Poverty and the Challenge of Quality Primary and Secondary School Education Access in Mara-Tanzania

Agnes Bhoke-Africanus

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POVERTY AND THE CHALLENGE OF QUALITY PRIMARY AND SECONDARY SCHOOL EDUCATION ACCESS IN MARA-TANZANIA

A Dissertation in Practice
Submitted to the School of Education

Duquesne University

In partial fulfillment of the requirements for
the Degree of Doctor of Education

By
Agnes Bhole-Africanus

December 2015
POVERTY AND THE CHALLENGE OF QUALITY PRIMARY AND SECONDARY SCHOOL EDUCATION ACCESS IN MARA-TANZANIA

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ABSTRACT

POVERTY AND THE CHALLENGE OF QUALITY PRIMARY AND SECONDARY
SCHOOL EDUCATION ACCESS IN MARA-TANZANIA

By
Agnes Bhole-Africanus
December 2015

Dissertation supervised by Professor Gibbs Y. Kayoing, Ph.D.

“Education is not a way to escape poverty - It is a way of fighting it.”

The late Mwalimu Julius K. Nyerere

Although poverty draws global deliberations, still, it continues to be a complicated parable, driving people to the scarceness of opportunities, resources and capability deprivation as a result of education limitation–leading to ignorance decease, again poverty, and its consequences. As I write, education has been promoted in Tanzania, and more children have access to education than ever, and yet, it doesn’t warrant that children have a fair access to quality education. The marginalized children, including children

1 http://www.unesco.org/education/poverty/news.shtml
from poor families, orphans, children with disabilities, street children, and nomadic
children hang on struggling to access quality education.

The goal of this study was to explore the views of participants regarding poverty
and the challenge of quality education access for the marginalized children. Eight
subjects from Iramba-Serengeti, and Makoko-Musoma, in Mara, participated in the
phenomenological interview. The survey involved teachers and former students—
through unstructured face to face interview. Virtually, half of the subjects lived and
experienced poverty in their lifetime and struggled to acquire an education, beyond
standard seven. Sharing their lived experience, they insisted that poverty exists beyond
how experts could explain it, and children with disabilities encounter education access
limitation more than any group of children.
DEDICATION

This work is dedicated to the marginalized children who have no opportunity to for quality education access in Tanzania
ACKNOWLEDGEMENT

When one celebrates accomplishment, often people labored behind for that one specific individual to succeed. I wouldn’t earn a doctoral degree or write a single page of this dissertation without the endless commitment and sacrifice of dedicated persons whom, I cannot even list all their names here. However, I laud their valuable involvement in this work.

First of all, I am very grateful to God for the gift of life, and protection. I will always be thankful to my parents, whom without their sacrifice, support, and inspiration for learning; I wouldn’t be who I am. I frequently, salute my dear and beloved missing Brother Felix Magembe, who was the first to teach me how to read, count, and write as a child before even I attended school. I, certainly, miss your presence, and pray for you fervently with the anticipation to meet with you one day.

Without doubt not all people, including members of my religious community, whom I treasure considerably, for their sacrifice and support, have similar opportunities and the privilege of learning. I, certainly, express my gratitude, for the opportunity of learning my community gave me.

In addition, with honor, I direct similar deepest gratitude to the late Bishop Justin Samba, whom I worked with and learned from him abundantly for roughly ten years. He, undeniably, believed in the power of ongoing learning, technology adaptation, then application at work, and implementation of innovative ideas for easing practice, and improved results delivery in his office. Without doubt, I left his office, with the feeling that “Musoma nimesoma,” the only difference stands clear that I didn’t have the official
certificate, indorsing the abundant knowledge I gained through work experience in the Diocese as a treasurer.

I would prefer to employ similar opportunity, to show my special appreciation to our current Bishop, the Rt. Rev. Michael Msonganzila, for your support of the Sisters’ education, and your effort for improved education in the Diocesan schools. In reality, your leadership continues to be valuable and above all, urgent in confronting the education challenges of the less valued children in Mara region.

My journey for education started during the leadership of Sr. M. Beata Sungi, our earlier Superior General, who initiated the scholarship at D’ Youville College. It would be prudent to express my sincere gratitude to you, and your former office, in which Sr. M. Suzana Masubi, tirelessly handled the required paperwork on my behalf to ensure that my busy office during the time, would not be an obstacle for the opportunity of higher education. Without her profound commitment, perhaps, it would be difficult for me to study in the US, due to the fact that, I had no time to work with clusters of detailed paperwork including admission and the VISA application. Honestly, when she told me that she had a ticket for my flight to the US, I could not believe her, for the reason that it is was so quick and also I was hectic immersing in the handing over process of the office.

Even though the paperwork completed, with a green light ready to travel to the US, yet, my trip would still be impossible, without the initial support of the Maryknoll, and I humbly ask them to accept my deepest appreciation.

With humility, I convey similar gratitude to Sr. Lucy Magumba our current Superior General, together with her leadership team, for their continuing support and prayers during the entire phase of my studies. In a Similar manner, I wouldn’t hesitate to

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give a standing ovation to Sr. Annunciata Chacha and Sr. Theresina Magoti, who were the first from our community to study in Buffalo, and for the love to their fellow sisters including the effort to bring additional sisters to study in Buffalo.

Special and inestimable appreciation goes to D’ Youville college under the leadership of my dear and dedicated Sister Denise Roche, GNSH, PhD. I will not hesitate to mention that through your gentle heart, searching to uplift others; you facilitated my studies at D’Youville and my transition to Duquesne University. With joy, I extend my unending gratitude to the entire D’Youville staff and Professors for their distinctive kindness and support, without underestimating Dr. Kushnood Haq and his office.

D’Youville will continue to be special for the fact that it opened education doors for me.

At Duquesne, again, God gave me a gift of many people, whom without their sacrifice and devotion to their work, my studies would be impossible. To be sure, I am thankful to Duquesne University, specifically, to the school of Education in the department of Foundations and Leadership for the valuable gift of education, which I wouldn’t acquire without the financial support. Perhaps, it may be eccentric, but for sure prudent to say how much I am indebted to Dr. Rick McCown to whom, I spoke first regarding my situation and worked to clear out obstacles for me. Thank you, Dr. McCown, for having confidence in me and for an opportunity for me to study at this prestigious University. Again, I am exceptionally, thankful to my professors, whom, I always admire for their high level of knowledge, commitment to support students’ learning, and again I say thank you all for letting me be your student.

Similarly, I offer profound gratitude to the members of my Dissertation Committee; starting with Dr. Gibbs Kanyongo, my chair, Dr. FitzGerald, Dr. Helga Stokes, and Dr.
Jim Swindal for ensuring that I produce a desired work. Surely, it was a privilege to gain your valuable input and sacrifice that made me triumph, thanks a million.

It would be rude to conclude this work without a word gratitude to my fellow and dear Sisters Benedicta Wasonga and Regina Mtowa for your unspeakable support. I repeatedly expressed that without your encouragement, and prayers, I would be in Tanzania long ago. Thank you for being treasurable, and for demonstrating the family spirit of our community noticeable to me throughout the journey of my studies. I would plead that you illuminate similar spirit beyond the boundaries of our religious community.

I will continue to be appreciative to God for supportive siblings, and express special gratitude for the special role of each one of you during the course this work. I definitely, revere the conversations, comments, advice, encouragement, and your prayers for me. Special thanks to you Bibiana for reading each line of my dissertation, and for the constructive comments you made.

Additionally, special and earnest gratitude to you William for your valuable input and support from the beginning journey of this work. Frankly speaking, you continue to be the only school mate monitoring the progress of my work, thank you for your valuable comments and sacrifice that supported me to be where I am today.

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countless support, and the sacrifice of each one of you for me. So too, I wish you God’s blessings Fr. Mwapelwa as you gear up towards completing your doctorate.

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In conclusion, I cannot explain how precious it was, to be with education professionals as my cohort members. For sure, I learned abundantly, from my cohort, and I pray for the best as you complete your dissertation and spread the news of practice improvement. Thanks again, and God bless all, for making this work a reality.
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<tr>
<td>A. D.</td>
<td>Anno Domini</td>
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<tr>
<td>CfBT</td>
<td>Center for British Teachers</td>
</tr>
<tr>
<td>CAG</td>
<td>Controller and Auditor General</td>
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<tr>
<td>IHSA</td>
<td>Immaculate Heart Sisters of Africa</td>
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<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
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<tr>
<td>IRB</td>
<td>Institutional Research Board</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>MNCs</td>
<td>Multinational Corporations</td>
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<tr>
<td>MoEVT</td>
<td>Ministry of Education and Vocational training</td>
</tr>
<tr>
<td>MP</td>
<td>Member of Parliament</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>O - level</td>
<td>Ordinary Level (to denote low level secondary school)</td>
</tr>
<tr>
<td>PCB</td>
<td>Physics, Chemistry, and Biology</td>
</tr>
<tr>
<td>PCM</td>
<td>Physics, Chemistry, and Mathematics</td>
</tr>
<tr>
<td>PDSA</td>
<td>Plan, Do, Study, Act</td>
</tr>
<tr>
<td>P #</td>
<td>Participant Identification Number</td>
</tr>
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<td>PRSP</td>
<td>Poverty Reduction Strategy Paper</td>
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<tr>
<td>PEDP</td>
<td>Primary Education Development Plan</td>
</tr>
<tr>
<td>SAP</td>
<td>Structural Adjustment Program</td>
</tr>
<tr>
<td>STD</td>
<td>Standard (for denoting primary school class level)</td>
</tr>
<tr>
<td>TSM9 form</td>
<td>Takwimu za shule ya msingi kwa mwananfunzi (Form 9 – Statistics for Primary School Students)</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Name</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergence Fund</td>
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<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
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Chapter One: Introduction

1:1: 0 Introduction

As a matter of fact, Tanzania made several innovative initiatives for educational expansion and improvement to address the needs of all children in the past and recent years, as explained later in this paper. The budget for education as Hakielimu noted increased from Tshs 500 billion in 2005 to approximately Tshs 2 trillion in 2010. The focus of this funding was to increase enrollment, teachers, improved teaching and learning, and construction of school buildings. Yet, despite the innovative initiative, and the projected noble intention, education quality has been deteriorating in Tanzania (Hakielimu, 2012), forcing the marginalized children to attend schools with no promises for an improved future for them.

Paying attention to the issue, chapter one provides an introductory section including, the general overview of the study. Afterwards, the study poses the research question, details of the problem of practice, the importance of the study, the social justice implication, and why it remains vital to solve the problem. In conclusion, the chapter provides the definitions of terms employed in the study.

1: 1:1 General overview

Tanzania, which is prevalently known as United Republic of Tanzania, is one of the luckiest countries in Africa to sustain peace and political stability since liberation in 1961. The memorable peace did not occur by coincidence, apparently, it came through the unwavering effort of the founding leaders of the United Republic of Tanzania, who determined to unite and harmonize the country immediately after independence (Erickson, 2012; Lofchie, 2014). The Late Julius K. Nyerere , the founding father of the
United Republic of Tanzania (URT), sought peace, beyond the boundaries of Tanzania to the other African nations (Chacha, 2002; Lofchie, 2014). His dedicated effort to unite Tanzania as well as the African continent anticipated to liberate the African from global economic marginalization. Despite the durable political stability and unity, Tanzania continues to be in the urgent needs of the related national unity for enhancing social, economic, and industrialization benefit of its citizen (Chacha, 2002).

In Tanzanian, Nyerere is consistently well-known as Mwalimu to denote teacher, and Baba wa Taifa to denote father of the nation. Tanzanians use Mwalimu and Baba wa Taifa interchangeably when addressing former President Julius K. Nyerere (Acaali, 1997). Nyerere is the founder of the United Republic of Tanzania and the outspoken advocate of quality education from the beginning of his career until the end of his life (Chachage and Cassam, 2010). In the first speech, to the colonial statutory council of 1954, Nyerere, eloquently told the council, the need of education, for Tanzanians children Nyerere, (1967); Chachage and Cassam (2010) quoted Nyerere’s repeated appeal for education in (1966). In a similar manner, Chachage and Cassam (2010) highlighted one of Nyerere’s final and innovative speeches before his death in 1999 insisting the value of quality education for Tanzanians children, “Education for Service and Not for Selfishness.” They noted that words originally published at the Open University of Tanzania in 1999 (p. 1-10) and reproduced in The Mwalimu Nyerere Foundation’s (2000) Africa Today and Tomorrow, pp. 70 -74, saying:

Primary education in particular should be excellent; for this is the only formal education that most Tanzanians are likely to receive. At present the quality of our primary school education is appalling. We must do something about it, as a matter of National urgency. Apart from the fact that it is the education of the vast
majority of the citizens of Tanzania, it is also the foundation of the whole of our Education System. Ndiyo Elimu ya Msingi. If it is poor the rest of our Education System is bound to suffer. (Chachage & Cassam 2010 Kindle Locations 3187-3191)

In support of that similar argument, the URT (2014) census indicates that the majority Tanzanians graduates in all levels of education are a primary school with 83.3%, of 14,129,285 of all students completed all levels of education in Tanzania. In the other words, 11,764,656 of graduates, were primary school students, while 1,820,913 graduated from secondary school, and only 324,597 completed university level (p. 101)

Perhaps figure 1.1.1, below will emphasize the story clearly. These numbers again remind why investment in primary education should be a priority in preparing students with the capability of self-determination. Even though primary school as indicated later in this paper, and supported by (Tsai, Hung, & Harriott, 2010; Bandara, Dehejia, Lavie-Rouse, 2014) is a driver of ecomic “development in developing countyries” (p 3) and again enhancing human development, it remains of low quality in Tanzania.

Figure 1: 1: 1. Education Distribution Five Years Old and Above Both Sexes

![Education Distribution Five Years Old and Above Both Sexes](image)

Data Source: URT (2014)
1:1: Post Colonial Tanzania

The 1st president of the URT, Julius Nyerere was a teacher by action and profession, he drew respect from the global west and the east, becoming a champion of African liberation. He, indeed gained global respect for his "discipline and humility" (Acaali, 1997, pp. 237-238; Lamb, 2011). Both the US and the Soviet Union, feared Nyerere’s influence over Africa, they scrutinized his strides and activities. Apparently, they both the East and the West determined to convince the United Republic of Tanzania to align with the political styles of the West and East, but they were left thunderstruck without believing when Nyerere told them, Tanzania would follow none of their political systems. That is to say, Tanzania would not follow capitalism of the West or communism of the East (Acaali, 1997, pp. 237-238).

Tanzania under former President Nyerere’s leadership introduced a novel political style of Ujamaa, expounding it clearly in the Arusha Declaration of 1967, while underlining the Education for Self-reliance (ESR). The goal of ESR according to (Chachage & Cassam, 2010) was an inclusive education for addressing the needs of all children in a fair manner. The government thought, Tanzania could not compete, or live a better life, if the majority of children live in villages without quality education.

The country foresaw the neocolonialism cost and link to the alignment of the west and east. The government demanded freedom from any kind of social injustice, and wanted Tanzanians to exalt freedom without external interference. The educational campaign for self-reliance, intended to empower and promote intellectual freedom of learners. Both the government/country and individual person exalt continuous autonomous, that is to say, the government should be independent (Nyerere, 1967). Thus,
promoting fair access to quality education for all children would empower people to promote their freedom and provide them with opportunities. On the other hand, Major, & Mulvihill (2009) noted that “Nyerere believed that knowledge gained should be linked to economic production and self-reliance” (p. 18). This means, education should prepare learners to explore the world and its richness and in turn use the power of education for fighting poverty and its consequences.

1:1: 3 Education Reform and Challenges

Although Tanzania implemented different plans, including the five year plan to improve agriculture for self-reliance Kim (1986) for uplifting the poor, it might be said too that the country suffered from internal and external calamities plus the external debt crisis (Wade, Mwasaga, & FJ Eagles, 2001; Sarkar, 2011, Sitta, 2010). The country became one of the indebted countries. Adding to that the war between Tanzania and Uganda in 1978-79 froze millions of dollars from Tanzania (Vavrus, & Moshi, 2009; Mkapa, 2010), pushing the country into economy turmoil. Poverty increased, creating rationing on social needs, and people lined up to acquire their basic needs. In the same way, the global oil price increase in the 1970s, between 25-30% added a poverty disarray (Kim, 1986; Hope, 2007; Mkapa, 2010) in the country. The crisis coincided with the country’s villagelization policy plan implementation in the early 1970s, making the implementation even worse, more costly and propped to collapse.

On top of that, the Neo liberal capitalist controlled and enjoyed low product price from poor countries in the international market (Sarkar, 2011). Coffee, which was the main export for Tanzania fell to 10%, and hence the market calamity pressured the government to cut down industrial plan for 50% (Kim, 1986). The unfair International
market trade against African nations (Collie, & Gunning, 1999), the increased currency
devaluation (Nyerere, 1985; Cronin, 2014), trade restrictions, and high tariffs hampered
foreign export of Tanzania. The climate change, on the other hand, accompanied by
frequent drought, drove the country to a severe hunger in the early 1970s (Nyerere,
1985), and the economic failure.

Actually, the economic ideology shift of the transatlantic nations (Cronin, 2014) the
aid dependence Tanzania (Lofchie, 2014) severely affected the country during the 1970s,
resulting to economic meltdown and “difficult financial relationships between donors and
the then Tanzania government. The weak relation destabilized “education and health”
care services, the problem that continues to exist in Tanzania. All these issues led the
country to economic instability and failed Tanzania’s educational ideal plans of
empowering citizen with the ability to master the environment in which they live
(Wabike, 2015, p. 30).

Showing his concern, Nyerere once told the international community that hunger in
Africa is a relevant problem. For sure, the unfavorable relationships between the rich and
poor countries increase the situation. They instead overlook Africans and disqualify them
from the globe dialogues (Nyerere 1985). Unfair trade and disqualification of Africa,
including Tanzania led to what (Lofchie, 2014) claimed to be failed economic policies in
the country. Although Nyerere’s policies, discounted by some as failure, however,
according to (Wabike, 2015) his government intended:

To build a society in which all members have equal rights and equal
opportunities; [...] live in peace with their neighbors without[...] imposing
injustice, being exploited, or exploiting; and in which all have a gradually
increasing basic level of material welfare…(Nyerere 1968, p. 340 in Wabike,
2015, p. 21).
Nyerere’s ideal dream anticipated to create a socially just society, with an education policy intended to eliminate injustice inherited from the colonial educational system (Wabike, 2015).

The IMF, on the other hand, which is for mediating crisis as Stieglitz (2003) noted, did not listen to the ideas of its members. Ignoring and neglecting poor countries is a normal phenomenon, and none would want to perceive what a poor person in Africa would say. Nyerere once noted that they blame poor countries for being poor, as a result, the international institutions offer African nations doses of prescription. They explain African problems in terms its socialism, corruption, and the laziness of its people, and poor nations are almost discounted (Nyerere, 1985). Kotler & Lee (2009) added to that similar notion that they accuse the poor for the lack of education, longing for assistance without effort to unwrap themselves from poverty.

The negative perception led them to impose solutions for changing the attitudes of the poor taking to account that they are accountable for their poverty condition which they live in. I would suggest that this identical view led different scholars, who mistakenly, argue that the economic failure in Tanzania was a result of Ujamaa policy. The study of (Wade, Mwasaga, & FJ Eagles, 2001) suggested that although ujamaa was an ideal plan and the government succeeded in certain extent under the “unique brand’ based on “socialism” it failed agriculture. However, they agree that other global market shocks contributed to poverty in Tanzania during that time (p. 94).

The challenge also grew from within as pre-colonial education system fashioned citizen, precisely teachers who believe that education symbolizes escape from menial labor to office profession. Perhaps, (Major & Mulvihill, 2009) put it well that, “The teachers
have been educated in the colonial system in which the male teacher was to be seen in a tie and jacket and therefore was not prepared to do manual work”(p. 21). This is another reason education for self-reliance, which was the most ideal concept failed (Major & Mulvihill, 2009). All these problems affected the country not only economic system, but also the education.

1: 1: 4 External and Internal policies Influence and Roles in Poverty

Soon, after the liberation in 1961, Tanzania, created new policies intended to liberate people from poverty imprisonment. The inspired goal was to move people away from distant, remote locations of the country to designated village areas (villagelization), where services such that schools, clinics, piped water, roads, and adult education would easily be available. The villagelization blueprint famous in Kiswahili as vijiji vya ujmaaa linked with African communal life or African socialism (Hope, 2007; Major and Muhvihill, 2009). However, during this process, the country, like other parts of Africa, suffered from internal and external calamities as explained previous once again acerbated poverty.

Perhaps, Jeffrey Sachs narrates it precisely, that the African continent suffered from “negative observation and the stereotype that left millions of disadvantaged in the excessive suffering. African nations, (including Tanzania) although, they worked tirelessly, they continue to face common obstructions of “poverty, disease, ecological crisis, geopolitical neglect or worse” (Sachs, 2005 p. 207; Kotler & Lee, 2009), including global market limitation, and internal problems. Despite obstacles, Tanzania risked to navigate from such global and national tremors, which according to (Major &Muhvihill,
2009), the country under Nyerere leadership utilized Education for Self-Reliance (ESR) as a tool for navigation.

Although deceased, Nyerere happened to be “one of the most creative development thinkers and the great statesmen of the 20th Century in Africa (Hope, 2007), who humbly, acknowledged when he made mistakes. Nyerere doubtfully, responded to one of his interviewers that; “We stated what we stood for, we laid down a code of conduct for our leaders [in Tanzania] and we made an effort to achieve our goals. This was obvious to all, even if we made mistakes-and when one tries anything new and uncharted, there are bound to be mistakes” (p. 10). With humility, Nyerere challenged his effort, while putting the love for his people in the forefront and extended that beyond Tanzania to the rest of African nations.

Bunting (1999) indicates Nyerere’s dream for easing poverty, the creation of equal economic opportunities, and the improved wellbeing of citizen constantly challenged Nyerere after he left office in 1985. Apart from his own failure, external forces on the other hand, exceeded his ability, failed his policies, and perpetuated poverty. He could not manage to deviate from the international polices, he, instead found himself restrained automatically in the policies of the World Bank, IMF, the General Agreement on Trade and Tariffs (GATT) now the World Trade Organization (WTO). All of these institutions, increased and worsened the poor condition in Tanzania, through the previously identified prohibitive regulations of the early 1970s (Hope, 2007). I would suggest that, the government of Tanzania trapped in the global economic snare just three years after the Arusha Declaration without any means to entrap from it.
Seriously as it can be, the International agencies directed accusation to president Nyerere for policies they claimed failed Tanzania. They actually, accused him as a cause of poverty even after his withdrawal from office, without even deliberating the global economic limitations of his time. As if that was not enough, they also ignored that soon after independence, Nyerere led the country similar to an unfledged bird learning almost everything from the scratch. I would forthrightly say, his work was similar to that of a mother leading a baby step by step towards maturity. They also according to (Bandara, et al, 2014) disregarded that economic expansion is a macroeconomic concept prone to internal and external shocks.

While Nyerere remained attentive to his work, without intimidation, he responded strongly to his international faultfinders that “we must say no” for the accusation. “We can’t deny everything we have accomplished” (Bunting, 1999). In 1998, Nyerere expressed his discomfort with the World Bank officials on the interview with Bunting, (1999), explaining:

The first question they asked me was, ‘how did you fail?’ I responded that we took over a country with 85 percent of its adult population illiterate. The British ruled us for 43 years. When they left, there were 2 trained engineers and 12 doctors […]. When I stepped down there were 91-percent literacy, and nearly every child was in school. We trained thousands of engineers, doctors and teachers. (Bunting, 1999 & Country Profile: Tanzania, 2008; Hope, (2007)

In my view, the one accountable for the problems post-independence, beside the colonial rulers, the Breton Woods institutions should be liable for the problem. Until now Tanzania relied on their inconsistent policies which, when funded program in the country end, projects remain in ruins (magofu) while again losing millions of shillings and time spent on the projects. The same fear surfaces as (Hartwig, 2013) alerted whether the education funded
projects of PEDP and SEDP will continue to focus on the intended context of education. My concern, however, is what will happen in the education, once funding agencies pull out.

Apparently for instance, in 2008 roughly 17 years after Nyerere left office, the New Internationalist magazine no. 416 reported literacy rate dropped to 69% in Tanzania far lower from 98% rate in 1980s during Nyerere’s era. As if that was not enough, the enrollment declined from 67.6% in 1985 to 57% in 2000 (Sitta, 2007). The underlying factor in the outcome was SAP regulation which imposed schools fees, winded-up locking out of school 2 million children, and literacy decreased by two percent each year (Country Profile: Tanzania, 2008).

Who suffered the most from such policy were orphans, children with disabilities, and children from poor families. Consequently, SAP increased low performance in the national exam, tumbled-down building structures, poor quality learning environment, low graduation rates, shortage of teachers, suspended school building construction, essentials for teaching and learning disappeared (Sitta, 2007). All that happened, when Tanzania was devotedly darling of the IMF and the World Bank’s SAP executing, each underlined policy. The Breton Woods policies relinquished what the country accomplished after independence. Yet, even though the international policy failed Tanzania, the consider Nyerere as a problem, again the World Bank accused Tanzania for the failure, and Nyerere responded:

In 1988, Tanzania’s per-capital was $280. Now, in 1998, it is $140. So I asked the World Bank people what went wrong. Because for the last ten years signing on the dotted lines and doing everything the IMF and the World Bank wanted. Enrollment in schools has plummeted to 63 percent and conditions in health and other social services have deteriorated. I asked them again: ‘What went wrong?’ These people just sat there looking at me. Then they asked what could they do? I told them have some humility. (Bunting, 1999, New Internationalist magazine, 2008, Hope, A., (2007)
SAP policies as Paulo Freire illustrated, intended to benefit Western industrial through open market policy they enjoy the cheap labor (Slater, Fain, & Rossatto, 2002; Kane, 2008). Subsequently, after a long global criticism the Breton Woods institutions, according to Liam Kane, they came up with a new imposed approach of Poverty Reduction Strategy Papers (PRSP) mandatory for each indebted poor country In reality, this was another way to clear out their damaged image in the eyes of the international community who criticized them (Kane, 2008). I would say, even after the PRSP intervention in Tanzania, more people continue to live in unspeakable poverty, increased inequality, corruption, and unequal education. The situation brings the issue of social justice when companies gain a huge surplus of income on the toil of underpaid employee, and most of them unheard poor laborers, although they argue the economy improved, yet transformation of the ordinary people is still far from fair. According to Lofchie (2014) a few groups of people benefit from the economic success. The capitalist influence is evident even in education where Western scholars work with Tanzanians scholars to insist what Paulo Freire called “commercialized education” (Slater, et al., 2002, p. 41). This is to say, education focuses on the needs of the market, and those with a stake in it and not the development of the entire individual learners and their personal development needs.

1: 1: 5 Tanzania and Neighboring Countries

Tanzania rests on the east of Africa, connecting Kenya and Uganda to the north; Rwanda, Burundi, and Congo–Zaire to the west; Zambia, Malawi, and Mozambique to the south; and the Indian Ocean to the east, Map 1: 1: 1 expresses it clearly.
1: 1: 6 Population Demographic in Tanzania

The 2012 census indicates the total population of 44,929,002 people dwelling in the United Republic of Tanzania (Tanzania statistics, 2012; URT, 2013; 2014). Among them are 19.7 million youths in the mainland at the age of zero to fourteen which is 43.9% of the population (URT, 2013), the figure below provides a simple illustration. In
short, above 40% of Tanzanians population is school age children, providing a compelling reason of the need for quality education for them.

**Figure 1: 2. Tanzania Populations Graphic Illustrations by Age**

![Tanzania Mainland Age composition in %](image)

Data source: URT (2013)

The issue at stake at this point, is not depiction of population numbers, but concerns for the quality of education for Tanzanians children. The main argument stands to be the growing number of children in Tanzania as (Woods, 2009) alerts, is a clarion call for excessive investment in education, and in other public services. Comparable to other poor countries as Jeffrey Sachs and Easterly (2006) argued, the poor people live entwined in inadequacy, “in which taking to account the global abuse of children, poor wellbeing, learning, and poor arrangement reinforces “one another” (p. 10).

Perhaps it may be incontestable that children are the treasured resources of the future of any nation, and therefore, financing beyond their education quality would be the ultimate investment for their development. This is to say, parents, teachers, and
communities need to ensure the safety of children and monitor what they learn in classrooms, while paying a distinctive attention to the marginalized children the most likely to be victims of quality education access limitation.

1: 1: 7 Pre-Colonial Education in Tanzania

Before the arrival of colonial powers in Tanzania, education was informal. According to Omolewa (2007), informal education is a “holistic” approach, primarily part of the cultural heritage transferred to the youths through storytelling, riddles, myth, traditional songs, plays, folklore, and proverbs. Certainly, informal education is, irrefutably, “effective in bringing traditional African education alive to learners” (p. 593). Informal education, remains one of the tools for transferring traditional values and its richness to the young generation. Elders often provide such education to the youth Mushi (2009), and through elders, youth learn from the community in which they live, by observing and performing what they learn. Learners, subsequently absorb the knowledge of how the community conducts supervision (Mushi, 2009), and put them into their own practice while learning. Thus, formal and informal education converge in the same ground of “unconscious socialization, informal education, and formalized practice” (White, 1996, p. 23). One would think that informal education dissolved with the arrival colonial power—I would argue, Tanzanians continue to practice their traditional teaching and learning in various cultural settings.

In the past, traditional education was not the only one offered in Tanganyika, Islam and Christianity subsequently, contributed a great deal of education (Mushi, 2009). In the first century, Arabs from Oman traded ivory and a cavalcade of slaves on the east coast of Africa- Zanzibar and Tanga while introducing Islam (Gueye, 1978). In the meantime,
the Education Encyclopedia indicates that Arabs colonized Tanganyika 700 A.D (State University). That is to say, before the arrival of Christianity according to Mushi (2009) Qur'anic schools were already in the cost of Tanganyika and in the inland, offering Quranic education Mushi (Mushi, 2009, Lonely Planet, n.d). In addition, the Arabs introduced the sultanate rule in Kilwa and Zanzibar in hand with Koranic schools (Lonely Planet; State University). They taught “Muslim children” religious tradition, while gaining the knowledge of reading, writing, and calculation. The education they attained empowered them with a wide-range of opportunities (Mushi, 2009).

Apart from the Quranic education, Tanganyika became a hub of trade, connecting the country to the external business. During the 19th century, trade prospered, and it was when Tanganyika retailed with Arabia, Persia, and China. This period also brought the occupations of Islam and Christianity to a major role of education in the east coast of Africa. “English, French, and German missionaries” came to Tanganyika shortly, after the Arab arrived in Tanganyika. Their motive to Africa was partly, the cruel treatment against Africans slaves (Mushi, 2009, p. 53). Prior to Christianity arrival in East Coast Africa in the 8th century, Islam and Islamic education already existed, and people in cost already capable of reading and writing.

Undeniably, Missionaries came from different countries with diverse cultural backgrounds, where among the missionaries to East Africa include the French Catholic community of the Holy Ghost. After arrival on the east coast of Africa, the Holy Ghost pioneered Christianity in Tanganyika, starting in Mbweni Zanzibar in 1864 (Mushi, 2009), and by the time, the University of Mission to Central Africa was also in Zanzibar (Maples, 1899; Bremner, 2009). To begin with, missionaries built a church, a dispensary
and a school, while different groups of Christian missionaries in their diversity emphasized civilization. A vivid example, is the “Universities’ Mission to Central Africa” of the Anglican Church where Livingstone provoked the assembly on their responsibility to provide education in Africa (Bremner, 2009). Comparable to the Catholic missionaries, Anglican Missionaries also campaigned for the end of slave trade in Africa, and education was among the tool for responsiveness about the problem.

1: 1: 8 Education under Germany Rule

In 1885 Germany declared the proprietorship of East Africa (Nyerere, 1968) after the Berlin conference of 1884-1885, which partitioned the African continent (Lamb, 2011). They subsequently, introduced an education system, with a little investment, primarily for the intention of tracking resources for their country from Tanzania inland and the island (Lonely Planet; Rodney, 1973; Ingham, 2013). The colonial exploitation, oppression, and discount against citizen relied on the type of production in the region. Regions with a substantial product for colonial export had the potential of new roads and railway construction (Rodney, 1973; Ingham, 2013). Even though, people in the Southern Tanganyika were discontent against colonial oppression and injustices demanding natives to cultivate farm products they wouldn’t wish. As a result, they organized a rebellion against the German through the famous Maji Maji war in 1905. However, the cruel German battalions exploiting contemporary weapons, fiercely, killed indigenous fighters, razed their villages, took cattle, crops, and smashed stockpiles of farm products (Lonely Planet, n. d; Rodney, 1973). With cruel, they left people dead and those who were lucky to survive mourned the loss and the ruling Justified..
Later, Tanganyika became under Germany colonial power from 1891 until the end of World War 1 (Lamb, 2011). The Germany recruited highly capable African for enriching the German government. Since Muslims were well-educated, according to Mushi (2009), they had the privilege of employment in different positions under German scheme.

It follows, then the public schools became dominant in preparing native personnel for leadership positions. Despite the fact, the colonial education was typical stereotype, favoring boys over girls, and above all, educational preference to children from chiefdom families, the rich, Indians, and Arabs, but not African children in general. On the other hand, education created a discreditable inequality among African in education and employment alike (Mushi, 2009). Stratification in the education during the colonial era in my own view, is one of the reasons that Nyerere nationalized education.

Strangely, it appears that the inequity in education is back again, favoring students with the financial capacity while leaving the marginalized poor without quality education. The education quality difference is very clear between private and public schools; rural and urban schools; ward schools and general government schools; children from rich families and children from poor families. While I am not refuting the valuable contributions of the private institution in education provisions in Tanzania, I would like to remind the government that the education of the marginalized children remains in the hands of the government. The majority of the marginalized children enrolls in public schools, and so like others, they deserve a quality education, by any means.
1: 1: 9 Education under British Rule

In 1918, under the United Nations’ (UN) mandate, Britain occupied Tanganyika and Zanzibar, adding subsidies to the education system previously under Germany. In contrast, the people in Tanganyika, view colonial education as an interruption of their agricultural routines, for the reason that it served the interest of the colonial regime (Ingham, 2013). Education fashioned aristocracies and servers, where indigenous became servants to the colonial rulers (lords). They also replaced the Tanzanians tradition with foreign values (Nyerere, 1967) through education they provided.

The first Secondary school in Tanganyika opened in 1930, and fifteen years later, after World War II, the country owned the same single secondary school offering four years of education for the ordinary level with only six students. Additionally, by 1954, only less than 10% of children from Tanganyika were in schools (Nyerere, 1967). As a matter of fact, during independence in 1961, only a total of 490,000 people had graduated with four years level of primary education (Nyerere, 1967). Taken in this light, it points out that in 1961 over 95% of Tanzanians were illiterate. This again illustrates how difficult it was for the government to alleviate poverty and propagate economic development plans implementation soon after independence in a country with 95% its people illiterate.

1:1:10 Primary and Secondary School Education Structure

In Primary schools, Tanzania utilize Kiswahili as the official language for teaching and learning, and English remains one of the subjects offered. The teaching curriculum books for primary schools are in Kiswahili, except English textbook used for the English subject. Additionally, primary education continues for seven years, starting from standard
one to standard seven. During the final seventh year of studies, pupils take the certification national exams, which after passing, the government assigns them to different secondary schools for pursuing the ordinary level secondary school famous as (O-level) education. However, students, who pass standard seven national exam, but not selected to join government O-level secondary schools, can possibly join private schools of their choice. It goes then, that students selected to join public secondary schools, and prefer private to public schools, may opt private schools of their choice, but they retake again the admission exam in their respective schools before admittance.

The O-level secondary school education lasts four years; starting from form one through form four. During the second year of secondary education, students sit for the national exam, and after passing the exam, they precede to form three class level, but students who fail, remain in the same class, and retake the exam in the following academic year. Basically, O-level schools are either day schools, or boarding schools. Frequently, students in boarding schools enjoy their learning advantage in the context that commuting students have limited time devoted to learning. Yet, again during the 4th year, form four students sit for the national exam (MamboSteurnPunt Organization).

Before 2014 when the Government changed grading method to GPA, they used division for the exam grading. The national ordinary form IV exam ranged between division I, II, III, IV, and zero scores. Division I, II, and III scores provided students with an opportunity for extra two years of advanced level of secondary school, or in the other words high school. Division IV and zero scores were the failing grades, and students with division IV and zero scores would not continue with high school. Students may repeat classes, redo again their exam for securing a pass mark and proceed in high school (Kisa
Project, n.d). Usually, a division one points ranged between seven and 17 points, the lower the point the better the grade. The division II ranges between points 18 and 21, while division III points 22-25, division IV points 26-29, and beyond division IV is division zero (Kisa Project).

1:1:11 Statement of Research Question and Questions

Smith, (2013) explains “phenomenology as a study of consciousness as experienced from the first-person point of view” (Kindle Locations 3551-3552). It searches to gain narrative knowledge of how people or an individual perceive the world around them (Chan, Walker-Gleaves, C., & Walker-Gleaves, A., 2015). People frequently practice phenomenology without knowing when reflecting and asking simple questions, for instance, what do I perceive? How do I feel? What do I think? Routinely, they respond to such questions through a “phenomenological” explicit of conscious experience, when using first person narration (Smith, 2013, Kindle Location 3631). This study applied the phenomenological inquiry for capturing the lived experience of people regarding education access limitation of the marginalized children through the following questions:

1. What lived experience do participants hold regarding the limits of quality education facing the marginalized children?

2. What are the views of participants regarding the limitation of access to quality education to the marginalized children?

3. To what extent people are aware of the limitation of access to quality education facing the marginalized children?
1: 2: 0 Problem of Practice

This section covers issues that are the outcome of practice in education, or on the other hand issues that affect the general practice in education leading to the limitation of the quality of teaching and learning. It also includes, the inability of primary school students to read and write after graduation, the poor learning environment that delivers unacceptable results, poverty and concluding with the dropout rate as one of the practice affecting learners and education providers.

The aforementioned problems, which affect the learning outcome, affect the marginalized children. The Marginalized children, in fact experience poverty as a result of different natural and man-made calamities, tradition of certain ethnic groups, and the institutional settings. HIV, on the other hand, increase the marginalization of children as poverty pushes orphan and poor children to city streets. Often guardians encourage orphan children to live on the streets begging for assistance, in turn, support their families with a little assistance they collect, and often they suffer from exploitation and marginalization. In the same fashion, disabilities leads to the marginalization of children, where parents feel an indignity to have children with disabilities in public. Woods (2008) study indicates 3,500,000 children with various disabilities, an approximate of 1,000,000 nomadic children, and 2,100,000 orphan children lived in Tanzania in 2003 most of them vulnerable to education exclusion.

1: 2: 1 Poor Learning Environment

In Tanzanians, rural areas depict the shocking environments in which the marginalized people embrace as their living and learning places. A few people have posted images on their blog posts for drawing public sensitivity about the situation. For
example, these blog posts, "Umaskini Tanzania"\(^2\) (Poverty in Tanzania); Ndonga shule ya msingi\(^3\) (Ndonga primary school). These images of learning spaces are not even worth to the title of a classroom. While it is not the intention of this study to single out blogs, yet, blogs provide vivid evidence of the poor learning environment.

The public cries after the national exam results posted URT-MoEVT (2012) each year, calls for action to improve the education. Figure 1: 1: 4 below depicts a small fraction of students who attain division one and two in the national exam. Due to a small fraction of students who pass the national exam, I have this feeling that, the improved education that the minister of education advocated for “our children” and for the future of Tanzania in 2006 is not yet a reality. The national examination results each year, public cries, blog posts, and other compelling evidence from several reports, for example, URT-MoEVT (2012); Uwezo, (2011; 2012); Sumra & Katabaro, (2014) provide a proof of the poor education in Tanzania. The approach for education improvement must be beyond the poor learning environment in schools to the uplifting of the marginalized children from poverty backgrounds who cannot afford education.

1: 2: 2 The Inability to Read and Write

When it comes to enrollment improvement, Tanzania stands among 32 countries, which primary school enrollment exceeds 100% (UNESCO, 2011). Likewise, the construction of primary school increased from 11,873 in 2001 to 15,816 in 2010 with

\(^2\) http://umaskini.blogspot.com/
registration doubled from 4,875,185 to 8,419,305 in the same year. In addition, secondary school construction increased remarkably, by 355% in the same period (Mihayo, 2011) cited from HakiElimu. At least, above a 100% of children now access education (Mihayo, 2011; UNESCO, 2011). Yet, enrollment increase does not correspond with the quality of education, where student complete primary school without the knowledge of calculating standard II level basic mathematics. They can hardly read standard II level Kiswahili (World Bank, 2012; Mihayo, 2011; Uwezo, 2012; Hartwig, 2013). This is not to say, the ability to read and write remain the only measure for ensuring students’ cognizant capability. Literacy ability must be beyond the reading and writing to numerical and technological knowledge (Shank & Brown, 2013). Schools cannot improve skills and technology, if they suffer from the scantiness of teachers, or occasional unqualified teachers, and similarly, schools lack learning and teaching materials. Poor quality of education in primary school leads to a poor quality of education in secondary school (World Bank 2012; Uwezo, 2012). This is the reason for students’ failure in the national primary and secondary school exam each year, for instance, the (URT MOEVT, 2012) makes the same argument that, poor school infrastructure in rural villages, including electricity, and housing for teachers contributes to poor learning atmosphere see (figure 1: 1: 4). Qualified teachers often incline to migrate from a life of hardship in rural areas to cities where educational infrastructure is a bit more conducive to learning than in the rural. The situation sometimes creates a gap of teachers between rural and city schools. Students often rely on teachers for learning, and indeed, a lack of enough teachers creates a poor pre- and primary school establishment, adding to that it affects the learning ability of children. UWEZO (2012) argued that students need
qualified teachers at each successive level of their learning process for the quality of education. Thus, education expansion should match with teachers’ training and recruitment for the purpose of maintaining quality education for all children.

**Figure 1: 1: 3 Division 1 and II for Secondary School Exam Results 2007- 2011**

Data Source: URT (2012)

Figure: 1: 1: 4 above displays 13.48% of student’s attained division I and II from 2007 to 2011. The pass rate dropped in 2011, where only 3.58% attained divisions one and two. The majority percentage of the students lagged behind with division three, four, and zero. The result was even worse in 2012 where more than 60% of students attained a Division Zero score. The devastating results as Hartwig, (2013) indicates, gives no prediction of how the learning outcome would increase the wellbeing of people and economic prospects.

Likewise, the scholarly work of ( ) provides a compelling evidence of the incontestable high disproportional pass rate among private and public school, depicting the average national exam pass rate of 82% of private school and 36% of public school (p.493). Strangely, only 3% of students in public school attained division one, which is
exactly 15 times less than that of the private schools (Hartwig, 2013). The poor performance in national exam each year, whether in primary or secondary school as Lassibille, Tan, and Sumra, (2000) expressed, indicates the poor quality of education in primary school. No question that students ascend to secondary school with insufficient basic education to help them succeed in the next levels of learning. In my view, the existing national exam gap validates the need for improved primary school, which Nyerere once claimed previously to be the only basic education the majority of Tanzanians likely to acquire (Chachage &; Cassam 2010). On my view, the shortfall in exams substantiates again the need of improved primary school.

1: 2: 3 Poverty in Tanzania

Approximately, 30 million of Tanzanians reside in rural settlements (World Bank, 2012), a maximum number of them live in poverty. This puts the country third on the list of four countries in which half of the poor of the continental dwell (Africa Progress Panel, 2014). Strangely, poverty appears stagnant with approximately 12 million people living in poverty since 2001, which gives a compelling motive of why policies for poverty reduction should remain urgency (World Bank, 2012).

Highlighting the situation, figure 1: 2: 1 below indicates the percentage of people living on less than $1.25 a day in five east African nations. While Burundi leads the group with 81.82% of people in poverty, Tanzania falls the second with 67.87%, leaving Uganda and Kenya with the least percentage of people in poverty. I would insist that, it worth realistic for Rwanda and Burundi for a high percentage of people in poverty; after all, they endured a brutal civil war. Yet, Rwanda performs better than Tanzania, which has been a peaceful country over fifty years. Children from 67.87% poorest families can
perhaps access primary school and hardly survive to complete it, but several of them will struggle to access quality secondary school. The life style itself as Hartwig, (2013) warned ranging from food, health, clothing, and other poverty concerns create hurdles for them to afford the quality secondary education for their children.

The UNDP’s Human development in 2011, alike, reported that 23% of Tanzanians remains vulnerable to poverty. Among them, 43.7% live in a severe poverty, while 63.9% living below the poverty line in the same year. In brief, people who lived below the poverty line increased from 63.9% in 2011 to 67.87% in 2012. When it comes to poverty, a severe poverty creates obstacles for education, health, financial access, and quality living conditions. Frequently, countries suffering from poverty are more likely to suffer from chronic economic failure. Certain studies constantly quoted quality education as a catalyst for economic enhancement, and also, a booster of opportunities in respective countries. Through education, people improve their personal life, health, and childcare (ATD Fourth World Tanzania Annual report, 2009). In reality, the situation compels the need to deal with “poverty as conditions that erodes our future and impedes any attempts at educational reform” (Capra 2009, p. 76) or economic development.
My point here is that poverty prevents the marginalized children from quality education access, at the same time hindering them from selecting the school of their choice. Wedgwood (2007) contended that Tanzania had reached the universal primary education in the past, and the maximum number of adults could read and write. Yet to the contrary, the country remains one of the poorest in Africa. The reason for the situation, Wedgwood (2007) blamed the teaching, learning arrangement, and the atmosphere in which primary school leavers lived after graduation. In summing up her point, I would say, if Tanzania desires development, then investment in health, infrastructure, agriculture, and improved education focusing on elevating the poor must be a priority.

Additional expenditures on education holds back children from school (UNESCO, 2012). Frequently, parents who suffer from economic adversity can narrowly afford to pay extra fees (Taylor & Skutnabb-Kangas, 2008; Hartwig, 2013). As a result of the consequence, the marginalized children become preys of what Swanson (2013) called the “neoliberal capital” affiliation backing and validating economic expansion in terms of
contemporary “global conditions” (p. 199), while forcing poor children towards less funded public school.

According to Godfrey Telli, the despicable learning atmosphere in schools, make it hard for students to contest and succeed in the final national exam. Powerfully, Godfrey argued that the lionized neoliberalism has ordered the government to hand over education at private segments (Telli, 2014). With that Tells critical views,, I have this feeling that while private organizations offer a valuable education to Tanzanians children, they only deliver quality education to a fraction of students in the country. Thus, the majority of Tanzanian children depend on public schools for their education. I well am convinced to appeal repetitively, to the government to consider a heavy investment in the quality of education, accessible and affordable for the marginalized children who rely on public schools for education attainment.

Mounting on the similar concept, Taylor and Skutnabb-Kangas (2008); Telli (2014,) affirmed, quality education seems to be designed for a few affluent children who can afford it. Thus, the globalization conditions include a few people in the system, while excluding others. Again, it provides the impression that the exclusion of children from quality education fuel and exacerbate poverty. Definitely, the market-based education has transferred the education costs to poor parents (Taylor & Skutnabb-Kangas 2008). Although they claim, education is free, (UNESCO, 2012; Hartwig, 2013) in reality, it stands to be not free at all. In the rural areas, for instance, often parents pay approximately “15, 000 - 50, 000” Shillings for each child’s education (Hartwig, 2013, p. 490). I strongly support Hartwig’s (2013) point, that the extra contribution, which ranges
around $8 and $30 could appear insignificant for the wealthy, but it remains a barrier for poor families as it locks the marginalized children out of school.

In a similar manner, unfriendly school, accompanied with low quality of education offered in contrast to the cost of education students receive, keep children out of school (Kondylis, & Manacorda, 2012). Secondary school education on the other hand, is basically prohibitive, thus barring the rural children whose parents cannot afford the cost of education access (Hartwig, 2013). Reflecting to that concept, it would be wise to reflect the ideas of “Liberal-humanist Social justice of Rawls (1971) quoted in (Rizvi 2008), who defines social justice in terms of poor families being price sensitive. Hence, creating an endowment fund for the marginalized children would support them to access quality education (World Bank, 2011; Bagree, Gill & O’ Reilly, 2012). Definitely I believe that, endowment fund, would ease the school contributions and needs for poor parents who seek quality education for their children and barely afford it.

1: 2: 4 School Dropout Rate

It may be unnoticed, but in reality, school dropout is one among the problems interfering the quality of education in Tanzania. Table 1: 2: 1below demonstrates that the death of 2,829 children as one of the reasons for child's truancy from primary school (URT-MoEVT, 2012). I would maintain that children die from treatable deceases, when parents fail to identify the illnesses of children in the early stages. The problem increases when mothers have no education, and they can hardly identify the illness in their children.

The immature deaths of children in one of the regions, I worked prompted my attention to a little boy Julius, whom I encountered during one of the religious classes.
Looking at him, I realized, the boy Julius had a health problem, yet, none of his family recognized it. However, as sadly it was, the boys’ mother had a psychosomatic illness, and dad, was a police officer positioned to work far from his family for months before he could come back home. Hence, Julius aged 12 years lived and accompanied with his brother Joseph 14 years old to school each morning. After observing Julius each time we met in class, I asked Joseph, if his younger brother Julius had health problems. Responding to my question, Joseph uttered, “He has no problem,” but anyone encountered with Julius could tell clearly that the boy was ill.

I definitely, explained the situation to the Sisters, who ran a clinic in the community. Through a thorough health inspection, they realized that the boy had typhoid, malaria, and amoeba infections. It follows, then, that the three infirmities required prompt attention. Despite the fact that malaria is the most killer of children each year, typhoid which is endemic could kill the boy easily and spread to the other pupils. The physician provided prescription for the boy, and asked Joseph his brother to escort the little Julius to the dispensary for medication each morning before they left for school. Fortunately, the boy completed the treatment, and his hair and overall health returned to normal. When his dad came back home from work, a month later, the boys described the incident to their dad, the man, was extremely, grateful.

The example, above exemplifies how children sometimes encounter immature deaths owing to the absence of parental care or parents at home. The Child’s deaths also happen when treatment is unaffordable. We could reduce the deaths of 2,829 pupils' in 2010 (table 1: 2:1), if people had information regarding the value of the frequent health examination.
Table 1: 2: 1 Reasons for Primary school pupils drop out from school

<table>
<thead>
<tr>
<th></th>
<th>Std I</th>
<th>Std II</th>
<th>Std III</th>
<th>Std IV</th>
<th>Std V</th>
<th>Std VI</th>
<th>Std VII</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td>3502</td>
<td>0</td>
<td>7174</td>
<td>9866</td>
<td>7882</td>
<td>10168</td>
<td>8002</td>
<td>52644</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>41</td>
<td>230</td>
<td>674</td>
<td>816</td>
<td>1768</td>
</tr>
<tr>
<td>Death</td>
<td>354</td>
<td>434</td>
<td>495</td>
<td>513</td>
<td>367</td>
<td>354</td>
<td>312</td>
<td>2829</td>
</tr>
<tr>
<td>Unable to meet basic needs</td>
<td>254</td>
<td>375</td>
<td>538</td>
<td>549</td>
<td>468</td>
<td>557</td>
<td>412</td>
<td>3153</td>
</tr>
<tr>
<td>Illness</td>
<td>67</td>
<td>106</td>
<td>165</td>
<td>225</td>
<td>302</td>
<td>318</td>
<td>270</td>
<td>1453</td>
</tr>
<tr>
<td>Taking care of ill people</td>
<td>16</td>
<td>41</td>
<td>87</td>
<td>48</td>
<td>103</td>
<td>229</td>
<td>91</td>
<td>615</td>
</tr>
<tr>
<td>Others</td>
<td>473</td>
<td>599</td>
<td>940</td>
<td>929</td>
<td>1023</td>
<td>1163</td>
<td>949</td>
<td>6076</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4666</td>
<td>6</td>
<td>9405</td>
<td>12171</td>
<td>10375</td>
<td>13463</td>
<td>10852</td>
<td>68538</td>
</tr>
</tbody>
</table>

Data Source: URT-MoEVT (2012) *Std-Standard
It is unfortunate when schools create inequalities among students (Tan, 2009) whether knowing or unknowingly. UNESCO (2011) argued previously that if children from poor countries complete primary school with the ability to read, then "171 million of people would be out of poverty" (p. 8). Primary education, opens doors for opportunities and is the foundation for quality higher education. So often it may be normal, but it dismays to watch, public schools suffering from what Tan, (2009) once called an educational tragedy, where the majority of poor students enforced to suffer from the educational calamity of failure. Masha (2014) reported in Daily News Tanzania that around 98% of standard two children cannot read, write, or count. Among 200 pupils surveyed, only 8% of them could understand what they read. There’s a profound educational gap between children who come from rich and poor families. This again reminds the need for improved primary schools that links children with kindergarten, would make sense when it becomes imperative (UNESCO, 2012) for each child.

The problem of poverty and poor quality of education in rural Tanzania, surpasses imagination. Maria Scrivan on the article “The Global Issue of Educating Girls,” shows Wadsworth’s encounter in Kenya and Tanzania. She noted that the poverty level remains critical. The word “poverty” according to her views, cannot explain the actual situation (Scrivan 2012). Yet, apart from the poor learning environment, children have to sit equally for the identical national exam with children from improved schools. Students in poor furnished schools, who may perhaps be lucky to pass their national exam, will proceed to the ward schools, where several of them complete four years of education with
a complete failure. It should be observed as unfair to keep students in schools without the quality of teaching and learning.

The issue of unfairness in education as a result of poverty led to a negative consequences of inequality. Although schools have increased, students still walk 5 kilometers or above to school (Kondylis & Manacorda, 2012). Occasionally, students need transport charge, which they cannot afford. As a result of a long distance walk, children become too tired to pay attention to the learning once in schools (Hartwig, 2013). Although poor children face similar educational concerns, in the urban schools, students spend less time walking to school compared to their counterpart in rural villages.

Economic hardships frequently compel children, either to opt school attendance or work in farms with parents (Kondylis, & Manacorda, (2012). Frequently children rely on parents’ preference to education, and parents in rural villages tend to value children’s labor contribution in the work force (Bandara, Dehejia, & Lavie-Rouse, 2015). Parents hardly realize the immediate value of education as a result of frequent failure in exam. Table 1:2: 2 displays performance differences among five of the best schools of Musoma Municipality in the city, and five of the best schools in Musoma rural.

1: 3: 0 The Significant of the Study

The value of this study, situates in the insights on poverty in relations to education limitation of the marginalized children. The study anticipates to inspire people wishing to support and promote quality education access and improvement for the marginalized children. The exclusion from quality education access or from any social services is a violation of human rights and creates a loop of poverty (Evans & Klasing, 2012; Peters, 2004). In addition, it is a breach of social justice and the killing of human capability,
forcing students to a prolonged pool of poverty. Thus, it is the best interest of this study to express education exclusion as one of the causes of poverty, injustice, and a dis-functioning society.

The uniqueness of this study rests on the consciousness it conveys to readers, and actors in education, and other social service agencies. It without doubt alerts the way in, which daily practices, whether knowing, or unknowingly, may create social prejudice and human right violation in services offered. When offering services, each individual person deserves equal treatment no matter how and who the person is. Hence, this study alerts that the marginalized children need assurance of excellence and “nondiscrimination” plans for the post 2015 global millennium development.

Additionally, it challenges providers of social services to reject conducts that exclude the marginalized from social services, whether in education, health, legal, or any other fundamental human right needs (Evans & Klasing, 2012). In the long run, the study sensitizes service providers to offer the unprejudiced services to people who deserve the quality of services.

Indeed, this study pleads to the government officials with the obligation and authority as (Hinzen, 2002) noted to lead positive initiatives to address poverty and quality education access limitation for the marginalized children. Fair education access for all children, according to Marshal (2010) plays an important role in easing both policy making and practice. I would say, education also helps in reducing social tension likely to happen (see figure 1:4). Thus, this study calls, the international organizations, non-governmental organizations, teachers, students, parents, community, stakeholders, and interested groups to play their role in addressing the issue. On top of that, it reminds
them that fairness in education, according to (Bagree, Gill & O’ Reilly, 2012) is profoundly a justice issue, where economic conditions ought not to be a barrier to attaining learning opportunities. “Inclusion” in education is guaranteeing that all children access to an education and learn effectively, “in ways that promote human rights and critical thinking” of learners (p. 7). Apparently, informing about the problem, establishes a sense of wakefulness, and fortitude among educational stakeholders to become active promoters of educational quality, fairness, and access for all including the marginalized children.

1: 3: 1 Goal of the Study

The goal of this study was to explore the perceptions of people in Mara region regarding quality education access for the marginalized children, and ultimately advocate for improved education and later enhanced life of the marginalized.

1. 4: 0 Social Justice Implication

Champions of social justice repeatedly recommended that the marginalized groups deserve public support in order to realize their education opportunities (Rawls, 1971; Sen, 2011; Nyerere, 1967). One would argue that, the enrollment has increased in recent years, and several children attend school. Basically, researchers have long assumed the increased in enrollment. Scholars of education, for example, (Lassibille, Tan, & Sumra, 2000; Woods, 2009; Hartwig, 2013) with several others not positioned here, acknowledge the increased enrollment rate in Tanzania.

However, (Woods, 2009) locates a high dropout rate, specifically among the poor children living on the “street” and children from “nomadic” background. No objection
that children from stated background, encounter a range of “obstacles to regular attendance and routinely co-opted into the household and economically productive tasks that lead to poor attendance and high dropout rates” (p.427) see table 1:2:1

No question that, education inclusion stands as one of the pillars of the social justice philosophies, which states, in order to provide a fair and a genuine “opportunity” for all, attention to people who possess little belongings and born into low favorable social situation counts (Rawls, 1971). Although, Tanzania proves this policy in the papers, the marginalized lack a reasonable access to quality education. According to Woods (2009) poverty denies the marginalized children the opportunity for education. A recent study of Hartwig (2013), pinpoints that the orphans as the group of children with limitation of quality education access. I have a strong impressions that although, children attend school, some of them sit in dreadful classes, with dusty floors while using their laps as if desks for note taking. With a conventional knowledge that discourage children while counting as one of the social injustice demanding improvement.

Nyerere the first president of Tanzania had the passion of education for the marginalized groups. Hartwig (2013) brings to attention that passion describing him as a person, who campaigned for education as a measure of social justice. In a similar manner, the Duquesne University’s Dr. Garry Shank during one of the dissertation defenses emphasized that, “Tanzania is fortunate to have a genius Tanzanian who lived beyond being a Tanzanian, dedicating his life for his fellow Tanzanians with an inventive mind and dream in education.” The question should be whether, Tanzanians view the education in the lens of Nyerere, or accepts his treasured vision specifically, cultivating the self-regulating spirit of the students. As Hartwig (2013) put it, schools fail learners,
and the utmost piecing inclination is the “fact that rural families […] invest half or more of their limited revenue to send their children to a poorly performing secondary school is tragic” (495), and in fact leads over again to social injustice.

The failing education drives graduates beyond educational boundaries to the field where they serve as employees. Often, it becomes normal to witness the evaporation of “the principles of equality and respect of human dignity; sharing of the resources which are produced by our efforts, work by everyone and exploitation by none” (Nyerere, 1967) disappearing in Tanzania. As a notorious African philosopher and King, Nyerere once reminded Tanzanians that, “cheo ni dhamana” (rank is a trust), and it should always be serious for the service of others. Obviously, I concede and complement to Nyerere’s claim that effectiveness and an improved practice in daily routines stands as one of the ingredients of development. Instead of glorifying our entrusted work positions, we must glorify people whom we serve, with the quality of services offered to them, at the same time paying additional attention to the less valued in the society, the marginalized.

Although, reports show concerns of the marginalized groups, the implementation initiatives target fractional groups in cities who can appear in front of the media tycoons, while abandoning the majority in rural settlements. After independence, Tanzanian students received a free education, whether everyone agree or not, I insist that all Tanzanian children deserve quality, fair, and free primary/secondary school education to high school level. No matter what the World Bank, the IMF or other external funding agencies influencing policies in Tanzania would say. When it comes to life improvement, I believe that prioritizing in quality and fair education for all as one of the tools that could support Tanzanians children overcome the bondages of poverty and its
accompanied effects. After all, we are at a point the society, can no longer afford to watch children at the age of 14 wondering around in the villages after completing primary school. After of all, Kane (2006) indicates that the Breton Woods agenda in developing nations, whether in the economy or education intends to favor the interest of rich countries, who hold a giant stake in the banks together with the multinational corporations. They often lean to ignore poor nations’ priority of educating citizens, instead, they dictate for an education that serves the global market requirement instead of human development.

According to the principle of social justice, Rawls (1971), the outspoken proponent of social justice affirm the idea that “[…] each person is an equal citizen and all have a place in the distribution of Income and wealth in the range of fixed natural characteristics upon which distinctions” positioned (p. 850). Supporting that similar argument, I hold that Tanzanians children cannot benefit from their citizenship and afterward the productivity of their country, if they have limited access to quality education, even quality primary school, which is their social right.

Comparable to Dr. Shank, Hartwig (2013) applauds the cherished educational philosophy of Nyerere, noting that the current social justice campaign in education replicates the education vision of Nyerere whom Tanzanians honor as “Mwalimu” (teacher). Nyerere repeatedly, championed for educational inclusiveness contending education for “farmers, and professionals alike.” Recognizing long before, the value of education, Nyerere, underscored the education arrangement relevant, to promoting intellectual abilities for an open democracy (p. 488). While international communities recognize Nyerere’s treasured ideas in education, others criticize his philosophy. In
reality and fact (Hartwig, 2013) challenges this steering away from the education policy of 1967 intended for fairness for all. Generally, Nyerere’s education view, focused on the autonomy of students, and how training could be accessible and applicable to all citizens, regardless of their social circumstances. The current challenge relies on the fairness in education, school accessibility, and the appropriate education offered.

Accessible and fair education again intensifies concern on the social justice question, as (Banerjee, Benabou, & Mukherjee, 2006) put it, seeking to “contribute to the creation of a more equitable, respectful, and a just society for everyone” (p. 5). Yet, if stratification in education continues to grow, it may be deceiving Tanzanians with the promises of employment, which once the first president of Tanzania Julius K. Nyerere refuted as impossible for any country to provide employment to its entire citizen. While it may be easy to conclude that Nyerere got it wrong, when it comes to the employment concept, he was in fact right saying that agriculture is the solution for employment. In fact, former President William Mkapa Insisted on Nyerere’s point of how it remains "imperative to focus on agriculture, food security, and rural development as a cornerstone of poverty reduction efforts. Apart from that increase initiatives on human development, through education and health” (Mkapa 2010, p. 22) services.

Comparable to the two Tanzanians former judicious presidents Nyerere, and Mkapa, I propose a simple idea of facilitating school leavers with a revolutionized knowledge for utilizing the richness of our land and its surrounding waters for employment creation. That concept reminded me the Tanzanian Swahili song that “Tazama ramani utaona nchi nzuri yenye…!” (Gaze at the map, you will notice a beautiful country, with rivers and plenty valleys of crops…). In reality, Tanzania is a rich
country, with plenty of natural resources to mention only the world’s Tanzanite found only in Tanzania. I often hesitate to object or recommend investors, I definitely, endorse strongly the need to encourage and equip Tanzanians students with the quality of education as a tool leading them to the deployment of the land of their country and its resources. The brains of Tanzanian youths are valuable resources of our country, which we need to safeguard, develop, and protect by all means. The point here is the commitment, honesty, fairness, and the ingenuities of all who hold positions in public affairs, to act and lead, while positioning each of their practices on the lens of social justices.

1: 5: 0 Why Do Need The need to solve the Problem

Increasing access to quality education, including the marginalized would lead to development, reduces poverty, improve the wellbeing, and freedom of people. Constantly, denied quality education access for the marginalized children, according to Stark (2009), compels them to a limited life span. Children from poor families suffer from poor health, malnutrition, school uncertainties, dirty water, and poor sanitation, and above all, they are exposed to illness, exploitation, injustice, abuse, death, and cognitive retardation (UNCEF, 2012; Hartwig, 2013). The important point is that increasing access to quality education for all children would untie them from social victimization, limitation, oppression, political illiterate.

Leads to a Danger to social insecurity. The continuing poverty and social injustice lead to the emerging clashes around the globe. It has become common to observe hostility, violence, killings, and the religious zealotry surge in places where only marginal groups of people acquire improved education or other social services and the
other majorities experience exclusion. Extreme exclusion from social services and economic remunerations leads to violence, extremism, rebellion, conflict, and crimes. It may be wise to address poverty in particular and education limitation for the poor as an incident that erodes social justice replacing it with social Injustice.

**Leads to Environment degradation.** In fact, poverty contributes to environmental degradation, which in turn affects the poorest in the society (Polak and Warwick, 2013; Kotler and Lee, 2009). Subsequently, leading to poor nutrition, health complications; inability to learn, and function accurately. To put it differently, absence of sufficiency, food intake in children, the burdens of poverty in early ages, and ailment infections contribute to illness and deaths in children (Psaki, Bhutta, Ahmed, Ahmed, Bessong, Islam, & MALED Network Investigators, 2012).

**Leads to Negative Consequences.** Excluding the marginalized children from quality education access creates a spiteful circle of poverty for them (UNICEF, 2011) Figure 3: 1: 4 Education limitation drives girls into early marriages in exchange with a dowry for family sustainability. In addition, children from poverty backgrounds end up into unplanned sexual misconduct or prostitution, at the end difficulties in creating a viable peace and stability in any country (Yunus, 2007).

**Leads to Inequality between Rich and Poor.** It looks as if normal in Tanzania to notice people living in electrified fenced buildings with fire-armed guards, equipped while patrolling to protect them. The security systems protect the multinational corporations who own the state’s fund in the similar manner. The difference between the rich and the bottom poor in cities and in rural areas remains noticeable (Nuhu, 2014) My own view, however, is that the growing inequality may pose insecurity in Tanzania.
While all people deserve improved life; similarly, all children deserve a quality education and improved life. When education cost skyrockets, it forces parents to make choices for whom they should provide an education and whom they ought not (Geo-Jaja, 2006). This again, creates inequality leading to a high possibility of the marginalized to demand their fair treatment, as they cannot afford to uphold the social injustice of the oppressor and the oppressed.

1: 5: 1 Why Quality education in Important

It may be common, to live as if blind, incapable of realizing the failing schools, and the growing inequalities (Darling-Hammond, 2009) as part of normal life. The unequal education, in the point of fact, denotes the formation of the unjust social system. Definitely, as Yunus (2007) points out, people desire a life without “poverty,” illness, and illiteracy. The hunger of happiness prompts people, organizations, and countries to donate billions of dollars for transforming the lives of people (p. 35). The biased institutional system threatens the peace and stability of our country. We can avoid bias, and fight poverty, through the support of a fair and quality education leading to improved social services.

It remains irrefutable that education is one of the overriding tools marked for managing poverty, illness, and illiteracy. Yet, on the contrary, on my view, globalization has created global winners and losers, while forcing children to sit in troubled grass shadows as their space for learning. In reality, the poor learning condition needs an urgent attention at all levels (URT, 2012; Sumra, & Katabaro, 2014). Without doubt, a conventional wisdom suggests that poor basic education affects practice in any established system. Robert Shumake in his book “Climbing Your Inner Mountain” has
argued absorbingly that, any triumphant in life needs a compact foundation (Shumake, 2013), and our founding president spoke respectively about the quality of primary education. It is always clear that a strong foundation in primary school, will empower students in their successive learning process.

The government works tirelessly to push Tanzania towards the middle-class economic level by 2025. Yet, the increasing cries of human capital shortages (Nkwame, 2014) increase when additional students continue to graduate from all levels of education compared to the past. The circumstance, compels one to believe that, the scarceness of human capital exemplifies the educational deficiency in all levels. In reality, without quality education, the tremors of global winners and losers will continue to haunt, and force the country towards the loser’s side and an eventually to a failed state.

In the inaugural speech at a higher education conference, the vice president, Dr. Mohamed Gharib Bilal, complained about the current state of short prepared human capital in the country. In the crowd of students, he argued that; above 85% of employees in Tanzania have inadequate skills to succeed at work (Nkwame, 2014). Dr. Bilal’s remark, in fact, calls for educational revolution, paying attention to his point that Tanzania has a few students in higher education compared to other eastern African countries (Nkwame, 2014). The point of the so called the incompetence of the 85% of the employees, is not about less number of students in higher education, it is all about the poor basic education that Nyerere repeatedly insisted, it is a primary education (ndio elimu ya msingi) and once it is poor the rest of education system is also poor. The repercussion of poor foundation in basic education, is students graduating with skills deficiency at work.
Financial losses each year, remain clear in public spheres such that, mining production, health system, education, public agencies in general, just naming a few of them. The Controller and the Auditor General (CAG) reports poor accountability of billions of shillings in different councils each year. Financial losses and malpractice in the public pattern appears common to hear in the media or legislative debates. I constantly believe, and I have written repeatedly that malpractice and human resources discrepancy negatively affect our educational system and increase poverty in Tanzania. Practically, monotonous financial disquiets each consecutive year after the CAG’s reports, for instance (Utouh, 2009; 2012) denotes the practical complexity in the public sectors. In essence, I would maintain that deficiency of practice at work, or work dodging tendencies provide strong evidence for the needs of our education upgrading. The Ineffectiveness at work emits shock waves of the unending circle of poverty, as the country loses billions of shillings from improper accountability while the country continues to seek extra external funding and loans.

Approximately 26% of the total budget, nearly $24.4 billion, originates from the G8 (Woods, 2008). The inflowing funds would only uplift the marginalized, if the integral practice remains prioritized when handling projects and government resources. Moyo (2008) argued intensely that foreign aid from government to government creates in Africans leaders, a childlike spirit of dependent, believing that they would not survive

http://www.parliament.go.tz/docs/reports/1251958008.pdf
http://nao.go.tz/?wpfb_dl=91
http://nao.go.tz/?wpfb_dl=92
without foreign support. Aid providers on the other hand, feel the obligation of nurturing that dependent spirit of aid receivers. This nurturing obligation turned into an agenda during the aftermath of the 2008 financial meltdown. In 2009, the President of the United States notified the congress the obligation to rescue the poor countries, including Tanzania from economic calamity, but after the country fulfills certain obligations. Thus, under the Economic Support Fund (ESF), the US allocated millions of dollars to Tanzania (Arieff, Weiss & Jones, 2010, p. 1).

Obviously, Tanzania received an enormous portion of funding compared to other poor African nations, for the justifications that Tanzania is one of the “African frontier economies” (p. 12). It, certainly, provides the impression that although foreign aid benefit recipients as donors would argue; it works in favor of the donor’s agenda fulfillment. Perhaps the claim can be understandable when the donor receiving country has a natural reserves boom, hence enticing in diverse donors (Burnside & Dollar, 20000). With the current natural resource boom in Tanzania, the country attracts donors who feel obligated to patron projects. Probably as Paulo Freire put it, is the impression of independent and dependent or the idea of masters who patron the receivers and servants who depend on their masters for their survival (Freire, 1970). I would maintain that the underlying factor of economic and social development is not just the increasing funding for whatever reason or expenditure, for enhanced quality education, economic development or human development, what remains important, according to (Bandara, Dehejia, Lavie-Rouse, 2014) is the determination of proper utilization of resources, management, and accountability at all levels.
Studies have proven that foreign aid does not guarantee the economic growth for the poor countries (Easterly, 2003; Easterly, 2006; Moyo, 2008). I would say again and insist that our country needs a proper management and accountability of its own resources, including tax dodgers before searching additional external funding and loans. Definitely, Tanzania is well established (over than 50 years), it does not in any way need a constant reliance on unpredictable foreign assistance. Let alone civil societies and private institution seek support for social development. We may wonder to watch public school projects fall back to the ground after the donors trim out their obligation of providing funding in the country; but do really our schools need to suffer from lack of funding?

1: 5: 2 Loss from Capital Illicit

There is not much information as opposed to how much shilling the country loses each year from the illicit capital flight. However, the Wickstead & Hickson (2010) report from Global Financial Integrity shows that in the past 40 years, Sub-Saharan Africa (SSA) lost 624 billion dollars in illegal “capital flight.” In each single dollar released for SSA in foreign support between 2000 and 2008, $2.24 billion left SSA illegally (p. 27). Illicit similar to other developing nations, affects the country’s economy, and it ranks Tanzania among five African countries in which failure in trade billing grows steadily. The habit perpetuates capital illicit outflows and inflows leading to the loss of “billions of dollars” in revenue (Baker, Clough, Kar, LeBlanc, & Simmons, 2014). The money lost from different sources in Tanzania could support people in various ways, for stance:
• The suffering poor youths and women who labor in the mining fields to meet their living wishes; refer to the pictures on (Curtis, 2012, pp. 13, 18, 45).

• Support poor farmers who exploit hand devices for producing food to support their families and earn some income to educate their children (Curtis pp. 24, 27).

• Improve the water access tension for women and children who walk several kilometers away to line up for a single bucket of water (Curtis, 2012, p. xi; Hartwig, 2013), and other villagers who labor hard in a daily basis, but they earn very little not even enough to place food in front of their children, educate their children, for a living.

According to Moyo (2008) the economic growth of aid dependent countries in 1970-98 stood almost -0.2%. She argues that foreign aid instigates fraud, market distraction, increase poverty, and fuels the demand for further foreign aid (Moyo, 2008). Definitely, it stands always accurate to express concerns in places where, poverty and inequality continue to grow as international agencies continue to pump in foreign aid, which, serves their own best interest. The evidence from Burnside & Dollar (2000) views is that economic growth relies profoundly on progressive economic policies situated in a country, and the international aid has nothing to do for boosting economic growth of poor countries, unless the country implements better economic policies (p. 487).

The African continent received less money than the money vanished out of the continent between 1980 and 2009 through capital illicit. Even though, the varnished financial illicit ranging $1.2 trillion to 1.4 trillion is little compared to the resources vanish from the continent each year (Tafirenyika, 2013). Tafirenyika (2013) maintains that the resources stolen from Africa stand “four times of the current external debt” of the African
continent (para. 2). Tafirenyika (2013) while analyzing the illicit shares in percentage, pinpointed that corruption and fund embezzlement, hold 3% of the illicit outflows, “drug trafficking and smuggling” contains 30%, and the multinational corporations (MNCs) hold a monstrous share of 60% and 65% (para. 6). The MNCs fund illicit share, increases my skepticism against funding agencies promoting poverty reduction in terms of foreign direct investment in the country. The USAID (2014) noted that if Tanzania wants to reach the middle income by 2025, “Tanzania must fast track the implementation of policy and regulatory reforms that promote private investment in key productive sectors; curb corruption; produce skilled labor; and improve infrastructure, particularly in roads and energy” (p. 8). Tanzania cannot benefit from the propagated investment policies, if we don’t have a strong educational base for Tanzanian children. Without strong investment in education, food security and health, our resources will continue to benefit the multinational corporations and the rich, and not the wellbeing of the poor Tanzanians at all.

Indeed, I agree and I conclude that 3% declared corruption and fund embezzlement may seem a minute segment compared to drug trafficking and smuggling or multinational illicit. However, the 3% fund embezzlers are the main cause of the larger amount of 60% to 65% looted by the multinationals. I certainly believe that if we need a fair trade both parties need a fair business participation, exploiting none of the parties. Consequently, I would urge the US, if determined to fund Tanzanians projects for poverty reduction, emphasize on curbing multinational financial illicit and drug smugglers in Tanzania. Baker, et al. (2014) indicates Tanzania is one of the leading African countries in the illicit flows through trade improper invoicing. This again is a call for the meaningful action to address the problem as part of curbing poverty.
Nyerere bitterly, warned and criticized the reliance on foreign aid noting “…it is stupid for us to imagine [we can free ourselves from] poverty through foreign financial assistance resources.” His argument realistically, grounded on the fact that the independence denotes safe-reliance (Nyerere, 1967, p. 239). Perhaps, Nyerere knew the implication of foreign aid early after liberation insisting free education, as one of the drivers for social and economic development.

With the same ideas, Liam Kane made an argument that “society is a fundamentally unjust and education should have an open, political commitment to work with the victims of social, political, and economic injustice in their struggle to bring about progressive social change” (Kane, 2006, p. 201). I would build on the similar argument that, Nyerere as a prominent philosopher, recognized, how social injustice erode the marginalized, and as a result, he championed education for self-reliance (ESR) of 1967 in Arusha Declaration to uplift the poor in rural settlement. The Declaration, which committed “to Ujamaa,” intended to improve “education,” and fostered rural improvement with the objective of self-assurance of people. As a matter of fact, the declaration was a “holistic approach to Ujamaa,” and “a political landmark” insisting “self-reliance’ while providing “a guideline for human rights, liberation of people and at the mean time championing for “the African unity” (Shule, 2010, p. 77)

Actually, the “Arusha Declaration” remains one of the premier instruments to tackle the glitches of daily practice eager in pursuing fair and quality social service delivery for all citizens. Nyerere’s plan of education for self-reliance intended uplift people from poverty, in view of making them economically independent, as an alternative of dependents on foreign aids. He once insisted, Tanzania does not own much of the cash,
and yet, the country could employ land to transform lives (Nyerere, 1967) of people in rural areas, and he championed agriculture in education. The declaration was important and insisted on work ethics and commitment to work focusing on the enhanced social, economic development, and liberty instead of economic enslavement.

1: 5: 3 Definition of terms

This section intends to clarify the meaning of terms used in relation to this study to guide readers in understanding the focus of the study.

**Poverty.** Poverty in this study denotes the marginalized group to include: Children from poor background, with disabilities, albinos, the orphans, the street children, and girls who often are victims of marginalization. This study incorporates the word poverty, marginalized/marginalization compatibly to denote the same group of children.

**The marginalized groups.** In Tanzania, the marginalized groups according to (Tikly and Dachi, 2009) include, defenseless children, women, girls, orphans, the disabled, refugee, albinos, from poor families and victims of HIV/AIDS.

**Exclusion from quality.** The UNESCO⁵ link noted that exclusion from education designates:

• The poor living conditions where children remain incapable to learn, their health is at risk, they lack enough food, no proper housing, they own poor clothing, at the same time lacking security.

• When children cannot access the education system as a result of the high cost connected to education including school fees.

• The distance from home to prevent children from attending school on a daily basis, besides that illness, household responsibilities, or school closed (Hartwig, 2013)

• When teaching and learning tumbles below ordinary level of learners; the language employed for instance, the materials are not clear; discouraging experience during the learning progression such as: discrimination, bullying, punishment, violence, etc.

• The knowledge gained in school is below the development needs of the community; since the education offered lacks the value of supporting the humanity needs.

**Education inclusiveness.** Education inclusiveness in this study represents the creation of an environment where all children, including children with disabilities, poor children, street children, and orphan children to ensure the opportunity of equal access to quality education regardless their shared economic statuses (Polat, 2011).

**Quality Education Access.** Quality Education Access is the ability for all children to decide on the schools they want to attend, regardless social circumstances facing them. It is the opposite of exclusion from quality education

**Education.** Defining education may be simple for anyone focusing on what happens in classrooms, where teachers and students interrelate in the process of teaching and learning. At the end the test defines whether students leaned or not, and it determines
the suitability of students to progress to further studies or not (Shank & Brown, 2013). Yet, education definition needs a broader view beyond the class teaching to the learning settings (Shank, 2006; Shank & Brown, 2013) than what exist in mind regarding education. Education “is a basic human process.” This means human being learn each time they meet together to interact with each other, it one of the “basic” actions that happen on a daily basis similar to eating, sleeping, etc. Education is “a broader concept and practice,” comprising all successive work that people perform on the daily basis. “Informal educations, incidental education, continuing education, education as a force to reform in order reshape society-all these activities [create a rich] natural mosaic” known as “education” (Shank & Brown, 2013, P. 2). Yet, people interpret education based on the school setting (Shank & Brown, 2013). That is why, in my view, in order to transform the well-being of people, the meaning of education must focus beyond the school surroundings to daily continuing learning and practice.

**Ujamaa.** Ujamaa was one of President Julius Nyerere’s development philosophies immediately after independence in 1961, rooted from the African ways (communal) of shared life connotation.

**Ward Schools.** Ward school, public school and government schools are used interchangeably to denote the same thing, public school.
Chapter Two: The Problem of Practice

2:1:0  Problem of Practice

Where there is a problem in practice, the bells of complaints from the public always ring, reminding attention and change for improved practice. We can only hear these voices calling for improvement only if, we have a humble spirit, the passion of our work, and open ears and mind, ready to listen to the calls of change in our practice. We can respond to the call for improvement through our willingness to examine our practice, and through appraisal and collaboration with others, be able to learn what needs improvement. This chapter explains the problems of practice, as a cause of problems in the education system of Tanzania, and participants of this study have cemented it again thoroughly, through their lived experience.

2: 1:1 Poverty and the Challenge of Quality education is an Issue

Poverty, which is a barrier to quality educational attainment for the marginalized children, is a high leveraged problem of practice. In addition, poverty is beyond financial scarcity, as it leads to the inability of a person to contribute in the public production (UNESCO, 2009 & Arbour, 2006). Lack of enough education, implies “poverty,” leading to the deprivation of human dignity, excludes the poor from fundamental human rights including freedom. Poverty on the other hand, creates barriers, with the inability of demanding human rights to “civil, cultural, economic, political, and social rights.” Hence, exclusion of human rights creates poverty (Arbour, 2006 p.III). A complete “poverty” which is living without enough income generates barriers to education, causes hunger, inability to learn, and scarce learning tools in schools. Similarly, poverty prompts teenage early pregnancy; wiping out girls’ dream of education, which is a pivotal tool for poverty
eradication (UNESCO, 2010). As its magnitude, poverty is the issue of concern for the poor when seeking the right to social services such as education.

Skillful people would determine techniques to improve their lives through employment or self-employment (UNESCO, 2010; Haughton, & Khandker, 2009). Educated people incline to be creative, hence improve their living income contrary to the uneducated ones. Actually, Hartwig, (2013) found that a slight number of families with extra education, improved their living as opposed to their colleagues without education. Educated families actually incline to stock food for their future use and own properties.

Quality education in any country enhances trade; at the same time, improves industry (UNESCO, 2010). As a result, education, according to Capra (2009), suits to be one of the essential social prerequisites for each person, rather than anything special allotted for a few people.

Consequently, education stands to be “a moral obligation” (UN 2012 p. 5) for every child as "a matter of social justice” (McCown, 2012) for each person in quest of pursuing it. Addressing social justice, UCS-School of Social Welfare, Symposium on Social Justice at the University of California, Berkley provides the definition of social justice as:

A process, not an outcome which (1) Seeks fair (re) distribution of resources, opportunities and responsibilities (2) Challenges the roots of oppression and injustice (3) Empowers all people to exercise self-determination and realize their full potential and (4) Build a social solidarity and community capacity for collaboration in action.

Where poverty strongly exists, a barrier to social justice also exists with the limitation to education access for the poor. Poor quality and unfairness in education forced the United Nation to adapt Education for All (EFA) goal as one of its major themes in 1990s. After
more than two decades, education still not fair, subsequently, generating questions about how education could play a positive role in poverty reduction if it remains without quality and unfairly accessible in quality for the marginalized groups.

2: 1: 2 Policy and Practice

Tanzania have implemented reasonable policies and guidelines for education and economic development (URT, 1995). Indeed, the plausible policies kept the economy afloat even during the economic turmoil that shocked the world since 2008 (Bandara, Dehejia, & Lavie-Rouse, 2015), documenting a stable economic growth in the past (See figure 2: 2:1).

Figure 2: 2: 1 The GDP Growth in the Past 12 years

![GDP Growth Graph](image)


In the contrary, the economic achievement has not yet transformed the lives of majority citizen or reduced poverty (Baker, et al., 2014, Bandara, Dehejia, & Lavie-Rouse, 2015). In the past the government concerned more about the “well-being” of Tanzanians than looking at GDP growth as the measure for economic development. The
GDP dimension according to Hope (2007) gives no consistent portrait of the wellbeing of people. In more than forty years, on his speech in Khartoum in 1973, the late President Nyerere cautioned about the reliance of the GDP to measure human gratification (Nyerere, 1973). Like Nyerere, Stiglitz (2012), argues that the GDP and other measures of income provide no reliable evidence regarding the social comfort of people. All over again, these intellectual scholars challenges economists to weigh out, how to assimilate the economic growth and human development.

While, the GDP hit the roof in the past 10 years, Tanzania continues to be one of the poorest country, with people living in an unspeakable poverty together with the poor quality of education. Tanzania ranks 172nd out of 190 countries listed from the richest to the poorest countries (World Bank, 2011). The “struggle with poverty and dependence on foreign aid to fill gaps in financing public services continues to be realistic. I would argue that the proper measures to overcome it, is to balance, GDP growth in hand with the inclusive growth of social wellbeing of people.

The country needs compulsory education policies focusing on quality and fair, accessible for all children. Change in the education system should reflect the wishes of the country and its citizen. Hartwig (2013); The UNESCO website, emphasize that, “enrollment in all levels” must go in hand with quality of education at all levels. In addition, implement inclusive education for all children, while embracing diverse needs of students and that of communities. I would continue to insist that without fairness in education, the current unfairness in the economy, together with social inequality will continue to grow, while leaving the majority of people in unspeakable poverty.
2: 2: 0 Literature Review

This sections provides what scholars and theorist comment views on the problem of practice, where they agree or disagree on the issue, consequently, how they define it, what they have done, and what learned from the problem

2: 2: 1 The problem and The Consequences if not Addressing it

Rawls (1971) agrees simply that the marginalized do not enjoy the social right and opportunity and as a result of “poverty, ignorance, and lack of means” (p. 204) leading them to the occasional freedom limitation. The limitation, blocks the liberty and personal right, which an individual person is entitled to enjoy. As a matter of human right, freedom demands that each person enjoys unbiased citizenship, whereas the resources of freedom of an individual, or a “group is proportional to their capacity to advance their ends within the framework” defined in the system (Rawls pp. 197, 203-205). The point is to exploit the richness of Tanzania, in this case, and at the same time ensuring that the marginalized of the society attain and enjoy an equal share of freedom (Rawls, 1971) and quality social services in their country.

When a complete poverty occurs, however, it leads to social inequality, preventing people from enjoying equal opportunity; afterwards, the unfair delivery of educational resources fails students in schools and in their future life (Rawls, 1971). That is to say, the current consequence of social injustice harms each one in the country for generations to come economically, socially, and politically. Hence, this authenticates the significance of fair access to quality education for ending social injustice, which exacerbates poverty and inequity (CfBT Education Trust, 1996) and the unrealized oppression for the poor.
The unjust system generally, closes the doors of opportunities for the marginalized in the social order. The United Nations constantly express the distinctiveness of education for all school age children. Following that, the UN, (2012) Secretary emphasized that: kids yearn for the opportunity to fulfill their dreams. He, apparently mentioned, just ask them their aspiration in the future. They will, indeed, express their desire to become “nurses, teachers, musicians, mathematicians, painters and farmers,” and in a due course, “education is the gateway to learning the skills and values necessary to fulfill those aspirations” (The UN 2012, p. 6).

Education for all (EFA) emphasizes the quality and fairness in education for all children, rich and poor, for the reason that; Youths in any country, are the eyes of the future nation. For that reason, they need a quality and fair education to develop skills that could support them as successful future citizens. Standing as one of the social justice elements, education is a building block of every society, and a fundamental human right, not a privilege of the few (UN, 2012, p. 6). When education lacks quality, it exemplifies the future economically and socially poor country, which may lead the country to a failed state. Subsequently, education which excludes the poor from quality, creates a continuous loop of poverty.

URT (2012) shows children aging 1-14 contain 44% of the total population see Figure 1: 1: 2 Chapter one. UNESCO (2012), on the other hand, estimates that 44.2% of the Tanzanian total population will be at children less than 15 in 2020. This is to say, the country will roughly comprise 10.2 million primary school age children at the age of 7 to 13 in the same year. The estimation in my view, conveys a special message to policy
makers to focus on improving education and the needs of children beyond the school setting.

The existing gap between the poor and rich is shocking; it may lead to volatility as Capra (2009) cited by from Alan Greenspan. As we still remember, it is not a long time, since the Occupy Wall Street movement sparked the U.S. and several Western nations. People who involved in the protest, felt social abandonment and expressed the need for action to bring change through demonstration. This also reflects on the prolonged negligence in addressing educational problems (UN, 2012). The uproars in parts of Tanzania in recent years, which anyway, is not common, in hand with the increased crimes, poverty, inequality, just to name a few, all propel a shock wave of the seriousness of the social problems. Probably Miller (1992) ideas that we must pay attention to the diminishing “state of our culture: families collapsing beneath the unspeakable tension while children exposed in the explosion of polluted “hedonistic and violent messages through mass marketing and entertainment” (p. 154). Hence, calling for the urgent need for preventive measures to address problems that affect the majority of people especially the poor. Again Miller (1992) indicates school is the only suitable place where we can address these problems through progressive needs of children. In my view, it costs less for prompt preventive measures of poverty and quality education limitation for the poor rather than suspending the problem until it is out of control.

2: 2: 2 Limitations of Being Poor

Possibly, it may be not strange to imagine a picture of children in rural schools without the essentials for teaching and learning, while at the same time, sitting in poor overcrowded classrooms. Several of these schools lack suitable sanitation and
infrastructure, some of the children walk long hours before they could reach to school. When at school, sometimes they have no teachers for them, and when back home not enough food to eat, compelled to sustain their long day hunger. In addition, they encounter shortages of books for reading, notepads, or pen for writing. Walking back home from school, no light, they could switch on, and complete their homework, or read at night (Hartwig, 2013). The cost of kerosene, or candles pose another challenge for them to complete their homework at home. Swanson (2013) noted when they fail the exam, they become a source of scolding without paying any attention to their marginalization situation.

The minister of education acknowledged that the past, success in education during the implementation of the Primary Education Development Program (PEDP) was a product of school fee elimination (URT-MoEC. 2006a). I would say that school fee elimination alone suffices not the needs of the marginalized children. Public schools host the majority of children and hence supply of qualified teachers and the necessities for teaching and learning must be one the priorities. Hartwig, (2013) study sample revealed that 84% schools need additional teachers, and teacher per student ratio in public schools ranges 64 students per teacher. Occasionally, one teacher accommodates 200 students (p. 493). Lack of quality in education leads to the loss in human capital, together with poverty, once more, close doors of opportunities for the future inventors, teachers, medical physicians, pilots, thinkers, performers, leaders, nurses, innovative farmers, accountants, just because parents cannot afford education, making it one of the utmost problems of our time.
In a normal practice, it may appear acceptable, however, when it comes to reality, it is not only a moral concern of killing the talents of the poor, but also a creating problems in performing daily work practice in public affairs (Polak & Warwick, 2013). The institution system practice compels the marginalized to ill equipped schools, which lacks fundamentals for teaching and learning, and as result, the circumstances fails them in their national final exams (UNICEF, 2011). As I noted before, the financial ability of the family decides a school for a child to attend. In addition, as a matter of fact, inequality in social services grows daily while hampering the quality and fair services for all, ending up creating clusters of the privileged and the unprivileged in public affairs; the super-rich and the supper poor.

The gap among the rich and poor, symbolizes the withdrawal of opportunity while replacing it with inequality (Stiglitz, 2012). Governments, as Stiglitz (2012) insists, need policies that not only fosters development, but “also ensure that growth is shared more equitably (Kindle location 73). The applauded economic growth in Tanzania, strangely benefits only 10% of the elite families (UNESCO). The rest the marginalized on the contrary, experience an acute challenge of emerging out from the trap puzzle of poverty. I would say that the growing pace of inequality, which excludes the poor from social services, could only change, if practice improvement in public affairs, and fair education for all children becomes perceptible, and enable graduates to live a decent life.

2: 2: 3 Views on Quality Education

Through a qualitative study Telli (2013) captures a remarkable view regarding quality education from lawmakers, teachers, parents, and activists. They definitely,
promote quality education based on accessibility, and availability of tools for teaching and learning. They similarly, value teachers, teaching procedures, and curriculum reform as an imperative feature of quality education. Adding to that, they underlined the teaching and learning “from content-based to competence-based” learning, and the promotion of children’s ability to navigate from exam failures (Telli, 2013, p. 2).

Relying on the similar study, Telli (2013) revealed a fascinating views of teachers who strongly affirm that quality education goes further than the limits of learning to families where teachers and students live. Actually, quality education for them denotes the “welfare of both students and teachers at home.” Participants, according to Telli (2013), went on to define, “quality of education” in terms of “physical and mental” [happiness, based on], “quality nutrition, quality sleep, social environment at the family level in general for both teachers and students. They, furthermore, asserted that children come from rough environment, where an ordinary family lives on less than a $1.00 per day, and hence cannot afford “a simple breakfast for children.” Teachers, vigorously claimed that in such a situation, no one can expect a child to improve performance in learning, and above all teachers “efforts in the classroom to change anything” (Telli, 2013, p. 2). These views of teachers without doubt, supports the extensive arguments of this work that poverty excludes children from the quality of education.

Referring to Tell (2013), teachers continue to provide productive arguments, that quality learning in private school is a result of an improved environment for teaching and learning, including innovative leadership. Apart from that, children in private school come from worthy economic backgrounds when compared to children attending public schools. According to Telli (2013) teachers maintained that education would not
improve, if teacher’s salary remains low or frequently delayed. Expressing their feelings, according to Telli (2013) teachers insisted, “pay us what we deserve and pay us on time…you will” witness a revolution in education (p. 5). Any improvement that lawmakers execute without teachers and students’ engagement will indeed fail. Tell (2013) tries to validate that the quality of education rest on the hands of teachers. Thus, teachers supposedly, confirm that proposed policy for education, will sooner or later lead to failure since “teachers and … students are the only group of stakeholders with the genuine answer” for the problems facing education. This, signals then that, public schools can only improve, if the educational policy makers include teachers in education related schemas, and pay attention to teachers’ inputs in education policy making.

Parents, on the other hand, according to Telli (2013) interpret education quality (achievement) in the lens of quality and quantity. They, certainly, worry how and what children learn in schools insisting that access to education remains one of the aspects of quality and children need the opportunity to access education. This is to say, parents cannot argue about the quality of education if children stay out of schools. Adding to that, parents insist that education access should be accompanied with proper education attainment, and so the children’s presence at the school, then measure the quality of education.

Parents maintained the needs of classrooms, libraries, laboratories, books and other classroom needs of ensuring the quality of education. For the purpose of delivering quality education, “[a] child sitting in a ramshackle classroom “ strongly contended that they will hardly capture what they learn. They, indeed recommend the value of constant training and the availability of teachers that could in due course, advance the teaching
and learning process of students. Similar to teachers, parents have concerns of the regular modification of curriculum and the materials children learn in classrooms. At the end, they strongly support the wellbeing of children as a crucial aspect of learning (pp. 2-3) needs of children at school.

According to Telli (2013), activists, on the other hand, bring a compelling argument on education. Collectively, arguing that access to education remains a matter of “social justice” and part of “quality education,” and not a privilege, rather it must be a human right requirement. They steadily insist, ‘quantity without quality will disappear and the quality for just a few is not a luxury we can afford. [Subsequently] what we need is the education of basic minimum decent quality.’ Although, education budget tripled in recent years compared to the past ten years, it doesn’t either improve education, or “reach” to the designated schools (p. 6). This again recall to what I have mentioned previously, that it is not a matter of increasing fund, but how to manage it.

Worrying with the current education condition, activists insisted on the need of a clear understanding of the meaning of access and quality of education. Activists definitely, insist that access to education, should surpass the child’s attendance to school, to the access of the knowledge, which learners acquire while in school. Likewise, activists agree that access means accessing school and accessing knowledge, and not just accessing education. On the other hand, using an example of children with disabilities, participants insisted that the need for teaching and learning for children with disabilities undeniably, differ from the teaching and learning of children without disabilities taking to account the special needs for children with disabilities (Tell, 2013).
2: 3: 0 The Theoretical Framework

The theoretical frame of this study provides the large theoretical impression Marshal (2010), research design and procedures, data collection /ethical consideration, finding and conclusion. Figure 2: 3: 1, and the framework according to Marshal & Rossman (2010), provides the problems explored in this study, intending to challenge public “policy, concern of practice, and people’s everyday lives. Therefore, relating between “research question, the literature review, and the significance of the study”

2: 3: 1 Theory of Human Capital

Apparently, several scholars believe that education is one of the imperative components for the human capital creation and economic development (Lee and Kim, 2009; Gyimah-Brempong et al., 2006; Petrakis and Stamakis, 2002; Krueger and Lindahl, 2001; Mankiw et al., 1992). Tsai, Hung, & Harriott, (2010), on the other hand, stipulated that educational provision, which focus on the “high tech human capital,” (p. 56) anticipate to satisfy the demand of the market economy with skilled labor (Tsai, Hung, & Harriott, 2010). For that reason, the measure of education increasingly, focuses on the national exam outcome, and not the quality of education offered for students (Hartwig, 2013). This is to say, students’ transition from primary school to secondary schools rely heavily on the high scores on the national primary school standardized test. The desires for the national exam pass rate compels teachers to focus on students’ preparation for the exam during the final three years of their primary school education (Barrett, 2007). I would complement to that point that apart from the standardized test, financial wellbeing also plays a role in secondary school advancement.
Consequently, in recent years, human capital, step by step became one of the global campaigns for economic development compared to how it was in the past (Sen, 2011). The central role of education becomes the human capital creation and economic development (Tsai, Hung, & Harriott, 2010). Although the human capital theory strategically, addresses the need of an education for human resources, and possibly, human development of the society, I sense that, it falls short on certain aspect of human development as a whole. Others like the study of Ananiadou (2013) show that, human capital lacks enough groundwork of addressing important components based on ecological, community, and traditional magnitudes of knowledge, instead it maintains on the influence of knowledge in enhancing development.

After all, (Becker, 2009) shows that businesses don’t care much the extent to which a student was the best at school, in the other words, they don’t care about credentials (Kindle location 554). Instead, they care how a person is successful at the work settings (Becker, 2009). Definitely, Becker (2009) made me rethink again on Nyerere’s ESR- elimu ya kujtegmea, precisely, focusing practical education through agricultural in primary school. I would argue, the practical learning intended to empower students with the actual life experience, and emphasize the value of agriculture which employs the majority of Tanzanians. The National Bureau of Statistics (NBS, 2014), indicates that the education level for the majority of Tanzanians is a primary school with approximately 83.3% (p.3) of all graduates in the country, figure 1: 1: 1 in chapter one of this work. Above all, the sector with the highest employment is agriculture holding 62.8% of the total employment (The National Bureau of Statistics [NBS], 2014, p. 4) whereas, other sectors hold a minute segment each.
In my view, human capital lacks enrichment, especially for the majority Tanzanians whose education ends in primary school. That is to say, the discrepancy of human capital theory in addressing the marginalized groups, forced this study to focus beyond human capital theory to include a holistic approach to education. I certainly think that quality education, which can be accessible to the marginalized children have little or no attention paid to the social and economic dimension.

When it comes to education inclusion, according to (Wang, 2009) the focus has been integration of children with disabilities in the class settings. Even though, I am not ignoring the assimilation of children with disabilities this study focuses on access to quality education of all marginalized children including the ones with disabilities. I highly believe, that development cannot be achieved, if quality education is only accessible by a fraction group of children, and the marginalized awaiting for a Good Samaritan in favor for their quality education access.

Piloted by the human capital theory, holistic approach in education, change approach for improvement, and the social marketing approach, I prefer to focus on access to quality education, which according to Sen (2011), concentrating beyond the human capital creation. The value of a human being in education, according to (Sen, 2011) should be beyond to what the human beings are capable of offering to the market. Conventional expansion in education must positively focus on the actual human liberty, while enhancing human capital relevance to human capability. Apparently knowledgeable people possess the capability of improving productivity, health, social development, and their surroundings (Sen, 2011. Education, therefore, ensures the capability of human being, and in turn enhances social and economic development. Sen
Nyerere (1978) clearly expand on that the significance of education is for human advancement, and brings a real human sovereignty and preserve the social pride of humanity. The fundamental reality then continues to be true that, development of roads, buildings, agricultural production, and so forth should be considered as tools for generating development. These tools upsurge human freedom when people exploit them efficiently (Kassam, 1994, p. 3). Frankly speaking, education can unstrap the marginalized from the snares and bondage of poverty. Again, Nyerere, (1978) insisted,

> Education has to increase [people’s] physical and mental freedom—to increase their control over themselves, their own lives, and the environment in which they live. The ideas imparted by education, or released in the mind through education, should therefore be liberating ideas; the skills acquired by education should be liberating skills. (p. 27-28)

Constructive education for all, especially the marginalized is not a new concept. Andrews (2006) and Hall, (2009) cited the former US Federal Reserve chief Ben Bernanke challenges the world leaders and policy makers to ensure that economy in their respective counties benefit all people. Seemingly, he pointed out that the training of the unemployed would support them discover their innovative opportunities. Policy makers, economic, and educational leaders have the obligation to reassess the role of education in the fabricated globalization. The value of education and its role in counterattacking inequalities and meet the need of the marginalized groups (Andrews, 2006; Hall, 2009, p. 94). Before and during his reign as a President, Nyerere foresaw the inadequacy in education and insisted the human centered education while nurturing human development (Kassam, 1994).
2: 3: 2 Scholars and Theorists Views

This section highlights how the proponents of human capital argue on the need of education as one of human capital for fulfillment the force of market demand. While respecting the views of economists and proponents of human capital, I feel that human capital excludes other people when it comes education needs. The theory does not consider the needs of an individual person as a whole, but only those who are capable of fulfilling the market demand. Thus, I suggest the holistic approach in education as an alternative mode of empowering learners with the will and capability they need as human and spiritual being.

2: 3: 3 Human capital Theory

Proponents of education in the Western hemisphere employed the human capital theory as an instrument for economic driver in the past fifty years. With a good intention, they endorsed the theory for championing the value of education for enhancing human participation in the global economy. Hence, the theory became practical in organizing people for the 21st century capitalist economy, and afterwards, through human capital theory, the agenda of structural reform sprang globally. The spring of Structural Adjustment Policy (SAP), was generally, as a result of the championship of human capital theory stressing the need for structural improvement, flexibility in the labor market, investment in education, immigration improvement, and at the end attract high value of human capital (Fitzsimons, 1999). In general, SAP, which originated from the World Bank and the IMF policies led to global protest against the two institutions’ policy that proved to be a disaster. The policy becomes a creator of “hurricane-like economic destruction in the majority of” indebted nations. The global outcry woke up the IMF and
the World Bank and they changed the gear of SAP failed policies to poverty reduction strategy policy [PRSP] (Agola, & Awange, 2014, p. 126). Accordingly, in Tanzania, SAP effect was clear in education and in the economic sphere, and the Interview of Bunting and Nyerere previously in this paper support this reality.

2: 3: 4 Scholars Agreement on Human capital

Similar to other theories, several other studies, including the studies of (Lee and Kim 2009; Keller 2006; Gyimah-Brempong et al., 2006; Petrakis and Stamakis 2002; Krueger and Lindahl 2001; Mankiw et al. 1992), all agree that the quality of human capital matters for economic growth. I would have no objection about the central role of human capital in the economic growth. However, this does not mean to say that, education destiny relies on the human capital generation, economic growth, and monetary gain, quite clear, education is beyond that perception. (Block, 1990) shows “[t]he choice of economic life does not rest on the conviction that economy determines the rest of social life” (p. 14). I always thought that education should exceed the focus of human capital and economic development to human personal development.

Human capital theory often provides me with the impression that the measure of human dignity relies on what a person can deliver on the market economy, which in my view, it should not be. Again, it gives me the contrasting interpretation that, if a person is incapable of delivering what the market search for, the value of that particular person would be in a dilemma. On my view Tanzania and its education system will continue to decline, if we rely on educating children to feed the market, the assumption that I would argue is completely wrong, for the reason that not everyone can have a space in the market arena. Similarly, I regularly think about the working poor, whom, according to
(Gangopadhyay, Shankar, and Rahman, 2013), they work diligently, in the informal market but earn less wages. This again is similar to Tanzanians peasant farmers who toil on the long sun day for wages insufficient to provide food for their children. The underlying factors continues to be the low income they earn, which exacerbates poverty, dependent, and although they earn income from their hourly labor, they remain poor.

When weighing working poor struggles, the reason or the responsibility for their problems probably, should be directed to the unfair labor market in which they work (Gangopadhyay, Shankar, & Rahman, 2013).

Becker (2009) criticized human capital theory for its reliance on material things obligation conferred on human beings, while ignoring the valuable cultural, literature or the wellbeing aspect of people. Although not supported, still, it may be clear that human capital theory favors the elites, while ignoring the marginalized groups. Doubtfully, evidence shows how critics of human capital theory concerns how it inclines towards the “neo-classical economics (Fitzsimons, 1999).” They, certainly, challenge the “idea that the economy is an analytically separate realm of society that can be agreed in terms of its own internal dynamics.” Although, they know the political and cultural impact on the economy, the economists ignore the external influences, while focusing only on the economic dynamics when planning for the economy (Block, 1990, 14; Fitzsimons, 1999). They also assume that people “act rationally to maximize utilities.” In essence, economists know that people can act illogically, or focus on different objective rather focusing on value increase in the economy. Yet, they instead, justify their strategy of excluding deviations from the rationality principle by the effort of identifying the core dynamics of an economy” (Para. 5).
It continues to remain evident that, countries with a constant increase in income and economic growth obviously, also possess boosted education system of their countries. Henceforth, through education, they improve labor force and made elementary education common for all. As a result, high school expanded and middle and children from poor families afforded college entrance. Actually, it might be difficult for proponents of human capital to measure the authentic return on education over income, although they value education as the source of economic advancement of any country. A noble example, would be the Asian Tigers, whose economy grew rapidly after the massive investment in education, preparing well-trained experts, diligent in serving their countries (Becker, 2009). I would indeed build to it that with education, health, commitment, faithfulness to work, and accountability, all contribute to economic and human development.

2: 3: 5 Scholars Disagreement on Human capital

It is true, that according to scholars, secondary and primary school skills contain a vital component of economic development in developing world (Gangopadhyay, Shankar, & Rahman, 2013; Tsai, et al, 2010). However, the dilemma transpires, when the demand for high tech skills increase, which remain not offered in primary and secondary school, and hence, fails to satisfy the market demand. Although, scholars claim that secondary school has a high impact on economic growth in developing world Tsai, et al. (2010) cited from Barro (1991), others experience a mixed feeling about it (Graff, G & Birkenstein, 2007). They, in the long run, feel that “test scores in mathematics and science,” remain the chief determinants of advanced human capital, and have a

In the contrary, Chen and Luo (2009; cited in Tsai, et al. 2010, p. 42) oppose that the skills in mathematics and science subjects are not for quality labor, but preparing students for exams. Adding to that, they, in point of fact tress research and development “per capital” and “science and Technical journal articles per capita as major signs of improved human capital and economic growth Tsai, et al. (2010, p. 42). I would say then, that an improved human capital would be a leading requisite, if offered equitably for all learners and enhancing learners with the ability to control their surroundings. Petrackis and Stamatakis (2002) furthermore, argued that scholars should feel suspicious with studies showing no affiliation between human capital and technology. Tiago (2007) highlights how the ratio of science subjects enrolled in tertiary education, has a compelling association with the economic growth. Further, Colombo and Grilli’s (2005) positively, support the presence and impact of science and technical field and economic development (Tsai, et al. 2010, p. 42.)

2: 3: 6 Human capital Empirical Analysis

In order to trace the value of human capital in economic development, Tsai, et al. (2010) conducted the five-field study framework using percentage to measure graduates from each field. Aimed at the best judgement, they utilized the sample from two periods 1999-2006, and observed tertiary graduates in the field of Agriculture (AGR), High Tech (TECH), business, and service (SERVICE), humanities, and human capital (HUMAN), and Health and prosperity (HEALTH). Seeking to deliver a fruitful outcome, they employed a sample size of 60 countries, among them 24 from developed countries and
36 from developing countries, all data from the World Development gauges (WDI) and UNESCO GDP (Tsai, et al. 2010).

In the process, they first conducted the Ordinary Least Squares (OLS), and descriptive statistics reported the mean economic growth during 1999-2006 to 4.6% of emerging countries, and 2.4% of industrialized countries. Through the Ordinary Least Squares (OLS) regression, they proved the relationship within secondary education, tertiary education, and economic growth. The result, highlighted a significant statistical relation between secondary education and the economic growth in developing countries, while tertiary education shows a significant relation in developed nations’ economic growth. In the contrary, the study demonstrated no statistical relation between secondary education and the economic growth in developed nations (Tsai, et al. 2010, p. 49).

However, the result of 0.046 indicated statistical significance of Tertiary and the economic growth in developing nations, while statistical significance levels in all cases were 10%, 5% and 1% respectively (Tsai, et al. 2010, p. 49). Apparently, the result highlights the role of knowledge and abilities for economic development in both developed and developing nations.

Adding to the reserve of their studies, yet again, they employed, the Generalized Method of Moments (GMM) regression analysis which they found supports the value of education in developed and developing countries, including the sum of graduates in AGR, TECH, SERVICE, HUMAN, and HEALTH. Accordingly, they realized a significant statistical relation between education and economic growth in developed and developing countries (Tsai, et al. 2010). The researchers argue that the isolation of agriculture due lack of technology can lead to unemployment and economic slowdown.
Tsai, et al. (2010), Definitely, this is a highly conceivable suggestion in Tanzania, where more than 75% of the people live in rural areas, relying on agriculture for their living (Singh, 2007).

The OLS and the GMM analysis in secondary schools illustrate a strong correlation with economic growth in the developing nations (Tsai, et al. 2010). The study concludes that high-level tertiary education has a significant role of economic growth in developing and developed countries. They in due time, encourage students’ enrollment in “science, engineering, mathematics, and computer science” as the subjects contribute to a “high –quality of the labor force (Tsai, et al. 2010). The other study of Petrakis and Stamakis (2002) shows the relationship between human capital and growth. Although, their earlier study differed from that of Tsai, et al. (2010), yet, they both support human capital as a driver for economic growth. Strangely, after 12 years of Petrakis and Stamakis (2002) study, primary and secondary education is still valued as the major driver for economic growth in developing countries. This again according to my views gives the reason why quality primary and secondary school remains crucial for all children in Tanzania.
Figure 2: 3: 1 Conceptual Map

Scarcity of financial resources

Limited Education and Opportunities

Continuous loop of Poverty

Marginalized Children Who are they?

Children from poor families, orphans and children with disabilities, street children

Their future is not clear

Susceptible to a lifelong of poverty

Use of theories to sensitize Change

Theories of human Capital Holistic Approach in education, Change Social Marketing, and collaboration approach for change towards improvements

Collaborate with others, and create awareness for Change towards improvement
2: 3: 7 The Holistic Approach in Education

Holistic education demands the need for a wide range of skills to transform learners’ lives after graduation, and that of others around them. I would maintain that educating children with the intention of flooding or fulfilling the market needs, is completely inconsistent to humanistic aspects of the individual being. According to Singh (2007), in the progressive changing world, learners need the capability to deal with the indeterminable future. In point of fact, a conventional wisdom pinpoints that a "holistic education" approach tackles all aspects of human challenges (p. 107) in life. Miller (1992) constructs on the same concept extensively sustaining that, “Holistic education calls for a new recognition of the organic, subconscious, subjective, intuitive, mythology, and spiritual dimension of our lives” (P. 159).

Similar to the proponents of social justice, education should create in learners the “the ability to think critically, and allow them not to become “subject” and “objects” of the changing world. The related ideas should apply in change strategies of social and economic development (Kane, 2006, p. 201). Singh (2007), on the other hand, went on to ask, whether an education, support learners to create capability, a useful key factor for the reconstruction of any country. The education system, scarcely provides learners for instance, with skills for commendable eating habit. Again that, in turn, leads to the other question, of how often the education offers learners with the knowledge of avoiding the consumption of alcohol, tobacco, or drug that may ruin their health (Singh, 2007), or even the idea of cleaning the surroundings in which they live. Schools should not create receivers of fresh ideas, as a substitute, instead support learners to ask questions
With similar argument, Singh (2007) continues to insist on that education should support learners in the creation of strong body and mind for thinking, analyzing, and developing capacities. An improved education advance learner in their “emotional” readiness. When it comes to reality, learners live in a jam-packed world of stress and deterrence, suffering from professional and personal stress make it hard to avoid the reality of sentiment in life. The situation then, creates emotion, irritation, hatred, revenge, and other social ills. Adding to that, an improved education should provide learners the devices for positive attitudes, friendship, and empathy to overcome social ills. Apparently, education can create in learners the tendency of appreciating the natural creation around them and not watching the sun, the moon, the stars, rivers, lakes, forests, animals, just to name a few around them for granted. The splendors of natural creation play a role in branding, human life and economic development (Singh, 2007).

He also added that, education cultivates in learners the normal social values where they learn to practice things sometimes considered as trivial, for example, punctuality, collaboration with others, and cleanliness, I would say, even commitment to work, or faithfulness. In fact, holistic education, reminds them their responsibility as affiliates of the community (Singh, 2007). I strongly, agree with Sigh (2007) that no development without coordination, and the willingness to work with others as a team. As a robust of economic and human development, sensible civic individuals work diligently, and at the same time sustain their obligation to social values for all in the society, whether rich or poor, and hence whatever the output, comes from the sacrifice, and the effort of every person in the society (Singh, 2007).

Work as one of the human right need, remains extensively documented in the
constitutions of nations (Singh, 2007). In Tanzania, work responsibility has a clear definition in section III under the basic rights and duties section 25. (1), of the constitution. Singh (2007) suggests that fundamental duties should be incorporated in the curriculum for students to learn.

While concluding the holistic approach in education, Singh (2007) pleads readers to locate a specific spiritual place for their spiritual growth. As a matter of fact, Singh (2007) goes on to say that each person needs a spiritual denomination for creating a sense of right and wrong and open mind to the creator. He argues, “Human life is a unique opportunity. It is not a meaningless journey from the womb to the grave [, instead] a unique opportunity for spiritual growth and development.” Human life is also about the lifelong spiritual needs of each individual person, and nurturing the soul during the spiritual journey (Singh, 2007, p. 111). Miller (1992) again emphasizes this point that: “When education starts with a profound respect for the growing person as a spiritual being” then it is most likely to focus on “caring for a new life” instead of focusing on “reductionist” expecting the country’s subsistence, or make learners believe that their skill knowledge are produced for serving the market/employers curiosity. Thus, the sincere education provision goal should be respect for “life and” strive for nourishing life (pp. 155-156). In education, spiritual aspect of children is inevitable, Maria Montessori (1917) put it eloquently asking her readers to just look at a tree which may perish shortly without soil “nitrates” and oxygen. In the same situation, she continues that a criminal may take longer to die from a brutal hunger punishment, probably, nine days than it would take them dying on fire, “but to die of starvation of the spirit in a term of years is the most cruel of all the punishments hitherto devised for the castigation of man.”
Making her point illustrious, She sustained that, “If a robust and brutal criminal can perish from starvation of the soul, what will be the fate of the infant if we take no account of his spiritual needs? (p. 17).” This makes sense that we cannot seek economic or human development if people continue to suffer from spiritual and mental illness or delusion. Thus, holistic education, should seek the “interconnectedness” with others, the “reality” of life, and the comprehensiveness of learning growth of the whole individual person (Mahmoudi, Jafari, Nasrabadi, & Liaghatdar, (2012) including how to empower learners to understand and nurture the environment in which they live.
Chapter Three: Research Design and Method

As stated previously, this study employed qualitative phenomenological inquiry, which according to Marshal & Rossman (2010), it provides rich practical information and “lived experience” of participants (p. 2). During the interview, “flexibility” was one of the factors for a successful interaction with participants, exploration, and gaining the required information Marshal and Rossman (2010) for this study. Throughout the interview, participants freely, without interruption, expressed their views and feelings. Apparently, according to Marshal and Rossman (2010), the research questions (figure 2: 3: 3), the conceptual framework, and the study design (p. 56) all together with the IRB research protocol simplified the interview process, leading to the collection of useful information regarding the problem.

3: 1: 0 The Overall approach Design and Site

This study employed a qualitative semi-structured in-depth phenomenological interview protocol based on the philosophical practice of “phenomenology” (Marshall & Rossman, 2010, p. 148). In sequence, the inquiry took place in Mara region of Tanzania, with eight participants, of whom five were teachers and three former graduates, from two locations: Iramba, Serengeti in Mara, and Makoko, Musoma in Mara (Figure: 3: 1: 1). The focus of the study, in point of fact, was not on any specific school; but instead, on the individual participant. After the initial contact with the first participant, she initially provided possible connections with other subjects, including teachers and former graduates, who were willing to participate in the interview.
After securing the names of possible participants, the researcher contacted each of them personally, and provided brief information explaining the purpose of the interview and scheduled a meeting for the interview in the agreed time and location. Only two were contacted by phone, (see a phone call script in Appendix A. for the English version and Appendix B. for Kiswahili version). The consent form for participation was given, to the subject, read and signed by each individual participant who agreed to participate in the study. After reading the consent form, each participant was allowed to ask questions before signing it and the interview began. The intention of the interview, according to Van Manen (2014) was to explore “human experience” which is a major epistemological basis for qualitative research under the concept of the lived experience (p. 39). In the modern science the concept of the lived experience is a major disciplined idea (Van Manen, 1997; 2014). It provides a clear understanding of “qualitative meaning of phenomenology in people’s lives (Van Manen, 2014). Mostly, the study, sought to attract the pre-reflective experiences of participants on the issue of poverty and education challenge for the marginalized children

3: 1: 1 Research Instrument Formulation

The researcher serves as the key instrument for research formulation and conduction. Initially ten questions were designed and sent to two participants in Tanzania as a pilot test prior to the official research. The intention was to ensure proper wording, and proper language for participants to understand. The two piloted participants provided constructive review stressing the language utilized was not easy for an ordinary person to understand, they also highlighted the repetitive questions. Their comments helped to review the questions and trash 4 of them, and two of the dissertation committee members
refined the remaining six questions, and suggested the trim of the two questions. Finally, four questions, which again the committee suggested should match with phenomenology study, as planned for the study.

**Figure 3: 1:1 Sample Size Composition of the Phenomenological Study**

3: 1: 2 Data Collection

The tool for data collection was a semi-structured interview, which according to Marshall (2010) “grounded in phenomenological inquiry” where participants provided richer inner meaning of their lived experience (p. 76). During the interview, questionnaires served as research instrument translated into Kiswahili for subjects who preferred to respond in Kiswahili, appendix C and D. Through phenomenological inquiry, a sample of 8 subjects all above 18 years teachers and former students participated in the study. First of all, they provided their consent to participate, electronically record responses, and the result be made available in the public database. During the interview process, subjects were free to express their lived experience, “thoughts and emotions” (Van der Merwe, 2006, P. 135). The selected sample, although minor, according to Papadakos, et al. (2014) it is accepted for phenomenological study inquiry. Beyond that,
according to my own view, a small sample, allows a profound interaction with the subject and an accurate presentation of the findings. Through the subjects’ lived experience, this study sought to answer the three questions (figure 3: 1: 2).
Figure 3: 1: 2 Relationship Between Research Design and Questions

Research Questions
What lived experience do participants hold regarding the limitation of quality education facing the Marginalized children?
What are the lived experience of participants about the limitation of access to quality education challenging the marginalized children?
To what extent people are aware of the limitation of access to quality education for the marginalized children?

Method
Phenomenological Research Design. Interviews through semi-structured questions with eight participants.

Goal
To explore the Participants' lived experience regarding poverty and the challenge of quality education access for the marginalized children.

Validity
Information triangulation from different sources to ensure rationality Subject authentication – Systematic data inquiry from the people under that study (Maxwell, 2012, p. 110-111)

Conceptual Framework
Theory of Human Capital
Holistic approach in education and Social Marketing approach in Education
Theory of Change
Own experience regarding poverty and education limitation for the marginalized
3: 1: 3 Ethical Consideration for Data Collection

Prior to data collection subjects learned the ethical requirements in hand with the rights to participate or not to participate in this study. Voluntary participation of subjects in the study was well documented, handed to subjects to read and sign if agreed to participate in the study (Chan et al. 2015; Given, 2008). Ethical issues to protect subjects “were of vital concern during data collection in the field.” (Given, 2008, p. 10). In addition, the informed consent procedures, privacy and protection of subjects were highly considered. The objective of the study explained clearly to participants prior to data collection (Genemo, Dominiko & Mohammed, 2015)

3: 1: 4 Research Trustworthiness and Validity

Based on academic environment according to Given (2008) this study remains “less vulnerable to pressures from sponsors, or other interest groups outside the academy” Hence for insuring trustworthiness, this study employed data triangulation deriving data from different sources (p. 10) together with a thorough phenomenological inquiry from research participants’ lived experience in the field (see figure 3: 1: 2).

3: 1: 5 Phenomenology Data analysis

It may be usual that a Phenomenology study inquires to learn the lived experience of participants in the study. Typically, it is derived from the lived moment of everyday life normal life (Van Manen, 2014) of people who contribute in the study. When it comes to “Phenomenology” data processing and interpretation “usually it proceed by way of examples.” Therefore, Phenomenology is the ‘Science of examples,” and data obtained through lived experience may be presented through examples. That is to say, the subjects’
narrations can be presented through lived experiential examples, of people that is, what
the subjects encountered in life (Van Manen, 2014, P 254).

3: 2: 0 Study Findings

This section according to Marshall & Rossman, (2010) provides deep,
profound, and worth information from participants. Definitely, “the systematic and
detailed analysis” of the finding provides treasured information obtained during the study
process (p.10). Note that “P#” followed by the number is used in place of the names to
identify 8 participants’ contributed during the interview inquiry.

3: 2: 1 Participants’ Experience and Views of Poverty

Responding to Poverty, which plays a major role in the quality education exclusion
for the marginalized children, participants shared their lived experiences that, “Poverty is
a condition of life where a person wakes up in the morning without an idea of what to eat,
or what to do. It means the person has no life plan; s/he lives on what comes for the day
[...] “(P#1). On top of that P#2 explained that “the income of such a person is small to
fulfill the needs of the family.” While in education, “Poverty denies the poor access to
education. The poor are unable to obtain important needs for education, Kutokuwa na
mahitaji ya lazima.” The poor don’t have “money” for important needs such as food,
boarding, good education, and so on (P#3; P#5). Participant P#1 added that “lack of good
education is also poverty.”

Subject P#4 went beyond to looking poverty from an individual perspective to the
government level, insisting:

In reality, looking at each family independently, those who are developing are the
ones living in cities, civil servants, and those who depend on different employment
in cities. But in the village, even in the growing towns in the rural areas the situation is still difficult. For example, our district council there; when you go there you will see the reality, even some offices are of splint woods-(mabanzi) that is how they built. This is Serengeti headquarters’ office. Can you imagine, Serengeti, which is one of the Africa’s largest national parks in Mara, the district council is of this kind and they say that we are developing […]!

In my view, […] an ordinary person […] who feel a sense of relief are the ones in business segments, for example, farmers’ income grows from the agriculture sector, but the income of an individual person is still low at the marginal level. That is why ordinary people’s life is still poor, […]. People living under very low income, is even hard to make a small investment, for the fact that they are still using hand tools for farming, so sustainability for all their needs is not easy.

Informant P#6 explains how the poverty effect on people and how poverty is the greatest enemy of the human race.

It leads a person to lose completely his/her basic rights […]. Poverty has invaded the society and the society has failed to control it. After failing to handle poverty parents who live in poverty are forced automatically to convince their children to leave school. In our school students just erupt and claim “I don’t want school,” but when you ask them why. No any basic reason for their claim. You later realize that parents convinced them to leave school on the ground of the parents’ inability to provide required school needs, so they encourage children to join them in farm work instead of going to the school.

[…] we often receive reports from parents saying my child denied schooling. When we ask them how can a small child refuse to go to the school, while you are the one who feed him/her and provide school needs? They just reply that a child has refused. When you ask parents to convince their children to come to school, they tell you that they fear the child may commit suicide. When you investigate you learn that it is a trick of parents after failing to pay school needs for their children. There are so many children who escape from school, you find a school with 600 children, but only 200 or 300 come to school. Truancy is one of the biggest problems in each class because of poor income in families.

Parents’ tendency to remove their children out of school is an increasing phenomenon, although it was not noticeable in the literature review. Subsequently, poverty creates problems on the already existing problems, the same informant P#6 continues that:

Poverty, I can say is a crisis […]. For me, a poor person is the one who lives below Tshs 500/=, [$0.25 cents] per day. People of this kind are the majority. I use this estimation just by looking at a child who comes to school from this kind of a family without taking a shower. You see a similar child with dirty clothes,
has no exercise book, a book, a pen, pencil, or even an eraser. If you follow up, you find that parents of these children suffer from severe poverty. When you visit in their homes, there is no even an indication of boiling drinking water. They are poor and it means they have no means of getting Tshs 500/= per day. Every day they live on free vegetables from wild field or farms.

They ask their neighbors to help them with food. So when they earn Tshs 500/= [$0.25 cents] a day is a celebration [...]. The situation sends men into alcoholism tendencies trying to forget stress, life hardship, and financial scarceness tension. You find them drinking alcohol from morning thinking, frustration will be gone after he is drunk and goes back home. He knows that in the evening he will go home, whether he eats ugali (corn meal) or not, he will go to sleep. He doesn’t think when he gets up in the morning the problems will be there waiting for him and nothing changed.

There are many people of this kind living under Tshs 500/= per day whom you and your friends count they live on a dollar or two per day. It is not true. You see the reality in the village yourself, right? There are so many other things not included when they speak about poverty.

P#2 providing similar encounter, but a different measure of poverty, insists:

“For a poor person, it is not easy to obtain Tshs 5000 [$ 2.50] if worked hard can obtain Tshs 1,500/= or 1,000/= [$0.75 or $0.50] per day. Poverty is so harsh. They cannot afford essential needs for their children to learn example, clothing food and boarding. “The other one asserted that “The poor in Tanzania can earn Tshs 1000 or 2000 [$0.50 or. $0.75] per day.”

Adding to that, P#6 insist:

It is not easy in this area to say people live above $2.50. Remember business people in this area are a few, they are the minority. The majority of people are small peasants and pastoralists, so we are still in less than a $1 a day. I can say far below from a dollar per day. I don’t know how to say it, it is far below a dollar per day because when a farmer harvest, for example, in Mara, the majority of them cultivate maize, Millet, sorghum, beans, cassava, some of them tobacco and cotton a little bit when you go to Bunda and so forth. But when you look at all these crops, farmers predict the climatic condition of their area is a semi-desert like-So they cultivate crops that fit in the dry season. Yet even farmers engage in commercial farming, the government is not ready to prepare the market for them, where to sell their produce. They become discouraged. They don’t know where to sell, they are discouraged. For example, this year many farmers failed, and they thought agriculture would rescue their lives, but they found no market, they sold
low price of oppression, this is what we call corruption. So with hope they work hard, making sacrifice eating a single meal hoping to harvest, and rescue his or her family, but the result is negative.

The situation forces people to run away from our region to different regions thinking that in Mwanza for instance, he may become mpiga debe [someone looking customers for buses at the bus station], or wash cars, some of them move completely from their families to seek life. So I think people still live below of what so called a dollar a day.

Participant P#1 again explained poverty in terms of the poor people living in cities:

They have an insufficiency, or poor education. Poor families living in cities do not have a land for gardening. They live in small rented houses in the city where landlords do not allow them to use the land for gardening. They have difficulties how to earn income. They occasionally seek casual labor from neighbors, when no casual labor, they plead for help.

Participant P#5 shared that: Although children want an education, poverty prevents them: “Poor children have hard time to seek education. P#5 noted that […] for me, poor children are children coming from very poor families owning or earning nothing for their living.” The condition force them to opt casual employment. In addition, P#4 added that:

Others feel doing business is better than going to school […] some of them move to cities looking for a better future. They feel that even if they go to school, no employment, so why bother spending money to an education ripping nothing at the end. Employment hunger is also prevents children from attending school [as they watch] university graduates without employment

3: 2: 2 Poverty Effect on Participants’ Personal Education Journey

Apart from almost the common views of how participants experienced poverty, participants shared their lived experience of how poverty affected their journey toward education acquisition. Participant P#4 explained that as a result of “poverty […] I could not get school needs such as books, school fees, uniforms, and money for bus fare.” On the other hand, Informant P#5, explained:
After I completed form four, I passed the exam (he paused in emotion), and I had the post to continue high school at Pugu Secondary school. The benefactor who was paying my O-level secondary school, said he had no more money for my high school education and that was the end of my education” - He sadly explained.

Similar to that this participant p#8 shared the pain for education that:

When you look at my background regarding education is not good at all. Children from rich families who completed form four with me, are beating (wanapiga) tuition for high school preparation. I am home taming my grandfather’s flocks every day from morning to evening, the other morning again. I don’t know, what will be my future. Poverty is a problem to me personally, because I don’t know what to do.

P#4 explained that although her parents had cattle, still they could not afford to let her to secondary school.

I had no one to pay school fees for me; my parents were poor with no enough income. By the time, they relied on the fluctuated flock business. The cost of cows was low; how many cows do you think they could sell to educate me? All of them? I ended up staying home for good, you see, I am here in the village struggling!

The P#7 contributor, shared the dilemma of his education between his dad and mom during his education process that:

My mother loved me so much, I helped her with house chores. My dad realized that if I stayed home closer to my mom, I could not study, so he tried to separate me from my mom. He sent me to Dar; I lived with my uncle who is my dad’s youngest brother. I studied there until standard four, but under high oppression. Explaining that is a long story, let me put it short. When I came back home in Buhemba the challenge was the distance from home together with the classrooms. Sometimes we had to learn outside using the movable black board. I managed to move from that school. I went back to Mwanza where I completed my primary school.

In secondary school, although, I didn’t have much challenge […], but I did not have additional money to complete the long syllabus. When you ask your parent that I need extra money for extra learning, that was not understandable. Subsequently, we did not have enough teachers, so I had to seek extra time to earn income in order to pay teachers to teach me.

In the university, poverty made me opt for teachers college. I had two choices for teachers college at Mkwawa University and Law school at Makumira. I hated the teaching profession before, because of how, I used to see teachers living in tough
situations. So it made me dislike the teaching profession. Later, I went to the law school, because I had a loan. The first thing scared me when I went to law school; I met a law school graduate who did not have employment, but he owned a cafe selling small supplies there. It discouraged me so much. My elder brother living in Dar had warned me before saying forget about the law, follow the education profession instead. It is easy to get employment in education. I thought he was leading me in the right direction. I meditated and wrote a letter to drop the law school. So poverty forced me to go into a profession which I didn’t even like.

Participant P#6 shared that when it comes to education,

Although, I passed the exam to go to secondary school, I struggled with poverty. I had no money to go to school. My mother worked hard in casual labor, but earned less to afford my education. Eventually, I changed my mind, I went to the seminary, and their Fr. M. paid for me the school fees. Once he went to study in Rome, no one was available to support me. Another struggle.

My mother struggled again with all kinds of causal labor, but she could not fulfill the school needs for me, I could not pay the fees. I was forced to leave the seminary, although I liked it so much. I don’t know if God had his hands on me— I went to Nyegina Secondary school, another diocesan school. There, everything was tough; I had nothing to support me. I used to borrow a bicycle from Nyegina village and travel home to seek my school needs. You can imagine the distance. When I went home, I asked people to give me a hundred shillings equivalent to $0.10 cents by the time. I asked a hundred people intending to collect about 10,000 shillings [$10] so that I could pay my school fees, but I never got that amount.

God was good, I went to the headmaster, and explained my situation. He told me, he once taught primary school near my home village, he knows the situation over there. He could even waive the school fees for me after listening to my story. He supported me to stay at his school.

When I went home for vacation, I borrowed a bicycle again and travelled to Nyamongo looking for money to help my education, but I got nothing. Imagine travelling such a distance by bicycle for nothing, but I did not give up. That was a poverty of its kind, if God did not put his hand on me, I would not be a teacher today. By the time, my mother suffered from one eye blindness, and the other followed by a short period of time. She became completely blind, and her struggle to help my education was shuttered. She needed help instead. My friends helped me whatever, they could one could give me a shilling the other two and my days moved forward. In reality the group of people whom experts think live in $1 is far below from a dollar.

One of the participants P#2 shared his continuous living experience and struggle for his own education effort, taking to account and African extended family:
I have relatives who depend on my support for living. For example, I live with my dad, and the children of my late brother all of them have no support other than me. It continues to affect my income and my personal plan for education. I planned at least to acquire a BA degree by 2010. I had an employment in 1999 after completion of the ordinary level secondary school. Since I had no money to go to school, I did private high school, and thank God, I went to Teachers College after that. Yet the plan for a BA degree is still pending, I don’t know until when. I have many responsibilities under my care. I cannot secure a loan for education, because I had a loan already for private needs at home. It will take time to pay back the loan.

Participants P#3 in sadness shared that:

I come from a poor family, and all of us, we had the intellectual ability to perform well in school. Strangely, because of poverty only two of us had the opportunity for secondary school. Financial incapability forced the rest of us to end at standard seven. Our parents had no way to pay for our education beyond primary school.

3: 2: 3 Education Limitation for Specific Marginalized children

Participant P#8 insisted that “Orphans lack the support of education, they remain on the street, they are poor, those are the youth of my age. They don’t have parents, no money. They stay on the street and engage in crimes with bad guys.”

I may even be better than orphans who don’t have dad or mom, many of them do not know what to do. That is why you find many of them Chokoraa (street children) discouraged. People take them for household chores, but use them differently, they abuse them, violating human rights.

Similar to P#2, informant P#8 feels that basic need for these children first of all is “education, food, accommodation, and clothes,” before even looking at other important needs

P#8 went on to say that:

If you go to school, but no food at home, it means even learning is difficult, you can get food, but no clothing then again you are devastated. So all things contribute to the well-being of a human being that you have education, food, and health, clothing and good accommodation. You cannot study or do your homework sitting on the bed. You need a good place for your studies, a table and other things. Otherwise, it is difficult, I often look at my young brother (Andy, not a real name), and the way he studies is not good at all. He needs tools for learning- A big table, a good bright lamp, enough books. But he doesn’t have
anything to help him learn, that is why the health of his education will continue to be bad forever.

Participant P#4 describes poverty in a lens of a poor person, who live

[without] money for sustainability, depending on unpredictable agriculture. They work tirelessly, but as a result of drought, they go hungry, and obtaining a single meal per day is a miracle. Most of them have a hard time to educate their children. I know one family in Metemwe. Their children were not in school because they had no money to buy uniforms, to pay for school fees and other school contributions example food.

P#3 shared experience, noting that:

There are many children without the opportunity for quality education. I have my relatives who were forced to stay home because her parents failed to make a desk contribution to school. In short, frequent school contribution prevents children from accessing education. There are many children whom I know cut short their education process because of the cost.

Subject P#5 who shared his emotional experience on his own education limitation also accounted that:

I have another example too, that of a child (name reserved) who passed primary school exam in 1999, but did not go to secondary school because he could not afford the cost. He is now a street vendor “mmachinga.”

Apart from his own struggle for education P#6 continues to share his experience with children from poor families who seek education.

There are many students who cannot continue with education because they are poor. In the five schools I have served within two to three years, poor children who cannot afford education are the majority. You find a child so bright performing well in class, but when a child passes exam no one to pay the cost of education for further education. When filing the TSM9 form (Takwimu za shule ya msingi Kwa mwanafunzi) for students, parents come to school begging teachers to ensure children do not continue with studies, you see! Parents want to make sure that their children do not pass and exam.

Teachers do not agree with parents, we feel doing so is a social injustice for a child. We give children a chance to pass the exam; it is not our work to judge them, but God’s will whether a child passes an exam or not that is not our business that is God’s will. When they pass the exam, the question emerges, about the cost.
You find a child from a poor family is so bright, but no one to pay school fees for such child. Sometimes teachers, I would say God created in them the spirit of sympathy. Sometimes they volunteer to sponsor poor children to make sure that they go to school. One can provide excise book, the other a pen, books, uniform and so on. Some of the teachers spend their personal money to help children go to school.

For example, since I became a teacher, I have hosted more than 15 children. When I was in Kisaka, I helped them, and now they are teachers. Each school I go, I try to create awareness to children about the value of education. I tell them that children who are bright parents discourage them not to continue with education, saying that they have no money to pay for their school fees. I sensitize children about the value of education. I tell them that you don’t know how by passing the national exam, you pave the way for your better future. Your parents may discourage you now, but some people may come to your aid to support your education journey. Later you may become somebody in this country, and your parents don’t know, you may even liberate them from poverty.

Your parents think that because they failed in education, you will fail too and follow their steps. Can you just go back home without education and just sit looking at your parents? In reality, my students show enthusiasm and curiosity to learn for their future success. Yet when they go back home, they find themselves swimming in the same pool of discouragement. I know most teachers complain that the salary is not enough for their living. God blessed me with many talents. After school, I can do extra work to earn income. I am a mechanical expert, I can repair generators and TV Dishes. That is how I manage to support children.

Similar to P#6, participant P#8 shared his experience towards others who also struggled:

I have a friend who went to secondary school, but ended in form two, he left the school and he is just leaving home with his mother. He doesn’t know what to do, when he came home from school, he didn’t have food to eat, or books to read. Instead of going to school, he used to skip school in order to cut trees, burn charcoal, and earn some income, but so little money. Later he told me his story and I felt so sorry about him. His mother married a man who later died; leaving the boy and his mother in severe oppression. She moved away seeking a separate location to live with her children and she is there struggling. Until now her life is so tough, and his son who is my friend is still at home without knowing what to do.

The lived experience of participants demonstrates that quality education access for the poor children remains real, where P#4 recounted that
I know one girl who, after completing her form four, she has a post to teachers college, but because her parents were poor, she could not go to the collage. She opted for a sewing course, which was cheap and she is sewing. The other one sought help from the Pentecostal churches who paid school fees for her, she is now a teacher. Sometimes communities help students who go around seeking help. But children with knowledge to seek help for education are secondary school students. Primary school children do not have that courage. They often stay home if no money for their education. Some of them end up to early marriages and some seek casual employment in homes.

Informant no P#1 highlighted that:

Children in rural areas negatively suffer severely from poverty. In cities, children and parents can learn from diverse students, while in the village students and parents mingle with a similar group of people doing the same identical things every day. As a result, students learn identical habits, different from cities where a competition of knowledge is viable from neighbors. In cities, we learn from successful neighbor’s children, and force ourselves to provide advanced education similar to our neighbors’ children.

Participant P#3 shared her view that:

I feel all groups of children face the challenge of poverty when seeking education. You will find a child passed the national exam to go to a good school, but the high cost in education force parents to tell their children “you go to the ward school that I can afford to pay the cost for your education. I cannot pay the boarding school because they are costly.”

3: 2: 4 Groups of Children With the Most Education Access Limitation

Participant P#1 did not experience, education hardship, however, she gave her experience, on educational limitation in the Ward schools.

The high percentage of children studying in the ward schools fail the exam because of insufficient books, teachers, and other teaching needs. But if you have the ability and take your child in a private school, your child will succeed because teachers receive fair payment there. In private schools, they make follow-up, and teachers work hard. So children going to such schools work hard and succeed. If your child from primary school goes to the ward school, and your neighbor’s child goes to private school the outcome is your child will fail and your neighbor’s child will perform well. When you ask why your child failed, you will find that the learning environment failed your child. In such circumstances, education is not equally distributed.

She also highlighted the primary school students stating that:

Imagine a little child going to school from morning to 3:00 PM without eating anything. Even when s/he goes back home, there is no assurance of food. Do you think
this child will be equal to a boarding school child who eats three meals a day at school? Situations of this kind are common in rural as well as in city schools. Children do not have lunch except children with disabilities, who started eating lunch two months ago. Children are in school at 7:00AM and they go home for lunch at 1:30 where some of them do not have even porridge. They become almost sick, sleeping in classrooms, when teachers follow-up, they realize that they are not sick, but suffering from hunger. Some of them did not have evening meals. Teachers volunteer with their pocket money to provide them with tea or biscuit, and the children recover after eating.

Informant P#7 expressed concerns of children in rural schools where teachers cannot reach them:

Our neighboring Hekwe Primary school- has almost five hundred registered students, but strangely there are only two teachers. Do you see? They are two why? Teachers are assigned, but because of the challenging environment no one wants to live there. When it is raining you cannot access the area even using a motorcycle. The fair is almost Tshs 7,000, the road is muddy and slippery. The government has not yet prepared the infrastructure to help poor children living in village’s access education. Why am I saying that? Because roads, health services, and technology are still far behind. They have not yet monitored in many areas of our Serengeti area and other areas of Tanzania in general.

Informant P#4 noted that “schools in the village do not have enough tools for teaching. They are just there ward schools. Often teachers fail to stay in these schools for the reason of unfriendly [...] environment in rural schools.” She continued:

Teachers live on a little salary, frequently not enough to fulfill their needs, and so they tend to escape from rural school teaching posts. They just report to their new school and after observing the situation, they go away for good. They go hunting a better teaching environment, especially in private school. In public school, teachers live on hand to mouth, by the time they receive their salary, they have nothing left for them for expense, except to reimburse back their due loans.

When it comes to poverty and education process participant P#3 shared that,

For an ordinary Tanzanian, acquiring education is a major challenge. Ward schools where the majority of Tanzanian children attend have a lot of short falls [...]. After almost five years since ward schools started, many graduates of these schools do not yet have major success. Many of them attained division four and zero, without the benefit of an education they spend four years seeking.
Participant P#7 shared that although the government has schools in each village, parents have a major role of making an education for their children a reality. “In primary school, parents have a low perception about education, abased on the environment in which they live. Most parents, focus on other needs, while ignoring the value of education.” He went on to say that:

The challenge in poor families depends on the “willing” of parents. I would say in primary and secondary school. Apart from poverty, there are areas which are still “isolated hamlet” especially in our Mara region, we know that a large percentage of our ethnicities are pastoralists. They “based on nomadic or mixed,” they live “scattered” you find a school in a village, but difficult to reach the school, for a child from, a “remote area.” So accessing the school every day, a child from these families who ate supper last night, the next meal will be again the next night. It is difficult to educate these children. This is one of the challenges found in schools.

He maintained that nomadic and other children living in remote areas

They travel between 10, 15, 20 kilometers. This means there are children who walk 30 kilometers every day to and from school. We have them here at Ngoreme Secondary school who parents need to escort every day to school because they leave home very early night to go to school almost 3AM. Parents pick them again in the evening because they live far away.

He went on to say that,

But when it comes to customs and rituals of Mara, the society has a low understanding of the value of education. Pastoralists’ families believe that a girl has no right to education. They have a negative perception that when a girl access education will benefit her future husband and not her parents who educated her. So after a baby girl is born, they know that they have an income, and they desire that she marries a rich man, instead of going to school which they feel as a wastage of time.

The other informant added that “I can say the benefit in ward schools is the interaction with their fellow students. I would not say that ward school helped many graduates to succeed or proceed to higher education, no!” He went on to say that.

For the majority Tanzanians, it is difficult to attain quality education because of poverty. Parents have no ability to pay the cost of education in good schools. Probably, the government needs to rethink how to improve infrastructure in the ward schools where the majority of poor children attend so that to provide quality
education to the majority Tanzanian children. Otherwise, it is a preparation of a small fraction of Tanzanians to benefit from the country’s resources while leaving out the rest.

Contrary to the previous views, participant P#6 indicates a positive view on the ward schools, noting that “These schools are liberators for intellectual children from poor families. But it will take time to improve these schools,” at least poor children have a place they can attend school even if not perfect.

Many Tanzanians children go to these schools, because they are the only schools that many poor parents can afford. Remember in the past we lost many professionals, although they loved education, they had no chance, now we have a chance for each child to go to school. Although a student from a poor family spend a day in school without eating anything, but study hard and later reach their goals.

For example, I hosted some children who come from hard to live environment, they come to me- You realize that the child is yearning for education and may succeed, teachers sometimes host them and they succeed. There are several students whom I witnessed with my own eyes coming from very poor families, they studied and reached their dreams although not the highest one.

3: 2: 5 Children With Disabilities Face the Most Education Limitation

Participants indicated that although other people suffer from poverty and education limitation, children with disabilities feel it more than other children. P#1 shows that:

Often children with disabilities are not valued in families. Parents say that, even if we take this child to schools/he can’t help us. So they opt to leave them without education. You find that if two sibling passes the exam, a child without disabilities will get assistance for further education, not a child with disabilities. The education limitation for a child with a disability is twice that of other poor children. Parents may sell whatever in their disposal to ensure that children attend at least a ward school, but not for children with disabilities. A child with disability will be left aside without further education, even if the child is more capable than the other child. Parents’ point is that a child without a disability will help the one with disabilities in the future.

Participant P#7 on the other hand, hailed the government’s effort to improve education, but insists not reached all levels.
We have a big problem of helping children with disabilities in rural areas. Special schools for children with disabilities is something tough in villages. They have access only in city schools, but in rural areas they just include them as if the government has no ability to reach them in villages. Only non-governmental organizations are the one who reaches the villages and sensitize about education for children with disabilities. Yet, many children with disabilities cannot get an education, because parents don’t have the means to support their education.

The other participant P#3 insisted that: Although parents disvalue children with disabilities’ education, the government also does, she noted.

The government has no policy paying attention for children with disabilities, there is no enough teachers. In our school for example, children with disabilities comprises standard one to five, and we are only two teachers who can master teaching children with disabilities. Do you think two teachers can teach standard one to five? That is an impossible thing! So we tend to focus on standard three, four and five while leaving the standard one and two aside playing.

If the government cares that children with disabilities have the right to education. First would be enough teachers in schools. For example, in our municipality, we have made several noises demanding teachers for children with disabilities, but sometimes they tell us that no money, or wait for the fund allocation. Yet, teachers in ordinary schools would like to teach children with disabilities, but no one from the district to encourage them to follow their will. They tell them wait first until we have new teachers. This gives us the impression that the government is not ready to support education for children with disabilities. We have two teachers for children with hearing problem and one teacher for children with intellectual disabilities with one assistant.

Building on similar argument, participant P#7 added that although the community disvalue education for children with disabilities,

The government on the other hand does not emphasize on the education of people with disabilities. We don’t prepare experts to teach these children, in public universities. No university has a space for people with disabilities except SEKUco a private Christian university. This tells me that the government does not see the value of investing in people with debilities.

Taking care of children with disabilities requires a compassionate spirit that value them as human being worth of respect regardless of their disabilities. P# 1 went on narrating:
Children with disabilities, encounter discrimination at home, viewed as incapable of anything. They lock them in without hope of contributing to the family. If a child with disability is a girl, no hope that she will marry and bring money or dowry at home. If parents had power for death arrangements, children with disabilities would be voted to die first before the rest in the family. Living with children with disabilities requires a strong heart [...] No one wants to take care of a child with disabilities [...]. Even when we teach them, our fellow teachers ask us, why do you like to work with children with disabilities? Do you receive an extra allowance for teaching them? They tell us: “I cannot afford to deal with them. Staying with them, I will be spitting all time, and I would not be able to eat.” I consider these children as the poorest of the poor compared to children coming from rural areas.

Children with intellectual disability can read and write. [...] although out of 20 you can find 3 with the ability to read. Intellectual disability does not imply the lack of understanding. They have a deep sense of love for each other. You can see them holding hands supporting each other while walking or sometimes carrying others if necessary. They don’t know whether they have an intellectual disability. They feel okay and complain when people tell them they have an intellectual disability. Each year, several of them join ordinary classes with other students, after preparation. They do well in their studies, for example, in the past national exam; the 6th student among the best students in our school was a child with disability.

Participants P#3 shared the hurdles of children with disabilities where without support, it means the education doors are closed completely for them.

In our school some of them passed the exam, but poverty locked them home because they could not afford the cost of secondary school. Thank God one of the Sister secured funding for them, they came back to school. We have two boys in secondary school, and one is living with his grandmother. If [name reserved] did not seek money, that boy would be home sitting without going to school. The other one is having parents, but they are poor. They said they could not afford the cost of education, because he has completed standard seven let him come back home sit. We felt so bad for him that he completed and passed the exam and go back home to sit idle doing nothing. Why should he go home and do nothing. Again [name reserved] sought help from good people who are now paying secondary education for the two children.

Participant P#6 expressed that many children still struggle for their education.

We have them in schools who cannot continue, until teachers contribute money to support their education. Some of them are orphans. No one to give them food, unless they seek casual work for their food and other expenses, we have children
in our school. For example, we had 12 children sponsored by TACAIDS, we don’t know what happened TACAIDS stopped sponsoring. They left these children on air without knowing how to acquire food, clothing, books, or pens- it means children of these kind teachers have been helping to buy school needs for them including those rejected by their parents. In the past meeting we asked government leaders, especially politicians, I took the names and give to our political representative so that she can offer support. But also we sensitize students to contribute foods, shirts, pants and so on to their fellow students in need. They have been living this way.

I once also taught in the ward school, in 2009, two students, a girl and a boy passed well their exam, one PCB and the other PCM, but poverty prevented their parents to take them to school. So all of them have already married no more dreams for education, we have lost them, we lost scientist.

When it comes to the need of food, poor children, remain hungry for a long time during school time. “[…] without food, do not expect children to succeed. In families they live below a dollar a day they cannot afford food for their children-This means they do not have food at home-which means their ability to listen in classes is so little” (P#6) explained.

On the other hand, P#1 insisted that:

Things are even worse for children with disabilities who like others come to school without eating anything in the morning. We give them plain porridge with nothing until 1:00PM when they get their lunch. If they eat something in the morning before class, it would help them listen and learn well. With empty stomachs, they cannot learn.

3: 2: 6 Participants Request to Government and Other Stakeholders in Education

Participant P#3 provided a constructive request to the government stating:

I would advise the government to […] to consider poor children, instead of having the same school fee system for all. Poor families have to pay school fees according to their ability. This would help each child to access education. Since there is no system for including the poor for quality education that is why, the poor in Tanzania continues to be poor and the rich richer. The rich in Tanzania acquire good education, helping them to excel to better employment and earn good income.
Participant P#5 on the other hand turned his request beyond the government, asking ordinary people with the ability to support education for children.

“There are many people who could help poor children seeking education. I would ask them to come forward to help. The government too, should help to provide a free education for children who cannot afford it.”

This enthusiastic and compassionate informant P#6 went challenge Tanzanians that:

I came to a point to ask my self-questions, although I did not put it clear in public about our outdated tendencies of contributing thousands and thousands of shillings for a wedding. We use a lot of money for one day celebration, instead of investing that money for our children’s education. We see children pass the national exam and have no ability to go to school. In reality, this child deserves a celebration for his/her achievement and we should make a contribution to assist this child go to school.

We invest a lot in wedding ceremony, and once the ceremony is over, even those we have celebrated have nothing even to start their new life.

I see this as a problem, because I am in a low income group, but those above me, tell me I know nothing and I don’t know what I am speaking about. Before I start teaching my class, I start talking with my students about the real life challenge that is moral issues. Then I start to teach what took me to class.

In fact, the P#6 example, reflects on Freire’s so called the inclination of the oppressed to copy and act on what the oppressor do as an ideal example of life even though they cannot afford it.
Table 1: 1: 3 Findings Themes

<table>
<thead>
<tr>
<th>The main Themes</th>
<th>Outcome</th>
<th>Affected Groups</th>
<th>Short Term Benefit</th>
<th>Long Term Effect</th>
</tr>
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</table>
| **Poverty**     | • Parents cheat to let children out of school.  
• Lack of school needs/resources
• Children go to school hungry
• Low learning ability/ Cognitive retardation
• Child casual labor involvement
• Migration of youth to cities in search of employment and improved life
• Child marriage
• Long distance from home to schools
• Late school attendance
• Dependent on others for education
• Limitation for Further education | • Parents in rural/urban
• Children
• Teachers
• Orphans
• Street children
• Children with disabilities
• Children from rural areas
• Children in Ward schools
• Nomadic children
• Secondary school children
• Teachers in rural school | • Children support farm work and house cores
• Serve parents’ limited resources
• Benefit from cheap labor of the poor children | • The ongoing circle of poverty
• No plan for the future
• Migration to cities
• Lack of education
• Child labor may lead to trafficking
• Education discontinuation
• Growing inequalities
• Cruel and oppression of children employed in homes |

| **Distance from school** | • Fail to attend school/ truancy
• Needs for escort to school
• Children eat only one night each meal everyday day, hunger, thirst | • The marginalized children from poor families
• Children with disabilities
• Nomadic children
• Rural students
• Parents who escort children | • Casual labor in homes
• Farming and house cores | • Increase of illiterate rate
• Prolonged poverty
• Delayed education for the poor or excluded completely
• Truancy |
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<tr>
<th><strong>High cost of education and contributions</strong></th>
<th><strong>Limited transition to high level of education</strong></th>
<th><strong>The marginalized groups</strong></th>
<th><strong>Parents gain income from child marriage</strong></th>
<th><strong>Prolonged poverty as a result of education exclusion</strong></th>
<th><strong>Social Inequalities</strong></th>
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<td>- Limited education access for the poor</td>
<td>- Delayed education for the poor</td>
<td>- Help for house cores</td>
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<td><strong>Unfriendly teaching and learning environment</strong></td>
<td><strong>Unequal education</strong></td>
<td><strong>The marginalized children</strong></td>
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<td><strong>Creating a large number of youths without proper education</strong></td>
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<td>- Not quality education is provided</td>
<td>- Teachers tend to escape from such schools</td>
<td>- Students in rural areas</td>
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<td>- Parent do not value of education</td>
<td>- Insufficiency teachers</td>
<td>- Children with disabilities</td>
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<td><strong>Unequal education</strong></td>
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<td>- exclude poor children who cannot afford education</td>
<td>- Poor parents un-able to afford education for their children</td>
<td>- Many children access education but not quality education.</td>
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<td><strong>Negative Perception of children with disabilities</strong></td>
<td><strong>Education exclusion</strong></td>
<td><strong>Children with disabilities</strong></td>
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<td><strong>rich become more richer and the poor more poorer</strong></td>
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<td>- Hidden in homes</td>
<td>- Discrimination/oppression</td>
<td>- Parents</td>
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<td><strong>A danger of national instability</strong></td>
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<td>- Disregarded in families</td>
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<td>- Teachers who teach them</td>
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<td>- Dependent on others for living</td>
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<td>Lack of distinctive policy for disabilities and follow-up</td>
<td>No sufficient teachers – The government is not well prepared to serve children with disabilities</td>
<td>Children with disabilities, Parents, Caretakers</td>
<td>Prolonged poverty, exclusion, stereotype in education</td>
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<td>No education consideration in rural areas for Children with disability</td>
<td>No higher education plan for children with disabilities</td>
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<tr>
<td>Teachers’ lack of motivation</td>
<td>Misappropriation of public fund for the disabilities</td>
<td>Teachers’ lack of motivation</td>
<td>Teachers’ lack of motivation</td>
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</table>
3: 2: 7 Discussion and Conclusion

From the contributors' experience, if poverty-stricken families had the power to opt or not to opt for an education for their children, they would prefer not educate them. Perhaps, poor families devalue education for the reason of joblessness of their children after graduation, which again as I have argued previously, it challenges the idea of educating learners for the need of labor market. The high cost of education, on the other hand, restricts children from attending school. In the same way, hunger in families, lack of uniform, distance from school, disabilities, poverty, lack of parents altogether play the role in the quality education limitation and disinterestedness for the marginalized children to education. Adding to that the lack of differences between the educated and the uneducated in the village, in the same way, contributes to the families’ devaluation of education.

Honestly, parents’ views of the deficit in education, reflects the previous assertion in this study, about the need of a holistic mode of education considering students as whole beings with body, minds and spirit, empower them with the knowledge capability to manage their lives even without formal profession accessible for them. In reality, families cannot demand quality education for their children, if the value and benefit of education remain unclear in the public arena. Again, it denotes the deficiency of positive transformation after acquiring education for the reason that graduates demonstrate no different from people without education in their villages, even if educated, they have similar lives with villagers without education. I would repeat the words of P#3 that because of the lack of inclusive quality education for the marginalized children, “that is why, the poor in Tanzania continues to be poor and the rich richer. The rich in Tanzania
acquire good education, helping them to excel to better employment and earn good income.”

Thus, parents and children cannot grasp themselves the value of education, and strive to acquire it, if the education offered in schools lacks quality. As I continue to write my mind recalled on the students, I witnessed on my way to Serengeti carrying loads of white bags on their heads in groups walking to school during class session. Despite the manifestation, loads and buckets of water, when I asked the reasons for buckets of water, they responded, “students need to bring water to school for their porridge.” I spontaneously, reacted without saying anything, and the woman I accompanied with noticed and responded: “whom do you think, should work for them; they need to fetch water for themselves.” Definitely, her responses sounded over again that children should embrace the realities in schools, simply as part of life.

When parents lack the motive of education, the negative views of education increase with the increase in poverty, leading to a high number of truancy. Even if education would be lawful for each child; so far, the massive exam failure, lack of differences between the illiterate and literate frustrate parents and students. If only a single school in rural Serengeti have 200 to 300 children out of school, as the informant noted previously as well as the demonstration on table 1: 2: 1 in chapter one and Figure 3: 1: 4 below that count as a watchful alarm for action and change towards improvement.

The widely unheard poor students live in remote villages and the country continue to struggle to provide them a quality education (Woods, 2008) and other social services. Contributor P#7 above indicated students walk above 15 kilometers every day, to and from school. Psychologically, the learning atmosphere itself, a intensifies children’s
inferiority and academic failure. Ultimately, the unimpressive school environment, including distance from and to school, leads to school high rate of dropout rate as shown on figure 3: 1: 3 and students and parents see no urgent value for education.

3: 1: 3 Children Drop Out of Primary School in Tanzania from 1997-2011

![Children Out of Primary School in Tanzania](chart.png)


When it comes to poverty experience during an educational journey, the children from formal working parents, did not experience, education limitation, their parents ensured an improved education for their children, contrary to poor families. “In my part, I had all school needs, my parents were workers, and thus, I work tirelessly, for my
children too. Certainly, I know the value of education, and I’m working to ensure that my children acquire the education they deserve, since I have employment.” One participant noted. Although she had a “pleasant experience” as (Van Manen, 2014) put it in her educational journey, she explained her “unpleasant experience” (Kindle Location 2479), regarding poor children’s education. The participants noted that: “[…] there are poor children. Often time, I encounter little children asking for paid household cleaning, instead of attending school, a child who should be in primary school, asking for a house work, skipping school […].” In addition she noted that although the law forbid child labor, still Children involve in employment

[…]. If someone found employing a school child will be sued. Yet, sometimes parents cheat, telling government officials that children in their homes are relatives, although in reality, they are house girls or boys. People recruit them from far away. For example, from Sukuma land to Mara, and no one would know that a child in a particular home is a house boy/girl, unless neighbors learn about the brutality and harsh treatment of that particular child, and the absenteeism from school, and reports to the ward officials. Neighbors question why this child is not attending school, why is she or he harsh treated? So from such circumstances, neighbors report to the ward officials and the government make follow-up. For example, recently, a girl supposed to be in standard seven, was forced to start the standard one. Poverty led her to work in a hotel instead of attending school, she came out of our city.

She continued to explain that children from such families, “lack direction or leadership, people neglect them,” adding that, “there are many children who struggle every day. When walking at the lakeside, you will come across many children struggling, in search of casual labor to support them buy food at home.” Although they say children attend school, “[… children] keep on struggling, they just attend school mainly to abide by the law.

When interviewing subjects, I could sense the passion, eagerness and frustration of each participant towards the need of improved education to include all children
specifically the majority poor who cannot afford it. “It is the education system that make
the poor poorer and the rich richer,” one participant stated.

Although the study was structured with questions to ask subjects, participants
expressed their encounter and experience freely without limitation. In Serengeti, for
instance, participants P#8 expressed concern that HIV infection continues to spread
stating: “Are you attentive that our district leads in HIV infections?” Without shying
away, p#8 identified the HIV victims, although holding that they would not prefer to be
identified, “but we can identify them,” one maintained and concluded, “They think that
we don’t know them but we can tell who they are.”

Participants’ claim above leads to the deliberation of (Bandara, Dehejia, Lavie-
Rouse (2014), who argued that the human and economic progress can be a reality, if
people access, improved food, health, and quality education, enabling them to participate
in the daily occurrences of their lives. On top of that an impressive surroundings in which
people live specifically in early ages contribute to human and economic development of
individuals.

3. 3. 0 Why the Problem Should be Everyone’s Issue

Education limitation for the marginalized is a concern of each person since it is a
matter of social justice, and right of each child. Our education must focus on identifying
and accepting the disregarded groups (the marginalized) and untie them from the future
bondage of poverty, hunger, illiterate, illness, alcoholism, depression, fanaticism, social
exclusion, all as we can list them. Social justice for the marginalized should be a concern
of everyone while seeking, according to (Tikly and Dachi, 2009) to hear the voices of the
poor in educational discussion and policy making. The marginalized are so often ignored and excluded from decision making.

Living in Poverty or exclusion from quality social services including education creates social injustice, violates human rights and deprive the individual the right to freedom. In addition, poverty creates “counterproductive” behaviors in societies (Rank, 2004, p. 6). I would argue that people who suffer from poverty and unfairness are prone to social volatility, including disease outbreak, crimes, and political instability. When they fall victims of social ills, it affects everyone and it becomes any issue of concern for everyone. The consequence of poverty, I would add that an education exclusion as Rank (2004) pointed out are very expensive to control. In my view, it may be easier and cheaper to control poverty and education exclusion than the cost to control the penalties of poverty and exclusion from education.

When it comes to the exclusion of children, Klasen (1999) insists they demand special attention, as any kind of exclusion, may lead them growing to similar exclusion situations as mature people. Excluded children may correspondingly, suffer from mental capabilities and in the future, affect their learning ability, fitness, lead them to poor housing, or nourishment. Although the exclusion outcome affects the children, however, it also disturbs the community. In most cases, social exclusion links with the other social issues inclined to intimidate the steadiness and development in the general public, and instead dispose them to criminality, fierceness, divisions, and other social disruptions (Klasen, 1999), see figure 3: 2: 1.

Any practice that excludes children from social services access as (Klasen, 1999) shows imperils the health of the country in the future. Essentially, exclusion for children
today forces the country to incur the cost as their burden coerce them to live as dependent instead of independent. The effect, therefore, spread from one generation to the next (Klasen, 1999).
Figure 3: Poverty Causes and Consequences
Chapter Four: Design for Action

This section serves as a tool for field actors, who pay attention to practice improvement. No matter where one lives or works; whether in academia, health, business, home, media, advocacy work, or church related services. A design of action guides an organization or a person in the implementation of certain goals and objectives in a specified amount of time and in a given resource (Community Tool Box website).

Actors in problem solving, create the plan of action after studying the problem, understand the source of the problem, and collaborate with others to create transformation with the purpose of improvement. Langley et al. (2009), put it differently, that people or institutions necessity for the endlessly yearn of reexamining their plan and embrace the applicable approach for improvement. Accordingly, Institutions or people, hostile to change often, they stay blind to problems, and they realize problems too late. Their blindness to change or hesitation to embrace change leads to the renunciation of change even when change remains urgent.

4: 1: 0 The PDSA Cycle model for Improvement

Comparable to the Community Tool Box website, Langley et al. (2009), maintain that the plan of improvement requires a repetitive implementation until the realization of improvement, and taken to the subsequent stage. Repeating the improvement process provides actors of improvement with the additional opportunity for learning the problem and additional plan of action, and thus leads to enhanced techniques of addressing it.

Yet again, Langley et al. (2009), in the PDSA (Plan, Do, Study, Act) model for improvement enriches players of improvement in the execution of their plan of action;
refer to figure 4: 1: 1. With the Improvement Model, in fact are three questions saving as
the foundation for the plan for action towards the problem improvement.

**Figure 4: 1: 1 The Langley PDSA Cycle model for Improvement**

1) What are we trying to accomplish?
2) How will we know that the change is improving?
3) What changes can we make that will result to
   improvement? (Langley et al. 2009)

**What are we trying to accomplish?** Here we strive for the concession of
what to accomplish through the discussion of implementable ideas for change. People
with the opportunity for discussion provide their views starting with the explanation of
improvements (Langley et al. 2009, Kindle location 1856)

**How will we know that the change is improving?** Information together with
surveillance builds on the realization of whether effective change toward improvement is
taking place. Vigilance or observance remains one of the improved techniques of learning
the problem, similar how to improve it, although dullness emerges, when relying on
observation alone. Often we become biased, intending to observe only what expected or the outcome expected in mind, while ignoring actions or ideas of people around us, choosing instead to pay attention, or listen to outsiders. In such situation, we can definitely turn beyond our observation into data that can particularly be measured (Langley et al., 2009) leading to the illustration of the required changes for improvement.

**What changes can we make leading to improvement?** It is always easy to reflect how to carry on improvement, nevertheless, implementing change is not, as easy task as we could imagine. The best way to approach changes for improvement is to realize that “improvement” call for a change to happen, although regrettable, not all implemented changes transform the problem. At one point, accepting the fundamental rules for “improvement,” primarily, starting with defining the intended improvement based on the surveillance remains crucial. Undoubtedly, people need distinct observable outcome from the previous attempted improvement, for instance, effective services, less expensive, quicker, quality services, and security, all depend on what's delivered though the plan. These changes can be observed easily, however reserving record through data collection leading to identifying additional problems during the process, would be laudable. Data collection furthermore, provides the measure of errors that could be addressed during the implementation process. The ultimate output of change can be perceptible with a positive long-lasting impact. Improvement in general, relies on; first, understand why we need improvement, which is focusing on the aim or purpose. Second, attract feedback from others, learn from them, in addition listen to hear whether improvement happened (Langley et al. 2009) or not.
The PDSA model outlines effective techniques for experimental and the path to knowledge attainment when attempting to implement the plan of action. The circle starts with:

“Plan” Under the “Plan” section is where the leader formulates or design proposals/agendas for change submitting to the team, which already have an idea of the problem and assigns the roles of participants during the gathering. According to Bryk, Gomez & Grunow (2010), the “plan” section on the PDSA circle provides the direct response to question one accompanied on the circle figure 4: 1: 1 above. What are we trying to accomplish? It is at this stage where ‘the network of improved community” learn the tools of improvements, they articulate the knowledge of the problem. Accordingly, they share the planning process, debate the road map, and the driver diagram for improvement of the problem from the beginning.

The “Do,” section on the other hand, provides the clarification of what to fix, or it explains what to implement, and how to carry it out into action. In general, it represents how to execute actions in an improved manner (Langley et al. 2009). This is an implementation stage where the implementer collects data for future evaluation plan. On the same level, but using a different path, Bryk, Gomez & Grunow (2010, pp. 26-26), broaden this concept that; ‘do’ tries to provide the facts of the definite attempted practice of improvement “hypothesis,” and that undergird them. They argue that “do” serves as a tool, responding to the third question in my case, of the PDSA Cycle model: What changes can we make that will result to change figure 4: 1: 1).

During the “Study” stage, according Bryk, Gomez & Grunow (2010) is where actors address the question of “How will we know that the change is improvement?”
Referring to a conventional knowledge, people desire to notice an effective and improved work outcome (p. 27). In Tanzania, that notion remains an incontestable fact, where people at various levels demand accountability, effectiveness, and an improved outcome of an implemented project in the community or even improved life for the poor.

Despite the observed outcome, similar to Bryk, Gomez & Grunow (2010) people demand data in the form of reports and wise implementer include graphic illustrations to inform the improvement outcome. During this time according to Langley et al. (2009), implementer while learning more what they have succeeded or failed during the implementation and why, and search for an improved approach through collaboration with other players to for improvement. I would comment that in Tanzania, the problem arises on records of improvement. Although, people perform wonders at work, they hardly, retain reports or records of their work for evidence, and demanding documents for accountability, sometimes is viewed as distrust. Actors in improvement activities or projects need to act diligently to break through the distrust views, toward obtaining the required documentation for accountability.

“Act,” which seems to rest at the end of the circle, in facts, starts a new circle, guiding actors to compare the previous improvement performance with the current one, detect if the improvement occurred during the process (Langley et al. 2009), and aim at further action. This section again encourages learning within the network of improved community as the key factor “to achieving efficacy and reliably at scale” (Bryk, Gomez & Grunow, 2010).
**4: 1: 1 Important requirement of the Plan for Action**

When preparing the plan of action, a clear vision showing how to carry on the plan of action (what action) toward the intended goals continues to be vital. In reality, the plan of action creates a trust for the institution and the individual implementing the plan; it provides a systematic information, possibility, effectiveness, and accountability for the plan. As stated above, once the vision, mission, goals and plans that require the ongoing review in parallel with the available plan of action is prepared, then the plan for action goes into action (Community Tool Box). This is to say, it abides with the intended vision.

The plan for action should be collaborative including people affected by the problem, flexible to the environment, well-organized, and mindful of potential conflict that may arise. In addition, the plan of action should be capable of documenting incidences at work, converse effectively the plan, and support and inspire colleagues. According to Langley et al. (2009) collaboration with people in the plan, fosters change and leads to system improvement, as a result of shared information based on the notion of collaboration, with different groups who share a similar vision. These people, according to the Community Tool Box website may include prominent people; people affected by the problem, local organizations, media, business community, religious groups, schools, youth, and health organizations.

**4: 1: 2 Experience with the Marginalized**

A few years ago, I lived with a primary school age girl named Maria. Prior to moving to our convent, Maria lived with her single mother, who struggled to provide her with whatever she needed to make a living, and for her primary school education in Tarime. Tarime is one of the districts in Mara region with the high rate of girls’
circumcision. Even though not all families would like to participate in the ritual, however, they fall victims of cultural pressure, which coerces them to accept it whether they like or not. During one of the circumcision seasons, relatives decided that, it was time for Maria’s circumcision initiation, without the approval of her mother or even Marias’s own consensus. Maria’s mom, who had never gone to school, but attended several human right sensation talks against the ritual, notified the police of the arrangement involving her daughter. The police officers rescued Maria while lining up toward the circumcision event, after receiving an alert from her mom.

A challenge on the other hand, was how Maria’s mom could navigate from family hostility against her choice to exclude Maria from the notoriety ritual in the area, taking to account that it would be contrary to the tribal tradition. While in dilemma, of how, and where to hide her daughter after freeing her, she coincidently, met my Superior General at the small city of Tarime. The woman hastily, explained her vulnerability circumstances, and that of her daughter after the escape from the ritual. She was in fact in the hunt for a sanctuary where she could hide her daughter, at the same time withstands confrontation from her relative for the violation of the cultural norm by not letting her daughter to the ritual.

After a long conversation, my Superior accepted her request and traveled with the mom and daughter almost 80 kilometers to the convent where I lived, and about five minutes’ walk apart from the general office where my Superior General lived. She explained the problem, and asked me if Maria could live with us, and at the same time assists her to school admittance at the nearby primary school. To make the story short, the girl stayed with us, and her mom left to go back to her home village.
After speaking a long talk with the girl, we realized that for certain reasons, she interrupted her primary school quite a few times. Although she reached a standard five level, she could not read or write. She, ultimately, agreed to repeat standard three hoping to improve her reading and writing ability. Yet, with additional tutoring to help her, she could not improve. She lacked the basic quality of learning from her kindergarten, and in the first grade, which affected severely her successive levels of learning.

4: 1: 3 The Group of Interest for Action Taking

Maria’s incident, according to Marshall (2010) depicts my interest towards making improvements to problems facing the marginalized children. Taking to account the incidence of Maria, children in the rural villages endure similar or different problems, specifically cultural oppression, limitation, exclusion from education, or often ignored in the public sphere. During the interview, participants indicated that:

- Children with disabilities stand to be the poorest of all the marginalized groups, for the fact that they are not accepted even in families. During vacation, parents prefer them to stay in school instead of taking home vacation. Unfortunately, parents count children with disabilities as a burden, and school can lessen such burden from parents. Too often, parents feel released when children with disabilities stay in school instead of taking home, vacation P#1

- It must be said that, their deprivation exceeds imagination, although deprived their basic needs, treated unfairly, denied their human right, disability also contribute to their poverty state of affairs, and increase their burden on families for the notion that they are physically incapable of doing anything at home from the beginning of their lives. When at school, as participant P#3 shared previously, they don’t get an education due to the insufficient teachers. Since the school has only two teachers, they teach only standard three, four and five, this again, provides a clear impression that children with disabilities don’t have a foundation for standard one. They are a hundred percent more likely to
repeat their standard three levels as they lack the basics of standard one and two foundations, without even asserting kindergarten.

Strangely, on the other hand, parents home-bound children with disabilities, and their circumstance in fact, calls for awareness campaign focusing beyond the limitation of quality education accessibility to the repercussions, and oppression, which without doubt, denies them social justice, and their human rights leading them into a loop of poverty confinement, and negative consequences for them (figure 3: 2 : 1). The initial initiative will be through social media where diverse groups will engage and share collaborative ideas and resources for transforming and improving the public views toward children/people with disabilities. This work can only succeed and bear fruit through the support and collaboration with my religious community, together with my home diocese, whom together, play a major role of uplifting the less valued groups in Mara region.

4: 1: 4 Social Marketing Approach

Drawing inspiration from Kotler and Lee (2009), I desire the social marketing tool for notifying the public of concerns affecting the marginalized and children with disabilities. In reality, the public need awareness of marginalized children’s limitation and collaborate to improve their situation. Recalling back to Maria’s incidence, Maria’s mother successfully rescued her daughter from the ritual after attending the circumcision sensation which opened and transformed her minds. Similar to Kotler and Lee (2009), I believe in the influence of social marketing as one means to sensitize, inform the public, and bring social transformation. Kotler and Lee (2009) argued compellingly, that marketing can improve world for each person to live, and not for “investors or foundation executives” (Kindle Location 1451).
In the same way, reflecting back to the study finding, participant P#7 provides an example of how people with disabilities, can manage to diverge from physical limitation through exposure to the public;

[….] for example, in Musoma, a young man with a disability, and regardless his physical disability, he had an opportunity to incomparably play a piano (tembeza kinanda hakuna mfano) and bring joy. How can you disvalue such a person incapable, with his valuable contribution to the society? The other example is E., among them at N., Parish. Through his piano talent in the parish earned him a scholarship to pursue secondary education. The example, provides the only one person among others with disabilities who have no opportunity to cultivate their talents, undoubtedly E., succeeded for the reason that he channeled through the church, and no one would know him, if he could not show his piano talents in the church.

This is to say that social marketing can usefully, inform the public on the presence, the needs of people with disabilities, and in the long run challenge the common social injustice and oppression against them. Thus, social marketing can be one of the tools for transformation, which according to Kotler, Philip, and Lee (2009) support in generating “awareness for behavior change” leading to accepting and protecting the human dignity of people with disability. Eventually at the end, draw the audience’s perception that the benefit” of improvement exceeds the cost of adopting it (Kotler and Lee, 2009, Kindle location 1175).

4: 2: 0 Why Children with Disabilities’ Attention for Improvement

The overwhelming accounted experience of respondents’ concerns toward children with disabilities compels special attention to this group as an initial plan of action. Through the field study, I realized that awareness creation and education of children with disabilities would support to untie them from social injustice and limitation. The effort to
support children’s education cannot succeed if they continue to encounter hostile
environment and limitation, including limited teachers.

My religious community together with my home diocese Musoma, already host
more than a hundred of the children with disabilities who remain denied opportunities,
excluded from social services, and hidden in homes, simply, because of disabilities.
These children continue to encounter several obstacles refer to P#3 above. Despite the
fact of limited resources, parents cannot reason why to educate such children incapable of
assisting them in the future during their advanced age. Once again, poverty compels
parents’ decision based on the opportunity cost, resolving to educate the capable children,
who in turn, would assist them during their advanced age, while excluding children with
disabilities from the right to education. While the number of these children grew, it
forced the sisters to consider the alternative place at Musoma Convent with the support of
the late Bishop Justin Samba, the former Bishop of Musoma Diocese to accommodate
them. The space, according to Sister Margaret, who is responsible for the children,
intended to eliminate the negative public “impression, and attitudes” against children
with disabilities. Apparently, expose them to the “world similar to other children and
ensure that they have access to special needs, formal or vocational education,” as a tool
for their freedom and capability.

The need for improvement increased, as the number of children increased from the
previous, again forcing the needed of additional bigger space to accommodate them. In
2005, the Bishop realized this need, and allocated one of the diocesan houses on the
shores of Lake Victoria to the Sisters with the accompanied land, and children moved to
the area. Although, the center still needs extensive restoration and expansion, it continues
to be a treasured space for more than a hundred children living at the center and access
the neighboring schools compared to only 10 children in 2006. As one of the community
affiliate, in my home diocese, after the awareness from the field study finding, I feel the
obligation to collaborate with my fellow sisters who work tirelessly with the marginalized
children to improve the quality of living and provide access to quality education
regardless of physical circumstances of the children.

4: 2: 1 The Need for Improvement

In April, when I traveled to my home country, I had a chance to visit the center and
talk to the Sisters. I arrived at the center, early afternoon, the sisters were still at work,
and only children with hearing impairment already came from school. Definitely, when
they saw me approaching, they run happily to embrace and welcome me. It was not long,
before the sisters came back from school, and walked me around the compound. While at
the center, I noticed several spots that require immediate attention for improvement,
including: planting trees at the compound for protecting the land which may be
appropriated or occupied if the center will not develop it in due time and locate the
boundaries. I noticed also the need for a reasonable kitchen, and the dining hall based on
the current number of children at the center 4: 1: 2.
The playground was another need, with at least practical equipment for children to play and exercise. See picture 4:1: 2 below the current space for playing.

Picture 4: 1: 2 The Need for a Complete Play Ground with Equipment

When we reached at the garden area, as a matter of fact, it was amazing, to watch children, who although disabled, worked tirelessly using hand tools of the old days to
produce vegetables, proving against the prevalent negative impression that they are incapable, (picture 4:1: 3) of working. I sensed the need not only to improve gardening, but to transform it as one of the learning classes for their future support and sustainability.

**Picture 4:1: 3 The Need for Improved Gardening**

![Picture 4:1: 3 The Need for Improved Gardening](image)

Picture by: Sr. Margaret John, 2014 used with permission

Although the center has done a creditable work, they still need variety supplies ranging from the inside of the house to the outer environment. Still, what I can comment all that remain my own observation requiring a collaborative strategy for action. Despite the fact, Langley, (2009) emphasizes that initiative for change beginning with a small change which may lead to a fruitful improvement of the problem. In my view, people assume that when thinking of change, it signifies enormous address of each prevailing problem. At the end, agents of change overwhelm while losing control and resources, leaving the situation even worse than previously. The idea of change requires sharing
with it with interested people as noted earlier, including the marginalized whom with enthusiastic we seek to improve their current state of life.

4: 2: 2 The Attempted Action for Improvement

Using Langley et al. (2009) & Bryk (2010) Improvement model for the design of action, I continue to ask the unchanged question. “What am I trying to accomplish? This question can be complicated, specifically when you are not in the institutional system or the site of work eagerly to contribute change for transformation. However, I embrace chances and opportunities to influence change when possible.

Referring to Langley, (2009) improvement, is an act of the day to day practice starting even where we live doing small things. It modifies how we perform our daily duties, leaving behind us lifelong impact. For example, instead of locking the door with a marked announcement comparable to “use the other door this is one broken.” The best method is trying to fix it now with less cost instead waiting later when again there is another need for fixing. Langley maintains that the three questions on the PDSA model guide us to the point of improvement.

In 2013, Sister Margaret, shared, her struggle in improving the life of children with disability under her care, with limited resources. Well, putting her story short, she regretted for postponing the idea of sustainable project consideration advice I provided in the past. While scratching her head with ideas, she thought of a poultry project for supplying children at the center with chicken meat, eggs, and earns a little revenue to support the center. I certainly encouraged her that she could still implement the project without specifying how. The how question hangs about in my mind, pondering how, I could share the problem with her.
Unquestionably, her email evoked my curiosity of what Langley et al., (2009) once noted that one of the successful approaches towards improvement is sharing the problems with others. Sister Margaret in fact, was wise to share her problem, no matter what; at least she released her tension. The dilemma again ringed, to whom I could share. Once again, how I could articulate the problem. I had tried to put myself in her shoes, imagining how difficult it would be to handle 140 children without sufficient resources. When dealing directly with the needs of people and above altogether with disabilities, the approach would be different from implementing an ordinary project.

Strangely, as lucky as it would be, I had a trip to Buffalo, again unknowingly in coincidence; I came across to one of my schoolmates, excited asking me how far I had taken my dissertation work. Without a clue what would be the conclusion, with a limited time, I rushed to explain the design for learning, (which was the potion I was pondering during that time before our work changed the layout last year), and how I could make an impact in the community through sharing with others the problems I have passionate about improving. Thus, I shared the story of Sister Margaret, and my plan to collaborate with her to lessen her worries through shared inputs, even if only ideas. In fact, the agenda troubled my mind by the time, knowing the struggle of my fellow sister in Christ.

Thus, I jumped to explain the design of action as the valuable aspect of our dissertation, insisting not just to write, but how to share/inform others the problem of practice and collaborate with others for improvement. In fact before I finished explaining, my schoolmate recoiled back to Sister Margaret’s topic interested to collaborate with her. Hence, through sharing the problem while on the mission that took me to Buffalo, we
supplied the center with a hundred and fifty chicks to start with (Picture 4:1: 4 below) sharing the improvement process of the center.

**Picture 4:1: 4 Chicken project for children with disabilities**

Change/transformation as Langley et al. (2009) hinted with the goal of an improved outcome always have challenges. One of the challenges is how to convince “colleagues” to accept the suggested changes without evidence of the outcome. Langley et al. (2009) suggest that the solution is to share the information of the progress once available (Kindle location 5210-5211). The claim remains reasonable as a conventional wisdom suggests that people accept changes and support it, if they identify the benefit through shared information, and that the output lead to life improvement—thus, they automatically trust the agent of change.

Sister Margaret has been sharing pictures of activities taking place at the center, and the progress of the children with her colleagues, and interested stakeholders. In May,
2015, she sent me one of her annual letters lauding people who have shared with them in the mission of serving children with disabilities.

[...]. The concern of the impaired children who are raised at the St. Justin center has always been in our mission and vision. We are very grateful to God that over the years since the establishment of this center in 2006 we were privileged to have friends like you who could always share in our mission and vision. We are glad that we have been able to run our center from the generosity and sacrifice from many of our friends including you. (Sr. Margaret John, 2015)

Undoubtedly, serving children with disabilities with a limited resources remains not easy, and Sister Margaret continued that:

Throughout the years, ours have been a struggle to ensure a center holds a capacity to continue helping these children. We are managing a small horticulture farm, a small poultry farm, and a few cattle and goats. These have been some of the initiatives in trying to make our center self-reliant. It is our expectation that if these initiatives are well structured to a more extended scale [,] they will be of a significant importance to our mission and vision. (Sr. Margaret John, 2015)

Her words clearly, notifies how she and her colleagues at the center strive in different ways to change. When I read her letter, I realized that what I thought as an urgent need for the center when I visited the center, is in fact different from that of Sister Margaret who works and lives at the center. This again reminds the idea of collaboration with people who live and experience the problem for improvement. Her current needs seek to improve the current projects for continuing sustainability. This makes sense that once the projects have improved, they will address other needs for enhancing change and improvement

4: 3: 0 Collaboration with Others for Change

Education remains the engine and the foundation of almost each aspect of development (URT, 1995), without which human success and advancement may perhaps suffer from uncertainties. Success and advancement occur when individuals collaborate
with others, utilize their knowledge, and wealth for development. Collaboration brings to
the table different groups of people with similar goals who willingly commit their time
and resources to ensure such goals fulfilled in a timely fashion. Effective collaboration,
demands joint respect and trust for achieving the lasting goals. In Tanzania, for instance,
the seed of collaboration started to grow during the inception of the Arusha Declaration,
which conceptualized education for self-sufficient (Nyerere, 1967 & Wedgwood, 2005)
encouraging people to work as a team for their development. Thus, the government
promoted the undeniable idea of collaboration for improving the lives of people in
villages, empower them to manage their lives, foster community inclusion in

In general, community involvement through multidisciplinary levels is a sprouting
concept in the health care for improving health care services. Practitioners value
community inclusion, which is the right for “any democratic society” taking to account
people are the one who suffer from problems, and so enforcing the need for collaboration
in problem solving, since no one can solve such problems alone. Collaboration in in
problem solving enhances effectiveness at work. Often the Idea of collaboration fails to
recruit and retain participant for the fact that: [...] participation in community-level
problem solving have been too short term or thinly resourced to reach a level at which
their impacts can be fairly evaluated.” In addition, the assessment of collaborative
imitative tends to focus on the end result instead of the impact “of the collaborative

Given to that notion of collaboration in the health care, a similar technique in
education is vital for improvement for the reason that, we cannot isolate education
from the community in which it belongs. Communities need to be part and active participants in education policy making and problem solving.

In realizing the value of teamwork, the United Nations (UN) adopted the Agreement of the African Charter for Popular Participation in Development and Transformation in 1990. The charter took place in Arusha, Tanzania, insisting the value of collaboration. Above all, it fosters community involvement in project implementation, economic development, and appraisal. UNICEF (2012) shows teamwork as the best way for communities and government to work together to identify problems and solution solving. Nyerere brought the same idea when he declared “self-reliance” in 1967 (Ibhawoh & Dibua, 2003 p. 19). He warned the danger of avoiding collaboration, in favor of colonial individualistic model, which creates social unfairness, while supporting the powerful over the weak in economic activities, and teamwork was one of the themes in the Arusha Declaration.

In the individualistic economic model, according to Stiglitz (2003) only a few make policies behind doors while leaving out the majority of the world. They insist an education as a model for economic growth, and yet, they exclude the poor from participating in the political and economic arena (Persson & Tabellini, 1991). Scholars show restrictions “were common in the political history of the Western democracies.” Politics was only for the rich, and the poor were not free to be part of politics (Persson & Tabellini, 1991, p. 11). We thank God and scholars for the international communities awakening to examine how they failed poor nations and now they welcome collaboration.

They have realized the value of community centered and joint action as the best way for African development supporting community inclusion, and fair use of resources
for development (Ibhawoh & Dibua, 2003; Palmer, 1975). The UN adapted community participation Development and Transformation of 1990, insists the improved education through improved literacy, skill training, and human development for boosting community involvement. In the contrary, the education, continues to be a challenge in Tanzania, where only 36% children advance to a low level secondary school, where in other African countries like Seychelles admit 98%. “Ethiopia, South Africa, and Uganda” have the admission range of 51% and 95% (UNESCO, 2011). This means, 64% pupils who complete primary schools have no chance for secondary schools in Tanzania.

4: 3: 1 Established Network of Improved Communities

As luck, as would have it, St Justin center had already established a good network of improvement as Sister Margaret notified in her letter with: “Several local communities, such as church related groups, individuals and government officials [who] visit the children and support the center” where it is located. The community involvement has become the powerful support and protection of the center, for example, one of the center’s friends shared how it once happened that sailing thieves went from the lake trying to snip of produce from the garden. Heroically, fishermen from the community area fought and drove them away, sending them a signal that they would not be allowed to unjustly reap from the garden intended to serve poor children.

My work, as the member of similar community then, would be to add inputs to the already successful, established work at St Justin in leveraging collaborative ideas from the center and then collaborate to; first strengthen the network of improvement communities, and then awareness creation for the marginalized children. Langley et al.(2009), argue that improvement is not a matter of intellectual ability, but doing a
practice of what we want to improve. It is an endeavor of making things work in an improved manner. Improvement is not always an easy task. However, adopting new ideas for making improvement is important.

In concluding this section, I will definitely recruit people from where I will be working, to share and learn with them/me the work which I will be doing. Although, I have mentioned that social marketing will be the tool for creating awareness for the marginalized children As Rigby (2008) noted, I will be the organizer bringing in my leadership skills which I gained through work experience, and knowledge of Accounting and International Business, gained through studies and now Educational Leadership inviting “supporters who share with me beliefs and values” (P.83). Through learning and utilizing the evidence from the ground, I will convince them excitingly, why they should share my vision towards improving what I perceive as a problem.

It is always not easy to address piles of issues at once, but breaking them into a list in portions and addressing one a time will help improvement. Since my plan is initially to use a blog, each planned action will be linked on the blog for people who share the same mission to join in action taking. Blogging is one of the simplest ways of an organization or person can tell the story of the organization, or work. Blogs are easy to start and economical to operate. If one needs community commitment and discussion the blogging is the right place. Blogs provides information and events of the organization in suitable time. On the other hand the blog can also be used to publicize events, services offered or inventiveness, deliver the managerial dispatch, welcome discussion and questions Rigby (2008) and so on, all for the intention of improving practice.
4: 3: 2 Leadership Skills to Transform and Engage

Active and an effective leadership continues to be crucial in the improvement of any plan of any organization. An effective leader is the one capable of working with others to create and implement the organizational goals to the next level of improvement. Unquestionably, an effective leader, seeks to learn and understand the input of other members of the organization in achieving the shared vision and framework for improvement. S/he is interested in the effective use of information for learning and collaboration with stakeholders in seeking the source of problems, limitation, and through the evaluation procedures, detect progress and weakness (Pirtle & Doggett 2013).

An effective leader, sharing information/reports resulting from the effort of employee/colleagues, working together and create a strong relation and trust between the employer and employee. Even more important, when “transparency” is allowed for improvement and accountability, instead of punishing people who report problems, an identification of an improvement need will be easier. Thus, embracing transparency and creating an environment where people seek to solve problems instantly through shared information after coming into contact with them (Fullan, 2011).

The vision should always be to communicate the value and beliefs of the organization and help others in the institution to carry on the mission in an effective manner. A good leader tends to inspire colleagues to focus on the mission of the organization and ask continuous questions about what they intend to accomplish (Pirtle & Doggett 2013).

Building the organization unity and the use of information for decision making is one of the way around for a good leader to succeed in leadership. Practice that
encourages stereotype or separation must be eliminated and players in the organization be provided an opportunity to share or comment for the improvement (Pirtle & Doggett 2013). A good leader seeks happiness for the employee and encourage them to deliver the best expected services to customers. S/he creates a sense of respect to the employee and the people whom they work for. Of course, employee demand unbiased treatment at work, support for success, and symbiotic relation (Fullan, 2011). All that together with respect to employee, motivate them to increase their effort at work and retain their employment position.

Besides unity, a smooth communication in the organization also fosters success and improvement. Communication is a useful tool for informing stakeholders actions taking place in the organization (Pirtle & Doggett 2013). Several means of communications can be used, depending on the environment. Reports, letters, meetings, blogs, emails all can be used to convey communication in the institution.

Exploring further, a good leader is willing to assess and review the development of the organization or the project. Through assessment, leaders acquire diverse information and examining whether improvement is taking place. This happen through planned meeting, where the opportunity for sharing information and innovative ideas from others is available (Pirtle & Doggett 2013). Monitoring opportunity can locate the gap in the process and make the required adjustment for improvement (Fullan, 2011).

Leaders must support people entrusted under their leadership for example, with an ongoing job training, means for implementing their job, and the time to familiarize with their work. Above all, leaders need to be available during the improvement process Pirtle & Doggett (2013). This idea of leaders availability during the improvement process
directed me to recall the Fundamental of Business course, insisting leaders’ management by walking around (MBWA), that making themselves available and according to Pirtle & Doggett (2013) within the organization and in the community. An effective leader in fact extend relations beyond the institution boundaries to the community.
Chapter 5: Generative impact

Generative impact in my view, is in fact the positive improved outcome of an implemented change, which Van (2010) argues attracts “imagination, creativity, and courage” (p. 2). It functions as the convenient outcome emerging from addressing the identified problem or even the work we do in daily basis. The prime feature in the generative impact as VanQuickenborne (2010) noted, is the continuation of a practice that may eventually lead in supporting improvement. Generative impact cannot be detected unless, steps for measuring the realized impact is in place, in addition to the opportunity of learning while detecting whether improvement exists. The assessment at this level identifies the defect in the past, unravel the problem, and once again identify an opportunity for improvement.

5: 1: 1 Evidence for Feature Improvement

The power of documentation in my own experience. Through my own experience, working as treasurer, I realized that documentation serves as an authentication of the effectiveness at work, at the same time, accounting documentation serves for accounting activity improvement. During the first few weeks of work in the accounting office, apart from other documents I supposed to read for familiarizing myself with my new job; I first read the previous three months financial statements to have a picture of the financial activities. Upon reading, strangely, I realized that some of the accounts ran a deficit balance, creating questions, where the extra deficit fund came from, then again, how could I go through that as a new treasurer? Should I keep issuing unavailable fund? After reading the financial statement, I realized the institution ran a
common accounting pool, which means, departments running deficit accounts could still obtain funding after authorization from the general pool.

I figured out the problem, and I anticipated resistance for an attempt of notifying heads of departments that, I would not recommend their payments as a result of deficits in their accounts. Such decision, in fact, would lead me into trouble. Above all, bearing in mind that my inexperience in the first time in a new post, after all the first weeks at work. I had no evidence substantiating my claims, although the financial report indicated a deficit, but how the deficit was derived, I needed documents to prove it and seek a solution for it.

Since I was new in office, I seized the privilege, asking heads of departments before fund authorization, to allow me at least a few days for familiarizing with the system. Actually, as thankful it was, they permitted it, and my real intention, nevertheless, was not familiarization, but reviewing the past transaction of each account, while posting all entries at the same time filling all transacted papers for each account. I wanted to have the account transaction in my office, instead of relying on the department accounts, as everything was still manually done, taking to account that the accounting application software were not in use.

At the end of the exercise, I had all, supporting documents, besides that an account of each department, which in fact simplified the clarification. Subsequently, I succeeded, while culminating the once growing deficit. When a fraction of accounting holders complained after notifying them the state of their account balances, I issued explanation, while also substantiating all transactions and complaints ended.
In accounting, if one does not keep records of all transitions, may be hooked on problems, as often people overlook payment they receive claiming that they didn’t receive any. That happened once with our gas supplier, complained before my boss that I delayed the payment for fuel delivered, although in fact all the past dues were already payed. Accordingly, my boss reached me, while angry, holding the claimed invoices, reminding me that I should clear out our outstanding dues on time. I explained to assure him that we had no outstanding payments, but he could not believe, referring to the invoices, which was completely right for him. I, eventually, provided the payments and all evidence, and so the issue was over.

This similar incident occurred repetitively with contractors who, after receiving and expending funds without documenting they could not recall, and instead claimed, they didn’t receive funds. Some of them, without hesitation wrote offensive letters against me asking my boss to reinforce their due payments which didn’t even exist. The positive side of it was the supporting documents of each payment, which verified each claim to be wrong. If I didn’t keep or provide documentation as evidence for the complaints, I would be in trouble, or making invalid reimbursement, which would be even more worse than ever for me.

Working and keeping documentation as evidence of each transaction created trust respect, and eliminates complaints from people whom I worked with. It happens, then that when I asked my Superior General the possibility for me to acquire higher education, she responded to me that: “I understand, you have a degree, when I asked her where did I get it? She responded, “because I don’t hear people complaining about your work…” I bring these examples, for emphasizing the value of documentation and record
keeping for any kind of improvements we intend to accomplish. Keeping documents helps to evaluate our work, find new ways of improvement, and likewise creating trust.

5: 1: 2 Observable Evidence for Monitoring Improvement

When agents of change apply changes for improvement, they must find out, whether their work process expects a positive outcome or not. Langley et al. (2009) suggest that in order to track quality, measurement of quality of work remains a significant requirement. Evaluating work quality which enforces improvement can only be possible if the anticipated work is well planned and implemented. Thus matching performance among players in the organization will enhance an improved work activity. Langley et al. (2009) argues that the standard way of thinking about change, relies only on the implementation of changes that could deliver improvement. Through testing, interested parties can be informed of changes before implementing it exclusively in the organization.

Thus keeping records of improvement over time and reviewing the outlines of improvement will in the long run update stakeholders the improvement taking place Langley et al. (2009). For example, in my case, if I take the teacher's availability advocacy plan to the government officials, I will document all the encounters over time, and provide stakeholders with the required report outcome. For updating improvement actions taking place, others provide posts on social media such as twitter, Facebook, or blogs, which inform stakeholder what in fact is happening. If there is change or no change happened, it means, collaboratively, stakeholders will advise the next step required for addressing the issue until the projected outcome is realized.
5: 2: 0 How Things Will Change

In this study the initial expected generative impact, after the advocacy initiates, above all is the expectation of the availability of enough teachers for children with disabilities as one of the expected impact shown on the logic model under Figure 5: 1: 1. During the interview, this study discovered that only two teachers were available for children with disabilities responsible for teaching standard one to five. A common wisdom dictates that two teachers will not ever afford working with all five class levels, with almost 90 children, calling attention for additional teachers at the school.

During the similar interview, as explained previously, teachers expressed that they skip standard one and two classes leaving, leaving children outside playing, while focusing on teaching standard three, four, and five. As frustrating that information, once again, I called one of the teacher's at the school curious, asking how they manage educating standard three children without the basic foundation of the previous levels. As it goes on to be sad, the entire standard three class levels have to stay in the same class for another entire academic year, since they didn’t the basic foundation, as they could not read or write.

As a matter of fact, and as already stated previously, I would strongly suggest that it continues to be a social injustice for children who already suffer from the burden of poverty, disability, and again denying them an education they deserve as a result of insufficient teachers. In my view, this situation should not happen in a country, where the founding fathers fought for social justice and the right for all citizens. I intend to advocate for the teachers' availability for children with disabilities at the school, no matter where, I will be working. Changes on the other items proposed in this study will rest on the
priorities of the center as I mentioned previously in this paper. Changes can always be easily visible, once carried out, for example, improved gardening, the availability of a playground and so on based on the center’s priority, or teachers availability.
Figure 5: A Tentative Logic Plan for St. Justin Center

Overall Goal

Creating awareness for limitation to the right and quality education access for children with disabilities

- Time
- Resources
- Collaboration with Diocese of Masaka & IHSA, my religious community
- St. Agustin administration
- Community
- The local Government
- Local Member of Parliament

- Plan Initial project writ-up for awareness creating on poverty and education limitation for the marginalized specifically children with disabilities

Outputs

Activities

Participation

- Community / parents' awareness
  - Training through activity participation at the center
  - After school training children with disabilities
  - Follow up and advocacy to ensure enough teachers available

- St. Justin children / administration
  - Parents
  - Community
  - Teachers
  - Government

Outcomes - Impact

- Education ambition for children with disabilities parents and children

Short Term

- Through improved education
  - When needs for education are met
  - Access to quality education

Long Term

- Availability of enough teachers
  - Quality education access for the marginalized children
  - Attitude change towards disabilities
  - Availability of additional teachers for children with disability

Transformation of children at the center after graduation will automatically enforce the long term outcome for improvement
After reviewing the problem on the literature, conducting the primary research, documenting the outcome, the remaining work is what Martens, (2008) called that the global basis challenges with the demand of recognizing that “addressing issues of power, discrimination, and oppression can play a key role in redressing inequities.” That requires accompanying proof of studies exemplifying the possible social change specifically when people who conduct research collaborate with evaluators with the intention of bringing change (p. 3) leading to an environment where people:

- Value and respect the marginalized groups as equal individual being.
- Live social justice and human right for the well-being of all is observed.
- Understand that education is a social justice and right for each child
- Create a culture of respect towards others where the poor can earn a space in the institutional setting and become agents who can change their own situation from within the community.
- Concern about the poor children and families and seek to eliminate the situation
- View corruption as enemy of social justice, human right, and development

5. 2. 1 Policy Influence and Initial Action for Improvement

During the course of this work, I have argued compellingly that Tanzania is not a poor country. The problem lies how the people responsible in the public spheres protect resources to benefit the people entrusted under their leadership. This is to suggest that the increased capacity as (Baker, et al., 2014) insisted on the proper supervision of fund, which the country lose each year in terms of improper invoicing, tax avoidance, and capital flight, would improve the lives of poor people, and deliver quality education. The
study indicates that Tanzania may be losing an annual “average of $248 million from a trade-based evasion” (p. 31), equal to 25% of the GDP. Adding to that I will continue to insist on the proper management of national resources at all levels, including proper financial accountability, and direct such funds to education upgrading, for the purpose of uplifting the poor. I would unhesitatingly, argue that the cause of education shortfalls is poverty which lead to a limited resource in schools, and affect the entire aspects of teaching and learning at all levels.

As I write to complete this dissertation, our country again is blessed with fresh elected President and Policy officials. The highly competitive election this year signaled, that wearied people in Tanzania, desire social transformation; and education was one of the issues that people necessitated for urgent improvement during the election campaign. Thus, with incoming leaders, and people’s dynamic desire for change, it compels to believe that this perhaps is a proper season for leveraging the ideas of education improvement of children with disabilities in Musoma Mara who need improved education.

Obviously, this dissertation has pointed various problems facing poor children in Mara region. The goals of the study as a declared previously, in fact, was to seek the views of participants regarding the marginalized children and the challenge for quality education access. As a result of the views, chapter three of this work provided a detailed lived experience of participants, who insisted that although other marginalized children encounter education obstacles, the barriers for children with disabilities goes beyond imagination. Although children are in school, yet, they do not acquire the education designed for them.
Thus through study participants who narrated eloquently on behalf of children with disabilities, this work anticipates to convey the study results, and create awareness of the problem to policy officials in Musoma town, in Mara as the initial step in seeking support for improving the situation and as part of the plan for action. Recalling this study, unquestionably, several issues need improvement in the education system for accommodating the marginalized children with the quality education.

Again, based on a PDSA model in chapter four, this work will start with children with disabilities pursuing unravel the teachers’ gap for them. A conversion wisdom would suggest that the political timing for implementing study finding or policy leverage for improvement is significant (Mendizabal, Osborne, & Young, 2006). With the new elected officials, this is the proper time, to convey the problems of teachers’ limitation for children with disabilities in Musoma. The strategy is to contact the educational players in local government, including Honorable Vedasuts Mathayo the current Member of Parliament (MP), and share with them the reality. Above all, if possible prepare the environment for them to see the genuineness of the problem as an observable evidence, requiring immediate policy attention for improvement.

5. 2. 2 Players for Initial Policy Change for Improvement

The selected policy influencers in figure 5: 1: 2 have distinct roles in influencing quality education availability and improvement for children with disabilities while attending primary schools in different location in Musoma.
Diocese of Musoma and the IHSA are the institution of power, through which the center exists. Through the Diocesan Director of education and the IHSA Dean of education, they both have the ability to leverage local policy practice in the local government level that could lead to life and education improvement for children with disabilities. The point here, is a matter of convincing the local government that children with disabilities at St. Justin, are Tanzanian children who deserve social services, specifically education similar to any other Tanzanian children.

The new elected Member of parliament (MP) is the voice of his constituency at the government and at the policy making level. Children with disabilities, are children of voters who seek quality education and a better future. Thus, the MP, must support the quality free education for all children, including children with disabilities, which is one of
URT post-election agendas starting January 2016 the post 2015 Millennium Development goals. The MP can successfully communicate problems and offer support to the problems facing children when informed clearly.

**The Local Government** is the main destination for reference and social service delivery. Although the community contributes, yet the local government remains accountable to ensure quality social service program delivery in all levels.

**Core Actors at St. Justin.** On the other hand, apart from the services they offer to children with disabilities, they are responsible for insuring that children living at the center obtain a quality education in schools where they attend. Similarly, insure the proper communication conveyance and activism to policy influencers as indicated in figure 5: 1: 2 on behalf of children with disabilities.

**Donors.** Additionally, Core Actors at St. Justin seek donors who can support children’s needs as indicated in previously in chapter four, and for the day to day running of the center. This includes local, national and international donors.

**The Author of this work.** Responsible for initiating awareness creation first to Diocese of Musoma and the IHSA in regards, the study finding. Then collaborate with them to carry out this work step to the next level of action taking for improvement with the intention of influencing policy at the local government for the needs of teachers to accommodate children with disabilities.


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World Bank. (2012, December 12). Bold steps to Reduce Extreme Poverty in Tanzania. *The government is supporting Tanzania's poorest families in an effort to reach those left behind by the country's largely urban growth.* Bagamoyo, Tanzania

Hello, my name is Sr. Agnes Africanus. I am seeking to meet and share with you about the research study I will be conducting here in the village. I kindly ask you to participate in the interview seeking to know the views of participants regarding quality education access limitation for the marginalized children in Mara Region, Tanzania.

The interviews will be audio recorded for conserving the originality of the information, which will be transcribed for the purpose of this study only. The interview will roughly last for an hour. The first thirty minutes will be used for reading the consent form, signing it, and responding to any question, or concern you may have, and the other almost fifteen to thirty minutes will be for the interview. There is no known risk that could affect you as a result of participating in this study greater than those people encountered in everyday life routines. You will not be compensated in any way during the interview. Your data will be kept strictly confidential and only the researcher will have access to the recordings. You are free to withdraw your consent to participate at any time, any information shared by you will not be included in the study, and will be properly destroyed. I would like to know the convenient day and time for you so that we can schedule the meeting and talk more.
Habari, Jina langu ni Sr. Agnes Africanus. Ninaita kutafuta kukutana na wewe ili kuongea kuhusu utafiti nitakaoufanya hapa kijijini. Kwa wema nakuomba kushiriki katika utafiti wenye nia ya kutafiti mawazo na uzoefu walionao washiriki wa utafiti kuhusiana na changmaoto wazipatazo watoto wanaotoka familia maskini wanpotafuta kupata elimu bora mkoani Mara, Tanzania. Mahojiano yatarekodiwa kwa ajili ya kuhifadhi uhalisia wa mawazo ya washiriki bila kujabadilisha, na hatimaye kutafsiriwa na kuwekwa katika maandishi kwa lengo la utafiti huu na si vinginevyo.

Mahojiano yanatarajiwa kudumu kati ya saa moja. Nusu saa ya kwanza itakuwa kwa ajili ya kusoma ridhaa ya kushiriki utafiti, kuweka sahihi, an kujibu maswali kama utakuwa nayo, na dakika kumi na tano au nusu saa zitakuwa kwa ajili ya mahojiano.

Hakuna madhara yoyote dhahiri yajulikanayo utakazopata kutokana kushiriki kwako katika utafiti huu makubwa zaidi ya yale ambayo watu wanakumbana nayo katika shughuli za kila siku. Mshiriki wa utafiti hapati fidia ya aina yoyote wakati wa mahojiano. Una uhuru wa kujitoa katika mahojiano saa yoyote na habari zozote utakazokuwa umetoa zitafuta Ningependa kujua siku na muda muafaka kwako ambapo tunaweza kupanga kukutana ili kuongea zaidi.
Appendix C: Research Instruments

1. What is your experience about poverty?
   - Definition

2. In what ways did poverty affect your education process? Explain
   - What feeling do you have about this experience?

3. Tell me about some incidences where poverty limited access to quality education for marginalized children?
   - (For example, access of schools with good teachers, learning materials, class rooms or school building etc.)

4. According to your experience what groups of children have the most difficulties in accessing quality education of their choices?
   - Why?
   - What kind of barriers do they face? Can you provide specific examples?
Appendix D: Research Instruments in Kiswahili

1. Una uzoefu gani kuhusu umaskini?
   - Tafsiri umaskini kutokana na uzoefu wako

2. Ni kwa namna gani umaskini uliathiri mpango wako binafsi wa kuendelea na elimu? Eleza
   - Una mtazamo gani kuhusiana na uzoefu huo?

3. Nieleze matukio yoyote ambapo umakini ulizuia watoto kutoka familia maskini kupata elimu bora.
   - (Mfano kupata shule nzuri zenye waalimu bora, kukosa vifaa vya kujifunzia na kufundishia, madarasa au shule hafifu, kushidwa kulipa gharama za masomo)