

**ESTABLISHMENT OF INCOME GENERATING ACTIVITIES FOR  
IMPROVEMENT OF THE GIRL'S EDUCATION IN MAKUNDUCHI**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE  
REQUIREMENTS FOR DEGREE OF MASTERS IN COMMUNITY  
ECONOMIC DEVELOPMENT (MCED) OF THE OPEN UNIVERSITY OF  
TANZANIA**

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**CERTIFICATION**

We the undersigned, certify that we have read and hereby recommend for acceptance by the Open University, Project Paper entitled “Establishment of income generating activities for improvement of the girls’ education in Makunduchi” in partial fulfilment for the degree of Master of Economics and Community Development (MCED)

.....

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(Supervisor)

.....

Date

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**DECLARATION**

I, **Latfia Faida Haji**, declare that the content of this work is the results of participatory assessment and survey which was conducted at Makunduchi village between October 2013 and June 2014, as part of requirement for Community Economic Development course. This work is origin and which has never been submitted to any university for acquiring a similar degree.

.....

Signature

.....

Date

**DEDICATION**

To my late mother KioniKhamis Chum and late father Faida Haji Mrisho for the dedication, upbringing and care. Sincere appreciation to my husband Suleiman Saleh Haji and my children Munawar Suleiman, Mudrik Suleiman, Muthaina Suleiman and Mukhtar Suleiman for their support and understanding during the length of my studies.

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I would also like to register my sincere gratitude to Forum for African Women Educationalists (FAWE) Zanzibar for accepting my application to join with them and their friendly cooperation extended to me during the whole period of my study. I am grateful to South District office for their support and cooperation during this study.

Many thanks and wishes extended to my family for their matured support during entire study. Thanks for your understanding. Finally, I would like to thanks all for one way or another have contributed toward success of this study.

**ABSTRACT**

A project “Establishment of income generating activities for improvement of the girls’ education in Makunduchi” intended to create opportunities for employment, which has resulted in raised income which will support girls’ education in Makunduchi community. The objectives of this project were to increase awareness of Makunduchi community on importance of support girls’ education by July 2014, to ensure that the Makunduchi community engaged in more than three profitable income generating activities so that one among them could enable to support girls’ education by the end of 2014 and to improve overall education performance of Makunduchi girls by availing those necessary education facilities by the end of 2014. A descriptive case study research designed and worked through research objectives to assessed community situation on improvement of girls’ education. Sixty respondents responded to the questionnaires. Primary data was obtained using questionnaires while secondary data was from various documents. The findings indicate that the most problematic of this community is low income of parents which hinder financial support to education particularly for girls. After done thoroughly assessment on this problem and opportunities available, this community came up with many proposed solutions to mitigate this problem. Finally, they decide to undertake income generating activities for the purpose of providing girls’ scholarships to create role models to best girl performer in order to improve girls’ education in this community. Now this community is implementing three income generating activities for the purpose of improving girls’ education.

**ABBREVIATIONS**

BBC	British Broadcasting Cooperation
CED	Community Economic Development
EFA	Education For All
FAWE	Forum for African Women Educationalists
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
ICT	Information Communication Technology
IGAs	Income Generating Activities
MDGs	Millennium Development Goals
MOEVT	Ministry of Education and Vocational Training
MPs	Members of Parliaments
NCs	National Chapters
NGO	Non- Governmental Organization
PEDP	Primary Education Development Plan
PRA	Participatory Rural Appraisal
PRSP	Poverty Reduction Strategies Plan
QT	Quantity
SACCOS	Saving and Credit Cooperative Society
TTCL	Tanzania Telecommunication Limited
T.shs	Tanzania shillings
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development



WEDTF	Women Entrepreneurs Development Trust Fund
ZEP	Zanzibar Education Policy
ZEMAP	Zanzibar Education Master Plan
ZPRP	Zanzibar Poverty Reduction Plan

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## **CHAPTER ONE**

### **1.0 PARTICIPATORY NEEDS ASSESSMENT**

#### **1.1 Background Information**

Education has been a priority in the socio-economic policies and development strategies in Zanzibar, strengthening on education system was a central goal of the Revolutionary Government. For the purpose of making education more equitable, the Ministry of Education and Vocational Training (MOEVT) of Zanzibar was introduced with the responsibilities of planning, developing policies and guidelines and setting standards for quality education in collaboration with parents, communities, civil society organizations, private sectors and other development partners.

The overall (global) enrolment rate of girls' to boys' improved from 88% to 94%, between 1990 and 2000. However, over 100 million children of primary school age are still not enrolled in primary schools; 55% of these are girls. Sub-Saharan Africa and South and West Asia account for 70% of out- around the world (UNESCO: 2006). Access to education is a fundamental human right yet millions of children worldwide remain deprived of education and illiterate due to poverty or cultural, religious, physiological or demographic factors. The situation is particularly of concern for girls and women on the one hand, and for sub-Saharan Africa on the other.

More than half of African children who enter primary school do not finish the cycle and the inequalities worsen as levels of education increase. The right of girls to education is one of the most critical of all rights – because education plays an

important role in enabling girls and women to secure other rights (Right to Education Project: 2008).

Girls' education is a primary predictor for a number of development indicators, including national fertility rates, infant mortality, family income, and productivity. World Bank economists have recognized girls' education as the single development intervention with the greatest individual and social returns. In recognition of these overlapping benefits, a global campaign on education was launched in Jomtien, Thailand in 1990, seeking to achieve "Education for All by the Year 2000". At the second World Education Forum in Dakar, Senegal, in 2000, attendees emphasized the importance of girls' education as both a right and an essential foundation for development. Since then, educating girls has come to be viewed as among the world's most important development challenges (Wible : 2005).

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 (Machimu and Minde : 2010).

## **1.2 Community Profile of Makunduchi**

Makunduchi community is among 11 main villages in south district in Zanzibar. Makunduchi consist six shehias and a number of small villages around shehias. Makunduchi is bounded by Mtende in south, Jambiani in north, Indian Ocean in east and Kibuteni in west. It is approximately 40 kilometres from Zanzibar town. Population of Makunduchi is estimated as 14,728 people where by 7,585 (51.5%) are female. The population growth of Makunduchi community stands at 1.7% per annum. It estimated to have a total of 3,303 households with an average size of 2.2 (Revolution Government of Zanzibar: 2006).

The climate of Makunduchi community is tropical maritime. Its temperature ranges between 17 degrees centigrade and 40 degrees centigrade. There are two main types of rainfall, namely Masika-long rain (March to May) and Vuli-short rain (October to December). The range of rainfall is 900mm- 1000mm and 400mm- 500mm for Masika and Vuli respectively(Revolution Government of Zanzibar: 2008). Administratively, Makunduchi has six shehias. The administrative arrangement to the shehia level is reflects the representation of the central government at grass root level. Shehia is headed by a sheha who is appointed by regional Commissioner's office. In every shehia in Makunduchi, there is a shehia committee comprising of 10 members of whom two to five are female members.

Makunduchi has one hospital which is government owned. The hospital provides health services free with little contribution. Makunduchi has five government schools which comprise primary and secondary schools within it. The number of pupil per class range from 30 to 45. About 90% of Makunduchi school teachers are

trained but most of schools have no laboratory and other teaching materials. There are two pre primary schools in Makunduchi. Each school has a school committee which is formed by school teachers, parents, influential persons and students.

All shehias of Makunduchi are well served with good road networks, all passable throughout the year. The tarmac road is dividing Makunduchi into two sides (south and north). The good road network has stimulated tourism and business development in Makunduchi, for foreign, local investors and local population. Makunduchi is well served by Tanzania Telecommunication Limited (TTCL) landline phone services in all shehias. In addition cellular phone services are provided by Zantel, Airtel, Vodacom and Tigo.

The average household in Makunduchi earned an income below that of the average household in Zanzibar. The mean annual household income in Makunduchi during 2004/05 was Tanzania shillings (T.shs) 846,500 which translated to a per capita income of T.shs 181,942 compared to the average per capita income for Zanzibar at T.shs 198,907. The three dominant sources of income for the average household in Makunduchi during 2004/05 were nonfarm self employment (T.shs 295,440) followed by salaried employment (T.shs 181, 447) and imputed rent (T.shs 106,782) (Revolution Government of Zanzibar: 2006).

In general, earnings in Makunduchi during 2004/05 were below national average for all level of education of earner, largest difference being for earners with secondary and tertiary education (over T.shs 300,000). The average annual income for females was about T.shs 300,000 less than the average for male (Revolution Government of

Zanzibar: 2006). The people of Makunduchi engage in economic activities for income generation which includes government and private formal employment, agricultural activities, fishing, carpentry, business, lime and charcoal making.

### **1.3 Community Needs Assessment**

The study was conducted in Makunduchi community which located in South district in Zanzibar.

#### **1.3.1 Objectives of Community Needs Assessment**

The major objective of the study was to investigate the opportunities and obstacles in improvement of the girls' education in Makunduchi.

Specifically, the study attempted to: explore the opportunities available for improvement of girls' education in Makunduchi; assess the obstacles hinder implementation of the girls' education; and determine the project that will improve girls' education in Makunduchi.

#### **1.3.2 Community Needs Assessment Questions**

- i. Does Makunduchi have opportunities that could be applied to improve girls' education in Zanzibar?
- ii. What are obstacles hinder implementation of the girls' education in Makunduchi?
- iii. What is project could leads to improvement of the girls' education in Makunduchi?

### **1.3.3 Community Needs Assessment Methodology**

#### **1.3.3.1 Research Design**

A descriptive case study research design used in this study, where data collected from a selected sample to represent the entire population. This design chosen because it is flexible, minimizing bias and maximizing the reliability of data collection and analysis, economical and according to nature of the study ( Kothari :2004).

#### **1.3.3.2 Sampling Techniques**

The study applied both probability and non-probability sampling in select respondents.

- i. The Probability (Simple Random) Sampling; This used to select respondents like parents, students, teachers and members from schools committees.
- ii. The Non-Probability (Purposive) Sampling; This used when the researcher seek information from specific leaders of Makunduchi like, Heads of schools, Shehas (local leaders), leaders from South District Office and development group leaders.

The sample size was compose six shehas, four district officers, six head teachers, six school committee members, 12 school teachers, 12 parents, two development group leaders and 12 students. A total of 60 respondents interviewed.

#### **1.3.3.3 Data Collection Methods**

The methods of data collection were including observation, focus group discussion, depth interview, questionnaire and documentary review. The instruments used in

data collection were self administered questionnaire, interview and discussion guide. Observation was done to gather information on the physical features and structure of the community and observe things in place such as road, natural resources and ongoing activities using the available opportunities and local resources.

Self administered questionnaires were applied for data collection from shehas, school teachers, students, development group leaders and some parents. The data was collected through structured questions, which comprised of open-ended and close-ended questions. This instrument was appropriate as it enabled the study to get the required information easily as the respondents were required to give the answers through the present answers of “yes/no” or multiple choices.

The respondents could easily provide the answers by choosing amongst the pre-set answers according to their understanding on the issues that were asked. Due to this fact, most of the questions were properly answered and the required information was acquired easily. Depth interview was done by used interview guide during in-person interviews and discussion guides used during focus group discussions. Also desk review done on the following documents: South District profile and Zanzibar Household Budget Survey.

#### **1.3.3.4 Data Analysis and Presentation**

This study used a combination of both qualitative and quantitative methods to state findings clearly. The qualitative data from open ended questions was analyzed through discussion and a narrative report produced that was then discussed by representative respondents. The specific methods of data analysis for quantitative

data involved were tabulation, computation of frequencies and percentages. Conclusion and recommendations made in light of community needs prioritization. Data presented by various methods such as percentage, table, charts and words. This was done as a way of summarizing and analyzing the information obtained from respondents during community needs assessment.

## **1.4 Community Needs Assessment Findings**

### **1.4.1 Problem Identification**

The primary objective of this study was to investigate the opportunities and obstacles in improvement of the girls' education in Makunduchi. From the assessment done after getting information from individual and group discussions, a number of opportunities and obstacles were identified. The community ranked that, the most problematic of this community is low income of parents which hinder financial support to education particularly for girls. This occurs due to many families within Makunduchi community prefer to invest on boy children rather than girls' education.

This society believes that, it is very high risk to invest to the girl child education because there is many cases of girls' dropouts to school compare to boys. After doing thoroughly assessment on this problem and opportunities available, this community came up with many proposed solutions to mitigate this problem. Finally, they decide to undertake income generating activities for the purpose of providing girls' scholarships to create role models to best girl performer in order to improve girls' education in this community.



### 1.4.2 Number of Respondent Reached

The researcher planned to reach 60 respondents. 100% of respondents reached. Table 1.1 shows the categorization of respondents.

**Table 1.1: Respondent's Categories and their % Distribution**

Respondent's category	Number of respondents	% of distribution
Shehas	6	10%
District Officers	4	6.67%
Head teachers	6	10%
School Committee members	6	10%
School teachers	12	20%
Parents	12	20%
Development group leaders	2	3.33%
Students	12	20%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Source:** Research Data

The mentioned findings as per table 1 above show that the largest percentage that is 20% falls under categories of school teachers, parents and students. This is because these categories are the main responsible for girls' education. Also findings show that smallest percentage that is 3.37% falls under the category of development group leaders. This because, study aim to use these respondents to add information on implementation of girls' education in Makunduchi.

### 1.4.3 Opportunities Available for Improvement of Girls' Education in Makunduchi

During this study respondents were allowed to identify any opportunity that they see

exist in their areas and if used well could improve girls' education. Respondents mention that opportunities available in Makunduchi for improvement of girls' education are include availability of nearest schools. About 65.4% of Makunduchi households were within 1km to school. There is good number of both male and female trained teachers. About 90% of Makunduchi teachers are trained. Makunduchi's pupil- teacher's ratio is 28:1. All students have access students' text books in ratio of 1:1. All Makunduchi schools used policy which guides implementation of girls' education. Also all Makunduchi schools have schools' committees which involve parents. Makunduchi parents are willing to provide education to their children and local management support girls' education. Table 1.2 shows the responses of Makunduchi community on the opportunities available for improvement of girls' education.

**Table 1.2: The Responses of Makunduchi Community on the Opportunities Available for Improvement of Girls' Education**

S/NO.	Opportunities Available	Number of Respondent	%
1.	Availability of nearest schools	55	92%
2.	Availability of trained teachers	53	88%
3.	Availability of students' text books	57	95
4.	Willingness of parents to provide education to their children	59	98%
5.	Availability of schools' committees which involve parents	50	83%
6.	Availability of policy which guides implementation of girls' education	36	60%

**Source:** Field data (2014)

#### **1.4.4 Obstacles Hinder Implementation of the Girls' Education**

According to responds from self administered questionnaires, focus group discussions and depth interviews, the findings shows that, in Makunduchi the problems hinder girls to have good education are follows: -

Many respondents stated that, the poor command of English of both teachers and students is a major reason for academic under-achievement in secondary schools. Students start studying in English without proper preparation and are taught by teachers who in many cases have a low level of proficiency in English. Some teachers and students do their best and attend evening classes to acquire better language skills. However, it is expensive and time-consuming, and not even available everywhere. This affects more girl child whereby when family has limited resources, it prefer to send boy at tuition classes on the fear of sexual harassment faces girl at evening time.

Data from district education office shown that, early pregnancy is the leading cause of dropouts for school girls in Makunduchi. Although the education law of Zanzibar allows young mothers to return to school after giving birth, this did not make it any easier for them to continue their education, especially without family support. It is difficult to have somebody at home to watch baby born due to economic difficult for many families.

Due to lacking the financial means to support meaningful provision of education, community members said education is expensive. They said that their income is low and large amount of their income is used to cover the household requirements and

few amount able them to cover remaining costs including buying school uniform and paying any other levies in school. If such a household has two or three school-going children, there is a likelihood that some if not all may end up not going to school as the choice for the family then becomes keeping the family alive or spending the little resources to send some of its members to school and normally for their preference is boy.

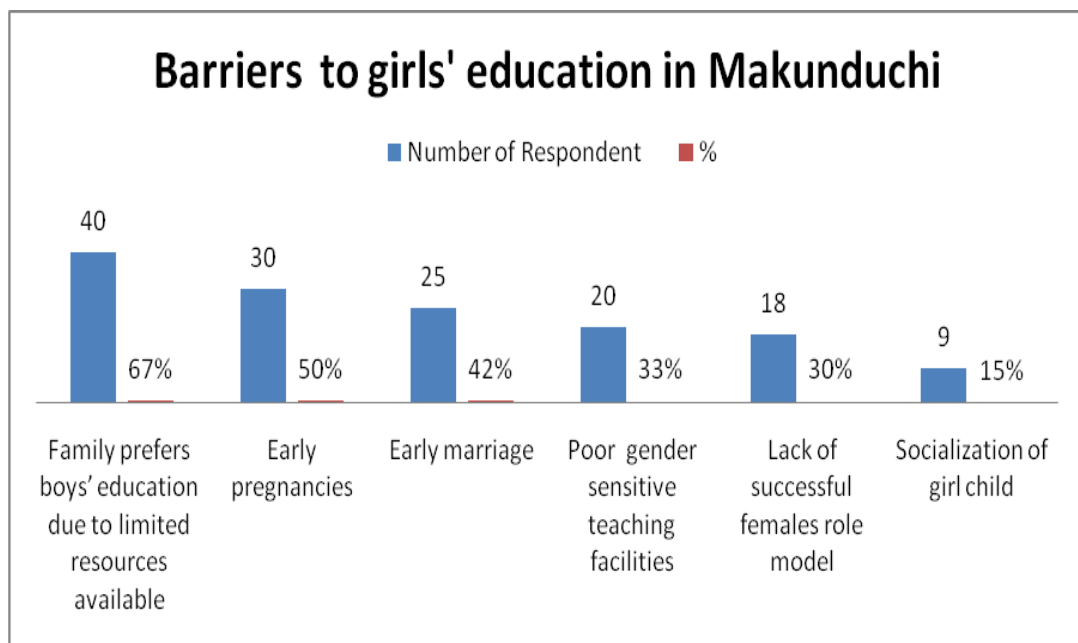
Poorly equipped with gender sensitive teaching facilities and teacher's guide books is another problem motioned by many Makunduchi teachers that hinder improvement of girls' education. This problem faces girls' education because teachers do not able to apply their skills on gender based teaching pedagogy. The facilities available most favour male participation in lessons. This occurs due to Ministry of education has been under funded with a government.

Lack of role models especially in well jobs like doctor, pilots, engineers and successful business females in Makunduchi, discourage girls learning to achieve higher goals. Personal interviews with parents revealed a level of frustration with the education system. According to them, few or no advantages – both social as well as economic – accrue from the many years and much investment in education. Although they indicated that education is good, a number of those interviewed were able to remember the benefits of education particularly to boys.

For a number of the parents, the difference between girl child who had been to school and those who had not been to school is not evident. It is observed that, the main cultural obligation for women in most Makunduchi community is home

making as, wives, caregivers and child bearers which is less cost for them. Girls from their early ages are socialized to be Makunduchi woman. The problem is that both the community and the girls view themselves in this light and any reason to change this “natural” course of things is viewed negatively even by the victims themselves. Girls will therefore feel that dropping out of school to be married is the more natural thing than pursuing education that takes years to come to fruition. According to south district education officer, the second factor affecting drop out among girls is early marriages which account 34% of all cases of girl drop out. Leading factor is early pregnancies and other factors are sickness and lack of school fees. For early pregnancies alone accounted for 58 percent of all cases of girl drop out. The figure 1:1 shows the responses of Makunduchi community on the barriers hinder improvement of girls’ education.

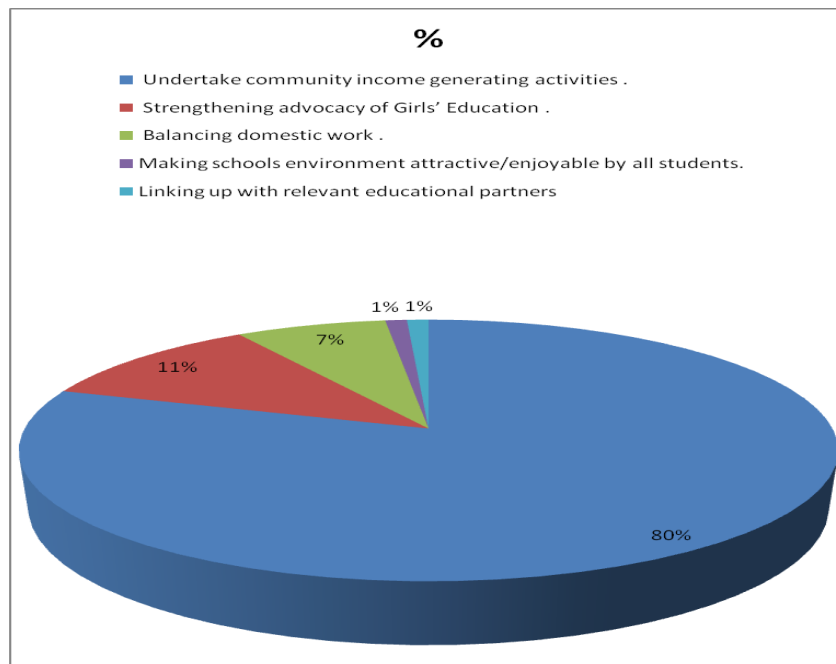
**Figure 1.1: The Responses of Makunduchi Community on the Barriers hindering Improvement of Girls’ Education**



### 1.5 Community Needs Prioritization

The assessment of Makunduchi needs prioritization on improvement of girls' education was done through interviews and discussions. In order to facilitate the analysis, notes that were taken during the interview and discussion sessions were later filled in against the review guide. By the end 80% of respondents generated the rank of their priorities as follow: -

- i. Undertake income generating activities for the purpose of providing girls' scholarships to create role models to best girl performer. Strengthening advocacy of Girls' Education to create awareness at community levels.
- ii. Balancing domestic work to encourage girls to go to school.
- iii. Making schools environment attractive or enjoyable by all students.
- iv. Linking up with relevant educational partners that promote girls education.



**Figure 1.2: Responses of Makunduchi community on the Community Needs Priorities**

Finally, respondents agreed to undertake income generating activities for the purpose of providing girls' scholarships to create role models to best girl performer in order to improve girls' education in this community. They said this project will cater many needs they think should be undertaken to improve girls' education in this community.

### **1.6 Conclusion**

To make this project to be more sustainable, more community needs to be fully involved in this project. The project should uses many and simple methods on community mobilization. The project can use many community sensitization meetings, drama performance, provision of posters and leaflets to deliver the message to the community. This can help to make sure that large number of Makunduchi community receives the message concern the project. When the whole community being aware on the project this can make sure that they can participate fully in the whole process of planning. The planning process should also involve many actors including local communities, government agencies, international and national Non-Government organizations.

## **CHAPTER TWO**

### **2.0 PROBLEM IDENTIFICATION**

#### **2.1 Background to Research Problem**

During the Participatory Need Assessment done to assess the problems in improvement of girls' education in Makunduchi community, a number of opportunities and obstacles in improvement of girls' education were identified in this community. After community ranked them, it seemed the most problematic of this community is low income of parents which hinder financial support to education particularly for girls.

According to the needs assessment survey conducted to assess the problems in improvement of girls' education in Makunduchi community, various respondents identified the low income of parents which hinder financial support to education particularly for girls. 67% (40 respondents) of Makunduchi community said that their general incomes not allowed them to cater for the needs of education to all their children. Most of them should make priorities. When priorities set, majority opt to educate boys as their investment. This society believes that, it is very high risk to invest to the girl child education because there is many cases of girls' dropouts to school compare to boys. But if they have high income, they can educate all. After an in-depth assessment has been done, it seemed that, this community struggle for raising their income but fail to have proper projects that can enable to earn enough funds for education.

#### **2.2 Problem Statement**

In Makunduchi, the lack of fund to support girls' education diminishes opportunities



for young girls to attend school which eventually will not improve their living standards, taking care of their health or find a stable and well-paying job. Uneducated women normally have less self-confidence in participating in daily interaction within their community. Insufficiency or absence of education leads women in a position of inferiority.

Studies show that, students who come from lower-income households also tend to perform at lower levels in public school than do students from middle- and high-income households. Lower educational achievement often leads to lower-income levels, making the situation a continuing cycle (Melville; n.d). Zanzibar government has made significant strides, in the past decade, to finance girls' education. Unfortunately, there are a large number of women and girls are excluded from education due to lack fund in their families. 20% of female students drop to school in Makunduchi village as a result of their families fail to pay their education (Revolution Government of Zanzibar: 2008). Implementation of income generating activities for improvement of the girls' education in Makunduchi will result in improving community income which will lead to support young girls' education.

### **2.3 Project Description**

The proposed project implemented in Makunduchi village. Administratively the village falls under the South District, Southern region, Unguja about 40 km from Zanzibar town. The major economic activities performed by the villagers are farming, fishing, livestock keeping and petty business. The soil is unfertile and rain is available only in three up to four months per a year.

### **2.3.1 Target Community**

The target community of this project is parents who care students in Makunduchi schools. The main beneficiaries are female students and women. The services and activities covered all Makunduchi schools. These initiatives carried out in collaboration with varieties of partners and stakeholders.

### **2.3.2 Stakeholders**

During the participatory assessment and survey at the Makunduchi it was found that there were potential stakeholders who could help to tackle this problem of low income of parents which hinder financial support to education particularly for girls in project implementation and sustainability. For more information about stakeholders' analysis, refer annex 2.

### **2.3.3 Project Goal**

The main goal of this project is to create opportunities for employment, which has resulted in raised income which will support girls' education in Makunduchi community.

### **2.3.4 Project Objectives**

- i. To increase awareness of Makunduchi community on importance of support girls' education by July 2014.
- ii. To ensure that the Makunduchi community engaged in more than three profitable income generating activities so that one among them could enable to support girls' education by the end of 2014.
- iii. To improve overall education performance of Makunduchi girls by

availing those necessary education facilities by the end of 2014.

## **2.4 Host Organization Profile**

### **2.4.1 Background Information**

The host organization of this project is FAWE ZANZIBAR . This is the chapter of FAWE. FAWE is a pan- African non- governmental organization (NGO) founded in 1992 with 35 National Chapters and registered in 1993. Its headquarter is in Nairobi, whose goal is to increase access, improve retention and enhance the quality of education for girls and women in Africa. FAWE members are African women ministers of education permanent secretaries, university chancellors and vice chancellors, education policy makers, researchers, gender specialists, prominent educationalists and human rights activists.

FAWE's mission is to work at continental, national and local levels, together with partners, to create positive societal attitudes, policies and practices that promote equity for girls in terms of access, retention, performance and quality by influencing the transformation of education systems in Africa. To put the goal into operation, FAWE has facilitated the establishment of national chapters (NCs) in 35 countries across the continent. FAWE ZANZIBAR which was established and got its legality after being officially registered under the Society Act of 1995 in 2001 being among them. It started with 50 founder members and currently it has 130 members of whom 116 are female.

### **2.4.2 FAWE Zanzibar's Vision**

A strong Chapter capable to make girls and women in Zanzibar enjoy all deserved

human rights by encouraging educational, economical and social development in a gender sensitive environment.

### **2.4.3 FAWE Zanzibar's Mission**

FAWEZAN is legally recognized and has constitutional mandate, hence, it strives to promote gender equality and equity in girls' right to quality education at all levels by fostering positive policies, practices and attitudes simultaneously with women education.

### **2.4.4 FAWE Zanzibar's Activities**

- i. Creating opportunities for increasing girl's access, retention, performance, and completion
- ii. Advocating for policies and programmes for the support of girls education especially underprivileged and vulnerable.
- iii. Sensitizing communities on the importance of girls' education
- iv. Creating an enabling learning environment for girls in schools and colleges.
- v. Encouraging schools to provide gender sensitive infrastructure and physical facilities
- vi. Supporting activities and clubs which improve girls' self- esteem and confidence
- vii. Advocating for revision of policies that hinder girls' progress in education.
- viii. Increasing girls' performance in schools.

#### **2.4.5 FAWE Zanzibar Organizational Structure**

FAWE Zanzibar consists of three main bodies, the General Assembly, the Executive Committee and the National Secretariat. The National Secretariat, which is the managing body of the organization, is composed of 4 main entities. The National Coordinator is in charge of overseeing the day to day operations, managing programs, seeking and managing funds and implementing the strategic action plan of the organization. A Program Officer is charged with the implementation and follow-up of programs. The Program Officer also liaises with the beneficiaries and addresses any outstanding issues or concerns. The Finance Officer is responsible for the financial management of the organization while the Administrative Officer is responsible for the day to day secretarial duties. Finally a part-time Program Officer has been hired to oversee and ensure effective implementation of the Pemba programs.

The National Secretariat receives significant support from the FAWE Regional Secretariat as well as its own membership base. The FAWE Regional Secretariat, located in Nairobi, provides FAWE Zanzibar with access to resources and funding opportunities as well as technical guidance in the program implementation and organizational development process. FAWE Zanzibar members provide voluntary assistance as mentors, facilitators/trainers, and fundraising support.

## 2.4.6 Strengths, Weaknesses, Opportunities and Challenges of FAWE

### Zanzibar

**Table 2.1: SWOC OF FAWE Zanzibar**

<b>Strengths</b>	<b>Weaknesses</b>
• Legally recognized.	• Recognition at community level.
• Functional staffs and Board.	Lack of human and recruitment policy.
• Strong partnerships with Government Ministries.	• Low involvement of members at all levels.
• Large support network from other FAWE chapters.	• Low financial contribution from members.
• Demonstrated ability to create innovative Interventions to address emerging needs in girls' education.	• 90% of funding has historically come from donors –variation in donor commitment could be destabilizing
• Demonstrated ability to conduct effective advocacy at both policy and grassroots levels.	
• Growing relationship with other NGOs.	
<b>Opportunities</b>	<b>Threats</b>
• Continued strong focus on education and gender in EFA and MDGs and in donor funding priorities.	• Ongoing shortage of qualified teachers, especially those trained in gender-responsive methods and learning materials.
• Continued development of new technologies that can be used in education - teaching tools/media as well as ICT as a focus of vocational training for girls.	• HIV/AIDS and other diseases continue to leave large numbers of orphans and cause attrition of teaching force.
• Partnerships with other organizations with similar or complementary objectives.	• Slow change of cultural and social attitudes towards girls' education.
• Willingness and readiness of MOEVT to scale up gender-responsive models including female teacher training & recruiting.	• Continuing poverty – an economic barrier to girls' education. • Gender-insensitive school infrastructure.

#### **2.4.7 FAWE Zanzibar Role in the Project**

In this Project, FAWE Zanzibar equipped young Zanzibar females with the tools to advocate for gender equality, quality education and empowerment of girls and women. They were actively engaged in addressing the educational and socio-political issues in their schools and communities. The young females were also be guided and supported in their educational process to achieve excellence and ensure their entrance into higher education levels.

## **CHAPTER THREE**

### **3.0 LITERATURE REVIEW**

#### **3.1 Introduction**

The chapter presents the review of literature related to the project. This chapter is divided into four parts. The first part presents theoretical directions on girls' education. While the second part presents the empirical studies on girls' education. The third part shows difference policy reviews on girls' education. The last part gives the summary of reviewed literatures on girls' education.

#### **3.2 Theoretical Directions on Girls' Education**

##### **3.2.1 Right to Education**

Access to education is a fundamental human right yet millions of children worldwide remain deprived of education and illiterate due to poverty or cultural, religious, physiological or demographic factors. The situation is particularly of concern for girls and women on the one hand, and sub-Saharan Africa on the other. More than half of Africa children who enter primary school do not finish the cycle and the inequalities worsen as levels of education increase (Right to Education Project; 2008).

Inequality in education that excludes females or males from quality education is a violation of basic human rights. In many countries females bear the brunt of gender inequalities related to the asymmetry in the resource allocation and division of labour both within the household and within the community (Zanzibar Education Policy; 2006).



### **3.2.2 Importance of Girls' or Women Education**

The empowerment of girls and women through education brings immense benefits not only at individual level but at community and country level too. Livelihoods are improved, families are healthier, civic education and liberties are enhanced. Educated girls become educated women who have the knowledge, skills and opportunity to play a role in governance and democratic processes and to influence the direction of their societies (Wible; 2005).

### **3.2.3 Effects of Uneducated Girls or Women**

The under-education of women and girls has incalculable consequences for people and for countries. They can be felt in every sector and in all aspects of life; at the level of individual, the family, the economy, the society, institutions and politics. At the individual level, an uneducated woman runs more risks in terms of health and hygiene than her educated counterpart: she is more vulnerable to unwanted pregnancies, sexually transmitted diseases including AIDS and clandestine abortions that can be fatal. The burden of domestic work as well as numerous unplanned pregnancies and births accelerates the ageing process in women (Melville; n.d).

At family level, the under-education of women and girls has disastrous consequences for the family. An uneducated woman is often not aware of the basic rules of hygiene, health and nutrition for her children. For example, she is unlikely to get her children vaccinated. She would also tend to transmit to her children, particularly her daughters, and her own behavioural patterns including certain traditional practices harmful to women's health and which continue to be observed in the society she

lives in. In several African countries for instance, female circumcision and force-feeding of women continue to be transmitted and implemented by women. The main opponents of educated women involved in the struggle against circumcision are uneducated women from certain sections of society. The same applies to the ill treatment meted out to widows by the female kin of the late husband. That women perpetuate traditional practices harmful to the health of women and girls is one of the consequences of female under-education (Melville; n.d).

The lack or insufficiency of education explains the low productivity of women. Torn in all directions throughout the day, between work at home and in the fields, women tend to count on child labour, particularly that of their daughters. Sub-Saharan Africa, where a large number of women and girls are excluded from education, has the highest rate (20%) of female child labour in the 10 -14 years age group. These girls are usually involved in typically feminine tasks that are not included in the macro-economic policies of states (Melville; n.d).

At community level, an uneducated woman with her baggage of prejudices and other stereotypes biased against women and girls cannot fully participate in community life. She tends to keep away and leave men to take various decisions affecting the community. At the institutional and political levels, female under-education accounts for the continuing low representation of educated women in high levels of public administration and government decision-making. However, contrary to what some conservative circles think and fear, educating women and girls has advantages not only for close family members but also for society as a whole (Melville; n.d).

### **3.3 The Empirical Studies on Girls' Education**

#### **3.3.1 Girls' Education in Zanzibar (Historical Background)**

Before the British colonized Zanzibar, education was provided in Qur-anic schools where Islamic knowledge and writing using Arabic scripts were taught. However access to education was only for males. Girls remained at home and taught domestic skill only (Ziddy; 2007). In 1902 secular school which taught reading, writing and numeracy by using Latin/ English scripts were introduced. Only few girls compared to boy were sent to school and even fewer continued with their studies to higher secondary school. In 1964, the Zanzibar government declared free education at all levels for all citizens and made it compulsory for every parent to enrol their children in school. However no decrees or policies were put in place to support this declaration .Again gender disparity in school remained high, because most parent and families had low awareness on the importance of girls' education (Ziddy; 2007).

Nowadays, the gender distribution of government sponsorship for higher education in Zanzibar also provides indication of gender inequality in education where in 2008, the Ministry sponsored 1,354 girl students equal to 35.4% in different Universities of Zanzibar or Tanzania compared to 2,463 boys equal to 64.5%. Pervasive poverty along with cultural beliefs and traditions are often factors that exacerbate gender inequality (Makame ; 2010).

#### **3.3.2 Girls' Education in Tanzania**

Tanzania's efforts to see all school-aged children in primary school got well underway in 2002 with implementation of the PEDP where the planned enrolment

of 1,500,000 children was exceeded. The abolition of mandatory contribution including school fee and relaxation of the uniform requirement have all primary school aged children was in school aged children in school by 2006. Major education issues for girl are late entry into primary grade one, early marriage, poor performance in the performance in the primary school leaving exam, and high rates of repetition. At the secondary level, gross enrolment is alarming 5% for girls and boy. The gender gap in secondary school could increase after the abolition of the quota system for girls (Machimu and Minde ; 2010).

### **3.3.3 Girls' Education in East Africa**

In Uganda, the enrolment of both boys and girls in Primary One is often equal, from Primary Fourth dropout rate for girls is higher than that of boys. Thus a very small fraction of girls have access to higher education and skills training. Because of the AIDS epidemic and the subsequent number of orphans created through the disease, many children have no one to finance their education. Due to discrimination girls find themselves in a worse situation than boys (Atekyereza: 1996).

In Kenya, girl-child education is elusive. A combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing

house chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death (Mwangi: 2004).

The children are given to marriage at a tender age of dowry from the husbands. But how much is the amount and for how long does it last? The girls lament that because of setbacks they still did not escape from poverty and their parents had nothing to show for the dowry received. Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions (Mwangi : 2004).

#### **3.3.4 Girls' Education in Africa**

More than 350 million people, over half Africa's population, live below the poverty line of one dollar a day. This implies that poverty, too, excludes children, including the girl-child, from school. In Ethiopia, girls are sometimes abducted for marriage when they are no more than eight years. In West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities or even neighbouring countries. In Nigeria it is very difficult to find a house help today. This is because there is awareness of the values of education, and so parents do not give out their children any more as house helps (Offorma : 2009).

In South Africa, a recent report by Human Rights Watch warns that sexual violence and abuse are hampering girls' access to education. Customs, poverty, fear and violence are the reasons why girls still account for 60% of the estimated 113 million out-of-school children, and majority live in Sub-Saharan Africa. Most of the factors that militate against the child-girl access to education are socio-cultural (Offorma: 2009). Many countries on the Africa continent rank among the poorest in the world. The on-going HIV/AIDS epidemics, over-crowding in cities, tribal warfare and despotic governments have contributed to the degeneration of the beautiful African land into a human rights catastrophe. At the centre of the devastating situation is the girl-child. The girl-children appear to be the most vulnerable and most undervalued members of the world society (Offorma: 2009).

The right to education, which is a fundamental human right, is frequently denied to girls in some Africa countries. The United Nations Secretary General, Kofi Annan, stated that in Africa, when families have to make a choice, due to limited resources, of educating either a girl or a boy child, it is always the boy that is chosen to attend school. In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional income they may need to exist beyond subsistence level, and finance the education of sons (Offorma: 2009).

It has been reported in, that African patriarchal societal viewpoint favours boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay

home to nurse relatives with HIV/AIDS. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls. In Ethiopia child brides face early pregnancy, responsibilities to their children and in-laws, and reticence of their husbands, who are usually much older, to let them out of the house (BBC News 2006).

### **3.3.5 Situation of Girls' Education World Wide**

The persistence of gender gaps in education, among girls or boys, depends increasingly on whether or not schooling actually produces knowledge and skills. Evidence shows that it is what students learn-not the number of years that they spend in school-that leads to growth, development, and poverty reduction (World Bank's Human Development Network ; 2011). Moreover, when an education system fails to deliver learning, the failure is most severe for poor and disadvantaged children and youth people, both because the schools available to them are likely to have fewer trained teachers and fewer learning materials and because their families and communities are less able to supplement what schools offer. Evidence also indicates that in poorer households, lower quantity and quality of education are often greater obstacles for girls than for boys. For example, in India and Pakistan, enrolment rates among the richest boys and girls are similar, but there is a gender gap of almost five years among the poorest quintile of the population (World Bank's Human Development Network ; 2011).

Social and cultural norms continue to indicate that boys are favoured within the households while girls are prepared for their future roles as mothers and housewives.

Adolescent girls, who have begun childbearing, serve as an indicator of adolescent vulnerability and as a reason for less female participation at upper secondary levels. (Vans, Fadhil& Khadija; 2013).

### **3.4 Difference Policy Reviews on Girls' Education**

#### **3.4.1 Major Policies Deal with Girls' Education in Zanzibar**

In recent years, Zanzibar has come up with a number of policy documents where the issues of access, quality and equity of education have been discussed and the major gaps facing the Zanzibar education system highlighted. The goal of improving basic education has subsequently incorporated into the Vision 2020 of Government of Zanzibar and 2025 of the United Republic of Tanzania; and the Poverty Reduction Strategies Plan (PRSP) and the Zanzibar Poverty Reduction Plan (ZPRP).

The Zanzibar Education Policy (ZEP) issued in 2005 facilitated development of the Zanzibar Education Master Plan (ZEMAP) drawn up in 2007 specified goals, objectives and plans of action for the next ten years. According ZEMAP the following are the key targets to be reached with regard to girls' education policy in Zanzibar. The targets are:

- i. To eliminate gender disparities in education
- ii. To increase productivity and income
- iii. To empower women and give them access to knowledge
- iv. To increase their participation in social, cultural and political life
- v. To improve the living conditions of girls
- vi. To increase the proportion of girls joining lower and higher secondary education by (5%) annually, so as to fill the increasing gaps of female



students' dropping out from schools due to early pregnancies and marriages

- vii. To increase literacy rate of females from (76.8%), 2004 to (85%) in 2010 so as to decrease the high percentage of illiterate females (Ziddy ; 2007).

#### **3.4.2 Reasons for Provision of Girls' Education in Zanzibar**

The ZEP today offers equal opportunities to both sexes. It looks on it as undebatable question, especially in this time where gender equity and human rights have gained greater emphasize. In this policy, Zanzibar has turned her focus to girls' education aiming at bringing the education gap that exists with a hope of getting as many educated females as possible. This is because the returns from educating girls are higher in terms of the national as well as social development (Ziddy ; 2007).

#### **3.5 The Summary of Reviewed Literatures on Girls' Education**

The common things that almost all literatures have insisted is that, the basic education should be freely provided to all groups and classes of the society. Constraints and challenges that face the basic education for girls have been identified. Some of the identified constraints are capacity of the communities, availability and accessibility of basic education, poverty, increase in regional disparities and others. Some of these common universally and some are locally. In Zanzibar, the government and the private sectors have been taking proper ways to reduce the problems face girls' education. Among the private sector is FAWE Zanzibar. However there is no literature had talked on how income level of Makunduchi community effects girls' education.

## **CHAPTER FOUR**

### **4.0 PROJECT IMPLEMENTATION**

#### **4.1 Introduction**

#### **4.2 Products and Outputs**

Implementation of this project started with the identification of project activities which were intended to be accomplished by the project and the expected outputs and products. Each project objective indicators were identified. The expected outputs and products on completion of the stated activities and achievement of the project objectives were as follow:-

- i. Awareness rose to community leaders, community members, women groups and girls' students.
- ii. Community Income Generating Activities (IGAs) operated to support girls' education.
- iii. Necessary education facilities provided to the needy girls of Makunduchi and performed well.

#### **4.3 Project Planning**

The project was developed and implemented in response to the assessment that was done support girls' education. The project planning involved scheduling activities in sequence. This activity was done in participatory way, FAWE Zanzibar and other partners were involved in the entire process. Participatory planning is important to ensure that the planned activities are conducted according to schedule.

##### **4.3.1 Implementation Plan**

The project was planned and implemented in the fiscal year 2013 - 2014 and the

project period was twelve months. Project team developed, implemented, monitor and evaluate both ongoing and new interventions that address the barriers for support girls education in Makunduchi community including, but not limited to, the following initiatives.

The planned activities include conducting a project inception workshop with the full project team. A fundamental objective of this workshop was to assist the project team to understand and take ownership of the project goals and objectives. This workshop also was provided an opportunity for all parties to understand their roles, functions and responsibilities within the project's decision-making structure, including reporting and communication lines and also clarify each party's responsibilities during the project implementation phase. All activities were actually implemented.

#### **4.3.2 Inputs**

In implementing of this project a number of inputs are needed to accomplish the planned activities. Inputs that are needed for the implementation of the project are human resources, financial resources, training materials, stationeries, refreshments, transport facilities and communication services. These inputs are important for preparation and completion of project activities. Table 4.3 shows quantities and cost for each input. The itemization of projects indicators are shown in table 4.1

**Table 4.1: The Itemization of Project's Indicators**

Project Objectives	Input Indicators	Output Indicators	Impact Indicators
To increase awareness of Makunduchi community on importance of support girls' education by July 2014.	Number of Personnel involved. Number of Transport facilities, List of Stationeries, Training materials, communication facilities and Refreshment used.	Number of people who participated to the meetings. Number of meetings conducted.	Number of people who engaged in mobilizes community to support girls' education.
To ensure that the Makunduchi community engaged in more than three profitable income generating activities to support girls' education by the end of 2014.	Number of Personnel involved. List of Transport facilities, Stationeries, Training materials, communication facilities and Refreshment used.	Number of new profitable IGAs to support girls' education operated in Makunduchi community. Number of training conducted.	Number of supported girls in education issues through profitable IGAs established during the project life.
To improve overall education performance of Makunduchi girls by availing those necessary education facilities by the end of 2014.	Number of Personnel involved. List of Transport facilities, stationeries, Education facilities, Training materials, communication facilities and Refreshment used.	Number of supported girls in Makunduchi community.	Number of supported girls who perform well in school.

### 4.3.3 Staffing Pattern

During project planning staffing plan was prepared. Staffs were allocated to perform different activities according to their knowledge and responsibility in the organization. However, CED practitioner was responsible and overall in-charge to oversee the implementation of project activities, monitoring and evaluation. The project has no full-time staff due to financial constraint.

**Table 4.2: The Logical Framework of the Project “Establishment of Community Income Generating Activities for Improvement of the Girls’ Education in Makunduchi”**

Goal	Opportunities for employment, which raised income to support girls’ education in Makunduchi community created.	40 parents of Makunduchi girls living under difficult circumstance raised their income after start new IGAs during project and financed their school girls.	Number of parents started new IGAs and financed their school girls.	For sustaining project: Hold objective in long term.
Purpose	Income of Makunduchi community increased to support girls' education.	Income of Makunduchi community raised and girls get support to perform well in school one year after project start up.	Number of girl school supported in Makunduchi and perform well.	For achieving goals: Many community members mobilized. Fund available on time.
Results	Result 1 :Awareness of Makunduchi community on importance of support girls’ education raised	Makunduchi community mobilizing social partners to support girls education.	Number of Makunduchi community members support girls' education.	High participation of community members.
	Result 2:Makunduchi community engaged in profitable IGAs to support girls’ education.	Three profitable IGAs starting operation in the Makunduchi community to support girls’ education by January 2014.	Number of IGAs operated to support girls' education.	Funds available on time.
	Result 3: Overall education performance of Makunduchi girls improved by availing those necessary education facilities.	40 Makunduchi school girls got necessary education facilities from March 2014 and perform well.	Number of Makunduchi school girls got financial support and perform well.	Funds available on time.

**Table 4.3: Project Inputs**

SNO.	INPUT	QUANTITY	COST
1.	Human resources	7	
2.	Training materials	2 (times)	12,150,000
3.	Stationeries	6 (times)	1,163,500
4.	Refreshments	6 (times)	1,070,000
5	Transport facilities	6 (times)	1,250,000
6.	Communication services	6 (times)	550,000
7.	Financial resources		8,000,000
8.	Office's equipment		13,330,000

**Source:** Researcher (2014)

The project implementation team (project staffs) comprised of the Project Coordinator, Project Assistant and an Accountant. There was Executive committee comprising of FAWE Coordinator as a chairperson of committee, Project Coordinator who was the secretary to committee, South District in-charge of women and children development and South District education officer, two parents and two local leaders. This executive committee collaborate with project staffs to make sure that project activities are implemented as planned. Table 4.4 summarises the project staffing pattern:-

#### **4.3.4 Project Budget**

The total budget for the project was Tshs. 28,673,500 whereas the amount of Tshs. 1,113,500/- was allocated for community needs assessment. Tshs.4,800,000 was allocated for administration expenses include monitoring and evaluation activities,

Tshs. 735,000/= were planned to be expended for training. Tshs. eight million (8,000,000) was for IGAs purpose, Tshs. 12,000,000 for distribution of school's materials, Tshs. 200,000/= for mentoring activities and Tshs. 1,240,000 for meeting purpose. Table 4.5 is detailed budget description for the project.

**Table 4.4: Project Staffing Pattern**

Position	Tasks	Responsible for
Project Executive Committee	Overall responsibility for achievement of the project objectives. Monitoring of project implementation plan And engage the project staffs.	Stakeholders (sponsors and community members).
Project Coordinator	Implementation of project activities. Monitoring the project implementation at project supervisory level. <del>Prepare and distribute project progress reports.</del>	Project Executive Committee. Sponsors.
Project Assistant	Assist the project Coordinator with project administrative duties. Implementation of project activities and follow-up.	Project Coordinator.
Project Accountant	Execute financial transactions such as receiving project funds, making payments and keeping records of income and expenditure.	Project Executive Committee. Project Coordinator.

### 4.3 Project Implementation

The project was implemented in fiscal year 2013-2014 starting from October, 2013 to October, 2014. The resources employed during the project implementation were financial, human, time and materials like stationeries and training materials. The project activities were implemented as planned though some deviations on timeframe were observed due to late fund disbursement from the sponsors.

**Table 4.5: Detailed Budget Description for the Project**

#	DESCRIPTION	UNIT	QTY	UNIT	AMOUNT	TU
A	Conduct community needs assessment					
1	Stationaries				413,500	CED practitioner
2	Communication facilities				100,000	
3	Transportation services				500,000	
4	Supervision fee				100,000	
	Total				1,113,500/-	
B	Conduct one day sensitization meeting with all stakeholders to disseminate field visit results and to seek their support					
1	Facilitation fee	Pple	2	30,000	60,000	South District office
2	Refreshment	Pcs	70	3500	245,000	
3	Transportation services	Trip	2	75000	150,000	
4	Communication facilities	Pcs	5	10000	50,000	
5	Stationaries				150,000	
	Total				655,000/=	
C	Conduct one day training to 40 parents on feasibility study and identification of profitable income generating activities in Makunduchi community					
1	Facilitation fee	Pple	2	30,000	60,000	US AID and WE DTF
2	Refreshment	Pcs	50	3500	175,000	
3	Training materials				150,000	
4	Transportation services	Trip	2	75000	150,000	
5	Communication facilities	Pcs	5	10000	50,000	
6	Stationaries				150,000	
	Total				735,000/=	
D	Conduct one day Consultation meeting to 40 Parents on Resources Mobilization					
1	Facilitation fee	Pple	2	30,000	60,000	South District Office
2	Refreshment	Pcs	50	3500	175,000	
3	Transportation services	Trip	2	75000	150,000	
4	Communication facilities	Pcs	5	10000	50,000	
5	Stationaries				150,000	
	Total				585,000	
E	Undertake Profitable IGAs				8,000,000	MIPs
F	Distribution of school's materials				12,000,000	US
J	Undertake Mentoring	Pple	5	20000	200,000	US
H	Administrative tasks				4,800,000	FA
	Grand Total				28,673,500	



Implementation of project activities was done in collaboration with various stakeholders, who provided financial, technical, in-kind support and moral support. These include MOEVT (Provided project office), Women Entrepreneurs Development Trust Fund (WEDTF) training for IGAs and fund, South District Office provided fund for meetings, United States Agency for International Development (USAID) (funds for school's materials and training facilities), FAWE provided furniture for the office, staffs and other logistics, Members of Parliaments (MPs) provided funds for IGAs and consultation, District Officials and community leaders provided consultation. The positive stakeholders' responses brought good results in the whole period of project implementation.

#### **4.3.1 Project Implementation Report**

The following are steps of implementation process for each project objectives.

##### **4.3.1.1 To Increase Awareness of Makunduchi Community on Importance of Support Girls' Education by July 2014**

Strategy no.1: Awareness Creation

Activity no.1: Field Visit for Community Needs Assessment;

The study was conducted by CED practitioner in collaboration with Makunduchi community members. This study was conducted in Makunduchi village which located in South district in Zanzibar from July to September 2013. The major objective of the study was to investigate the opportunities and obstacles in improvement of the girls' education in Makunduchi village. About 60 main respondents interviewed during this study. The data was collected by observation,

focus group discussions, depth interview, questionnaire and documentary review. The major need was identified based on the size and severity of the issues and the direction data was for implementation of community income generating activities to improve girls' education.

Activity no.2: Conduct Consultation Meeting to Disseminate Field Report;

A consultation meeting was conducted with the relevant sectors concerning women rights, business and girl's education in 15 October 2013. The fundamental objective of this meeting was to disseminate field report, introduce the project, collect information about possible income generating activities that could be possible undertaking in Makunduchi and create opportunity for stakeholders to take ownership of the project's goal and objectives. About 70 participants attended this meeting. Eight (8) schools girls are among them. The consultative meeting gave the opportunities to all stakeholders to understand their roles and responsibilities concerning project implementation, monitoring, evaluation and sustainability. FAWE Zanzibar and CED practitioner worked closely with community leaders at she hias for mobilizing social partners to support girls who do well in school and their parents who engaged in business to support their girls.

**4.3.1.2 To Ensure that the Makunduchi Community Engaged in more than three Profitable Income Generating Activities to Support girls' Education by the end of 2014**

Strategy no.1: Capacity Building;

Activity no.1: Conduct Feasibility Study and Identification of IGAs Training;

In 15 November 2013, project staffs organized one day training to 40 parents on

feasibility study and identification of the profitable income generating activities in Makunduchi village. Many participants of this training were female parents due to many of them care children live under difficult circumstance which most of them are girls. About 35 participants were women. Facilitators of this training came from Ministry of employment, youth, women, children and empower society income. Topics presented were concept of entrepreneurship, business skills and identification of acceptable and profitable IGA.

During this training, participants agreed that, the main thrust of the women's development activities would be to assist women in the sustainable establishment of income generating activities to be undertaken in or near the home. IGAs tend to give women a higher status within the family. Participants generally indicated that the greater the amount of income under women's control the greater amount devoted to their children's education, health and nutrition. However it is essential to guarantee that women will have the control of the funds (saving funds and loans) and the free disposal of them to implement IGAs. Two weeks after training, participants identified IGAs through a bottom up approach. During this exercise all IGAs identified correspond to the needs of women who were main target. This means IGAs identified after some steps have already been carried out with the Project's staffs support. Participatory Rural Appraisal (PRA) is among participatory methods used to identify IGAs.

Strategy no. 2: Financial Empowerment;

Activity no.1: Resources Mobilization;

The process started by conduct consultation meeting in 5th December 2013 to

identify different source of getting resources. The project members identified many methods such as traditional ways of saving that is upatu and kibubu. Other ways are saving and credit societies, credit or loans from financial institution. Other means of resource mobilization are funds from development partners or grant from government basket. Project members were told that resources can be in term of finance, materials and technical support. It was noted that same support come with tough conditionality's that could not be acceptable. After that meeting project members started to mobilize resource from different sources. Some of them get funds from MPs (15 members), and 25 members got funds from WEDTF.

Activity no.2: Undertake Profitable IGAs;

To the benefits for women and their children particularly girls, IGAs implemented were those traditionally undertaken by women, and located in or near the home. The main concern was activities undertaken were those women can use skills they already possess. Rural women have skills to do small-scale plant and agricultural and animal production, processing and preservation. Areas for potential promotion include home gardens (aromatic and medicinal plants and herbs vegetables), animal production dairy products. During identification of IGA Marketing issues were observed very careful. Finally the following profitable IGAs taken:-

### **Dried fruit, Vegetables and Herbs**

In many households headed by women are seasonally involved with these activities, especially in Kajengwa area. They preserve surplus production for household consumption and for marketing when the family needs more cash. However, the regular production of a standardized product for the market is still rare and a wide of

local products which could be produced are absent. Vegetables such as tomatoes, eggplants were dried, as well as many fruit, such as figs, grapes, apricots and peaches. The market for these in Makunduchi yet poorly developed but the town market (Zanzibar market in Stone town and Mwanakwereke) is expanding every year. There is also a large market for edible and medicinal herbs which remains poorly supplied from local sources.

#### Processed Fruit and Vegetable;

Production of jams, pickles, vegetable pastes, fruit juices could all increase farm income and women's income in particular since this generally made use of existing skills and technology. Packaging is probably important in attracting consumers for local products when they must compete against imports. Producers need advice about moving dried and processed products from rural areas to larger outlets in towns. These activities implemented in some appropriate areas of the Project, especially those where fruit-tree plantations are widespread (Mzuri, Kajengwa and Nganani). Olive pickling developed in Kiongoni areas. The Federation of Makunduchi Women carries out a project concerning herbs drying and packaging run at Urban district, with good results.

#### Preparation and Marketing of Dairy Products;

Small-scale milk processing enterprises established in shehias where there is a surplus of milk. Some NGOs, as Queen Alia Fund, have already developed small credit projects in support of this area in Makunduchi. Milk processing is one area of traditional female responsibility and production of local cheese is done by women. The knowledge of production techniques is already widespread in several families.

In Makunduchi goats' milk products are generally preferred but locally goat products are more popular.

**4.3.1.3 To Improve Overall Education Performance of Makunduchi Girls by Availing those Necessary Education Facilities by the end of 2014**

Strategy no.1: Enhance Girls' Performance in Schools;

Activity no.1: Distribution of School's Materials;

During the life of this project, a total of 40 girls from four schools of Makunduchi were got school materials, 20 of them learn in secondary school and 20 in primary school in Makunduchi community. This program was publicized application for community member to join in this program on the Mtegeani radio end of October 2013. Selection of competent applicants was done through the district office of education with the head teachers of each school in early November 2013. The selection criteria focused on girls who are poor, disabled, orphaned or living with one parent (most of them female headed households) and perform well in school. The guidelines stipulated that special focus should be placed on girls with promising academic performance and those who demonstrate enthusiasm for learning. Project has already distributed dictionaries and paperback books in English to the selected girls. Other materials will be obtained at mid of June after parents' IGAs start make profits.

Activity no.2: Undertake Mentorship Program;




After selection, Project Executive committee met the girls and their families. After that Executive committee hold a seminar for the parents. In addition, program starts

a mentorship program, using mature women to volunteer as mentors. These mentors were not need additional professional qualifications, but must show a “love for children”. In addition, Project Executive committee plans to track the girls’ performance through measures of attendance and academic achievement, among other things.

#### **4.3.2 Project Implementation Ghantt Chart**

This is the time management chart showing the time management of the entire project. The chart shows time frame, resources required and responsible people for each activity of the project. The following is project implementation Ghantt Chart:

**Table 4.6: Project Implementation Gantt Chart**

#	Activity	Person R.	Needs				
			Q1	Q2	Q3	Q4	
1	Conduct field visit in collaboration with community for community needs assessment	CED practitioner 					Stationaries = 413,500 Communication facilities = 100,000 Transportation services = 500,000 Supervision fee = 100,000 Total 1,113,500/- Facilitation fee 30,000x2 = 60,000
2	Conduct one day sensitization meeting with all stakeholders to disseminate field visit results and to seek their support	CED practitioner 					Stationaries =150,000 Refreshment =245,000 Communication facilities= 50,000 Transportation Services =150,000 Total 655,000/=
3	Conduct one day training to 40 parents on feasibility study and identification of the profitable income generating activities in Makunduchi	Project Coordinator 					Facilitation fee 30,000x2 = 60,000 Stationaries =150,000 Refreshment = 175,000 Communication facilities = 50,000 Transportation services =150,000 Training materials =150,000



					Total	735,000/=
4	Conduct one day consultation meeting to 40 parents on resources mobilization	Project Coordinator				Facilitation fee 30,000x2 = 60,000 Stationaries = 150,000 Refreshment = 175,000 Communication facilities = 50,000 Transportation services =150,000 Total 585,000/=
5	Undertake Profitable IGAs	Project Coordinator and 40 parents				40 x 200000 = 8,000,000/=
6	Distribution of school's materials and mentoring	Project Coordinator				40 x 300000 = 12,000,000/=
7	Undertake mentoring activities	Mentors				5 x 10 x 20000 = 200,000/=
8	Administrative tasks, monitoring and evaluation activities.	Project Coordinator				Stationaries = 300,000/= Refreshment = 300,000/= Communication facilities = 300,000/= Transportation services = 300,000/= Lunch 3x150000x8 = 3,600,000/= Total 4,800,000/=
<b>TOTAL PROJECT COST</b>						28,673,500/=

## **CHAPTER FIVE**

### **5.0 PROJECT PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY**

#### **5.1 Introduction**

This chapter provides information on all stages of the design and implementation of a monitoring and evaluation system and presents the main activities with respect to the project. When we talk on Monitoring we mean the evaluation on performance while a project is being implemented, with the aim of improving the project design and functioning while in action. In this project a monitoring study done by rapid survey and conduct workshop evaluation. This was able project team to determine that the activities done as expected or some information show there is need of make some important changes in the project. Bamberger defines it as: “Monitoring is an internal project activity designed to provide constant feedback on the progress of a project, the problems it is facing and the efficiency with which it is being implemented” (Bamberger :1986)

Also there were evaluation studies for the purpose of see the outcome of a project (changes in income, education performance of girls in Makunduchi community). Evaluation plan did with the aim of informing project team the design of future projects for the sustainability of project. In this project an evaluation of IGAs determined the improvement of Makunduchi community income in concede with performance of girls’ education. Bamberger describes evaluation as “mainly used to help in the selection and design of future projects. Evaluation studies can assess the extent to which the project produced the intended impacts (increases in income and

better housing quality) and the distribution of the benefits between different groups, and can evaluate the cost-effectiveness of the project as compared with other options” (Bamberger : 1986).

## **5.2 Participatory Monitoring**

Every month, project coordinator organize meeting with all stakeholders to discuss parents reports on implementation of IGAs and head teachers reports on education performance of 40 supported girls. Participants of these meetings were Community representatives, South district officers, FAWE Zanzibar member, 40 beneficiary parents, 5 school representatives and 40 supported girls. Data obtained in these meetings were sent to project headquarters for forwarding to the donor. When the slow change occurred, new strategy formulated within the organization to speed up incensement of change. Many times monitoring information was used.

### **5.2.1 Monitoring Information System**

The fundamental principle of a Monitoring system is to allow users to capture data, process and disseminate information in a systematic way. Monitoring system enables us to measure trends of various indicators based on the data collected in the field. A monitoring system is vital in supporting evidence to shows how project is going on. Systematic assessment and review at one point in time of project activities helps project team monitor the progress and support to evaluate the sustainable impact on benefited community (Makunduchi village). This section intends to facilitate the understanding of the basic ideas behind monitoring and evaluation exercise. Under this Project, support is given to the beneficiary households and schools to restart IGAs for the benefit of girl’s students and the whole community ((Makunduchi

village). In order to know the strengths and weaknesses of the project and provide sufficient information to the decision makers to take initiatives to improve the quality of the project and also it allows measuring the expected objectives and outputs project team used this system. In other words, project team used this system to ensure that activities are on the right path by checking them, measuring progress towards objectives, identifying problems as they come up, identifying strengths that can be built up.

Monitoring gathers information about beneficiary access to, use of and satisfaction with the operation outputs. Information that was planned to be collected includes: financial, materials, results, budget, expenditure, service delivery. For the effective and efficient monitoring system in this project the following components were considered:-

- i. Baseline information (Makunduchi Profile)
- ii. Selection of indicators related to activities, outputs and objectives
- iii. Tools for collecting information
- iv. Collection of information
- v. Process information
- vi. Analysis of information
- vii. Presenting and communication of the results in an appropriate ways
- viii. Using information

Monitoring were take place at three deferent levels : -

- i. Individual level
- ii. Community level

### iii. District level

Monitoring process was established in combination with beneficiaries, Community's Groups, FAWE ZANZIBAR members, district officials, international and national agencies. Focal person identified in each of the stakeholder; All participated in the monitoring exercise. Different set of indicators (activity indicators, output indicators, objective indicators), which have been established in the framework need to be assessed or measured throughout the process. Checklists used in group discussions and secondary data from South district office and FAWE ZANZIBAR used to measure the activity indicators on a regular basis and for output and objective indicators, sample of households and schools which received support and for which baseline information is available selected and interview them periodically using the appropriate participatory monitoring tools (Checklists used in group discussions) given in the frame work to measure the indicators.

#### **5.2.2 Participatory Monitoring Methods**

Various methods are employed during monitoring exercises which include participatory rapid assessment (PRA), whereby focus group discussion, scoring, observation and questionnaire are used.. The choice of these methods had considered involvement of different stakeholders, low cost and time for data collection. Hence the project sites were close to CED practitioner's office so that requires low transport cost, focus group discussion used as stakeholders available at sites. These methods were considered as appropriate since they provided active involvement in decision making for those have positive interest in the project.

### 5.2.3 Participatory Monitoring Plan

The following is the participatory monitoring plan for the project.

Objectives	Activities	Planned time
To increase awareness of Makunduchi community on importance of support girls' education by July 2014.	Conduct baseline survey. Conducted mid-term evaluation workshop. Write final report	October 2013, April 2014. October 2014
To ensure that the Makunduchi community engaged in more than three profitable income generating activities so that one among them could enable to support girls' education by the end of 2014.	Conduct Beneficiary monitoring Write Quarterly Project Management Reports Write Annual Reports Write Donor Reports	January 2014 Janu, Apr, Aug 2014 October 2014 October 2014
To improve overall education performance of Makunduchi girls by availing those necessary education facilities by the end of 2014.	Conduct baseline survey. Write Quarterly Project Management Reports Write Annual Reports Write Donor Reports	January 2014 Janu, Apr, Aug 2014 October 2014 October 2014
Objectives	Activities	Planned time
To increase awareness of Makunduchi community on importance of support girls' education by July 2014.	Conduct baseline survey. Conducted mid-term evaluation workshop. Write final report	October 2013, April 2014. October 2014
To ensure that the Makunduchi community engaged in more than three profitable income generating activities so that one among them could enable to support girls' education by the end of 2014.	Conduct Beneficiary monitoring Write Quarterly Project Management Reports Write Annual Reports Write Donor Reports	January 2014 Janu, Apr, Aug 2014 October 2014 October 2014
To improve overall education performance of Makunduchi girls by availing those necessary education facilities by the end of 2014.	Conduct baseline survey. Write Quarterly Project Management Reports Write Annual Reports Write Donor Reports	January 2014 Janu, Apr, Aug 2014 October 2014 October 2014

### 5.3 Participatory Evaluation

The first evaluation of this project was done at the beginning of this project (ex-ante evaluation) as base line for gathering information on the status of Makunduchi community in the support girls' education. The CED practitioner was involved other stakeholders to identified opportunities and obstacles in improvement of the girls'

education in Makunduchi. Result of this evaluation was Makunduchi community need special project to improve their income in order to support their school girls.

A mid-term evaluation was done in month of April 2014 whereby focus group discussions used to reviewed project implementation. Basic purpose of this review is to take closer look at the project implementation. The result of this kind of evaluation contributes in improvement of program while it is still on going. It helped to match the results with the objectives as planned and identified gaps, hence lead to took action needed. For example small changes brought down by project like targeted beneficiaries increased their monthly income from Tshs. 100,000 from 2013 to Tshs.110, 000 in March 2014 and expectation through this program is targeted

beneficiaries increase their monthly income from 100,000 in 2013 to 150,000 and these changes to be increase for longer periods.

Key performance indicators established and measures during the evaluation. Another evaluation also will be carried out by the external consultants at the end of the programme which will be very formal and structured exercise than the review.

### **5.3.1 Performance Indicators**

During planning process, the Makunduchi community and FAWE Zanzibar select the indicators together, with input from the USAID. This was helpful in developing a monitoring plan before project implementation begins. Identified indicators focus on whether the project is progressing as planned, what it has achieved, and what effect it has had on the intended beneficiaries. The following are Key performance indicators:-

- i. Response to Makunduchi community members in support girls education
- ii. Response to Makunduchi community members to initiate profitable IGAs
- iii. Income obtained against target income per month
- iv. Average number of girls supported within project period
- v. Repetition rates and completion of five years of schooling
- vi. Class performance position of supported girl.

### **5.2.2 Participatory Evaluation Methods**

A participatory rapid appraisal was employed at the beginning of project to evaluate the existing situation of target group. Listing and ranking were used during focus group discussions. For mid-term evaluation focus group discussions used. Project



document was also reviewed to see if the project activities were implemented as planned. During evaluation formulated questions were used as guide for respondents to focus on what was intended to be known and understood concerning project implementation, success and challenges encountered during project implementation. The end evaluation (summative evaluation) is planned to be conducted at the end of the month of October, 2014 after the completion of the project. This evaluation will concentrate on assessing the achievements of overall goals and focus will be on the outcome of the project. During this evaluation a participatory rapid appraisal will be used.

### **5.3.3 Project Evaluation Summary**

Overall, the preliminary baseline survey evaluated the existing opportunities and obstacles for improving girls' education in Makunduchi. This exercise indicated that there should be many profitable IGAs operated by Makunduchi society in order to increase income of parents' income so as to achieve the goal. Mid-term evaluation workshop mentioned that income of Makunduchi society increased from Tshs. 100,000 from 2013 to Tshs.110, 000 in March 2014. It is expected that during end evaluation of this project, targeted beneficiaries will increase their monthly income from 100,000 in 2013 to 150,000 and 40 girls benefited to increase their school performance by take ten best performance in their classes, after get monthly school requirements.

### **5.4 Project Sustainability**

Sustainability of this project has been considered on the basis of the four categories. Those are political sustainability, financial sustainability, institutional sustainability

and technical sustainability.

#### **5.4.1 Political Sustainability**

Involvement and participation of the respective community members in all stages of the project enhanced the awareness and a sense of ownership of the project benefits. Community members have been sensitized and mobilized to provide their contribution for future development on termination of this project. Recognition of the project by the beneficiaries and their willingness to contribute is a good indicator to ensure sustainability.

Development of policies such as inclusive education and that aim to create conducive environment for provide quality education for all. This is an indicator that the policymakers have positive perception on the development of all citizens within the country. FAWE Zanzibar and the project are recognized by the government and have been receiving government support in various aspects. The government had provided project office through FAWE Zanzibar. The government had frequently linked FAWE Zanzibar with the potential supporters or development agencies that visited the government institutions.

#### **5.4.2 Financial Sustainability**

A project is financially sustainable because IGAs operated by the 40 parents will continue to other parents after the first one repay their credit to WEDTF. The income obtained through these IGAs will used to support girl's education and community development in large. The community members will also be sensitized to establish a Saving and Credit Cooperative Society (SACCOS) that will enable them to acquire

loans so as to increase the capital base for their business.

#### **5.4.3 Institutional Sustainability**

Due to this project operate under FAWE Zanzibar, whereby FAWE Zanzibar is an organization which has good structure and capacity to perform its functions over time; it is believed that this project will continue to operate for long period.

#### **5.4.4 Technical Sustainability**

The main focus of the project was to strengthen the community capacity to increase income to support girl's education by equip Makunduchi community with knowledge and skills on how to operate profitable IGAs. Therefore, to train community members how they can utilize the knowledge from project and apply it. This is a good indication of technical sustainability of project.

## **CHAPTER SIX**

### **6.0 CONCLUSION AND RECOMMENDATION**

#### **6.1 Introduction**

After community assessment done, WEDTF offers comprehensive entrepreneurship skills training accompanied by a comprehensive support system that provides presents the review of issues related to this project. This chapter is divided into two parts. The first part presents conclusion of project. The second part presents recommendations on efficient of increase income of Makunduchi community to support girls' education.

#### **6.2 Conclusions**

The CED practitioner spent more time in the Makunduchi village and several meetings were held with community members and their leaders and sometimes only women involved, in order assessed well the situation of community. The result of these meetings was establishment of project aimed to increase community income to support girls' education. It has been indicated in the theoretical directions on girls' education, empirical studies on girls' education and policy review on girls' education that there are many constraints and challenges that face the basic education for girls. trainees with assistance in credit, marketing and in addition to the raw materials and basic tools provided during training.

For the purpose of ensure the active participation of parents and students in the project, FAWE Zanzibar communicate with WEDTF to taped donors who provided the training material, credit facilities with the raw materials as well as the basic tools

need by parents for operate IGAs to reduce constraints and challenges that face the basic education for girls.

USAID grants financial assistance, assisted beneficiaries after they complete entrepreneurial training. The disbursement of financial assistance is based on certain criteria. One is the applicant's entrepreneurial potential. Also considered is the clarity and soundness of the business plan. The beneficiaries also receive technical assistance in preparing their business plans or project proposals. Under this project sponsor (USAID) said that, if the loan beneficiaries prove to be reliable borrowers, they receive an additional loan under more favourable terms than the first. South District office serves as a display place for products of WEDTF beneficiaries and trained entrepreneurs. These items are displayed and sold on a consignment basis. The South District office shows beneficiaries products and links the entrepreneurs to interested buyers. WEDTF also refers potential buyers within and outside Makunduchi community to the producers.

Specifically, the scholarship programme provided which was intended as a means of reducing the direct cost to families of sending girls to school. The funds were channeled from USAID through FAWE Zanzibar, Education District Officer, head teachers to selected female recipients. Since the scholarship programme was launched, over 40 pupils received scholarships. Girl students tutoring, mentoring and get technical assistance to higher education institutions. The FAWE Zanzibar coordinator hopes to generate funding for a newsletter that will be used as a resource for the scholars and a vehicle for sharing success stories.

40 girls' students participated in special learning exercises that develop their self-awareness and self-confidence. Also, special topics such as social responsibility, spiritual development, personal health and hygiene are a part of the non-formal learning obtained under mentorship programme. Over time, however, a significant community backlash developed: Community members wanted boys to benefit as well as girls in the allocation of scholarships. Under community pressure, District officials agreed to distribute scholarships more equitably between boys and girls, but nature of proposed project did not allowed that. District and school level officials shared the view that sustainability depended on the continued flow of external funds, but did not believe communities would be able to be the source of those funds.

### **6.3 Recommendations**

Development is a continuous process and not an end. Implementation of this project did not fully solve the problem that face girl child in education. The efficiency of community participation strategies needs to be understood in terms of the full range of valued outcomes that community participation fosters. Girls' education is not the only (or even the most) important outcome of interest. Many stakeholders of this project believe that community participation is an essential element in social and economic development.

The screening of parent's applications should also include interviews where they describe themselves and their hopes, aspirations and plans after the training. More training needed to parents benefited through this project, but the kinds of skills being trained should be matched to the needs of the trainees, which means careful attention

to the identification and selection of individuals for skills training. Basic information on family background, previous training, and participation in community affairs, leadership roles, educational attainment, employment (if any) and other factors should be carefully analyzed. Greater weight should be given to those with experience in or familiarity with commercial or business activities, or to those already having entrepreneurial skills.

Parents needs more financial assistance, however, this assistance should be selective and be based on certain criteria. One requirement is a sound, comprehensible business plan. If the budding entrepreneur proves to be a reliable borrower, WEDTF can consider providing a second loan larger in size. WEDTF should help its beneficiaries to organize themselves into multi-purpose cooperative. This cooperative can provide credit assistance to their members and market their products. They also engage in bulk or volume buying to reduce the cost of purchasing the raw materials used by them.

Parents should be scheduled well girl child activities in home in order to ensure that they are able to attend every session in school. Class attendance should be compulsory, with learners understanding that they would be wasting a lot of resources and opportunities if they are absent from classes and fail exams. Resource women educationalist speakers should also be invited to enrich the topic as well as providing girl who are benefited with hands-on experience of how they are learning. Monitoring and evaluation should be undertaken regularly to ensure effective project implementation. These activities regularly help project officer to initiate the appropriate actions immediately. Areas to be monitored include project

administration and accountability. Having a system for monitoring and evaluation ensures that funds are well managed and might well satisfy the stringent evaluation requirements of some donor agencies.

Staff development should also take place regularly in order to update and upgrade the skills of employees working for the project. Staff development helps them attain a level of performance and quality of personal and social behaviour that would meet both their needs and those of the project.



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**APPENDICES**

**Appendix I: Application letter for field work**

**LutfiaFaida Haji**

**Zanzibar**

**10/7/2013**

**Email [lutfia\\_faida@hotmail.com](mailto:lutfia_faida@hotmail.com)**

**Coordinator**

**FAWE Zanzibar**

**P.O.Box 3330**

**Zanzibar**

**Dear Madam,**

**RE: APPLICATION FOR WORK ATTACHMENT IN YOUR ORGANIZATION**

Reference made to the above subject.

Currently, I am among course participants in a program of Community Economic Development (CED) which run by the Open University of Tanzania.

As a course prerequisite, I am required to work with an organization for the purpose of providing knowledge and share experience acquired in the program with that organization for the fostering development of our community. Hence, I am interested to be attached with your organization for stated purpose.

Therefore, I request you to consider my application and allow me to work with your organization during the whole period of the program.

I hope my request will be positive considered and get positive response.

Your Sincerely,

**LutfiaFaida Haji**

**CED student**

**Cc: District Commissioner**

**South District**

**Appendix ii: Stakeholders Analysis**

Stakeholders	Scale of 1-5, 5 Being Highest					
	Interest in Projects	Influence to others	Relation with Other	Understanding of the Stakeholder	Information sharing	Involvement
Government	5	4	5	5	5	4
NGOs	5	5	5	5	5	5
International organization	5	4	4	4	4	4
Community leaders	5	5	5	4	4	5
Makunduchi Community	5	4	4	3	3	3
Parents	5	4	4	3	3	3
Makunduchi	5	4	5	5	4	4
Girl Students	5	3	4	3	3	3

**Appendix iii: Questionnaire**

**COMMUNITY ECONOMIC DEVELOPMENT STUDENT**

**Questionnaire for community members of Makunduchi**

**This questionnaire is to be used for collect information pertaining to girl education. You are kindly requested to response these questions so as to accomplish the objective of this questionnaire. I like to assure that all information you provide will be used in confidence.**

1. Respondent Number

2. What is your status in this community?

- 01 Sheha ( )
- 02 District Officer ( )
- 03 Head teacher ( )
- 04 School Committee member ( )
- 05 School teacher ( )
- 06 Parent ( )
- 07 Development group leader ( )
- 08 Student ( )

3. Identify any opportunity which exists in your area that if used well could improve girls' education.

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What are problems hinder girls to have good education?

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4. What should be done to solve problems?

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Thank you

**Appendix iv: Interviews and Discussion Guide**

- i. List an opportunity which exists in your area that if used well could improve girls' education.
- ii. List problems hinder girls to have good education.
- iii. Rank possible projects can improve girls' education.