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2007

**ENHANCING ENROLMENT, RETENTION AND COMPLETION OF
PASTORALIST CHILDREN IN PRIMARY EDUCATION AT
BALANGDALALU AND MINGENYI VILLAGES IN HANANG DISTRICT,
MANYARA REGION.**

MALIMA, REGINA CHRISTOPHER

**PROJECT TITLE: ENHANCING ENROLMENT, RETENTION AND
COMPLETION OF PASTORALIST CHILDREN IN PRIMARY EDUCATION
AT BALANGDALALU AND MINGENYI VILLAGES IN HANANG DISTRICT,
MANYARA REGION.**

**“SUBMITTED IN PARTIAL FULFILMENT OF REQUIREMENTS FOR THE
MASTER OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT” 2007**

MALIMA, REGINA CHRISTOPHER

JULY 2007

SUPERVISOR CERTIFICATION

The undersigned certifies that he has read and hereby recommend for acceptance of a project report titled “Enhancing enrolment, retention and completion of pastoralist children in primary education at Balangdalalu and Ming’enyi villages in Hanang District, Manyara Region”, submitted in a partial fulfillment for the requirements for the degree of Masters of Science in Community Economic Development to the Southern New Hampshire University at the Open University of Tanzania.

.....*VBakari*.....

Verhan A. Bakari

(SUPERVISOR)

Date:3-9-2007.....

DECLARATION

I *Malima, Regina Christopher* do hereby declare to the senate of Southern New Hampshire University at the Open University of Tanzania that this project is my original work and that it has never been submitted for the same or similar degree in any other University.

Signature:

Date.....20TH July 2007

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DEDICATION

This work is dedicated to those CBOs and individuals who are devoted their time towards supporting the most vulnerable and marginalized children in communities focusing on education development of children's wellbeing.

ACKNOWLEDGEMENT

I am taking this opportunity to thank the Almighty God for His power and ability which enabled me to reach where I am now. Glory to God; because He is able.

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ACRONYM AND ABBREVIATIONS

ADRA	Adventist Development Relief Agency
BULGADA	Pastoral Community Based Organization
CBO	Community Based Organization.
EFA	Education for All
ESR	Education for Self Reliance
FARM AFRICA	Farmers and Agricultural Research Management
FGD	Focus Group Discussion
GA	General Assembly
GET	Gejaru Education Trust
ICED	International Community Economic Development
IEC	Information Education and Communication
NGO	Non Governmental Organization
NGPRS	National Economic Growth and Poverty Reduction Strategy
PEDP	Primary Education Development Programme
TAPHGO	Tanzania Pastoralist, Hunters and Gatherers Organization
UNESCO	United Nations Educational Scientific and Cultural Organization

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ABSTRACT

This project paper addresses the problem of poor accessibility of pastoral children to Primary Education. Special attention is given to the pastoral Barbaig community in Hanang District as the case study.

The central idea here is to inculcate the importance of education to pastoral communities. Poor accessibility of children to primary education is a major concern.

Survey findings indicate low enrolment, high dropout and low retention in the localities visited. It is an indisputable fact that the problem of low enrolment and retention and high dropout is growing with increasing poverty in the area where the survey was conducted. Overall, the persistence of the problem is caused by general poverty status of the majority of parents. Other equally contributing factors were low awareness on the importance of education among parents, non conducive schooling environment, long distance to schools and migration of parents in search of pastures and grazing and associated negative culture and traditions of pastoral communities.

Basing on these findings, GET CBO addressed the primary gaps hindering pastoralist children to access primary education by putting strategies to enhance enrolment and retention and address dropouts. It was also recommended for the government to put in place strategies which respond to the needs and living conditions of children from the marginalized communities, especially the pastoralists in particular in relation to primary education.

EXECUTIVE SUMMARY

Education for Pastoralists appears to be a paradox. From the official education statistics pastoral children are complete failure; in terms of enrolment, attendance, classroom performance, achievements and continuity to higher education. They regularly score at the bottom of the ladder.

Gejaru Education Trust (GET) as a CBO has a history of excellent implementation of education projects in Hanang District aimed at improvements in the education sector. GET has tried to extend its services to the rural population in the villages of Balangdalalu and Ming'enyi where the situation is worse. This project is directly touching the pastoral communities in Hanang district and especially the Barbaig community in Balangdalalu and Ming'enyi villages. The target here involves the pupil, parents and guardians, religious leaders, government leaders as well as the traditional/influential leaders.

GET as community based organization has been part of this community with the aim of creating awareness on the importance of education to pastoral community in Hanang District. GET members are coming from the community and they represent community's real needs. In spite of the audible intentions to provide education to all her people, pastorals and mobile communities have not benefited from basic education through the regular school system.

Indeed education is a major stumbling block to pastoral development. Their education status is very low; levels of enrolment in primary education are poor (approximately about 40%) and even poorer for girls. Early marriages have negative effect on the

education of girls. Dropout rates are equally high. Other issues affecting the pastoralist's children were identified as long distances to school, poor school environment, unhygienic water and sanitation, inadequate teacher's quantity and quality, undesirable cultural practices, low parents involvement and support to education and low literacy levels in communities.

By virtue of its multidimensional scope, this project paper on the pastoral education presents a comprehensive range of issues useful for purpose of putting practical intervention of which the goal of the project is to contribute to the progressive elimination of factors that hinder completion of primary education for children in pastoral communities. This goal is to provide a premise where the current situation of low enrolment and attendance of pastoralist children to primary schools can be addressed through engagement of education key players in pastoralist communities.

The project has the three objectives; Primary school enrolment, retention and completion rates increase from the present 35, 58 and 68 percents to 70, 80, and 80 percents respectively; reduction in incidence of traditional practices that affect completion of primary education and lastly strengthened capacity for GET staff in addressing educational issues.

Basing on the above objectives the project implemented activities by addressing the problem of enrolment, dropout and retention by;

Conducting awareness meetings to the villages of Balangdalalu and Ming'enyi on the importance of primary education. Organizing/sensitization seminars to village leaders, opinion leaders and pupils on traditional practices that affect attainment of primary

education. Developing, pre-testing, production and distribution of information, education and communication (IEC) materials that promote primary education. Networking with other development actors and continuous monitoring of the action and train GET staff on participatory approaches to communities, facilitation skills, monitoring and reporting.

However in addressing the issue of low enrolment, dropout and completion rate the project recommended that; the government should put in place strategies which provide both theoretical and practical efforts to effectively respond to the needs and living conditions of children from the marginalize community like the pastoralists. Civil societies should also support the government by establishing different projects like water and sanitation in pastoral communities and to create awareness on the importance of education for pastoralist communities.

CHAPTER ONE:

COMMUNITY NEEDS ASSESSMENT

1.1 COMMUNITY PROFILE

1.1.1 Geographical location

Hanang is one of the five districts forming Manyara Region in the United Republic of Tanzania. It lies in the Northeastern part of Tanzania. The district is located between latitudes 4 and 25 degrees south of Equator and longitudes 84 as 45 degrees east of the Greenwich meridian. It shares common borders with Mbulu and Babati districts in the North, Kondoa and Singida districts in the South and Iramba district to the West. The district covers an area of 3,639 square kilometers.

1.1.2 Administration and Land Area

Administratively the district is divided into 5 divisions, 22 wards and 61 villages. Katesh, which is the district headquarters, is located about 70 kilometers away from Babati the regional headquarters.

1.1.3 Physical features

Hanang District is located in high altitudes between 1000m and 2000m above sea level. Mount Hanang peak is the highest point in the district at about 3676M above sea level. The district is partly hilly; partly rolling plain country endowed with a number of lakes mostly crater lakes containing salty water including lakes Bassotu, Balang'dalalu and Gendabi. Several streams and seasonal rivers originate from

Hanang Mountain which supplies water to the villages surrounding the mountain. Miombo woodlands are located to the south of the district, while the Rift Valley lies to the East of Katesh.

1.1.4 Climate

The daily average temperature is 28.5°C but sometimes do go lower than this in some areas. The district usually experiences two rainfall seasons during the year, with short scanty rains during the months of September to October and main or long rains during the months of December to April. The upland areas get an average rainfall of 700 mm - 900 mm per annual.

1.1.5 Population

According to the 2002 population census Hanang District had a population of 204,640 people, comprising of 104,185 males and 100,455 females, with an average population growth rate of about 4.2% per year. The current population is estimated at 241,247 people male being 122,822 and 118,425 females.

1.1.6 Farming

The main economic activities of the district are farming and Livestock keeping. About 68% of the total land area of 363,900 hectares in Hanang District is suitable for Agricultural activity. Only 44% (hac.108,757.8) are presently utilized for agricultural activities. Agriculture is comprised of large-scale farms and small-scale peasantry agriculture. Overall agriculture takes about 82% of the economic activities. Agriculture is wholly dependent on rainfall, which is quite unreliable in

some parts of the District.

1.1.7 Livestock

Livestock is one of the main pre-occupations of the people of Hanang district.

Livestock sector provides about 5% of the district economic activities.

There are about 299,169 cattle, 119,671 goats, 55,814 sheep 14,449 donkeys, 6,040 pigs, 416 rabbits, 17,17641 dogs, 7,813 cats, 8,013 chicken, and 59 guinea fowls.

Livestock extension services available in the district include 19 cattle dips of which 9 are functioning, 4 veterinary centers of which 3 are working. 11 crushes, 1 abattoir and 18 water dams. Despite having large herds of cattle, most livestock keeper live in poor houses, have poor clothing and their living standard is considered as generally very low. Livestock keepers are very reluctant to sell their animals to improve their living standards. However, cattle and donkeys play important role in laughing and drought power, which reduce drudgery in farming and other household chores especially for women.

1.2 COMMUNITY NEEDS ASSESSMENT

Hanang district was selected as an area of operation for this project because of persistence of low enrolment rates, high dropouts and low completion rate of primary education. Moreover, Gejaru Education Trust (GET) is in this District. Among other things, GET promotes primary education.

For the purpose of this project the author facilitated a need assessment of GET that was carried in October 2005. The assessment identified several needs as discussed below.

1.2.1 The Needs Identified:

The identified needs were as follows;

- There is poor attendance and drop out in pastoralist schools
- Community members are not aware with the importance of primary education.
- Traditions and cultural are affecting the attainment of primary education.
- For the case of GET as a CBO it was identified that the CBO has little knowledge on project planning and management as well as fundraising issues.

1.2.2 Justification of the needs:

There are 98 primary schools in Hanang District with a total 54,904 pupils, of which 28,069 are males and 26,835 are females. The qualities of the schools vary greatly from one area to another.

According to the District Council Education report (2006) the education sector is faced with numerous shortcomings including shortage of 336 teachers, 645 teachers' houses, 555 classrooms, 10,473 desks, 2 teachers' centers etc. School attendance in the district varies between 70% and 99%.

There are 23,926 people who don't know how to read and write and these include 12,295 women and 11,631 men. This is equivalent to 40% of all adults in the District. This project focuses on the accessibility to primary education of pastoralist children in the villages of Balangdalalu and Ming'enyi. Special attention is devoted to Barbaig community as a case study in Hanang District. This community was chosen because of its unmatched success in providing formal education to a largely pastoralist population in Hanang District and because of the sharp drop out and low

enrolment and attendance. Indeed education is a major stumbling block to pastoral development. Their education status is very low; levels of enrolment in primary education are poor (approximately about 40%) and even poorer for girls. Dropouts are very high accompanying with low retention.

With this in mind, children are deprived of their right of going to school and hence create an illiterate society in future and hence become socially dysfunctional and trapped in poverty cycle. However the discussion on the concerned matters continued and prompted the need for research on what could be the core problems and what could be the possible interventions?

To take it further the researcher decided to conduct a research with the hypothesis stated as “what other factors are contributing to low enrolment and attendance of pastoral children to primary schools” which will help in understanding a community better as well as to identify what were the major areas of unmet needs and determined the best strategies to address them as far as education issues is concerned.

1.3 RESEARCH METHODOLOGY AND FINDINGS

1.3.1 Research questions.

The aim of conducting a research is to unfold the reasons behind low enrolment and completion of pastoral children to primary education. Even for the enrolled ones, their retention rate is also very low. The research was seeking reasons for low retention as well as completion rate. The research was finally searching for corrective measures to be undertaken in order to alleviate the situation. The following questions were considered in designing GET's survey instrument; what is the problem? What

are possible causes? What do community, stakeholders and GET CBO see as possible solutions? What potential constraints are there? Is the problem worth solving?

In June 2006, the survey method was applied, the Survey's aim was to describe the status of the problem and find the alternative intervention to solve the problem and to enable GET to collect qualitative and quantitative information about the primary education gaps and other stakeholders in order to find interventions addressing those problems.

1.3.2. Justifications to Research Methodology and Tools

The research methodology and its tools were chosen on the following basis:-

- The survey method is widely accepted by different users.
- The methodology used was vital for getting peoples feeling through in person interviews.
- Since time was limited and there was cost implication, there was a need to use a methodology and tools that are less costly and still easy to administer.
- There was a need of a methodology and tools that will examine all aspect of the problem.
- Flexibility was needed for exploratory designs where in- person interview with open ended questions were relevant measure of diagnosing problems.
- The methodology and tools allowed the researcher to have control over the respondent rte which was important for the nature of the research.

1.3.3. Survey

The objectives of the survey was to quickly gather sufficient qualitative and quantitative information on enrolment, retention and completion of pastoralist children to primary education in Balangdalalu and Ming'enyi villages in order to set priorities and action plan to enhance enrolment, retention and completion of pastoral children to primary education. Specifically, the survey attempted to;

Assess the rate of enrolment, retention and completion of children to primary education among pastoralist communities;

To examine factors contributing to low enrolment, retention and completion of children to primary education and to find out the strategies which enhance accessibility of pastoral children to primary education.

1.3.4. Survey Methods

The survey was descriptive, observational and cross - sectional and data were collected using the following methods;

Direct observation was used to provide data on what was taking place in the household, in schools and at GET offices and intervention areas. The information obtained helped to substantiate the findings obtained through other methods.

Interview with key informants in the project areas was done using a prepared checklist. The key informants included Village leaders, Ward Executive Officers, some Head Teachers and other credible people within and outside the area. This method was appropriate in understanding peoples underlying motivations and attitudes as regarding schooling. The method also helped to document their reasons for their actions and their understanding of issues.

Several sessions of group discussion were conducted with people of various socio-economic characteristics. The methods were very instrumental to reveal the qualitative information, especially related to “how and why” aspect of low enrolment, retention and completion as well as high dropout in primary education. The sessions were formal but unstructured participatory method which was used in collecting data of the problems facing GET and Pastoralist children and education at Balangdalalu and Ming’enyi villages. A set of prepared questions to guide discussion were used among selected representatives of the GET members and other groups.

The vast knowledge and experience already available in the community helped to relate the topics under discussion. A focus group discussion usually had between five and 10 participants who were representing one particular group. They were all selected because they had certain characteristics in common that relate to the topic under discussion. Focus group members were invited to discuss and share their ideas. Group discussions were organized at different times with similar types of participants to identify trends and patterns in perceptions. Answers from the groups were representing a consensus or different opinions, not facts or specific data.

1.3.5. Survey instruments

The survey was developed with five sets of open ended questions and processes to interview individuals, focused groups, and consultation with some key stakeholders.

Other devices used were; documentary review (constitution, brochures, proposal); observation; and Internet Search. Face – to – face informative and unstructured interview was employed during the diagnostic and explorative survey. The population size in which information was to be collected for the purpose of this

survey was small; yet, a sample of 100 people to represent other was randomly selected for the study.

With face-to-face interview, it was possible to ask questions for clarifications. The interview process provided a room for getting precise and accurate results. Besides, this instrument is widely acceptable by different users since it provides reliable and valid results. Face-to-face interview was less costly as the population covered in the survey was small, both from the same locality (Balangdalalu and Mingenyi villages).

The survey instruments were relevant as were developed free of jargons and technical terms on it. Biasness in the instrument s was minimal and less negative items on it.

Response methods were consistent and structured according to audience intended.

1.3.6. Contents of the instrument

Five sets of questionnaires were developed; the first questionnaire for children (in school and not in school) who had twelve questions, the second questionnaire to the teachers that had two questions, the third questionnaire to parents/guardians which had seventeen questions, the fourth questionnaire to NGO's representative dealing primary education issues and the last questions were given to Village Government Representative with two questions. These questions are attached in appendix 9 of this report.

The survey used exploratory and diagnostic questions to find out what could be the core problem for GET and the possible area for intervention.

A researcher interviewed respondents and together completed the questionnaire. Since the questions were open ended questions, responses were mainly written down in narration. Questionnaires were designed in a descriptive way where ratings were

not relevant as different method of analyzing the data was employed.

1.3.5 Scales, Response type and rates

Arbitrary scales were developed and used by the researcher based on subjective selection. As it has already been discussed three different scales were developed in order to understand: Cause of low enrollment, dropout and retention; the gaps in education and; Possible solutions to alleviate the situation. The chief merit of arbitrary scales is the fact that it can be developed easily, quickly, with relatively less expense. Also they can be designed to be highly specific and adequate. The questions used were multiple choices; the questionnaire uses many variables such as sex, age, number of parents etc. The answers were combined to produce more reliable measures. Only one attribute of respondent or object was measured.

1.3.8. Psychometrics Characteristics

The research used arbitrary scale, where few statements and items that the researcher believed they were unambiguous and appropriate to the topic where collected. These scales were developed in ad-hoc basis.

There were no specific scales designed for psychological test. In this case unstructured question were asked when relevant in order to get a better understanding of the gestures and emotions expressed during the interview. The topic was not relevant for psychological test. It was rather diagnostic for organizational and development problems that effect smooth operations of the GET activities.

As the survey did not aim to get psychological expression, the questions were not given weight and were scored in different way. The consensus approach was used in

determining the core problem. Problems were prioritized in terms of what was generally agreed in a consensus by respondents on what could be the root causes.

There were two non-psychological testing scales in each questionnaire. Each scale had questions diagnosing problems and question asking for opinion on possible interpenetration. Questions were combined in the basis of whether they asking for problem or for area of intervention.

1.3.9. Reliability and Validity

Literatures indicate Reliability refer to the consistency or reproducibility of a measure. It is the extent to which on repeated trials, an experiment, test or any measuring procedures yields the same results. If a measure is not reliable, it will not even with itself. Reliability is a necessary, but not sufficient precondition for validity. One way to increase the reliability and validity of a measure is to use a well established measure that has demonstrated reliability and validity.

In the course of data collection Test-Reset type of reliability was conducted. The same group of respondents was asked the same questions by different interviewers. The observed scores or results were always the same. To ensure reliability and validity of data the questionnaires were arranged in systematic and logical sequence. Measures in GET survey were established that had demonstrated high reliability and validity. In – person interview with open ended questions are one of the most widely used measures of diagnosing problems. The “what” questions are widely used in survey instruments. The measures developed specifically for this survey were examined for their reliability. Responses were compared to questions and the overall analysis indicated a high level of consistency across the questions.

The interview process in the survey provided a room for getting precise and accurate results. Beside, the instrument is widely acceptable by different users since it provides reliable and valid result. Above all the instrument provides a room for respondents to provide complex information, as questions for clarifications was asked.

The survey instruments were relevant as were developed free of jargons technical terms on it. Biasness in the instrument is minimal and less negative items on it.

Response methods were consistent and respondents were competent. The questions in the survey were consistent and structured according to audience intended. In the survey, the issue of reliability and validity were only means to an end. The real question was "How the measure and the data it produced going to be?"

The objective was the diagnosis of organizational problems within GET to inform an intervention plan.

In the context of the survey, validity refers to the degree to which a study accurately reflect or asses the specific concept that the researcher is attempting to measure.

Validity in concerned with study's success at measuring what the researcher set out to measure.

External validity refers to the extent to which the results of a study are generalizable.

Literally, qualitative researchers are not designed for generalization.

However, in a GET's survey, the core problem was generalized to be a social problem.

Internal validity refers to, the study 's design, the care taken to conduct measurement, decision for concerning what was and what was not measured, and the casual relationship, Colorado State University (1993 – 2006). In testing internal validity, a

researcher need to check if there is anything that identifies in the way in which the study was carried out that might lead him/her to believe that there is no strong casual connection between the independent variables and dependent variables in GET's survey, there is no independent variable and dependent variables however questions designed was a reasonable way getting information from the respondent.

It was well designed as generated the information needed for the project. In instrument validity, results from different level s were compared and reflected the same thing. There is also theoretical and empirical relationship in the survey result. The content of the survey is much boarder to include all aspects the study needed. The content domain is relevant to the study.

1.3.10. Characteristics of survey administrators

GET Staff received training in the use of questionnaire, interviewer's approach, data recording and how to communicate. The questionnaires had a number of closed and open ended questions. Closed ended questions were posed to all children and open ended questions to other stakeholders. All of them are experienced community workers. Data processing editing and classification was done by CED Student. This exercise took two weeks on October 2006 and two weeks in June 2006.

1.4 SAMPLING

1.4.1. The sample selection

The size of the sample was 100 respondents and consisted of women, men and children from Balangdalalu and Ming'enyi villages through Simple random sampling which was used by choosing a sub set of respondents at random from the population

in each village until the required number was obtained. Every member had an equal chance to be selected. The Reason for choosing the sample was that it is a simplest method and easy to conduct.

Table 1: Sample size

Villages	Population Per village/sub-population	Sampling Fraction	Number of people selected
1.BALANGDALALU	952	0.021	40
2. MING'ENYI	2842	0.021	60
Total	3794		100

For the appropriate representation of the survey, the main population included various categories of respondents from the two villages. These included pupils, parents, teachers, villages and district education department staff. Out of this process a total number of 100 respondents were interviewed. Both purposive and randomly sampling were used. Purposive sampling involved primary school Head teachers, staff from the District education department and dropout pupils. Random sampling was used for primary school pupils in the two villages.

Table 1 indicates a sampling frame of respondents by their categories and the areas they are coming from.

1.5 FINDINGS AND DISCUSSION

The survey conducted was successful and able to answer why there is low enrolment, dropout and retention and what could be possible alternatives for interventions.

1.5.1 Data processing and analysis

The data gathered were processed and analyzed both qualitatively and quantitatively. Qualitatively, the data were translated and categorized into various themes and sub-themes identifying the perceptions, causes, extent and magnitude of pastoralist children and education sector, existing gaps and/ or initiatives to a tentative solutions. Eventually, a synthesis was done before making conclusions. Quantitatively data was processed by using the SPSS programme and analyzed by using percentages, ratios and frequencies and simple tabulation and narrations.

1.5.2 Results from parents/guardians

Table 2: percentages distribution of parents by age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
	20-25	3	15.0	15.0	15.0
	31-36	2	10.0	10.0	25.0
	37-42	6	30.0	30.0	55.0
	43-48	5	25.0	25.0	80.0
	49 and above	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Source; interview with parents in Ming'enyi and Balangdalalu villages. (2006)

The table above shows that 30% of the respondent's interviewed aged between 37 - 42 years. 25 percent ranged between 43 - 48 years of age while the remaining age was 49 and above. With this ranges the majority of the parents interviewed fall under the category of 37 - 42 years of age.

Table 3: percentage distribution of parents by Sex

Sex	Frequency	Percent	Valid Percent	Cumulative Percent
Male	7	35.0	35.0	35.0
Female	13	65.0	65.0	100.0
Total	20	100.0	100.0	

Source; interview with parents in Mingenyi and Balangdalalu villages (2006)

Table 3 shows that about 35 percent of parents interviewed were male while the majority female parents accounted 65 percent of all parents interviewed.

Table 4: percentage distribution of parents by education level

Level of education	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	16	80.0	80.0	80.0
Secondary	2	10.0	10.0	90.0
College	1	5.0	5.0	95.0
Informal	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Source; survey with parents/guardians 2006

Table 4 indicates that the majority of parents (80 percent) were having primary education level in the villages of the study areas. They followed by 10 percent having secondary education level. Those with informal education were 5 percent equal to those with collage education. This indicates that education level of the majority end to primary education having only the basic primary education and not goes beyond that.

1.5.3 Results from children

As far as enrollment of pupils in primary school is concerned, in 1999 a total of 450 in children between ages seven to 12 years were unrolled in these villages. Among these, 234 were boys and 216 were girls. According to the District Council Education Department estimate, this was only two thirds the number what they had targeted to

enroll, and only one third of the total number of the children eligible.

There are a number of factors contributions to low enrollment rate in the district. Among them the main ones are inadequate teachers and classrooms to accommodate all eligible children in the existing schools; low levels of awareness of the value of education by some parents and children; and poverty.

Due to economic hardships most of the pupils are engaged in petty businesses in the informal sector, which support their parents' efforts to earn their livelihood.

Table 5 below shows the rate of dropouts in primary schools in Hanang District.

Table 5: The number of dropout students and their reasons by gender

Reason	Boys	Girls	Total
Truancy	45	50	95
Pregnancy	-	5	5
Other	12	8	20
Total	57	63	120

Source: Hanang District Education Department 1999 Annual report

Table 5 reveals that 120 pupils in primary schools dropped out in 1999. There were slightly more girls compare to boys. The main cause, which accounted to pupils', was truant behavior. These include low levels of awareness of the value of education by some children and their parents; poor teaching and learning conditions due to inadequate classrooms, desks, textbooks and teachers; and poverty.

Pregnancy was the second main cause which affected 5 girls. For the remaining 20 pupils, they dropped out due to other reasons like long distance to school, taking care of domestic work and early marriages. Implicitly, these findings indicate that the majority of primary school leavers dropped out.

Table 6: percentage distribution of children by reasons for never being enrolled and age (N = 37)

Reasons for not being enrolled	Age group			Total
	6 < =	10 -13	14 - 17	
Orphaned	0.0	13	2.7	15.7
Parents'/guardians' inability to buy some material like uniforms etc	10.2	30.1	25.2	65.5
Parents/guardians refused	4.1	5.6	9.1	18.8
Still young to be enrolled	0.0	0.0	0.0	0.0
Total	14.3	49.2	37	100

Source: interview with children in Balang'dalalu and Ming'enyi villages, Hanang District, 2006.

Table 6 Indicates that the main reasons given by 66 % of all children for never being enrolled were the inability of their parents and guardians to buy some materials for schools because they were poor.

Other reasons which were equally mentioned by 19% mentioned the issue of their parents to be reluctant to enroll them for reasons unknown to the children.

Reasons for dropping out of school as well as knowing in which standard/class the children were enrolled in before dropping, were important for establish causes of their dropping out of school.

Table 7 below shows the percentage distribution of school dropouts by the standard/class they were enrolled in when they stopped attending.

Table 7: percentages distribution of children who dropped out by standard / class and age (N = 30)

Standard/Class	Age group		Total
	10 – 13	14 – 17	
1	6.7	3.3	10.0
2	3.3	13.3	16.6
3	10.0	20.0	30.0
4	6.7	16.7	23.4
5	3.3	13.3	16.6
6	0.0	3.3	3.3
Total	30.0	70.0	100.0

Source: interview with children in Balangdalalu and Ming'enyi villages, Hanang District, 2006.

The data summarized in table 7 above, about 30 percent dropped out after standard three, followed by 24 percent who dropped out after standard four and very few (3.3 percent) dropped out after standard five.

Table 8: percentages of children by reasons for dropping out and age (N = 45)

Reasons for dropping out	Age group		Total
	10- 13	14 -17	
Parents inability to buy school materials			
Death of parents	6.0	5.0	11.1
Long distance to school	8.0	8.0	16.0
Mistreatment at home	3.0	2.0	5.0
Taking care of domestic work	10.0	10.0	20.0
Lack of school facilities	10.0	8.0	18.0
Early marriages	5.0	2.0	7.0
Total	45.0	55.0	100

Source: interview with children in Balang'alalu and Ming'enyi villages, Hanang District, 2006.

Table 8 shows children who dropped out of school mentioned failure of parents to buy school materials. This was the main reason accounting for 30 percent of all dropouts. The second cited reason was children to be retained at home to take care

for domestic work. This was mentioned by 20 percent followed by lack of school materials mentioned by 18 percent and then long distance to school was mentioned by 16 percent.

1.5.4 Results from group discussions to village representatives and NGOs working with primary education projects.

The focus group discussion from village leaders, religious leaders, NGOs and open ended structured interview helped to supplement information provided by the children (target group). This was a formal structured and unstructured participatory method which was used in collecting data of the problems facing GET and pastoralist children at Balangdalalu and Ming'enyi villages. A set of prepared questions to guide discussion were used among selected representatives of village representatives, Religious leaders and NGOs working with primary education matters.

The vast knowledge and experience already available in the community helped to relate the topic under discussion. A focus group discussion usually had between 2 and 10 participants who represented one particular group. They were all selected because they had certain characteristics in common that relate to the topic under discussion.

Focus group members were invited to discuss and share their ideas. Group discussions were organized at different times with similar types of participants to identify trends and patterns in perceptions. Answers from the group were representing a consensus or different opinions, not facts or specific data. Below is the summary for response from different respondents.

1.5.5 Results from Village representatives

Concerning low enrolment, dropout and retention, the villages in both villages had the following to comment:

There is poor upbringing due to the absolute poverty at household level, where the children do not get the opportunity to go to school. Migration of parents/guardians in search of pasture and grazing for their livestock also contribute much to the problem. There is a long distance to school, which affects their attendance, as well as undesirable cultural practices which forces them to early marriages for both girls and boys.

Village representatives suggested some solution to the problem that, there is a need to educate parents on the importance of education, create awareness during registration process, and provide credit facilities to the families' women group and reformed children in and out of school education to sustain their live. Not only that they have to link the out of school children with local and international organizations like Compassion to secure fund for education and other basic needs.

1.5.6 Results from NGO's working with education projects in pastoral communities regarding education

The NGOs interviewed responded that, life of children in pastoralist community is difficult in many ways, only a small portion is enrolled to schools, and the enrolled few do not stay in schools until they complete primary education. However they have deprived their right of going to school. Their parents have low involvement and Support to education matters.

They also suggested some solution that, awareness on the importance of education

among parents of these communities should be created to sensitize the community on the education phenomenon. To mobilize funds locally and outside to support parents who have failed to take their children to school. Provide food and medical care, and emotional support. Empower communities, families and children to identify and support children at risk.

Provide counseling, vocational training to children who have dropped from school such that the children can generate income, provision of micro enterprise education and small grants given to older children to participate fully in their income generations schemes.

1.5.7 Summary of discussion

It is clear from the above causes and solutions that all five categories of respondents mentioned several different factors for low enrolment, retention, and drop out. Nevertheless, the most notable cause that ranked highly from all respondents was absolute poverty. It is an indisputable fact that the problem of low enrolment, dropout and retention is growing with increasing poverty in the area where the survey was conducted.

It was revealed that families cannot afford to provide proper childcare and maintenance to their children. As a result the later decide to dropout from school where they migrate to urban areas to meet their basic needs. Poverty and lack of income have made it difficult for most ordinary parents to take care for themselves, let alone taking their children to school. Failure to afford primary school contributions was also associated with many children dropping out of school and joining the informal sector activities.

The need to address these facts, parents must be encouraged to send their children to school, and that children must be encouraged to attend school regularly. This situation requires all stakeholders from respective government ministries, regional, district authorities and village governments as well as CBOs, NGOs, private sectors and donor community to join forces together in all efforts to eradicate poverty and create opportunities for parents to have ability to take and support their children to schools, also to improve schooling environments by building modern and well furnished infrastructures, supplying text and exercise books, motivating teachers in pastoral communities as they stay in very harsh environment.

In a Focus Group Discussions conducted, the district staff, NGOs people and the children alike specifically emphasized the issues of shortage of education infrastructure in primary school that is demoralized pupils' interest to learn. Consequently, they drop out of schools or became truants. They reported significant shortage of classroom, teachers, toilets, desks, text and exercise books to mention just a few. In an FGD conducted in the villages of Balang'dalalu and Ming'enyi it was lamented that the government and its relevant organs were either not serious about pastoralist and education. They wondered how even the educations strategies and policies did not have a clear approach of the way they should tackle the problem of low enrollment, dropout and retention of children to primary education in pastoral communities.

The following is proposed as solutions to the mentioned problems:

The government should strictly support and make follow ups of the efforts towards

enhancing enrolment, retention and completion of pastoralist children to primary education. People are interested to see deeds and not just well documented policies, which cannot be realized.

The government still has a role to play towards solving the problem of low enrollment rates among school going age children who fail to enroll due to their parents' inability to support their children to school. And for the issue of migration of parents, strategies of increasing boarding schools should be improved in order to retain children while their parents are moving for the search of pastures and grazing.

Community should attempt to establish education funds to assist in sponsoring children from poor families who cannot afford to take their children to school as well as orphans who do not any body to depend on.

1.5.8 Implication and Recommendations

Education is a fundamental aspect to children's rights. Children should acquire basic learning and life skills as means to realizing their full potentials and contribute to the development of their families and community at large.

The results Implied that children in pastoralist communities are among the high risk and unsecured groups and vulnerable to various forms of exploitation and abuses. They are denied not only their rights as children but also their childhood. Without guidance, education and security, they are heading for an obscure future. They are miserable and need support. Most important, they need to be steered back to the mainstream of social life through proper education opportunities, reformation, care and rehabilitation.

Successful intervention to address the problem has to consider all factors that hinder

pastoralist's communities to education.

It is highly recommended that in this project special emphasis should be given towards enhancing enrollment, retention, and completion of pastoralist's children to primary education. That is provision of appropriate education, enhancing awareness to the community, and capacity building of the CBO among other interventions. Finally working with children is a challenge-there is no hard and fast rules that would apply to all situations. Each organization has to come up with a series of down-to-earth practical approaches and indigenous solutions most like to address the typical problems of low enrolment, dropout and retention of pastoralist children to primary education. The community should not undermine them. They have enough potentiality and talent. If they are brought into a better environment, they are real hope for future.

CHAPTER TWO:

PROBLEM IDENTIFICATION

2.1 Statement of the problem

Based on the need assessment exercise, the problem of low enrolment, dropout and retention was identified through a consultative process through a survey facilitated by the researcher. GET staff, religious leaders; Village Executive Officers for Balangdalalu and Ming'enyi villages, and NGOs representatives were also involved. The survey conducted revealed that GET has little knowledge in project planning and management and that there is little consistency between the CBO in terms of the quality of services offered to community while addressing education matters. Consequently a significant rate of low enrolment retention and dropout increase in these two villages. The situation results in increased number of dropouts, who become socially dysfunctional, trapped in a poverty cycle and hence increases number of illiterates in the community in future.

This particular problem was selected because GET as a CBO focuses in addressing primary education issues in pastoralist communities. The problem of low enrolment, dropout and retention was found to be perpetuated by low awareness of community members on the importance of primary education. At the same time GET had a limited capacity in project development, implementation and evaluation.

In summary this project will increase CBOs productivity, effectiveness and the quality of services offered. Therefore, this project presents a comprehensive range of issues useful for the purpose of practical intervention.

2.2. Target community

This project is directly touching the pastoral communities in Hanang' District and especially the Barbaig community in Balang'dalalu and Ming'enyi villages. The target here involves the pupil, parents and guardians, religious leaders, government leaders as well as the traditional/influential leaders.

GET as community based organization has been part of this community with the aim of educating and creating awareness on the importance of education to pastoral community in Hanang District. GET members come from the community and they represent community's real needs.

2.3. Stakeholders

As far as this project is concerned, other stakeholders that were willing were involved to contribute towards consultancy, advice giving and raising capital and the required resources for the project. Five organizations, the Hanang District Council and other individuals participated in the project.

Hanang District Council is the key stakeholder on part of the government which played a big part in supporting GET through its education department as it deals with the economic and social welfares of its people.

Hope Foundation – Assisted GET in Education matters in pastoral community by providing health and water services to primary schools where GET operates.

Adventist Development Relief Agency (ADRA) is also supporting pastoralist children by assisting primary schools in water and health issues. FARM Africa also played a big role to GET on consultancy matters as the organization has a education project focusing on pastoralist children. CHES (Charitable Harambee Education Society) as the CBO also supported GET by funding disadvantaged children

especially girls.

2.4. Project goal

The goal of the project is to contribute to the progressive elimination of factors that hinder completion of primary education for children in pastoral communities.

This goal is intended to provide a premise where the current situation of low enrolment and attendance of pastoralist children to primary schools can be addressed through engagement of key players in pastoralist communities.

2.5. Project objectives

The project has the following objectives to fulfill within two years of execution, i.e. from 2006 up to 2007.

- (i) Primary school enrolment, retention and completion rates increase from the present 70, 65, and 58 percent to 80, 70, 70, and percent respectively
- (ii) Reduction in incidences of traditional practices that affect completion of primary education
- (iii) Strengthened capacity of GET staff in addressing educational issues

2.6. Expected outputs

- (i) One survey document produced and operational
- (ii) Increased number of standard seven leavers selected for secondary education.
- (iii) Improved knowledge and skills of Gejaru Education Trust on project cycle management

- (iv) Increased leadership support on primary education matters in pastoral communities.

2.7. Activities

- (i) Participatory rapid appraisal to identify other factors that might contribute to low enrolment and attendance of pastoral children to primary schools,
- (ii) Sensitization seminars to village leaders, opinion leaders and pupils on traditional practices that affect attainment of primary education.
- (iii) Developing, pre-testing, production and distribution of information, education and communication (IEC) materials that promote primary education
- (iv) Awareness meetings to community members on the importance of primary education
- (v) Networking with other development actors and continuous monitoring of the action
- (vi) To train GET staff on participatory approaches to communities, facilitation skills, monitoring and reporting

2.8. Host organization

‘Gejuru Education Trust’ is the host organization. It is the Community Based Organization (CBO) in Hanang District. The aim of GET is to sensitize and raise awareness of the community on the importance of education in pastoralist communities. GET as a CBO is representing the target population of pastoral people especially the Barbaig tribe.

The host organization is already operating in two villages of Balang'dalalu, and Ming'enyi. These villages are directly the intervention areas of the project. GET as a community based organization is creating awareness among parents in pastoral communities on the importance of education. Like many other organizations, GET sees education as crucial for marginalized, poor people to take control of their lives and raise their standards of living. In doing so, communities are expected to be sensitized and value education by taking their children to schools rather than being forced by the government to do so.

2.9. Organization Structure of the CBO

There is a General Assembly (GA). This is the supreme organ of the members from the existing Hanang' Pastoralist Community who are permanent contributors to GET. (Articles 2: 1 - 4 of GET Constitution). The GA is the highly decision maker of the CBO. Their functions includes to elect the Board and coordination committee members and, to decide on all matters of the CBO in time.

Board of trustee is the advisory board of the CBO both to GA and Coordinating committee. The two organs are accountable to General Assembly.

Coordinating committee is a functional organ of GET. It is accountable to General Assembly in collaboration with the Board. Information in GET to their target is gathered or transmitted during community meetings, clans meetings etc.

The CBO is preparing different reports, review, brochures which are available in GET office. The reports are also combined and sent to different stakeholders of district level and community at large.

CHAPTER THREE:

LITERATURE REVIEW

The analysis of literature is divided into three main parts.

First, there is a theoretical review based on concepts, principles and theories underlying pastoralist education.

Second, is the empirical literature that explores the real case studies or, similar projects, their experiences and how they approach the issue of pastoralist education.

The last part of the literature is policy review that explore different policy dimension, interventions by providing clear guidelines in fostering pastoralist education.

3.1 THEORETICAL REVIEW

Education as defined by the Ministry of Education and Vocational Training in Tanzania, is the process by which an individual acquires knowledge and skills necessary for appreciating and adapting to the environment and the ever-changing social, political and economic conditions of society and as a means by which one can realize one's full potential (URT 1995). Again education serves as the springboard for social and economic change. All who have been mediated on the art of governing mankind have been convinced that the fate of empire depends on the education of the youth" (Wennergreen, Antholt, and Whitaher, 1984, 34)

Education in the shape of schooling has been represented as a fundamental human right since the foundation of UNESCO in 1948. It is taken to be 'self - evident' - with only a few dissenting voices (Bray, 1986) - that the sooner everyone in the world has completed primary (and if possible, secondary) schooling, the better we will all be. The emphasis on Education for all (EFA) appears to a powerful further push in the same direction.

The importance of education in Tanzania is evident in different national development

plans. The government of Tanzania believes that learning is the primary means of upgrading the socio-economic condition of the rural population. This population particularly the pastoralists are difficult to educate. With less than forty percent of literate and numerate, the number of pastoralist communities falls below the national average

While many officials in ministries of education acknowledge only limited success in providing schooling or non-formal education to nomadic groups because of high prevalence of poverty, they also plead poverty. Many of them understand the main issues involved in providing education for pastoralists groups. However, they argue that they have focused on bringing the majority of children into the education system rather than just nomadic groups, which would have been much cost effective in terms of the numbers of children reached.

Kratli (2000) draws, attention to the range of problems associated with cultural alienation in sending a child to school, due to negative and potential alienating aspects of formal education programs, especially with respect to girls who are seen as particular vulnerable.

For those pastoralists who take up schooling, they may do either for the personal advantage of acquiring new skills, income or other benefits that may advantage their household, or because pastoralist is no longer considered economically sustainable of education (Umar and Tahir, 1998:31-39) Ezeomah also argues for the planning of distance education programmes based on detailed knowledge of the patterns and conditions of nomadic life. He analyses the communication networks used by pulse nomads, arguing that these should be used as the basis of communication in distance education programmes along with transistor radios which are commonly accessible

to the nomads (Ezeomah, 1998: 3-9). He also argues for the need for programme providers and nomads to discuss, and agree in advance on, the convenient movement patterns and study schedules.

As Kratli (2000) puts, it the role of education is: “to modernize pastoralists without uprooting their culture (Ezeomah, 1983). However the attentions given to indigenous culture are instrumental and, in practice reduce it to a stock of essential elements identified with the help of consultations with the nomads but ultimately chosen by expert (educationalists) to be blended into the nomadic education curriculum with the explicitly intent of making schooling more appealing to the nomads (Salia-Bag 1982; Lar, laala, laalb)”.

The actual location of schools represents to how education should be provided. In particular, given the constraints on the children of nomadic pastoralist being able to attend fixed conventional schooling, it is natural to think of the potential for alternative forms of provision, such as boarding or mobile schools, evening shifting of a very different calendar for provision formal school systems in permanent buildings are obviously designed for sedentary people in well-connected and relatively densely populated areas. Mobility, a sparse population, harsh environmental conditions and remoteness are clearly technical obstacles to the provision of these formal schools. The problem is whether one takes the school to the nomadic group by providing mobile schools and programs that travel with the nomads, or whether one provide incentives for nomads to send their children there even while they are mobile (Aminu, 1991:49).

3.2. EMPIRICAL REVIEW

This section presents the empirical review underpinning of pastoral education concern. Different authors have contributed much on writing about the pastoral environment as far as education is concerned. Pastoralist communities are said to be the poorest and most vulnerable of all population. Reaching them with formal schooling has become a major challenge and millions of their children remain outside the education system. This might continue until more effective ways are found to bridge the gap between what formal education systems now try to teach and what pastoral children need and want to know. The literature on pastoralist and education is relatively scarce, disparate and inaccessible.

The pastoralists are therefore severely deprived in acquisition of reading and writing skills in an area of increasing importance of literacy and the standard of education in this age characterized by modern science and technology. According to the journal from the Oxfam GB, the education status of pastoralist is very low. Levels of enrolment in primary education are poor (approximately 40%) and even poorer for girls. Early marriages have negative effect on the education for girls. Drop out rates are equally high. These dropouts easily loose the acquired basic skills and often find difficulties in sticking back to pastoral life.

The opportunities for Oxfam GB to work with pastoralists exist as the appreciation of education is increasing although it varies from community to community. Pastoralist experiences in the massive land alienation and grabbing, their experiences in

mistreatment in social services provision as a result of lack of education has made most communities to want their own children to take advantage of the current existing employment but lack the children to take up these posts due to lack of education. Education therefore is increasingly becoming demand driven as opposed to the olden days where pastoralists were accused of rejecting formal education.

The study on individual countries or even regions are usually no more than a sparse of secondary sources, different in nature and relevance, distant in time from one another and focusing on different areas. Basic formal education is seen as essential for the full accomplishment of individuals as human beings, then survival and lifelong development. This position is reaffirmed for example in the first article of the World Declaration on Education for All (1990, as such education is represented as a fundamental right.

In Tanzania there is the Primary Education Development Program, which encourages many children from pastoral areas to go to school. However due to the nomadic lifestyle of pastoralist, some of the children have been left out because of their mobility. Other children have been left out due to long distances and the scarcity of schools.

Parents decision not to enroll their children for primary education or to withdraw them, are usually taken into mind the best interest of the household (including children) in a given context. Representing such a decision out of context, as depriving the children of a fundamental right, can be legitimate authorities interventions by the state well beyond the scope of education, whilst turning attention

away from the issue of accountability about quality and availability of the service.

The emphasis on the universal value of education makes it difficult to recognize the cultural specificity and ideological dimension of all educational practices on the ground. Although equity in the state's provision of services to its citizens is obviously an important goal in principle, often the flags of equity and children are right to education veil more or less deliberate practices of cultural assimilation of minority groups into the hegemonic societies.

During the mid-1960s a group of Alaskan and Canadian researchers studying the conditions of the educational programmes in the circumpolar nations found that although their educational systems had theoretically been organized on principles of democracy and responsiveness to local community needs, existing programmes were designed to accommodate the language, culture, economic system, and interests of the dominant group (Darnell, 1972).

Analyzing public service provision to Bedouin in Israel, Meir points out how the goal of efficiency may open new avenues to political control of the government over the nomad groups, and how behind the efforts to ensure education provision may be the intention to 'sever Bedouin from their nomadic way of life, to sedentary them, and eventually to control their location patterns' (Meir, 1990:771) This is also true of the otherwise successful Iranian tent school programme, which to a large extent focused on nation building according to the dominant culture and politics (Shahshahani, 1995)

In a recent study on education in Tibet, Catriona Bass (1998) points out that the Chinese press and academic researchers, as well as often western educationalists, share the view that children of non-Han nationalities, whose primary school enrolment rate is low and is high, are deprived of their right to education by their parents for economic or religious reasons. However, the context of education provision is one in which the families face high costs with the perspective of very low gain, and the school system is heavily bias towards Han culture and against Tibetan culture an society before 1950 Chinese occupation.

Similar situations have recently been reported about the Bedouin in the Negev desert (Abu-Saad e all., 1998), the pastoralist of Kazakstan (DeYoung, 1996), Siberia (Habeck, 1997), India (Rao, 2000), the Roma gypsies in Europe (Csapo, 1982, Okely, 1997), the Orang Suku Laut fishermen of the Indonesian Riau Archpelago (Lenhart, 2000).

With rare exceptions, education is seen as an instrument for transforming pastoralists into (i) settled farmers or waged laborers, (ii) “modern” livestock producers, and/or (iii) loyal citizens. Only small-scale non-formal education is sometimes used as part of a wider process directed to articulating the internal dynamics of nomadic society with national and global dynamics.

Common to all the education-for-development approaches are accounts of pastoralist’ poverty and the assumption that education will bring an improvement of their standard of living. For about sixty years, from the first experiments in the 1920s to the mid-1980s, at the core of pastoral development theories and practices was the assumption that nomadic pastoralist was an evolutionary *cul de sac*, environmentally

destructive, economically irrational, and culturally backward (Anderson, 1999).

The only way pastoralists could develop was by stopping being pastoralists, the obvious first step into a higher stage of evolution being sedentarisation. Indeed, even after more than two decades of extensive research accumulating evidence against such tradition from different disciplines (Baxter, 1975; Sandford, 1983; Scoones 1995; de Bruijn and van Dijk, 1995; Pratt *et al.*, 1997), myths long ago dismissed within academic research are proving hard to kill off amongst pastoral development policy makers and operators. It is not surprising therefore, to find those myths again and again within the literature reviewed for this study, which is for the most part produced by educationalists, usually without specialist knowledge of Pastoralism. Of all the myths, that the development of Pastoralism is sedentarisation seems to be the most resistant.

The myth of sedentarisation can affect educational policies for nomads either directly or indirectly. Indirectly, when pastoralists' problems in relation to education are more or less instrumentally attributed to nomadism and therefore ignored or given a temporary and inadequate response, on the basis that they will simply disappear when the nomads settle.

Nomads are formally categorized according to their stage of sedentarisation in Nigeria's *Blueprint on Nomadic Education* (Federal Ministry of Education, 1987), and even in a recent study from a participatory perspective one reads: Rural sedentarism in Africa can be discerned as the last stage of the process that occurs over time in the mode of the pastoral production. The three stages towards

sedentarisation are nomadic-Pastoralism, agro-Pastoralism and transhumant-Pastoralism (Woldemichael, 1995:9). This approach tends to define nomadism in purely negative terms, with reference to what they are not-yet or not-anymore. They are identified as farmers of livestock (Ezeomah, 1997), represented as virtually settled people but without a place to stay: lack of a home of his own and grazing land for his cattle has forced him to be on the move throughout his life (Alkali, 1991:56).

There are even debates on the way sedentarisation should occur, whether the process should be accelerated through education provision or rather left to follow its natural course. Education is supposed to promote sedentarisation in the following ways: by imposing a standard system designed for sedentary people and therefore making it necessary for the nomads to stay near settlements, if they want their children to go to school; by accustoming nomad children to sedentary lifestyle in boarding schools; by denigrating nomadic culture and inculcating in the children the values and world-views of sedentary society. There is also an expectation that education as such, seen as a way of fully developing the individual, will naturally emancipate nomads so that they wish for a "more evolved" sedentary lifestyle.

However, historically pastoralism is a specialization that developed from agriculture (for example, Kazhanov, 1984; Sadr, 1991), so there is no evolutionary straight line from nomadic livestock keeping to sedentary farming. The problems associated with the sedentarisation of pastoralists have been the object of detailed analysis over the past twenty years (Salzman, 1980).

The only point that needs to be made here is that, to the extent to which pastoralists

are mobile, the attempts to settle them represent a threat to their livelihoods. According to a study by UNICEF on the challenge of implementing the Convention on the Rights of the Children, 'educational programmes for nomads have failed primarily because decision makers have sought to use education as a tool for transforming nomadic populations into sedentary ones' (Dall, 1993:26).

Following the shift in the pastoral development paradigm during the 1980s (Baxter, 1985; Hogg, 1988; for a historical account of this change see Anderson, 1999), some countries abandoned, at least formally, the goal of sedentarisation and transformation of pastoralists into farmers, beginning to focus on how to use education in order to improve pastoralism as such. Nomadic pastoralists should receive formal education because, within their respective countries, they control important "national" resources (land and livestock), the productivity of which should be improved to match national requirements. Education is seen as an instrument to change nomads' attitudes and beliefs, as well as to introduce "modern" knowledge and "better" methods and practices. In short: to transform nomadic pastoralists into modern livestock producers.

In Ethiopia, for example formal education is supposed to introduce agents of change within pastoral communities. After acquiring knowledge and skills in modern cattle raising and modern farming method, basic care and nutrition, they will go back to the community where they came from as change agents to improve the living conditions of their people (Degefe and Kidane, 1997:36-37).

In Tanzania, the Ministry of Education and Vocational Training emphasizes the urgency of educating pastoralists on the need to decrease the size of their herds in order to reduce the pressure on the land. The argument goes on to recommend the application of modern methods of animal husbandry, such as the use of better cattle feeds, preparation of fodder and pasture management, with the goal of improving animal products for wider markets (Bugeke, 1997:78). In Sudan, the education of nomads will supposedly 'enable them to develop a national outlook and relate the good aspects of their cultural heritage, to fulfill their civic duties, to gain their rights and privileges, and to increase their productivity' (Suleman and Khier, 1997).

Despite the shift away from the emphasis on sedentarisation, education continues to be intended as an instrument for the transformation of pastoral society, although this time 'from within', in order to modernize pastoralists 'without uprooting their culture' (Ezeomah, 1983). However, the attention given to indigenous culture reduces it in the nomads but ultimately chosen by experts (educationalists), to be blended or incorporated into the 'nomadic education' curriculum with the explicit intent of making schooling more appealing to the nomads (Salia-Bao, 1982; Lar, 1991a, 1991b). Therefore with these studies, the communities of pastoralists are supposed to be paid attention.

3.3. POLICY REVIEW

Education has been seen as a vital element for Tanzania to move towards national development particularly since 1967 when President Nyerere articulated the Policy of

“Education for Self Reliance” (ERS), following the Arusha Declaration. Mass Political education was seen as a means of building the “Tanzanian Personality” (Kuhanga 1977).

After independence in 1961, Tanzania declared three enemies facing the country namely, ignorance, poverty and diseases. To combat these earmarked enemies a decision was made to provide education to all her citizens. In 1967 there was introduction of Ujamaa and self-reliance following the Arusha declaration, all schools was nationalized to give all children equal access to education. During the 1970’s “Universal Primary Education (UPE)” was introduced as a strategy to give free education for all eligible children. In the year 2000, Tanzania introduced “Primary Education Development Program (PEDP)” as another strategy for the government to give a right of education to all Tanzanians.

The main strategies which were adopted include compulsory education, universal primary education and high education geared towards national education requirement. The overall intention of mass education was “Consciousness rising” where people would “feel free to make strategic / decisions concerning their personal life and well-being and to carry them into effect” and live in “human dignity and quality” (Burchert 1994:94). Most importantly education should be relevant to the particular circumstances of post independence Tanzania, a “poor underdevelopment and agricultural economy” (Nyerere 1976).

According to Mwalimu J. K. Nyerere speech of 1974; education is not a way of escaping the country’s poverty; but also it is a way of fighting it. It is through quality

education that Tanzania will be able to fight against poverty, create a strong and competitive economy that can effectively cope with challenges of development and which can also easily and confidently adapt to the changing market and technological conditions in the regional and global economy.

In keeping with the ideals of Nyerere Policy for primary education it was stressed that “education must be a preparation for the life which the majority of children will lead” (Kent and Mushi 1995:8). This statement still reflected the aims and objective of primary education according to the Ministry of Education and Culture (1995:5) but still yet the pastoralist communities’ needs were not mentioned. Many attempts have been made to establish education services to meet the learning needs of pastoralists but they have, on whole failed. This largely appears to be due to the failure to respond appropriately to the nomad’s way of life, to the nomad’s traditional culture and to their need to retain flexibility in dealing with changing and possibly adverse circumstances, such as droughts, above all other needs.

Despite all the efforts to make education accessible, certain groups of individuals and communities in society have not had access to this right due to their style of living, for example the pastoralists on account of marginalization. Government shall promote and facilitate access to education to disadvantaged social and cultural group.

The PEDP program has been in operation since July 2001. PEDP was designed to enhance the process of community participation in national education system, to improve the way the communities think, feel and value education. The first

evaluation report of July 2002 indicated that significant progress had been made in registration, enrolment, construction, recruitment and deployment of teachers, disbursement of funds, and pre-service teacher training. A more elaborate evaluation report of October 2004 indicated that PEDP is making significant differences to the lives of thousands of children, parents, and teachers across Tanzania.

Practically, The PEDP education Policy of enrolling seven year olds has been a serious hindrance to pastoral children due to their hard environment. This study revealed that the challenge of accessibility for pastoral communities to primary education is not considered in this policy. Other challenges that policies need to address include scarcity of teachers' houses, insufficient classrooms, bad school environment, no water, and irregular inspection from government. Female teachers reject transfer to pastoralist schools because of harsh conditions. Thus, schools lack learned females for the girls to emulate.

Not only that, before Primary Education Development Programme (PEDP) the introduction of school fees denied the right of many children from poor families like pastoral children to attend primary education that was meant to be the right for all. In 2000 government under PEDP reversed back to free education at pre and primary education, which resulted to big enrolment of over 100% in some schools. Again this resulted to shortage of desks, teaching materials, classrooms and teachers. According to the survey somehow it discourages the morale of pupils to work hard academically. With this in mind you can see confusion of strategies geared to the same issue of improving education status.

With the component of community participation in PEDP, one would expect the pastoral communities to have been well catered for, yet the feeling of marginalization remains? Indeed records show more children in pastoral areas are not going to school compared to the non-pastoral areas. Is this an issue of bad policy, poor implementation or community rejection? What are the issues at stake, relevance? Quality, access? Affordability? Definitely, a vacuum exists and needs to be filled through dialogue between education stakeholders and the pastoralists themselves. That calls for advocacy and explains the major goal of this study and the entire project.

A succession of five years Development plans between 1994 and 1980 was another national plan featured a huge expansive of the provision of primary education with major school building programmes and a significant increase in enrolment figures. These plans were followed by the National Economic Survival plan (1981), the Economic Recovery Programme 1986 and the Economic and Social Action Programme (1988). Although major economic reforms were introduced and a programme of economic and structural liberation embarked upon, the national aim for education changed little and the pastoral community was not touched. Maki (1983) observes however that, from 1980s on wards, fairness mention was made generally to education planning compared to previous 20 years, with the focus being move on fiscal policy at a macro-level allocated an annual budget which has been dividing with each successive year. For example, where as the central government recurrent budget allocation to ministry of Education and culture in 1980/81 was 11.7%, it has fallen to 3.3% in both 1993/94 and 1994/95 (Ministry of Education and

Culture, 1996:41)

Though the Ministry of Education and Culture has advised all its institutions to provide both theoretical and practical educations e.g. in primary schools subjects like self reliance etc, little efforts have been made to respond to the needs and living conditions of children from disadvantaged communities like the pastoralists. Nothing can be gained by trying to get more schools unless those schools can be improved to the point of usefulness; and one essential mechanism for doing this is to involve children, parents, teachers, communities and government officials in the process which will shift schooling in a more responsive direction (Kratli, 2000:9)

Again, the Ministry of Education and culture (MOEC) in Tanzania emphasizes the urgency of educating pastoralists on the need to decrease the size of their headers in order to reduce environment problems by applying modern methods of animal husbandry (Bugeke 1997:78). In this context education could be seen as one vehicle for bringing nomadic pastoralists and their backward in efficient production system into the twenty - first century that is for transforming nomadic pastoralists into modern livestock producers (Kratli, 2000:9) Defege and Kidane document how in Ethiopia, formal education is being employed to introduce agent of change within pastoral communities. Despite this shift away from an emphasis on sedentarization, it is hard to see denying really different in the 'new' educational policies, attitudes or approaches when education is still seen as a means to change traditional in people and their systems so that they become modern as economic viable.

Tanzania made a commitment to the achievement of the universal goals at the World Conference on Education for all (EFA) in Jomtien in 1990. The World Declaration on Education for All (EFA 1990) drew attention to the need to remove education disparities within countries and ensure that pastoralist groups did not “suffer any discrimination in access to learning opportunities” (Article 3). It also encouraged “learning through a variety of delivery systems” and the adoption of “Supplementary affective programmes” (articles 5). All these statements provide the opportunity for governments to reassess their policies and that have prevented them from Achieving Education for All (EFA). From the perspective of EFA, therefore low educational participation is not a pastoralist problem, but rather an issue of the significance directly impacting on the performance of governments in attempting these international development targets.

Poverty Reduction Strategy (PRS, 2000) , National Economic Growth and Poverty Reduction Strategies (NGPRS - MKUKUTA), Tanzania Vision 2025, and Education for all (Millennium Goal 2015) have made clear that quality education should be given higher emphasis as one of the most appropriate means in ensuring success of sustainable development in all areas of life. National community awareness campaigns and mobilization have been done together with allocating more funds in education. Since independence (1961), education for all was emphasized and it meant to fight ignorance, which was mentioned as one of the national enemies (other enemies were poverty and diseases). Education was free from standard one to university level. In MKUKUTA Program, Education is a firm weapon which can capacitate any individual in self-reliance i.e. ability to exploit opportunities available

in the immediate environment and beyond.

Considering the present global trend of competitive economy in a free trade world, economic growth and reduction of poverty will not be achieved without education. That means that the MKUKUTA is largely dependant on the success of education strategies. In other words, the MKUKUTA has to give a very attentive ear to all stakeholders in the education sector. Could this be the golden chance for the pastoral communities to get exactly what they want in the areas of education and development?

According to Vision 2025, The Tanzanian economy should have transformed from a low productivity economy to a semi-industrialized economy with modernized agricultural industries, which are effectively integrated and buttressed by supportive technological development in both rural and urban areas by the year 2025. One of the main ambitions of Vision 2025 is to achieve a well-educated and learning society.

This policy document indicates that Tanzania government has been pursuing to have a well-educated and learning society since 1980. This also indicates that a lot of evaluation of education progress has taken place strategic changes effected to improve the pastoralist situation. Why then are the pastoral communities not contented?

In a research done in Kenya by Oxfam GB on pastoralist education, the following were recommended for government to realize and act upon:

- The education system needs to become more flexible. Education reform, including non-formal and formal provision will be needed if education for all is to be achieved in pastoral societies.
- The reluctance of pastoralists to send their children to school is based on sound reasoning and practical problems, rather than prejudice.
- Education is not irrelevant to pastoralists: they recognize education as a way of investing in options for income.
- There will be no gender equality unless public policy develops effective ways to challenge existing prevailing attitudes.
- A dedicated unit within the education ministry is needed to focus efforts on raising the enrolment levels of pastoralist children, especially girls. (Ian Leggett, "Is education compatible with pastoralism?" Article on Oxfam GB website, 2006).

The above quotation brings into focus some issues that point to why pastoralists can actually lag behind despite the existence of great policies. There is need for more dialogue and research to clear out the communication vacuum that seems to keep pastoralists standing alone in the development arena. It is also noticeable that this is not just an issue of the government and the pastoralists. The issue of education touches all corners of development in modern society. There is indeed need for advocacy for all stakeholders to get down to the challenges.

Education is seen to go hand in hand with sedentarization, both as a contributing factor and as a result of the process (Dye and Chocksi, 1998; Ezcomah, 1987a:5).

Kratl (2000) summarizes how education is expected to promote sedentarization in following passage.

By imposing a standard system designed for sedentary people and therefore making it necessary for the nomads to stay near settlement if they want their children to go to school; by habituating nomad children to a sedentary lifestyle in boarding schools, by antagonizing nomad's culture and inculcating, in the children the values and would - views of sedentary society. There is also an exception that education as such seen as a way of fully developing the individual will naturally emancipate nomads into wishing the more involved sedentary lifestyle.

Ezeomah and Renells (2000) also noted that most programmes for nomadic populations still have implicit goals of encouraging a sedentary lifestyle and according to a study by UNICEF on the challenge of implementing the convention on the right of children educational Programmes for pastoralists have failed primarily because decision makers have sought to use education as a tool for transforming nomadic populations into sedentary ones (Dall, 1993:26).

In Kenya, as elsewhere the government has often sought to engineer the settlement of pastoralists as their mobile lifestyle as education, to their integranism into national society and to improvement in their standard of living (Akarag 1997:38).

Statistically, primary education provision and participation in Kenya expanded dramatically during the 1960s and 1970s the number of primary schools doubled from approximately 5000 in 1965 to 10,000 in 1980; Enrolment increased even more dramatically from just over 1 Million pupils in 1965 to nearly 4 Million in 1980

(Eshiwani, 1993).

Again Kenya had an opportunity to revise its policies and practices in the light of the world Declaration as well as the world Declaration on Education for All (1990) which draw attention to the need of removing educational disparities within countries as well as encouraging learning through a variety of delivery system and the adoption of supplementary alternative programmes (Ibid Article 5)

This expansion reflected policy changes, which collectively represented major advances in Kenya's educational development and strategic use of public expenditure in support of educational policy goals (Abagi and Olweya 1999. Makau 1995).

CONCLUSION ON LITERATURE REVIEW:

The GET project design taken consideration of all the factors associated to success as discussed above from different scholars. The project is expecting to monitor and manage time to time all suggestions provided. The literature in similar project indicated the high potential of GET intervention to address problems facing pastoralist community and education matters.

The study revealed that search for appropriate education system for pastoral communities has become more urgent and necessary in the light of many educational and socio-economic reforms going on in Tanzania and the world. There is urgent need for pastoral communities to organize an effective voice, at this critical time, to take part in the reforms if they have to ensure that their interests are taken into account.

Tanzanian pastoral communities claim to have lacked adequate government support in coming up with institutional frameworks explicitly designed to promote pastoralism as a viable land use and livelihood system. Instead, they are covered with the same blanket as sedentary communities. As a result, the sedentary take most of the national cake and the pastoralists remain struggling for survival within their culture that is being over-stretched by the ruthlessness of modernity. In addition to the hostile policy environment, pastoralists continue to face aggression due to increased competition with other communities over scarce resources.

To overcome the above challenges the pastoral communities need joint government and stakeholder support for expert-guided self-determination on a long-term basis until there is broader understanding and acceptance of a system that will ensure quick development to catch up with the rest of the country. An essential prerequisite for self-determination is guaranteeing food security for both people and cattle in order to reduce the problem of droughts that often shrink their livestock resources.

There is need to revitalize the existing civil society groups in pastoral communities, into vibrant and effective policy makers capable of defending the interests of their people.

This study has evidently confirmed the fact that pastoralists in Tanzania have a unique needy situation that deserves the attention of all education and development stakeholders. Even though pastoralists have continually shouted to draw attention of the government and other stakeholders to the uniqueness of their situation, time has come for us all to not only to give attention, but to give a hand. The world has shaped

itself in such a way that we cannot afford to leave one of us too far behind or different. We are in a generation where unity is power and isolation is death. We now must decide to either unit with the pastoralists and lift them up for survival, or isolate them to the danger of extinction. The facts are very clear and the choice is ours. If you do not have a hand to give, at least you have a voice to add to the pastoralist shout and transform it to a loud scream that will attract a saving response.

CHAPTER FOUR:

PROJECT IMPLEMENTATION

Project implementation was participatory in nature involving the target group and the stakeholders as well as the GET staff. The starting time for implementation started year 2005 and expected to end on year 2007. The implementers of the project are GET staff, CED student and other stakeholders addressing education issues.

4.1. Products and outputs.

The implementation of the project activities was expected to yield the following outputs during the one and a half years period of the project operation. These include: Increased awareness on education matters among parents/guardians, pupils, village leaders and other stakeholders in pastoral communities.

Increased number of standard seven leavers selected for secondary schools;

Improved knowledge and skills of GET staff on project cycle management;

Increased leadership support on primary education matters in pastoral communities and research findings after conducting the benchmark surveys in new operation regions will be made available.

These findings will help in developing appropriate and relevant messages for the target audiences and also assist in setting the baseline information and realistic objectives.

4.2. Project planning.

In order to attain the objectives and provide the three outputs as mentioned earlier, there will be a very close working together of Gejaru Education Trust staff and the community to facilitate implementation of activities for the period of October 2005 - January 2006. Activities planned are geared to ensure that the project is realizing its objectives within the lifetime of the project. The following activities will be carried out;

Output 1; Primary school enrolment, retention and completion rates increase from the present 70%, 65%, and 58 percent to 80%, and 70% and 70% respectively.

Activities

1.1 To conduct participatory rapid appraisal to identify other factors that might contribute to low enrolment and attendance of pastoral children to primary schools.

PRA will be conducted in two villages of Balangdalalu and Ming'enyi to identify if there are other factors contributing to low enrolment and attendance of pastoral children to primary schools.

1.2 To conduct awareness meetings to community members on the importance of primary education.

This will be conducted as the sensitization meeting to community members on the understanding of primary education and its importance to the marginalized community like the Barbaig community.

1.3 Networking with other development actors and continuous monitoring of the action.

Networking with different actors in development intervention will be done while

continuing monitoring the action plan.

1.4. To develop, pre-testing, production and distribution of information, education and communication (IEC) materials that promote primary education.

This material will be developed and distributed to the community members, pupils and other stakeholders to promote primary education.

Output 2; Reduction in incidences of traditional practices that affect completion of primary education

Activities

2.1 To organize Sensitization seminars to village leaders, opinion leaders and pupils on traditional practices that affect attainment of primary education

The seminar will be conducted to community members on the importance of primary education so that they become aware on the role of primary education. This will be done through sensitization of the community members, traditional leaders, government official in the village like WEO, VEO e.g. after sensitization to form a task force who will work closely with Gejaru Education Trust in the District

Output 3; Strengthened capacity of GET staff in addressing educational issues

Activities

3.1 To train GET staff on project cycle management.

The training will be conducted for GET staff, village council member/leaders, community representative, existing institutions, and selected schools boards in the area. The emphasis of the training will be on participatory approaches on the

implementation of the primary education project as well as the sustainability aspect.

4.3 Project implementation plan

Table 9.0 below shows the work plan to be undertaken during the period of October 2005 and January 2007.

Table 9: Project Implementation Plan

ACTIVITIES	TIME FRAME												RESOURCE NEEDED	PERSON RESPONSIBLE
	1	2	3	4	5	6	7	8	9	10	11	12		
1. Conduct survey													Stationeries Transport Community profile	CED student GET staff
2. To conduct awareness meetings to community members on the importance of primary education													Stationeries Transport Community profile	CED student GET staff
3. Networking with other development actors and continuous monitoring of the action													Stationeries Transport	CED student GET staff
4. To organize sensitization meetings.													Stationeries Transport Community profile	CED student GET staff
5. To develop pre-testing, production and distribution of information, education and communication (IEC) materials that promote primary education.													Stationeries computer	CED student GET staff
6. To train GET staff on participatory approaches to communities, facilitation skills, monitoring and reporting													Facilitators Allowances Hall hire Stationery Transport expenses	CED student GET staff

4.4 Project Inputs

The major inputs required for the successful implementation of this project include human resources and funds.

As far as manpower is concerned GET has 4 highly qualified staff and 12 supporting staff whose salaries and other upkeep allowances are being paid by GET.

Other inputs needed in fulfilling of the implementation of the project activities include:

DSA for GET staff;

Stationary;

Communication costs;

Transport means;

IEC Materials and

Training manuals.

4.5. Project Staffing pattern:

As indicated above, the project needed a facilitator to facilitate various project activities. The facilitator brings expertise on project planning management and fundraising issues. The GET director served as a coordinator for all activities in which assumes a supervisory role with an experiences of five years working with community based projects. The project has a community development worker who works as an assistant to coordinator. There is project advisor who is also a project accountant.

4.6. Project Implementation Report

This is the progress report of implementation of 2005/2007 plan of the CED Student in collaboration with the Gejaru Education Trust in Hanang district in implementing the primary education issues. During the implementation process, two villages of Balangdalalu and Mingenyi were involved.

Therefore, the following are activities which were carried out as per three outputs of the project;

Activities

During the November to Jan 2006, activities were accomplished under outputs 1, 2,

and 3, as it is shown in the implementation plan. The activities done are as follows;

Output 1; Primary school enrolment, retention and completion rates increase from the present 70%, 65%, and 58% percent to 80%, 70%, and 70% respectively

1.1. Conduct survey to identify factors that might contribute to low enrolment and attendance of pastoral children to primary schools. Survey was conducted in two villages namely Balangdalalu and Ming'enyi in Hanang district. This exercise involved 4 primary schools, parents and teachers in the respective areas as well as the district education office and other stakeholders who are addressing primary education issues. The problem was identified and analyzed in terms of its causes and effects. The exercise ended up with prioritizing problems and setting up action plan on how to address the priority problems including the core problem. (See the result of the survey during community needs assessment)

1.2 To conduct awareness meetings to community members on the importance of primary education.

Two awareness meetings were conducted in the villages of Balang'dalalu and Ming'enyi. Community members were invited to participate and share their experiences on the importance of primary education to their children. About 200 people participated in the meetings.

1.3 Networking with other development actors and continuous monitoring of the

action.

Networking were done involving all stakeholders in the district and managed to formulate an education committee to support education matters in the district. The stakeholders are CHESS CBO, FARM Africa, and ADRA, and village and district education department.

1.4 To develop pre-testing, production and distribution of information, education and communication (IEC) materials that promote primary education.

The materials were produced and distributed to the community in promotion of primary education issues in pastoralist areas.

Output 2; Reduction in incidences of traditional practices that affect completion of primary education

2.1 To organize Sensitization seminars to village leaders, opinion leaders and pupils on traditional practices that affect attainment of primary education

Two meetings were conducted in the villages of Balangdalalu and Ming'enyi which involved community members, village leaders, traditional leaders and pupils and teachers in the respective areas. The aim of the meeting was to sensitize the community on the traditional practices that affect attainment of primary education.

Output 3; Strengthened capacity of GET staff in addressing educational issues

3.1 To train GET staff on project cycle management.

Training was conducted to 28 participants from GET CBO Staff and other stakeholders. The training topics were generated from the initial needs assessment but there were other essential training elements using participatory approaches on the implementation of the primary education project as well as the sustainability aspect.

Table 10: PROJECT IMPLEMENTATION GANTT CHART

Activity	Time frame												Resources used	Achievements
	J	F	M	A	M	J	J	A	S	O	N	D		
1. Conduct survey													Stationeries Transport Community profile	The exercise was done successful in two villages
2. To conduct awareness meetings to community members on the importance of primary education													Stationeries Transport Community profile	Two awareness meetings were done in the selected two villages of Balangdaalu and Ming'enyi.
3. Networking with other development actors and continuous monitoring of the action													Transport Stationeries	After networking exercise, a committee was formed to support education issues in the district
To organize sensitization meetings.													Transport Stationeries	Two sensitization meetings were conducted to teachers, parents, village leaders and pupils.
5. To develop pre-testing, production and distribution of information, education and communication (IEC) materials that promote primary education.													Stationeries computer	The materials were produced and distributed to the community in promotion of primary education issues.
6. To train GET staff on Project cycle and Management													Facilitators Allowances Hall hire Stationery Transport expenses	Training was conducted to 28 participants from GET CBO as Staff and other stakeholders.

4.7. TRAINING PROGRAMME FOR CAPACITY BUILDING CONDUCTED FOR GET STAFF/COMMUNITY

4.7.1. Introduction

This capacity building training programme is a result of the felt needs identified during the survey conducted by the CED student in Hanang district, 2005/2006.

The programme was designed to equip participant with knowledge and skills on project management skills and Fundraising tips, which are deemed important in the execution of GET duties for efficiency and effectiveness purposes. The program designed to equip the participant with skills in implementing the education project.

4.7.2. Training justification

This training is designed to equip GET staff with skills and knowledge on project cycle management and also to achieve a better understanding of education issues which will promote quality of project intervention as well as life for people.

Other training and awareness meetings were design for community members in the villages of Balangdalalu and Ming'enyi. The idea is to change people's attitudes and behaviour for the better focusing on primary education. People should develop positive attitudes towards primary education issues in order to improve their quality of life by taking their children to that very important foundation.

Therefore, such a situation should be subject to constant or periodical training after every specified period. This will helped to cater for the identified needs of GET and community by increasing confidence and competence in their day to day programme

activities implementation. Similarly on the part of GET will increase the capacity to mobilize or raise fund for organizational and programme sustainability.

4.7.3. Objectives of the capacity building

The general objective of the training program is to equip participants with the basic knowledge and skills on how to carry out their development programme in a more sustainable way.

The programme specifically intends to do the following:

- 1 Create awareness and sensitize the community on education matters
- 2 To increase knowledge and skills on project cycle and management
- 3 To increase knowledge and skills for GET staffs on fundraising tips/ grants for GET Programme.

4.7.4. Target group

Two villages of Balangdalalu and Ming'enyi with about 400 participants' men, women and youth were involved. 28 GET staff and stakeholders in education issues were trained also on project cycle management in the district.

4.7.5. Duration of the training

The training program used to take place for five days of the week. Every month 10 days were used to conduct training as specified in the objectives. The follow up/monitoring was an inbuilt process during the implementation of the programme.

4.7.6. Methods of facilitation

The trainings mainly used the participatory methods including plenary, group presentation, case studies, role plays, brainstorming, pictures, group assignments, exercises and buzz sessions.

4.7.7. Training contents

The training programme involved the following areas:-

1. Awareness/sensitization meetings

Definition of concepts (primary education)

- 1 Importance of education
- 2 Factors affecting primary education in pastoral areas
- 3 Education and development

2. Project cycle management

- 1 Definition of concepts
- 2 Develop an organization vision and a mission statement
- 3 The project life cycle
- 4 Community needs assessment
- 5 Problem statement
- 6 Goals and objectives
- 7 Project implementation plan
- 8 Monitoring and evaluation

3. Fundraising tips/ grants for GET Programme

- 1 Fundraising strategic planning
- 2 Overview of the grants seeking process
- 3 Project design process
- 4 From problem to solution: goals and objectives
- 5 Designing Project Interventions: Components (Output) and Activities (Inputs)
- 6 Indicators
- 7 Means of Verification
- 8 Assumptions and risks
- 9 Logical Framework
- 10 Guide for the Implementation Plan worksheets
- 11 Timelines
- 12 The Budget and the Budgeting Process

This training program was facilitated by GET staff and CED student.

CHAPTER FIVE

MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Monitoring strategy

With regard to this exercise, Participatory Monitoring and Evaluation was used because it was an approach that involved beneficiaries of a project/ GET as the host organization and other development agencies dealing with education matters on how progress should be measured, and results acted upon.

Project output are useful and relevant, compare actual change caused by the project against set objectives and to assess whether efforts are worth continuing with or there is a need to adjust procedures, it is inevitable to set a good system of monitoring and evaluation.

Tools which were used to monitor project activities are attendance register/school data, quarterly visit to schools which were done by GET staff and CED students, different reports from both schools as well as min research which was also done by CED students and GET staff.

At the level of beneficiaries, each step in the implementation of an activity involved an element of monitoring. Beneficiaries and their committees enabled to monitor and evaluate their progress themselves. Each village had two committees, the parents and village leaders committees. These committees met once a month to monitor activities and to discuss progress of the different raised matters in their communities. The committees compiled a report and submit it to the Project Coordinating Committee.

Also, all specific sessions (training, workshop) was evaluated at the end.

In the Project Coordinating Committee, the field staff from the GET met every quarter to discuss among other things, the programme progress, constraints and way forward.

GET ensures that implementation of activities and utilization of funds was in line with the set objectives and expectations. There were frequent visits to schools and the target groups. The monitoring visits emphasized on action plan which were planned in order to achieve the objectives.

5.1.1. Monitoring methodology

During the process of follow up/monitoring of the implemented activities the following methods were used:-

- 1 Field visit - was the main method used to validate results of implemented activities through direct observation. Field visits were frequently used as a monitoring mechanism. Involved assessment of progress, results and problems and included visit for the project management team i.e. joint visit. Project management team monitored the aspect of implementation at the project level for accountability purposes. The regular interactions with project staff and stakeholders provided sufficient details on implementation, problems, activities, inputs and expenditure related to the project on education interventions.
- 2 Feedback was a process within the framework of monitoring and evaluation by which information and knowledge were disseminated and used to asses overall

progress towards results or confirm the achievements of results. Feedback consisted of findings, conclusions, recommendations and lessons from experience. It used to improve performance and as a basis for decision making and promotion of learning in the organization on issues of education intervention.

3. Use of flexible monitoring instruments such as project reports, work plans, stakeholders meetings etc on a periodic basis to support performance measurement. These tools helped the organization to determine which interventions contributed to result and which strategies contributed to success of the implemented project/ activities.
- 4 Interview with beneficiaries and village leaders in the villages to see if they are now aware of education issues, how many children have been enrolled to primary schools compared with last year etc.

5.1.2. Monitoring process

The monitoring process first focused on:-

1. Monitoring the input as distinguished below:-

- Finance - financial information was gathered and processed in a bookkeeping system.

Monitoring question: How much did we spend on materials over the last two weeks?

- Equipment - The deployment, use and performance of equipment such as vehicles were kept in several recording systems and monitored.

Monitoring question: How many days per month have the cars been fully utilized for transportation of learning materials in the field?

- Materials - The use of material, in quality and quantity and the monitoring question: What is the average quantity of materials used
- Human resources, which are deployed. Monitoring questions: How many days on average have been spent in conducting sensitization meetings? How many women, men and youth participate in the meetings?

2. Monitoring of activities (actions) and processes. This included track on the extent to which the activities were executed.

3. Monitoring of results (products and outputs). This was a result of goods and services realized with the participation of the target group for example selection of village committee to monitor the implemented activities. The interest was on whether the planned results are being achieved, in quantitative and qualitative terms and the quality of the training.

4. Monitoring of impact (level of overall objectives). Finally after the use of the services provided by the project to the target group, a certain change in living conditions of the target group have been observed (community members are now aware of the importance of primary education to their children, school enrolment and completion have increased compared with last year. Example of monitoring question: How many children have been enrolled to primary school compared with last year?

Table No. 11: Information for monitoring program operations

Project Goal	Objectives	What was monitored	Benchmark accomplishment
To contribute to the progressive elimination of factors that hinder completion of primary education for children in pastoral communities.	Primary school enrolment, retention and completion rates increase from the present 70%, 65%, and 58% percent to 80%, 70%, and 70% respectively.	Attendance registers and school data Progress reports Quarterly visits	Enrolment, retention and completion of primary school pupils have increased from 35% to 60% enrolment, from 58% to 65% retention and from 68% to 78% completion.
	Reduction in incidences of traditional practices that affect completion of primary education	Min research Progress reports from schools and village government offices	Sensitization meetings have been conducted and mobilize parents/guardians and the communities as a whole to make sure that their children are complete primary education.
	Strengthened capacity of GET staff in addressing educational issues	Progress reports Visits to GET	GET Staff have been empowered with knowledge and skills in Project management cycles.

5.2 EVALUATION

Towards the end of the project an evaluation was done. The objective of this evaluation was to analyze achieved results of the interventions, assess its impact and draw lessons at grassroots focusing on primary education.

5.2.1 Formative Vs Summative Evaluation

Formative evaluation is a method judging the worth of a project while the project activities are forming or running. It focuses on the process and it is used for, assessing the project as it progress, to find out the extent of project implementation, and to determine improvements and adjustments needed to attain the project objectives.

Summative evaluation is a method of judging the worth of a project at the end of the project. It focuses on the outcome and it is used to find out the extent to which the project objectives were achieved and to determine whether the project components should be revised, continued, or terminated.

GET evaluation was sort of formative evaluation. However, since there was only one evaluation so far, it had some elements of summative evaluation. There were many activities that were completed, few of them were continuing. Adjustments for projects dates were required in some of the project works, Ascertainment of areas needed improvement were required. And, at that level about all objectives were achieved as planned.

5.2.2 Research Methodology

This study was participatory from the grass root level. The main methodology used during the evaluation included the following:-

- 1 Structured interview with beneficiaries and leaders were used as a data collection tool using close-ended questionnaires, one type of questionnaire was used with the aim of testing knowledge and attitude on education issues.
 - 2 Focus group discussion was used. This was formal but unstructured participatory method that was used in collecting data to validate the real problem of education matters in the two villages of Balangdalalu and Ming'enyi. The vast knowledge and experience already available in the community helped to relate the topic under discussion.
 - 3 Field visit, which included in depth interviews with key actors of the project.
 - 4 Direct observation during field visits to schools helped to assess the situation focusing on enrolment, retention and completion of children on primary education.
- The villagers were selected according to several criteria such as representative of the village/groups, duration of the intervention in the village and number of previous visits during the monitoring exercises.

The mid - term evaluation assessed the project's efficiency, effectiveness, long term impact, to see whether the objectives have been achieved or not; to learn from experience and how to improve future activities.

- 1 Efficiency - assessed whether the human, physical and financial resources have been properly used to realize the activities and results or outputs as planned. The actual utilization of resources was compared to the plan and budget. Efficiency focuses on how the results are realized and not on their effects. For example most of the training foreseen in the project was executed by expert facilitators including the CED student on voluntary basis.
- 2 Relevancy - in order to answer the question of relevancy the evaluation team which comprised of GET staff and CED student tried to find out if the project was really tackling the right issue in order to contribute to improve the education status in pastoral community.

5.2.3. Performance Indicators

Evaluation of GET project was done to enable us determine whether the implementation of various activities took place and whether the project is generating the intended income.

The established (project) committee was comprised of members from community both male and female, children, District, Education officers, GET staff and other active actors in provision of education services in that area.

GET in consultation with the district education officers set term of reference for midterm and terminal evaluation.

Both evaluations included consultant, GET staff, school committee, teachers, children, relevant NGOs and CBO involved in implementation of the program.

Mid term review was done in first quarter of financial year 2007.

The information evaluated included the benefits gained by the beneficiaries e.g. number of awareness meetings conducted, capacity building provided to GET staff on project planning and management and of increase of enrolment and completion of pastoralist children to primary education.

End of project evaluation is scheduled to be done in the coming year i.e. 2008 because there was on going activities

Table No. 12 Summary Evaluation Table

Project objective	Project activities	Performance indicators	Methods /tools	Actual Project outcomes
1.Primary school enrolment, retention and completion rates increase from the present 70, 58, and 58 percent to 100, 80, and 80 percent respectively	1. To conduct survey 2. To conduct awareness meetings to community members on the importance of primary education 3. Networking with other development actors and continuous monitoring of the action 4. To organize Sensitization seminars to village leaders, opinion leaders and pupils on traditional practices that affect attainment of primary education.	One survey document produced and operational. Number of members attended sensitization meetings. Number of stakeholders identified in the district. Number of stakeholders meeting conducted Number of seminars conducted Number of participants attended the sensitization seminar	Meetings, observation Field visit Focus group discussion Participatory seminar Participatory meetings, seminars and interviews	<ul style="list-style-type: none"> •1 One document of survey findings produces and in use •2 Sensitizations meetings have been conducted and raised the will of enroll and retain their children to school •3 GET CBO has collaborated with the District Education department and other stakeholders to work on the primary education matters in Hanang District •4 Leaders are now supportive after sensitization meetings on education issues by enforce their bylaws in supporting primary education.
2. Reduction in incidences of traditional practices that affect completion of primary education	5. To develop pre-testing, production and distribution of information, education and communication (IEC) materials that promote primary education.	Number of materials produced. Number of leaflets/posters distributed	Observation interviews	The materials have created awareness among pupils, parents, and the community at large. Numbers of enrolment and completion have increased for at least 70%.
3. Strengthened capacity of GET staff in addressing educational issues	6. To train GET staff on project cycle management.	Number of participants attended the training	Meetings, observation and interviews	The capacity of GET in project planning and management has been increased by 80%

5.3 SUSTAINABILITY OF THE PROJECT

5.3.1 Sustainability elements:

Project continuity or sustainability refers to the capacity of a project to continue functioning, supported by its own resources i.e. human, material, and financial, even when external support have ended.

Sustainability is a major consideration guiding the strategy, approaches and set-up of the project. The major focus is on sustainability of benefits and promoted institutions and continuity of activities. To achieve sustainability of needed activities, the project puts substantial efforts into individual, community and institutional capacity building.

The continuance of needed activities in two villages of Balangdalalu and Ming'enyi after the end of the project is founded in the promoted community structures/committees. The project will be on the forefront on establishing grass root structures to oversee the project interventions like the establishment of various committees like schools committees. These grassroots structures also will be supported with relevant capacity building services to equip them with necessary skills to undertake their roles. All these points are towards creating project sustainability. These committees will be the key responsible institutions for implementing activities. During project implementation a close collaboration was established among the committees and relevant government departments (education and community development departments etc.). Committee members will remain linked with local government and the partners through exchange meetings and contacts. Also there will be an increased networking and collaboration between the government and other actors in the intervention areas.

5.3.2 Financial sustainability

The initial sustainability is addressed at community level. A careful participatory approach was taken into consideration from the beginning by the GEJARU Education Trust as a CBO to involve community in the project planning processes in order to have common aim towards primary education issues in pastoralist community. The community has the essential aim of solving and addressing factors that hinders their children to primary school so as to give chance for their children to attend primary school.

The financial sustainability of the project is ensured through development of successful strategies. In order to start operating, GET set up a system of fees and contributions for the members who want to join the CBO. The fees are the entry fees, annual fees e.t.c which cater for daily operations costs. Therefore GET is emphasizing on continuous fund mobilization through beneficiaries and members contributions.

GET are also getting in kind services from other organization like PINGOS, TAPHGO and they have formed a network to conduct collaborative intervention.

GET have initiated a self sustaining activity by starting secretarial services like photocopying, typing etc of which are helping them in getting some money for running their daily activities.

The projects staff are working close with community by solicit in kind support. For example the community might provide an activity centre and meeting place for the project activities to take place.

The project will continue with fundraising and mobilizing resources internally and externally through writing proposal and organizing fund raising events

5.3.3 Sustainability and Institutional plan.

The end of the project will not affect the CBO as they are equipped with all possible interventions and knowledge as the process used to implement the project was participatory. GET CBO has recently received funding from Donor in UK for institutional strengthening project, this will start February 2007.

After completion of this course the CBO expects to enhance the capacity in fundraising, findings from the Survey shows that the local people are willing to support the project both materially and by giving advice.

Currently GET is contributing 30% to the total expenditure of the budget which help the project as running costs.

Continuous follow-up/monitoring of the implemented activities. The organization was able to analyze the current situation, identify problems and find possible solutions. Also were able to revise the activities, measure progress towards the objectives etc.

Networking with other stakeholders in the intervention areas to complement each other's efforts and avoid duplications of activities. During the implementation close collaboration established between different stakeholders including government extension officers from the community development and education departments at district and ward levels.

5.3.4. Support of other stakeholders

GET will continue collaborating with the government authorities at the regional, district, ward and village levels.

Participation of the target group in all stages of the project execution for sustainability purposes was emphasized i.e. project planning, implementation, monitoring and evaluation in order to gain community support.

One committee formed per village to supervise project activities.

CHAPTER SIX

CONCLUSIONS & RECOMMENDATIONS

6.1 Conclusion

The goal of the project is to contribute to the progressive elimination of factors that hinder enrolment, retention and completion of children in primary education in pastoral communities.

The goal of this project did not change over the life of the project. All activities were implemented as per plan.

Concerning pastoralist children specifically, with time this community is going to change. However joint efforts are needed by all stakeholders to address the issue of education in pastoralist communities.

This is the first intervention to be done by GET in the villages of Balangdalalu and Ming'enyi and therefore give room to other development actors to work on other areas in the district so as to alleviate the problem of enrolment, dropout and retention and provide a holistic approach to solve the problem as a district involving other stakeholders.

Although the findings have verified the objectives, it was a challenge activity especially in logistical arrangement because the areas of intervention are scattered and very remote therefore sometimes transport difficulties appeared. It was also a season for harvesting and hence created delaying of people during awareness and sensitization meetings.

However the exercise was very successful because all activities were implemented as planned the impact thereafter expected.

6.2 Recommendations

Concerning pastoralist children and education, there is a need of having holistic approaches that identify the existing and potential resources and opportunities for improving human development services and living conditions of pastoralist's communities in order to respond to the socio-economic needs of pastoralist's children.

The best practice or model to be used in future is that, community participation and involvement is crucial when talking about changing the livelihood status and specifically the education sector. Community involvement gives the people a feeling that they "own" responsibility for the problems of their community, the project and future of their children.

Community involvement strengthens the ability of people to solve their problems using their own resources and it generates a feeling of ownership and project becomes sustainable

However, recommendations are also geared towards the government of Tanzania, the civil society, the parents/guardians of children, community and finally to the children

themselves.

6.2.1. Government

- 1 The government should put in place strategies which provide both theoretical and practical efforts to effectively respond to the needs and living conditions of children from the marginalized community like the pastoralists. E.g. Carrying orientation training of teachers to the task of teaching in pastoral areas especially in child psychology with main emphasis on understanding their learners (characteristics of pastoral learners), understanding and implementing the national curriculum within the pastoral context, developing appropriate methods and materials for their teaching.
- 2 Joint efforts should be made by the government and other development actors to support on the sensitization and awareness creation on the importance of education in pastoralist communities

6.2. 2. Civil Society

1. Civil society should ensure that they target most vulnerable, disadvantaged and marginalized parents and children in addressing primary education issues like the pastoralist communities and also support the communities in piloting a feeding programme at school centers. Monitor document experiences and

share with other centers so as to replicate the experiences.

2. The steps to further advance this or similar project is to start an official District Education Network among stakeholders, this will help to identify all stakeholders in the district, where they and what are they doing to avoid duplication of activities and resources as well.

6.2. 3. Parents

- 1 There is a need to educate parents and community at large on ways to solve their socio-economic problems that do not involving retaining their children at home or sending them to work and insisting on the importance of primary education to their children as their basic right.

6.2.4. Children

1. Children should listen to and follow the advice received from their parents/guardians and teachers. They should be taught their rights and how to channel their demand in case their rights are violated.

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