
**THE URBAN EDUCATION AGENDA: A CALL FOR TARGETED ATTENTION ON
EDUCATION FOR THE URBAN POOR IN TANZANIA**

HAKI ELIMU TANZANIA

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Introduction

HakiElimu is collaborating with the African Population and Health Research Center (APHRC) in enhancing the provision of education for the urban poor. In the last seven years APHRC has implemented an urban education project aiming at promoting access to quality education among children living in urban poor households in Kenya, Uganda, and Tanzania. The project aims to achieve this by generation of evidence through primary data collection, analysis of secondary data and through population education projections. The project has also been keen on ensuring a sustained voice by bringing together voices of stakeholders - both state and non-state - working on Urban Education issues in Tanzania and the East African region.

From the engagements in the Urban Education Groups (UEGs), the team learnt that the a) Demand for education will continue to outgrow government-provided education, not only in the urban slums but also in the entire urban settings. Thus, current investments in the education sector have implications on the status of education now and in the future and b) Policymakers are willing and open to evidence-based discussions on how to best support the education of urban populations, particularly those that are poor. The willingness is in response to the window of opportunity at the global, regional and national levels to provide inclusive education as articulated in Sustainable Development Goal 4 and various local policies and legislation by governments. However, lack of data continues to challenge engagements with policy stakeholders on optimal decisions and investments in education, many countries in sub-Saharan Africa (SSA).

Education in the context of urbanization

Education is a basic human right and every child is entitled to this right. Because of this, several global and regional policy frameworks such as SDG 4, and the Continental Educational Strategy for Africa (CESA) 2016-2025 compel governments to provide equitable and inclusive quality education to all children. In many Sub Saharan Africa (SSA) countries, the Constitutions guarantee the right to quality education for every child. In response to this, a number of SSA countries initiated universal primary education (UPE) policies aimed at increasing access to education for all children. Tanzania, over the last five years with nearly 2.3 million additional learners in schools, rising from 8.64 million in 2016 to 10.9 million in 2020. Gross Enrolment Ratio in primary education changed from 96.90 (2016/17) to 109.7% (2020/21) which is an impressive improvement of 11 percent over the period (MoEST, 2022). While in 1997, Uganda, initiated the UPE policy, following the international

development targets of providing education to all and the elimination of gender disparities (Kasirye, 2009). In Kenya, the policy initiated in 2003 within its first year of implementation, brought back to public schools close to one million children (MoEST, 2005). More recently, countries have expanded the scope of UPE to provide basic education which includes secondary education – Kenya in 2008 and Tanzania in 2015. In Tanzania, in terms of transition from primary to secondary school, pupils completing STD VII qualify for transition to either government or non-government secondary schools. MoEST (2022) reports that between the years 2020 and 2021, the number of pupils joining secondary school (Form I) increased from 77.5% to 92% respectively.

In SSA, the UPE policies have been implemented in the context of a rapidly growing population, with an unprecedented increase of urban population driven by migration and natural growth. For instance, according to the recent UN population projection, by 2050, Nigeria's population is estimated to be over 400 million and will not only drive Africa's population growth but also globally (UNDESA, 2019). While Uganda population, according to the World Bank data, grew by 3.3%¹ in 2015, one of the highest in the East African region, its urban population grew by 5.4% during the same year (World Bank, 2016). Kampala population by the end of 2015 was about 1.6 million, with almost 40% classified as urban poor. Moreover, one in every four (25%) people living in urban centers in Uganda is aged between 5 and 14 years, while 48% is aged below 18 years (UBOS, 2016). In Tanzania the percentage of urbanisation has increased six-fold since the 1960s, rising from 5% to 33% in 2017 and projected to rise to 38.9% in 2025 (NBS, 2018). According to the World Bank (2018) by 2030 Dar es Salaam's population is expected to be over 10 million. While informal settlements in Tanzania accommodate about 75% of the urban population (Magina, Kyessi & Kombe, 2020). Tanzania mainland has high rural-urban migration whereby young people migrate to towns resulting in schools in rural areas becoming under populated while those in towns become overcrowded. MoEST (2022) reports that between 2021 and 2026, large population will be experienced in Dar es Salaam, Mwanza, Kagera, Tabora, Kigoma, Mbeya, Arusha, Dodoma, and Morogoro Regions

The rapid population growth and urbanization pose new challenges to the provision of education if proper investments are not put in place to match the growing demand. Rapid growth in urban population is linked to the expansion of urban informal settlements with a majority of urban population living in such settlements and with evidence showing that they are excluded from the provision of basic social service. The UN-Habitat estimated that in 2018, on average 47% up from 37.4% in 2021 of the SSA population was living in urban spaces, 56% of which lived in urban poor

¹ https://www.google.com/publicdata/explore?ds=d5bncppjof8f9_&met_y=sp_pop_grow&idim=country:UGA:KEN:ETH&hl=en&dl=en

settlements (slums) (UN-Habitat, 2016; UN-Habitat, 2018). The region's urban population growth is expected to be sustained beyond the year 2050. According to the Household Budget Survey 2017/18 findings, 19.0% of the poor population (living below the basic needs poverty line) in Tanzania Mainland are found in Urban areas (Ministry of Finance & Planning, 2020). Urbanization can be a double sword - a tool for rapid economic development through harnessing its opportunities that bring about inclusive growth or spaces that mask social marginalization of part of the urban population that has no access to economic power.

Project Rationale

In the SSA region, urbanization has failed to bring inclusive growth as witnessed by the growth of urban poor populations. This means, many SSA countries may not meet SDG 11 on reducing the population living in slums and increased access to sustainable basic services. The rapid urbanization and growth of poor urban populations have led to exclusions in accessing quality social amenities such as education. This has led to congestion and competition for the little available education services with many children from poor urban neighborhoods missing out from publicly subsidized basic education. In some contexts, there is a mismatch between current policies and the realities on the ground that create imbalances of access to social amenities, with increased unmet demand for government-provided education. Evidence in Tanzania suggests that households continue to utilize a large proportion of their income to educate their children despite the existence of free primary education both in urban and rural areas (Lindsjö, 2018). Additionally, while inequalities in wealth and education between the rich and poor decreased over time in Tanzania, inequalities in urban spaces continue to increase (Maliti, 2018).

Consequences of inadequate government investments in urban education for the poor have resulted in the growth of low-fee private schools (Ngware et al., 2013; Tooley & Dixon, 2006; Unterhalter, Robinson, & Ibrahim, 2018). In Kenya, the quality of education among schools in the urban informal settlements is wanting in terms of teacher qualifications, infrastructure, school management, pupil and parental participation, cleanliness of the school environment, access to clean water and sanitation facilities among others (Ngware et al., 2013). While in Tanzania, there is a high access to publicly provided primary education, the private providers continue to grow rapidly. For instance, according to the BEST 2019, enrolments in non-government schools grew by 9.0% between 2018 and 2019 compared to 4.7% in government schools. Further, gross-enrolment reduced significantly from over 100% in standard I to IV to about 70% in standard seven. This implies either a high repetition rate or children dropping from school as witnessed by grade survival rate of 81.1%. The BEST 2019 report

also highlights the limited access to secondary education, with transition rates of 73%. However, among those who transition to secondary school, almost one third (33.3%) enroll in private secondary schools. While the BEST report does not break the statistics by residence type, it is expected the urban to be disadvantaged given high population density, and demand for education that may outweigh the supply. Further, urban spaces, particularly the informal settlement contexts have limited facilities for children with special needs; and generally, there is limited evidence on special needs education in these poor urban settings. Schools are also facing the problem of interference, dwellers from neighbouring settlements regularly come to play football and/or conduct other recreational activities in schools (Roy, Shemdoe, Hulme, Mwageni & Gough 2018).

Despite the apparent consequences of rapid urbanization, limited evidence exists on what would happen when the status quo continues or when deliberate efforts and plans to invest in the key sectors to improve the quality of urban population are in place. In an attempt to do so, APHRC in the last one and half years, conducted population and education projections – for East Africa and Kenya, respectively. The population projections paint a grim picture of urban education given the current investments but also provide an opportunity to engage policymakers to initiate action. The evidence is important for it will contribute to the understanding of needed actions and interventions particularly among the urban poor towards achieving SDG 4 and 11, and calling for a data-driven urban education policy agenda. Like in rural areas, teen marriages are also found in informal settlements in urban areas. Stark (2018) found that in Tandale slums in Dar es Salaam young girls at the age of 15 were forced to marry a man chosen by parents or guardians. This denied the right of education to girls. Moreover, there is limited evidence on the patterns of schooling more so for urban poor populations which is necessary to understand the response to universal basic education policies by urban poor populations, and inform programming.

Objectives

Following the lessons learnt and our interactions with policy stakeholders, we propose to strengthen existing data by continuing to generate more evidence through primary data collection and secondary data analysis in Tanzania. In this study we will focus on the following objectives:

- a) An improved understanding of the status of schooling of children living in urban poor households in Tanzania.

- b) Consolidated evidence on urban education through secondary data analysis and education projections.
- c) A sustained and expanded voice and reach of urban education in SSA.

Proposed methodology for primary data collection

This will be a cross-sectional survey utilizing a mixed-methods approach. In this approach, the researchers investigate the state of affairs in a population at a certain point in time with the purpose of describing its characteristic ((Parasuraman, Grewal, & Krishnan, 2006). Instead of using a census or a complete enumeration to get information in the target population, in practice, the researchers collect data on only a small part of the population to get information about the sampled elements of the population as a whole (Zheng, 2015). The survey will be implemented in Dar es Salaam (Tanzania's largest Commercial City) as the primary urban area and Dodoma (Capital City) as the upcoming and secondary urban (Worrall, Colenbrander, Palmer, Makene, Mushi, Mwijage, Martine, & Godfrey, 2017). According to Baker (2012) over 70 per cent of Dar es Salaam's population lives in unplanned settlements without adequate housing, safe drinking water, or affordable sanitation. Focusing on Dodoma, in 2017, the Government of Tanzania declared to completely shift the capital function to the City by 2020. This has accelerated urban population growth in the capital, as public demand for services creates employment opportunities. Data will be collected in some districts in Dar es Salaam and Dodoma Regions respectively. The final decision of districts and wards will be done in collaboration with key stakeholders in particular Ministry of Education, Science and Technology, President's Office - Regional Administration and Local Government, and National Bureau of Statistics (NBS). However, informal settlements within Dar es Salaam, among others, include Manzese, Buguruni, Vingunguti, Hanna Nasif, Magomeni and Tandika (Magina, Kombe & Kyessi, 2020). Tandale, Mwananyamala-Kisiwani and Kigogo are also considered as informal lowincome areas characterized by poor settlement planning, low quality housing and social services (Municipal Profile, 2018, Stark (2018). In Dodoma, Edvinsson and Henningsson (2018) discloses two main informal settlements namely Chinyoyo and Chang'ombe . The proposed cross-sectional survey will answer the following questions:

- (1) What are the schooling patterns among children living in urban poor households in Tanzania – including those with special needs?
- (2) What explains the observed schooling patterns in small and large urban centers?
- (3) How do urban poor communities perceive and understand education as a right in the context of urbanization in Tanzania? and,

- (4) What available education opportunities exist for children with special needs and living in poor urban households

We envision the survey to have two components: The household and school components:

Household component: This component will target households with children of school-going age and living in urban poor settlements in specific sites selected in Dar es Salaam and Dodoma in Tanzania. We estimate to target 1200 households spread across the areas that will have been agreed on by the stakeholders. In the selected households, we shall implement a household and parent guardian tool to the household heads or caregivers and a schooling history data of individuals and youth aged between three and 19 years, household characteristics and parental guardian information. The survey data will help us understand schooling patterns, school dropout and estimate the out of school children and youth.

In addition to the quantitative data, we shall conduct focus group discussions with various groups of participants including parents, teachers, in-depth interviews with community leaders, and Key Informant Interviews with the ministry of education and local authority officials. We will explore in the qualitative study communities' understanding of the right for children to access quality education, as well as how urbanization and poverty hinder or enhance that right.

School component: This will target schools located within or in the neighbourhood of the selected urban informal settlements. We propose to survey all the schools located within the selected settlement, and only include those in the neighbourhood if they have enrolled at least 20 students in our sample or as guided by the stakeholders. Thus, the number of schools will be dictated by the number of schools in the selected settlements and those in the neighbourhood meeting the inclusion criteria. We shall conduct a detailed school survey that will map out schools that serve the selected urban poor settlement, collect data on the enrollments of children, number of teachers and their qualifications, available facilities, resources, and learning materials within schools among others.

Study sites and sampling techniques

The study will be conducted in Dar es Salaam and Dodoma Regions. Together with the Ministry of Education and Sports, President's Office Regional Administration and Local Government (PORALG) and other education stakeholders, we shall profile settlements within the metropolitans that house urban poor households and purposively select areas where to administer the study. The criteria for selecting an urban poor settlement will be a consultative process between the stakeholders and will also be based on available evidence from the National Bureau of Statistics among others on areas classified as urban poor settlements. Thereafter, we shall map and shortlist all urban poor households

with at least an individual aged between 3 and 19 years, followed by a random selection of at least 1200 households.

The household sample size is designed to allow estimation of key schooling indicators with a margin of error of 5 points (95% level of confidence). The following indicators are considered in estimating the minimum sample size: enrollment, out of school, and attendance and primary and secondary school intake rates. We will utilize primary school net enrolment rate of 81.33%² (World Bank 2018) for it gives the highest sample size. Besides, we make the following assumptions i) a design effect of 1.5; ii) average number of people aged between 3 and 19 years per household as two; iii) a 95% significance, which corresponds to 1.96 critical value for the standard normal distribution corresponding to a Type I error); and iv) a 5% margin of error respectively. The minimum estimated sample size is 2389 individuals from 1195 households after adjusting for a 90% response rate. The sample will be stratified proportionately between the two study sites based on their population and thereafter, randomly sample households to participate in the study based on the listing.

We shall use the household level to identify schools (pre-schools, primary and secondary) located within the study sites of interest as well as those in the neighborhood enrolling a significant number (at least 20) children from the selected sites and administer a detailed school characteristic tool. The qualitative sample will include eight FGDs with parents (four males and four females), four with teachers (two private and two government schools) and 12 Individual interviews (IDIs) with division, City and MoEST education officials to shed light on education access.

Questionnaires

The development of quantitative and qualitative study instruments was through a consultative process with partners and key actors in basic/primary education. The following tools will be used for data collection: a) a school institutional questionnaire; b) a household schedule and amenities questionnaire; c) a schooling history questionnaire; d) parental involvement/perception questionnaire; f) Focus group discussion with parents; and g) an in-depth interview questionnaire with teachers and community leaders and Key Informant Interviews (KIIs) with policy makers. The study tools have been attached for reference

² <https://data.worldbank.org/indicator/SE.PRM.NENR?locations=TZ>

Training of field interviewers

The field interviewers will be hired through a competitive process, by advertising the positions, after which the training will be conducted. The training will be conducted by trainers from HakiElimu and APHRC technical teams with support from National Bureau of Statistics (NBS). The minimum qualification of field interviewers that will be hired for the quantitative and qualitative data collection will be certificate of secondary education.

Validity and reliability

We have adapted research tools developed at regional level after revising them in collaboration with the APHRC team and officials from NBS. The revision was done to ensure that the tools are in line with the Tanzania context. To ensure credibility of the findings the tools will be pre-tested in an informal settlement where the data collection will not take place. All enumerators will be involved in pre-test under the guidance of HakiElimu and the APHRC team. The pre-test will be followed by a revision meeting attended by all enumerators for learning and improvement. During data collection, the team will have meetings with the field enumerators to discuss any arising issues giving the team a chance to identify any issues that may affect the study. After the data collection, the team of researchers from APHRC and HakiElimu will conduct spot checks by randomly selecting households and schools that had previously been interviewed. A spot check report will be developed.

Data analysis

For quantitative data, we shall use both descriptive and inferential statistics in analyzing and assessing various indicators of our study. The descriptive analysis shall include frequencies and percentages of variables, measures of central tendency (e.g mean, median, etc), and measures of dispersion (e.g standard deviation). We shall use both statistical tests and regression modeling in inferential analysis. The statistical tests shall include both parametric and non-parametric tests in line with the variables of interest assumptions. The results shall be disaggregated across the groups of interest (e.g., gender, school type, school level, etc) and presented using tabulations or graphical plots. Data will be analyzed using Stata v17.0. For qualitative data, interview data will be subjected to thematic analysis based on inductive coding techniques using Nvivo12'.

Ethical Issues

Throughout the study ethical issues will be taken into consideration. Consent of all participants will be obtained and they will be protected from harm. The study has received ethical clearance from the Research Ethics Committee at APHRC, reference number.

Risk / Benefits to subjects

By participating in the study, it is expected that there will be no harm caused to the respondent(s). We acknowledge that respondents may be psychologically tuned to receiving financial or material gain from the field team, yet this will not be the case. The benefits that will arise as a result of participating in this study to the respondents, though possibly in the long-term, is the increased responsiveness of the urban education stakeholders – public and private – to improve the status and/or quality of education in urban poor settlements due to the information/data provided by the respondents. Participants will be informed of this when obtaining informed consent and assent to participate in the study. This exercise (data collection) will, however, affect the respondents' working time (home, work/teaching) and we will endeavor to take the shortest time with the respondents during the interview and or conduct the interviews at their convenient time. Due to the COVID19pandemic, the research team and participants will be provided with Personal Protective Equipment like face masks, sanitizers and gloves to protect from possible COVID-19 infections. The Ministry of Health guidelines on COVID-19 protection will be followed to the latter. In the case of FGDs, the research team will ensure that participants are in a large room with proper ventilation and will be required to wear face masks at all times.

Compensation/Reimbursement

Parents who will agree or allow their children (between 12 and 19 years) to participate in this study, will be doing voluntarily. The same applies to other respondents (policy-makers, teachers, and headteachers). There will be no monetary returns. Any benefits of the research will be to inform policy, intended to improve the educational experiences of students from urban poor settlements in Tanzania. Respondents, real or perceived, will not be expected to incur any costs for participating in this research. The FGDs' participants will receive a small token of 5 USD an equivalent of 11,539 Tanzania shilling to compensate for their travel to a central place and a snack. The FGDs will each take about 60 minutes, which is a reasonable time to ensure participants are not stressed out. The results of this research may be disseminated to pre-primary, primary and secondary institutions participating in the study and at the national level to inform education policy in Tanzania and the larger East African Region.

Informed consent

Before any interview or data collection process, participants' consent (verbal or written) will be obtained. The respondent will be informed in detail the purpose of the study, including the options available for them (freedom to accept or decline participation) and mechanisms in place for safekeeping of the verbally collected and recorded data. Collected data will be put in safe custody where confidentiality of respondents and respondents' responses will be guaranteed and will be kept in storage for up to 3 years in the database for reference purposes only, and as when need be. In keeping with this, the database will only be accessible to key project team designated to handle or access such data. For participants below the age of 18, parental/guardian or any adult representative who is legally allowed to act for the minors will have their consent obtained. In addition to the consent given by the minors. A total of two signatures must be collected. This is according to Child Protection Policy. We shall obtain assent from individuals aged 12 to 18 years in case they are the respondents. Where the parents' consent for the minor to participate and the minor does not assent, the decision of the minor will be final. The same will apply to targeted respondents with disabilities/special needs. Detailed consenting information is highlighted in the attached consent forms.

Confidentiality assurances

Information/data will be held with utmost confidentiality and will only be available to members of the research team. The discussions with participants will take place in a private setting so that other people do not listen to the discussions. We will make every effort to protect the identity of all participants. The participants will not be identified in any report or publication of this study or its results but rather the results will be reported in an aggregated manner. The data gathered from respondents will be kept in databases with passwords accessible only to the key research team for access and the research ethics committee in case it requests for access. The password will not be shared with any unauthorized person(s). Staff who shall have custody of the password and consequently the data are trained on child protection policy and research ethics thus cognizant of confidentiality clauses and related child policy and protection guidelines and standards. The data will be uploaded online two years after data collection for use by wider stakeholders including graduate students, scholars, policymakers, and researchers. The uploaded data will be stripped of all the identifiers by anonymizing. Participants will be asked to consent for the use of data beyond the study period and objectives of this research.

Conflict of interest (real or apparent)

There are no real conflicts of interest. However, policymakers and stakeholders in the study will also be major users of the study findings, and may influence the analyses to show predetermined outcomes. To mitigate this low-level conflict of interest, we shall involve wider stakeholders in the dissemination and validation of the findings, beyond those who will participate in the study process. Besides, we shall hold discussions with participating policy making bodies on the need for accuracy and completeness of data during the process of study and thereafter. We think this conflict of interest is of low level because it is in the interest of policy making bodies to get accurate and complete data and findings.

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Workplan and Budget

Work Plan

	Activities	February 2022	March 2022	April 2022	May 2022	June 2022	July 2022	August 2022
1.	Finalise and lodge research clearance at COSTECH		Week 1 &2					
2.	Inception Meeting with Local Government Officials in both sites			Week 3				
3.	Recruitment of enumerators (both sites)				Week 1&2			
4.	Household mapping and school listing				Week 3&4			
5.	Train enumerators and pre-test tools					Week 1		
6.	Actual field work (Data collection)					Week 2&3		
7.	Data analysis					Week 1		
8.	Report writing						Week 2&3	
9.	Validation of the study findings and initial dissemination						Week 4	
10.	Launching of research findings							Week 1
11.	Strategic Dialogue Research Findings							Week 3& 4

BUDGET							
		Unit	Unit type	Units	Unit type	Unit Cost	Total Budget USD
1	Planning and induction Meeting (Programme Personnel)						
1.1	Venue Cost (6 HakiElimu Staff & 2 APHRC Staff)	8	Visual				
2	Inception Meeting (Ministerial Level)						
2.1	Meals and Accommodation for Core Team in Dodoma	3	People	2	Days	50	300
2.2	Transport for government officials (1NBS, 2MOEST, 2PO-RALG)	5	People	1	Day	30	150
2.3	Fuel for HakeE car to Dodoma	200	Liters	1	Trip	1	200
2.4	Venue Cost in Dodoma	8	People	1	Day	30	240
	Sub total						890
3	Inception Meeting (District, Ward and Street Level)						
3.1	Half Per diem (2DEOs, 2DED, 6WEO, 6WEO 10Cell leaders) Urban & Upcoming	26	People	1	Day	23	598
3.2	Venue cost	26	People	1	Day	30	780
	Sub total						1,378
4	Recruitment of Enumerators and Adaptation of study tools						
4.1	Translate research tools to Kiswahili	60	Pages	1	Time	25	

							1,500
4.2	Transport costs- recruitment of Enumerators (Dar)	100	Liters	1	Time	1	100
4.3	Venue for (Interview Enumerators)	5	People	2	Days	30	300
4.4	Half Per diem local Government officials	5	People	2	Days	23	230
4.5	DSA HAKESTAFF (Dodoma)	5	People	4	Days	50	1,000

4.6	Fuel	300	Liters	1	Time	1	300
4.5	Venue for Interviewing Enumerators-Upcoming urban	10	People	1	Time	30	300
4.6	Half Per diem local Government officials	5	People	2	Days	23	230
	Sub total						3,960
5	Household Mapping and School Listing						
5.2	Half Per diem, local Govt officials (2 Municipal, 6 Ward, 10 Street leaders)	18	People	5	Days	23	2,070
5.3	Half Per diem, Enumerators (Dar es Salaam & Dodoma)	60	People	5	Days	23	6,900
	Sub total						8,970
6	Train Enumerators						
6.1	Training Allowance for Enumerators (Dar es Salaam & Dodoma)	60	People	3	Days	10	1,800
6.2	Tools Pre-Testing (Dar es Salaam & Dodoma)	60	People	1	Days	23	1,380
6.4	Training Venue-Dodoma	35	People	4	Days	20	2,800
6.5	DSA (HakiElimu Staff) Traveling to upcoming urban	3	People	5	Days	50	750
6.6	Transport Costs (upcoming urban)	200	Liters	1	trip	1	

							200
6.7	Training Venue -Dar	35	People	4	Days	30	4,200
6.8	Half Per diem NBS officials (Dar& Dodoma)	2	People	1	Days	23	46
	Sub total						11,130
7	Research Permit /Clearance						
7.1	Ethical Clearance Application Fees	1	Clearance	1	Time	1,000	1,000
7.2	DSA for research permit follow up	2	People	3	Days	50	300
7.3	Fuel for HakeE car	200	Liters	1	Trip	1	200
	Sub Total						1,500
8	Data Collection						
8.1	Half Per diem Enumerators (Urban& Dodoma)	60	People	12	Days	23	16,560

8.2	Meal and Accommodation Core Team-Dodoma urban	3	People	15	Days	50	2,250
8.3	Fuel for HakeE Car-Supervision to upcoming urban	950	Liters	1	Trip	1	950
	Subtotal						19,760
9	Research Validation						
9.1	Half Per diem Committee members (4 district Officials 3Ward leaders)	7	People	1	Day	23	161
9.2	Venue for Validation Workshop	15	People	1	Venue	30	450
	Sub- total						611
10	Dissemination of Findings						
10.2	Printing main report (English and Swahili)	2	Report	1,500	Copies	2	6,000
10.3	Printing main Brief (English and Swahili)	2	Brief	1,500	Copies	0.5	1,500
10.4	Translation of report	1	Report	50	Page	25	1,250

10.5	Meals and accommodation (Government Officials)	5	People	3	Days	50	750
10.6	Fuel (Government Officials)	200	Liters	1	Trip	1	200
10.7	Transport participants	50	People	1	Trip	25	1,250
10.8	Venue	50	People	1	Day	30	1,500
	Honoraria Discussants	1	People	2	Times	100	200
	Subtotal						12,650
11.	Strategic Dialogue on Research Findings						
11.1	DSA for LGAs and Government officials	20	People	2	Days	50	2,000
11.2	Transport for participants	20	People	1	Trip	23	460
11.3	DSA for Core Team	5	Staff	2	Days	50	500
	Fuel	200	Liters	1	Trip	1	200
	Sub-total						3,160
12	Direct Research Cost						64,009
13	Personal Protective Equipment (masks and sanitizers)	1	Safety kits	3	Times	152	457
	HakiElimu staff Level of Effort						21,832
	Total Project Budget					USD	86,298

TANZANIA COMMISSION FOR SCIENCE AND TECHNOLOGY (COSTECH)

Telegrams: COSTECH

Telephones: (255 - 22) 2700745/6 Ali

Director **General:** (255 - 22)
P.O. Box 4302



Hassan Mwinyi Road
2700750Kijitonyama Area

Dar es Salaam

Fax: (255 - 22) 2775313

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Tanzania

CURRICULUM VITAE (II)

Surname: Meena

Other names: Wilberforce Emmanuel

Citizenship: Tanzanian Country of origin: Tanzania

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Date of Birth: 02/10/1965

4. Institutional affiliation: HakiElimu

Mailing address (outside Tanzania) :

E-mail address: Wilberforce.meena@hakielimu.or.tz

5. University Education

(a) Undergraduate: **Degree:** Bachelor of Education

Year: 2000

Major subject: Teacher Education

University: Åbo Akademi University

Country: Finland

(b) Postgraduate: **Degree:** Doctoral of Philosophy

Year: 2009

Major subject: Education (Curriculum and Teacher Education)

University: Åbo Akademi University

Country: Finland

Position held

Position: Education Technical Advisor

Year: 2019 to date

Institution: HakiElimu

Position: Director Curriculum Development and Review

Year: 2014-2018

Institution: Tanzania Institute of Education

Consultancies

- (i) Lead researcher: Technical support to Tanzania Institute of Education to test Teacher Continuous Professional Development Plan as part of Sandbox Methodology (August, 2021 to February, 2022). Funded by EdTech.
- (ii) Led: The critical analysis of Tanzania National Education Policy. August 2020-April 2021
- (iii) Technical support: Mwanzo Mzuri 'Good Start' project conducted in Tanzania by HakiElimu in collaboration with VIA University and Mkwawa University College with Funding from Human Development Innovation Fund (HDIF). January, 2019- January, 2021
- (iv) Led the review of SDG 4 as part of Civil Society Voluntary National Review of SDGs (Tanzania). February 2019- June 2019
- (v) Lead expert: review Shifting of Teacher Education from the Ministry control (Tanzania) to the National Council for Technical Education (NACTE). Assignment of the Ministry of Education, Science and Technology in Tanzania. July-October, 2016

Refereed papers

- (i) Meena,W.E (2019). Curriculum change for Industrial Economy: Enabling School Leaders to Manage Implementation. In W. Meena (Ed) (2019). *Basic Education Alignment for Industrial Economy in Tanzania: Focus on Curriculum, Pedagogy and Assessment*. HakiElimu: Dar es Salaam\
- (ii) Meena,W.E & Lyelu, F. (2019). Creating a Dialogue: Promoting Relevant Education for Industrial

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Economy. In W. Meena (Ed) (2019). *Basic Education Alignment for Industrial Economy in Tanzania: Focus on Curriculum, Pedagogy and Assessment*. HakiElimu: Dar es Salaam. In the final process

- (iii) Meena, W.E (2014). The Need for Changing Control of Teacher's Colleges in the Quest for Teacher professionalism in Tanzania. *Huria, Journal of the Open University of Tanzania Volume 17*, 89-94
- (iv) Lugakingira, E & Meena, W (2014). Information and Library Service Provision: A key Intervention in Sustaining Literacy in Tanzania. In A. Mcharazo., & S. Kasulwa (Eds). *Libraries for Development: Issues and Prospects in Tanzania (75-81)* Dar es Salaam: Inter Press of Tanzania Ltd
- (v) Meena, W.E (2012). Professional Practice that Sounds: Teachers as Researchers and Writers. *Journal of Adult Education*, 19 (52-60)
- (vi) Meena, W.E (2010). Dominant Discourses of Curriculum Innovations. *Journal of Adult Education*, 18 (68-76).

Signature: 

CV: MAURICE MUTISYA, Ph.D.

Proposed Position in Research:	Co-Investigator		
Proposed role in the study:	Supporting data analysis and reporting		
Organisation:	African Population And Health Research Centre (APHRC)		
Name of Staff:	Maurice Mutisya		
Profession:	Education and Public Health		
Date of Birth:			
Years with Organisation:	13		
Nationality:	Kenyan		
Membership in Professional Societies:	Comparative and International Education Society		
Detailed Tasks Assigned in Project:	Mutisya will support the designing, data analysis and reporting		
Education & Qualifications:			
Qualification	Awarding Institution	Country	Year
PhD (Public Health)	University of Witwatersrand	South Africa	2018

MSc Population Based Field Epidemiology	University of Witwatersrand	South Africa	2007
BSc Mathematics and Computer Science	Jomo Kenyatta University of Science and Technology	Kenya	2004

Employment Record:

From (year)	To (Year)	Position	Employer
Nov, 2020	Date	Associate Research Scientist	APHRC
Nov, 2018	Oct, 2020	Post-Doctoral Research Scientist	APHRC
Jan,2008	Oct ,2018	Data Analyst	APHRC
Jul,2007	Jan,2008	Research Assistant	APHRC
Jan,2007	Jun,2007	Graduate Intern	Navrongo Health Research Center, Ghana
April,2004	Jan, 2006	Field Interviewer	APHRC
Jan, 2002; and Jan 2003	April,2002 & 2003	Statistics Intern	National Cereals and Produce Board, Kenya

Summary of research experience:

Maurice Mutisya is currently a Post-Doctoral Fellow at the African Population and Health Research

Center. He is a specialist in Public Health, with a special focus Epidemiology and Biostatistics. He has cumulative work experience of about 13 years. Over the years, he has gained expertise in study design, sampling, qualitative and quantitative data analysis, process and impact evaluation, report and scientific writing. His research interest is in understanding the interlinkages between health and education right from the early years of development. He is driven by the desire to contribute to the development of marginalized populations by generating evidence to influence policies and practices that can lead to the improvement of their wellbeing. He has approximately 26 publications in international peer-reviewed journals.



Our ref: DOR/2022/019

March 24, 2022

Director General,
Tanzania Commission for Science and Technology (COSTECH)
P.O. Box 4302, Ali Hassan Mwinyi Road, Kijitonyama (Sayansi) COSTECH Building, Dar
es Salaam, Tanzania,

Dear Sir/Madam,

REF: The Urban Education Agenda in SSA: A Call for Targeted Attention on Education for the Urban Poor

The African Population and Health Research Center (APHRC) would like to submit the attached protocol for a study entitled “**The Urban Education Agenda in SSA: A Call for Targeted Attention on Education for The Urban Poor**”.

The protocol has been reviewed by APHRC’s Internal Review Board for scientific merit and ethical rigor and has been adjudged to be sound in both respects. It is approved for submission to other external ethics review committees.

We look forward to receiving your feedback/approval.

Sincerely,

Moses Ngware, PhD

Chair ERC, APHRC



4th April 2022

Ref: Research/1133/04042022/wm

Director General
Tanzania Commission for Science and Technology (COSETCH)
P.O Box 4302
Kijitonyama
Ali Hassani Mwinyi Road
Dar es Salaam

Dear Sir/Madam,

RE: Application for Research Clearance for a Study entitled “The Urban Education Agenda in Tanzania: A Call for Targeted Attention on Education for The Urban Poor”.

Greeting form HakiElimu!

HakiElimu is a Civil Society Organization that strives for open, just and democratic society with quality education for all in Tanzania. Established 20 years ago, HakiElimu implements projects related to education and child rights through citizen engagement, media and research. HakiElimu in collaboration with the African Population and Research Centre (APHRC) based in Nairobi, Kenya, are planning to conduct a study on the provision of education for low-income population in urban areas. The study will be led by Dr Wilberforce E. Meena with support of Dr Maurice Mutisya.

The primary objective of the study is to broaden the understanding in the schooling status of children living in Tanzanian urban poor households. The proposed study will involve 1200 households in the urban informal settlements. Data will be collected in some districts in Dar es Salaam and Dodoma Regions, the final decision of districts and wards will be done in collaboration with key stakeholders in particular Ministry of Education, Science and Technology, President's Office - Regional Administration and Local Government and National Bureau of Statistics (NBS).

We kindly request a research clearance to undertake this important research.

Dr John Kalage
Executive Director

Registration
00NGO/R2/000066
Board of Directors
Richard Mabala
Mwajabu Possi
Sylvester Orao
Helen Kijo-Bisimba
Vicencia Shule
Majorie Mbilinyi
John Kalage

enabling citizens to make a difference in education and democracy