COMMUNITY PARTICIPATION AS A TOOL FOR DEVELOPMENT: LOCAL COMMUNITY'S PARTICIPATION IN PRIMARY EDUCATION DEVELOPMENT IN MOROGORO, TANZANIA

A CASE OF KILAKALA AND MINDU PRIMARY SHCOOLS

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This Master Thesis is carried out as a part of the education at the University of Agder and is therefore approved as a part of this education. However, this does not imply that the University answers for the methods that are used or the conclusions that are drawn.

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Master thesis

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ABSTRACT

The concepts of community participation and development become crucial topic in attaining sustainable development. Development by itself it deals with human development, therefore, the participation of the people in their own development is very essential. Education is very important tool for human liberation and development. Tanzania is one of the developing countries, which strive to achieve Universal Primary Education to meet the target of United Nation through its Development Goals. In order to achieve the target UN demand for government to involve the community/parents to improve the school development and pupil's enrolment rates (UNDP, 2007).

This study aimed at investigates the community/local people participation in development of primary education in Tanzania. The two schools from Morogoro Municipality (Kilakala and Mindu primary schools) were taken as a case study. The study investigate general understanding of the people on community participation, the extent/level of community participation, reasons for their participation and the challenge/limitations for effective local people participation in development. The finding reveals that the community participates in development of their school such as building classrooms, teacher's houses, toilets, furniture in school administration. The researcher finds out that the local people contribute/participate either through paying the money or labour. The choice of the community to either pay money or labour depends on the nature of activity conducted or their social-economic situation.

Despite the community participation in school development, the research discover that the participation of local people is very low as the number of people participate in development is limited. The research finds out that there a number of factors that limit effective community participation which include poverty, illiteracy and ignorance, political interferences, poor performance of the pupils, mistrust and misuse of money and lack of transparency. The researcher provide for the recommendation to improve the number of local people to participate in development and insist on the importance of education and awareness of the community on their importance to participate in development of their schools. The study demonstrated the importance of community participation in create a sense of ownership of the school by community themselves and ensuring democratic process in school administration.

AKNOWLEDGEMENT

DECLARATION BY CANDIDATE

I hereby declare that the thesis:

Community Participation as a tool for developmental: Local Community's participation in primary education development in Morogoro, Tanzania -A case of Kilakala and Mindu Primary Schools

has not been submitted to any other Universities than University of Agder for any type of academic degree.

25th May 2010

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Kelvin M. Njunwa   Date

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ABBREVIATIONS AND ACRONYMS

CHADEMA	Chama cha Demokrasia na Maendeleo
CCM	Chama Cha Mapinduzi
CDG	Capital Development Grant
CDO	Community Development Officer
CUF	Civic United Front
FGD	Focus Group Discussion
GER	Gross Enrolment Rates
LGAs	Local Government Authority
LGRP	Local Government Reform Program
MDGs	Millennium Development Goals
MEO	Municipal Education Officer
MMC	Morogoro Municipal Council
MPs	Member of Parliament
MoED	Ministry of Education
NGOs	Non-Governmental Organizations
PSRP	Public Sector Reform Program
SMC	School Management Committees
TLP	Tanzania Labour Party
TANU	Tanzania African National Union
WEO	Ward Education Officer
UNDP	United Nation Development Program
UN	United Nation
UPE	Universal Primary Education

CHAPTER I: INTRODUCTION

0.0.   BACKGROUND

"Development is the participation of people in a mutual learning experience involving themselves, their local resources, external change agents, and outside resources. People cannot be developed but they can only develop themselves by participating in activities, which affect their well-being. People are not being developed when they are herded like animals into new ventures."

Julius Nyerere, 1968

The concept of community participation in development process is essential to the modern development processes. The governments and international community calls for people involvement in development process that direct affect their life. Community may participate in different development activities such as building infrastructures such as roads, health services and education development. The concept of community development defines by scholars of development but the core issues related to community participation is the involvement of people/community in development processes.

The term community defined as *"the active voluntary engagement of individuals/group of people to change problematic conditions and to influence policies and programmes that affect the quality of their life and the life of others* (Gamble & Weil, 1995.p.483).

The Economic Commission for Latin America (1973) defined community participation as *"voluntary contribution by people in one way or another in cash or in kind in public programmes. The above definition views community participation as bottom-up approach originates from the people themselves and not forced by external pressure".*

From the above definitions, the community participation must be voluntary in nature that people are willingly supposed to participate in development processes. The community should be educated and have awareness on the importance of their participation in development of their wellbeing. The community participation must be active involvement of local community in a guanine participation and not mere presence. The local community members must be involved from designing, implementation, monitoring, evaluating and maintain development projects.

For the purpose of this master thesis, the researcher investigates the role of community participation in primary school development in Tanzania. The United Nation (UN) play great role in achieving Universal Primary Education as one of the target of United Nation Development Goal. In order to achieve the target UN demand for government to involve the community/parents to improve the school development and pupil's enrolment rates (UNDP, 2007).

The objective of Universal Primary Education (UPE) is ensure that every child (both girls and boys) at the age of starting primary school get access to primary education and able to complete courses of primary education (UN 2008:1).

Most of the governments in developing countries are struggling to achieve UN target by strengthening primary education system in their country. The majority of the population (children) in developing countries has no access to quality primary education. There is great link between education and development, the late Mwl. Nyerere (the 1st President of Tanzania) recommended that there is great link between education and development process of the country (Nyerere, 1968:267). The United Republic of Tanzania in strengthening primary education in Tanzania, country development vision 2025 critically shows the relationship between education and quality live hood to the people. One of the targets to improve the quality of life to the people is Universal Primary Education (UPE) by reducing illiteracy rate among them (Tanzania Development Vision, 1990). Education helps to transform the mindset and culture of the people to promote attitudes of self-development, community development, confidence and commitment to face development challenges and exploit every opportunity for the improvement of the quality of their live hood.

Therefore, in order to understand the role-played by community in development primary schools, the researcher will study the following topic:

"Community participation as a tool for development: Local people participation in Primary School Development in Morogoro. A case study of Kilakala and Mindu primary schools"

The researcher interested with the above topic because the concept local community participation in development process has been an important concept for more than two decade now. The politician and the government are now encouraging the Local Government Authorities to involve people in development processes. It believes that for the country/community to achieve sustainable development there must be people's participation in development processes. Therefore, the researcher study wants to know how and in which areas the communities participate/involved in primary education development project in Tanzania. How does the sustainable development achieved through people themselves with the assistance from the government. The researcher also wants to investigate whether the community participation initiated by the community themselves or influence/forced by government.

Historically, since independence in 1961, the government of Tanzania has been committed to providing quality primary education to the children. The government of Tanzania with the assistance from donors played essential role to ensure that every child have access to primary education. Government of Tanzania in developing primary school education not only depends from donor to fund primary education project but also involve the community around the schools. Community participation in primary school development project is highly appreciated by the government. The question is to what extent the communities are involved in primary school development.

Community participation in development of primary education in Tanzania is historical phenomenon and passes through different phases. The community involved in school development in different ways in different stages. The explanations bellow provides briefly explanations of different phases:

The 1st Phase: This was the period of 1961 – August 1963 under this phase; the parents have to pay school fees for their children. Each pupil has to pay Tsh. 15 as school fees. During this phase, the community did not participate in development of the primary school education. The government was responsible for building classrooms and other infrastructures such as desks, chairs, tables as well as paying salaries for teachers. The communities were involved in other development activities such as building roads and other infrastructures. Therefore, during this phase, there was no significance community participation in school development.

The 2nd Phase: This is the period began in 1964 – to mid 1980s; the government proclaimed that education service should be free to all citizens and children. Education provided free to both primary education, secondary education, and tertiary and university education. The government was responsible for the all costs for pupils/students to have access to those education institutions. During this period, the government in 1967 introduced Universal Primary Education (UPE) to ensure that all children at the age of starting primary education have access to it. The government began to involve the community in building of more classrooms and other facilities to accommodate the increased number of children enrolled in primary school.

The 3rd Phase: In the 1980s - 1995 the result of the Structure Adjustment Program (SAPs), which demands for government in developing countries to reduce the public expenditures, especially in social services? The government under the President Mwinyi reduce the government expenditure in education reduce the government the government re-introduces the school fees for children to attend primary school education.

Under this phase, the government of Tanzania discovered the burden to provide free education was too heavy and embarked on cost sharing in education. Under this new approach, the parents were required to pay school fees for their children to study in primary and secondary schools and government would meet other costs. Under this phase, the community participation in primary education development project is highly appreciated by the government. The community becomes part of primary education development.

The 4th Phase: this phase began in 2000, the government discovered that the pupil's enrolment in primary school declined and increase high dropout of the pupils from schools. The government realized that majority of the poor people could not afford to pay the school fees for their children. It is estimated that about a quarter of the children have not being going to school, girls enrolment rate decreased to large extent. Therefore, the government again abolished the school fees in primary education provisions. The community is involving in other activities in developing the school other than paying school fees. Up to this moment, the parents do not pay school fees for their children but contribute to other activities.

1.1.   Problem Statement

The concern for improving the quality of primary school education has become a central issue for the government of Tanzania. The government insists that education is the key for the country's development. For many years, the government realized that primary education encountered many problems including low children enrolment, poor quality education, and lack of involvement of the community in education development. Haki Elimu (2005:2) came with the findings that parents failed to send their children to school because they lack awareness of the importance of education, inability to pay school fees and other contribution. Haki Elimu also explains the role of school development is not merely government responsibility but also must involve parents and local people.

Apart from the problems mentioned above, primary education faces major problem of inadequate classroom and desks for the pupils. The majorities of the pupils sit on the floor while they are in class and sometimes study under tree shade. Therefore, the government insists on building more classes and furniture's for the classrooms. Initially, the government was the provider of everything for primary education development, education provided free to all children and the parents contributed nothing. The government decided to change the approach of top – down approach in developing primary education and encourage community participation. Community participation in school development becomes the central point to ensure sustainability of schools improvement.

The government, for so long try to involve the community in development process of their primary schools. Various researches conducted in relation to the community participation in other development such as building infrastructures such as roads and health centre. No study conducted to investigate the role of community participation in primary schools development particularly in Morogoro region. The study sought to investigate on how community participation in primary education development by focus on how the community participate in building classrooms and other physical infrastructures as well as in administration of the school. Therefore, it is my sincerely hope that the findings of this master thesis will be useful in improving the community participation in primary school development.

1.2.   Brief Contextual Overview

Tanzania is one of countries found in Eastern part of Africa; the country achieved its independence in 9th December 1961 from Britain as mandate territory. The country is very large covering the area of 945,203km2 with the population of 37, 445,392 as census conducted in 2005. The country has 25 administrative regions. One of the regions is Morogoro (my research area). Tanzania is the one of the country with high political stability among other African countries. Morogoro Municipal Council is one of the Local Government Authority (LGAs) in Morogoro region. Morogoro Municipal Council is responsible for primary schools development especially public primary schools. The two schools, Kilakala primary school and Mindu Primary School are under supervision of Morogoro Municipal Council.

1.3.   Research Objective and Research Questions

1.3.1. Research Objectives

- To investigate if the local people understanding the meaning of community participation in primary education development

- To investigate to what extent and in which activities the local people participate in primary school development and administration.

- To examine the factors that influence/make local people participation in development of their schools. Is the decision for local people to participate is the results of their own initiatives or government initiatives?

- To explore the factors the limiting   local community effective participating in building physical infrastructures, decision making and administration of the schools.

1.3.2. Research Questions

- Do the local people understand the meaning of community participation in development process?

- How do the communities participate and involve themselves in primary school education development?

- What factors influence local people to support for primary school development? Does the decision for communities to participate in development process emanates from communities themselves or initiated by government?

- What is the importance of community involvement in primary education development to these schools and the community at large?

- What are the challenges/limiting factors for community participation in primary education development?

1.4.   Significance of the Study

The purpose of any research is to contribute something to the development of any development, production, process or certain purpose. My study on the community participation in primary school development in Tanzania had both theoretical and practical significance.

Firstly, at theoretical level, the study's findings and analysis may contribute not only to the strengthening the development of primary education in Tanzania but also to the whole process of involve local people to the development activities in Morogoro Municipal Council and Tanzania at large.

At, practical level, the study will provide to policy makers with feasible recommendations on the importance of community participation and which effort needed to improve the participation of local people in development processes. The study shows government is not only actor for developing primary school education but the local people also potential in contribute for development.

Secondly, the study conducted was part of the assignment of the researcher for a partial fulfilment of the requirements for a Master's of Science in Development Management of the University of Agder-Norway and it generates and produces new knowledge.

1.5.   Methodology in brief

In doing this research, various research methods, the researcher used to collect data to ensure effective results. The researcher used both primary and secondary data collection techniques. The primary data conducted through interview technique, participant observation; focus group discussion and self-administered questionnaire. The primary data collection conducted from December 2009 to March 2010. The research design was the case study; I select two public primary schools as my case study. Qualitative method used in doing this research. The researcher took samples of 50 respondents for interview. The respondents include Municipal Education Officers, Ward Education Officers, and School Committees, Local leaders, Head teachers, Parents, Pupils and community at large.

1.6.   Brief Clarification of Terminology used

In doing this master thesis, the researcher used various terminologies in explaining various concepts. The followings are the clarification for some of those terminologies:

Community: The word community has multifaceted meaning depends on how it is used. For the politicians, they may define community as the "constituency" in which participates in voting or making decision. Nevertheless, for the purpose of our study community is defining as the group of people who share the same characteristic and live in the same location.

Local Government Authorities (LGAs); established by United Republic of Tanzania Constitution Act No. 15 0f 1984. The purpose of having LGAs is to transfer authority from the central government to the people. LGAs classified into City Councils, Municipal Councils, District Councils and Town Councils. The function of local government authority is to deliver social services to the people. The social services include education, health and transportation.

Street Government: This is part of local government structure found in urban councils; it is like "Village Government" in rural district council. The people in the street are the one who select the street chairperson democratically. The street government has authority to plan their own development plans, by-laws and other administration functions.

Universal Primary Education (UPE) this is the program initiated by Mwalimu Nyerere, UPE introduced in 1967 to insure that all children have access to primary education in Tanzania. The government initiated the effort to build more primary schools and provide free education to the children regardless of their religion, race or social class.

Ujamaa na Kujitegemea: This is Swahili word means African Socialism and Self-reliance adopted by Tanzania government in 1960s and highly advocated by Mwl. J.K Nyerere (1st president of the country). Ujamaa na Kujitegemea facilitates the establishment of Arusha Declaration of 1967.

1.7. Outline of the Chapters of the Thesis

In doing this thesis involve six (6) chapters as follows:

Chapter One: This chapter is the introductory chapter, which explains the background of the study and statement of the problem. The chapter also explain the research objectives and research questions. Finally, researcher provides the clarification of the concepts/ terminology that frequently used in this thesis.

Chapter Two: This chapter provides contextual overview of the area of study; the chapter provides history of Tanzania as the country as well as political, social and economical situation of the country. The brief introduction of Morogoro Municipal Council, Kilakala Primary School and Mindu Primary School explained in this chapter.

Chapter Three: This is a Literature Review chapter; this chapter included theoretical review and empirical review about the concept of community participation in development processes. The meaning of the concept such as community, participation, and community participation explained in this chapter. In this chapter, the researcher provides a brief explanation on evolution of community participation in Tanzania.

Chapter Four: This chapter explained in details on the methodology employed in conducting this master's thesis. The chapter explained the research design, the research methods used and sample of the study. This is the most important chapter in doing research as it direct on how the researcher will conduct the study. Finally, the researcher provided the limitations of the study in this chapter.

Chapter Five: This chapter presents empirical findings and analysis of the study. The empirical findings and analysis based from the data collected during the field. The presentation of data presented qualitative using tables and case studies.

Chapter Six: This chapter provides recommendations and analysis of the study. The researcher suggests the way forward to ensure effective participation of the communities in development of their primary schools.

CHAPTER TWO

2.0.   CONTEXTUAL OVERVIEW

2.1.   The United Republic of Tanzania

Figure 1: Map of United Republic of Tanzania
(Source: Magellan Geographix, 1997)

Country's Details
Population: 37,445,392 (2005 Census)
Area: 945,203km2, Water 6.2%
GDP: total: $ 20.668 Billion, Per Capital $ 520
Official Language: Swahili
Capital: Dodoma
Independence: Tanganyika: 9 December 1961, Zanzibar: 26 April 1964

2.2. History and Politics of Tanzania

One can understand the history of Tanzania before and after independence in 1961. The country is located in Eastern part of African Continent. Other countries found in East Africa include Uganda, Kenya, Burundi and Rwanda. The country is the product of the union between Tanganyika (Mainland) and Zanzibar in 1964. Historically these two countries possess similar characteristics and cultures that encouraged the unity between those two countries. The original Africana inhabitants of Zanzibar believed to have migrated from Tanganyika as the result of slave trade. Tanganyika colonized by Germany before the Second World War as the result of Berlin Conference partition for Africa in 1885. After the Second World War in 1919, Tanganyika in 1920 made as UN Trusteeship under Britain supervision while Zanzibar was under Portuguese and Oman domination.

The union between Tanganyika and Zanzibar was largely influenced by Mwl. Nyerere (the President of Tanganyika) and Abeid Karume (the President of Zanzibar). After the Union in 1964, Mwl. J.K Nyerere became the first President of Tanzania and Abeid Karume became the Vice President. The Union is the first and last that exist in Africa up to this moment.

The most important immediately post-war political development was the British government's decision to allow Africans to participate in politics. Under this development, Britain called upon to develop the political life of the Tanganyika people to prepare themselves for self-governance and grant independence to the territory. As political development for Africans in 1950, the Tanganyika African National Union (TANU) formed and two Africans dominated to the legislative council. The Tanganyika African National Union (TANU) led by the Late Mwalimu K.J Nyerere help to unite and influence Africans to struggle for their independence.

The main objective of TANU (which became leading political organization) was to achieve national sovereignty of the country. Under the leadership of Mwalimu Nyerere, the country achieve independence in 9 December 1961, Nyerere became the first African Prime Minister in 1961. In 1977, two political parties TANU (from Tanganyika), and Afro- Shiraz party (from Zanzibar) joined and form Chama Cha Mapinduzi (CCM). In the same year, the government declared as One Party State with "Party Supremacy" led by Chama Cha Mapinduzi (CCM) party (Nyerere, 1978).

The country is under presidential model system, whereby, president is the head of state and government and elected by direct popular vote for five – years' terms. The current president of Tanzania is Jakaya M. Kikwete from Chama Cha Mapinduzi. At this moment, the country follows multi-party system but to a large extent it is, "one party dominant system" because the opposition parties are not strong enough to compete with CCM. The country has three branches of government namely Executive, Legislature and Judiciary to ensure check and balance. In November 2010, people in Tanzania will elect their next president and their members of parliaments.

2.3.   Socio-economic Situation in Tanzania

Socially, people in Tanzania are divided in different tribe with different cultural and historical background. Regardless of the presence many tribes, there is no problem of tribalism in the country, and people are living together as one society. The Swahili language communicates all the people as the national language. The country is very famous for peace and stability in Africa, the country referred as the "Land of peace". The people of Tanzania appreciate the efforts of the late Mwalimu Nyerere (first president) to unite the people through Ujamaa na Kujitegemea Policy.

Economically, Tanzania is one of the poorest countries in Sub-Saharan African continent with low-income rate. Majority of the population are poor and live in extreme poverty. The government of Tanzania tries hard to raise economic growth and improve the standard of living to the people. The economic growth of the country rise very slowly and the years goes the economic situation continue to be poor. However, Maliyamkono (2006:77) argued that the country GDP has grown from 3.6 percent in 1995 to more than 6 percent in 2003.

The most important economic activity in Tanzania is agriculture, and it employs approximately 80 percent of the workforce (URT, 2000). The majority of the populations are largely depending on agriculture for their life. In Tanzania, grow including coffee, tobacco, cotton, sugarcane, sisal, pyrethrum, tea and cloves. The cash crops Agriculture is highly done in rural areas. It estimated that eighty percent (80) of the population they are living in rural areas and largely depend on Agriculture for their life. The sector is almost entirely drive by smallholder's primary productions characterized by the use of hand tools, and relies on the traditional seasonal rain-shed through the year and animal husbandry.

Mineral and gemstone have recently become more important export commodities than agriculture, which account for more than half of the GDP. Maliyamkono (2006:309) shows that mineral production and export now account for more than 50 percent of Tanzania's total export value (Ministry of Energy and Minerals, Budget Speech 2005) The mineral found in Tanzania include Tanzanite, Diamonds, copper, gold, salt, gypsum and phosphates. The country also has natural gases deposit around Songo Songo Island, of the central coast, which used for electricity. In relation to industrial development, the country is limited to processing agriculture products and light consumer goods.

2.4. Morogoro Municipal Council Profile

Morogoro Municipal Council is the regional headquarter of Morogoro region. It is one of the oldest town in Tanzania (by then Tanganyika) established in 18th century. Morogoro Municipal council is about 195 kilometres from the to the west of Dar-es-salaam and is situated on lower level slopes of Uluguru Mountains rising to about 1,600 feet above the sea level (URT,2003). Morogoro Municipal Council has the total land area of 260 sq.km, constituting 4 percent of the total regional area. The major physical features include the Uluguru Mountains, which lie in the southeast and Mindu Mountains in the west (MMC, 2008)

Despite the variation of climatic conditions throughout the year, the weather is very attractive because of its high altitude. Morogoro Municipality experiences average daily temperature of 27C to 30C degrees With daily range of about 5 degrees centigrade (I did, 2006)The total population of the Morogoro Municipal Council was estimated to be 228,863 people with a ration of 50.35% women (113,639) and 49.65% man (113,639) according to the census population of 2002 (URT,2003).

The major economic activity in Morogoro municipality is agriculture. Majority of the population are the farmers (substance and commercial farming). Other economic activities include industrial activities, small-scale enterprise. The municipality is one of the six (6) Councils of Morogoro regions, and has nineteen (19) elected councillors. The administrative structure, the municipality has seven (7) departments that are accountable to the Municipal Director. For the purpose of this dissertation the focus will be on Department of Education and Culture, which oversees 59 government primary schools

The Morogoro Municipal Council as one of Local Government Authority (LGAs) is responsible for the provision of primary schools education in its area of jurisdiction. One of schools administer by Morogoro Municipal Council include Kilakala and Mindu Primary Schools. The Morogoro Municipal Council administers and controls primary schools through its department of education headed by Municipal Education Officer (MEO). This is the outcome of decentralization policy introduced by the government of Tanzania to ensure local government autonomy.

2.5.   Kilakala Primary School

Kilakala primary school is among the oldest primary school in Morogoro region. The school was built during colonial period by catholic missionaries for the purposes of educate the children of African's converted Christians. Roman Catholic Church built the school in 1950s as the strategies to attract more Africans converted to Christianity. The church did not only build the primary school but also build Kilakala secondary school. The community by that time contributes nothing to the building of the school. During colonial period, only children who were Christians allowed to study in this school.

 The government of Tanzania under the president J.K Nyerere in 1967 introduced Arusha Declaration and came out with Nationalization Policies. With Nationalization Policy, all private/religious schools, hospitals were nationalize and owned by the government. The government became responsible for provision of social services regardless of people's races or religions. The government aimed at ensuring no discrimination in the provision of social service to the public. Through this policy introduced by government, the government took Kilakala primary school to become one of the public primary school that admits all children from different religions.

The school is located in one of nineteen (19) wards in Morogoro Municipal Council namely Kilakala. Kilakala area cover the population of 13800 people includes 7450 females and 4350 males. The people who are living at Kilakala Ward with local government authorities are responsible in running this school. The school is located 3 kilometres from the Morogoro municipal council.   It consists of pupils of nursery school, standard one to seven and special class with the children with disabilities. Kilakala primary school has 824 pupils in which 382 are girls and 442 boys (MMC, 2008). The school has eighteen teachers in which only three teachers are males. The school has 15 classrooms for children to use. I am a product of this Kilakala primary school from 1987 – 1993. Under this moment, Morogoro Municipal Council with cooperation with local communities administers the school.

Traditionally, the people in this area are originated from Matombo village; most of them were the workers and servants of the Roman Catholic Church. However, in 1990s majority of the people from different places from Tanzania bought land from the natives and build new house. In relation to the level of income, majority of the population don not live in extreme poverty as Mindu village. Majority of them are working as public servants and others work in private sectors, but most of the natives are still poor depend on small-scale farming. Their social-economic situation also affects people participation in development of Kilakala primary schools.

2.6. Mindu Primary School and Community Around

Mindu primary school is among the oldest primary school in Morogoro region. The school was built by the cooperation between government and community during the 1970s. Formally, the school was located at Mzinga Village, but the government in 1974 decided to use Mzinga area as a centre for army (Military base), therefore, the school has to shift from Mzinga to Mindu village. The people shifted from Mzinga village to Mindu village and start to establish new social services such as health centre, school and other services. Therefore, the Mindu primary school built with the community/people with the assistant from central government.

The school is located along Iringa road, 17 kilometres from the Morogoro Municipal town and 1 kilometre from the main road to Iringa. It enrols children from Mindu village and other from neighbouring villages. Mindu primary school has 480 pupils in which 235 are girls and the remaining ones 245 are boys *(MMC, 2008)*. The school has only thirteen (13) teachers with only six male teachers and other seven female teachers (three teachers are out of school for further studies). The school characterized by old classrooms and teachers' offices, the government and community always use to repair those building. The name of the school *"Mindu"* originated from the water dams around the school area. This man- made water dams is providing water to all people in Morogoro Municipality.

Mindu primary school is one of the schools that benefited from the implementation of Primary Education Development Program (PEDP). PEDP plan helps the government in building new classrooms, teaching facilities such as textbooks and training for teachers in all public primary schools in Tanzania. Later, in chapter five (5), the researcher explained the way PEDP assist communities to participate in development of primary schools later.

The community that live at Mindu area "waruguru" by their original, but at the moment many people migrate from different parties and live there. Majority of the population are poor and live in extreme poverty, they live in poor houses constructed by mad without floor with poor sanitation facilities. Small scale farming agriculture is the major economic activities in this area; they depend on seasonal rainfall for cultivating. Their poor social-economical situations have implication to their participation in development of their school.

Therefore, it is researcher expectation that through Mindu primary school and Kilakala primary school and their communities, I will get appropriate information on the involvement of community in development of these schools.

Figure 2: Kilakala Primary School
Source: Author (2010)

Figure 3: Mindu Primary School – Classrooms
Source: Author (2010)

CHAPTER THREE

3.0. LITERATURE RIVIEW - Introduction

The United Nation (UN) through Millennium Development Goal (MDGs) recognizes the importance of education and community participation in eradicating poverty and bringing economic development. The target is to ensure that every child at the age to start primary education get access to primary education. International communities and organizations advocate for community participation in development processes as the process of empower people in their own development. In discussing the thesis, more literature review will focus on the community participation in development process particularly primary school development. Therefore, this chapter will provide a literature review and some details in relation to community participation in development process. Particular intension will be on local people participation in primary education development in Tanzania.

3.1. The concepts of Community, Participation and Quality Education

In this research topic is very essential to understand the meaning of community, participation and quality education. The understanding of the meaning of community will help us to understand well the concept of community participation toward primary education development in Tanzania. The community as a word is very essential in define the kind of community I mean in my thesis. Therefore, the first step was to define what I mean by the term community.

3.1.1. Community Definition

The word *"community"* is multidimensional and complex concept that defined different by different scholars, in sociological point of view, community mean a group of people who live the same place, share an interest, a neighbourhood or common set of circumstance (Macmillan English Dictionary, 2007). The characteristic and behaviour of communities differs from one community to another depend on the historical background.

In political point of view community can be defined as a political constituency that has right to participate in political activities such as elect their leader and make decision to run their government. In defining community, I decided to choose the meaning as defined by sociologist. Therefore, the community defined as the group of people who share the same characteristics. My focus on community based on the community in the way it organized as one element that group of people.

Community: According to *Webster's New Collegiate Dictionary*, this is a "group of people with a common characteristic or interest living together within a larger society" or a "body of persons or nations having a common history or common social, economic, and political interests" (226). A community may be one or several towns or a group of people having a specific mutual interest, for example, the Asian or American community. The main point is that community must share the same characteristics.

The word community in Tanzania, especially to this thesis the community regarded as the people who are living in the same ward (Kata). According to Local government structure, the ward is below the municipality. In Morogoro Municipal Council, there are about nineteen wards. Within the Ward, there is village (for rural council) and street government (for urban council). Each ward has its own Ward Development Committee (WDC). The Ward as the community has different developmental committees such as water and infrastructure committee, Environment committee, Education committee and other committees depend on the needs of the ward. For the purpose of my master's thesis, I choose Kilakala and Mindu primary schools wards as the communities for my case study.

The number of people forms Ward Development Committees including the Ward Executive Officers (WEO), Street Chairpersons and Chancellors. In Swahili name WDC is called "Baraza la Maendeleo la Kata"-(BMK). Ward Development Committees have the following functions: to plan and designing development projects in the Ward, such projects include construction of roads, health centre and other projects. WDC also have to find resources such money from the local people and development stakeholders to improve development processes. The WDC also have responsibility to control the budget and expenditures of the ward funds. Therefore, WDC are very important in ensuring that people get development and involve them in development processes.

3.1.2. Participation

The concept of participation tends to confuse many scholars of development studies. In defining participation, Kohssay and Oakley (1995:5) define participation as collaboration, in which people, voluntarily, or because of some persuasion or incentives, agree to collaborate with an externally determined development project, often by contributing their labour and resources in return for some expected benefits.

World Bank (1996) define participation as a process through which stakeholders influence and shares control over development initiatives and decisions and resources which affect them.

Therefore, based on these two definitions of participation, one can realize that both definitions see participation as important instrument of empowering people in development process. In a simple way, participation gives power to the people. However, for the participation to be meaningful the action must be voluntary and not forced by external. In order for the people to participate effective, they must be willingly to participate in development activities, education and awareness is very essential in influence community participation.

The scholars/practitioners of development interpret the concept of participation in two broad and distinct areas of development. Participation can be taken as the *mean* as well as the *end* by itself (Bagumhe, 2007:10). The distinctions between these are neither clear-cut nor mutually exclusive, but they do represent two different purposes and approaches to promote participatory development.

Participation as a means simply see participation as the process whereby local people cooperate or collaborate with the externally introduced development collaborates in accomplishing development project. In this way, participation becomes the means through which the initiatives implemented more effectively. The government or donors are the one who initiate development processes and use community resource to provide service to the people.

Participation as an end is regarding participation as a goal in itself. This goal expressed as the empowering of people in terms of their skills acquisition, knowledge and experience to take greater responsibility for their development. The concept of participation as an end aimed at ensuring that people are responsible in solving their own social economical problems. Nelson and Wright (1995:1) describe this as "Participation as an end" (where the community or group sets up a process to control its own development). There is still hot debate among practitioners and in the literature about whether participation is a means or an end or both.

There are different types of participation, Pretty (1995) provides critical understand of different types of participation as shown in the table below:

Table 1: Main typologies of Participation

	TYPOLOGY	CHARACTERISTICS
1	Manipulative Participation	Participation is simply pretence, the community themselves are not willing to participate in development processes but because of the external manipulation they simply pretend. Participation in this type is not sustainable because people will not always pretend.
2	Passive Participation	People participate by being told what has been decided or has already happened. Information belongs only to the external professionals. This is regarded as top-down approach to people participation and assume that people do not have potential to decide for themselves. This type of participation is difficult when it come to the implementation stage, people fails to support the project because they were not involved during the planning stage.
3	Participation by Consultation	People participate by being consulted or by answering questions. There is no room for the shared decision-making between the stakeholders and the professional. In most cases people's needs and priorities ignored by professionals. This also becomes difficult during the implementation of development projects. This type creates the gap between the local people and professionals.

4	Participation for Material Incentives	People participate in work for food arrangements; They may also participate for the cash or other material incentives. The activities and the participation stop when the material incentives stop. This type of participation is not voluntary but people attracted by incentive given to them. The people themselves do not own the development processes under this type.
5	Functional Participation	Participation is seen by external agencies as a means to achieve project goals, especially reduced costs. People participate by forming groups to meet predetermined project objectives
6	Interactive Participation	People participate in joint analysis, which leads to action plans and formation or strengthening of local group, or institution that determine how available resources are used. Learning methods used to seek multiple viewpoints. This type is the best, because it regards local people as potential and equal partner in development processes. This type of participation creates the sense of ownership of the development project by the community.
7	Self Mobilization	People participate by taking initiative independent of external institutions. They develop contact with external institutions for resources and technical advice but retain control over how resources are used

Source: Based on Pretty, (1995)

3.2. The concept of Community Participation

For the two decade, the word *"community participation"* becomes a crucial aspect in development processes. Both international and local communities recommend for the government to involve local people in decision making that directly affect their life. Different scholars and institutions define the concept of community participation in different ways based on different context. The concept of participation may take different shape and characteristics. The Economic Commission for Latin America (1973) defined community participation as voluntary contribution by people in one way or another in cash or in kind in public program. The above definition views community participation as bottom-up approach originates from the people themselves and not forced by external pressure.

In other side, Myers and Hirsch (1999:45) view community participation as an active process by which client groups or beneficiaries influence the direction and execution of the development program with a view of enhancing their well-being in terms of income, personal growth, self-reliance, spiritual development and other values they cherish. This definition in comparison to the Economic Commission for Latin America, it lacks sense of ownership and control of development process by the community. The community only plays a role of influence the direction of the leaders of development program. The notion of community participation in international development discourse commonly used to refer to the involvement of local people in decision-making processes and evaluation of development projects as well as the implementation in development projects. The term community participation is associated with *"empowerment",* and the respect for and use of *"local knowledge"*. By the term empowerment, we simply mean the power of making decisions is lying on the power of the people. The external agencies/government assists the people to reach their goals/objectives but not force them. By the concept of using local knowledge, we simply mean that local people have potential knowledge and experiences that if utilized my result to positive contribution to their development.

Community participation is very important tool for developmental process in any country. The multilateral and bilateral aid organization, as well as NGOs has emphasized the importance of local community participation in development process. For the government to achieve sustainable development requires ensuring that people are involved in development projects. Jope (2005:4) argued that in order to facilitate community participation, government of Australia initiated *"community strengthening initiative program"*. The government in order to address the local problems, the government must involve people in identifying local problems and come with positive solutions.

Various writers and theorists of participation provide some criteria to evaluate the level of people's participation in development projects. Rowe and Frewer (2000:11) suggest two criteria to evaluate public participation process. The first criteria is *representativeness*, they recommended that people's participation must represent sample of the affected population. *Independence* is another criterion; by independence, simply mean people should participate in development process willingly without forces from external and not depend much from outsiders. *Earlier involvement,* recommends that people should be involved in development projects from early stages i.e. planning and design processes. *Influence,* people must have

influence of the leaders during the planning and implementation. Finally, *transparency* is very important, the people must have information during planning and implementation people, this will help them to know what is going on.

3.2.1. Community Participation – Global perspectives

The community participation is the global phenomenon and the international community encouraging for developing countries to involve people in development. The United Nation, World Bank and other donors who fund the development project require participatory approach involving local communities. The need for bottom- up approach to the development is highly appreciative in creating sustainable development. Bottom – up approach to decision-making and implementation of development project is better than top-down. Bottom-up approach makes people close to the development activities.

Community participation in decision-making process is one of the important aspects of democratic process. Major element of democracy is participation and involvement of people in matters that affect their life. Community participation is likely to effective depends on its representativeness, independency, earlier involvement of stakeholders, level of influence and transparency in decision-making process. When people are not involved in development project, they are likely to oppose or boycott against them. A good example, in the House provision in Khayelitsha in South Africa where commercial banks decided to build houses and loan to poor Africans without involve the people in project design and implementation. After people took the residences they realized that the houses have poor quality and boycotted payments the felt cheated (Tadesse et al, 2005:4).

Community participation in development project becomes common approach to most governments in developing countries and donors. Community participation empowers people, builds social capital, and strengthens local governance. For example, the government of Japan through JICA in improving primary education in Niger established a project on *"improving school management through community participation in Niger"*. Niger as one country characterized by extreme poverty and poor quality education with low gross enrolment of 34% in 2000, absolute lack of classrooms and low level of awareness among the community and parents (JICA, 2003:43). In collaboration with the government of Niger, JICA established a School Management Committees (LOGES) consisting of headmaster, representative of teachers, representative of parents, and the community, village and religious leaders. Through this participatory approach Niger, manage to improve the quality of primary education and create a sense of ownership of schools by communities and parents.

In Uganda, the community participation in primary schools development began soon after independence in1963. During the colonial period, the provision of primary school education was the roles of religious institutions. The missionaries were the major provider of primary education in the country and aimed at convert large number of Africans to Christianity (Passi, 1999:201). Therefore, primary education provided was for few minorities include converted Christians and sons of local chiefs.

The government of Uganda, after independence realized that majority of the population failed to have access to primary education. Therefore, in 1963, the government established its own administrative machinery and School Management Committee (SMC) to manage primary education. The government influence people and community to participate in primary school development. In order to ensure community participation effectively participates in school development, the government established Parents-Teachers Association (PTAs). The government assists the primary school through Capital Development Grants (GDG) to cover the costs of erecting buildings, payment of teacher's salaries buying furniture and equipment (Passi, 1999:213). In both rural and urban areas, people provided labour and cash to build schools all over the country. Therefore, community participation in primary school development became a crucial aspect in development process in Uganda.

In Zambia, the government of Zambia appreciates the aspect of community participation in provision of social services. From the mid Eighties, the country adopted cost sharing in primary education. By the term cost sharing, the government not working alone to provide social services but also the community has to contribute for the services. Like in Uganda, the government of Zambia established Parents – Teachers Association to run and administrate the primary school education (Ishumi, 1999:15). Since independence in 1964 until to the mid of 1980, the country provide free education to all children. Under this period, the country use centralized government education delivery system. Under this system, the provision of education considered to be, the responsibility of the central government. In developing primary education, the community participates in building classrooms and other physical infrastructures. The general running of the primary schools depends on the money collected from the parents and community members. The budget from government is very low as it cost 94 percentage of the budget to pay teachers salaries. Therefore, the community plays a great part in building schools and other administrative costs.

3.2.2. Evolution of Community Participation in Tanzania

In Tanzania, the concept of community participation in development process becomes crucial part of the country economy. The philosophy behind people's participation in Tanzania's development process endeavours can be traced back from 1960s and 1970s when Tanzania adopted Ujamaa as a path to modern development initiatives. In Tanzania, the effort to increase community participation began soon after independence in 1961. There are different phases in which the government of Tanzania use community participation in development of the country's economy. The researcher provides the explanations for the different phases that involve people in development processes.

1st Phase of Arusha Declaration and Villagisation Program

The source and history of community participation in Tanzania may be traced during the Arusha Declaration in 1967. The declaration articulated the philosophy social-economic liberation based on African Socialism and Self-reliance, s a long –term national development goal (URT, 2004:1). The government abolished the colonial Local Government Authorities in 1972 and followed by establishment of regional decentralization that gives power to the people.

Decentralization mean aimed at reduce more power from central government to regional level close to the people. The late Mwalimu Nyerere stated that by decentralization people would participate and own their development.

The government later realized that decentralization through regional decentralization bring no change to the local people. Majority of the population in the rural areas continue to live in absolute poverty. Again, the government in 1982 re-established the Local Government Authorities in Tanzania. The local government established by the Act No. 7 – 10 of 1982 with the purpose of transferring the authorities to the people. The local people participate in development process through and in collaboration with local government authorities. Generally, the new Local Government Authorities aimed at improving community participation in the development processes.

In the Constitution of the United Republic of Tanzania, Article 146 section (1) stipulates that:

" The purpose of having Local Government Authorities is to transfer authorities to the people. Local Government Authorities have the right and power to participate and involve people in the planning and implementation of development program within their respective areas and generally throughout the country (URT, 1998:130 and URT, 2004:1)

Therefore, through Local Government Authorities people were free to participate and contribute toward development process in their communities. The local government merely used as instrument to enforce people to participate in development activities. In this way people, they did not voluntarily initiate the community participation by that time.

The government of Tanzania establish village development program commonly known as *Villagisation Policy*, which established by Village Act of 1975. The purpose of this policy was to make sure people are living in communities, share their development effort together and ensure equality to all people. Villagisation "Vijiji vya Ujamaa" was the central goal of Ujamaa and Self – reliance policy as proposed by Mwl. Nyerere.

Mwl. Nyerere (1968:337) state that:

"The aim of Villagisation policy is to create rural economic and social communities where people would live together for the good of all through community participation…."

The government supported people to establish village governments, streets governments and forming their committees to foster their social-economical development such as building the schools, roads and health centres for their communities. The villagers and town's people participate in building infrastructures such as roads, health centre and building schools. In education services, the community build classrooms and other activities with their own efforts by provide land, raw materials and labour and the government provided tin roof, textbooks and teacher in those schools (Mbilinyi, 2000:1). The village plan aimed at ensuring that every village construct primary schools for their children and the government provide teachers and training materials. Therefore, community participation in primary school education development is historical phenomenon in Tanzania.

The Second Phase of the era of Local Government Reforms Program (LGRP) in 1997

Since independence, the government of Tanzania is undertaking various initiatives towards poverty reduction and attainment of sustainable social – economical development. The LGRP was launched in 1997 as technical, facilitative and enabling institution with PO-RALG to spearhead LGR in order to realize the government policy of devolving power, authority and resource to the people (ToR, 2004:50). The Local Government Reform Program came with major objective to facilitate LGAs ability to deliver sufficient, reliable, and predictable and quality service delivery to the majority of the population (Ngware, 2005:7). The LGRP the Central government devolve power, authority and responsibilities to the LGAs in development processes. The LGRP cover four areas, political decentralization, financial decentralization, financial decentralization, administrative decentralization and changed central –local relations.

Under the local government reform program, the local people in the community need to participate in development processes. The reform aimed at establishing broad based community awareness of the participation in the reform process, promotes principles of democracy, transparency and accountability. Ngware (2005:11) argued that LGRP help the people to understand their roles and responsibilities in contributing to their own development. Through the reforms, local people themselves with the assistance mostly did the development process such as construction of road in rural areas from Local Government. The local government facilitate the participation of the local people in deciding on matters affecting their lives, planning and executing their development programs.

3.3. Primary School Education Development and Community Participation in Tanzania

The concept of community participation in Tanzania development process is not a new phenomenon. One can trace the concept since 1960, since independence, the government of Tanzania tries to improve primary education, primary school education in Tanzania path through different phases. The first Tanzanian government under Mwalimu Nyerere focuses on fighting against major three enemies of development namely ignorance, poverty and diseases. The government realized that for all mentioned enemies to be attacked more effort was needed to improve education to majority of population. Since independence, the government has put effort in formulating and implementing policies that aimed at improving the quality of education.

Provision of primary education in Tanzania passed through different phases. Soon after independence in 1961, Tanzania, Tanganyika by then was under liberal policy and encourage private sector in education system. Most of the schools owned by religious institutions and rich people and a few numbers of poor African children get access to education from these schools. The parents supposed to pay school fees for their children and could not afford to pay for their children (Njunwa, 2007:7). Very few children enrolled to start primary schools. Majority of Tanzanians were ignorant and it is estimated that about 85 per cent of them were illiterate (Mushi, 1995). The primary school enrolment for the children was less than 30% of the school age population.

To ensure that majority of the Africans get access to education, the government of Tanzania passed the *"Education Act of 1972"* to regulate the provision of education. The main objective of the act was to address weakness of colonial education system such as abolish racial discrimination in provision of education, streamline the curriculum in order to make it local responsive, and make local authorities and communities responsible for infrastructure development of primary schools. Through education act of 1972 opened the way to the community participation in education development in the country. The government introduced Universal Primary Education (UPE) *"Elimu kwa Wote"* that provides free education to children. The government was responsible for running and finance primary education (Mushi, 1995:35)

In early 1980s, the government encountered a serious economic problem in financing the social services to the population. This era commonly known as *"cost sharing era"*, citizens were supposed to contribute for the social service such as health and education. Therefore, the government through decentralization left the running of primary school education to the local government and communities themselves. The first step taken by the government was to re-introduce the payment of school fees and communities was responsible to build more classrooms for their children.

Community participation in Tanzania is historical phenomenon, according to Marsland (2006:66) argued that Tanzania discourse on local people participation is rooted in African socialism and self-reliance *(kujitegemea)* as advocate by Mwl. Nyerere soon after independence. In 1967, the government of Tanzania announced Arusha Declaration, which clearly stated that Tanzania would adopt *Ujamaa Policy* (Socialism) in running the country. The first step taken by government was to nationalize all schools and industries owned by private institution/people. Under Ujamaa policy, the government establishes new villages (Villagisation policy) whereby people transfer to new areas to establish their communities.

They had to work together to construct new houses for settlement and primary schools for their children. Therefore, the communities with the assistance from central government construct classrooms and desk for their children to get education.

The major source of resources for primary education development comes from Local Government Authorities (LGAs), Central Government and Communities themselves. The LGAs is responsible for running and finance primary school education through local tax revenues and central government subsidies. The Community participation in construction of primary schools ensure that each village has its own primary school and increase the number of children enrolled in starting standard one (Mbilinyi,2003:5).

The community contributes to provide building facilities such as sand, wood and other contribute money and provide technical assistance in building classrooms. The government provide with funds to buy cements, textbook, exercise books, and teachers. The process of involving local people in construction of these schools creates a sense of ownership of schools by communities themselves and makes them sustainable.

3.4.   The importance of Community Participation

The International Organization and Local NGOs accept that community development is crucial instruments in development process/project. In relation to the importance of community, participation in development processes various scholars and organizations shows the importance of these two concepts.   The following below are some of the importance of community participation in development processes:-

Firstly, the community participation empowers community to make decision that directly affects their life. The community participation helps to achieve greater citizen's satisfaction with their communities and development at large. Therefore, the active community participation is a key for building an empowered and responsible community.

Secondly, the community participation creates the sense of ownership of the development process to the community itself. Development processes become integral part of the community and helps the community to believe that they own their development process. The top down approach to development process do not create the sense of ownership of the development to the community.

Thirdly, the community participation ensures sustainable development and continuity of the development processes. The community participation ensure that people are informed about community work, involved in decision-making process (planning stage) and in implementation stage. The situation of involve people in all stages of development create mutual partnership between the government/donors and communities which result to sustainable development. The community participation develops true democratic processes in development process. The community direct or through their representatives is free to make decision about the problems and development project. People voluntary accept to participate in development processes.

3.5. Universal Primary Education (UPE) in Tanzania

The phenomenon of Universal Primary Education (UPE) as advocated by United Nation Development Goals is not new phenomenon in Tanzania. There is great link between UPE and community participation in primary school development. In order to improve the access of primary education to the majority of the children, in 1974, the government introduced Universal Primary Education (UPE). This initiative to large extent use approach of top-down because was initiated by Mwalimu Nyerere as President of country to ensure that every child in Tanzania get access to primary education. The first step taken by government was to abolish school fees and provide free education to the children. Through Universal Primary Education, the government mobilize people, each village and to establish their own schools on self-help basis.

Apart from advantages brought by UPE, the program highly criticized for using top-down approach and failed to involve local people in decision-making process. Prof. Njunwa (2005) observed that most of Mwalimu Nyerere initiatives were largely of his own personal making/initiative than allow people to come up with their views. This problem resulted to poor implementation of the program initiated by the government.

However, the government of Tanzania do not involve people in education sector only, but also involved local people in improve agriculture activities and other infrastructures. . Local people with the assistance from the government established community farms own by community. Therefore, we agree that, the government of Tanzania historically realized the importance of local people participation in development process. The current government under President Jakaya Kikwete involves local people in educational development. The local communities work together with the government to build more classrooms in primary education, construct new secondary school in each Ward and construct health centre in each ward (Mwananchi, 2009:5). Community participation in development project creates high sense of ownership, and the communities have taken responsibility for maintenance and security of those projects.

Galabawa (2001) describe that development of Universal Primary Education in Tanzania can be explained base on major three phases.

The Phase I: The Year 1967 – 1980s

This phase to large extent is associated with Socialism and Self - Reliance as introduced in the middle of 1960s. According to Galabawa (2001) regards Universal Primary Education as part of the social economical transformation in Tanzania. Universal primary education highly achieved during the implementation of Musoma Resolution of 1974. Universal Primary Education Movement was aiming at making primary education universally available, compulsory, and provided free of cost to users to ensure it reached the poorest. The government also provides free education for the political reasons, during the struggle for independence, the Nationalist leaders' promises of free education as the tool for gaining political support from the people.

 The major objective of this era was to increase the number of children enrolled in primary schools and improve the access of primary education equally to both girls and boys. To large extent UPE increase the access of children from the poor family to have access to primary education and reduce illiteracy rate.

For example, before the introduction of Universal Primary Education, the Gross Enrolment Rate (GER) was 35.1 percent in the late 1960, but in 1970s, the GER grew appreciably to 98 per cent in 1980. The major factor that contributes to the children enrolment was the abolishment of school fees to the children. The parents were motivated to send their children to schools because all costs the government took all cost for running primary school education. The Universal Primary Education also brought the gender parity in primary school enrolment as the proportion of girls in primary schools became equal. This period was very successful to the implementation of Universal Primary Education in Tanzania. During this period, the parents pay no fees for their children to get primary education. The community/parents participate/contributed their labour and efforts to build more classrooms, schools and other physical infrastructures.

The Phase II: 1980s to Early 1990s

According to Galabawa (2001) called this phase as the period of" ***Growth of the Economy Collective National Thought"***. This phase went hand with hand with Structure Adjustment Programme (SAP) at the middle of 1980s. SAP originally initiated by World Bank and developed countries to the developing countries as the strategy to improve economic situation of their poor economy. Structure Adjustment Programme came out with the following conditionalities, reduce government expenditures, cost sharing, liberalization of the economy and allow free market. Due to SAP the government of Tanzania introduce the cost sharing in the provision of social services include education and health. Under this phase, primary education was no longer free as it was in the first phases. The parents supposed to pay school fees and other contribution in the public school. In 1995, the government of Tanzania established "***Education and Training Policy".*** The document stated that:

"It increasingly became apparent that the government did not have enough resources to continue financing free education, hence the re-introduction of school fees and direct costs in primary and secondary schools..."

The government encourage the private sectors to invest in education provision include health service, primary and secondary education. The government not became the only actor in provision of primary education in the country. The government has to work together with the community and other private organization in running primary schools.

In this phase, the children enrolment was very low, to large extent encourages the pupils drop out. The parents (especially poor people) were unable to pay fees and other contributions for their children. For example, the Gross Enrolment Rate (GER) in public primary school decreases slightly from 74.9 percent in 1992/93 to 74 percent in 1994/95. At the same time, the Net Enrolment Rate (NER) also decreases for all public primary schools from 54.2 percent in 1992 to 52.6 percent in 1994. This phase was not successful to the implementation of UPE in Tanzania.

The Phase III: Late 1990s to Earlier 2000s

This is the last phase of implementation of Universal Primary Education in Tanzania. According to Galabawa (2001) describe this phase as the era of "Income and Non-income Poverty, Collective National Thought". This phase characterized with different reforms in the government, the reforms include Public Sector Reform Programme (PSRP), Institutional Financial Reforms, Educational Sector Development Programs as well as Local Government Reform Programme (LGRP). All those reforms have indirect or direct impact to the provision of Universal Primary Education in Tanzania.

This phase, the government realized that the payment of school fees and other contribution result to poor enrolment rate and high pupil's drop out to the children in schools. *The government realizes that people are poor and cannot afford to pay for their children.* Therefore, the government abolished the payment of school fees and other contribution in schools. The cost sharing in education was necessary to supplement the government efforts in developing education provision in the country. However, the program brought many disadvantages to the people especially poor people.

During the second phase, the government realized the gross enrolment rate for primary education, which climbed in 1980s to 93 percent, declined to 74 percent in 1994. The government also realized quality of primary education became poor/low and illiteracy rate increases from 10 percent in 1986 to 16 percent in 1992.

The process of abolish school fees during this phase was also influenced by donor communities and United Nation. In 2000, United Nation introduced Millennium Development Goals (MDGs) with the aim of achieving Universal Primary Education. Through UPE each children at the age of joining primary school have access to it. Therefore, the significant part of the donor community supported the elimination of user fees for primary education and that they would provide the necessary funds for the implementation free education for primary school education. Under this phase, the government ensures to increase the number of girls who are studying in primary school. The table below shows primary education enrolment by gender to ensure equity.

Table: 2: PRIMARY EDUCATION ENROLMENT BY GENDER, 1990 - 1994

	1990	1991	1992	1993	1994
Male	1,702,180	1,775,745	1,831,843	1,897,380	1,921,172
Female	1,671,182	1,731,639	1,767,737	1,835,569	1,872,029
Total	3,373,362	3,507,384	3,599,580	3,732,943	3,793,201
% FEMALE	49.5	49.4	49.1	49.2	49.4
GER	73.5	74.4	74.2	74.9	74.0
NET	54.2	53.4	54.2	53.7	52.6

Source: MoEC (BEST 1990 – 1994) June 2005

3.6. Primary Education Development Plan (PEDP)

The government launched Primary Education Development Program in 2002 to respond to the Tanzania Development Vision 2025, which emphasizes on the role of education in bringing out about social and economical transformation (URT, 1996). This program specifically geared towards provision of education for all as articulated in the EFA -Dakar frameworks and the MDGs. The major implementers of the PEDP include the Ministry of Education, Local Government Authorities and schools committees (URT, 2002). The abolition of school fees, the UPE Campaign and massive investment in primary schools infrastructure were strategies employed to attract rapid enrolment expansion in primary schools.

The primary education development plan is one of the important programs in improving primary education implemented in Tanzania. It is impossible to discuss about primary education development and community participation without explaining or discuss the primary school development plan. Under the PEDP, the government of Tanzania ensures that the communities participate and contribute to the construction of various structures in their schools on their locality. Such structure includes the classrooms, toilets and houses for the teachers.

The plan was for the five years from 2002 – 2006, PEDP articulate the vision of Universal Primary Education (UPE) within the wider Tanzania policy, frameworks of the Education and Training Policy, the Poverty Reduction Strategy (PRSP), the Local Government Reform Programme (LGRP), the Education Sector Development Programme (ESDP) and the Tanzanian vision 2025. The plan initiated by the collaboration between the government of Tanzania and donor communities. The donors include European Union, Ireland Aid, Norway, Royal Netherlands, Belgium, Finland, SIDA, France, CIDA and World Bank.

Generally, the main reason for establishment of Primary Educational Development Program (PEDP) was to advancement of Universal Primary Education (UPE) and the Millennium Development Goals (MDGs). Tanzania Development Vision 2005 view education as "a strategic agent for mindset transformation and the creation of population equipped with knowledge needed to competitively solve the development challenges face the nation". Based under this assumption, education perceive as a very crucial tools for social and economical development

The PEDP Plan was being implemented national wide and covers all government primary in schools both mainland and Zanzibar. The Primary Education Development Plan has the following objectives:

• To increase levels of enrolment
The PEDP plan aimed at improving the enrolment rate for all children in Tanzania. The target was to enrol all children of the age of 7 – 10 years by 2005.

• To improve the quality of teaching and learning
The plan aimed at improving the learning and teaching environment through rehabilitation and increase of classrooms, provision of textbooks, teaching materials and improving teacher's

professional competence and construct teacher's houses. I.e. The government recruited new qualified teachers in schools.

• To promote capacity building within the education system

• To strengthen institutional arrangements that supports the planning and the delivery of education services

. The plan aimed at complimenting the efforts of the government by ensuring that communities participate and contribute to the construction of various structures in the schools (PEDP Report, 2002). The communities participate in construction of more classrooms, teacher's houses, water reserves, toilets and sanitary services.

Moreover, the Primary Education Development Plan (PEDP) brought positive changes in development of primary education in Tanzania especially in rural communities. The Minister of Education and Vocational Training, Margaret Sitta (2007) explained in details on the achievement of PEDP in the country. The minister argued that PEDP increase the Net Enrolment Rate (NER) from 80.7% in 2002 to 96.1% in 2006, Gross Enrolment Rate (GER) form 98.6 in 2002 to 112% in 2006, pupils pass rate increases from 27.1% in 2002 to 62% in 2006. The transition to from primary to secondary school increases from 21.7% in 2002 to 49.3 in 2006. Therefore, the Primary Education Development Plan contributes a lot to the primary education development in Tanzania.

Figure 4: The training for primary teachers organised by PEDP, Morogoro
Source: Author (from internet – PEDP)

UNDP (2007) argued that, Tanzania demands for more efforts to achieve Universal Primary Education. According to 2002-population census data state that about 28.6 of the Tanzanians cannot read and writing any language. There is more illiteracy rate among the women (36 per cent) compare to Men (20.4 per cent). Therefore, PEDP implementation to large extent initiated for the change in illiteracy and ignorance rate in Tanzania by improves the access to primary education to the children.

CHAPTER FOUR – RESEARCH METHODOLGY

4.0 Introduction

In this chapter, the researcher will provide the way he is going to conduct his research and how he is going to analyse and interpret the collected from the field. This chapter provides the definition and the use of research methodology, research design, and research methods/techniques includes interview, participant observation, focus group discussion and qualitative document reviews, the sample and sampling procedure. Finally, researcher will provide the limitations of the study in conduct this research.

- Research Methodology

In most cases, students tend to confuse between research methodology and research methods but in real sense these two concepts has different meanings. According to Kothari (2008) define research methodology as an approach of the researcher use to investigate of study based on the philosophical basis on which the research is found. In conducting the research community participation in primary school development in Tanzania, researcher will apply qualitative methodology since the study want to get in depth information about the phenomena. At the same time he define *research methods* as the methods/techniques that researcher use in performing his/her researcher operations. There are different types of research methods in which the researcher may choose to conduct his/her research. The research methods include interview, participant Observation, questionnaires and focus group discussion.

In doing research, there are two types of research methodology, namely qualitative methodology and quantitative methodology. For the purpose of this study, I decided to conduct my research through qualitative approach. As the researcher, I use qualitative research method because I am interested in understanding how the respondents see a situation or a problem under investigation. According to Silverman (2004) argued that qualitative methodology help researcher to know how the respondent view and understand the world and construct meaning out of the experiences. According to Bryman (2008) argued that the qualitative research seeing through the eyes of those studied and understanding the meaning people attribute to their world. The qualitative research methodology will help researcher to get more information and data on how communities contribute to educational development in their areas. A qualitative methodology will assist the researcher to get information on how community participation resulted to sustainable development of those schools. Despite the fact that qualitative research method provides in detail information, the method has various weakness/limitation. In explain the critique to the qualitative research, Bryman (2008) critically explain the common critique as advocated by many research scholars.

> ➢ The qualitative research is subjective and not value free. The qualitative findings rely on the researcher view on which information is important or not? In a simple way, the qualitative research method lack objectivity and depend mush on the researcher biasness.

- The qualitative method lack of transparency during the research process, it is very difficult for the person to know actually what the researcher did and how she/he arrives to the study's conclusion. Bryman and Burgess (1994) argue that the process of qualitative data analysis is frequently unclear.

- It is difficult to replicate a qualitative study simply because most of the qualitative researches are unstructured and rely on the qualitative researcher's ingenuity (Bryman 2008:391) and there is no standard procedure to follow. As we explained earlier, the qualitative research is not value free and largely depends on the researcher biasness.

- The last critique to the qualitative research is problems of generalization. It is very difficult to generalize the finding found in one or two case to represent all cases.

However, the researcher used qualitative research techniques but in other cases use quantitative data to analyse his data. Silverman, (2001:40) argued *"...... certain kinds of quantitative measures may sometime be appropriate in qualitative research"* The used of structured questions in interviewing process are also used in qualitative research to get supplementary quantitative data.

4.1. Research Design

According to Bryman, (2008:31) research design entails the detail exploration of the specific case, which could be community, person or organization. Generally, research design is a framework for collecting and analyzing data. Kothari (2004) define research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design is very important in doing research as it play major task to define the research problem. According to Kothari (2004:32), Frankfort (2004:98) mention some significance of research design in doing research, research design stands for advance planning of methods to be adopted in collecting the relevant data, helps to time and money, helps to test hypothesis. Generally, it is a logical model of proof that allows the researcher to draw inference concerning the causal relationship among the variable under investigation.

In conducting research, researcher applied the case study technique; researcher took two primary schools in Morogoro Municipal Council as the case study. Kilakala Primary School and Mindu Primary Schools were the schools chosen to conduct his study. Kilakala primary school is located in urban setting while Mindu primary school is located in rural setting. This helped the researcher to understand how people in urban and rural participate in community development activities in schools.

According to Kothari (2004:113) he recommended that the case study method as the popular form of qualitative analysis and involve a careful and complete observation of the social unit such as a person, a family, an institution, a cultural group or even the entire community. The case study method provide to researcher with more information about community participation in development processes. Moreover, the researcher chooses the case study because is less

expensive given to the financial constraint, which the employer Mzumbe University gave the researcher.

4.2. Methods/Techniques of Data Collection

According to Kothari (2004:7), he defines the research method/techniques as the methods that the researcher use in performing research operations. In a simple way, research methods refer to the all methods that researcher use to collect data in his/her research study. The research methods grouped into two types, primary data and secondary data collection. *The primary data collection*s are those data that are collected directly by the researcher from the field. The primary data collected through interview, focus group discussion, and participation. On other hands, *secondary data collection* are those data which are collected through document analysis of other works done by other people such as books, journal and other documents. In conducting research, both the primary and secondary data will be use to collect data in this study.

The methods of data collection that researcher will use in his study are mainly four; interview, focus group discussion, participant observation techniques and qualitative analysis of documents. The different methods of data collection will help me to collect more information from a group of illiterate and educated ones. The use of more than one method data collection also permit the researcher to combine the strength of each method while correcting some of the deficiencies as to increase validity of data generated. Each method of collecting data has its own strengths and weaknesses, therefore using more than one data collection instrument had permit researcher to combine the strengths and correct some of deficiencies of using one source of data.

For example, Dencin (1978:28) says:

"No single method adequately solves the problem of rival causal factors....... Because each technique reveals different aspects of empirical reality....... Multiple methods must be employed. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation"

According to the Bryman (2008:369), he provides for the research methods to be used in qualitative research. He mentioned the following research method; ethnography/participation observation, qualitative interviewing, focus group discussion, discourse/conversation Analysis and documentary analysis.

In doing my research, the following techniques employed for the data collection in the field:

   i) Interview
   ii) Observation
   iii) Focus Group Discussion and,
   iv) Documentary Review/Analysis

4.2.1. Interview Methods

In order the researcher to get more information about the study from the people, schools committee, teachers and pupils, the researcher decided to use the semi – structure interview technique. There are three types of interview namely, structured, semi structured and unstructured interview (Frankfort, 2004:232). *The structured interview* is the technique in which the number of questions and the wording of the questions are identical for all the respondents as well as the sequence in which the question are asked are the same to every respondents (Kothari,2004:98).

The Semi-structured interview, Bryman (2008: 196) argued that in the semi-structured interview, interviewee asks general of interview schedule but is able to vary the sequence of question. The semi –structure interview, researcher prepare the list of specific topic to be covered (interview guide). The method is a qualitative technique of interviewing that combines both the elements of structured and unstructured interviewing. This method is very useful to interview the ordinary people in community or pupils who will get difficulties in understand questionnaires. Bryman (2008:436) recommended that interview technique is the mostly widely used in qualitative research and other qualitative method of data collection such as ethnography and participation at some point involve a form of interviewing.

Lastly, Unstructured interview, this is the most flexible form of interview whereby the researcher do not employ a schedule to ask a pre-specified set of questions, nor are the question asked in a specified order (Frankfort,2008:235). Most of the questions asked in unstructured interview are open-ended questions that allow free responses from the respondents. Most of the respondents especially from the village they don't know how to write and read, low level of understanding, therefore this method will be appropriate to them.

The researcher used both the structured and the semi-structured interview methods.

The structured interview

The structured interview is one of the interview method used in collecting data from the respondents. Researcher used this type for the educated people such as Municipal Education Officer, teachers, Ward Education Officers; Ward Executive Officers, Community Education Officers and others. The method also helped researcher to get in-depth information about how communities participate from the respondents

The semi structure interview

The semi- structure interviews used to normal people in the community include local people/parents, political leaders, village chairpersons and others. I decided to use this method to local people because of its flexible to both the respondents and interviewer. I decided to choose semi-structured interview because of the nature of my study, the researcher topic must determine the choice of method to be use in data collection. My research topic is on community participation in development of primary school; therefore, semi-structured interview will provide a better way of catching the point of view of people and getting inside information.

Generally, the interview method provides an excellent opportunity to probe and explore questions. According to Rwegoshora (2006:128) recommended that this method is very useful because it help the researcher to know about the subject matter at first hand. During the interview processes the respondents/interviewees were free to answer the questions as they wishes and given chance to ask questions for clarification. I prepared the interview guide to ensure that I cover the targeted areas during the interview. The most disadvantage of this method is that sometime, the respondents provide irrelevant information for the study and time consuming.

Figure 5: The researcher conduct unstructured interview with local people in the community at Mindu area.
Source: Author (2010)

4.2.2. Focus Group Discussion Method

The focus group discussion was another method I used in collecting data for my study. The focus group discussion conducted to both Kilakala and Mindu primary school committees. The focus group discussion (FGD) can be define as a structured group process used in way of getting group of people to discuss selected issues on a selected topic with aim of obtaining information about particular topic (ISU,2001). The main purpose of using these techniques in the study was to draw upon respondent's attitude, feelings, reaction and their experience in the people's participation in development of primary education development in their areas. I organised with head teacher for both schools to conduct the meeting for the school committees and conduct the

focus group discussion. The focus group discussion involved about seven people, and discusses about the role of community in development of their primary schools. The focus group discussion conducted democratically and people allowed asking questions and expressing their opinion free.

4.2.3. Participant Observation

Another method of data collection during the study is through participant observation method. In participation technique, the researcher attempts to attain some kind of membership in or close attachment to the group that she or he wishes to study. The participant observation can be categorised into two complete participants (Covert) and Participant as Observer (Overt). According to Kamuzora (2008:173) participant observation can either be covert or overt, *Covert observation* the studied subject are not aware that they are being observed while overt the subject are aware and the researcher attempt to become a member of the group under observation. The covert observation has the following advantages such as subjective bias eliminated, get the information in the ground, people behave in their real behaviour. Nevertheless, this method is criticised to be unethical because lack people consent to participate in the study as well as it is very expensive.

Overt Observation, unlike the covert observation, the researcher informs the group/community that she/he study them. The researcher explains his research agenda to the community involved.

For the purpose of my study, I used overt observation. The researcher went to the schools both Kilakala and Mindu primary schools and observes the way people/community participates in the building of classrooms and toilets for the their children. The researcher attended the school meeting between the parents and the school management, and he observed the way people participate in decision-making processes.

The advantage of this method is that, the researcher got cooperation from the members of the group studied, it also observe ethical consideration of ask for people consent. The participant observation technique as source of information will help researcher to check consistency of the information provided as well as information that was not available with other sources. Therefore, researcher used participant observation to cross check the validity and flexibility of data collected by interviews and documentary sources. The participant observation will help me to obtain the true information since the questionnaires and interview might produce wrong information.

4.2.4. Qualitative Analysis of Documents

In conducting the research, researcher will conduct literature review by reading various articles; books and document relate primary school development and community participation as practices. The concern for community participation in development process is high appreciated in both developed countries and developing countries such Asian and African countries. Community participation practices also in Uganda and Sri Lanka to improve the provision of primary education to meet the MDGs to achieve Universal Primary Education. Qualitative analysis of the document on community participation will enrich my knowledge about the topic.

I went to the office of Municipal Education Officer (MEO) and have access to read important documents relate to primary school development in Morogoro Municipal Council.

4.2.5 Data Analysis

The data analysis is very important stage in doing research, the researcher collect the data from the field and make the coding process and interpret the data through qualitative techniques. In this study, data were analysed and presented in form of tables, texts, graphs and percentages. The coding process was very complicated to me as the most of the questions was open-ended questionnaires. The coding helps me as the researcher to have quick access to the use of tables and SPSS package. My research was qualitative research, therefore, the data collected from the field were analyzed qualitatively, however some statistical table and percentages were used in interpret some findings.

4.3. Sample and Sampling Procedure

A sample is the proportional of the population that participate in the study (Enon, 1998), In other words sample defined as the representative group drawn from the population. There are two type of sampling Probability sampling and Non-probability sampling (Frankfort, 2008 and Kothari 2004), under probability sampling each sampling unit of the population have equal chance of being selected and included in the sample while non-probability sampling there is no probability of each unit to be included in the study. Sampling design is very important stage/ process in doing research. In conducting my study both probabilities sampling and non- probability-sampling applied in identifying the sample of the study. My sample of the study selected through both purposive sampling and simple random sampling. Purposive sampling is one of types of non-probability sampling which sometime known as judgemental sampling researcher select sampling units subjectively in attempt to obtain sample that was appear to be representative of the population. Bryman (2008: 415) argued that in purpose sampling the researcher do not allow the researcher to generalize the population.

Firstly, simple random sampling used to select my case study (two schools) that I used in the study. The Morogoro Municipal Council has more than 48 primary schools. I take all the names of primary schools available in the municipality and randomly select Kilakala and Mindu primary schools as my case study. In relation to my respondents, I selected some of the respondents based on their relevance for the study. The following respondents was taken through purposive sampling during the research includes political leaders (both from ruling party and opposition parties), school committee members, Ward/Division Executive Officers (WEO),Village Chairman, Councillors, primary school teachers, Municipal Education Officer (MEO), Community Development Officer (CDO) and Head Teachers. Each unit mentioned interviewed for specific purpose in relation to research objectives and research questions. The 28 respondents selected through purposive sampling technique. The researcher visited the respondents in their residences and in their offices for the interview and sometime met them in the streets and the government officials founded in their offices. The researcher asked them on

how the government motivate community participation in improving primary education in Tanzania.

Other respondents such as people in the community, parents and pupils selected through simple random sampling technique. By simple random sampling, I simply mean that every unit in my population people, parents or pupils has equal chance to be selected in the study. This type on probability sampling the respondents selected randomly and its major significance is that the method eliminates bias in the selection procedures. The total numbers of 26 respondents selected through this method. Researcher visited the respondents in their residences and schools. These group of respondents were very difficult to get them at it was the time for agriculture, majority of them were busy with agriculture activities. Therefore, the total sample size of my study was 54 respondents from the total population of the study

Table 3: The Respondents selected through Purposive Sampling Method

S/N	Respondents Particulars	Total Population	Sample Size
1	Municipal Education Officer (MEO)	1	1
2	Ward Executive Office (WEO)	2	2
3	Ward Education Officer (WEdO)	2	2
4	School Committee Members	14	6
5	Councillors	24	3
6	Head Teachers	22	2
7	Political Leaders	12	2
8	Community Development Officer (CDO)	6	2
9	Teachers	46	6
10	Village Chairman	12	2
	Total	**141**	**28**

Source: Author (2010)

Table 4: The Respondents selected through Simple Random Sampling Method

S/N	Respondents Particulars	Total Population	Sample Size
1	Parents/people in the communities	8,645	20
2	Pupils in schools	724	6
	Total	**9369**	**26**

Source: Author (2010)

4.4. The Limitation of the Study

Research is the complex process, which involve a lot of challenges and limitation either before or during the research process itself. A number of limitations that I had to solve them in order to ensure the objectives of the research realized with maximum efficiency which lead to the quality master's thesis affected this study to large extent the study.

In doing the research especially during the data collection process, I faced the following limitations:

Firstly, Financial constraint during the data collection stage, as I explained that, the use of research methods such as interview, focus group discussion and participant observation requires the use of money. My employer Mzumbe University provide to me with little amount of funds for research purpose. The Ward in whom Mindu primary school located is very far from the municipality. I have to put fuel of more than 50 US Dollar o go and return in each day I went to conduct my interview and conduct participant observation. Sometime, the respondents requested money from me by arguing, "As the researcher I have enough money to pay them". It has been a traditional for many in Tanzania researcher to pay some amount of money to the respondents and thanks for their cooperation i.e. local government leaders and others. Therefore, financial constraint was the serious problem when I conducted my research in the field. In order to overcome this problem, I decided to use my own money from my monthly salary to use for the research purpose. I also thank much for my local coordinator who helps me with some financial support to buy stationeries such as paper, and books.

Secondly, illiteracy among the people in the community was another limitation I faced during the data collection in the field. Most of the people in Mindu village, they do not have education and they cannot neither know to read or to write. It was impossible for them to understand the purpose of my research and sometime afraid to participate in interview process. They thought that I am the government official who went to investigate them if whether they refuse to participate in development process. This limitation made me as researcher to use a lot time to interview one person. Therefore, in order to overcome this problem, I decided to educate the respondents on the objectives and the importance of the study to them and other people at large. I have to introduce myself to them and showing them my identical card as the student at University of Agder.

Thirdly, the respondents both local people, municipal and government officials were suspicious and were reluctant to provide the required information. Both of them regard me as Intelligence Officer from the central government who intended to study how the municipal council staff and local people participate in primary school development in their communities. The central government provide a lot of money to the local government for primary education improvement, therefore the municipal council officials were reluctant to give me maximum cooperation such as gave me some data/documents regard primary school contribution as directed but central government.

4.5. Ethical Consideration

In conducting the researcher there are some ethics that you should be consider, the adherence to ethical consideration helps the researcher to have smooth process in data collection. In conducting my research, I consider the followings ethics in order to establish rapport with the respondents:

- *Informed consent,* in doing research, the researcher must ensure get permission from the respondents to participate in his/her research. The researcher requests the Morogoro Municipal Council to allow their staff to participate in the interview and accept. The Municipal director wrote a letter to the staff to have cooperation with me. I also request ordinary people in the community to participate in interview and accept. Even, during participation observation I request school management to allow me to participate and observe the way people were involving themselves in building the classrooms. Some people refused to participate in my research study despite of convince and educate them on my research objectives.

- *Confidentiality and privacy,* researcher observed respondents confidentiality during the interviewing process. Researcher did not force the respondent to mention their name during the interview process. In most cases for the respondent to express their views free, they do not want to expose their name. Most of the names used in the case studies are not true name of the respondents, the researcher decided to use fictional names to present the cases. The researcher also avoids asking questions that interference and embarrasses the people and respondent were free to refuse or decide not to respond to other questions.

CHAPTER FIVE

EMPERICAL FINDINGS, ANALYSIS AND DICUSSION

5.0. Introduction

This chapter presents the research findings and makes analysis and discussion of the findings. The data collected from the field during data collection presented and analysed critically. The presentation and analysis of the findings will based on the research questions as provided in chapter one.

The first part aimed at check up the understanding of the word *community participation in development projects* to local people, leaders and municipal officials. For the people to be positive toward participate in development process requires understand the concepts of community participation.

The second part of the findings and analysis will present the findings on if the community allowed participating in development of their school and how/in, which area the community participate. This is important section as it explains in detail on the areas people contributed to the development of their schools.

The third part will present the finding and analysis on the reason why people participate in development work/projects, the researcher aim was to investigate whether the decision for communities to participate in development process emanates from the communities themselves or initiated by the government?

The fourth part, this part will present the finding and analysis of the people's views of the importance of involving community in development their primary schools. The researcher took views from both the ordinary people in communities as well as teachers, government officials and local leaders.

The fifth and final part, this part will examine the challenges/limitations hindering effective participation of the communities in development of their primary schools. For community to participate effective there must be good environment for them to participate.

5.1. The extent of local people's participation

The local people participation in development of the primary school development is very essential to improve education. The government of Tanzania, demands for local government to involve people in developing their communities. The government calls for the people to participate in building health centre, primary and secondary schools, roads and other infrastructures. Despite of the government efforts to influence and motivate people/communities to participate in development process, community participation is still very low. There is low turn- up of the local people to involve themselves in development processes. The community does not respond positively to participate in development activities.

The head teacher at Mindu Primary School state that
" ..... The community at Mindu they are very complicated and do not want to participate in development of their school… They argue that they don't have money and time to participate in school government"

The statement above shows to extent the community does not support the development of their school. The head teacher stated that the program of building teacher's houses stated since 2004 but still to this moment is not completed. He argued that people are not committed with their decision when it comes to the implementation. Example, the community in 2006, decided to contribute Tsh. 2000 ($ 2 dollars) from each household for building toilets in teacher's houses but up to this moment, only 24 households contribute that amount. The Mindu Ward has more than 300 households; therefore, only 8 percent of the households contribute to what they decided.

Figure 6: One of the teacher's houses which the community failed to complete since 2004 at Mindu Primary School.

Source: Author (2010)

Through participation observation at Mindu primary, the researcher noted that, in the building of pupil's toilets, very few people participate in providing their labour and contributions. Other people in the community continue with their other work/business as if nothing going on in the school. In three day of my observation, I discovered that only the same 14 members of community participate in the building of the toilets. The head teacher at Mindu was very disappointed by poor participation of the school in their school development. At Kilakala, through participant observation technique, I attended one of the general meeting (consist of parents, community, teacher and school management). I discovered that despite the fact that communities informed about the meeting very few attended to the meeting. Only 34 members of community out of more than 500 members attend the general meeting. In discussing the matter related to school development of their school, the community members remain silent and only listen to what school management explains to them. Therefore, the researcher conclude that the level of participation of the community if development of their schools is low and not encouraging.

As the researcher, I needed to find out why majority of the population do not want to participate in development work. Majority of the respondents about 70 percent of they argued that they do not want to participate in development work because they are not satisfy with the government operation. They believe that the government have a lot of money but misuse it for their own benefit with their family. The researcher find out that people are very busy with their activities that direct give them money to get their basic needs. The people at Mindu primary school, they are very busy working in their farms to cultivate to get food for their children and not have time to participate in school development. The people view it is the wastage of time to participate in school development while they have other business to do. The people at Kilakala primary school ignore to participate in the development of the school because people they sent their children to other schools with better performance. Both Kilakala and Mindu Primary School in every year pupils perform poorly.

When the researcher, look the level/extent of participation between the community at Mindu and Kilakala primary schools, researcher realized there is more community participation at Mindu that Kilakala. The people at Mindu participate more in building classrooms and desks for the school than Kilakala. For example, the people at Mindu constructed 4 classrooms and 200 desks while Kilakala construct only 2 classrooms and 55 desks. There a number of reason for this situation to happen, Firstly, the people at Mindu ward have only 2 primary schools to send their children, and Mindu primary school is the one at the centre in which majority of the population send their children. Therefore, the community has the sense of ownership of the school than people/community at Kilakala primary school.

The people at Kilakala, the level of participation is low because the Ward has more than five primary schools, therefore, the community ignores to participate in Kilakala primary school development and concentrate in other primary schools in which their children are studying. Therefore, the level of participation of the community differ from one community to another depend of the community demands and needs. However, generally, the idea and practice of community involvement in development activities is very low in Tanzania. The government needs to improve people's participation in development process and to regard the community as equal partner in development processes.

5.1.1. Local people's understanding of the concept of community participation

As we explained in chapter three, the definition and understanding of the community participation is complex and tends to confuse may people. Each individual/community may have its own way of understanding the meaning of the concept. Therefore, the researcher before anything, he was concerning of people understanding of the concept of community participation by community, people and other government official. For the people to participate effectively they require to understand the meaning and the reasons for them to participate. In making findings and analysis of the understanding of the people on the meaning of community participation, the researcher discussed on two areas, firstly, the focus was in the number of respondents who know the meaning of the concepts, Secondly, the way in which the respondents answered the questions on their understanding of the concepts.

In understanding the meaning of community participation, majority of the population show little understand of the meaning of the concept. They mentioned the element of participation such as people involvement, to assist the government and help each other. Base on the below table shows that about 18.5 of the respondents the know nothing about the meaning of community participation. This to large extent affects negatively the participation of the community in development of their schools. The level of illiteracy is very high among the people especially in rural areas in Tanzania. The people they neither knows how to read nor to write, therefore become difficult for them to understand the meaning of community participation.

In comparison between the people/community at Mindu and Kilakala, the finding revealed that majority of the people Mindu they are not aware of the meaning of community participation. From the table 5, in defining the meaning of the concept eight (8) respondents from Mindu community answered that they do not know the meaning while only 2 respondent at Kilakala community answered that they do not know the meaning of the concept. The major reason for this is that Kilakala and Mindu have different social – economical development. Mindu is located in rural setting will high illiteracy rate compare to Kilakala community. The people at Mindu primary school they do not have confidence and able to express themselves. The people at Kilakala primary schools, most of them they are educate and able to read and write and their understanding of participation is wide. People at Kilakala are involved in other development such as community water projects, community infrastructures projects and others unlikely Mindu Ward. This makes their different understanding of the meaning of community participation in comparison with the people from Mindu.

Table 5: the number of respondent know the meaning of Community Participation
  ➢ Number of all respondents = 54

S/N	Respondents who know the meaning	No. of respondents		Total	Percentage
		Kilakala	*Mindu*		
1	YES	25	19	44`	81.5
2	NO	2	8	10	18.5
	Total	27	27	54	100

N.B: Percentages obtained by dividing the number of respondent to each question by total number of respondents, i.e. 54 above

Base on the figure above, researcher discovered that the people do have knowledge and the understanding of the meaning of community participation in development process. As shown in table 5, the 44 respondent, which is equal to 81.5 percent of the respondents, understand the meaning of community participation in development processes. In my research, I discovered that in rural areas majority of the population does not know the meaning of community participation due to high illiteracy rate. In other word, this account for low people participation in development processes particularly in primary schools. It is very difficult for the people to participate effectively if they do not know the meaning of participation and its objectives and significances to the development.

Table 6: The meaning of community participation
  ➢ Number of all respondents = 54

S/N	Meaning	No. of respondents		Total	Percentage
		Kilakala	*Mindu*		
1	The process by which the government influences the people to participate	16	14	30	55.6
2	The process by which the people voluntarily participate in development activities	9	5	14	25.9
3	No answer	2	8	10	18.5
	Total	27	27	54	100

N.B: Percentages were obtained by dividing the number of respondent to each question by total number of respondents, i.e. 54 above

In the above table, the researcher aimed at explaining the way people define the concept of community participation. To large extent, the local people define community participation as the process in which the government and local leaders influence people to participate in development process. The 30 respondents out of 54 respondents define the concept as the government initiative to involve people in development processes. This finding discovered that people participate in development process unwillingly because they are influenced or forced/threaten by the government. This situation makes difficult for the efforts to increase community participation in development work and account for low community participation. The 25.9 percent of the respondents define participation as the process in which people decide to participate in development process/activities. The 18.5 percent of the respondents failed to define the meaning of the concepts.

World Bank (1996) define community participation as a process through which stakeholders influence and shares control over development initiatives and decisions and resources which affect them. In this definition, demands for local people to influence and share control of the community in development processes. Based on the data from the respondent, the researcher realized that majority of the people in the community understand that participation simply the government discretion to involve them in development activities. The majority view that the process of government forcing them to participate in development processes and not voluntary, therefore they resist.   The reality shows that if the government will fail to influence/force people to participate there will be no community participation at all. People are not willingly to participate in the development of their school development and regard their participation as the wastage of time.

5.1.2 People's participation in various types of school premises and participation in administration

The core part of my master thesis is to look on the participation of the community in development of their primary schools. Therefore, it was very important to understand whether communities have opportunity to participate in development of their schools. By nature, participation in public development requires the cooperation of two sides, the government and the community. The government/local government must ensure that people influenced to participate in development of their communities.

In relation to the question whether communities allowed to participate in development of their schools, 48 respondents, which are equal to 88.9 percent, responded that the school management allowed them to participate in development of their schools. They argued that, school management always argued that the school is belonging to them and they are responsible to develop them for the case of their children and future. Only six respondents, which are equal to 11.1 percent, responded that the schools do not involve people in the development of their schools.

Table 7: if the community given chance to participate
   ➢ Number of all respondents = 54

S/N	If the community given chance to participate	No. of respondents		Total	Percentage
		Kilakala	*Mindu*		
1	YES	21	27	48	88.9
2	NO	6	0	6	11.1
	Total	27	27	54	100

N.B: Percentages were obtained by dividing the number of respondent to each question by total number of respondents, i.e. 54 above

Q5
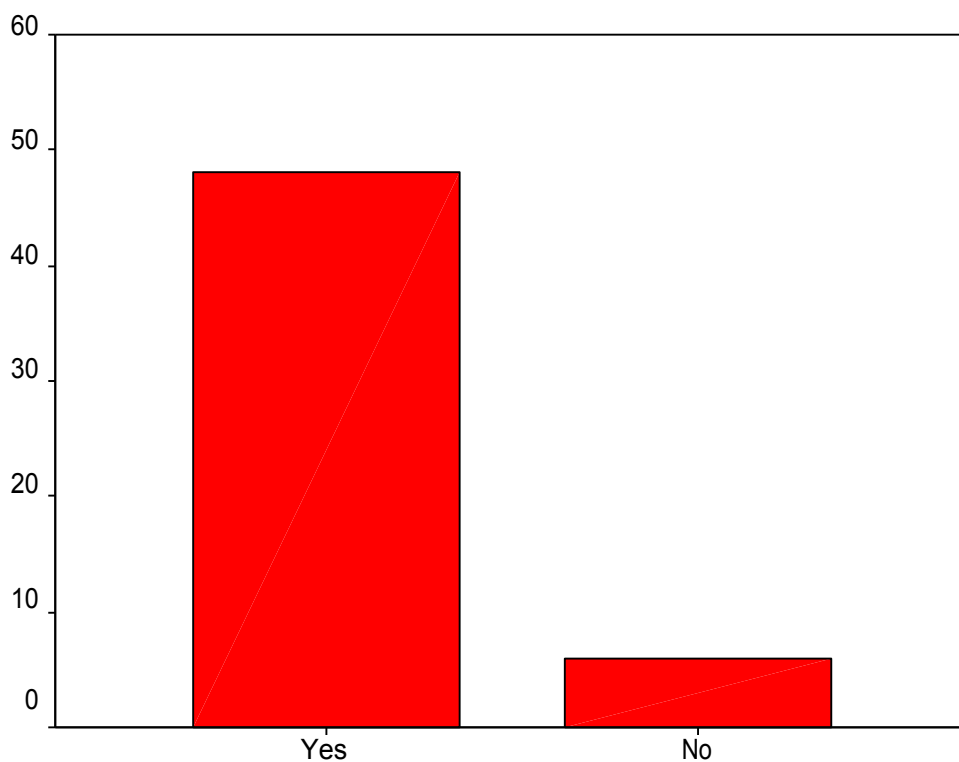
Q5

Based on the data provided in Table 6 and bar chart the researcher discovered that at Mindu community, the people have greater opportunity to participate in development work than the people at Kilakala do participate. As the table, shows that all 27 respondents from Mindu ward

agreed that the school management provide opportunity for them to participate in development processes. At Kilakala, the six respondents disagreed that the school management does not provide opportunity for all people to participate. The above explanations show the reality that people in rural areas such as Mindu the community is likely to be involved than the people in the urban. The community participated in various activities in relation to school development; the school management involves people in different activities. For the purpose of this thesis, the focus will be on the community participation in buildings and other physical infrastructures.

The findings discovered that the communities participate in primary school development in various activities in the school premises. The following ways shows how community participates:-

- **Building School and Classrooms**

As we explained in chapter three, formally the role of building and administration of the primary school education was the responsibility of the government. The community plays no role in the costs of running those schools. This was the time, the country attained independence in 1960s and government introduced Universal Primary Education (UPE). Through UPE, the government provides free education to all children. However, the changes happen in the middle of 1980s when the World Bank forced the developing countries to liberalize their economy, free market, reduce government expenditure and introduce cost sharing in provision of social services. Therefore, the government stop direct financing primary education alone but begin involve the community to the running of those schools. The government continues financing facilities such as paying teachers, buying exercise books and some administrative cost.

The population continues to rise as the year going on, and demands for social services increased. By the time, the country attained its independence in 1961, the total population was less than 8 million people but now the population is more than 40 million people. Therefore, the need to build more schools and health centres were important to fit the changed population.

In the primary education, the government realized that, there is big problem in relation to the shortage of classrooms to the children. The government capacity to build more classrooms all over the country was low. The government left the community to be responsible to build the schools and classrooms for their children. The research found out that, the government assisting in finishing stage of the building processes. For those school that already have few classrooms, the community must build more classrooms to fit the number of children available. In answering, the question in the relation to which areas are they participate all 54 respondents from Kilakala and Mindu agreed that they were involved in building of classrooms. The researcher find out that level of people participation in the building was very poor. However, the reality remain that, building of classroom is the core functions of the community participation in the primary schools development in Tanzania.

In the building of classrooms the communities participate in different ways/activities, in other society provide labour while other contribute money. The decision to use either labour or paying money depends on the nature of place based on their social – economical differences. The research discovered that the communities at Mindu participated in the building of classroom through labour. The respondents argued that they work for themselves to collect sands, collect

stones, collection of woods and dig the foundations as well as in the building processes. The women and young girls are involved in the collection of water from Mindu dams and give man for building.

The research finds out that the reason for people at Mindu to provide labour instead of contribute money was poverty. Most of the people if not all of them do not have formal employment/business to earn money. They depend on small-scale agriculture to feed for themselves and their family, therefore, the people lack money to contribute in the building.

The head teacher at Mindu said that:

"………….the people in Mindu, have no formal employments/business for them to earn money to contribute for school development … they prefer to participate in school development through providing their labour"

While the community in Mindu primary schools prefer to contribute their labour in building schools, their fellow community in Kilakala prefer to pay money as their contributions. The reason for this, the people at Kilakala, most of them are public servants, businesspersons and working in private sectors and earn money. People view time as the most important thing for their survival, therefore to contribute in term of labour become impossible. The head teacher at Kilakala primary school stated that it is very difficult to call the people to attend the meetings, argued that people prefer the management to decide on how much they have to contribute and informing them. This situation affects active participation of the community in development of the school.

Case No. 1: Building of Classrooms

Mr. Juma Athuman of 43 years of age is one of the parents of the children who are studying at Mindu Primary School. He said that his son and daughter study standard two and four. He stated that the school management involves the community to build more classrooms for their children. The school management called for the public meetings with the community and asked them to contribute to the building processes. He continues to say that at the first place people were reluctant to participate in the building of classrooms because they believed that government pays everything. However, after education and awareness on the importance of their participation for the school development they agreed. He argued that people do not have money to pay but they provide their labour during the building processes

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Figure 7: The classroom built by government in 1970s at Mindu Primary School

Source: Author (2010)

Figure 8: The new classroom built through community participation in 2002 at Mindu Primary School

Source: Author (2010)

- **<u>Building of Teacher's Houses for accommodation</u>**

In Tanzania, accommodation for the teacher is one of the great problems in most of the primary schools in Tanzania. In many primary schools, do not have houses for their teachers who come from far away from the schools. This problem to large extent affects those schools that located far away from town. Many young teachers refused to work in the schools, which have no houses for the teachers. This situation negatively affects the development and performance of the children in primary schools. In relation to this problem, Mindu primary school is highly affected than Kilakala primary school. The researcher discovered that, Mindu is located far town from town (Morogoro Municipality) and no houses that teachers can rent for accommodation. Most of the houses owned by people in the community are poor for teachers to rent. Therefore, teachers are living in town 17 kilometres. It is very expensive for teacher to stay in town and paying 2 US dollars per day for transport to school.

The community at Mindu realized this problem and agreed that it affect their children performance in final examinations. The ward government and school management at Mindu primary school also realized that many teachers allocated to teach at their school refuse to work because the school does not have accommodation. Through general meeting, they decided to build four (4) houses for the teachers. However, since 2000 up to now the four houses not yet completed because of low participation of the people. Many people refused to participate because they say that it is the role of government to build those houses. The young people demanded for the school to pay them to build those houses instead of voluntary participation. Like in the building of classrooms, people at Mindu contribute their labour to construct those houses. Due to poverty, situation people at Mindu could not afford to pay money.

The community at Kilakala primary school, the building of teacher's is not necessary because the school is located in town with many houses for teachers to rent. Therefore, the teachers at Kilakala primary school do not have any problem with the accommodation because many teachers rent the house nearby the schools. The community realized the need to build one house for head teacher and agree to contribute $ 5 dollars to each household to build the house. Therefore, the street chairperson and Mtaa Executive Officer (MEO) pass through each household to collect that money.

Head teacher at Mindu Primary school stated that:

" .... *People at Kilakala Ward they are reluctant to contribute their labour and prefer to contribute money for the development of their schools, ……… they said that if they pay money they get opportunity/times to work on other business"*

The construction started in 2006 and completed in July 2008 and head teacher is now living in school premises. In the building of teacher's houses, the government does not left everything to the community to do. The government assisting the community through different ways, in construction provides the facilities such as cements, roof and technical assistant from Municipal engineers.

Figure 9: One of the Teacher's Houses built by the community at Mindu Primary School in 2002

(Source: Author, 2010)

The Primary Education Development Plan (PEDP) plays a great role in influencing people to participate in building of classroom and houses for their teachers. Through PEDP, the government assisted on the finishing stage of the building such as to put windows, roof and furniture. Through Capital Development Grant (CDG), the government allocates some money for each school to assist the community in the building of physical infrastructure.

Case No.2 The building of Teacher's Houses

Mr. Jonathan Mangesho is one of the teachers at Mindu Primary School since 2000, he complains a lot about the problem of accommodation at Mindu Primary Schools. He stated that when he completed his study at Morogoro Teachers College, the government allocated him to teach at Mindu primary school as his first appointment. The school is located in rural setting and about 20 kilometres from municipality. When he reported at schools, the school management told him that there is no house for him and he must find house in town and pay from his salary. He stated that, he was very disappointed and starts working and use a lot of money for transport. At the moment, he is living in one of the house built by the community at Mindu. He thanks for the decision of the community and school administration for building three houses for the teacher

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- **Building Toilets and Environment Protection**

The community does not only participate in building of classrooms and houses for the teachers but also participated in building pupil's and teacher's toilets and environment protection. The school requires toilets as the strategy to reduce health transmission diseases such cholera and diarrhoea as well as environment protection. For the children to have safe and healthy environment requires having access to quality construct toilets facilities. The government introduced the policy that any school with poor sanitation/toilets not allowed to continue teaching the children. Therefore, the school management and communities ensure that schools have safe sanitation facilities. The research find out that in both Mindu and Kilakala primary school the community participates in building of toilets at schools. About 54 respondents, which are equal to 100 percent, agree that they are participating in the buildings of toilets.

The community at Mindu in building the toilets for the children apart from contributes their labour; they also contribute money to build the toilets. The community decided that each household should pay at least Tsh. 1500 as contribution. The question is why at this time the community in Mindu decided to contribute money as well as labour in building toilets. The research finds out that people themselves decided the toilets they build and the government has no budget for it. Therefore, the building of toilets needed cements, roofs and other building facilities, which need money to buy them. The community also contributes their labour through collect sands, dig foundations, and construct the toilets.

At Kilakala primary school, the community also participates in two ways, for those who do not have money decided to provide their labour with low wages and others decided to contribute money, resources such as cement and sand for building. In contribution of their labour young people decided to volunteer in the building, the school only pay little payments for their food. At Mindu, primary school people contribute their labour free of charge.

In relation to environment protection and sanitation, the community each year participates in planting trees around the school. Teachers and children at Mindu primary schools plant the trees and arrange a special day for the parents to plan those trees and maintain them. This activity encourages the community to see the importance of environment protection around the school environment and to their community at large.

In relation to safe water, the parents at Kilakala primary school decided to contribute Tsh. 3000 as their contribution to construct water taps for pupils to use at school. The community also has responsibility to pay monthly bills for water consumption. Formally, the children at school used unsafe water from the river pass through the school area. The water river was not safe to the children because, many households they channel their drainage system to the rivers. Therefore, the children at school were highly affected by transmission diseases such as cholera and typhoid. Through participant observation, I saw children collect water from the water taps and irrigate the flowers planted around the school environment.

At Mindu the situation is wealth/bad, because I observed that there is no any water taps for children to collect water, they use to take water from Mindu constructed dam, which found far away from the school (about 5 km from the school). The water from dam also is not safe for human being consumption as it has a lot of contamination. I asked the head teacher and

chairperson of school why they do not constructed water taps for the children at school. They responded that, the majority of the population in the community use water from the dam for home consumption. They argued that there is no problem for their children to collect the water from the dam and disagreed to contribute to construct modern water taps.

Figure 10: The toilets built through community participation at Mindu Primary School

Source: Author (2010)

Figure 11: Toilets built by community at Kilakala Primary School

Source: Author (2010)
- <u>**Construction of Desks, chairs and Tables**</u>

Apart from building classrooms, teacher's houses and toilets, the community also participates in construction of desks/chairs for the children in class. The government requires the community to work with school management to ensure the classrooms have desks for each child. The teacher also requires chairs and tables in their offices; therefore, the communities are the one who responsible to construct them. When, I visited Mindu primary school I went standard one (1) classroom and observed that children are staying in the floor because there are no enough desks for them. The children who have to use desks are from standard/class three to seven because they are older compare to standard one.

The head teacher at Mindu primary school said:

"The school still has the problem of getting enough desks for all children, the school simply depend from the community to contribute in construct more desks and tables, but the community is very slow to contribute on this area"

The parents/ community contribute either in cash or in kind (labour) to the construction of the desks and tables. For example, the community at Mindu primary school they used to go to the forest and cut wood and construct the desk in their own cost. The community contributes Tsh. 1000 for each household to get the money to pay for carpenters who constructed that desk/chair. Tsh. 1000 is equal to $ 1 dollar in which the people can afford to pay compare to the cost of construction of classroom or houses. The community at Kilakala primary school contributes money in construction desks and tables. Each parent has to pay Tsh 15,000 ($15 dollars) yearly as the contribution for the school development. The school takes 30 percent of the money collected for the construction of desks, table and chairs. The reasons for the people at Kilakala to use money as the way of contribution explained in other activities explain earlier.

Figure 12: Desks constructed by community at Kilakala primary school

Source: Author (2010)
- **School Administration and Management**

The community participates not only in the building of school and other infrastructure but also in other activities such as school administration and management. Head teacher and local government do not only control the running of the school only but also the community participate in administrative functions of the schools. The research discovered that, head teacher, teachers are working with school's committees and political leaders such as Ward Councillor. The school committee includes the people from the communities who elected by general meeting of the community organized by the schools. Therefore, people democratically elected their representative in the school committees.

The findings shows that, the school committees consist of eight (8) members from the community, three teachers, and head teacher who is acting as the secretary to the committees. The chairperson and vice chairperson must be the person among the people in the community and elected in a general meeting by people themselves. Other members include Ward Councillor and Ward Education Officer (WEO). The school committees is one which is responsible for administrative and management functions in the school. The school committee has the following functions:

- To control and supervise school development project, such as building of classrooms, houses and other project.
- To authorize the use of any money (expenditure) from the school account or money
- To prepare school budget
- To ensure discipline for both teachers and pupils at school
- To ensure the community participate in development of their school.

The community participates in administration and management of school in different ways:

- **Decision making process**

The community participates in decision-making processes. The people/parents participate in decision making in two ways:

Firstly, people participate in decision making through general meeting called by school management. The school meeting comprise of all members of the community includes parents of the pupils. Both head teachers in Mindu and Kilakala stated that they call for general meeting three times in a year. The first one in January, another in June and the last one in December, the purpose of the general meeting is to discuss the problems, challenges and achievement of the schools. The local people given the chance to ask questions and clarification on any issue relate to school development. I managed to attend one of the general meeting conducted at Kilakala primary school and observed few number of people/parents participate in the meeting. The head teacher stated that, the community tends to ignore coming to school for the meetings. This situation negatively affects the community participation in development of the school.

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Figure 13: the local people participation in the General meeting at Kilakala primary school.

Source: Author (2010)

Secondly, the community participates in school in decision making through their representatives in the school committees. As I explained earlier, the schools committees consist of eight members from the community include the chairperson and vice chairperson. The committee makes necessary decisions for the sake of school development. Sometime, they disagree with the decision made by school management to use certain amount of money from government for other purpose than the one intended by the government. A good example, the head teacher at Kilakala primary school wanted to use 230,000/= to pay water bills, but the school committee refused and direct the school to use that amount for repair of the building as planned by government.

-   **Monitoring and implementation**

The community participates in the administration and management not only through decision-making processes but also in monitoring and implementation of the school development project. The school committees participate in preparation of the project budget, control and monitoring the progress of the development activities such a building of classroom or teachers houses. The community also monitoring the progress of the school projects as the project continue. Therefore, the community has great roles in ensuring that the school implement the agreed decisions as they planned. The community makes follow-up on what they decided.

Table 8: In which areas the community participates in primary school development
  ➤ Number of all respondents = 54

S/N	Areas community participate	No. of respondents	Percent (%)
1	Building schools and classrooms	54	100
2	Building toilets and environment protection	54	100
3	Building teacher's houses for accommodation	48	88.8
5	Construction of desks, chairs and tables	12	33.3
6	School Administration and Management	14	25.9

N.B. Percentages were obtained by dividing the number of respondent's states in each factor by the total number of respondents (54). However, the sum of percentage is greater than 100 because other respondent mentioned more than one answer

5.2. What Factors influence/make people participate in development of their schools?

This part aimed at discussing the findings and analysis on the force behind community participation in development of their primary schools. The question is whether community initiated themselves to participate or governments initiate/force them to participate in development process. The issue of participation to become meaningful requires voluntary acceptance of the community to participate in development. The finding shows that the government initiated many development projects in both Kilakala and Mindu primary schools. The government is the one, which ask/influence people to participate in development of their school. Majority of the population in the communities dislike to contribute or participate in development process, as they believe is the role of government to bring development to them.

5.2.1. Various types of support

- The support from Government

The government of Tanzania put much emphasis of the primary school development as the right of every child to have access with it. The United Nation (UN) and donors communities provide a lot of assistance to developing countries to achieve Universal Primary Education. The government of Tanzania does not left the community alone to participate in school development.

The government assisting the community in the building process, the first approach, the government in its budget allocates certain development funds for each school namely *Capital Development Grants (CDG)*. The government provides capital development grants quarterly in three times in one year. The funds from the government are not adequate for development project such building of classrooms and houses, therefore, the government asked the community to either support those development projects through contributions or participate in building process. The communities motivated by the government initiative to allocate some money as starting point for their participation.

A good example, the government from July – September 2009 provides Capital Development Grants to both Kilakala and Mindu primary school. The send these funds through school account, therefore, each school opened account for this purpose. The government distributed the funds as follows:

Table 9: The Capital Development Grants to schools from July – September 2009

Name of School	Account No.	No. of Pupils	Money for Building (40%)	Money for buying books (20%)	Money for Administ. (10%)	Money for Equipment (20%)	Money for Exams (10%)
Mindu	2213700776	417	134,148	67,074	33,537	67,074	33,537
Kilakala	2213700002	818	263,130	131,575	65,787	131,575	65,787

(Source: MoED, 2009)

The Capital Development Funds are given to the school depends on the number of children who study in that school. Therefore, the money given to Kilakala Primary school was much more comparing to Mindu primary school because Kilakala has 818 children while Mindu has 417 children. Kilakala primary school got a total of Tsh. 657,876 and Mindu primary school got 335,372 as CDG. The Government of Tanzania provides some funds to buy construction materials for the construction of toilets, teacher's houses and classrooms. The construction material includes iron sheets, iron bars, timber and cements (PEDP 2003).

The government directs the school management to use 40 percent of the CDG for rehabilitation and building of school infrastructures. The 40 percent of the money given by government is very low and not adequate even to build one classroom, therefore, the government asked the communities to add their contributions. The school management and people can agree to contribute certain amount of money to each household to supplement the in adequate funds from the government. Therefore, the government provides a greater support to the primary schools development to ensure quality education to the pupils.

- **Support from the communities/parents**

The primary school development in Tanzania, not only get the support from the government but also get the support from communities and parents. The parents contribute a lot to the development of the schools; they pay money for school development project in every year. Example, in Kilakala primary school, the parents agreed to contribute Tsh. 15,000/= (15 $ Dollars) from each parent as contribution for school development projects. The money collected from the parents support a lot to the school development. The community from both Mindu and Kilakala ward support the development of school through construction of classrooms, teacher's houses and toilets. The way people participate in these development project explained in detail in the findings related to the people's participation in various types of school premises. The community also supports the schools in administration and management of the schools. The communities through meeting express their views and help in decision-making processes. They also participated in implementation process to ensure that the decisions made during the meeting implemented.

- **Who initiates the support activities**

As we explained above, the support for primary school development comes from both the government and community/parents. In any development, processes there must be initiator of the processes either from external or from within. The researcher discovered that community participation in development of the school is initiated by both the government through local government authorities (LGAs) and the community themselves depend on the nature of project. However, to large extent the research find out that most of the school projects that involve community originate/initiated by the government. Example, 90 percent of the development projects which involve the community/people at Mindu primary school initiated by the government through Primary Education Development Plan (PEDP). However, other 10 percent of the development project initiated by the people themselves and assisted by the government later.

Table 10: Who initiate supportive activities?
  - ➢ Number of all respondents = 54

S/N	The Initiator	No. of respondents		Total	Percentage
		Kilakala	*Mindu*		
1	The government	22	19	41	75.9
2	The community themselves	5	8	13	24.1
	Total	27	27	54	100

N.B: Percentages were obtained by dividing the number of respondent to each question by total number of respondents, i.e. 54 above

As shown in the above table, majority of the respondents about 75.9 percent answered that the government is the major initiator that influence people to participate in development projects of their schools. The community responded that all the developmental projects such as building classroom, teacher's houses and other projects initiated by government. They said that government contributes 50 percent of the development projects, buying cements, finishing of the buildings. Therefore, the people see the government efforts; they are motivated to participate in the development process to support the government efforts. Only five respondents which is equal to 9.3 percent argued that the community themselves initiated their participation in development process of their schools. Therefore, the government is the major initiator for people/community to participate in development.

During the focus discussion with school leaders and school committee, one of the Street Chairperson at Mindu stated that:

"…… no any development project that initiated by the people themselves, always the government initiated the development projects such as building classrooms, teacher's houses and toilets and provide some money to the schools and ask communities to support those project"

Nevertheless, the other development projects do not initiated by the government but initiated by the community themselves. The community themselves discuss the problem and come with the solution without government initiatives. A good example, the community at Mindu realized frequently stealing of the school properties from unknown people. The school management called for general meeting where the community members attended. The community agreed to hire the two security men who will work during the night when the school is closed. They decided that each household to contribute Tsh. 1500/= in a year in order to pay salaries to those security men. At this place, the community members decided for themselves to participate and contribute for the security of their schools. The government do not pay anything regard to security of the schools.

At Kilakala primary school, the community also initiated other development project in school without the government support or involvement. The school had the problem having no clean and safe water for the children at school. The pupils collect water from the river, which pass through the school environment, and use that water for irrigation and sometime drink. The water from the river is not safe because many households channel their drainage system to the river, which result to contamination.

The school management discovered that, pupils are suffering most from water transmission diseases such as cholera, typhoid and diarrhoea and affect on their attendance to schools. Therefore, the school management called for the general meeting to discuss with the community/parents about this problem. During the meeting, the local people decide for themselves to contribute and participate in the construction of modern water taps. The parents/community at Kilakala primary school decided to contribute Tsh. 3000 as their contribution to construct water taps that pupils will use at school. The community also has responsibility to pay monthly bills for water consumption. The government does not initiate or

involved in the decision to construct these water taps, it is 100 percent decided and implemented by the community themselves.

Case 3: Factor influence community participation

Mrs. Geradina Mwakanyamale of 56 years old, the former member of Mindu primary school explains in detail on the factors that influence people participation in school development. He stated that by nature people do not want to participate in development of their school. He cleared stated that people perceive that only the government which is responsible for running those school because they believe they pay taxes for development. He said that the governments of Tanzania force/encourages the people to participate in development of their school. Through the local government officials, the government influence people to see the importance of their participation to educational development. He concludes that people are not the one who initiated for the participation in development of their schools.

5.2.2: Why does the people/community support in the development processes?

This part/section discuss on the findings and analysis on the reason why do people/community support in the development of their schools. The findings based on the respondent's point of view on the importance of involving communities in development of their primary schools. The researcher took the respondents from local people, government officials and local leaders. This part wants to investigate whether local people and other they know the importance of community participation or not? This part helped the researcher to find out why people either support or discourage the community participation in development process. The findings discovered various reasons that makes people support development of their schools:

- **Create sense of Ownership**

The findings discovered that majority of the respondents argued that the community participation creates the sense of ownership of the development process to the community itself. The situation of involving people in decisions making and implementation of development projects makes the schools to be in the hands of community. The community members stated that during 1970s when the government runs the primary school education alone, the community viewed the schools as not belongs to them. Development processes become integral part of the community and helps the community to believe that they own their development process. The former top down approach to development process of primary schools in Tanzania does not create the sense of ownership of the development to the community. About 35 respondents agree that their participation to the development of the school made them to believe that they are responsible for their school development because the school is belong to them as part of Mindu community. The community at Mindu decided to contribute money for hire two security men as security guard because they believe the school belongs to them and they are responsible for its security.

Case No.4: create the sense of ownership by community

Mr. Jonas Kamugisha of 43 years old is among the local people lived at Mindu primary school area. He said that he lived at Mindu village for about thirty years and participates in development of the schools. Two of his children are studying standard 4 and 6 at Mindu primary schools. He stated that in 1970s the government provided everything in relation to the running of school, the parents contribute nothing to the school and education was free for all children. This situation made the community to believe that the school is government property and not belongs to them. The gap between the community and school management was very huge. However, began at the middle of 1980s the government started involving people in development of their schools. The community participate in decision making such as meeting and implementing the development projects. Mr. Kamugisha stated that people's participation makes the community to see the school as their property and they are responsible to develop them for the sake of their children.

- **Support Democratic processes**

The research finds out that the people support the development of school because community participation develops true *democratic processes* and ensures *transparency i*n development of their schools. The school management cannot make any decision on their own without involving people. In decision-making, the community direct or through their representatives (school committees) is free to make decision about the problems and development project. The headmaster at Mindu primary school stated that they have general meetings three times in a year; the general meeting involve all parents of the children and other people in the community. The core functions of the general meetings to discuss the development of the school and academic process of the children at school.

In the general meeting, people are free to ask any question and getting response from the school management. This meeting is very important because it ensure transparency on the running of school and development projects. The communities also through the general meetings elect their representatives such as chairperson and vice chairperson of the school management committees and other representatives. Therefore, people participate in development of their school because it allows freedom and opportunity for the community to decide for development of their schools.

Case: No. 5: Democracy and Transparency

Mar Mary Mshigati and Mrs. Julias Kamilima, they are the member of school management committees appointed in 2009 by general meeting. They stated that as the members of school's management committees they are appreciate the way head teacher and school management involve them in every stage of decision they make. They said the school management observe transparency and ensure that everyone knows any funds come from government. Head teacher prepare the financial report and read to the people on the general meeting or put in school notice board for everyone to read. The incomes and expenditures controlled, decided by the people themselves through their representative in school committees. Mr. Kamilima and Mrs. Mshigati argued that process of involving people in decision making and transparency on the expenditures motivate people to participate in development of their schools.

- **Reduce the dependency on government**

The findings revealed that majority of the respondents show that community participation in school development faster development of school and create less dependency from government. All 54 respondents mentioned this as the reason for people support in the development process. The community realized that the money provided to school as Capital Development Grants (CDG) are not adequate for school development, therefore, they agree to participate and support in developing their school to supplement the government efforts. Example, at Mindu primary school, through community participation they manage to build four classrooms, three teacher's houses and toilets for the children. Before, the community started to participate in their school development, the school had only five classrooms and no house for their teachers. Therefore, community involvement in development of their school faster development process and reduce

the school dependency from the funds from central government. The community support in the development process in order to create self-reliance on the development of their school.

The Mindu Street Chairperson stated that:

" .....the government stated clear that, it has no enough money to build more classrooms and other physical infrastructures to accommodate the number of children available ......the community have to contribute and support the development of their schools and the government will supplement for other cost"

- **Contribute to Sustainable Development**

The research finds out that community participate and support development process of the school to ensure sustainable development and continuity of the development processes. The community participation allows people to have information about community work, involved in decision-making process (planning stage) and in implementation stage. Sustainable development simply means those developments, which help the current generation and will help the future generations. It will wrong to depend from government for everything to develop the schools because the government cannot afford it in sustainably way. The situation of involve people in all stages of development create mutual partnership between the government/donors and communities which result to sustainable development. By sustainable development, I mean those developments, which will benefit the present generation and future generation.

- **Create the sense of togetherness**

The community participates in supporting development of their schools because it creates the sense of togetherness. The teachers, school management, community and parents know each other during the participation processes. There is Swahili proverb, which state that; *"Umoja ni Nguvu na Utengano ni Udhaifu"* which simply means that, *"Solidarity Forever"*. Solidarity is very important in any development processes because it unite people from different place to work together for development purpose. Community participation collects different people to work together as a team to achieve developmental purpose. Therefore, the community participation is important because it ensure that all people in the communities are participating in development of their school

Table 11: Why do the people support in the development processes?
  ➢ Number of all respondents = 54

S/N	The reason for support	No. of respondents	Percent (%)
1	Reduce dependency on government	54	100
2	Create sense of ownership of school by community	35	64.8
3	Ensure democratic practices and transparency	28	51.8
4	Create solidarity toward development of school	14	25.9
5	Ensuring sustainable development in schools	8	14.8

N.B. Percentages were obtained by dividing the number of respondent's states in each factor by the total number of respondents (54). However, the sum of percentage is greater than 100 because other respondent mentioned more than one answer.

5.4. The challenges/limitations to community participation in development process in their schools

This part aimed at finding out the challenges/limitations that affect the effective participation of the people in development of their schools. Apart from government, initiative to encourage the community participation in development process still the response of the community is very low. Some time the government decided to use force and threat to make people agree with the idea of contribute and participate in development of their schools.

The street chairperson said that:

"... The community participation in development of the school is very poor; the people do not want to contribute anything .... Sometime the government asked us to use threat that if member failed to participate will be send to jail/police, but in reality we can't send any body to jail because to participate is voluntary process"

The objective of this part is to discuss the finding on those challenges. As I explained before that, in community participation in Tanzania the level of participation is very low. People who participate in development of their school are low compare to the number of people available in the community. Through participation observation, at Kilakala primary school, the number of community members who attended for the general meeting was less that 10 percent of the total number of the adult people in the ward. At Mindu also, the number of household who contributed for Tsh. 1500 as salary for security men were less than 20 percent of all households. Therefore, community participation became very difficult and sometime impossible in other communities. The researcher wants to finds out the reasons for poor participation of the people in development of their schools.

The researcher discovered the following reasons:

- **Poverty**

Tanzania is among the poorest country in the world, majority of the population are living in absolute poverty. By absolute poverty, we mean inability of individual, a community or nation it satisfactory meet its basic need such as food, clothes and shelters. The World Development Report (2005) estimated that majority of Tanzanians are living in absolute poverty struggling to survive with $ 300 dollar a year which is less than a dollar per day. As I explain in contextual reviews, majority of the population live in Mindu primary school they are very poor and depend on agriculture for their living. The people at Kilakala community economically they are better than Mindu community is because majority of them they are working in government, private sectors or doing business.

Poor economic situation makes difficult for the people to participate in development of their school because they do not have money to contribute. When they decided to contribute for certain amount of money, the people escape from paying them because they do not have any source to get that money. The communities at Mindu they are very positive to participate in school development through provide their labour than paying money.

Case No. 6: Poor economic situation of the people

Mr. Geoffrey Rugakingira is head teacher of Mindu Primary school; he is 53 years old and has enough experiences to work with different community as primary school teacher. He said that he is now working with Mindu primary school for about 5 years now. He stated that major reason for poor participation of the community is poverty among the community members. He cited example, in 2008, the school management called the general meeting with the community members and parents. The school had the problem of security as result of frequency stealing from unknown people. The people agreed that, the school has to hire the two security men and the community will be responsible to pay them. The community accepted to pay $ 2 dollars per year for each household as salary for the security men. Mindu community has 290 households. Mr. Rugakingira complained that since 2008 up to now only 28 households pay their contributions. Majority of them argued that they do not have any source to get money to pay that money. He concluded that, people have spirit to contribute for their school development but poverty is the major factor hinders them.

From the case study, we learn that, poverty is major obstacle to community participation in development of their schools. About 48 respondents responded that economic hardship and poverty makes them afraid to participate in development of their schools. They agree with their importance to help the school development but they asked for other kind of participation than paying cash. The people/parents at Mindu primary school they failed to afford to pay $ 1 dollar for lunch of their children per month because they do not have those money. From this point, one can understand how far the poverty affects community participation.

- **Illiteracy and ignorance**

Illiteracy and ignorance of the members of community is hindering factor effective community participation. Majority of the people, especially at Mindu community do not have education and their neither know how to read nor writing. Many people still do not understand the importance of education to their children and therefore, ignore to contribute for the school development. They still believe that, the government is responsible for paying everything to the schools because they pay taxes to the government. They believe that government is responsible to build classrooms, teacher's houses and other physical facilities. They still have old mentality of 1960s and 1970s when the government provide free social service to the children. All social services such as health services, education and others were free and people only depend from government for everything.

One person from Mindu said:

" .... *The school management, make people as ignorance and they know that we do not know that government provide free education to our children and we have to pay nothing for school development ……..I will never contribute anything for this school*"

To show that majority of the people do not know the importance of education to their children and future. The head teacher at Mindu primary claimed that last year 2009, seven children passed standard seven examination and they are supposed to join for secondary education. However, only two children gone for secondary school, the remaining five their parents refused to send to secondary schools because they believe is to waste money to send their children to school. I talked to one of the parent of the children who selected to join secondary education and asked him why he failed to send her child to school. He said that to spend his money to send a girls to secondary school is the wastage of money because she can do nothing, she only suppose to wait for marriage. Therefore, people do not view education as the essential tool for poverty reduction to their life and community; they only focus only on agriculture. The community/people do not want to participate in development of their school because they ignore education as essential to their children.

The mentality that private schools (English Medium) are teaching better than public primary school also limits the number of people to participate. At Kilakala community, most of the rich people who can contribute for public primary school development they send their children to private primary school (English Medium). Most of these people believe that education in public schools is poor compare to those private schools. This is ignorance because, the goodness of the school depend much on the cooperation between the school, parents and community. The solution for improving school education is not to run from them but assist them to attain better education. Therefore, based on this ignorance they refuse to participate in development of Kilakala primary school because their children do not study in this school. To large extent, this affects the participation of community in school development. Poor people/parents are the one who send their children to study at Kilakala primary school because they cannot afford to pay for private schools. *The community believes that they send their children to get primary education only and they do not have any dream for their children to go for further study. Therefore, they are less concern with the development of the school.*

- **Misuse of funds and mistrust to the leaders**

This very important factor negatively affects the spirit of community participation in development of their primary schools. People do not trust their leaders when it comes to the expenditure of the money contributed by the community. They say that, head teacher and school committee members misuse their funds and use them for their specific benefits and their family. When the community decided to contribute certain amount of money for the school building, may decide each household to pay certain amount as contribution. About 30 respondents mentioned this factor as the challenge for community participation in development of their schools. The leaders who supposed to contribute that money are street chairperson, Mtaa Executive Officers (MEO), Ward Executive Officer and Ward Counsellor. They pass through each household and collect the money. The problem that discourages people to contribute is that, when they collect the money they either misuse those collected funds or build classrooms/houses with poor quality.

Case study No. 7. Misuse of the funds

Mr. Yahana Mkuchu of the age 45 years is one of the members who are living at Kilakala area. Two of his children are studying a Kilakala primary schools and he participate a lot in Kilakala primary school development. Last year, 2009 The general meeting elected him to become a member of Kilakala primary school committee.

He stated that, people at Kilakala are highly willing to contribute and participate for the school development but are discourage with the leaders who misuse their funds for their personal benefits. He said that in 2008, the Ward – Kilakala, decided to build their secondary school to take their children for secondary education. Therefore, in the general meeting directed that each household to pay $ 10 dollars as contribution for building classrooms. Majority of the people responded positively and contributed that money through their local leaders. After the community contributes the money amount to $ 10,000 dollars, they suspect that ward leader will build the school as they planned. However, sadly enough, the leaders misuse those funds and build on two classrooms with poor qualities. When community member's demands for the explanations on how the money used, the leaders failed to explain. From that moment, people were discouraged to participate in development matter.

According to the above case, the researcher realizes that people are willing to contribute and participate in development process. However, people are discouraging and lack trust for their leaders who do not direct the money and use them as planned. Most of the leaders at school, they are not trustfully when it come to the use of money contributed from the community. The people said that they could not participate and contribute their money to the leaders who do not have pains for the school development. There is no transparency on the use of money and this situation negatively influenced people to ignore about community participation in school development.

- **Political intervention in development process**

Politics is very important aspect in development process, the country with poor politics and stability it is likely to be negative affected. Anyone who participates in politics has its own interest to gain from it. Both Kilakala and Mindu primary are highly affected by political intervention during community participation processes. In Tanzania, soon after independence abolish multi-party politics and introduced single –party system. Chama cha Mapinduzi (CCM) was the only party work in the government and all people forced to be the members of CCM weather they liked or not. Chama cha Mapinduzi were supremacy and no one could oppose the directions of the party's leaders.

In 1992, the government of Tanzania adopted multi- party system and allowed for the formation different political parties apart from CCM. A mushroom of political parties formed in 1992. In the 1st multi-party election in 1995 many party participates. The strong opposition political parties include Chama cha Demokrasia na Maendeleo (CHADEMA), Civic United Front (CUF), Tanzania Labour Party (TLP) and NCCR-Mageuzi. The political intervention negatively affects the community participation because at the area in which the Member of Parliament (MP) or Councillor is from CCM, the opposition political parties discourage people to participate in development process.

At Mindu primary school, the opposition political parties argued that, CCM (the ruling party) have enough money to develop the school. They argued that CCM leaders steal a lot of money from the government for their own benefits; they send their children to study to abroad. Therefore, the only way to show that people are angry with CCM influences people not to participate in development process. At Kilakala primary school majority of the people are the members of opposition political parties TLP and CHADEMA. They do not want to work together with other members who come from Chama cha Mapinduzi.

One of the members of CHADEMA stated that:

" ……. Myself I cannot work or participate in development processes as long as CCM is still in power, the CCM party and its leaders are not faithful and cheat people……. We opposition leaders we will protest any movement that exploit people"

According to the above statement, the researcher found out that some members of the society from both Mindu and Kilakala do not want to participate in development of their school because they are members of opposition parties. They do not want see CCM continuing ruling the country, therefore discourage any effort of the government to involve people in development process.

- **Poor performance of the school**

The performance of children to the school has a great impact in determine the community participation in the development of the school. In every year, the standard seven pupils are doing examination; if the child passes examination, the government select him/her to join secondary education. The community is highly motivated if the children are passing examinations and join for secondary education. The performance of both Kilakala and Mindu primary schools are very poor and few children passed examination and selected to join secondary education. Therefore, people are discouraging to participate in development of the schools because poor performance does not influence/motivate them to participate.

A good example, in last year standard seven examination, only seven children out of 72 children selected to join for secondary education. At Kilakala primary schools, only eleven children out of 112 children passed and selected to join for secondary education.

One of the parents stated that:

" …… I can longer continue to pay money for contribution for school development while the school continue to perform poorly,…..my three children studied at Kilakala primary school but both of them failed the exams, how can I continue to contribute for development of this school?"

Another parent stated:

" ….. I decided to transfer/shift my two children from Kilakala primary school to another public primary school called Bungo because of poor performance at Kilakala primary school …..It is better to contribute for another school far from my area because of their good performance…."

Form the above statement from two parents/ people, the researcher agree that people are discouraging with poor performance of their children. They longer see the importance of participating in school development while their children continue to fail in their final examination. Therefore, both Kilakala and Mindu primary school because of their poor performance, the communities send their children to study in the school from other communities. They participate in development of the schools in other communities and ignore their schools.

- **Poor evolvement of people and lack transparency**

For the people to participate effectively, the government/ school management must observe transparency and involvement of the people in design and implementation of the development projects. Involvement of people and transparency create trust and confidence of the community to the leaders and school management. The research finds out that in both schools Kilakala and Mindu primary schools lack transparency and effective involvement of the people in planning stage. Example, at Kilakala primary school most of the respondents 18 out of 27 respondents claim that for about 3 years the school management failed to conduct even single meeting for the communities members to discuss the development of their schools. The findings revealed that in most schools, head teachers decide on what to do. After they decide, they just inform the school committees for approval and implementation.

Most of the members of school committees from the community, they are not educated and have no capacity to challenges the ideas from head teachers who their understanding capacity is very high. The government direct to the head teacher to announce to the people on how much the government contribute to the school. However, many teachers ignore this direction as the result hide information to the people.

The street chairperson at Kilakala said that:

" ……... One day I refuse to sign the documents from the head teacher from Kilakala primary school, which state that, he spent $ 100 dollar to buy 20 textbooks for children…… I asked him why he did not involving me when he decided to buy those books and failed to give me an answer"

From the above statement, the researcher find out that head teacher sometime they ignore to involve people when decided to spend some money from government. I asked (head teacher) them why this happens they say that government money comes specifically for certain purpose, therefore it is not necessary to involve local Leaders. However, this is a great mistakes that head teacher are doing because there is no need for them to spend the money from the government without informing the people or their representatives.

Table12: the challenge/limitations of community participation in primary school development
  ➢ Number of all respondents = 54

S/N	The challenges/limitations of community participation	No. of respondents	Percent (%)
1	Poor economic situation of the people	48	88.9
2	Poor involvement of the community and lack of transparency	45	83.3
3	Illiteracy/ignorance among the people in the community	42	77.8
4	Misuse of funds and mistrust to the leaders	30	55.5
5	Poor performance of the schools	24	44.4
6	Political interventions	12	22.2

N.B. Percentages were obtained by dividing the number of respondent's states in each factor by the total number of respondents (54). However, the sum of percentage is greater than 100 because other respondent mentioned more than one answer.

CHAPTER SIX

6.0. CONCLUSION AND RECOMMENDATIONS

6.1. Conclusion and Summary

The study reveals the challenges/limitations that affect effective community participation in development of their schools. The study reveals six challenges/limitations for effective community participation in development processes. The limitations include the poverty among the community members, illiteracy and ignorance, mistrust and misuse of funds, political interference in the development process, and poor performance of the pupils in their examinations and lack of transparency. The above challenges to large extent affect the level of community participation in development processes in both communities from Mindu and Kilakala primary schools. Based on those challenges the research finding shows that, the level/extent of community participation in the development of the school is very low. Local people are not willingly to participate in the development processes and very few responds positively to participate. Therefore, the process of involving people in development processes regarded as the government responsibility and not local people themselves.

The study also aimed at investigating the community (local people) participation in development of primary school education in Tanzania. The study focused on major four objectives as to investigate the local people understands of the concept of community participation in primary education development, To investigate to what extent/areas the local people participate in various activities and administration of schools to ensure school development, to examine the factors that influence/make local people participation in development of their schools. Is the decision for local people to participate is the results of their own initiatives or government initiatives and exploring the factors the limiting   local community effective participating in building physical infrastructures, decision making and administration of the schools

In relation to the local people understanding of the concept of community participation, the study reveals that majority of the respondents view the concept of community participation as the process in which government initiate/force local people to participate in the development processes. Other respondents view the community participation as process which the community themselves initiate the process of participation. While few respondents answered that, they know nothing about the meaning of community participation.

The study shows that, the local people participate in different activities in the school premises and school administration and management. The community participates in the building physical infrastructures such as classrooms, teacher's houses, toilets and furniture's. In relation to the local people participation, the community participates in decision-making processes and implementation of the school development projects..

Generally, the study findings provide clear picture on the community participation in development of primary education in Tanzania. The research shows that both the government and community have to work as equal partners in development of the schools. The effective involvement of the community in development of their primary school will create the sense of ownership of the schools by community themselves.

6.2. Recommendations

The study conduct discovered that the level of community participation for both the community from Kilakala and Mindu primary school is very low. As I presented before, the research findings provide for general picture on community participation in Tanzania. The research identified that only less than 10 percent of the community members participate in development process of their schools. The research discovers more than four factors that limits/hindering effective community participation, which includes Poverty, Illiteracy and ignorance, mistrust and misuse of the funds, poor performance of schools and political interference during the development processes. Therefore, more effort to improve the level of community participation in development process should emphasise.

The following measure should be taken to improve the local people participation in development process:

Firstly, In relation to illiteracy and ignorance, I recommend that, the government should organise the program to educate and makes awareness to the population. The large number of the people seem not understand the importance of education to their children and future generations. They must get awareness on their necessity in participating on the process of developing their schools. The government must understand that the process of participation is voluntary and the government should not force/threat people to participate.

Secondly, in relation to the poverty among the people, both the local people and the government should not emphasis on paying money as the contribution for school development. It is true that the money from government as the Capital Development Grants (CDG) is not sufficiently for development purpose. Most of the people especially in rural areas they do not have money to contribute for school development. The government in providing CDG should not only consider the number of children at school but also should look the economic difference among the community. The government should insist on community to provide their labour and other related activities that needs money supplemented by government.

Thirdly, in relation to the political interference during the community participation in school development, the political party's leaders should get education on the importance of community participation in development. The local people should separate between the development and politics. The development obtains from the schools such as high performances to the pupils do not benefit any political party but benefit the Nation. The community and political leaders should put the National interest first that personal/party benefits. All political parties' leaders should insist their followers to participate in development process of the schools regardless of their political differences.

Fourth, in relation to the poor performance of the pupils in standard seven examinations, the school committees and teacher must ensure that the pupils get quality education. The head teacher must ensure that the teachers attended and teach every day. For example, the parents at Mindu primary school said that they are disappointed with the habits of teachers not attending the class and staying in school for nothing. The teacher must improve their teaching techniques to improve the performance of the pupils in the examinations. The parents also have responsibility in improving the performance of the schools, they should ensure that their children attend the school every day and study. They have to follow the academic progress of their children from the school management. I believe that, the performance of the pupils depends on the cooperation between the teachers, parents and community.

Fifth, the government should ensure that people are involved and observe transparency in order to ensure that community participates in development processes. The school management should be open to the community on how much the government provide for school development. The head teachers must ensure that people have information about everything going on at schools. The school management should involve local people from decision-making implementation processes. The process of involving people and transparency create the sense of ownership of the school by community themselves. If the people believe that the school is belonging to them, they will likely to participate more in its development.

Finally, the community is likely to participate effectively if they see that the government appreciate their contributions and use them in a proper ways. The misuse of the money collected from the people for school development discourages the people to participate in development. The government should take disciplinary action to those local government officials who collect the money from the people and misuse them for their own benefits. Local people are suffering much to get the little they contribute; therefore, to motivate people to contribute and participate more the funds obtained should be use properly for the benefits of schools.

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APPENDICE 1.

THE QUESTIONAIRES FOR THE COMMUNITY MEMBERS, PARENTS AND PUPILS

1. Name of the Respondents:

2. Sex:

3. Position/Work:

4. What do you understand on the meaning of community participation in development processes?

   ----

5. Does the school management involve the local community in development of their school?

   i)   YES (   )   ii) NO (   )

6. If the answer is YES for question 5, then in which areas the local people participate in school development.

   i)   --

   ii)   --

   iii)   --

   iv)   --

   v)   --

7. Do you know the roles of School Committees? If YES mention them

   i)   --

   ii)   --

   iii)   --

   iv)   --

8. How you are involved (as local people) in decision making/planning process in relation to school development

----

----

9. What factors influence the local people to support for development of their school?

i) ---

ii) ---

iii) ---

iv) ---

10. What kind of support comes from the government to assist for the school development projects?

i) ---

ii) ---

iii) ---

11. What is the importance of community participation in school development processes?

i) ---

ii) ---

iii) ---

iv) ---

v) ---

12. What is the challenges/limitation for effective local people participation in school development?

i) ---

ii) ---

iii) ---

iv) ---

v)   ---

13. What should be done to improve the effective local people participation in school development?

i)   ---

ii)   ---

iii)   ---

iv)   ---

THANKS FOR YOUR COOPERATION AND ASSISTANCE!!!!!!

THE QUESTIONAIRES FOR THE MUNICIPAL OFFICIALS, HEADTEACHERS, WARD/STREET CHAIRPERSONS AND OTHERS

1.0.   Name of the Respondents:

2.0.   Sex:

3.0.   Position/Work:

4.0.   What do you understand on the meaning of community participation in development processes?

5.0.   Does the school management involve the local community in development of their school?

ii)   YES (   )   ii) NO (   )

6.0.   If the answer is YES for question 5, then in which areas the local people participate in school development.

vi)   --

vii)   --

viii)   --

ix)   --

x)   --

7.0.   Do you know the roles of School Committees? If YES mention them

v)   --

vi)   --

vii)   --

viii)   --

8.0. How you involve local people in decision making/planning process in relation to school development

----

9.0. What factors influence the local people to support for development of their school?

v) --

vi) --

vii) --

viii) --

10.0. What kind of support comes from the government to assist for the school development projects?

iv) --

v) --

vi) --

11.0. What is the importance of community participation in school development processes?

vi) --

vii) --

viii) --

ix) --

x) --

12.0. What is the challenges/limitation for effective local people participation in school development?

vi) --

vii) --

viii) --

ix) --

13.0.   What should be done to improve the effective local people participation in school development?

i)   ---

ii)   ---

iii)   ---

iv)   ---

THANKS FOR YOUR COOPERATION AND ASSISTANCE!!!!!!