

# Mobilisation of Resources and their Utilisation by Public Secondary Schools in Tanzania

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**Research Design: Multi level approach**

The study investigates resource mobilisation activities adopted by some of the Tanzanian public secondary schools as a way of supplementing governmental resources which are not sufficient.

## Background

- Increased number of pupils finishing primary education (EFA).
- Introduction of SEDP (funded by WB loan) - increased enrolment and transition rate to secondary education.
- SEDP accelerated serious problems e.g. lack of teaching & learning facilities, lowered quality, increased pupil - teacher ratio & overcrowded classrooms.
- Government can't meet expenses - dependent on external support, public-private partnership, CSOs & community support.
- Tension & challenges to teachers created by ambitious policy (SEDP).
- Competing roles of schools - teachers resort to mobilise resources in different ways.

## Research questions

- How can policy support schools to mobilise & utilise resources effectively?
- What equity issues arise in relation to mobilisation & utilisation of resources at school level?
- What are the implications of mobilisation of resources by schools for future Tanzania policy & practice relating to school finance & equity?

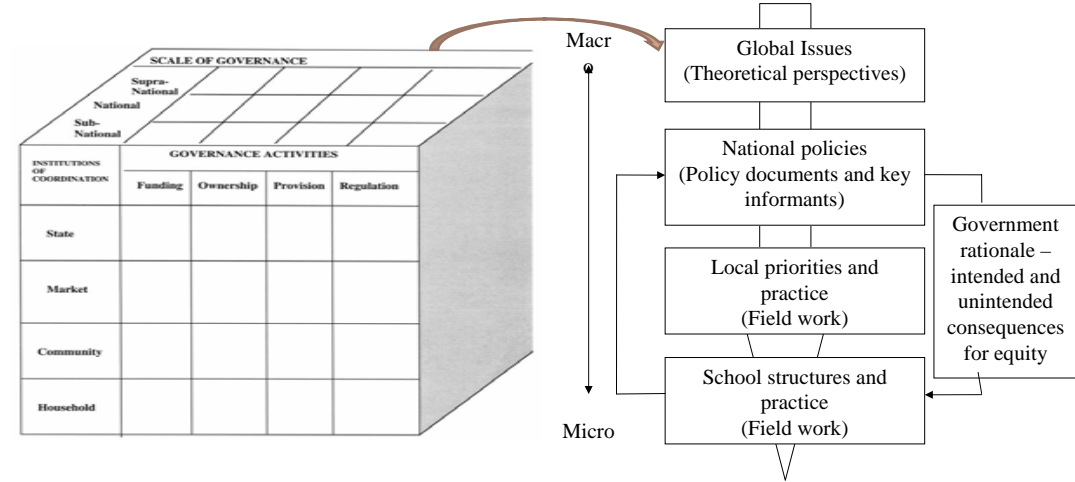
## Emerging Findings

### Management & policy issues

- Lack of proper follow-up e.g. inspection, reporting & lack of consistence support from the government.
- Controversial policies – schools & districts are unable to do anything to the dodging parents.
- It is unclear on how school will link with other administration levels in the mobilisation of resources.
- The government is quite about certain unlawful activities being done by schools because the activities lessen the pressure on the government own resources.

### Equity issues

- Abuse of principle of equity & equalisation. Some well-off parents choose not to pay fees & contributions in government schools but will pay in private schools. Some compete for pro-poor grants.
- Some activities in schools may increase user fee which is already high to parents.
- Rather than making significant strides towards alleviating imbalances, old established & urban located schools are able to mobilise more resources.



School Maize storage



School vegetable garden

## Policy and practice implications

- Alternative funding sources have had an increasing role in public education in TZ.
- However, the payoffs of resource mobilisation activities by schools are minimal.
- Inadequate government funds, incentive to charge other fees remain.
- HH become disillusioned with low quality low cost education.
- Hidden fees though formal fees has been minimized.
- Constraints on fee abolition benefits.
- Avoid silent/passive policy.
- Involvement of parents is good for accountability, financial contribution & necessary to support growth .

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Unpublished Conference paper– Mobilisation of Resources and their Utilisation by Public Secondary Schools –Equity Consideration (BAICE – 2010).

Having a PhD qualification will improve my competencies to assume the responsibility of teaching effectively in both undergraduate and postgraduate programmes, supervising postgraduate students as well as conducting research and consultancy for the education sector in Tanzania. Moreover, the training of new academics is a departmental main concern as several senior academics are expected to retire within the next few years.

