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.

**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.

**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?

**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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