

**THE CONTRIBUTION OF TASAF IN PROMOTING QUALITY
SECONDARY EDUCATION THROUGH PARTICIPATORY APPROACH IN
TANZANIA: A CASE STUDY OF ILALA MUNICIPAL COUNCIL**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *“Contribution of TASAF in Promoting Quality Secondary Education through Participatory Approach in Tanzania: A Case Study of Ilala Municipal Council”* in Partial Fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (Med APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Esther Stanley Kaboma**, do hereby declare that this dissertation is my own original work and that it has not been presented to any University or Institution for a degree or similar award.

.....

Signature

.....

Data

DEDICATION

To my parents Mr. and Mrs. Stanley Kaboma and Mary Komba. My husband John Z.
Lipanga and my children.

ACKNOWLEDGEMENT

I would like to thank the Almighty God for giving me the strength and wisdom to carry out this study. Special thanks should go to Dr. Josephat Saria my research supervisor who advised and encouraged me to carry this topic and study, and also in writing the report, He guided me on the right ways to approach the study on the various stages of this research work.

Moreover, I would like to thank very my parents Mr. and Mrs. Stanley Kaboma for instilling in me, courage and ambition for studying which I have always shown during all my study times. May God be with them now and forever.

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ABSTRACT

The study was conducted in Ilala Municipality. The objective of the study was to assess and evaluate the contribution of TASAF sub projects in promoting provision of quality secondary education through participatory approach. Triangulation was applied by mixing qualitative and quantitative techniques. Interviews were directed to Senior TASAF Leaders. Questionnaire were directed to Local Government Leaders, Teachers and students, while focused Group discussions were conducted with 30 Local Government Leaders and School Teachers. The findings of the research revealed that 100% the respondents contacted were aware that TASAF operates effectively in their community and followed their policy guideline of always involving the people in identifying sub project and need identification. Some of respondents during focus group discussion revealed they also attend community meetings in which subprojects were identified. Nearly 100% of respondents noted that in some cases TASAF encounter challenges, which led to failure to deliver fund at the right time, and community not being mobilized in time, to play their role in the projects. It is therefore recommended that TASAF head office should specify time frame and feedback to community in order to enable the schools to demonstrate practically, avoidance of complicated procedures and include in its planning cycle binding calendar, deadlines against each benchmark by focusing few community demands which are manageable.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO's	Community Based Organization
CDD	Community Driven Development
CMC	Community Management Committee
DMS	Degree Minutes Seconds
EFA	Education for All
EPRA	Extended Participatory Rural Appraisal
FGDs	Focus Group Discussion (FGD)
FI	Food Insecure
LGA	Local Government Authority
MDG's	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania
MOEC's	Ministry of Education and Culture
NSGRP's	National Strategic for Growth and Reduction of Poverty
PEDP-	Primary Education Development Program
PRA	Participatory Rural Appraisal
SAF	Social Action Fund
SEDP	Secondary Education Development Program
SEMP	Secondary Education Master Plan
SP	Service Poor
TASAF	Tanzania Social Action Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania

VG	Vulnerable Groups
PWP	Public Work Program

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

Education is essential to economic development, especially for poor people in developing countries (Galabawa, 2001). Citizens who can read, calculate, and think critically have better economic opportunities, higher agricultural productivity, healthier children, and better reproductive health and rights (Kemp, 2013). Fundamental educational skills form the basis for all future learning, but today too many students across the developing world are missing out (Komba, 2005). Although many more children enroll in school today than a decade ago, enrollment does not guarantee mastery of even the most basic skills (Anderson, 2002). Due to failure of families to pay for school fees and expenses (Zagier, 2010).

In some cases, the adults of the household require the students to quit school to get married, help with younger kids and work around the home (Galabawa, 2001). Some adults in the homes may value education, but they themselves are uneducated and are therefore unable to help with homework. Additionally, students may live a long distance from their school and are required to wake up too early each day. Due to lack of electricity in the homes, once it is dark, students have no light for homework and reading. But despite all these rather daunting hurdles, these students sincerely do their best to go to school and stay in school. Yet, Students are required to pay school fees, for uniforms, food, materials and if they are placed in a school away from home, boarding fees.

In comparing with other countries, education in the United States is mainly provided by the public sector, with control and funding coming from three levels: local, state, and federal, in that order (Zagier, 2010). Child education is compulsory, and there are also a large number and wide variety of higher education institutions throughout the country that one can choose to attend, both publicly and privately administered (Gillies, 2004). In South Africa has a three tier system of education starting with primary school, followed by secondary school and tertiary education in the form of (academic) universities, FET (Further Education and Training) and universities of technology. Recently, great advances towards better Education in South Africa have been made (Featherman, 2009).

The Government of Tanzania established the Tanzania Social Action Fund (TASAF) in year 2000 through credit financing from the World Bank and from its own sources (TASAF, 2009). The main objective of the fund is to support poverty stricken communities on the principle of community demand-driven initiatives, with TASAF investment fund being managed by the communities themselves. Tanzania Social Action Fund (TASAF) was initiated as one of its initiatives on poverty reduction anchored to Poverty Reduction Strategies developed over time (TASAF, 2005). Implementation started in 1999 with a pilot that covered eight poor districts on the Mainland.

The First Phase of TASAF (2000-2005) addressed key issues that were identified in the PRSP I, i.e. reduction of poverty by improving the social and economic services in key sectors of education, health, economic infrastructure and water with emphasis

on rural and peri-urban areas (TASAF Resettlement Policy Framework, 2008). Main focus was on improving social service delivery, addressing income poverty for poor able bodied but food insecure households, Capacity Enhancement.

More than 1,700 sub projects were funded. Around 7.3 million beneficiaries in 40 districts and Zanzibar were reached through supported sub projects 113,646 Public work Program (PWP) direct beneficiaries (47% women) and transferred cash income was US\$ 3.3 million 136,333 beneficiaries trained in various aspects of project management (TASAF II Resettlement Policy Framework, 2008) More than 20,000 members of Community Project Committees, more than 1,500 district facilitators, about 200 NGOs/CBOs as well as Council Management Teams were trained (Monitoring and review of MKUKUTA AND TASAF II, 2010).

The Second Phase of TASAF (2005-2013) built on MDGs and MKUKUTA to assist meeting the targets by 2010 for MKUKUTA and 2015 for MDGs The focus of the second phase was on: addressing lack and/or shortage of social services and income poverty in rural and urban areas (Tanzania Social Action Fund Fourth Quarter Progress Report April, 2009). Capacity enhancement of beneficiaries and institutions supporting targeted communities and households. More than 11,000 sub-projects were funded to date. Population with access to improved social services: 16,067,635 Public Work Program person days: 14,543,815 with direct beneficiaries: 223,751 (47 % women). Vulnerable individuals participating in income generating activities: 371,250. Community Based-Conditional Cash Transfer beneficiaries: 13,081 More than 100,000 members of Community Project Committees, about 21,700 individuals

participating in savings, more than 50,000 leaders of villages, mtaa and shehia. Experiences of the first two Phases of the TASAF have also been beneficial to other poverty focused interventions (Tanzania Social Action Fund Fourth Quarter Progress Report April, 2009).

Community targeting is effective at identifying the poorest members of communities. The Proxy Means Testing approach used by TASAF in Conditional Cash Transfer Pilot assisted in the verification of community targeting decisions and minimized the risk of elite capture. Cash transfers to-date have improved consumption and access to services. Achieving timely cash transfers requires building in adequate lead time. Vulnerable groups have the potential to create significant savings, and use these savings for investment. Income generating activities have variable impacts depending on the quality of facilitation and the capabilities of group members.

The Tanzania Second Social Action Fund (TASAF II) was launched in February 2005 and run to March 2010. The Fund, which is being implemented by the Government of the United Republic of Tanzania (URT) with financial support from the International Development Association (IDA) aims at empowering communities to access opportunities so that they can request, implement and monitor subprojects that contribute to improved livelihoods (TASAF, 2008a). Hence, TASAF objective is directly linked to the indicator targets in the National Strategy for Growth and Reduction of Poverty (NSGRP) or Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania (MKUKUTA) that is anchored on the attainment of selected Millennium Development Goals (MDGs) targets (TASAF II, 2010). TASAF

approach is guided by the principles of community demand driven development and follows a bottom up planning and decision making through community empowerment.

There are modest achievements of the first MKUKUTA in some of the sectors, such as education, but still many challenges as poor access and quality of social services such as education, water, health especially maternal health. That people are happy with education infrastructure, unhappy with health and are not happy at all with water services. TASAF is a good vehicle which provide enough space to community to engage and participate in bringing their own development if managed and implemented properly since it finances large part of community project costs (80-85%) unlike other developing Countries projects (Monitoring and review of MKUKUTA AND TASAF II, 2010). Community participation in design, prioritization, implementation, monitoring, evaluation and contributions through participatory approaches help villages to increase ownership and sustainability of village's projects.

TASAF project has been supporting communities to improve and create infrastructure based on their priorities while observing norms and standards of respective sectors. Infrastructure sub projects which are supported include; primary and secondary school classrooms, Laboratory and latrines, teachers' residential houses, dispensary OPD buildings, Clinical Officers and Nurses' residential houses and access roads in rural and peri-urban areas. Migombani, Minazi Mirefu. Kinyerezi secondary schools in Ilala district in Dar es Salaam Region are among the secondary

schools which are beneficiary of TASAF. However, despite of these secondary schools being supported by TASAF, yet, their performance in national examinations is poor. However, there are inefficiencies of TASAF contributions in these schools with unknown reasons. Poor performance of these schools may affect the quality of education system in Tanzania. However, poor performance of these secondary schools lowers the worth of TASAF in Tanzania. From this background, this study is built.

Therefore, this study aimed to investigate the contribution of TASAF in promoting quality secondary education through participatory approach in Tanzania. The role of TASAF in poverty alleviation is based on their ability to reach those most in need. To do so successfully requires accurate poverty targeting techniques to spend funds and a heightened degree of community mobilization to attract and contribute to projects. The question in mind is how much TASAF fund have significantly promoted the quality of education in specified area.

When we say quality education we refer to how a given community has arranged an education system that has enabled recipient to live as useful citizen in his community. One can observe school-physical resources measure available to facilitate education in that area. Sufficient classrooms, well equipped laboratory rooms, classroom furnished for students and facilitators.

Quality education can also be observed by analyzed how education policy that is in place can enable teachers and students to communicate free and learn comfortably. This means there are must be enough qualified teachers for every subject. The

outcome of such interplay between availability of physical resources and good educational can be seen in the outcomes that come of such education system, implementation, and actual class performance in each subject.

Quality of education can also be observed in terms of extent it attracts learners to learn or discourages (more dropouts or lack of absentees) during this study especially through the focus group discussion it was revealed that academic performance had increased in science subject whereby children who attained 60% rose from 35% to 60% and from 40% to 61% attained 63%.

1.2 Statement of the Problem

A key and exceptional characteristic of TASAF is the active participation of the target communities through a process popularly known as the Community driven.

Development (CDD) approach. It is expected that through this approach the learning and capacity of the communities to identify their felt needs, prioritise them, plan, implement and manage the subprojects will be enhanced. That means, the CDD approach intends to achieve the empowerment objective which is embedded in the overall TASAF objective.

In spite of good plan, supervision and management of TASAF activities towards the secondary schools, yet there are some incomplete and progressing projects. Since there are incomplete TASAF projects at Migombani, Minazi-Mirefu, Kinyerezi secondary schools in Ilala district. However, lack of good laboratories with adequate facilities are observed to be a major challenge facing Minazi-Mirefu, Kinyerezi secondary schools in Ilala district.

Incomplete projects have made Teachers and head teachers struggling to cope with hardship due to difficulties emanating from the TASAF not completing projects in time which may affect student's performances. However, the tendencies of TASAF failing to complete projects affect negatively the achievement of the Project Development Objective. Poor service from the TASAF is felt by secondary schools through unavailability of books and other teaching materials. On the other hand, contribution of TASAF in promoting quality secondary education through participatory approach in Tanzania is questionable. Therefore, this study aimed to answer a general question: "Is TASAF contribution promoting quality secondary education through participatory approach in Tanzania?"

1.3 Purpose of the Study

The purpose of study was to assess and evaluate the success of TASAF in promoting quality secondary education through infrastructure subprojects such as construction of classrooms, administration blocks, laboratories and equipments based on participatory approach.

1.4 General Research Objective

The purpose of this study was to assess Tanzania social action fund success in promoting quality secondary education through participatory approach in Dar es Salaam.

1.4.1 Specific Research Objective

- (i) To assess TASAF policy design and its contribution to improving quality of secondary school education.

- (ii) To assess the extent to which TASAF investments are collectively generating the desired educational impacts on the study area.
- (iii) To assess suggestions from beneficiary and other stakeholders' on how TASAF can better support the education program.

1.5 Specific Research Questions

- (i) Does people aware of TASAF policy design and its contribution towards improving quality of secondary school education in Ilala district?
- (ii) Is there any factor/s hinder the achievement of the TASAF investments in generating the desired educational impacts on the study area?
- (iii) What could be done so as to improve TASAF and stakeholders' on how to have better support in education program?

1.6 Significance of the Study

Findings from this constructive study revealed to be beneficial to all, the government, private organizations, donors financial institutions and other stakeholders to develop, and put in actions effective education initiatives. First, result could help create awareness to the public in the regard to the contribution of TASAF in the provision of quality education to secondary schools. Secondly, the findings will act as mechanisms to reinforce other stakeholders to support more in education in order to promote quality secondary education through improving learning environment, training models and implementation strategies to promote quality secondary education.

1.7 Limitation of the Study

The study was constrained by finance, time and data. The information specifically about TASAF was very limited because not many scholars have independent conducted those who attempted have not related to TASAF and quality of Education in secondary schools. The funds that were expected allocated to undertake the study by TASAF was very minimal as compared to the real situation that everything had become expensive. Also there was the issue of time allocated for the study had not been enough with regard to data collection and availability of key information at reliable sources. Lastly, data factor was also a limitation in this study since it was normally difficult to convince people to give their key information because of fear that one may be studying to break their interests.

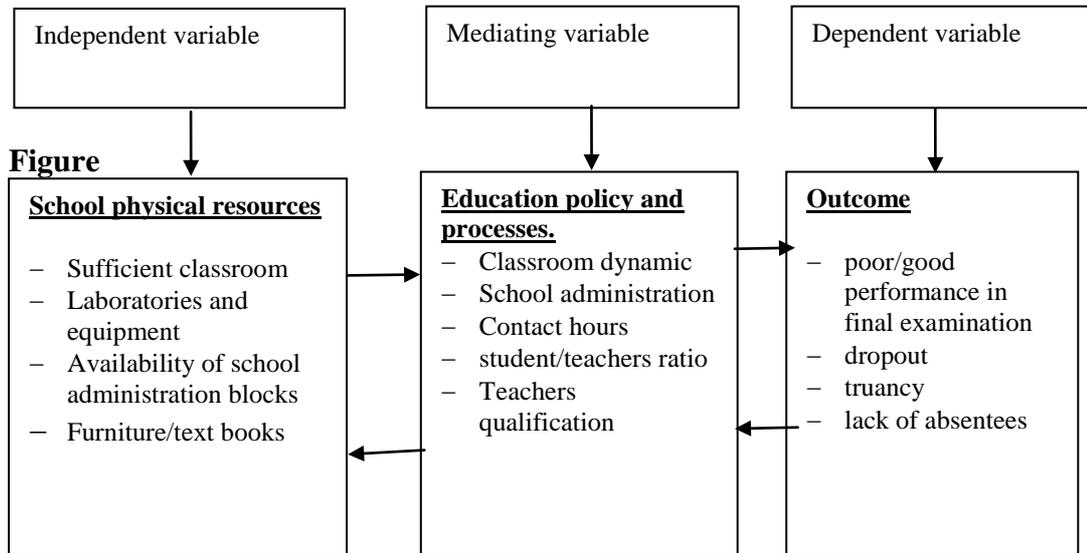
1.8 Delimitations of the Study

The delimitations that were adopted by the researcher in this study were determined by a desire to better gain an understanding of the contribution of TASAF initiatives in promoting the provision of quality secondary education specifically in school physical resources in Ilala Municipal in order to gain actual contribution of TASAF initiatives in promoting the provision of quality secondary education. A second delimitation was that the use of few representatives from each sample group due to the nature of the municipal school number being high.

1.9 Conceptual Framework

The study on assessing the contribution of TASAF in the provision of quality education in secondary education in Tanzania specifically in Ilala Municipal, in the context of infrastructures needed an appropriate conceptual model that shows the

major component and attributes necessary for assessing the initiatives made by TASAF sub projects in supporting provision of quality secondary education.



1.1: Showing the Relationship Between Dependent, Mediating and Independent Variables and Outcome

Source: Field Data (2014)

The framework shows that the relationship between independent variable in this framework includes availability of classrooms, laboratories and equipment, administration blocks and others whereby dependent variables includes, dropout, repetition, shortage of teachers, poor performance in final examinations. Mediating variables includes; education policy and process.

Education policy and process obvious involve the classroom dynamic, schools administration blocks, laboratories and equipments. Student teachers ratio, contact hour frequency of home working and teacher qualifications. Mostly believe that educational policy and process may influence the independent variables positively or negatively. For instance the education policy and process may interfere with the

school environment to impact or provide a quality education through availability of physical, financial and human resources.

It is argued that, since the government aim is to improve quality education in secondary schools in Tanzania, hence the availability of school physical resources is crucial. That is why the government incurs huge costs for buying textbook and desks, construction of classrooms and teachers' houses, training and recruiting new teachers. The major components of the overall conceptual are summarized in Figure 1.1.

1.10 Operational Definitions of Keyterms

1.10.1 Tanzania Social Action Fund (TASAF)

Tanzania Social Action Fund is a government of Tanzania funding facility organization that provides a mechanism that will allow local and village governments to respond to community demands for interventions that will contribute to the attainments of specific Millennium Development Goals. Towards this endeavor, TASAF contribute to achieving the goals of Tanzania Poverty. Reduction Strategy as stipulated in the National Strategy for Growth and Reduction of Poverty. The objective of TASAF is to empower communities to access opportunities so that they can request, implement and monitor subprojects that contribute to their livelihood linked to MDGs indicator targets in the Poverty Reduction Strategy. (TASAF, Manual, 2010). In this study TASAF means is the change agent towards provision of quality secondary education, plays a big role in supporting communities depending on their needs through participatory approach.

1.10.2 MKUKUTA

From this study we can say that TASAF policies and service aim to break the vicious circle of continued poverty among the communities. TASAF has begun to empower the communities by providing eye opener when it provides quality education at all education levels. In that case governance and accountability are necessary for management of resources that are made available by the government and other partners.

1.10.3 Contributions

In the context of this study it means what the community offers to enable a project to be completed it can be financial contributions for purchase of needed inputs, services, labour and even land for construction of school or wood for building purposes or making desks.

Laboratory In the context of this study include rooms in any secondary school built specifically as a laboratory or any room allocated to be used as a laboratory. It also includes a box or any container used as a kit containing laboratory equipment.

Students, - Refers to a person who is studying. In the context of this study it includes secondary school children attending schools, or even young people still attending courses in colleges.

1.10.4 Participatory Approach

This part of the TASAF project cycle that majority of community members 'participate'. Community participation in project implementation said to be through

provision of unskilled labour during various construction works, contribution of cash to pay local masons, participation in various training programmes, and actual implementation of programme activities as recipients of TASAF assistance.

1.10.5 TASAF Projects

These are investments activities in which capital assets are spend to produce benefit over an extended period of time. These are subprojects identified by communities as their driver and being supported by World Bank purposely to meet Millennium Development Goals. In this study it also means community undertaking in which TASAF supports fully.

1.10.6 Service Poor

In this study Service poor means communities or areas where basic social services such as roads, hospitals, schools do not exist or have unacceptably low quality. In that case unstaffed hospitals, unequipped laboratory rooms would be considered as service poor, a water well intended to provide drinking water instead it gives hard water, could also be considered service poor.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Quality of Secondary Education in Tanzania

The quality of education can be reflected through major elements such as qualified teaching staffs, effective teaching – learning processes, as well as flexible curricula supported by appropriate learning materials and education technology, policies and programs. Grosay and Mahlick (1991), describe the quality of education as the extent to which the product or result of the education system provide (in terms of the knowledge, skills, and values acquired by the students) meet the standards stipulated in the systems objectives of education. Liston (1999) defines quality of education as the total effect of the features of the process or services in terms of its performance, or the client's perception of that performance.

For this case, some scholars see quality of education as a multidimensional concept that covers such aspects as levels of student's achievement, relevance of the knowledge and skills acquired by learners; conditions of learning, content and method of teaching management of the education, Chediel, *et al.* (2000). Classrooms and laboratory buildings, furniture if they are available in quality and quantity, Komba (2005). Also *Tanzania review* (2012/13) highlighted some key constraints specific to the sector include: teacher's shortage, lack of teaching and learning materials, and inadequate facilities, including science and language laboratories, this indicates the need to address them to smoothly achieve provision of quality secondary education.

Mwamwenda (1989) advocates that physical facilities are vital in enhancing pedagogical orientation as well as school function towards quality education. Teaching - learning materials encompass all essential gadgets that area acted upon to facilities realization of quality outcomes in the teaching learning process. Those explanation above being supported by a report on research commissioned by Haki elimu (2008) has shown that much as more schools and classrooms have been built thus boosting enrollment, many people have raised concern on the quality of education provided to children in such schools.

“While PEDP and SEDP policy guidelines include a commitment to improve education standards, most efforts appear to have been directed at increasing quantitative inputs” as part of the report reads Haki Elimu, 2009). Most of the interviews indicated that the quality of education could be improved by building more schools, ensuring that there are enough teachers, students are provided with more books and sports facilities, which are a rarity in most schools (*ibid*).

Although quality of secondary education concern took more attention of this work but it is wise to see efficiency in education since it refers to the extent to which education yields desirable results to the society and its constituent's individuals (Ayodo, *et al.*, 1991). Efficiency is a function of two major factors of the level of investment in the systems and the rate of students flow between the entry and exit cut-off points, (*ibid*). All these are because the amounts of resources spend on education influences the quality and the amount of learning achieved. This implies that if the quality of education is higher, the level of educational attainment and

hence learners can contribute to the society when they complete the schools, and this is why also TASAF invest its resources in supporting education sector so as to ensure efficiency and quality of secondary education offered for the betterment of the targeted society.

Overall quality of teaching is poor as children sit in regimented rows and little interaction with each other occurs (Rogers, 2004). In nearly all the classes observed, few questions originated from pupils who were simply recipients of what the teacher was transmitting (Glewwe and Zhao 2005). Moreover, there was often very little structure to the lessons, with learning objectives being unclear. Little thought appeared to have been given to ensuring that and assessing whether the pupils were successfully achieving learning objectives (Glewwe and Zhao 2005). Poor pedagogy was often attributed to lack of training. For example, a head teacher noted that the predominance of such poor teaching methods is related to the teachers' lack of academic ability and subject knowledge, and the subsequent lack of confidence that this caused them to have in the classroom (Rogers, 2004).

However, the lesson observations, and the time spent within the schools themselves reveals the main reason for the failure of teachers to use effective teaching (Chediell, Sekwao and Kirumba, (2000). In general, the teachers were seen to be facing many challenges, in both their working and personal lives. These were negatively affecting their ability to perform the roles expected of them. Furthermore, most teachers observed that their overall welfare had not improved since the onset of PEDP (URT, 2003). Therefore, TASAF while supporting education sector in promoting and

providing quality secondary education on the other side it contributes to minimizing some of the factors impacting negatively on the efficiency and quality of education in particular secondary education and such factors are; low budgetary allocation, school related factors like physical remoteness, an irrelevant curriculum, family related factors such as poverty in relation to failures to afford school fees, students attitudes particularly poor attendance (Chiuri and Kiumi, 2005).

2.1.1 MKUKUTA

In Tanzania, education is central to development and a key to attaining the Millennium Development Goals (MDGs) (URT, 2008a). It is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth (URT, 2006b). Tanzania has put education at the center of its National Strategy for Growth and Reduction of Poverty, known as MKUKUTA (2005-2010) with the aim of ensuring equitable access to quality primary and secondary education for boys and girls, universal literacy among women and men; and the expansion of higher, technical and vocation education (URT, 2006c).

Tanzania's efforts to see all school-aged children in primary school got well underway in 2002 with implementation of the Primary Education Development Plan (PEDP) where the planned enrolment of 1,500,000 children was exceeded. The abolition of mandatory contributions including school fees and relaxation of the uniform requirement were among the steps taken under the education sector reform process, which aims to have all primary school aged children in school by 2006. Major educational issues for girls are late entry into primary grade one, early

marriage, poor performance in the Primary School Leaving Exam, and high rates of repetition. At the secondary level, gross enrolment is an alarming 5% for girls and boys. The gender gap in secondary school could increase after the abolition of the quota system for girls, URT, (2004).

2.1.2 Benefits of TASAF and MKUKUTA in Tanzania

Infrastructure development has greatly contributed to improving access to services. Adequate capacity at LGA level needs significant and recurrent investment. Conditionalities are increasing uptake of services Public works have created community assets and contributed to improve well being of beneficiaries Involvement of Sector Ministries is instrumental in achieving standards and quality of works Investment in development of the evidence base has created buy-in by key stakeholders TASAF programme to-date has not provided adequate coverage, or continuity of support, TASAF Resettlement Policy (2004).

TASAF II is an important intervention at community level within the framework of Poverty Reduction Strategy. It is a project for empowering communities through decentralization within the LGAs with the objective to empower communities to access opportunities so that they can request, implement and monitor sub projects that contribute to improved livelihoods linked to MDGs Indicator targets in the National Strategy for Growth and Reduction of Poverty (MKUKUTA). TASAF II operates nationally. At the LGA level the project is managed by District Executive Director (DED), with LGA Finance Committee having responsibility for approving sub projects. TASAF enters into a Memorandum of Understanding (MoU) with the

District Executive Director from each LGA. The MoU will clearly articulate responsibilities of the parties, as it relates to TASAF supported activities including, responsibilities at each stage of sub project cycle (URT, 2004).

There are two components under TASAF II namely; National Village Fund (NVF) and Capacity Enhancement. The NVF is the main instrument to responds to community requests for investments that assist specified beneficiary groups namely the service poor, food insecure households and vulnerable individuals to take advantage of opportunities that can lead to improved livelihoods. NVF finance subprojects aimed at improving service access to health, roads, education, water and sanitation, banking and markets; transferring cash through labour intensive public works programs and supporting income generating subprojects for households with vulnerable individual. Capacity enhancement components supports institutional development need to ensure that all implementing agencies at the community, ward, Local Government authority/ Island and national level have the requisite capacity to implement the community subproject cycle activities, TASAF II, (2006).

The National Strategy for Growth and Reduction of Poverty (NSGRP or MKUKUTA in Swahili language) is a second national organizing framework for putting the focus on poverty reduction high on the country's development agenda. The NSGRP is informed by the aspirations of Tanzania's Development Vision (Vision 2025) for high and shared growth, high quality livelihood, peace, stability and unity, good governance, high quality education and international competitiveness. It is committed to the Millennium Development Goals (MDGs).

It strives to widen the space for country ownership and effective participation of civil society, private sector development and fruitful local and external partnerships in development and commitment to regional and other international initiatives for social and economic development (URT, 2005). MKUKUTA I (2005-2009) is structured around three clusters, namely: (i) growth and reduction of income poverty; (ii) improved quality of life and social well being; and, (iii) good governance and accountability. Implementation of MKUKUTA entailed aligning sector strategies, programs and projects and LGAs plans through the Medium Term Expenditure Frameworks (URT, 2011).

2.1.3 Factors that Motivated TASAF to Invest in Education

It is wise to see and explain critically and comprehensively why the community and other non-government stakeholders and/or actor should support and/or invest in education and how is it necessary in attaining quality secondary education;

Firstly education is an expensive venture to both the individual and the government (Chiuri and Kiumi, 2005). In spite of this, both individuals and governments should continue to expend resources in pursuing and promoting quality education. Additionally the motive behind investing in this sector is the expected benefits if we effectively invest in education sector, (Chiuri and Kiumi, 2005). Whereby to individuals expect to win labour market mobility, opportunities for further training, employment securing and increased lifetime earnings, while to the society are; increasing productivity of workers, increased rate at which knowledge spreads in the society and the like.

Secondly is an increased demand for education, since the government may be unable to meet the ever-increasing demand for education, (Chiuri and Kiumi, 2005). Policies need to be designed to lower this demand to realistic levels and this can be among other alternatives to give room involvement of any interested actors in education and this is where exactly TASAF emerged as social education actor to support the sector and help attaining quality secondary education, hence much investment is needed in education sector.

Thirdly the relationship between education sector and development, as it is believed that there is a positive relationship between education and development, (Chiuri and Kiumi, 2005). This help to explain why individuals and governments worldwide invest heavily in education as its role reveal this, and some of them are; educated people are more receptive to change than the uneducated because they acts as a positive change agent in society, education develops positive attitudes that are conducive to growth, education inculcates skills and knowledge that enable individual to make positive contribution to the development process as well as raising peoples level of understanding on matters pertaining to nutrition. Therefore, in order to realize this relationship and to strengthen it also driven TASAF to invest and support provision of quality secondary education (*Ibid*).

Conclusively education is the prime mover of development process of a nation or any nation that's why its growth needs to be well coordinated so that it yields the desired benefits to the society (Chiuri and Kiumi, 2005). Therefore, the most developing countries for its education systems to be worthwhile areas of investment and achieve desired quality secondary education provision goals need to bring the

core stakeholders that is parents and teachers, and/or actors on board at the formulation, implementation, and evaluation of education plans and programs, and the designing of rational ways of financing the sector so that no single school going child is denied the opportunity to access quality secondary education, (*ibid*).

2.1.4 Challenges Affect External Donors on Provision of Quality of Secondary Education

Despite major efforts taken by Tanzania education stakeholders to improve education and its quality the most seen challenges in this sector include inadequate funds to support education sector, due to increasing debt crisis, public expenditure per capital in most developing countries has drastically reduced. This has lowered the quality and quantity of basic services like water, health and education. In education sector this has translated into the freezing the teacher employment and may affect the quality level of education especially to secondary education sector despite private sector and stakeholders like TASAF support in the sector, (Chiuri and Kiumi, 2005).

Also foreign aids, this is the assistance received from external donors like UNICEF, UNESCO, the WORLD BANK, and IMF, to promote the development of education in a country (Chiuri and Kiumi, 2005) this can be in form of personnel, funds, loans, grants, and training. These foreign aids cannot be overlooked since it has some limitations like receiving low quality personnel, high return interest rate, and sometime may be used to achieve political rather than social goals.

Not only that but also civil unrest may affect the effective education planning and quality education provision progress since civil unrest is a common phenomena in

some countries, (Chiuri and Kiumi, 2005), good enough Tanzania has not experienced the situation since its independency up to date. Civil unrest lowers efficiency in two major ways; first, it lowers school attendance in the affected areas due to fear and anxiety and second, it leads to disinvestment in the education sector since most resources are diverted to the military budget.

This fact in turn decreases and /or distorts the quality of secondary education and generally at all education levels. Lack or having few qualified education experts and materials in planning departments may affect the whole process of planning, designing, implementing, evaluating education programs and resulting to failures in promoting and providing as well as attaining effective education plans and quality secondary education as expected.

According to Chiuri and Kiumi, (2005), with foreign aids in place the recipient nation can receive low quality education experts and materials since the recipient nation can be compelled by the donor to purchase education materials such as equipment and books from the donor country at high price compared to international market rate. Such reasons can contribute much into failures to achieve the set goals of promoting and providing quality education. In this light, TASAF uses mostly local resources and its own and local experts and the community themselves from the designing to implementation and evaluation stage as a step forward to arrest the situation.

However, Education infrastructures affect much the quality of education offered particularly secondary education in this case depends on the whole education

structures from bottom to top education levels. The structure of formal secondary education and training systems in Tanzania comprises two years of pre-primary education, seven years of primary education, four years of junior secondary or secondary ordinary level, two years of senior secondary or secondary advanced level and up to three or more years of tertiary (university and college) education, (Chiuri and Kiumi, 2005).

Education infrastructures include effective comprehensive policy strategies and action plans, good teachers and teaching facilities like computers. Supporting materials like chinks, good learning and teaching environment, enough classrooms, full equipped school libraries and laboratories as well as attractive salary packages and housing and or house allowances to teachers and other staffs.

Therefore increased investment spending in physical educational infrastructures and learning materials are significant factors in educational achievement since low supply of teachers and learning materials has impacted negatively on educational achievement at large (Chiuri and Kiumi, 2005). Inaccurate population data, educational planners need adequate and accurate demographic data in terms of age structure, sex ratio, occupation, household income and geographical distribution.

This information is most vital for enabling planners to project future demand for education and hence resources (e.g. teachers and books) inaccurate population data impacts negatively the attainment of quality secondary education. (Chiuri and Kiumi, 2005). Moreover, natural and man-made catastrophes that challenge educational

planning and implementation in many developing countries including HIV/AIDs and political conflicts, (Chiuri and Kiumi, 2005). All these disturb the smooth operations efforts employed to improve and provide quality secondary education within the given community/commune.

These factors are crucial to be included while planning education initiatives, since they are relevant as one of the educational functions is to equip learners with relevant knowledge, skills and attitudes that will enable them to easily fit in the society and be able to contribute to his/her welfare. This implies that the type and quality of education offered to the youth should be consistent with the needs of the society, (Chiuri and Kiumi, 2005).

2.1.5 Factors Contributing to Effective Provision of Quality Secondary

Education

Availability of studying inputs like desks, books, and Short distance from homes to school locations proved to be the strongest factors motivating many students to attending classes and explore the chances to access and get good quality education as they are psychologically feel good and comfortable and this has been the major driving force to TASAF trying to build schools near communities to attract and motivate qualified candidates attend the classes and also it has encouraged many parents and guardians to allow their children to go to schools since they are sure of their safety from raping acts and other social problems, TASAF Newsletter (2009).

This idea is strongly supported by the notion that “the quality of education, particularly in secondary schools, has declined markedly, with the pass rate at the

form-iv level dropping from 26.9 percent in 2008 to 11.5 percent in 2010, since the key constraints specific to the sector include: teachers shortage, lack of teaching and learning materials, and inadequate facilities, including science and language laboratories, (Chiuri and Kiumi, 2005). Since TASAF involvement help in addressing the situation many learners are attracted to attend the schools.

Nevertheless, SEDP recognizes the crucial role that the supply of relevant and sufficient teaching and learning materials plays in enabling teachers and students to reach higher levels of performance and attainment. Interviews with school committees and head teachers revealed that existence of grants and other private support had begun to empower those concerned with school development and act as an effective driving mechanism with great potential in providing quality secondary education; (URT, 2003). Hence TASAF involvement is a green light to successful attainment of quality secondary education in Ilala municipal.

Again lowered education facilities sharing cost, since high education facilities sharing cost in accessing education has hindered many families from accessing and attending to better schools due to low incomes to families as it was proved in Arusha region in where the charity-funded school of St Jude providing free, quality primary and secondary education to approximately 1500 of the poorest local children while also providing boarding to over 900 students (Chiuri and Kiumi, 2005). This fact gives a green way why private actors like TASAF are much concerned to fund secondary education in Ilala municipal to ensure promotion and provision of quality secondary education in Ilala municipal. Such TASAF involvement in education has

played major role in contributing to effective provision and promotion of quality secondary education Ilala municipal.

But also high effective investment in education systems especially secondary education systems are vital as amounts of resources spent on education influences much the quality and the amount of learning achieved, (Chiuri and Kiumi, 2005). Investing in education sector proved to be a vital tool and move towards stimulating education systems efficiency and help in promoting, providing and attaining quality secondary education in any community. Therefore TASAF support and investment efforts into the education sector aims to promote and ensure quality secondary education is provided. Additionally community participation and support in education sector through various means proved to be a super bridge between education actors (learners, trainers, and facilitators) since they felt to part and parcel of the system and voluntarily take responsibilities for the education of their children, why not sacrifice some of their time to help improving schools facilities for better and quality education? With this advantage TASAF are using participatory approach in designing, initiating and implementing community based education projects whereby the communities have direct control over the key projects decisions including management of investing funds (TASAF, VOL 5, 2009).

2.2 Participatory Approach

Regardless of the clear definition from the organization's point of view about participatory approach, study findings indicate that there is no shared meaning among different stakeholders at the grassroots as to what is exactly meant or

expected of them as far as participation in development activities is concerned. Most people perceive participation in a more theoretical way or what is supposed to be (the rhetoric of participation) while local communities' perceptions of participation are based on what they experience in reality. This argument shows that concepts of participation given used terms like "*involvement of people*" or "*community involvement*" without clarifying how this 'involvement' actually happens in reality. However, in order to understand clearly the meaning of participatory let us start by theories involved, Sharpe, *et al.* (1986).

2.2.1 The Theory of Citizen Participation

Participatory theory is an approach to design that attempts to actively involve the end users in the design process to help ensure that the product designed meets their needs and is usable. Citizen participation is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process. The roots of citizen participation can be traced to ancient Greece and Colonial New England. Before the 1960s, governmental processes and procedures were designed to facilitate "external" participation. Citizen participation was institutionalized in the mid-1960s with President Lyndon Johnson's Great Society programs (Cogan and Sharpe, 1986). Public involvement means to ensure that citizens have a direct voice in public decisions. The terms "citizen" and "public," and "involvement" and "participation" are often used interchangeably. While both are generally used to indicate a process through which citizens have a voice in public policy decisions, both have distinctively different meanings and convey little insight into the process they seek to describe, (*ibid*).

2.3 Empirical Studies Related to TASAF Contribution in Tanzania

TASAF-I supported 1,704 community projects, TASAF, (2009). Community assets created included: 2,600 classrooms, 670 teachers' houses, 312 out-patient departments (health), 1,533 houses for health workers, 647 rural water points, 16 community markets, 204 community access roads. Over 2.5 million people have potential improved access to services. As for vulnerable groups the following projects were supported: 15 for 1,262 orphans, 27 for 875 widows, 6 for 472 elderly, 2 for 106 disabled, 1 for 57 children in Early Childhood Development centre's and 10 for 30,015 persons reached with HIV/AIDS prevention support. Project management training was provided to 22,687 community management committee (CMC) members and job creation skills training to 113,646 community members. (TASAF, annual report, 2009).

During TASAF-II, by end of February 2008, a total of 3,876 community projects had been funded in the following categories of beneficiaries: service poor communities (71%), vulnerable groups (23%) and food insecure households (6%) for the following sectors: education (47%), health (10%), roads (8%) and water (7.6%), with the balance distributed amongst irrigation, food security, livestock, mining and environment, social welfare and marine. Additionally, 63,885 community level implementers had been trained (TASAF, 2005).

2.4 Gap of the Study

The gap of this study emanated from the facts that most of the reports and literature review related of TASAF implementations shows that TASAF has made many

benefits in different areas such as education, health services and other infrastructure, TASAF (2009). TASAF have made great contributions to the development of education systems in Tanzania. Since its establishment in 2000's in order to support stricken communities on the principle of community demand-driven initiative. Today in its second phase (2005-2009), TASAF intends to focus lack and/or shortage of social services and income poverty it is anticipated That TASAF will help Tanzania attain millennium goals. However not much has been studied about TASAF. This leaves a gap between what we know and what we do not know. For example what strategies are there to mobilize communities to facilitate TASAF.

To asses the interrelationship between the availability of social services, governance and accountability in reduction of poverty. It was in the light of such question decided to undertake the present study of 'The Contribution of TASAF in Promoting Quality Secondary Education through Participatory Approach in Tanzania' to contribute to the body knowledge about TASAF and help it attain its objectives.

Grosay and Mahlick (1991), describe the quality of education as the extent to which the product or result of the education system provide (in terms of the knowledge, skills, and values acquired by the students) meet the standards stipulated in the systems objectives of education. Liston (1999) defines quality of education as the total effect of the features of the process or services in terms of its performance, or the client's perception of that performance.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Area of Study

The study was conducted in Ilala municipality, which is purposefully sampled because there are secondary schools which are supported by TASAF (Figure 3.1). Ilala District is one of three districts in Dar es Salaam, Tanzania, the others being Temeke to the South and Kinondoni to the North. The 2002 National Tanzania Census states the population for Ilala as 634,924 (Ilala District Homepage for the 2002 Tanzania National Census).



Figure 3.1: Map of Dar es Salaam City Council showing Municipalities

Source: Dar es Salaam City profile (2011)

The area is 273 km². Ilala is commonly referred to as 'Downtown Dar', where much of the commerce, banking, and national offices are located. It is located at an elevation of 58 meters above sea level. Ilala District is also known as Ilala Municipal. Its coordinates are 6°55'0" N and 39°10'0" E in DMS (Degrees Minutes Seconds) or -6.91667 and 39.1667 (in decimal degrees).

3.2 Research Design

Research Design is the conceptual structure within which research is conducted. It is the basic plan guides collection, measurement and analysis of data. It is the framework that specifies the types of information to be collected, source of data and data collection procedure (Shuttleworth, 2008), According to Shuttleworth, (2008) a good design makes sure that the information gathered is consistent with the study objectives and data are collected by accurate and economical procedure. This study employed a cross-sectional survey study design because in surveys researcher actually goes to the study area to collect the data physically using a variety of data collection instruments and be able to witness process which she could not have experienced in non-survey approaches allow for participatory research or the use of focus group discussions.

3.2.1 Research Approach

Through questionnaires and interviews, findings were turned into tallies then into tables, eventually tallies were converted into figures and percentages, from percentage most tables and figures were prepared based on those four sample units opted. However researcher use notes she collected from other documents such as

notes from focus group discussion, documents hosted in various places in TASAF offices, school buildings and libraries, in some cases however information given by other authorities not included in the sample were also collected and used to add information collected by other techniques such as questionnaire, and interview. These added in enriching the discussion presented in this report.

3.3 Population, Sample and Sampling Techniques

3.3.1 Target Population

According to (Cohen, Manion and Marrison, 2003) the populations include all members of any well defined unit of people, events or objects from which possible information about the study can be obtained. It is a collection of units with common characteristics in which a researcher is interested for study purposes. The population for this study included beneficiary 75 students, 30 Teachers from Secondary Schools in Migombani, Minazi Mirefu and Kinyerezi in Ilala district. Also 20 local government leaders, and five (5) Staff of TASAF included in population of this study.

3.3.2 Sampling Technique

A sample is a small group or subset of the population, which researcher selects for the purpose of the study and from which generalization is made about the characteristics of the population (Cohen, Manion and Morrison, 2000). Sampling techniques refers to the process of selecting the participants of the sample study from the population. A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the

study (Cohen, Manion and Marrison, 2003). Purposive sampling can be very useful for situations where needs to reach a targeted sample quickly and where sampling for proportionality is not the main concern. This study employed purposeful sampling techniques to select three secondary schools which were supported by TASAF because these three secondary schools first were among those in TASAF earmarked for its support, also they were considered very successful in people's contribution to development and mobilization of community support.

3.4 Sample Size

According to Cohen, Manion and Marrison (2003) sample size must be 5% to 10% of the total population of the intended research study area. For the purpose of this study, 10% of total population was used out of 1,300. Five Senior TASAF Leaders were sampled. Therefore, based on purposely sampling, the study involved teachers from secondary schools, Students, and Local Government Leaders as shown in Table 3.1.

Table 3.1: Sample Size of Selected Respondents

S/N	Type of respondents	Number	Number in (%)
1.	Senior TASAF Leaders	5	3.8
2.	Students	75	57.7
3.	Local Government Leaders (in 3 Mitaa)	20	15.4
4.	Teachers from secondary schools	30	23.1
	Total	130	100

Source: Field Data (2013)

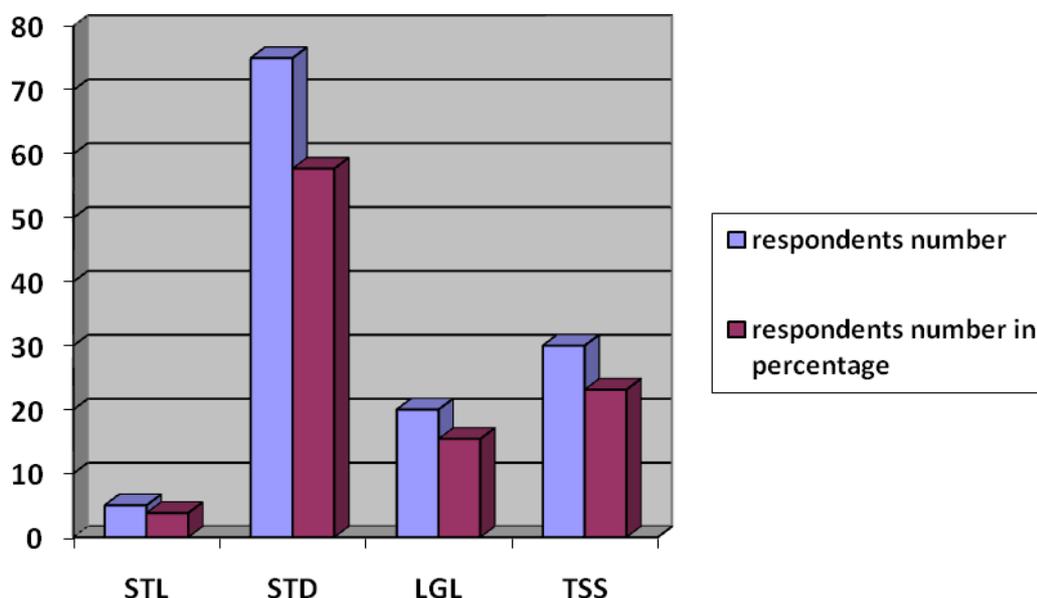


Figure 3.2: Sample Size of Selected Respondents

Source: Field Data (2014)

KEY: STL-Senior TASAF Leader

STD- Students

LGL - Local Government Leaders

TSS - Teachers from secondary schools

3.5 Data Collection Methods

The study used four data gathering techniques, since there is no single technique that is adequate in itself in collecting valid and reliable data on a particular problem (Wimmer and Dominick, 2003). These included focus group discussion, interviews questions, questionnaire and documentation. According to Cohen, *et al.*, (2000), exclusive reliance on one method may bias or distort the researcher's picture of reality he/she is investigating. The use of multiplicity of techniques serves as a means of cross checking information/data from single source, hence enhancing their validity and reliability.

3.5.1 Interviews

The interview is a technique for collecting information through oral or vocal questioning technique or discussion where by a researcher becomes the interviewer and the respondent from the sample is the interviewee. This study employed semi-structured interviews questions. Semi-structured interview questions are a scheduled set of questions administered through verbal communication in a face-to-face relationship between a researcher and the respondents (Daniel, 2006). The semi-structured interview schedule was used to get information from teachers in the sampled schools in Ilala District. The focus of these interviews was to gain an understanding regarding the contribution of TASAF in their secondary schools.

3.5.2 Focus Group Discussion (FGD)

Focus group discussion is as a group of individuals selected and assembled by a researcher to discuss and comment on, from personal experience, the topic that is the subject of the research (Powell and Single, 1996). It is considered a useful method for collecting information through an organized discussion. Focus group is deemed necessary following that, as it grows out of exchanging views and feelings about the phenomenon with other people, it will open a room for diverse views (Patton, 2002).

The technique involved groups of teachers based on topics provided by the researcher. Before the discussion begins, the researcher introduced the purpose of the study to familiarize the informants. Focus Group discussion was for researcher, Local Government Leaders and school teachers. There were 30 respondents selected into four groups of 7, 7, 8, 8 to ensure that each group had equal key stakeholders

and was gender balanced. The members themselves, to enhance democracy during discussions, did selection of group leaders. Two of the groups selected women as their chairpersons. Discussion took 50 minutes however 3 groups asked for extra time, they were given 20 minutes more. The reporter wrote a summary of issues that were raised. The researcher visited the groups to take notes of some important observations raised. Later on they were included in the discussions of this report.

3.5.3 Questionnaire

This is a set prepared question which the respondent can answer by writing so that the answers given provided useful information. For this study open and multiple choice question was used because they are quantifiable and thus can be put into statistical analysis, this instrument was reliable because it was easy to distribute over a group of people living in different sites, at the same time gives more time to respondent to reflect before answering. Some people however may forget them in files and may not send the filled in forms to the researcher until it is late. So, to solve that problem a set of interview questions were also prepared. In this study they were prepared and given to students of secondary schools Local Government Leaders

3.5.4 Documentation

Yin (1994) emphasized on value of documents in that they can provide more insights into the programme being studied by cross validating and augmenting evidence obtained from other sources. The reader became familiar with the specific techniques that are used in the current study, and supported by the literature that was reviewed in the previous article. The method was used to collect secondary data that are kept

on offices or library. Advantage of using documentary is that information's are permanent and can be checked by others, While disadvantages it is possible for researcher to get outdated information which can lead the researcher to have wrong information and data, so as to avoid including wrong and outdated interview were used to get verifications of the documented information. The interviews were given to Local Government Leaders and TASAF Senior Staff.

3.6 Data Analysis Plan

In this study the researcher applied both qualitative and quantitative techniques in analyzing the data available through primary and secondary sources. Quantitative data analysis was analyzed using descriptive statistical technique and was presented in summary table and figures. On the other hand qualitative data was analyzed using matching of information, explanation building and comparison to establish reasons on what had been observed at the case.

3.7 Validity and Reliability Issues

All the information's were collected and verified to by reliable authorities mostly senior officials of TASAF or with Local Government Leaders. In case where they failed to do so, the researcher rejected and were not tallies them for data processing in this way validity reliability were maintained. Percentages and averaged were also used to minimize validity and reliability issues.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Introductions

This chapter presents detailed results and discussion of the study in line with the specific objectives. The chapter presented description of the respondents' profile. The chapter also presented participation of community members in the process of identifying subprojects, factors hinders achievement of the objectives set by TASAF at Migombani, Minazi-Mirefu, and Kinyerezi secondary schools and impacts of TASAF investments on Migombani, Minazi-Mirefu, and Kinyerezi secondary schools in Ilala district

4.2 The Profile of Respondents

In social sciences study, personnel characteristics of respondents have very considerable role to play in expressing and giving the responses about the problem, keeping this in mind, in this study a set of personal characteristics namely, age, sex, education, occupation of the 130 respondents have been examined and presented in this chapter. Studies have shown there are much differences in response answers when consider their profiles like age, sex, level of education and income. For example, research on the use of a "don't know" category has consistently shown that women are more likely to provide this response than their male counterparts in both adult and adolescent samples (Rapport, 1982). Rapport (1982) suggests that this effect could be the enduring results of differential socialization in that the effect is still persistent after controlling for issues such as question subjects knowledge. That

is, women are socialized to have lower of opinionation than men. This perspective has been supported in research that examines the number affirmative answers provided in forced question (Glenn, 1969). This implication for response effects could very important.

4.2.1 Sex

Respondents were asked to indicate their gender. Researcher was interested to collect information on gender issue in order to know gender balance, results were presented in Table 4.1.

Table 4.1: Distribution of Respondents by Category and Sex (N=130)

Category	Sex				Total	
	Male		Female		N	%
	N	%	N	%		
Senior TASAF leaders	2	1.5	3	2.3	5	3.8
Students	48	37	27	20.8	75	57.8
Local Government Leaders	8	6.1	12	9.2	20	15.3
Teachers from Secondary Schools	14	10.8	16	12.3	30	23.1
Total	72	55.4	58	44.6	130	100

Source: Field Data (2013)

Results in Table 4.1 revealed that Respondents differ on their gender. It is quite clear that out of the total respondents investigated for this study, overwhelming majority (55.4 per cent) of them were males whereas about 44.6 per cent were found to be females. The findings revealed that Senior TASAF leaders were represented by 5

people who represented 4 percent of the respondents. In total out of 5 respondents 2 were male while 3 were female. It was further identified that there were 37 per cent of male's students and 21 per cent of females, 6 per cent of local government leader were males and 9 per cent of female, and 11 percent of teachers from secondary schools males and 12 per cent of females. Males dominant were dominated due to the fact that most of people who are engaged on development of the country were males. These findings were supported by the study done by Shu-chi Lin, and Jung-nung Chang (2005) on Goal orientation and organizational commitment as explanatory factors of employees' mobility. The findings of their study revealed that males were dominant in their study because most of them were involved in development of the country compared to Women. These studies also were supported by Tilly, (1991) on reasons for the Continuing Growth of Part-Time Employment. The findings of their study revealed Males were involved in development of the country compared to women.

4.2.2 Age of Respondents

Respondents were asked to state their ages. The reason for looking for Respondent's age was based on the fact that a researcher was interested to know the current database of the respondents' under study, results were presented in Figure 4.1.

It is evident from the Figure 4.1 that on an average respondents are about 26 - 31 years of age. The range of the age was found to be 6 years starting from 19 to 25 years. To be more specific large number of respondents is 26-31 years of age in the sample. Results in Figure 4.1 revealed that respondents differ in their ages. It was revealed that 26 per cent had less than 18 years, 10 per cent were between 19-25

years, 34 per cent were between 26-31 years, 24 per cent were between 32-39 years and 6 per cent had above 40 years.

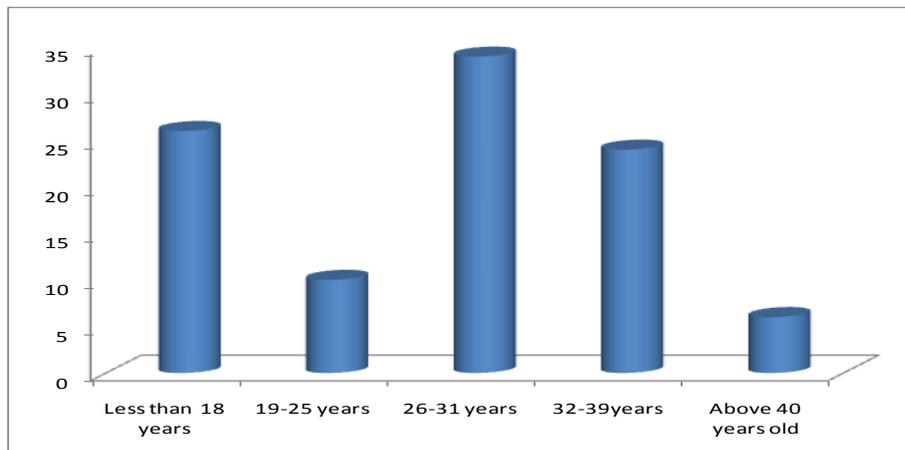


Figure 4.1: Ages of Respondents

Source: Field Data (2013)

These findings show respondents who were involved in this study were matured. However, the leading numbers of respondents were found to be those between 32-39 years old and the lowest were found to be those with above 40 years. However, it was noted that all respondents who had 40 years were the head of the schools. This finding implies that the schools were headed by aged matured person. Age has an impact in development of the community.

This has been supported by the study done by Nicole, Marianne, and Jan-Kees (2008) on ages of Respondents that the aged people are more productive in community development. These also were supported by the study done by Weiss, (2002) on deconstructing job satisfaction: separating evaluations, beliefs and affective experiences. The findings of his study revealed that aged people with long experiences have good impacts in the community development. These findings as well were supported by the study done by Russ and McNeilly, (1995) on Links

among satisfaction, commitment, and turnover intentions. The findings of their study exposed that the age of people determined the community development.

4.2.3 Level of Education

Education level is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena. In a way the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the respondents. Hence the variable 'Educational level' was investigated by the researcher and the data pertaining to education is presented in Table 4.2.

Table 4.2: Distribution of Respondent's Education Qualifications (N=130)

Response	Frequency	Percent
Less than class seven	13	10
Secondary Education	36	27.7
Certificate	14	10.7
Diploma	24	18.5
First degree	33	25.4
Master degree	10	7.7
Total	130	100

Source: Field Data (2013)

Table 4.2 shows that about 51.5 per cent of the respondents were educated more than high school level (diploma, first and second degree). About 38.5 per cent were educated equivalent to secondary education (secondary and certificate). A considerable number of respondents were just functionally literates and about 10 per

cent of them were illiterates. It can be concluded that the respondents were progressive in education and attain knowledge which is very important to create a knowledge based society.

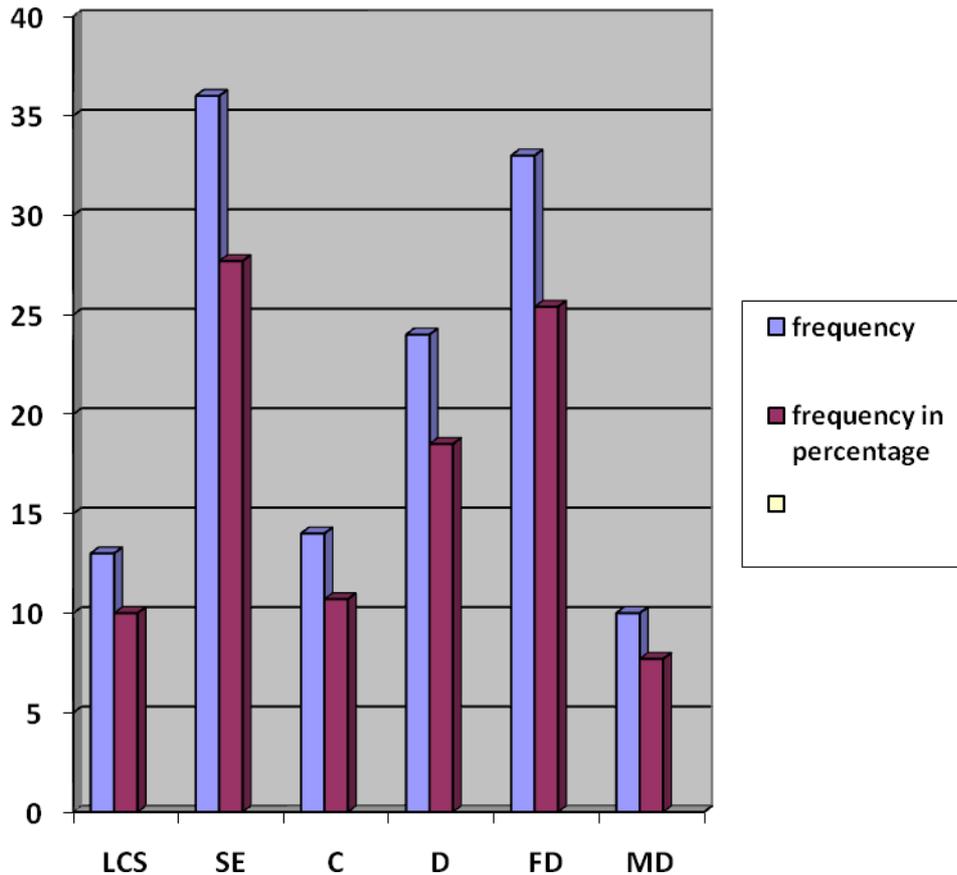


Figure 4.2: Distribution of Respondent's Education Qualifications (N=130)

Source: Field Data (2013)

KEY: LCS- Less than class seven SE- Secondary Education,
 C- Certificate, D- Diploma,
 FD - First degree, MD - Master Degree.

This was in line with observation made by Ranis, *et al.*, (2000), that person's education does have a bearing on his or her personality and so also the ways of looking at the problem before him. The quality of life is also determined by an

individual's education, occupation and the incomes he/she derives from it. Education level of an individual also socialized him or her in a particular fashion which in turn reflects his or her pattern of behaviors and his/her level of understanding of particular phenomenon (Psacharopoulos, and Woodhall 1985). In other words the person's response to a problem or question posed is possible determined by the type of education he/she has attained.

4.2.4 Awareness on TASAF in the Community

Respondents were asked whether they were aware with TASAF. They were asked question "Are you aware with TASAF in your school? They were supposed to answer either YES or NO. Results were presented in Table 4.3.

Table 4.3: Awareness on Availability of TASAF

Answers	Number of Respondents	Percentages
YES	129	99
NO	1	0.76
Total	130	100

Source: Field Data (2013)

Results in Table 4.3 Revealed that all respondents know that there were TASAF in the community. Awareness of TASAF in the community helps the citizens to understand the importance of the TASAF. This was one of the main outputs of the sub-project identification phase where the community decides on the most pressing felt needs. It was observed that the process of prioritization of beneficiary needs was clear to the communities. All communities had been involved in EPRA exercises in

which priorities were agreed and confirmed. Hence, as it was found out from the LGA progress reports that community ranking greatly influenced the final approval and funding of most of the sub-projects. These findings were supported by the study done by Catherine W (2010) on women participation in project planning and implementation. The findings of her study revealed that the community was aware with availability of TASAF in their place due to the village leaders and coordinators of the TASAF were told them through village meetings.

4.3 Participation of Community Members in the Process of Identifying Subprojects

Under objective one, study was intended to investigate whether there was full community participation in the process of identifications of sub-projects. Respondents were asked to answer the following question “Do the community members participate fully in the process of identifying subprojects in their respective areas? Respondents were supposed to answer either Yes or No. Results showed that all Respondents agreed. These findings show that TASAF does not decide the type of subproject to invest without involving the community. This is a good example of community participation approach which requires the Community to participate in the decision for their benefits.

The Table 4.4 shows that 20 community representatives attended a meeting. Three subproject were posed by the community namely construction of Kinyerezi sec school, construction of ½ km road, and construction of dispensary. Priority one were given to construction of sec school, priority two were given to construction of ½ km

road and lastly were construction of Dispensary. The subproject which scored more was construction of Kinyerezi secondary school.

Table 4.4: Shows Participation of Members from Local Government Leaders Identified Subprojects

Type of subproject	Community member priority		
	Number of community members	Response	Rank
Construction Kinyerezi sec school	20	15	1
Construction of ½ km road-kinyerezi	20	3	2
Construction of dispensary in Kinyerezi	20	2	3.

Source: Field Data (2014)

The findings well exposed that there was a clear consensus among the beneficiaries that the participatory intervention process known as Community Demand Driven (CDD) approach and the related training of various actors involved in the process, has largely contributed to the active involvement of the target beneficiaries in felt need identification, prioritization, planning, implementation of the subprojects and most importantly has increased their ability to cope with the community level problems (Cornwall, 2002).

Furthermore, Respondents were asked how they were identifying the need of community members. The findings revealed that needs identification was by attending the community meetings. It was further clarified that during the meeting, the member of the meeting proposed different needs of the community and enough

information gathers as per community requirements. The TASAF development programs adopted participatory methods to ensure grass root level involvement in project planning and implementation processes. This strategy had been prioritized in order to strengthen community ownership of development projects as well as to meet the needs of marginalized people in the society. Under this circumstance people were expected to identify their problems and to identify ways to solve problems in more interactive and supportive means. The Participatory Rural Appraisal method was one community participation method used during problem identification and prioritization of projects. In village meetings men and women were provided opportunities to participate in project identification and prioritization and thereafter to select a Community Management Committee (CMC) from among community members to monitor day-to-day project activities during the implementation phase (Guimaraes, 2009).

According to the TASAF project guidelines, 50% of CMC members have to be women; this was to ensure involvement of women in leadership positions where women voices could be heard and considered. The Community Management Committee was responsible for the procurement of project materials, consultation with the project coordinator and other technical staff at the district level, store keeping, and day-to-day management of project activities (TASAF 11 project implementation guideline, 2005).

It was noted that TASAF II requires target beneficiaries to select priority sub-projects which will contribute in alleviating their poverty situation either as entire

communities or as individuals and/or groups (TASAF, 2005). This is one of the main outputs of the sub-project identification phase where the community decides on the most pressing felt needs. It was observed that the process of prioritization of beneficiary needs was clear to the communities. All communities had been involved in Extended Participatory Rural Appraisal (EPRA) exercises in which priorities were agreed and confirmed. Hence, as it was found that community ranking greatly influenced the final approval and funding of most of the sub-projects. A key and unique characteristic of TASAF II is the active involvement of the target communities through a process popularly known as the Community Driven Development (CDD) approach (Tanzania Social Action Fund, 2005).

It is expected that through this approach the learning and capacity of the communities to identify their felt needs, prioritise them, plan, implement and manage the subprojects is enhanced (Kabeer, 2001a). In other words, the CDD approach intends to achieve the empowerment objective which is embedded in the overall TASAF II objective. It was further revealed that despite the high level of awareness about TASAF II there were a few respondents especially the elderly who indicated ignorance on the available opportunities under TASAF II mainly because they were not regularly attending the community meetings and nobody had provided them sufficient information.

Respondents as well were asked whether the projects that were initiated sustainable for them or others? It was revealed that not all projects were sustainable. It was noted that all projects were for specific time. However, the high level of awareness

about TASAF II was mainly attributed to the intensive awareness creation meetings implemented at the beginning of the second phase as well as the expectations created at that time. Most of the people consider sub-projects to be more important because they perceive them more beneficial to the entire community. According to Tanzania Social Action Fund (2005) operational manual overall the target beneficiaries were satisfied with TASAF II interventions mainly because of:

- (a) It involves a cross section of the community members including the vulnerable;
- (b) The CDD approach has to a certain level created a sense of ownership and commitment on the part of the communities;
- (c) The process is also gradually changing the community mindset from traditional top down to bottom up approach in identifying, prioritising, designing, implementing and management of the subprojects;
- (d) Most of the subprojects selected address communities' felt needs;
- (e) Women and men participate in decision-making.

Community participation in terms of contributions was appreciated though most of the beneficiaries find it much easier and convenient to contribute in kind than in cash because of the general income poverty (Tanzania Social Action Fund, 2005).

4.4 Factors Hindering Achievement of the Objectives Set by TASAF at Migombani, Minazi-Mirefu, and Kinyerezi Secondary Schools

Under objective two the study sought to examine the factors that hinder achievement of the objectives set by TASAF at Migombani, Minazi-Mirefu, and Kinyerezi secondary schools. Respondents were asked to state whether there were objectives

set by TASAF for secondary schools such as; Migombani, Minazi-Mirefu, and Kinyerezi secondary schools and if there were factors hindering achievement of the objectives set by TASAF, results were presented in Table 4.5.

Table 4.5: Factors Hindering Achievement of the Objectives

Factors	No of respondent	Frequency	Percentage
Lack of community contribution	55	55	100
Complicated procedures	55	45	81.81
Lack of commitment	55	50	90.9
Untimely supply of Donors fund	55	55	100

Source: Field Data (2013)

Table 4.5 shows a total of 55 respondents (5-TASAF Staff, 20 Local Government Leaders and 30 Teachers) argued that there were a number of factors hindering achievement of the objective set by TASAF in the mentioned areas as frequencies and percentages shows, namely lack of community contribution due to poverty, complicated procedures, lack of commitment within community members and untimely supply of fund from donors.

Results in Table 4.5 revealed that all Respondents agreed that there were availability of hindering factors for objectives settled by TASAF. In any action there must be the hindering factors. Nothing can be done without removing the factors which prevents achievements of objectives, however respondents were asked to indicate the objectives settled by the TASAF in these schools.

Table 4.6: Factor for in Availability of Learning Material

Contacted	Responding	Factors	Frequency	Percentage
30 teachers	30	Ministry of Ed not contributing	20	66.7
		TASAF insufficient Fund	4	13.3
		Left to community alone	6	20
Total	30		30	100

Source: Field Data (2013)

Table 4.6 shows teachers opinions on factors that courses in availability of learning materials in other schools. Thirty teachers participated in mentioning them. The results are shown in Table 4.6 that 20 teachers mentioned that lack of teaching materials in schools was due to Ministry of Education and Vocational Skills not supplying enough materials for each school. While at least 4 respondents said that it was caused by TASAF insufficient funds for such purpose. Other 6 teachers said that school did not have enough learning materials because such task was left to the community.

During the visit to these schools, it was found that those schools which had not enough school materials were those that were very new and were only opened because of parents out cry for secondary schools, and they were in promise from the government to get adequate number of learning materials. During focus group discussions the researcher noted the issue of learning materials and how some schools were creative to attract some friends of the school such as a group of businessmen who willingly contributed almost half of the learning materials from observation of some schools visited by researcher, it showed that the government

contributed a lot to provide learning materials in schools and to a great extent it was true that in some cases TASAF lacked funds to equip all schools in time. In conclusion the researcher believed that the factors mentioned by respondents were true to some extent but had reason that can be rectified.

Table 4.7: Factors for in Availability of Teaching Material

Contacted	Responding	Factors	Frequency	Percentage
30 teachers	30	Ministry of Ed not contributing	20	66.66
		in creativity of posters from teachers	5	16.66
		Poor utilization of local available resources	5	16.66
Total	30		30	99.99

Source: Field Data (2013)

Table 4.7 shows teachers response on factors that causes in availability of teaching Material in their schools. 30 teachers contacted in mentioning them. Twenty teachers argued that lack of Teaching Materials in School was due to Ministry of Education Vocational Training not supplying enough material for each School. Five pointed out that it was caused by in creativity of posters from Teachers, whereby Five Teachers said that in availability of teaching materials is due to poor utilization of local available resources.

During the study researcher revealed that some of teachers were not in a proper way to utilize teaching materials obtained in their local environment, and lack of coordination between parents and school, as a results this lead to in availability of teaching materials.

Table 4.8: Insufficient Classrooms

Category	No of Respondents	Factors	Frequency	Percentage
Teachers	30	In proper allocation of funds in Education Sector.	16	53.3
		Literacy	9	30.0
		Lack of community contribution	5	16.7
Total	30		30	100

Source: Field Data (2013)

Table 4.8 shows Teachers observation towards the factor namely insufficient classrooms, 30 teachers were contacted and responded. The results show that 16 teachers said that the reason for insufficient classrooms is due to improper allocation of funds in the Education sector. Whereby 9 teachers argued that the main factor is Literacy, while 5 teachers said that this is caused by Lack of community contribution.

During focus group discussion, the researcher noted the issue of insufficient classrooms depends on how administrators persuaded change agents (donors, businessman, charity and government agencies) to invest or support in education in their schools and how they involve the community to participate in education matters. From observation of some schools visited by the researcher it showed that the government contributed a lot to expand school access. In conclusion the researcher revealed that respondents' observations namely providing Teaching Materials, providing Learning Materials and Expanding School Access were true.

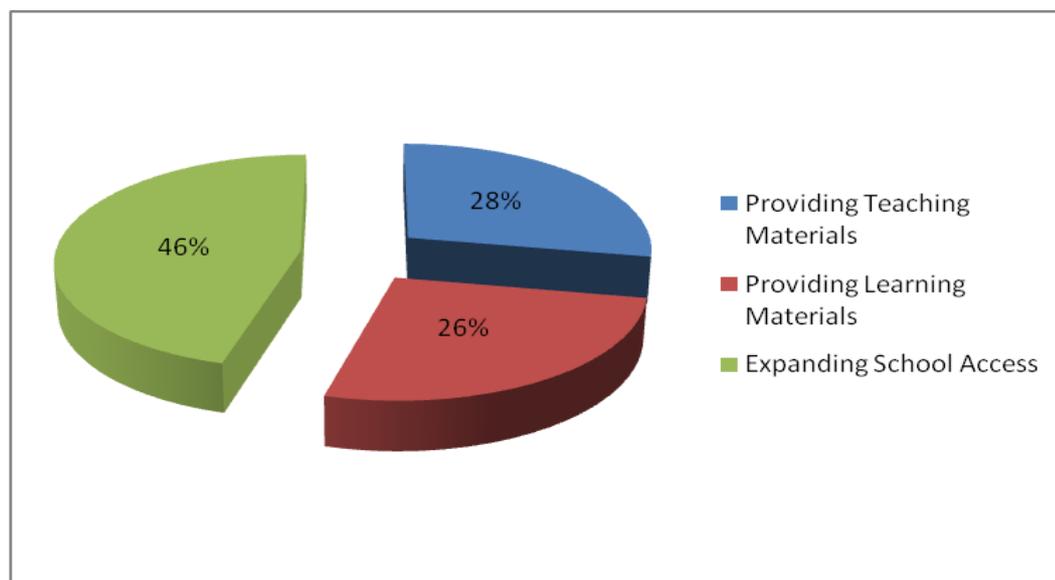


Figure 4.3: TASAF Objective

Source: Field Data (2013)

Figure 4.3, revealed that there were common objectives set by TASAF for among these selected schools. It was revealed that 28 per cent indicated that one of the objectives was to provide teaching materials; 26.4per cent indicated that one of the objectives was to provide learning materials and 45.7 percent indicated that was to expand school access. The TASAF program guidelines claim that the use of the Participatory Rural Appraisal (PRA) approach will allow people to utilize available resources (knowledge, material, skills etc) in planning and implementation processes in order to achieve expected goals including community empowerment and people's wellbeing (Rufiji District Council, 2008/2009).

Involvement of the LGA and District party leaders such as members of village councils, village and ward executive officers, ward councilors and members of parliament was encouraged to ensure mass mobilization for effective community participation in project planning and implementation (Rufiji District Council,

2007/2008). Village meetings and Community Management Committees were open forums for people to meet and discuss issues relating to their concerns. According to the TASAF project guidelines, 'gender issues' was identified as a crosscutting issue during project planning and implementation.

Emphasis was placed on gender in order to ensure equal participation of men and women in project activities and for the benefit of all community members. For the validity of the village meetings, the minimum attendance advised was 70% of village population aged 18 and above years who are mentally fit (TASAF 11 project implementation guideline, 2005). Furthermore the findings revealed that there were challenges facing TASAF on fulfillment of their objectives in these selected school. Respondents were asked to indicate the challenges facing TASAF on implementations of their objectives on these selected schools. Results were presented in Table 4.8.

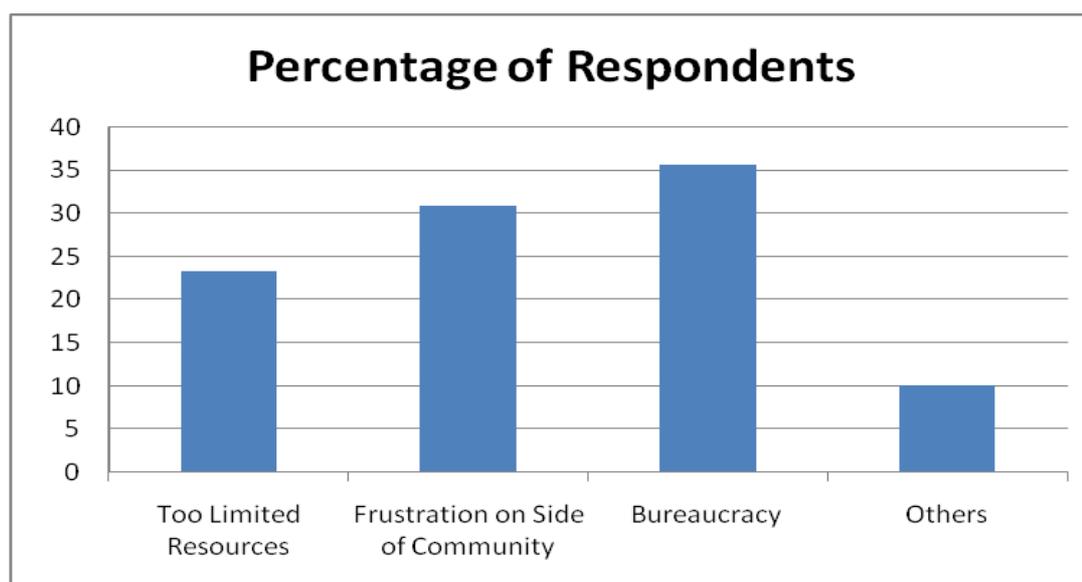


Figure 4.4: Challenges Facing TASAF on Implementation

Source: Field Data (2013)

Results in Table 4.8 Figure 4.4 revealed that there were different challenges facing TASAF on its implementation of their objectives. It was discovered that 23.3 per cent indicated that there was limited resource in TASAF. It was discovered that the resource envelope available from TASAF II was too limited to meet all applications submitted by the communities. The CDD approach is partly used as an instrument for target beneficiaries to express their felt needs hoping that TASAF II would help solving them. These findings were supported by the study done by (Chambers, (1994) on participatory Rural Appraisal.

The findings of their study revealed that community expect much from government support but there were limited resources to support all. It was also revealed that 31 per cent indicated that there was frustration on the side of community. This was due to the fact that there were many numerous applications have been raised and only a few have been approved leading to frustrations on the part of the communities. The situation can be attributed to two specific factors. First, it is the manner in which TASAF II was introduced to the communities.

The information delivered to the communities did not disclose the financial limitation of TASAF II as against the potential applications. Secondly, there is a tendency both at LGA and community level to look at TASAF II support in isolation of other similar development initiatives in the area of operation. Such initiatives are seldom considered as complimentary to TASAF II support. Thus, with such a trend there is a risk of TASAF II creating frustrations instead of hope on the part of beneficiaries.

The findings as well revealed that 35.7 per cent of Respondents indicated that there was long bureaucratic. Most of the communities as well as government officials perceive the subproject cycle process to be unnecessarily long and bureaucratic requiring extensive consultations with the communities through information meetings, EPRA sessions, and field appraisals. Moreover, the decision on applications goes through several steps some of which are seemingly repetitive. These findings were supported by (George, (2007) on down the Great Financial Drain. The findings of their study revealed that long bureaucratic in any organization was the hindering the factor for doing something. It was also supported by the study done by Cornwall, (2002) on Making Spaces. The findings of his study also pointed that long bureaucratic was among the hindering factors on financial matters.

The findings also revealed other challenges which hinders achievement of the objectives set by TASAF was that most of the SP subprojects are incomplete for reasons ranging from delays in community contributions particularly where cash contribution is required, delays in disbursement/replenishment of funds, price escalation, insufficient funds due to TASAF ceilings and delays in or lack of technical supervision. This has a direct bearing on the overall impact of TASAF interventions.

On the other hand, lack of clear indicative sustainability arrangements for the subprojects especially those which are owned by the entire community. These findings were supported by the study done by Guimaraes, (2009) on Participatory Approaches to Rural Development and Rural Poverty Alleviation. The findings of his study revealed that delays of community contribution into projects hindering the

implementation of the projects. The study was also supported by the study done by Kabeer, (2001b) ‘Empowerment from Below. The findings of his study revealed that lack of technical staff on projects was among the hindering factors for the implementation of objectives of projects.

4.5 Impacts of TASAF Investments Ilala District Secondary Schools

Under objective three, study required to investigate the impacts of TASAF investments on Migombani, Minazi-Mirefu, and Kinyerezi secondary schools in Ilala district. Respondents were asked to indicate their feelings on the impacts of TASAF investments on secondary schools. Such as; Migombani, Minazi-Mirefu, and Kinyerezi secondary schools in Ilala district. Results revealed that the impacts were common for all selected schools. Though most of the subprojects in the selected schools were not completed, the majority of the beneficiaries perceive them as having a potential contribution to their livelihood both in terms of social and economic improvements.

Table 4.9: Impacts of TASAF to Community N = 130

Response	Frequencies	Percentages
Participation on decision making	23	17.8
Increases harmony among community	19	14.7
Created employment opportunities	25	19.4
Improved provision of social services	29	22.5
Increases the self-reliance spirit	21	16.3
Other impacts	13	9.3
Total	130	100

Source: Field Data, 2013

In addition to that Teachers and Students in Kinyerezi secondary School were very impressed to opt Science subjects after the construction of modern Laboratory. As the Head Mistress (Madam Chalamila) told the researcher that earlier they were taken students to other Secondary Schools for practicals. Results were presented in Table 4.8.

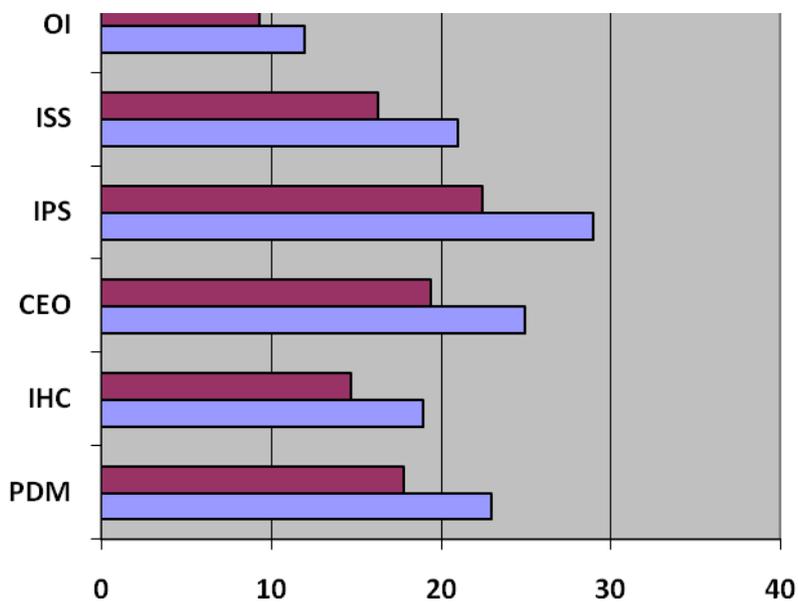


Figure 4.5: Impacts of TASAF to Community

Source: Field Data (2013)

KEY:

PDM- Participation on decision making

IHC- Increases harmony among community

CEO- Created employment opportunities

IPS- Improved provision of social services

ISS- Increases the self-reliance spirit

OI-ther impacts,

The findings in Table 4.9 revealed that TASAF has different impacts to the community. It was revealed that 17.8 per cent of Respondents indicated that TASAF help the community to have full participation on decision making. It was revealed that TASAF had opened opportunity by providing to people with different social, cultural and economic standing to participate in making decisions on their own development.

TASAF 2005 – 2009 was one of the Tanzania government programs introduced as an intervention to poverty. The main objective of TASAF program was to empower communities to access opportunities so that they can ask for, implement and supervise sub projects that add to improved livelihoods linked to the Millennium Development Goals (MDG) adopted in 2000 and set to be achieved in 2015. This was also a strategy to attain indicators targeted in the National Strategy for Growth and Reduction of Poverty (NSGRP) that was set to be achieved in 2005 - 2010 (TASAF 11 operational manual 2005). Through this strategy, community had given an opportunity to participate in decision making for their own development.

The findings as well revealed that 14.7 per cent of Respondents indicated that TASAF increases harmony among community. The TASAF development programs adopted participatory methods to ensure grass root level involvement in project planning and implementation processes. This strategy had been prioritized in order to strengthen community ownership of development projects as well as to meet the needs of marginalized people in the society. Under this circumstance people were expected to identify their problems and to identify ways to solve problems in more

interactive and supportive means. The Participatory Rural Appraisal method was one community participation method used during problem identification and prioritization of projects. Through this approach community were able to increase harmony among the community. These findings were supported by the study done by Catherine (2010) on women participation in project planning and implementation. The findings of her study revealed that participatory approach in community increases harmony among community.

The findings as well revealed that 19.4 per cent of respondents indicated that TASAF created employment opportunities to the community. TASAF help the community get together through which some of the members of the community could get the employments. TASAF created employment opportunities through subprojects through which beneficiaries have earned incomes which enable them to improve their food security. It was discovered that Employment opportunities provided through subprojects were highly appreciated by the beneficiaries as reliable sources for reducing their income poverty and consequently addressing problems associated with food insecurity especially in times of natural calamities such as prolonged drought or floods. These findings were also supported by the study done by Rufiji District Council (2008/2009) TASAF 11 Annual Implementation Report. The findings of that report indicated that during the implementations of the TASAF activities in Rufiji, many people got employment.

The findings also revealed that 22.5 per cent of Respondents indicated that TASAF improved provision of social services. It was also discovered that TASAF improved

provision of social services especially construction of schools and increased skills among the target beneficiaries in analysing their situation and planning how to overcome their poverty situation. TASAF increased skills among the target beneficiaries in analysing their situation and planning how to overcome their poverty situation. These findings were supported by the study done by Tanzania Social Action Fund (2008). The findings of the study revealed that TASAF have improved the social services of the community.

Results as well discovered that 16.3 per cent of Respondents indicated that TASAF increases the self-reliance spirit. It was also revealed that through the CDD approach community attitudes and mindset was gradually changing from the traditional thinking that outsiders can solve their problems. The approach was gradually resurrecting the self-reliance spirit among the communities thus enabling them to decide on their own development destiny with or without external support. It was also noted that TASAF II subprojects were well linked with the national goals and aspirations as stated in the MKUKUTA and other sector policies which aim at reducing income poverty and improve the social service delivery systems. For example, the fact that most of the subprojects which have been supported by TASAF II were education subprojects indicates how the Project was boosting the government current drive to increase the number of pupils accessing to education opportunities.

Results also noted other impacts such as through subprojects beneficiaries expect to improve their livelihood security by engaging themselves in productive joint ventures. It was further noted that beneficiaries and other stakeholders especially at the school level commend that the CDD approach has also enhanced their capacity in

various skills. It was further noted that People perceive that the CDD approach has helped to focus on common goal that transcends other community differences such political factionalism. Nevertheless, the issue of stalled or incomplete subprojects due to delays in fund disbursements, delays in raising community contributions, price escalations and ceilings was negatively impacting TASAF II implementation process. Nevertheless, the study was informed that there were few instances whereby community priority setting was interfered with by higher authorities in the LGAs. In such cases the original community priorities had to be abandoned in order to suit the allocation by LGA authorities.

Similarly, it was mentioned that sometimes national goals such as the current national campaign to construct at least one secondary school in every ward and a primary school in every village had some influence on how communities selected their priorities. However, the study finds this to be positive since it indicates how TASAF II contributes towards the government's drive to ensure that the majority of the Tanzanians access education.

Nevertheless, the study was informed that there were few instances whereby community priority setting was interfered with by higher authorities in the LGAs. In such cases the original community priorities had to be abandoned in order to suit the allocation by LGA authorities. Similarly, it was mentioned that sometimes national goals such as the current national campaign to construct at least one secondary school in every ward and a primary school in every village had some influence on how communities selected their priorities. The fact that however, the study finds this

to be positive since it indicates how TASAF contributes towards the government's drive to ensure that the majority of the Tanzanians access education. Another key finding regarding prioritization is that there is a tendency to think that TASAF has the capacity to finance all sub-projects submitted by communities.

Results for objective three in identifying suggestions from beneficiary and other stakeholders for how TASAF can better support the Education program were as follows, Local Government Leaders should mobilize community members to participate fully in attending meetings, contributes effectively and participate in the implementation of the subprojects, and mobilize stakeholders to invest in Education Program, whereby TASAF Management Unit should specify time framework and feedback applications to communities, avoidance of complicated procedures and including its planning cycle calendar, deadlines against each benchmark in the subproject cycle process.

CHAPTER FIVE

5.0 SUMMARY OF KEY FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is organized into five major sections. Section 5.1 provides introduction to the chapter, section 5.2 highlights the summary of study findings and section 5.3 provides the overall conclusion to the study. Section 5.4 highlights the recommendations and last section 5.5 points out suggestions of areas for further studies.

5.2 Summary of the Findings

The findings revealed that the Respondents differ on their gender. It was revealed that there Senior TASAF leaders represented by (3.8%). It was further exposed that there were 57.8% were students, local Government leader, (15.3%) and (23.1%) were teachers from secondary schools. In general it was discovered that (55.4%) were Males and 44.6% were females. These findings show that males dominated. It was revealed that (26%) had less than 18 years, (10%) were between 19-25 years, (34%) were between 26-31 years, (24%) were between 32-39 years and (6%) had above 40 years. These findings shows that those who had less than 18 years were students while those who were above 19 years were non-students. However, for non-students, the leading numbers of Respondents were found to be those between 32-39 years old and the lowest were found to be those with above 40 years. However, it was noted that all Respondents who had before 40 years were the head of the schools. This finding implies that the schools were headed by aged person.

Findings as well revealed that respondents had different level of education. It was revealed that (10%) were those with less than class seven, (27.7%) had secondary education, (10.7%) were those with certificates, (18.5%) were those with Diploma, (25.4%) were those with first degree and (7.7%) were those with Master degree. These finding show that all Respondents knows how to read and write. It was also noted that all Respondents know that there were TASAF in the community. This implies that even students were aware with TASAF in their schools.

This finding implies that the all community was involved on TASAF implications. TASAF requires target beneficiaries to select priority sub-projects which will contribute in alleviating their poverty situation either as entire communities or as individuals and/or groups. This is one of the main outputs of the sub-project identification phase where the community decides on the most pressing felt needs. Under objective one, results showed that all Respondents agreed.

These findings show that TASAF do not decide the type of subproject to invest without involving the community. This is a good of community participation approach which requires the Community to participate in the decision for their benefits. The findings as well exposed that there was a clear consensus among the beneficiaries that the participatory intervention process known as Community Demand Driven (CDD) approach and the related training of various actors involved in the process, has largely contributed to the active involvement of the target beneficiaries in felt need identification, prioritization, planning, implementation of the subprojects and most importantly has increased their ability to cope with the

community level problems. The findings revealed that needs identification was by attending the community meetings.

It was further clarified that during the meeting, the member of the meeting proposed different needs of the community and enough information gathers as per community requirements. The TASAF development programs adopted participatory methods to ensure grass root level involvement in project planning and under objective two, results revealed that there were implementation processes. This strategy had been prioritized in order to strengthen community ownership of development projects as well as to meet the needs of marginalized people in the society.

Factors hinder achievement of the objectives set by TASAF at Migombani, Minazi-Mirefu, and Kinyerezi secondary schools. It was further noted that there were common objectives set by TASAF for among these selected schools. Among the objectives revealed were on improving education systems by providing teaching and learning materials, and expanding schools access. However, it was discovered that TASAF has not fully implemented their roles on fulfillment of their commitment. It was discovered that the resource envelope available from TASAF II is too limited to meet all applications submitted by the communities. The CDD approach is partly used as an instrument for target beneficiaries to express their felt needs hoping that TASAF II would help solving them.

On the contrary numerous applications have been raised and only a few have been approved leading to frustrations on the part of the communities. Other challenges which hinders achievement of the objectives set by TASAF was that SP subprojects

were incomplete for reasons ranging from delays in community contributions particularly where cash contribution is required, delays in disbursement/replenishment of funds, price escalation, insufficient funds due to TASAF ceilings and delays in or lack of technical supervision. This has a direct bearing on the overall impact of TASAF interventions. On the other hand, lack of clear indicative sustainability arrangements for the subprojects especially those which are owned by the entire community.

Under objective three, results revealed that the impacts were common for all selected school. Though most of the subprojects in the selected schools were not completed, the majority of the beneficiaries perceive them as having a potential contribution to their livelihood both in terms of social and economic improvements. The findings revealed that TASAF had opened opportunity provided to people with different social, cultural and economic standing to participate in making decisions on their own development. It was also discovered that TASAF increased harmony among the community members.

The findings as well revealed that TASAF created employment opportunities through subprojects which beneficiaries have earned incomes which enable them to improve their food security. Furthermore, it was also discovered that TASAF improved provision of social services especially construction of schools and increased skills among the target beneficiaries in analysing their situation and planning how to overcome their poverty situation.

It was also revealed that through the CDD approach community attitudes and mindset was gradually changing from the traditional thinking that outsiders can solve

their problems. It was also noted that TASAF II subprojects were well linked with the national goals and aspirations as stated in the MKUKUTA and other sector policies which aim at reducing income poverty and improve the social service delivery systems. For example, the fact that most of the subprojects which have been supported by TASAF II were education sub project indicates how the Project was boosting the government current drive to increase the number of pupils accessing to education opportunities.

5.3 Conclusion

The findings of this study concluded that the CDD approach has helped to change the attitudes and mindset of the communities from the traditional dependency syndrome to self-reliance and ownership. Although the principle of community contributions has to some extent delayed the taking off of some subprojects since the actual start of the subprojects depends mainly on the ability and expediency by the target beneficiaries to raise cash and open a bank account, it has positively impacted on the communities a sense of subprojects ownership. At the same time it has served as a mechanism to check whether the prioritized subprojects were really important to the communities. The limited capacity of LGAs to facilitate the process so that communities can make informed choices coupled with inclination among the authorities to achieve immediate national targets such as school construction has in some cases led to the diversion from the original community subproject priorities in favor of the latter.

From this study as evidence that the community can develop itself if it gets the necessary assistance that is contribution from stakeholders, Government and others.

Quality Education help the community to further awareness on the needs to eradicate poverty and other community problems. Experience obtained from findings of this study can be repeated and used elsewhere in Tanzania and provide encouraging the results.

This study can also contribute in attaining the Millennium Goals in Tanzania and elsewhere in the World where similar problems exists. In addition to that the finding can also contribute to the body of knowledge regarding community mobilization, participation or where rapid development is required for the community

5.4 Recommendation

Besides the positive contribution posed to the specific community here next are some of the useful recommendation that can be counted to make alike projects more effective to currently of future projects in any community and such interested actors;

Schools should demonstrate in a practical way their ownership of the TASAF II interventions and commitment in ensuring that the benchmarks in the subproject cycle process are implemented within the specified time frame and feedback to communities on the decisions on their applications is given instantly and community should be encouraged to identify their social problems and request for TASAF assistance.

TASAF and other actor who may opt such project approach implementation in education systems should include in its planning cycle binding calendar deadlines against each benchmark in the subproject cycle process and institute penalties on

non-complying schools. TASAF managements should provide capacity building to TASAF Staff in all levels so as they can work more efficiently.

5.5 Suggested area for Further Studies

The study was on assessment of Tanzania social action fund contribution in promoting quality secondary education through participatory approach in Dar es Salaam. These study findings can be applicable in any community when opt for alike projects in their environments. Other researchers should find strategy to mobilize community to work effectively with TASAF. In addition to that how TASAF can increase effective involvement in its policies and participation.

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APPENDICES

Appendix 1: Questionnaires

Dear respondent.

This questionnaire related to research topic concern, “The Contribution of TASAF Subprojects Initiatives in Promoting Quality Secondary Education through Participatory Approach in Tanzania – A case study of Ilala Municipality’.

I am requesting you to put tick (✓) inside the bracket for what you think is right and put (X) for what you don’t know or disagree.

Thank you for being interested in my study, the main aim of this study is to assess and evaluate the Contribution of TASAF Subprojects Initiatives in Promoting Quality Secondary Education through Participatory Approach in Tanzania.

Your contribution in this study is voluntary, the aim is to examine and gathering data for learning purpose and provide recommendations about the study. Your name, answers and other information will be off the record. (Secret)

PART A: PERSONAL INFORMATION.

1. Gender M () F ()

2. How old are you?

15-20 () 20-35 () 35-40 () 45-65 ()

3. Education level

(1) Primary education () (2) Secondary education ()

(3) Adult education () (4) University education ()

4. What is your profession?

(a) Teacher () (b) Farmer () (c) Businessman ()

(d) Others ()

5. Does the community member participate fully in the process of identifying subprojects in their respective areas?

a) Yes () (b) No ()

6. How do you identify the need of community members?

7. Does the projects that are initiated sustainable for you and others

8. How are you ensure that community members are involved to the projects that are initiated? _____

9. To what extent do you get support from community members during the implementation of the subprojects in their mitaa?

10. Do the subprojects identified contribute much in the provision of quality secondary education? (a) Yes () (b) No ()
11. What were the challenges that TASAF face during it's implementation of the Secondary subprojects?

11. Select one factor only that mostly lead to the failure of TASAF subproject.
 -TASAF delay to play its part financially.
 -TASAF do not involve community in the project identification. ()
 -Community failure to contribute due to poverty.
12. What measures to be taken to minimize those challenges?

**Appendix 2: Questionnaire for Teachers from Secondary Schools (Maswali
kwa Wadau Wanaofaidika na Mradi Ulioanzishwa)**

1. (a) Unafahamu nini kuhusu TASAF

(b) Kwa namna gani uliifahamu TASAF?

2. Kuna faida yoyote uliyopata kutokana na TASAF?

3. Umechangiaje kuhakikisha TASAF inafanikiwa kufikia malengo yake ya kuanzisha miradi?_____

4. Je unafikiri kuna utofauti kati ya shule zenye mchango wa TASAF na zile ambazo hazikupata fursa hii katika eneo lako? Eleza.

5. Je uwepo wa majengo ya utawala, maabara, vyoo na madarasa umepelekea kuwasaidia kama wadau wa elimu katika utoaji wa elimu bora na sio bora elimu? (a) Ndiyo () (b) Hapana ()

6. Ni kwa namna gani unafaidika na mradi wa TASAF uliopo hapa shuleni kwako?_____

(a) Taja sababu zinazochangia uhaba wa vifaa vya kujifunzia na kufundishia mashuleni? _____

(b) Nini kinafanyika kuhakikisha miradi hiyo inakuwa endelevu?

(c) Je nini kifanyike kuboresha miradi hii hapa shule?

Appendix 3: Questionnaire for Students

1. Je unauielewa wowote kuhusiana na mfuko wa maendeleo ya jamii (TASAF)?
 (a) Ndiyo () (b) Hapana ()

2. Kuna shughuli zozote zilizokuwa zikifanyika katika eneo hili la shule chini ya mfuko wa maendeleo ya jamii (TASAF)?
 (a) Ndiyo () (b) Hapana ()
 Unaweza _____ kuzitaja?

3. Je unafikiri mradi huu wa TASAF una manufaa yeyote kwenu?
 (a) Ndiyo () (b) Hapana ()

4. Je manufaa mliyoyapata yanaweza kuchangia katika kuboresha elimu hii ya sekondari mnayopata?
 (a) Ndiyo () (b) Hapana ()

5. Je, Unaweza kutaja vitu/mambo ambayo yamechapishwa na mfuko wa maendeleo ya jamii (TASAF) katika eneo hili la shule. Mfano; ujenzi wa vyoo n.k?
 (i) _____
 (ii) _____
 (iii) _____
 (iv) _____
 (v) _____

6. Je unafikiri nini kifanyike ili kuboresha elimu ya sekondari tunayoipata kupitia mfuko huu wa maendeleo ya jamii TASAF.
 (i) _____
 (ii) _____

7. Je, katika kuboresha elimu hii ya sekondari unafikiri mchango ambao mfuko wa maendeleo ya jamii TASAF umetoa katika shule umesaidia kuwahamasisha walimu na wanafunzi kufundisha na kujifunza ipasavyo?
- (a) Ndiyo () (b) Hapana ()

8. Unafikiri ni kitu gani kilipelekea uwepo wa shughuli katika mtaa huu wa _____ (Migombani, Kinyerezi au Minazi mirefu).

Appendix 4: Questionnaire for Local Government Leaders

1. Je unauielewa au unafahamu wowote kuhusiana na mfuko wa maendeleo ya jamii (TASAF) a) Ndiyo () b) Hapana ()

2. Je, Unafahamu kuhusiana na mfuko wa maendeleo TASAF uliupata kupitia njia gani?

(a) Mtu () (b) Vyombo vya habari ()

(c) Magazeti () (d) Njia nyingine (), itaje?

3. Unafikiri mfuko wa maendeleo TASAF umesaidia kuleta maendeleo katika mtaa huu wa _____

(a) Ndiyo () (b) Hapana ()

4. Unafikiri ni kitu gani kilipelekea uwepo wa shughuli ulizozitaja katika eneo hili la shule iliyopo katika mtaa huu wa _____.
(Migombani, Kinyerezi au Minazi mirefu).

5. Kuna faida yoyote uliyoipata kutokana na uwepo wa TASAF?

(a) Ndiyo () (b) Hapana ()

Unafaidika vipi na mradi huo?

6. Umechangiaje katika kuhakikisha TASAF inafanikisha malengo yake na miradi iliyoanzishwa inakuwa endelevu?

7. Je miradi hii iliyoanzishwa ni ile ambayo mlihitaji au kuibua?

8. Je idadi ya vyumba vya madarasa inakidhi idadi ya wanafunzi waliosajiliwa?

9. Utekelezaji wa miradi iliyoanzishwa unawapa fursa ya kujifunza mbinu mbalimbali za kujikwamua kimaisha?

10. Changamoto gani umeziona katika Utekelezaji wa miradi?

11. Nini kifanyike Kupunguza Changamoto hizo?

Appendix 5: Interview Guide For TASAF Senior Staff

1. What major means do you apply to create awareness towards TASAF to community?
2. Which organizations do support the sub project in your district?
3. Do community members participate in TASAF sub projects?
4. How do community members participate in TASAF sub projects?
5. How do community members identify their sub projects?
6. Do you think such sub projects have impacts to community?
7. Is there any challenges during the implementation of the sub projects?
8. How do you address such challenges?

**Appendix 6: Focus Group Discussions Questions for Local Government
Leaders and School Teachers**

1. Identify any two successful TASAF based Educational projects and explain exactly what were the roles of the stake holders throughout project life time
2. Mention two examples of TASAF based social service project (not school) and discuss their wider contribution to other related projects in the community.
3. Discuss the role of the community in any two most successful TASAF based projects (how they organized themselves, resources and issues of good governance and accountability).