

**PLANNING FOR EDUCATION DEVELOPMENT PROJECTS:
EXPERIENCES FROM THE APPLICATION OF O&OD
APPROACH IN KIROKA WARD, MOROGORO RURAL
DISTRICT**

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EXPERIENCES FROM THE APPLICATION OF O&OD
APPROACH IN KIROKA WARD, MOROGORO RURAL
DISTRICT**

By

Elias Mseti

**A Dissertation Submitted to the School of Public Administration and
Management in Partial Fulfilment of the Requirements for Award of the Degree
of Master of Public Administration (MPA) of Mzumbe University**

2017

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled "*Planning for Education Development Projects: Experiences from the Application of O&OD Approach in Kiroka Ward in Morogoro Rural District*" in partial fulfilment of the requirements for award of the degree of Master of Public Administration (MPA) of Mzumbe University.

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DEDICATION

This work is dedicated to my lovely family, Rogate Phinias (wife), Rebeca Haruni (mother) and Haruni Mseti (father).

ABBREVIATIONS AND ACRONYMS

CMT	Council Management Team
EDPs	Education Development Projects
ESDP	Education Sector Development Programme
ETP	Education Training Policy
D by D	Decentralization by Devolution
DIPLO	District Planning Officer
DHRO	District Human Resource Officer
GoT	Government of Tanzania
LG	Local Government
LGA	Local Government Authorities
NGO	Non Governmental Organization
O&OD	Opportunities and Obstacles to Development
TDV	Tanzania Development Vision
VEO	Village Executive Officer
WEO	Ward Executive Officer
PEDP	Primary Education Development Programme
SEDP	Secondary Education Development Programme
PMO-RALG	Prime Minister's Office Regional Administration and Local Government
URT	United Republic of Tanzania
UNESCO	The United Nations Educational, Scientific and Cultural Organization
WDC	Ward Development Committee

ABSTRACT

This study examined Planning for Education Development Projects by drawing experiences from the Application of O&OD Approach in Kiroka Ward in Morogoro Rural District. Specifically, the study focused on identifying and describing the nature of Education Development Projects (EDP) in the localities; to identify and describe the Education Development Planning process in the localities and whether community members are involved in EDP in the selected villages. The study further focused specifically on identifying and describing the challenges which communities in the wards encounter in the process of applying O and OD approach in EDP and identifying and describing opportunities which might be utilized by the communities to enhance the application of O and OD in EDP in the wards.

The study used a case study design, drawing a sample of 94 respondents which includes 14 key informants, 10 members of village council and 70 community members. Purposive sampling was used to select key informants while simple random sampling was used to select members of village council and snowball sampling was used to select community members. Primary data were collected through interviews, questionnaire and direct observation. Qualitative method was used to analyse the data from in-depth interviews. Questionnaire data were analysed using SPSS computer software where descriptive statistics such as frequencies and percentages were deployed.

The study found that, the nature of EDP at Kiroka primary school and Kiziwa primary school villages were generally unsatisfactory as most of them had no doors, windows, wall plaster and roof. However, the condition of infrastructure at Bondwa primary school was generally good. EDP process started at the school committees, village council and village assembly. Community members were involved at the implementation stage. Lacks of technical capacity, low knowledge, unsupportive culture, low community attendance in the meeting and geographical factor were among the challenges inhibiting the use of O&OD approach. It is recommended from this study that, community initiative approach should be adopted to increase involvement of community members.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study, a statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, limitation of the study and organization of the whole dissertation.

1.2 Background to the study

Since independence, the government of Tanzania sought to have participatory planning so as to enable grass root people to participate in the decision making process (Max, 1991). Democratic local governments were established across the country for the purpose of extending services provision to the people and give the local people autonomy to planning and implementation (PMO-RALG, 2008). However the established local government did not bear fruits since planning and decision making powers were concentrated at central level (Oyugi, 1988). Until 1972 there was no participatory planning in local government as powers were concentrated at the center and local governments were implementing plans made at central level rather than being representative body of government (Shivji & Peter, 2003)..

In 1996, the government embarked on Local Government (LG) reforms to improve participatory planning and service delivery. The guiding principle of local government reform was Decentralization by Devolution (D by D), whose main aim was to improve the performance of the public sector, increase the accountability and improve planning and implementation of the grassroots level (Shivji & Peter, 2003).

In order to reach the aims of the development plans, as shown in the Tanzanian Development Vision 2025, planning was regarded to enhance development. In this sense, bottom-up planning was one of the main aspects of the LG reforms. The reform were intended to increase popular participation in setting local plans and local preferences. The underlying assumption was that, citizens conceive their own projects and plans implemented by the local people according to their preferences. Local communities have the information on the local needs. If these communities make plans to improve the local situation, and if these plans gain support, the chances that

these plans are implemented and really cause some kind of development are considered higher (Chaligha, 2008).

In an effort to make community participatory planning a reality, the government through President's Office Regional Administration and local government (PO-RALG) introduced Opportunities and Obstacles to development in (O & OD) (PO-RALG, 2005). O & OD approach was developed in 2002 with the aim of creating a sense of ownership in the community plans.

The O&OD approach was thus designed to promote community initiatives as well as to accelerate achievement of national goals in the Tanzanian Development Vision 2025. In the O&OD planning process, the sub-goals in the Vision 2025 became a direct basis of setting specific objectives, under which planning items are identified such as opportunities, obstacles, interventions, costs and so on. Besides, the O&OD was intended to promote the effective and efficient allocation of Local Government Capital Development Grants (LGCDG) as clearly elaborated in the Planning Guidelines for villages and Mtaa that the O&OD is an essential approach to identify community preferences for which the LGCDG is disbursed (The United Republic of Tanzania (URT) 2006; PO-RALG, 2004).

All along the history, the government has been making efforts to improve participatory planning in local government. O & OD was one of the approach to improve participatory planning. Despite all the good intention of the government in improving peoples' participation, O&OD is yet or failing to bring about the intended real popular participation and the sought empowerment of the local people (Mollel, 2010).

Despite the failure of LG bringing popular participation and seek empowerment of the people, the reasons for failure of LG in bringing popular participation and sought empowerment have not been pointed out. The study sought to find out reason for the failure of LG in bringing popular participation and examined the empowerment using experiences from education sector in Kiroka village.

1.2 Statement of the problem

Education Development Projects were introduced in 1990s as one of the impact of the reforms in education sector. In 1995, Tanzania introduced the Education and Training Policy (ETP) and in 2014 the government introduced new Education Policy. These policies are the basis for all education development programmes in the country. The government initiated different programmes in education sector in order to improve the quality of education; these programmes include Education Sector Development Programme (ESDP) initiated in 1997. Under ESDP, the government introduced Primary Education Development Programme (PEDP) in 2002 and Secondary Education Development Programme (SEDP) in 2004. All these projects aimed at improving the quality and quantity of education hence education development.

Promoting education standard in the country is a priority task for the Tanzanian government. This idea of promoting education is prevailing in the national vision from the onset of independence. It is one of the fundamental points considered by the governments as a crucial factor for human development. The efforts of enhancing education are embedded in Tanzania Vision 2025 which is also translated in National Strategy for Growth and Poverty Reduction (NSGRP).

With respect to promoting the education sector in 2001 the Government adopted the process known as 'Opportunities and Obstacles to Development as preferred approach to participatory planning, thus making the process start at the lowest levels of governance and community (Jason & Beatrice, 2013). Despite this good intention, the O&OD has failed to bring popular participation in education development projects..

The study by REPOA (2010) found little evidence that O&OD had increased local autonomy in prioritizing, planning and budgeting of development activities. It is further stated that, O&OD has failed to bring peoples participation in development projects. Gapchojiga (2011) and JICA (2008) found that, the current practices for O&OD have not improved people's participation. Additionally, Mollel (2010) also stated that, O&OD has failed in bringing popular participation and sought empowerment. However, the reason for its failure has not been well elaborated, this study assessed reason for the failure of O&OD in bringing popular participation in EDP Kiroka ward.

1.3 Objectives of the study

1.3.1 General objective

The general objective was to assess planning for Education Development Projects in line with application of O&OD Approach in Kiroka Ward in Morogoro Rural District.

1.3.2 Specific objectives

- i. To identify and describe the nature of EDP in the localities and whether such projects fit the framework of O & OD approach.
- ii. To identify and describe the Education Development Planning process in the localities and whether community members are involved in EDP.
- iii. To identify and describe the challenges which communities in the wards encounter in the process of applying O & OD approach in EDP.
- iv. To identify and describe any opportunities which may be utilized by the communities to enhance the application of O & OD in EDP in the wards.

1.4 Research questions

1.4.1 General research question

What are the reasons for poor Planning for Education Development Projects using O&OD Approach in Kiroka Ward in Morogoro Rural District?

1.4.2 Specific research questions

- i. What is the nature of EDP in the localities, do projects fit the framework of O & OD approach?
- ii. What are procedure followed when preparing the EDP, are the community members involved in EDP in the ward?
- iii. What are the challenges which communities in the wards encounter in the process of applying O & OD approach in EDP?
- iv. What are the opportunities which may be utilized by the communities to enhance the application of O & OD in EDP in the wards

1.5 Scope of the study

The study focuses on planning for education development projects and the interest was to see the extent to which the O and OD planning and budgeting model for local

development can be utilized in such projects. The essence is to uncover the challenges and see the opportunities that may be tapped in that regard.

1.6 Significance of the study

Findings from this study are expected to provide understanding in the theoretical nature of EDP and whether the projects fit the framework of O&OD in Kiroka ward. Understanding the nature would help Morogoro rural district council, community and ward improve EDP by involving the community members in the locality.

The findings provides the theoretical understanding of community roles under the framework of O&OD, by understanding the roles it would help community leaders and Morogoro rural district involve the community members in these projects, it will also help community members participate fully by doing their roles.

Further the findings provides the challenges which communities in the wards encounter in the process of applying O and OD approach in EDP, by understanding the challenges the community, planners and facilities would be able to remove barriers impending planning process and turn the challenges into opportunities hence full community participation.

The study further provides various opportunities which may be utilized by the communities to enhance the application of O & OD in EDP in the wards; the opportunities will be used by community members to enhance participatory planning through O&OD. Additionally the opportunities will be used to enhance EDP in the localities.

1.7 Limitation of the study

This study has been successful; however the researcher encountered a number of limitations in a course of the research.

This study was limited in the choice of one unit of analysis; since only education development projects were selected while the localities had a number of projects including water, health and transport projects which also fitted to be studied. This study is also limited in one ward Kiroka ward in Morogoro Rural District hence the

finding of this study can be theoretically be used to justify the nature, roles, challenge and opportunities for EDP. However, the findings cannot be used to make generalization of other areas.

The researcher was troubled to collect data through interviews as some of respondents delayed to be interviewed due to their time and fear. This situation faced the researcher simply because some of the respondents were ignorant of the exercise. Although the researcher educated the respondents on the exercise in order to get the targeted number of respondents to overcome this limitation. Also follow up was addressed. Lastly, the researcher explained the purpose and importance of the study to the respondents.

1.9 Organisation of the Dissertation

The dissertation is organized into six chapters; whereby chapter one has presents introduction, background of the problem, statement of the problem, objectives of the study, significance of the study, limitation/scope, conceptual frame work, and organization of the study. Chapter two holds three parts which are theoretical literature review, review of early study and synthesis of the study. Chapter three involves methodology which explains the design of the study and techniques applied in selecting area of the study sample, and sample size, data collecting and data analysis, and final part involve references and appendices. Chapter four provides the presentation of the findings; chapter five is the discussion of the findings and chapter six has presented the summary conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical literature review, empirical literature review, research synthesis or research gap and conceptual framework. The aim of this chapter is to increase the researcher understanding on what others have done and the gap.

2.2 Theoretical literature review

This part reviews different concepts, and theories of participation, development projects, O&OD and education sector as put forward by different authors as theoretical model related to the study. This part also reviews literature in the relation to the selected study themes that is the application of O&OD in education development projects. Literature review is essential in view of the following: To familiarize the researcher and readers on the themes or subject on O&OD procedures, to understand theoretical perspectives and debate existing research in the selected theme of study, and it inform the study focus and methodology of the study including the study design and approaches to data analysis.

2.2.1 Conceptualization of key terms

(a) Planning

The term planning has been defined differently depending in the context which it is used. Planning is defined as the process by which the organisation decides where it wants to be in the future (Certo, 2000). Planning here acts as a compass direction which informs the organisation where to pass in order to attain goals and have a better future. Planning is also the process by which an organisation, group of people or individual decides on some features course of actions (Omran, 2000). It is an effort whereby the management centralizes resource allocation sufficiently, social costs and benefits should be taken into account. The emphasis in this definition is put in allocation and distribution of resources to the different groups in society (Sirkin, 1968).

Planning is also defined as deciding in advance what is to be done. When a manager plans, he projects a course of action for further attempting to achieve a consistent co-ordinate structure of operations aimed at the desired results (Haimann, 1999).

However in the words of Koontz and O' Donnell (1968) planning is an intellectual process, conscious purpose of course of action, the base of judgment on objectives, facts and considered estimates.

For the purpose of this study planning is seen as the process where a group of people sets objectives, identify available resources to achieve the objective over a specific period of time.

(b) Participation

Community participation is term used to empower citizens (Arnstein, 1969). According to Arnstein participation is to empower local citizens participate in economic and political process affecting their lives (Ibid). It is the process where powerless local citizens are involved in setting objectives and policies, operation of programme, information sharing and tax allocation. Citizens participation is also defined as the process by which the community have power to influence public decisions, it is a democratic decision making process (Cogan & Sharpe, 1986). Mize further reveals that citizen's participation has a relationship to public decision making. He states that in participation citizens should have power to influence decisions (Mize, 1972).

Participation is also defined as the process whereby disadvantaged people influences policy formulation, implementation and evaluation (Imparator & Ruster, 2003). In this definition it is argued that people should be involved in all stages from planning stage to evaluation stage. Being involved the projects will be owned by the people themselves.

All these definition emphasize on involving people in development projects. Some of the definition emphasize that citizens should be involved from planning to implementation of different projects and other definitions emphasize involving citizens in decision making process. For public participation to be true participation involving the community in decision making process from planning, implementation and evaluation process is critical.

(c) Opportunities & Obstacles to Development

The O&OD methodology is a comprehensive participatory planning process, which was developed in Tanzania by overcoming many of the shortcomings of other planning methodologies (PO-RALG, 2007). The approach requires community members to be involved in setting priorities, planning and implementation of the planned activities.

2.2.2 Theoretical Framework

Theories of community participation have received considerable academic attention particularly since the early 1990s but have been a source of debate since 1960s. This study has used the theory of a ladder of citizens participation by Arnstein in an attempt to explain the dynamics of community participation of Morogoro rural district.

Citizen's participation according to Arnstein can be analysed in a typology of eight levels, the eight levels are analysed in a ladder pattern, and each ladder corresponds to the extent of citizen's power. The bottom rungs of the ladder are *Manipulation* and *therapy* these rungs describe the level of non participation. At these levels citizens do not participate in different activities, all the decisions are made by power holders (Arnstein, 1969).

The third and fourth rungs are *Informing* and *consultation*. In these levels the views from the citizens are heard by power holders but citizens lack power that their views will be heeded by the powerful, at this level there is no follow through since participation is restricted. In the fifth level *Placation* the power holders retain the right to decide but they receive the views from citizens and advise them. In the sixth rung namely *Partnership*, the citizens enter into partnership with power holders. The partnerships help them to negotiate and engage in trade-off. In the top most rung seven *delegated* and rung eight *citizens control*. The citizens have power to decide on their own, they obtain the majority of decision making seats and hold power of making decisions (Ibid).

The ladder of citizen's participation was useful in this current study as it helped the researcher to assess how the citizens are involved in making decision pertaining to

EDP in Kiroka ward. It was also useful as it helped the researcher to assess how village leaders involve community members in making decisions (Ibid).

2.2.3 Planning in local government Tanzania

First years of independence 1961-1967

After independence in 1961 the government inherited the British system of government (Mollel, 2010). During this era planning process was guided by the independence aims, the goal was to fight poverty, illiterate and diseases (Mwingira & Pretty, 1967).

In 1962 the British system of local government was abolished across the country (PMO-RALG, 2008). Following the abolition of British system of Local Government democratic local government were introduced across the country (Max, 1992). During this period local government planning and participation was done by elected and appointed representatives (Oyugi, 1988), the appointing authority was the minister responsible for local government, the minister was empowered to appoint not more than five members (Max, 1991). The main aim of establishing local government across the country was improving service delivery to the country (Mollel, 2010). It also aimed that the established local government will take decision making powers closer to the people (ibid).

This would improve people's participation and citizens at local level were to be involved in planning and implementation of different activities. Despite the good intention of the government people's participation was done through appointed and elected officials.

The period between 1962-1967

This period was guided by independence aims and Arusha declaration PMO-RALG (2007). During this period the government was fighting against poverty, diseases and ignorance, the aim was to attain better leaving condition across the country. Arusha declaration expressed the philosophy of socialism and self reliance (Ibid). In implementing Arusha declaration the powers were devolved to the people and the people were encouraged to involve in different projects so as to contribute to national developments. Despite all these effort local government fell drastically, the main

argument for the failure is said to be mismanagement of fund, lack of competent and qualified personnel to run the councils and decline of revenues. As the result local government were abolished in 1972 (Massoi, 2009).

The period between 1972-1982 (de-concentration period)

In 1972 local government authorities were abolished across the country and de-concentration system was introduced. The de-concentration system aimed at giving more powers to local government in participation in decision making process in matters affecting their lives (Mollel, 2010). During this period planning was done through Regional Development Directors (RDDs) and District Development Directors (DDDs) (PMO-RALG, 2007). Local government was implementation agency of the central government, since all plans were made by central level. Therefore people's participation during this era was denied since all decision making powers were concentrated to the central government (Mushi 1978; Shivji & Peter 2003). Eriksen et al. (1999) stated that what was called decentralization was a reform aimed at concentrating powers at the center. Therefore popular participation was undermined and bureaucratic system was created in the country.

The de-concentration system hindered peoples participation in planning and implementation, local people were implementing plans of the central government, this period was characterized by lack of democratic representation, empowerment and accountability, hence peoples standard of living fall, social service collapsed and peoples participation was denied.

Re-establishment of local government 1982-1996

Following poor social service provision and fall of living standard of people in the country, the government re-established local government in 1982. It was hoped that the established local government would promote democratic participation in decision making; this was to be influenced by elected official in the local level (Eriksen et al, 1999). The established local government was also aimed to improve service delivery to the local people. The established local government could not meet the intended goals which were service delivery and peoples participation, the local agency failed to organize participation and responsiveness to local need (Mollel, 2010). As the result planning and participation was done by few elected representatives, who planned for

the entire local government, additionally local participation was also done by few representatives, this led to poor social service provision as the needs and preferences of the communities were not met.

Local government reform programme (LGRP) 1996

The government established local government reform programme due to the failure of the local government to produce expected result. The reform was introduced in 1996 so as to improve performances and introduce new local government system which would respond to the existing social and economic challenges (Mollel, 2010). LGRP was approved in 1998; the reform was intended to be effective instrument of social and economic development at local level (PMO-RALG, 2007). The reforms was categorized into systemic and non systemic reforms, the systemic reforms comprised of fiscal decentralization, Humana Resource (HR) autonomy and legal harmonization and non systemic reforms comprised of governance, restructuring , capacity building and programme coordination (PMO-RALM, 2007). LGRP focused on four main areas democratic participation, fiscal dimension, administrative dimension and central local relations.

LRGP was guided by the policy of Decentralization by Devolution (D by D). The main aim was to improve the performance of the public sector, to increase the accountability and improve planning and implementation of the grassroots level (Shivji & Peter 2003). Additionally LGRP aimed at strengthening local democracy, enhancing public participation and brings powers to the local people.

In order to reach the aims of the development plans, as shown in the Tanzanian Development Vision 2025, planning was regarded to enhance development. In this sense, bottom-up planning was one of the main aspects of the LG reform. The reform intended to increase popular participation in setting local plans and local preferences. The underlying assumption was that citizens conceive their own projects and plans implemented by the local people according to their preferences. Local communities have the information on the local needs. If these communities make plans to improve the local situation, and if these plans gain support, the chances that these plans are implemented, and really cause some kind of development, are considered higher (Chaligha, 2008).

In an effort to make community participatory planning a reality the government through Presidents Office Regional Administration and local government (PO-RALG) introduced Opportunities and Obstacles to development in (O & OD) (PO-RALG, 2005), O & OD approach was developed in 2002 and it aimed at creating a sense of ownership in the community plan.

The O&OD approach was thus designed to promote community initiatives as well as to accelerate achievement of national goals in the Tanzanian Development Vision 2025. In the O&OD planning process, the sub-goals in the Vision 2025 become a direct basis of setting specific objectives, under which planning items are identified such as opportunities, obstacles, interventions, costs and so on. Besides, the O&OD was intended to promote the effective and efficient allocation of Local Government Capital Development Grants (LGCDG) as clearly elaborated in the Planning Guidelines for villages and Mtaa that the O&OD is an essential approach to identify community preferences for which the LGCDG is disbursed (The United Republic of Tanzania (URT) 2006; PO-RALG 2004).

2.2.4 Importance of participation

People's participation helps to improve community development (Abbot, 1996). When the community is directly involved they become owners of the projects, this increases easy projects supervision and community efforts are combine in implementing the projects. Community participation helps to improve efficiency in the provision of basic needs, that basic needs such as water, education and health can be provided efficiently only through citizens participation (Moser, 1989).

Citizen's participation helps to minimize the barriers to effective policy, also it helps citizens understand difficult situation and find solutions to them. Pateman (1970), Sabatier (1988) and Bruce (1995) stated the educational benefits of citizens participation they observed that citizens participation in policy making will yield better policy decision which could be easily implemented as the community needs and preferences would be included in the policies.

2.2.5 Planning and participation in education sector

The concept of community participation in planning is vital in every sector including education sector. In the first years of independence the government was fighting three enemies' poverty, diseases and ignorance. In fighting against the mentioned enemies the government emphasized on primary education to all the citizens.

The plans for education development started since 1961. In 1962 the government introduced education ordinances by the ministry of education (Weaver, 2011). The education ordinances led to the introduction of three year plan was introduced, it started from 1961-1964, and the plan was formulated and implemented aiming at improving the quality of education (Mwingira & Pratt, 1967). The education ordinances and three year plan influenced primary schools to extend to eight years and it also emphasized on the availability of secondary schools (Dolan, 1970). During this period planning for education development was done by the central government, and the citizens were encouraged to join the schools. Parents were required to pay schools fees for their children (Njunwa, 2007). This resulted to the enrolment of few pupils in primary schools. During this era majority of Tanzania were ignorant (Mushi, 1995).

In 1967 Education for Self Reliance (ESR) was introduced, this was done during Arusha declaration, the main aim was to create an equality society, ERS was aimed to be a key instrument in building new Tanzania as schools were given the mission to prepare students to become exemplary and self reliant citizens (Weaver, 2011). During this period all education plans and curriculum were guided by the aims of Arusha declaration. ESR resulted in a disastrous reduction in the quality of education and the cognitive capabilities of school-leavers among Tanzanian students (Cooksey, 1986).

In 1972 the government introduced the education act of 1972. The act opened the way to the community participation in education development in the country. The main objective of the act was to address weakness of colonial education system such as abolish racial discrimination in provision of education, streamline the curriculum in order to make it local responsive, and make local authorities and communities responsible for infrastructure development of primary schools (Mushi, 1995). In

1980s the government encountered serious economic problem, as a result cost sharing was introduced in the provision of services including education services. This opened a new era of participation in education development.

The local communities were left to run the primary school education; this was to be done under the supervision of the local government authorities. People in the local level were required to build schools, repair classes, toilets and teachers houses. This was a good way of involving local communities in planning and implementation process in education sector.

To ensure majority of Tanzanian get access to education, Education Training Policy (ETP) was introduced in 1995, the policy aimed at regulating provision of education across the country (Mushi, 1995). The policy emphasised on establishment of schools and expansion of education and training opportunities and access to equity (URT, 2000). Following ETP various reforms have been introduced by the government in order to address existing problems in education sector. In 200-2006 the government introduced Primary Education Development Programme (PEDP) aiming at increasing pupil's enrolment, classroom construction, teacher's engagement and deployment, teachers training, supply of teaching materials (URT, 2003).

All along the history education development is done by central government, local government and communities themselves. The LGAs is responsible for running and finance primary school education through local tax revenues and central government subsidies. The Community participate in construction of primary schools ensure that each village has its own primary school and increase the number of children enrolled in starting standard one (Mbilinyi,2003)..

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

2.2.6 Planning and participation

Participation in planning is an integral part of democratic process (Day, 1997). Democracy is based on the idea that all people should be given an opportunity to participate in decision making process and matters affecting their lives, planning and participation increases democratic participation in the community and country at large. When the community is involved in planning process, democracy is strengthened (Fag, 2010). Additionally when the community is not involved in decision making process the democracy is said to be betrayal (Day, 1997).

Therefore planning and participation helps to improve democracy, since democracy is realized when the community is involved in the public decisions. Democracy without citizen's participation is said to be a meaningless democracy (Wakeford, 2001).

Community participation in planning helps the planners understand the social situation of a community (Myers, 2010). Planners are required to have knowledge on the local phenomenon when the plan for a particular community, knowledge of understanding the social phenomenon can well be done through community participation. Understanding social situations helps planners prepare effective implementable plans reflecting the community needs and preferences.

Community participation helps community members become solicitous planning, this is done during participation process where creative ideas comes from community members which helps in planning process hence community development, the community possess creative ideas on the local situations and on the good ways of implementing the plans (Creighton, 2005). Therefore involving the community in planning and implementation process would help to create effective and implementable plans, this will help community development.

Public participation is important to planning in order to prioritize community needs and make value preference. Creighton (2005) argued that planners should consider community priorities when making decision, these priorities must come from the community and should be the priorities for which the community believes that they would affect their lives. For this argument participation in planning helps the community to prioritize their needs, this helps the experts and planners to prepare plans that matches the community needs and preferences. Levy (2011) further

postulated that including the public in planning avoids superiority and facilitates a more correct view of the community values.

2.2.7 O&OD planning at grassroots level

The planning process using O&OD approach involves eleven steps which allow community members to priorities their preferences in logical framework, the steps are laid down in the community participatory planning process methodology rural process of 2007, the manual was promulgated by the PMO-RALG in 2007.

The activities in the manual start by writing an official letters to the village leadership informing them the intention of conducting O& OD in the village, the letter should include the following things, stating the date of pre-visit, informing the village leadership to collect primary data for community planning and informing the village leadership to call the special meeting during the pre-visit day, the meeting should include key people to be invited, village leaders and other stakeholders (PMO-RALG, 2007).

After sending the official letter the facilitators will conduct a pre-visit. Pre-visit activity is the activity that allows facilitators to meet with village leadership, key people who have been invited, extension workers and other stakeholders to discuss O& OD planning process. During this process the facilitators are suppose to explain to the village leadership and community members the Tanzania Development Vision 2015 which will form policy guide for the preparation of development plan.

After the explanation the community members should choose from main objective I and II of the TDV 2025, the objective that they consider to be priority for the development of their community plan (PMO-RALG, 2007). The facilitators during the pre-visit should also conduct the dialogue with village leaders, influential people, extension workers and other stakeholders. The dialogue should identify most effective way for community sensitization, identify participants for community planning process, prepare timetable for exercise and logistics, select the priority objectives from TDV 2015 to be used for community development plans, data collection, explain formation and use of focus group, village members should also sensitize to the village to attend the meeting so as to plan for their development using O&OD and the village

leaders should also be informed to prepare the heads of household for every hamlet (URT, 2007).

After the re-visit, facilitators together with community leadership choose the good way for community sensitization. The main aim to sensitize the community is to encourage them to attend the extraordinary village assembly for launching O&OD process. In the second day the community members that were sensitized in the dialogue with facilitators continue with sensitizing the village members on the importance of conducting participatory planning. The third step is to call the extraordinary village assembly for launching O&OD participatory planning in the village. Facilitators will collect and check the forms of heads of household if filled in properly, the village assembly meeting should confirm on the objectives of high priority for the village, the meeting should select 6 – 10 village resource persons who are familiar with the village and its Community. This team together with the Village Council will work in collaboration with facilitators in the process of preparing the Village plan, the meeting should form focus groups on the basis of hamlet, gender and age group, representation, the meeting should set criteria for household wealth ranking, Village sketch map should be drawn, household wealth ranking should be carried out, Village Executive Officer (VEO) continue to collect secondary data.

The fourth step involves data collection, community leaders and selected participants are informed about this activity, the data are collected after data collection the fifth step to the seventh day the activity of these days will be discussion on TDV 2025 objectives and preparing the draft for community plans, focus group discussion is used in this activity. The discussion focuses on the selected objectives which were approved by general village assembly.

The eighth step involves preparation of draft for community development, the draft is to be prepared by the village officer, facilitators and other selected members from the village, the draft shows the objectives for the village (what the village intends to achieve), resources to be used to achieve the objectives, the obstacles, the causes for the obstacles, measures to address the obstacles, steps of implementation of objectives, indicators for implementation, the costs to be covered by the community and the costs that cannot be covered by the community. The ninth step is calling

extraordinary village council meeting which sit to set priorities and prepare a three-year draft for community. The village assembly should receive and discuss objectives, opportunities, obstacles, causes and interventions as they came from the focus groups so as to prepare the Community Plan.

The ten step involves the extra ordinary village council meetings for making the three year plan. After that the plan is taken to the Ward Development Committee (WDC) for technical advice. The eleven step involve convening extraordinary village assembly to discuss and approve the community plans. After the plan approval the plan should be written in Manila paper and be posted on the notice board.

2.2.8 Factors for community participation in planning

Community participation in planning scarcely takes place in a void. There are different factors which encourage and motivate community to take part in community planning (waweru, 2001). Gupter (2004) further stated that Social-economic factors play significant role in shaping both participation and participatory outcomes. Social exclusionary practices like gender inequality, religious factors etc. may undermine participation of certain groups particularly the women in decision-making (p. 366). The factors are such as age, population, culture, group level, financial status, education level, political difference, religious factors,

(a) Financial status

Goodman et al. (1998) stated that a community's financial status can establish if the community will participate in planning or not. Maraga et al. (2010) argued that there is a relationship between community participation in planning and community financial status. Further, Bowen (2007) indicates that material incentives prompt communities to participate in the community projects and programmes planning. Further, group or financial situation can promote participation in planning (Chitere and Mutiso, 1991; Okinda, 2009). There are also other forms of non-financial benefits account for community participation in planning (Samah & Aref, 2009).

(b) Culture

Botes and Rensburg (2000) argued that one of the vital factor influencing community participation is community culture. Community may participate based on existence of

traditional forms of community cooperation, makes individuals to collectively give priority to the objectives of the group and culture they belong to which often results in actions of individuals leading to service to the community or society (Bamberger, 1988; Ardichvili, Maurer, Li, Wentling, & Stuedemann, 2006).

(c) Education level

Chowdhury (2004) conducted the study on community participation; the study was conducted in Zathila and Betaga villages in Gazipur, Bangladesh, it was found that peoples level of education influenced community participation in different village projects and programmes. Another study which was conducted in India by Jakariya (2000) observed that community participation is highly influenced by education levels of individuals residing in a particular community.

(d) Age

Different studies show the relationship between community participatory planning and age of community members. Maskey et al. (2003) conducted the study in Nepal about community participation in planning and different projects in relation to age of community members. Maskey observed that older people in the community participated more in different projects compared to younger people, this was because older people were retired hence they had ample time to participate in planning meetings. Another study conducted in Nigeria observed that farmers within 35-54 years of age participated more in Taungya forests system than other community members (Victor and Bakare, 2004).

(e) Political differences

Political backgrounds of stakeholders have been influential factor in shaping the participation outcomes (Kwena, 2013). Powerful community members, who are politically, dominant, for their own interests may thwart the participation of their counterparts. Samad (2002) Interests of the political elites and administrators, who run the regime, penetrate the arena and shape the outcomes. From time immemorial a politico-cultural factor, that is patron-client relationship has engrained in the local community.

2.3 Empirical literature review

Massoi and Norman (2009) conducted a study on Decentralization-by-Devolution (D-by-D) in planning process in Tanzania a focus being on Kizota ward in Dodoma. The paper provides findings on how grassroots level is involved in preparing the three years strategic plan and its implications towards solving socioeconomic problems at grassroots level. The findings revealed that although the government has done a commendable work in implementing D-by-D, its contribution in planning process at grassroots level is still minimal and ineffective. The mitaa residents were not involved in the planning process; rather they were involved in the implementation of the centrally made plans that did not include their priorities.

Abbas (2009) conducted the study on assessing the effectiveness of O&OD to development; the study was conducted in Temeke. The study found that the community is neither involved in formulation nor implementation of O&OD. Also the study revealed that some effective ways were not used to inform the community about O&OD activities. The study further found that O&OD approach was ineffective in Temeke Municipal, the study recommended for community empowerment, provision of training and strengthening Ward's roles.

Mefunya (2011) conducted the study on the factors impeding the desired achievements of O&OD in planning. The study was conducted in Rulenge and Murusagamba. The researcher found that O&OD method is confronted by structural issues including lack of technical and physical capacity which constrains many people from substantial information on the importance of participatory planning, their actual role, and how/why they should get involved in the decision-making in their localities. The lack of technical capacity among the Ward Facilitators inhibits them from making plans that meets the prescribed standards, due to inadequate skills or 'know how' in collecting data, and in compiling whatever data is available for the purposes of planning. Management issues affect the service delivery of facilitators, inhibiting them from catalyzing the public to appreciate and present inputs in the discussion in participatory planning.

Fjeldstad, Katera and Ngalewa (2010) conducted the research in four councils in Tanzania in implementing O&OD a bottom-up participatory approach used in

planning, the study found that O&OD had little increased local autonomy in prioritization participatory planning and budgeting of community plans. The study further found limited interactions and consultations between council management teams, village and ward councils and the local communities in respective areas, local priorities and plans were set by central government and people's participation and involvement in planning activities were impossible. Local government autonomy in participatory planning need to be improved otherwise the credibility of community participation in development planning may be undermined.

Another study conducted in 2008 revealed that community participation through O&OD is very minimal in both planning and implementation of development plans. The study conducted in 2008 regarding community involvement in preparing mitaa plans. 80% of mitaa executive officers argued that there was no involvement of community members in planning process. Generally, findings correspond with the study conducted by Chaligha and colleagues (REPOA, 2005). They revealed that the depth of implementation of bottom-up planning through O&OD in the studied council was undertaken by few experts who did not reach people (Ibid). They considered it to be top-down rather than bottom-up. Findings confirm that community involvement in preparing the mitaa plans was still minimal.

In the study by Mnaranara (2013) on the importance of community participation in ongoing construction of primary schools in Mlali and Mzumbe ward Morogoro region. It was found that low awareness among community members was one of the factors for low participation; the study stated that community mobilization is crucial in order to create awareness among community members.

In the study by Mabula (2007) on participatory approach and development planning process in Maswa district Shinyanga Tanzania. The study found that community members were not involved in planning stages, they were involved implementation stages.

Rutasigwa (2013) conducted the study on the effects of community participation on the access to quality secondary schools and post ordinary level education in Tanzania. The study found that in most of the wards community involvement in the construction

of schools infrastructure was not promising. However involvement was done at the approval stage only.

In the study by Chirenge (2013) on local community participation in decision making process through planning and budgeting in African countries. The findings revealed that community members were more involved in the implementation of natural resource programme but lacked ownerships.

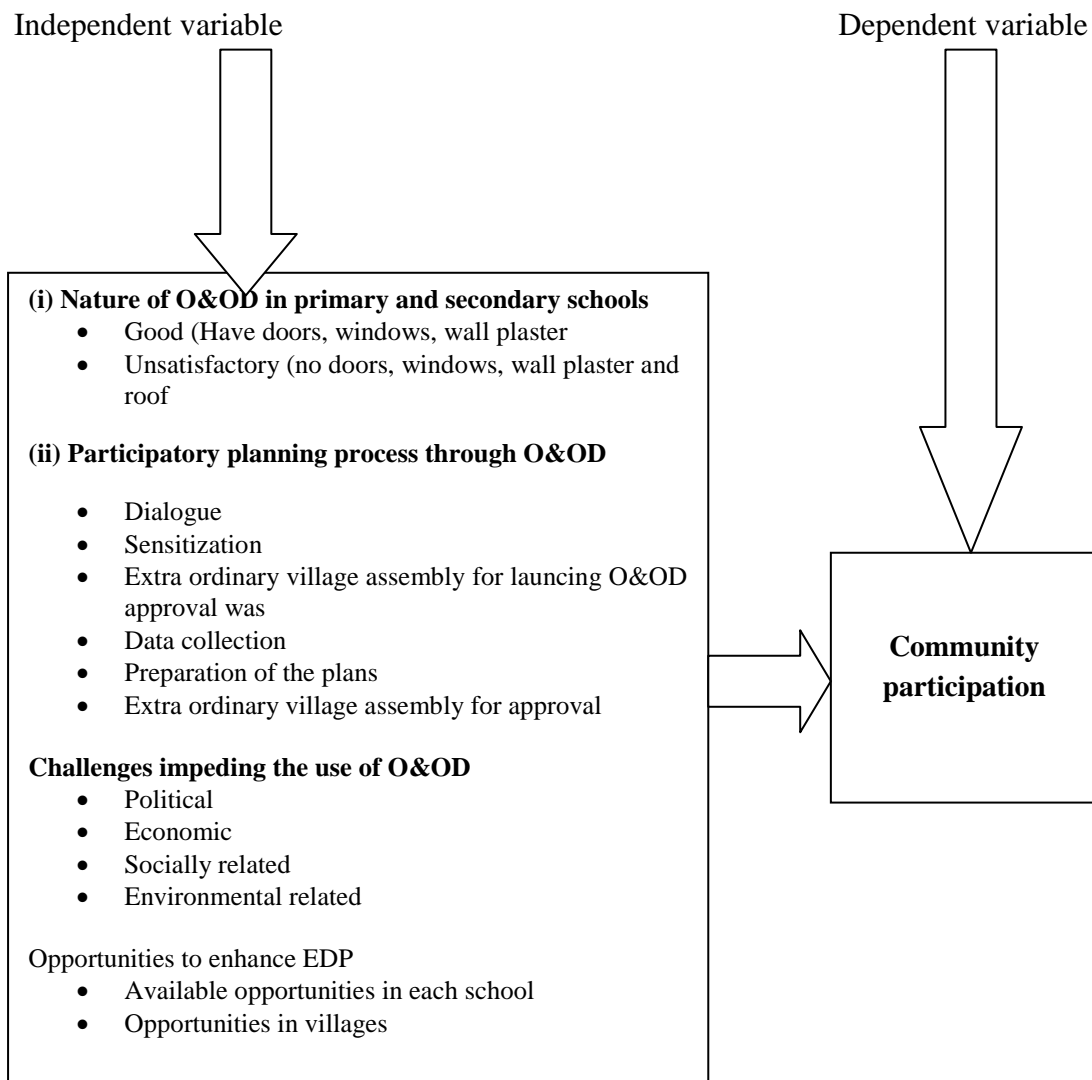
In the study by Kambuga (2013) on the role of community participation in the ongoing construction of ward based secondary schools in Tanzania. The study found that villagers are generally not actively involved in decision making, planning, monitoring and evaluation process. In all the studies conducted participation seems to be minimal.

2.4 Research synthesis/gap

In both studies the researchers aimed at exploring the factors impeding participatory planning. In the research by Gapchojiga, Fabian Mefunya (2011), the research studied the achievements of O&OD planning method and explains the lack of public enthusiasm and the hindrance to public participation in Village Development projects of O&OD method. This research did not studied the O&OD process if it is appropriate in planning activities rather it studied the public participation hindrances and achievements of O&OD planning methodology. And in the research by Massoi and Norman (2009) they conducted a study on Decentralization-by-Devolution (D-by-D) in planning process. In Tanzania since the introduction of O&OD as planning tool there are few studies conducted and most of the studies agree that community involvement in planning is minimal but none of the studies has audited O&OD process to see if it allows peoples participation in education planning. Therefore the researcher studied Planning for EDP experiences from the application of O&OD approach in Kiroka ward.

2.5 Conceptual Framework

Figure 2.1: Framework for assessing citizen participation and challenges impeding the use of O&OD



Source: (researchers' construct 2017)

The independent variables in the conceptual framework include O&OD process, challenges and opportunities for O&OD. In order to achieve community participation in EDP, O&OD planning process must be adhered also the challenges must be turned into opportunities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the study area, study population, target population, study design, tools and techniques for data collection, method for data collection, unit of the study, sample size, sampling procedure, data collection and quality control, data entry and cleaning, data variable and analysis and ethical consideration.

3.2 Approach of the study

The research approach for this study was a mixed approach. The researcher used exploratory sequential mixed approach. The qualitative data were collected to explore the nature, process, roles, challenges and opportunities of community members in EDP in Kiroka and Kiziwa villages. The quantitative data were collected in order to explain the relationship between community roles and community involvement in EDP also quantitative data were collected in order to understand relationship of age, sex, education level and culture in EDP.

The questionnaire used in this study was formulated specifically to obtain data from village participants. The quantitative component was designed using questionnaire administered to the 70 respondents in two villages. The questionnaire for this study was careful designed to capture systematically the involvement of community members in EDP. The interviews were addressed to key informants.

3.3 Study design

Case study design is one of the research method used in social science disciplines, it is used in discipline such as Psychology, Sociology and political sciences (Yin, 2009). Case study design is also used for doing research in different professional fields such as social work, business and marketing, public administration, public health and education (Yin, 2006; Yin & Davis, 2006).

Considering participatory Planning for Education Development Projects and the application of O&OD in EDP case study design was used in this study, in particular explanatory case study approach. The approach fit the main objective of this study which aimed at assessing Planning for Education Development Projects: Experience

from the Application of O&OD Approach in Kiroka. The objective aimed at understanding and explaining the phenomenon being studied.

The use of case study design in this research facilitated in-depth study of participatory planning for education in selected primary and secondary schools. The in-depth study using case study involved assessing community participation, nature, challenges and opportunities of EDP in the area under study.

The researcher used case study due to focus of one contemporary phenomenon, since planning for EDP through O&OD participatory planning approach was studied. This was used due to the idea of Yin, according to Yin it was stated that case study is an appropriate strategy when the focus is on the contemporary phenomenon within its real life context, and when the boundaries between the phenomenon and the context are not clearly evident (Yin, 2003).

Case study also allowed the researcher to retain the holistic and meaningful characteristics of real life events. The study provided easy access of data collection at a single point in time, it is easier, reliable and worthwhile economically where resource constraints such as time, labour and funds dictated the operation and outcomes.

The advantages which researcher has obtained in using case study include the use of various methods for collecting primary data including interviews, questionnaire, direct observation and documentary reviews, therefore the study allowed the researcher to triangulate data and findings. Case study further helped the researcher to retain the holistic and meaningful characteristics of real life events. The study further provided easy access of data collection at a single point in time, it was easier, reliable and worthwhile economically where resource constraints such as time, labour and funds dictated the operation and outcomes.

3.4 Area of the study

The current study was conducted in Morogoro rural district in Kiroka ward at Kiziwa and Kiroka villages. Morogoro rural district is one of the six district of Morogoro region. The area is bordered to the by North Tanga region and East Pwani region, to

the South by Kilombero District, to the Southwest by Kilosa District and to the West by Mvomero district and Morogoro urban district. Morogoro Rural District covers 19,056 square kilometers. In education sector the area has 240 primary schools and 11 secondary schools. Kiroka ward in one the ward in Morogoro district the ward is located near Pangawe ward.

The researcher selected Kiroka and Kiziwa villages since the pilot study shown that they are among of the villages with low community participation in Kiroka ward. Therefore it the areas could help the researcher to get relevant answers for the low community involvement in EDP with the current use of O&OD approach. Also all the villages are located along the main road moving from Morogoro municipal to Matombo. The villages also share some common features including market, which is located in Kiroka village.

3.3 Study population

Ngechu (2006) targeted population is defined as specified set of people, group of things, householders, firms, services, element or events investigated. The study populations of the study are in the three categories which are council level, ward level and village level.

The council level respondents

In the council level the researcher sampled education officers in the district (both primary and secondary education officers and District Planning Officer (DIPLO)).

In the ward level

The study population in this level composed of Ward Executive Officer (WEO), Ward Education Officer and ward councillor.

The village level

In the village level the study population was VEO, Village chairperson, Vitongoji chairperson, members of village councils, head teachers and head master from all primary and secondary schools in Kiroka and Kiziwa villages and village members.

3.5 Sampling Frame, Sampling and Sample Size

3.5.1 Sampling Frame

The sub-sampling frames which were used in this study were obtained from the council, ward and village offices. First sub-sampling frame consisted of District council officials, the second sub-sampling frame consisted of ward officials, the third sub-sampling frame consisted of village council members, the fourth sub-sampling frame consisted of villagers and the last sampling frame consisted of village leaders (VEO, Village chairperson and Vitongoji chairperson).

3.5.2 Sampling procedure

Sampling procedure is the act, process, or technique of selecting a suitable sample or a representative part of the population determining permanent or characteristics of the whole population (Kombo & Tromp, 2006). For the purpose of this study the following sampling procedures were used;

3.5.2.1 Purposive sampling

Judgmental or purposive sampling is done basing on researchers subjective that particular unit should be sampled as it ensures inclusion of the relevant and resourceful unit of inquiry in the sample (Kombo and Tromp, 2006).

The researcher used purposive sampling to select 14 key informants who belonged in all categories, Council, Ward and Village level. In the Council level 2 education officers and 1 planning officer were selected. In the ward level 1 WEO, 1 ward education officer and 1 ward councillor were selected. In the village level 2 VEOs (1 from Kiziwa and 1 from Kiroka), 3 head teachers from all primary schools in Kiroka and Kiziwa (1 from Kiroka primary, 1 from Bondwa primary school and 1 from Kiziwa primary school), 1 head master from Kiroka secondary school and 2 village chairpersons (1 from Kiroka village and 1 from Kiziwa village).

Purposive sampling method was used in this group where respondents were selected by virtual of their position and believed to be potential and resourceful, to provide relevant information for the study. Respondents were selected basing on their position.

3.5.2.2 Simple random sampling

This sampling method was used in selecting 10 members of village council (5 members from each village). The researcher used this sampling technique for this group because any respondent selected from the group could be able to provide the same information which could be provided by another respondent. Therefore selecting any respondent from this group could help the researcher have relevant information. This sampling was used so as to give equal chances of the respondents to be included in the sample.

3.5.2.3 Snowball sampling

This sampling technique was used to select 70 community members (35 from each village) who were included in the sample. This was only possible with the assistance of village chairpersons who helped the researchers to get the respondents from the two villages who were included in the sample.

3.5.2 Sample size

Based on literature which says that regardless of the population size a sample or subsample of 30 cases is the bare minimum for studies in which statistical data analysis is to be done (Bailey, 1994) a sample of 94 respondents was selected and included in the sample. These include 14 key informants, 10 village council members and 70 villagers.

Table 3.1 Sample size of the respondents

Category	Council	Ward	Villages	
			Kiroka village	Kiziwa village
Council level respondents	3			
Ward leaders		3		
Village leaders			2	2
Village council members			5	5
Head of schools			3	1
Villagers			35	35
Total	3	3	45	43

Source: field data 2017

3.6 Data collection methods

3.6.1 Quantitative data collection

Quantitative data were collected using questionnaire; the questionnaire was addressed to 70 villagers. This set of questions aimed at collecting information from villagers on the issues of community participation in development projects. Villagers were asked to rate community participation in EDP in respective villages.

3.6.2 Qualitative data collection

3.6.2.1 Interview

The researcher used face to face interview to collect information from 14 key informants who belonged in all categories, Council, Ward and Village level. In the Council level 2 education officers and 1 planning officer were selected. In the ward level 1 WEO, 1 ward education officer and 1 district councillor were selected. In the village level 2 VEOs (1 from Kiziwa and 1 from Kiroka), 3 head teachers (1 from Kiroka primary, 1 from Bondwa primary school and 1 from Kiziwa primary school), 1 head master from Kiroka secondary school and 2 village chairpersons (1 from Kiroka village and 1 from Kiziwa village).

This group gave insights into the nature, process, process, challenges and opportunities for EDP using O&OD, the key informant's interview helped the researcher to get opinion about respondents and how respondents were involved in the process.

3.6.2.2 Observation

Marshall and Rossman (1989) argued that observation is a systematic explanation of behavior, events and artifacts in the particular social setting. Erlandson, Harris, Skipper, & Allen (1993) further added that observation is a method of data collection which enables the researcher to study in detail the existing situation using five senses.

The researcher used direct observation to collect data from village assembly meetings and from schools. From village meetings the researcher was observing participation of villagers in the meetings, the general conduct of the meetings and women involvement in the meetings and from primary and secondary schools the researcher observed the natures of the buildings including nature of the classes, toilets,

laboratories, teacher's houses and toilets. The observation guide/ checklist was prepared.

3.6.3 Documentary review

In this study, the researcher used secondary data from various sources such as books, different documents from PO-RALG such as O&OD documents, directives and journals, village maps, village plans, council profile, council plan document and ward plan document from selected ward and village. A secondary source was used so as to provide more sufficient and realistic information and justification to the present study.

The researcher reviewed Kiroka ward plan for financial year 2015/2016, the aim was to assess whether there are development issues related to the education development of Kiroka primary, Bondwa primary and Kiroka secondary school. The researcher also aimed at assessing whether the education development followed O&OD planning methodology. Other reviewed plans include Kiroka village plan for 2015/2016, which was reviewed to see the conduct of education plans, Kiziwa village plan for 2015/2016 and Kiroka primary school enrolment report for 1999-2015 was also reviewed to see the enrolment report of pupils.

Morogoro rural district council profile for 2015/2016 was also reviewed in order to see the characteristics and locations of EDP in Kiroka ward and Morogoro rural districts.

3.7 Validity issues

To ensure the validity and reliability of the inquiry different research techniques, methods, and strategies has been carefully designed by the researcher which are not only appropriate for the nature of the topic but also for the qualitative and quantitative study as the approach employed, the methods ensured that research produce accurate and similar results consistently that reflect the multiple ways of establishing truth.

3.8 Data analysis methods

3.8.1 Qualitative data analysis

Qualitative data analysis; is a process through which the data collected through interviews and other related methods are subjected to assessment or evaluation. It is a

very personal process with very few rigid rules and procedures. Thus, for the purpose of effectively analyzing the qualitative data the researcher have to go through a process called Content Analysis.

Content Analysis; under content analysis the researcher analysed the contents of an interview (data collected) in order to identify the main themes that emerge from the responses given by the respondents. Content analysis involves coding and classifying data, also referred to as categorizing and indexing and the aim of content analysis is to make sense of the data collected and to highlight the important messages, features or findings. So to carefully conduct the Content analysis the researcher has to go through the following steps;

Identifying the main themes; the researcher needs to carefully go through the descriptive responses given by respondents to each question in order to understand the meaning they communicate. Assigning codes to main themes: when the researcher wants to count the number of times a theme has occurred in an interview, she needs to select a few responses to an open- ended question and identify the main themes. Classifying the responses under the main themes; for the content analysis to be effective the researcher has to go through the transcripts of all the interviews and classifies the responses under the different themes Integrating themes and responses into the text of the report; after identifying the responses that fall within different themes, the next step was to integrate into the text of the report.

3.7.2 Quantitative data analysis

Data representing characteristics of respondents and information collected through questionnaire from villagers were coded from text into numerals and entered into MS excel by double entrants and later clean to remove errors in terms of accuracy, consistence, and responses. Each possible answer was assigned number to ease the determination of correctness of data during the whole process of data entry and cleaning.

Lastly, the data for the villagers were entered into a computer and checked for errors before being analysed using the Statistical Package for the Social Sciences (SPSS)

computer programme. Descriptive statistics such as frequencies and percentages were determined and the information was presented in form of tables.

3.9 Ethical considerations

A researcher considered ethical issues when conducting the researcher. A researcher prepared the proposal and asked ethics application for approval before the research. The researcher ethically bound to respect the participant's human dignity, free and informed consent, privacy and confidentiality, justice and inclusiveness. Before the study, the participants were informed about the nature, purpose and procedures of the study. Participants were free to answer specific questions, and withdraw from this study at any time, for any reason.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter presents findings obtained from the study. The chapter contains background information of respondents, nature of EDP in the localities and whether such projects fit the framework of O & OD approach, process of EDP and whether the communities are involved in preparing EDP, challenges which communities in the wards encounter in the process of applying O & OD approach in EDP the opportunities which may be utilized by the communities to enhance the application of O & OD in EDP in the wards.

4.2 Background information of respondents

Community participation in planning scarcely takes place in a void. There are different Social-economic factors which encourage and motivate community to take part in community planning. Age, population, culture, group level, financial status, education level, political difference and religious factors are important in determining participatory planning. In this study the researcher examined age, education level and sex in order to state whether they affected participatory planning in Kiroka ward.

4.2.1 Sex distribution in EDP

In order to establish the basis of the research, the sex of the respondents were explored as it is useful in informing the research the sex highly involved in EDP compared to the other sex. Out of 94 respondents who were recruited for this study, 17 (18.1%) of them were female whereas 77 (81.9.3%) respondents were male. This implies that the larger sex of the respondent were male. This showed that in the two villages planning process is dominated by male. Table 4.1 presents the sex of respondents from council level to village level.

Table 4.1 Sex distribution of respondents (N=94)

Category	Sex	Kiroka	Kiziwa	District Education officers	Ward leaders
Villagers	Male	28 (40%)	30 (42.9%)		
	Female	7 (10%)	5 (7.1%)		
Village leaders	Male	2 (50%)	2 (50%)		
Village council members	Male	5 (50%)	4 (40%)		
	Female		1 (10%)		
Head of schools	Male	2 (50%)	1 (25%)		
	Female		1 (25%)		
Ward leaders	Male				3
District leaders	Male			1	
	Female			2	
Total	Male	35 (37.2%)	37 (39.4%)	2 (2.1%)	3(3.2%)
	Female	9 (9.6%)	7 (7.4%)	1 (1.1%)	

Source: Field data 2017

In the interview session with village chairperson, it was found that, females who are involved in education planning are not able to give out their views in planning process. In the interview with village chairperson from Kiroka village it was said that:

In the village council meetings and village assembly meetings women are more quite, the views are mostly provided by men, female always accept the ideas provided... it is better to have men in the meeting because they participate better in planning process than women. (Village chairpersons, Kiroka village: February 2017)

Further in the interview session village chairperson from Kiziwa village said that:

...when we are in mosque we are separated, as women sit in the other side and men as well, this also appears when we are in the meeting women sit at the back or sometimes in one direction, it is not good for women to be mixed with men. (Village chairpersons, Kiziwa village: February 2017)

Regarding the statement above it seems that men are considered in EDP than women this could either be due to religious factor or cultural factors.

4.2.2 Age distribution in EDP

In order to establish the basis of the research, the age of the respondents were explored. The age of respondents was sought useful in informing the researcher whether participatory planning in EDP is affected by age. Out of 88 respondents who were recruited in the two villages 45 (64.3%) villagers, 50% council members and 75% village leaders were in the age group between 44 and 53 and few 5.7% villagers

were in the age group between 24 and 33. Table 4.2 presents study respondents by their age in education development planning. It seems that aged people (44-53) participate more in EDP as compared to the youths. This implies that there is low youth involvement in EDP.

Table 4.2 Age of respondents (N=88)

Category	Villagers	Village leaders	Head of schools	Council members
24-33	4 (5.7%)			1 (10%)
34-43	11 (15.7%)	1 (15%)		3 (30%)
44-53	45 (64.3%)	3 (75%)	2 (66.7%)	5 (50%)
54-63	10 (12.3%)		1 (33.3%)	1 (10%)
Total	70 (100%)	4 (100%)	4 (100%)	10 (100%)

Source: Field data 2017

According to the interview findings, it was further found that, youth are less involved in EDP in Kiroka and Kiziwa villages. In the interview with village chairperson it was noted that: “...most of the youth, think that planning is to be done by elders, even when you involve them they just think of providing contributions therefore they do not attend the meetings”(village chairperson, Kiziwa village: February 2017) Regarding this statement it seems youths are less involved in EDP due to fear of providing contributions in EDP. It seems there is low awareness among youth in EDP.

4.2.3 Education distribution in EPD in the villagers

In order to establish the basis of the research, the education of the respondents were explored as it is useful in informing the research whether education level affects participatory planning process in EDP. In the two villages visited, the findings revealed that, 25% of village leaders, 60% of village council members and 85.7% of the villagers had attained primary education level. At least 20.2% respondents had attained secondary education. This implies that majority of people in the two villages visited has low education level. This implies that low education level impacts participatory planning in EDP in EDP process. Most of the issues in the planning process require knowledge in different matters. Low education level could be one factor impeding involvement in EDP.

Table 4.3 Education of respondents (N=88)

Category	Standard seven	Form four	Certificate
Villagers (N=70)	60 (85.7%)	10 (14.3%)	
Village leaders (N=4)	1 (25%)	1 (25%)	2 (50%)
Council members (N=10)	6 (60%)	3 (30%)	1(10%)
Total	67 (79.8)	14 (16.6%)	3 (3.6%)

Source: Field data (2017)

4.3 The Nature of EDP

4.3.1 The nature of EDP experiences in Kiroka village

The nature of EDP in Kiroka village was identified and described to establish the available projects in the village and see whether O&OD has helped to improve development of education sector in the village.

Kiroka village was established in 1967. The village has six vitongoji namely Kingobwe A, Kingobwe B, Temekelo A, Temekelo B, Temekelo C, and Banzayage. Kiroka village is located near Pangawe ward in Morogoro rural district council. The village has two primary schools namely Kiroka primary school and Bondwa primary school and one secondary school Kiroka secondary school.

Account of EDP in Kiroka Village

Different EDP was found in primary and secondary schools. Each school had its own education projects, although there are projects that are similar in all primary and secondary schools. The details of each project were as follows;

Table 4.4: EPD in Kiroka village

Education Projects in Primary and Secondary Schools in Kiroka Village		
Kiroka Primary School	Bondwa Primary School	Kiroka Secondary School
Staff toilet building Classes building	Water projects UWAWA project	Staff toilet building, Teacher houses building Student toilet building Classes building Laboratory building Hostel building

Source: Field data (2017)

4.3.1.1 The Nature of EDP in Kiroka Primary School

Kiroka primary school was established in 1967; the school is located along the main road from Pangawe to Matombo. It is 200 meters from Kiroka center. It has a population of 678 pupils (School enrolment report, of January 2017), the primary schools has standard one to standard seven.

As it is presented in Table 4.4, the school has a number of development projects including staff toilet building, class building and increasing enrolment ratio of pupils. According to the head teacher staff toilet building was started in 2016 while class building was started in 2012. In the toilet building two latrines for teachers were constructed. Both toilet and class building were established after the fall of the old buildings. The projects are funded by the community members, whereas community members are either required to bring building materials or contribute amount of money.

Staff toilet building and class buildings at Kiroka primary school were incomplete. According to head teacher, the condition of the buildings was generally bad. In fact it appeared during observation that class building project in this school has no doors, window and wall plasters (Refer figure 4.1). Toilet building had no roofs, doors, windows and wall plasters. According to the head teacher of the school in the interview:

...we have reached a certain stage in building the toilet and class, we not completed the projects, the toilets have not been roofed and the classes have no wall plaster, we always wait community contributions in order to continue with the projects (Head teacher, Kiroka primary school: March 2017)

Further the head teacher said that:

...We are not always in time since we are to wait contributions and building materials from community members, we started building the toilet since 2016 but we have not finished due to low community contribution, think we need a number of years to accomplish the project...maybe if we get a sponsor... (Head teacher, Kiroka primary school: March 2017)

Regarding the statements above it seems that most EDPs in Kiroka are incomplete as the buildings have no doors, windows, wall plasters and roof. According to the head teacher, the situation is caused by lack of fund. The buildings are funded by

community members and it seems that members of the community contribute less to these projects. Furthermore the researcher through direct observation observed that toilet building and classes building were incomplete as the buildings have no roof, doors and wall plaster. Figure 4.1 and 4.2 reveals the situation.

Figure 4.1: Toilet building at kiroka primary school



Source: Filed data (2017)

Figure 4.2: Appearances of toilet class building at Kiroka primary school



Source: Field observation (2017)

The above figures show the nature of the toilet and classes in Kiroka primary school. In the first figure shows the front view of the toilet. As it is shown the building has no

doors, window, and wall plaster and has no roofs, the size of the building is also small. The second figure shows the nature of the one of the class in Kiroka primary school. As it is seen the class has old roofs, has no door and windows.

Besides the building project in Kiroka primary, the schools has the programme of improving the school performances and increase the enrolment ratio of pupils. According to the interview with head teacher of the school, it was found that these projects were established in year 2014 following low performance of pupils and low enrolment ratio. The review of the staff reports (1999-2013) in Kiroka primary school shown that since 1999 the school performance was low, for example in 2003 in the Primary School Leaving Examination (PSLE) the school position was 64th out of 146 schools in the district, 540th out of 832 schools in the region and 11016 out of 15656 schools at national level. This shows that the schools had low performance. Additionally the school had low enrolment ratio from 1990s to 2011. For example from 1998-2012 standards one enrolment was below 50% (School report, April 2017). Therefore programme aimed at improving the enrolment ratio and raising performance standards. According to school head teacher in the interview:

...we are teaching extra hours in order improve performance of the school, we also conduct monthly exams for standard seven and standard four, in order to implement these programmes village members contribute 1000/- per person every moths, the money is used for exams preparation and preparing meetings in order to raise awareness among community members (Head teacher, Kiroka primary school: March 2017)

4.3.1.2 The nature of EDP in Bondwa Primary School

Bondwa primary school was established in 2010, it has 789 pupils, the school is located 300 meters from Kiroka primary school, and it is nearby Kiroka ward offices. The school has beautiful classes and environment. The school also has enough furniture's to accommodate all pupils and teachers. The building of the schools was accomplished in 2014 with assistances from Italian people.

According to head teacher of the school the condition of the building was generally good. In fact, it appeared during observation, that all school buildings were new. All building were painted and roofed, they all had doors, windows and wall plasters (Refer figure 4.3). During the interview the head teacher of the school said that:

“...As you can see we have beautiful classes, furniture, office tables, toilets and beautiful environment, all these were done in 2014, so we have no need of these...” (Head teacher, Bondwa primary school: March 2017). Regarding this statement, Bondwa primary school buildings are in good condition.

Despite of having beautiful classes the schools lacks water. According to the head teacher there are sufficient water tanks but no water. In the interview session head teacher of Bondwa stated that: *...currently we have water project which is moving, despite that we have sufficient water tanks there is no water, this project is conducted in assistance with the community members* (Head teacher, Bondwa primary school: March 2017). Regarding the statement it seems that this project has been started, and it is conducted under the supervision of the village officers.

Figure 4.3 Classes appearances of Bondwa primary school



Source: Field data (2017)

Figure 4.3 shows the front view of the classes building at Bondwa primary school, as it is seen the buildings are generally good, as they are new, well painted, roofed, they also have doors and windows.

4.3.1.3 EDP in Kiroka secondary School

Kiroka secondary was established in 2006, the schools is both boys and girls school, the secondary is a ward secondary school serving for Kiroka, Kiziwa, Dyovuva and Bamba villages. The school is located near the main highway from Kiroka to kiziwa. As it is presented in Table 4.1 the school has the following projects laboratory

building, class building, staff toilet building, student's toilet building, teacher houses building and performance improvement.

According to the second master of the school, classes and toilet building project was started in 2014, in assistance with SEDP II programme. The nature of the classes and the toilets are generally good. The buildings were well painted, roofed has doors windows and they were new. During direct observation, the researcher observed the condition of the buildings these buildings were new, painted, roofed, they had doors and window (Refer figure 4.4 and 4.5). In these projects the community members were not involved, this could be the reason for these projects accomplishment as the most of the projects funded by the community members were incomplete. The second master of Kiroka secondary stated that:

We have three new classes and student latrines, these buildings were constructed with the help of the SEDP II programme, the building materials together with engineers were brought to us, we had been just given the complete classes and toilets, as you can see they are beautiful

This implies that, classes' construction projects and toilet construction projects were conducted under SEDP II programme, and that neither the community nor the school management did participate in these projects.

Figure 4.4 Classes building at Kiroka secondary



Figure 4.5 Toilet building at Kiroka secondary



Source: Filed data (2017)

The above figures show the nature of the toilet and classes in Kiroka secondary school. The first figure shows the front view of the three classes constructed under SEDP II programme. As it is shown, the building is in good condition as it has, doors, window, and wall plaster and well painted. The second figure shows the nature of the toilet in Kiroka secondary school. As it may be seen, the toilet is generally good as it has good roof, doors, windows and well painted.

Besides the classes building project and the students toilet project, the school has teacher houses building project and laboratory projects. According to second master the project were started in 2014, they are funded by the community members under the ward supervision. The community members contribute amount of money and building materials.

Both teachers houses building and laboratory building projects are incomplete, they have not been roofed, have no doors, windows and wall paints. According WEO, the projects are incomplete due to low community contributions. To justify the foresaid, in the interview session the WEO said:

...we have a number of years in building laboratory and teacher houses but we have not completed as no roof, door, windows and wall plasters... we are to wait community contributions in order to continue with the projects once they come we continue but when they stop we always stop...(WEO, Kiroka secondary school: March 2017).

Basing on the views above these projects are conducted by the community members themselves, under the supervision of the ward office. Low community contribution is one of the factors for the failure to complete the projects. Additionally the interview with the ward executive officer revealed that, the projects are conducted by the community themselves and they are not in good stage as stated that:

We mobilize the community through VEO and village chairperson to contribute in order to accomplish the project but the contribution do not come on time, this has led to low project development as we have not roofed either the laboratory or the teacher houses. (Ward Executive Officer, Kiroka Ward: April 2014).

Besides laboratory building and teacher houses building, the school also has dormitory building project. Following low student's performance in form four examinations the school has realized the reason for low performance as the tendency of students living far from school, which cause some delays to and from school. In order to resolve this challenge, the school in assistance with the community has introduced the project of building dormitories for students. Currently students live in the hostels. In a view of this, the second master stated that:

...the project of building laboratory started January this year, because students arrive a long distances from the school and other arrive late, we decided to build dormitories...currently students live, in the hostels and they are funded by Camfed NGO who funds us lodging payment and sleeping mattresses. Community members bring food for their students (Second master, Kiroka Secondary school: March 2017)

According to the above statement, it shows that the project has just started, and its actually at its initial stage. It has not developed much due the limited awareness of community members in education matters, as there is a low community contribution. Additionally, in the interview session with village chairperson from Kiroka it was stated that:

...we started building the dormitory January but until now we have building blocks and sand, community members delay in providing contributions, they do not like their girls to continue with schooling, they like involving them in Vigodoro to them it's better to contribute to local ceremonies (Vigodoro) than contributing to education activities

4.3.2 Nature of EDP experiences from Kiziwa village

Kiziwa village was established in 2014. The village is located in Kiroka ward along the main road from Kiroka to Matombo in Morogoro rural district. The village has one primary school (Kiziwa primary school) which was established in 1975, and currently has standard one to standard seven.

Account of EDP in Kiziwa Village

In order to identify and describe the nature of EDP in Kiziwa village, interviews were conducted with head teacher, Village chairperson, VEO and WEO. Kiziwa village has a number of EDP including staff office building, UWAWA project, Right to play and toilet building. The details of the project are presented in table 4.6.

Table 4.6 Education Development Projects in Kiziwa village

Education Development Projects in Kiziwa	Number of projects
Staff office building	1
Toilet building projects	2
Right to play	1
UWAWA project	1

Source: Field data (2017)

As it is presented in Table 4.6, the school has a number of EDP including the project of building staff office and pupil's toilet. Staff office building was started in 2014 after the fall of the previous staff office. The project is funded by the school, and there is no community participation in this project. The building has not been roofed, no doors, windows and wall plaster. The condition of the building is generally bad as the project is incomplete Figure 4.5 explains the situation. In the interview with Kiziwa primary school's head teacher, it the respondent posited that: "*...we started building staff toilet since 2014, we are in a certain stage,we are not always on time due to lack of fund, as the project is funded by the school*" (Head teacher, Kiziwa primary school: March 2017).

Figure 4.5 Staff building at Kiziwa village



Source: Field data (2017)

Toilet building Project: The toilet building in this school was established in 2015, and the aim was to construct 8 latrines for pupils. The project is funded by the community members together with care international. The toilet has been roofed. However it does not have wall paint, windows and doors. According to the interview with village chairperson from Kiziwa village, it was stated that: “*we started toilet building project since 2015, however we encountered different problem as we requested assistance from care international. They helped us up to this point...*” (Village Executive Officer, Kiziwa Village: April 2017). The village executive officer further said “*it is difficult to implement the project using community contributions; community members always regret providing contribution*”. This implies that this project is incomplete due to low community contributions.

Right to play project: This project was introduced in 2016, and it is funded by donors. In this project pupils are taught different subjects using different games for the purpose of increasing their understanding and raise performances. The project is funded by the international Non Governmental Organization (NGO) called Right to play. The NGO provides playing and teaching instruments. In this project community members are involved in the planning stages. The involvement is done through

representative from school committees. In the interview with the head teacher from Kiziwa primary school it was stated that:

...we teach pupils through different games, in order to increase their understanding, we were trained by Right to play international they also fund playing and teaching materials, the project involve community members during planning but in the implementation stage the project is done by teachers (Head teacher, Kiziwa primary school: April 2017

Umoja wa Wazazi na Walimu (UWAWA):. This project was introduced in January 2017. In this project the village assembly appointed two community members who visit the school in every Wednesday to monitor pupil's attendance and pupil's participation in classes. The community members are allowed to check whether pupils participate fully in class activities such as writing and doing exams, if a pupil has poor participation in class the class teacher is informed then the parent of that pupil is also informed. In the interview with head teacher it was stated that:

UWAWA project was introduced to allow participation of community members in matters concerning pupil's performances; under the project two community members are to visit the school in every Wednesday in order to monitor pupil's participation in classes (Head teacher, Kiziwa primary school: April 2017

It was further stated that *"the appointed community members participate fully in this project since to them it is like, supervising teachers"*. This shows that community members are fully involved in this project.

4.3.4 Whether projects fit the framework of O & OD approach

4.3.4.1 Experiences from Kiroka Village

In describing whether the education projects conducted in Kiroka village fit the framework of O&OD the interviews were conducted with head teachers, second master, village chairpersons, village executive officer and Ward Executive Officers. The aim was to assess whether community members can be involved in all project or only some of the projects.

According to the interview head teachers from Kiroka primary school and second master from Kiroka secondary school some of the projects fit the framework of O&OD while other projects do not. The projects that fit the framework of O&OD

were school infrastructure projects such as classes building, toilet building, teacher houses building, water projects, and laboratory building. Enrolment improvement projects and performance improvement projects did not fit the framework of O&OD. Second master from Kiroka secondary reported that: “ ... *performance improvement is highly done by teachers the community can only be involved in bringing food, building dormitories but not teaching since they have no knowledge in that...*” (Second master, Kiroka Secondary school: March 2017) This implies that, community members cannot be involved in all aspects of improving school performances hence performance improvement projects do not fit the framework of O&OD.

However according to the village chairpersons from Kiroka village community members are involved in all projects. Although village chairperson said this but community involvement was realised at the approval and implementation stages only. In the interview session’s village chairperson from Kiroka village reported that:

We involve the community members in all projects, in order to get fund for project implementation, in the building project we involve the community members in order to get fund and building materials, also in other school projects we involve the community in order to get fund for exams preparation (Village chairperson, Kiroka village: March 2017)

Through documentary review, the study compared between the mentioned projects with O&OD Community Participatory Methodology Rural Process. Basing on the documentary review, community members are to be involved from planning stages where community members prioritize projects basing on their preferences. The guideline has not pointed out the kind of projects to involve the community members.

4.3.4.2 Experiences from Kiziwa village

In describing whether the education projects conducted in Kiziwa village fit the framework of O&OD, the interviews were conducted with head teachers, village chairpersons and village executive officer. The aim was to assess whether community members can be involved in all project or only some of the projects. The researcher also used documentary review where the O&OD rural planning methodology 2007 was used to make a comparison between the projects established and O&OD framework.

Village chairperson and head teacher from Kiroka primary school had similar views that community members are involved in all projects. They are involved in UWAWA, Right to play and toilet construction. However according to the head teacher staff office construction is done by the school management. It seems that all projects in Kiziwa fit the framework of O&OD as community members are involved in all aspects. In the interview session with village chairperson it was stated that:

... In the UWAWA project two community members who were selected by village assembly visit in school to see pupil's participation in classes. In Right to play we involved community members through few selected members who are involved in planning how the project will be done (Village chairperson, Kiziwa village: April 2017)

The review of various documents revealed that, community members are to be involved from planning stage to the implementation stage. This implies that all O&OD should be used to make prioritization of all community projects for the projects in Kiziwa to fit the framework of O&OD.

4.4 Education development planning process

4.4.1 Education planning process experiences from Kiroka village

In describing the Education Development Planning process in the localities, interviews were conducted with village chairperson, Village Executive Officer, Ward Executive Officer, Head of schools, district education officers, ward education officers, Village chairpersons and village council members.

Planning process at primary and secondary schools in Kiroka village

To elicit information on Education Development Planning process in primary and secondary school. Interviews were conducted with head teachers from Kiroka, and Bondwa primary schools, second master from Kiroka secondary schools.

According to the head teacher from Kiroka, and Bondwa primary schools education planning process starts at the school committees. Members of the school committees identified the needs of improving school infrastructure by building new classes and toilets. The plans were discussed by members of school committees. Thereafter the schools committee proposes possible solution to the village council. The village

council reviews the plans and finds solutions by either calling general village meetings or taking the plans to the council level.

Education development projects in the three primary schools (Kiroka and Bondwa) were taken to the village general assembly for approval. Although the interview were conducted separately but the account of the two head teacher in the education planning process matched. All head teacher in the primary schools were involved in the education planning process in their respective schools. They were well informed about the education development planning process. According to the interview with the head teacher from Kiroka primary school it was reported that:

The need of building new classes and staff toilet started at school committees, the needs of having these classes, and discusses. Possible solutions were suggested, and then the plans were taken to the village council, the village council discussed the plans and tabled before the village meetings

Planning process at Kiroka secondary school is somehow different to the planning process at Kiroka and Bondwa primary schools. According to the second master from Kiroka secondary the plan for building laboratory was a top down plan. The plan came from the national level requiring every ward to construct laboratory. Kiroka secondary implemented the decision as it was directed. Also the new classes constructed under SEDP II programme was not discussed by either school community members or WDC, despite that there was a need for having new classes. In this project the council level planned to construct the new classes and toilets basing on the needs of the school, the classes were constructed under the supervision of the council.

The plan of constructing dormitory and teachers houses started at school committees then the plans was taken at the WDC. The WDC discussed the plans and decided to construct new teacher houses and dormitory, the plans were then taken to the villages for implementation. According to the interview with second master from Kiroka secondary it was reported that: “...our plan always starts at school committees to WDC however some of the plans like laboratory construction were implemented as a directive from national level...” (Second Master, Kiroka secondary school: April 2017).

Education development planning at village level

The planning process at village level was reconstructed to assess whether or not O&OD approach was followed when preparing education plans at Kiroka village. For this reason the interviews were conducted with VEO, village chairperson, vitongoji chairperson and Ward education Officer.

According to the village chairperson and VEO, the education development planning process was not developed through O&OD methodology. During planning process village leaders were not informed about necessary steps. The education plan was prepared by respective school committees and taken to the village council. The plans were discussed by village council. The council proposed possible solutions, the plans were taken to the village assembly for approval. According to the interview with VEO from Kiroka village it was stated that:

Education plan are prepared by school committees for example January this year Kiroka secondary school committee brought a plan of building dormitory and teachers houses, we received the plans, discussed them and taken them to the village council for approval (VEO, Kiroka village: April 2014)

The village chairpersons were not able to tell how the education development plans in Kiroka village are undertaken. They were also not familiar with the participatory planning using O&OD methodology. In the interview with kitongoji chairperson from Kingobwe it was reported that: “...education plans are prepared either by the village, head teacher or school committees...” This indicates that, the village chairperson are not aware on the education development planning, this shows there is low planning knowledge among Vitongoji chairpersons.

Education development planning at ward level

In assessing the conduct of education developments planning at Kiroka ward the researcher scrutinized ward development plans for financial year 2015/2016. Also the interviews were conducted with ward education officer, ward councillor and WEO. The aim was to assess whether there are development issues related to the education development of Kiroka primary, Bondwa primary and Kiroka secondary school. The

researcher also aimed at assessing whether the education development followed O&OD planning methodology.

Kiroka ward development plans for the financial year 2015/2016 show that, there was no education plan related to Kiroka primary school and Bondwa primary school. However, there were education plans related to Kiroka secondary school. Plans for laboratory buildings, dormitory buildings and teacher's houses were found in the ward plans for financial year 2015/2016.

According to the WEO, education plans for different primary and secondary schools in the village are implemented at the village level. The ward level implements education plans which are shared in the whole ward. The views from ward education officer were similar to the views of WEO. According to ward education officer education plans in all primary and secondary schools in respective villages in the ward are decided and implemented in the village level. The plans that require ward and district assistances are taken to the ward level for approval. These plans are compiled and taken to the district council. In the interview sessions with ward education officer it was stated that: *"...I receive education plans from different primary and secondary schools, some of these plans are implemented at the village level while other plans are to be approved by the WDC..."*

According to the O&OD planning methodology 2007 WDC provides technical advices to the village plans. Regarding the statement WDC discuss plans which cut across the whole ward while education plans in the village are implemented in the village level. However it seems that some of the plans are not taken to the WDC for technical advices.

4.4.2 The experience of Education planning process from Kiziwa village

In describing the Education Development Planning process in the localities, interviews were conducted with village chairperson, Village Executive Officer, Ward Executive Officer, Head of schools, district education officers, ward education officers, vitongoji chairpersons and village council members:

Planning process Kiziwa primary school

To understand the Education Development Planning process in primary and secondary school, interviews were conducted with head teachers from Kiroka, and Bondwa primary schools, second master from Kiroka secondary schools.

According to the head teacher from Kiziwa primary school, education planning process starts at the school committees. Members of the school committees identified the needs of improving school infrastructure by building staff office and students toilets. UWAWA project was also started in the school committee however Right to Play project was brought by International NGO called Right to play. The project was then taken to the school committee. The plans were discussed by members of school committees. Thereafter they were taken to the village council. The village council reviewed the plans took them to village assembly for approval. According to the interview with the head teacher from Kiziwa primary school it was reported that:

...the idea of building toilet staff office started at the school committee, also UWAWA and Right to play project started in the school committees. This was done so because the school committee has power of developing different activities in the school after getting approval from the village council... (Head teacher, Kiziwa primary school primary school: April 2017).

Education development planning at kiziwa village

The planning process at Kiziwa village level was similar to the planning process at Kiroka village. The planning process was reconstructed to assess whether or not O&OD approach was followed when preparing education plans at Kiroka village. For this reason the interviews were conducted with VEO, village chairperson, vitongoji chairperson and Ward education Officer.

According to the village chairperson and VEO, the education development planning process was not developed through O&OD methodology. During planning process village leaders were not informed about necessary steps. The education plan was prepared by respective school committees and taken to the village council. The plans were discussed by village council. The council proposed possible solutions, the plans were taken to the village assembly for approval. According to the interview with VEO from Kiziwa village it was stated that:

....we received different plans from school committees. We discuss them and take them to village assembly. Last year we received that plan of building new pupils toilet, the plan was discussed and taken to the village assembly for Approval. Ooooooh I also remember Right to play project similar procedures were used... (VEO, Kiroka village: April 2014)

The chairpersons have never been involved in EDP as they live far away from the village. These vitongoji chairperson they were not able to tell how the education development plans in Kiziwa village is conducted. They were also not familiar with the participatory planning using O&OD methodology. In the interview with kitongoji chairperson from Kingobwe A it was reported that: “...education plans are neither prepared by community leaders nor community members, they are prepared by the government and taken to village...” According to the statement it seems the vitongoji chairperson are not aware on the education development planning, this shows there is low planning knowledge among Vitongoji chairpersons.

4.5 Community Involvement in EDP

4.5.1 Community involvement in EDP experiences from Kiroka village

In assessing wheatear community members are involved in EDP in Kiroka village, questionnaires were administered to 35 community members. The communities were asked to rate different activities to be performed during EDP. The rating was done at the scale of strongly agree, disagree, agree and strongly disagree. The purpose for asking the questions was to assess whether the community members are involved fully. The results are presented in Table 4.5.

Table 4.5 Community involvement in EDP process (N=35)

Questions	Strongly agree	Agree	Disagree	Strongly disagree
I have been involved in setting priorities for EDP		2 (5.7%)	3 (8.6%)	30 (85.7%)
EDP were formulated by village leaders only	28 (80%)	1 (2.9%)	1 (2.9%)	5 (14.2%)
Community members were involved in collecting relevant data for EDP	2 (5.7%)	18 (51.4%)	15 (42.9%)	0.00
Dialogue with facilitators to prepare education planning was conducted	0.00	0.00	30 (85.7%)	5 (14.2%)
Sensitization for EDP was conducted	0.00	31 (88.6%)	4 (11.4%)	0.00
Extra ordinary village assembly for launching EDP was conducted	1 (2.9%)	0.00	2 (5.7%)	32 (91.4%)
Extra ordinary village assembly for approval was conducted	34 (97.1%)	1 (2.9%)	0.00	0.00
I always attend village assembly meeting for EDP	0.00	5 (14.3%)	25 (71.4%)	5 (14.3%)

Source: Field data 2017

The findings in Table 4.5 indicates that community involvement in setting priorities, planning of EDP as being a problem in Kiroka village where 85.7% community members strongly disagreed that they were not involved in setting priorities . Despite the lack of community members' involvement in setting priorities they were involved at the approval stage. This is according to 80% of the respondents who strongly agreed that they were involved during approval of the EDP in the village. This shows that most of the plans are prepared by only village leaders while community members are involved in the approval stage only. This indicates that the Participatory O&OD methodology as provided in the Planning Methodology Rural Process 2007 is not followed.

It was further found that, the dialogue with facilitators to prepare education planning was not conducted, as disagreed by 85.7%. However, 88.6% respondents agreed that sensitization for EDP was conducted. Sensitization was done in the village meetings during approval of the EDP. However sensitization was not for launching O&OD for EDP.

It was further revealed that there was extra ordinary village assembly for approval of EDP, as was strongly agreed by 97.1% of all respondents; however most respondents (91.4%) strongly disagreed that extra ordinary village assembly for launching EDP had been conducted. This indicates that the planning process was dominated by

village leaders and village members were involved only at approving the plans. Despite some evidence for the community involvement in the approval of EDP, 71.4% disagreed that they do not attend the village meetings in most often. This suggests poor attendance for the villagers in the village meetings held. The study found that villagers mostly attend village meeting when the village leaders have prepared lunch. This was noted in the interview with village chairperson as he pointed out that:

We sometimes prepare lunch during village meeting, when the lunch is prepared many villagers attend the meeting, but if no lunch few villagers attend the meetings, when we have a special issue we always prepare lunch in order to attract many villagers attend the meetings. (Village chairperson, Kiroka village: March 2017)

Although the village revenue and expenditure report was made to the public in the village meetings, the information was shared to the villagers as a tool to influence them to provides more contributions. In the interview with one of the council member it was quoted that: “...*We are sharing village revenue and expenditure report to the public for the purpose of evaluating community contributions and how the projects is moving, however this is done always when the projects are not moving well..*” (Village council members 5, Kiroka village: March, 2017) This indicates that expenditure reports are shared to the public only when the projects are not doing well.

4.5.2 Community involvement in EDP experiences from Kiziwa village

In assessing wheatear community members are involved in EDP in Kiziwa village questionnaires were administered to 35 community members. The communities were asked to rate different activities performed during EDPat the scale of strongly agreed, disagree, agree and strongly disagree. The purpose for asking the questions was to assess whether the community members are involved fully and whether. The result is presented in table 4.6.

Table 4.6: Community involvement in Kiziwa village

Questions	Strongly agree	Agree	Disagree	Strongly disagree
I have been involved in setting priorities for EDP	1 (2.9%)	1 (2.9%)	1 (2.9%)	32 (91.4%)
EDP were formulated by village leaders only	5 (14.2%)		2 (5.7%)	28 (80%)
Community members were involved in collecting relevant data for EDP		5 (14.3%)	25 (71.4%)	5 (14.3%)
Dialogue with facilitators to prepare education planning was conducted	0.00	0.00	5 (14.2%)	30 (85.7%)
Sensitization for EDP was conducted	0.00	4 (11.4%)	25 (71.4%)	6 (17.1%)
Extra ordinary village assembly for launching EDP was conducted	0.00	0.00	1 (2.9%)	34 (97.1%)
Extra ordinary village assembly for approval was conducted	5 (14.3%)	25 (71.4%)	4 (11.4%)	1 (2.9%)
I always attend village assembly meeting for EDP	0.00	5 (14.3%)	0.00	30 (85.7%)

Source: Field data (2017)

The findings above indicates that, community members are not involved in setting priorities for EDP, as for 91.4% of the respondents who strongly disagreed that they were not involved in setting priorities. This shows that most of the plans are prepared by village leaders approved by few community members. As the result community members do not perform some of their roles are required in the Participatory Planning Methodology Rural Process 2007.

It was further found that the dialogue with facilitators to prepare education planning was not conducted; this was strongly disagreed by 85.7% of respondents. Up to 71.4% of respondents disagreed that sensitization for EDP was not conducted, which could be due to less attendance of members in the village meeting and minimal sensitisation. It was further found that there was extra ordinary village assembly for approval of EDP this was agreed by 71.4% of all respondents, however most respondents did not attend the meeting, this was strongly disagreed by 85.7%, this causes EDP to be approved by village leaders. Basing on community involvement in EDP it seems the roles of community members are not conducted as stipulated by O&OD planning guideline of 2007. This was due to the reason that community members were involved only in the approval and implementation stages and few community members attended village meetings.

4.6 Community challenges in applying O & OD approach in EDP

This study also sought to identify and describe the challenges the community encounter in the process of applying O&OD in the wards. Interviews were conducted with members of village council from Kiroka village, VEO, WEO, Village chairpersons and vitongoji chairperson.

The interview responses from village and vitongoji chairperson indicated the major challenges in the use of O&OD in Kiroka village as low knowledge, Lack of technical and physical capacity, low community contributions, geographical locations, and local traditional culture and management issues which affect the service delivery by the facilitators. These inhibit them from catalyzing the public to appreciate and present inputs in the discussion in participatory planning.

Lack of technical and physical capacity

Lack of technical and physical capacity confronts community members from having substantial information on the importance of participatory planning. Village leaders, ward leaders and school managements lacks knowledge know how' in collecting data, and in compiling whatever data is available for the purposes of planning. This makes them plans that do not meet prescribes standards. Due to this they also fail to involve community members in the EDP. Village chairperson from Kiroka village and village chairperson from Kiziwa village had similar views that they are not aware on how to integrate different community groups into EDP hence they approved whatever they received from school committees. According to the interview with village chairperson from Kiziwa village it was stated that:

Oooh I have failed, what can I do to improve participatory planning?, we always approve each and everything taken to us from school committees, it is difficult to involve community members,...it is a difficult task. I have decided to resign from my post let other people try... (Village chairperson, Kiziwa village: Apri, 2017)

The village chairperson stated that: *“My work is to influence people approve plans in the village meeting that is involvement, as the plans are prepared by school committees”*. Basing on the two views, it shows village chairpersons from the two villages lacks technical and physical capacity. In involving the community and

scrutinizing the plans made by school committees. This inhibits participatory planning in the villages.

Low community knowledge in participatory education planning

According to the community members the major challenge impeding participatory planning through O&OD is low knowledge among community members. Despite that VEO and village chairperson stated that villagers have low knowledge on participatory planning but the village members are suppose to be involved by village leaders. The findings showed that both village leaders, village members and ward leaders have low knowledge of O&OD. Low knowledge could have been caused by low community sensitization and low education level. According to the interview with village chairperson it was stated that:

The village members always think that all issues in EDP are to be done by the government under free education policy, even when we invite them in the meeting involving them in different EPD others regret saying that, it's the responsibility of the government to plan for education development under free education policy (Village chairperson, Kiroka village: March 2017)

Bad Traditional practices

The study area is a matrilineal culture in theory but in practice male dominated all EPD planning. In addition the presence of traditional dances (Kigodoro) is a great challenge in EDP since most of the girls reaching menarche period undergo traditional practice known as 'kunemwa'. This is the practice conducted under Luguru tribe to allow girls move from one stage to another (girls become women), after which the girls are able to be married. Most of the communities' members undergo this practice, which consequently cause attention to education sector since after the practice girls become ready to be married.

In the interview with kitongoji chairperson from Kingobwe B and village chairperson from Kiroka, it was cited that:

...traditional dances 'Kigodoro' have dominated in this village, most of the community members involve their girls in traditional practice known as 'kunemwa', they use more resources in these traditional culture, they participate more in these culture than participating in education matters (Kitongoji chairperson, Kingobwe B kitongoji: March, 2017)

Regarding the statement above traditional culture is another challenge impeding participation in EDP. This was also confirmed in the interview with the second master from Kiroka secondary who stated that “*Other parents influence their children’s fail exams so as they can practice in traditional dances and get married*”. This indicates that culture challenges EDP practices offered through O&OD.

Political opposition

Kiziwa village manifests political opposition from two parties, namely, the ruling party Chama Cha Mapinduzi (CCM) and the opposition party Civic United Front (CUF). Members from these parties oppose the ideas, plans and views of another party, which makes it a challenge in EDP. In this stance, when the plans are tabled before the village assembly member, community members end up criticizing the plans. In the interview the village chairperson provided the following account:

There is great opposition in this village in development issues, it is difficult to implement plans, since once you call a village assembly you must prepare to answer different ideas from community members who dominate the meeting, I can no longer continue with this work, I have decided to resign my position (Village chairperson, Kiziwa village: April 2017).

Further the village chairperson noted that “*...most of the time community members attend the meeting with the notion of removing the village chairperson from power*” (Village chairperson, Kiziwa village: April 2017). This implies that political opposition in the major challenge in Kiziwa village.

Geographical location

Kiziwa village is formed by eight Vitongoji Kiziwa A & B, Kibwala A, & B, Milengwelegwe A&B Msombizi, Tomondo and Kisauke. Some of the villages are located in the mountains far away from Kiziwa center. This causes some of the community members from these village fail to attend village meetings. In the interview with village chairpersons, it was cited that “*This village is very large, some of the vitongoji are far away from here, also this area has mountains some of the member’s especially women fail to attend village meetings*” (Village chairperson, Kiziwa village: April 2017). This seems to be one of the challenge in participatory planning.

Further in the interview with village chairperson, it was quoted that “*Tomondo is very far it is located far away the people from Tomondo have never attended village meeting*”. This shows a geographical location challenges people’s participation at Kiroka village.

Low contribution from community members

Community contribution in EDP in the village was another challenge for EPD in Kiziwa village. According the village chairperson it was reiterated that: “*...the political opposition causes low community participation in development project*” (Village chairperson, Kiziwa village: April 2017). This implies that, community members contribute less in development projects due to political opposition.

Low community attendance in meetings

The interview revealed that, low number of community members attend the village and vitongoji meetings. This causes the community plans to be decided upon by few community members. When other community members are informed, they end up resisting the plans claiming that they were not involved: In the interview with village chairperson it was stated that:

I always postpone the meetings due to low community attendance in the meetings, last time called meetings twice but the members did not come, in the third time members were few but I decided to continue with the meeting, since some of the issues were to be one. (Village chairperson, Kiziwa village: April 2017)

However in the interview with one of the village council members it was noted that “*community members see no need for attending the village meetings, they always say that nothing new is presented in the meetings rather than being told to contribute fund for education development projects*” (Village chairperson, Kiziwa village: April 2017). This reason together with political opposition could be among of the factors leading to low community attendance in the meetings

4.7 Opportunities to enhance the application of O and OD in EDP

In indentifying and describing the opportunities which may be utilized to enhance the application of O&OD in EDP in the ward, the interviews was conducted with head of schools, VEO, WEO, members of village council and village chairperson.

According to the interviews the mentioned opportunities to be used in enhancing EDP are adequate, which include fertile soil, forests, road, market, students and pupils, availability of building materials such as stones, human resources, availability of water sources, and presence of few educated people in the village. The details of the opportunities are presented below;

Adequate and fertile soil

According to the interviews both Kiroka secondary school, Kiroka primary and Bondwa primary have adequate fertile soil which can be used for cultivation of different crops and establishing different projects. In the interviews with head teachers from Bondwa and Kiroka primary it was noted that *“We have adequate land, of more than 20 hectors, we have just planted banana trees in a small area ...”* This implies that the available land have not well been used to enhance EPD. Further in the interview with second master from Kiroka secondary it was stated that *“...there is enough land which could be used in farming food crops for students but we have not utilized it”*. This shows that land is available in this area.

Presence of forests

The village has enough forest; the forests can be used to provide timber for school furniture's. In the interview with head teach from Bondwa primary it was stated that: *We have enough desks for our pupils, we also have excess of 60 desks, however we lack office tables and chairs in this school, the desks were made by villagers and the timbers were taken from the village forests”*.

Further in the interview with village chairperson it was noted that *“...desks in Kiroka primary and Bondwa primary are sufficient however there are no enough office tables, we also lack office chairs and few desks in Kiroka secondary,...”*. He further said *“we have a village forests which is used to provide timber”* (Village chairperson, Kiroka village: April 2017). Regarding the above statements, it comes up clear that the village has forests which can be used to provide timber for desks and office tables.

Road and market

Kiroka is situated along the main road that moves from Pangawe to Matombo. The road provides a good opportunity to the village as it can be used in moving facilities

from Morogoro town and other places to the village. The road is also useful as it helps villagers to move crops from farm to the market. In the interview with WEO it was noted that “...we are in the main road to Matombo, the road can be used in all period of the year, even in rain season, and the road is helpful to the community as they move to and from the village” (Ward Executive Officer, Kiroka Ward: April 2017). It was further found that the village has a market which can be used by villagers in selling their products, exchanging ideas and enhancing interaction and information sharing hence EPD. The village chairperson said “we have a well constructed market however it is not used by community members” (Village chairperson, Kiroka village: April 2017). Regarding the interview, despite having the market it is not used as expected.

Availability of educated person in the village and human resources

According to the interview with VEO it was found that the village has few retired military officers and teachers. There are few graduates from O-level, A-level and universities. These could be used to create awareness in the community.

In the interview with WEO it was noted that:

We have enough people in this village and most of them are youth, we also have few educated people including retired military officers, education officers and other graduates, however during meeting few of them attend meeting other graduates and youth regret” (Ward Executive Officer, Kiroka Ward: April 2017).

This is another opportunity which has not been utilized, the presence of educated personnel can be used to create awareness among community members, they can also be used in guiding the village how to improve EDP.

Water sources

The village has rivers which can be used in different ways such as water provision in schools and irrigation. According to the village chairperson it was noted that “we have a river, moving water throughout the year”. With availability of this river the community could use it for different purposes.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents discussion of the findings presented in chapter four. The discussion mainly focuses in specific objectives which are; to identify and describe the nature of EDP in the localities and whether such projects fit the framework of O & OD approach; to identify and assess the role of communities in such projects and whether the communities perform their roles within the framework of O & OD; to identify and describe the challenges which communities in the wards encounter in the process of applying O & OD approach in EDP and; to identify and describe any opportunities which may be utilized by the communities to enhance the application of O & OD in EDP in the wards.

5.2 Characteristics of respondents

As it is presented in chapter four, the researcher found that age, education level and sex had a direct impact in EDP in both Kiroka and Kiziwa village as it was stated by Waweru (2001) that there are different factors which encourage and motivate community to take part in community planning. Gupter (2004) further stated that Social-economic factors play significant role in shaping both participation and participatory outcomes. Factors like gender inequality and religious factors may undermine participation of certain group particularly women in decision-making. The researcher found that age, sex and education level had a direct impact to the EDP in the village; these factors are discussed in details below:

Age distribution in EDP

As it is provided in chapter four, respondents in the age group between 44 and 53 participated more in the study in both villages than any other group. This indicated that majority of the members participated in the study are elders. Various studies have found that, there is a relationship between age and community participation. Maskey et al. (2003) conducted the study in Nepal about community participation in planning and different projects in relation to age of community members he observed that older people in the community participated more in different projects compared to younger people, this was because older people were retired hence they had ample time to participate in planning meetings. In the current study elders did not participate more

in EDP because of the ample time they had due to retirement since the villages has few retired military and education officers. The reason for less attendance of youths in the village meetings could be due to the fear of providing contributions to the EDP. Another reason could be the culture practices since the area is dominated traditional dances, and that it could be that most of the youths participate more in traditional dances than EDP.

This study concurs with the study by Victor and Bakare (2004) conducted in Nigeria which observed that farmers within 35 and 54 years of age participated more in Taungya forests system than other community members reason for the participation mentioned was awareness created among the farmers. Despite this fact, the participation in the study area was dominated by people in the age group between 44 and 53. LThis, in the current study, is associated with low awareness among youths and thus less involvement in EDP, as most of the villagers have primary education level.

Education level in EDP

As it is provided in chapter four, more respondents for this study in both Kiroka and Kiziwa villages had attained primary education level. However, few had attained secondary and certificate education. This indicates that more respondents had low knowledge in EDP. The low education in the area has led some of the community members' failure to attend the village assembly for EDP, low awareness among village leaders has led village leaders involve community members in the approval stage only. This study concurs with the study by Chowdhury (2004) on community participation; the study was conducted in Zathila and Betaga villages in Gazipur, Bangladesh. The study found that people's level of education influenced community participation in different village projects and programmes. Those community members with higher education level participated more in planning than those with low education level. This therefore suggests the same situation for the low community participation in EDP in Kiroka village.

Another study which was conducted in India by Jakariya (2000) observed that community participation is highly influenced by education levels of individuals residing in a particular community. In the current study low community participation

in EDP has also been associated with low level of education since community members influenced their girls' failure to attend classes and get married, which indicates that most community members sees no need of educating girls. They also see no need to participate in EDP. Generally education level has affected EDP in Kiroka village and Kiziwa villages.

Sex distribution in EDP

As it is provided in chapter four, more respondents who participated in this study in Kiroka and Kiziwa are male. In Kiziwa village, male domination might have been caused by religious factors as the area is dominated by Muslims. In this regard the Muslim religion men are separated from female in worship sessions and in other activities, as which make the participation more difficult.

In most African societies women engage more in agricultural activities that generate income to the family. This could be the reason for low women attendance in EDP in Kiroka. This study support the study by Akerkar (2001) who on gender and participation, and pointed out that cultural factors hindered female participation in planning activities. In the current study another factor for low women participation in EDP is cultural activities, the area is dominated by traditional dances called Kigodoro. This presents less interests in education but rather like to see their girls marry. As in the study by Botes and Rensburg (2000) it was argued that one of the vital factor influencing community participation is community culture.

5.3 Nature of EDP in Kiroka and Kiziwa ward

As it is provided in chapter four, EDP in Kiziwa and Kiroka were divided into two categories; the first category fall under construction projects including classes, toilets, laboratory, and staff office building, the second category were performance improvement projects.

Building projects

As it is provided in chapter four, different building projects are conducted in Kiziwa and Kiroka villages. In Kiroka village the construction projects are class's renovation and staff toilet building in Kiroka primary school; laboratory, classes, toilets and teacher houses construction in Kiroka secondary school and water project in Bondwa

primary school. In Kiziwa the building projects are staff office building and pupil's toilet building.

The nature of building projects in Kiziwa and Kiroka villages are similar in some of the issues since all projects in Kiroka and kiziwa villages are incomplete, most of the projects have not been roofed have no doors, windows and have not been plastered. As it was found in the study by UNESCO (2011) the study was about education sector analysis it was found that, most of the primary and secondary schools in Tanzania lack enough furniture, classes, text books and teachers houses. Also in the study by Carr-Hill et al. (2005) it was found that in most rural primary schools in Tanzania, pupils study in difficult environments as there are insufficient classes and furniture and most of the classes are in a bad condition.

As it was found in the study by UNESCO (2011) & Carr-Hill et al. (2005) the current study also found incomplete EDP and its nature was in bad condition in both Kiziwa and Kiroka villages. The incomplete projects include staff building in Kiziwa, staff toilet in Kiroka primary and laboratory building in Kiroka secondary. Some of these projects have been roofed but have no door windows and plaster these include class renovation in Kiroka primary and pupil's toilet in Kiziwa primary school.

Despite of the incomplete projects in the two villages, few projects funded by donors have been completed, these include classes and toilet building in Kiroka secondary and classes, offices and toilet building projects in Bondwa primary school. In the findings, it was found that projects funded by the community members were incomplete while the projects funded by donors and central government had been completed and were in good appearances. For example class, toilet, and staff office projects in Bondwa funded by Italians people had been completed and were in good appearance; also class and pupil's toilet projects in Kiroka secondary funded by SEDP II, had been completed and were in good appearances.

The major challenge found in all villages in these projects was low community contribution and low community awareness in education matters. However in Kiziwa most of the projects were incomplete due to political opposition from community

members while in Kiroka the projects were incomplete due to low community contributions.

Nature of the buildings in Kiroka village have good appearance compared to the building in Kiziwa village, the buildings in Kiziwa village are old and no renovation conducted. However in Kiroka the school buildings are somehow appearing good despite that most of the buildings are incomplete.

These findings correspond to the findings by Matete (2016) who observed challenges facing primary education under decentralization of primary school management in Tanzania he stated that most of the primary and secondary school classes are still poor in many primary and secondary schools in Tanzania. The current study also found the same in the study area.

Performance improvement projects

As it is provided in chapter four, the performance improvement projects differs in Kiziwa and Kiroka villages, in Kiroka village the performance improvement projects are end months exams in Kiroka primary and students hostels in Kiroka secondary while in Kiziwa village the performances improvement projects are Right to play project and UWAWA project.

Performance improvement projects in Kiziwa are mainly funded by donors and school management. For example, the Right to play project is funded by Right to play international and speed test is funded by the school. In the project of UWAWA the community members are involved; they participate fully since to them the project is viewed as a means of supervising teachers. There is low community involvement in other projects due to low awareness among community remembers since most of the members see that contributing in EDP is not right due to the policy of free education, also community members participate more in traditional culture than education . The findings concurs to the findings by Mnararara (2013) who conducted the study on the importance of community participation in ongoing construction of primary schools in Mlali and Mzumbe ward Morogoro region, which found that low awareness among community members was one of the factor for low participation, the study stated that community mobilization is crucial in order to create awareness among community

members. In the current study, low community participation in EDP is caused by low community awareness as in the study by Mnaranara (2013).

Another factor for low community participation and contribution in EDP in Kiziwa village is political opposition in the village. As it is presented in chapter four, the area is characterised by political differences between two parties. The study by Muro & Namusonge (2015) on governance, identified political factor as factors affecting community participation in public development projects in Meru district Arusha Tanzania. Also in the study area the researcher found that, political factor affected community contribution in EDP. Any EDP plan tabled to community members the members ended up criticizing the plans

The performance projects in Kiroka are funded mainly by the community themselves, for example in Kiroka secondary the communities provide food for their students who live in hostels, In Kiroka primary school community members contribute 1000 every months for exams preparation.

5.3.1 Whether the projects fit the framework of O & OD approach

As it is provided in chapter four, there are the projects that fit the framework of O&OD in Kiroka and Kiziwa village however there are the projects that do not fit the framework. It was found that, both in Kiroka and Kiziwa all building projects fit the framework of O&OD since, in these projects community members can prioritize and choose the project they wish to accomplish. In these projects community members could discuss and approve the projects in the village general assembly, therefore these projects fit to the framework of O&OD. The findings corresponds with the findings by Mefunya (2011) who conducted the study on the Opportunities and Obstacles to development method used in Tanzania's decentralized local government. The study was conducted in Murusagamba ward in Ngara district of Kagera region, and found that, community members were to be involved in development projects including classes constructions, however participation was confronted by lack of technical capacity among ward facilitators. In this study, community members were to be involved in construction project as in the current study therefore; construction project fits the framework of O&OD.

It was further found that, performance improvement projects do not directly fit the framework of O&OD since some of these projects are technical and professional based, and therefore it is difficult for community members to prioritize them. However the community members can be involved in some of the aspects in these projects. For example, in the project of UWAWA and right to play in Kiziwa primary the community members are involved in different issues. In UWAWA, the community supervise performance of their pupils through representatives and in Right to play, the community is involved through representatives (school committees). However, the involvement is conducted in planning stages, the implementation stages is done by teachers.

4.4 Education planning process and community involvement in EDP

As it is presented in chapter four sections 4.4 and 4.8, the education planning process in both Kiziwa village and Kiroka village are similar. In all the villages planning process is conducted by school committees then the plans are taken to the village council. The village council discusses and approves plans. The plans are then taken to the village assembly for approval. The planning process conducted in Kiziwa and Kiroka villages in Kiroka ward is similar to the plans conducted in other parts of Tanzania in the sense that planning process is done by community leaders. The community members are involved in the implementation stage. In the study by Mabula (2007) on participatory approach and development planning process in Maswa district Shinyanga Tanzania. The study found that, community members were not involved in planning stages they were involved in the implementation stages. In the study area similar result were found as community members were involved in the approval and implementation stages. Furthermore, the study by Kambuga (2013) on the role of Community Participation in the Ongoing Construction of Ward Based Secondary Schools drawing lessons from Tanzania. The study found that villagers are generally not actively involved in decision making, planning, monitoring and evaluation processes.

In the study by Mabula, the constraints for community involvement mentioned include inadequate fund and poor accountability and transparent of some leaders. In the current study, one of the reasons for low community involvement was low knowledge among community leaders and community members. The study by

Mnaranara (2013) on the importance of community participation in ongoing construction of primary schools in Mlali and Mzumbe ward Morogoro region found low awareness among community members as one of the factors for low participation. This was also a reason for low participation in the study area. Community leaders had no knowledge on how to involve community members using O&OD planning methodology. Low knowledge was also revealed during making preferences for education development. Both primary and secondary schools in Kiroka and Kiziwa village had a lot of education projects. No preferences was however made, for instance Kiroka secondary had about (6) development projects. Lack of preferences in EDP in the village shows presence of low knowledge among community leaders.

Another reason for low community participation is cultural practices as noted by Waweru (2001) that, culture may encourage and motivate community to take part in community planning. The study area was dominated by traditional culture which discouraged community members to participate in EDP. Unlike Kiroka, in Kiziwa village the community members are less interested in attending community meetings for approving plans this was due to the low awareness and less interests in education matters and political opposition.

Table 4.5 in chapter four has presented frequency and percentages of community involvement in EDP at Kiroka village and Table 4.7 as well has present frequency and percentages of community involvement in EDP at Kiziwa village. In both villages visited, extra ordinary village assembly for launching EDP was not being conducted. Community members were not involved in setting priorities, however involved in the extra ordinary village assembly for approval of O&OD conducted.

This study is similar to the findings by Rutasigwa's (2013) study on the effects of community participation on access to quality secondary education and post ordinary level education in Tanzania, which focused in Bukoba municipality. The study found that, in most of the wards community involvement in the construction of school infrastructure was not promising. However involvement was done only at the approval stage where members were involved in the general assembly to approve the education plans. Despite the practice, village meetings were held to approve the education plans. The findings revealed that few community members attended the

meetings in both villages. This was due to the low knowledge among community members and bad traditional culture which discouraged girls to study.

Further in the study Chirenje (2013) on Local communities' participation in decision-making processes through planning and budgeting in African countries. The findings revealed that community were more involved in the implementation of natural resources programme but lacked ownership. This was similar to the current study findings where community members were involved in the implementation stages only. The findings in the study by Mollel (2010) indicated that O&OD has failed in bringing popular participation and sought empowerment. The findings were similar to the present findings at Kiziwa and Kiroka ward. This is true in the sense that the village has never received facilitators for launching O& OD process. The complaints from the council headquarter emanate from the approach as it requires a lot of time and fund and the council had insufficient fund for this.

According to the study by Mollel (2010), due to low community involving in EDP in the study area it seems O&OD has failed in bringing popular participation as community members are involved in the implementation stage only. One of the reasons impeding community involvement using O&OD is lack of technical and physical capacity which constrains many people from substantial information on the importance of participatory planning. This is true in sense that community members are not aware on their actual role and why they should get involved in EDP. Community members, village and ward leaders are inhibited from making plans that meets the prescribed standards due to inadequate skills or 'know how' in collecting data, and in compiling whatever data is available for the purposes of planning.

The current findings are similar to the findings by Mefunya (2011) in the study on the opportunities and obstacles to development planning method used in Tanzania's decentralized local governments with focus at Rulenge and Murusagamba Wards in Ngara District of Kagera Region. The study found that structural and management factors inhibit the use of O&OD in development planning. The structural issues mentioned include lack of technical capacity among ward facilitators and community members. Community members and ward facilitators lacked knowledge about O&OD.

The findings in Table 4.5 and 4.7 showed that, few community members attended the village meetings. Massoi & Norman (2009) conducted a study on decentralisation by devolution in Tanzania, with a reflections on community involvement in the planning process in Kizota Ward in Dodoma. The study found that planning process at grassroots level is still minimal and ineffective, as the Mitaa residents were not involved in the planning process. Community leaders claimed that few members attended village meetings hence difficult to be involved. However few community members attended village meetings in Kiroka and Kiziwa villages. The meetings were held for the purpose of approving EDP not for setting priorities. Therefore this cannot be the reason for low community involvement in EDP.

Reference is also drawn in the study by Kambuga (2013) on the role of Community Participation in the Ongoing Construction of Ward Based Secondary Schools in Tanzania. The study found that villagers are generally not actively involved in decision making, planning, monitoring and evaluation processes. Less involvement of community members in setting priorities in the study area led poor EDP since few members contribute for EDP. The findings concurs with the findings by Simon (2014) on participatory planning in budgeting process; he found that community participation in planning is still very low as the process is owed by leaders and not community members. In this study EDP process was dominated by community leaders. This was led by low knowledge of community leaders on the roles of community members.

5.5 Challenges of applying O&OD approach in EDP

Provided in chapter four, various challenges were found in both Kiziwa and Kiroka village. The major challenge for all villages were low awareness of community members in EDP, lack of technical and physical capacity, management issues, low community attendance in the village meetings, geographical factor and insufficient fund from council headquarters

It was found that both community members and community leaders has low awareness in education and participation matters. The findings concurs to the study by Kilewo (2015) who found that low awareness among community members was the factor for low participation in Comprehensive Council Plans. In Kiziwa the

community, members believed under free education policy the government is to provide each and everything in schools. Community members see no need of being involved in EDP as they believe that the government should be responsible to implement each and everything. Members also regret of educating girls as they believe that girls are to be married.

However, low knowledge in Kiroka is based on the need to attend the meeting, most of the members attend village meeting because the meetings provide lunch for all attendants. This suggests that, if the village does not provide food then people cannot attend. Additionally like in Kiziwa, Kiroka village the community members also practice traditional rituals known as “Kunemwa” where the girl is involved in this practice as a preparation for marriage. Low knowledge has caused poor members' attendances in the village meeting and thus the low knowledge which consequently leads poor community contribution in EDP.

These findings support the observation by Mwanga (2015) in the study in Mtwara region, which found that a low community participation in planning process, caused by low community awareness in the matters at hand. In the current study, low awareness has led to low community involvement in EDP for the Kiroka and Kiziwa villages.

Another challenge found is bad traditional practices: Both villages Kiroka and Kiziwa, practice traditional culture, which involve girls practicing of traditional dances known as “Kigodoro” under which girls are assumed to move from one stage (girls) to another stage (women). Community members use more resources and participate fully in these practices which consequently hinders them to participate in EDP as they wish their girls to be married rather than continuing with school. The findings concur to the study by Ardichvili, Maurer, Wentling & Stuedemann (2006) who posited that the community may participate based on existence of traditional forms of community cooperation, makes individuals to collectively give priority to the objectives of the group and culture they belong to which often results in actions of individuals leading to service to the community or society. As the villages are challenged by cultural practices more knowledge is required in order to create awareness among community members on the importance of education.

Kiziwa village is challenged by political opposition; the village is dominated by two political parties, due the domination of the parties community members oppose different plan basing on their political parties. When the plan is made by a certain political party, the opposing party ends up criticizing the plans, which hinders community contribution and attendance in community meetings. It was further found that, community members attended more meetings when hear that there is embezzlement and the community leader is to be answerable. As the result of the political opposition the village leader has resigned from the power. The political challenge has caused low projects implementation hence low community development. This study corresponds to the study by Muro & Namusonge (2015) the study was conducted in Meru Arusha. The study was about governance factors affecting community participation in development projects. The study found political differences as one of the factors that affect community participation in development projects.

Participation through O&OD method is also challenged by structural issues and management issues. The structural issues include lack of technical and physical capacity which constrains many people from substantial information on the importance of participatory planning, their actual role, and how/why they should get involved in the decision-making in their localities. The lack of technical capacity among the village and ward leaders inhibits them from making plans that meets the prescribed standards, due to inadequate skills or 'know how' in collecting data, and in compiling whatever data is available for the purposes of planning. Current findings are similar to the findings by Mefunya (2011) whose study was about the opportunities and obstacles to development planning method used in Tanzania's decentralized local governments drawing cases of Rulenge and Murusagamba Wards in Ngara District of Kagera Region. The study found that, structural and management factors inhibit the use of O&OD in development planning. The structural issues mentioned include lack of technical capacity among ward facilitators and community members. Community members and ward facilitators lacked knowledge about O&OD.

Geographically, as provided in chapter four, Kiziwa villages is made up of eight vitongoji and the area is occupied by mountains in all sides. Some of the vitongoji

such as Tomondo are very far from Kiziwa. This makes it difficult for community members to attend the meetings. However, the village is located along the main road from Kiroka to Matombo, but most of the vitongoji are however located very far, which caused most of the villagers to fail to attend the meetings.

5.6 Opportunities to enhance the application of O and OD in EDP in the wards

As it is provided in chapter four, various opportunities to enhance O&OD in Kiroka and Kiziwa were found. Most of the opportunities are similar, however, some opportunities in Kiroka were not found in Kiziwa. The opportunities found include adequate and fertile soil, presence of forests, road, and availability of educated person in the village and human resources and water sources

Both Kiziwa and Kiroka schools have adequate and fertile land, the land could be utilized by the village members and school management to enhance EDP in the villages, the available land in schools had been little utilized where the school has established banana tree plantations. The village can establish cultivation of food crops for pupils and students. It was further found that, available land used by teachers in making farms for their own and that the other land remains uncultivated. The area also has good climatic condition with enough rainfall, therefore utilizing land in agriculture purposes can be used to improve EPD in schools.

The land also can be used to increase the number of classes and establish a new secondary school since the available secondary is incapable of receiving all graduate pupils from Kiroka ward.

The village also has forests resource which can provide timber for desks, chairs and office table making, despite of the availability of forests in the village but some of the schools such as Kiziwa lack around 60 desks in total. This shows that this opportunity have not been utilized well. The availability of the forests can also be used to provide roofing timber as many classes, toilets and staff officers in both villages have not been roofed. This opportunity can be used to enhance EDP in the villages they can be used in making desks, office tables, roofing material, doors and windows.

The villages have sufficient human resources and most of them are youths, the available human resources can be used in enjoin their efforts together in accomplishing EDP in the villages, different issues in the projects such as building briks making, building stones preparation and sufficient water supply in the projects can be done by villagers themselves. However, this opportunity is not well utilized in the villages, since there is low community contribution in all villages and higher popiltical opposition in Kiziwa.

Water sources also provides another opportunity found in the village since the river cuts across from Kiroka to Kiziwa. This opportunity can be used by village members in supplying enough water in schools since some schools such as Bondwa primary in Kiroka village had insufficient water supply. Water sources can also be used in irrigation projects, all of which can be used to enhance EDP in schools.

Despite the above projects in both villages, but Kiroka village has road opportunity and all schools are located near the road also there is few educated and graduate people in the village who could be used to educate community members. Some of the vitongoji are located far away from the main road this causes most members fail to attend the meetings.

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the research conclusion, suggestions and recommendation by which different people, countries, actors and research consumers should work upon. chapter also provides conclusion, advices and recommendation which can give chances for improvement.

6.2 Summary

This study examined Planning for Education Development Projects, drawing from the experience in the application of O&OD Approach in Kiroka Ward in Morogoro Rural District. In more specific way, the study focused to identifying and describing the nature of (Education Development Projects) EDP in the localities and whether such projects fit the framework of O and OD approach; identifying and assessing the role of communities in such projects and whether the communities perform their roles within the framework of O and OD; identifying and describing the challenges which communities in the wards encounter in the process of applying O and OD approach in EDP and; identifying and describing opportunities which may be utilized by the communities to enhance the application of O and OD in EDP in the wards.

The study used a case study design, for which a total of 94 respondents were sampled for this study, including 14 key informants, 10 members of village council and 70 community members. Purposive sampling was used to select key informants, and that simple random sampling was used to select members of village council and snowball sampling was used to select community members. Primary data was collected through interviews, questionnaire and direct observation, and secondary data were collected through documentary reviews. Qualitative method was used to analyze the in depth interviews. Questionnaires were entered into MS-Excel analysed using SPSS computer software, descriptive statistics such as frequencies and percentages were determined and the information was presented in form of tables

The study found out that, the nature of EDP in both villages were poor since most of the projects were incomplete. The projects that fit O&OD framework were building projects while performance improvement projects did not. The major community

roles found was approval of education plans and contributions. The roles fit the framework of O&OD in the implementation part only. The found challenges in Kiroka village were bad traditional practices, low community awareness and low community contribution in the projects. Major challenges for Kiziwa include political opposition and geographical location. Community involvement in EPD was mainly done at the implementation stage. The found opportunities include adequate fertile land, forests, and human resources. As the result of poor community participation in development projects, community initiative approach should be adopted to allow community initiate various projects.

6.3 Conclusions

Basing on present study findings it is concluded that, most of the EDP in both Kiziwa and Kiroka village were incomplete. Most of the classes, staff officer, toilets and laboratory have not been roofed, have no doors, windows, and wall paint. However in Bondwa primary schools building projects (classes, toilet and offices) have been completed and are in good appearance. In Kiroka secondary school, classes building and toilets building have also completed. Most of the projects in Kiroka village are funded by the community; however completed projects in Bondwa primary and Kiroka secondary are funded by Italian people and SEDP II respectively.

It was noted a necessity that community members are to be involved in all stages. It was noted in the study that, they were only involved in the approval and implementation stages only and that plans were prepared by community leaders and approved by community members. In Kiroka there was greater community attendance in the meetings, while in Kiziwa community attendance was very low despite the frequency.

The study found different challenges in each village which communities in the wards encountered in the process of applying O and OD approach in EDP. The challenges found in all villages include lack of technical capacity among village and ward leaders, low knowledge among community members, bad cultural practices and low community contribution in the projects, political opposition and geographical location

The study further found various opportunities which may be utilized by the communities to enhance the application of O and OD in EDP in the wards. The found opportunities in all villages generally include adequate and fertile land, forests, water sources, building materials and human resources. However Kiroka village has other opportunities which is educated personnels, road and market providing an added advantage in line with the application of O and OD in EDP.

6.4 Recommendations

The findings provide evidence of low community participation of community members in EDP.

6.4.1 Recommendations to government

It is recommended for 100% enforcement and awareness creation of regulation to the community leaders and community members on the importance of conducting participatory planning and procedure for the conduct. This is especially true for most of the rural areas, where there is low understanding on the conduct of O&OD to both community leaders and members. These should be done by national and local governments, all stakeholders from international, voluntary bodies, community leaders and educators.

In addition, the governing body should create an avenue, where different people can share their experience. This will reduce the gap between community leaders and community members. On top of that, formulation and enforcement of policies for community participation is also recommended.

Comprehensive action for fund collection is required from all stockholders, international level, national, regional, local and household level in order to ensure implementation of the established projects so as to improve education sector in the area. Likewise, budget increment for education planning should be taken into consideration by central and local governments. A programs or policy development should be done, which will require planning process at all levels to use O&OD approach. People concerned with planning should advocate for participatory planning discussion as an inspiration for community involvement in planning process.

6.4.2 Recommendations to stakeholders

There should be media campaigns, education, legislation to inform the public and especially leaders to be part of a comprehensive strategy to advice people and increase their understanding on the importance of participatory planning using O&OD approach.

More studies on the application of O&OD in other development projects are essential. Future follow-up study is also recommended in view of the fact that long term observation (several years or longer) are needed, it will help to overcome the limitation of this study, producing more significant results.

6.4.3 Recommendations to policy makers

Lastly it was provided by Mollel (2010) that despite all the good intention of the government in improving people's participation, O&OD is yet or failing to bring about the intended real popular participation and the sought empowerment of the local people.

It is strongly recommended that the government should adopt community initiative methodology under which the community will be initiators of the projects and not priority making. By initiating the projects, the community members will be able to do what they can do and seek for assistances wherever they fail.

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APPENDICES

APPENDIX 1 INTERVIEW GUIDE FOR KEY INFORMANTS

Dear respondent,

My name is **Elias Mseti**, a student of Mzumbe University pursuing Master of Public Administration. I am doing a study on the “**Planning For Education Development Projects: Experiences From The Application Of O&Od Approach In Kiloka Ward In Morogoro Rural District**” the aim of the study is to find out on whether O&OD process is appropriate for community participation in EDP. The study aims at helping the rural areas improve their plans. I would be very grateful if you would spare some few minutes for interview. The information that you give will be treated confidential and your identity will not be exposed.

1. Age
2. Sex
3. Education level
4. What is the nature of EDP in the localities,
5. Do projects fit the framework of O & OD approach?
6. How is EDP in primary school carried out
7. How is EDP process in the village carried out
8. What are the roles of communities in the projects?
9. How are the communities involved in EDP in the villeges?
10. What are the challenges which communities in the wards encounter in the process of applying O & OD approach in EDP?
11. What are the opportunities which may be utilized by the communities to enhance the application of O & OD in EDP in the wards

APPENDIX 2: Questionnaire FOR VILLAGE MEMBERS

Dear respondent,

My name is **Elias Mseti**, a student of Mzumbe University pursuing Master of Public Administration. I am doing a study on the “**Planning For Education Development Projects: Experiences From The Application Of O&Od Approach In Kiloka Ward In Morogoro Rural District**” the aim of the study is to find out on whether O&OD process is appropriate for community participation in EDP. The study aims at helping the rural areas improve their plans. I would be very grateful if you would spare some few minutes and answer this questionnaire. The information that you give will be treated confidential and your identity will not be exposed.

Instructions

Tick the most correct answer

	Questions	Strongly agree	Agree	Disagree	Strongly disagree
1	I have been involved in setting priorities for EDP				
2	EDP were formulated by village leaders only				
3	Community members were involved in collecting relevant data for EDP				
4	Dialogue with facilitators to prepare education planning was conducted				
5	Sensitization for EDP was conducted				
6	Extra ordinary village assembly for launching EDP was conducted				
7	Extra ordinary village assembly for approval was conducted				
8	I always attend village assembly meeting for EDP				

APPENDICES

APPENDIX 3 OBSERVATION CHECKLISTS

Nature of the classes, toilets, offices, laboratories and teachers houses			
Items	Poor/ bad appearances	Good appearances	Comments
Outside appearance of the building			
Roofing			
Windows			
Doors			
Wall and ground plasters			
Inners appearances			
The conduct of village Extra Ordinary Village Assembly			
Villagers giving views			
Women involvement in giving views			
General conduct of the meetings			
Argument from community members			

DODOSO

DODOSO NAMBA 1 MASWALI KWAAJILI YA VIONGOZI WA KIJJI, WAJUMBE SERIKALI YA KIJJI, WAALIMU NA VIONGOZI WA KATA

1. Umri
2. Jinsia
3. Elimu
4. Eleza uhalisia za miradi ya elimu mashuleni
5. Je miradi hii ya elimu inaruhuru mfumo wa ushirikiswaji wananchi kwa njia ya fursa na vikwazo?
6. Eleza mchakato unaotumika katika kuandaa miradi ya elimu mashuleni
7. Eleza mchakato unaotumika katika kuandaa miradi ya elimu kijijini
8. Eleza majukunu ya wananchi katika miradi hiyo
9. Je wananchi wanashirikishwaje katika uandaaji wa miradi hiyo?
10. Eleza chanagamoto zilizopo katika jamii zinazopelekea njia shirikishi ya elimu kwa mfumo wa vikwazo na fursa kutofanikiwa.
11. Ni fursa gani zilizopo katika kijiji zinazoweza kutumika kuboresha mpango shirikishi wa maendeleo kwa njia ya fursa na vikwazo?

DODOSO NAMBA 2: DODOSO KWA WANAKIJJI

Ndugu mwanakijiji

Nitwa Elias Mseti mwanafunzi wa Shahada ya uzamili katika Chuo kikuu cha Mzumbe Morogoro. Lengo la dodoso ni kukusanya taarifa kutoka kwa wanakijiji kuhusu ushirikishwaji katika miradi ya maendeleo ya elimu.

Kwa heshima fahamu kwamba taarifa zote zitakazotolewa kupitia dodoso hili hazitatumika tofauti isipokuwa kwa kusudio nililolitaja hapo juu. Atakaejibu dodoso hili atatakiwa kujibu maswali kutokana na mtazamo na matarajio yake kutegemea na kiwango cha uelewa wake juu ya ushirikishwaji.

Taarifa itakayotolewa itachukuliwa kama ni siri mno na hakuna sehemu ya taarifa itakayotumika vinginevyo bila idhini na mamlaka ya aliyejaza dodoso. Natanguliza shukurani kwa ushirikiano wako na uwazi.

Maelekezo

Weka alama ya vema katika visanduku

Maswali	Kubali	Kataa	Unakubali kwa kusisitiza	Unapinga vikali
Nimeshirikishwa katika kuweka vipaumbele vya miradi ya elimu				
Uandaa wa miradi ya elimu ulifanywa na viongozi wa kijiji				
Wanakijiji walishirikishwa katika kukusanya kumbukumbu za uandaaji				
Mjadala wa kuandaa mpango shirikishi wa elimu ulifanyika				
Tulielimishwa kuhusu uandaaji wa mpango shirikishi wa elimu				
Mkutano mkuu wa kijiji kwaajili ya maandalizi ya mpango shirikishi wa elimu ulifanyika				
Mkutano mkuu wa kijiji kwaajili ya kupitisha mpango shirikishi wa elimu ulifanyika				
Nilihudhuria mkutano wa kijiji wakati wa kuandaa mpango shirikishi wa elimu				