

A REPORT

ON

**THE NATIONAL STUDY ON THE SPECTRUM OF NGOs
INVOLVED IN BASIC EDUCATION IN TANZANIA**

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ABBREVIATIONS

AKF	-	Aga Khan Foundation
AMA	-	African Muslim Agency
ANGOZA	-	Association of Non-Governmental Organisations Zanzibar
ANPPCAN	-	African Network for Prevention and Protection Against Child Abuse and Neglect Tanzania Chapter
BAKWATA	-	Baraza la Waislamu Tanzania
BEDF	-	Bagamoyo Education Development Fund
BEG	-	Baja Environment Group Zanzibar
CESODE	-	Association of Centre for social Services
CDTF	-	Community Development Trust Fund
CHAVITA	-	Chama cha Viziwi Tanzania
CHAWAKUA	-	Chama cha Wanawake Kupambana na UKIMWI Arusha
DCA	-	Darrallman Charitable Association
DDS	-	Denge Development society
DONET	-	Dodoma Environment Network
EGAJ	-	Earth Green Activities Japan
EMAU	-	Elimu ya Malezi ya Ujana
ESAMI	-	Eastern and Southern Africa
FAIDERS	-	Facilitation for Integrated Development and Relief Services
FIDE	-	Friends in Development
GAS	-	Green Arusha Society
GOIG	-	Growing Old Is to Grow Society
GSST	-	Good Samaritan Social Services
IAE	-	Institute of Adult Education
IDYDC	-	Iringa Development of Youth and Children Care
ISZ	-	International School Zanzibar
KNET	-	Kigoma Native Education Trust
KIWAKKUKI	-	Kikundi cha Wanawake Kupambana UKIMWI Kilimanjaro
MDIDEA	-	Mbinga Development and Environment Action
MCF	-	Mama Clementina Fund

MDDETF	-	Mbinga District Development and Education Trust Fund
MDDF	-	Mkoani District Development Fund
MSS	-	Malezi Society Singida
MWDA	-	Mwanza Women Development Association
OICT	-	Opportunities for Industrialisation
OUT	-	Open University of Tanzania
PEHOLE	-	Peramiho Home League
PIRO	-	Pemba Islamic Relief Organisation
SA	-	Salvation Army
SAAG	-	Singida Anti AIDS Groups
SAZ	-	Sustainable Advancement Zanzibar
SURUDE	-	Organisation for Sustainable Rural Development
SUSDA	-	Sumbawanga Social Development Association
TACOSODE	-	Tanzania Council for Social Development
TAMH	-	Tanzania Association for Mental Handicapped
TAMOFA	-	Tanzania Mozambique Friendship Association
TANGO	-	Tanzania Association of Non-governmental Organization
TETF	-	Tunduru Education Trust Fund
TCD	-	Tumaini Centre Dodoma
TGGA	-	Tanzania Girls Guides Association
TGNP	-	Tanzania Gender Network Programme
TCRS	-	Tanganyika Christian Refugees Services
TREES	-	Tanzania Research Education and Environment Care
TSB	-	Tanzania Society for the Blind
TSD	-	Tanzania Society for the Deaf
TLB	-	Tanzania League of the Blind
TWG	-	Taaluma Women Group
UMATI	-	Uzazi na Malezi Bora Tanzania
YWCA	-	Young Women Christian Association
ZAD	-	Zanzibar Association of Disabled
UWZ	-	Umoja wa Walemavu Zanzibar

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EXECUTIVE SUMMARY

The National Study on the Spectrum of NGOs involved in Basic education was conducted between October 1998 and January 1999. The study was conducted both on mainland Tanzania and the Isles of Zanzibar. About 54 NGOs participated in the study: 23 NGOs from TACOSODE, 17 NGOs from TANGO, 7 NGOs from ANGOZA - Zanzibar and 5 Non-members to the three Umbrella NGOs.

The study used mail questionnaires and in some areas this method was complemented through visits by focus interviews. The study areas covered by the study were Ugunja and Pemba (Zanzibar), Dar es Salaam, Kilimanjaro, Arusha, Mwanza, Kagera, Kigoma, Tabora, Singida, Dodoma, Iringa, Rukwa and Ruvuma regions. The major information the NGOs were asked were:-

- Missions and objective of the organisation
- Organisation capacity, education skills and training for different types of staff.
- Activities undertaken related to basic education
- Community Participation and involvement of stakeholders
- Resource mobilisation and fundraising practices
- Networking, lobbying and advocacy.
- Others

The study findings have revealed many issues of NGO concerns which affect their performance and effectiveness. Generally the study findings have shown that many NGOs surveyed had weak institutional and organisational capacity which as a result affected both the implementation of basic education related activities and other programmes. The areas of concerns which affected the performance and effectiveness of the NGOs surveyed were:

- Lack of leadership and managerial skills
- Lack of funds and fundraising skills
- Lack of financial management and records keeping of accounts and assets
- Lack of skills in project planning, implementation and sustainability

- Lack of skills in the development of teaching, learning and communication materials
- Lack of skills and techniques in teaching and learning methodologies
- Lack of skills in community participation and involvement of stakeholders
- Lack of communication skills
- Lack of skills to reach children in general and children with special needs in particular
- Lack of skills in networking, lobbying and advocacy
- Lack of skills and knowledge in gender mainstreaming.

However, the study findings have shown some areas in which a number of NGOs had the strengthen. Only few NGOs exhibited such strength. Even though, some NGOs were weak in some areas and strong in others. On the basis of these findings we have recommended the following five areas for consideration as priority for NGO training needs in order to build their capacities on basic education as follows:-

- Institutional development and organisational management
- Resource mobilisation, financial management budgeting and record keeping
- Project planning, and management processes, monitoring and evaluation
- Training, teaching and learning methodologies and techniques on basic education for specific needs and special groups as well as production of teaching materials
- Lobbying, advocacy networking, awareness raising and gender mainstreaming.

The study also found very valuable government departments, educational institutions and NGOs with the necessary resources, skills and expertise available at their disposal, which could be utilized during the NGO training programme on basic education. About twenty five NGOs have been recommended to participate in this project on NGO capacity building on basic education.

CHAPTER ONE

1.0 INTRODUCTION

1.1 THE RELEVANCE OF BASIC EDUCATION

Since independence in 1961, Tanzania declared war against three enemies on poverty, ignorance and disease as one aspect of giving reality to human equality. Relating first president of Tanzania Mwalimu Julius K. Nyerere had this to say about the importance of education to this country:

"The education provided by Tanzania for the students and people must serve the purpose of Tanzania. It must encourage the development of a proud independent and free citizenry which relies upon itself for its own development. (Nyerere 1968)".

Thus for Tanzania basic education was and is still recognised as the first phase of life-long education. By definition basic education presupposes giving instruction for knowledge and skills as the first foundation, on which subsequent learning can be based. The function of the school then is to prepare the young generation for their future life and membership into the society and enabling them to take active participation in its maintenance or development. Thus by conception basic education is supposed to aim at attaining the following objective.

- To prepare the young generation to take up their role in the society
- To develop the spirit of self help
- To provide pupils with knowledge and skills with which they can transform the social life and productive work.
- To enable youth to be mentally and physically independent.

Generally basic education needs comprises both essential learning tools such as literacy, oral expression, numeracy and problem solving and the provision of knowledge, skills, values and attitudes.

While elementary schooling for pre-school children is very important, the core and cutting edge of basic education is primary education which empowers young people to understand and harness their knowledge and skills for development within the society and the environment. In its wider sense basic education entails making primary education universal and expanding learning opportunities for all children from their early age, through youth into adult life outside the school system. The aim of this kind education is:

- a) To empower individuals and the community with knowledge and skills about most pressing problems in their environment.
- b) To enable them to play a leading role in building a society which both democratic and peaceful for a meaningful sustainable development.

The Jomtien vision on basic education of 1990, also referred towards the importance of both basic education and learning needs as follows:

"both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills and attitudes) required by human being MUST be able to survive, develop their full capacities, live and work in dignity, participate fully in development, improve the quality of their lives, for them to make informed decisions and to continue learning".

1.2 BASIC COUNTRY PROFILE

Tanzania is situated in East Africa. It borders with Kenya and Uganda in the north, Rwanda, Burundi, Congo and Zambia in the west, Malawi and Mozambique in the south and Indian ocean in the East. It has an area of 945,090 sq.km and a population of more than 32 million people growing at 3% per annum. About 31 million people live in Tanzania mainland and 1 million in Zanzibar islands.

A large part of the country is covered by woodlands, vustilands and wetlands. Erable land occupies about 40 million hectares of which 6 million is under cultivation. Most farming activities rely on the availability of rainfall. About 46% of the population is

below 15 years old of which 45% are women and 47% are men. About 85% of the labour force are employed in agriculture, 5% in industry and 10% in services.

The socio-economic situation in Tanzania is characterized by a large subsistence sector: agriculture, fishing and livestock keeping in rural areas. Major crops are coffee, cotton, tea, sugar, cashewnuts, tobacco and sisal. These crops contribute to over 60% of the country's foreign exchange earnings. Tanzania has a significant amount of mineral resources i.e. diamonds, gold, iron ore, coal, Tanzanite, and many others. There is also great potential for foreign exchange earnings through tourism i.e. beach resorts, historic places, wildlife and tribal cultures.

Since independence in 1961 Tanzania has made steady progress in economic growth and in meeting basic needs of the people. However, gains in standards of living and achievement in initial period after independence were put under serious threat towards 1970s. During the economic crisis of 1980s the country experienced sharp decline in economic growth. The capacity of the economy to support delivery of basic social service came under strain.

Some gains and achievements which had been made in education, health and clean water supply in the previous two decades began to deteriorate. This also affected the quality of services in education and other sub-social sectors. Reforms introduced since 1986 to revamp the economy increased the rate of economic growth from 2% in 1981 to 4.2% in 1993 as a result of liberalisation policies. However accompanying social sector reforms have affected the system of providing social services including education as we shall discuss in chapter two.

BASIC FACTS ON TANZANIA IN 1995

LAND

. Total Area (in sq. km)	945,000
. Under cultivation	60,000
. Arable	400,000

POPULATION

. National Total	32 Million
. Density	27.2 persons/sq.km

. Growth rate 3.2%

HEALTH

. Life expectancy 50

. Infant Mortality 98/1000

ACCESS TO HEALTH

. Rural 46%

. Urban 47%

ACCESS TO WATER

. Rural 73

. Urban 94

EDUCATION

. Primary School enrolment (M/F) 50/49

. Secondary School enrolment (M/F) 3/2

. Adult Literacy rate (M/F) 87/81

SOURCE: Mid-Term Review of the UNDP 5th Country Programme for Tanzania;
Joint issues paper, July 1995

CHAPTER TWO

2.0 BACKGROUND TO BASIC EDUCATION DEVELOPMENT IN THE UNITED REPUBLIC OF TANZANIA

2.1 PRE-INDEPENDENCE EDUCATION FOR MAINLAND TANZANIA

The pre-independence period covers the period in which the country was under the colonial rule: from 1885 to 1914 under the German rule and from 1914 to 1961 under the British rule. Basic education under this period was based on the principle of education for adaptation which sought to use such education to march skills, attitudes and knowledge for work according to the colonial needs of divide and rule.

However the colonial basic education was based on policies of racial segregation and division biased against the Africans and which also denied both men and women access to higher levels of education and employment. This means that the policy of adaptation laid down different educational programmes based on race or colour. For the Africans, education was for few and in most cases it was elementary education (standard 1-4). Few passed through post-elementary schooling to study liberal arts subjects or trained for employment in junior administrative posts. Most of them came from the families of famous people like the chiefs or the wealth. Education for girls and women was not given strong emphasis. Throughout the colonial period Africans opposed inferior basic education centered on agriculture and homecrafts given to their children and low girls enrolment into elementary schools.

It can be pointed out that female education was not a priority for the colonial authorities, but then neither was for African education. African women received the least education of all groups in terms of amount and groups at all level. The low priority given to women in education was partly the result of the labour needs of the colonial economic system which encouraged migrant labour for men and making economic use of women's free labour and family labour in peasant production system. At the time of independence in 1961 only 36% of primary school pupil's were girls (stds 1-4), 19% in middle schools (stds 5-8) and 14% in secondary schools.

2.2 THE POST-INDEPENDENCE EDUCATION FOR MAINLAND

Immediately after independence in 1961 Mainland Tanzania proclaimed three major national enemies: poverty, disease and ignorance. Extensive programmes on poverty prevention was launched which included, inter alia, programmes to expand education, health services, improved water supply and physical infrastructures.

Since the problem of ignorance was related to lack of education and skills for majority of the African population immediately after independence, priority issues in education was on dismantling racial education to meet the popular demands for education at all levels. This action was linked to Africanisation programme of the civil service and employment of Africans in all sectors.

The policy of education expansion, expanded elementary schooling, secondary education and university education increased the demand for upward mobility into education and employment at higher levels. Pressure for greater access to education eventually led to the introduction of various education expansion programmes as follow:

1. **Establishment of Regional Quota System (RQS).**

The system restricted intake for secondary school form 1 to a set proportion of the primary school leavers (PLS) in each region and district. Thus equity access to education in all levels was furthered by government policy of allocating more resources for education to less developed regions. Then the issue of women unequal access to education began to disappear.

2. **Arusha declaration and the introduction of Education for Self Reliance (ESR) policy.**

The curriculum issue which along with access to education had become a problem at independence was resolved with introduction of Arusha Declaration blue print policy on building an egalitarian society through Ujamaa (socialism) in 1967. The policy was based on the

government intervention against poverty by provision of basic needs to all people and free social services: education, health and safe water.

The problem of the curriculum inherited from the colonial rule, was also resolved by a policy of Education for Self-Reliance (ESR). The Arusha Declaration as a landmark towards an alternative ideology for national development embarked on nationalisation and considered education as a basic human right of all citizen regardless of race, sex, age etc. The rights were elaborated in ESR. Through ESR reforms the curriculum was changed to reflect the needs of the people. According to ESR primary education was to be provided with skills and values to enable pupils and students to be economically active members of the society after leaving schools. Teaching methods were aimed at encouraging the development of an inquiring mind, self-confidence in problem solving, creativity, cooperative values, liberation and empowerment.

3. Universal Primary Education (UPE)

Expansion of education in 1960s culminated in the formulation of the policy on universal Primary Education in 1977. The policy was a radical shift from earlier expansion priority. UPE emphasized education for all children aged 7-17 years. Under UPE primary school enrolment increased from 0.5 million at the time of independence to 2.2 million in 1977, an increase of 340%. The rapid increase was partly due to the rapid expansion of primary schools as well as the expansion of public schools through joint efforts of community self-help and government support and through villagisation which guaranteed a school for every village. UPE was a positive development for women. For the first time full equality in access to primary education was achieved at national level. The female ratio rose from 42% of total enrolment in 1974 to 49% in 1984.

Table 1: TOTAL ENROLMENT IN PRIMARY SCHOOLS 1988 AND 1990 ('000')

LEVEL (Std)	ENROLMENT			
	1988		1990	
	W	M	W	M
I	283	291	304	214
II	244	266	273	283
III	234	239	251	266
IV	295	283	267	274
V	177	176	205	203
VI	153	154	215	209
VII	187	180	157	156
TOTAL I-VII	1574	1591	1674	1705
%	49.7	50.3	49.5	50.5

Source: Ministry of Education

4. Adult Education and Functional Literacy (AEFL)

Adult education began in late 1960s in response to popular demands for increased educational opportunities by adult population which began with a functional literacy programme. The learning of literacy and numeracy was accompanied by learning how to raise the level of productivity in those activities engaged by the learner. Women participation in mass literacy programme was very high with a decrease of illiteracy from 81% in 1969 to 44% in 1975 and 12% in 1986.

Apart from providing literacy skills, adult education provided opportunities for adults to gain civic education and training in variety of activities in production and income generation. Thus adult education was a transformative instrument.

TABLE 2: DEVELOPMENT OF ADULT LITERACY BETWEEN 1969 AND 1986

ENROLMENT ('000')				ILLITERACY RATE (%)		
YEAR	TOTAL	W	M	TOTAL	W	M
1969	541	335	206	68	81	55
1975	5184	2896	2288	39	44	34
1977	5820	3275	2545	28	30	22
1981	6099	3382	2717	21	27	15
1983	6157	3413	2744	15	20	10
1986	6312	3445	2867	10	12	7

SOURCE: NATIONAL LITERACY CENTRE - MWANZA

5. Vocational Training and Technical Education (VTTE)

With the advent of UPE and economic crisis in 1970s and 1980s the population demanded to get vocational training for employment for a large number of school leavers. Vocational training was a major alternative road to employment for out of school leavers. Several vocational training schools were established i.e. Folk Development Colleges (FDC) and Vocation Educational Training Institute (VETA) with responsibility to provide vocational training and education in five areas: basic training in implant and apprenticeship training, evening courses for upgrading of skills, training of instructors and trade testing.

6. Complementary Basic Education and Training (COBET)

Recently the government has introduced a new programmes called Complementary Basic Education and Training (COBET) which is intended to give an opportunity to children who fail to register for schools or drop-out before completing standard seven undergo some education and training at a certain level, so as to be productive and self-reliant.

7. Pre-primary school education (PPSE) and new education policy

The importance of elementary education has been one of the major concern of the government. The policy on Education and Training has emphasized the importance of providing pre-primary education to children below 7 years such as kindergarten and nursery schools and day care centres. They are to be either part of the public owned primary school programme or private owned by individuals and voluntary organisations i.e. NGOs. The aim is to ensure that children start learning literacy, numeracy and other socialisation processes before they start standard one thus improving their level of understanding and intellectual performance crucial for enhancing basic education.

2.3 IMPACT OF ECONOMIC CRISIS AND REFORMS ON EDUCATION

Tanzania's economic performance prior to mid 1970s registered modest achievements in terms of outputs, infrastructural development and provision of social services i.e. education, health and safe and clean water. However, things started changing between the late 1970s and mid 1980s when the economy was characterised by economic crisis such as heavy government budget deficits, huge foreign debts, spiraling rates of inflation and poor performance and under capacity production in all sectors of the economy i.e. agriculture, industry and services.

For example the burden of foreign debts increased from US\$ 2,442.8 million in 1980 to US\$ 955.3 million in 1986 and US \$ 9.9 billion in 1992. The budget deficit was between 12,367.4 million Tanzania shillings (Tshs) in 19985/86 and doubled to 28,080.2 million Tanzania shillings in 1990. While the service sector declined with government expenditure on it falling sharply, i.e. education expenditure declined from 14.35% GDP in 1971/72 to 7.96% in 1991/92 while the health expenditure declined from 6.51% to 4.36% in the same period. The decline has been going along with the deterioration of economic infrastructures.

The primary school sector has been drained of financial resources, which have had a negative impact on supplies of books and other resources, real wage levels and teachers incentives. Lacking resources, schools are less able to adopt innovative methods of teaching. Indications are that improvements in the quality of education will, like expansion efforts under UPE, depend greatly on local community initiatives, household resources and participation of NGOs and the private sector.

These crisis forced the government to adopt socio-economic reforms through Structural Adjustment Programmes (SAPs) such as Economic Recovery Programmes (ERPs) i.e. ERP 1 1986-1988 and ERP2 1989-1991. Later ERPs incorporated Priority Social Action Programme (PSAP) aiming to liberalise both internal and external trade, promote the private sector and NGO initiatives, reduce government involvement in direct productive and service provision activities, control of public spending, streamline fiscal policies and monetary management and revive of the social sector. These economic and social reforms were accompanied by political reforms which ushered in multi-party democracy in 1992. In 1998 the government adopted the National Poverty Eradication Strategy. Among other concerns, the strategy recognizes that all sectors should contribute to poverty eradication and underscores the sectors that promote human development i.e. education, health, water supply and sanitation, employment creation, protection and preservation of environment.

Each sector has its own strategy. While several programmes in the education sector continued to be implemented particularly on primary and tertiary education, a more comprehensive Education Sector Development Programme (ESDP) covering all education sub-sectors was endorsed in 1997. The ESDP aims at improving access to quality of education and ensure efficient management of education. The Basic Education Master Plan (BEMP), promotion of public-private sector partnership and community based finance are among important objectives of ESDP. The aim of the BEMP are:

- Strengthen and expand the provision of competitive quality education.

- Expansion of selective services to disadvantaged groups i.e. girls and women.
- Increase enrolment and raise efficiency at all levels of education
- Integration of out of school children into education system
- Promotion of complementary basic education (COBET) system through pilot projects
- Provision of scholarships for primary school girls to pursue secondary education
- Establishment of Community Education Funds (CEF) for financing the plans of school committees.
- The major thrust on the education sector reforms for the period 1998-2002 in respect to basic education include:
 - Increased eligible enrolment from current 77% to 85% by the 2002; and
 - Increased provision of basic education and infrastructure to all schools owned by the government, NGOs and the private sector.

3.0 THE SITUATION OF BASIC EDUCATION IN ZANZIBAR

Zanzibar is part of the United Republic of Tanzania, which formed the Union with Mainland (Tanganyika) in April, 1964. Zanzibar got its independence from Britain 1963. In January, 1964 a revolution took place which overthrew the pro-Arab independent government and was replaced by a revolutionary government of black African leaders. The revolutionary government under the leadership of the late Sheikh Abeid Aman Karume adopted socialism like the Mainland.

3.1 FREE EDUCATION SYSTEM

In order to build an egalitarian society as well as fight poverty, diseases and illiteracy, the revolutionary government provided free social services for education, health care, water and housing. Education was free from primary school to University. The University education was financed by the government at the University of Dar es Salaam. Both primary and secondary education was offered within Zanzibar. Under free education, poor families from rural and urban

areas were assured of basic education for their children. All schools belonged to the government and financed by public funds.

As a result of free education enrollment in both primary and secondary schools increased rapidly more than twice before the revolution.

3.2 COMPULSORY BASIC EDUCATION

Compulsory basic education is provided for ten years comprising of 7 years of primary education and 3 years for junior secondary education. The corresponding age group is 7-16 year olds (i.e. 7-13 year olds for primary education and 14-16 year olds for junior secondary education). This system was introduced in 1993 following the adoption of the 1991 Education policy. Before this policy, compulsory education was eleven years of which 8 years for primary education and 3 years for junior secondary education. Senior secondary education is for two years. As for the year 1998 the general enrolment rate (GER) for basic education are 82.2% overall and 83.5% for male (boys) and 80.8% females (girls). There are three cycles of secondary education in Zanzibar. The first cycle (ordinary level) covers the orientation year, form 1 and form 2. (14-16 year olds) which is part of compulsory education. The second cycle covers forms 3 and 4 (17-18 year olds) and comprises of students selected after the national form 2 examination. The third cycle referred to as advanced level secondary education covers forms 5 and 6 (19-20 year olds) and comprise students selected after the national form 4 examination.

3.3 PRE-SCHOOL AND EARLY CHILDHOOD EDUCATION

The pre-school education which is part of Early Childhood Education (ECE) is not compulsory in Zanzibar. However, the 1991 Education policy encourages pre-school education for children below 7 years. The government encourages private sector and NGOs to start pre-schools. At the moment the government maintains 21 pre-schools which acts as models which also act as institutions for the on the job training of teachers for new established school owned by private

sector, NGOs communities, individuals and religions organisation. According to the 1998 Ministry of Education report there are 60 registered pre-schools/nursery schools from 25 pre-schools registered in 1994. According to the education policy, the Ministry of Education plans to establish a model pre-school in each district.

3.4 QURANIC SCHOOLS (MADRASA)

Religious organisations have been operating pre-schools for many years. The Muslims who make up the majority in Zanzibar, have been operating Quranic Schools. There are more than 1902 Quranic schools (Madrasa)with 200,111 children of which 108,677 are girls. These children aged 4-7 years receive their early children education only in Quranic schools. Church organisations also own nursery schools for all irrespective of religion

3.5 PRE-PRIMARY MADRAS INITIATIVE

Based on the Quranic school concept the Aga Khan Foundation (AKF) has initiated a pilot project aiming at improving the delivery of religious education in the traditional Quranic school (Madras) through improved physical facilities and teaching methodologies. The project also introduces some elements of secular education to prepare children for primary education. The project intends to take advantage of the Quranic schools network in the provision of secular education. Some madrasas have progressed beyond the pre-primary level, some of them providing secular education for lower grades of primary education.

The Community participation is encouraged by the government to own community based madrasas. The community based madras integrate islamic and secular education and they make 54% of registered pre-schools. Up to 1998 there were 21 community owned pre-primary madrasas supported by the AKF Madrasat Resource Center (MRC) in Zanzibar.

3.6 ADULT EDUCATION

This is provided in the form of literacy programmes, post – literacy programmes and continuing education. According to 1996 census illiteracy is 38.5% with higher illiteracy rate among women (58.1%) and men being (41.9%). The post – literacy programs are provided in the form of vocational training in the fields of domestic sciences, home economic, agriculture, typing, carpentry, poultry keeping etc. Continuing education is provided to adults with or without basic and advanced education who do not get opportunities higher education in colleges or professional schools.

CHAPTER THREE

3.2 GOAL OF THE NGO SURVEY

To make a situational analysis on the role and participation of local NGOs in the provision of basic education.

3.3 SPECIFIC OBJECTIVES OF THE SURVEY

1. To establish an inventory of local NGOs active in providing formal and informal basic education.
2. To determine the levels of institutional and organisational capacity of the local NGOs in the provision of (formal non-formal and informal education) basic education.
3. To use the survey findings in order to plan an intervention programme for local NGOs'. Institutional and organisational capacity building on basic education.

3.4 THE SURVEY METHODOLOGIES

3.4.1 IDENTIFICATION OF STUDY NGOS

Identification of the local NGOs to participate were based on three approaches below:

Use of the list of local NGOs derived from a base line study on grassroots NGOs Capacity Building on basic education conducted by Prof. Donatus A. Komba of the Open University of Tanzania (OUT) which was commissioned by UNESCO as part of this project.

Use of lists of member NGOs involved in basic education requested from the three national umbrella NGOs: TACOSODE and TANGO (Mainland) and ANGOZA (Zanzibar).

Proposal to include few non-member NGOs not affiliated to the three umbrella NGOs which are active in basic education.

3.4.2 SELECTION OF THE STUDY NGOS

The selection of the study NGOs was done based on the three types of lists of local NGOs involved in basic education as outlined above. After cross-checking the lists from Prof. Komba's study and the national umbrella NGOs, member NGOs were grouped according to the respective umbrella NGO they belong. NGOs which indicated to be involved in the provision of basic education were selected to be included in this study. This was the criteria for being selected in the study which was based on the definition of basic education derived from the Jomtien Declaration on basic education. It defined basic education as including early childhood education, pre-school education, primary education, adult education, vocational education and other types of informal education. As the list of member NGOs from each umbrella NGO was long, it was decided then to select study NGOs purposely based on their easy accessibility by the research team or by mail. The following 47 NGOs were sampled for this study: 44 from umbrella NGOs and 7 non-members, i.e. those who responded and returned the questionnaires fully completed out of 75 NGOs. Those who did not return at all were not included in the study.

TACOSODE MEMBERS

1. African Network for Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) - Tanzania chapter.
2. Getting Old is to Grow Society (GOIG)
3. Salvation Army (SA)
4. CARITAS Tanzania
5. Young Women Christian Association (YWCA)

6. Tanzania Girls Guide Association (TGGA)
7. Save the Children Fund (UK)
8. Tanzania Muslim Council (BAKWATA)
9. African Muslim Agency (AMA)
10. Elimu ya Malezi ya Vijana (EMAU)- Youth Parenthood Programme
11. Mbinga Development and Environment Action (MBIDEA)
12. Maarifa ni Ufunguo (- Arusha)
13. Sumbawanga Social Development Association (SUSDA)
14. Tanzania Christian Refugees Services (TCRS)
15. Singida Anti AIDS Group (SAAG)
16. Tanzania Society for the Deaf (TSD)
17. Friends in Development Trust (FIDE)
18. Chama cha Wanawake Kupamba na UKIMWI Arusha (CHAWAKUA)
19. Africare
20. Bagamoyo Education and Development Foundation (BEDF)
21. Earth Greenery Activities - Japan (EGAJ)
22. Opportunities for Industrialisation Centre Tanzania (OICT)
23. Tanzania Association for Mentally Handicapped (TAMH)

TANGO MEMBERS

1. Kuleana Mwanza
2. Good Samaritan Social Service Trust - Mbezi (GSSST)
3. Mama Clementina Foundation - Moshi (MEF)
4. Tanzania Scouts Association (TSA)
5. Kigoma Native Education Trust (KNET)
6. Tanzania Family Planning Association (UMATI)
7. Tanzania Mozambique Friendship Association (TAMOFA)
8. Dodoma Network on Environment NGOs (DONET)
9. Iringa Development of Youth and Children Care (IDYDC)
10. Mbinga District Development and Education Trust (MDDET)
11. Kikundi cha Kupambana na UKIMWI Kilimanjaro (KIWAKUKI)
12. Taaluma Women Group (TWG)
13. Peramiho Home Makers League (PEHOLE)
14. Tanzania Gender Networking Programme (TGNP)

15. Tunduru Education Trust Fund (TETF)
16. Organisation for Sustainable Rural Development (SURUDE)
17. Green Arusha society (GAS)

ANGOZA MEMBERS

1. Denge Development Society (DDS)
2. Baja Environmental Group
3. Darallaman Charitable Association (DCA)
4. Sustainable Advancement of Zanzibar (SAZ)
5. Pemba Islamic Relief Organisation (PIRO)
6. Mkoani District Development and Education Fund (MDDEF)
7. Ziwani Islamic Association (ZIA)

OTHERS NON-MEMBERS

1. Plan International
2. Care Tanzania
3. Kikundi cha Kupambana na UKIMWI Kilimanjaro (KIWAKUKI)
4. Association of Centre for Social Services (CESOSE)
5. Mwanza Women Development Association (MWDA)
6. Tumaini Centre - Dodoma

As can be seen from above, TACOSODE has more member NGOs who are involved in providing education than TANGO and ANGOZA. This is due to the historical development of the three umbrella NGOs. TACOSODE as a Council formed in 1965 originated its major goal and mission focusing on delivery of social and welfare services and promotion of social development. On the other hand TANGO formed in 1988 had its historical background derived from gender perspective with many women organisations based on the 1975 World Women Conference, hence more preoccupied on gender related education by its member NGOs. ANGOZA formed in 1992 is young and in its stage of development. TACOSODE has 120 members, TANGO has 338 members and ANGOZA has 66 members.

3.4.3 METHODS OF DATA COLLECTION

This survey used three types of methods for data collection

1. Review of literature

This involved literature search through books, journals, reports, articles and other paper works. Literature review helped to get information on basic education and related issues through secondary sources of data, which helped to prepare chapter one and two.

2. Mail Questionnaires

This method was used to collect data in regions and districts which could not be reached by the research team. The questionnaires contained information and instructions on how to complete the questionnaire forms which had to be self-administered by a senior staff of the NGO. This method was used for 35 (65%) of the questionnaires sent to NGOs. The questionnaires were semi-structured with open and closed questions designed to collect primary quantitative data. Areas covered by this method are Pemba, Zanzibar, Moshi, Kigoma, Iringa, Tabora and Rukwa.

3. Combined questionnaire and focused interviews

This involved asking one of the senior staff to complete the questionnaire and thereafter a focused interview was conducted by one of the members of the research team visiting the area. This method was used in Dar es Salaam, Musoma, Mwanza, Dodoma, Ruvuma and Arusha. This method enabled to collect both quantitative data as well as qualitative data.

3.4.4 METHODS OF DATA ANALYSIS

1. Focused Interviews

All data obtained during focussed interviews were analysed everyday at the end of the day. Analysed data were combined by the researcher for each area visited. Back to TACOSODE in Dar es Salaam the research team sat together to combine all data analysed.

2. Questionnaires

All returning questionnaires were coded using a coding scheme prepared by one of the researcher based on response given by respondents. The responses from coded questionnaires were recorded on a spread sheet. The horizontal column showed responses to each questionnaire while the vertical column showed the coding number given to each questionnaire.

By the time we were making the final analysis of the survey data, we had to received questionnaire responses from 54 NGOs as follows: TACOSODE 23, TANGO 17, ANGOZA 7 and non-member NGOs 7. The questions contained in the questionnaires reflected the following key issues.

Mission and objectives of the organisation

Organisation capacity in leadership, project management, skills and training

Information on basic education participation

Networking and collaboration

Community mobilisation

Resource mobilization and fundraising

3.4.5 LIMITATION OF THE STUDY

1. Limitation time- time allocated for the study was too short to cover the NGOs scattered all over Tanzania.
2. Small funds allocated to the study was inadequate to cover the cost of all operations, i.e. travels, stationaries.
3. Incomplete questionnaires - dome questionnaire returned to TACOSODE were not filled in many places and it was difficult to make any follow-up.

CHAPTER FOUR

4.0 DATA PRESENTATION

4.1 NATURE OF SURVEYED NGOs

The number of NGOs involved in this study and which received and responded to the questionnaires and interviews were 54 NGOs. The 47 NGOs belonged to the three national umbrella NGOs: TACOSODE, TANGO and 7 NGOs were not members to the these umbrella NGOs. The nature of the surveyed NGOs was as follows:-

TABLE 3: NATURE OF SURVEYED NGOs ACCORDING TO AFFILIATION

NATURE	TACOSODE	TANGO	ANGOZA	NON-MEMBERS	TOTAL
Local NGOs	20 (87%)	15 (88%)	5 (71%)	5 (71%)	45 (83%)
Foreign NGOs	3 (13%)	2 (12%)	2 (29%)	2 (29%)	9 (7%)
TOTAL	23 (100%)	17 (100%)	7 (100%)	7 (100%)	54 (100%)

SOURCE: FIELD SURVEY, 1998

Out of 54 NGOs covered by the survey 45 (83%) were locally established Tanzanian NGOs while 9(7%) were foreign NGOs with branches operating in Tanzania. These were Africare, and Africa Muslim Agency (TACOSODE), Earth Greenary Activities Japan and International School of Zanzibar and Islamic Relief Organisation of Pemba (ANGOZA), while the non-member foreign NGOs were Care Tanzania and Plan International. Both of them were involved in the study because they had programmes with interventions focusing on basic education. Since they were operating in the same environment, foremost we wanted to know strength and weakness in terms of their organisational and institutional capacity.

4.2 MISSION STATEMENTS AND GOALS OF SURVEYED NGOs

The 54 NGOs had mission statements and goals which were overlapping. The NGOs mission statements and goals focused on 6 sectoral areas:-

1. Poverty oriented mission.

The goals of these NGOs (6/11%) were to undertake programmes for poverty alleviation through a number of interventions such as provision of credits and loans, building of schools, roads, dispensaries etc. in which training was one of the components.

2. Sustainable development and environment oriented mission

The goals of these NGOs (6/11%) were to promote sustainable development by rationale use and management of natural resource base i.e. land, water, forests and air. This involved programmes focusing on agriculture, food security, livestock, diary farming, renewable sources of energy, biodiversity and conservation issues on land, water, forest and air. Both training and education related activities are often conducted.

3. Education oriented mission

The goals of these NGOs (8 15%) were to promote education by undertaking interventions focusing on early childhood or pre-school education, primary school education, special education (i.e. deaf, blind and mental retardation), out of school education/education for school drop outs, vocational and skills training and education. Many had schools and institutions for these activities.

4. Health and HIV/AIDS oriented mission

The goals of these NGOs (5/9.2%) were to provide either curative services or preventive services or both. Apart from undertaking training programmes they were all involved in health related education on epidemic and infectious diseases such as Malaria, Leprosy, TB, HIV/AIDS, STDs as well as family planning for adults of reproductive age and family life education for the youth as package for responsible parenthood.

5 Social/spiritual oriented mission

The goals of these NGOs (8 15%) were to provide social welfare services, relief and humanitarian aid for people living with difficulties or effected by natural disasters such a droughts and floods or man made calamities such as fire, war and other civil strife. In fulfilling these goals many of these NGOs have been involved in a number of training and education activities for its staff and beneficiaries. Some of these NGOs were religious oriented providing both social service and spiritual healing .

5. Human rights and advocacy oriented mission (4/7.4%)

The goals of these NGOs were focusing on provision of services to clients whose rights are denied, abused, or they have been raped, neglected, harassed by individuals, institutions etc. Apart from providing legal aid services, they also provide training and education on legal issues and human rights. As pressure groups they were also involved in lobbying and advocacy.

6. Combination of the above missions

The goals of these NGOs (19/35.2) was to undertake diversified activities in all of the above sectorial areas. In other words these NGOs had multi-purpose missions and goals. In undertaking these activities training and education components were part of their work.

TABLE 4: MISSION STATEMENTS AND GOALS OF NGOs UNDER AFFILIATION

MISSION & GOAL ORIENTATION	TACOSODE	TANGO	ANGOZA	NON-MEMBERS	TOTAL
1.Poverty	2(8.7%)	2 (11.8%)	1 (14.3%)	1 (14.3%)	6 (11%)
2.Sustainable development & environment	3 (13%)	2 (11.8%)	-	1 (14.3%)	6 (11%)
3. Education	4 (17.4%)	2 (11.8%)	1 (14.3%)	1 (14.3%)	8 (15%)
4. Health/AIDS	3 (13%)	1 (5.8%)	-	1 (14.3%)	5 (9.3%)
5. Social Welfare/Spiritual	3 (13%)	3 (17.6%)	(14.3%)	1 (14.3%)	8 (15%)
6. Human rights/Advocacy	2 (8.7%)	2 (11.8%)	-	-	4 (7%)
7. All above combined	8 (34.8%)	5 (29.4%)	4 (57.1%)	2 (28.5%)	19 (35.7%)
TOTAL	23 (100%)	17 (100%)	7 (100%)	7 (100%)	54 (100%)

SOURCE: FIELD SURVEY, 1998

4.3 ROLE OF SURVEYED NGOs IN BASIC EDUCATION

As pointed out in the proceeding section; all the 54 NGOs directly focused their goals towards empowerment of the people - socially, economically and politically in order to achieve sustainable development and poverty reduction by undertaking programme that provided training and education for literacy, life improvement and skills building. Regarding their participation in the provision of basic education the 54 NGOs had their focus areas categorised into six groups.

TABLE 5: NGOs FOCUS AREAS IN BASIC EDUCATION

TARGET CATEGORY	TACOSODE	TANGO	ANGOZA	NON-MEMBERS	TOTAL
1.Children/early child hood	4 (17.4%)	3 (17.6%)	1 (14.3%)	1 (14.3%)	9 (17%)
2. Special groups	3 (13%)	2 (11.8%)	1 (14.3%)	-	6 (11.1%)
3.Out of school/Youth	3 (13%)	2 (11.8%)	1 (14.3%)	1 (14.3%)	7 (13%)
4. Adult	2 (9%)	3 (17.6%)	1 (14.3%)	2 (28.5%)	8 (14.8%)
5. Women	2 (9%)	2 (11.8%)	1 (14.3%)	1 (14.3%)	6 (11.1%)
6. All above combined	9 (39.6%)	5 (29.4%)	2 (28.5%)	2 (28.5)	18 (33%)
TOTAL	23 (100%)	17 (100%)	7 (100%)	7 (100%)	54 (100%)

SOURCE: FIELD SURVEY

4.3.1 PRE-SCHOOL AND PRIMARY EDUCATION

As discussed in chapter two the new National Education Policy (NEP) takes into account the importance of both pre-school education and primary education within the context of Universal Primary Education (UPE). The new policy on education clearly states that pre-school children must be provided with the necessary education and skills which will enable them to start standard 1 in primary schools in full swing, with emphasis on counting, writing, reading, games and recreations. Under this context, many NGOs had been involved in the provision of early childhood education or pre-school education even before the new National Education Policy had been put in place. With this new policy and associated reforms in the education sector a number of private and voluntary organisation have started to be directly involved in starting day care centres and nursery schools - some specializing in Swahili medium (national language) and while others in English medium going by names such as academies. About 9 (11%) NGOs were involved in providing both pre-school and primary school education. Some had already constructed their own schools while others hired premises for both day and boarding schooling. This included with the so called international schools such as one covered by the study in Zanzibar.

4.3.2 SPECIAL EDUCATION

Within the context of UPE and NEP stated above, still a number of NGOs focused their attention to provide basic education to special groups with special needs. The special groups included the physically handicapped, mentally handicapped and retardation, visionary impaired (blind) and the deaf. In order to cater for the needs of the these marginalized and vulnerable groups, the study encountered 6 (11.1%) NGOs providing special education to children with physical difficulties and impairments. Example of NGOs are TAMH, TSB, TSD, YWCA, CHAVITA etc.

4.3.3 OUT OF SCHOOL CHILDREN AND YOUTH TRAINING

The survey came across 7 (13%) NGOs which were providing basic education to children who had dropped schooling due to a number of reasons such

family problems, lack of school fees, street children, pregnancy. Also within this category there were others which catered for the needs of those children graduating from primary schools and the youth graduating from secondary schools. For the drop out children, these NGOs provided support of these children/youth so that they complete their primary education. For those out of school youth the NGOs provided training and education on vocational skills, entrepreneurship and responsible parenthood (family life education). Example of NGOs are UMATI, EMAU, YWCA, OICT, KULEANA, KIWAKKUKI, CHAWAKUA etc.

4.3.4 ADULT EDUCATION

These NGOs provided a range of activities to promote adult education such as functional literacy (learning the three Rs - reading, writing and numeracy). In addition to learning the three Rs, they also provided adult education on different themes such as health, HIV/AIDS, environment, credits and savings schemes, micro enterprises, agriculture, food security, civic education, human rights etc, which were crucial in order to bring about sustainable social development and improved standard of living. Example of NGOs are CARITAS, TACOSODE, SURUDE, TWG, SUSDA, IAE, CARE etc.

4.3.5 WOMEN EMPOWERMENT

Women and girls have been marginalized for quite some time both socially, economically and politically. As part of emancipation of the women folk some NGOs (6/11.1%) provided training and education to women and girls as part of empowerment so that they can cope up with development challenges. Such training and education focussed on income generation, vocational skills, HIV/AIDS, family planning, human rights, advocacy, etc. Example of NGOs are TGNP, TAMWA, UMATI, TWG, MWD, KULEANA, EMAU, TACOSODE, CHAWAKUA, KIWAKKUKI etc.

4.3.6 COMBINED NGO INTERVENTIONS

About 18 (33%) NGOs surveyed combined to deliver all activities as explained above and shown in table 5 above. This means while 36 (67%) of

the surveyed NGOs provided specialized training and education to children special groups, youth, women and adults.

4.3.7 NGO FOCUS AREAS RELATED TO BASIC EDUCATION

While table 5 above provides a picture on the nature of the target categories of people catered by the NGOs in respect to basic education, there are specific and focus areas for these NGOs on the basis of organisation goals, programme objectives and capabilities to implement the different intervention activities for the different target groups. The focus areas related to basic education which the 54 NGOs were involved are shown in the following table.

TABLE 6: RELATED FOCUS AREAS IN BASIC EDUCATION

FOCUS EDUCATION AREA	TACOSODE	TANGO	ANGOZA	NON-MEMBERS	TOTAL
1.pre-school & early childhood education	8 (3.5%)	4 (23.5%)	3 (42.8%)	2 (28.6%)	17 (31.5%)
2.Primary education	3 (13%)	1 (6.0%)	1 (14.3%)	2 (28.6%)	7 (13%)
3.Special education	3 (13%)	1 (5.8%)	1 (14.3%)	-	5 (9.2%)
4.Adult education	2 (9%)	2 (11.7)	-	-	4 (7.4%)
5. Vocational education	3 (13%)	2 (11.8)	-	1 (14.2%)	6 (11.5)
6. Education on sectorial themes	2 (9%)	4 (23.5%)	1(14.3%)	1 (14.2%)	8 (14.8%)
7. Advocacy and Awareness raising	2 (9%)	3 (17.7%)	1 (14.3%)	1 (14.2%)	7 (13%)
TOTAL	23 (100%)	17 (100%)	7	7 (100%)	54 (100%)

SOURCE: FIELD SURVEY, 1998

From the table above it can be argued that the majority of surveyed NGOs (17/31.5%) were involved in the provision of early childhood or re-school education. This was followed by another group of NGOs (8/14.8%) which were involved in the provision of training and education on sectoral related issues of social and community concerns. About 7 (13%) NGOs were involved in providing education and information through advocacy and awareness raising as well as primary education. Vocational and skills training and education was another area in which 6(11.1%) NGOs were involved, while 4(7.4%) NGOs were involving in special education and 4(7.4%) were providing adult education.

4.4.0 NGO MANPOWER AND STAFFING

4.4.1 WORKFORCE SITUATION

The manpower position of the 54 NGOs surveyed shows that the workforce can be divided into five groups. All the 54 NGOs had a workforce of 322 members of staff altogether. The workforce is illustrated in the table below.

TABLE 7: NGO WORKFORCE AND STAFFING

MANPOWER CATEGORY	TACOSODE	TANGO	ANGOZA	NON-MEMBERS	TOTAL
1. Executives	23 (18%)	17 (18%)	7 (14.5%)	7 (13.5%)	54 (16.8%)
2. Programmes /workers	37 (28.6%)	28 (30%)	18 (37.5%)	15 (29.4%)	98 (30.4%)
3. Finance workers	26 (20.1%)	19 (20.2%)	11 (23%)	13 (25.4%)	69 (21.4%)
4. Administrative workers	28 (21.7%)	21 (22.3%)	9 (18.7%)	11 (21.5%)	59 (18.4%)
5. Other i.e. drivers, messengers	15 (11.6%)	9 (9.5%)	3 (6.3%)	5 (10.0%)	32 (10.0%)
TOTAL	129 (100%)	94 (100%)	48 (100%)	51 (100%)	322 (100%)

SOURCE: FIELD SURVEY, 1998

1. THE EXECUTIVES (54)

There were two types of executives. The first type of executives were those who were employed by respective NGOs on contract basis and were receiving salaries from the organization or project. This type of executives had at least the necessary academic and professional qualifications. The second type were those executives who were also serving as members of the executive committee or board of directors. For instance the Chairperson became proclaimed as Executive Director, Secretary as Programme Director, Treasurer as Accountant and so on. About 52% of the NGOs had this type of executives. They were often paid through donor funded projects.

2. PROGRAMME OFFICER (98)

Since each NGO had programmes and projects a number of functional staff were employed, Again, few of these workers had the necessary academic and professional qualification while the majority had on the job performance

training and experience. Some of them were recruited specifically for the funded projects or selected among members of the executive committee/board with the necessary skills or experiences or qualifications or both.

3. **FINANCE STAFF (69)**

The finance staff were either referred to as cashiers, accounts clerks, accounts assistants or accountants. The first group implied that a person is not necessarily trained in finance. As such there were many workers with no training but working on experience. The second group (i.e. accountant) were altogether properly trained staff in the relevant field.

4. **ADMINISTRATIVE STAFF (59)**

The administrative staff were grouped into three categories. The first type were those who were directly involved in human resource and manpower development, the second type were those who were dealing with secretarial and office work and the last group were those called office attendants. While some workers in the first and second group had the necessary skill training and education yet the majority had none but on the job working experience.

5. **OTHERS (32)**

In this category others included such workers as drivers and messengers who were mainly regarded as supporting staff.

The patterns of staffing and manpower recruitment for the 54 NGOs surveyed showed that 26 held executive posts as a result of being members to the board or executive committee while 21 having been recruited. For the other posts the recruitment patterns is illustrated according to each category in the following table.

TABLE 9: RECRUITMENT OF NGO WORKFORCE

RECRUITMENT	EXECUTIVE	PROGRAMME	FINANCE	ADMIN	OTHERS	TOTAL
1. Through Boards	26 (48.1%)	55 (56.1%)	34 (49.2%)	36 (61%)	16 (50%)	167 (52%)
2. Through Project	21 (39%)	38 (38.9%)	31 (45%)	21 (35.6%)	11(32.4%)	122 (38%)
3. Secondment	5 (9.2%)	3 (3%)	1 (1.4%)	1 (1.7%)	2 (6.2%)	12 (3.7%)
4. Volunteer	2 (3.7%)	2 (2%)	3 (3.4%)	1 (1.7%)	3 (9.4%)	11 (3.3%)
TOTAL	54 (100%)	98 (100%)	69 (100%)	59 (100%)	32 (100%)	322 (100%)

SOURCE: FIELD SURVEY, 1998

From the above table it can be pointed out that 167 (52%) workers found working in the NGOs derived their posts by virtue of being members to the boards or executive committees, where as 122 (38%) workers were recruited by virtue of existence of a programme or project with donor funding and 12 (3.7%) worked on secondment basis and 11 (3.3%) as volunteers (usually not defined if local or foreign volunteers).

In terms of their academic qualifications and levels of education for NGO workers are illustrated in the following table.

TABLE 10: LEVELS OF EDUCATION AMONG NGO WORKERS

RECRUITMENT	EXECUTIVE	PROGRAMME	FINANCE	ADMIN	OTHERS	TOTAL
1. Degree	11 (20.3%)	10 (10.3%)	3 (4.6%)	1 (1.7%)	-	25 (7.7%)
2. Diploma	14 (25.4%)	28 (28.6%)	9 (13%)	7 (12%)	-	58 (18%)
3. Certificate	17 (31.4%)	38 (35.5)	16 (23.1%)	23 (39%)	1 (31%)	95 (29.5%)
4. Secondary	12 (22.2%)	22(22.5%)	41 (59.4%)	11(18.6%)	2 (6.2%)	88 (27.3%)
5. Primary	-	-	-	14 (23.7%)	29 (90.7%)	43 (13.3%)
TOTAL	54(100%)	98 (100%)	69 (100%)	59 (100%)	32 (100%)	322 (100%)

SOURCE: FIELD SURVEY, 1998

4.4.2 NGO TRAINING SITUATION

In order to assess the strength of the NGOs and capability of the workers a situational analysis of the NGO training system available was considered as well.

In this respect, we looked into the type of training for each group of workers and duration. The majority of the training took place under one week (usually 3-7 days), followed by those which took 1-3 weeks. While those which took place under 3 weeks were organized in a form of training seminars and workshops, those covering over 4 weeks or 1 month and above were in a form of short course and were funded by donors either through their own initiatives or through umbrella NGOs or through donor funded training programme for the local NGOs (such as British Council, DFID, World Bank, NORAD, UNDP, ILO, UNICEF, FES and so on). This is shown in table 11 below.

Many of these training focused on the following areas for the respective workforce as illustrated in table 12 below.

TABLE 11: DURATION OF NGO TRAINING

DURATION	EXECUTIVE	PROGRAMME	FINANCE	ADMIN	OTHERS	TOTAL
1-3 Months	3 (5.5%)	7 (7.1%)	3 (4.3%)	2 (3.3%)	-	15 (4.6%)
3-4 weeks	4(7.4%)	9 (9.1%)	7 (10.1%)	3 (5.1%)	-	23 (7.1%)
2-3 weeks	12 (22.1%)	13 (13.2%)	9 (13.7%)	11 (18.6%)	-	45 (14%)
<1 week	18 (33.3%)	22 (22.4%)	22 (32%)	18 (30.5%)	-	55 (17.1%)
None	22 (40.7%)	47 (48.2%)	28 (40.5%)	25 (42.3%)	32 (100%)	544 (100%)
TOTAL	54 (100%)	98 (100%)	69 (100%)	59 (100%)	32 (100%)	322 (100%)

SOURCE: FIELD SURVEY, 1998

TABLE 12: TYPE OF TRAINING OFFERED TO NGOs

TYPE	EXECUTIVE	PROGRAMME	FINANCE	ADMIN	OTHERS	TOTAL
1.Organization Management	9 (16.6%)	17 (17.5%)	2 (3%)	6 (10.6%)	-	34 (10.5%)
2. Project planning	13 (24.2%)	26 (26.5%)	2 (3%)	-	-	41 (12.7%)
3. Finance	12 (22.2%)	-	12 (17.3%)	24 (40.6%)	-	36 (11.3%)
4. Office management	-	21 (21.4%)	25 (36%)	6 (10.2%)	-	64 (20%)
5.None	20 (37%)	34 (34.6%)	28 (40.5%)	23(39%)	32 (100%)	137 (42.5%)
TOTAL	54%(100%)	98 (100%)	69 (100%)	59 (100%)	32 (100%)	322 (100%)

From table 12 above it shows that training of NGO staff is not dynamic and a continuous process because of two reasons, firstly lack of money for sponsorship and secondly, few training opportunities provided by donor communities. Few NGOs paid for staff training because they were well established and have resource base supported by foreign grants.

4.4.3 GENDER DIMENSIONS OF THE FINDINGS

1. WOMEN RELATED NGOs

Of the 54 NGOs covered by this study, there were 10 (18.5%) women related NGOs. They were as follows GOING, YMCA, TGGA, CHAWAKUA, MCF, UMATI, KIWAKUKI, TWG, TGNP, MWDA, all based on mainland Tanzania. They were involved in fostering the welfare and development of women and children on poverty related issues with direct interventions focussing on socio-economic parameters of the target groups, of which training and education were among their major areas of interventions focusing on children, youth, young girls, women and mothers. They had programmes to provide pre-school education or early childhood education, vocational training, adult education and training and education on sectoral issues such as HIV/AIDS, family planning and reproductive health, income generation, small and medium enterprises (SME), environment, home economics, agriculture,

informal sector related activities, savings and credit schemes, human rights, lobbying and advocacy.

2. WOMEN RECRUITMENT AND STAFFING

Of 322 workers employed by the 54 NGOs, about 139 (43%) were women. Out of 54 executives 20 (37%) were women, of 98 programme workers, 40 (41%) were women, of 69 finance workers 34 (49.2%) were women, of 59 administrative workers 33 (56%) were women while among 32 supporting staff 13 (41%) were women.

TABLE 13: WOMEN WORKFORCE

MANPOWER CATEGORY	TACOSODE	TANGO	ANGOZA	NON-MEMBERS	TOTAL
1. Executives	8	9	1	2	20
2. Programmes workers	14	12	8	6	40
3. Finance workers	11	13	6	3	33
4. Administrative workers	17	11	3	2	33
5. Other i.e. drivers, messengers	6	4	1	2	13
TOTAL	56	49	19	15	139

SOURCE: FIELD SURVEY, 1998

3. WOMEN TRAINING

Out of 139 women 9 (6.5%) had undergone training on organisation and management 16 (14.5%) in project planning, 24 (17.3%) in finance, 16 (11.5%) in office management and 73 (52.5%) had not received any training. For details look at table 14 below.

TABLE 14: WOMEN TRAINING PATTERNS

TYPE	EXECUTIVE	PROGRAMME	FINANCE	ADMIN	OTHERS	TOTAL
1.Organization Management	3	5	-	1	-	9
2. Project planning	5	11	-	-	-	16
3. Finance	4	-	7	13	-	24
4. Office management	-	5	11	-	-	16
5.None	11	21	15	12	14	73
TOTAL	24	42	23	26	14	139

SOURCE: FIELD SURVEY, 1998

4.5.0 AREAS OF NGOs COMPETENCE

4.5.1 AREAS OF STRENGTH

If we exclude the international NGOs surveyed, we can also say that within existing environment and scarce resources available, 83% of local NGOs (45) had some areas of strength. This means that there were areas which NGOs had exhibited high competence with adequate skills, experience and expertise which are illustrated below:-

1. CONSTRUCTION AND REHABILITATION OF SCHOOLS

Some NGOs such CARE, Plan International, CARITAS, TAMOFA, TCRS, CDTF etc have been active in supporting intermediary NGOs and communities in the construction and rehabilitation of school buildings for either primary schools or pre-school or vocational training schools, In addition to supporting building infrastructures, they have been active in the provision of educational and learning materials. Other NGOs can learn from their experience and expertise in this area.

2. DEVELOPMENT OF TRAINING AND EDUCATION MATERIALS

Several local and foreign NGOs have been producing a variety of brochures, training kits and manuals as well as information, education and communication (IEC) materials which have been useful in providing training,

education and information. Other NGOs can benefit from their work and experience in order to make them participate effectively in the provision of basic education. NGOs with such experience and expertise includes TAMWA, UMATI, TAMOFA, EMAU, GOIG, SCF (UK), Maarifa, Plan International etc

3. **POLICY ISSUES, ADVOCACY AND LOBBYING**

NGOs as pressure groups have been using advocacy and lobbying strategies and mechanisms as weapons to advance their complaints, interests and speak for the vulnerable, communities, and marginalized groups. Several NGOs have been very successful in this areas and that we can capitalize on their experience and expertise by sharing together what they have. Examples of such NGOs are TGNP, TANGO, DONET, TAMWA, TACOSODE, ANGOZA, UMATI, EMAU, TSA, TGGA, TSB, TSD etc.

4. **ECONOMIC EMPOWERMENT**

There are many NGOs which have been active in empowering the people in particular women and youth primarily through training, giving skills, information and education and secondly giving them seed funds and equipments to start viable economic micro projects for income generation. Examples of these NGOs are TWG, TGNP, EMAU, TAMOFA, CARE, TACOSODE, MWDP, PEHOLE, FIDE, SUSDA, CDTF, BACAWA, SURUDE etc.

5. **COMMUNITY COLLABORATION AND PARTNERSHIP**

There has been several NGOs with long experience in promoting sustainable development either through community participation or by working in partnership with communities. Examples of such NGOs, are Kuleana, TAMOFA, Plan International, SCF, CDTF, SAZ, EGAJ CARE etc.

6. **HUMAN RIGHTS RELATED ISSUES**

Quite a number of NGOs have the experience and expertise to advocate on human rights concerning a number of issues. In relation to issues concerning women, youth, child and disabled communities the following NGOs have been

active in this areas such as TGNP, TANGO, TAMWA, Kuleana, TACOSODE, TSB, TSD, etc.

7. **FUNDRAISING**

Few NGOs surveyed showed their competence in fundraising programmes which are very useful for the survival and sustainability of NGOs. Such NGOs are KULEANA, TANGO, TACOSODE, MAARIFA, WAMATA, EMAU, TAMOFA, UMATI etc.

8. **RESEARCH, INFORMATION SHARING, COMMUNICATION AND NETWORKING**

As part of facilitating and strengthening networks and networking, a number of NGOs have been active in the exchange and sharing of information through newsletters, electronic communication, through workshops, forums etc. Such NGOs includes TANGO, TACOSODE, TAMWA, TGNP, KULEANA, TAMOFA, DONET, RANGO etc.

4.5.2 **AREAS OF WEAKNESS**

Almost all local NGOs regardless of their areas of competence, had been facing a number of problems which weakened their organisational and institutional capacity. Areas of weakness as identified by the NGOs which they requested to be given great attention in the basic education project on capacity building for local NGOs are as follows:-

Fundraising skills and practices

Finance and resource mobilisation

Financial skills in accounts and record keeping

Professional training in provision of basis education (particularly for special needs/people and pre-school/early childhood education).

Preparation of training and teaching materials i.e. kits, manuals, textbooks, visual aids.

Training on teaching methodologies.

Skills training for TOTs

Skills training on Counselling and Guidance.
Training on organisation leadership and supervision.
Training on organization development and management
Women and children rights
Project planning and management
Need assessment and research
Skills on strategic planning
Formation and management of small groups (CBOs)
Lobbying, advocacy and awareness raising
Adult and children teaching and learning techniques
Community participation, mobilisation and collaboration and role of stakeholders
Communication skills
Publicity and public relations
Networks and Networking
Transparency, Accountability and good governance
Information sharing and communication mechanisms
Policy Analysis
Monitoring and Evaluation
Sustainability
Government - NGOs Building Alliance
Donors - NGOs Building Alliance
Entrepreneurship and credit schemes
Teamwork and networking

CHAPTER FIVE

5.0 DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 DISCUSSION OF THE FINDINGS

5.2 NGOs SECTOR STILL YOUNG AND WEAK.

The NGO movement in Tanzania is still very young and many are in the stage of being developed and strengthened. Few NGOs existed before independence in 1961 such as UMATI, TSA, YWCA etc which had linkage with outside world. After independence in 1961 a number of NGOs were formed oriented towards provision of social services i.e. health, water, education, social welfare services, relief and humanitarian aid. Such NGOs includes TACOSODE, CARITAS, CDTF, Salvation Army, BAKWATA. Apart from providing social welfare relief and humanitarian services, they were also involved in economic development activities. Towards mid of 1980s a number of NGOs were formed focusing on issues related to women and development, youth, children and environment. Such NGOs includes TANGO, EMAU, SUSDA, BACAWA TGNP, TAMWA, SURUDE, SUSDA. Towards the end of 1980s and beginning of 1990s several other NGOs were formed to deal with HIV/AIDS, human rights, legal issues, democracy etc.

While the development of NGOs on mainland Tanzania has been spontaneous responding to both demands of the people and stakeholders and supplies of resources , those in the Isles of Zanzibar (Unguja and Pemba) developed after the social economic and political reform adopted by the revolutionary government since mid 1985 and ushering of multi-party democracy in 1992. This period has seen the mushrooming of NGOs and CBOs on the islands of Zanzibar. Conservative figures shows that there are more than 3000 NGOs on mainland Tanzania and over 250 NGOs in Zanzibar.

NGOs in both parts of Tanzania are operating in a situation in which the environment is not yet friendly. This is because the three laws governing the NGO sector are outdated because they were formed in 1950s to cater for the needs of the colonial government under the British rule. The laws are the Societies Ordinance, Cap 337 of 1954, Companies Ordinance, Cap 212 of 1956 and Trustees ordinance, cap 375 of 1956. For Zanzibar although the first law on NGOs (No.6 of 1995) seem to be new this law has borrowed many elements from the three outdated laws operating on mainland Tanzania. So it also suffer the same inadequacy.

It can thus be appointed that the NGO sector in Tanzania is very young. As such many NGOs are weak because a number of them are facing operational and organisational problems. It is on the basis of this historical background we would like to point out that the weakness of the NGOs and many constraints which they face in day to day operations of work is a result of lack of capacity building at different levels and areas within an organisation as noted in chapter four section 4.5.0

5.3 NATURE OF THE NGO SECTOR IN TANZANIA

In the course of conducting this survey it was found that the establishment of an NGO was based on the objectives of founder members -both individual and organisations. Because of this historicity the entity beside establishment and operation of NGO was based on personality, voluntarism and sometimes on the basis of owners' and operators' perceived needs. As such many NGOs were formed by individuals or organisations in order to address problems facing its members or due to community problems or due to inability of the government to meet needs of the groups or society at large.

The survey has shown that the majority of NGOs were formed to address specific needs and problems of the people in the society or distinctive groups in the community. The most commonly cited reasons for forming NGOs included poverty alleviation, employment and income generation, education, health, water, and sanitation, environment and nature resource management, advancement of children, youth and women, human rights and legal issues and

advancement of handicapped groups. According to organisations objectives many NGOs were formed to address either specific problem or a combination of three or more problems.

Formation of the NGOs by founder members - both individual and organisations - did not take into account the availability of human and financial resources. Many NGOs were formed without skilled and professional manpower, working infrastructures, working materials, financial base and working capital. The survey has shown that the major crises affecting growth, development and capacity of the NGOs are based on the following factors..

1. Lack of leadership skills in management and organisation development

The NGO leaders lack skills and knowledge on management, organisation, administration, supervision, financial management and record keeping of accounts, stocks and assets. The study has shown that out of 54 NGO leaders only 16.6% (9) had received training in organisation management, 24.2% (13) in project planning and 22.2% (12) in finance. About 37% (20) of these NGO leader had no training.

2. Weak Finance and working capital

Many NGOs identified three sources of funding. The majority of NGOs derived their incomes from membership fees and annual subscriptions which were insufficient to cater for the needs of the organisation running costs. Few NGOs depended on donor funding through proposal - write ups. Very few NGOs had the skills of writing a good and fundable proposal. The majority of NGOs did not know not only how to write proposals but also how to organise success fundraising programmes. The third source of revenue was identified as income generation activities i.e. schools, dispensaries, buses, milling machine, etc. Again only limited number of NGOs were involved in these activities due to lack of working capital

3. **Lack of Premises**

Due to financial constraints many NGOs did not have the ability to own offices or rent. The survey has shown that out of 54 NGOs 20.3% (11) owned offices, another 20.3% (11) shared offices and 59.2% (32) rented offices. The sharing of offices meant that some NGOs had no money to own office or rent an office. The current problems facing many local NGOs are founded from their own historical background, nature of founding members and ability to raise funds. Therefore any intervention for capacity building must take in account the historical perspectives of the emergence of these NGOs.

5.4 **THE POTENTIALITIES OF NGOs IN THE PROVISION OF BASIC EDUCATION**

The fact that the majority of NGOs surveyed were doing a commendable and excellent work in the field of basic education, however their efforts are being constrained by a number of operational problems.

We are saying that local NGOs have the potential of doing excellent work and fared well in the field of basic education because they have living experience and local expertise in many activities. In order to have an impact on provision of basic education to the target groups and beneficiaries, a number resources, skills, expertise and activities are needed. Some of these NGOs had been with such endowment in terms of human resources, technical and professional skills, working infrastructure, finance and working capital. The study has shown that many NGOs have had the experience and expertise in the following sub-sectors on basic education.

Pre-schools and early childhood education (31.5%)

Primary education (13%)

Special education for handicapped i.e. physically disabled, deaf, blind and mentally handicapped or retarded (9.2%)

Adult education and training (7.4%)

Vocational education and training (11.1%)

Sector related education i.e. environment, HIV/AIDS, civic education, human rights (14.8%)
Networking, Advocacy and Lobbying (5.5%)
Campaign and awareness raising (7.5%)

The study has shown that many staff employed by NGOs and working on basic education had acquired their expertise and skills through short courses, while majority of the people acquired through on-the job training and working experience.

During the survey majority of NGOs pointed out that seminars and workshops provided them with the required skills and knowledge. Many of these workshops and seminars were organized by umbrella NGOs, NIGP, donors such as British Council, NORAD, MS and other training institutions i.e. ESAMI, IDM, Cooperative College etc. But many NGOs failed to train their staff due to lack of funds.

5.5 PROBLEMS CONSTRAINING NGOs ON THE PROVISION OF BASIC EDUCATION.

The fact that all NGOs surveyed are doing very good work in the field of basic education, yet there are a number of problems constraining their efforts. The survey has uncovered the following institutional and organisational problems facing many local NGOs and which needed special attention.

1. LACK OF LEADERSHIP AND MANAGERIAL SKILL

Many NGO leaders and managers have no background or the necessary skills in the management NGOs. Because the majority have been going into the NGO leadership as “founder fathers” and “mothers” as prescribed by their organisations constitutions. They are still few leaders who were trained in the field of education in general and basic education in particular. As such many NGO leaders have had limited knowledge and skills on NGO leadership, management, administration and supervision. Many lack strategic plans of

action due to lack of strategic planning skills. Leaders are often less transparent and accountable to the NGOs, and members.

2. **LACK OF FUNDS AND FUNDRAISING SKILLS**

Many NGOs have been operating through funds provided by donors on a particular programme. Once the programme comes to an end, the NGO finds itself into financial problems. The money raised through membership fees and annual subscriptions have always been a peanut, insufficient to meet the basic cost of the organisation. Weak as they are in terms of organisational and institutional capacity, the majority of NGOs lack the knowledge and skills in fundraising and resource mobilisation.

3. **LACK OF SKILLS IN FINANCE MANAGEMENT AND ACCOUNT RECORD KEEPING.**

Few NGOs have few workers trained in financial control, management and bookkeeping. While majority of NGOs do not have professional accountants hence facing problems in keeping accounts and financial records. As such many books of accounts and financial dealings are not kept in order. Related to this problems, is lack of skills in budget preparation. There is lack of transparency and accountability among NGOs in respect to funds and expenditure.

4. **LACK OF SKILLS IN PROJECT PREPARATION AND IMPLEMENTATION.**

Many NGOs have shown that they have little or no skills in designing, formulating and implementing successful projects. For those projects already undertaken there have problems facing the NGOs during implementation, monitoring and evaluation. Many have been unable to write precisely progress reports because of lack of skills in this area.

5. **LACK OF SKILLS IN DEVELOPMENT LEARNING AND INFORMATION MATERIALS**

Education, Information and Communication materials such as training kits, manuals, teaching aids, posters, brochures, text books, video, plays, drama,

role plays etc. are very useful in providing basic education to the target groups. The survey have shown that due to financial problems many NGOs cannot purchase them and above all most them are produced abroad and they are not compatible to local needs of users. Alternatively, if they had the skills, it could have been extremely important to train these NGOs in preparation and production of information and learning and teaching materials.

6. LACK OF SKILLS IN COMMUNITY MOBILISATION, COMMUNITY PARTICIPATION AND COLLABORATION WITH STAKEHOLDERS

Many education related activities more often require the support and collaboration of the local people as well as the local authorities. In most cases it has been found that many projects did not sustain or short-lived because the community and the local authorities were not involved in the process of developing and management of the project. This is apparent because many NGOs had no skill to mobilise the community people, promote community participation and collaboration with stakeholders.

7. LACK OF SKILLS TO MOBILISE STAKEHOLDERS AND INSTITUTE COMMUNITY PARTICIPATION

Many NGOs lack skills to institute community participation or participatory processes in community work and development. Also they lake the skills to mobilize the people and to collaborate with various stakeholders at different levels when designing and implementing programme.

8. LACK OF COMMUNICATION SKILLS

Many NGOs workers involved in provision of training and education find it difficult to delivery the knowledge to others because they lack the necessary communication skills.

9. **LACK OF TEACHING AND LEARNING TECHNIQUES FOR CHILDREN, YOUTH , WOMEN AND ADULTS**

Many NGO workers have not been trained in conventional schools offering basic education courses. As such many of them are involved in teaching without the required skills on teaching and learning techniques.

10. **LACK OF NETWORKING AND TEAMWORK**

Although NGOs have skills and resources at different levels always, there is lack of collaboration and networking between and among NGOs. As such there is lack of information exchange and sharing, lack of collaboration, lack of joint initiative in the use of resources and ventures and building capacity within existing resources locally available within and among NGOs.

11. **LACK OF SKILLS IN ADVOCACY, LOBBYING AND PUBLICLY**

Many NGOs would like to advance their problems or those of their target groups to policy makers and relevant authorities. They fail to do so because they lack the necessary skills on advocacy, lobbying and publicity.

12. **LACK OF SKILLS TO UNDERTAKE PARTICIPATORY RESEARCH AND RAPID PROJECT APPRAISALS**

Many projects do not take account the real situation of the local environment and needs of the people because the people, the beneficiaries and other stakeholders are not involved in project development and implementation processes for many of them lack such skills to undertake participatory research and needs assessment, participatory project appraisal or participatory rural appraisal. As such many projects are conceived and developed in the offices.

13. **LACK OF SKILLS TO PLAN AND MANAGE INCOME GENERATING PROGRAMMES**

Although many NGOs face the problem of funds, very little or no initiatives are made by them to start income generating projects because they lack the required skills and training on business management and entrepreneurship.

14. **LACK OF COMPUTER SKILLS**

The use of computers is very crucial and essential for the NGOs as we approach the 21 century and the new millennium. There is need to promote computer literacy for NGOs.

5.6 **RECOMMENDATIONS AND CONCLUSION**

Based on the situation analysis of the 54 NGOs surveyed, it has been possible to identify the potentials which some NGOs have. This includes a variety of experiences and skills on teaching, learning, awareness raising, lobbying and advocacy, information and communication. Also they have the experience in providing basic education for pre-school children, school going children, children with special needs, youth, women and adults. Many NGO workers involved in basic education have been able to train and teach others through working experience, in-house/in-service training and rarely attended short courses in the form of seminars and workshops. Generally, it can be concluded that majority NGOs are weak to provide effective basic education because they lack the skills and knowledge required. They lack the training on many issues crucial for the survival of NGOs and effectiveness in the provision of basic education. It is in the light of this point of views that we would like to recommend the following things.

1. **CONSIDERATION OF NGO TRAINING NEEDS**

In the survey we have found and discovered that in order to promote and strengthen the capacity of NGOs and capability of its workers, it is important to meet and satisfy the training needs of both top leadership and management, programme staff and administrative workers. The findings have shown that the training needs which have been most wanted are as follows:-

- Leadership and organisation management
- Financial management and record keeping
- Fund raising and resource mobilisation
- Project preparation and management
- Stakeholders/Community participation and mobilisation

Development of training kits, teaching and learning materials on basic education

Training and teaching techniques and methodologies on basic education

Communication skills

Advocacy, Lobbying, and Awareness raising

Development and production of IEC materials

Networking, team work and information exchange

Participatory research, needs assessment and project preparation appraisal

Publicity and public relations: with community, local and central government, private sector, NGOs and donors etc.

Business management and entrepreneurship skills and project planning for income generation.

Savings and credit scheme development and management.

Mainstreaming gender perspectives in development and programme management

Training skills for people living and working with special needs (people with disabilities)

Monitoring and evaluation

Strategic action planning of organisation activities

Sustainability

Report writing

Computer training

While the training needs outlined above are generic, in order to build and strengthen the capacities of the NGOs on basic education, we highly recommend five priority areas for NGO training needs.

PRIORITY AREAS RECOMMENDED FOR NGO CAPACITY BUILDING

1. Institutional Development and Organisation management
 - Leadership skills
 - Managerial skills
 - Human resource development and management including staff regulating
 - Role of boards
 - Strategic planning of organisation
 - Report writing
 - Gender main streaming
 - Networks and networking
 - Publicity and public relationship

2. Mobilisation of Resources and Financial Management with Budgeting
 - Fundraising and resource mobilisation
 - Finance management and accounts keeping including financial regulations
 - Record keeping of assets
 - Entrepreneurship for income generation
 - Savings and credit schemes
 - Budgeting

3. Project Planning and Management processes
 - Project identification/Needs Assessment
 - Project appraisal and assessment including RPA/RRA
 - Gender mainstreaming
 - Proposal writing
 - Community and stakeholders mobilisation and participation
 - Project implementation
 - Project monitoring and evaluation
 - Project sustainability
 - Report writing

4. Training and Teaching Methodologies and strategies and production of teaching materials
 - Preparation of training and teaching materials/kits/manuals
 - Training and teaching methodologies for specific needs and special groups
 - Communication skills
 - Role plays
 - SWOTS/PAPROSO

5. Lobbying, advocacy and awareness raising campaigns and gender mainstreaming.

**ADOPTION OF PARTICIPATORY NGO TRAINING APPROACH
RESPONSIVE TO NGO NEEDS USING LOCALLY AVAILABLE
RESOURCES AND SKILLS**

More often we have seen a number of training programmes for NGOs undertaken by various actors, having followed the conventional - academic approach whereby there is the provider (trainer/teacher) on one side and a receiver (learner/student) on the other side. For best result, we recommend the NGO training programme must be as comprehensive as possible (covering essential issues related to NGO problems and needs) and above all a participatory training approach should be adopted by involving the different players, stakeholders and other actors with knowledge and experience in provision of education in general and basic education in particular. In this regard, we recommend the use of locally available resources (both manpower and materials) already existing in some NGOs, government agencies and training institutions.

Institute of Adult Education (IAE)- Department of Distance Education
Open University of Tanzania (OUT), Faculty of Education - Department of
Continuing Education
NIGP/ESAMI Programme on Umbrella Development and Capacity Building
NGO Resource Centre - Zanzibar

Umbrella NGOs: TACOSODE, TANGO and ANGOZA
Madrasat Resource Center - Zanzibar
Zanzibar Disabled Association (ZDA)
Tanzania society for the Deaf (TSD) and CHAVITA
Tanzania League of Blind (TLB)
UMATI
EMAU
CARE Tanzania
TAMOFA
OXFAM - Arusha
CDTF
INADES
DONET
CDTF
FAWE
OICT
AGA KHAN FOUNDATION
TGNP
TAMWA
KULEANA

POSSIBLE NGOs WITH RESOURCES AND SKILLS USEFUL DURING CAPACITY BUILDING TRAINING ON BASIC EDUCATION

While we appreciate the existence of many resource NGOs which can be utilised to provide the necessary inputs in training on basic education as identified above, we are recommending the use of local and national NGOs and public institutions with experience in undertaking the provision of basic education focussing on special areas of work as follows:

1. Institutional Development and Organisation Management
 - Liberal Investment
 - Hans Foundation

- Ms TCDC
 - Aga Khan Foundation
 - Capacity Building Consultant Inc.
 - TACOSODE
 - Care Tanzania
2. Mobilisation of resources and finance management with Budgeting
- NIGP/ESAMI umbrella project
 - TACOSODE
 - CDTF
 - Care Tanzania
 - Liberal Investment
3. Project Design and management with Monitoring and Evaluation
- NGO Resource Centre Zanzibar (AKF)
 - TAMOFA
 - Zanzibar Disabled Association
 - OICT
 - Capacity Building Consultants Inc.
 - TACOSODE
 - Care Tanzania
4. Training on Teaching Methodologies and preparation of teaching of materials for specific groups
- Madrasa Resource Center - Zanzibar
 - Tanzania Society for the Deaf
 - TACOSODE
 - Institute of Adult Education – Department of Distance Education
 - Open University of Tanzania- Faculty of Education – Department of Continuing Education
 - EMAU
 - Save the Children (UK)
 - Aga Khan Foundation
 - Ministry of Education (Mainland) Basic and Special education

- Ministry of Education Zanzibar and mainland Tanzania
5. Lobbying, Advocacy, Awareness Raising, Networking and Gender mainstreaming
- TGNP
 - TAMWA
 - TACOSODE
 - TANGO
 - FAWE
 - KULEANA
 - DONET
 - Zanzibar Association of Disabled

3. **PROPOSED NGO TRAINING PROGRAMME**

We are proposing that the training programme for NGO Capacity Building on Basic Education should be implemented as follows:-

- Stage I: Consultative Workshop: Two days workshop for NGO with technical skills and resources useful for training purposes of this project aiming at identifying local resources and facilitators and identification of training kits/module for the project.
- Stage II: Preparation of training kits/modules
Pre-testing training kits/modules
Production of training kits/modules
- Stage III: Training Workshops for local NGOs: Two 5 days training workshops
Workshop 1: Week 1 November 1999
Workshop 2: Week 1 December 1999
- Stage IV: Participating Local NGOs implementing activities adopted during training workshops 1-2 January – April, 2000
- Stage V: Supervision and monitoring of implementing activities by local NGOs

Stage VI: Project Impact Assessment and Feed Back workshop for local NGOs:
two days workshop.
Charting out Future plans and sustainability

**PROPOSED RESOURCE NGOs AND INSTITUTIONS FOR
CONSULTATIVE WORKSHOP**

- Maarifa ni Ufunguo (Oxfam)
- Aga Khan foundation
- Care Tanzania
- UMATI
- EMAU
- Open University – Faculty of Education
- Department of Continuing education
- Institute of Adult Education – Department of Distance Education
- TGNP
- FAWE (T)
- Ministries of Education Mainland and Zanzibar
- Tanzania society for the Deaf
- CHAVITA
- INADES
- Liberal Investment
- Hans Foundation
- TAMOFA
- Capacity Building Consultant
- NIGP/ESAMI Umbrella NGO Project
- OICT
- CDTF
- NGO Resource Center Zanzibar
- Madrasat Resource Center - Zanzibar

SELECTED NGOs FOR TRAINING ON BASIC EDUCATION

TANGO

1. Good Samaritan Social Service Trust (GSSST)
2. Tanzania Deaf Association (CHAVITA)
3. UMATI - Youth Development Centres
4. TAMOFA - Education Project
5. Dodoma Environment Network (DONET)
6. Iringa Development Youth, Disabled and Children (IDYDC) - Vocational and Rehabilitation
7. Mama Clementina Foundation
8. Tanzania Association of Non-Governmental NGOs (TANGO)

TACOSODE

1. Tanganyika Christian Refugees Services
2. EMAU - Responsible Parenthood, Youth Education and Development Project
3. Tanzania Association for Mentally Handicapped (TAMH) - Education for Children with Special Needs
4. Friends In Development
5. Mbinga Development and Environment Action (MBIDEA)
6. CARITAS Tanzania
7. Malezi Sociary – children programme
8. Sumbawanga Social Development Association (SUSDA)
9. Tanzania Scouts Association (TSA)
10. TACOSODE

ANGOZA

1. Mkoani District and Education Fund - Pemba
2. Baja Environment Group - Zanzibar
3. ANGOZA

NON MEMBERS

1. Mwanza Women Development Association (MWDA)
2. Singida Anti AIDS Group
3. Chama cha Wanawake Kupambana na UKIMWI (CHAWAKUA)
4. Tumaini Centre - Dodoma - Children Rehabilitation Project

CRITERIA FOR NGOs SELECTION FOR BASIC EDUCATION CAPACITY BUILDING AND TRAINING

The above 25 NGOs are proposed to be selected for the capacity building training on basic education on the basis of the following criteria.

- Involvement in basic education related programmes
- Involvement of grassroots people and community participation in those programmes
- Existence of opportunities to share skills and networking with other NGOs/CBOs in their areas imparting a multiplier effect to other organisations at the local level after training and the potential to train other NGOs/CBOs.
- Specification of real needs and demands for training in relation to programme undertaken on the ground.
- The need to strengthen and promote institutional and organisational development of individual NGOs/CBOs and stakeholders at the local level
- Existence of number of untrained staff in the organisation and coverage of working areas
- Commitment to sustain activities and diversification.
- The Umbrella NGOs and network
 - Accessibility for monitoring and follow-up visits during implementation
- Ability to reach the grassroots people.

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QUESTIONNAIRE ON BASIC EDUCATION PROJECT: CAPACITY BUILDING FOR LOCAL NGOs

1.0 OBJECTIVE OF SURVEY

- To establish an inventory of local NGOs active in basic education
- To assess their capacities and identify their training needs for capacity building in basic education

1.1 INSTRUCTIONS

Please fill this questionnaire and return it to TACOSODE as soon as possible

2.0 INFORMATION ABOUT THE ORGANISATION

- 2.1 Name in full
- 2.2 Acronym (if any)
- 2.3 Postal address
- 2.4 Physical location
- 2.5 Tel.....Fax.....
- 2.6 E-mail
- 2.7 Year established
- 2.8 Registration status (NO)
- 2.9 Contact person/head of organisation
- 2.10 Designation

3.0 OBJECTIVE IF THE ORGANISATION

- 3.1
- 3.2
- 3.3
- 3.4
- 3.5

4.0 Identify at most 4 personnel from your organisation who can be selected for capacity building training programme. (use separate paper if necessary giving reasons for their selection)

Name of Personnel and Current position	Personnel skills	Training Received and duration	How was the knowledge/skills used
1.			
2.			
3.			
4.			
5.			

- 4.1 What had been the areas of previous training
- 4.2 What training kits did you use?
- 4.3 Who organized it?
- 4.4 How was the knowledge/skills used?
- 4.5 Identify areas of weakness in your organisation that need training

5.0 INFORMATION ON BASIC EDUCATION

- 5.1 When did you start working on Basic Education?
- 5.2 What had been the reasons for starting work on basic education?

- 5.3 What areas of basic education are you working on? (please fill the table bellow)

Basic Education	General Education Provision	Training Provision	Advocacy And Promotion	Research	Policy Analysis	Net working	Capacity building
Basic Education area focus							
1. Pre school/early Childhood education							
2. Primary Education							
3. Out of school youth education and training							
3. Adult Education							

NB: specify geographical areas of your operation:

- 5.4 What have been the achievement so far?
- 5.5 What are the skills gaps that affect your organisation and performance
 - 5.5.1 How do you improve the performance of your organisation and staff in order to fill the gaps
- 5.6 What are the weak areas in terms of skills that your organisation face in the provision of basic education?

Area	Weakness	Causes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

- 5.6.1 What are your training needs (prioritize them)
- 5.6.2 How are you insure gender balance in order to enhance the capacity of women in your organisation in terms of recruitment and training

- 5.7 Who are your collaborators in the education programme

Collaborator	Areas of Collaboration
1.	
2.	
3.	
4.	

- 6.0 Any other information concerning the subject and organisation