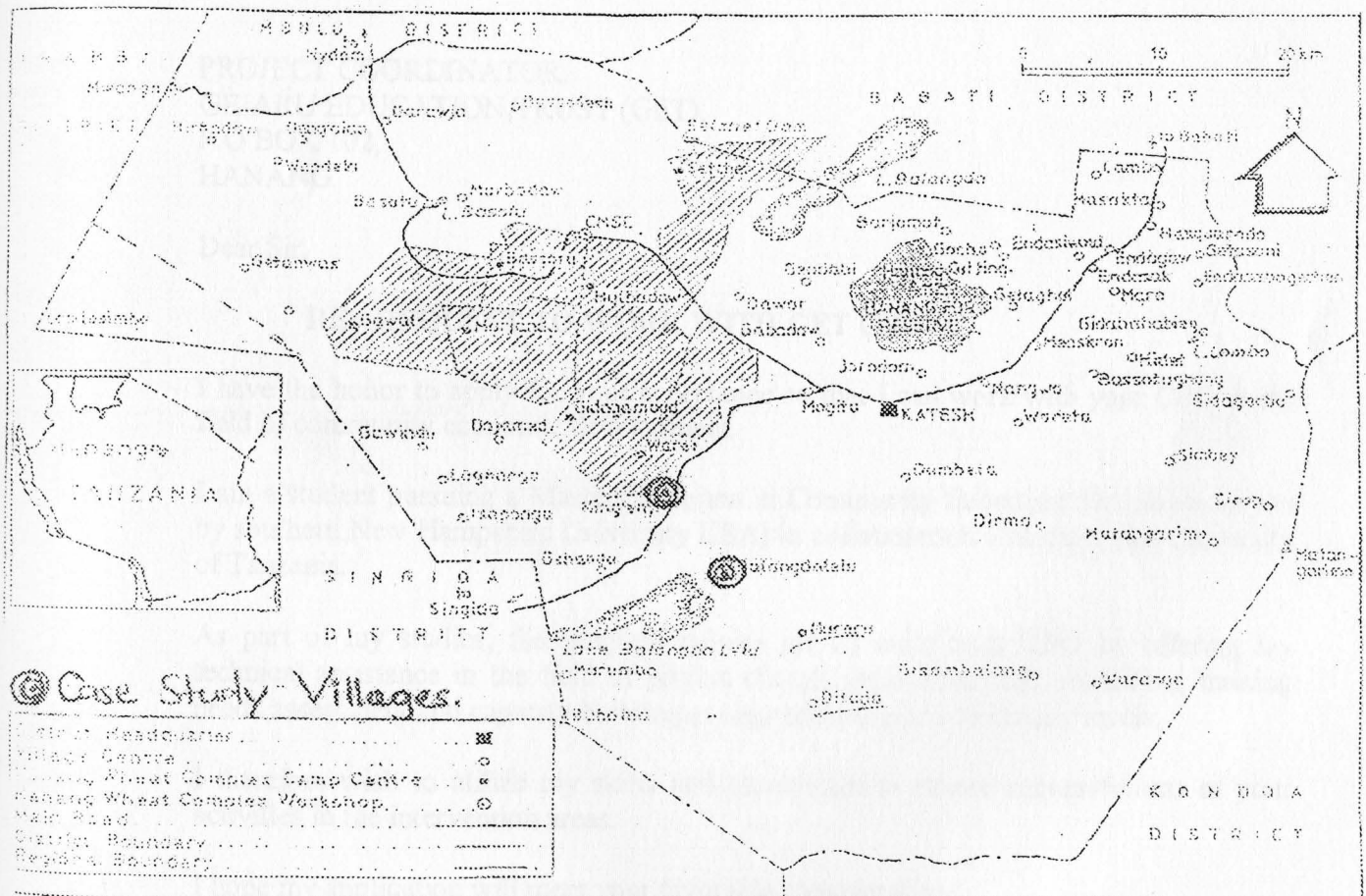


HANANG DISTRICT MAP SHOWING CASE STUDY VILLAGES



Appendix 2: Letters of introduction and Letter of Acceptance

REGINA C. MALIMA,
FARM AFRICA,
P.O BOX 220,
HANANG
24TH OCTOBER 2005.

PROJECT COORDINATOR,
GEJARU EDUCATION TRUST (GET),
P.O BOX 102,
HANANG

Dear Sir,

RE: REQUEST TO WORK WITH GET CBO.

I have the honor to apply for your acceptance so that I can work with your CBO in the field of community economic development.

I am a student pursuing a Masters Program in Community Economic Development run by southern New Hampshire University USA) in collaboration with the Open University of Tanzania.

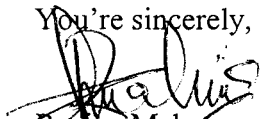
As part of my studies, the program require me to work with CBO by offering my technical assistance in the field of project design, monitoring and evaluation, training needs assessment and capacity building at organization and community levels.

I therefore wish to utilize my skills and knowledge to ensure successfulness of your activities in the intervention areas.

I hope my application will meet your favorable consideration.

Hope to hear from you soon,

You're sincerely,


Regina Makaranga.

GEJARU EDUCATION TRUST (GET),
P.O BOX 102,
HANANG

31ST OCTOBER 2005

REGINA C. MALIMA,
FARM AFRICA,
P.O BOX 220,
HANANG

Dear Regina,

RE; ACCEPTANCE LETTER TO WORK WITH OUR ORGANISATION

Reference is here made to your letter dated 24th October 2005 requesting to work with get as part of your Masters Programme accomplishment.

I would like to inform you that the organization has accepted your request to work with us in the field of community economic development so as to foster our institutional and organizational growth.

The organization expects to utilize your knowledge and skills in the intervention areas and especial on education sector where the organization is specializing and particularly in pastoral communities.


However, I assure you a good cooperation and conducive stay from GET during your stay at our organization.

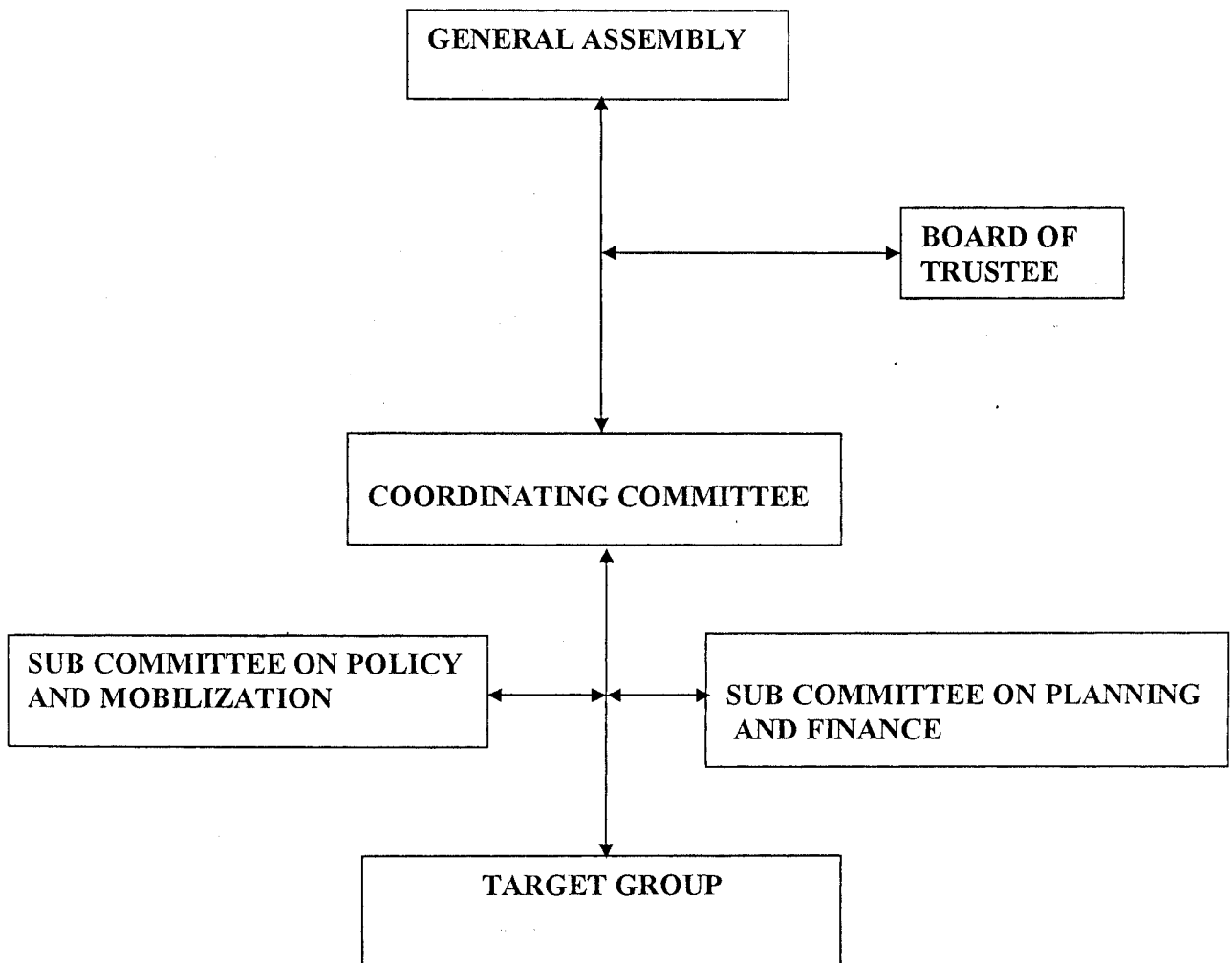
Regards,



Masaga Shushuda.

GET Project Coordinator



Appendix 3: GET Organization Chart**GEJARU EDUCATION TRUST ORGANISATION CHART**

Appendix 4: Organization Chart Tasks

General Assembly (GA)

This is the supreme organ comprises of the Hanang pastoralist community of Barbaig tribe as permanent contributors to GET. GET Coordinator is the Chairperson of the GA.

The GA is the highly decision maker organ as part of the community during decision making process by considering traditions and customs of Barbaig community.

The main function of the GA is:

To elect the Board and Coordinating Committee members.

To decide on all matters of the CBO in time.

Board of Trustee

This is the advisory board of the organization to General Assembly and Coordinating Committee. It is accountable to General Assembly.

The Board of Trustee is the trustee for liability of all assets belonging to the organization.

Its main functions are:

To advise and support GET development.

To elect secretary who are not members of the coordinating committee.

Coordinating Committee

This is the mainly functional organ of the GET. This organ is accountable to GA in collaboration with the Board. It is responsible for the development of the organization by

reporting all progresses in time and accountable for decision and action taken for the betterment of the organization.

Main duties of this organ are:

Mobilization of community towards education matters e.g. enrolment, school dropouts and retention issues.

To solicit fund from different donors through proposal writing in order to support GET in education development of pastoral children.

To coordinate the community and the government in relation to education policies e.g. boarding school decision and education rights.

To document pastoral community traditional knowledge and initiative towards education matters.

Sub Committee

This committee is responsible for financial planning of the organization. The chair person of this organ is an accountant of GET. It is also responsible in mobilize fund from different sources for the development of the organization.

Target Group

Target group includes community in totality e.g. parents/guardians, teachers, pupils, village representative and other stakeholders in education matters. They are accountable for monitoring education progresses in their areas and give advices whenever possible to address education gaps in their communities.

Appendix 5: Project Implementation Gantt chart:

PROJECT IMPLEMENTATION SCHEDULE

Activities	Year 2006/2007						
	J	F	M	A	M	J	J
1. 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 meetings.							
5. To develop pre testing, production and distribution of information, education and communication (IEC) materials that promote primary education.							
6. To train GEF staff on participatory approaches to communities, facilitation skills, monitoring and reporting							

Appendix 6: Staff Job Description

The Coordinator:

- **He** is in charge of all activities and day to day running of the project.
- He is the overall in charge of the income generating and resource mobilization in consultation with the Board of Trustee.
- He receives contributions from different donors.
- He issues receipts for donations received.
- He approves expenses.
- He is the chair person in advisory board meetings.

Assistant Coordinator

- Writes all meeting minutes.
- Writes letters to donors.
- Prepare projects budgets
- Advises the coordinator in day to day activities.
- Liaison with the government and other stakeholders in the district.
- Reports to the coordinator

Accountant:

- She handles the daily finances matters.
- She is responsible for fundraising and resource mobilization of the project.
- She handles projects assets.

Note: Staff job descriptions are not properly documented by GET. These were developed during the project planning training to GET staff.

Appendix 7: Project Budget

GET PROJECT BUDGET

<u>No</u>	<u>Objective/ Activities</u>	<u>Cost break down</u>	<u>Total (Tsh)</u>
1	Conduct survey to identify factors that might contribute to low enrolment and attendance of pastoral children to primary schools.	Meals for 4 people 30000/- * 5days Stationery - 50000/- Questionnaire - 50000- Transport expenses - 150000/- Data analysis - 30000/-	2580000/ =
2	To conduct awareness meetings to community members on the importance of primary education	2 facilitators - 80000/- Transport expenses - 100000/- Stationeries - 20000/-	200000/
3	3 Networking with other development actors and continuous monitoring of the action	Stationeries - 10000/- Transport expenses- 100000/- Communication costs -50000/-	160000/=
4	To develop pre-testing, production and distribution of information, education and communication (IEC) materials that promote primary education.	Posters 50 copies x 2 villages * 5000/- Leaflets 50 copies x 2 villages * 5000/-	1000000/=
5	To organize Sensitization seminars to village leaders, opinion leaders and pupils on traditional practices that affect attainment of primary education	2 facilitators - 80000/- Transport expenses - 100000/- Stationeries – 20000	200000/=
6	To train GET staff on project cycle management.	2 facilitators – 80000/- Meals for 28 participants– 30000/- Stationery – 10000/- 30 Participants transport expenses – 30000/-	1500000/=
<u>GRAND TOTAL</u>			<u>4,000,000/=</u>

Appendix 8: Project Power Point Presentation

Project Presentation

PROJECT TITLE: Enhancing enrolment, retention and completion of Pastoralist children in primary education at Balang'dalalu and Mingenyi villages in Hanang District.

Presented by:

**Malima Regina C
Msc CED 2007 Class**

Project lay out

**Introduction
Problem Identification
Literature review
Research methodology
Results and discussion
Conclusion and recommendation
Implementation
Monitoring & Evaluation and Sustainability**

Introduction

Get is a Community based Organization based in Hanang district. It is operating in the villages of Balang'dalalu and Ming'enyi.

It was established in 2004 and registered to the Government

GET is creating awareness on the important of primary education among pastoralist community.

GET as a CBO has 4 staff and have 12 volunteers from the community.

Introduction continues

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

Specific objective: Primary school enrolment, retention and completion rates increase from the present 70%, 65% and 58% to 80% ,70% and 70% respectively.

Reduction in incidences of tradition practices that affect completion of primary education.

Introduction continues

Strengthened capacity of GET staff in addressing education issues.

Problem Identification

The pastoralist population is generally included under the category of disadvantaged and hard to reach group and represent a particular.

In Hanang district, the rate of primary enrolment is significant below the national average.

Problem identification cont.

The evaluation report of primary schools (2005) from the district education department shows that out of 4562 children enrolled, only 3198 were registered for examination while the actual number who sat for national examination was 3191. With this figure, about 1481 children dropped on the way.

Literature review

The analysis of literature review is divided into theoretical, empirical and policy reviews.

Different citations related to the topic were used to relate what is really happening in the intervention area and what other intellectuals discovered in other studies with similar characteristics.

Findings and Discussions

Major results were analyzed descriptively and in tabular form in order to estimate the magnitude of the problem and how to address it.

Age for respondents ranges between 10 to 58 years.

The enrolment rate is 70%, 65% retention and 58% completion.

Findings and discussion continues

About 65% of children respondents said that they are staying at home taking care of domestic activities including cattle rearing.

About 55% of all respondents completed primary education, 5.7% did not go to school.

Recommendation

Joint efforts should be made by the government and other development actors to create awareness on the importance of education in pastoralist communities.

Civil societies should support the government by establishing projects like water and sanitation in pastoral communities.

Recommendation continues

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.

Implementation

During, the implementation process two villages of Balang'dalalu and Ming'enyi were involved in PRAs, which resulted in the identification of another factors contributing to low enrolment, retention and completion of children in pastoralist areas for immediate implementation in 2007/2008.

Aim: increase number of standard seven leavers selected for secondary school from 58% to 70%.

At least 28 people to be trained on project cycle management and fund raising skills, GET staff and volunteers in education interventions.

Total project cost 14250 US \$, 3200 US \$ local contribution.

Monitoring, Evaluation & Sustainability

Monitoring plan was developed and implemented to ensure the study performance meets set goal and objectives.

This was done throughout the period in order to track changes together with the CBO leadership and members too. The major too. The major of monitoring process was the work plan.

End of Presentation

Thank you for listening!

Appendix 9: Interview Questionnaires

QUESTIONNAIRE FOR PRIMARY CHILDREN IN PASTORAL COMMUNITIES

Put (tick) ✓ to a correct answer

1. How old are you?
 - a) 7-10
 - b) 11-14
2. Gender
 - a) male
 - b) Female
3. How many are you in your family?
 - a) 1
 - b) 2
 - c) 3
 - d) 4
 - e) 5 and above
4. What is the distance from your home?
 - a) < 1 Km
 - b) 1.10 - 3 km
 - c) 3.10 - 5 km
 - d) 5.10 - 7 km
 - e) > 7 km
5. What domestic activities do you do while you are at home?
6. How many in your family are going to school?
7. Is there any child in your family who is not schooling? YES?NO
8. Why do you think that some of your fellow children are not schooling?
9. Are you attending classes daily?
YES /NO
10. If No why?

11. What should your parents do so that you attend classes daily?
12. What measures do you think should the Government do to promote primary education in pastoral communities?

QUESTIONNAIRE TO PRIMARY TEACHERS ON PRIMARY EDUCATION ON PASTORAL COMMUNITY

1. Age
 - a) 25 - 30
 - b) 31 - 36
 - c) 37- 42
 - d) 43- 48
 - e) 49 and above.
2. Sex
 - a) Female
 - b) Male
3. Marital status
 - a) Not married
 - b) Married
 - c) Divorced
 - d) widow
4. Education background
 - e) Primary education
 - f) Secondary education
 - g) Collage/University level
 - h) Local knowledge
5. How many teachers are in your school?
6. Do you have enough teaching materials in your school?
 - a) Yes
 - b) No
7. Are your school buildings good?
 - a) Yes
 - b) No
8. How is school attendance?

- a) Very poor.
- b) Good
- c) Very good

9. Why do you think that the school attendance is not good?

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10. Are there any children who have dropped from school?

- i) Yes
- j) No

13. If your answer is yes what is the reason behind?

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14. What problems do teachers faces?

15. What should be done to improve primary education in pastoral areas?

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QUESTIONNAIR FOR PARENTS/GURDIANS ON PRIMARY EDUCATION IN PASTORAL COMMUNITIES

Put tick (✓) on a correct answer.

1. Age

- a) 25 - 30
- b) 31 - 36
- c) 37- 42

- d) 43- 48
- e) 49 and above

2. Sex

- a) Female
- b) Male

3. Marital status

- a) Not married
- b) married
- c) Divorced
- d) widow

11. Education background

- a) Primary education
- b) Secondary education
- c) Collage/university level

12. Occupation

- a) farmer
- b) livestock keeper
- c) business
- d). employed

13. Do you have livestock in your family?

- a) Yes
- b) No

16. If yes, who is taking care of it?

14. How many schools are in your villages?

15. How many children have dropped out from school in your family?

16. Why dropout of children from schools in your areas?

17. What should the government do to improve primary education in pastoral communities?

QUESTIONNAIRE FOR NGO'S

1. What is your Contribution to Primary education in Pastoral Communities?

2. What are your suggestions to the Government in order to improve Primary education in Pastoral Communities?

QUESTIONNAIRE FOR VILLAGE REPRESENTATIVES

1. What factors are contributing to low enrollment and drop out of children to Primary education?
2. What should the Government do, to improve primary education in Pastoral areas?