

**SOUTHERN NEW HAMPSHIRE UNIVERSITY
&
THE OPEN UNIVERSITY OF TANZANIA**

MASTER OF SCIENCE DEGREE IN COMMUNITY

**ECONOMIC DEVELOPMENT
(2007)**

**IMPROVEMENT OF LIVING CONDITIONS FOR
SECONDARY SCHOOL GIRL STUDENTS THROUGH
ESTABLISHMENT OF HOSTEL IN SENEREMA
TOWNSHIP**

SILAS B. NTEKO

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**“SUBMITTED IN PARTIAL FULFILLMENT OF
REQUIREMENTS FOR THE MASTER OF SCIENCE
DEGREE IN COMMUNITY ECONOMIC
DEVELOPMENT IN THE SOUTHERN NEW
HAMPSHIRE UNIVERSITY AT THE OPEN
UNIVERSITY OF TANZANIA”**

SILAS B. NTEKO

Supervisor's certification

I certify that i have read this project paper and I am satisfied that it can be submitted to the OUT/ SNHU Senate in partial fulfillment of the requirements for the award of Degree of Master of Science in Community Economic Development (Msc. CED)

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DATE.....8/6/2007.....

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DECLARATION BY THE CANDIDATE

I hereby declare that this paper is my original work, produced as a partial fulfillment of the Master of Science Degree in Community Economic Development (CED) from Southern New Hampshire University in collaboration with the Open University of Tanzania.

I also declare that this work has not been submitted to any High Learning Institute or University for the purpose of higher degree award.



Silas B. Nteko
Author

Mwanza
28th January 2007

DEDICATION

To my lovely mother Paskazia

ABSTRACT

Tupendane Wanawake Bomani Group (TWB Group) is a registered CBO formed in 1994 by 46 members most of them retired women with objectives of advocating for women rights and improving their income generation activities.

Since 1997 girl students studying in Secondary Schools from distant villages started renting rooms for their accommodation. Most of girls were involved in prostitution; others pregnant or married before completing their Secondary School education. TWB Group has been very much concerned with problems which affect girl students in their studies since then.

Community needs assessment conducted showed that this is a Sengerema Community problem and there is a need of constructing girls' hostel to alleviate accommodation problem faced by girl students. Survey conducted in 2006 show that members of the community are eager to participate in all stages of project implementation. Financing of the project implementation requires Tshs 94,443,260/= according to the project budget. TWB group and the community are expected to raise Tshs 8,000,000/=from own sources and Tshs 89,683,260/= is expected to be externally sourced through grants and donations.

Evaluation will be done in two phases to assess outcomes against original objectives. The first evaluation has been conducted to assess how much the community has been sensitized on girl students' problems face in their studies. The second evaluation shall be conducted after completion of hostel buildings. Impact evaluation will be conducted after one year starting from the day girls' hostel will be opened.

ACKNOWLEDGEMENT

Any social report is not created out of vacuum. It is a collective effort of many people and reflects their direct and indirect commitment in particular circumstances. I am obliged to say so because they are many people who are a part and parcel of this work including those who could not be mentioned by name. In one way or another, their support and constructive suggestions made this work possible.

First and foremost, my heart felt gratitude is extended to the retired District Executive Director Mr. S.A.Masso, former Sengerema District Chairman Hon. Joseph Yared and all members of Finance, Administration and Planning Committee for sponsoring me to pursue Master of Science in Community Economic Development degree course of which without their support this report should not exist.

The author acknowledges the help provided the Chairperson of Tupendane Wanawake Bomani Group (TWB GROUP) who worked with me for the period of eighteen months. Their effort created for me environment to learn from practitioners and communities in the field. Secondly it provided me opportunity to collect information and verify assumptions through quantitative and qualitative research methodologies.

Mr. Michel Adjibodou, the CED Director, instructor in Project Design and Management and Information Management, Analysis and Presentation equipped me with different techniques applied in the research methodologies. His tireless effort is highly appreciated.

My deep gratitude goes to my supervisor Mr. H. Mtenga of Moshi University College of Cooperative and Business studies who worked very closely to me as my project advisor but also spent his valuable time in editing the document with constructive criticism.

My special regards to my wife Grace and my children Miriam, Gloria, Edwin and Tony for their encouragement and support rendered to me for the whole period i was pursuing the programme.

It will be unfair if John Bosco wont' be mentioned for the role he played in preparation of the final manuscript and many different supports he accorded to me all the time I was pursuing the programme.

Last but not the least; I owe many thanks to members of EAGT Migombani Sengerema who gave me various supports and their prayers which finally have beared fruits.

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LIST OF ACRONYMS AND ABBREVIATIONS

BoQs	Bill of Quantities
CBO	Community Based Organization
CED	Community Economic Development
CNA	Community Needs Assessment
CRWRC	Christian Relief World Reform Council
DED	District Executive Officer
DEO	District Education Officer
EAGT	Evangelistic Assemblies of God of Tanzania
FAWE	Forum for African Women Educationalists
GGHSP	Grant Assistance for grassroots human security Project.
GSES	Girls secondary school Education support
ITV	Independent Television
MoE	Ministry of Education
MUCHS	Muhimbili University College of Health Services.
PEDEP	Primary Education Development Programme
PRS	Poverty Reduction Strategy
RTD	Radio Tanzania Dar es Salaam
SEDEP	Secondary School Development Programme
SPSS	Statistical Program for Social Scientists
SUA	Sokoine University of Agriculture
Tshs	Tanzania Shillings
TTCL	Tanzania telecommunication Company Limited

TVT	Televisheni ya Taifa (National Television)
TWB	Tupendane Wanawake Bomani
SWOL	Strength, Weakness, Opportunity and Limitations
UDSM	University of Dar es Salaam
WDC	Ward Development Council

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EXECUTIVE SUMMARY

Back ground of Host Organization

Tupendane Wanawake Bomani Group) is a registered CBO formed in 1994 by 46 founding members most of them retired women. The CBO headquarters is situated in Bomani area along the road to Twitange Secondary School in Sengerema Township. The word Tupendane Wanawake Bomani Group stands for love among the women development in Bomani area.

The objectives guiding activities of the CBO are centred on building the capacity of women through provision of social welfare services, creation of sustainable partnership for the purpose of implementing girls and women education.

The CBO currently has a saving and credit scheme for its members and acquired a milling machine through USA Embassy assistance. The milling machine will start to provide services very soon.

Since 1997 girl students who studied in Nyampulukano and Sengerema Secondary School started renting rooms for their accommodation. Most of them their performance dropped and failed National Examination while others left school pregnant or married before completing Secondary Education.

Members of TWB showed a big concern over girl students who face hardship in their studies due to difficulties they face such as walking long distances to and from school every day. Girl students staying with family friends and relatives are subjected to domestic matters more than going to school while those who rent rooms live freely without guardians in rented rooms. The CBO came up with idea of constructing a

hostel as a part of the strategies to minimize hardships of girl students attending secondary schools in Sengerema Township. Thus the overall goal is to:

To provide secured accommodation and ensure its utilization for at least 100 girl students studying secondary education in Sengerema Township by the year 2009.

The expected results is reduced number of dropouts by girl students attending secondary school, increase in reliable and secured accommodation for girl students and minimal working distances to school.

Activities implemented include attainment of the project sight at plot no PB Block N in Sengerema Township and preparation of the building drawings. Bills of quantities have been prepared and proposals for seeking funds have been sent to potential donors. Some of them have promised to participate in construction of the hostel immediately after the community shows its initiations. Community has been sensitized to participate in construction of girls' hostel. However, implementation has been delayed because the community is heavily engaged in construction of Kilabela and Mveli Secondary Schools (Appendix 10).

CHAPTER I

COMMUNITY NEEDS ASSESSMENT

The main purpose of the community needs assessment was to assist the CBO to get information that would assist in ensuring that the project gets active support from the community. Community needs assessment information was obtained both from primary and secondary sources. Secondary sources information was obtained from the URT, 2002 Population and Housing Census Volume IV-Sengerema District Profile, Various records from secondary school with Sengerema and National Examination Councils. The information was utilized in understanding community profile, economic Status of Sengerema Township, Sengerema Township Education Profile and accommodation status for the students who study in six secondary schools.

Grouping together the information formed the basic economic information of Sengerema Township which helped to make analysis of the community ability in reducing problems related to unreliable accommodation for girl students attending secondary schools in Sengerema Township face in their studies.

In addition to secondary data, It was paramount important to conduct primary data collection survey in order to find out how much the community is aware of the problem. Also, the intention was to establish extent the community is willing to participate in the project.

1.1.1 Community Profile

Sengerema Town is the Headquarters for Sengerema District and lies in the south west of Mwanza City. The town has population of 49,382 of which 23,726 are males

and 25,656 females. Population growth rate is 2.7% (2002 Population and Housing Census). The town has thirteen Primary Schools and six day Secondary Schools, all of them are co-education except Sengerema Secondary School which is phasing out intake of girl students.

The town has a good road network that links with Mwanza City and Geita District in the south west. There is a good network of telephone services provided by Telecommunication companies such as VODACOM, CELTEL, MOBITEL and TTCL. Radio Sengerema which is situated in Sengerema town broadcasts in most parts of Sengerema districts and other neighbouring districts in a catchment area of about 70 kms.

1.1.2 Income per capita

Income per capita for Sengerema is estimated to be Tshs 182,000/= according to 2002 Census. Low income patterns accounts for poor community contributions to development projects.

1.2.0 Sengerema Town Education Profile

1.2.1 Literacy rate:

Literacy rate is defined as percentage of a population that can read and write in either all or one of the languages out of a given population. Sengerema Town literacy rate is 74% among the population aged 5 years and above. The literacy rate is higher among male population (65%) than female (53%). Literacy is highest in Kiswahili by 54%, followed by both English and Kiswahili.

1.2.2 School Attendance Status

School attendance refers to attendance at any regular authorized or licensed educational institution or programme for organized learning at any level of education

at the time of the census. Instruction in particular skills, which is not part of the organized educational structure of the country such as apprenticeship is not considered to be school attendance(2002 population and Housing Census). Available statistics indicate that 39% of females compared to 28% of males aged 5 years and above had never attended school in Sengerema Township.

The following table shows Primary school attendance according to 2002 Census.

TABLE A: Primary School attendance by gender

Gender	Never attended	Drop-out	Attending	Completed
Males	28%	11%	28%	30%
Females	39%	13%	25%	25%

Source: The URT, 2002 Population and Housing Census

It is possible that they are some positive changes since the government has invested much more in education especially in the period of 2003 – 2006 under PEDEP programme, but yet girls' education is very low compared to boys in all aspects.

1.2.3 Sengerema District Education Attainment.

The gap between male and female education becomes much wider at University level and other high learning institutions as shown in Table B below.

TABLE B: Sengerema District Education Attainment

Sub-Sector	Total	Gender		Percent	
		Male	Female	Male	Female
Primary School	98,307	53,036	45,271	53.9	46.1
Training after Primary school	135	84	51	62.2	37.8
Secondary School	5,337	3,570	1,763	66.9	33.1
Training after secondary School	483	296	187	61.2	38.8
University and others	71	63	8	88.7	11.3

Source: The URT. 2002 Population and Housing Census

Since 2002 Population and Housing Census did not categorize the above information by gender for Sengerema Township alone, the author relied on the District information to analyze the situation as shown in the table.

1.2.4 Sengerema Township Secondary Schools

The Sengerema Township has a total of six secondary schools. TABLE C shows the number of boys and girls students admitted at the beginning of the year 2005 and drop-outs at the end of the year 2005 for both males and females. The purpose of the exercise was to compare boy students' drop-out rate to girl students. The limitations are that data for previous years could not be reliably attained. It was established that causes for girl students' drop out are truancy, misconduct and few cases of pregnancies according to interview held between the author and Headmasters of Secondary Schools.

For the year 2005, out of 1343 boy students who attended Secondary school in Sengerema Township 38 boys dropped out equal to 2.8 %. In the same year, 592 girl students who attended Secondary school 69 girl students dropped out equivalent to 12%.

The Ministry of Education decided to phase out female students intake for Sengerema Secondary School and the last 5 students sat for National Form Four examination in the year 2006. According the interview with the Headmaster of Sengerema Secondary School, Ministry of Education decided to phase out girls intake because of poor performance resulting from many factors including high drop-out and unreliable accommodation as most of the girls rented rooms. Kilabela and Ntundulu Secondary Schools were opened in 2004 The Ministry of Education decided to phase out female students intake for Sengerema Secondary School and the

last 5 students sat for National Form Four examination in the year 2006. According to the interview with the Headmaster of Sengerema Secondary School, Ministry of Education decided to phase out girls intake because of poor performance resulting from many factors including high drop-out and unreliable accommodation as most of the girls rented rooms. Kilabela and Ntundulu Secondary Schools were opened in 2004

TABLE C: Sengerema Township Secondary School Profile

Name of Secondary School		Admitted Jan 2005		Dropped Dec 2005		National form IV Results 2005			
Sengerema -Boys (Day and Boarding School)	Form	Boys	Girls	Boys	Girls	Boys		Girls	
						Passed Div I- D IV	Failed Div. O	Passed Div I-D IV	Failed Div. O
	I	128	-	2	-				
	II	158	-	1	-				
	III	131	5	-	-				
	IV	128	-	-	-	89	18	-	-
Nyampulu kano Day Secondary School	I	79	87	1	2				
	II	89	100	4	11				
	III	54	21	-	-				
	IV	62	29	1	3	47	14	14	13
St. Karoli Day Secondary School	I	53	39	-	-				
	II	62	28	-	-				
	III	28	14	-	-				
	IV	19	10	-	-	19	3	7	3
Kilabela Day Secondary School	I	50	38	1	7				
	II	-	-	-	-				
	III	-	-	-	-				
	IV	-	-	-	-	-	-	-	-
Twitange Day Secondary School	I	65	40	8	8				
	II	63	45	9	18				
	III	-	-	-	-				
	IV	-	-	-	-	-	-	-	-
Ntundulu Day Secondary School	I	92	73	6	11				
	II	84	68	5	9				
	III	-	-	-	-				
	IV	-	-	-	-	-	-	-	-

Source: 2005 School Records

1.2.5 High School Admissions 2000-2005

It was important to study the trend of performance for girl students for the period of five years to see how much girl students have been selected to join High School as one of the criteria of assessing performance of boys and girl students. The period of year 2000-2005 is covered under the study. Sengerema, Nyampulukano and St. Karoli Secondary Schools are covered in this period because other schools have not sat for National Form Four Examination. However, St.Karoli sat for National Form Four Examination for the first time in the year 2005 as shown in table D.

TABLE D: High School Admissions by Sex 2000- 2005

Year	Sengerema Secondary School				Nyampulukano Secondary School				St. Karoli Secondary School			
	Completed form iv		Admitted to form v		Completed form iv		Admitted to form v		Completed form iv		Admitted to form v	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2000	118	27	36	-	31	27	14	3	-	-	-	-
2001	126	24	56	1	32	40	22	5	-	-	-	-
2002	125	28	64	3	33	39	10	2	-	-	-	-
2003	126	23	62	6	94	40	10	3	-	-	-	-
2004	124	26	56	3	75	33	15	4	-	-	-	-
2005	128	-	67	-	64	29	12	1	19	10	12	3
Total	747	128	341	13	329	208	83	18	19	10	12	3

Source: School Records 2006

In Sengerema Secondary School only 128 girls completed Secondary School in the period of 5 years compared to 747 boys who completed Secondary School in the period of 5 years equal to 17.1%. Nyampulukano Secondary School 208 girl students completed Secondary School in the period of 5 years compared to 329 boy students equal to 63.2% of boys who completed secondary school in the same period.

Girls who joined form IV in the same period for Sengerema Secondary School were 13 compared to 341 boys who joined secondary school. Nyampulukano Secondary

School only 18 girls joined form V compared to 208 boys who joined high school.

This shows how much girls are vulnerable to the situation compared to boys.

1.2.6 Sengerema Teachers Resource Centre

Sengerema Teachers Resource Centre (TRC) was officially opened in 1993 for the purpose of improving Primary Schools teachers' education. TRC has a modern library open to all members of the community. Library records for the year 2005 show that TRC is used by 20,818 secondary and primary students, 448 teachers and 142 other community members. Although every secondary school has its own library, this library shall be very useful to girl students accommodated in the hostel because TRC Library is equipped with modern books which match with Secondary School syllabus and it is situated not far from the proposed girls' hostel.

1.2.7 Secondary Schools accommodation status

According to the interview held between researcher and the headmasters of Sengerema, Nyampulukano, Kilabela, St. Karoli and Nyampulukano Secondary Schools, accommodation status for both girl and boy students matters a lot in their academic performance. However, it makes a big difference with girls especially those accommodated in rented rooms as they perform very poorly in National Examination.

It was established that, none of the school keeps records of girl student who rent rooms, live with relatives or stay with parents for previous years. That being the case, the researcher entirely relied on the information provided by the Headmasters Accommodation status for the six Secondary schools in Sengerema Township compiled for the year 2006 has been summarized in TABLE E.

Although both girl and boy students rent rooms or live with relatives, girl students perform poorly in their studies compared to boys because of different factors such as cultural influences which subject them to domestic duties than spending private time for studying. Girl students accommodated in rented rooms have much freedom because they live without a guardian which is dangerous as well.

From TABLE E we learn that the number of students accommodated in rented rooms is big which suggests the need for construction of the hostel.

TABLE E: Secondary Schools accommodation status 2006

Name of School	Rent rooms		Stay with relatives		Stay with parents (1-5Kms)		Stay with parents (6-10 kms)		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Sengerema	68	-	71	-	179	-	24	-	342	-
Nyampulu kano	55	38	52	24	240	98	13	10	360	170
Kilabela	23	18	33	25	55	37	12	8	123	88
Twitange	34	29	76	29	67	57	27	19	204	134
St. Karoli	21	19	60	27	101	47	7	2	189	95
Ntundulu	25	21	49	40	123	106	16	21	213	188
Total	226	125	341	145	765	345	99	60	1431	675

Source: 2006 Surveys (Author)

1.3.0 Community Views on Secondary School Girl students problems

In addition to secondary data collected from different Secondary school records in Sengerema Township , URT, 2002 Population and Housing Census Volume IV- Sengerema District Profile and National Examination Council, It was paramount

important to conduct primary data collection survey in order to find out how much the community is aware of the problem. Also, the intention was to establish extent the community is willing to participate in the project. In order to get information that will be used in ensuring that the project gets active support from the community, three principle research methods were used to gather information. It involved **structured interview, Focus group and Individual interviews.**

In analyzing the situation, both qualitative and quantitative were used. Since research questions in the study were diverse in nature, they required several methods of gathering information to answer them. Hence quantitative and qualitative methods were employed in this study. As established by other scholars (Richard, 2003; Marks, Murray, Evans, Willig, Woodal and Sykes, 2005). Quantitative and qualitative research are considered to complement each other. Thus the use of the two methods in this study aimed at getting more information which facilitated understanding of the situation.

1.3.1 Structured Interview

Structured interviews were used to collect quantifiable data pertinent to research questions. This was preferred because it promotes standardization of both asking of questions and recording of answers (Marks et al., 2005). It reduces error due to interviewer variability, and therefore improves internal validity. Information collected by structured interviews was used to address research questions regarding factors associated with views of girl students, attitudes and suggestions of the community members.

The study was guided by five research questions as follows:

- To what extent girls students accommodated in rented rooms are affected in their studies?
- How are female students staying with relatives and family friends affected in their studies?
- How female students who walk long distances to and from the school are affected in their studies?
- Are the members of the community aware of the problems female students face in their studies?
- How much is the community willing to participate in construction of girls' hostel if the hostel will be needed?

1.3.2 The Study area

The study was conducted in Sengerema Township and it involved three Secondary Schools and six villages. Schools involved in the study were Nyampulukano, Sengerema and St. Karoli Secondary School. The six villages were Ibondo, Nyampulukano, Ibisabageni, Mwabaluhi, Isung'anholo and Nyatukala.

1.3.3 Sample Size

The sample size required to represent the population value of a particular variable depend not only upon the size of the population but also on the amount of heterogeneity of the variable within the population. (Selltiz *et al.* 1979, p. 125).

Before determining the sample size, it was important to identify the right respondent who will be approached for interview. Sample size was determined by stratified random sampling because respondents involved in the survey have two different categories. Category one involved female students and category two other members

of the community. Although both are stakeholders of the project, yet it was important to use different questionnaires with different approaches simply because views and interest of both groups are not homogenous.

Girl students from six schools were represented by Nyampulukano, St. Karoli and Sengerema Secondary Schools. Other community members were selected randomly from six villages which form Sengerema Township.

1.3.4 Student Sample Size

Sample size for both girl students was determined by using the formula below:

$$N = [z / e]^2 (p) (1-q)$$

Where **N** = Sample size.

Z = Standard score corresponding to a given confidence interval =100%

'e' = The proportional of sampling error =10%

P= Estimated proportion of female students who need reliable accommodation from three Secondary schools involved in the study = 50%

Using a confidence level of 95% and "e" = 5

$$N = [1.96/0.1]^2 (0.5) (1-0.5) = 96.04$$

= 97 respondents

However, any social research that deals with population of more than 1000, minimum sample size should not go below 100 respondents(Champion 1979, p 89).Secondly, it is important when deciding upon sample size to estimate how many times the sample may have to be subdivided during data analysis and to ensure adequate sample size for each subdivision. (Kenneth D. Bailey (1994). Therefore, it was decided to take 35 girl

students from each of the three schools involved in the study. That makes a total of 105 girl students for girl students' stratum.

1.3.5 Sample size for the community members:

The project area has 2033 house holds. For that matter it was decided to have a sample of average 20 households for every village which makes a total of 120 households for six villages covered in the survey. However, these villages have different population; hence distribution of questionnaires was done according to the size of the village population.

1.3.6 Reliability and Validity

A pretest of 20 questionnaires was launched in the field and consistency was checked by involving 20 respondents as a measure of reliability and validity. Ten questionnaires were given to girl students and other ten to other community members. Questionnaires were collected to check consistency. Out of 10 members of the community who were given the questionnaires three respondents did not feel the questionnaire as it was expected. The situation was managed in the field by taking care when dealing with dealing with the illiterate ones.

1.3.7 Data collection

Questionnaires were preferred to be used in the study area because data collected from the District profile indicated that Sengerema Town has 2033 households and 74% of residents are literate. This guarantees the chance of having respondents who can read and write. The other reason was that the data collected needed confidentiality especially female students who were required to disclose many facts

about renting rooms. Hence questionnaires provide high degree of anonymity. Questionnaires are less costly in terms of financial and time resources. The researcher dispatches the questionnaire and collects them when filled. (Appendix 2).

TABLE F: Questionnaires issued and returned

Targeted Respondent	Issued	Returned
-Nyampulukano Village	20	16
-Ibisabageni Village	22	20
-Mwabaluhi Village	18	15
-Isung'holo Village	20	19
-Nyatukala Village	24	17
-Ibindo Village	16	18
Total for community members stratum	120	105
Girls' student:		
-St. Karoli Secondary School	35	35
-Nyampulukano Secondary School	35	35
-Kilabela Secondary School	35	35
Total for female students stratum	105	105

TABLE 1E

1.4.0 Findings and Analysis

The purpose of conducting analysis was to find out how much girl students and community members respond to research questions by giving their views and suggestions on different issues.

Data collected was processed by using SPSS (Appendix 7) which facilitated interpretation and general understanding of the situation.

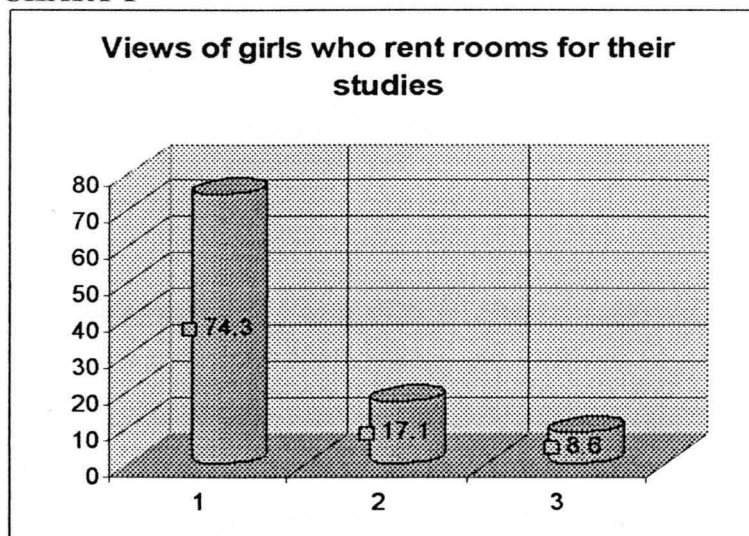
1.4.1 Responses and views of girl students who rent rooms for their studies

The responses centred on getting views from the girl students about renting rooms and its impact on their studies. Responses are summarized below:

Poor environment for studies	78 Respondents	(74.3%)
Fair environment	18 Respondents	(17.1%)
Good environment	<u>9 Respondents</u>	<u>(8.6%)</u>
Total	105 Respondents	(100%)

Good environment means circumstances which will enable girl students to do their home work conveniently such as quality of the room she rents, electricity, access to water, general environment of the place and freedom from disturbances.

CHART I



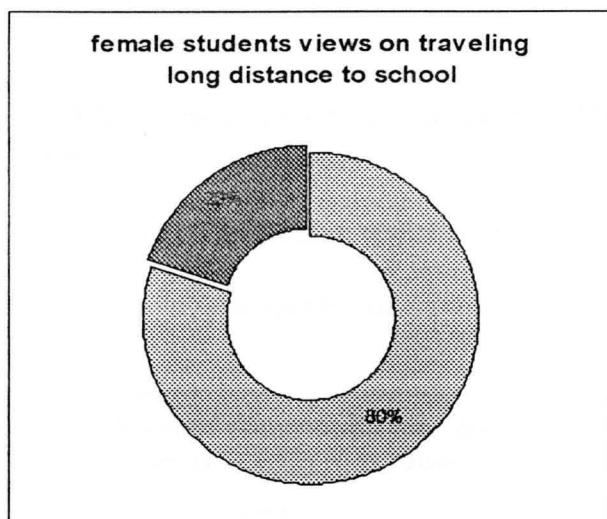
- 1 = Poor environment for studies
- 2 = Fair environment for studies
- 3 = Good environment for studies

1.4.2 Responses of female students who travel long distances to and from the school

Traveling long distance affect my studies	84 Respondents	(80%)
Traveling long distance don't affect my studies	<u>21 Respondents</u>	<u>(20%)</u>
Total	105 Respondents	(100%)

Girl students who travel between 8kms and 10 kms said traveling long distance affect their studies were 80% while those who are not affected are 20%.

CHART II



80 % said traveling affect their studies.
20 % said traveling long distance don't affect their studies.

1.4.3 Responses and Views of girls' students staying with relatives

No enough time to do home work	87 respondents	(82.9%)
Enough time to do home work	16 Respondents	(15.2%)
I don't know	<u>2 Respondents</u>	<u>(1.9%)</u>
Total	105 respondents	(100%)

Views were sought with regard to having enough time to concentrate with studies while at home. Among the 105 students 82.9% indicated they have enough time while 15.2% feel they have enough time and 1.9 % said they do not know. Chart 3 clarifies the situation graphically.

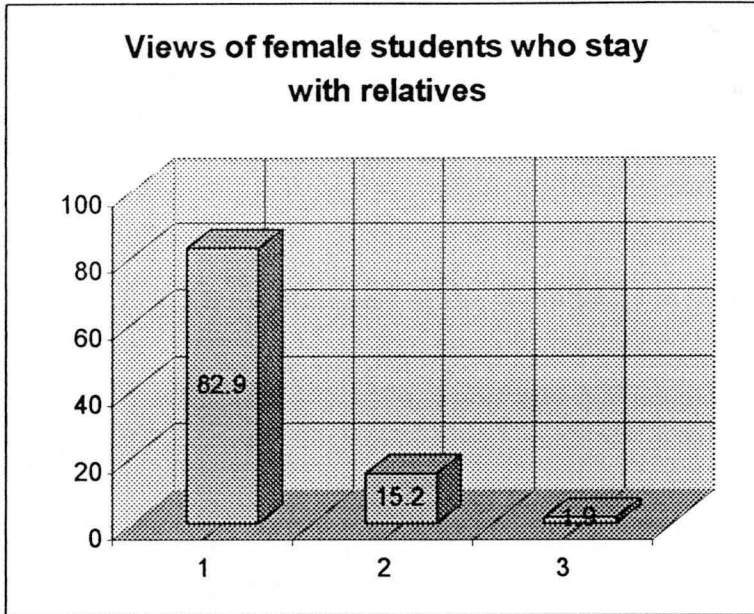


CHART III

82.9% said they don't have enough time for doing home works
 15.2% said they have enough time to do home work.
 1.9% said they don't know.

1.4.4 Views and responses of Community Members on girl students who rent rooms

They involve themselves in sexual activities	91 Responses	(86.7%)
They do not involve themselves in sexual activities	14 Responses	(13.3%)
	105 Responses	(100%)

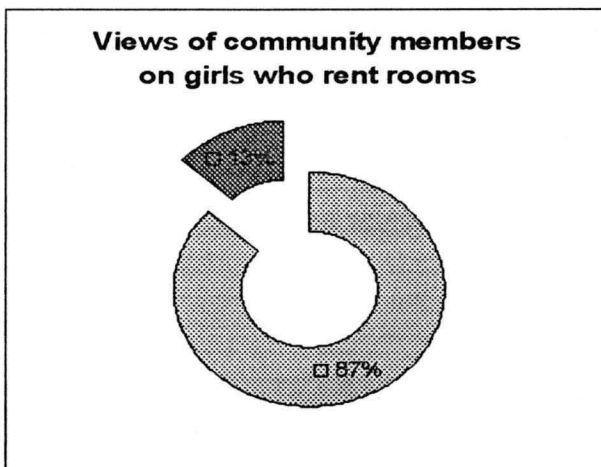


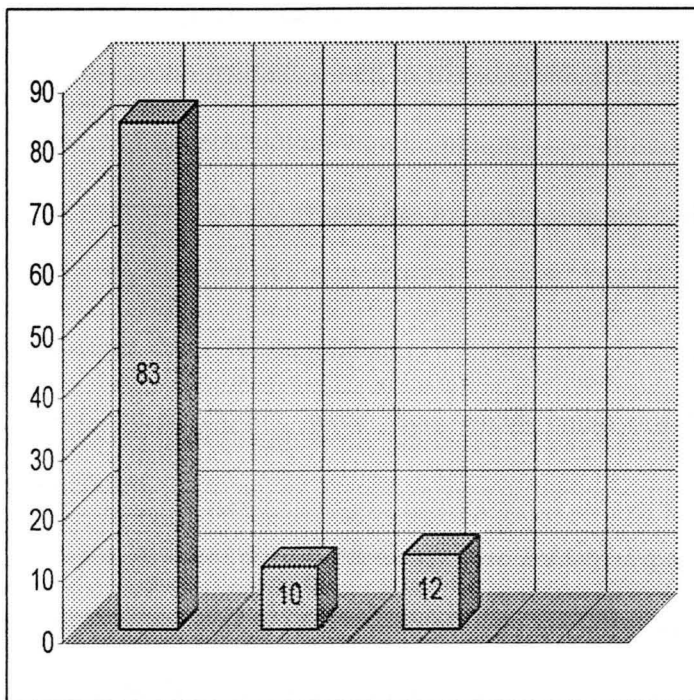
CHART NO IV

87% said they involve themselves in sexual behaviours
 13% said they don't involve themselves in sexual activities.

1.4.5 Willingness of the community members on construction of girls' hostel

Construct girls hostel	83 respondents	(80. %)
Educate girls on changing their behaviour only	10 respondents	(9.5%)
Abolish renting rooms for girl students'	<u>12 respondents</u>	<u>(11.4)</u>
	105 respondents	(100 %)

CHART NO V: Willingness of the community members in construction of girls' hostel



91.1% Suggested constructing girls hostel

9.5% Suggested educating girls hostel only

11.4% Suggested abolishing renting rooms for girls.

1.5.0 Qualitative Research

This approach was used to generate data required to answer questions on girl students and members of the community and school policy makers' perceptions, attitudes and views about problems girl students face in their studies. With the help of guided questions this component of the study employed focus groups and individual interviews as data collection methods.

1.5.1 Group Discussion

Focus group method aimed to discuss with girls students in order to obtain a wide range of understanding, views, opinions, and attitudes on particular phenomena. The method enabled the researcher to understand not only what are the girls views but also the reasons for such kind of views. The group discussion involved 15 girl students from Nyampulukano, Kilabela and St.Karoli Secondary Schools. It was designed to explore more facts which could not be answered in the structured interview.

In the discussion, girl students were free to express themselves in Kiswahili or English language because some of them are not fluent in English. Only views which won majority of the group were recorded. Sometimes the researcher asked members of the group to raise hands to support a certain view or not raise their hands if they did not support it. Then their views were recorded. The following questions guided discussion:

1. What accommodation problems do you encounter if you rent a room?
2. How much are your studies affected if you have problems resulting from renting a room?
3. What problems do you face in your studies if you stay with your relatives?

4. How much are your studies affected by staying with relatives?

1.5.2 Girl students who stay with relatives

- They commented that reading environment is not conducive because some of the homes are overcrowded with many people; therefore reading at home is next to impossible. This denies them the chance of doing private studies or doing assignment at home.

- They said that they are forced to attend kitchen matters immediately they arrive from school. After dinner they are supposed to wash utensils up to 9O'clock. After that time they are totally tired to the extent they cannot read any thing. They have to rush to bed so that they wake up early in the morning to attend the school.

- Sometimes they are told not to go to school in order to attend family emergencies.

1.5.3 Girl students who rent rooms

- They commented that landlords do not allow them to hold discussions in the night because they don't want noise.

- Girls who rent rooms in houses with electricity are forced to switch off lights as early as possible to avoid high electricity bill.

- Girls students housed in rooms which are separate from the landlord homes situation become worse because of unwanted frequent visits of boys in the night.

1.6.0 Individual interviews

This approach intended to explore views of different policy makers in the community on what they feel about problems girl students face in their studies. The author held interview with the District Commissioner, The District Education Officer, and Headmasters of the six Secondary Schools in Sengerema Township. Landlords who

rent rooms to girl students were also approached because they play a big role in accommodating girl students. All of these respondents were thought to have a wide experience on problems girl students face in their studies resulting from accommodation problems. Likewise, each of them has his own view depending on his own circumstances and the role he or she plays in the community.

Interview was guided by the following Questions:

1. What are your views on girl student who rent rooms?
2. What are your views on girl students who stay with relatives?
3. If you think girl students who rent rooms or stay with relatives have problems; do you think construction of girls' hostel can be a solution to the problem?
4. How much are you willing to participate in the project in case you think it is important?

1.6.1 District Commissioner:

She sympathizes with girls students who walk long distances to and from school. The District Commissioner discourages renting rooms for girls which has shown failure as many young girls involve themselves in immoral and sexual behaviours.

The District Commissioner Honourable E. K. Malyeta who is also a member of TWB GROUP welcomed idea of girls' hostel construction and assured that she will assist development of construction of girls' hostel in one way or another.

She has been encouraging private sector in the District to invest in construction of girls' hostel required to accommodate girl students who study in community built Day Secondary Schools. She assured to support TWB GROUP efforts in constructing girls' hostel. Honourable District Commissioner recommended the project to take

off next year because currently members of the community are heavily engaged in construction of classrooms for secondary schools which started last year. She advocated for other Wards in the District to learn from TWB GROUP.

1.6.2 District Education Officer:

The District Education Officer said problems of female students renting rooms is a serious problem which the community should deal with seriously. He said the situation became worse in the neighbouring Sima Secondary School where the school was forced to close last year after a fight in rented rooms. He said rented rooms for girls have turned into prostitution centres which is dangerous for the community.

He commented that construction of the hostel should start next year because the community is heavily engaged in construction of two secondary schools. He promised to participate in construction of the hostel as soon as construction starts.

DEO congratulated TWB GROUP for initiatives they have taken and assured to cooperate at every stage of project implementation.

1.6.3 Headmasters of Secondary School

I managed to hold interview with the Headmaster of Nyampulukano, Kilabela, Sengerema, St. and St. Karoli.

They said that girl students involve themselves in immoral activities and most of them perform very poorly because of freedom they possess which is danger for themselves and the community as well.

All Headmasters supported the idea of constructing girls' hostel in Sengerema Township and they commented that this should be the best way to reduce the problem of girls' students accommodated in rented rooms. They all assured to participate in construction of the Hostel in one way or another. Headmaster of

Sengerema Secondary School said the Ministry of Education decided to phase out girls intake following their poor performance for long time. All headmasters said from their experience majority of girls who fail national examinations are those housed in rented rooms.

The Headmaster of Kilabela secondary school released girl students to help loading stones on the dumper truck provided by Sengerema District Council. They said it will reduce truancy and drop-outs as well. Stones will be used for construction of Hostel foundation (Please visit appendix 4).

1.6.4 Ward Executive Officer

Ward Executive Mr. Enock Mabula sympathizes with girls accommodated in rented rooms. He advocates for construction of girls' hostel as many more day Secondary Schools are being constructed. He was happy with the efforts done by the TWB GROUP in construction of girls' hostel and he assured that he will support them. However, he said that the community is heavily engaged in construction of Kilabela and Mveli Secondary Schools following government order which requires every ward to construct one or more secondary schools before April 2007.

Ward Executive Officer said community contribution shall be low since every household currently is contributing about Tshs 20,000/= which has never happened before in our community. He estimated that total voluntary community contribution should not exceed 8,000,000/= and should take place late this year. This idea was also supported by the District Education Officer and the District Commissioner Hon. Easter Mayetta who retired last year.

1.6.5 Landlords

Landlords were also concerned with the situation although they are getting money as house owners. Some of their remarks are contained in the box.

•I visited Mrs. Santuna Kabisu who rent rooms to eight girls attending different secondary schools in Sengerema Township. She said she has been renting rooms to girl students for the past three years. She has decided to stop renting rooms to them to avoid disturbances she has been facing. Santuna cited an example of the last incidence which forced her to stop renting rooms to them. Girls escaped in the night to attend disco and others to unknown destinations. They left the door behind open in the night which threatened her security.

Santuna Kabisu recommends that girl hostel is the only solution where they can stay under the guardian who will take trouble for their security especially in the night.

•Joyce Tano provides accommodation to 10 girls and has decided to employ a full time watchman who takes care of young girls. She employed a watchman after learning that girls escape in the night.

•I visited two male landlords who did not want to disclose their names. They commented that girl students are free like local chicken and some of them practice prostitution in their houses. They said they are night movers because some of them rent rooms which are independent from land lord's houses. They are free to move out in the night which is dangerous. They mentioned that girl students who rent rooms have been caught by police patrol in the night. They also suggested constructing a hostel as a lasting solution to the problem.

1.7.0 CONCLUSION OF FINDINGS

It should be noted that the purpose of the study was to find out views of girl students and suggestions of community members on different issues geared towards mitigating girl students' problems. The survey also tried to find out why female students perform poorly in their National examination and the reason of drop-outs before they complete Secondary Schools. The author did not concentrate much on male students because the aim of the project is to improve female education in Sengerema Secondary Schools.

It is important to mention that Schools did not keep records for students who rent rooms, stay with relatives or stay with their parents. That being the case, the author relied entirely on information provided by Headmasters of six secondary schools, landlords and girl students, individual discussion and focus discussions. However, accommodation record for the year 2006 was collected as seen in table E.

1.7.1 Female students who rent rooms

Female students' responses in the survey show how much they are aware of problems girl students face in rented rooms. Prostitution among the youngsters in Sengerema Town is increasing especially in areas where these girls rent rooms. The number of girl students who rent is expected to go up as two more community day secondary schools are under construction.

Information collected from the records of six secondary schools within Sengerema show that 135 female students are housed in rented rooms for their studies. The number is too big for a small town like Sengerema. Renting rooms for female students is very common in the Districts of Sengerema and Geita District. The

number of girl students who rent rooms is increasing as many more community day schools are under construction.

1.7.2 Girls students who stay with family friends and relatives.

Female students involved in the interview 87 out of 105 who stay with family friends said they have no enough time to do home work. Research done by FAWE show that girl students who attend Day School are subjected to kitchen duties immediately they arrive home from school due to African cultural influences. A girl has no right to do private study at home because she is obliged to attend domestic duties. This is African culture which in fact affects any girl who attends school. Educated African families prefer taking their daughters to the hostel where they can commit their time to reading instead of kitchen work.

The situation becomes worse for girls who stay with relatives and family friends especially if they stay with families which do not value education.

1.7.3 Female students who walk distances

Female students involved in the group discussion revealed a lot of information on the girls who travel more than 10 kms every day. It was learned that some female students who come from Nyamazugo which is about 9 kms from Nyampulukano Day Secondary School, do not attend the school regularly. They mentioned many reasons which force them to have poor attendance. The trip to and from the school is very tiresome. They don't enjoy studies because in most cases they sleep in the class due to physical and mental fatigue.

1.7.4 Community Views

Community members are aware of the consequences community may face in future due to prostitution behaviours of girl students who rent rooms. Most (91) out of 105 respondents involved in the survey said renting rooms to the young girls is dangerous. This shows that they know what happens in girls' rented rooms.

1.7.5 National Form Four Results

Table D shows the trend of boy and girl students' performance for the period of the year 2000-2005 for the two schools for Sengerema and Nyampulukano Secondary Schools. St. Karoli students sat for National Form Four in the year 2005. From table D we learn that girl students who drop out before they complete form four is higher than that of boys.

As mentioned earlier, Headmasters commented that from their experience majority of girls who fail in National Examination are those who rent rooms and those who stay with their relatives.

1.8.0 Conclusion

The survey study results show that female students who are accommodated in rented rooms have been performing poorly because of many reasons as supported by secondary and primary data collected from the field and analysis made. They are exposed to many problems which affect very much their studies. Girls who joined form IV in the period of 2000-2005 for Sengerema Secondary School were 13 compared to 341 boys who joined secondary school. In Nyampulukano Secondary School only 18 girls joined form V compared to 208 boys who joined high school. This shows how much girls are vulnerable to the circumstances compared to boys.

Female students who travel long distances to and from school are affected according to their responses in the interview but also the national form IV results show that they don't perform well in their examination. Female students staying with family friends and relatives admitted that they are not comfortable with staying with family friends because they are not given enough time to do their home work or private study.

In general a girl student is always not privileged at home when it comes to doing assignment she is given by her teacher. Even those who stay with their parents still feel that they need staying in the hostel where they can commit their time to reading rather than doing kitchen work.

The community of Sengerema is ready to participate in construction of girls' hostel but also government and the local authorities have assured to participate fully in construction of girls' hostel.

1.9.0 Recommendations

The community of Sengerema Township should get involved in construction of girls hostel as soon as they complete construction of classrooms for Kilabela and Nyampulukano Secondary School. The government policy on construction of girls' hostel (1995) which directs to build girls' hostel wherever Community Day Secondary School is built should not be ignored.

Currently, Government is building Community Day Secondary Schools all over the country and every Ward is supposed to build at least one secondary school. Emphasis has been put on construction of classrooms, administration blocks and teachers' houses. Hostels should be seen as an integral part of SEDEP especially where girls attend the school from distant villages.

Although both male and female students face accommodation problems, there is a need to persuade landlords to take the role of guardianship instead of regarding students as mere tenants especially girl students who are more vulnerable to many hazards in the community.

CHAPTER II

PROBLEM IDENTIFICATION

Community Needs Assessment conducted shows that girl students accommodation problem is a community problem for the past 7 years and no body has taken trouble to deal with it. It is until TWB Group came up with idea of convincing the community to attend problems girl students face in their studies which actually pose a big danger to the community in the future.

The survey conducted show that members of the community are aware of the problem especially parents of girl students who really fill a pinch. Some of their daughters dropped out before completing Secondary Education and others left the school pregnant. Personal interviews held with girl students, Landlords who rent rooms to girl students, Headmasters of Secondary Schools, District Education Officer and the District Commissioner revealed that they are aware of problems girl students face in their studies and they are ready to participate in construction of girl's hostel

2.1.0 Problem Statement

Since 1997 girl students who study secondary education in Sengerema Township have been performing very poorly in National Form Four Examination and about 13% drop out every year before they complete form four (**Table C**). Girls who attend school from distant villages in a distance between 8 kms and 10 kms have to rent rooms. Parents who cannot afford renting rooms for their daughters walk or cycle a reasonable long distance. Some of them stay with relatives or family friends.

125 girl students (**TABLE E**) who rent rooms and living without guardians hence are free to do any thing at their own liberty especially those who live in houses which are independent of their landlords.

The Government is bearing heavy financial burden to the extent that it can no longer build boarding schools due to the fast increasing population. Aim of the Government is to build many Day Secondary schools at Ward level and may be later to the village level. This will take long time, but yet, some of the villages are too far from the schools hence girls' hostels still will be needed.

Education policy (1995) states that female students hostels shall be built where girl students walk long distances to school or where they face hard environment in their studies. This policy remained in papers since they are no hostels constructed especially in Sengerema.

Members of TWP Group fear that if the problem of female students' accommodation is not attended accordingly, the community in the long run will suffer the following consequences:

- Increased number of girl student renting rooms within Sengerema town will contribute to HIV/AIDS pandemic which will affect the population of Sengerema District estimated to be 515,000 people and the whole nation in the long run.
- Majority of girl students will continue to perform poorly in National Form Four Examination.
- There will be increased number of drop-outs of girl students who are either pregnant or married at pre-mature age.

•Majority of the community are aware of problems girl students face but there has been lack of coordination in tackling it. Members of the community are aware especially Headmasters of Secondary Schools and parents of girl students from distant villages who really fill a pinch.

TWB Group aims at encouraging the community to take more responsibility in solving problems girl students face in their studies.

2.2.0 Community Initiatives

Sengerema District Council invited private investors to invest in building hostels to reduce accommodations problems faced by boys and girl students in secondary school (Mwanza Investors forum). However businessmen have invested in building Day Secondary schools without hostels. In the past three years Ntundulu and Twitange Secondary Schools following the call of Mwanza Investors forum have been constructed. Two more investors have shown interest in constructing Secondary Schools but no investor has shown interest in investing in girls' hostels. Any investor looks for investment opportunities that maximizes profit and normally have no direct responsibility that binds them to invest in community priorities.

In the year 2001 Sengerema Secondary School managed to build one Girls' hostel with the capacity of accommodating 120 students. The hostel was build with the initiatives of American Peace Corps Volunteer who mobilized the community to build the hostel. The community contributed about Tshs 9,000,000/= in cash and non cash building materials.

This hostel is complete but so unfortunately the Government has decided to change this school from Co- Education to Boys Secondary School and has phased out girls intake. The initiatives of this Peace Corps Volunteer left challenges to TWB Group

and they believe more of the same can be done for betterment of female students who missed this facility which was meant for them. Efforts are being made to ensure that this hostel will not be changed to house boy students while it was intended for girl students. If this girls' hostel will be used to house girl students, then accommodation problem will be reduced by 71% which is a very good contribution in the community. This will not only reduce the risk young girls are facing, but will also improve their performance in their National Examination which has a positive impact on education gender balance and the economy of the country in the long run.

2.3.0 Target Community

Girl Students and all members of the community are beneficiaries of the project. Problem of accommodating girl students does not affect girl student only but also the community which will suffer the consequences in the long run.

Members of the community have been sensitized at village level and they are aware of problems girl students studying in Sengerema Township are facing. They shall participate fully in hostel construction.

The community is heavily engaged in construction of two Secondary Schools. This is a Government order which requires all the local communities to make sure that all the pupils who complete Primary School and qualify to join Secondary Schools have enough classrooms for form one before April 2007.

Ward Executive Officer Mr. Enock Mabula wrote a letter to TWB Group requesting postponement of community contribution for construction of the girls' hostel because this will be taxing for the community. However he commented that Girls' hostel is equally important and that should follow immediately after completing above mentioned projects.

2.4.0 Stakeholders:

2.4.1 Sengerema District Council

The District Education Officer (DEO) assured to support efforts of TWB Group at every stage of the project. DEO assured to provide transport for building materials such as stones and sand as soon as the project takes off. (Appendix 4) Sengerema District Council dumper truck unloading stones at the project site.

The District Engineer prepared BoQs which facilitated costing for the hostel buildings. He will participate in every stage of hostel construction to ensure work done by the constructor adhere to the standards through monitoring and evaluation.

2.4.2 USA Embassy

The USA Ambassador in 2005 visited the project site after donating one Milling Machine to TWB Group. The Honourable Ambassador assured to cooperate again in construction of girls hostel as soon as the community of Sengerema will start the project.

2.4.3 Mwanza Women Development Association (MWADA)

MWADA has been working with TWB in advocating for women rights. They have promised to participate in hostel project as soon as it starts. They participated in construction of TWB Office in Bomani area.

2.4.4 CDWRC

They have good relationship with TWB Group for the past four years. They have assured to cooperate in construction of girls hostel as soon as construction starts. A proposal write up have been sent to them quite recently.

Other stakeholder who play different roles in one way or another are Headmasters of the six secondary schools in Sengerema, girl students themselves and the community in general.

2.5.0 Project goal

To provide secured accommodation and ensure its utilization for at least 100 girl students studying secondary education in Sengerema Township by the year 2009.

The project will achieve its goals because all the stakeholders of the project are aware of the problem girl students face in their studies and have ensured cooperation as soon as construction of the hostel starts.

As stated in the problem statement, a total of 340 girls will need secured accommodation. The proposed TWB hostel will have capacity of accommodating only 100 girls. That means accommodation problem for girl students will be reduced by 30% after construction of the hostel by the year 2009.

2.6.0 Project objectives

- To construct girls' hostel with a capacity of accommodating 100 girls studying in six secondary schools within Sengerema Township before the end of 2009.
- To reduce the number of girl students with unreliable accommodation from the current 361 to 261 by the year 2010.
- To sensitize and create awareness to the community so that members of community are aware of the problem and possible consequences the community shall face in the future in case this problem is not attended effectively.
- To collaborate with the Government and involve local authorities so that this problem is well managed with joint effort.

2.7.0 Host Organization

(a) Tupendane Wanawake Bomani Group is a CBO based in Sengerema Township which hosts the project and act as affiliates to facilitate components of the project.

(b) According to project management structure, all villages within Sengerema Ward participate fully in construction of the hostel and they have representatives within construction committee (Appendix 9). The Chairperson of TWB Group is the Chairperson of Construction Committee. This ensures that objectives of TWB Group which is improvement of living conditions of girl students who study in secondary schools within Sengerema Township are achieved. TWB Group has been advocating for construction of the hostel since 1997. Initially TWB Group played a role of problem identification in the community and will continue to collaborate with different stakeholders in and out of Sengerema community to ensure that problems girl students face in their studies are attended accordingly through construction of the hostel. The community has entrusted them to take the role of supervising construction of girls' hostel because of their efforts and advocacy they have invested in the struggle for girl students' welfare.

(c) TWB Group has the role of communicating and collaborates with different stakeholders on project development in side and outside of the community.

• Villages have the role of mobilizing hostel construction resources from their perspective areas. However, at moment all the villages are heavily engaged in construction of Kilabela and Mweli Secondary School (Appendix 10).

(d) Since October 2005 the author has been working as a technical advisor to the project. Together with the survey study conducted, I have been linking the project to

the external stakeholders who have joined us in the effort of achieving project objectives.

I have been requested by TWB Group to extend working with them after CED program through their letter with reference TWB/2007/4 dated January 13, 2007 with a copy to my employer. I will work with TWB Group for the next two years on part time basis to ensure that these objectives are achieved.

(e) I am responsible for preparing funding proposals for hostel construction and I will participate in monitoring and evaluation activities for the next two years.

CHAPTER III

LITERATURE REVIEW

I visited a number of literatures in order to learn from experience of others especially on Community involvement in supporting girls' education. Experience of Forum for African Women Educationalist in different countries has been a very useful literature as we have a lot to learn from them on problems girl students face from their childhood education up to high learning institutions. Empirical review was done by consulting different girls' hostel projects in Tanzania and other parts of Africa. Their success, failures and how much communities participated in developing them have been put into consideration.

Policy analysis has been made by consulting international policy on girls' education and problems girls face in their schooling environment in relation to Tanzania policy on accommodation of girls in Secondary Schools.

3.1.0 Theoretical Literature

3.1.1 Importance of girl's education:

Girls' education is recognized as the most effective development investment because educating a girl lowers infant mortality rate, improves nutrition and well being of families, and ensures better education for the children thus educating a girl means educating the future generation. Women are foundation of life in most African countries due to the fundamental roles they play in the family. They are caretakers of the environment as they manage resources such as water and fuel at family level. (FAWE 2003).

So unfortunately girls who are enrolled for primary school education, about 70 % only complete primary school while others drop out without even acquiring basic literacy.

In many parts of Africa, girls are enrolled for primary education at the age of above 10 years compared to developed countries where enrolment for boys and girls start at 3 years as they begin kindergarten.

Traditional attitudes towards marriage make parents neglect investing in girls' education because they think that educating a girl is investing for the man who will marry her.

3.1.2 Constraints to Girl Education

African girls become victims when their parents ability to meet direct and indirect cost of education is poor .Boys are given the first preference and girls are just left home to await marriage. Opportunity cost of schooling is higher for girls than boys and in most cases girls are meant for housekeeping as the assistants of their mother for domestic matters rather than education. Parental perception of the value of education is influenced by the level of education and awareness of benefit of education.

Traditional practices such as early marriages and initiation rites interfere more with the education of a girl more than a boy. To uneducated Africans, the school is seen as an external force that undermines cultural values. They believe that school education will change a girl to adapt European cultural values a fact that may force the girl to be married by the foreigner and hence the family to loose dowry. Cultural negative attitudes towards women as subordinates in the society influence decision making on investment in girls education.

A recent study indicates that girls from the poorest household are least likely to be enrolled in school (World bank, 1995). Orphan hood is reported in recent literature as having a big impact on girls than boys. It is usually the girl who has to leave the school prematurely to take care of her young brothers and sisters after death of their parents. (Kadzamira and Ndalama (1997). This is becoming common in the communities where HIV/AIDS has claimed many lives leaving many orphans behind. In Kagera region some girls had to leave school before completing their secondary education to take care of the family after death of their both parents while boys continue with the school.

Cultural practices beliefs and attitudes influence parents' decision whether to enroll their daughters in school or pull out after completing primary school. Early marriages have been cited in many surveys as one of many deterrents to girl's participation (Kainja, 1990; Sagawa and Thawe, 1990; Grant Lewis (1990)

Generally, girls who attend day secondary school face many problems than boys. Some girls who walk more than 10 kms to and from schools have been involved in many temptations due to problems they face such as spending the whole day without having lunch, because their parents cannot afford a small pocket money for lunch when attending school. They are forced to indulge themselves in sexual activities for the purpose of getting a little money they need for their lunch and other small needs. After arriving at home, she has to attend kitchen duties and forget about home work given to her at school. In addition to attending kitchen matters after arriving at home, they suffer physical fatigue due to walking long distances every day. (FAWE 2003).

3.1.3 Female Education in Tanzania

After independence in 1961 education priority was given to boys in a struggle to meet manpower demands of the new state. Discrimination against women in education for quite long continued and actually enrolment of girls in schools showed a big gap compared to boys enrolment. To day enrolment rate of girls in schools has improved quite a lot but in general girls' education is still very poor regardless enrolment improvement.

Another strategy, used in Tanzania, is to have boys' boarding schools open up admission for girls from the community as day scholars. However, the study made that the Tanzania innovation has introduced new problems for some of these girls. For example, some of them travel long distances to and from school, daily reaching school or home already too tired for any meaningful concentration. They would often be late for the early part of the lessons which are usually science or mathematics lessons and therefore find it difficult to catch up because the syllabuses, particularly mathematics, which is designed hierarchically, one concept building onto the previous one. This could be one of the reasons female students especially in Secondary Schools perform poorly in the National Form IV examination.

Moreover, many of the secondary schools are day schools and are in urban areas. In an effort to secure places in the schools, some girls from rural areas have to stay with relatives away from home in dubious environmental conditions which is not conducive to learning. Others end up in boarding houses in small townships, exposed to all manner of harassment, leading to unwanted pregnancies, sexually transmitted

diseases, drunkenness and drug abuse and eventually they drop out of school (UNICEF REPORTS 2001).

The school environment poses another problem for such girls. Whereas their male colleagues stay in school in a good environment for studying, girls are expected to leave the compound immediately after classes depriving them of a chance to do their homework or conduct intellectual discussions with colleagues. These hardships discourage these girls and they lag behind in their academic work and easily drop out of school.

Research also has shown in Malawi that most of the girl students who became pregnant are those who had been traveling more than 10 kms every day to and from school. Girls who walk long distance to and from school face danger of sexual immoral behaviours for many reasons such bicycle lifts, pocket money for lunch etc. (Ms C Hickey, Centre for Social Research, Zambia).

3.1.4 Equity in Education

While population of women in Tanzania is 51%, share of women in high learning intake is very low. The problem starts from primary school and becomes worse as you go up.

The level of enrolment of female students at the largest higher education campus such as the University of Dar es Salaam has remained low for many years as shown in (Table G). There is a big difference in gender balance between faculties as well as within departments according to education status country report (Final report of February 2001).

Table G: Female /Male student proportions in selected Higher Education Institution in Tanzania 1994/95 – 1998/99 (%)

Institution	1994/95	1995/96	1996/97	1997/98	1998/99
UDSM	17	15	16	18	23
MUCHUS	25	26	25	28	24
SUA	23	25	23	24	23
Technical Colleges	6	6	6	6	8
Private Universities	n.a	n.a	35	34	26
Average	17.8	18	21	22	2

Source: Galabawa and Mbelle 2000

3.2.0 Empirical Review

3.2.1 Experience of Forum for African Educationalists (FAWE)

According to FAWE researches, poor performance of girls' students is contributed by long distance to school. In case the school is located far from the homestead, girls have lower chance of attending secondary schools due to lack of safety and security on the way and back from schools. In such areas it becomes very important to build girls hostel. In addition to this, girls whose homesteads are nearby schools are burdened by kitchen duties to the extent that they are deprived of the rights to do home work or private study at home. These excessive physical and mental fatigues contribute to poor performance in the class.

3.2.2 FAWE interventions

FAWE has played a role of advocacy for provision of adequate infrastructure especially boarding facilities such as girls' hostel and laboratories with expectation that this will increase girls' performance.

Table H summarizes several interventions done by FAWE in terms of infrastructure, teaching, learning materials and specific challenges addressed.

3.2.3 Construction of Kuruhe Girls Hostel In Uganda

Girls from Kuruhe High School in Kasese District usually had difficulties completing school because many of them got impregnated by men who visited their rented rooms. It took the support of HORIZONT 3000, an Austrian development organization, to provide a secure environment for the girls' education. The school lies in a rural area about 16km from Hoima Town and has about 400 students.

Franz Breitwieser, the head of mission at the Austrian Embassy in Uganda said one of the reasons the project was selected is the positive impact it would have on gender equality. "Girls, who were subjected to possible abuse when staying in villages or towns, now have accommodation at the school, where they can be protected and their performance in the examination is expected to improve"(NEW VISION :APRIL 17,2006- UGANDA).

3.2.4 Girls' Hostels in Botswana

In Botswana according to 1997 assessment, UNICEF played a big role in improving education environment especially for girls living in remote areas. A project for remote area dwellers in Districts with the highest rate of drop out of school girls was implemented in partnership with the Ministry of Education, Local NGOs, Local authorities and private sector.

The project influenced construction of Girls Hostels as one of the strategies to combat magnitude of HIV/AIDS crises in Botswana and abolished renting rooms for girl students studying Secondary Education (UNICEF reports 2001).

TABLE H: FAWE INTERVENTIONS

Country and school.	Challenge	Intervention by FAWE	Intervention by Community and MOE	Positive impact
Tanzania Mgugu	<ul style="list-style-type: none"> •Distance to school •High rate of early pregnancies. •Sexual harassment. 	<ul style="list-style-type: none"> •Build Hostel for girls. •Matron house •Toilet Blocks. 	<ul style="list-style-type: none"> •Renovations of old building •Water borehole. 	<ul style="list-style-type: none"> •Reduced number of drop outs •Reduced number of pregnancies.
	<ul style="list-style-type: none"> •Poor academic performance 	<ul style="list-style-type: none"> •Teaching materials. •Text books. •Library books •Computers. 	<ul style="list-style-type: none"> •Classrooms •Teachers house •Library building. 	<ul style="list-style-type: none"> •Increased number of girls joining High School.
Kenya AIC KAJIADO	<ul style="list-style-type: none"> •Early marriages 	<ul style="list-style-type: none"> •Built hostel for girls and rescued from early marriages. 	<ul style="list-style-type: none"> •water tanks •Toilet blocks •Furnishing for girls' hostel. 	<ul style="list-style-type: none"> •Reduced number of early marriages •Increased number of girls joining High School.

Source: Penina Mhando: The quest for equality in girls education: FAWE 2000

3.2.5 Mukulat secondary school in Ngalamtoni Arusha

Mukulat secondary school in Arusha utilized ambassadors special self help grant to construct 36 bed girls hostel in the year 2002. Students and school community provided technical workers for construction of the hostel and paid wages for

labourers who helped in construction. The ambassador's special Help fund facilitated form III and IV pursue their studies comfortably. Girls in Ngalamtoni traveled long distances to and from school and sometimes were raped on the way.

This problem will be reduced to 50% and will increase their performance in the National examination. (Bureau of Public Affairs, USA Department of state).

3.2.6 Construction of Isman girls' hostel in Iringa.

The Government of Japan, through its Grant Assistance for Grassroots Human Security Project extended to Tanzania USD 248, 305. (Tshs 273,000,000/=) grant in support of construction of girls hostels in the country. Isman Girls Secondary School is one of the beneficiaries and Japanese Government aids shall be use to construct girls' hostel.

The Headmistress of Isman Secondary School Dainess Nyalla revealed that only one girl out of a total of 84 managed to secure Form Five place in four years since 2000.

She said the hostel would minimize cases of HIV/Aids, girls becoming pregnant and dropping out of school and will reduce the number of girls who rent rooms for their accommodation.

William Lukuvi, the Ismani secondary school board chairman, who was also a Minister of State by then, said threat of rape cases, unwanted pregnancies and drop outs will decrease. Girls will be cared for in the hostel and will also have enough time for study. Source: GUARDIAN OF 19/11/2004.

3.2.7 Construction of Girls Hostel: Kalangalala secondary school in Geita

Mwanza

The Government of Japan is extending a grant to build girls Hostel for Kalangalala secondary school in Geita Mwanza. Kalangalala secondary school is just 60 kms

east of Sengerema Township and the school experiences same problems just like our secondary schools within Sengerema Township. The environment of accommodating young female students will be worse from experience of Gold mining areas. Kalangalala Girls Hostel is expected to accommodate girls who rent rooms in Geita Township for their secondary education. Some of the girls who walk long distance to and from the school will take advantage of the Hostel which is being constructed. Other expected benefit is improvement of girls' quality of education which had dropped since the school started in 1995.

3.2.8 Constraints and gaps

From the above donor funded projects for girls' hostels construction, we learn that element of community participation has been undermined. Community participation is essential for sustainability of projects. In most cases projects have failed simply because local communities are not involved from the beginning in project development. It so happens that some of the donors finance operations of the projects, as time goes, donors phase out and local communities cannot take over simply because they were not involved from the beginning.

Currently different donors have established prerequisite conditions for releasing funds in order to ensure community involvement. For example, Donors who donated funds for construction of construction of Kalangalala Girls' Hostel in Geita District, requested local community to contribute Tshs 9,000,000/= before they released Tshs 49,000,000/= required for the project. This develops the spirit of ownership after phasing out of the donor fund.

Japanese Embassy did the same for construction of Ngoma Secondary School in Sengerema. Funds were released after local community had deposited 2,000,000/= to the project account as their initial commitment.

3.2.9 Conclusion

Currently the Government is trying to increase the number of secondary schools under the programme of Secondary Education Development Programme (SEDP). These schools are built in joint venture with local communities at ward level.

In Mwanza Region, we have only three girls' hostels in Katunguru, Kahunda and Kome secondary schools in Kome Island. All these hostels were built Missionaries in their effort to help girls students perform better in their secondary school education. Community secondary schools built at Ward level should start to include in their future plans construction of girls' hostels.

3.3.0 Policy Analysis

3.3.1 Girls education policy at international level

During the Beijing Conference in 1995, gender disparities in overall school enrolment were a major agenda and yet the situation has not improved significantly today in most of African countries. In Ethiopia, only 18.2% of girls are enrolled at the primary school level and the percentage among the nomadic people is only 8%. Other enrolment figures for girls are 60% in Malawi, 50% in Madagascar, 17.6% in Angola, 49.3% in Kenya and 63.63% in Togo (this is in contrast to 79.76% for boys). In Mozambique, the enrolment rate for girls at primary level is 44% of the total enrolled population, 28% at the secondary level and 25% at the tertiary level (1999 figures). Tunisia, on the other hand, has attained the rate of 99% for both boys and

girls. In general, disparities increase at the higher levels of education(UNICEF GLOBAL MONITORING REPORT 2003/04).

3.3.2 Positive measures and achievements

Distance and physical isolation have also contributed to low school enrolment, especially for girls. Some countries have addressed this problem by establishing community mobile schools, particularly in pastoralist areas. Establishment of girls hostels in some countries for girls who walk long distances to and from schools. Canteens or feeding programmes has solved the problem of multiple trips to home for meals. It also ensures that all children are guaranteed at least one balanced meal a day. Other countries, such as Algeria, provide school buses for children who live a long distance away. Other alternatives are boarding facilities and girls' hostels which provide girls with an environment that allows them to concentrate on their studies (UNICEF GLOBAL MONITORING REPORTS).

3.3.3 Tanzania Government policy on girls' education

The long-term objectives of educations can be viewed in the National vision 2025, Tanzania assistance strategy and poverty reduction strategy.

National vision aims at attaining educated nation which will competitively solve development challenges and high quality of life for all Tanzanians.

Vision 2025 plans for medium term mission for the sector is quality provision at all levels, equitable access to basic, facility expansion and efficiency gains. (Tanzania vision 2025).

Poverty reduction strategies prioritize sector activities to reduce poverty at basic education e.g. target school children girls, Completely Basic Education (COBET), and Girls' secondary School Education Support (GSES).

Under the programme of GSES, the programme is running at expanding educational opportunity for girls and improving quality at secondary education level, particularly from poor households. The project has initially been targeting academically capable girls from poor households. Girls from poor households who perform very well in the primary school leaving examinations are eligible for this support.

The slow rate of women participation in education especially in the case of enrolment at different levels may have been attributed by cultural preferences for educating male children, high drop-out rates due to early marriages and pregnancies and relatively poor performance of girls in the class and in the National examination. The Government has been taking the following measures to alleviate the situation:

1. Primary School is universal and compulsory to all children at the age of 7 years until they complete standard seven.
2. Government has established co- educational and girl' secondary schools shall be promoted and encouraged.
3. The Government shall not deboard the existing girl' government boarding secondary schools.
4. Government shall increase girl's government boarding secondary schools.

5. Government shall increase streams in the existing government secondary school in communities where girl's secondary education is severely adversely affected.
6. Government shall establish special education financial support schemes for girls and women in education and training institutions.
7. Adult education programmes shall be designed to encourage and promote the enrollment and attendance of women.
8. Education system school system shall eliminate gender stereotyping through the curricula, textbooks and classrooms practices.
9. Government shall encourage construction of hostel /boarding accommodation for girls in day secondary schools.

Source: The Ministry of Education and Culture – Education and Training Policy -1995.

The provision of basic, education is a shared responsibility of government, individuals, private sector and NGO's. The government policy is to expand access to basic education while at the same time improve its quality in expanding access to basic education. Whereas communities are responsible for construction of classrooms and new schools, the Ministry of Education is responsible for furnishing, recruitment of teachers and provision of instructional materials. Also Ministry of Education recognizes the contribution of non-public schools in accelerating enrolment. In this area, the realization of girls education development goals will be guided by the policies and strategies as follows:-

- Involving the community, the school committees/boards in the construction of new classrooms and girls hostels whenever in both existing and new schools.
- Ministry of Education sustaining the existing schools and encouraging private investment in schools.
- Strengthening regional, district and school heads' offices.
- Community involvement and participation in managing the education sector.
- Sensitization of the community, committees/boards, teachers and parents to enhance enrolment of children with special needs and other disadvantaged groups including girls as one of the disadvantaged group.
- Decentralization of school buildings and maintenance functions.
- Continuous improvement of physical facilities, equipment and basic instructional materials at all levels of schooling.

3.3.4 Constraints and gaps

Attitudes, practices and beliefs in some cultures continue to be a barrier to girls' enrolment and continuation in school. Among these, the most frequently cited are female genital mutilation (FGM) and early marriages.

Shortage of skilled staff in gender issues has also been a constraint in achieving the attitudinal change in schools that would foster high performance of girls and curtail dropping out. Inequitable distribution of schools, particularly in the rural areas where girls have to walk long distances to school, has also been an important constraint.

Higher education and professional training at specialized levels provide the pool from which a critical mass of women will be recruited to decision-making positions. Unfortunately, economic constraints have resulted in cost-sharing policies that have de-emphasized higher education. Such policies are likely to put women, who already have unequal access to education at a disadvantage. Monitoring mechanisms should therefore be established in every country to follow up on the impact of educational policies and practices on women and girls. (UNICEF Global Evaluation 2003)

Whereas the policy states and encourages construction of girls' hostels in day secondary schools, the government has been adamant on cost sharing in construction of community secondary school girls hostels. Emphasis is put on increasing the number of day secondary schools using the programme known as Secondary Education Development Programme- SEDEP.

In Sengerema District for example, every ward is constructing a secondary school and currently 21 secondary schools have opened and the rest 4 will be completed next year. So unfortunately some of these girls who attend these schools have to walk long distances up to 8 kms and above. Those who walk longer than these distances are either forced to rent rooms or stays with their relatives or family friends. This poses a big danger to young girls who rent rooms because they are forced to engage themselves in sexual activities due to the fact that they live without guardians but also their parents do not provide enough money to meet their daily needs, a fact which leads them to such temptations.

Policy formulation in education is still top down and is not participatory. There is lack of institutional involvement and actually we have few NGOs which advocate for girls' education since most of NGOs concentrate on HIV/AIDs for their own interest or personal gains.

CHAPTER IV

THE PROJECT IMPLEMENTATION

Project activities were supposed to take place since last year but there were interferences because the community is heavily engaged in construction of Kilabela and Mweli community day Secondary Schools. This has necessitated TWB to postpone its activities. Ward Executive Officer Mr. Enock Mabula wrote a letter requesting postponement of construction of the girls' hostel because this will be taxing for the community. However he commented that Girls' hostel is equally important and that should follow after completing above mentioned projects (Appendix 10).

4.1.0 Product and Output:

It is expected that at end of the year 2008 construction of girls' hostel with a capacity of accommodating 100 girl students will be completed (Appendix 5&6). TWB Group girls hostel will reduce the number of girl students with unreliable accommodation from the current 361 girl students to 261 by the year 2009. This includes the number of girl students who rent rooms, stay with relatives or family friends and those who walk long distances to school. The project when complete is expected to create employment for 11 people who will be working with the hostel.

4.2.0 Implementation Plan

Table I summarizes planned activities, planned delivery time, required resources and the responsible person.

TABLE I: Implementation Work Plan

NO.	Planned activity	Start	Finish	Resource required	Responsible person
1	Survey results report.	16/1/2006	16/1/2006	12,000/=	CED student consultant
2	Election of construction committee.	18/1/2006	18/1/2006	35,000/=	Chairperson TWB
3	Monitoring Seminar	25/1/2006	26/1/2006	40,000/=	CED Student/TWB Secretary
4	Approval of Building drawings	28/2//2006	28/2/2006	20,000/=	TWB Secretary
5	Preparation of BoQs	5/2/2006	7/2/2006	135,000/=	District Engineer
6	Conduct sensitization meetings in six villages	5/7/2006	7/11/2006	120,000/=	TWB Secretary
7	Monitoring and Evaluation day	16/11/2006	16/11/2006	20,000/=	CED Student
8	Preparation of write-up proposals for soliciting funds for construction	24/8/2007	15/11/2006	15,000/=	CED Student
9	Resource assessment by stakeholders	18/1/2007	18/1/2007	40/000/=	Secretary TWB
10	Organize/dinner/Lunch/Charity Walks for fund raising	12/2/2007	13/5/2007	1,200,000/=	WEO/TWB Secretary
11	Tender and tendering procedures	19/7/2007	23/10/2007	12,000/=	Secretary TWB
12	Physical construction of the hostel	2/11/2007	12/11/2008	75,103,260/=	Contractor
13	Installation of public utilities	17/11/2008	11/1/2009	7,200,000/=	District Engineer
14	Evaluation	5/1/2009	9/1/2009	80,000/=	Head of Evaluation Team

4.3.0 Narration of Planned Activities

Please refer to the Gantt chart (Appendix 8) for dates and duration of each activity.

4.3.1 Report on survey results

The Author met the members of TWB GROUP on 17th July 2006 and survey results report was communicated to CBO members. In this meeting it was confirmed that girl student problem face is really a community problem.

4.3.2 Election of construction committee:

Members of TWB group met on 20th July 2006 to elect a committee that will be responsible for day to day activities of hostel construction. Members of this committee will supervise closely all construction activities and report implementation progress to the stakeholders meeting.

4.3.3 Stakeholders meeting:

This meeting will be held every four months to receive and discuss implementation progress report tabled by the construction committee. Stakeholders meeting will not only assess progress of construction, but also is good arena for promoting spirit of ownership between different stakeholders.

4.3.4 Modification of the existing building drawing maps and preparations:

14 February -27th March 2006

The existing Building map was drawn to accommodate 40 girl students. At moment they are two more schools under construction. That means we shall have eight schools in Sengerema Township. The District Engineer shall modify this building maps so that it accommodates 100 female students.

A plot for Hostel project site has been secured and final process for acquiring a 33 years lease are under way.

4.3.5 Approval of building drawings and preparation of BoQs:

14th February 2006 - 6th April 2006: Building drawings normally have to be approved by District Authorities, in order to ensure that the structures of the drawings are drawn according to the specified standards. The District Health Officer scrutinizes the building maps to ensure that the map meets health regulations and finally the District lands Development Officer approves it.

Immediately after completion of technical drawings of the hostel building, Bill of Quantities was processed to facilitate estimation of actual cost for the hostel buildings. The bill of quantities also includes electricity and plumbing according to the agreement made between TWB and the Engineer (Appendix 5).

4.3.6 Community Sensitization and Resource Mobilization

Under this period, TWB Group and Ward Executive Officer shall sensitize and mobilize members of the community on construction of girls' hostel. These activities shall be continuous until completion of the hostel. It involves identifying various financial sources and organizing fundraising activities.

TWB group and other stakeholders will meet to assess financial position and lay down different strategies for raising funds required from internal and external sources.

It includes preparations for project proposal for soliciting funds and identifying various financial sources and submitting project proposals to different donors.

It is also planned to organize Charity walks, special Dinners/Lunches and invite different respected personalities such as businessmen, Government officials,

politicians and other member of communities with intention of raising funds required for construction works of the hostel.

Getting together different stakeholders shall not only raise funds required but will also become a good arena for discussing the future of the project. These activities are scheduled to take place from 5th April 2006-13th May 2008.

4.3.7 Tender and tender procedures

To ensure that a competent contractor will be employed for hostel construction, advertisement will be made in different media to invite competent bidders to apply for the tender.

All tenders received shall be opened as per scheduled date. The next day evaluation team will go through the short listed bidders. Different criteria such as reliability, equipments and others will be used in selecting the right contractor.

This will include visiting contractors' sights. This exercise will take 5 days as shown in the Gantt chart. TWB Group will enter contract with selected contractor; legal contract document will be drafted and signed between both parties as shown in the Gantt chart.

4.3.8 Physical construction of the hostel

This activity is expected to take 255 days. It will include collection of building materials, site clearing and leveling, building foundation (Substructure), walls, roofing and finishing (Superstructure). All the stages will be inspected by the Engineer before proceeding to the next one. It will take 256 days as shown in the Gantt chart.

4.3.9 Installation of public utilities

This activity will take 14 days. It includes plumbing activities and electricity installation.

4.3.10 Installation of furniture and fittings

After completion of the buildings, the management will have identified suppliers who will supply furniture and do the fittings in the finished hostel buildings. This will include furniture such as reading tables, chairs and double Decker beds for girl students.

4.3.11 Stake holders meeting:

Stakeholders meeting will be convened and the contractors will officially handover the project after District Engineers final inspection report.

4.3.12 Evaluation:

Evaluation will be conducted at the date which shall be determined in January 2009 with objectives as shown in evaluation logical frame work.

4.4.0 Staffing Pattern

Staffing Pattern is well elaborated in the project management structure as shown in Appendix 9.

On 26th July 2006 members of TWB held a meeting in which it was agreed that a team led by the TWB Group Chairperson attend Village general assemblies in all villages within the project area with intention of communicating survey results in all the villages and seek public opinions. All the villages responded positively and it was agreed that every village shall appoint the village representative who will represent and advocate for the project in the Village General Assemblies.

It was unanimously agreed that Hostel Construction Committee be formed immediately. The hostel construction committee is formed by the following members:

1. The Chairperson Penina Malekela
2. The Treasurer Anna Manyama
3. Five members from TWB Group
4. Five members from community of Sengerema Township who will be nominated by Board of Directors.
5. All project representatives from the six villages which form Sengerema Town ship are members Hostel Construction Committee.

Project Management Structure is as follows:

4.4.1 Board of Directors

- Shall discuss and take necessary action after receiving monitoring reports submitted by the Hostel Construction Committee.
- The board shall confirm employment of the Hostel construction Manager and the contractor who will be selected by the Tender Board.
- Shall receive and discuss sources and uses of Grants and Donations received from different donors.

4.4.2 Hostel Construction Committee

The Hostel construction Committee was entrusted with the power to appoint the Project Manager subject to confirmation by the Board member after six months.

- It will supervise day to day activities of construction.
- Mobilization of external and internal funds required for construction.
- Community mobilization and sensitization on construction of the hostel.

- Ensures building materials collected from villages is efficiently utilized.
- Shall meet every three months to discuss and pass hostel construction reports.

4.4.3 Village Project Representative:

- Mobilize villagers on construction of the hostel.
- Mobilize villagers on collection of funds for hostel construction.
- Communicate with the Construction Manager on the opinions of the village government.
- He is a member of Hostel Construction Committee.

4.4.4 Hostel Construction Manager:

- He is the secretary to the Board of the Directors.
- The Key executor of the day to day activities of the hostel construction project.
- He communicates with the external and internal stakeholders of the project.
- He is the custodian of the project physical and financial resources.
- He supervises the contractor very closely.
- He ensures construction work in progress is done in accordance to the schedule.

4.4.5 Contractor

- Reports to the Hostel Construction Manager:
- He ensures that his work is done in accordance with the conditions and stipulations of the contract document.

Construction Committee nominated Anna Manyama the project accountant subject to confirmation of the board.

Project account was opened with NMB Sengerema. Account no 6813000052.

4.4.6 Study Tour

Members of Hostel Construction Committee will make a one day study tour in the neighbouring District of Geita to learn from experiences of communities which have recently completed construction of Nyangw'hale and Kalangalala Girls' hostels.

4.5.0 Project Budget

Based on the Bill of Quantity (BOQ) prepared by the District Engineer, it is expected that the hostel will be completed at the cost of 75,103,260/=. This includes two hostel wings, two class rooms, baths, kitchen and toilets.

Hostel	2 Wings	39,514,500/=
Class rooms	2 rooms	15,113,650/=
Kitchen, Baths and Toilets		<u>20,475,260/=</u>
Total		<u>75,103,260/=</u>

Total costs for the project including furniture and fittings, kitchen facilities, catering costs, wages and salaries, public utilities and miscellaneous costs stand at 89,683,260/= as shown in Table J below.

It was estimated that the community of Sengerema Township is able to contribute only 8,000,000/= because currently the community is heavily engaged in construction of two Secondary Schools. Every household is contributing about Tshs 20,000/= before 30th April 2007 for construction of Secondary Schools.

Income per capita for Sengerema District is estimated at Tshs 220,000/=.

The Community is expected to contribute 4,500,000/= in cash and non-cash contributions valued at 3,500,000/= in terms of labour and physical building materials.

Table J: Project Budget

Cost Details	Tshs
1. Hostel Buildings	75,103,260/=
2. Furniture and Fittings	6,000,000/=
3. Kitchen Facilities	2,000,000/=
4. Catering Costs	9,600,000/=
5. Wages and Salaries	3,240,000/=
6. Water Bills	240,000/=
7. Electricity	300,000/=
8. Miscellaneous costs	1,200,000/=
9.Total cost for the project	97,683,260/=
Less 8% Local Contribution	8,000,000/=
10. Donor Fund and other sources	89,683,260/=

4.6.0 Project Implementation

•As mentioned at the beginning of the chapter, project implementation has been interrupted by construction of two community day Secondary Schools of Kilabela and Mweli Secondary Schools.(Appendix 10). However, the following has been implemented:

In the year 2005 Project site was secured at plot no PN Block P in Bomani area 2005 within Sengerema Township at the cost of 150,000/=.

•Building maps have been drawn by the District Engineer and were used with BoQs in setting up the cost of the hostel building. After the first monitoring which was conducted on 18th November 2006, it was agreed that the building maps be revised so that the building maps include a refectory which was not included in the former building maps. Building maps were estimated to cost 350,000/=. They were prepared free of charge by the District Engineer as a part of Sengerema District Council contribution to the project.

•Project proposals write-ups have been written and sent to different donors. One application was sent to the Embassy of Japan and another application was sent to the USA Embassy. The US Ambassador visited girls' hostel project site in 2005 after donating a milling machine to the group. Funds generated from milling machine operations will partly be

invested in the hostel construction as a part of TWB Group contribution to the project. The ambassador as one of TWB Group stakeholders assured to cooperate in construction in girls' hostel as soon as the community shows its initiatives in the project.

- Proposals write-ups have been sent to Mwanza Women Development Association (MWDA) and Christian Reform World Relief Council (CRWRC) and SLEM – Support for Local Economy in Mwanza region.

- MWDA formerly donated funds for construction of TWB Office and they assured to cooperate in hostel construction.

The Director of Sengerema District Council also assured to provide transport for ferrying building materials such as sand and stones and any other transportation needs which will arise later. About 40 tons of stones and sand have been delivered at the project site by Sengerema District Council (Appendix 5). Girl students from Kilabela Secondary School volunteered to load stones from Kilabela Hill. In the picture girls and members of TWB are seen at the project site heaping stones downloaded by the District Council Dumper Truck.

4.7.0 Accomplished Goals

Community members have been sensitized on problems girl students face in their studies and they are aware of the consequences the community will face in the future in case this problem is not attended effectively. This ensures that members of the community will participate effectively in construction of the girls' hostel.

Evaluation conducted show that members of Ward Development Council are aware of the problem and are determined to construct girls' hostel immediately after construction of Kilabela and Mveli Secondary School in July 2007.

4.7.0 Project Implementation Gantt chart:

Project implementation Gantt chart has more details on project implementation plan.

(Appendix 8).

CHAPTER V

MONITORING, EVALUATION AND SUSTAINABILITY

Monitoring is conducted at the end of every activity to ensure that things move on the right track. However, since last year the community was heavily engaged in construction of Kilabela and Mveli secondary of Schools. This necessitated postponement of some of the activities of Hostel construction following the government order as stated in the letter written by Sengerema Ward Executive Officer Mr. Enoch Mabula (appendix 10). Being the case, monitoring was done for activities which were implemented as stated in the implementation chapter.

The first formative evaluation was conducted with the aim of finding out how much the community has been sensitized to understand problems girl students face and consequences the community may face in future if no action is taken. The second reason is to find out extent to which the community is sensitized to contribute towards construction of the girls' hostel.

5.1.0 Monitoring Plan

Monitoring is conducted at every stage of project implementation. The reason for conducting monitoring is to find out if there are shortcomings in the implementations as compared to the original plan and take necessary action against any deviation before moving to the next stage of implementation. Members of Construction Committee have been trained for two days as seen in the Gantt chart (appendix 8) so that monitoring operations are conducted effectively. The District Engineer joins Construction Committee in the monitoring process.

Monitoring objectives at every activity is indicated in the monitoring framework. (TABLE K).

5.1.1 Monitoring Research

The first monitoring research was conducted on 18th November 2006. It was conducted by the monitoring team formed by Construction Committee, District Engineer and independent architect who was invited to join monitoring team. The following activities were covered in monitoring exercise:

•Hostel Building maps

Objective of monitoring hostel building maps is to ensure that the building plan match with objectives of the project which is basically to accommodate 100 girl students by the year 2009.

The second monitoring objective was to ensure that the building maps adhere to government regulations governing architectures.

Bill of Quantities:

Bill of quantities were reviewed by monitoring team so that all members can understand the cost and relevance of each component of the hostel buildings in a more participatory manner.

Project Property Document:

Objective of monitoring was to review project property documents to avoid any inconveniences that may occur in future in case of any irregularities in property document.

5.1.2 Monitoring tools

Research Methods tools for monitoring was purely based on **observations** and **group discussions**.

5.1.3 Observations

Monitoring group took about one hour studying building maps and the BoQs drawn by the District Engineer before commenting on the building maps. (Appendix 6)

The District Engineer took some time to explain basic factors on the building maps.

The Engineer had to draw again floor plan of the proposed hostel buildings in order to facilitate understanding of the maps.

5.1.4 Observation results

- It was observed that the hostel building maps did not include a refectory which is very important for the hostel.

- Hostel building maps did not have a store required for storing grains.

- The building map shows that there is an office between two classrooms. Monitoring team did not find any reason of having an office .

- Prices in the BoQ are outdated they need updating.

- Property document needs a long term lease instead of a mere letter of offer issued by the District Lands Officer.

5.1.5 Group discussion.

After observation of the building maps and the bill of quantities, monitoring team started discussion. Members of the group divided themselves into two groups in order to facilitate effective discussion.

Discussion took two hours under the chairmanship of P. Malekela. Discussion centered on what has been observed in the building maps and interpretation of the BoQs. After a long discussion, members of the group came up with the following resolutions as shown in monitoring results.

5.1.6 Monitoring Results

After a long discussion the following were agreed on:

- There was no reason of having two reading rooms. Each reading room can be used by 50 girl students while 100 girl students cannot read at the same time because most of them will be resting or doing some other private activities.
- It was observed that within the dormitory there is a place for doing private study. Some of the students will do private study in their rooms. Therefore only one classroom will be needed by students for group work discussion. Monitoring team made a resolution that only one room be used as a study room.
- Since the building maps did not include a refectory, members of the group recommended that a refectory be included in the map because any hostel must have a refectory.
- Members of monitoring group after observations commented that there was no store room required for stocking enough grains to avoid fluctuating market prices. It was recommended that a kitchen and a store be included in the building maps.
- It was agreed that kitchen be attached nearby the refectory
- It was also agreed that one of the two reading rooms be changed to a refectory by increasing its size.
- A resolution was made that bill of quantities be reviewed so that prices match the current prices and the changes done on some parts of the building maps are included in the costs of the bill of quantities.
- Monitoring team went through the project property documents. It was noted that documents for the girls' hostel plot no PN; block N in Sengerema Urban has a mere

letter of offer issued by Sengerema District Lands Officer. This documents needs to be taken to the Ministry of Lands and Settlement so that a lease of 33 years is secured to ensure legal possession of the project property. It was resolved that this task be accomplished before next monitoring session.

- Monitoring reports shall be tabled to the Board of Directors to seek permission for alterations on the changes made on building maps and the bill of quantities.

**PROJECT: CONSTRUCTION OF TWB GIRLS' HOSTEL
MONITORING FRAMEWORK**

TABLE K

Description	Monitoring objective	Monitoring indicators	Monitoring question	Tools for data collection	Responsible person/people	Assumptions
Project output 1: Existence of building maps and BoQs for girls' hostel before 28 th October 2006	Ensure that building maps drawn and BoQs match the project objectives	<ul style="list-style-type: none"> • Existence of building maps and BoQs 	<ul style="list-style-type: none"> • Do the building maps and BoQs exist? • Do the building maps and BoQs meet requirements of the project objectives? 	Observations Group Discussions	-Monitoring Team -District Engineer	Commitment of construction committee to follow up
Activity 1.1: Building maps and BoQs for the hostel prepared by 14 th February 2006	To find out if building maps and Bill of quantities are set up according to the plan.	Availability of building maps and Bill of Quantities approved by the relevant authorities.	<ul style="list-style-type: none"> • Are the hostel buildings maps drawn in time? • Are the maps approved by the relevant authorities? 	Observations Group Discussions	-Monitoring groups -District Engineer	Commitment of construction committee to follow up
Activity 1.2: Process a 33 years Title deed for the hostel plot before	Ensure that project property has legal status before	Existence of a Title Deed for the Girls' hostel.	<ul style="list-style-type: none"> • Is a 33 years Title Deed for girls' hostel available? 	Observations Group Discussions	-Monitoring groups -District Engineer	Commitment of construction committee to follow up

September 2007.	construction of the hostel starts.					
Project output 2 Availability of resources required for construction of girls' hostel.	To assess how much resource mobilization for construction of the hostel were efficient.	Amount of funds raised in different fund raising functions.	<ul style="list-style-type: none"> •How efficient were the strategy used in fundraising? •What were the strength and weakness in collection? 	<ul style="list-style-type: none"> •Fundraising meeting records •Financial records. 		<ul style="list-style-type: none"> •Stakeholders' willingness to contribute funds for construction of the hostel. •Economy stability
Activity 2.1: Organize fund raising functions. Between 12/2/2007-13/5/2008	To examine how much effective was fundraising functions.	Amount of funds raised.	<ul style="list-style-type: none"> •How was fundraising organized? •How many functions were organized? •Was the amount raised appropriate to the fundraising functions? 	Fundraising Income and expenditure statements	Monitoring Team.	Stakeholders turn ups to fundraising functions.

<p>Activity 2.2: To seek funds from external sources required for supplementing community funds. Between 12/2/2007-13/5/2008</p>	<p>To assess contributions from stakeholders approached for grants and donations</p>	<ul style="list-style-type: none"> •Number of donors and other stakeholders approached •Stakeholders pledges •Amount of funds contributed by external stakeholders. 	<ul style="list-style-type: none"> •Who are donors and grantors approached? •What were their pledges? •How much has been raised from donors and grantors? 	<ul style="list-style-type: none"> •Different responses from donors and their pledges if any. •Income and expenditure statements 	<p>TWB GROUP Leadership</p>	<p>Willingness of stakeholders to contribute funds.</p>
<p>Project output 3: Existence of a competent contractor engaged in construction of girls hostel(23/11/2007)</p>	<p>To ensure that construction of the hostel is done by a competent contractor</p>	<p>Experience and qualification of the contractor</p>	<p>How much fair was Tender Board?</p>	<p>Tender documents</p>	<p>-District Engineer -TWB Chairman.</p>	<p>Ability of Tender board to select the right contractor</p>
<p>Activity 3.1 Advertise tender for hostel construction by 30/8/2007</p>	<p>To find out if tender was advertised effectively</p>	<ul style="list-style-type: none"> •Number of media which advertised the tender •Number of bidders who responded to the advertisement. 	<p>Did advertisement message reach the targeted Bidders?</p>	<p>Media of Advertisement</p>	<ul style="list-style-type: none"> •Chairman of TWB •Construction Committee. 	<p>Competent bidders to access advertisement</p>

Activity 3.2 Tender opening to select the right contractor from the bidders and signing of the contract 25/8/2007	To assess effectiveness of tendering procedures used	Ability and experience of the selected contractor	Is the selected contractor best of all bidders?	Tender Documents	Construction Committee. District Engineer.	Commitment of tender board members.
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5.2.0 Evaluation:

As it has been elaborated in the introduction of the chapter, project implementation was interrupted by construction of two community day schools. Mveli and Kilabela Secondary Schools. Since community is heavily engaged in construction of two secondary schools, construction of the hostel has been postponed until May 2007. All the six villages have directed all their efforts in construction of secondary schools.

However, it was important to conduct formative evaluation to assess how much the community has been sensitized to solve problems girl students face in their studies. The extents to which they are sensitized show not only how much they are ready to participate in construction of girls' hostel but also how much the community is willing to enhance changes in improving accommodation status.

Second formative evaluation shall be conducted after completion of construction of the hostel buildings. Summative evaluation shall be made after one year starting from the date girl students shall be accommodated in the hostel. Please visit evaluation objectives in the evaluation framework (Table M)

5.2.1 Community sensitization Impact

In order to evaluate to what extent community has been sensitized, Ward Development Council (WDC) which sat on 20th November 2006 represented communities of six villages which form Sengerema Township. 32 members of Ward Development Council were involved in evaluation. WDC is a good representative of the community in evaluation because of the following reasons:

- Members of the Ward Executive Council are representatives of the people in all villages in the project area.

- Members of the Ward Development Council are the leaders of village government.
- They are influential people who affect most decisions in village development.
- Any development decision passed by the Ward Development Council is implemented by all villages and it becomes an obligation to all members of the community to participate in a project development activities.

Normally most of members of village governments are experienced through Opportunity and Obstacles to Development (O&OD) participatory systems to implement project which they think is their first priority. In order to find out how much the community is sensitized, it was important to know what the community thinks to do after construction two secondary schools. This calls for conducting a research with the same objective.

5.2.2 Research Methodology

Pair ranking method was used to find out how much the community has been sensitized. Since the community is currently engaged in construction of Secondary Schools, what they think to implement next to secondary school is what they regard second important project. Then it was assumed that if they will choose to construct a hostel for the girls after completion of secondary school that would be a good indication that the community is sensitized to construct girls' hostel.

5.2.3 Evaluation tools

- Under Pair- wise ranking method, every participant is given a chance to mention what he or she think is important project.
- The process started with listing all projects to be implemented. Then a list was put on a flipchart where all participants can view better. The three projects which have

highest score were set for pair-wise ranking. The process was done by giving chance to participants to choose project which they think should be given priority than the other.

Three projects were short listed and involved in pair-wise ranking exercise: Tree planting, Primary school teachers' houses and Girls' hostel.

•Members of the Ward Development Council were given a piece of paper. Every member wrote on the piece of the paper the project he or she thinks should be given priority than the other. Matching for these projects went on until every project was compared pair-wise as shown in TABLE L.

Members of Ward Development Council started the exercises by ranking what they think is the project that should follow construction of two secondary school as seen in the table. Construction of girls' hostel scored two points while construction of teachers' houses scored one point. Tree planting project did not score any point. Construction of girls' hostel ranked number one followed by construction of teachers houses.

5.2.4 Evaluation Results

According to the table above, Girls' hostel ranks number one.

This means that after construction of two secondary which is going on, the community will implement construction of the girls' hostel since this decision is taken by the representatives of village government. Members of Ward Development Council are the most influential leaders in their villages as well.

TABLE L: Pair-wise ranking for Sengerema Township Community Project Priority.

TYPE OF THE PROJECT	P/ School Teachers' Houses	Girls' hostel	Tree planting	Score	Rank
Primary School Teachers houses		<i>Girls' Hostel</i>	<i>P/School Teachers Houses</i>	1	2
Girls' hostel			<i>Girls' Hostel</i>	2	1
Tree planting				0	3

5.2.5 Phase two-Impact evaluation.

It is expected to take place at the end of the year 2009. It will be done to measure outcomes and impact of the hostel facilities to community development as regards to the welfare of girls who study in secondary schools in Sengerema Township

Impact evaluation shall be conducted by a group of experts from outside who will join former construction committee. Community Needs Assessment (CNA) will be made by the author one month before evaluation and will table the results before evaluation team. CNA results will be used to assess the impact of project and will be used to support SWOT of the project. SWOT workshop shall include 20 different stakeholders who will determine the future of the project resulting from Evaluation report.

PROJECT: CONTRUCTION OF TWB GIRLS' HOSTEL

EVALUATION FRAME WORK

TABLE M

Description	Evaluation objective	Evaluation indicators	Evaluation question	Tools for data collection	Responsible person/people	Assumptions
<p>Overall objective To provide secured accommodation and ensure its utilization for at least 100 girl students studying secondary education in Sengerema Township by the year 2009</p>	<p>To examine contribution of hostel facilities in reducing accommodation problems girl students who attend six schools within Sengerema Township.</p>	<ul style="list-style-type: none"> •# of girl students housed in the hostel completing form four •Reduced number of girl students who rented room 	<ul style="list-style-type: none"> •Do the hostel buildings exist? •How many girl students are housed in the hostel? •How much is the problem of girl students reduced? •Should we add on more hostel units? 	<ul style="list-style-type: none"> •Hostel Register •SWOL analysis •CNA •List of girl students housed in the hostel obtaining school leaving certificates from the respective schools. 	<ul style="list-style-type: none"> •Monitoring and Evaluation Team 	<ul style="list-style-type: none"> •Community Willingness to participate in construction of girls' hostel.

<p>Specific Objectives</p> <p>1.To construct girls hostel with a capacity of accommodating 100 girl hostel before 2009</p>	<ul style="list-style-type: none"> •To assess how much physical and financial resources committed to the hostel buildings are fair. • To assess how much the hostel 	<ul style="list-style-type: none"> •Bill of quantities •Original building maps 	<ul style="list-style-type: none"> •Do the physical and financial resources committed to the building units reflect the actual costs? •Do the building units reflect the original building maps? 	<ul style="list-style-type: none"> •Observations • Engineer's reports •Financial statements 	<p>Monitoring and Evaluation team</p>	<ul style="list-style-type: none"> •Stakeholders Willingness to participate in construction of girls' hostel. •Stability of economy
<p>Project output no 1</p> <p>Increased awareness to stakeholders on resources required for construction of girls hostel before December 2006</p>	<ul style="list-style-type: none"> •To assess stakeholders awareness on importance of contributing for construction of the hostel. 	<p>Resolutions of stakeholders in the meetings conducted.</p>	<ul style="list-style-type: none"> •What are the resolutions taken in the stakeholders meeting on construction of girl' hostel? 	<ul style="list-style-type: none"> •Baseline survey report 	<ul style="list-style-type: none"> •Ward Development Council members 	<ul style="list-style-type: none"> •Community leaders' ability to sensitize local community.
<p>Project output 2</p> <p>Fully completed Hostel building</p>	<ul style="list-style-type: none"> •To follow up how much 	<ul style="list-style-type: none"> •Completed building wings of the hostel 	<ul style="list-style-type: none"> •Do the hostel building units match the 	<ul style="list-style-type: none"> •Engineers' inspection reports •Project financial reports 	<ul style="list-style-type: none"> •Evaluation Team •District 	<ul style="list-style-type: none"> •Community commitment in implementing

Units at the end of the year 2008	stakeholders funds were utilized.	•Contractors handing over notes	original building maps?	• Purchases and payment vouchers	Engineer •External quantity surveyor	scheduled activities.
Project output 3: Reduced number of girls' students with unreliable accommodation by March 2009	•To assess how many girl students are secure by using hostel facilities.	•# of girl students accommodated in the hostel.	•How many girl students have reliable accommodation by using hostel facilities?	•Records of girl students who previously rented rooms. •Hostel Register	•Monitoring and Evaluation Team.	•Community commitment in implementing scheduled activities

5.3.0 PROJECT SUSTAINABILITY

Immediately after completion of the Hostel building units, hostel will start to admit girl students. The project shall be business oriented to ensure its sustainability.

- Hostel fees charged will ensure smooth operation of Hostel.
- Board of Directors will work as a steering committee to ensure that management of the hostel function properly by employing competent hostel management staff.
- Board of Directors will be formed by committed and experienced members who will ensure that the hostel runs smoothly.
- The project is expected to serve six Secondary Schools within Sengerema town and two more are under construction. The proposed TWB Girls hostel is centrally situated between these schools and there is no possibility of other private competitor to build another hostel in this proximity because of plot scarcity.
- At moment demand for the hostel is 264 vacancies while the hostel can only accommodate 100 girls' students. Hostel fee charged is calculated at the rate of 200,000/= by the time it will be opened in the next two year.
- Please visit projected Cash flow statement, Income statement and Balance sheet which elaborate project sustainability. These projected financial statements show what extent hostel project can operate smoothly on itself without external support.
- Since two more Secondary Schools are under construction, this presupposes that demand for the hostel will double. The community will have to look for other strategies of constructing more hostel wings to accommodate more girls by the

year 2012. Revenue realized from hostel fees is not enough for heavy investment. It can only sustain simple hostel operations.

- Projected income statement show that at end of the year hostel will realize Tshs 1,820,000/= from operations. This collection is enough to keep hostel operations smoothly ,however it will not be enough for reinvestment.
- Projected cash flow also show that for the whole year there is cash excess meaning that there is no overdraft required especially for catering. It is assumed that the hostel manager shall stock enough grains to take advantage of fluctuating grain prices.
- Projected Balance sheet shows a good working capital which ensures high liquidity required to meet due obligations of the hostel business.
- Please visit Projected Cash Flow(Table N), Project Income Statement) and Projected Balance Sheet which shows true picture of financial sustainability.

TABLE N TWB HOSTEL PROJECTED CASH FLOW FOR THE PERIOD OF 12 MONTHS

Particulars	Jan 20...	Feb 20....	Mar 20...	April 20..	May 20	Jun 20..	Jul 20..	Aug 20..	Sept 20..	Oct 20..	Nov 20..	Dec 20..
Hostel Fees	1,500,000	3,000,000	6,000,000	-	-	9,500,000	-	-	-	-	-	-
Application fees	200,000	--	-	-	-	-	-	-	-	-	-	-
Caution money	100,000	-	-	-	-	-	-	-	-	-	-	-
TOTAL INFLOWS	<u>1,800,000</u>	<u>3,000,000</u>	<u>6,000,000</u>	=	=	<u>9,500,000</u>	=	=	=	=	=	=
OUT FLOWS:												
Catering expenses	800,000	900,000	900,000	1,000,000	1,000,000	-	1,000,000	1,000,000	1,000,000	1,000,000	500,000	-
Salaries: Hostel Man.	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000
Matron	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000
Hostel Att.	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
2 Cooks	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Electricity	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Water bills	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Misc. expenses	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
TOTAL OUTFLOWS	1,515,000	1,615,000	1,615,000	1,715,000	1,715,000	715,000	1,715,000	1,715,000	1,715,000	1,715,000	1,215,000	715,000
CASH MOVEMENT:											=	=
Total inflows:	1,800,000	3,000,000	6,000,000	-	-	9,500,000	-	-	-	-	-	-
Total outflows:	1,515,000	1,615,000	1,615,000	1,715,000	1,715,000	715,000	1,715,000	1,715,000	1,715,000	1,715,000	1,215,000	715,000

BALANCE	285,000	1,385,000	4,385,000	(1,715,000)	(1,715,000)	8,785,000	(1,715,000)	(1,715,000)	(1,715,000)	(1,715,000)	(1,215,000)	(715,000)
CASH SUMMARY:												
Opening Balance	80,000	365,000	1,750,000	6,135,000	4,420,000	2,705,000	11,490,000	9,775,000	8,060,000	6,345,000	4,630,000	3,415,000
Less/ Add Balance of cash movement	285,000	1,385,000	4,385,000	(1,715,000)	(1,715,000)	8,785,000	(1,715,000)	(1,715,000)	(1,715,000)	(1,715,000)	(1,215,000)	(715,000)
Cash excess/Overdraft	365,000	1,750,000	6,135,000	4,420,000	2,705,000	11,490,000	9,775,000	8,060,000	6,345,000	4,630,000	3,415,000	2,700,000

TWB GROUP HOSTEL

**5.3.1 Projected Income Statement for the year ended 31st
December 20...**

	Tshs	Tshs
Hostel fees		20,000,000/=
Application fees		200,000/=
Caution money		100,000/=
 Less:		
Catering expenses	9,100,000/=	
Wages and Salaries	6,840,000/=	
Public Utilities: Water Bills	300,000/=	
Electricity	240,000/=	
Miscellaneous expenses	1,200,000/=	
Depreciation: Furniture and Fittings	600,000/=	
Kitchen Facilities	200,000/=	
 Net income		 1,820,000/=

TWB GROUP
5.3.2 PROJECTED BALANCE SHEET
AS AT DECEMBER 31ST 20..

FIXED ASSETS	Tshs	Tshs
Hostel Buildings		75,103,260/=
Furniture and Fittings (Net Book Value)		5,400,000/=
Kitchen Facilities (Net Book Value)		1,800,000/=
 Current Assets:		
Supplies	11,990,000/=	
Debtors	50,000/=	
Cash at Bank	5,200,000/=	
Total Current Assets	17,240,000/=	
 Less Current Liabilities:		
Creditors		40,000/=
Total Current Liabilities		40,000/=
 Working Capital		 17,200,000/=
 NET ASSETS EMPLOYED		 99,503,260/=
 Financed by:		
Community Fund	8,000,000/=	
Donor Fund	89,683,260/=	
Add Net Income	1,820,000/=	
 OWNERS EQUITY		 99,503,260/=

CHAPTER VI

CONCLUSION AND RECOMMENDATION

The study and the report focus on preparatory activities and process for preparing the project report as well as the proposal for fund raising. Thus conclusion and recommendation are centred on important aspects in relation to the major milestones attained.

6.1.0 Current Situation

Sengerema Township has six Secondary Schools and two more Secondary Schools under construction. Two more schools are constructed after government order requiring all Districts in the country to ensure that all primary schools pupils who qualify to join Secondary School secure class rooms for form one before end of March 2007. This demands construction of more Day Community Secondary Schools but there is no directive for constructing hostels for those students who attend school from distant villages. This presupposes that accommodation problem for both boys and girl students will be higher in the future .The number of girl students renting rooms will shoot up from 135 girl students to approximately 240 girl students.

Efforts of TWB GROUP in reducing girl students' accommodation problems face in their Secondary School studies is very important. It is a step forward although the number of the schools is increasing.

Construction of two more Secondary Schools have delayed project program because community is heavily engaged in construction activities. Ward Executive Officer Mr.Enock Mabula wrote a letter to TWB GROUP informing them that the

community should not be involved at moment because it is engaged in construction of two day Secondary schools (appendix 10). It could be taxing for the community run to all these projects at the same time. Immediately after completion of Secondary Schools the community will start supporting construction of girls' hostel.

6.2.0 Level of Implementation

- The community is sensitized and local authority in the community understands better the problem of young girls face and the possible consequences the community will face in future if this problem is neglected.
- The neighboring Ward of Sima has learned from the plans Of TWB GROUP. They have also started to mobilize the community about constructing girls' hostel.
- Project management structure has been established down to the village level. This will facilitate communication during hostel construction especially in raising funds and collection for building materials. (Appendix 9)
- The project site has been secured -Plot no PB, Block N in Bomani area Sengerema.(Appendix 6)
- Bill of Quantities has been drawn by the District Engineer. It was used to estimate costs for the building but will also be used later in monitoring stages to check up to what extent the constructor sticks to the standards given to him.(Appendix 5)
- Hostel building maps have been drawn and certified by the relevant authorities (Appendix 6)

•Different proposal write-ups have been sent to different donors and they have promised to participate in construction of the hostel immediately after the community shows its initiations. The USA Ambassador visited the project site in the year 2005 and promised to participate in hostel construction as soon as the community will show its initiatives.

6.3.0 Challenges

I came to learn that our communities some times lag behind because of poor awareness of their own circumstances. Problems girl of students who rent rooms can be attributed to poverty on one side and community ignorance on the other side of the coin. Normally in any community no one takes trouble of community problems until a disaster bungs at the door .No body has taken trouble to know that freedom girl students possess by living without guardians in rented rooms can be detrimental to the community. It contributes to escalating HIV/AIDS but also young girls learn attitudes and behaviours which shape them in a life style that will affect them later as some of them learn prostitution in such childhood. Majority of these young girls are between 14 years and 18 years.

Psychologist regard adolescent moratorium as a time for personal development and education before the responsibilities of work and maturity very delicate stage of life which needs a great care².

6.4.0 Income Poverty

Most of the community members fail to take responsibility of providing safe accommodation to their daughters who attend secondary school because of income poverty.

² Hull, C.L. (1995) *Principles of behavior*. New York: Appleton-Century- Crofts.

It is not true that some of the parents don't understand the risk involved in renting rooms for their daughters. They have no other alternatives other than risking because they cannot afford taking their daughters to the boarding schools. However this is not always true. Some families have many live stocks which they can sell and support their daughters' education but are dominated by ignorance.

Some of the families in rural areas fail to support education of their daughters because of cultural stigma. They believe that educating a girl is enriching the man who will marry her. They fail to understand that educating a girl is educating the future generation. Our NGOs have not played their role in educating the local communities about unexploited rich resources they possess. It is a shame for some one with 200 cows failing to take her daughter to a boarding school simply because he or she can not sell some cows instead they risk them for renting rooms.

6.5.0 Recommendations

- Under the programme of SEDEP, the government is intensifying construction of classrooms and teachers houses for Secondary Schools. Girls' hostels should not be ignored. Education Policy (1995) states that hostels for girls shall be built especially where girls walk long distances to school or where they cannot secure safe accommodation. This policy has remained in papers. The government has put emphasis on construction of classrooms, administration blocks and teachers houses but has not put into consideration construction of girls' hostel. Government should start thinking of investing in construction of girls hostels in joint venture with the local communities as it

has been done with classrooms and teachers houses in villages where girls attend schools from distant villages more than 8 kms.

- Renting rooms for girl students should be discouraged as we have been learning from Botswana where renting rooms for Secondary School girl students have accelerated HIV/AIDS because most of the girls indulge themselves in sexual activities which is dangerous for the nation.
- Communities should be sensitized to understand gender issues in particular problems girl students face in their studies. In most cases members of the community are ignorant of girls because of cultural influences. Once they are sensitized they change very fast as if they have been blind before.
- When women are given opportunity to participate meaningfully in community activities they tend to become more creative, independent and innovative some times much better than men.
- Landlords who rent rooms to girl students should take role of guardianship instead of regarding them as mere tenants forgetting that they need their care. This should be communicated to village authorities.
- Girls who attend day secondary school face many problems than boys. It becomes worse with girls students accommodated in rented rooms because they face many problems than boys. In most cases it is not possible to understand their problems until you organize group discussions and individual interviews. Some of facts cannot be revealed by using quantitative research method only. It is important to conduct qualitative as well.

- Government should initiate and promote micro financing institutions in the rural areas as one of the measures to reduce income poverty so that rural people have enough income to support their daughters' education. Most of the micro finances institutions operate in urban areas forgetting that majority Tanzanians live in rural areas.

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