



# An In-Depth Analysis of the Elizabeth Centre

Graduate Prospects of Students of the Elizabeth  
Centre

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On behalf of the Florentina Foundation

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## Preface

This report is on behalf of the Florentina Foundation and is focused on education at the Elizabeth Centre in Kolila, Tanzania. We hope that this project provides a valuable contribution to the Elizabeth Centre and future students.

We would like to share our greatest thanks to Sister Immaculati, her guidance and wisdom allowed us to get the most out of our time at the Elizabeth Centre. We shall miss her anecdotes around the dinner table. We would also like to thank Sister Gaudencia for her cooperation and help throughout carrying out our research, her knowledge and expertise on the school was pivotal to the success of the report. Additionally, we extend our greatest thanks to Sister Hilda, Sister Jema and Sister Stella, your kindness and support throughout the time we were there made us feel very welcome. Without all of you we would not have been able to have such a fantastic time and complete our research report. We admire everything you do for the students and the community and wish you good health and all the best for the future.

Furthermore, we would like to thank everyone else at the Elizabeth Centre, including the teachers, watchmen who help make the Centre a safe place to learn as well as translators Tillah Herbrand and Kevin Kelvin Harold Kifunda. As well as a big thank you to our driver, Saruni.

We also thank the students and teachers of Orkolili and Malula School in helping us expanding the scope of our research.

Finally, we thank everyone involved in making this trip possible; the Florentina Foundation, Dr Pennink and both Newcastle and Groningen University. This has been an opportunity of a life time and we have thoroughly enjoyed ourselves.



## Abstract

The paper researches to what extent the Elizabeth Centre improves the prospects of the local children of Tanzania. We found that the education at the Elizabeth Centre is indeed better than those at comparable schools. Moreover, we found that the school gives new opportunities to children that would otherwise lack access to quality education, as costs and location would have been a big barrier for them to follow education. While information about the graduates of the school was difficult to acquire, we did find that overall, graduates of the Elizabeth Centre primary and secondary school are well-prepared for the future and therefore the schools improve the prospects of Tanzanian children.

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# 1 | Introduction

Africa is a continent that is said to have a lot of potential, with both growing populations and growing economies. Tanzania is a prime example, with 6.8% annual economic growth and 3% yearly growth of the population, yet being among the poorest countries in the world. While the annual growth of the country is positive, several barriers exist that hamper the overall development of Tanzania. One of these barriers is poor quality of education, with many children not having access to good schooling. The Elizabeth Centre was established in order to improve the education and give more children the chance to improve the future prospects of them and their families.

As the Elizabeth Centre is financially supported by the Florentina Foundation, we were asked to conduct research on behalf of the foundation, to research the contribution of the Florentina Foundation on the overall development of Tanzania. We will be comparing the schools to other schools in the area, assess the barriers that the Elizabeth Centre has to deal with and research the future prospects of the graduates of the Elizabeth Centre.

The research question of this paper is: *“To what extent does the Elizabeth Centre improve the future prospects of the local children?”*.

Additionally, we will be working with 3 sub-research questions, which will be outlined in the research design section of this paper.

## 2 | Background information

### 2.1 The Elizabeth Centre

The Elizabeth Centre was founded in 2005, by the Sisters of the St. Charles Borromeo charity, and is located in the village of Kolila in Tanzania. In 2018, the Elizabeth Centre is going strong, providing quality education and boarding of the children in both the local area and other areas of Tanzania. The vision of the Centre is ‘helping each other’ which has been made apparent by the strategies implemented to help the local community as well as the students and teachers. They provide loans to locals for business start-ups, provide many jobs (including building and farming work) and donate money to projects, such as the building of the church.

The Elizabeth Centre receives support from the Florentina Foundation to build accommodation and lavatories, as well as the supporting of children’s education and their own expertise. The aim of the foundation is to ultimately allow the Elizabeth Centre to become self-sustainable by starting projects that will generate income in the future. The foundation is pulling all support in 2020, so the Elizabeth Centre needs to ensure that they can survive without the previously significant support, while still focusing on their core values of quality education and care of the children.

The Florentina Foundation has formulated the following vision, mission, and objectives for the Elizabeth Centre in 2011.

- ✚ **Vision:** Support harmony, justice, freedom, peace, dignity and self-reliance among rural communities in Tanzania
- ✚ **Mission:** Promote, encourage, and facilitate child and adult academic, social and emotional education and health care
- ✚ **Objectives:** Develop and manage a community centre in Kolila Village that will incorporate a nursery and primary school, vocational training and basic health facilities
- ✚ Develop appropriate academic, social and emotional education methods that are professional and culturally sensitive
- ✚ Promote, support and encourage local self-reliance initiatives that help to promote a “sense of community”
- ✚ To be an active member of the community

In addition to the formulated vision, mission and objectives, the Elizabeth Centre has a motto: ‘*helping each other*’. This motto serves as the common spirit behind running the Centre and embraces the core values of the Sisters that emphasize the development of the human being. The focus is not solely on the development of the students’ cognitive abilities, but also the social, mental and physical well-being of students. For this reason, the Sisters describe the Elizabeth Centre as a *centre* rather than just a school.

The Elizabeth Centre is run by five sisters, who all have different roles concerning the daily operations of the centre.

Sister	Role
<b>Sister Immaculati</b>	Sister Immaculati is the head Sister and has a crucial role within the congregation, She contributes to the financial aspect of the Centre and offers microfinance to people of Kolila Village, as mentioned previously
<b>Sister Gaudencia</b>	Sister Gaudencia is the headmistress of both the Primary and the Secondary school. She is in charge of the running of the schools and is the key line of communication between the school and the government regarding education.
<b>Sister Hilda</b>	Sister Hilda is in charge of the financial management of the Centre. She produces reports of the financial position and also carries out work for other Centers in Tanzania and Kenya through the congregation.
<b>Sister Jema</b>	Sister Jema is in charge of the administration of the Centre and the collecting and administering of the school fees.
<b>Sister Stella</b>	Sister Stella is in charge of the boarding houses, and takes care of the children that board.

Management of the EC



## 2.2 Tanzania

Tanzania is Africa's 10<sup>th</sup> largest economy (World atlas, 2017) with an annual economic growth of 6.8%. In the table below several important aspects have been summarized.

<b>2016 Population</b>	55,572,201
<b>Population Density</b>	47.5/Km <sup>2</sup>
<b>National Language</b>	Swahili
<b>Capital</b>	Dodoma
<b>Largest City</b>	Dar es Salaam
<b>GDP (PPP) 2018</b>	\$178.758 Billion Per Capita: \$3,533
<b>HDI (2015)</b>	0.531 (Low, 151 <sup>st</sup> )
<b>Gini Coefficient</b>	37.8 (Medium)
<b>Religion</b>	Christianity: 61.4% Islam: 35.2% Folk religion: 1.8% Irreligious: 1.4% Other: 0.2%
<b>Government</b>	Unitary dominant-party presidential & constitutional socialist republic
<b>Economic growth</b>	6.8%
<b>Inflation</b>	3.4%
<b>Interest Rate</b>	9%

### Tanzania Demographics

What strikes is the very low Human Development Index score, which is only 0,531, meaning that Tanzania's development is among the worst countries in the world. The Gini-index score of 37.8 signals that there is a reasonable amount of inequality, but it does not seem to be one of the most urgent problems in Tanzania. Inflation of 3,4 per cent cannot be considered a main problem either, as many African countries have much higher inflation, including Tanzania's neighbour Congo, which has an inflation rate nearby 30 per cent.

### | Culture

In order to assess the Tanzania culture, we use the 6 Hofstede dimensions of culture. The Hofstede dimensions were established in 1980 and last modified in 2010, when the 6<sup>th</sup> dimension was added. It consists of scores which allow the reader to compare certain traits within national cultures.

Tanzania scores 70 on power distance, which is a fairly high score indicating that hierarchy is very prominent in Tanzanian society, which could have its effect in classrooms as well, as the teacher will most likely be the big boss without much room for discussion.

On the individualism dimension, Tanzania score very low, only scoring 25, implying that collectivism prevails rather than individualism. This shows that taking care of your family is very important in Tanzania and many of the children will be loyal to their families.

The rather low score of 40 on masculinity implies that achievement is not one of the most important values of the society and that quality of life and taking care of each other matters more.

Tanzania's score of 50 on uncertainty avoidance shows that there is no clear preference regarding uncertainty, it is neither high or low.

Long term orientation can be quite an interesting trait to measure as it seems to be very relevant for the families' of the children, as in the short-term, it may pay off to make the children work for the parents rather than taking the long route of sending them to school. As Tanzania's score of 34 is very low, this short-term thinking may indeed be a problem for education.

Finally, Tanzanian culture appears to be more restrained than indulgent, given their score of 38 in the indulgence dimension, meaning that there is a lot of control present in the society and children do not get a lot of room to enjoy their free time.

## **| Education**

The Tanzanian government spent 3.48% of their GDP on education in 2014(Indexmundi, 2014), with the number usually fluctuating between three and five per cent. This is slightly lower than for instance the percentage in the Netherlands (5.53% in 2014) and Great Britain (5.63 in 2015), who also have a much higher GDP per capita, therefore having more to spend per student.

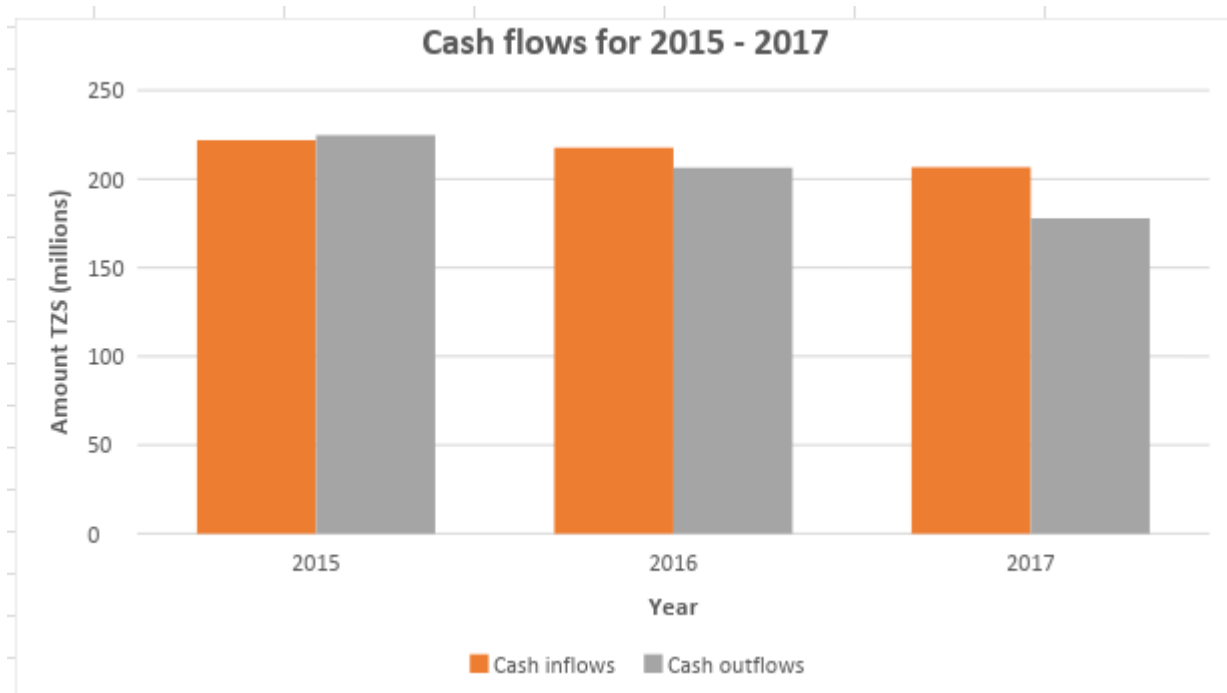
According to Tanzanian law, every person has the right to education without sanctions, free quality primary education, the right to less expensive education in private institution and the right to have equal access to higher education if the person has the appropriate qualifications to do this(Right to Education Project, 2015).

There is in fact a law in place that guarantees compulsory primary education for every kid that reached the age of seven, namely article 35 of the National Education Act(Right to Education project, 2015). Contrary to most European countries however, no law seems to be in place for secondary school, which explains why only a part of the population pursues a secondary school degree. Education is strictly compulsory for the children between age 7 and age 13.

Tanzania does not seem to have any notable universities at the moment, as no Tanzanian university makes any appearance in the big university rankings. However, the country does have 26 universities, of which 10 are public and 16 are private. 4 universities are located in Arusha, of which 1 is public(Nelson Mandela African Institute of Science and Technology), and 3 are private universities.

## 2.3 Financial stability of Elizabeth Centre

N.B. Accounts at the Elizabeth Centre are made for the Primary School only and do not include income from the hostel (boarding houses). Income from the secondary school is recorded separately, and accounts are less formal due to the young nature of the secondary school.



### Cash flows

The graph above shows the cash inflows and outflows for the years 2015 to 2017. As you can see, cash inflows have dropped in 2017 compared to the previous years, but their cash outflows have decreased more than proportionately. There are a several reasons for this:

- ✚ Centre maintenance has dropped by 64% from 2016
- ✚ MV Run Service and Insurance has dropped by 23.7%
- ✚ Admin and Office Supplies has dropped by 57%
- ✚ Communication (Tel + Internet) has dropped by a significant 78.5%
- ✚ School uniforms have dropped by 38.3%
- ✚ Shoes have dropped by 67%
- ✚ All of these cuts combined has Other expenses have dropped by 33.5%

These allowed the Centre to reduce costs by 46,967,318TZS compared to 2015 and 28,590,827TZS compared to 2016.

Income figures do not include other sources of income such as the hostel, the selling of animals and produce, rent received from the souvenir shop, the selling of water etc. It has to be noted that especially the facilities of the secondary school required a lot of investment in recent years, impacting the cash flow.

### **| Internal funds**

The majority of income generated internally is from school fees. This was around TZS 45 million in 2015 (21.4% of total income), TZS 55 million in 2016 (25.3% of total income) and TZS 71 million (34.4% of total income). The increase in fees collected from 2015 to 2016 was partly due to an increase in student numbers in this time. As you can see, the income generated from school fees has increased by 29.1% from 2016 to 2017. This is mainly because the fees were increased for 2017. Sister Hilde told us that the government advised the centre to increase fees as theirs were considerably lower than the average private school. However, they lost around 10% of primary school children due to the increase.

The centre has also adjusted its policy for uncollected fees. Prior to 2015, uncollected fees were written off as an expense, now the debt is added on to the fees of the pupil. Children who haven't paid sufficiently are sent home in an attempt to gather enough money to return. The percentage of total fees collected in 2010 was approximately 60%, and increased to 88% in 2016. Sister Hilde mentioned that 80% of the primary school pupils pay well with no issues, and only a few students are sponsored through education. Although, the centre does help the students with personal extenuating circumstances. For example, one of teachers has two children at the school. They pay fees for the first child but not the second as the teachers' salaries are low (since Hans van Bokkem has stopped funding) in comparison to other teaching positions, this acts as an incentive for the teacher to remain here.

Income generated from the secondary school was TZS 4,357,000 and TZS 13,455,000 in 2016 and 2017 respectively. Revenue raised is high considering pupil numbers, as the secondary school has considerably higher fees in comparison to the primary school (this will be discussed later), as the nature of secondary education is considered luxury and pupils travel further to get their education so can afford to pay more. The Elizabeth Centre also needs to try and recoup costs from the building of the secondary school and the facilities associated with it (toilets, kitchen etc.).

### **| External funds**

The Hans van Bokkem foundation supported the Elizabeth Centre since 2006, and stopped funding them in April of 2017. This is due to the development of the secondary school, which the foundation didn't agree with. The income received from the foundation contributed for large expenses such as teacher's payroll, transportation for pupils, school shoes, meals and other costs. The total percentage of expenses covered by this foundation totalled 61% and 65% of the total expenses in 2015 and 2016 respectively. Since the funding has been stopped, the Elizabeth Centre has struggled to keep up with payments such as teachers' salaries.

The Centre also receives money from the Florentina Foundation, which is mainly used for the construction of buildings within the centre, but can be used for any project that requires funding. The foundation gifted the centre TZS 36 million, TZS 13 million and TZS 46.928 million in 2015, 2016 and 2017 respectively. However, funding from the Florentina Foundation will stop in 2020. Sister Immaculati has expressed her concern for this time as children who receive funding from the foundation for their education will not be able to carry on in school.

Income generated from the two foundations totalled 25.6% of total income – with the Hans van Bokkem giving approximately TZS 6 million for school transport and school uniforms.

### **| Bridging the gap between income and desired income**

The Elizabeth Centre finished 2017 with a positive cash flow, with an insignificant figure of TZS 743,788 (280.15 euro). This doesn't leave the centre with a lot of disposable income for unexpected costs arising. An example of this was last year when a teacher at another school in Tanzania gave a pupil the answers for a national paper, which meant that all schools had to take the exam again. This cost the centre a lot as everybody had to retake and pay for the exam again.

Another issue arose when the poor weather in 2017 meant that crops were less successful. Many pupils paid late as their parents' income was reduced, as well as increased costs for the centre to buy food. Sister Immaculati attempted to overcome some of these issues and bought 3 months' supply of beans in November and paid for them in January when the prices had fallen again.

The Elizabeth Centre also look at predictable issues arising. The government is implementing a policy that all teachers must have a bachelor's degree or diploma in teaching from university. They are preparing for this already and taking actions to ensure all teachers hold the adequate qualifications in time for the implementation. Sister Hilde reviews figures every month to allow for the recognition of losses and changes that need to be made.

It is hoped that when the secondary school have their official license, more pupils will attend and hence income will be increased. The boarding houses are currently at full capacity but another boarding house is under construction and will be completed when sufficient funds are acquired. When the extra accommodation is ready, pupils will travel to the Elizabeth Centre from cities such as Dar Es Salaam, Arusha and Moshi and will be capable of paying large fees. Once the science labs and toilets are finished, this will attract more pupils also. The income from the secondary school will help to support the primary school also.

Comparing the figures of 2016 and 2017 for expenses at the Elizabeth Centre, it can be seen that overall expenses have fallen but the percentages of total expenses have remained within 2% of the previous figure. During our interview with Sister Hilde, we found out that the centre charges TZS 20,000 (7.53 euro) per student, per year for all food expenses. All students receive breakfast and lunch at the centre, and boarders also get an evening meal. The children have meat once a week, which is very costly. In our opinion, the centre should raise this fee as it is inadequate for the feeding of the students. This higher fee will be especially crucial when the Florentina Foundation stop funding and they need to be self-sufficient.

## 3 | Research Design

### Objective

The main aim of this research is to find out to what extent the Elizabeth Centre (EC) improves the future prospects of the local children.

This is based on three sub topics.

- ✚ A comparison to other schools in the local area
- ✚ Barriers to secondary education and overcoming those barriers
- ✚ The graduates of the Elizabeth centre

### Research Question

In order to meet the objectives above, we derived the following research question:

*To what extent does the Elizabeth Centre improve the future prospects of the local children?*

The main research question is based on three subtopics, which we will further elaborate, from these three sub-research questions:

1. *How does the Elizabeth centre secondary school compare to those of the local area?*
2. *Barriers to secondary education and how could the Elizabeth Centre overcome them?*
3. *The prospects of graduates of the Elizabeth centre*

### 3.1 Methodology

The pre-research phase started in May 2018. In Groningen, as well as in Newcastle meetings with Mr. Pennink were organised, discussing regional problems in Arusha and the main research question. Furthermore, one general meeting with board members of the Florentina foundation was organised, in order to discuss their expectations and answer our questions. Supplementary, during the pre-research phase we analysed secondary data, in order to be as prepared as possible.

In July we arrived at Kilimanjaro Airport and started with the Research phase. The field research conducted had an overall duration of 5 weeks. During this time, we were able to stay at the hostel of the Elizabeth Centre, enabling us to have further insight into everyday life of Tanzanian pupils and the Sisters. During the field research phase, we used several methods trying to ensure unbiased results.

In order to collect data, we gathered generated primary data by conducting interviews and surveys, as well as observing the reality of various school environments. Creating the questionnaires ourselves we were able to address key topics that were directed at our report. We have been able to directly compare the responses and data collected from the students and teachers. Specifically, The Elizabeth Centre, Orkolili secondary school and Malula secondary school. Further, secondary data has been used by evaluating literature and last year's reports.

By combining these different types of research we are trying to achieve a balanced view of our research theme.

The Elizabeth Centre, as mentioned above, is a private institution supported by the Florentina Foundation and Sisters of the St. Charles Borromeo charity. The total number of students at the Elizabeth Centre is 383, made up of 53 in secondary school and 330 in the primary school. Orkolili is a private secondary school containing 255 students. Malula secondary school is a public school with 452 students enrolled.

Thus, our sample contained primary and secondary school students and teachers from the three schools. Our total sample size was 220 and a breakdown of this can be seen below in our sample matrix.

<b>Survey</b>	<b>EC</b>	<b>Orkolili</b>	<b>Malula</b>	<b>Total</b>
<b><u>Pupils</u></b>				
Standard 6	5	-	-	<b>5</b>
Standard 7	5	-	-	<b>5</b>
Form 1	7	0	0	<b>7</b>
Form 2	4	0	0	<b>4</b>
Form 3	5	52	45	<b>102</b>
Form 4	-	45	44	<b>89</b>
<b><u>Teacher</u></b>	5	2	1	<b>8</b>
<b><u>Total</u></b>	<b>31</b>	<b>99</b>	<b>90</b>	<b>220</b>

Sample Matrix



Furthermore, in Tanzania, we will observe different factors that contribute to the prospects of students, such as working environment, students' possibilities and willingness to attend higher education, as well as affordability of higher education. Moreover, we will conduct interviews with teachers of the schools involved to understand their views. Additionally, we will conduct a survey with students concerning our main research theme. After, we will be able to ask certain students in depth questions, in order to give us better understanding of particular topics. Although we realise the probability of bias in this type of research, the data will definitely be an authentic representation of local peoples' opinion about higher education. Finally, it gives us a further insight to what extent the Elizabeth Centre could improve the future prospects of the local children.

The last phase of research includes the report and reflection phase. Although we finished the majority of the report in Tanzania, some minor adjustments have to be done, in order to finalize the report.



### 3.2 Expected Outcomes

#### 1. *How does the Elizabeth centre secondary school compare to those of the local area?*

After conducting research prior to our arrival in Tanzania we expect that the Elizabeth centre secondary school will have a higher standard of education compared to those public schools in the local area. This is from the larger amount of income they have compared to public schools, likely resulting in lower class sizes and greater quality of facilities. However, last year's report (SOURCE) stated that the tuition fees are too low, therefore, we expect that the fees of the Elizabeth centre will be lower than these of the other local private school. This suggests the Elizabeth Centre chooses to reduce the fees to have more inclusion of local community whereby not discriminating of wealth in order to reflect their vision and mission.

Furthermore, prior to our arrival, Jonathon and Esme were invited to listen to some presentations presented by postgraduate students. They had gone to Tanzania to investigating the quality of education in both public and private run schools. The general consensus found from their research was contrary to what we may have anticipated. They had found that the six schools they looked around (three private, three public), the public schools had better resources and provided a higher level of education. This gave us an interesting priori hypothesis. Of course the selection of schools might not reflect the general consensus of the country but was something that we could investigate first hand.

Secondly, we predict public schools to have much larger classrooms, as well as lower quality equipment and facilities. Even considering that the current aim of the government is a teacher student ratio of 40:1, while the current average is 56.61:1 (Tradingeconomics.com, 2014).

We expect the public school to have a ratio higher than average and the private schools to have smaller classrooms compared to the average. Furthermore, according to UNICEF – Tanzania the pupil textbook ratio at primary level equals 5:1 (Unicef, 2011). Nevertheless, we assume the pupil's textbook ratio at the Elizabeth Centre to be lower.

## **2. *What are the barriers to secondary education and how could the Elizabeth Centre overcome them?***

Our second sub-research question taps into the kind of barriers to secondary education can be found in Tanzania. We have summed up several factors we expect to have an influence on this variable. Specifically, gender, cost, location, lack of quality in primary education, special needs and government support.

### **| Gender**

First, the gender factor will be discussed. Based on our prior research over 31% of girls get married by the age of 18 (Girlsnotbrides, 2017), and 5% are married by age 15. One reason for this could be high tolerance of Tanzania's laws with regards to early marriage. 'The 1971 Law of Marriage Act allows girls to marry at age 15 with parental consent, or at age 14 with court's consent' (Girlsnotbrides, 2017) According to UNICEF, in 2011 7000 girls dropped out of primary and secondary education due to pregnancy. 'Nevertheless, girls with secondary or higher education are then times less likely to become pregnant as adolescents than girls with no education '(Unicef, 2011).

### **| Cost**

Secondly, the cost of education will play a part. Even though public schools are for free (Right to Education, 2015), parents would still have to pay for transportation to school and school uniforms. We expect this to be a major issue concerning barriers for secondary education. Further, parents might need the support of their children in order to earn money for the family. Since, the Tanzanian government estimated in 2017, that 74 % of the underage population live in "Multidimensional poverty" Further, the government assessed that approximately 29 % live in households below the monetary poverty line (SOURCE 53 hrw.org). Between the years 2008 and 2012 it was estimated that the net attendance in primary schools of the poorest 20% was 67.5%, while the entire primary school age population was 98% attendance.

## **| Location**

Location is a factor we expect to be a barrier to secondary education. For example, schools might geographically be too far away. Additionally, this aspect corresponds with the earlier mentioned aspects of costs. Pupils might not be able to pay for the transportation, or it is simply too far away to get there by public transportation. We expect this problem to be higher for children living in more rural areas where bus stops will be a longer walk. Furthermore, rural villagers will be more likely to be working in agriculture so there may be a higher dependency of the children to help out with the farming.

## **| Quality**

The fourth aspect is the lack of quality in primary education. We do not expect all children to have the knowledge or skills to be able to access secondary education, and quality of education might greatly vary across schools or areas in Tanzania.

## **| Disability**

The fifth aspect is children with special needs. More specific, the accommodation of pupils with individual special needs is often not provided. Not in private schools nor in public schools. According to UNICEF, in 2011 0.35% of all pupils enrolled in Tanzanian primary school were children with special needs and/ or disabilities. While in secondary schools, 0.3% of boys and 0.25 % of girls have disabilities.

These statistics are relatively low. If analysing statistics of the Tanzanian government, one can see that the government estimates that 7.8 % of the population over 7 years old has a disability. (Tanzania Disability Survey Report, 2008)

Government support is a trait we expect to have influence on the barriers. Hence, we were interested if schools actually get the support they need. Specifically, if the government has a fund that represents a certain percentage of the country's GDP, aimed at supporting education in the country. Further, if this fund facilitates sufficient resources. Additionally, if those funds actually reach the children, as we expect corruption to be an issue.

Firstly, we expect the Elizabeth Centre to already lower the barriers for secondary education by low cost and addressing the location problem. Last year's report stated that the Centre charged to low and the government suggested that they increase their fees. Further, the Sisters running the school enables parents of their students to pay them in alternative assets such as animals and crops. Moreover, the location problem is solved the following way; The Elizabeth Centre offers housing to students that have to travel far (Boarding house).

### **3. The prospects of graduates of the Elizabeth centre**

In Tanzania, only 0.7 per cent of the population has been enrolled in university, namely 1.2 per cent for males and 0.2 per cent for females (University of Sussex, 2007). This is only a tiny proportion of the population, and it is crucial to attempt to improve the inflow of universities. We expect the Elizabeth Centre to deliver a stable amount of students that are able to go to university in a later stage of their education,

thereby helping to improve both the number of Tanzanian students that completed secondary school and helping to improve the proportion of the Tanzanians that have access to university.

The idea of the Elizabeth Centre is to improve the opportunities of the children, which can be done by either offering a higher quality of education than the alternative schools, or giving chances to children that would otherwise not be given a chance at all (related to capacity of other schools etc.).

We expect the Elizabeth Centre to provide a higher quality of education than alternative schools nearby, as they have access to more funding and resources than is expected of the alternative schools. As a result, graduates of the Elizabeth Centre should have more prospects than graduates of other schools in the area.

We believe acquiring data about the graduates of years ago will be a very difficult thing to do, as administratively we do not expect the Tanzanian government to be very well organized, thereby making it hard to track the past graduates of the Elizabeth Centre.

## 4 | Findings

### 4.1 School comparison

In order to compare the Elizabeth Centre to other schools in the area, we visited two other secondary school. One public school, which is the Malula Secondary School, and one private school, which is the Orkolili Secondary School. Those schools are close by and are therefore sensible alternatives for providing secondary education to the children.

#### | Pupils

##### *Number of students*

It is very noticeable that the Elizabeth Centre has fewer students than both Malula Secondary School and Orkolili secondary school. A logical reason for this is that the Elizabeth Centre Secondary School was just established in 2015, and that there were some problems with acquiring the license at the start. Therefore, not many children were sent to the secondary school yet, however, the problems seem to be solved and therefore, more children are expected to come in, in the following years, with 25 expected to join form 1 next year.

The Elizabeth Centre now has 20 students in form 1, 10 students in form 2 and 23 students in form 3, totalling 53 students. Considering the fact, the secondary school was recently established, logically no student has made it into form 4 just yet.

The Orkolili Secondary school totals 242 students. There are 45 students in form 1, 59 students in form 2, 61 students in form 3 and 77 students in form 4. Additionally, 10 students follow vocational training without participating in one of the regular classes.

The Malula Secondary school totals 446 students, of which form 1 contains 171 students, form 2 contains 139 students, form 3 contains 74 students and form 4 contains 62 students.

	Elizabeth Centre	Orkolili	Malula
Form 1	20	45	171 (4 classes)
Form 2	10	59	139 (3 classes)
Form 3	23	61	74 (2 classes)
Form 4	/	77(2 classes)	62 (2 classes)
Total	53	242	446

Class size

For Malula Secondary school, it does seem very noticeable that the inflow of students is rapidly increasing. This could result in severe capacity problems for the school. However, due to being established recently, the Elizabeth Centre secondary school is not as prone for these capacity problems and has a lot of potential to grow.

The Sisters explained that the capacity of Elizabeth Centre is actually much more than the amount of students they receive now, approximately being able to take 180 students on its full capacity. However, as the school is relatively new, it is growing slowly, with 25 students expected to join the school next year. The Sisters have other plans to increase the number of pupils, as will be explained in the findings of the research question.

### **| Occupation of parents**

Differences in the occupations of the parents can be noted as well, judging by the outcomes of our research. While the Malula Secondary school mainly included kids with poor parents, who are mostly farmers, the parents of the Orkolili Secondary school tend to do jobs related to a higher wage. While a big farmer could obviously earn more than a poor doctor too, this is the most convenient and accurate way to draw conclusions about the wealth of the family of the pupils.

Of the students of the Elizabeth Centre, 75% of the children's fathers have farmer as their main occupation. If we look at the mothers instead, this would also be 75%, meaning that at least 75% of the students in secondary school have at least one parent working in agriculture. This is 25% higher than the national average, however consideration must be taken in to place since the school is located in rather a rural area with little other industry surrounding it.

However, if we look at Orkolili Secondary School, this is quite different. In Orkolili Form 4, just 18.64% of the fathers are farmers, and 18.64% of the mothers are farmers too. In Form 3 of the school, 22.22% of the fathers and 15.56% of the mothers are farmers. Summing this up, merely 39 out of the 208 parents of the children at Orkolili are farmers, which is 18.75%. No very dominant other professions have been found, but for instance for women, the occupation of a business woman (22.11%) is the most popular. Moreover, we found significantly more engineers, doctors and teachers among the Orkolili students than in the two other schools, jobs which we would classify as high-wage jobs in the Tanzanian job market. Since 48% of the students we have data on are boarders, it is clear that they have been sent here to seek education and have travelled and paid good money. It is possible if the Elizabeth Centre expanded its boarding facilities that it would be able to attract more students from affluent backgrounds.

Finally, we checked the occupations of the children at Malula. As this is a public school, we also expected to come across many farmers. In Form 3, of the fathers and mothers, 48.89% and 44.44% are farmers respectively. In Form 4, this is 68.18% and 52.27% of fathers and mothers are farmers respectively.

Judging from our personal experiences in Tanzania, we do classify farmer as a poor job in Tanzania. Therefore, we can conclude that the Elizabeth Centre does very well in giving opportunities to children of

poor parents. This particularly applies when comparing the two private schools, where jobs differ significantly. Without a doubt, this can be explained by the high fees at Orkolili, fees that would be unaffordable for most Tanzanian farmers. However, we noticed that the Elizabeth Centre Secondary school fees are apparently affordable enough for any occupation despite being a private school, as we found even a higher percentage of farmers among the parents of students at the Centre than at Malula.

**|Ambition**

Another interesting aspect of the pupils that we compare is the ambition of the pupils. In other words, does the school inspire the child enough to want to continue until university? As expected, most of the students are interested in going to university, but we did find some students who lack this ambition.

Of all the Elizabeth Centre Secondary school children we interviewed, every single one of them does have the ambition to go to university, thereby being 100%.

Among the interviewed Orkolili children, 90 out of 97 have the ambition to go to university, which is roughly 93% of the children. In Malula, this was 85 out of 88, resulting in 97%.

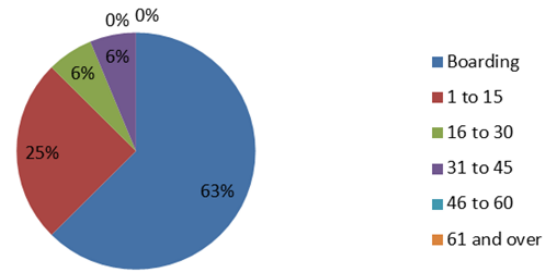
While this statistic doesn't tell if the children are bright enough to eventually attend university or whether the parents can afford sending their children to university, it is still interesting to see the difference in intrinsic motivation of the kids.

**|Costs**

There is a very large difference between the schools regarding the fees that they asked. As a government public school, the Malula Secondary school does not actually ask for any fees to be paid for their education. However, all that is supplied for free is the education itself. Meals, housing and uniforms are not provided at the school and need to be paid for by the parents.

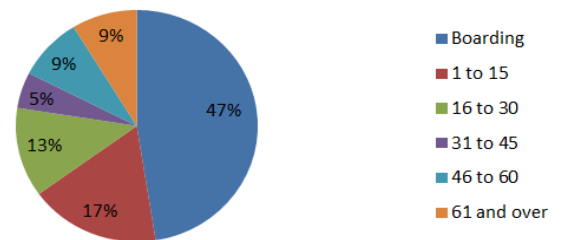
On the contrary, the Orkolili high school asks for very high fees, namely 1.340 million TZS per year for boarders and 900.000 TZS per year for

**Minutes it takes EC secondary school pupils to get to school**



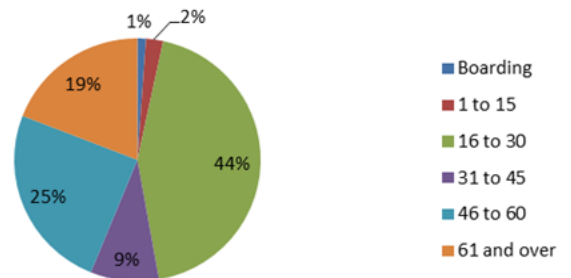
Commute time for EC

**Minutes it takes Orkolili pupils to get to school**



Commute time for Orkolili

**Minutes it takes Malula pupils to get to school**



Commute time for Malula

non-boarders. Students that follow vocational training are charged 900.000 TZS per year as well. While the Elizabeth Centre does charge fees, they are much lower than the fees charged at the other private school. The Elizabeth Secondary school charges 400.000 TZS for regular students and 600.000 TZS for boarders. While they do charge extra for food, this is only 20.000 Tanzanian shilling a year, roughly 8 euros, which is a fairly minimal percentage of the costs. Ultimately, education at the Elizabeth Centre is more than twice as affordable as the more expensive Orkolili high school.

It has to be noted that regardless of wage, all the schools we visited do require some sort of additional funding in order to improve their facilities. Despite getting funds of the government to provide for education, the Malula Secondary school specifically asked us to somehow find more money for them, in order to deal with the increased inflow of students in the most recent years.

As has been discussed extensively, the Elizabeth centre requires funding as well, for things such as computers, the science lab and to finish the toilets.

But even the Orkolili high school, the school that charges the highest fees by far, still requires more funding, particularly for materials for the vocational training.

## **| Location**

While the schools are located quite near to each other, differences between schools can be noted in the time that students take on a daily basis to get to school. The Orkolili Secondary school is located approximately 2 kilometres east of the Elizabeth Centre, while the Malula Secondary school is located approximately 4 kilometres west of the Elizabeth Centre, both roughly being a 10-minute car drive away.

One of the questions we asked the pupils of the three schools we visited is, how long they have to travel, and using which method of transportation they use. The average amount of minutes the Elizabeth Centre Secondary School pupils use, is just 7 minutes. When correcting for the boarding students, this is still just 18 minutes. Of these, 19 per cent take the bus, while the rest walks to school or lives at school.

For Orkolili Secondary school, the average time to get to school is 25 minutes, and even 47 minutes when correcting for boarders, with several pupils travelling over an hour to get to their school. However, Orkolili was able to fund a well-functioning school bus, which means 27 kids actually take the bus to school rather than walk.

Finally, the children at Malula have to travel much longer than children of the other two schools. On average, it takes a pupil 51 minutes to get to school, 52 when correcting for boarding students. As there is no school bus or bus stops nearby, 87 out of 89 students actually have to travel to school by foot, often having to bridge very large distances on a daily basis to attend classes.

The Elizabeth Centre seems to be doing well in the location aspect, limiting the amount of time that the students travel to school, thereby potentially taking away some barriers for Tanzanian children as well. While the school would benefit from a school bus just like Orkolili's school bus, the small size of the school means that there is no urgency for this investment, and it will most likely only pay off when it can be



successfully combined with the primary school as well.

These graphs outline the differences very well, it can clearly be seen that the Malula students in particular take very long, as the majority has to travel more than half an hour, and most pupils having to do that by car as well. The situation in Orkolili is better, as most students take less than half an hour to travel, and many students actually live next to the school.

However, the Elizabeth Centre seems to be at the ideal location for many students, as most pupils do not have to walk to school for a long time at all, as can be seen in the graph above.

### | Facilities

We did notice some severe differences between the facilities of each school. In general, the facilities of the Orkolili Secondary school can be perceived superior to those of the Elizabeth Centre, which corresponds to the fees that the students pay to attend the school.

However, the facilities of the public school, Malula, do seem quite inferior instead.

A way to illustrate the differences perfectly is to have a look at the sport facilities of the schools individually.

Orkolili has very solid sport facilities for the kids, involving a large grass football pitch and a basketball court on a flat surface.

The Elizabeth Centre does have a football pitch as well, but it is very rocky and kids would usually play with improvised balls and without clear boundaries of the pitch (for instance trees blocking the way). However, the public school actually does not have a football pitch at all, just an improvised netball pitch.

As for the other facilities, all schools seem to have the facilities that are absolutely necessary for a secondary school, such as toilets and a science lab, but overall, we feel Orkolili has the best looking facilities of the three schools, in terms of how luxurious the buildings and the overall terrain looks. The Elizabeth Centre is somewhere in the middle, while the Malula Secondary school is poor



*Orkolili Secondary School has a good basketball court, with asphalt indicating the borders of the field. Moreover, the school has a proper football pitch made of grass.*



*The Elizabeth Centre does have a football pitch, but it is very rocky and should really be improved.*



*Malula Secondary School does not have funds for a football pitch and therefore only have a netball field without good surface to actually play sports.*

in that aspect, presumably because of the lack of funding they receive.

Another issue is the availability of textbooks. As was told in our interview with the manager of Orkolili Secondary school, textbooks at Orkolili are generally well-accessible, ranging from a 1:1 ratio (1 textbook for one student) to a 1:2 ratio (1 textbook for two students).

At the Elizabeth Centre, 2 students usually have to share 1 textbook. This is certainly not a bad ratio and we can conclude that the accessibility of textbooks is quite good.

However, at Malula Secondary school, the facilitation of textbooks is quite poor. The availability of textbooks depends on the subject, but could range from 1 textbook for 3 students (Science) to 1 textbook for 9 students in Arts.

## | Teachers

A very good indication for the quality of the schools would be the teacher to student ratio. The government prefers the classrooms not to be bigger than 40, or 45 at most. Not every school we analysed actually adheres to this regulation.

The Elizabeth Centre does quite well in this aspect, mostly considering the small size of the school. The maximum size of the classroom (for Form 3) is 23 pupils in one class. Orkolili does not do very well in this aspect, with form 2 having a ratio of 59:1 and form 3 having a teacher to student ratio of 61:1. They did quite well to spread out form 4 over two classes to deal with this issue, but this certainly is something that should be done for form 2 and 3 as well.

Malula Secondary school is actually doing quite well in this aspect. While their school has a large number of students, they do split out the forms over several classes, depending on the amount of students in the specific form. Form I is the most problematic, form 1C having 45 students and form 1A and form 1D containing 43 students. Apart from that, only class A in form II surpasses the government's preferred amount of 40:1, considering the class has 43 students as well.

In general, it can be concluded that the Malula Secondary school does quite well in this aspect, potentially having to do with it being a public school, therefore facing stricter regulations.

## | Performance

As grades are subjective and hard to compare, we chose to specifically compare the standardized government tests. Tanzanian secondary school includes two national tests, namely at the end of Form 2 and the end of Form 4. As the Elizabeth Centre does not yet have children in Form 4, we chose to compare the grades of the standardized tests in Form 2 of the 2017 class. We did some research at the school to find the grades of these tests. Grades range from Division 1 (exceptional) to Division 4 (poor but enough to pass) if a student performs lower than Division 4, the student failed. The results we found are reported in figure 4.5.

	Elizabeth Centre	Orkolili	Malula
Division 1	26.1%	1.6%	3.5%
Division 2	30.4%*	5.0%	7.1%
Division 3	26.0%*	31.1%*	10.6%
Division 4	17.5%	57.4%*	64.7%
Fail	0%	4.9%	14.1%

**Exam results**

\*approximately

While a point could be made about the small sample size of the Elizabeth Centre (23 students took the 2017 test), it can be noted that the Elizabeth Centre students do significantly better on this standardized test than the two others schools do. Orkolili does a lot better than Malula as well, having a much higher pass rate of 95%, compared to just 86%.

When asked, one of the secondary school teachers of the Elizabeth Centre explained that the Elizabeth Centre students had to travel very far to do this test and therefore the period has been very stressful and did not get the best out of the students.

We experienced differences in the level of English as well. While the interviews at the Elizabeth Centre and the Orkolili Secondary school went quite well and most answers (although not all) were very clear, the questions we asked at Malula high school actually had to get translated to Swahili for the students to understand what to answer. And even then, despite us preferring them to answer in English, only 23 out of 89 interviewees at Malula answered in Swahili rather than in English.

An interesting approach of the Orkolili Secondary school is that the official language of the school is English rather than Swahili, as was indicated by a large number of signs at the school. While we do not expect all the students to adhere to this in private conversation, it does show how important the improvement of English skills is at this particular school.

Moreover, there are also differences in the content of education. Firstly, the language should be noted, as Orkolili has English as official language, while the Malula Secondary school children struggle to speak English. However, a more notable difference is the vocational training that Orkolili offers within their programme, which we found was the reason to choose Orkolili Secondary school for many of their students. All students take part in vocational training, mostly alongside their standard core subjects, however 10 students do vocational training only. We interviewed these students and found out reasons as to why they decided to take part in vocational training only. The school offers training in cooking, tailoring, mechanical engineering, electrical engineering and civil engineering. There is a variety of reasons, which include their passion for the subject, the fact that they had finished secondary school and this was their next life decision, the price (vocational training is 35.7% cheaper to study) or because they are more practically minded. The school began offering vocational training in 2016, and this was a decision made by the manager of the school, with

the less intelligent students in mind. “After keeping the children for 4 years and taking fees, we don’t want them to become a burden to society of their parents. By learning vocational skills, it allows the children to become self-reliant.”

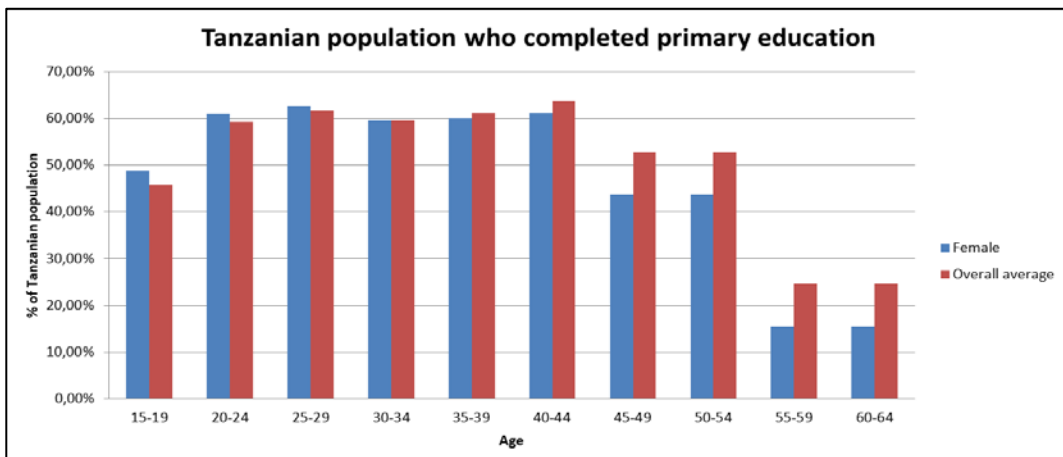
It can be very expensive to provide vocational training as lots of equipment is required for the practical lessons. This is why Malula does not provide it, as their existing funding is insufficient. The Elizabeth Centre is considering it, although it does not seem a priority right now, as the secondary school is still very young.

## 4.2 Barriers to Secondary Education

After intense research we had the following findings concerning barriers to secondary education.

### | Gender

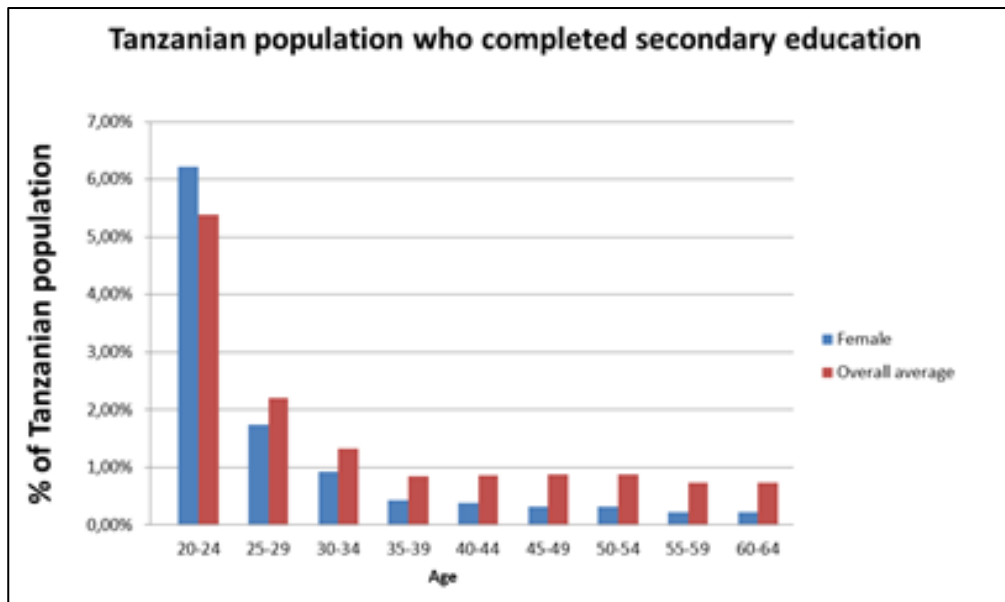
As expected, gender has an influence on barriers to secondary education. With the data of tradingeconomics.com we were able to develop these figures. It shows the percentage of the Tanzania population who has completed primary education based on age group clusters.



Completion of Primary education

Against our expectations, more females complete primary school, compared to the overall average (Trading economics, 2014). Moreover, a change took place about 30 years ago. Until then the female population that completed primary education was significantly below average.

For secondary education we also expected less women to complete secondary education. Nevertheless, our findings prove to a certain extent, different.



Completion of Secondary education

What stood out is that for females of 20-24, the percentage that completed secondary education was 1% higher compared to the overall average of the age. However, in the years before, it is obvious that gender was a huge barrier to education. We can confirm our expectations that girls are less likely to finish secondary education due to the fact that they get married or pregnant at an early age. The Head teacher of the Malula secondary school told us, that girls in her school often have higher results in their exams, however, are likely to be married as soon as they turn 15. Further, she told us her concern that many girls have to walk to school leaving them vulnerable. This may result them leaving school due to pregnancy.

### | Cost

The second barrier we expected is cost. 11.36% of students in Form 3 and 18% in Form 4 at the free Malula secondary school stated, that they were only attending this school due to low fees. Objectively, the Malula secondary school does not have the highest quality in education compared to the private schools. Thus, if students attend this school simply because they are unable to afford other schools, they do not get a high level of educating. Also, we presume that parents at the Malula secondary school often did not attend higher education, based on the jobs we found in our research. Roughly 68% of the fathers and 52% of the mothers are currently farmers, one of the lowest income jobs in the country. Furthermore, 9% of the mothers and 13% of the fathers have an academic degree from university or college, such as engineer and teaching. A difference can also be seen based on the overall school result shown in figure 4.5, as the public school has a significant lower average grade compared to the two private schools, reflecting a lack of funding.

In contrast, only 20% of the fathers and 17% of the mothers at Orkolili secondary school are farmers. Additionally, at this high school the rate of higher educated parents was significantly higher. 28% of the fathers at Orkolili school and 23% of the mothers at Orkolili school attended University. Supporting our expected outcomes that, if parents have studied, they are abler to support their children in school, they understand the importance of it and resulting the pupils likely to have higher education.

Finally, 77% of the fathers of the students at the Centre are farmers, while 70% of the mothers are farmers. Further, 20% of the fathers have attended university. This shows the unique position the Centre is currently in. Their students mostly grow up in households in the lower income level, with a small percentage of parents who attended university. Nevertheless, the School outperforms any of the other two in quality of education. As we have seen previous, the Centre has the best performance with regard to grade results.

These results reflect our priori hypothesis.

### **| Location**

Additionally, we can confirm that location is a barrier to secondary education. Elizabeth Centre and Orkolili are both schools offering boarding while Malula does not. Moreover, the Head teacher of Malula school, Madame Mrosso, stated that most of her students walk to school, which potentially impacts learning due to fatigue and loss of concentration. According to our research at Malula school pupils attending Form 3 and 4, respectively 97.73% and 97.78% walk to school. With an average duration of 52 minutes and 50 minutes.

While for the Elizabeth Centre, the average duration of walking to school was 8 minutes. 81.25% of students walk, but students arriving from further destinations were able to come by bus, specifically 18.75%. The average duration for the bus drive is 10 minutes.

For the Orkolili School the average time students spend to come to school is 17 minutes. While a majority of pupils live at school, 42.22% walk with an average duration of 8.5 minutes. 28.89% take the bus with an average duration of 47 minutes.

We found that the average duration to school has a significant impact on performance. Madame Mrosso stated that many students arrive hungry, tired and without the necessary energy to concentrate at school. Further, as already stated above, she mentioned the vulnerability of girls. Moreover, a longer way to school indicates less free time and less time to study at home.

Finally, in an interview with the head teacher of the Elizabeth Centre, Sister Gaudencia, we found out that many students come here because their parents have a job in the area. Such as working at the Kilimanjaro Airport or as a tour guide. If the parents change their job it is highly likely that students also have to change location. Often, students have to cope with completely new surroundings while trying to achieve high grades. However, the Centre is trying to reduce this barrier by offering further boarding, securing a safe study and living environment for the students.

### **| Lack of quality in primary education**

As a fourth barrier, we anticipated that the lack of quality in primary education would be a barrier to secondary education. The Head teacher of the Elizabeth Centre told us in her interview that she wishes teachers were more educated and that she had more resources to fund educational field trips. This meets our expectation that lower educated teachers might cause a lack of quality in primary education. Thus, we do not expect all children to have the knowledge or skills to be able to access secondary education.

### **| Children with special needs**

Moreover, we expected children with special needs to have a larger barrier to enter secondary school education. While visiting several schools in Arusha area, our expected outcomes have been confirmed. Although, our research showed a much larger impact than anticipated with regards to Albinism. Out of the three schools we visited during our stay, only one girl had the condition.

This caught our attention. Thus, we have since found out, that globally 1 in 18000 it born with this condition. While the number in Tanzania is dramatically higher, 1 in 1400.

The Government is attempting combat the killings of people with disabilities, especially albinism (However, this is a more dramatic issue in the north- west of Tanzania, Mwanza). Many are denied the right of living, education and equal employment. Due to this social exclusion and the lack of substantial medical treatment, only half with the condition complete primary education. While only 10% attend secondary education. Further, the most significant medical issue influencing their ability to complete their education is the ability to read due to a wide spread eye condition among Albinos.

### **| Government funding**

We anticipated that government funding would be a barrier to secondary education. Two out of three schools we visited were private schools, which do not receive funding from the government. Further, the public school stated, that the needed buildings and school books are paid by the state. Nevertheless, these are often of low quality, or simply not sufficient for the amount of students. Therefore, parents are trying to build new buildings, due to the lack of classrooms. Because of the current bad economic situation, facilities are often build really slowly or are not completed.

Additionally, there is no government support for food, often children are too hungry to study and cannot concentrate due to the lack of energy. The student book ratio at the public school is much higher as well, ranging from 1 textbook per 3 students to 1 textbook per 9 students. Supplementary barriers, such as not enough chairs or a lack of general equipment were mentioned. Thus, our findings here are that in general government support is there. However, it is far too little for the schools to provide optimal education.

### **| Overcoming the barriers**

We found several ways how the Elizabeth Centre is trying to overcome those barriers.

The Centre already accepts alternative payment methods, such as corn and livestock. Additionally, parents who are unable to pay the fees are offered a job for the school, or at any place in the village, belonging to the Elizabeth Centre. That way, the Sisters try to give equal chances to everyone.

What can the Elizabeth Centre do to overcome these barriers concerns the second part of our research topic. The location barrier can be solved in different ways. The Elizabeth Centre offers boarding for students, currently the centre is building more houses, expanding its capacity for more children to travel less to school. Another option is to expand its bus network and bring more children to school via buses, however due to the sparse population, not all issues will be solved. The Elizabeth Centre could rent out houses or property they

own to parents who need a house and would like their children to go to school at the EC. Often, those parents not only live at low renting cost, but they get employed by the EC, to ensure that their children have good chances for higher education. Additionally, the Centre keeps the barrier “cost” to a minimum as shown throughout the research.

The Elizabeth Centre maintains a welcoming ethos and does everything it possibly can to give an education to all without discrimination of gender, age or ability. However, some of the issues raised are out of reach for the centre, such as government funding. Therefore, the government should do more to facilitate education to all and ensure education is reached across the nation.

The barriers related to gender and children with special needs are the government’s responsibility to tackle, and an individual entity like the Elizabeth Centre will not be able to stop serious issues like early pregnancy, rape and social exclusion on its own.

### 4.3 Prospects of graduates from the Elizabeth Centre

This topic is addressed using questions we have asked Sister Gaudencia about previous students, as well as our primary research of the current students of the Elizabeth Centre to find out where they were going after graduating both primary and secondary school.

#### | Primary school

Finding out about the whereabouts of the primary school graduates can be a challenge, especially when looking at the long-term situation before a secondary school was established. After all, these pupils simply get lost out of sight of the teachers and Sisters of the Elizabeth Centre as they do not get any notification from the government where their ex-pupils ended up. In many cases, the families simply move away and no further contact will be made. Therefore, our data of graduates is very limited.

However, some graduates have returned to the centre to thank the Sisters and the teachers for everything they had done, reflecting the appreciation of many students that have had the opportunity to attend the Elizabeth Centre. As the school started in 2007, the first year of graduates was in 2012. Out of the 20 students that finished the primary school in that year, 8 Form 5 and Form 6 students came back to the school in a later stage, in order to thank the Sisters for what they have done. Therefore, we can conclude that at least 8 out of 20 students of the 2012, made it to advanced secondary school and are set to join university in the near future.

Of the second year of graduates, this is at least 4 out of 20 students, but as explained, this is likely more as many students that potentially could be heading to university might not have come back to thank the Sisters. What should be noted is that we did actually encounter some of the Centre primary school graduates in Form 3 and Form 4 of the alternative secondary schools we entered. Logically, we found more Form 4 students than Form 3 students that graduated from the Centres Primary School, as the Form 4 students were not able to attend the Centres Secondary School due its incompleteness. At the public school, Malula, we found 13 graduates of the Elizabeth Centre Primary s



School, of which 12 mention they aim for university in the future. Additionally, we found two more in Form 4 of the private school, Orkolili high school. The reason of this difference hypothetically is that the Elizabeth Centre is mostly popular among children of poor parents, which is why many parents that sent their children to Centres Primary School would not be able to afford sending their kids to Orkolili high school.

Naturally, many graduates of the Elizabeth Centre primary school can now be found in the secondary school instead. Form 1 has 6 pupils that completed the Centres Primary School, while Form 2 has 8 and Form 3 has 5, adding up to 19 students out of the total 53. In many cases, the pupils want to do their secondary schooling in a different surrounding or their parents move away for work, meaning they will go to a different secondary school, which could even be in a different part of the country. For next year, there will be another 8 students moving from Centres Primary School, Standard 7 to Form 1 of the Secondary School, out of the approximate 25 pupils joining Form 1.

Moreover, we did conduct some interviews with the primary school pupils currently in Standard 6 and Standard 7 in order to hear their ambitions. Out of these students, 100% of the students said they were planning on going to secondary school at the Elizabeth Centre. However, it has to be noted that a lot depends on the financial wealth and the decisions of the parents, whether they are actually able to send their children to the Elizabeth Centre secondary school, or any secondary school at all, but it shows the ambition of these pupils and highlights the enthusiasm towards further education at the Elizabeth Centre. As one of the Sisters explained, the secondary school enables the children to further build upon the education, values and relationships gained from their time at the Elizabeth Centre.

### **|Secondary school**

As the secondary school was only established in 2015, the highest Form at this point is Form 3, which means that the school does not yet have any graduates at all.

However, we were able to get a lot of information about the current pupils from Sister Gaudencia, who works at the Elizabeth Centre secondary school. Out of the 23 current Form 3 students, 20 are expected to pursue A-levels with the aim of University. She considers it a very bright class with a lot of potential. What proves her statement is the very good scores of this Form on the standardized government tests at the end of Form 2. None of the students failed and many students scored Division 1 or Division 2 on these tests, especially when compared to the grades of the other schools we visited, which are significantly worse than the grades at the Elizabeth Centre secondary school.

The potential of the pupils of other forms are a little more guesswork, as they have not yet done the important standardized tests at the end of Form 2. Yet, the Sister was able to predict that 6 out of 10 children of Form 2 have the capabilities to pursue a university degree. Finally, for Form 1, this would be about 15 of the 20 students, which is still a promising percentage.

Keeping this in mind, we can mention that the education at the Centre is simply very good and the students that will graduate from this school will have high potential and most of them are predicted to reach university, if their financial situation allows them to do so.

Just like we did for the primary school students, we conducted interviews with the pupils, in order to understand their ambition. It turned out that all of the students we interviewed do in fact have the ambition to reach university, whereas this was 93% at Orkolili and 97% at Malula.

Also, the Elizabeth Centre secondary school has several plans to improve the prospects of the children and workers in Tanzania, of which some of the plans are in a very late stage.

Firstly, the school is attempting to get permission from the government to give children that failed to finish Form 4 at different schools a second chance at the Elizabeth Centre. These students will get 1 year to follow additional training at the school in order to amend their grade and finish with a secondary school certificate, which will greatly improve their future prospects. This process is already in its last stage, as all the required documents have already been brought to the government in Dar es Salaam. It is difficult to make predictions on the number of additional Form 4 students that this will bring, but the Sisters estimate it could be 30-40 students next year, who in most cases might not have had a second chance otherwise.

Moreover, when the Elizabeth Centre asked for permission to train these students for another Form 4 test opportunity, the government suggested that a similar thing can be done for workers. A lot of workers in the area do not yet have a secondary school certificate, but instead chose to start working at an early age in order to make an income. However, these workers would massively benefit from obtaining a secondary school degree, as this could massively improve their position on the labour market. An example of this is Kilimanjaro Airport(JRO), where some jobs require a secondary school certificate or may pay more for workers that have this education. The plan of the Elizabeth Centre is to start up a 2-year programme that prepares the workers for the standardized Form 2 and Form 4 tests, enabling to get a secondary school degree at the Elizabeth Centre in two years, rather than four years. This would be a very interesting opportunity for many workers in the area, as these workers would only need two years off, rather than four to massively improve their future prospects. For this programme, an inflow of another 30-40 students is expected.

However, as said these are still unconfirmed plans, so there is no guarantee that this will actually be implemented next year already. But Sister Immaculati assured us that the plans are in a very advanced stage and most of the processes have already been completed, meaning it is very likely that the plans will become reality in the near future. We are very pleased about the plans, as this will without a doubt improve the prospects of even more students and workers in Tanzania.

As presented, the prospects for current and future students of the Elizabeth Centre are bright and optimistic, matched by the incredible enthusiasm that both the students and teachers have towards further education. There is room for great potential of the secondary school. It already has the fundamentals and with further development in the near future, it can increase size and offer more students a high quality education.

## 5 | Keynotes

From our findings we have been able to come up with three keynotes that summarise the research we have conducted.

### Keynote I:

The Elizabeth Centre outperforms both the public and private schools in the area on the aspects of pupils, location and teaching, but cannot match the facilities and extra content of the private school and cannot match the low costs of the public school.

### Keynote II:

Location, quality of primary education and cost are barriers to secondary education that can be reduced by the Centre with an increase of resources, while the barriers gender, children with special needs and government funds are barriers that cannot be reduced by the EC.

### Keynote III:

The Elizabeth Centre significantly increases the future prospects of the students that graduate at both the Elizabeth Centre primary and the secondary school and will contribute even more in the near future.

## 6 | Conclusion

Over the course of six weeks we have been able to gather data, analyse and evaluate our findings to conclude the extent the Elizabeth Centre shapes the future of its students. The four sub topics have been addressed to aggregate to a conclusion.

In line with our expectation of class sizes and text book ratio, the Elizabeth Centre does have higher standards than those the public secondary school. The cause of this was as anticipated, the lack of funding it receives compared to the Elizabeth Centre. One of the things we didn't consider was how new the Elizabeth Centre Secondary school was. Due to its only recent completion, it has not filled its classes reflecting that it also has smaller classes than the private school, Orkolili. With a potential capacity of 180 students and currently only 53, we expect the Elizabeth Centre to fulfil this in the future. The difference in fees from the three schools we visited was significant and the consequence of this was shown in the facilities, arriving at our initial expectations. The ambition and enthusiasm of the students we spoke to however excelled what was anticipated across all the schools, in particular the Elizabeth Centre. This ambition backed by the support and kindness throughout the Elizabeth Centre makes it an unparalleled organisation.

The students that attend the primary and secondary school at the Elizabeth Centre have been equipped with the foundations to go on and achieve their dreams. We were limited in finding graduates from previous years as expected, but we were able to hear positive things, such as the students coming back to give thanks to the Elizabeth Centre. Most importantly the quality of education the Elizabeth Centre provides enables all students to pass the exams essential to carry on to further education. This is shown in the exam results table, where it can be seen that 100% of Form 2 students pass their exams, with over 56% in the top 2 divisions. We expect this quality to also be of the Form 4 examinations in the future, and will no doubt be achieved due to the high standards and ambitions of the students and teachers. The values and prudence the students gain from their time at the Elizabeth Centre is invaluable and will equip them to grow throughout their life. They are guided to look out for each other in school, not only will it benefit them but benefit the community they find themselves in later in life.

This research project has uncovered many encouraging findings on the educational environment in and surrounding the Elizabeth Centre. We have discovered purpose and happiness shown by everyone we have spoken to here striving for the common goal of education. The Elizabeth Centre is so much more than a school; it is an asset to the community of Kolila. Throughout this report we have highlighted the quality of the Centre, who it helps and how it prepares its students for the future. The evidence is clear. Anyone that is fortunate enough to attend the Elizabeth Centre, in the past, present and future is prosperous and no doubt become a stronger individual.

## 7 | Limitations

Our research contains several limitations that we have to be aware of while conducting it and our findings are used for further work. The first constraint is the language barrier. We conducted interviews and surveys in English as well as in Swahili. Implying, that during every interview at least the Interviewer or interviewee was confronted with a language barrier. Further, a translator had to be used in order to conduct surveys in Swahili. Pupils and teachers interviewed were mainly all from the same village, implying that they are from similar cultural backgrounds, religion due to the same regional area, but this cannot be overcome due to the Elizabeth Centre being the primary focus of our research.

An additional limitation is that we did a snapshot research. Meaning, we only interviewed our participants at one specific point in time, providing us with cross-sectional data. These could have been different thought if we had worked with time series data, analysing over a 10-year period we would expect levels and outcomes of education to have increased year on year to reflect the development of the Elizabeth centre and Tanzania as a whole.

A further constraint is the sample size; Since we only conducted 220 interviews and surveys, this number is not completely representative of the whole Elizabeth Centre or surrounding schools but allows to have a good indication.

Moreover, the reliability of the research is a further limitation, since we cannot know for sure whether the participants told us the truth or not, especially in the interviews with the teachers of the other secondary

schools, as these might not be objective and be too positive about the information about their own schools. This problem could affect the reliability of our research.

Finally, the administrative weaknesses of Tanzania are a constraint as well, as it is very difficult to find certain specific data on education. This has particularly affected our answers to the last research question, as there is no viable option to track down all of the past graduates.

## 8 | Recommendations

In order to reduce barriers and enhance the quality of the secondary school at the Elizabeth Centre, we recommend several strategies.

### **| Medical centre**

The strength of this project would be that it allows the exclusion of ill students, in order to avoid the spreading of the illness, all immediate medical attention, no travel required and the house is already provided. However, the medical centre would be costly to implement.

Nevertheless, there it does provide several opportunities. There is no close medical centre, meaning that people from the village could also come to the centre, generating more income for the centre.

Significant threats however, are that there is already a doctor in the village, locals might trust more. This would result in little villages using the centre and then it cannot generate income. Furthermore, medication could get too expensive and cause the centre to generate a loss.

### **| Diversification with regard to disability support**

The medical centre would allow the Elizabeth Centre to provide regular eye checks for, e.g. Albinos. This way a secure and safe education can be ensured. Due to a lack of medical attention to Albinos, the Elizabeth Centre could diversify itself, by ensuring that Albinos get the correct treatment. As this is currently the main issue regarding Albinos in Tanzania.

Diagnosable problem in accepting students in wheelchairs: The facilities for the secondary school have two floors. However, this could be overcome, since the school is relatively small it could be arranged that the class with disabled pupils can be situated on the ground floor.

### **| Increase boarding capacity**

In order to reduce the barrier of location, the Elizabeth Centre could facilitate further boarding. Students from cities further away would probably consider the Centre as a good primary and/ or secondary school, although the reputation requires additional growth for it to become more widely known.

### **| Offer a school bus service**

This recommendation is also based on the location issue. We noticed that Orkolili high school provides a school bus. This would help to get students living further away to attend the EC. We are aware that buying a

school bus would be too expensive; however, there are options to hire school buses. It is unsure whether the increased fees and the increased demand of the school weigh up against the costs of providing a school bus service, as of right now, it might not pay off, as many of the current students live quite close to the school.

### **| Extra Schooling**

A further recommendation is based on the issue how to overcome barriers concerning secondary education, specifically, that some students might not experience good enough primary education. The Centre could offer summer trainings or holiday trainings, for those students who would like to enter the secondary school. Moreover, tests could be made beforehand to see which student would need to do a workshop, in order to be able to study at the school. Simply, just to ensure a high level education.

### **| Increase number of secondary school students**

It is important to help as many children in the area as possible. While the primary school classrooms are nearing their maximum capacity, the secondary school was established quite recently, meaning that the number of secondary school students is still relatively low. The Sisters estimated the maximum capacity of the secondary school to be approximately 180, filling four classrooms. As of now, the school has 53 students, which means that there is a lot of potential to help even more children, thereby also maximizing the potential of the school, as it will have access to more funding.

The inflow of students will most likely increase gradually, as the school will attract more and more students, both coming from the Centres Primary School and other primary schools in the area.

However, a quicker way to be able to use the potential of the school would be to pursue alternative plans to get more children to school. The plans to educate workers and to facilitate Form 4 retakes of other schools, as mentioned in the findings section, seem to be very good methods to improve the prospects of even more Tanzanians, and therefore we recommend to continue to work on these plans.

### **| Offer vocational training**

Vocational training would be very beneficial for the students of the Elizabeth Centre. It provides the pupils with more general knowledge about several aspects of life and prepares them for several potential jobs if the child will not make it to university. Many parents send their children to Orkilili purely for the fact that the school offers vocational training, which is why we believe that the Elizabeth Centre would benefit from providing vocational training too. Although, we do suggest that they offer a different selection to that offered by Orkilili. They should also offer different course lengths, varying from a short 3 months to a longer 2/3-year course. The training should also have options to do it alongside studying or alone. The country relies heavily on labour - vocational training helps to support the development of the country. Vocational training is a way to improve the prospects of the children that might not be bright enough for university, but are still willing to follow secondary education.

We believe these recommendations would allow the students to prosper, while also increasing the demand for education provided by the Elizabeth Centre. The Increased demand would allow the Elizabeth Centre to generate higher income, becoming more self-reliant and ensuring a more promising future.

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