi Igowole Ikonongo Isalavanu Itandalu Mafinga Mninga Nyoyolo Rungemba	Bumilanya Changarawe Igowelo Ihumo Ikwega Imche Itimbo Kikombo Mafinga Mkombwe Mninga Mnyigumba Mtili A MtiliB Ndolezi

		Sao Hill Ulole Upendo Wambi
Musoma	Buhare Iringo Kamunyonge Kigera Kitaji Makoko Mkendo Mwigobero Mwisenge Nyakato Nyamatara Nyasho	Azimio Buhare Iringo Kamunyonge Kigera Mkendo Mtakuja Musoma Mwembeni Mwisenge Nyakato Nyamatara Nyarigamba Nyasho
Serengeti	Issenye Kisangura Machochwe Mugumu Natta Rigichi	Kisangura Kitembere Kureri Mapinduzi Merenga Morotonga Motukeri Nyakitono Nyamsingisi Nyiberekera Singisi
Singida	Ipembe Majimaji Mtamaa Mtipa Mughanga Mwankoko Unyambwa Unyamikumbi	Ipembe Ititi Kibaoni Kindai Kisaki Mtipa Mughanga Ughaughu Uhamaka Ukombozi Umyamkindi Unyambwa Unyamikumbi Unyanga Utemini
Songea	Bombamali Gayo Majengo Matarawe Mfaranyaki Mjini Mletele Mshangano Ruhuwiko Ruvuma Songea-Magharibi Subi	Kiburungoma Mashujaa Matarawe Mfaranyaki Misufini Mjini Mletele Sokoine Songea

APPENDIX 2: INSTRUMENTS USED IN THE STUDY

SURVEY ON THE IMPACT OF EDUCATIONAL DEVELOPMENT TRAINING IN THE DISTRICTS

QUESTIONNAIRE FOR THE DISTRICT EDUCATION OFFICER (DEO)

The purpose of this survey is to assess the impact of training on education development. You are among those candidates who received the training and we therefore kindly request you to answer the following questions to the best of your knowledge.

Personal Particulars of the Ward Education Officer

Date of interview

District: Ward School

Participant's Name: Female () Male ()

Period of experience as DEO:

Period of stay in that district:

District information

Number of primary schools in the district:

Number of pupils in the district: Boys: Girls:

Educational leadership training in the district

Type of leaders	Males	Females	Total	Type of Training	Year Conducted
Members of the school committee					
Village leaders					
Educational Coordinators					
Educational Officers (District)					
Head Teachers					
Parents					

Number of schools participated in the district by Ward

Ward	Number of schools in the Ward	Number of schools participated	Percentage

Subjects taught in that training are

- (i)
 (ii)
 (iii)
 (iv)

C: Impact of Training Conducted in the District

On your opinion, had the training helped you to change your daily activities and plans of education?

Yes () No ()

If the answer is yes, mention the activities and plans which you have changed after the training

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

Explain advantages of the training conducted

- (a) To yourself
 - (i)
 - (ii).....
- (b) To the head teachers
 - (i)
 - (ii).....
- (c) To the leaders of the village
 - (i).....
 - (ii).....
- (d) To the members of the school committee
 - (i)
 - (ii).....
- (e) To other leaders of education in the district
 - (i).....
 - (ii)
- (f) To coordinators of education
 - (i)
 - (iii)

What are your opinions concerning the following aspects on the training you have received

- (a) Duration of the training
 - Adequate ()
 - Too long ()
 - Too short ()
- (b) Amount of training
 - Adequate ()
 - Not adequate ()
 - More than adequate ()
- (c) Type of participants of the training
 - Should be mixed ()
 - Should not be mixed ()

What kind of implementation problems did such training encounter?

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

If training like this is organised again, would you like to participate?

Yes () No ()
Please give reasons

If you would like to participate other training, which kind of things would you like to learn?

.....

.....
.....

Who others would you suggest to be included in such training?

.....
.....

Give you opinions and recommendations on what to do in order to enhance the implementation of the training provided:

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

Has the training enhanced efficiency in making plans on education development?

Yes () No ()

If the answer is yes, in which areas? Please mention them.

- (i)
- (ii)

What problems were encountered during the training?

Yes () No ()

If the answer is yes, mention the problems.

- (i)
- (ii)
- (iii)

How can such problems be solved?

- (i)
- (iv)
- (v)

Give your opinions on the ways to strengthen the quality of the training provided.

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

SURVEY ON THE IMPACT OF TRAINING ON EDUCATIONAL DEVELOPMENT IN THE DISTRICTS

QUESTIONNAIRE FOR THE HEAD TEACHERS

The purpose of this survey is to assess the impact of training on education development. You are among those candidates who received the training and we therefore kindly request you to answer the following questions to the best of your knowledge.

A: Personal Particulars of the Head Teacher

Date of interview
 District: Ward School
 Participant's Name Female () Male ()
 Experience as head teacher:
 Period of stay in that school:

B: Particulars of the School

Number of pupils Boys: Girls: Total
 Average attendance per day: Boys: Girls: Total:

Please give the average number of the pupils for the past three years:

1996	Boys:	Girls:	Total:
1997	Boys:	Girls:	Total:
1998	Boys:	Girls:	Total:

Give the number of pupils in your school which were selected to join secondary school for the past three years:

1996	Boys:	Girls:	Total:
1997	Boys:	Girls:	Total:
1998	Boys:	Girls:	Total:

Give the number of pupils in your school which repeated standard four for the past three years:

1996	Boys:	Girls:	Total:
1997	Boys:	Girls:	Total:
1998	Boys:	Girls:	Total:

Leadership Trainings

Did you receive any training on educational leadership?

Yes () No ()

If the answer is yes:

What was the content of the training?

- (i)
- (ii)
- (iii)

How long was the training?

When was the training conducted?

Did other teachers other than head teacher were given such training?

Yes () No ()

If the answer is no, how did other teachers received such training?

.....

Did your school committee received the leadership training?

Yes () No ()

Did such training also involved other leaders of the village where the school is located?

Yes () No ()

If the answer is yes, give their names.

.....

How such training helped to enhance:

(a) Planning of your activities of the school:

.....

(b) To control truancy of the pupils:

.....

(c) To improve the school performance

.....

Opinions on the training

Give your opinions on the following items concerning the training you received

(a) Duration of the training

- Adequate ()
- Too long ()
- Too short ()

(d) Amount of training

- Adequate ()
- Not adequate ()
- More than adequate ()

(e) Type of participants of the training

- Should be mixed ()
- Should not be mixed ()

What kind of problems were encountered during the training?

.....

If training like this is organised again, would you like to participate?

- Yes ()
- No ()

Please give reasons

If you would like to participate other training, which kind of things would you like to learn?

- (i)
- (ii)
- (iii)

Who others would you suggest to be included in such training?

.....

Give you opinions and recommendations on what to do in order to enhance the implementation of the training provided:

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

What do you understand by the "child-to-child" concept"?

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

Did the teachers of your school received any training on the child-to-child concept?

Yes () No ()

If the answer is yes, how many teachers participated in such training?

When was the training given?

How long was the training?

How is the concept used in your school?

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

Give your opinions on the effectiveness of the child-to-child concept in improving the level of education in your school.

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

Had the parents of the pupils in your school received sensitisation on importance of education especially for girls?

Yes () No ()

If yes, when such sensitisation took place?.....

How many parents participated?

Explain briefly the impacts of sensitisation on improving the level/quality of education in your school.

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

SURVEY ON THE IMPACT OF TRAINING ON EDUCATIONAL DEVELOPMENT IN THE DISTRICTS

QUESTIONNAIRE FOR THE WARD EDUCATION COORDINATOR (WEC)

The purpose of this survey is to assess the impact of training on education development. You are among those candidates who received the training and we therefore kindly request you to answer the following questions to the best of your knowledge.

A: Personal Particulars of the Ward Education Coordinator

- (i) Date of interview
- (ii) District: Ward School
- (iii) Participant's Name: Female () Male ()
- (iv) Level of education:
- (v) Experience as WEO:
- (vi) Period of stay in that ward:

B: Particulars of the training in the Ward

(i) Did your Ward received training of school leadership and education development?
 Yes () No ()

(ii) If the answer is yes, which criteria were used during selection of participants of the training?

(iii) Who received such training in your Ward? (mention type of training, participants, place of training and number of participants).

Type of Training	Participants	Number of Participants	Place and Date of Training

C: Impact of Training

(i) Which subjects/topics were taught in training you attended?

When was the training conducted? How long was the training?

1. On your opinion, what are the impacts of the training in respect of doing things:
 - (i) To yourself

 ...

 - (ii) To the head teachers

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

(iii) To the members of the school committee

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

(iv) To the other leaders of the village

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

(v) To the parents of the pupils of the schools in your Ward

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

2. How has the training improved the following

(i) Setting the plans of the Ward

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

(ii) Attendance of the pupils in the schools

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

(iii) Development of the pupils in the schools

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

3. Mention the key areas which have been improved by such training. Clarify your answer by showing in which way things have changed and the reasons for changes

4. What are your opinions concerning the following aspects on the training you have received

(a) Duration of the training

- Adequate ()
- Too long ()
- Too short ()

- (f) Amount of training
 - Adequate ()
 - Not adequate ()
 - More than adequate ()

- (g) Type of participants of the training
 - Should be mixed ()
 - Should not be mixed ()

5. What kind of problems did you encounter during the training?

.....

.....

.....

.....

6. If a training session like this is organised again, would you like to participate?

- Yes () No ()

Please give reasons

.....

7. If you would like to participate other training, which kind of things would you like to learn?

- (i)
- (ii)
- (iii)

8. Who others would you suggest to be included in such training?

.....

.....

9. Give you opinions and recommendations on what to do in order to enhance the implementation of the training provided:

- (i) To control truancy in schools

.....

.....

.....

- (ii) To raise the level of education in your Ward

.....

.....

.....

- (iii) To implement guidelines you received from given training

.....

.....

.....

SURVEY ON THE IMPACT OF EDUCATIONAL DEVELOPMENT TRAINING IN THE DISTRICTS

QUESTIONNAIRE FOR THE VILLAGE EXECUTIVE OFFICERS

The purpose of this survey is to assess the impact of training on education development. You are among those candidates who received the training and we therefore kindly request you to answer the following questions to the best of your knowledge.

A: Personal Particulars of the Head Teacher

Date of interview

District: Ward School

Participant's Name Female () Male ()

Experience as head of the village:

Period of membership in the school committee:

B: Training on Educational Development

(i) Have other leaders in your village received the training on leadership and educational development?

Yes () No ()

(ii) If the answer is yes, mention the leaders who participated in the training

.....
.....

(iii) Mention the type of training you received

.....
.....

(iv) When was the training conducted? How long was the training?

(v) What was the content of the training

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

(vi) How useful is the training you received on:

- To yourself

- (i)

- (ii)

- To the school here in the village

- (i)

- (ii)

- To the pupil who is in the primary school in your village

- (i)

- (ii)

- To the teacher in the school
 - (i)
 - (ii)

D: Assessment of Training conducted

(i) Mention the key areas of your work that have been improved by training you received.
.....
.....
.....
.....
.....
.....

(ii) How has such training improved the following aspects:

- Setting the plans of the village
.....
.....
.....

- To control truancy in schools
.....
.....
.....

- Responsibility of the teachers in schools
.....
.....
.....

- Cooperation of the parents in school matters
.....
.....
.....

(iii) Give your opinions on the following items concerning the training you received

(a) Duration of the training

Adequate ()

Too long ()

Too short ()

(h) Amount of training

Adequate ()

Not adequate ()

More than adequate ()

- (i) Type of participants of the training
 - Should be mixed ()
 - Should not be mixed ()

What problems were encountered during the training?

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

If training like this is organised again, would you like to participate?

Yes () No ()

Please give reasons

.....
.....

If you would like to participate other training, which kind of things would you like to learn?

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

Who others would you suggest to be included in such training?

.....
.....

Give you opinions and recommendations on what should be done in order to enhance the implementation of the training provided:

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

UCHUNGUZI JUU YA MATOKEO / ATHARI ZA MAFUNZO YA UENDELEZAJI WA ELIMU WILAYANI

DODOSO KWA MRATIBU ELIMU KATA :

Madhumuni ya utafiti huu ni kuangalia matokeo ya mafunzo juu ya maendeleo ya Elimu. Wewe ni mmoja wa waliopata mafunzo hayo; Kwa hiyo basi, tanakuomba ujibu maswali haya kadri unavyofahamu wewe binafsi kuwa sahihi na kweli.

A: Taarifa Binafsi

- (i) Tarehe ya Mahojiano
- (ii) Wilaya Kata.....
- (iii) Jina la Mshiriki Mme () Mke ()
- (iv) Kiwango cha elimu
- (v) Uzoefu ukiwa MEK.....
- (vi) Muda uliokaa katika kata hiyo

B: Taarifa Muhimu za Mafunzo Katika Kata

- (i) Je, Mafunzo kuhusu uongozi wa shule na uendelezaji wa Elimu yalitolewa katika kata yako?
Ndiyo () Hapana ()

- (ii) **Kama ndiyo, utaratibu gani ulitumika kuchagua washiriki katika mafunzo?**
- _____
- _____

- (iii) **Ni nani waliopatiwa mafunzo hayo kikata? (taja aina ya mafunzo, waliopata mafunzo, mahali yalipotolewa na idadi ya washiriki)**

Aina ya mafunzo	Waliopatiwa mafunzo	Idadi ya waliopata mafunzo	Mahali / lini yalipotolewa

C: Athari za mafunzo.

- (i) **Mada zipi zilifundishwa katika mafunzo uliohudhuria?**
- _____
- _____

Mafunzo hayo yalitolewa lini? _____ Yalidumu kwa muda gani? _____

1. Je Kwa maoni yako, mafunzo hayo yamekuwa na athari gani kiutendaji:

- (i) Kwako wewe binafsi
- _____
- _____

- (ii) Kwa Walimu Wakuu
- _____
- _____

- (iii) Kwa wajumbe wa kamati ya shule
- _____
- _____

- (iv) Kwa viongozi wengine wa kijiji
- _____
- _____

- (v) Kwa wazazi wenye watoto wasomao katika shule za Msingi katani kwako

2. Mafunzo hayo yameboreshaje mambo yafuatayo:

(i) Upangaji wa mipango ya kata

(ii) Mahudhurio ya watoto shuleni

(iii) Maendeleo ya watoto shuleni

3. Taja maeneo mahususi unayoona yameboreshwa na mafunzo hayo. Fafanua jibu lako kwa kuonyesha ni kwa vipi hali imebadilika na sababu zilizofanya hali ibadilike.

(NB: Tafadhali uliza maswali kufuatana na majibu anayotoa mshiriki ili kuhakikisha kwamba unapata taarifa ya kutosha kuona mabadiliko kabla na baada ya mafunzo. MFANO: Swala la utoro, uliza sababu zinazofanya wanafunzi watoroke, endapo utoro umepungua au kuongezeka, na kwa kiasi gani n.k)

Je una maoni gani kuhusu yafuatayo katika utoaji wa mafunzo uliopata?

(a) Muda wa mafunzo

Unatosha ()
Uongezwe ()
Upunguzwe ()

(b) Mafunzo yanayotolewa

Yabaki yalivyo sasa ()
Yaongezwe ()
Yapunguzwe ()

(c) Aina ya watu wa kuhudhuria

Wachanganywe ()
Wasichanganywe ()

Je mafunzo hayo yanakabiliwa na matatizo gani ya kiutekelezaji

Iwapo mafunzo kama hayo yangeandaliwa tena, ungependa kushiriki?

Ndiyo () Hapana ()
Tafadhali toa sababu _____

Kama ungependa kuhudhuria mafunzo mengine, ungependa kujifunza mambo gani?

(i) _____
(ii) _____
(iii) _____

Je, ni nani pia ingefaa ashiriki mafunzo hayo?

Toa maoni na mapendekezo yako juu ya nini kifanyike ili kuongeza ufanisi katika:

(i) Kuthibiti utoro mashuleni

(ii) Kuinua kiwango cha elimu kwenye kata yako

(iii) Kutekeleza maelekezo mnayopata katika mafunzo yanayotolewa.

(i) kuthibiti utoro mashuleni

UCHUNGUZI JUU YA MATOKEO /ATHARI YA MAFUNZO YA UENDELEZAJI WA ELIMU WILAYANI

DODOSO KWA KIONGOZI WA KIJJI

Madhumuni ya utafiti huu ni kuangalia matokeo ya mafunzo juu ya maendeleo ya Elimu. Wewe nimmoja wa wale wliopata mafunzo. Kwa hiyo basi, unaombwa ujibu maswali haya kadri unavyofahamu wewe binafsi kuwa sahihi na kweli.

A: Taarifa Maelezo binafsi

- (i) Tarehe ya mahojiano
- (ii) Wilaya Kata Kijiji
- (iv) Jina la Mshiriki Mke () Mme ()
- (v) Aina ya uongozi
- (vi) Muda wa kuwa kiongozi wa kijiji
- (vii) Muda wa kuwa kwenye kamati ya shule

B: Mafunzo ya Uendelezaji wa Elimu

- (i) Je, Viongozi wengine katika kijiji chako wameshapata mafunzo juu ya uongozi na maendeleo ya elimu?
Ndiyo () Hapana ()
- (ii) Kama ndiyo, taja viongozi walioshiriki
- (iii) Taja aina ya mafunzo uliyohudhuria
- (iv) Mafunzo hayo yalitolewa lini? Yalidumu kwa muda gani?.....
- (v) Je ni mambo gani yalifundishwa katika mafunzo hayo?

(v) Mafunzo uliyopata yamekuwa na manufaa gani:

- Kwako wewe binafsi?
(i) _____
(ii) _____
- Kwa shule hapa kijijini?
(i) _____
(ii) _____
- Kwa mtoto anayesoma shule ya msingi kijijini kwako?
(i) _____
(ii) _____
- Kwa walimu shuleni?
(iii) _____
(iv) _____

D: Tathmini ya mafunzo yaliyotolewa na maoni binafsi.

- (i) Taja maeneo mahususi ya kazi yako unayoona yameboreshwa na mafunzo uliyoyapata. (Tafadhali uliza maswali yatakayomwezesha mshiriki kueleza mabadiliko hasa katika mahudhurio na masomo shuleni)

(ii) Mafunzo hayo yameboreshaje mambo yafuatayo:

- Upangaji wa mipango ya kijiji

- Uthibiti wa utoro shuleni

-
-
- Uwajibikaji wa walimu mashuleni
-
-
- Ushirikiano wa wazazi katika maswala ya shule
-
-

(vi) Je una maoni gani kuhusu yafuatayo katika utoaji wa mafunzo uliyopata?

- (a) Muda wa mafunzo
- | | |
|-------------|---|
| Unatosha (|) |
| Uongezwe (|) |
| Upunguzwe (|) |
- (b) Mafunzo yanayotolewa
- | | |
|-----------------------|---|
| Yabaki yalivyo sasa (|) |
| Yaongezwe (|) |
| Yapunguzwe (|) |
- (c) Aina ya watu wa kuhudhuria
- | | |
|------------------|---|
| Wachanganywe (|) |
| Wasichanganywe (|) |

Je mafunzo hayo yalikabiliwa na matatizo gani ya kiutekelezaji

Iwapo mafunzo kama hayo yangeandaliwa tena, ungependa kushiriki?

Ndiyo () Hapana ()

Tafadhali toa sababu _____

Kama ungependa kuhudhuria mafunzo mengine, ungependa kujifunza mambo gani?

Je, ni nani pia ingefaa ashiriki katika mafunzo hayo?

Toa maoni na mapendekezo yako juu ya nini kifanyike ili kuongeza ufanisi katika kutekeleza mafunzo yaliyotolewa:

UCHUNGUZI JUU YA MATOKEO/ ATHARI YA MAFUNZO YA UENDELEZAJI WA ELIMU WILAYANI .

DODOSO KWA AFISAEELIMU WA WILAYA :

Madhumuni ya utafiti huu ni kuangalia matokeo ya mafunzo juu ya maendeleo. Ya Elimu. Wewe nin mmoja wa wale waliopata mafunzo Kwa hiyo basi, tanakuomba ujibu maswali hay kadri unavyofahamu wewe binafsi kuwa sahihi na kweli.

Taarifa binafsi

Tarehe ya mahojiano

Wilaya

Jina la Mshiriki Mme () Mke ()

Muda tangu umekuwa AEW

Miaka ya kuwepo wilayani hapo

Taarifa za wilaya

Idadi ya shule za msingi wilayani

Idadi ya wanafunzi kiwilaya Wavulana Wasichana

Mafunzo ya Uongozi wa Elimu Kiwilaya

Idadi ya waliohudhuria mafunzo hayo Kiwilaya .

Aina ya kiongozi	Wanaume	Wanawake	Jumla	Aina ya mafunzo	Mwaka yalipotolewa
Wajumbe kamati ya shule					
Viongozi wa vijiji					
Waratibu Elimu					
Maafisa Elimu (W)					
Walimu wakuu					
Wazazi					

Idadi ya shule zilizoshiriki mafunzo kiwilaya kwa kata .

Kata	Idadi ya shule katani	Idadi ya shule zilizoshiriki	Asilimia

Mada zilizofundishwa katika mafunzo hayo ni

(I) _____

(ii) _____

(iii) _____

(iv) _____

Matokeo /Athari za mafunzo yaliyotolewa wilayani hapo.

Je, kwa maoni yako, mafunzo hayo yamekusaidia kubadili taratibu na mipango yako ya kila siku ya elimu hapa wilayani ?

Ndiyo () Hapana ()

Iwapo jibu ni ndiyo, taja taratibu na mipango uliyobadilisha kutokana na mafunzo

Elezea jinsi mafunzo yaliyotolewa yalivyokuwa na manufaa :

(a) Kwako wewe binafsi

(i) _____

(ii) _____

- (b) Kwa Walimu wakuu
 (i) _____
 (ii) _____
- (c) Kwa Viongozi wa kijiji
 (d) _____
 (ii) _____
- (d) Kwa wajumbe wa Kamati za shule
 (i) _____
 (ii) _____
- (e) Kwa Viongozi wengine wa elimu ngazi ya wilaya
 (i) _____
 (ii) _____
- (f) Kwa Waratibu wa elimu
 (i) _____
 (ii) _____

D: Tathmini ya mafunzo yaliyotolewa na maoni binafsi.

Taja maeneo mahususi unayoona yameboreshwa na mafunzo yaliyotolewa wilayani.

Je una maoni gani kuhusu yafuatayo katika utoaji wa mafunzo uliopata?

- (a) Muda wa mafunzo
 Unatosha ()
 Uongezwe ()
 Upunguzwe ()
- (b) Mafunzo yanayotolewa
 Yabaki yalivyo sasa ()
 Yaongezwe ()
 Yapunguzwe ()
- (c) Aina ya watu wa kuhudhuria
 Wachanganywe ()
 Wasichanganywe ()

Je mafunzo hayo yalikabiliwa na matatizo gani ya kiutekelezaji

Iwapo mafunzo kama hayo yangeandaliwa tena, ungependa kushiriki?

Ndiyo () Hapana ()

Tafadhali toa sababu _____

Kama ungependa kushiriki mafunzo mengine, ungependa kujifunza mambo gani?

- (i) _____
- (ii) _____
- (iii) _____

Je, ni nani pia ingefaa ashiriki katika mafunzo hayo?

Toa maoni na mapendekezo yako juu ya nini kifanyike ili kuongeza ufanisi katika kutekeleza mafunzo yaliyotolewa:

Je mafunzo hayo yameongeza ubora na ufanisi katika upangaji mipango ya elimu na uongozi?

Ndiyo () Hapana ()

Iwapo jibu ni ndiyo, ni katika maeneo gani? Yataje?

(i) _____

(ii) _____

Je utoaji wa mafunzo hayo na utekelezaji wake vimekabiliwa na matatizo yoyote?

Ndiyo () Hapana ()

Iwapo jibu ni ndiyo, taja matatizo

(i) _____

(ii) _____

(iii) _____

Ni jinsi gani matatizo hayo yanaweza kutatuliwa?

(i) _____

(ii) _____

(iii) _____

Toa mapendezo yako katika kuimarisha ubora wa mafunzo yanayotolewa:

Mafunzo ya Dhana ya Mtoto-kwa-Mtoto

Idadi ya waliohudhuria mafunzo hayo Kiwilaya .

Aina ya kiongozi	Wanaume	Wanawake	Jumla
Wajumbe kamati ya shule			
Viongozi wa vijiji			
Waratibu Elimu			
Maafisa Elimu (W)			
Walimu Wakuu			
Wazazi			

Mafunzo hayo yalitolewa lini?

UCHUNGUZI JUU YA MATOKEO /ATHARI YA MAFUNZO YA UENDELEZAJI WA ELIMU WILAYANI

DODOSO KWA MWALIMU MKUU

Madhumuni ya utafiti huu ni kuangalia matokeo ya mafunzo juu ya maendeleo ya Elimu. Wewe nimmoja wa wale waliopata mafunzo. Kwa hiyo basi, unaombwa ujibu maswali haya kadri unavyofahamu wewe binafsi kuwa sahihi na kweli.

A: Taarifa Maelezo binafsi

Tarehe ya mahojiano
 Wilaya Kata Shule
 Jina la Mshiriki Mke () Mme ()
 Muda wa uzoefu ukiwa mwalimu Mkuu
 Muda uliokaa shule hiyo

Taarifa Muhimu za shule.

Idadi ya wanafunzi Wav. Was. Jumla _____

Wastani wa mahudhuro kwa siku. Wav. Was. Jumla
 (NB Chukua mahudhuro ya siku uliyotembelea shule)

Tafadhali toa wastani wa watoro kwa miaka mitatu iliyopita

1996	Wav	Was	Jumla
1997	Wav	Was	Jumla
1998	Wav	Was	Jumla

Taja idadi ya wanafunzi wa shule yako waliochaguliwa kujiunga na sekondari kwa miaka mitatu iliyopita:

1996	Wav	Was	Jumla
1997	Wav	Was	Jumla
1998	Wav	Was	Jumla

Taja idadi ya wanafunzi wa shule yako waliorudia darasa la nne kwa miaka mitatu iliyopita:

1996	Wav	Was	Jumla
1997	Wav	Was	Jumla
1998	Wav	Was	Jumla

Mafunzo ya Uongozi

Je, ulipatiwa mafunzo yahasuyo uongozi wa elimu?

Ndiyo () Hapana ()

Kama jibu ni ndiyo:

Mafunzo hayo yalihusu mambo gani?

- (i) _____
 (ii) _____
 (iii) _____

Mafunzo hayo yalichukua muda gani? _____ Yalitolewa lini?

Walimu wengine mbali na mwalimu walipatiwa mafunzo hayo?

Ndiyo () Hapana ()

Iwapo hapana, maelezo ya mafunzo hayo yaliwafikiaje walimu wengine?

Je, Kamati yako ya shule ilipatiwa mafunzo ya uongozi?

Ndiyo () Hapana ()

Je, mafunzo hayo yalikusisha pia viongozi wengine wa kijiji shule ilipo?

Ndiyo () Hapana ()

Iwapo jibu ni ndiyo, wataje.

Mafunzo hayo yalisaidiaje kuongeza ufanisi katika:

(a) Upangaji wa mipango yenu ya shule

UCHUNGUZI JUU YA MATOKEO /ATHARI YA MAFUNZO YA UENDELEZAJI WA ELIMU WILAYANI

DODOSO KWA WAJUMBE WA KAMATI YA SHULE

Madhumuni ya utafiti huu ni kuangalia matokeo ya mafunzo juu ya maendeleo ya Elimu. Wewe nimmoja wa wale waliopata mafunzo. Kwa hiyo basi, unaombwa ujibu maswali haya kadri unavyofahamu wewe binafsi kuwa sahihi na kweli.

A: Taarifa Maelezo binafsi

Tarehe ya mahojiano

Wilaya Kata Shule

Jina la Mshiriki Mke () Mme ()

Muda Kama mjumbe wa kamati

Mafunzo ya Kamati za shule

Je, ulipatiwa mafunzo yahasuyo kamati za shule?

Ndiyo () Hapana ()

Kama jibu ni ndiyo:

Mafunzo hayo yalihusu mambo gani?

(iv) _____

(v) _____

(vi) _____

Mafunzo hayo yalitolewa lini?

Hayo yalichukua muda gani? _____

Walimu wengine mbali na Mwalimu Mkuu walipatiwa mafunzo hayo?

Ndiyo () Hapana ()

Iwapo hapana, maelezo ya mafunzo hayo yaliwafikiaje walimu wengine?

Mafunzo hayo yamesaidiaje kuongeza ufanisi katika:

(a) Upangaji wa mipango yenu ya shule

(b) Kuthibiti utoro

(c) Kuboresha elimu kwa wanafunzi

Maoni Kushusu Mafunzo

Je una maoni gani kuhusu yafuatayo katika utoaji wa mafunzo uliopata?

(a) Muda wa mafunzo
Unatosha ()
Uongezwe ()
Upunguzwe ()

(b) Mafunzo yanayotolewa
Yabaki yalivyo sasa ()
Yaongezwe ()
Yapunguzwe ()

(c) Aina ya watu wa kuhudhuria
Wachanganywe ()
Wasichanganywe ()

(b) Kuthibiti utoro shuleni _____

(c) Kuboresha _____ elimu _____ inayotolewa _____ shuleni _____

Maoni Kushusu Mafunzo

Je una maoni gani kuhusu yafuatayo katika utoaji wa mafunzo uliopata?

(d) Muda wa mafunzo

Unatosha ()
 Uongezwe ()
 Upunguzwe ()

(e) Mafunzo yanayotolewa

Yabaki yalivyo sasa ()
 Yaongezwe ()
 Yapunguzwe ()

(f) Aina ya watu wa kuhudhuria

Wachanganywe ()
 Wasichanganywe ()

Je mafunzo hayo yalikabiliwa na matatizo gani ya kiutekelezaji

Iwapo mafunzo kama hayo yangeandaliwa tena, ungependa kushiriki?

Ndiyo () Hapana ()

Tafadhali toa sababu _____

Kama ungependa kushiriki mafunzo mengine, ungependa kujifunza mambo gani?

- (i) _____
- (ii) _____
- (iii) _____

Je, ni nani pia ingefaa ashiriki katika mafunzo hayo?

Toa maoni na mapendekezo yako juu ya nini kifanyike ili kuongeza ufanisi katika kutekeleza mafunzo yaliyotolewa:

Unailwaje dhana ya "mtoto-kwa-mtoto"?

Je, walimu wa shule yako wameshapata mafunzo yoyote kuhusus zana ya mtoto-kwa-mtoto?

Ndiyo

() Hapana ()

Kama jibu ni ndiyo, walimu wangapi walishiriki katika mafunzo hayo? _____

Mafunzo hayo yalitolewa lini?

Mafunzo hayo yalidumu kwa muda gani? _____

Dhana hiyo inatumikaje hapo shuleni kwenu?

Toa maoni yako kuhusu nafasi ya dhana ya mtoto-kwa-mtoto katika kuinua kiwango cha elimu shuleni.

Je wazazi wa wanafunzi katika shule yako wameshapewa hamasa kuhusu umuhimu wa elimu hase elimu kwa mtoto wa kike?

Ndiyo () Hapana ()

Kama ndiyo, hamasa hiyo ilifanyika lini?

Wazazi wangapi wlaishiriki?

Eleza kwa kifupi athari za hamasa ya namna hiyo katika kuinua kiwango cha elimu shuleni kwako.

Je mafunzo hayo yalikabiliwa na matatizo gani ya kiutekelezaji

Iwapo mafunzo kama hayo yangeandaliwa tena, ungependa kushiriki?

Ndiyo () Hapana ()

Tafadhali toa sababu _____

Kama ungependa kushiriki mafunzo mengine, ungependa kujifunza mambo gani?

(iv) _____

(v) _____

(vi) _____

Je, ni nani pia ingefaa ashiriki katika mafunzo hayo?

Toa maoni na mapendekezo yako juu ya nini kifanyike ili kuongeza ufanisi katika kutekeleza mafunzo yaliyotolewa:

TABLE OF CONTENTS

Error! Bookmark not defined.

Acknowledgements.....	Error! Bookmark not defined.
EXECUTIVE SUMMARY.....	Error! Bookmark not defined.
Background.....	Error! Bookmark not defined.
Findings	Error! Bookmark not defined.
Recommendations.....	Error! Bookmark not defined.
CHAPTER 1: INTRODUCTION	Error! Bookmark not defined.
Purpose of Study.....	Error! Bookmark not defined.
CHAPTER 3: EDUCATION SITUATION OF THE DISTRICTS VISITED.....	Error! Bookmark not defined.
Introduction.....	Error! Bookmark not defined.
Gross and Net Enrolment Ratio	Error! Bookmark not defined.
CHAPTER 3: METHODOLOGY	Error! Bookmark not defined.
Sample	Error! Bookmark not defined.
Data Analysis	Error! Bookmark not defined.
CHAPTER 4: FINDINGS.....	Error! Bookmark not defined.
Nature of the Training.....	Error! Bookmark not defined.
Number of people Trained on Education Development.....	Error! Bookmark not defined.
Themes taught by District.....	Error! Bookmark not defined.
Impact on the quality of education.....	Error! Bookmark not defined.
Improvement of the planning process	Error! Bookmark not defined.
Truancy in Schools.....	Error! Bookmark not defined.
Strategies used to reduce the magnitude of truancy	Error! Bookmark not defined.
Problems encountered during the Training	Error! Bookmark not defined.
Intention to attend further training	Error! Bookmark not defined.
Suggestions for Improving the Implementation Process.....	Error! Bookmark not defined.
CHAPTER 5: CONCLUSION AND RECOMMENDATIONS.....	Error! Bookmark not defined.
Recommendations	Error! Bookmark not defined.
References.....	Error! Bookmark not defined.
Appendix 1: List of warda and school visited.....	Error! Bookmark not defined.
APPENDIX 2: INSTRUMENTS USED IN THE STUDY	Error! Bookmark not defined.

List of Tables

Table 1: General Education Characteristics by District	Error! Bookmark not defined.
Table 2: Descriptive statistics for NER and GER by District; 1990-1997	Error! Bookmark not defined.
Table 3: Number of Participants by Position and Gender	Error! Bookmark not defined.
Table 4a: Number of people trained in education development: Masasi	Error! Bookmark not defined.
Table 4b: Number of people trained in education development: Singida	Error! Bookmark not defined.
Table 4c: Number of people trained in education development: Morogoro ..	Error! Bookmark not defined.
Table 4d: Number of people trained in education development: Musoma ...	Error! Bookmark not defined.
Table 4e: Number of people trained in education development: Serengeti....	Error! Bookmark not defined.
Table 4f: Number of people trained in education development: Songea (U). ..	Error! Bookmark not defined.
Table 5a: Themes Taught by Position: Kisarawe.....	Error! Bookmark not defined.
Table 5b: Themes Taught By Position: Magu.....	Error! Bookmark not defined.
Table 5c: Themes Taught By Position: Masasi.....	Error! Bookmark not defined.
Table 5d: Themes Taught By Position: Morogoro.....	Error! Bookmark not defined.
Table 5e: Themes Taught By Position: Mufindi.....	Error! Bookmark not defined.
Table 5f: Themes Taught By Position: Musoma.....	Error! Bookmark not defined.
Table 5g: Themes Taught By Position: Serengeti.....	Error! Bookmark not defined.
Table 5h: Themes Taught by Position: Singida	Error! Bookmark not defined.
Table 5i: Themes Taught By Position: Songea	Error! Bookmark not defined.
Table 6: Costs Incurred by Parents for Primary Education.....	Error! Bookmark not defined.