

BODØ UNIVERSITY COLLEGE.

FACULTY OF SOCIAL SCIENCES.

**RURAL CHILDREN AND CONSTRAINTS TO
SECONDARY EDUCATION IN TANZANIA:**

**A case study of children who completed primary education in Msimbu
village, Msimbu ward in Sungwi division of Kisarawe district –Coast
region.**

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**A Thesis Submitted in Partial fulfilment for the Master Degree in Comparative
Social Work.**

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ACRONYMS AND ABBREVIATION.

ARI.....Acute Respiratory Infections

COBET...Complementary Basic Education and Training

CSEE....Certificate of Secondary Education Examination

DESD.....Decade of Education for Sustainable Development

DMO.....District Medical Office

DEO.....District Education Office

DCDO.....District Community Development Office

DUP.....Dar es salaam University Press

DPO.....District Planning Office

EFA.....Education for All

ETP.....Education Training Policy.

FDC.....Focal Development Centre

HBS...Household Budget Survey.

HDR....Human Development Report

HIV/AIDS..Human Immuno Virus/Acquired Immune Deficiency Syndrome

IMF...International Monetary Fund

ISSAS...Institute of Social Studies Advisory Services-Netherlands.

KDC.... Kisarawe District Council

MoEC....Ministry of Education and Culture

NBS.....National Bureau of Statistics

NGO...Non Governmental Organization

PSLE.....Primary School Leaving Examination

PEDP.....Primary Education Development Plan.

PRSP.....Poverty Reduction Strategy Paper.

REPOA....Research on Poverty Alleviation

SAP.....Structural Adjustment Programmes

SSA.....Sub –Saharan Africa

SEDP.....Secondary Education Development Plan

THBS.....Tanzania Housing Budget Survey

UDSM....Universisty of Dar es Salaam

UN.....United Nations

UNU.....United Nations University

UNICEF.....United Nations International Children Education Fund.

UNDP..... United Nation Development Programme

UNCRC...United Nations Convention on Rights of Children.

UNESCO...United Nations Education Scientific and Cultural Organisation.

UPE.....Universal Primary Education

URT.....United Republic of Tanzania

VEO...Village Executive Officer

VET.....Vocational Education Training

VETA.....Vocational Education Training Authority

WB....World Bank

WEO...Ward Executive Officer

WIDER..World Institute for Development Economics Research.

ABSTRACT

This study looks at the challenges facing Tanzania in her development of modern institutions in the economic, social, cultural, and political fields. The main focus is on formal education and the role of education in a globalizing world.

Secondary education is important and a right to Tanzanian children. It increases their knowledge and prepares children for skills and professions. The idea is to have both a skilled and professional population, to act and interact in the process of modernization. The study looks at understanding constraints among rural children in transition to the lower secondary education and the effects of those constraints. This is because majority of population reside in rural areas with inadequate supply of social and economic services compared to urban areas. On this note children are the foundation of building highly skilled manpower. Rural children are at risk of being left behind in the process of modernization and this is a source of future social problems.

This study is based on a qualitative case study; with in-depth interviews as the main technique for gathering data from interviewees and informants. Secondary data has also been collected from different institutions. Tape recorder; field notebook; and field diary were the main tools used for data recording.

The analysis of findings show that, the main constraints to lower secondary education are; low primary performance and limited places in secondary schools; low family motivation and economy level; traditions and norms; gender discrimination; motivation of children and youth careers; modernization and change of life style; migration; diseases; and low awareness of the importance of secondary education.

Conclusion from the findings shows that it is not secondary education alone that can bring development. Other improvement and changes are needed in the economic, social and cultural field. The key words that can be useful in information retrieval system are **Tanzania, Rural areas, Children, Secondary education and Poverty.**

CHAPTER ONE

INTRODUCTION.

1.1. Background -Tanzania's challenges in education and development.

Tanzania has a total population of 34,443,603. Males are 16,829,861, and female 17,613,742. The population is young, current statistics show that 44% is below 15 years of age. The annual growth rate has been increased from 2.8 % per annum during the intercensal period of 1978-1988 to 2.9% per annum during the period 1988-2002. Based on this high rate, it was projected that the population had increased from 34,443,603 in August 2002, to 35,257,081 by June 2003, the increase of 803,478 people. (URT. Economic survey 2003; 2002 Census.). Sub-Saharan Africa countries including Tanzania have a high population growth compared to economic growth (Jaycox 43-65). The population growth has impact on economic growth and other sectors especially in providing service to people such as education, health, water, etc. The mechanism is, when population increases while the economy is low or remain the same, that means the economy will be affected more to save the increased population.

About 77 percent of the population are peasant farmers who depend on subsistence agricultural activities and they live in rural areas, while 23 percent live in urban areas. The 2002 census shows that the working population that is from 15-64 years was 52%; and the old people aged 65 years and above were 4%. The primary school age is 7-13, and secondary school is 14-19 years. This means there is a heavy burden of children and youth. (URT. 2002 Census.).

The background will give highlights of Tanzania, before and after independence, the period of economic crisis (1970s-1980s) or what other people call 'lost decade' and finally the introduction of SAPs under WB and IMF and continuously. The main focus will be on the education sector.

The formal system of education was not there in traditional societies and before colonial period in Tanzania. The formal education was introduced by colonialist and was given more emphasis to only a few who were prepared to serve in colonial offices as local clerks and junior officials. During that period education was characterized and provided through three

main racial groups of White (Europeans); Asian; and Africans. The quality, quantity and access to African schools were poor, followed by Asian, and well equipped white schools (Mutakyahwa R.in Malyamkono & Ogbu 1999:25-27; Nyerere 1968:269;Malekela1983:16-22;Osei-Hwedie&Bar-on .A. in Morales –Gomes 1999:89-115).Not every one in Tanzania had a chance to join these school. There were only few schools especially in the places where there were tea, coffee, sisal, and cotton plantations or mining. On top of that only children of chiefs or head of clans were enrolled.

After being a German and a British colony, Tanganyika, gained independence in 1961.Since independence the government has been responsible for the welfare of people in providing basic social services to its citizens including health facilities, water and education. The main vision and programme was emphasizing on '*Uhuru na kazi*' Meaning '*freedom and work*'. That means after gaining independence, everyone had an obligation to work to build the independent nation. Following that, in 1967 there was the Arusha declaration aiming at building Tanzania to be a Socialist country with Socialism and a self-reliance ideology.

The socialism and self reliance policy founded by Julius K.Nyerere¹ was aiming at overcoming three enemies of development; Poverty, Ignorance and Diseases. The policy was geared to provide basic services related to health, education, safe and clean water to all people. (Nyerere .J.K.1968).

In order to achieve successful implementation of the policy, education was given priority and specifically for fighting against the three enemies. That was 'education for self reliance'. (Nyerere 1968, Chachage S.L in Yahya –Othman.S.2004:2)

This ideology was targeted to overcome poverty, ignorance and diseases. In building the socialist country, primary education was regarded to be important for self-reliance. The education system was inherited from that of the British, but with the aim of eliminating all racial segregation; education facilities were expanded; and education was to be given in Tanzanian content. The building of socialist society was based on three principles; equality and respect for human dignity; sharing of resources; and lastly, work by every one and exploitation by none (Nyerere 1968:267-277). There was mobilisation and formation of Ujamaa villages through villagisation programme in rural areas .The programme was aimed to ensure the equitable provision of basic social services such as primary and secondary

¹ The late first president of Tanzania.

education, vocational training skills, health care, clean and safe water to be obtained within easy reach. There was improvement in per capita income and access to education, health and other social services until the early 1970s. (URT-vision 2025).

There was great achievement in the enrolment in primary school under the Universal Primary Education (UPE). The achievement placed pressure on secondary schools, which were not enough to absorb those from UPE. The major reason was the economic crisis faced by most of African countries in the ends of 1970s and early 1980s. The crisis affected the provision of all kind social services to the majority. In primary and secondary education there was low quality and illiteracy rates increased from 10 % in 1986 to 16% in 1992. Performance of girls went down; only a small proportion of children who completed primary education were admitted into secondary education and drop outs increased. (Mutakyahwa.1999:27-29). All the problems were caused by inadequate allocation of budget in the sector due to the crisis.

Some of the major causes of the crisis in Tanzania were world oil crisis, drought and hunger, war against Idi Amin of Uganda in 1978/79 and the break up of the East Africa Community. The crisis led to high inflations, rise of foreign and domestic debt, increased unemployment, shortages of consumer goods, and deterioration of social infrastructure in most of African countries. (Osei-Hwedie&Bar-on .A. in Morales –Gomes 1999:89-115).

As the condition of crisis persisted, in early 1980s the World Bank (WB) and the International Monetary Fund (IMF) intervened through Structural Adjustment Programmes (SAPs). SAPs imposed conditions and regulations as means of reviving Africa economies to most of the governments. These were removal of welfare programmes and privatisation of state enterprises, removal of agriculture subsidies, restraining public service wages, currency devaluation, and liberalization of the economy. (Chachage 1-27; Rajani 55-65; Simba 95 in Yahaya-Othman.S. et al (eds) 1990; Balogun.J.1997; Morales-Gomes,D.1999:1-16)

The introduction of SAPs in Tanzania marked the change of ideology and policies, from Socialism to neo-liberal ideologies. This created another era, mainly interpreted as 'globalization'. The neo-liberal model created a free market exchange, not only the state should have role in providing social services, but also the private sector was given room. The major emphasis of SAPs has been privatisation, with the notion of cost sharing. The notion

went together with the introduction of user fees to basic social services like health, education, and water supply.

The SAPs have been encouraging programmes and policy reforms for promoting economic recovery and stimulating sustainable social and economic development, mainly directed towards poverty alleviation. (Oyejide A: in Semboja et al (Eds) 2002:15; Tibaijuka&Cormack1998 pg5-41).

In Tanzania, the reforms have carried out in every aspect of policy starting from macroeconomic reform, public sector reform, as well as in private and public service delivery. The main vision and strategy is 'Tanzania Development vision 2025'. The vision implementation is through other small strategies, plans, policies, and programmes. (Evans &Ngalewa in Booth.D.2003, 247-272)

The introduction of SAPs on the other hand, has led for example to an increase and innovation in communication and information technology such as exposure to the access of radio, television and newspapers; democratic conditions for political such as the introduction and first election with multiparty system in 1995. All together this brought a new look on human development capital and the need for skilled labour. (Morales-Gomes 2000:7)

As Oyejide concludes "Liberalization facilitates the inflow of capital and technology, thus increasing productivity, but in the process raising the demand for and returns to skilled labour (for which imported capital and technology are complementary inputs) rather than unskilled labour". (Oyejide A: in Semboja et al (Eds) 2002 pg: 20)

There have been improvements in measuring welfare that show modest improvements during 1990s, but the improvement has increased the inequality between rural and urban areas. Many of those improvements are in urban centres and cities, while they are inadequate in rural areas where the majority are.

Since introduction of SAPs especially early 1990s the welfare in Tanzania has been liberalized. This also means that social services are sold in market like any other commodity either for the essence of cost sharing or buying from private sector.

The Tanzania government, Communities, Donor agencies, NGOs and Religious Organizations have all together been working to improve various ranges of services.

Education has in this case been among the services that are most vital for the improvement of other sectors.

Children and adolescents have many challenges as they are entering youth and adulthood. The country needs skilled labour in facing development challenges, which are accelerated by globalisation through the advancement of technology. Youths and adults are expected to provide human labour in various sectors. The challenge is that some of them may not have secondary education, which is the foundation for acquiring skills or expertise in new technology.

There has been a dramatic change of life style, not like the traditional society where knowledge transmission from one generation to another was important. (Giddens: 4 ed.2001:327).

There are still challenges for the population who are residing in rural areas when it comes to educating their children in the formal system of education. Currently there is improvement in primary education than secondary education. Surveys, studies, reports have reveal this.

In situation analysis of Children in Tanzania we find that “Only 6 in every 100 Tanzanian of secondary school age have access to lower secondary education and only 1 in every 100 goes to upper secondary school”(URT &UNICEF 2001). Rajani in his paper, reports that “in Tanzania (2003) only about 7%-8% of all people have access to the first four years of secondary education, compared to Uganda which has 15%, while Kenya has 30%. (Rajani.R.in Yahya-Othman.S.et al (eds) 1990:55-65).

Compared to rural areas the situation is much better in urban areas and in cities where they have good social services and exposure to the global influence. The Household Budget Survey of 2000/2001(HBS) found that the enrolment in secondary education is low. “Only 5% of 14-17 years olds are enrolled in forms one to four (I-IV) i.e. lower secondary educations. Enrolment in this age group is highest in Dar es Salaam, at 19 %. It is lowest in rural areas, where only 2% of those ages are in form I-IV. (NBS 2002-HBS pg 8).

The distance to primary school from two –thirds of Tanzanian households is on average two kilometres and 58 % of rural households live within that distance. Households are located much farther away from secondary school, where in rural area a 25% are 20 kilometres or more away from a secondary school.(ibid .9).

From that survey we can conclude that distance can be one of the hindrances or constraints to secondary education to the rural children.

In general Tanzania is facing challenges in coping with globalization. That is to say one aspect that need attention and focus is education to children and youth, in order to build up knowledge and professionals skills. Such skills would allow them to work either in public services or in the growing private sector.

1.2. Statement of the problem.

Sub Saharan African (SSA) countries have been struggling to achieve development. They are facing many challenges and problems related to social, culture economic, and political development. One challenge has been the low level of education, especially to the majority who are living in rural areas. Many of SSA countries have been able to achieve and increase significantly the enrolment and to some extent the completion rates at primary school. The achievement had been by different efforts through various programmes like Universal Primary Education (UPE), which was the enforcement to most of these countries. For example; Tanzania, Uganda, and Kenya are among the countries with such achievements. The World declaration on Education For All (EFA) has also contributed to the mentioned improvement and performance of primary education. EFA emphasizes free and compulsory primary education for all children. Apart from achievements, still primary education is faced with various obstacles in one way or another. These also affect children in continuation with secondary education. There is still a gap and low transition from primary education to lower secondary level to some of the children in rural SSA countries. There are large differences between rural and urban areas. Rural areas characterized by inadequate levels of social and economic services like schools, health facilities, poor infrastructure and other important facilities. Compared to the urban areas and cities which are more likely to have these services available and, with a good quality, a good choice and easily reached by people.

There is a strong link between social, cultural, economic and political development and the level of education of individuals in a certain country. In general a high education level of individuals can contribute to high development in all spheres. For a poor country like Tanzania, education is one of important domain for the advancement of development both at micro and macro level. The micro level is associated with individual and family, while macro is to the Nation at large. Individuals are able to participate in building the nation through various skills they possess from education and training they have obtained. Secondary

education is often a starting point of building various specialized skills and professions needed at the national and international labour market. As globalisation has led to advancement of science and technology, the secondary level is now more vital in preparing children to enter into the modernized and global world. It has been observed in Tanzania that the transition rate from primary schools to lower secondary school is still low. The need for skilled and educated manpower who can work both at public and private sector, have been in great demand due to the changes which have been taking place in the economy.

Lack of continuation to lower secondary education, or any other post primary education may force and cause children and youths to engage themselves in various activities for passing time and generating income for daily survival. Some of the activities are harmful both to the individual child and society in general.

Problems like rural -urban youth migration, criminality, theft, prostitution, drug abusing street children, and child labour. Early marriages, pregnancies and birth; high infant mortality, are associated to lack of secondary education to girls. The consequences of those problems in general are that the nation will continue to have an uneducated population who cannot contribute and active participate in various activities of building a nation. Breaking of the vicious circle of poverty will not be easily achieved.

There is need for comprehensive policies to address the constraints to the children in rural areas that hinders them to continue with lower secondary education, in spite of this being vital to both individual development and the development of Tanzania as a whole.

1.3. Objectives of the study.

The aim of this study is to understand and explain factors and constraints that contribute to children not proceeding with lower lever of secondary education. Another aim is to understand better the motivations behind those activities children are engaged with after completion of primary education. Finally the objective is to know what impact and consequences this it has on the family and community at large if a child does not continue with secondary education.

The study is one way of shedding light on the bigger problem of children in transition to secondary education. The analysis is done in the light of other studies of modernization processes in Tanzania.

1.4. Limitations of the study.

This study is confined to study the constraints to transition of children from primary to low lever of secondary schools in rural areas of Kisarawe district, specifically in Sungwi division. Due to financial constraints and limited time, a case study was carried out in only one village. Thus it might miss some of points and data expected by the reader. As a case study it does however illustrates in a good way some important mechanisms related to the study of family and community, sociocultural factors, primary school performance and weaknesses in the secondary school system.

1.5. Location of study area.

Kisarawe district² lies adjacent to the western part of Dar es Salaam city. The district has a total population of 95,614. Males are 48,343, and females 47,271 (URT 2002 census.).

The District is divided into four Divisions, namely Sungwi, Maneromango, Mzenza and Chole samvula. These divisions are also divided and make a total of fifteen wards. Wards are divided into seventy-seven villages. A case study was conducted in one village (Msimbu) in Msimbu ward in Sungwi Division (Cfr. Map, Appendix 2, pg 75.)

Economic activities.

Agriculture plays a major role, more than 95% of the population in Sungwi Division and Kisarawe in general, are peasant farmers. The major crops grown are cassava as main staple food; in addition we find paddy, maize, pulses, sorghum, cashew nuts and coconut. They also grow fruits like oranges, tangerines, mangoes, and jackfruits. The district has a rich virgin forest which provide forest products include timber, poles, charcoal and, firewood. The main sources of income are forest and agricultural products. Charcoal is the main forest product, which is mainly sold at Dar es Salaam. (Kisarawe District Council (KDC) report 2001.). There are also movement and expansion of settlements to new forest areas. There is a visible rural to rural interaction influenced by urban and global development.

Social services (education and health.)

The district has seventy four (74) primary schools, eight secondary school, and one Focal Development Centre (FDC). Out of eight secondary schools; five are public day school, one single (boys only) boarding government school and two are private owned by religious

² See appendix 2 –Location map of kisarawe.

institutions. The public schools are mainly for those children who come from within the district, the government boarding school have students from all over the country. Secondary schools are not enough to all pupils who pass primary school examination. The FDC provide studies in carpentry, domestic science, and masonry (Halmashauri ya Wilaya Kisarawe June 2004).

The district also implements a national programme known as Complimentary Basic Education Training (COBET). The programme aim and provide education to out of school aged children and Youth.

The district has one main hospital located at Kisarawe Township. Other health services are two health centres, and seventeen dispensaries. (KDC-DPO).

CHAPTER TWO

CONCEPTUAL FRAMEWORK.

This chapter attempt to give theoretical orientation, general review of other studies, books, papers, and reports related to this study. It will give highlights to some key conceptual words like education, children's development, and poverty.

Education has been given emphasis and no one can deny its importance in all aspects of development in all over the world. In simple language education is a way of acquiring knowledge in daily life of individuals within society. Non-formal (or informal), and Formal are two distinctions of education existing in the world and Tanzania in particular.

The Non-formal education is categorised to be given out of school where people learn from daily practices through culture and traditions existing to the society they belong in. This kind of education was important in traditional societies and a few tribes are still practicing it. For example the Zaramo, Kwere, Gogo, and Makonde tribes have their system of training and educating children through initiations ceremonies. **Jando and Unyago** is for example terms of the education and training for initiation rites of the **makonde** tribe based in Mtwara region in southern part of Tanzania. **Jando** is have a term used for boys while **unyago** is for girls. During that period a child undergo a specific period of confinement in time and sometimes to specific places (special arranged house or in the bush.). In that time a boy or girl is taught all-important things related to her or his society, such as what behaviours are bad, wrong or good, respect, being hard worker for self and family improvement. The teachings are done from family, clan, and tribe up to the village level.

In the discussion of the initiation rite and girls schooling, Bendera wrote that "the kind of family education was functional and important since it taught the young the needed knowledge, the technical and physical skills, and the social and cultural skills necessary to make them a part of expected future society."(Bendera, S &Mboya, M (eds) 1996:18)

It is believed that some of these teaching institutions are have now being eroded or changed due to the dramatic changes in life patterns. This means changes from traditional to modern societies.

All such non-formal teaching has as its prime purpose to prepare a child in entering into good adulthood life related to the norms and customs of the tribe, usually in their traditional settlement area. In this kind of education, knowledge is transmitted from the older generation to the young ones by observing and, learning by doing according to the need and time. In old traditional societies informal education was the only one in existence and every adult member in one way or another was regarded to be a teacher (Nyerere, 1968:268; Omari, C& Mbilinyi, 1996).

On top of that, within traditional Moslem societies, like those along the coast areas, Koran schools have been in existence for several hundred years. They were a kind of semi- formal education and very important for the children. This semi -formal education (known as *madrassa*) is still taking place, but now as additional to that of the formal government school system, which is discussed below.

Formal education is considered to be obtained by going through a formal school system with systematic and specified period of time, places, and syllabus. Is a continuous ladder of full-time education for children, and young people beginning at an age of five and continuous (Education and Training Policy (ETP) 1995; National Bureau of Statistics (NBS) October 2003: 9). Each country has its own system on how the formal education should be delivered and obtained by people.

Formal education plays an important role in filling job opportunities and creating careers in the modern society. Schools prepare and widen minds of people, especially new generation in participating in social and economic life. There is a greater demand for young generation to participate not only in primary education as basis but also in secondary and higher education. (Giddens 2001 4thedition: 491-492). These ideas of Giddens may be applied not only to industrialized countries, but also to developing countries like Tanzania, many changes have been taking place compared what it used to be in traditional societies. Also the function of education as a “sorting mechanism”, is typical for a modernizing society, sorting people for different positions (Parson T. 1951)

Both formal and non-formal education plays an important role in individual’s life, family and society in general. The two types are combined for the better fruit of gaining knowledge for

social, cultural, economic and political development. Individuals gain knowledge out and within school, utilizes it in daily life or profession and occupation.

Non –Formal and Formal can be compatible -or in competition. Initiation ceremonies are non-formal education that sometimes is in competition with formal schooling system of a child, especially girls (Omari & Mbilinyi 1996: 46-47; Bendera PED No.15, 1994).

Bendera and Mboya 1998:16 point out that education, both formal and informal, has the potential to contribute to human development. Nyerere surmise the purpose of the two types of education that:

“The purpose is the same, is to prepare young people to live in and to serve the society, and to transmit the knowledge, skills and values and attitude of the society.”(Nyerere.1968: 269)

But as society changes, the nature of education too must change. Therefore this study focuses on formal education, with more emphasis to lower secondary education.

The Role of education in Political, Social, cultural and economical development-in Tanzania.

No one can deny the need and existence of education to the balanced development in the political, social, culture and economic system of the Tanzania society. Education plays a major key role in human resources within the whole process of poverty eradication and development. A nation with highly educated people in various professions and skills will provide able manpower in various crucial sector like health, government education, agriculture, research, mining, business, etc. (Mbelle A. & Katabaro J.2003) Apart from being important to the nation it is also valuable to the individual as well.

According to the functionalist approach, society is a complex system whose various parts work together to produce stability and solidarity. This approach views the system as more than the sum of its parts, it is also the relationships among its parts; the parts have primary contribution of elements to the maintenance of the system or its disintegration. The elements in the system are functionally interrelated. (Abraham.M.1982.77; Giddens 2001:16.). Moreover a change in any parts may lead to certain imbalance and result in changes in other

parts of system and sometimes in a reorganization of the whole system (Wallace & Wolf 1999:18-45).

Borrowing ideas of classical Sociologist like Comte.A. and Durkheim.E, who used the organic analogy in comparing the operation of society to be the same as that of living organism. The main idea is that, a living organisms like the human body, comprise of various parts, and they all work together for the smoothly survival of human being. In taking example of human body, which comprise of, head, legs, ears, eyes, heart, blood, fresh, bones, etc all together depend upon each other.

In this perspective of society as living organism, it also has various parts and elements, which perform a function essential for the survival of the whole system (society). Each part and elements has the function to contribute to the operation and achievement of the system. The contributions are likely to be positive but they can also be negative. (Durkheim 1964)

Referring the perspective thus, Society is system with various parts or subsystems like politics, culture, social, and economic to mention few. Within the parts they also comprise of elements, which are useful for the performances of parts. In this case some of the elements in political can be laws, civil rights, and democracy; Traditions, values and norms in culture; Education, family, and gender under social; Agriculture, business and industries in economic. When we look into detail, the function of these parts and elements are interrelated, meaning their relation and function is not about cause and effects. The most important is all together having the role and contribution to play for the building and operation of society. (Wallace & Wolf 1999:18-45).

Societies differ from one another, what considered to be functional in traditional society is not necessarily so in modern societies. Abraham put a point on this, “modern societies are complex, rather than homogeneous and are characterized by greater structural differentiation, but they are still regarded as systems with interdependent parts” (Abraham.M.1982: 79).

The insight gained through a functionalist approach, can thus consider education to have an important function in the Tanzania society. Education being among elements that has to serve important task of achieving good performance, and that is important for sustainable development in all sectors.

Education can also be considered to be a social institution that reaches the largest segments of population with the goal of guiding people through a systematic learning process (UNESCO-IWEPE 30 July –3August 2001). As explained previously, Tanzania is not isolated from the world in respect to importance of moving from a non- modernized to modernized society.

Wallerstein, in analysing world modernization, identifies three main categories of societies to be, first the core, second the semi periphery and third the periphery. The first are characterized by the old industrialized countries like Japan, German, Norway, Sweden. The second are newly industrialized countries like China, Malaysia, South Korea; and the last one are developing and largely non- industrialized countries like, Tanzania, Malawi Uganda, Kenya and many other SSA countries. Education is needed in all of these three types of societies but more need to the periphery countries, which need to develop. (Wallerstein, I. 1974) Most of them do not have a well-established social welfare to cater for social services like education to every individual in the society.

It is believed that education is among the key institutions, which can help the world's periphery to move from where they are, to the semi periphery and thereafter to the core. The periphery is facing problems related to culture, social, politics, and economy. Some of the problems are war, diseases, hunger, high population growth with high infant mortality, unemployment, drug abuse, low per capita income, inadequate distribution of social services, low advancement of science and technology.

In addressing those problems, the core and the semi periphery have to play a part. The entire periphery are responsible for overcoming their own problems. One-way is to invest in human capital, so that will be combined with other efforts and mechanisms in achieving the goal. The important element to invest in human capital is education. In Plan's strategic framework for SSA, investing in education, health care, and job training can increase human capital, and it is estimated that it comprises about 80% of the capital of developed countries (Jabry. A. pg 4. cited in Becker 1994)

Education plays a major role in economic development; the benefits of it are both to individuals and to society at large. It is one of the major important contributors to the economic growth and the sustainable development of a country. There is a strong relationship between education and higher income levels. Education may help individuals in adopting new ways and modern methods of farming. The adoption will help to improve agricultural

products both in quality and quantity. This will lead to higher earning to farmers, thus improving better economic growth of the country. Education is one way of enhancing new income-generating capacity. (Jaycox.E.V.K.42-43).

Developments and education are interlinked in the sense that education play a key role in bringing development, but also development can increase and improve education systems demanded by development. Educations is thus a torch for development, still majority of rural people are facing challenges to meet it.

The majority of Tanzanians' are resides in rural areas, engaged in agriculture as their main economic activities. In most cases they are peasant farmers who produce for subsistence only in seasonal agriculture depending on rainfall. There are exceptional places, which they grow for food and business. Other places have cash crops like cotton, coffee, tea, etc. Studies and research have revealed that farmers with more than primary education are more easily adopt and practice modern methods of farming and hence obtain more harvest and earn more income compared to non -educated (NBS. July 2002).

Through Structural Adjustment Policies (SAPs), the WB and IMF launched the initiative of Highly Indebted Poor Countries (HIPC), to most of Less Developing Countries (LDCs) as means of solving economic problems .In Tanzania there have been a growth of the Informal economic sector, which contribute considerable income to individuals and the Nation. This informal sector goes in hand with private sector whereby there are different investors in the sector from different parts of the world and to some extent more from the industrialized countries. The operations of International Non Government Organizations (INGOs) in the county have been increasing. They need skilled labour that can work with modern and advance equipments and tools. For example the use of computerized system is becoming more necessary day after day. Working tools are becoming more complex and simplify work.

The rise of the informal sector has also become an important alternative for unemployed youth who are engaging themselves in the sector for generating income for survival. This is more related to urban dwellers and in some cases to suburban and semi rural areas. These include petty trade like selling of second hand clothes '*mitumba*', general merchandise (new items-mainly from china,), selling of fruits, vegetables along the street, cooked food vendors '*mama and baba*' *lishe*. The terms means 'mother and father', but here it stand for a woman and man engaged in selling cooked food. The informal sector is referred to be self-

employment to individuals or group of people in order to earn for the basic needs and increase income for other important expenditure related to basic needs. It is with this informal sector and its contribution to the individual as well as country economy. Researchers and academicians see how the education can play part in improvement of the informal sector. The sector employ most youth both educated and non educated, and women of whom majority have low or no education .It was found higher level of education and training to be important resources for women participation in the sustainability of the informal sector in improving women's social and economic position. Moreover, education can help women and expose them to ways on fighting against poverty. (J.Oriordan, F.Swai, &A: Rugumyamheto1997No.97.3, Omari.C.K1994.No.8; Simba.I, in Yahya-Othman.S. et al (Eds) 2004:91-104; Liviga &Mekacha 1998)

There has been advancement of science and technology, liberalization and development of a free market in Tanzania. These have all been caused by globalization. It is not only the formal and public sector which needs skilled and professional manpower, the same applies to the informal sector and private sector .In Tanzania economic survey, the analysis of employing sector shows there has been a relative decline of public sector as a main wage employer as a result agricultural, the informal and formal private sector are employing increasing numbers of people. (URT-Economic Surveys, 2002&2003).

The market is so competitive and global, that gradually all products, business, skills and professions are sold in one market and the buyers have to choose the best of his choice with good quality. Youth and other people who are engaged in informal sector with no post – primary education are facing more challenges in the sector. They lack basic training skills in managing their activities. These skills are useful in competing and utilisation of available markets and resources. (Simba I. in Yahya-Othman.S. et al (eds).2004:103; Makombe et al. 1999, No.99.1)

It is evident (cf: chapter 1.1) that in country with a large proportion of people in working age it is easy to develop the economy, and provide service to people .One important mechanism in controlling population growth is to increase education to people so that they can plan, and produce a smaller number of children so that the proportion of 'dependants' is kept at moderate level. The assumption is that few children can more easily be taken care of, compared to many children. The emphasis of education was given a priority during Conference on population and Development –Cairo 1994(Malhotra M, 2004.79-80). The

more people are educated the greater chance of having spaced and fewer children. In population studies the role of educating girls who will become mothers has been emphasised. Educating a girl beyond primary education means she can delay the marriage together with the first birth and thus having few children. Fewer children can easily be taken care in terms of diet and nutrition and other basic needs like school, hence increase level of literacy and level of education to population (UNDP-HDR 2003). Education is also a tool in campaigning, understanding and using family planning methods. When mothers and fathers uses birth control, they can easily space their children and able to take care of them. As a result the nation will have good and productive healthier generation (Jaycox .22-25; Jabry, A cited in Psacharopoulos 1995: UNICEF 2000). High population growth with low level of education and short space between generations is among the factors inhibiting development.

Education is considered a human right (Universal Declaration of Human Rights; URT constitution 1977:19). In the political sphere education help to increase awareness to matters related to human, citizen rights and human values within a country .Experience shows that women who participate and stand for a different political position are more educated than their non-educated fellow who cannot do that. With education people can be empowered and more easily participate in planning, implementation, and monitoring of programmes and projects implemented in most of rural villages in Tanzania through donors, international agency and many NGOs. When people are empowered they can easily feel the sense of ownership which is now a key strategy for sustainable development. Participation in decision-making, freedom of expression, and good governance can be more and easily attained when a big number of people are educated, empowered, and economically well off. (Jabry.A pg 4 cited in Psacharopoulos 1995)

There is also a greater demand for education in the development of the social sector. The most important is to provide education of high enough quality and relevance across the complete educational system. (Morales-Gomes 2000:13). There are numbers of problems related to different kinds social and community work, and in addressing these, education is important to understand the causes of social problem.

“Social problems are undesirable, harmful and have social roots...arise whenever social institutions fail to provide amenities or services such as food, employment, healthcare, education or law and order to substantial segment of the population”
(Rwomire A: 2004:5)

From that statement it follows that social problems are created within society and they can affect some population and the country in general. These social problems are often caused by a combination of factors like economic conditions, poor policies and institutional mismatch etc.

Education may help to increase awareness and capacity for solving different issues and problems arising in local communities and society in general (Malyamkono T.L & Ogbu. O. (Eds) 1999: 9-10; Rwomire 2001).

Education is also a tool for empowering women. When girls are educated they can easily be equipped and utilize opportunities in escaping from some customs and traditions, which are oppressing and discriminating them. This will help to increase their participation in all sectors mentioned above. Women play a key role in both, production and reproduction. Problems like high infant mortality, high population growth, and poor health to children are all likely to be related to low levels of education to mothers. (Jaycox: 43, Malhotra 2004, Rwomire 2004).

Culture is a very important element of every society. It helps to bring order and general life teachings to individuals. Some traditions, values and norms can, however, be harmful to individuals or groups in a population and thus affect the whole society. Some of these needs to be modified so that they can cope with the current situation. (TMC&UNICEF 2004:96).

The Child in a social context.

Being a child has a social and a cultural context. In general understanding, every human being is a child to his or her parents regardless of the age. Different societies have their own interpretation of the childhood; it is within a context that one can be defined as a child. In Tanzania for example, one is considered not to be a child after completion of primary education; after giving birth for girls; or after passing through certain initiations rites in some tribes as pointed out earlier in explaining non formal education (Omari.C.K. &Mbilinyi 1996) Moreover, if one can be independent, able to obtain basic needs for her or himself, one is not a child. Taking into consideration both social and cultural diversity and diverse individual roles in society, it is important to look at childhood both in terms of age and social roles .In African traditional societies age (number of years) was not so important. They used to look at the individual's physical and mental maturity and ability to participate in different roles as identified by society.

The United Nations Conventions on the Rights of Children defines a child to be a person below eighteen years old. This is also the same in Constitution of United Republic of Tanzania 1977(URT 1998,Article 11,chapter one, part II, pg.19) The definition is officially used for control and protecting children against harmful conditions, so that they can grow, mature to be good citizens who can build the nation.

During interviews with children, parents, and guardians, there was no single definition of childhood obtained. Some of the children said they were not children, because had already completed primary school. Others said they were not children because they were not depending hundred percent on their parents or guardians. Throughout this study children have been considered to be those less than eighteen years

Poverty as a constraint to secondary education.

Poverty has been considered to be a main obstacle for development in Tanzania and other Sub Saharan African countries (Evans. A& Ngalewa E in Booth .D.(ed)2003 .)There is no single definition for the word poverty. It has been defined by different authors, institutions , books, publication and reports according to the need and demand of the topic. The term poverty varies from one society to another. Poverty is not a stagnant or permanent condition, it can change from one place to another, from one society to another within time.

The absolute and relative definitions of poverty are sometimes used to explain the term. The absolute poverty is related to a minimum of certain basic needs, which are for subsistence and are important for any human being in life like food, cloth, and shelter. Human beings are equal and they all need the mentioned basic needs to survive regardless of any differences between them. The common measure of this type of poverty is by using a poverty line, which is set by the society considering every citizen to have the basic needs as per national measures. Those below are then considered to be **poor** if they are unable to meet the basic needs. This is more to be an applicable measure in less developed countries. Relative poverty is associated with the social and culture construction of a certain society. (Giddens.2002.311). Omari.C, defined relative poverty in relation to general standards of living in particular society or country. (Omari. C. June 1994.REPOA,No.8:).

Absolute poverty is the inability to attain a specified minimum standard of living. It reflects the absolute economic well –being of the relevant part of a given society. (I.e. poor).in isolation from the welfare distribution of the entire society. (Bagachwa.M.June1994.No.1; Chambers 1983; Mwisomba &Kiilu 2002:1-8)

Kennet, defined as poverty “is an institutionally defined norm concerning a level of resources below which it is not possible to reach the living standards considered to be minimum norm in a given society at a given time”(Kennet.P.2001:9). Societies are heterogeneous therefore what perceived to be poverty in the industrialized world may not be poverty in non-industrialized and third world countries.

Poverty is a conceptual issue and can be broadly defined as an absence of well-being or of capabilities that are generally accepted as being desirable or valuable. World Bank in fighting against poverty, here people are considered as poor if their standard of living falls below the poverty line that is the amount of income or consumption associated with a minimum acceptable level of nutrition and other necessities of everyday life. (Hanmer. L.et al 1997)

What does poverty mean in Tanzania.

No single measure and definitions is used to define poverty. PRSP present that in the following words. “The assessment of poverty levels and trends is complicated by the lack of consistent information and absence of officially recognized poverty lines”(PRSP October 2000:5). The Household Budget Survey(HBS) have distinguish two types of poverty lines to be first income poverty and second food poverty; 36% of Tanzanians fall below the basic needs poverty line and 19% below the food poverty line. Rural areas have the highest poverty levels, with 39% of population below the basic needs poverty line compared with 18%in Dar es Salaam and 26% in other urban areas. The poverty line is drawn and differentiated between rural and urban areas. In this case food poverty line is the minimum spending per person needed to provide 2,200 calories a day for one month, based on the foods consumed by the poorest 50% of the population. A higher basic needs poverty line allows for other essentials such as clothes. In 2000/01, the food poverty line was 5,295 Tanzanian shilling (Tsh) compared with 2,083 in 1992.The basic needs poverty lines were 7,253 Tsh.in 2000/01 and 2,777 Tshs in 1991/1992.The food poverty line was 6,719 Tsh. in Dar es salaam, while it was 5,107 Tsh, in rural areas for 2000/2001. (NBS.July 2002:18-19). It shows that, 39% of the population below the basic need poverty line are located in rural areas. Poverty remains overwhelmingly rural -87% of poor live in rural areas. (HBS 2002: 18). Lack of education is one cause of poverty, but also poverty is an important cause of non –education.

In PRSP Poverty considered and defined in terms of **income** and **non-income**. The line is drawn in population, that is the “lower lines” denotes basic poverty food needs, based on specific assumptions about eating habits, nutritional requirements, and cost. The “upper line” cover in addition of food, other needs such as clothing, housing, water, and health. (PRSP

October 2000:5). The definition of poverty line to be one US dollar per day is sometimes used. (WB.).

The link between poverty and tradition is in many rural societies among the reasons, which hinder children in pursuing lower secondary education. According to 2000/01 Tanzania Household Budget Survey 2002:3), there is a big gap between rural and urban areas. Rural household are much poorer than their urban equivalents in almost all respects. The majority of rural inhabitants are peasant farmers and are poor. (Bagachwa .M .June 1994,Chamwali 2000). Generally peasant farming does not earn much income, it is mainly for subsistence.

Children in rural areas are more affected with inadequate social and economic services like education, health, roads, and other related important needs. (CDP 1996)

There is also a problem of gender discrimination whereby children are not treated equally in matters pertaining to education attainment. The problem is more pronounced in poor than medium and rich families. In most cases in African societies and traditions, girls are seen to be only for reproduction and attached to domestic chores. Some people do believe that, it is wastage of resources to pay for girl's education, especially for secondary education. Boys are therefore given first priority in education; in this case their chance for continuation with higher secondary education is higher than that of girls. (KaregaR.G.M in Kimambo.I.N,(ed)2003:311-326).

A number of communities also have initiation ceremonies, which are very important to the cultural aspects of society. Changes which occur gradually in the society have made some of these ceremonies contradictory to the participation in the formal education system which is important to the development of children in the world today (Omari.C. &Mbilinyi D1996, Bendera S: &Mboya.M. (ed) 1998).

This has also been influenced by the girls' socialization in society whereby they are taught to help their mothers, and they also observe what is the sexual difference happening to their society between men and women, what it means to be a woman and a man. It can be observed in some areas like Kisarawe, during public meetings women do not sit together (mixed up) with men, there is an imaginary line drawn between the two sexes. The same is the case in eating habits, women and girls are sitting together separately from men and boys. (Omari& Mbilinyi 1996)

Local traditions and norms does not compound to the formal definitions of childhood in the Tanzania Constitution. Girls are for instances are forced to get married at the early ages (14-15), soon after puberty. The marriage involved bride price to be paid to girl's parents. The

bride price (dowry) may some times help the family in solving financial problems they face at that time. (Mutakyahwa in Malyamkono T.L&Ogbu.O (eds). 1999:39).

Secondary education can be seen, as an uncertain investment due to the high cost .In order to invest, one needs surplus money at the right time for that. Thus some parents and guardians are uncertain whether to invest in education, they are not sure of successful returns, especially to girls. Further- more, when parents are faced with problems of fees, most choose to educate boys while they marry off their daughters to pay for the boys' school fees (KaregaR.G.M in Kimambo.I.N, (Ed) 2003:311-326).

CHAPTER THREE.

METHODOLOGY

3.1 Data gathering

This is a qualitative case study involved depth interview as a way of gathering data. Both primary and secondary data were gathered during field study. Primary data were obtained from interviewees and key informants. Interviewees were from seven different types of families. Family in this study has been considered to be a house with people living and working together and share the basic needs and other costs for that. They were characterized by children (girls and boys) who completed primary school in year 2002 and 2003; with the primary source of income to be agriculture.

Out of the seven families, three children (two girls and one boy) stayed with their parents, both father and mother. Two children (a boy and girl) stayed with grandparent headed family and one girl was staying with grandmother only. One boy stayed with a single mother headed family. The last family was with a boy who stayed with his sister and brother in law. The Secondary data were obtained mostly from official institution, school headmaster; these were data on government policy, reports, programmes and plans documents related to the study.

3.2. Selection of cases and typologies covered.

The study was at first aimed at interviewing four cases of children who had specifically completed primary education in 2002. The aim was not fulfilled since most of these children were no longer staying at the village when the fieldwork was carried out. That was not the end of fieldwork; the alternative was to include those who had completed in 2003. The main typologies planned to be covered were in two categories; first children who were living with parents, meaning father and mother, second children who were living with grand parents or any other relative. Further note, under eighteen years was an age limit of the child. Those families included were mainly peasant farmers, although some members of family among those either father or mother were also engaged in petty business and other activities in order to have more income apart from agriculture output. Children were also engaged in different activities, some of them in paid wages (two boys were shopkeepers; one girl was domestic worker in town-Dar es salaam). Others were only assisting their families in domestic duties and agriculture activities.

Among the seven, three children (two boys and one girl) passed Primary Leaving School Exam (PSLE) and were selected to continue with lower secondary education in the public schools within district, but for various reasons they did not continue. One boy passed but he was not selected to join secondary. The remaining three (two girls and a boy) completed primary but did not pass the PSLE. .

Village authorities and the primary school played a key role in identification of the families required for interview. The first task was to have all names of children who completed in 2002 and find out who was still there. The list was obtained from school records. From that it was realised most of them were said to have moved away specifically 'to town', meaning Dar es Salaam. Thereafter those from 2003 who were around and were considered to be eligible cases. The researcher picked the cases, which were considered to be easily accessible in terms of location and mentally and physically fit and were able to express the answers. The typologies covered in those cases were relevant and applicable to the research problem as explained above.

3.3. Technique

Semi structured interviews were applied in this study. Here in -depth interview were used as a technique for gathering data. The researcher used Swahili language, which is also a national language of Tanzania in conducting the interview. All people in the study area can speak and understand it. Interview guide was prepared to guide the interviewer for what aimed to be understood (cfr.appendix 1 pg 74). Open-ended questions were used for some themes and allowed more explanation and getting insight of interviewee's responses. The guide was only as a reminder, in that case the way the interviews was flowing determines how and what question to ask next. The interview was personal and one to one. That is to say one interviewee and one interviewer.

3.4. Reliability in recording data.

Recording of data was done through three main tools. These were tape recorder, field notebook and field diary. Tape recorder was the main tool for recording all what the interviewee and interviewer was talking about. In all interviewee no one did refuse or disagree to be taped when interviewed. The tool created a free atmosphere for the two although sometimes the interviewer used to take a note by writing in the field notebook. The

interviewee was able to speak out freely and continuously considering no doubt for the missing of points if the interviewer would only be writing in field note book.

The field notebook was used to record physical structure and observation of general appearance of the family house and other observable activities, which were going on during fieldwork. Recording the points, statement, or words that needed more clarification. These were considered and taken to be of key important for the study. It was mainly used to record the informant's responses when tape recorder was not used. Those informants were mainly officials who were able to answer and express their idea in such away as it was not so difficult for researcher to take note. The interview was conducted in office where interference of other people was not high; also writing was easier for researcher.

The field diary was used to record daily field activities after the fieldwork. That includes reflections, ideas and more important, it was an evaluation of the day and preparations on what should be done for the next day. The diary acted as reminder and helps to keep focusing and delimiting on the study line. It was useful in the later analysis of data, and for cross-reference throughout the process of interpreting the data.

3.5. Informants and institutions.

Key informants from various institutions provide information to the study. The open-ended interview was used to gather information from them. In this case, some of informants prefer to use English language during the interview but most of them used Swahili. Informants were one students (boy) and one teacher from boys only government secondary school; two student –a boy and girl in a public secondary school plus one teacher; two student –a boy and girl, plus one teacher in a private secondary school under the Lutheran church; headteacher of one primary school. Second group was NGOs these were AHEAD and Plan International all based at Kisarawe. Third was at District council especially at District Education Office (DEO), Community Development Office (CDO). The fourth was at local government; these were Ward Executive Officer (WEO), and village chairman. The fifth was Ministry of Education and Culture (MoEC) specifically from two departments, primary; and secondary education.

Ministry of Education and Culture, as an institution provided useful policy, plans, and programmes, reports, documents together with DEO, District Planning Department. Other important literatures and materials were from ESRF library, REPOA (by purchase), UNICEF,

University of Dar es Salaam (UDSM) library. Other relevant materials have been searched from Internet Website such of United Republic Tanzania Governments, National Bureau of Statistics (NBS), WB, UNESCO, UNICEF, UNDP etc.

3.6. Problems, Solutions and successes.

The case study approach with the interview technique was useful in getting insights into individual cases (family). This helped to achieve the analysis of findings mainly in the relationship and process.

The use of open-ended question allowed the interviewee to express more and go into depth on the answers. Answers generated a lot of data, which was useful in the analysis. On the other hand, having such a lot of data delayed the process of analysis and interpretation of the findings.

The interview of the families was conducted at their home. During the interview, sometimes there was interference of other members of family, especially young children, or other neighbours and relatives who wanted to know what was taking place. In overcoming this problem the interviewees were asked to choose a suitable place for the two to sit where the interference could be reduced.

Among the children interviewed, one of them was not interested on the interview although he had agreed to it beforehand.

Interview was not a good technique for officials at Ministry of Education and Culture, since they are occupied fully and deals with all issues at national level basically in policy. However the use of official documents was more useful for collection of data on policies.

Transport –as many rural areas houses are not concentrated in one place. In utilising time effectively, I had to use bicycle for quick and easier way of reaching the families.

Time as important resource was also limited. Time was not enough to explore more details to some of the interviewee answers. During writing of the field diary some of question were answered partially that means more details of it was needed. The process of transcribing, translating, and typing involved a lot of time; and on top of that, high concentration was needed.

Financial resources-Tape recorder and tapes were purchased expensively.

3.7. Modes of Data Analysis.

Data from the tapes were transcribed into writings into their original language. Together with those from the field notebook, data were translated into English, typed in computer, printed out, and finally were ready for analysis and interpretation. The whole process made the data more familiar during analysis and writing.

Each transcript was read carefully to identify useful concepts, and statements. This was done in order to reduce the data from big volume to small pieces, which were more applicable for the study. The concepts or statements were given names, looking at the relationship of one another, how they are interlinked in the course of studying the research problem. No rigid systematic steps were followed in the analysis. Giving names from data, writing notes on the names, was a forward and backward .It was a process until the core statements, headings, concepts describing were contained in a full explanation to capture all applicable data for the main analysis in the study.

Finally it is important and relevant to know that there is no single method, which is the correct one in analysis and interpretation of qualitative data. In this study the analysis and interpretation was based on the ground of data generated from interviewees combined with that from informants. It has been the process of reading, writing and re- writing and reading data that has generated this study. It is expected that the approach used here it is also applicable for other qualitative studies as well.

CHAPTER FOUR.

4.1.GOVERNMENT POLICIES.

The government of Tanzania has since independence been fighting against poverty in order to bring the country into the world of development, whereby Education has been given emphasis in various policies and programmes. These policies and programmes vary from international to national; only few are pointed below.

The Tanzania vision 2025 is a National vision of economic and social objectives to be attained by the year 2025. It is stated in the vision that “Tanzania of 2025 should be with main five attributes; High quality livelihood; Peace, stability and unity; Good governance; A well educated and learning society; and A competitive economy capable of producing sustainable growth and shared benefits”(URT-Tanzania vision 2025). It is under this long-term development vision that the country has now various policies, programmes, reforms, strategies and plans in implementation of the vision.

Poverty Reduction Strategy Paper (PRSP) as an outcome of the 2025 vision have put key targets on improvements of education, health, water and good governance for the well being of children (URT & UNICEF 2001; PRSP 2000).

Rural development has been a concern to most of all policies. This is due to unevenly distribution of social and economic services within the country where most of the population are residing in rural areas and there are inadequate of services, which might help for sustainable development. Policies are concerned with geographical areas in which primary production takes place and where population are found in varying but often low densities. These areas are characterized by activities related to primary and secondary processing, marketing and services that serve rural and urban population. Rural areas include villages and small town nearby urban centres (RDST 2000,).

The rural development is aiming at creating the area to be conducive, as it will reduce the problem of rural- urban migration especially to youth who are energetic. An increased rural urban migration will leave the rural areas increasing unproductive, while in urban areas there will be overpopulation which increases slums and inadequate social services.

Governments with assistance of donors and UN agency are making efforts in ensuring rural areas are developed to the best results of attracting people to remain there.

Tanzania being a member of UN has ratified United Nations Convention for Rights of Children (UNCRC) 1989. The Convention comprises different chapters and articles, which include main important issues regarding children's' right to be implemented by all member states. The article six of the Convention puts child development to be basic rights to all children; it includes such things as education, access to information, play and leisure, cultural activities and the right to freedom of thoughts. (UNCRC 1989).

The international agency-UNESCO, seeing what role Education have in Development, in December 2002 made a resolution for "United Nation Decade of Education for Sustainable Development (DESD)" for both developed and non developed countries in improving the current and future generation. Each country will implement resolutions in accordance with socio cultural context to have positive changes following the DESD vision that

"is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation". (www.portal.unesco.org).

The need of education comes to be important in balancing the development and education. United Nations Millennium Development Goals have been developed to achieve development especially to Less Developed Countries. There is a need of strong link of education in achieving all the goals.

The Education and Training Policy (ETP) of 1995 has the major objectives of increasing enrolments, equitable access, quality improvements, the expansion and optimum utilisation of facilities and operational efficiency throughout the systems. A number of different programmes have been formulated in order to achieve the aims and objectives of ETP where by The Primary Education Development Plan (PEDP) 2002-2006 is among those.

PEDP aims, to invest in enrolment expansion; quality; and management improvement basically at primary school level. The Plan is in accordance with the goal of EFA with principles of access, equity and quality for all children in the world.

After a successful take -off of PEDP, the government realised the need of having a Secondary Education Development Plan (SEDP 2004-2009). This put emphasis on improvement of secondary education, which has both great profit to individuals and society in this era of modernization (SEDP 2004).

The SEDP is now incorporated with PEDP whereby if there are improvement in enrolment and completion of primary schools then transition to secondary school had to be also taken into consideration. The overall goals of the plan is 'to increase the proportion of Tanzania's youth completing secondary education with acceptable learning outcomes. The plan has five areas of concern; Improvement of Access; Equity Improvement; Quality improvement; Management Reform, Devolution of authority and Education Management System Improvement. The target of SEDP is to increase transition rate from primary to secondary at lower lever from 21% in 2002 to 50% by 2010 and the transition rate from lower level to high level secondary school from 15 % in 2002 to 32 percent in 2009 through (MoEC-SEDP 2004).

The main emphasis of the implementation of the plan is on community-based approach encouraging the participation from the grassroots'.

Apart from the government having plans and programmes that identify secondary education as a key area of concern in development endeavour, the question and problem is that only few children continue with lower secondary education. There are also different social and economic problems, which are related to lack of this important level of formal education. Thus secondary education occupies a strategic place for future growth and economic development of the country. (SEDP 2004).

4.2.SCHOOL SYSTEMS.

The formal school system in Tanzania is divided into five main categories of 2-7-4-2-3+. Two years for pre -primary school; seven years of primary school, four years of ordinary secondary, and two years for advanced secondary level. Finally a minimum of three years of higher learning including University and advanced colleges. The system is provided to people both by public, government and private sectors. This means, Public schools are owned by villages, wards, district with main financial support of Government. Government schools are direct owned and funded by central government schools; private schools are owned for

example by individuals, religious organizations and Non Government Organizations (NGOs)(ETP 1995). All in all the Government controls the system of education and overview in all issues regarding quality. Private schools, colleges, universities all have to be approved by government. The system is carried out under the main two ministries: Ministry of Education and Culture (MoEC); and Ministry of Science, Technology, and Higher Education. For the purpose of this study, primary education will be discussed in a nutshell only, while lower secondary education is a key focus.

4.2.1. The Primary School System.

Primary Education in Tanzania is given to all children at the age of seven years. Still it is not so surprising to find that a child with that age especially in rural areas have not been enrolled in primary school. A child is required to be in school for seven years. There are no school fees at this level after Government abolished user fee in 2001 to all public schools. All the public schools are day schools. Families still have to contribute to the child's uniforms (shirt, skirt for girls, short for boys, shoes, socks, and sweater to mention few) and stationeries. The cost can be approximately 50,000 Tanzanian shilling per year, with exception of a privately owned school. It is important to note that not all children have the full uniform. In rural areas many children do not put shoes when going to school. Due to low income of the family, it is not priority. MoEC has emphasised that no child will be expelled from school because of the lack of uniforms. The cost of stationeries also increases as one move from standard one to standard seven. This is due to the number of subjects in standard one and two are only about three compared to above levels with about eight subject and other learning materials like mathematics set.

Private schools have their own cost and they are definitely higher than of public school. The cost in primary private school depends on the quality and curriculum. For these private school, commonly under the name like 'English medium schools, International school, Academy' the total cost can range from Tsh.30, 000/= -1,000,000/= equivalent to US \$ 300-1000 per year approximately depending if its boarding or day school. In the study, Mutakyahwa based on data obtained from primary schools, calculated the average annual cost of educating a student to be U.S \$ 46 at primary level school (Mutakyahwa in Malyamkono and Ogbu (eds) 1999,pg49-55).

In the seventh class, all pupils sit for national wide Primary School Leaving Examination (PSLE). It is done throughout the country and done in a single day between September and October depends on the date set by the Government through MoEC. Pupils' sit for four main subjects; Kiswahili, English, mathematics, and life skills (*maarifa*). Each subject has a total of fifty marks, that means in total is two hundred. The pass mark is 85 over 200 for boys, and 81 over 200 for the girls. Marks for all subjects are supposed to be constant, above 25 over the 50. (Information from interviewed officer at the DEO 24/1/2005). The exam is done to sort out the successfully pupils who will continue with lower secondary education either in public or government schools. Under normal circumstances results are out in December, and for those who passed and selected, they will join their schools at the middle of January of the following year after a break of 3-4 month approximately since completion. The selection involves only those who have high pass mark, but special treatment is given for girls. This mechanism is due to the limited places to cover all those who are above the pass mark. The result of this is that some children who are above pass mark may still not get selected to join the available few places.

Primary education helps children to know how to write and read, and it prepares them and lay the foundation to move into the next level of education, which is lower secondary education or any other post primary level. It prepares every citizen to continue on the unending journey of lifelong education, training and learning. Primary education as emphasised in Ujamaa policy was aiming at preparing youth to be self reliant for personal and national development. (ETP1995).

As pointed out earlier, Kisarawe district comprise of 74 public primary school. The distribution is such that at least each village have one school. The Kisarawe District has been involved in the development of education sector. This has been in collaborations with various actors working in the development sector. There have been some achievements at the district levels. Primary school attendance have increased from 83% in 1999 to 92 % in 2004; projection and enrolment rate have not gone below 90% since 2000 up to 2004, in 2002 and 2003 it was 100%. The percentage of those passed has been 42.6% in 2001 to 52 % in 2004 and those selected to join lower secondary has risen up from 52.5% of the ones who passed in 2001 to 76% in 2004. (DEO-PEDP report October –December 2004.)

Table 1a. Primary School Leaving Examination 2000-2004 Kisarawe District.

Year	No. of candidates			Passed				Selected form one (lower secondary)				Passed Not selected form one			
	Boys	Girls	Total	Boys	Girls	Total	%	Boys	Girls	Total	%	Boys	girls	total	%
2000	712	793	1505	251	164	415	27	155	152	307	74	87	12	99	20
2001	738	813	1551	399	262	661	42	174	173	347	52	225	89	314	47
2002	927	949	1876	378	269	647	34	196	194	390	60	182	75	257	39
2003	826	860	1686	431	333	764	45	275	271	546	71	156	62	218	28
2004	881	816	1697	538	338	876	52	337	330	667	76	*201	*8	*209	*24

*SOURCE: District Education Department-data for year 2000-2003 is from Taarifa ya maendeleo ya Elimu mwaka 2000-2004 kwa wadau wa elimu. 30 June 2004. data in year 2004 is from PEDP Performance report – October –December 2004. *data have been calculated by researcher.*

The table above shows pupils who sit for PSLE and how many passed, those selected to join form one (lower secondary), and some among those passed were not due to limited places in public and government schools in the district. When you look in 2004 at those who passed and not selected, more boys passed but were not selected. The reason for that is that girls were given more priority to the available places.

Table 1b. Percentage of boys and girls; passed and selected over the total number of candidates.

Year	Total candidate	% Passed boys	% Passed girls	% Selected boys	% Selected girls
2000	1505	16	11	10	10
2001	1551	25	17	11	11
2002	1876	20	14	10	10
2003	1686	25	20	16	16
2004	1697	32	20	20	19

SOURCE: From table one, percentage calculated by researcher.

Table 1b shows that in 2004 the performance of 20 % girls who passed from the total candidates is low compare to that of boys 32%. In selection girls were given priority. This compensates somewhat for the poor performance of girls at PSLE.

Primary school education in the district is still faced with various problems including inadequate of teaching staff, classrooms, Teachers houses and offices; shortage of text books; inadequate funds for in service teachers training and maintenance of existing school

buildings; and poor economic situation of communities especially in villages. (DEO-PEDP report October –December 2004; interview with teachers, VEO ,WEO).All these problems in one way or another affect children's' attendances and performance and lead to dropout to some of them, finally few passed the PSLE as the explanation of the table above.

The success of primary education places a demand for more secondary schools. It is believed that with the abolition of user fee in primary school in 2001,the number who join primary school in the period 2001-2005 have been increased, dropouts have also declined and it is expected that the completion rate will also be high. The improvements have consequences both for primary and secondary education. In the first place, more efforts are needed to improve both physical and human resources to improve PSLE performance. Second, high supply of improved secondary school facilities will also be needed to absorb those from primary school by increasing the number of places with good quality so as to improve their secondary schools performance. All these need physical, financial and human resources (teachers) who are well educated. However, the main challenge remains to the families if they will be able and willing to take their children to secondary schools after primary. (SEDP, URT-HDR, 2003)

4.2.2 The secondary school system.

According to the ETP, the secondary level is offered to those who will successfully complete seven years of primary education and have met the required entry requirement (Pass PSLE). A Child is expected to join this level at the age of 15 and complete at 19, that is four years in school. Like in Primary at the end of final fourth year, students sit for an exam known as Certificate of Secondary Education Examination (CSEE), which aims at selecting those who qualify to join other level above that. These are for example form five (higher secondary level), teachers college and other colleges. Still there are some who will not be passed hence not be able to join among the levels mentioned.

As with primary school, there are two main groups of Secondary schools; Government secondary schools, and private secondary schools or Non government. As pointed out earlier the private schools are owned by private individuals, religious bodies and organization, Non Governmental Organisation (NGOs) and others which are not under government .All in all the government is responsible in making sure the quality of education is given to the related aims of ETP.All private schools are certified by Government. Government offer in -direct support

of teachers who are mainly educated from government colleges. Ishumi .A. emphasised that for the sake of uniformity of standards and quality control, the government should retain the right of inspection and supervision of private school. This has always been the case with public schools (Ishumi, A. in Tibaijuka, A.K(ed). 1998: 109)

The private secondary schools are playing major role in making the secondary education more accessible to those who can afford. Every private school has its own criteria for selecting relevant candidates. This has helped to increase places compare to a situation when only government secondary schools were available. In most cases the demand is high and public schools are not enough to accommodate all those who complete primary education successful. In 1993 private sec schools outnumbered public one 260 to 177 and enrolled 55.6% of all form I-IV students.(Malyamkono &Ogbu 1999 :11,MoEC conference-September 10th-13th 1996).The table below show numbers of government and non government schools from 1995 to 2004

Table.2.Number of schools-Government and Non- government 1995-2004.

Year	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number of schools	595	656	721	781	826	927	937	1024	1083	1291
Government	259	303	350	406	444	527	528	599	649	828
Non-Government	336	353	371	375	382	400	409	425	434	463

Source. Basic Education Statistics (BEST) 1995-2004:50.Secondary education. Table 3.5: Number of schools, streams and pupil/Teacher Ratios,1995-2004.

From the table above it shows there has been increasing number of schools in every year. The trend changed from 1998 where Government schools increased more than Non Government schools. In 2004 Government schools were 64 % of total school, and Non-Government 36%. Still there is greater demand of it due to number of children enrolled in primary education. Government reports and studies have shown there is a larger expansion of the education places in the system. However the expansion is not large enough to accommodate all those who pass the PSLE. Notwithstanding this achievement the quality of most of these schools is not good. (URT-HDR 2003.).

As stipulated in SEDP, local government and communities should take a major part in establishing public day secondary school in places where is demand. If the SEDP is going to be successfully implemented, number of schools may increase to fulfil demands in the future.

Passing PSLE is important, but some parents may prefer to take their children to some of Non government schools. The main reason for that is the good performance to some of these Non Government secondary schools. St.Francis girls secondary school-inMbeya, Maua seminary-in Moshi, Kifungilo in Tanga, are few example of Non Goveernment secondary schools under Christian religious bodies, which have been with good performance so they ranked on top in form four final exams. Still to most of people it is very important to pass and be selected to join government school.

The cost of secondary schools differs from one another, if it is public day school, government boarding school, or Non government boarding or day school. It is expensive to all boarding schools than day school regardless of the owner, but more expensive to non-government boarding schools.

In a study Mutakyahwa, shows that, it cost about U.S \$ 119 per student per year at a day secondary school and U.S.\$ 306 at a boarding school. While the average cost was U.S \$ 170 for secondary. Private schools are much more expensive compared to public Government schools.(Mutakyahwa in Malyamkono and Ogbu(eds) 1999 49-55).The same idea of cost for private school had been given by Malekela ,that “the annual cost of maintaining a child in a private school may be four to five time the per capita income of the average Tanzanian.”

Private schools may be aiming at profit maximization, more facilities to some of them, and overhead costs are high, while government is aiming at delivering of service to majority. (Malekela 1983:21). Government owned schools have more facilities than public schools and private.

In general there are some problems facing this level of secondary, which need more continuation of efforts in keeping it improving. The problems are not far from those facing primary schools like inadequate places in the availability schools, and other areas are underserved, low performance of CSEE especially to girls, human capitals, and other physical structures like libraries, laboratories, books etc.

The Importance of secondary education in Tanzania’s development.

Secondary education is very important to individual, families and the whole Nation at large. Individuals with more than primary level of education can do better in most aspects of life. The secondary education is more advanced than primary and one is more able to acquire more knowledge which would bring her /him into the world job market and self-employment and in private sector in general. The secondary education is becoming a starting point whereby one

could join higher learning or professional training for certain profession skills. With the advancement of technology and increasingly globalisation, communication and existence of multinational companies in the country, secondary education can be the starting point for a youth in searching of jobs in the companies. Secondary education is very important for youth who play major role in production and reproduction (ETP 1995,URT &UNICEF 2001,SEDP 2004,)

This is also relevant for language skills whereby children in secondary school will learn and improve more in writing and speaking English. In this case English is the first international language and sounds to be very important for every child to know how to read and speak English. There are now a number of private primary schools with English curriculum so that children can learn English as early as possible. But only few families can afford to take their children to those schools due to high costs compared to the public schools where they are taught English as a subject only. It was revealed during the interviews, children when asked if they know any importance of secondary education, some say the following;

“if you have secondary education you can may be one day meet a person from Europe (mzungu) and speaks to you in English ,then you can understand and start talking to each other” (interview with a non schooling girl aged 17 years January 2005.)

“If you do not know to speak English, it becomes a serious problem. You do not know English where will you get a job? But if you went to secondary school it is easier” (A non-schooling boy 17 years)

It shows us English language is very important in communication especially now a days where there is a lot of interaction of people from all over the world. It is also an important requirement in formal job searching.

Secondary education helps to prepare girls and women in participation of different social, economic and political activities. It helps to build confidence in women and give them an equal role in the whole process of development. Women with secondary and more education have a greater chance to be empowered and participate actively in the development activities. Secondary education is also the basis for higher learning studies.

Secondary school is a place not only for formal education but also for socialization and exposure. Children from different families and communities with different backgrounds meet

and have time together and share knowledge from one another. The interaction help to increase confidence and knowledge apart from subjects taught in the classes by their teachers.

According to a regional study of the Africa Region of the WB by Bregman J.&Stallmeister investment in secondary education has considerable social and private returns. The study identifies four major critical reasons for Sub –Saharan Africa investing in secondary education. It is crucial for economic growth by providing skills and knowledge through further learning and training of professionals such as technicians, scientists etc.Secondary education helps to socialize young people and target at risk youth. The group has the potential for changing its behaviour, thus secondary education can be decisive in fostering positive social and civic values. Finally the demand is higher due to improvement in enrolment in primary school.(Bregman J.&Stallmeister.S.-WB)

As pointed out earlier, Agriculture is the back borne of Tanzania. People depend on for both food and income. The sector is a major contributor to the economy; hence there is a need to develop it. That makes Secondary education and training very important for current children, who can be future commercial farmers. Farmers with education are more likely to adopt new technology, read about agricultural innovations, increase production and take their children to school(Jaycox 1988). Apart from lower secondary school, there are also other post primary educations, which play important role in education system.

The post-primary school lies under Vocational and Education Training (VET) such as Vocational Training Centres, and Focal Development centres (FDC). Most of these give subjects and more on skills, professions oriented and prepare for work. They more focus on training to enter directly into the labour market. After primary school, children can also join this level by paying the fees required. VET can also accommodate those who have completed secondary level. Currently the education is run under Vocational Education and Training Authority (VETA) established in 1994.Modes of implementation is by government, public, and private sectors.

CHAPTER FIVE.

ANALYSIS OF MAIN FINDINGS.

This chapter gives the analysis of the main findings of the study. The analysis is at two major levels. The first level is related to the school system and how can be a hinderance. The second level is concerned with findings related to family and community mechanisms. There are many ways to analyse how the role of parents and guardians are in providing education to a child. This can be done in relation to economic resources, to tradition and to norms. The analysis will look close at the relationship between these factors. This means there is no single independent constraint, but they are interlinked to one another.

5.1. Primary school performance and places in admission to lower secondary schools.

The primary school performance of a child is an important aspect in this analysis. The analysis will be based first on looking at the achievements at primary level. After primary education, did the child pass or not. If yes was he/she selected to join public government school (passing, selected, not passed PSLE). The second aspect will be on the location of the secondary schools and the available vacancies to absorb those who qualified to join these schools.

Primary School Leaving Exam (PSLE) has been and is the main national indicator used to assess achievements and progress of a child in primary school as per required standards and pass mark. Not all children who do this exam pass. If we look back at table 1a, in year 2004 only 52% pass out of all candidates. Others pass with the required pass mark. From this group there are some who are selected to join public government schools and others are not admitted. It is important note that also private schools and Post-primary Vocational Training Centres(VTC) all can absorb those who finish standard seven.

What then is the attitude of children, parents, and guardians towards this idea of passing or not passing? Is it true that every one of them would like to pass and be selected to join public secondary school?

Parents and guardians seem to have much influence on the performance of a child at primary school in general. This influence is seen in whether he or she passes the final examinations.

This is for those parents who are willing to make close follow-up of the child. The whole understanding from the study means a child who has not passed PSLE is not entitled to continue with secondary level. But there is chance if parents/guardians are willing to pay and have the resources (money) to take the child to the private secondary school or VTC even if the child did not pass the PSLE. That now relate to the question of awareness or motivation and the family economy, which is to be discussed in details later. An interview with a father expressed his ideas of about her daughter when she was in primary school. When the daughter had finished primary school his financial position was not good. On top of that he and his wife would not make any effort to take her to the private secondary because her performance was not better in different exams while at school. Below is part of the responses during interview.

“... If she were selected to continue, I would do all that is possible to make sure she proceeds to secondary. All the hope weathered away, making her to stay at home...infact her performance was not good, she was perhaps the 3rd from the bottom in her class.infact she held either the 2nd, 3rd or at most 5th position from the very last person... her performance was really bad....” (Father 43 yrs.5/1/2005)

The parents indicated that they were not considering taking her to the private secondary school or VET because of her poor performance. Fortunately the girl got a job in town (Dar es Salaam) as a domestic worker, and now she can help her parents with some money. This shows how parents can misjudge children and thus forego the right to be developed.

These findings were compared with interviews of the head teacher of the primary school and officers from District Education Office (DEO). They all commented that there are still problems related to children's' performance and this finally affects them as to the continuation to other levels, especially secondary. Some of these problems are related to school facilities i.e both physical and human resources. Other reasons could be more personal as where some children have problems of learning, while others lack motivation for schooling. Poor nutrition status in some families also affect children's' ability to concentrate at school, taking into account that schools do not provide meals. Lack of parents' support to schools due to low awareness of matters related to education of their children in general, makes them leave all education matters of their children to teachers.

The few places in lower secondary schools to absorb all who have passed PSLE is another issue in the discussion of the findings. Statistics show clearly that children pass exams, but it is not a guarantee of being selected. Some of the children passed did not get chances to be selected to join secondary school due to the few places available in the public government schools in the District. Public Government secondary schools are not enough to absorb all those who have succeeded in standard seven examinations. Another challenging issue is that some of those who were selected for various reasons did not go to school. So they remained at home like those who did not pass or who were not selected. Referring back to table 1a in year 2002 a total of 764 out of 1686 passed PSLE. Out of the passed, 546 were selected to join form one in public school and 218 were left behind.

The number of children who are selected to join a certain Public secondary school may be big, but how many of those who are selected does end up attending school, is uncertain. It was obtained from Chole Secondary School for example in 2004 that the form one class was supposed to have 170 students. One hundred twenty in first selection and later fifty in second selection. But as the end result the school ended up with only 91 at the end of the year (2004)- (interview with secondary school head master 17/1/2005). This implied, there is an under-utilization of secondary school resources. In total 79 pupils did not turn up to join the school. There are some reasons contributing to this. Some children were transferred to other schools by request of their parents, or for other unknown reasons. The question is what happens to others? Why did they not appear? Some of the answers to these questions will be explained in the coming analysis.

Long distance is one of the constraints in addition to limited places. The existing secondary schools are not within walking distance in the ward studied. The distance to the schools leads to increases in cost in two ways. First, when a child is going to start, and thereafter follows holidays, one has to go back home and after holiday back to school. Second it adds accommodation cost.

According to Tanzania Household Budget Survey 2000/01, the mean distance to a secondary school (kilometre) as one of the selected indicators for education. In Pwani - 'Coast' region is 13.1 kilometres. The study by Mutakyhwa shows only few students live within walking distance to school. (Mutakyhwa in Malyamkono and Ogbu (eds) 1999; NBS-HBS July 2002:23)

Taking as an example Chole secondary school. This is about 75 kilometres away from the visited ward. Transport cost is about 3,000/= Tanzanian shilling for one way. Chanzige

Secondary School is near, but not at walking distance for someone to go daily from the village. It started in 2003 located at Kisarawe Township. In most of the six public secondary schools, children who come from Msimbu ward and other far places not near school have to rent accommodation individual owned houses. An interview was conducted with one of student in chole secondary school.

“We have rented a house with my fellow student, we are five, and each one of us is paying 3000 Tanzanian shilling per month and you have to pay in lump sum for six months, but everyone cook and eat his own food.”(Informants-17 year boy – 17/1/2005).

From the informants words we see how much renting of houses increases the costs, but if the school were nearer to his home village he would not have to incur that cost. The informant explains and calculates that the total cost of accommodation was 18,000Tsh.and that was too much for his family.

The available hostel at school can only accommodate few students and preference was given to girls who also had to provide their own beddings and meals. In addition the Schools are facing a number of problems such as lack of Libraries, and Laboratories and with equipments, classrooms, hostels, books, Teachers’ Teachers houses, and safe and clean water. All those in one-way or the other affect students’ performance.

In an effort to improve educational standards, government is encouraging construction of public schools in collaboration with communities. It is hoped that there will be some achievement with increase in the number of schools in many places. The emphasis is put more on improving girls’ education whereby in case a boy and a girl have the same pass mark; preference is given to the girl. The policy aim of District Council is to have a public secondary school in each ward (Taarifa ya maendeleo ya elimu Kisarawe –2000-2004:13). This means that altogether five secondary schools will have to be constructed in the five wards of Sungwi division. During the fieldwork, the ward, which I visited, had started laying bricks for the secondary school. It is expected and hoped that it will help many children to join school, this being a catchment’s area of about seven-kilometre radius, compared to when they are selected to go to Chole secondary school, which is about 75 kilometres away from the ward or other schools located far. Public day schools could easily be accessible since a child stays at home and goes to school daily. This would be easier since there will be no costs

for accommodation, transport and food. The following part of informant's interviews shows how important distance is in the cost calculation.

“if your child is here your cost is only that of uniforms ,school fees and school requirements since accommodation and meals will be easily obtained at home before and after school” (informants-village chairman 5/1/2005)

But increasing the number of schools and places alone may not be sufficient. The quality of the physical and human resources of the new schools also need to be considered. In addition the family plays an important part towards the children's education.

5.2 Motivation at family level.

Parents and guardians have duties towards their children. They should give love and care for their future life. More general the duty is to raise the child to acquire skills necessary to be a full member of society. Primary education as discussed in chapter four, is now free and compulsory. On the other hand secondary education is not free and compulsory. Secondary education depends on individual family motivation and choice to spend money on that. The question of priority is therefore important at times when education is what many needs.

Most crucially family's economy and motivation determines whether they will contribute to a child proceeds in private secondary education or VET if not selected for a government school. Some children even when they passed and were selected to join public government school have a low chance to continue when the family is low motivated.

Secondary education is by many seen to be an uncertain investment, which takes a long time for parents/guardians to reap back. This includes not only school fees, but also all costs related to a child's education. The Family is expecting that if a child continues with secondary school there would be a relief of burden after completion, both to the child and to the whole family. However, these expectations of returns are not the case now days. Because of high unemployment, many youth are facing problems after completing secondary school. So apart from investing in education for a child, parents still have to continue supporting them after they have completed secondary school.(Kapunda PED,No,15,1994) The question is what guarantees returns after a child spent four years to secondary school? How about investing in girl child, is it possible for her to complete all years required successfully. Boys have lower risk than girls.

There are different types of risk taken while investing in education. The first risk is related to non-completion of school, especially to girls. The Second risk is associated with completion, but with poor grades.

These uncertainties make some parents see girls as having a higher risk than boys. Such risks are cases of pregnancy of girls, which consequently force them to drop out of school. The results are non-completion and no certificate acquired, because they do not continue with school after giving birth. This is a big loss to the parents who have been investing in the girl with hopes of reaping back some benefits. As alternative for this parents may encourage their daughter to get married after primary schools instead of taking her to secondary school.

Studies and reports show a small number of girls are discontinued from schools because of pregnancies. It is not significant cause of low enrolment at secondary education in quantitative way; but in peoples way of thinking it has a big effect on girl education. The issue is more how parents are motivating the girl child. (Bendera 1994;Omari &Shaidi 1991; 1-25)

Performance of students in the CSEE is very important in their continuation to other higher levels of education or in joining the labour market. Both employers and colleges look at what grades one have obtained in her/his certificates. This means that those with poor grades will not be able to compete in the labour market. But there are private informal sectors where some one can join regardless of the grades of the certificate. The private sector is now offering formal employment, especially the big private companies, which employ people in the same formal way as the public formal sector. More and more they need human resources, in the way of certificates with good grades in order to qualify and compete for the jobs. Some of the youths have been ending up with poor grades. This demoralizes their parents and guardians and other parents in the villages.

Many families, especially in rural areas, are afraid to risk what ever little they have to take a child to secondary school whether they are selected to join government schools or not. It has been observed; in practice that public government school are much cheaper than privately owned secondary schools. In this perspective of uncertain investment they appear to be equal, in the sense that family would not afford or be willing to pay any of the two. The fee for public day school was 40,000/= Tanzanian shillings per year before 2004 while in the private visited school under Lutheran church was 350,0000/= Tanzania shilling per year.

A child who might have been selected to join public government school may not go to school equally like the one who has not been selected. Although the government has made an effort to reduce school fees from 40,000 to 20,000 Tanzanian shillings in 2004 for day scholars still there are additional needs, which increase the costs.

To take a child to any secondary school needs money for instance, for accommodation, meals, uniforms, transport and stationeries. For accommodation in schools where there are no hostels children have to rent in private houses. One could get assistance on the school fees but still other problems remain.

Some assistance on school fees is given for example by the district council to children who are coming from families which are unable to afford school costs. These vulnerable children include orphans either by HIV/AIDS or any other death of parent. Plan international also support by paying the school and examination fees. However, sometimes people have a “donor syndrome” that for instance those people who can do without assistance are also looking for that and might be clever at getting it. The village government is responsible in identifying those who are in real need of that help and assistance. But among the cases as pointed, the assistance is somehow not enough, although it contributes somewhat. The reason behind this are the other costs mentioned earlier which also need to be incurred by parent or guardian. Some families are either unable or unwilling to pay for such cost for the whole period of four years, taking into consideration the fact that the income of a typical peasant family is not constant.

There is also the issue of low motivation on education matters in many villages. And the fact that this idea of education needing money makes parents sceptical. This will bring us to the issue of low awareness or little realism in education matters, and to the question of the economy of the family.

5.3 Family economy as determinant.

The cash flow from agriculture in this region, especially to the peasant families, does not generate enough cash to save. So when a child needs to go for secondary school, they can be unable to afford the cost in all four years. There is also a lack of saving institutions to allow members of communities to put away some money for saving when they have any surplus. During my fieldwork, interview with the village chairman and other members in the village

committee showed that they were mobilising people to join and form the Saving and Credit Cooperative Society (SACCOS). The aim is to encourage members of these communities to save for different purposes such as education cost for their children. The SACCOS have been an approach for the rural development, and in some places like Mgeta in Uluguru Mountains in rural Morogoro; they have been successful in that members can also get credit from their Cooperative Society. These mountains are famous for growing, vegetables, fruits that are mostly sold in Dar es Salaam.

Family economy and especially the cash income of families plays a major role in educating children at secondary school level or any other post primary education. In rural areas where there are no stable cash crops, most families have a low cash income compared to places where they have high priced cash crops. Farm size and types of crops grown in the place can decide how much agriculture can contribute to the family economy. In places like Iringa, Mbeya, Ruvuma there are varieties of crops, which have high values in the food markets. To some extent the use of mechanized tools for cultivation like ploughs are common to these places. These regions produce large quantity of maize, which can feed other regions, including Dar es Salaam. On the other hand it is hard to find mechanized tools for agriculture in Kisarawe District. During interview with a grandmother she reveals how the situation is.

“I am dealing with agriculture...I mainly grow cassava, and paddy in very little amount. I grow only for food ...aaah with this hand- hoe how can I manage, that is only for food.”(Grandmother. fieldwork interview 6/1/2005.)

From both observation and interviews, the tools are largely not mechanized and thus become very hard for someone to produce in excess both for food and cash. The inhabitants are engaged in small-scale cultivation, cassava being the main staple crop. They also produce fruits, but its market is not guaranteed because there is no control of price on that.

There has been decline in cashew nut production as main cash crops in the area. This is also contributing to low income to many households and families. People only manage to have a few kilos, which they end up to sell to middle business people who buy in cash, which the family can only spend for consumer goods only. The money is not enough to save even if the saving institutions were available. The following is part of the interview which gives the picture of what is a challenging situation facing community as well as families.

“Your child may have chance to be selected to go to secondary school, but you as a parent may not have the money for uniforms, or school fees due to your low income. Our problem lies in our poor earnings and lack of savings. We are unable to save because in our area we don’t have an official cash crop. Our main crop is cassava; how many acres will you cultivate to raise enough to sell and save??!! And to be able to pay for your child’s education! May be, or cashews?!! But these years’ cashew nut trees are not as productive as in by gone years...” (Interview with informant-village chairman-5/1/2005.)

The declining of cashew nuts may be due to low prices at the market in relation to the time and work the families thought would spend in maintain the crop. Some people decide to leave it as they see it does not pay off. At the same time the government under District Council laws is forcing people to work in their ‘shamba’ means ‘farm’ of cashew nuts. If found covered in grass the owner is responsible.

Like in many other rural areas in the country, some families in the study area have low income hence they are unable to take their children to any other form of education apart from primary education, which is now free to every child. Children in the high or medium income families can easily be able to continue with secondary education unless the child completely lacks an interest in education. In low-income families, secondary education is often given low priority. One grandmother expresses her view on these differences.

“I always hear about its existence ...for those with their ability-money they send their children to school... there are a lot of things there which demand money, everything is money. I have been seeing people struggling to send their children to secondary schools and they have failed to do so”. (Interview with grandmother 6/1/2005).

There are people who are motivated to take their children to secondary school, but because of their low income it becomes unsuccessful.

Some members of families are also engaged in other income generating activities, but that is not sufficient to rely on and accumulate enough for saving to take a child to secondary education. For instance a certain woman says that, she does business of selling buns at the village market centre only to make herself busy .She said she did not get any profit, what she gets is the money for buying small daily requirement at home like salt, soap, cooking oil and

kerosene. The demand of the business she is doing is not high compared to that in town, not many people from the village itself can buy buns. Most of her customers are people who come there for specific business such as middlemen buyers of cashews, officials, and other passer-by.

This shows in rural villages there is also a formation and growing of an informal private sector especially petty trading which contribute to the family economy. The petty trade has so far been more common in towns than in rural areas. In the study area there is still a problem of accessing micro credit programmes, which could have provided credits and basic training to those who engaged in this informal trading. Lack of basic skills in managing petty business may lead someone to perceive what he or she is doing has no potential profit while on the same place there is a market. The informal sector account and contribute to the Tanzania economy. The formalization of the informal sector in Tanzania is very crucial.(De soto,H 2000)

Due to lack of savings and a stable flow of income, it becomes hard when a child completes standard seven, either successfully to join public government secondary school or not. Moreover the existing culture and traditions also relate to how the family is motivated to spend on education from their little income they earn.

5.4.Socio cultural factors-Values and norms.

Values and norms are very important to individual and societies as whole. Different societies have their own ways of living and differ from one another. What might be applicable to the society of the Nyakyusa of Tukuyu-Mbeya may not be acceptable in to the Zaramo of Kisarawe.Traditions, values; customs and norms play a major role in daily life of individual as well as family. Formal education on the other hand is one aspect of culture where uniform national standards are important for the current development of a nation. Every child also has a right to enjoy traditions and culture within society as long as these does not inflict limitations to the right of the individual's own development (CRC 1989). Traditions and norms are not static; they can change overtime depending on the interpretation and their meaning. It has been observed in some studies that some traditions and norms can conflict with the children rights and other individual human rights. Some traditions and norms can be a hindrance for children to have other basic human rights. Education as one of the rights of children and to all citizens is often facing this conflict.

This is not to say that traditional values are useless or have no meaning in a modernizing society, but that it is important to study the dynamics and changes of these values. These are often gradually evolving slowly from traditional to modern societies.

In the study area, which is occupied by Zaramo tribe, we still find initiation ceremonies. 'Ngoma' is very important to a girl child who has reached the puberty age. The direct translation of *ngoma* one as noun means 'drum' second is 'traditional dance'. In this study *ngoma* is referred to as initiation rites. The norms demand the tribe to seclude the girl (*kuwekwa ndani*) not less than six months. During this period special instructor will teach her on different things on how a woman should behave. This is very important to the tribe as well as to the individual and family as it is part of education. The girl who is secluded is not allowed to come out to chat with other people, only members within family and her instructor who is appointed for that, mainly grandmothers. The secluded girl is known as *mwali* meaning a girl who has reached puberty age. The following is part of interview with a mother in the family with a girl who was secluded. (R: stand for researcher, and I: for interviewee.)

I: *"We Zaramo tribe have the traditions of keeping our daughters inside as soon as they reach puberty, until a date, we shall allow her out. (R:mmh) then she is given her freedom...Eeh*

R: Mmh.. How long do you keep her in?

I: *We shall retain her for a short while only: the traditional two years nowadays has been overtaken by events. We shall keep her in, for about a year only. (R:mmh) Then we shall play her the usual drums and then she will be out. Without playing these drums which are rituals in which she taught many grown up things, she cannot be counted as a member of or accepted into the group of grown ups when these drums are played for other girls. Likewise any other person who is not a grown up and who has not been taken through this ritual, cannot be allowed into the group of grown up players and instructors called MKOLE. There are things we look for which disqualify even other tribes from joining the MKOLE if they have not passed through their own traditional training into adulthood.*

R: Now when do you intend to put her through the adulthood training "MKOLE"?

I: *I am in the process, I am gathering resources, when I am ready I shall do it immediately. (field interview-12/1/2005)*

The main interpretation of this is that the seclusion is important for a girl who will become a woman in the zaramo society. Passing through this step is a contextual issue, so that as a woman one will be able to be included among the women when for example they have their own talking and meetings. The initiation rite is not a simple celebration; resources are needed both in terms of food, clothes and money. The big question is then, if there is willingness to provide resources for the celebration, why not for education. The answer is not simple, but it can explain how traditions and norms have a meaning and function in a modernizing society.

It is normally common nowadays to keep the girls inside soon after finishing primary education. This is a change compared to the past where girls were taken out from primary school once they reach puberty age, whether they were schooling or not, so they can be kept inside for the initiation ceremonies, consequently they did not finish primary education.

The teachings in the rituals and initiation ceremonies had, and still have, different meanings in overcoming different societal problems. But on the other side they are also causes of social problem such as early marriages; female genital mutilation which have effects on the woman's health and sometimes death. (Omari.C.K &Mbilinyi D.A.S 1997: 45-47) According to Bendera &Mboya observe "the ceremonies have failed to accommodate new social needs, thus making them ineffective". (Bendera .S.&Mboya .M(eds)(1998)

The main function of **ngoma** is to teach a girl certain skills that is preparing her for motherhood and makes her ready for married life. A second function is a celebration of an achievement to the family that they have managed to have a grown up woman. The celebration is also some kind of announcement to young men and sometimes even to those men who wish to have second, third, and fourth, wives that they are 'invited'. This goes together with the culture of Islam, which allows a man to marry more up to four wives. The majority in the coast region are Moslems.

In a sociological way of thinking, the **ngoma** hold an important function in the system. As discussed in chapter two about a functionalist approach, culture is a important part in society with elements like, traditions, norms, religion, values and many more. Therefore the **ngoma** brings prestige to the family, but more important the teachings are based on gender roles. All are geared to the stabilization and harmonization of the parts as well as to the whole community and tribe.

As said earlier, the final journey of a girl being kept inside is finalised and ends with 'ngoma' now as *traditional initiation ceremony*. The initiation ceremony is prepared in bringing the secluded girl out. In Swahili it means "*kumtoa mwali ndani*". Parents and the whole family, clan members, relatives, friends, neighbours are attending that important event. All village members can attend the ngoma as it is done at open space, with exception of *mkole*. The ngoma has three main days; one day is known as *Mkole*. That is the day when a girl is taken somewhere out of the house in the bush or some times remains inside in special room. The special place is known as *mkoleni* where the final teaching will be given to the girl by her instructors and other grown up women 'those who have passed the same process. One mother during the interview pointed out clearly and frankly "*kama hukuchezwa huingii mkoleni*" meaning "if you did not pass through *mkole* you are not allowed to go in the place where the girl is taught". Some of these teachings have been pointed out above. Bendera & Mboya (1998:18) have also mentioned the teaching to be about good manners, hard work, and respect for the elders; how to take care of themselves during menstruation, and emphasis on traditional sex roles and the submission of women to their spouse.

After the **ngoma**, the woman is grown up and free to choose a husband. Often it happens that she has to get married soon after ngoma because the parents can simply agree with a man who will be interested (arranged marriage), and sometimes this is a forced marriage against the will of the girl.

From the first day where the girl is kept inside, the family start to organize for resources, money for clothes, food, drinks, drum troupe, and other entertainments, in preparation of **ngoma** that will be held lets say, one year ahead. The **ngoma** is a big feast and important to parents and their families.

With no doubt the ngoma needs a lot of money to be spent. The common expenditure incurred are food and drinks for all people who will be around maximum for three days; new clothes for the *mwali* and gifts especially pairs of *khanga* (special pieces of materials, with different pattern of drawings, mainly flowers with phrases or statement carrying messages; example *Nakutakia kila heri* meaning 'wishing you all the best'.). New clothes for parents, and other siblings; plus the cost for the drum Troupe. Costs are direct from parents, although relatives can also contribute. Other expenditures are related to transport for those who will come from other villages or town. The important thing is to prepare as much as possible both of food and entertainment. This will make all people happy, both the family the village, plus the girl who

is coming out. There is no fixed cost on the **ngoma**, but the more money you can obtain and have, the more you will make the ceremony “the best” and people they will keep on remembering that ‘during the ngoma of ‘Mwajuma’! we drank,! ate !and dance to the best, that was wonderful ceremony!!’

This study was not able to establish how much it can cost for the **ngoma**, but taking into consideration the activities, and information obtained from official, parents, informants from village, district, two NGOs, with the items that are most needed alone it could approximately be minimum of 350,000/= Tanzanian shillings.

Women are more likely to value the ngoma highly, as they do not want their daughters to be excluded in the *mkole* of other girls, which would be taking place. That is why mothers will make the best of what they can to keep their daughters inside and work hard to get money for the *ngoma*.

“I have really observed and it happened in 1999 a girl pupil passed and the mother did not agree for her daughter to be sent to school before she performed this important ritual. It brought misunderstanding among family members especially mother and father, but at last mother wins and up to now I do not know where she is but all in all she did not continue with studies.”(Informants-teacher 18 January 2005.)

It is obvious that there is a conflict between these traditional ceremonies and the policy aims of continuation of girls to secondary school. Parents may not be openly willing to take their daughters to secondary school before the rituals. They are hiding the truth, claiming not to afford to take a child to school due to their low income. The money that is going to be spent during ngoma can contribute to the cost of taking the child to school. Parents are caught in between, on one hand the societal outlook, that they will not obtain the prestige and if they do not do that, they will be considered breaking the norms and values of society. On the other side education is important. Now which should come first, or how can parents and society accommodate the two in general? How about the cost spent for ceremony? What is the parent’s motivation to spend and preparation of secondary education like the preparation done for the ceremony? How about shortening the seclusion period to fit in between primary and secondary school?

All the questions tell us traditions and culture have strong embedded values, and norms to the human, regardless of how it affects other development aspects of what the country is advocating for. From the analysis, the norms and values of the community are affecting children rights to education and other development. Social, culture, economic, and political has influence on gender roles and responsibilities.

5.5. Gender roles and discrimination of girls and women.

As in many African societies, girls and women in Kisarawe have been taken to be inferior and to hold the low position in cases where decisions have to be made. The father is considered to be the head of family thus what is said by him has to be taken into account with no argument. In some cases the father has to be responsible in all issues related to money and the mother has no say in that. During fieldwork, one woman with a daughter who completed primary school said the following, when asked to give reasons why she did not take her daughter to secondary school or any post primary the answer was.

“Her parent saw he was not able to foot the cost...I am the mother...I mean her father”.

Women play a major role in family care and production activities, but sometimes this role is not considered. Women themselves are excluded from participating in some of activities in the family. The trend may change due to the government policies and programmes which emphasis and advocate for women participation in every corner of development.

However, the social structure, traditions and norms regarding gender roles tend to put girls behind on issues pertaining to education. The whole idea is that girls are not stable because they can easily be cheated by fellow students (boys) or other older men and get pregnant without completing the four years of lower secondary school. That would then be wastage of money to the family, since in most cases it becomes difficult for a girl to go back to school after having a baby. This takes us back to the issue of uncertain investment analysed before, in this case it would be a poor “investment”. (Cf.5.1). The family has to take care of the girl if the man who made her pregnant denies the responsibilities of fatherhood. In some instances a girl do not disclose the person who made her pregnant. In most cases the burden of taking care of a child who is born to a schoolgirl remains in the hands of the girl’s parents.

Omari & Mbilinyi has also pointed out more of these differences between girls and boys. Boys are considered to be the custodians and heirs of their family. Girls are born to be transferred to other families through marriage; to invest in their education will thus not pay off at all. When girls get married they are considered to move from her family to husband family. And even if she receives education, a girl will get married to a man and produce children for her husband side. Thus her family will not get back the returns from her since she will now be on husband side. On the other hand a boy will be sent to school and even if he marries the returns will always be on his family side. (Omari & Mbilinyi 1996: 47)

Girls especially in rural areas are considered to be mothers of tomorrow. Hence are more tied to domestic chores than boys. They are taken to perform better in domestic chores than men, these includes, washing of cooking and eating utensils, cooking, pounding etc. There are some cases where boys can do those activities, but this depends on the families which are encouraging child participation in all activities. Usually if the mother is occupied with social economic activities or is travelling, it is always a girl child who is told to remain at home and take care of the young siblings while boys will go to school daily. This has often resulted in low attendance and weak performance to girl child in their final primary school examination.

Some community values and norms have most of the times put women at the losing side and thus they have failed to participate in social and economic development activities in Tanzania. Females often have low income compared to men. Their income is related to their low level of education which put them far from competing in various opportunities for instance in formal jobs. Since the Beijing conference, efforts are made with government and stakeholders in discouraging gender discrimination in all sectors. It is common to see in the job advertisement that 'women are encouraged to apply'. It gives courage to the few who have been educated, but the larger majority of women are far behind. Some of them participate in informal sector, still the problem of lack or low education remain, combined with specific lack of skills related to the sector they join. (O'Riordan, J. et al No.97.3, 1997, Rwomire 2001:97).

In some cases women have no voice in deciding matters affecting them and their children. But also women put aside themselves and tend to be less concerned. This is due to the socialization they have been going through, where the father is the bread winner and so is the one to decide if the child will continue to secondary education or not. In cases where the breadwinner is not there, the woman who is alone has a hard time to manage her children in motivating and financing secondary education. Other members of the extended family can no

longer support or contribute in helping the woman as they used to be in the past. Grand parents have been the first in providing support to help their daughters or sons basically by letting grand children stay with them. But does this help to develop these children, see below for details.

5.6. Modernization and change of life style.

In the past, family, clan, kinship, had been considered to be the institutions which were obliged to provide social security to their members in case one is in need of support. There has however been a decline of support from those institutions. The agricultural production system is no longer communally performed; it is more based on individualism with advance and spread of individual activities. Other ways of living in extended families still exist, but families are becoming more disintegrated in such a way that the meaning of family is now moreover comprised of father, mother, and their children or only those who are living within one house. Modernization has lead to an increase of movement of people from one settlement to another, from agriculture as main occupation to other activities.

Single women headed family

When a woman heads a family, either due to divorce or death of the husband, life becomes very hard in educating children and providing other needs. This is due to the social and economic position of women in the coastal community. The idea of the father being a 'bread winner' here plays a big role. If a woman is alone, she has to work hard to take care of her children. Agriculture, which is not mechanized, combined with a low level of education, becomes a challenge for production. The culture and socialization of community sees a single woman as someone who cannot stand at her own. One woman explained her experience when she visited one office in search for advice and help on how she can assist her son who was selected to go to secondary school.

“...he (the official) told me ,he has his own child who is in secondary school ,he pays the cost with strain although he is a salaried person...what do you think how could I manage a woman like me alone...”(interviewee-mother 24/1/2005)

This shows how people employed in public and formal sector have more constant income than peasant farmers' especially single women. Having constant income can help to make

budget and accumulate for child's education .

Grand parents-headed families

There have been recent changes in family structure, where some of children are taken care of and live with grandparents. This also happens in case of separation or misunderstanding between married couples, death of either one or both parents. Also, as part of urbanization, parents' work commute or move to other places especially in urban centres and cities such as Dar es Salaam, this is a big commercial city in the country. The costs of living here are higher compared to rural areas, and therefore they decide to leave their kids with their own parents in the villages.

Such children staying with grandparents are at high risk of not continuing with the secondary education. The grandparents in this case are those who are old, often above 65 years. First of all they do not have enough energy to cultivate much to sell and thus get extra money. Secondly their own education level especially grandmothers is low or zero, due to culture and traditions existing in the old societies. Then only boys were given preference in the formal education. So they do not have motivation of taking their grandchildren to the secondary schools. However nowadays most children can go to primary school because it is free and enforced by government as opposed to secondary education. Even if they know the importance, their income is too low to sustain the education cost. Thirdly, grandchildren who remain at home can assist their grandparents in daily activities and provide support in small-required consumer goods and other activities around home. In this way they become an important element in old age insurance for their grandparents, but often at a cost their own future prospects.

The following was part of interview with a boy living with grandparents who expresses his ideas how he was not able to continue with any post primary education.

"...the school fees are needed, plus money for meals, accommodation, uniforms and other requirements. It was difficult for my grandparents to provide all that money for me to go to secondary or Vocational training...from my wage I help them to buy food and other small things... buy shoes and exercise books for my young sister and brother".(interview.A boy aged 17,selling at a shop).

This gives an explanation on how the situation of old people is, in providing basic needs to children. The boy has a paid wage so he contributes to the family in giving support to the siblings who are still attending primary school.

5.7. Migration.

Migration also has its effects, and is a constraint to children's education. There are two main categories of migration, which are related to this study. The first is rural to rural migration; This migration is related to either children dropout or not enrolled in primary school, or to the transition to post-primary education. Some parents, especially fathers who engage themselves in slash and burn agriculture and burning charcoal for business, do not have permanent settlement. The reason is that their occupation attracts them to stay in remote areas where there is virgin forest for making charcoal and fertile land for agriculture activities. After some times, when the area is cleared of trees, they are likely to move to another even more remote area and make a new settlement. In most cases, remote areas lack schools both primary and secondary, and other services. It is not so surprising that these parents move with their wife and children. If these children were schooling they will drop out, if they were not yet in school, the chance of not being enrolled is high. Again, if they had completed primary school, the chances of transition to secondary or other post primary education were also low. Since they always move to the remote areas, social services will never be able to catch up with them.

Rural to urban migration is another category. Particularly Rural- Urban Youth migration. The push –pull theory explain the phenomenon so that the push are those factors that force people to move from original place while the pull is the attraction forces.

There is a big connection between rural urban migration and lack of social and economic services in rural areas. The rural area does not appear conducive for young people to remain and participate in agriculture activities. Not only do those who finish primary school migrate, but also young parents looking for jobs in the informal or formal sector, leave their children at their home village with their parents (grand parents) as explained above.

The general view is that children and youth migrate into urban areas in search for jobs, which in many cases are not there; finally they are engaged in prostitution, petty theft, delinquency and many other crimes. (Omari & Mbilinyi 1996:62)

Kisarawe is near Dar es Salaam city, and Msimbu village is about 55 kilometres away from the city. It is a big centre that has many attractions for young people especially those who do not continue with secondary education who find it more attractive than remaining in the villages. In city they can, for example, watch video and television, which now a days provide a lot of entertainment for the youths. Agriculture, which is the main activities in the area is not attractive for this age group and does not pay off and believed to be done by somebody who is not modernized.

According to the push-pull theory, people are pushed from rural areas due to economic hardship and are attracted and pulled by urban life style. The theory is more insisting on sociological and economic incentives (Liviga .A.&Mekacha 1998.No.98.5) They quote from Hutton (1973:103) that the leading magnetic forces which pull migrants to the city include “social and psychological factors, relative aspirations, individual motivation, initiative ,opportunity to escape from obligation and conflicts at home, and bright neon lights and other urban attractions”.

The theory explains the intervening obstacles, which are between the place of origin and the destination. These are such as physical barriers (mountains, rivers, ocean,), transport cost, distance, and family responsibility may encourage or discourage the movement.

In kisarawe for example, it cost about 1500/= Tanzanian shillings in transport costs, from the villages within the visited ward to go to the city centre (Dar es salaam) and only about an hour. That means the cost, distance, and time is not much to create a big barrier for the movement.

It was found to be common that when children finishes standard seven they flee to town. During my fieldwork for example, it was very hard to find those children who completed primary education in year 2002, even those in 2003 were very few. It was evident to hear that ‘she or he went to town’. The movement of this young people implies that the urban sector is believed to be more suitable and pay off. Some time it becomes vice versa when after spending some years in town they come back to the village to start new life. In town it proved hard to get a paid job if you have no education further than secondary school. There are some unskilled jobs for primary school leavers, but they do not pay much. One girl expresses herself why she returned back from town where she was staying with distant relatives.

“I decided to come back, I had nothing to do and I found my self wasting my time, it is better to come back so I can help my grandmother and aunt”(interviewee-girl 17 years)

Life in urban is not so easy if someone has no activity to engage in. However, it shows how much some of children have concerns in providing support at their families.

Those who will happen to have children, find city life harder and they might decide to take the kids to the villages to stay with relatives but in most cases grandparents are the first choices.

Kibuna in studying poverty and migration on Kisarawe, found that when migrants go to Dar es salaam, they are faced with unemployment, isolation, high cost accommodation and poverty. (Kibuna 2003)

The migration of these youths is contributing to overpopulation and city slums to some places in the city, such as Buguruni, Mbagala, Vingunguti, Manzese, and Mburahati as examples. In such places the living are substandard with unsatisfactory social services. (Omari & Shaidi 1991:9)

The movement of youths to town leaves behind the parent and grandparents who are not so energetic to participate in social and economic development activities, which result into low production and low income. Migration is thus affecting secondary school enrolment and other social and economic problems.

5.8. Child motivation and Youth career

Some children may tend not to develop any interest in school, especially when they see that those who were ahead have nothing to do, or that they have completed secondary education, but they have no jobs. The school thus become useless and they see it as wastage of time.

During the study the interviewees who were at age of 16 and 17 considered themselves to be more grown up because they had now completed primary school and they were involved in one way or another in different activities which adults are also involved and earning money for daily consumption and other important basic needs. Some of them were said to be involved in business of burning charcoal. During fieldwork, it was mangoes season so others

were helping the middle buyers from Dar es Salaam, and were paid something little, not more than 500/=Tsh per day. The same applies during oranges and tangerine season.

Youths are frustrated, because they have nothing to do and as a result they feel they are free to run away from home. That is rural urban youth migration. Boys will end up at *vijiweni* (a place where jobless youth/are meeting for chatting or hanging out) because they do not have specific jobs to do. If they are lucky they can get temporary unskilled daily paid jobs in construction companies, shops or industries. Others, especially boys can engage themselves in criminal activities like, join groups of gangs, smoking of bang, drug abuse. Others becomes and engaged themselves in petty trade common known as *machinga* selling of second hand clothes 'mitumba' or other household products, vegetable and fruits.

Girls are likely to go and work in town as domestic workers, and other low unpaid jobs like working for women who are selling cooked food 'mama lishe'. They assist in, cooking, washing utensils and cleaning. Thus they provide assistance to their families in home village.

"I am paid Tsh 10,000/= per month... I do get some days leave after like three month then I come back home to visit my parents... , like now I had one week holiday but I am going back tomorrow.... I divide some money for my self and remaining I give it to my parents".(interviewee with a girl working as domestic worker in Dar es salaam.5/1/2005)

Some children remaining in the village can play role in family economy especially when they do not continue with post primary studies. They can involve themselves in agriculture activities due to lack of alternative. Its like punishment, they are digging because they have to get food. As one informant says.

"Talking the issue of agriculture is a hell to them; its not like Iringa where you can find young people do real have their own plots"(informants at District Education Office.24/1/2005).

This means that agriculture, as the future career of the youth in rural areas is not clear. The sector will continue to be deteriorating; this may cause food insecurity to communities. The development of rural areas will continue to be low. The coming generation from these children will also continue to be uneducated.

Early-unplanned pregnancies.

There is a greater chance for those girls who stay at home to have early pregnancy and which result to early birth. The child who is born unplanned is likely to be raised by a single mother. In interviewing one informant at the village level he expressed how girls are at risk when they remain at home with no specific activities. The continuation of a child to post primary school can be due to lack of parents' motivation and neglect of the education matters. The Village chairman expressed how there are consequences of not taking girls to post primary education.(I:stands for informant and R:for Reseacher.)

I: *"...if your child remains at home, and if it is a girl, she may not be able to abstain from the sexual act definitely!!...she may meander with a man and get pregnant...the offspring will have no father, that entire burden will be yours due to your lack of seriousness or poverty reason,?"*

R: You said about a child without a father?! But as far as I know a child is obtained as a result of the union of man and woman, now what do you mean when you say a child without a father?

I: *Haaaahahaha, What I mean is this, a passer-by has cheated her, a man has double-crossed her already and as he sees her tummy getting larger he refuses responsibility. So you see where the problem comes in!..The main problem of our male youths like to enjoy they do not want problems! He sees that, a baby will be a problem to him.... the burden is left to the girls alone".(Informant. Village chairman-5/1/2005).*

The main issue is the future of a girl and the child who will be born. It is not an easy task to take care of the baby. The future of the baby will not be guaranteed as that of the mother who has ended up with primary education.

The young mother may face with the psychological problems due to bad reputation they will have from members of family and communities they loose their status. After birth she is grown up woman regardless of her age. She will not be considered in group of other fellow girls, then lack of socialization with her peers. (Rwabukwali C.in Omari and &Shaidi (eds) pg 1991:26-35). The health and reproductive studies they show that early pregnancies have risk and complication both to a mother and baby.

5.9.Disease and sickness.

No one has been untouched by the effect and consequences of diseases in Tanzania. Its consequences start from individual to family and to the country in general. Data from KDC which were obtained from District Medical Office (DMO) shows top ten endemic diseases in Kisarawe district are Malaria; Acute Respiratory Infection (ARI), Pneumonia; Eye Infection, diarrhoea, Intestinal worms, Sexual Transmitted Diseases (STDs), skin interchons, fungal infections, and Anaemia. STDs including AIDS and Malaria are the highest number of reported cases. (KDC.2001: 14). When individual is sick or is suffering with a certain diseases the result is low participation in family and other social and economic activities, this again affects income of the family. It should be borne in mind that some diseases might take time to weaken individual performance in his or her daily activities.

When children fall sick continuously, their attendance and performance in school will not be satisfactory, thus the chance of passing PSLE becomes low.

When death occurs to one or both parents due to diseases children becomes orphans with no resources .If they had completed standard seven, their continuation to other levels is obviously hard. It also happens to those who can be continue to primary school they may drop due to lack of parental care and other supports related to their basic needs.

5.10.Low awareness on the importance of education.

Low awareness in issues related to education is a challenge facing the communities. It is due to low awareness combined with all above mechanisms lead to low transition to secondary education, or other post primary education. Some of the parents and guardians have low or no education, they are likely more to ignore also to their children. They do not make follow-up of children at school in believing government is responsible for their children's education.

Some parents do not give priority to issues on education. They believe that tomorrow will take care of it self. The importance is for the sun to rise and set, days are going as long as 'day bread' is available. That means, that if one can obtain a daily food, other things like education are not so important to worry about. The common understanding is that 'education is expensive' and it should not disturb one's mind to think of it. This makes children not to continue with other levels of education after primary education.

Parents and guardians are not aware, or even if they are, they do not give first priority on that. The benefit and its important are not counted for future days, but for today life. If they take a child to school the cost is very high so they would rather make her/he to stay at home and assist in daily activities while others are encouraged to go to town (Dar es salaam) to work and reduce the burden at the family.

Apart from public government schools there is also low awareness of other education alternatives. When a child completes primary school and is not selected to join government school the problem will be that she or he cannot continue with any other post primary education due to high cost. The problem can be also due to lack of the VTC at the ward.

Education is not an independent institution, it works with other institutions, and therefore, the alternative of breaking the traditions and norms that affect children should also be considered in this case. Lack of plans and saving to parents in accumulation of money for children education. Low awareness of changes, which are taking place, is often not considered by parents. This is another different era where education is very important to all children. There is low awareness in adopting new technology and transforming agriculture activities from subsistence to commercial so it could raise income for most of families.

CHAPTER SIX

CONCLUSION

This study has focused on the transition of children from primary to secondary education in the current situation where modernization and liberalization are the main ideologies. There have been changes in terms of development to the Tanzanian society brought up by the ideologies. The current social problems are results of social, economic, culture and political development. When society develops from one stage to another, there are also changes, which affect certain parts of the system. Developments are good but they have their own consequences to the societies. All societies, whether traditional or modern, has certain kind of problem. The matter is what problem exists to what kind of society. Social problems are defined in the social context and they can occur when there are changes in society and institutions available are not able to cope with.

Primary education had been important in providing basic knowledge to children for daily life. Currently it does not give the competency meaning to meet the changes brought up by modernization. Secondary education will take more the role of laying foundation for gaining advanced theoretical and practical knowledge. This knowledge is useful later in developing skills and professions needed in a modern society. But education is not a sufficient factor to meet the challenges and improving the living condition of families and the community in general.

Despite all the good changes, which are taking place in the education system and other sectors, poverty is still challenging for the many rural people, especially children. The poor people are not easily giving their children further than primary education, which is now almost reachable for everyone. The differences between those upper and lower classes will thus be reproduced, since those in the upper will continue to take their children to school while those in the lower will continue to lack the important level of secondary education. It is not to conclude that all children from high-income families continue with secondary education but that they have greater chance for that.

From the study, the factors and constraints to the lower secondary education are; Performance of a child at primary level determines the continuation of the secondary education together with the available places in the system of secondary school. However that is not isolated, low

family motivation, and family economy contributes to the low transition of children to secondary education. If the family has low income, it is a challenge to meet education costs of the child. Sociocultural factors are also an obstacle especially to girls, with gender roles and discrimination of women. Modernization and change of life style has effects on children's education. Also Migration, child motivation, and diseases can hinder child education and have the consequences to the communities and societies. Above all, low awareness in the families on the importance of education is a constraint to the child's transition to secondary and other post primary education.

As parents and many people see it, education is to prepare youth for formal employments 'in the offices'. More awareness should be created that not only office jobs pay well, but also commercial farming and self-employment. The challenge is how is the government prepare to support youth and other people who are engaged in agriculture activities. The main issue is the price at the market, the tools used, but also the quality of the products from these potential commercial farmers. From this perspective it is important to eliminate the view that taking a child to school while there is no formal employment is wastage of money.

The political will and improvement of the economy will help to invest in education both in quality and quantity applicable to the society. Government has to emphasize secondary education, as has been the case of UPE. Secondary education should be taken as compulsory and enforced. Having many programmes and policies papers on the table is not enough, implementation is very important.

School fees and related cost are high. Although public school fees have been reduced other needed material has increased costs. The amount of school fees in private secondary schools is higher than in public schools. This hinders those who did not get chance to go to public school not being able to pay in these private schools. Government can contribute and support these private schools in their budgets so that the cost of school fees may go down. This will help some of parents to take their children to those schools.

Based on the United Nations Convention on Right of Children (UNCRC), those who are unable to attend the secondary education, lack basic important rights, which could be useful for their own development, for their family, for their community and for Tanzania in general.

Day community secondary school seems to be the first alternative to increase the transition rate of children to continue with secondary school. But investigations should be done on how these schools can provide a good learning environment. Especially how the environment at home can make a child able to work well on her/his studies.

The challenge for these community schools, is how certain is it that children will perform better in primary school and qualify for those schools, And it is a challenge whether parents are ready to and have the ability to contribute and pay for their children's' education. It is also important to make follow-up and cooperate with teachers so that they can produce students who qualify for other levels and participate in the process of modernizing.

The government should invest in awareness of the importance of education to communities so that they can utilize their resources for children's transition to secondary education. The government and other stakeholders must continue to establish dialogue with communities on norms and traditions which can act as obstacle for a child, especially girls, in continuing with secondary education. Here it is important to invest in rural areas where the majority resides, so that agriculture can be friendly to youth and thus reduce the problems of rural-urban youth migration, and development of youth criminality, child labour especially domestic work.

Finally, it is important to consider that, education alone cannot bring development. But it is an important aspect for the development together with others in the Political, Social, Economic, and Cultural sphere.

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APPENDIX 1: INTERVIEW GUIDE

Interview guide for adult/head of family.

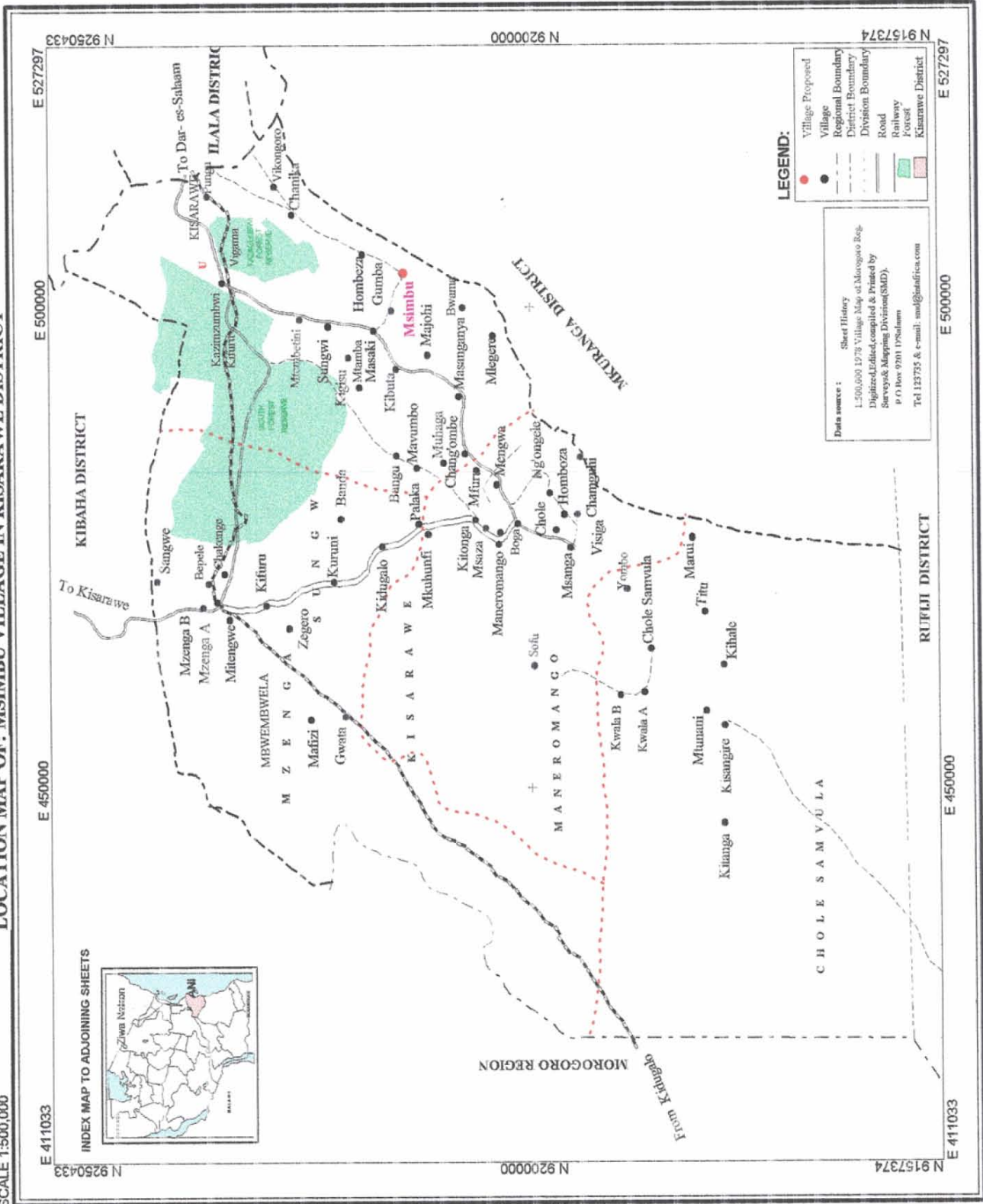
1. Age, marital status
2. What level of education do you have?
3. What activities are you engaged with ?
4. If it is agriculture what crops are you growing? Is it for subsistence or for commercial?
Is it village land or land tenure?
5. Which activities are you depending with for daily life?
6. How many member of family are you staying together since 2000?
7. How many children under 18years,how many boys and girls
8. Are they attending primary school (if they are seven years and above.
9. Can you please tell me which level are they
10. If not why
11. If the child x have completed primary school since year..... What was she/he doing since that time?
12. Why you did not take X/is not attending secondary school? or any other post primary education?
13. Do you know how much you were suppose to pay for secondary school if you had taken child X to secondary school? or any other post primary ?
14. Was that too much for you?
15. Is the child participating in agriculture activities?

Interview guide for children.

1. When did you complete primary education?
2. How many were you in your class when you were completing?
3. How many did you pass to go for secondary education?
4. Those who were selected did all of them go?
5. Were you selected to join secondary education?
6. How about your pass mark, did you know what you got
- 7 Among your friends did any one selected to join government school
8. Where are they studying?
9. Were you interested to go for secondary education apart from being selected or not selected for government school?
10. Can you tell me what you have been doing since you completed primary education?
11. Do you have any secondary school or VTC near by? Or where? How far is it? Can someone go and come back daily?
12. Do you think secondary education is important or not? For you? Why?
13. Do you have friends, what do you do together, how do you spend your week with your friends?
10. Can you tell me what made you not to continue with secondary education?

LOCATION MAP OF: MSIMBU VILLAGE IN KISARAWÉ DISTRICT

SCALE 1:500,000



E 527297

E 500000

E 450000

E 411033

N 9157374

N 9200000

N 9200000

N 9157374

E 527297

E 500000

E 450000

E 411033

LEGEND:

- Village Proposed
- Village
- Regional Boundary
- District Boundary
- Division Boundary
- Road
- Railway
- Forest
- Kisarawe District

Data source : Sheet History
 1:500,000 1:75 Village Map of Morogoro Reg.
 Digitized, Edited, compiled & Printed by
 Surveyak Mapping Division(SMD),
 P.O.Box 9201 Dar es Salaam
 Tel 121735 & e-mail: smd@stafdir.com

INDEX MAP TO ADJOINING SHEETS

