Global Initiative on Out-of-School Children

TANZANIA QUALITATIVE STUDY REPORT

TOWARDS REACHING THE REMAINING CHILDREN IN TANZANIA
MARCH 2018

Acknowledgement

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Executive summary

This qualitative study aims to uncover the reasons behind the prevalence of Out-of-School Children (OOSC) in seven regions (Lindi, Dar es Salaam, Tabora, Geita, Mara, Unguja Urban West and North Pemba) in Tanzania. The study was guided by the Conceptual and Methodological Framework (CMF) jointly prepared by UNICEF and UIS (2011) which provides for the basis for the five dimensions of exclusion (5DE). Data was gathered from education officers, village and ward/shehia leaders, parents and/or caregivers, special individuals working in NGOs related to child welfare (informers), and OOSC. Observations were also made and documented to explain better the varying facets of OOSC.

Demand side barriers to school

Findings revealed that basic characteristics of the family structure which is manifested by serial marriages, single parenting, step-parenting or caregiver arrangement is one of the major factors for OOSC. Likewise, vulnerable children like orphans, children living under difficult conditions, children with disabilities and children with chronic illnesses can potentially become OOSC because of community attitude, stigmatisation and discrimination. The migratory nature of households in some communities derails the demand for education as children move with parents or caregivers in search of better opportunities, forcing them to drop out of school.

Furthermore, beliefs in superstition and witchcraft were also said to discourage students from attending school regularly and thus contributed to OOSC. Indirect cost to school appearing in the form of 'contributions' (security guard wage, water charges, and school meals) lessen the demand for school, especially among the majority of low income earners. Child labour was also revealed to have an adverse impact on demand for schooling, especially among children from poor families.

Supply side barriers to school

The findings revealed that inadequate and poor facilities in schools, such as dilapidated structures and incomplete classrooms because of slow delivery of school supplies, invariably affected attendance and retention of children at schools. The situation was revealed to be escalated by low remittance of projected capitation grants and building funds in schools. Long walking distances to school discouraged children from attending classes regularly. Children coming from households in marginal areas, away from village centres where schools are built, are often discouraged from attending school regularly.

High teacher-student ratio stemming from increased enrolment, leads to overcrowded classrooms which makes some children miss school and drop out later. Numbers of special need teachers in both primary and secondary school do not match the increasing number of children with special needs, and the few teachers available, are not motivated. Teachers in special units have low morale to teach because of a lack of incentives to teach children with disabilities. There is also an acute shortage of properly trained special needs teachers. Generally, teachers at all levels, were found to lack motivation to teach effectively, because of low salaries.

School-based violence, bullying and harassment of marginalised children by older children, especially boys, name calling associated with different forms of disabilities, and corporal punishments, minimise the supply side to quality school. Additionally, weak policies are counter effective in mitigating the escalation of OOSC, while inadequate enforcement of by-laws and strategies adopted to retain children at school, increase OOSC in the seven regions.

CHAPTER ONE

INTRODUCTION

1. Introduction

This is the report of the qualitative study on Out-of-School Children (OOSC) conducted in seven regions in Tanzania, to establish who the OOSC are, their whereabouts, the reasons for their being OOSC, and measures to bring them back to school, in order to inform policy and programme design and implementation, to combat inequity in education. The qualitative study provides means of describing OOSC as observed in the seven regions.

The study was guided by the Conceptual and Methodological Framework – CMF, developed by UNICEF and UIS (UNESCO Institute of Statistics) (2011)[1]. The CMF is part of the Global Out-of-School Children Initiative Operational Manual in defining OOSC, using the Five Dimensions of Exclusion (5DE):

1. Children of pre-primary school age who are not in pre-primary or primary school.

2. Children of primary school age who are not in primary or secondary school.

3. Children of lower secondary school age who are not in primary or secondary school.

4. Children who are in primary school but are at risk of dropping out.

5. Children who are in lower secondary school but are at risk of dropping out.

The listed dimensions cover not only the OOSC, but also children who are currently in school but also are at risk of dropping out in the two levels of education—primary and secondary schools.

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1. UNICEF& UIS (2011). Global Out-of-School Children Initiative Operational Manual.

1.1. Definition of major concepts

1.1.1 'Never attended'

The never attended school children can be grouped into two groups: children who never attended primary school, and those who never attended secondary school. The first category includes children who did not enrol in primary school, while the second category includes those who completed Standard VII primary education but did not join secondary school education. Some of these children failed the Primary School Leaving Examination (PSLE), while others passed the examination, but parents or caregivers could not afford the cost of secondary education.

1.1.2 'At risk'

At risk children were found attending school but were likely not to complete the education cycle of primary or secondary school education. These children were either over-age, had inconsistent school attendance, came from disrupted families, suffered from prolonged illness or had disabilities. Other crucial factors that placed these children at risk were long distances to walk to and from school, and the migratory tendencies of respective families or clans.

1.1.3 'Dropouts'

Dropouts are children who leave school after attending some grades in primary school, or forms in lower secondary school. The majority of these children were found in areas where they either worked or lived.

1.2 Organisation of the report

The report is organised in four major chapters. Chapter one is the introduction, Chapter Two presents the methodology of the study, Chapter Three presents barriers and policies, and Chapter Four presents the summary, conclusion and recommendations of the study.

CHAPTER TWO

METHODOLOGY

2. Introduction

This chapter discusses the methodology used in conducting qualitative research in the seven regions selected for the study.

2.1 Study area

The study was conducted in seven administrative regions based on findings of the quantitative study on profiles of OOSC. Tabora and Geita Regions were selected because they had a higher number of OOSC, while Lindi, Unguja Urban West, and North Pemba had a moderate number of OOSC. Mara Region was studied initially as a case study for investigating social cultural factors which contribute to OOSC and was reselected as a special category for investigating the children who never attended school. Dar es Salaam was selected due to its uniqueness as a commercial city. The list of the places visited in each region is provided in Table 2.1.

In the regions mentioned above, researchers visited two districts—one urban and the other rural, and in each district visited a minimum of two schools—one secondary and the other primary. The schools were selected in consultation with District Education Officers (DEOs) on the basis of having a high number of dropouts and were in areas which had a high number of OOSC. The schools visited are listed in Table 2.2.

2.2 Respondents

The respondents of the study were Regional Educational Officers (REOs), District Educational Officers (DEOs), heads of schools, teachers, ward/shehia leaders, village leaders, key informers, parents and or caregivers, children of school going age who had attended school but who had dropped out, and those at risk of dropping out of school for one reason or another. The REOs, DEOs, heads of schools, village and ward/shehia leader respondents, appeared to have relevant and adequate information to identify who the Out-of-School Children were, and the reasons for them being OOSC. They also provided education reports on the number of schools, the number of children in schools,

school facilities and infrastructure, the situation of teachers, capitation grants, building funds, dropout flows, and strategies to improve the situation in the regions visited.

Children who were in schools were sampled for interviews based on their poor attendance at school, chronic illnesses, over-age or disability. Heads of schools and class teachers helped to identify school children for interviews. Children who were not attending school were identified with the help of ward/shehia, street and village leaders. The total number of children interviewed was guided by the agreed plan in the inception report. However, each category of children to be interviewed in the field, depended on their availability and willingness to participate. Thus, some of the categories had more children interviewed than others, as presented in Table 2.3.

Parents of OOSC provided opinions as to why their children were out of school. Members of school committees (for primary schools) and school boards (for secondary schools) had significant information on the management of schools and factors for OOSC.

Key informers constituted a special category of respondents from government and non-governmental institutions. These included representatives from TASAF (Tanzania Social Action Fund), Equip T (Education Quality Improvement Programme – Tanzania), Save the Children, Zanzibar National Association of the Blind (ZANAB), Societas Socialis (SOS), Zanzibar Association for People with Developmental disabilities (ZAPDD), Alliance One International (Tanzania), PROSPER, and Good Neighbours. They provided information on what they do to lessen the problem of OOSC in respective localities. Table 2.4 summarises the number of REOs, DEOs, heads of school, teachers, and parents, members of school committees and boards, ward/shehia and village leaders, and key informers interviewed.

2.3 Research procedure

The researchers obtained research permits from the Vice Chancellor of the University of Dar es Salaam before

	Regions	Districts	Wards/Shehia	Village/street
Tanzania Mainland	Mara	Bunda (TC)	Bunda urban	Nyerere
				Posta
				Nyiendo
		Bunda (TC)	Mihinjo	Mekomariro
		Serengeti (DC)	Kibanchabancha	Nyarukongo
			Bucha	Rungabure
			Rigicha	Bungoma
			Morotonga	Morotonga
			Morotonga	Stand mpya
			Matare ward	Kigonga
	Tabora	Tabora (MC)	Ndevelwa	Chang'ombe
			Gongoni	Zimamoto
		Kaliua (DC)	Igagala	Namba sita/ Mtakuja
	Lindi	Lindi (MC)	Kitunda	Feri/ Pwani
			Kitumbikwera	Sinde
			Ng'apa	Ng'apa
		Lindi(DC)	Rutamba	Rutamba
		Kilwa (DC)	–	–
	Dar es salaam	Temeke (MC)	Azimio	Azimio kusini
				Azimio kaskazini
			Pemba Mnazi	Buyuni
				Shule street
				Mahenge
	Geita	Geita (TC)	Kalangalala	Mataliano
				Mbugani
				Mgeseko
				Kivukoni
				Ihayabuyaga
			Buhalahala	Shilabela
		Chato (DC)	Chato	Chato
			Bwina	Bwina
			Makurubusi	Musasa
				Chasenya
Zanzibar	Unguja Urban West	West	Mwana kwerekwe	Melinne
	North Pemba	Micheweni	Kiuyu Mbuyuni	Kiuyu Mbuyuni

TABLE 2.1 | Regions, Districts, Wards/Shehia, and Villages for the Qualitative Study
Key: MC=Municipal Council, DC=District Council, TC=Town Council

they travelled to the regions. In addition, they obtained letters of introduction from the then Ministry of Education and Vocational Training (MoEVT). These letters were submitted to the regional administrative secretaries. In Zanzibar, the letters were submitted to the Second Vice President Office who directed the office of the Chief Government Statistician to issue research permits.

Data for this study was collected between 11 January and 22 January 2016, across the seven regions in Tanzania. Two days were spent in the regional headquarters where the researchers collected research permits; debriefed the Regional Administrative Secretaries and held interviews

with REOs, DEDs, and DEOs. They also helped the researchers to identify potential districts, wards, and schools, from which to collect data.

The Districts, wards/shehias, schools and villages and or streets, were identified, based on the prevalence of OOSC. In the schools and villages, researchers introduced themselves to heads of school and village leaders where they expressed the motive of the study. The village and ward/shehia leaders helped the researchers to identify potential OOSC, as did the parents, who were then interviewed once they had signed the consent forms. (Parents and guardians signed consent forms on behalf of the OOSC).

	Regions	Districts	Schools visited	
			Primary school	**Secondary school**
Tanzania Main land	Mara	Bunda (TC)	Kabarimu B P/school	Nyiendo S/school
		Bunda (DC)	Mihinjo P/school	Mekomariro S/school
			Nyansirori P/school	Ikorongo S/school
			Nyakomogo P/school	Mugumu S/school
			Igina P/school	
	Tabora	Tabora (MC)	Itulu P/school	Ndevelwa S/school
			Town P/school	
		Kaliua (DC)	Igagala P/school	Igagala S/school
	Lindi	Lindi (MC)	Sinde P/school	Ng'apa S/school
			Ng'apa P/school	
			Mpilipili P/school	
		Lindi(DC)	Rutamba P/school	Rutamba S/school
		Kilwa(DC)	Ntanga P/school	
	Dar es Salaam	Temeke (MC)	Buyuni –1 P/school	Kichanga S/school
				Pemba mnazi S/school
	Geita	Geita (TC)	Mbugani P/school	Geita S/school
		Chato	Bwina P/school	Chato S/school
Zanzibar	Unguja Urban West	West	Mwanakwerekwe F P/school	Mwanakwerekwe A S/school
	North Pemba	Micheweni	Kiuyu Mbuyuni P/school	Kiuyu Mbuyuni S/ school

TABLE 2.2 | Schools visited

Key: MC=Municipal Council, DC=District Council, TC=Town Council

		Dar es Salaam			Geita			Lindi	
		Temeke (U)	**Temeke Per/(U)**	**Total**	**Geita MC**	**Chato DC**	**Total**	**Lindi MC**	**Lindi DC**
Never attended	Primary	8	7	**15**	6	6	**12**	3	5
Dropouts	Primary	0	0	**0**	3	0	**3**	3	2
	Secondary	0	0	**0**	0	0	**0**	3	3
At risk	Primary	6	5	**11**	2	2	**4**	2	1
	Secondary	2	2	**4**	2	2	**4**	2	2
Never joined secondary		4	4	**8**	4	4	**8**	4	3
Sub-total		20	18	**38**	17	14	**31**	17	16

TABLE 2.3 | Children interviewed

2.4 Data collection

Data was collected by using interview guides, focus group discussion guides, and an observation check list.

2.4.1 Interviews

This study used interviews with REOs, DEOs, and heads of schools, teachers, school committees and board members, village and ward/shehia leaders, parents, children, and key informers. Interviews were arranged in respective work places or schools at times convenient to the interviewees. Interviews were meant to gather in-depth data on why children were out of school, what they were doing, and taking into account their family background, among other things. Interviews with the children lasted between 15 and 30 minutes.

Interviews with children who were not in schools were conducted in village squares or in places where their work activities took place. Children at risk of dropping out of school were interviewed on school premises. Each interview session was recorded in a separate interview guide and whenever information given, exceeded the space provided on the form, the researchers made notes.

Teacher, parent or guardian support was sought for the pre-primary school children who had problems expressing themselves or were uneasy about talking to strangers. Throughout the data collection process, researchers observed ethical procedures.

2.4.2 Focus group discussion

The researchers conducted one focus group discussion (FGD) with village leaders in every district visited. Ward/shehia leaders are among the most informed people in the ward/shehia and villages about the status of the children in their ward/shehia and villages. The meetings comprised a maximum of eight and a minimum of six participants.

	Dar es Salaam	Geita	Lindi	Mara	Tabora	Zanzibar	Total
REOs	1	1	1	1	1	2	7
DEOS	3	7	6	5	6	2	29
School Heads	5	4	7	10	5	3	34
Teachers	6	5	8	14	6	7	46
Committee Members	4	8	4	8	6	5	35
Parents	6	13	15	15	10	11	70
Village/Shehia Leaders	10	12	12	10	12	12	68
Key Informers	2	6	2	2	4	4	20
Total	37	56	55	65	50	46	309

TABLE 2.4 | Other respondents

| Total | Mara | | Total | Tabora | | Total | Zanzibar | | Total | Grand Total |
	Bunda DC	Serengeti DC		Tabora MC	Kaliua DC		Unguja Urban(W)	Micheweni		
8	18	9	27	2	8	10	8	8	16	88
5	18	4	22	1	8	9	0	0	0	39
6	2	1	3	0	3	3	1	1	2	14
3	21	15	36	13	4	17	3	3	6	77
4	13	10	23	2	2	4	3	2	5	44
7	12	17	29	3	1	4	4	4	8	64
33	84	56	140	21	26	47	19	18	37	326

Before the discussions started, the researchers sought the consent of every participant in the group. The discussion was led by one member of the research team using the focus group discussion guide, while other researchers recorded the responses in their notebooks. Most discussions lasted for one hour.

2.4.3 Observations

The physical conditions of the schools e.g. classrooms, offices, toilets, hostels, fences, buildings under construction, were observed using a check list adopted from the Ministry of Education, Science, and Technology (MOEST – School Inspection Training Manual, 2006: 88-9). Behaviours in schools (name calling, corporal punishment, bullying) were also observed. Some observations were also made in areas where economic activities took place. Researchers took photos of some aspects that were considered to contribute to OOSC in schools and villages and wards/shehias visited. All pictures were taken only with prior consent.

2.5 Data analysis

Data collected from the field was entered into matrix spreadsheets and then the data was organised into themes according to the responses to the questions asked. The themes were described and common cases in all the regions were used in developing patterns. Analytical comparison was made, using the method of agreement and method of difference, to discover causal factors that affect OOSC, children at risk of dropping out of school, and supply and demand barriers to school. Because the study was qualitative, most of the findings were described using more qualitative terms such as the majority and few. However, some findings were tabulated in numbers for better presentation.

2.6 Ethical considerations in the study

Ethical considerations refer to a requirement that participants in research are treated with dignity and respect throughout the research process. The main guiding principles of ethical human research are respect, benefit and justice. These principles influenced the general behaviour of the researchers as they carried out their work.

The selection of the participants was non-discriminatory because it was based on the fact that they had specific information needed. Educational officials were interviewed by virtue of their positions; they had crucial information on areas with a high prevalence of OOSC. Teachers, including head teachers, were selected to participate in the study because they were custodians of children in respective schools and could identify potential dropouts. Likewise, key informers and village leaders were selected to participate in the study because they had experience of working with local communities and knew the whereabouts of OOSC. Parents were interviewed randomly since they had children at risk of dropping out and/ or children out of school; hence they provided information needed to explain the reasons why children would be out of school. This selection of research participants is consistent with the principles of justice and fairness that underpin decisions made about participants to be included in the research and not driven by discriminatory intent.

Participants took part in the study on a voluntary basis. This voluntary intent was communicated to all participants before interviews proceeded. Closely linked with voluntary participation is the ethical requirement for researchers to obtain individual participants' informed consent or willingness to participate. The researchers asked individual participants to give their informed consent and to sign a consent form.

It was necessary to obtain informed consent from the children as well as the parents or caregivers. Therefore, the researchers also asked children who had been informed, for consent to participate in the research, even when it had already been given by teachers. Consent forms were signed only after the researchers had read the details of the study out aloud, and the participants were willing to participate, otherwise researchers respected the participants' decisions not to take part in the study. Participants were also informed that they had the right not to respond to some questions or to withdraw at any point. Obtaining informed consent for research is an important means of demonstrating respect for the dignity of participants.

The principle of benefit, requires researchers not to place respondents at risk of harm or injury through acts of commission or acts of omission, as a result of their participation. During the study participants were protected from harm by interviewing them in private areas where nobody could eavesdrop. The researchers also explained to the participants the details of the study, showing how information collected would be used. During the study, researchers ensured that identifying information of respondents would not be available to anyone who was not directly involved in the study. In addition, all photos of children's faces were blind-folded to conceal possible identity, names in captions were changed, and pictures were taken at angles to conceal identity. Where faces were identifiable, researchers requested the informed consent of the participant for his or her photograph to be used in the research findings.

CHAPTER THREE

FINDINGS: BARRIERS AND POLICIES

3. Introduction

This chapter describes the enabling environment, supply and demand side barriers, as well as policies that affect the equitable access to education among children. Supply side barriers are categorised into lack of essential inputs and facilities, inadequate access staffed services, and information and financial access. Demand side barriers are categorised into social and cultural practices and beliefs, social norms and the timing and continuity of practices that contribute to poor school attendance and dropout rates. Quality includes issues such as policies that cover schools, teachers, school management, classroom management, organisational and pedagogic characteristics, and support to vulnerable children whose vulnerability could cause them to become OOSC which would lead to a further increase in OOSC.

3.1 Enabling environment

Enabling environment covers legislation, policies and strategies, expenditures, and management and coordination that are put in place to reduce the inequities in education. This subsection presents the findings on the situation of OOSC in the seven regions visited. The findings are presented in three broad categories: legislation/policy, budget/expenditure, and management/coordination.

3.1.1 Legislation/policy

These are policies that benefit the marginalised. They include the new education and training policy, strategies for girls' education, social protection strategies for preventing school children from dropping out of school, social protection for children with disabilities and other excluded children, and education quality improvement strategies.

3.1.1.1 Awareness on the existence of the new education policy (2014)

Findings on the awareness of the new education policy (2014) from almost all visited regions in Tanzania Mainland, revealed that the majority of education practitioners in various levels of education had little awareness of the

policy. However, the findings have revealed that the majority of teachers and head teachers from all the regions in the Mainland were aware of the Ministry of Education, Science, and Technology (MOEST) Directive Number 6 of 2015 on the implementation of free basic education, which they misconceived as the new education policy. In Zanzibar, however, the situation was different, as the educational policy had been in operation for the previous five years.

3.1.1.2 Girls' education strategies

In the regions visited there were no government initiatives to deal with girls' education as a separate strategy. However, in some regions, there were non-governmental organisations that supported education of girls. In Mara Region, for instance, the Julian and Ann Marcus Safe House, run by the Anglican Church and funded by the British based Tanzania Development Fund, supports girls who run away from Female Genital Mutilation and home-based violence by providing them with asylum. The house management finds school placement for the children and holds anti-FGM camps for girls from different parts of the region. In December 2015, the centre received 200 FGM survivors.

3.1.1.3 Social protection strategies for preventing school children from dropping out of school

The findings revealed that Tanzania Social Action Fund (TASAF), one of the government agencies, in collaboration with village leaders, identifies the beneficiaries to be supported. Interviews with TASAF representatives revealed that identified households receive TSh 10,000/ capital to start businesses. Families use the money to start small business such as poultry, selling buns etc. In addition, one household receives TSh 2,000/ per child for a maximum of four primary school going children, TSh 4,000/ per child for a maximum of three lower secondary school going children, and TSh 6,000/ per child for a maximum of two high school children.

In Chato district in Geita Region, for example, TASAF supports 5,796 children of which 5,230 are primary school children and 566 are lower secondary school children. In Kaliua district in Tabora Region TASAF works in 54

villages (22 wards) where 7,810 needy households have been supported since July 2015. In Lindi District Council in Lindi Region, TASAF officials reported that a total of TSh 2,237,770,497/ was disbursed between March 2014 and July 2015. TASAF officials also revealed that TASAF was involved in improving the physical school environment in some of the secondary schools visited. Interviews with TASAF officials revealed that the support is not sustainable as households were supported for three years only with no guarantee of child attendance after the TASAF duration of support ends. It was further revealed by TASAF officials that generally, the demand for TASAF support is far larger than TASAF could facilitate, hence even in regions under TASAF support, many villages are still not reached.

In Tabora, Alliance One International-T (Tanzania) and PROSPER (which stands for Promoting Sustainable Practice to Eradicate Child Labour), were reported to work to pull children out of child labour in tobacco small holdings and plantations. According to the Agricultural Labour Practice (ALP) coordinator, Alliance One International-T is devoted to creating awareness of the adverse effects of child labour through seminars with village leaders, parents, teachers and children. The coordinator further explained that the company has donated desks to several schools in the region and several schools have been repaired as part of corporate social responsibility. Moreover, the company aims to introduce after-school programmes to keep children in school after formal classes are over. Similarly, PROSPER in Tabora,

Classrooms built with TASAF funds in one of the secondary schools in Lindi DC

Water tank constructed with TASAF funds in one of the secondary schools in Lindi DC

Administration block built with TASAF funds in one of the secondary schools in Lindi DC

worked in rescuing children from tobacco farms and its related effects. Within four and a half years of operation the NGO rescued 342 children from tobacco growing areas. These children, from ten primary schools, were sent back to school after the NGO bought them school uniforms and supplies.

In view of this study, the support initiatives mentioned above serve as incentives for addressing direct cost of education. Nevertheless, these strategies are not sufficient. The strategies also reach a very small section of the population in Tanzania. For instance, PROSPER was implemented in three districts (Urambo, Kaliua, and Sikonge) in Tabora Region, and in Kaliua District, only four villages (Usindi, Ulimba, Igwisi, and Mtakuja) were beneficiaries. When it comes to TASAF, support does not address the core issue surrounding truancy and dropout rate.

3.1.1.4 Social protection for children with disabilities and other excluded children

The findings revealed the presence of NGOs that support marginalised children. In Geita Region, the New Light Children Centre Organisation (NELICO) supports children with disabilities, mostly children with albinism and those living with HIV, by placing them in schools where they can access better social services and protection. By 2015 NELICO had 80 children with albinism, and interestingly, one of the former beneficiaries works for the NGO as a secretary.

Another NGO supporting vulnerable children in Geita, is Moyo wa Huruma Orphanage Centre, which is jointly supported by the Geita Gold Mine, the Catholic Church and the Geita Town Council. The Centre which began in 2006 supports orphans whose parents died from AIDS. It began with 37 children but currently has 100 children of whom 74 children are pursuing primary education, 23 are pursuing secondary education and three are below school age.

It was also found that in North Pemba, Societas Sicialis (SOS) works closely with the government to reunite street children with their parents. According to an SOS representative, the NGO helps parents in building capacities through training in entrepreneurship, covering school costs and providing loans to the poverty stricken households to establish small scale projects, and starting businesses, which in turn may help the parents to meet school costs. In Unguja, SOS established a centre, dubbed a village, where marginalised children are housed. Children are gathered to the village where they are provided with basic needs including food, health services and access to education.

3.1.1.5 Education quality improvement strategies

Education Quality Improvement Programme in Tanzania (EQUIP-T) is another government agency aimed at promoting better learning outcomes among primary school children, marginalised girls in particular. Currently EQUIP-T trains pre-primary and primary school teachers in seven regions (Dodoma, Kigoma, Lindi, Mara, Shinyanga, Simiyu, Tabora) to ensure that children acquire competency in reading, writing and arithmetic. In the Lindi Region, for instance, EQUIP-T has been able to train 1,445 Standard I and II teachers, 986 heads of schools and 139 Ward Educational Coordinators (WEC).

Special education units were found in all districts in the regions visited. However, observations noted that these units lacked adequate facilities for children with disabilities. For instance, there were no special toilets, ramps, spacious doors for wheelchairs or walking rails to support children with physical impairment. Furthermore, the schools lacked adequate and qualified teachers for children with disabilities. In some schools, the government has introduced special education units to support children with disabilities. In Bunda (Mara Region) two primary schools, Kabarimu B Primary School and Nyamuswa Primary School, each had special units. In Lindi, special education units were introduced in three primary schools: Mtanga Primary School (Kilwa), Mpilipili Primary School (Lindi MC) and Nyangao Primary School (Lindi DC).

In Dar es Salaam Region, the Education Officer (EO) in charge of Special Education in Temeke Municipality, reported that the municipality has two boarding schools for children with disabilities—Mtoni Maalumu and Salvation Army. The Lutheran Church, in corroboration with Temeke Municipality, runs the former school, while the Salvation Army's Ministry runs the latter. The government provides teachers, salaries and special requirements for children with disabilities. The schools for children with disabilities in Dar es Salaam were reported to be insufficient compared to the demand. For instance, the Salvation Army School which hosts children with multiple disabilities, enrolled only six children in 2015 due to lack of space, while the requests submitted were up to 250.

3.1.2 Budget/expenditure

Budget expenditure includes strategies to ensure resources reach the poor within resource constrained environments. The strategies include provision of Capitation and Development funds.

3.1.2.1 Capitation grants and development funds

Interviews with heads of schools revealed that under the PEDP and SEPD, schools are supposed to receive annual grants for improving the teaching and learning environment. The money is supposed to purchase teaching and learning materials, pay for examinations, buy books and carry out minor maintenance in schools. It was revealed during interviews with heads of schools that each school was supposed to receive TSh 10,000/ per primary school pupil and TSh 25,000/ per secondary school student annually.

Findings from both primary and secondary schools in the seven regions visited, showed that schools were underfunded because the government does not remit capitation grants and building funds to schools in time and as projected in annual budgets. REOs and DEOs are concerned about capitation grant policy in all schools visited, that the policy has not been revised for many years despite the rising costs of running schools.

Teachers in almost all regions visited, also reported that the shortage of, and poor school facilities, were caused by a shortage of development funds. They further reported that they did not receive building funds in 2015 apart from funds for building laboratories. When it came to funds for running schools, teachers interviewed, reported to have received fewer funds than projected, and delay in disbursement was common, limiting school management capabilities.

3.1.3 Management/coordination

3.1.3.1 School committees/boards

Heads of schools reported that all the schools have school committees (primary school) and school boards (secondary schools) comprising staff members and community members including parents. The committees and boards are involved in school management on such matters as the running of schools, school attendance, and discipline.

The heads of schools reported that these bodies consulted parents of children and village and ward/shehia leaders to address the problem of poor school attendance and dropout rate. They, however, reported that the strategy of using these committees and boards does not help in eradicating the problem of school dropouts because the members are not cooperative and even when school committees and boards had referred parents of school dropouts to Ward Executive Officers (WEOs) and shehias, no serious measures are taken.

During interviews, WEOs and shehias reported that they did not have legal backing to force children to return to school because of weaknesses in the Education Act. They explained further that when they took parents to primary courts there were no serious verdicts enforced. The teachers further reported that school committees and boards were negligent in informing effective management of school activities since the members often did not attend scheduled meetings.

3.1.3.2 Infrastructural improvement

The study across the seven regions revealed a series of construction activities taking place in schools to improve lack of classroom space, unsatisfactory staff offices, and insufficient toilets. Observations in schools revealed new laboratories had been built in 2015 with government funding, in nearly all secondary schools visited. The researcher also observed classrooms, toilets, staff houses, and staff offices constructed halfway due to insufficient funds from the government and the inability of the communities to contribute. Some of these facilities, such as classrooms and staff offices, were in use despite being only partially constructed.

The REO in Lindi Region reported that the region was facing a 70 per cent deficit of teacher houses in primary schools and a 76 per cent deficit of teacher houses and staff toilets in secondary schools. According to the REO, lack of housing was a major factor that influenced teachers to request transfers to other regions. To solve this challenge, the REO reported that the district councils and the municipal council were building ten teacher houses from their own funds each year, with support from the National Housing Corporation to design cheap but quality houses.

3.1.3.3 Strategies for teacher deployment

In Tanzania, supply and deployment of teachers is done centrally by the Ministry of Education, Science and Technology in collaboration with the President's Office, Regional Administration and Local Government (PORALG). The regional and the district authorities in particular have no powers of employing teachers in schools and the district councils (DCs) have powers to post teachers to schools only after receiving the allocations from the central government.

However, head teachers in Dar es Salaam reported cases of local initiatives to engage teachers locally. They said this was mostly the initiative for subjects that had short supply of teachers, and the teachers employed under local arrangement, were paid using the school's internally

generated funds (mostly from parents' contributions). This was observed in two preschools where preschool teachers were locally employed on a part-time basis to cover the lack of preschool teachers. However, the head teachers are not sure if their plan would continue since the government had banned all school contributions.

3.1.3.4 Training opportunities to improve teaching and learning

In Zanzibar, it was reported that the Teachers' Centre had trained teachers in teaching methodology, focusing on teaching the 3Rs (reading, writing and arithmetic). REOs of Mara and Lindi Regions informed researches that although teachers had been encouraged to participate in this training (3Rs) methodology, there had been few teachers interested due the fact that the training had not led to their promotion. On the other hand, it was reported that teachers who wanted to upgrade their qualifications, faced difficulties such as lack of sponsorship and difficulties in getting study leave. The DEO pointed out that the number of teachers allowed to go for training per school was only two annually, making it difficult for many teachers to upgrade their qualifications.

Teachers in special education units complained of limited opportunity for further training in special needs education. They reported that the special needs education field was not as popular as other areas, thus many teachers are not ready to train in special education, even when the funds are available.

3.1.3.5 Strategy to reduce distance to school

In all of the seven regions visited parents were concerned about their young children walking long distances to school. During focus group discussions, parents reiterated that long walking distances to school was a major factor for late enrolment. REOs, DEOs, and village leaders reported that late enrolment was common among children of pastoral households living in distant marginal areas of villages. During a focus group discussion in Bunda, Mara Region, one parent had this to say:

'I cannot allow my child at the age of eight or nine years to walk ten kilometres across forests to school, alone. I have to wait until the child has gained enough stamina to endure the long distance to school.'

The problem was more serious in Tabora and Lindi where the walking distances to school were up to 18 kilometres, especially walking to secondary school, since many secondary schools had very broad catchment areas covering several wards; three to four. In Lindi

Town Council, long walking distances to school were particularly noted in connection with one secondary school located far behind a peninsula of the Indian Ocean. Parents reported in the focus group discussion that they could not afford the cost of reaching the school located in the outskirts, beyond the peninsula separating the school and the township. They explained that the other side of the Indian Ocean was one ward with three primary schools. The long walking distance to a secondary school located beyond the Indian Ocean peninsular discouraged school attendance. Parents reported that children who join the school in this ward have to hire a motorbike (TSh 5,000/) to the port where they would cross over the ocean by a boat (TSh 500/), walk 2 kilometres to the bus stand where they would board a commuter bus to another bus stop near the school. The child would have to board another motorbike (TSh 3,000/) to school. An alternative was for the parents to pay TSh 345,000/ for the school hostel. Because many parents cannot afford to pay for the hostel, their children never attend school

The findings revealed that some children in pastoral communities, for instance, walk for more than three hours, which affected their interest in school. In all the regions visited, various strategies exist to lessen the adverse effect of long-walking distances to school, particularly for the pre-primary age children.

EQUIP-T has established school readiness centres in distant areas to cater for pre-primary school-age children in seven regions in Tanzania including Lindi. These centres are built in distant villages where pre-primary children live with their parents or caregivers. The children attend their pre-primary education in these centres expecting that they would be of age and able to walk long distance when they join Standard I in the mainstream schools.

In Chato District Council in Geita Region, the Adult and Non-formal Education Department Officer explained that satellite schools for pre-primary and lower primary education have been established in distant villages to cater for children who cannot walk long distances to school. The school is normally kept under the care of the mother school, which provides support including teaching and training of local tutors to take care of children in their vicinity. Children in these satellite schools join mainstream schools in Standard IV when parents believe they are capable of walking long distances to school. In another instance, the coordinator of Tumaini Fund in Geita Region, reported that his organisation provided bicycles to some school children living in distant villages. The fund is governed by the USA to support orphan children who walk for more than five kilometres to school.

Satellite schools were also reported to have been established in other regions visited—Tabora, Mara, Unguja Urban West and North Pemba. In Tabora Region, communities via village governments collaborated with district authorities to build school hostels in ward secondary schools to cater for children coming from distant places. Teachers in visited secondary schools reported that the schools had very large catchment areas covering three to four wards; hence many secondary school children resided in distant villages from the respective schools. One head of school in Tabora Region reported that the longest distance to school covered by a student was 18 kilometres, thus having children in hostels in such schools increased their attendance at school.

3.2 Supply side barriers

Supply side barriers include shortage of essential inputs and facilities and lack of access to adequately staffed services and information as explained in this section.

3.2.1 Lack of essential inputs

3.2.1.1 Unequal distribution of teachers across schools

The Ward Education Coordinator (WEC) in Tabora Municipality reported that unequal distribution of teachers across schools had impact on school attendance, disclosing that very low numbers of teachers, compared to the number of children per school, meant that many children remained unattended by teachers on a daily basis. The officer gave examples of unequal distribution of teachers by mentioning two primary schools in his ward where one school had 25 teachers with 540 children while the other had only five teachers with almost the same number of children (525). The officer could not give a reason as to why teachers were not equitably distributed in schools. According to the ward officer, the actual need for teachers per school was 60, which means there was a great shortage of teachers in some schools in the region.

Unequal distribution of teachers was also manifested in the gender disparity between female and male teachers within schools. The findings in Zanzibar revealed that the number of female teachers is more dominant compared to male teachers. One school visited in Unguja Urban West, for instance, had 52 teachers out of which only two were male. In another school in North Pemba, there were 265 teachers out of which only 107 were male teachers. The head of one primary school visited reported that female teacher dominance in Zanzibar was a common feature in schools due to the belief that women had the responsibility of caring for children; hence more males avoided the teaching profession.

On the Tanzanian mainland, no specific pattern of gender dominance between female and male teachers was observed. The study revealed a primary school in a ward in Tabora Municipality which had 25 teachers out of which only three were female teachers and another, in the same ward, which had 30 teachers out of which only seven were males. High disparity was also revealed in the majority of schools visited in Tabora Region in which some had 31 teachers (8 females), 13 (4 females), and 15 (4 females). In Lindi, the REO reported that there were more male teachers than female teachers in both primary and secondary schools. He further reported that primary schools in the region had 3,711 teachers (2,298 males, 1,413 females) and secondary schools had 1,836 (males 1,303, females 533). Geita Town Council had 1,046 primary school teachers (males 437, females 609) while secondary schools had 499 (males 316, females 183).

3.2.1.2 Poor infrastructure and facilities

Poor infrastructure and facilities were found to be a common problem in all of the seven regions visited. Typical cases included dilapidated classrooms and teachers' offices, poor toilets for students and teachers, few desks and nearly all the schools were not fenced. The majority of OOSC interviewed in separate intervals of time reported that congested classrooms, shortage of toilets and running water negatively impacted on their attendance. The REOs and DEOs were found to be aware of the situation in schools but claimed to be limited by resources as budget for the education sector was low.

The REO in Lindi Region reported that primary schools had a 31 per cent classroom deficit, 53 per cent shortage of pit latrines for children, while most schools did not have staff toilets. In Bunda District Council, Mara Region, the DEO reported that schools had a 52 per cent desk deficit and 60 percent deficit of pit latrines. Teachers and children interviewed across the regions, mentioned that dilapidated toilets, poor hygiene and sanitation, caused by lack of running water and congestion, made the school environment uncomfortable.

In most of the regions visited, findings revealed that schools were overcrowded with an acute shortage of classrooms and facilities. The researchers observed many children in crowded classrooms, sitting on floors due to a shortage of desks. In more severe cases, district councils instructed splitting of schools into two or three different schools under the same facilities – classrooms, offices, and toilets. The splitting of schools into schools A, B and C, however, appears not to have overcome problems of overcrowding, poor facilities and school dropouts in the long term.

In Zanzibar, the situation was different since instead of splitting the schools into two or three different schools, the schools introduced double sessions—morning and afternoon sessions in the same schools. A unique example of double sessions was observed where a primary school and secondary school were housed in the same compound with the primary school running in the morning while the secondary school ran in the afternoon. Teachers reported that despite solving the problem of overcrowding, this arrangement affected attendance, especially the afternoon session.

3.2.1.3 Shortage of special schools and facilities for children with disabilities

In schools where inclusive education was implemented, facilities for children with disabilities were in acute shortage. Observation in one of the integrated schools in Lindi Municipality revealed that there were no special toilets for children with disabilities. The school hosts a total of 22 children with disabilities, among them, those with intellectual impairment. Another school in Tabora Municipality which has 41 children (males 24, females 17) had no special toilets for children with disabilities and the head of unit reported that the need for facilities for children with disabilities was greatly felt. Common to all toilets was water shortage which led to poor hygiene and sanitation, constituting a threat to health and safety. It was also observed that almost all buildings meant for children with disabilities were not easily accessible.

Large numbers of lower primary school pupils were observed sitting on the floor in a primary school in Tabora MC.

A dilapidated classroom for pre-school pupils in one primary school in Chato District Council. The classroom is also used for cooking.

An interview with the head of the special education unit at one primary school in Geita Town Council which received support from Plan International for construction of four classrooms, revealed that the rooms were not enough to accommodate all of the children. It was reported that the school had ten streams, hence each class was occupied by two streams with two different teachers at a time, teaching two different subjects, making school unsuitable for students with disabilities who need to have close supervision and attention from the teachers.

In Unguja Urban West, it was reported during a focus group discussion with ward/shehia leaders that children with disabilities were vulnerable

Toilets at an inclusive school in Lindi Municipality. The path to the toilets is too steep with no support for pupils with disabilities.

A building for the special unit at a primary school in Geita Town Council, built with funds from Plan International. Classes are, however, inadequate for the unit

because there were very few special schools to cater for their specific needs. In Tabora municipality, the head of the special education unit reported that many children with disabilities never attend school because of the lack of special schools.

3.2.1.4 Lack of safety and security in school

School children interviewed in the study area revealed that bullying, name calling and corporal punishments, made the school environment unsafe. The majority of interviewed OOSC reported that corporal punishment was a contributing factor to their failure to attend school. Other school children interviewed also reported that excessive corporal punishment made the school environment scary to the extent that some children left school. However, in focus group discussions, village leaders had divided views on the use of corporal punishment in schools, with some arguing that corporal punishment was suitable for naughty children, while others argued against corporal punishment, asserting that excessive application led to poor school attendance. The majority of the village leaders reported the need for more controlled corporal punishment and alternative means to correct children.

The majority of teachers interviewed reported that they used corporal punishment to enforce discipline. Heads of schools noted, however, that corporal

punishment was supposed to be controlled to avoid adverse impact on school attendance. They reported further that teachers were adamant about not applying the suggested alternative punishments, arguing that corporal punishment was more economical. One teacher in Zanzibar reported that alternative punishments such as doing chores did not work in their school because the punishments required the teacher to take time to supervise the children.

School safety is also related to physical settings of schools which may or may not pose safety threats to children. Most of the schools visited lacked fences to keep children safe. Teachers and members of school committees in one of the schools in Zanzibar reported that school safety was threatened by street children (child gangs) who would throw dangerous objects through windows into classrooms. As a result, the teacher reported that windows of all classrooms in the school had been sealed almost to the top to prevent the attacks.

3.2.1.5 Lack of school meals

Findings revealed that only few primary schools and secondary schools with boarding students provided meals, while the majority had no meals for children which affected their attendance and motivation to attend school regularly. In some schools, meals were offered by NGOs, while in others parents contributed in kind and cash.

Although the government acknowledges the importance of meals in schools, there was no clear policy in the regions visited which guided the provision of meals.

Children in schools which provided meals in Dar es Salaam, Mara and Tabora Regions reported that the meals encouraged school attendance. Only few schools from the studied regions provided meals only to children whose parents contributed in cash and kind. In one primary school which does not provide school meals in Tabora Municipality, a Standard VI, 12-year-old boy reported that he would not miss school if the school provided meals. The boy who also complained of excessive corporal punishments in the school reported that he would not mind the punishments if the school provided meals.

In Mara Region, Canadian Physician for Aids and Relief (CPIR) and Project Concern International (PCI), provide meals in selected schools only. In Tabora Municipality, the head of a special education unit in one primary school reported that fewer children with disabilities attended school in days or weeks without lunch. The teacher reported that meals provided parents and caregivers with an assurance that their children were safer in school when lunch was provided.

Teachers at one preschool unit in Geita Town Council reported that school attendance would decline this year because of the lack of school meals. The head teacher of this preschool reported during interviews that the school would not be providing meals this year because parents had refused to contribute, following the recent circular on free education.. The teacher in the special education unit in one of the primary schools in the Tabora Municipality also reported that fewer children with disabilities attended school during the days that meals were not provided.

3.2.1.6 Overage

The officials in the Ministry of Education and Vocational Training in Zanzibar revealed that the majority of children in preschools were overage. In Zanzibar, preschool is two years and children should be enrolled at four years of age, before enrolling in Standard I at age six. Unfortunately, in one district the study revealed that the majority of pre-school children (about 55.6%) in 2014 were of ages six to seven and above. It should be noted that children aged seven or above are considered to be out of school when they enrol in preschool classes.

Overage children could be observed in almost all the regions visited, especially among the distant pastoral and agricultural communities in Lindi, Mara, Geita,

and Tabora where parents would delay enrolment of their children until the children grew of age to walk to school alone. In Kilwa District, for instance, the DEO reported that out of 6,479 children enrolled in Standard I in 2015, 3,017 (47%) (Boys 1542, girls 1475) were overage (aged between eight and ten years).

Village leaders further revealed during focus group discussions that cattle herders preferred to have their children spend much of their young age herding calves before they would be allowed to start school at an older age. The REOs and DEOs reported, however, that late enrolment placed children at risk of dropping out of school.

3.3 Demand side barriers

3.3.1 Cost of education

3.3.1.1 Approved school contributions

3.3.1.1.1 Primary school

The study revealed that education regulations do not impose any contributions on the parents of primary school children because primary education is entirely free. However, school committees approved some contributions to support running of school activities. Head teachers reported that some of the contributions were paid in cash while others were covered in kind or in labour.

They further reported that contributions included cash for processing and printing midterm and terminal tests, speed tests, preparing and administering mock examinations for Standard IV and VII children, school badges, desks, and school meals. Very few schools reported charging cash for school uniforms, but parents were free to get uniforms elsewhere depending on the unit cost. All the contributions in cash were paid directly through school bank accounts. Teachers interviewed were able to explain cost per parent in school, but it was hard to make generalisations as the contributions appeared to vary from one school to another and from one region to another.

Teachers, nevertheless, reported that some children dropped out of school because their parents or caregivers could not afford the contributions. Some of the OOSC interviewed reported that they dropped out of school because their parents or caregivers could not afford the contributions. Thus, these contributions increasingly became another factor driving a large section of children out of school, especially in poor economies. Some parents also pulled their children out of school because their children were punished after the parents' failure to pay the school contributions.

3.3.1.1.2 Lower secondary school

The study revealed that parents of children in lower secondary school pay school fees – TSh 20,000/, for each school child. In these schools, parents are supposed to pay for two main examinations – Form II national examinations and Form IV Certificate of Secondary Education Examinations (Form IV) administered by the National Examinations Council of Tanzania (NECTA). Examination fees are Tsh. 10,000 for Form II national examinations and Tsh. 50,000 Form IV national examinations, which are directly paid to NECTA approved bank accounts. In addition to the examination fees, schools in different zones organise mock examinations in which they charge TSh 10,000/ (Form II) and TSh 15,000/ (Form IV). These examinations are locally organised in zones.

Besides school and examination fees, some secondary school boards have approved other contributions to support the running of schools. These contributions are hard to quantify uniformly across schools and regions since they vary depending on the nature of the schools and the prevailing social economic conditions like income levels of the people and economic activities. Nevertheless, the majority of head teachers reported the following to be the main contributions approved by school boards—processing and printing of midterm tests and terminal examinations, meals, stationery, desks, repair of school furniture, rehabilitation of school buildings, security, utility charges and school uniforms. Some items like school meals were contributed in both kind and cash, while others involved cash and/or manual labour.

Head teachers reported that they could not enrol children whose parents or caregivers failed to pay school fees or children whose parents could not afford the school approved contributions. They also reported that children who could not pay examination fees were barred from sitting examinations. Some OOSC who could not join secondary schools reported during interviews that they never joined because their parents could not afford school fees and allied contributions. Heads of schools reported that children were forced out of school when their parents failed to pay school fees and the agreed contributions.

3.3.1.2 Opportunity costs of schooling

The study in seven regions revealed that parents of OOSC viewed school as an economic loss since it deprived them of manpower when children attended school. In places where cattle economy, fishing, and mining are strong, parents would rather have children performing those activities than being in school. In Tabora Regions, households growing cash crops like tobacco and rice

consider children as a source of manpower. In one ward in Tabora Municipality, parents of children who never attended school, reported that the children provided a source of labour in paddy farms, and attending school would mean a loss of that manpower. The same view was shared among the pastoralists who would rather have their children herd cattle than attend school. These illustrations show that parents believe they incur some loss when their children attend school and that the loss could be avoided when children engage in household jobs as they provide the needed labour in the family to allow parents to continue with other income generating activities.

3.3.2 Socio-cultural practices and beliefs

3.3.2.1 Household and living arrangements (weak nuclear family)

Household living arrangements appeared to be an important influence on school enrolment and attendance since the majority of children interviewed reported to live with single parents (mostly mothers), polygynous families, and caregiver (mostly aunts and grandparents) headed families. In Tabora Region for instance, out of 47 OOSC interviewed, only 11 live with both parents (father and mother). The presence of a large number of OOSC in families with single mothers has two possible interpretations – it gives the impression that single-mother families lack strong supervision of children's schooling or that the supervision of children's schooling is more difficult under single-parent families than in two-parent families.

The majority of children who reported that they lived with single mothers stated that their parents were separated, with more complex scenarios when the women had many children to look after, following several incidences of remarrying, as observed in Lindi and Mara Regions where men had a tendency to marry, separate, and re-marry at will. In Unguja Urban West and North Pemba where polygynous families had wives from different socio-economic statuses, only children from wealthy mothers would go to school. Single mothers in Unguja Urban West and North Pemba confirmed that men took no responsibility for their children's education. They also reported that when a man and woman remarry, they do not take responsibility for the education of stepchildren or children from former marriages.

Weak nuclear families were also observed in artisanal mining, pastoral and fishing areas where men would have children with different women without taking responsibility. Many OOSC interviewed, reported that their fathers were living with other women in the vicinity or in distant areas where they went fishing, mining or herding cattle.

3.3.2.2 Serial marriages

Village leaders and education officers mentioned serial marriages as a factor for OOSC. This is a situation where a man marries a woman and has children with her and leaves her to marry another woman in a distant location, with whom he also has children before he leaves her for another. In turn, the divorced woman would remarry when the opportunity arose, and have more children with the new man before she was divorced for another woman, thus completing the serial marriage cycle.

The impact of serial marriages is single mothers having many children with lack of support for basic needs such as food, clothes, and education. Children are then forced to support their mothers by engaging in labour and thus become at risk of dropping out of school or leaving school.

In pastoral, fishing, and mining areas, serial marriages are fuelled by men marrying women as they migrate from one economic activity location to another, searching for better opportunities. Village leaders in Lindi, Geita, and Mara reported the custom of fishermen, pastoralists and miners moving to new camps, leaving their wives behind and marrying new wives in the new camps. Again, this practice leaves the majority of children with single mothers, without proper care, which leads to poor school attendance or dropping out of school.

Interviews with OOSC who were living with grandparents or caregivers in fishing, pastoral and mining areas revealed that either of their parents or both (after separation) had migrated to distant places and were living with other partners. These scenarios result in many unsupervised children who eventually do not attend school.

In Lindi Region, serial marriages take a different pattern because the institutional matrilineal descent gives women the rightful ownership of all children. They can also divorce men and remarry at will. The result of this custom is that women move from one man to the other, bringing children from different fathers along with them. Some of these children drop out of school when their step fathers cannot afford the cost of schooling. In these communities, uncles (brothers of women) can help, but when the uncles are unwilling or unable to provide for the child, the chances of children attending school regularly, diminish.

3.3.2.3 Early marriage and pregnancies

The study revealed that early marriages and teenage pregnancies are closely interwoven and contribute to OOSC. In all regions visited education officers, parents, and village leaders reported cases of children who

dropped out of school because of early marriage and pregnancies although the rate is negligible. In official documents, education officers and teachers reported that there were very few cases of dropping out caused by teenage pregnancies and marriages of school children since the children would leave school before the pregnancies were visible or parents would marry the girls secretly without the knowledge of school authorities.

The scenario of one Form III (18-year-old) dropout in Kaliua District Council illustrates the complexity of determining exact causes of dropping out, especially when marriages and pregnancies get involved. The girl reported during an interview that pregnancy made her drop out of school although teachers considered her to be truant. Events in her life, leading to leaving school, shed more light on complexities involved in ascertaining factors for dropping out of school. This girl lost both her parents when she was in Form I. A step brother she was living with then asked her to cover her own cost of schooling, including food (this was a day school), uniforms, shoes, and transport to school. She started missing school to work on farms or do any work she could to be able to support herself. She got into a relationship with a young man who always offered her some food and transport money to school. She became pregnant and dropped out in mid-2015 before the pregnancy was discovered. The benefactor denied responsibility and she went to stay with a distant aunt in a village in Kaliua District Council where the aunt helps her nurse her three-month-old baby boy. Thus, these other factors which actually contributed to the girl leaving school, including pregnancy, are all inconclusively summed up as truancy, in official school documents.

In Unguja Urban West, North Pemba, and Geita Regions, education officers reported that OOSC were associated with early marriage, especially when parents suspected that their children had started to engage in premarital sex. Parents would marry their daughters to avoid the shame of pre-marital pregnancies in the family. In Mara Region, education officers reported that the circumcision of boys and girls as a rite of passage among Kuria, fuelled OOSC because girls and boys are encouraged to marry thereafter. School children interviewed in Mara Region reported that they knew school girls who were secretly married after the initiation rites.

Besides early marriages and pregnancies, prostitution, among upper primary and lower secondary school girls, was reported to contribute to the school dropout rate in Dar es Salaam, Lindi, Tabora, Mara, and Geita. In Kaliua District (Tabora Region), for instance, teachers revealed that lower secondary school girls staying in private hostels became prostitutes. In Lindi District, teachers revealed that prostitution was high because of the initiation ceremonies which encourage young girls to engage in sex.

Findings from a focus group discussion in Dar es Salaam also reported that teenage pregnancies and early marriages among the coastal people emanate from these cultural practices which cherish more sex than child education. This person reported further that the majority of school children who attend these dances, drop out from school because of early marriages, pregnancies, or becoming prostitutes.

It appears that early sex, child prostitution and early marriages are connected to economic marginality of respective communities and weak families which cannot support children in school. The education officers and village leaders reported that some parents conspire with their children to cover up many cases of early marriage and pregnancies; hence the majority of such cases remain unreported.

3.3.2.4 Witchcraft and superstition

The qualitative study revealed few cases of OOSC stemming from beliefs of witchcraft and superstition. In Geita Region, for instance, some parents of children with albinism reported to be reluctant to take their children to school for fear that gold miners would kidnap their children for ritual sacrifices. Although witchcraft and superstition related to OOSC and school dropouts do not feature so vividly in the seven regions, witchcraft and superstition were highly regarded to contribute to poor school attendance in Mara Region.

3.3.2.5 Tribal ceremonies and modern entertainment

The study revealed that some children are out of school due to tribal ceremonies, festivities, night dances, and drinking liquor. Interviews with REOs, DEOs, heads of schools and teachers in Mara, Geita, Lindi and Dar es Salaam Regions, revealed that these ceremonies had the potential to pull children from school. In Geita Region, education officers reported that Matanda, a post-harvest dance which involves contesting groups of young girls of upper primary school, dancing across villages for up to four weeks, contribute to OOSC. The officers reported that the girls would be married at the end of the dancing season thus sealing the end of their school life. In Mara Region, some girls leave school to marry after the initiation ceremonies which go hand in hand with Female Genital Mutilation (FGM) which introduce the young girls to adulthood. After the initiation ceremonies young girls, even those attending school, are encouraged to marry, and the cattle culture provides for the highest bidder to marry the girl.

In Temeke Municipality in Dar es Salaam Region, it was reported that traditional dances of the Zaramo, Ndengereko and Makonde adversely affect school attendance. The

Dar es Salaam REO reported during an interview that pre-wedding dances called in Swahili *kumcheza mwali*, and ritual ceremonies, practiced in Temeke peri-urban areas, contributed to lessen children's motivation to go to school, and increased OOSC in the region. One female participant in a focus group discussion reported that the native traditional dances and ritual ceremonies like *kumcheza mwali* and *mdundiko* influence children to not go to school or to drop out from school because they impart adult themes into children at tender ages. She had the following to say:

'Frankly speaking, traditional dances kumcheza mwali and kigodoro, expose girls at early puberty ages to think about sex and how to service a man sexually. In this ceremony, one of the old women acts as a man performing sex to the poor girl, and depending on how the girl performs in the mock sex, she will be told whether or not she qualified for a man. The effect of this training is that girls become wayward and begin to engage in sex activities at tender ages' (Participant, focus group discussion)

The regions visited revealed a fast growing culture of modern entertainment which pulls children, especially boys in upper primary and lower secondary schools, from school. These forms of entertainment include video shows, cards and pool table gambling. In Kiuyu Mbuyuni (Micheweni, Zanzibar), Mara, Geita, Lindi, Dar es Salaam, and Tabora Regions, parents complained about video shows, asserting that the shows pulled children from school.

Village leaders revealed in focus group discussions in Tabora Region that video shows and pool tables were a threat to schooling. A visit to one of the pool table gambling joints in Kaliua District (Tabora Region), revealed several underage children playing snooker for money. Some of the children were attracted by friends who had already dropped out of school.

In Kilwa, a DEO reported that school children in a lower secondary school had poor school attendance because they worked at stage shows in disco halls. The researchers were also told that school heads could not do anything about such boys since the majority of the boys lived in rented rooms or private hostels.

3.3.2.6 Perceived low value of education

The study revealed that some OOSC stemmed from lack of interest in school among children themselves. Lack of interest in school could be observed in children who would not attend school even when parents or caregivers afforded the cost of school. Some of the children interviewed, reported to have no interest because parents were not encouraging them. In a focus group discussion in Tabora Region, village leaders reported that lack of interest in school

among children in their village, stemmed from lack of interest in school among parents, which resulted in poor attendance, low completion rate and poor performance. They were also concerned that the primary school in their village offered the least number of children to join the ward secondary school. The Tabora Region REO revealed that due to lack of interest in school, the secondary school in the village had the lowest enrolment in the region having 23 students from Form I to Form IV in 2015.

Another contributing factor for OOSC was parents or caregivers not valuing education. This factor was reported by REOs, DEOs, and education coordinators of village governments in all the regions in the study. They reported that many children of parents and caregivers who do not value school have poor school attendance and were more likely to drop out of school. The DEO in Chato (Geita Region) reported cases of parents asking their children, particularly girls, to fail the Primary School Leaving Examination (PSLE) so that they would remain at home and get married for bride wealth. The officer reported that this was a common custom among the majority of cattle herding households where parents were interested in getting cattle wealth when their daughters married cattle-wealthy men. The DEO recounted one case when a parent instructed a daughter to fail the Standard VII examination saying:

'This was a case of a very bright girl in Standard VII. She passed the Standard VII mock examination very well but to the surprise of her teachers she failed in the final examination. When teachers asked her the reasons why she failed after the results came out, the girl disclosed that the father had asked her to deliberately fail herself. She only did what the father asked her to do.' (DEO, Chato District Council)

A head of school in Dar es Salaam Region reported a similar scenario where a parent went to the extent of bribing teachers to make sure that his child (a girl) did not pass the PSLE. The child passed the exam as she was among the bright children in the class. The parent reported the matter to the head teacher, accusing the teachers, with whom he had colluded, when he discovered that the child had been selected to join secondary school.

In one ward in Tabora Municipality, village leaders reported during a focus group discussion that parents in cattle herding families did not see the value of education, as children who went to school were observed not to be learning, leading to the majority of young children from cattle herding households to drop out of school. Similar scenarios were reported in Mara Region among cattle herders whose young children were given calves to look after instead of going to school. In one ward in Kaliua District (Tabora Region), the village leaders said that

tobacco farmers pulled many children out of school to work in tobacco plantations.

Village leaders and parents reported that schools failed children and did not produce role models for other children to emulate. Speaking in one focus group discussion in Tabora Municipality (Tabora Region), one village leader said.

'Our ward secondary school is ten years old now but it has hardly produced someone to be proud of in this village, and you are asking why we do not encourage our children to go to school. I sold my bicycle to pay for the cost of school when my son joined this secondary school. He has failed exams and now I am collecting money to buy him a bicycle to start a daladala *business in the town which is done by even those who never attended school. Isn't this discouraging?' (Participant, focus group discussion)*

The majority of dropouts reported that all school leavers stayed in the village and did the same casual labour that they (dropouts), were also doing. DEOs reported that lack of school models contributed to the dropout rate.

3.3.2.7 Vulnerability, discrimination, and disability

In all regions visited, vulnerability, discrimination and disability were among factors which contributed to OOSC. School children with chronic illnesses like sickle cell anaemia, epilepsy, and HIV, reported that they were prone to dropping out of school because of stigma. Likewise, children with disabilities were vulnerable because of stigma and discrimination placed upon them. In Mara Region, education officers reported that parents tended to hide children with disabilities because they were considered to be curses. In Tabora Municipality, a special education teacher in one inclusive primary school, revealed that the majority of children with disability are unlikely to attend school since a large section of the community considers disability, inability. The teacher reported that teachers had to visit some households with children with disability in order to persuade parents to bring the children to school.

3.3.3 Economic demand side barriers

3.3.3.1 School farming

The majority of schools in the regions visited have school farms that use child work. Teachers reported that the farms were part of the extracurricular activities implemented in nearly all schools visited. In these schools, farming and related activities are done in afternoon hours before the children go home.

The head teacher of a primary school in Serengeti District reported that the school uses children to cultivate cassava,

maize, beans, and sweet potatoes on a seven acre plot. The researchers observed children farming and carrying loads of harvested beans to the school compound. In a secondary school in Tabora municipality, the head of school reported that school farms produced food for school meals after harvesting the crops. In Kaliua District Council in Tabora Region, the head teacher of a primary school reported that school farms were part of income generating activities. Although teachers reported that school farms produced meals for the children, children interviewed revealed that excessive farming at school discouraged school attendance and that poor attendance was high during farming and harvesting seasons.

3.3.3.2 Peer pressure

The study also revealed peer pressure to be one of the reasons contributing to poor school attendance and dropout rate in the studied regions. Peer pressure is said to be strong when children involved are already vulnerable.

When it comes to OOSC, peer pressure is related to influencing children to leave school to engage in labour in order to earn cash to support their families or for their own personal needs. Dropouts who were found crushing rocks in one of the mining grounds in Geita Region, for instance, reported that they were influenced by fellow children who earned money out of artisanal mining. One 12-year-old OOSC boy who was interviewed when he was crushing rocks in the mining site, reported that he dropped from school because he wanted to earn cash to support his family and buy himself items, like his friends who had dropped out of school much earlier. In such cases, the pressure to join the artisanal mining workforce stemmed from the example of fellow children and the need have money to support households and to spend on items such as clothes, foods and entertainment.

In Kaliua District, Tabora Region, an OOSC who was nursing her three-month-old baby, reported that some girls who married while at school, were pressurised by friends to get married and leave school. In Mara Region, institutionalised FGM as the rite of passage, is one of the catalysts for dropping out, as some of those who are initiated, pressurise others to undergo the same and get married before completing their primary school life cycle. The majority of children interviewed in Mara Region reported that it was common for girls attending school, to marry immediately after the initiation ceremonies. In North Pemba, teachers reported that peer pressure is also connected to drug addiction as children engage in drugs due to peer pressure. Drug taking in the isles was reported to lead to poor school attendance and the dropout rate.

3.3.3.3 Child work and child labour

REOs, DEOs, teachers and village leaders in the regions, reported that child labour and child work, among other factors, increased chances of poor school attendance and dropping out. Although the majority of OOSC interviewed reported to be doing economic activities for subsistence instead of attending school, they did not mention those activities as prime reasons for them not attending school. Likewise, the majority of parents of OOSC reported the high cost of school, distance to school, and poverty, as some of the prime factors for their children not attending school. Child work and child labour, as reasons for dropping out, were mentioned by some children who were bold enough to report that they could not attend school because either their parents asked them to work or because they felt they had to work in order to support their families. However, despite the fact that the majority of OOSC did not directly point an accusing finger at the activities they were doing, the same activities had a direct impact on school attendance, and in the long term, significantly contributed to OOSC.

In predominantly agricultural regions like Tabora, Mara, Geita, Unguja Urban West, North Pemba, and Lindi Regions the majority of OOSC were engaged in small scale farming. Although the reasons for dropping out could vary from one child to another, the majority of dropouts interviewed in these regions, reported to work in order to support their families led by single parents and some of the dropouts were household breadwinners.

A single mother of an OOSC, interviewed in Tabora Region, said that her son dropped out of school to help her with household duties. The child reported during a separate interview session that he had to drop out of school to support his mother to cater for the family. In Kilwa District, one of the DEOs reported that two primary schools had very poor attendance because children had parents in their shifting cultivation. The officer reported that attendance in these schools was very poor to the extent that the schools had not passed any child to secondary school in 2014 and 2015 respectively.

In Temeke Rural (peri-urban), primary school-age children were observed herding cattle and goats. Children interviewed in this area of Dar es Salaam Region reported that cattle herding barred them from attending school. Using children in works like farming, herding cattle, or fishing, fuelled poor school attendance, and dropouts were widely reported in Lindi, Mara, Tabora, and Unguja West regions.

In Chato, Geita Region, children who had never attended primary school were observed working in artisanal gold mines. In Unguja Urban West and North Pemba regions, child labour was observed in such activities as digging sand,

OOSC weaving mat in North Pemba

OOSC in fishing activities in Mara

OOSC collecting coconuts, Lindi

OOSC at chai shop, Lindi

OOSC mining in Geita

OOSC grazing cattle, Tabora

OOSC selling fruit, Geita

OOSC selling vegetables in Bunda, Mara

OOSC in stone quarry in Geita

OOSC selling plastic bags, Dar es Salaam

OOSC in petty trade in Bunda, Mara

OOSC planting in a paddy in a village, Tabora

cutting bricks, seaweed farming, cutting bricks, herding cattle, selling fish, mending fishing nets and occasionally fishing. Other OOSC of lower secondary school age reported working as tour guides and porters.

In Tabora Region, the majority of children engage in tobacco farms where they work for money. According to one officer of a multinational company which buys tobacco in the region, tobacco growing is a labour intensive activity and half the labour on the farms has the potential to pull the majority of children from school, if not checked. The officer stated:

'The life circle of tobacco agriculture has four peak seasons involving successive activities including the planting phase, weeding, harvesting and curing, and finally the carrying of the processed tobacco to markets. These activities are labour intensive and are prone to employ many school children throughout the year, if parents are not careful.' (Officer, tobacco buying company)

The situation of OOSC is heightened when households migrate to distant places for better opportunities. The migrations were reported in agricultural, artisanal mining, and fishing areas where parents would relocate to more lucrative grounds, dragging school children along. The REOs, DEOs, parents, village leaders reported that activities which involve migrating to other areas cause dropping out.

The study also revealed that school-age girls would drop out to engage in such activities as selling vegetables, fruits and vending foods in local cafés. In Geita, Tabora, and Mara Regions, girls were reported to be selling vegetables, and cooking food in local cafés. School age boys were reported to be selling waste metals and plastic bottles (scraps), sweets, fish, bottled water, plastic shopping bags, groundnuts, cigarettes and bananas, and some of them were carrying loads in market places and shops.

3.3.3.4 Household migrations

The study revealed that migration of parents to new economic areas affected school attendance. REOs and DEOs reported that migration, without introducing the children back to school was common among pastoralists, fishermen, miners, and agriculturalists. In Kilwa District Council (Lindi Region), one DEO reported during interviews that the majority of children from such relocated households, drop out of school when the families move to distant fertile lands. The officers reported that three primary schools were forced to close in recent years after large numbers of children dropped out of school due to the migrations of their parents to distant farm lands. Cases of nomadic pastoralists were reported in Mara, Tabora and Geita Regions – they all involved pulling many children out

of school. It appears that transferring school children without re-introducing them to school was one of the factors which contributed to children not attending school among cattle herders, artisanal farmers, and fishermen who lead a nomadic life.

3.4 Poor quality of education

3.4.1 Lack of motivation for teachers

An interview with village leaders and parents revealed that poor attendance and dropping out were also influenced by unmotivated teachers. Village leaders across the seven regions, reported in focus group discussions that unmotivated teachers never cared whether or not children attended school or dropped out.

Teachers in almost all seven regions reported that lack of motivation was caused by shortage of staff houses, transport facilities, training opportunities, and low salaries. In Geita Region, teachers mentioned lack of proper and adequate toilet facilities for teachers as another factor which contributed to low morale. In one secondary school in Chato District Council (Geita Region), for example, teachers reported to work under unfavourable conditions since the school had no proper staff toilets for males and females and that female teachers were using a toilet at a nearby teacher's house.

Special unit teachers reported a lack of motivation for their work because of poor working conditions and treatment. In Lindi Tabora, Mara, Geita, Unguja Urban West, and North Pemba regions, teachers for children with special needs revealed that they lack protective facilities to enable them to attend to the children without risking their health. They further reported that despite the fact that their work was risky and they spent more years training, their training in special needs education did not attract increments in pay packages as is the case in other training like upgrading to a Grade A teaching certificate, diploma or a bachelor degree.

3.4.2 Poor quality of teachers

Village leaders in a ward in Tabora Municipality reported during the focus group discussion that poor attendance is fuelled by teachers who cannot teach effectively. The leaders also reported that some parents do not encourage children to attend school regularly because they feel that there is no learning in school because of teachers who cannot teach properly. One village leader had the following to say.

'I took my child to a preschool last year. I paid for all the requirements including porridge in the morning. But my child

and the majority of others in the class could not write proper a-e-i-o-u by the end of the year. Tell me, what type of teachers are these?' (Participant, focus group discussion)

Another village leader reported that all their children in the village school fail Standard VII examinations every year because teachers cannot teach well.

Village leaders and parents in Geita Region also questioned the quality of teachers, revealing that teachers lacked both pedagogical skills and professional ethics to make schools attractive to children. The leaders reported that teachers of today are not role models with positive values that foster good school attendance unlike in the past when teachers made children like schooling.

The poor quality of teachers was widely reported by REOs across the studied regions. The REO in Lindi Region, for instance, reported that the poor standard of teachers contributed to OOSC since children would leave school when they felt that they were not learning. The education officer also reported that poorly prepared teachers led to poor attendance especially when children learnt that such teachers had nothing to offer. Many OOSC children interviewed mentioned inability to read and write forced them to drop out of school. Many of these children had difficulty reading out the short Swahili passage provided in the interview guide. It appeared to researchers that failure to read and write was one of the driving factors pushing children out of school.

3.4.3 Poor monitoring of learning progress (weak school inspections)

Interviews with teachers reported that school inspection was weak and sporadic with some schools not having been visited for an extremely long time. Teachers reported that inspectors visited schools to inspect teaching progress in terms of teacher preparation, extracurricular activities, and school expenditure. However, the majority of the school visits in 2015 were because of the then ongoing countrywide laboratory constructions. The number of visits per school ranged between three and four and the visitors were mainly DEOs who came to inspect construction progress.

In Serengeti District, Bunda District and Mara Region, for example, very few schools had not been visited over the past five years but DEOs in these districts reported that school inspection was problematic for schools in marginal areas. From these responses one would wonder how curriculum is implemented and how quality of education is ensured in these schools. In some schools, teachers reported that they were not involved in the inspection exercise and the inspectors only talked to the heads of schools.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4. Introduction

This chapter presents summary, conclusion and recommendations for the study.

4.1 Summary

The study has revealed that OOSC are found in all the seven regions visited. In the seven regions, the study has revealed that the OOSC are vulnerable and come from unstable families – single-parent families, grandparent led families, or step-parent families. The study has also found that these children lack supervision and use most of their time to perform various activities for money. In terms of the reasons that push them out of school, the study has established that lack of school meals, unfriendly school environment, corporal punishments, and shortage of good teachers, and shortage of teaching facilities and infrastructure, are among chief reasons for dropping out of school. The study has also revealed that characteristics of family structure surrounding OOSC, the entire cultural milieu, weak nuclear family, serial marriages, abject poverty, lack of interest in school, peer pressure, and the need for child work and child labour, combine to pull many children from school. Furthermore, the study has indicated the effort of the government, agencies, special interest groups, and NGOs in ensuring that children are taken back to school. The study has indicated, however, that the efforts need to be more coordinated, integrated, and sustained over a long period of time for positive change to occur.

4.2 Conclusion

This study has revealed that there are various factors leading to children being out of school. Some of the factors which the study found, include social cultural customs and practices, characteristics of core families, and everyday life economic activities, in localities where the children are found. Although there are various strategies and policies adopted to curb the increase in OOSC, success is unlikely if the strategies continue to remain donor dependent,

implemented in small pockets in some regions, and lacking nationwide coverage. Specifically, the study concludes that communities, where children are found, have a crucial role to play, and should ensure that they demand quality education, and that every child should go to school to acquire it. Thus, it is important for the communities surrounding schools to have an interest in the education of their children and to participate fully in the academic progress of their children. It is expected that this will help mitigate OOSC in the country.

4.3 Recommendations based on priorities

4.3.1. Priority one

4.3.1.1 Increase number of teachers to ensure equitable deployment in schools

The problem of too high a ratio of children to teachers is prone to low enrolment, poor school attendance, and a high rate of dropping out, as teachers fail to manage large numbers of children per class The government should set adequate budget for teacher training to ensure more teachers are trained to have the correct number of teachers for the schools. In order to ensure equitable distribution of teachers after training, local governments should be given the authority to hire on demand, and fire when one misbehaves, to reduce the high children to teacher ratios observed during the qualitative study.

4.3.1.2 Providing school meals

Efforts should be made to introduce school meals and strengthen school meal arrangements in schools which have been providing them. The incentive of providing school meals cannot be overemphasised considering reports of increased school attendance in visited schools that provide meals. Currently, not many schools in visited regions provide school meals and even where NGOs like Project Concern International (PCI in Musoma Rural) provide meals, the sustainability is not guaranteed.

Government, agencies, NGOs providing meals and those considering to support school meals should consider sustainability by involving school committees or boards, village leaders, and parents and caregivers whose children are chief beneficiaries. Involvement of the wider school community would mean people in respective communities would own school meal projects and consequently be able to offer due support for sustainability.

4.3.1.3 Social protection for vulnerable children

The government should put in place strategies to protect vulnerable and marginalised children from dropping out of school. One way to achieve this would be to enforce compliance on compulsory enrolment and regular school attendance of children, especially girls and children with disabilities.

Ward Executive Officers, village leaders, primary school committees and secondary school boards, should work together to ensure that school-age children, especially girls and children with disabilities, are enrolled in school and that truants and dropouts are brought back to school immediately, after the cases are reported to WEOs by head teachers or headmasters.

The government should enforce its laws on dishonest and corrupt WEOs and village leaders who collude with parents to keep children out of school. Parents and caregivers should be made to understand that penalties imposed on them do not mean an official condoning of their children dropping out of school. Depending on the prevalence of dropout cases, the penalty could be intensified to enforce compliance.

4.3.1.4. Building hostels to address the problem of long walking distances to school

Hostels should be built in all ward secondary schools to accommodate students, especially girls who walk long distances to school. This would be a necessary step to protect many children vulnerable to dropping out of school because of the long walk to school and because of the dangers associated with the distance. Cases of girls being assaulted and roughed up on the way emphasised the urgency of having hostels built in schools. Hostels would also help to rescue children currently housed in private and unregulated hostels built near schools in villages.

Hostels to be built in schools should be managed by school authorities in consultation with village and ward/shehia leaders and parents and caregivers to ensure security for the children, particularly girls. The current situation, in which children rent rooms in unregulated private hostels,

fuels truancy and dropout rates as these hostels lack proper management and care. Teachers have reported cases of children in hostels outside schools growing wayward. The government should involve NGOs, CBOs, agencies, and firms which could help schools construct low cost hostels to accommodate many children in school. So far TASAF and other NGOs have been at the forefront, building classrooms in schools in the regions visited. Thus, the government should seek the involvement of both public and private sectors to construct school hostels to reduce problems of long walking distances to and from school and to ensure better school safety.

4.3.1.5 Training of heads of schools in management skills

Head of schools need to be grounded in management and planning skills for proper school administration and execution of programmes. Some of the problems schools have – activity planning and implementation, record keeping, decision making, communication, parent, committee and board member participation, and dropping out, could be solved if school leaders had requisite school management skills. Many heads of schools reported that the only management training received had been when they were in colleges or universities and that the training had not been sufficient to make them effective leaders to deal with ever changing dynamics in schools.

4.3.2. Priority two

4.3.2.1 Addressing school safety

Corporal punishment has been reported widely during the qualitative study as a reason for pushing many children out of school. The presence of corporal punishment in any school was an indication of lack of school safety and it affected school attendance. The government should find ways to enforce controlled corporal punishment in schools, requiring strict supervision of the head of school only. Furthermore, teachers should also be encouraged to adopt alternative punishments to stop driving children away from school.

Safety is also related to protecting school children in the school compounds against children gangs who assault school children or disrupt ongoing classes. In such situations, it is important that schools are fenced to avoid distractions from passers-by or noisy gang children.

4.3.2.2 Addressing poor quality of teachers

The study has revealed that the poor quality of teachers contributed to OOSC. The majority of teachers lacked requisite pedagogical approaches to arouse children to

like attending school. Teacher education should go hand in hand with ensuring that teachers are acquainted with not only content subject knowledge, but also requisite pedagogical skills for effective teaching that would attract children to school. Regular in-service training for teachers is required to enable them to cope with new developments in education, including changes made in the policy and curriculum.

4.3.2.3 School financing

Government should ensure timely remission of funds for implementing school projects and administrative activities. Effective in 2016, the government will remit funds directly to school accounts; however, it should be ensured that the funds remitted, would cover all the projected school requirements, and reach schools in time for the heads of school to be able to meet deadlines.

Schools with income generating projects like school farms which involve child work should be careful not to indulge children in child labour. Reports of dropouts who had left school because of excessive farm work, suggest that schools need to refrain from practising child labour.

4.3.2.4 Strengthening quality assurance

Quality assurance exercises should be strengthened to create improvement in school management and teaching and learning processes. The current practice of quality assurance is weak as it focuses mainly on teacher preparation and teaching delegation to crucial management issues such as performance of school committees and boards, parent and school interaction, and managing extra-curricular activities. The study has revealed that some schools had hardly been visited over the past five years. In the absence of an adequate number of quality assurers, education officials at the district should be made accountable for ensuring that school internal mechanisms were in place and functioning so that quality was maintained even in the absence of external quality assurers. Efforts should also be made to empower the quality assurance department, to make them more responsive to the educational needs of schools by visiting them regularly; at least once every quarter, and provide much needed guidance for teaching and learning to progress.

4.3.2.5 Strengthening of school committee and boards

Headmasters and head teachers should take measures to strengthen the functioning of the respective committees and boards which were reportedly weak. Heads of schools reported that members of these units were not

committed, since most came from distant places from a school vicinity. They also disclosed that the members were less motivated since they worked on benevolence and even when they were to be compensated for attending meetings, the schools were often out of funds. There was a need for community engagement to ensure school committees and board members were motivated for their contribution to school progress. There was also the need to review qualifications of the members of boards, to allow non-Form IV leavers to be appointed (in case of boards), in situations of shortage.

4.3.2.6 Completing buildings under construction

Government should ensure that half constructed school facilities – classrooms, offices, toilets, and staff houses, are completed in time to allow more space for teaching and learning. The best way to accomplish this would be through the involvement of the community to contribute in cash, labour or in kind. This would not only ensure availability of more facilities but would also instil the sense of ownership in the community and therefore protect the facilities in the school.

In schools where inclusive education is implemented there should be an effort to involve NGOs, CBOs and other interested parties to support government's efforts to ensure that relevant infrastructure and facilities meet the requirements for inclusive education. The inclusiveness of education should entail ensuring that infrastructure and facilities to cater for children with disabilities are laid down – special needs toilets, ambulatory school paths and corridors, ramps, rails, and special signals for both the visually impaired and hearing impaired children. Infrastructure and facilities include creating grounds for sports and games. Interviews in all seven regions revealed that attendance would be likely to improve if schools organised sports and games activities.

4.3.2.7 Addressing lack of awareness on education legislation and new education policy

The government should take deliberate measures to make sure that teachers are aware of new education policies. This should include conducting seminars at regional, district and ward levels on the new policy, as part of insert training for teachers. This need for awareness stems from the fact that the educational officers and teachers would be supervising the implementation of the new education policy.

4.3.2.8 Making primary schools attractive

The quality of primary education needs to be

strengthened to make it more attractive to children. The qualitative study has revealed that the primary school environment is not enabling enough and it sets a precedence for many children not to enrol, and at the same time, encourages the already enrolled, to drop out of school. One way of making school attractive would be by strengthening sports, games, and learning of various life skills at school

4.3.3 Priority three

4.3.3.1 Addressing poor teacher professional conduct (ethics)

The study has revealed that poor school attendance is fuelled in part by improper teacher professional conduct and personality. Thus, teacher training colleges and institutions of higher learning which prepare teachers, need to emphasise teacher professional ethics and professional conduct that would enable teachers to act as role models. This should go hand in hand with deliberate workshops and seminars at district levels for in-service teachers on the teacher code of conduct and the importance of adhering to the same.

4.3.3.2 Maintaining sustainability of projects designed to retain children in school

Projects to encourage marginalised children to attend school should be sustainable. The need for sustainability comes from the observation that most of the current projects under non-profit making organisations, to bring children back to school, are short-term, and as such, children who were once supported, are likely to revert to dropping out after the demise of the lifetime of the projects. For instance, although PROSPER, the project implemented to curb child labour in tobacco farms by bringing children back to school in Kaliua, Urambo, and Sikonge districts in Tabora Region, between July 2011 and August 2015 succeeded in bringing many former dropout children back to school, school attendance of those children after the project life ended, remains uncertain. Similarly, although TASAF extends support to children from marginalised households for three years, the fate of children formerly supported to attend school, is not assured after the support duration comes to an end.

Sustainability should go hand in hand with plans to have the projects implemented on a wider scale. Many of the projects observed, were implemented in small pockets, in certain wards or villages in certain regions or districts. Limited coverage of little projects under different names, serving the same purpose, results in fewer efficacies, as

more OOSC children are left unattended.

4.3.3.3 Removing gender disparity in teacher training

It was reported in Unguja Urban West and North Pemba regions that female teachers outnumber male teachers. The gender disparity raised concern in these regions, especially when considering dropout trends that appeared to imply that absence of male teachers could be a contributing factor. Campaigns are needed to encourage male students in secondary schools to join the teaching profession.

OOSC posing with seaweed, North Pemba

OOSC work on tobacco farms, Tabora

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RESEARCH INSTRUMENTS

1. Regional and district education officers interview

Respondent No_____ **Region** _____ **District** _____ **Ward** _____
Village/Street/Sheia _____ **Place/setting of interview** _____
Start time _____ **End time** _____ **Date** _____

1. Personal information (optional)
   a. Sex ....
   b. Contacts:
      • Postal address: ....
      • Mobile phone: ....
      • Email:..

Region/District situation on school:

1. How many children are enrolled in schools in your district? (Get statistics)
   5 years old .... and 6 years old ....
   7-13 years old ....and 14-17 years old ....

2. How many teachers are there in your region/district?
   Pre-primary... (Male ....Female ....)
   Primary .... (Male ....Female ....)
   Lower secondary .... (Male ....Female ....)

3. How many schools are there in your region/district?
   Pre-primary................................... primary.................................. and lower secondary...................................

4. Are schools in your district sufficient? If not, how many more are needed?
   ....

5. What is the district's plan for dealing with the shortage of school places?...................................
   What is the district's plan in assisting children with disabilities?...................................
   What is the situation of the OOSC in your Region/district? ....
   Which wards have the largest number of OOSC in your Region/district?...................................
   • What are the main economic activities performed in those areas?...................................
   • What are the cultural beliefs and customs that affect children's education in those areas? ....

6. Which schools are performing particularly poorly in your Region/district? ....
   • Among those, are there schools which are/ have been closed or have very few students? ....
   • What are the main economic activities in those locations? What are the cultural beliefs and customs in those areas?
   ....

7. Are there any specific locations/areas in your Region/district where FGM, bride wealth,
child work/labour, female-female marriages etc. are practised?...

What do you think are the important supply side barriers (inadequate books, offices, classes etc.)
of education in your Region/district?..

What do you think are the important demand side barriers (e.g.. any financial support rendered
to parents for their children's' education) of education in your Region/district?...

What are the reasons for children never being enrolled in schools in your Region/District?.................................

8. What are the reasons for children being at risk of dropping out of school in your Region/ District?......................

Education policy:

9. Is there any policy in place to ensure that children are enrolled in school at 7 years old in your Region/district?

....

10. Why do children start school late? ....

What does the Region/district do when a parent fails to send his/her child to primary school?...........................

What is your policy on teacher training?...

How many teachers in total have you trained in this district in the last academic year?..

Primary teachers ....

Lower secondary (O-Level) teachers...

11. Is there a strategy in your region/district to retain students in school? ....

Is there a strategy in your region/district to bring dropouts/never attended back to school?..............................

Is there a policy in your district to deal with school violence, for example bullying ( ) and corporal punishment ( )?

....

What are the specific strategies for children with disabilities and other marginalised children in your district?...............

What are the education opportunities available for such children in your Region/ district?.................................

Financing:

12. Did your region/ district receive all the capital grant you were supposed to receive from the central Government in
the past academic year? If not, what percentage did you receive? ....

13. Did your district receive all the development funds you were supposed to receive from the central Government
in the past academic year? If not, what percentage did you receive? How is the fund distributed among schools in
your Region/district? ....

Did your district distribute all the capital grant to school in time, in the past academic year? If not, what percentage
was distributed in time, and what are the reasons for the delay?...

14. Did your district distribute all the development funds to school in time, in the past academic year?...................

If not, what percentage was distributed in time, and what were the reasons for the delay?.................................

15. Do you have a district-wide policy on parents' financial contributions to school? ....

What type of support does your district receive from TASAF, NGOs, missions, etc., to support the following?

• OOSC ....

• Children at risk of dropping out of school ....

• Children with disabilities ....

16. How safe are the teachers in schools in the region/district? ....

How does the community in the Region/district perceive children with disability? ....

What are the initiatives for the disabled children in your Region/district?...

Do schools in your district provide meals to children? ....

Upcoming new education policy:..

17. Is the district aware of the new education policy? ....

18. Has the district received any guideline, training, and support for the implementation of the new policy?
....

19. What change does the district expect to experience once the new education policy is implemented in terms of:
   1. Ensuring that all children attend school ....

20. Ensuring that disabled children not only attend but complete their education, is there any preparation in place in the district to cope with the new education policy?
....

21. Do you think the community in your Region district has interest in their children's education?
....

---

2.   Head teachers, teachers, and school committee members

Respondent No_____ **Region** _____ **District** _____ **Ward** _____
Village/Street _____ **School** _____
Place/setting of interview _____ **Start time** _____ **End time** _____ **Date** _____

1. Sex: Male ( ), Female ( )

School details:

2. The school is pre-primary ( ), primary ( ), and lower secondary ( ) *(Tick as appropriate)*.

3. Number of students/pupils in school. Total.....................................(Male.......................Female.....................)

4. How many children with disabilities do you have in your school?...

5. What is the longest distance that your pupils have to walk to school? (In km?) ....

6. What is the number of streams in the school ....

7. Does the school provide meals? All five days ( ), some of the five days ( ), not at all ( )
   (Probe type of meals provided) ....

8. Who pays the cost of meals provided? ....

9. If no meal is provided, explain reasons: ....
   Do you have lunch break?.. If 'Yes', how long is it?................................
   What happens to children living far?..

10. Number of teachers in school Total (Male, Female) ....
   a. How many teachers have training qualification to teach in this school?...
   Total... (Male...........................Female...................................)
   b. What training opportunities for teachers are there?...
   i. ....
   ii. ....

School operation:

11. How many children are present today? ....

12. How many teachers are present today?...

13. How many days did your school officially close last year and for what reason?...

14. How many days did your school unofficially close last year and for what reason?..

15. Has your school ever been closed due to having very few students? Yes (   )/No (   )
   If 'Yes', explain ....

16. Has the school ever been closed because of the shortage of facilities? Yes (   )/No (   )
   If 'Yes', specify ....

17. When was the last time the District Education Office visited your school? (Date ....)
   (Probe: Reason for the visit) ....

18. When was the last time the inspectors visited your school? (Date...............................)
   (Probe: Who were the inspectors, what was inspected, and request for a copy of inspectors' report – if any) ....

19. Are there cases of children dropping out of school? Yes (   )/No (   ). If 'Yes',

Children dropping out of school by Sex and Grade in three years 2013-2015

Grade	2013			2014			2015		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-									
I									
II									
III									
IV									
V									
VI									
VII									

a. From what economic activities (artisanal fishing, artisanal herding, artisanal mining, peasant agriculture, petty trade) did the dropout children come from? ....
b. What are factors for children dropping out of school?
(Probe: if there are some gender specific factors)...
c. Did any of the dropped out children come back to school?..

20. Are there any children who dropped out of school because of their disabilities? Yes (   )/No (   )
   If 'Yes', explain ....

21. Do children miss classes because of their disabilities? Yes (   )/No (   )
   If Yes, explain ....

22. Are there any children who could not register because of their disabilities? Yes (   )/No (   )
   If 'Yes', explain ....

School policy:

23. What strategies/policies are in place to bring dropouts back to school? ....
   What are the other educational opportunities for children with disabilities in your school?..

24. Does your school have policy to deal with school violence on bullying (   ) and corporal punishment (   )?
....

25. Does your school allow children to repeat many times? Yes (   )/ No (   ),
(Probe for reasons)...
How many children on average repeat classes each year? (Male , Female) Which class has the largest number of repeaters and why?...

26. Does your school provide extra help to children who are performing poorly? Yes (   )/ No (   )
(Probe for reasons)...

27. What are the reasons a child can be expelled from school?..

28. Is the school aware of the new education policy? Yes (   )/No (   )

29. Has the school received any guidelines, training, and support for the implementation of the new policy? Yes (   )/ No (   )

30. What change does the school expect to experience once the new education policy is implemented?
....

31. Is there any plan in place in the school to deal with the change brought by the new education policy? Yes (   )/ No (   )
If yes please describe: ....

Funding issues:

32. What is the amount of capitation grants the school has received per child this year (in TSh)? ....

33. What is the amount of development funds the school received this year, and from whom (in TSh)? ....

34. What support does your school receive from
   i.   TASAF   ....
   ii. NGOs ....
   iii. Missions...
   iv. Others specify..
   v.   Does the school receive funding based on the number of children enrolled? ....

35. What exact cost of schooling are parents/caregivers charged per child per year?

Item	Actual Cost
Desks	
Building funds	
Water bills	
Security men	
School meal	
School cooks	
Electricity	
School fees (from parent/guardian)	
Examination fees (tests, mock, etc.)	
Stationery (paper ream, school badge, printing/photocopying exams/tests, etc.)	
Tools (hoe, slashes, broom, buckets, mops, etc.)	
Utensils (plates, bowls, etc.)	
School uniform (skirt/blouse, shorts/shirt, shoes, socks)	

36. What actions does your school take if a parent/caregiver does not contribute to any of the above?

....

37. Does your school experience any of the following? Tick where appropriate.

	Tick √	Probe and describe
Shortage of books		
Shortage of desks		
Shortage of teachers		
Overcrowded classrooms		
Shortage of running water		
Shortage of toilets		
Beatings by fellow children		
Children calling names		
Corporal punishment		
Indecent advances		
Failure in exams		
Others		

School safety:

38. How safe are the children on their way to school? ....
    (NB: Ask for an explanation ; when probing, consider gender differences) ....

39. How safe are the children at school? ....
    (NB: Ask for an explanation: when probing consider gender differences) ....

40. How safe are the teachers in school? ....
    (NB: Ask for an explanation: when probing consider gender differences) ....

School curriculum:

41. What actual job skills are introduced at primary/secondary schools in the curriculum? ....

42. Are schools free to add job skills lessons in the curriculum? ....

43. Specify additions which you think should be added to or removed from the official curriculum to make it attractive
    to OOSC? ....

44. Does curriculum differ from school to school? If 'YES', how does your curriculum differ from other schools'
    curriculum? ....

45. Are there any specific cultural practices which hinder children's attendance at school? Yes (   )/No (   )
    If 'Yes', mention and explain ....
    (Probe if the following are practiced: FGM, Bride wealth, child work/labour, female-female marriages, teenage
    marriages, etc.?) ....

46. Do the parents' and/or school committee participate actively in school matters? Explain

....

School observation:

47. Observation checklists in schools. Observe the adequacy and condition of the various facilities and support services
at school which might contribute to the risk of children dropping out of school.

....

Item	Type	Required	Available	Deficit	Remarks on the condition of the facilities
Adequacy of buildings	Administration block				
	8 classrooms				
	8 teachers houses				
	2 laboratories				
	A library				
	Kitchen				
	Dispensary/health facility				
	Dining hall/assembly hall				
	Stores				
	Students' tables				
	Students' chairs				
	Pit latrines (i) Boys (1 hole for 30 boys				
	(ii) Girls (1 hole for 20 girls)				
	Other types of toilets(specify) (i) Boys				
	(ii) Girls				
	Counseling rooms (i) Boys				
	(ii) Girls				
	Teachers' toilets (i) Male				
	(ii)Female				
Quality of buildings	Buildings are constructed using durable materials				
Requirements for disabled students	Classrooms' doors wide enough for wheel chairs				
	Pavements without stairs				
	Toilets for children with disa–bilities				
Girls special requirements	Girls' special rooms				
	Special bins for disposing sani–tary towels for girls				
Other services available	Electricity				
	Sports facilities				
	Running water				
	Washing facilities				
	Transport				
	Other; specify				

SOURCE: MoEVT (school inspectors Training Manual), 2006:88- 91

3. Children interview questions

Respondent No _____ **Region** _____ **District** _____**Ward** _____

Village/Street _____ **Place/setting of interview** _____

Start time _____**End time** _____ **Date** _____

Before you start the interview, check whether the child appears to be not looked after, in distress, not rested, having disability, etc. (Describe below)

I. The following set of questions should be asked of all children.

1. Personal information
    a. Age..Date/Month/Year of birth...
    b. Sex: Male ( ), Female ( )
    c. What language(s) do you speak at home? ....

2. Family background
    a. Who do you live with? Both parents ( ), mother only ( ), father only ( ),
    grandparents ( ), others (specify ....)
    (NB: Check who heads the household if mother/ and/or father is not with the child)

    ....
    b. How many people do you live with?
    Children (0-17)............................. working group (18-60).............................elderly (60+)...............................
    c. Occupation of the parents/guardian/caretaker...
    d. Ask if the child has the following in sufficient quantities.
        i. 3 meals per day   Yes ( ) No ( )
        ii. Clothes   Yes ( ) No ( )
        iii. School uniform   Yes ( ) No ( )
        iv. Learning materials   Yes ( )/No ( )
    e. Ask if the child pays school contributions? Yes ( ) No ( ) Probe if 'Yes' how much? TSh ....

3. Do you work? Yes ( ) No ( ), If 'Yes',
    a. What kind of work do you do?..
    b. How many hours do you work per day?..
    c. Do you earn any money from your work? Yes ( ) No ( ),
    If 'Yes', Probe: how much? TSh ....
    d. How do you use the money you earn?..

4. Are you attending school now? Yes ( ) No ( )
    a. If 'Yes', which class/grade.............identify the school type – ward/public, mission, private, etc.)...............................
    b. At what age did you start school?..
    c. Test if the child can read (Use the over leaf). Then tick (√) if:
    Child can read many words ( ) or can read some words ( ) or cannot read at all ( )

II. The following set of questions should be asked only of children who are in school
    but at risk of dropping out of school.

5. Note down reason(s) the child is considered at risk of dropping out of school...

6. At which grade are you attending school?...

7. Does your school provide meals? all five days ( ), some of the five days ( ), not at all ( )

8. How long is it from home to school? < 30 min. (   ), 30 – 60 min. (   ), > 60 min. (   ), other (specify)

9. Do you feel safe on the way to and from school? Yes (   ) No (   ) ....
   (NB: Ask for an explanation if the answer is No)

10. About how many days were you absent from school in the last one month? 0 (   ), < 5 (   ),
    5 - 15 (   ), > 15 (   ), others (specify...)
    (NB: Ask for an explanation)

11. Have you experienced any of the following in school? Tick where appropriate.

	Tick √	Probe and describe
Lack of books		
Shortage of desks		
Shortage of teachers		
Overcrowded classrooms		
Shortage of running water		
Shortage of toilets		
Beatings by fellow children		
Children calling names		
Corporal punishment		
Indecent advances		
Failure in exams		

12. Ask the child if there are other challenges she or he has experienced which are not listed.

13. What factors might make you leave school?
    (NB: Ask for an explanation)
....

14. What do you want to be in the future?...

III. The following set of questions should be asked only of children who attended but dropped out of school

15. Note down reasons (depending on information from village leaders/teachers) why the child is OOS
....

16. If one of the reasons is over–age, ask why the child started school late. ....

17. What type of school did you attend (ward, mission, English medium, private, special school, etc.)?
....

18. Was the school you dropped from previously in a different village/town/district/etc.?
    (NB: Ask for an explanation)
....

19. Why did you drop out of school?..
    (NB: Ask for an explanation)
    (If the child dropped out after completing the primary school without entering O–Level study, ask why he or she did
    not enter secondary education). Write down the reasons: ....

20. How long did it use to take you to walk to school? < 30 min. (   ), 30 – 60 min. (   ), > 60 min. (   ), other (specify)
....

21. Did you use to feel safe going to school and returning home after school? Yes ( )/No ( )
(NB: Ask for an explanation if the answer is No)
....

22. At which grade did you drop out of school?...

23. At which age did you drop out of school?...

24. If the child cannot tell the age, ask the year of dropping out: ....

25. What do you do in the day time and at night? ....

26. Would you like to go back to school? Yes ( ) No ( )
If 'Yes', What would make you go back to school? ....
If 'No', What else would you like to do?...

27. At what time, would it be most suitable for you to attend school, morning ( ), evening ( )
     (NB: Probe for details)
....

28. When you were in school, did you use to experience any of the following? Tick (√) where appropriate.

	Tick √	Probe and describe
Lack of books		
Shortage of desks		
Shortage of teachers		
Overcrowded classrooms		
Shortage of running water		
Shortage of toilets		
Beatings by fellow children		
Children calling names		
Corporal punishment		
Indecent advances		
Failure in exams		
Other		

29. What do you want to be in the future?

IV. The following set of questions should be asked only of children who never attended school
Note any visible disability in the child or inquire (from the parent/caretaker/teacher) in case of invisible disability

30. Do you know any school nearby? Yes ( ) No ( )

31. If 'Yes', how far is the school from your home? < 30 min. ( ), 30 – 60 min. ( ), > 60 min. ( ), do not know ( )

32. Do you think you would feel safe to go to and come back from school? Yes ( )/No ( )
(NB: Ask for an explanation if the answer is No)
....

33. Why were you not enrolled in school?
(NB: Ask for reasons)
....

34. Do you want to be enrolled in school? Yes ( ) No ( )

35. What would make you enrol in to school?
(NB: Ask for an explanation) ....

36. What do you do in the day time? ....And at night? ....

37. What do you want to be in the future? ....

V. The following set of questions should be asked only of children with disabilities
*Note if the child has any aid – hearing aid, sunglasses, crutches, wheelchair, etc.
....

38. Have you ever been (previously/at any moment) refused school? Yes ( ) No ( )

If 'Yes',
i. Why were you refused school? ....
ii. Which school refused you? ....
iii. Was there another factor other than disability that made the school refuse you? ....
(NB: Ask for an explanation) ....
iv. What measures did your parents/caretakers take about it? ....
(NB: ask for details) ....

If 'No',
v. Why are you not in school? ....
vi. Have you experienced harassment like name calling in school? ....
(NB: Ask for details) ....

39. What support does the school provide you? (Probe: skin lotion, sunglasses, hearing aids, remedial classes, extra time
for sitting a test, etc.) ....

40. What help do you get from your parents/guardians (Probe: skin lotion, sunglasses, hearing aids, wheel chair,
artificial limbs, etc.)? ....

41. What other help from school do you need? ....
(NB: Ask for details) ....

42. What help from the community do you need?
....

Thank you for participating in the study

Reading test guide
Mwananchi, (Makongoro, A. Mwananchi, 19 December 2015. p. 19)

Reading text

"Nilipoanza shule ya msingi, shule niliyosoma ilikuwa umbali wa kilomita tano
kutoka nyumbani, hivyo kila siku nilikuwa nakwenda shule asubuhi kwa kukimbia
ili niweze kuwahi, alisema Bayo"

4. Parents/caretakers of OOSC interview guide

Respondent No _____ Region _____ District _____ Ward _____
Village/Street _____ Place/setting of interview _____
Start time _____ End time _____ Date _____

*If the parent/caretaker's child has been interviewed, write down the child's ID number

I. General information

1. Personal information
   a. Age ....
   b. Sex: Male ( ), Female ( )
   c. What is your occupation ....
   d. What is your tribe? What language(s) do you speak at home?..
   e. Economic status ....
   (NB: poorest, middle, rich, very rich)

2. Family background
   a. Marital Status: married and living together with wife/husband ( ), separated ( ), widow ( ), widower ( ),
   single parent ( ), or other (specify...)
   b. Number of children ....
   c. How many never attended school? Male ...., Female ....
   Specify age of each child ....
   d. How many dropped out of school? Male ( ), Female ( )
   Specify age of each child ....
   e. Do any of these children have a disability? If YES, specify type ....
   f. How many other people do you live with apart from your children?..
   (NB: anybody in the household including grandmother, siblings, aunts, etc.)..
   Specify, children (0-17)..........., working Group (18-60)..........., elderly (60+)...........

3. Do you contribute to/support school? Yes ( ) No ( )
   a. If 'Yes', how do you contribute to/support school? (Probe: financially/in kind/in labour)
   (NB: Get the reason) ....
   If the contribution or support is in cash, how much is per month (in TSh)? ....
   b. If 'No', what are the reasons for not contributing to school (financially/in kind/in labour)?
   (NB: Ask for details) ....
   c. Do you receive TASAF support for your child/children's education? Yes ( )/No ( )
   d. If 'Yes', specify how much you receive. TSh ....How regular? ....
   e. Do you receive any other support (financial/non-financial) for your child/children's education? Yes ( )/No ( ).

f. If 'Yes', specify details for the support (e.g. from whom, how much, how regular, etc.) ....

II. The following set of questions should be asked only to parents/caretakers of children who dropped out of school

4. Which level of education did your child/children drop out of school? Primary (   ), Secondary (   )

5. Why did your child/children drop out of school?..

6. How long did it take your child/children to get to school? < 30 min. (   ), 30 – 60 min. (   ), > 60 min. (   ), other specify
....

7. Was the school that your child dropped out of in a different place? If 'Yes', Specify (village/street/ward/district/etc.)

8. Where does the child (children) spend her/his (their) time during the day?................................. And the night?..................

9. When in school, did your child experience/report to you any of the following? Tick where appropriate.
    (NB: Ask for details)

	Tick √	Probe and describe
Lack of books		
Shortage of desks		
Shortage of teachers		
Overcrowded classrooms		
Shortage of running water		
Shortage of toilets		
Beatings by fellow children		
Children calling names		
Corporal punishment		
Indecent advances		
Failure in exams		
Other		

10. Do you wish your child to go back to school? (NB: Ask for reasons) ....

11. What do you think will help your child to go back to school?...

12. What measures does the government take against a parent/caretaker whose child is out of school?
....

13. Were these measures taken against you when your child dropped out of school?..

III. The following set of questions should be asked only to parents/caretakers of children who Never Attended School

14. How many of your children never attended school (by age and by sex)? ....

15. Which level of education did your child/children never attend? Primary (   ), Secondary (   )

16. Why did your child/children never attend school?..
    (NB: In case the reason is disability, take note in section IV) ....

17. Do you know any school nearby? Yes (   ). No (   ).
    If 'Yes', what is the name of the school?...

18. How far is the school from your Village? < 30 min (   ), 30 – 60 (   ), > 60 (   ), do not know (   )

19. Do you think your child would feel safe to go and come back from school? Yes (   ). No (   ).
(NB: Give the reason if the answer is No) ....

20. Do you wish your child to go to school? Yes (   ). No (   ).
If 'Yes', what do you think will help your child to go to school?
(NB: Give the reason) ....

21. Where is the child (children) spending her/his (their) time during the day?................................And the night?................

22. What measures does the government take against a parent/caretaker whose child is out of school?................................

23. Were these measures taken against you?..

IV. The following set of questions should be asked only to parents/caretakers of children with disability

24. Do you have a child who was refused school because of disability? Yes (   ). No (   ).
 a. If 'Yes',
  i. Which school refused the child?..
  ii. What reasons did the school have to refuse enrolling your child? ....
  iii. What measures did you take about it?
  (NB: Ask for details)..
 b. Is there any stigma against children with disability in the community? Yes (   ). No (   ).
 (NB: If 'Yes', get the reason) ....

25. What help from the community do you want from your child?
....

Thank you for participating in the study

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5. Question guide to key informers for NGOs

No. _____ Region _____ District _____ Ward _____ Village/Street _____
Interviewing environment _____
Start time _____ **End time** _____ **Date** _____

1. What are your key objectives?..

2. When did you start offering service in this community?..

3. How is your organisation involved in supporting education in this community?......................................

4. What type of support have you provided so far and to whom?..

5. How much have you contributed in the support?..

6. What are the challenges that your organisation is facing in providing such service?
....

7. Focus group discussion (FGD) guide for Village Leaders

FGD No. _____ **Region** _____ **District** _____
Ward Village/Street _____
FGD setting/environment _____
Start time_____ **End time** _____ **Date** _____

1. Why do some children never attend school?
    Pre-primary ....
    Primary ....
    Secondary (After primary education) ....

2. What should be done to enrol children in school? (Pre-primary, primary, secondary)
    (Probe: who should do it?) ....

3. Why do some children dropout of school?
    Pre-primary ....
    Primary ....
    Secondary ....

4. Why do some children not attend school daily?
    Pre-primary ....
    Primary ....
    Secondary ....

5. What should be done to bring dropouts back to school? (Probe: who should do it?)
    ....

6. What strategies or policies are in place to bring children back to school?
    ....

7. What can be done for the children who are out of school and cannot go to school (because of overage, disability, disinterest in school etc.)? (Would the provision of vocational education and training help?)
    ....

8. What cultural practices and beliefs contribute to OOSC in this area?
    ....

9. How do the OOSC spend their time – during day and night (what are they doing)?
    ....

10. Do you think children learn what they are supposed to learn in schools? (Probe: what other kind of training they would like their children to get in schools, and why?)
    ....

11. What measures are taken against parents whose children do not go to school? Do you think the measures are effective?
    ....

Thank you for taking part in the study

Consent form for interview schedules

Greetings

Hello, my name is .... (name of the researcher) from DUCE/UDSM. I am here on behalf of MoEVT and UNICEF in Tanzania which is responsible for safeguarding the lives of children in Tanzania and the world and ensuring their well being and safety.

Introduction

We are conducting a study on Out-of-School Children in Tanzania Mainland and in Zanzibar. Your ward/shehia is among the selected areas for this study. This study will help the MoEVT, to formulate appropriate policies and plans for ensuring that children who are out of schools go back to school or get alternative learning opportunities such as vocational training. Participants in the study include; parents/caregivers, teachers, school children, Out-of-School Children, community members, ward/shehia leaders, government leaders.

Confidentiality

The information provided will remain confidential and be used strictly for the purpose of this study. No part of the information you will provide can be disclosed to a third person without your prior consent. When we write the report we will not disclose your identity and we will only use the information for the purpose of the study, to help those who make policy and create programmes for children.

Consent

As a ....(title of the respondent) you are requested to participate in this study and provide the necessary information that is within your capacities regarding the Out-of-School Children. The information you are going to provide will contribute to the understanding of the causes of the children being out of school or dropping out and not joining schools. Your participation in this study is voluntary. No fee will be provided, and you are free to stop answering questions at any point in case you feel uncomfortable to continue.

If you accept to participate in this study kindly respond to the questions faithfully, provide as detailed and accurate information according to your knowledge. You are free to refuse to respond to any particular question.

If you accept to participate in this study, kindly sign below.

Signature   Date ....

Informed consent form for parents/guardians of a child taking part in the interview

A study on Out-of-School Children – UNICEF and MoEVT

Hello, my name is ....(name of the researcher) from DUCE, UDSM. I am here on behalf of MoEVT and UNICEF which is responsible for safeguarding the lives of children in Tanzania and the world and ensuring their wellbeing and safety.

We are conducting a study on Out-of-School Children in Tanzania Mainland and in Zanzibar. Your ward/shehia is among the selected areas for this study. This study will help the MoEVT to make good laws and plans to help children who are out of schools to go back to school or to find placement for them to receive training out of school (vocational training, apprenticeships, etc.). Participants in the study include; parents/caregivers, teachers, school children, Out-of-School Children, community members, ward/shehia leaders, government leaders. However, it is very important for us to talk to Children and Youth who are at school but at risk of dropping out of school, and those who are out of school. Your son and/or daughter will be invited to join in the face-to-face interview with the researchers but he or she is not obliged to take part or to answer any questions that he or she doesn't want to. Your child can stop answering questions at anytime if she or he wants to. We really appreciate your child taking part in this study; however, we regret that no remuneration shall be provided in view of the participation.

If you agree that your child can participate in the interview and the child is also willing to participate, then I will ask the child some questions and I will write down the answers. What the child tells us will be kept private. I will only share the answers with the team involved in this research. Names will not be linked to answers.

You can ask questions about this study at any time. If you have additional questions about this study, you can contact the research team leader through 0714801629.

Do you have any questions now? Yes (   ). No (   ). If 'Yes' inquire before re-asking the question.

Do you give your consent for your child to participate in the study?
Yes (   )
No (   )
Person Obtaining Consent:

I have discussed this study with the person named below and have answered their questions in a language she or he understands. I believe this person understood this explanation and voluntarily agreed to give consent for their son or daughter or other to participate in this study.

Signature of Person Obtaining Consent .... Date ....

Printed Name of Person Obtaining Consent ....

Signature of Parent/ Guardian.. Date ....

Printed Name of Parent/ Guardian ....

Name of Child for whom consent has been given ....

Research permits

UNIVERSITY OF DAR-ES-SALAAM
OFFICE OF THE VICE CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

General: +255 22 2410500-8 ext. 2001
Direct: +255 22 2410700
Telefax: +255 22 2410078

Telegraphic Address: UNIVERSITY OF DAR ES SALAAM
E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz

Ref. No: AB3/12(B)

Date: 6th November 2015

Regional Administrative Secretary
Tabora Region

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Prof. Sam Maghimbi, Prof. Maurice C.Y. Mbago, Dr. Christine Raphael, Prof. William A.L. Anangisye, Dr. Consolata L. Chua, Dr. Julius Mngumi and Mr. Rodrick Ndomba** who are bonafide member of staff of the University of Dar es Salaam and who are at the moment required to conduct research. Our staff members undertake research activities as part of their core functions.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted the above members of staff the research clearance.

I therefore, kindly request you to grant them any help that may enable them achieve their research objectives. Specifically we request your permission for them to meet and talk to the leaders and other relevant stakeholders in your region in connection with their research.

The title of their research is **"A Study on the Situation of Out of School Children"**.

The period of their research is from **November 2015 to January 2016** and the research will cover **Tabora Region.**

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. 2410500-8 Ext. 2084 or 2410727 and E-mail: research@udsm.ac.tz.

Yours sincerely,

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. Box 35091
DAR ES SALAAM

Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

QUOTATION OF REF. NO. IS ESSENTIAL

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MARA REGION

Anwani ya Simu: "REGCOM" MUSOMA.
Simu Nambari +255 28
2622305/2622004/2622005
  Faksi: +255 28 2622764/2622324
E-mail: ras.mara@pmoralg.go.tz

OFISI YA MKUU WA MKOA,
S.L.P. 299,
MUSOMA,
TANZANIA.

Kumb. Na. FA 51/90/270/01/511

13/01/2016

Katibu Tawala Wilaya,
Bunda, Serengeti, Butiama.

YAH: UTAMBULISHO WA WATATHMINI WA "QUALITATIVE ASSESSMENT OF THE PROFILE OF OOSC"

Somo hilo hapo juu lahusika.

Wizara ya Elimu, Sayansi, Teknolojia na Ufundi wakishirikiana na OR-TAMISEMI na UNICEF wameandaa utafiti wa kubaini hali halisi ya watoto wanaostahili kujifunza nje ya Mfumo Rasmi wa Elimu. Shughuli hii inatarajiwa kuanza tarehe 10 hadi 17 Jan, 2016 katika Wilaya zenu.

Kwa barua hii, nawatambulisha kwenu maafisa 7 watakaoendesha zoezi hilo katika Halmashauri zilizoteuliwa ambao ni Prof. Sam Maghimbi, Prof.Maurice C.Y. Mbago, Dr. Christine Raphael, prof. William A.L. Anangisye, Dr.Consolata L. Chuwa, Dr. Julius Mngumi na Mr. Rodrick Ndomba kutoka Chuo Kikuu cha Dar-es- Salaam.

Naomba ushirikiano wenu kwao.

Neema Ibamba
K.n.y KATIBU TAWALA MKOA
MARA

JAMHURI YA MUUNGANO WA TANZANIA
WIZARA YA ELIMU, SAYANSI, TEKNOLOJIA NA UFUNDI

Simu:+255 22 211-3139, +255 22 211 0146-10
Nukushi: +255 22 2135486
Baruapepe: info@moe.go.tz
Tovuti: www.moe.go.tz

S.L.P. 9121,

7 Mtaa wa Magogoni,

11479   DAR ES SALAAM.

Unapojibu Tafadhali Taja:
Kumb. No.PL/AC.265/385/01/26

7 Januari, 2016

Katibu Tawala Mkoa,
DAR ES SALAAM.

Katibu Tawala Mkoa,
MARA.

Katibu Tawala Mkoa,
LINDI.

Katibu Tawala Mkoa,
GEITA.

Katibu Tawala Mkoa,
TABORA.

UTAMBULISHO WA WATATHMINI WA "QUALITATIVE ASSESSMENT OF THE PROFILE OF OOSC"

Wizara ya Elimu, Sayansi, Teknolojia na Ufundi wakishirikia na OR-TAMISEMI na UNICEF wameandaa utafiti wa kubaini hali halisi (Profile) ya watoto wanaostahili kujifunza nje ya Mfumo Rasmi wa Elimu (Out Of School Children-OOSC). Shughuli hii inatarajiwa kuanza tarehe 10 hadi 17 Januari, 2016 ikihusisha baadhi ya Halmashauri kutoka Mikoa ya **Dar es Salaam, Mara, Lindi, Geita,Tabora na Zanzibar.**

Kwa barua hii nawatambulisha kwako maafisa (6) watakaoendesha zoezi hilo **katika Halmashauri zitakazoteuliwa** kutoka katika Mkoa wako; hivyo unaombwa uwajulishe viongozi wa Halmashauri husika na uwape ushirikiano na msaada wowote watakaouhitaji.

C.K. Tandari
Kny: **KATIBU MKUU**

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu: 2203156/58
Unapojibu Tafadhali taja:

Kumb. Na. FA.282/293/01Q/62

OFISI YA MKUU WA MKOA,
3 Barabara ya Rashid Kawawa
S.L.P 5429,
12880 - DAR ES SALAAM.

13 Januari, 2016

Mkurugenzi wa Halmashauri,
Manispaa ya Temeke,
DAR ES SALAAM.

YAH: KIBALI CHA KUFANYA UTAFITI

Husika na mada tajwa hapo juu.

Ofisi imepokea barua yenye Kumb. Na. AB3/12 (B) ya tarehe 6/11/2015 kutoka Chuo Kikuu cha Dar es Salaam .

Lengo la barua lilikuwa ni kutambulisha wahadhiri mbalimbali kutoka katika Chuo Kikuu cha Dar es Salaam wanaotaka kufanya utafiti kuhusu hali ya watoto walio nje ya Mfumo Rasmi katika ngazi ya Shule za Msingi na Sekondari.

Ili kufanikisha lengo hilo, unaombwa kuwaunganisha wageni hao na Maafisa Elimu Msingi na Sekondari katika Halmashauri yako ili pia waweze kuwaunganisha na wadau wengine ambao watatakiwa kuhusika katika utafiti wao.

Nakutakia kazi njema.

B. Thomas
Kny: KATIBU TAWALA MKOA

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA GEITA

Anwani ya Simu: "ADMIN"
Simu Nambari: 028 - 2520025
            028 - 2520035
Fax. No.   028 - 2520033
Email ras_geita@pmoralg.go.tz

OFISI YA MKUU WA MKOA,
S.L.P. 315,
GEITA.

Kumb.Na. DA .153/325/01/80

11 Januari, 2015

Mkurugenzi wa Mji,
Halmashauri ya Mji,
GEITA.

Wakurugenzi Watendaji,
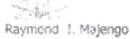Halmashauri za Wilaya,
Nyang'hwale, Mbogwe,
Bukombe, Chato na Geita

Yah: **KIBALI CHA UTAFITI**

Tafadhali rejea somo tajwa hapo juu.

Wizara ya Elimu, Sayansi, Teknolojia na Ufundi wakishirikiana na OR – TAMISEMI na UNICEF wameandaa utafiti wa kubaini hali halisi (Profile) ya watoto wanaostahili kujifunza nje ya Mfumo Rasmi wa Elimu (Out of School Children – OOSC).

Utafiti huu ni juu ya **qualitative assessment of the profile of OOSC**, kibali kimetolewa na watafanya utafiti huo katika Halmashauri zote za Mkoa wa Geita. Hivyo unaombwa uwape ushirikiano na msaada wowote watakaohitaji.

Pindi utafiti utakapokamilika , mrejesho wa utafiti huu utapaswa kuwasilishwa kwa Katibu Tawala wa Mkoa.

Raymond I. Majengo
Mtakwimu
GEITA

Nakala:
"   Katibu Tawala wa Mkoa
     GEITA – Kwa taarifa.

K.I .c **KATIBU TAWALA WA MKOA**
S.L.P 315
GEITA.

University of Dar es Salaam,
Office of the Vice Chancellor,
S.L.P 35091,
DAR ES SALAAM

Jamhuri ya Muungano wa Tanzania
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Telegrams: MKUUMKOA
Simu: 0262604058/4116
Fax: 026 260 4274
Email:rastabora@pmoralg.go.tz

Ofisi ya Mkuu wa Mkoa,
S. L. P. 25,
Tabora.
TANZANIA.

Kumb. Na. AC.154/218/01 B/187

13 Januari, 2016

Mkurugenzi wa Manispaa,
S.L.P 174,
TABORA.

Mkurugenzi Mtendaji (W)
KALIUA

YAH: KIBALI CHA KUFANYA UTAFITI PROF. SAM MAGHIMBI, PROF.
MAURICE C.Y. DR. CHRISTINE REPHAEL, PROF. WILLIAM A.L.
ANANGISYE, DR. CONSOLATA L. CHUA, DR. JULIUS MNGUMI NA
DR. RODRICK NDOMBA

Tafadhali husika na somo la barua hapo juu.

Watajwa hapo juu wamepewa kibali cha kufanya utafiti kuweza
kubaini watoto wanaostahili kujifunza nje ya mfumo Rasmi wa Elimu.

Utafiti wao utaanza tarehe 10 hadi 23 Januari, 2016 na wanatarajia
kufanya utafiti huo katika Halmashauri zenu; hivyo mnaombwa kuwapa
ushirikiano ili waweze kukamilisha utafiti huo kwa ufanisi.

Nawatakia kazi njema.

Aidan Lucas,
Kny: Katibu Tawala Mkoa,
TABORA

K.ñ.y KATIBU TAWALA MKOA
TABORA

REVOLUTIONARY GOVERNMENT OF ZANZIBAR

SECRETARY
ZANZIBAR RESEARCH COMMITTEE
P. O Box 239
Tel: 2230606
FAX: 2233788

RESEARCH/FILMING PERMIT
(This Permit is only Applicable in
Zanzibar for a duration specified)

SECTION

Name:	DR. JULIUS MNGUMI
Date and Place of Birth	MWANGA
Nationality:	TANZANIAN
Passport Number:	-
Date and Place of Issue	-
Date of arrival in Zanzibar	-
Duration of stay:	-
Research Tittles:	"A STUDY ON THE SITUATION OF SCHOOL CHILDEREN"
Full address of Sponsor:	MINISTRY OF EDUCATION AND VOCATIONAL TRAINING - TANZANIAN.

This is to endorse that I have received and duly considered applicant's request I am satisfied with the descriptions outlined above.

Name of the authorizing officer: MWANAISHA A. KHAMIS

Signature and seal:
Institution: Office of Chief Government Statistician
Address: P. O Box   2321
Zanzibar.
Date: 14/01/2016

OMPR/M.95/C.6/VOL.XVII/ 24   14 /01/2016

KATIBU MKUU,
WIZARA YA ELIMU NA MAFUNZO YA AMALI,
ZANZIBAR.

KUH: RUHUSA YA KUFANYA UTAFITI

Kwa heshima, tunaomba uhusike na mada tulioitaja hapo juu.

Serikali ya Mapinduzi ya Zanzibar imemruhusu **Dr. Julius Mngumi**, kutoka Chuo Kikuu cha Dar-es-Salaam, kufanya utafiti katika mada inayohusiana na **"A Study on The Situation of School Children"**. Hivyo tunaomba mtafiti huyo asaidiwe kufanya utafiti wake. Utafiti unafanyika kuanzia 14/01/2016 hadi 14/03/2016.

Kwa nakala ya barua hii mara baada ya kumaliza utafiti, mtafiti anatakiwa kuwasilisha nakala (copy) 3 za ripoti ya utafiti huo Ofisi ya Makamu wa Pili wa Rais- Zanzibar.

Tunaambatanisha na kivuli cha kibali cha kufanyia utafiti
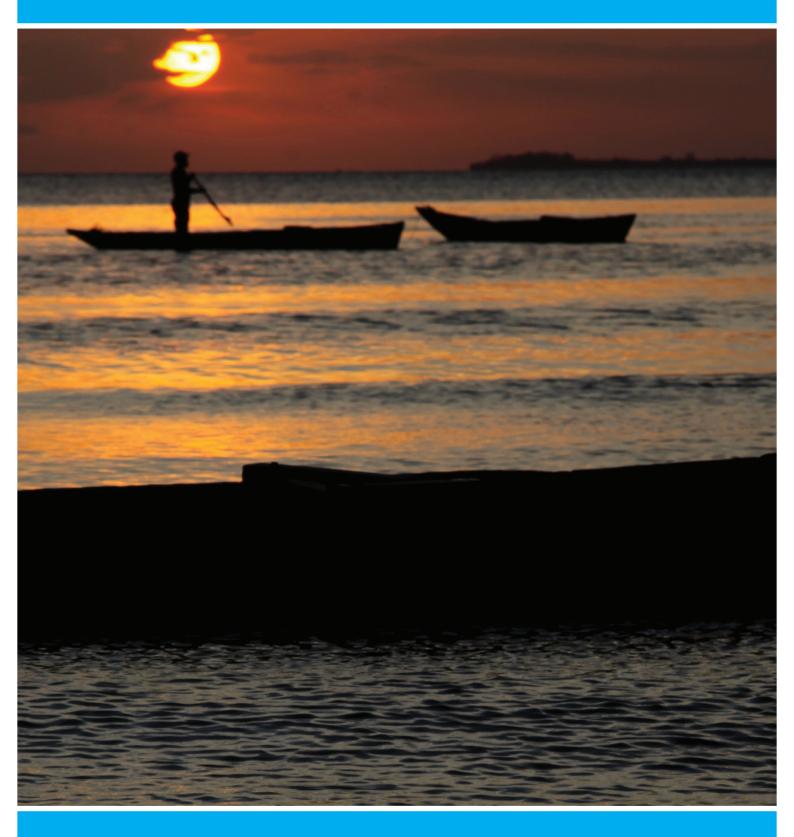
Ahsante,

Wako mtiifu

ASHRAF MOHAMMED ABDALLA
/KATIBU MKUU,
OFISI YA MAKAMU WA PILI WA RAIS,
ZANZIBAR

NAKALA:
Dr. Julius Mngumi