Education for all in Tanzania
– A case study of the MDG footprint in Babati

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Abstract

Title: Education for all in Tanzania – A case study of the MDG footprint in Babati.

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The aim of this paper is to investigate the impact of free education for all on the primary schools in Babati, Tanzania. The study is based on the fieldwork carried out in Babati district Tanzania, where information was gathered through qualitative methods. The empirical findings are analysed using a World Bank model of how educational inputs affects welfare outcomes. The study examines the millennium development goal with respect to giving every child an education. The study shows that a bigger impact can be seen in an increased enrolment in schools. That was the result of removing the primary school fees. This has resulted in overcrowding in the primary schools, lack of enough teachers, classrooms and learning material. However, over time the performances have improved. In the short term, the removal of school fees increased enrolment but resulted in poor quality of the education. In the long term, these problems are decreasing and the educational sector can now provide education to children that could not afford it before.

Keywords: Millennium Development Goals, MDG, Primary education, Tanzania, Babati
Abbreviations

ESDP  Education Sector Development Programme
EFA   Education for All
ETP   Education and Training Policy
FCUBE Free Compulsory Universal Basic Education
MDG   Millennium Development Goal
NER   Net Enrolment Rate
PEDP  Primary Education Development Program
SSA   sub-Saharan Africa
UN    United Nations
UPE   Universal Primary Education
WB    World Bank
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1 Introduction

The opportunity to education is given here in Sweden. It is for everyone, everywhere. Unfortunately this is not the case in the whole world. In many developing countries, it cannot be taken for granted that children go to school every day. In sub-Saharan Africa (SSA), primary education is far from being available to everyone, everywhere. The importance, however, for children to be educated is just as important in SSA as it is in Sweden. That is why the United Nations (UN) decided to make primary education for all one of the millennium development goals (MDGs) in September 2000. The intention was to make education accessible and available for everyone, everywhere.

*How has this affected the education system? Is it possible to have the same availability of the education in the whole world? These questions are important and every aspect of it needs to be evaluated.*

The purpose of the UN conference in New York 2000 was to get all the states to sign agreement on the MDGs Declaration\(^1\). A declaration that will help people come out of a dehumanizing life through eight goals, and the deadline for these goals was set 2015. All member states signed the agreement. The first and most important goal was to halve poverty and hunger in the world. The second goal was: “*To ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*”\(^2\). This, the second millennium development goal, is the focus in this study.

One of the places in the world which are struggling the most to achieve this goal is SSA, and particularly the rural areas\(^3\). The SSA is considered to be one of the poorest areas in the world and the region’s share in global exports has actually fallen since 1955. The percentage was

\(\)\(^1\) UN MDG Declaration 2000
\(\)\(^3\) UN MDG Report 2008:13
then 3.1 and in 1990 it was 1.2⁴. The big increase in global trade has, thus, not benefited SSA. This is why rural SSA is the most appropriate area to conduct a study on this specific goal. Due to time limitation the study concentrated on one case. The case is Babati in northern Tanzania. Babati district is located in the Manyara region, in the northern Tanzanian highlands. The district is divided into four divisions and covers an area of 6069 km², with its 21 wards and 81 villages⁵. There are 303,013 people living in Babati (in 2002)⁶. Unfortunately it was not possible to find any newer data of the population. It is therefore difficult to estimate the number of people living in Babati today, and more specifically the number or children eligible for primary school. The majority of the habitants in Babati are agricultural farmers.

1.1 Education system in Tanzania

The children in Babati should attend primary school according to the MDG of education for all. The definition of primary education in this paper is an education starting at age seven that continues for seven years. It is, however, common for children to stay in primary school for a longer period of time. This makes it difficult to know if the children in standard seven are in their seventh year of schooling or if they have been taught for a longer time. The primary education is examined in standard seven. A student who passes the examinations is eligible to apply for public secondary school.

The basic education in Tanzania is divided between primary and secondary schools, followed by higher education. The primary education begins in standard one at age seven. The primary schools are divided between public schools and private owned schools. In the public schools the medium of instruction is Kiswahili, while it can be English in the private owned primary schools. In secondary school, however, the medium of instruction is English even in the public schools⁷. English is therefore important for the children’s primary schooling. The primary schools teach children up to standard seven. If the children pass the standard seven examinations they can begin their studies in secondary school. Secondary school, on the other hand, is not free like the primary schools are. It is obligatory to pay school fees even in the public

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⁴ Achmed & Cleeve 2004:16
⁵ Lindberg 1996:27
⁶ http://www.tanzania.go.tz/census/census/districts/babati.htm
schools at this level of education. This is probably the main factor why less than 20 % of the children in primary school, continues with their studies in secondary school⁸.

Efforts had been made in Tanzania to develop and improve the education. In 1995 a policy known as the Education and Training Policy (ETP) was prepared⁹. The execution was very time consuming and by 1999 the policy was still not implemented. In 1999-2000 more efforts were made with the introduction of the Education Sector Development Programme (ESDP). This policy was intended to strengthen and ease the cooperation between the different sectors involved in education in Tanzania¹⁰. In 2000, the UN meeting took place in New York. The meeting in 2000 put pressure on the states to improve accessibility and quality of primary education. An effect of the ratification could be seen in Tanzania in year 2001 when the government reformed the primary education system. This reform is known as the Primary Education Development Program (PEDP). The purposes of the PEDP were to provide access to a primary school for all children, to improve the quality of the primary education, to increase the completion of the children’s seven year primary schooling, and to meet these investments with building capacity at the schools, district, region and central government level¹¹.

To succeed with the PEDP, and thereby achieve the educational millennium development goal, Tanzania had to make changes and execute strategies at the national level. The government in Tanzania determined that classrooms, furnishing and other relevant facilities had to be in place, if the goal was to be fulfilled. Without these necessities the access could not be met, and the physical learning environment for the children could not be improved without them. According to the World Bank (WB) this was a possibility thanks to the development grants invested directly to primary schools (intended for textbooks and school maintenance)¹². But the decision that had a bigger impact connected to this program was the decision to remove the primary school fees. This was done to make primary schooling available to the very poor¹³. In other words, this was in line with the objectives of the MDG.

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⁸ http://www.unicef.fi/utbildningfralla
¹⁰ Ibid.
¹¹ http://go.worldbank.org/U1Q0BYXKW0
¹² Ibid.
1.2 Problem Definition

Why did the MDGs become an issue of the UN? One could say that the purposes of the MDGs are intended to serve the whole world equally, or that the fulfilment of the goals will develop, and therefore improve, the developing countries. By doing so, the developing countries might increase its financial, social and cultural status. But still, why did the MDGs become an issue of the UN? The question is difficult to answer without getting trapped in a circle-argument about the objectives with the goals, from the UN’s point of view.

One way of putting the MDGs into a broader context is by using grand theories of the world system. One of such is the neo-liberal theory. This perspective is often mentioned in the discussion of international cooperation\(^\text{14}\). Can it be considered as the ideological father of the MDGs? The arguments for the neo-liberal world with human rights and equal value of people might sound fair. Can the same values be applied on a state level? Every individual has a right to education. The opportunities should be the same for every individual. But it is not the individuals per se that ratified the MDG declaration. Representatives for states did this. But the opportunities are not the same for every state. Is this taken into consideration while ratifying the MDGs? Probably not, since all the countries signed the agreement. A declaration was written with goals already reached in the north, goals that have taken years and years to achieve. These goals are to be reached in the south as well. The countries got 15 years to reach them. The first step into reaching the goal of education for all in Tanzania was to simply remove the school fees. This was probably thought of as being the first step to the new universal development. It was also the first step into new problems.

“For the international system the MDGs are the fulcrum for development policy. For the billion-plus people living in extreme poverty they represent the means to a productive life. For everyone on Earth, they are a linchpin in the quest for a more secure and peaceful world.”\(^\text{15}\)

– UN Millennium Project

\(^{14}\) Lamy 2006:212

\(^{15}\) UN Millennium Project 2005:viii
The removal of school fees has increased the opportunity for many families to send their children to school. The enrolment mostly involved 7-year old children since that are the standard age to start school in the country. The children that are between 8-13 years old (1.5 million people) were not included in this reform and will therefore grow up without a primary education. The development goal itself does not take this into consideration. Neither does the goal state anything regarding the economic, political or cultural status of the specific countries that supposedly should increase their enrolment by 2015. If these matters are not in consideration, what else is left out? When the UN receives information regarding the situation in the primary educational sector in a country, they seem to get it through statistics regarding the whole country. The statistics are being processed by the government and then delivered to the UN. The perspective is, thus, always on a national or international level. Who listens to the schools? There is a need to examine the situation from the field, out in one of these rural areas that stand before the toughest struggle to achieve the goal. The goal is to educate every individual, in every state. This paper will fill some of the blank pages between the meeting in 2000 and the goal to be reached in 2015, in the case of Babati.

1.3 Objective of Study

The objective of this paper is to examine the impact of the MDG of education, on the primary schools in Babati, Tanzania.

The study will try to answer the following research questions:

*How has the MDG of education affected enrolment and quality of the primary education?*

*Have the implementation led to any other consequences for the primary schools?*

1.4 Significance of Study

The focus in the discussion surrounding the MDG of education is on the number of children put in school. There is a need to make a qualitative study of the impact this has on the schools to be able to improve the educational system. All efforts should be intended to improve the
The aim of this paper is not to investigate if the goal of education will be achieved by the year 2015, but rather to study the impact of the goal so far. The time span used in this survey is 2000-2008 because the millennium goal was initiated in the year 2000, but also because the educational offices in Babati don’t have information regarding enrolment and performances prior to this date, even though it would be useful when evaluating the effects of the MDG.

The paper is only focused in the academic environment in school. Outside influences, such as academic support from home or socio-economic status for families\(^\text{16}\), are important factors in both enrolment and quality but were not possible to include in the survey due to time limit. The focus is thus only on the in-school climate regarding quality.

\(^{16}\) Zuze 2008:40
2 Research Methodology

2.1 Study Orientation

To narrow the study down and to meet the objective of this paper, a single-case study approach has been chosen. The case is Babati, Tanzania. When it comes to case studies there are several different typologies to choose from and follow. Harry Eckstein, among others, has developed a typology containing five different case studies and one of them is particularly suitable here; namely the configurative-ideographic case study.\textsuperscript{17} The purpose is to create a description of a case by gathering important empirical material. The configurative-ideographic case study has two phases. The first phase creates a configuration by describing different political phenomenon. In this paper, the configuration consists of the MDG and its connections to the primary schools in Babati. The second phase interprets and provides an understanding of the primary schools in Babati by adding a theoretical framework.\textsuperscript{18} The framework consists of the theoretical aspects of the MDG and specifically one WB model of progress analysis (Figure 3.1). It is therefore suitable to use this sort of study to describe and analyze the primary educational system in Babati.

The research design in a thesis depends on the research question and the author’s objective of the study. The attitude towards the discourses however is determined by what is called the ontological and epistemological positions. Therefore this also determines what theory, method and research design to use. Ontology is the science of being (what we know), and whether or not there are invisible structural patterns in the world of politics, that can’t be changed.\textsuperscript{19} That is an example of a foundational ontological view, that these patterns exist unknowing of our knowledge of them. If the patterns we see today are social constructions, created by ourselves

\footnotesize
\textsuperscript{17} Denk 2002:18f
\textsuperscript{18} Ibid. 2002:39f
\textsuperscript{19} Marsh & Stoker 2002:18
and under constant change, it is a non-foundational view, meaning that the patterns would not exist without our knowing of them. While the ontological position determines one's position of the nature of the world, the epistemological view tells us what and how we can know it. When it comes to epistemology there are many ways to classify it. Normally it is divided between the positivist and the hermeneutic position. The hermeneutic position argues that everything is contextual and relative. That is a non-foundational ontology. Thereby reality does not have an absolute value\textsuperscript{20}.

The ontological position determines one's position of the nature of the world. When the work begins with a study, however, the ontological position alone cannot provide empirical material to work with. This information has to be gathered. How to do this and which data to gather are often divided between qualitative and quantitative methods. Qualitative methods primarily possess an objective to understand and are rarely focused in generalizing the empirical findings to be put into other contexts\textsuperscript{21}. The intention is rather to gather information that can bring a deeper understanding of the study-object and describe its context\textsuperscript{22}. Quantitative studies, on the other hand, are more structured. These studies often attempt to find causal liaisons and hence the possibility to generalize\textsuperscript{23}. Scientists whose ontology is considered foundationalist and epistemology positivistic are more often using quantitative methods. Authors who are in ontological terms anti-foundationalist and usually are anti-positivistic in epistemology, thus, more often use qualitative methods\textsuperscript{24}. This study, however, mostly uses qualitative methods but also combine this information with quantitative statistics. It is not possible to solely take stand on either side to reach the objective for this paper.

2.2 Methods

When it came to gathering data for this survey, a choice had to be made whether to use data collected by someone else, to collect it specifically for this paper. Since the available data is extremely limited in the area of this survey, it had to be collected using a method of data gath-

\textsuperscript{20} Ibid.
\textsuperscript{21} Holme & Solvang 1997:14
\textsuperscript{22} Ibid.
\textsuperscript{23} Ibid.
\textsuperscript{24} Marsh & Stoker 2002:232
ering. This data could either be collected using quantitative methods or by qualitative methods. Considering the lack of data available before the fieldwork, and since the focus in this paper is one specific case, the most appropriate method would be one of qualitative character. The most common methods used in a qualitative study are Observation method, Interviews and Questionnaire studies. The most appropriate choice to fit the objective, in this case, is face-to-face interviews. They can provide the best qualitative information as well as quantitative statistics necessary to serve the objective of the thesis. The interviews can either be structured or unstructured. A structured interview requires set (pre-decided) questions, while an unstructured interview is performed with open questions. The interviews performed with officials in this paper have been unstructured, and the interviews performed at the schools have been a mix between the two (semi-structured). The interviewees were informed of the aim of the study at all interviews. Altogether ten interviews were performed. These ten interviews have been of a cognitive character, meaning that the interviewee have been used as an informant providing information about the educational condition. The first two interviews were done to provide an overall view on the primary school situation in Babati. Therefore, the first two persons to be interviewed were educational officers working for the municipally. One was stationed in the urban office and the other one in the rural district office. The two interviews were followed by eight visits to different primary schools. Two are private owned primary schools, three are public schools located in the urban town area, and three are public schools located in rural Babati. This gave the research a broader selection of schools. Random selection and only using the criteria of the geographic division between rural and urban Babati have chosen the schools.

The data received from the interviews is supplemented by statistical data of enrolment and performances in Babati. The two educational officers provided these numbers. They both kept record over enrolment and standard seven examinations from 2000-2008. This helped bring valuable information of the impact over time. It saved time to receive this data in one bloc, rather than to collect it from the schools individually and then add the numbers together. This would not be possible due to time limitations.

25 Hellevik 1996:95f
26 Ibid. 1996:114
27 Ibid. 1996:114
2.3 Validity & Reliability

To determine whether or not the gathering of data have been correct can best be described with the terms validity and reliability. Validity is the correlation between the theoretical definition and the operational definition. In other words, if the study measures what it is intended to measure. The reliability is how accurate the measurement is, or how reliable the study is. It is important to thoroughly work with the material to achieve a high reliability and validity. Since part of the study has been quantitative, the reproducibility aims to be high, meaning that if this survey was to be done again it should receive the same results. If so, the reliability is high. Considering the statistics used from the educational officers are written and complied by them, it has not been possible to triangulate the statistics to increase its reliability. All data from the fieldwork, however, is from first-hand sources, which increases the reliability. The opportunity to perform a field study and collect data this way, made it possible to get the exact information needed and if not get the answers, then at least ask the questions of choice. This increases the study’s validity.

This paper investigates a decision made in the UN. Fortunately all the official documents written in the UN are available at their web page. Therefore a lot of the UN statistics and other vital information regarding the millennium development goals have been found on the Internet. The reliability on the sources hence stands a good chance at being considered high.

2.4 Literature Review

Most literature found in the discourse is reports from the UN or its partners. The UN writes an annual review on achievements, benefits and contradictions of the MDGs. These documents are called The Millennium Development Goals Reports. They provide a short progress presentation of the goals. The 2008 MDGs report focused on enrolment using diagrams followed by a short description of the numbers. There is no focus on details or national progress. The target of the goal, written in 2000, is very general and brief. Keeping it simple help people understand the goals and its importance. The short progress presentation help people follow the achievements on a global level; however, it does not provide information on a national

28 Esaiasson 2007:63
level. So to get a grip of the achievements in Tanzania, one has to look beyond the publications that the UN provide, since they are to focused on the global efforts made. Because of this, the statistics provided by the UN can only tell us something about enrolment and nothing about the progress in quality. An example of this is the 2008 MDG progress chart\[29\]. The only variable on the MDG of education is enrolment and the division is by region. Tanzania thereby falls under the division SSA. The country specific data can, however, be found at the Tanzanian Ministry of Education and Vocational Training\[30\]. Since the data gathered by the UN strictly focus on enrolment, the interesting data provided by the Tanzanian government is related to quality. The division in this information is between national and regional. To come as close to Babati as possible, Arusha region is selected. In 2001, 30.1% passed examinations in Arusha region\[31\]. The most recent data available at the Ministry of Education is from 2005. By then the pass rate in examinations in Arusha region had increased to 45.6%\[32\]. The national pass rate in Tanzania in 2005 was 48.7%\[33\]. According to this latest data available, Arusha region is just below the national average in examinations.

Allam Achmed and Emmanuel Cleeve have written an article where they evaluate the performances of SSA countries towards the MDGs. The paper is named, and about, “Tracking the Millennium Development Goals in sub-Saharan Africa”\[34\]. The authors review all eight MDGs. That forces them to, much like the UN; only briefly investigate the goals and their progress. In this study, and the UN reports, the goals are easily mixed together too much. By doing so, the focus naturally falls on the first goal to halve poverty and hunger. When the paper does evaluate the MDG of education, the author’s sources are the WB and UN organs, hence, the analysis is based on quantitative data where there is no distinction between rural and urban Tanzania. No fieldwork has been performed to make a qualitative judgement.

\[29\] MDG Report Progress Chart 2008  
\[30\] http://www.moe.go.tz/  
\[33\] http://www.moe.go.tz/statistics.html National 2005: Table 2.14  
\[34\] Achmed & Cleeve 2004:12
3 Theoretical framework

3.1 The MDGs

More than half of the time set for the MDGs has now elapsed until the goals are to be reached by 2015. What is unique with the MDGs is that all member states that signed the declaration in 2000 are accountable to the UN for the fulfillment of the goals. The countries cooperating in this worldwide project consist of both wealthy developed countries and poor developing countries. And they all must do what they can with the resources they have got if the MDGs will be achieved\textsuperscript{35}. The goals are presented in a way that might lack measurability for their progress since it is qualitative information that is being quantitatively presented in the UN reports. But by promoting simply eight goals from the MDG Declaration arguably helps in tracking its development and achievement for the international community\textsuperscript{36}. In the MDGs Declaration one can find 32 values and principles\textsuperscript{37} from which the eight goals have been highlighted. The eight Millennium Development Goals are\textsuperscript{38}:

1. Halve the number of people whose income is less than $1 a day and who suffers from hunger.
2. All children will be able to attend and complete primary school.
4. Reduce mortality rate under five year olds by two thirds.
5. Reduce maternal mortality ratio by three quarters.
6. Halted and reversed the spread of HIV/AIDS.

\textsuperscript{35} Cleeve 2004:9
\textsuperscript{36} Ibid. 2004:10
\textsuperscript{37} UN MDGs Declaration 2000
\textsuperscript{38} http://www.un.org/millenniumgoals/ - See right column
7. Reverse the loss of environmental resources and integrate sustainable development into national policies.

8. Develop a global partnership for development.

Even though all goals are linked together in development, they need to be separated for analysis. The third goal is involved in education and some empirical data touch this area. It is however not discussed in the analysis because of its irrelevance to the objective of the paper. The goals are, as the declaration states, eight separate goals and should therefore be analyzed separately. The focus in this paper is thus only goal number two; the goal of education.

There are 86 countries today that have not yet reached the goal of primary education. Out of these countries, projections by the UN suggest that 58 of the countries will not reach the goal by 2015. It is most likely that girls from poorer households or children living in rural areas do not enroll. However, according to the UN, the achievement of the goal refers to more than just full enrolment. The quality of the education is equally important. This statement is not de facto represented as a target within the official goal. But it is, however, mentioned in UN documents surrounding the goal, which verifies its importance. After completing primary school, the next level of education is secondary school. In developing countries in general, less than 55% attend secondary school. In SSA, however, the number of children attending secondary school is only 25%. The disparities, hence, stretches beyond the developed and developing countries, but also differ the developing countries in-between.

One strategy to increase enrolment was by removing the primary school fees. This abolishment of school fees is not exclusive to Tanzania in the SSA region. Burundi, Democratic Republic of Congo, Ethiopia, Kenya, Malawi, Mozambique and Uganda have also made this effort after the initiation of the MDGs. All countries have seen an increase in enrolment as an effect of the fee removal. But the increase in enrolment that followed the removal of the

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39 http://portal.unesco.org/
40 MDG Fact sheet 2008:1
41 Ibid.
43 UN MDG Report 2008
44 MDG Fact sheet 2008:1; UN MDG report 2008:14
school fees resulted in a lack of school facilities and teachers. This is turn has brought new challenges to the countries educational systems\(^{45}\).

Ghana removed the school fees for primary education before the initiation of the MDGs. Ghana have had more time to evaluate since the removal of fees and is therefore a good example to look at and draw similarities to Tanzania from. In 1996 the government in Ghana introduced the strategy for ‘Free Compulsory Universal Basic Education’ (FCUBE). The deadline for this plan was 2005 and the plan had three main objectives\(^{46}\):

1. To improve quality. This goal has three targets: A) More and new teaching materials. B) New driving forces for teachers, i.e. teacher housing, prizes etc. C) Continuous teacher training using distance learning materials.
2. Strengthening educational management on all levels.
3. Improving availability and participation to primary schools.

These objectives can be seen as similar to both the MDG and to the PEDP in Tanzania. To evaluate the progress of Ghana’s efforts, a report have been written by the Operations Evaluations Department (OED) at the WB in 2004. The report is known as *Books, Buildings, and Learning Outcomes: An Impact Evaluation of World Bank Support to Basic Education in Ghana*. In this report, the WB measures school quality through four variables: School material (textbooks), Physical inputs (facilities, chairs), Teachers, School management. To be able to follow the impact, the WB collected data in 1988 and then in 2003. The survey in 2003 showed that the education has improved in Ghana over the past decade. The enrollment increased, which also decreased the gap between both girls and boys, and the gap between rich and poor children in the primary schools\(^{47}\). The outcome in Ghana can be seen as an indicator of what other SSA countries might see if they introduce similar policies and attempts to improve the education. The study made by the WB uses a framework for analysis. According to the WB, there is a connection between education and welfare in a country.

\(^{45}\) MDG Fact sheet 2008:1
\(^{46}\) OED, WB 2004:9f
\(^{47}\) Ibid. 2004:31
Maternal education decreases child mortality, nutritional education improves health and by decreasing the gender gap in school results in increased gender equality in general in society\textsuperscript{48}. There is also a connection between education and economic outcomes. The higher educated the population is, the better for the domestic economy to some extent. It enables the government to fill their seats with educated people on a national and district level\textsuperscript{49}.

3.1.1 The World Bank model

The framework, or model, used by the WB is shown in figure 3.1 (see p. 20) and illustrates how ‘educational inputs affects welfare outcomes’. At the top of the figure stand the four players that can affect the system: Households, Community, Budget and Policy. These four players have the power to affect the following types of inputs: school facilities, learning materials, teacher training and teacher pay, and school supervision. These five inputs all have an effect on the teaching and learning environment, which in the model is called intermediate outputs or school quality. The school quality is then affecting the outputs. The outputs in the figure are completion and achievement. Completion in this study is when a student passes the standard seven examinations, which hence qualifies the student for public secondary school. If the two outputs completion and achievement are increasing, the outcome of that is increased welfare in Babati.

\textsuperscript{48} OED, WB 2004:40ff
The framework in figure 3.1 can be used in the case of Babati by putting the specific data received from the fieldwork into its right place. This model can thus be used to analyze the quality of the education in Babati. By using this theoretical framework, the study can move on to the second and final stage of the configurative-ideographic case-study approach\(^49\), which is to try and explain the empirical results.

\(^49\) Ibid 2004:42
\(^50\) Denk 2002:39f
4 Empirical Findings

“To help implement the MDG, the town mobilized the people to send their children to school”

– Interview with the Town Academic Officer in Babati, Tanzania (2009/02)

The main purpose of the second MDG is to increase enrolment, and make it possible for every child to attend primary school. The biggest effort made to accomplish this goal has been to remove the school fees in Tanzania. Since their removal in 2000 the enrolment has gone up dramatically. One year after the reform, the increase had more than doubled from 7,872 children starting standard one in 2000, to 15,927 children starting standard one in 2001. Even though the schools were not fully prepared for the increase in children, the following years opened doors for poor families to send their children to school.

Not only did more children register to primary schools in Babati, but the district also built new schools to meet the demand. By now, there are 166 primary schools in Babati. The educational office had to make some changes in their work also. Prior to 2000, the office did not keep a record of enrolled children or their performances in the same way they had to do because of the PEDP. This was a problem in the field, since no statistics were available from the 1990s. It has therefore not been possible to find the results before the PEDP. However, enough statistics has been available to see the effects of the implementation. In the year 2005, the pressure was too big on the educational office in Babati so they decided to share the responsibility and divided the office into rural and town offices. Since the split, they work completely independent of each other. They handle their work separately and they each got an educational officer to supervise the schools. This action has made its mark in the statistics of the schools, since all the numbers are mixed up in the years 2000-2005, and then divided into two offices during the years 2006-2008. The total enrolment for standard one in Babati is shown in the table 4.1 on the next page.
Table 4.1. Total enrolment std. one in Babati

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>4,174</td>
<td>3,698</td>
<td>7,872</td>
</tr>
<tr>
<td>2001</td>
<td>8,475</td>
<td>7,452</td>
<td>15,927</td>
</tr>
<tr>
<td>2002</td>
<td>6,618</td>
<td>6,217</td>
<td>12,835</td>
</tr>
<tr>
<td>2003</td>
<td>8,689</td>
<td>7,422</td>
<td>16,111</td>
</tr>
<tr>
<td>2004</td>
<td>6,767</td>
<td>6,306</td>
<td>13,073</td>
</tr>
<tr>
<td>2005</td>
<td>6,494</td>
<td>6,124</td>
<td>12,618</td>
</tr>
<tr>
<td>2006</td>
<td>4,710</td>
<td>4,299</td>
<td>9,009</td>
</tr>
<tr>
<td>2007</td>
<td>4,923</td>
<td>4,646</td>
<td>9,569</td>
</tr>
<tr>
<td>2008</td>
<td>5,050</td>
<td>4,943</td>
<td>9,993</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>767</td>
<td>826</td>
<td>1,593</td>
</tr>
<tr>
<td>2007</td>
<td>1,142</td>
<td>1,065</td>
<td>2,207</td>
</tr>
<tr>
<td>2008</td>
<td>1,192</td>
<td>1,290</td>
<td>2,482</td>
</tr>
</tbody>
</table>

Source: Data collected from educational officers in Babati.

It is clear that the removal of the school fees has been successful in terms of enrolment. What Table 4.1 also shows us, however, is that the urban schools have a higher percentage of girls, than the rural schools. The most likely reason for this is that the rural families are poorer. Even though there are no school fees in the primary schools, the families themselves have to provide school uniforms, study material, and also the loss of help around the home when the children leave for school. The inequality seems to be milder in the urban schools, which enrolled more girls than boys last year (2008).

The impact of the MDG to provide education for all has led to the following governmental national strategies according to the rural academic officer:

1. Enroll everyone. All children of seven years of age will attend a primary school.
2. Reducing the costs at the schools. The government has reduced the funding to primary schools by 50%. 50% is now up to the parents and the community to contribute to the primary schools.

3. There will be at least one secondary school in every ward. Totally there are 18 wards. Then the children don’t have to leave their ward for secondary school.

The first strategy, to enroll everyone, is the main goal of both the MDG and the PEDP. This change has had the most apparent consequences in Babati and it has been the two officer’s number one priority since the MDG was implemented in Tanzania.

The second strategy is an effect on the removal of schools fees. The government simply does not provide enough funding for the schools to handle the increase in enrolment. The rural academic officer of Babati says:

“When parents send more children to school, the schools get overcrowded. They tell us to get contributions from the community”

– Interview with the Rural Academic Officer in Babati, Tanzania (2009/02)

This first strategy together with the second strategy has forced the Babati district to take action. The rural academic officer explains that he is working extra hard to minimize the negative consequences of the enrolment, by following seven local strategies:

1. Parents provide food for their children.
2. Inspections of the schools. Books, teacher goals etc.
3. For the children to know the three areas: Reading, Writing and Mathematics.
4. The schools should have sports and games. So the children will enjoy school and think it is fun.
5. Teachers will provide extra help to the children who need it.
6. Semesters are January-June, and July-December. The children have their break in June. Teachers will be available for the children who need the extra help a couple of hours every day during June as well.
7. Teachers have very poor background in science and mathematics. Therefore the teachers dislike teaching in these two subjects. Seminars will be arranged by the primary
school, for the teachers, to improve knowledge of the teacher in those subjects. The seminars should occur several times every semester.

The Town Academic Officers agrees that these strategies are all very important for the schools to improve. He explains that the first strategy is for the schools themselves to deal with. The second strategy is being implemented but the schools rarely have enough resources to deal with their flaws. The third strategy is a great concern in all of Tanzania. The town academic officer of Babati says:

“The teacher’s lack of knowledge in especially Mathematics and English is reflected in the performances of the students. There are not enough resources to provide a good education for the regular teacher.”

– Interview with the Town Academic Officer in Babati, Tanzania (2009/02)

When the students leave primary school, which is taught with the medium of Kiswahili, and then attend secondary school. They struggle since the medium of instruction there is English.

The third strategy is a statement made by President Jakaya Kikwete two years ago. He feared that the primary school students who pass their standard seven examinations wouldn’t be able to attend secondary school due to a classroom shortage. With more students completing their standard seven examinations it is important for the Babati district to make sure that as many as possible can attend secondary school. The performances of the final examinations in standard seven in Babati are shown in the table 4.2 on the next page.

51 http://dailynews.habarileo.co.tz/features/?id=9423
Table 4.2. Total performances in std. seven examinations in Babati

PERFORMANCES STANDARD SEVEN
(RURAL & URBAN 2000-2005)
(RURAL 2006-)

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates</th>
<th>Passed</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,673</td>
<td>1,965</td>
<td>3,638</td>
<td>284</td>
</tr>
<tr>
<td>2001</td>
<td>2,102</td>
<td>2,247</td>
<td>4,349</td>
<td>473</td>
<td>246</td>
<td>719</td>
</tr>
<tr>
<td>2002</td>
<td>2,244</td>
<td>2,528</td>
<td>4,772</td>
<td>498</td>
<td>325</td>
<td>823</td>
</tr>
<tr>
<td>2003</td>
<td>2,334</td>
<td>2,754</td>
<td>5,088</td>
<td>801</td>
<td>575</td>
<td>1,376</td>
</tr>
<tr>
<td>2004</td>
<td>2,305</td>
<td>2,700</td>
<td>5,050</td>
<td>1,083</td>
<td>779</td>
<td>1,862</td>
</tr>
<tr>
<td>2005</td>
<td>2,404</td>
<td>2,561</td>
<td>4,965</td>
<td>1,341</td>
<td>1,044</td>
<td>2,385</td>
</tr>
<tr>
<td>2006</td>
<td>2,279</td>
<td>2,464</td>
<td>4,743</td>
<td>1,940</td>
<td>1,948</td>
<td>3,888</td>
</tr>
<tr>
<td>2007</td>
<td>4,141</td>
<td>4,248</td>
<td>8,389</td>
<td>2,732</td>
<td>2,084</td>
<td>4,816</td>
</tr>
<tr>
<td>2008</td>
<td>4,184</td>
<td>4,301</td>
<td>8,485</td>
<td>2,503</td>
<td>2,088</td>
<td>4,591</td>
</tr>
</tbody>
</table>

PERFORMANCES STANDARD SEVEN
(URBAN)

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates</th>
<th>Passed</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>2006</td>
<td>721</td>
<td>802</td>
<td>1,533</td>
<td>543</td>
<td>539</td>
<td>1,082</td>
</tr>
<tr>
<td>2007</td>
<td>681</td>
<td>1,038</td>
<td>2,119</td>
<td>732</td>
<td>607</td>
<td>1,339</td>
</tr>
<tr>
<td>2008</td>
<td>1,150</td>
<td>1,268</td>
<td>2,418</td>
<td>776</td>
<td>791</td>
<td>1,567</td>
</tr>
</tbody>
</table>

Examinations: Babati Town is placed fourth in the region. Babati rural is placed fifth.

Source: Data collected from educational officers in Babati.

As seen in Table 4.2, in 2000 the total amount of students who passed their examinations, and qualified for secondary school, is 11.4 %. This means that 88.6 % of the children in Babati that were finished with primary school in 2000 failed their primary education. That is almost nine out of ten students. In 2001 16.5 % passed. This was an increase of 5.1 % over one year. In 2003 the amount had increased more than 10 % to 27.1 %. This meant that three out of four students still failed the examinations even though vast improvements had been made. Five years after the start, in 2005, 48 % of the students passed the examinations. The increase was not just in passes, but also in candidates for the examination. In 2000 the total candidates for the examinations was 3,638 students. In 2005 the number was 4,965. Up to this year the rural and the town schools were handled together. The following year, 2006, when the offices had been split into two, is the first year when it is possible to see differences between the two ar-
eas in performances. In 2006, the performances in the rural schools drastically increased to 82 % passes. The number in the urban schools is 70.6 % passes. Why the performances of the students have increased since the year 2000 is something that neither of the academic officers can answer. However, when the implementation began in 2000, the total number of candidates for the standard seven examinations was 3,638 students, and 11.4 % (416 students) of them passed. In 2008 the total number of candidates for the standard seven examinations was 10,903 students. This equals an increase of 7,265 students in eight years that finishes their classes up to standard seven. Out of those 10,903 students who took the examinations in 2008 in Babati, 56.5 % passed (6,158 students). The total number of students finishing primary school, and hence qualified for secondary school, in 2000 was 416. This was how many spots the secondary schools in the district had to provide. In 2008, the secondary schools had to provide 6,158 spots in the secondary schools. The result of this is that all children that pass their primary education cannot continue to secondary school because of this limitation with secondary schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled</th>
<th>Standard 7 candidates</th>
<th>Passed examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>7,872</td>
<td>3,638</td>
<td>416 (11.4 %)</td>
</tr>
<tr>
<td>2008</td>
<td>12,475</td>
<td>10,903</td>
<td>6,158 (56.5 %)</td>
</tr>
</tbody>
</table>

Source: Data collected from Table 4.1 and Table 4.2.

The information above tells us something about the effects the PEDP have had at the district level. But how have they affected the schools? What do the numbers mean in reality?

To answer these questions it is necessary to visit the primary schools and get their perspective on the matter. To get a fair representative selection, the head-teachers were interviewed at four schools in Babati Town, and in four schools in Babati rural. One school in each area is private owned and the remaining three schools are public. The intention was to get one rich school, one average and one poor school in the three public schools. It became clear that this was not possible while out in the field. There is simply no way to measure the economic status of the schools before visiting them.
Out of the eight schools that are included in this study, two are private owned schools and six are public owned schools. The eight schools are divided into the town area and the rural area as shown in table 4.4 below.

Table 4.4. Primary schools selected in Babati

<table>
<thead>
<tr>
<th>School</th>
<th>Owned</th>
<th>Area</th>
<th>Built</th>
<th>Students / teachers</th>
<th>Plans</th>
<th>Arranging seminars</th>
<th>Extra help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayatul</td>
<td>Private</td>
<td>Rural</td>
<td>2000</td>
<td>453 / 17 (27.1)</td>
<td>BS, SS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bonga</td>
<td>Public</td>
<td>Rural</td>
<td>1940s</td>
<td>725 / 16 (45.1)</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Dudumera</td>
<td>Public</td>
<td>Rural</td>
<td>2004</td>
<td>575 / 12 (48.1)</td>
<td>C</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Harambee</td>
<td>Public</td>
<td>Rural</td>
<td>2002</td>
<td>652 / 24 (27.1)</td>
<td>C</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Aldersgate</td>
<td>Private</td>
<td>Town</td>
<td>2001</td>
<td>260 / 14 (19.1)</td>
<td>BS</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Babati</td>
<td>Public</td>
<td>Town</td>
<td>1964</td>
<td>817 / 32 (26.1)</td>
<td>SC</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Hangoni</td>
<td>Public</td>
<td>Town</td>
<td>1973</td>
<td>935 / 27 (35.1)</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Matufa</td>
<td>Public</td>
<td>Town</td>
<td>1973</td>
<td>856 / 18 (48.1)</td>
<td>PG</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Source: Data collected from interviews with head-teachers in Babati (2009)

BS: Start/Develop Boarding school
C: Build more classrooms
PG: Plant a garden
SC: Smaller classes
SS: Start secondary school

Half of the schools are built after the MDG ratification. Three out of the four schools in rural Babati were built after 2000, and one out of the four schools in Babati town was built after 2000. This is an indication of that the rural area is affected more by the enrolment increase. The rural schools are prioritizing to build new classrooms. This also can indicate that the enrolment had a bigger impact in the rural area. The majority of the children not enrolled before 2000 were, hence, from the rural area.

Two of the three schools in the town arrange seminars for their teachers. None of the schools in the rural area does so. The town schools just might have more money, or they might have more experience in tutoring. The rural schools have other priorities for two reasons: They are built more recently and they are poorer. The town schools seem to be more developed than the rural schools. The rural schools plan, for their future, is to build more classrooms. The town
schools to develop the facilities that are already there, and to make classes smaller. The town school tries to improve the teacher’s knowledge. This is a luxury the rural schools cannot afford yet.

Distinctions and similarities between the schools:

Aldersgate primary school is a rather rich private school with well-educated teachers. Even so, their head-teacher says that the school only has one or two books per class. There was a complaint about this from the last inspection, but the head-teachers still believes that they have enough books because books get old fast. He thinks it is better to have fewer, newer books, rather than many old books. The other private school Hayatul Islamiya, also have plans for the future that do not include the quality of the education. Their plans are to make it a boarding school and to start a secondary school. When trying to speak to the children after the interview with the head-teacher, the standard seven students barely understood greeting phrases, even though they will be taught with the medium of English next year in secondary school.

Harambee primary school is located in rural Babati. They have 28 books per class, which is a lot compared to the other schools. Their future plans are to build more classrooms. When I asked the head-teacher why, he says that it is because they received complaints after the last inspection. Harambee receives very little from the community. The head-teacher explains that he feels that the relationship to the parents is very bad. Either they are not interested in their children’s education, or they are too poor to contribute. Dudumera primary school is also located in the rural area. Their head-teachers say that the parents are very interested in their children’s education, and that they contribute a lot. Their biggest concern is their lack of classrooms. They have soon finished the construction of more classrooms. Matufa primary school has the same problems as the rest of the public schools; not enough books, classrooms, teachers and unsatisfying results in English and Mathematics. Their future plan is to plant a garden at the school. They have tried to mobilize parents to contribute money to the school, with no results. All of the public school head-teachers say that they have been affected by the big enrolment since 2000. The head-teachers in the rural school Bonga say that they have less money today than 10 years ago. The increase in students during the last 9 years has caused problems such as an overcrowding in terms of classrooms, books, teachers and other teaching
material. But he still does not see the connection to the MDG. He is not fully aware of what the MDG or the PEDP is, but he does not think that a decision in the UN can affect his school. Babati primary school is the only school that has a plan to make smaller classes. Out of the public schools they are the school that already has the most teachers per student.

Both private schools are aiming to make it a boarding school. The private school head-teachers do not think that they are affected by the MDG, because they are not owned by the state.
5 Discussion

When looking at enrolment and school quality the two need to be analyzed separately. Table 4.1 (in the empirical findings) show that the removal of school fees increased enrolment in Babati. The enrolment can, hence, be analyzed using quantitative methods and table 4.1 provides enough data to claim that enrolment has increased in Babati. Between 2000 and 2001 the number of children starting standard one more than doubled, from 7,872 children in 2000 to 15,927 children in 2001. Even though the population increase is not addressed in this paper, the increase in this particular year shows that the enrollment has been dramatically affected. This change between 2000 and 2001 thus shows the effects of the MDG of education. This is an effect of the PEDP and its removal of primary school fees. To examine the quality of the schools and the education requires further explaining. The performance chart in table 4.2 indicates an increased completion in the schools in Babati. But to determine the reason for this increase requires inviting the theoretical framework into the calculation. It is not enough to use quantitative methods in identifying factors that have affected the quality. This is why qualitative methods had to be performed in Babati.

According to the WB model presented in the theoretical framework (see Figure 3.1) there is a connection between education and welfare. The WB used this model to analyze the progress in Ghana’s education system. It is therefore appropriate to use the same model when analyzing the primary education in Babati.

At the top of the model stand four players that can affect the primary education system. It was not possible to include these four players in the study due to time limitation. The focus throughout the whole study has been the schools themselves and the academic offices that control the schools. Data regarding the inputs could be gathered at the schools and academic offices. The survey therefore begins at the five inputs below these four players.

The five inputs that affect the learning environment according to the WB analysis model presented in chapter 3.1 (Figure 3.1) are: School facilities, Learning materials, Teacher training,
Teacher pay and School supervision. A development in the learning environment will lead to improved outputs such as completion and achievement, according to this model. To develop the quality of the education, one or more of these five variables have to be improved. The empirical findings indicate the following in regard to the five inputs:

**School facilities:** The most common future plan for the schools is connected to construction of classrooms, which falls under the category School facilities. Six out of the eight head-teachers said that the construction of facilities is in their future plans. This is due to overcrowding.

**Learning materials:** 40% of the budget received from the government is exclusive to teaching and learning materials. This falls under the category learning materials and is an effort made on the national level, as opposed to the construction of facilities that is an effort made on a local level.

**Teacher training:** The district has its own local strategy to develop the teacher training. It is to get the school to arrange seminars for the teachers to maintain and improve their knowledge. The responsibility for this training is on the schools themselves, even though it is in the local strategy of the district. It is not common for the schools to cooperate with seminars even though it probably would save money. The head-teachers seem to be very aware of the importance of qualified teachers. But the overcrowding of children has forced the head-teachers to prioritize facility construction before teacher training. None of the public rural schools in this survey arrange seminars for teachers, while two out of the three town schools does so. This might indicate that the enrollment increase has affected the rural schools slightly more than the town schools. The rural schools are exclusively focusing on facility construction (School facilities) while the need for new facilities is not as big in town. Therefore, the town schools can set aside resources to develop other sectors in their school, like teacher training.

**Teacher pay:** No data is received regarding this input from the field study. The teacher’s salary is paid out by the government and is therefore considered to be out of the schools control.

**School supervision:** The rural and town academic officers inspect all these factors every one to two year. This is how the academic offices supervise the primary schools in their area. These inspections force the schools to improve the learning environment. The inspection that the academic officers perform pushes the schools to further development. The schools themselves are struggling with so many major and minor problems that their own personnel per-
haps miss the most vital necessities. Harambee primary school is one example of how an inspection can lead to the construction of more classrooms.

These five inputs affect the teaching and learning environment, according to the WB model. This environment is what is considered as school quality. According to the model, the school quality affects the completion and achievement level at the school. An improved school quality will, hence, improve the completion and the achievements at the school. The completion and achievement level is determined by the completion rate in the case of Babati.

According to the performances chart (see Table 4.2) in chapter four the completion rate was 416 (11.4%) students in 2000. In 2008, the rate had increased to 6,158 (56.5%) students. It is thereby not only the enrollment that has increased in Babati; the empirical findings argue that the education outputs also show signs of improvement. So while the fieldwork performed in 2009 showed overcrowded schools and lack of resources. The statistics shows that the education output, in terms of completion, is higher today than in 2000. Due to lack of information regarding the age of the children that completes their primary schooling, no assumptions can be made whether of nor the children examined in 2006 in fact did enroll in 2000, children examined in 2007 in 2001 etc.

*Can the quality be considered improved due to a higher completion rate?*

The WB model of analysis tells us that the completion rate increases if the learning environment improves. Since the learning environment is considered as school quality in the paper there is a causal liaison between school quality and completion rate, according to the model of analysis. When looking at the model more critically does, however, awaken doubts regarding the connection between quality and completion. Primarily two factors have to be taken into consideration:

First of all the empirical findings tell us nothing about eventual changes in the examination grading. This means that even though the school quality affects the completion rate. An increase in the completion rate does not necessarily mean that the school quality has improved. It might simply be easier to pass the examinations in 2008 than in 2000.

Second, more children passing the examination does not per se increase the children enrolling in secondary schools in Babati. This is due to two reasons. First the secondary schools are
overcrowded. Second the primary schools are free, the secondary schools cost money. This excludes most of the children in Babati from ever attending secondary school. As stated in chapter 1.1, only 20% of the children in primary school continue their studies in secondary school. When the WB uses the model on Ghana, they evaluate the primary and secondary education. The study performed in Babati only focuses on primary education. The model is therefore not valid between completion and welfare. This does not, however, affect the objective of this study since the area of interest is the primary education and not Babati’s socio-economic progress. Although the study cannot make any claim that an increased completion rate in Babati will improve the welfare, the primary education builds the base in the children’s learning. The primary schools are, hence, important in the development of the welfare in Babati.

Table 4.3 shows the candidates for standard seven examinations in the years 2000 and 2008. In 2000 the examinations had 3,638 candidates and in 2008 the number was 10,903. The children that passed the examinations increased from 11.4% in 2000 to 56.5% in 2008. The measurement of quality in this paper must, however, be the completion rate. The WB uses the five inputs to determine school quality. This paper agrees that the five inputs affect completion rate and hence that an increased completion rate indicates improved quality.

What are the other consequences for the schools?

The head-teachers in the private schools do not think that the MDG affect them. Simply providing schooling for children makes them an executer of the efforts towards the goal. The importance of their work does not get any recognition from the government, in terms of funding. On the other hand, they possess more resources than the public schools since they have a private donor. In this sense, the government perhaps acts fair in excluding them from their financial budget.

Table 4.1 shows that the urban schools have a higher percentage of girls, than the rural schools. The inequality seems to be milder in the urban schools, which enrolled more girls than boys last year (2008). The explanation for a bigger gender gap in rural Babati might be income. There are more girl than boy’s candidates to the standard seven examinations every year between years 2000-2008, both in rural and town. The children passing examinations is however in majority boys. Even though the school fees are removed, the children still need
food, study material, school uniforms and they cannot work in the farms during the day. To find out why the boys complete more examinations requires further study with households included. Preferably the study then also involves the third MDG which addresses gender inequality.
6 Conclusion

The objective of this paper was to examine the impact of the MDG of education, on the primary education in Babati, Tanzania. This was examined through the following research questions:

*How has the MDG of education affected enrolment and quality of the primary education?*

*Have the implementation led to any other consequences for the primary schools?*

This study claims to have fulfilled its objective and research questions. The intention with the MDG summit in New York was to make education accessible and available to all. Tanzania executed this by removing the school fees in a national plan called the PEDP. The removal of school fees opened the opportunity for many families to send their children to school. This was shown through increased enrolment in the primary schools in Babati. The increased enrolment led to overcrowded schools, which resulted in a lack of teachers, classrooms and materials. The quality of the primary schools was evaluated through a WB model of analysis. The empirical findings showed that the completion rate has improved in Babati, which can be considered as improved school quality.

Because of the shortenings of data regarding the age of the children that completes primary school, it is not possible to establish if they have been in school for seven years or if they have been there longer. A student enrolled in 2000 should, theoretically speaking, complete primary school education in 2006. This is not always the case; therefore no comments have been made regarding this. Another flaw in the study is the lacking of population data. It is however considered to be enough empirical data to establish a connection between the PEDP and the increase in the year 2000-2001 regardless of the population data.

This study is a single case study in Babati. The results can therefore only speak for this specific case under the specific circumstances presented throughout this thesis. The study mostly used qualitative methods, but also combines the information with quantitative statistics. It
was, therefore, not possible to solely take stand on either side on epistemology to reach the objective for this paper.

To further develop the education system in Babati, in Tanzania and in sub-Saharan Africa, more research has to be done using qualitative methods. To include the four players at top of the WB model would provide important information in developing the education system. The study can be broadened by adding the third MDG that regards gender equality. There is also a possibility to deepen the study by investigating the results for the children that enrolled in a specific year, and hence see how many of them that is qualified for the examinations seven years later. All of these factors are important in evaluating the MDGs and it effects. But evaluating all of these factors also requires more time and resources than what is at hand for a bachelor’s thesis. The results in this paper are therefore only valid in terms of the research questions and its connection to Babati and the second MDG.

The international arena perhaps helped involve Tanzania in the importance of primary education. It is now up to the government in Tanzania to involve the families and communities surrounding the schools and the children. The schools lack many things and they all fall under the category resources. Resources are money. The challenge is how to get more money into the schools in Babati. To accomplish this calls for cooperation between people, schools, districts and countries. The first step is to raise people’s consciousness of the importance of education. By putting education in the MDGs does this. By keeping the MDGs simple and brief helps people follow and understand them.

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52 Zuze 2008:17
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**Interviews**

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