

How can the Elizabeth Center improve their contribution to the local community?



Newcastle University & University of Groningen

Lars Olivier Koopman

Anne-Fleur Marguerite Boom

Ryan Andrew Lee

Alexandra Veronica Voinow

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Abstract

This research has been conducted to develop insight into the perception of the local community in Kolila village regarding the efforts made by the Elizabeth Center to help the local community. Beside drafting an overview of this perception, this research allowed respondents to offer their opinions on how the Elizabeth Center could improve their contribution. Prevailing themes, such as; job opportunities and healthcare concerns have been identified and addressed throughout the report to provide recommendations for the Elizabeth Center.

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1. Introduction

Tanzania's economy is believed to be growing steadily at 6-7% each year, despite currently being one of the poorest countries in the world (Worldbank.org, 2019). Although the poverty rate has declined, the population rate has continued to increase at around 3%, depicting why the absolute number of poor citizens has remained approximately the same. Therefore, it is understandable why millions of people living in Tanzania are without their fundamental human rights.

An example of the basic rights that some people are not yet beneficiaries of include; water, electricity and healthcare. This often occurs throughout Tanzania, where the disparity of wealth can vary considerably; leaving the access to electricity and clean water scarce for many individuals. An even more predominant concern across some villages are the limited ability to afford local school fees, which means that many children have to travel long distances to government schools to benefit from free tuition.

The Elizabeth Center is an NGO that has provided support to Kolila village for almost 15 years. The Center has enriched many lives, providing many people with affordable clean water and a quality education for children. More recently, the Center has collaborated with doctors to come and offer free medical help to those in the village. This has greatly helped many of those living in the village that cannot afford health checks.

The Florentina Foundation has provided a substantial amount of support for the Elizabeth Center since 2005. This provision has made the growth and development of the Center possible, providing much needed support to those that live locally and from other regions. Understandably, the Foundation has been reducing their support, with the funding set to be abstained in the near future. Therefore, the Elizabeth Center will need to become more sustainable in order to remain potent enough to provide real support. This may prove difficult for the Elizabeth Center, as it raises the question whether the villagers are financially prepared to afford any further increase to the costs to send their children to school.

The current economic situation across Tanzania provokes reason for research to be carried out on how economic development can be further induced. Following Zoe Abulzahab's thesis, the research in this report will seek to assess to what extent Non-Governmental-Organisations (NGOs) contribute to their local communities, with an emphasis on how this contribution can further enrich the prosperity of life for those people. This will be achieved by evaluating the perceptions of the Elizabeth Center, to provide insight on how much they contribute to the local community, in turn allowing a vision for further improvements to provide more for the local economic development. Further elaborating on Zoe's thesis: "What is the role of an NGO in relation to local economic development?" the research question used for this project will be as follows:

How can the Elizabeth Center improve their contribution to the local community?

An answer of which will be obtained by finding a consensus of the village's perception through the two-sub research questions below:

Sub-question 1 *How does the local community perceive the current activities of the Elizabeth Center?*

Sub-question 2 *Which new activities can the Elizabeth Center adopt to further contribute the local community?*

2. Background information

2.1 Tanzania

The unique combination of cultural and historical factors has led to a strong feeling of national cohesion within the country. Because of this feeling, unlike most of their neighbour countries, Tanzania has experienced a long term of internal peace. This internal peace has been stimulated by the use of one single language, the Swahili language, throughout the entire country. However, the attitude of dependency found across Tanzania, left from the colonial era, still makes Tanzania one of the poorest countries within the world. (Every culture, 2018)

2.1.1 Political system

Looking at the political system of the country, the Republic of Tanzania is using a parliamentary system of government, following the British system.

2.1.2 Population

Tanzania has the largest population of East Africa and the lowest population density. It covers almost 945 square kilometres, with a population of more than 54 million people, measured in 2018. Around two thirds of the population are under 25 years old with a median age around 18 years old for both men and women (Index mundi, 2018), which is very young in comparison to Western countries such as the UK and the Netherlands. Taking these into account, we can determine that the education quality is very important for the economic development of Tanzania.

2.1.3 Religion

The two largest religions within Tanzania are Christian (61,4%) and Muslim (35,2%) (Index mundi, 2018). For a lot of people in Tanzania the church is still an important part of their life.

2.1.4 Economy

The Tanzanian economy is mainly based on the agricultural sector. Most of the industries within the country are geared towards local commodities. Furthermore, trade is mostly done within the country, however this is sometimes made difficult due to the poor infrastructure.

The GDP per Capita in Tanzania was 957,10 US Dollars in 2018, which is said to be 8% of the average within the world. In 2017 the GDP per capita was 937,30. Overall, the GDP per capita in Tanzania is continuously increasing with an average growth rate of 7,1% per year. (Trading Economics, 2018)

2.1.5 Education

In 2016, Tanzania implemented a free education policy, which led to a significant increase in the number of children attending schools (Global Partnership, 2019).

Tanzania’s newly introduced education sector plan (ESP) exists of a framework where both the plans and budgets are stated. Subsequently, this has led to the standardisation of education within the country, in turn increasing both the quality of education and equal opportunities for children to develop.

The plan exists of two key initiatives:

1. The government ensures that 12 years of basic education will be provided for the entire population.
2. The government ensures progressive expansion of technical and vocational training; creating valuable human resources that are needed in order to transform the country in a semi industrialized middle income country by 2025.

Unfortunately, there are still some drawbacks about the education system in Tanzania. Even though there are now several free governmental schools throughout the country, these school are currently not located within a realistic proximity for many people. Furthermore, it could be argued the quality of the education of the governmental schools in comparison to private schools within the country are of different standards.

In addition, there remains differences between the societal treatment of men and women, particularly in rural areas of Tanzania. On one hand, women are expected to take care of the children and be responsible for the household, men are seen as more valuable and capable of finding a job; thus, given an advantage to achieve in their education. One in three girls that starts secondary school will finish their lower secondary education. This considerable number of dropouts are commonly associated with early marriages, pregnancy, economic hardship or violence at school (Index mundi, Tanzania Demographics, 2018).

Looking at the inequality within the country, Tanzania has a Gini-index of 37,82 (Trading economics, 2018), from which we can determine that there is a medium form of inequality within Tanzania. However, a majority of the Tanzanian population remains extremely poor.

2.1.6 Culture

In order to provide a clear overview of the culture of Tanzania, we have used the theory of Hofstede’s Cultural dimensions, which is a framework for cross-cultural communication (Hofstede, 1983). We have combined the findings with our own observations.

Table 1 – Tanzania Hofstede dimensions

	Individualism	Masculinity	Uncertainty avoidance	Long-term Orientation	Indulgence
Score	25	40	50	34	38

Source: Hofstede-Insights, How about Tanzania?

First, the power distance can be perceived as high in Tanzania. Hierarchy is of great performance in this country. This can also be observed in the classroom where children must remain very respectful towards the teacher, not given many opportunities to discuss.

Second, Tanzania scores low of Individualism. Many people are predominantly focused on the group and helping each other, rather than achieving things for themselves. This is reflected in the way people care for each other and are always prepared to help each other. Collectivism plays a large part within their community.

Third, the masculinity in Tanzania can be perceived as low. Achievement is not considered to be of that much of a great importance. As mentioned before, the people here are largely focused on helping each other and taking care of each other. Tanzania can be seen as a high context country, meaning that the relationships are more important than the considered tasks.

Fourth, the uncertainty avoidance is neither high nor low.

Next, it can be said that most of the people in Tanzania are short-term oriented. This is reflected in the everyday life of the people, with villagers largely focused on what benefits them now instead of looking at things with a long-term perspective. Overall, In Tanzania people have preference to receive money directly rather than long-term investments.

Last, Tanzania can be said to be more constrained rather than indulgent. For example, we have observed that the children over here do not have that much free time; they go to school, study hard and work most of their time, even during the weekends. It should also be noted that children here do not get adequate rest also.

2.2 Elizabeth Center

The Elizabeth Center was established in 2005 by the congregation of the Sisters of the St. Charles Borromeo charity. The purpose of the congregation is to take care of people who are ill and to provide education and other needs for children that are living in poor conditions. The Sisters are spread all around the world making a difference wherever they are.

The Elizabeth Center is named after the founder of the congregation, Elizabeth Gruyters. The Center is located in a small village named Kolila village, situated near the Kilimanjaro airport. In the past 15 years, the Elizabeth Center has been of great importance for the local social development of the community.

Since being founded, the Elizabeth Center has increased the primary school fees from 10,000 Tanzanian Shillings to the current amount of 200,000 Tanzanian Shillings per year. With the current fee for the secondary school is being 800,000 Tanzanian Shillings. The student fees mainly support the funding for the loans of the teachers. Sister Immaculati informed us that due to some of the parents not willing/ able to pay the yearly fee this year, several parents have formed a committee to establish what the true reasons for this are. This act demonstrates how the Elizabeth Center effectively corresponds and influences their stakeholders with of both the congregation and the Florentina Foundation's mission, of which will be elaborated in the latter.

The Elizabeth Center has received support from several Foundations and organizations, from which the Florentina Foundation has always been of great importance. The Florentina Foundation supports the Center for the payment of the food at the school for both the students and the teachers. Apart from this the Foundation supports the Center for other projects when needed, e.g. the building of the primary school and the accommodation for the children.

The overall aim of the Florentina Foundation is to support the educational development of children in third world countries. This will be attained through the establishment of education Centres, developing programmes regarding hygiene, health and family planning, etc. The Florentina Foundation mostly supports projects for a duration of 10-15 years, but nevertheless still continues to support the Elizabeth Center after almost 15 years. The eventual aim of the Florentina Foundation is to make the Elizabeth Center self-sufficient. According to Sister Immaculati, the secondary school is already self-sufficient, however the primary school is still dependent on the Florentina Foundation, the congregation and also the extra money that comes from the housing of the children from the secondary school.

The vision of the Florentina Foundation for the Elizabeth Center is to support the: harmony, justice, freedom, peace, dignity, and self-reliance among rural communities in Tanzania. Their mission is to promote, encourage, and facilitate both child and adult academic, social and emotional education and health care (Graduate prospects of students of the Elizabeth Center, the report of 2018). According to

Sister Immaculati, the vision and mission of the Florentina Foundation are aligned with the ones from the congregation, resulting in a good collaboration.

By providing both a good quality primary and secondary education, also including: boarding, kindergarten, maize graining machine, water supply (in exchange for a small fee), the provision of jobs at the Center for the local community and the possibility of loans for locals who want to start their own business, the Elizabeth Center is making a positive impact on the lives of local people.

The motto of the Elizabeth Center is: ‘Learning is fun and fulfilling’. Apart from the good quality education that is given at the Elizabeth Center, Sister Immaculati emphasizes the importance that the children need to have the Center in their hearts. Therefore, implying that not only the quality of the education is important, but mainly stressing the importance of the actual well-being of the students referring to their ability to help and take care of each other.

Recently there have been some changes in the management of the Center. Sister Immaculati is currently the only Sister that has been at the Center longer than six months, with the former Sisters leaving due to a variety of reasons. With exception of Sister Hilde, whom will return to the Center in the near future. Currently, there are 10 Sisters of which 6 are still finishing their education at the secondary school; Sister Rosemary, Sister Gladness, Sister Sara, Sister Katrin (candidate), Sister Regina (candidate) and Sister Merciana (candidate). Therefore, some of the previous tasks fulfilled by the Sisters have now been passed to others.

Table 2 – Most important roles within the Elizabeth Center

Name	Occupation
Sister Immaculati	Sister Immaculati is the head Sister and therefore plays an important role within the Elizabeth Center. Sister Immaculati is helping the other Sisters where she can and is next to that in charge of the micro-financing.
Sister Berna	Headmistress of the primary school and together with Sister Immaculati responsible for the boarding house.
Sister Hilda	Sister Hilda is in charge of the financial statements even though she is currently not present at the Elizabeth Center.
Sister Ruth & Sister Theodorcia	Sister Ruth & Theodorcia are together responsible for the administration of the Center, doing payments, etc. However, Sister Theodorcia is currently in retreat for final vows to become a Sister.
Miss Elisa	Acting principal of the secondary school
Mister Marunga	Academic officer of the secondary school, responsible for the academic classes

This situation has been there for only half a year now. According to Sister Immaculati, they still have to get used to the new situation but has become increasingly more organised.

2.3 Financial situation of the Elizabeth Center

2.4 Development of research targets

In order to discover the current impact that the Elizabeth Center has on the local community, in addition to presenting useful recommendations of possible future activities, we developed a main research question. However, to formulate a comprehensive answer to this question, we provided two sub-research questions that this paper will also consider. The combination of the observations on these two sub-research questions will result to answer the main question. Succeeding this will be our research hypothesis formulated in prior to our research conducted within the community.

Our first sub-research question, “How does the local community perceive the current activities of Elizabeth Center?”, touches upon the current perceptions the locals have about the Elizabeth Center. Prior to our research phase in the village, we expected the Elizabeth Center to have a significant positive impact on the community. This was largely due to the understanding that we had of the Center being based upon background information from the research reports of previous years. Moreover, as the thesis of Zoe Abulzhab deliberates the Elizabeth Center’s impact on the local economic and social development of Kolila is significant, it can be considered to be the dominant local player for LESD within the village (Abulzhab, 2018)

The Elizabeth Center provides a high-quality education in conjunction with both clean water sold at affordable rates, suggesting a considerable input to the community. Although the Center has stopped selling maize, many villagers still benefit from the maize grazing machine available for them in the Center, in exchange for a small fee. Moreover, microfinancing provided to start-up businesses in the area by the Sisters has further boosted the economic development in the village.

Sub-research question 2:

Which new activities can the Elizabeth Center adopt to further contribute to the local community?

In order for Elizabeth Center to continue its growth as a part of the community, new opportunities may further contribute to the improvements on living and general development of the village. Therefore, our second sub-research question is formulated to find out, what new activities the Center should implement in the future. There are several sectors in which NGO's in Tanzania contribute. According to a financial report published by the Tanzanian Ministry of Health, these are: Community development, Gender, Elderly & Children (cited in Abulzhab, 2018). Local development including health, agriculture, gender, social protection, education, environment and water supply were some of the factors that we decided to consider in our recommendations.

Upon our arrival to the Center, the first ideas remained focused around the school itself, for example: adult classes and vocational training. We had expected that the parents in the village may desire further education not only to their children, but also for themselves, as this could help more people to get employed.

Secondly, we expected to find out ways to boost the feeling of a community in the village. To specify, an idea of an event held in the Center was on our minds. This event, taking place at the assembly hall of the secondary school, would gather villagers together in the Center for learning and socialising. Meanwhile, the Center would further benefit from the occasion by selling goods and receiving small donations.

Additionally, in the previous year's research project a hospital was acknowledged as a possible facility needed in the village, which led it to our consideration as well (Graduate Prospects of Students of the Elizabeth Center, 2018). This is particularly concerning as not only are there no hospital in the village, traveling to the nearest one may be unfeasible for some.

Main research question:

How can the Elizabeth Center improve their contribution to the local community?

NGO's serve as an important safety net for the population in countries, where the government is unwilling or unable to fulfil the people's basic needs (Abulzahab, 2018). With Tanzania being highly dependent on the investments of NGO's, organisations such as the Elizabeth Center are crucial to local communities. However, in the Kolila village, only a small percentage of people are directly affected by the Elizabeth Center. This is apparent with the school itself catering for a total of 480 students and 30 teachers. In addition, small business owners and people benefitting from the facilities of the Center amount to an equally small proportion of the village's 21,000 population (2014). However, it should be addressed that affordable water and maize-grinding is provided for the community.

As mentioned in the beginning, the two sub-research questions help to conclude the full answer for the main research question. These answers gave us a priori hypothesis stating that there are multiple ways the Elizabeth Center can contribute to the local economic and social development. This also included the pre-existing education, water and microfinancing provided. We predicted that these new opportunities may include a hospital, adult and vocational training or events held at the Center. With these activities, a positive impact on the local economic and social development in the area is expected, meanwhile bringing a cash inflow into the Center to assist with the expenses of existing functions.



Another plot owned by the Elizabeth Center



Maize graining machine



Water tubs

3. Research design

3.1 Sample and data collection procedure

Two sets qualitative in-depth studies have been used for this research. First, interviews were held with people in the Kolila village. These are referred to as villager interviews. Second, in-depth interviews were held with people directly associated with the Elizabeth Center. These are from here on referred to as stakeholder interviews.

Interviews with people in the Kolila village were held to incorporate the local villagers' views upon the Elizabeth Center, but also to establish the perceived contribution of the Center. The questions asked to the villagers were designed for this research specifically. Due to lack of understanding of the English language, an interpreter has been used for all interviews. The questions were therefore designed to be translated easily. Sampling was done through both convenience sampling as well as partial snowballing sparked by earlier participants. Interviews were conducted in two groups of two interviewers each with a separate interpreters. Note taking was the preferred method of data collection as we felt that voice recordings may not provide anonymity to the respondents, making them more at ease being truthful.

The in-depth interviews were held with seven people associated with the Elizabeth Center to gather information on the opportunities and ideas from people who are or have been actively involved with the Center. The interview questions were designed for this research specifically. The sample was carefully assembled by first defining which stakeholders would be appropriate to interview, namely teachers, Sisters, the village leader and people who had attended and finished the Elizabeth Center school. Most interviews were performed in English, only for the interview with the village leader an interpreter was used. Moreover, all in-depth interviews were voice recorded and notes were taken by two people to increase the reliability of the results.

3.2 Measures

For the two study types, two sets of questions have been developed. Table 1 includes the constructs measured in which interviews.

Table 3 – Measurement items

Construct	Inclusion in interviews
<i>Village</i>	
Healthcare satisfaction	Villagers
Job opportunities	Villagers
Community connection	Villagers
Perceived safety	Villagers
Education opportunities	Villagers
<i>Elizabeth Center</i>	
Perceived experience	Stakeholders
Perceived positive impact	Villagers, stakeholders
Connection	Villagers, stakeholders
<i>Improvements</i>	
Potential improvements	Stakeholders
Future vision	Villagers, stakeholders

Figure 1 includes examples of questions asked to the villagers to determine the current facilities within the village. Question two measures the job opportunities in and around the village, and question three measures the community connection construct. Appendix A1 includes the entire set of questions asked to the villagers.

Figure 1 - Example of interview questions with villagers

	Question
2	Is it difficult to find a job in the village?
3	Do you feel connected to the community?

Figure 2 includes an example of a question measuring the future vision construct asked to internal stakeholders of the Elizabeth Center. Moreover, appendix A2 includes the full set of interview questions with the internal stakeholders.

Figure 2 - Example of interview question with stakeholders

	Question
7	How do you see the Elizabeth Center ten years from now as part of the local community?

3.3 Analytical techniques

To analyse the dataset gathered through the interviews held with the villagers of the Kolila village, the data was first inserted in a Microsoft Excel spreadsheet plotting all questions with the respondents' answers. Hereafter, the answers were quantified by reading the answer carefully and assigning labels to the questions; most questions were designed to simplify the answers to a three-point Likert scale, categorising answers in satisfied, neutral and not satisfied. Solely the last question in these interviews was an open question. All answers were compared and answers that appeared multiple times were counted.

The analysis of stakeholder interviews has been done by structurally going through all interviews, grasping the main points stated for each question and summarising the answers in a systematic manner, without changing the intention and meaning of the answer itself. These answers then added to a Microsoft Excel spreadsheet to plot the answers to provide a good overview of the answers per question. For the analysis, the answers of the different stakeholders have been combined to provide an in-depth overview of the perspectives from people closely associated with the Center. This allows for an inside view on the possibilities and difficulties in facilitating the needs of the villagers.

4. Results

4.1 Data set description

Table 4 - Respondents

Group	Total Respondents	Male	Female
Stakeholders	7	6	1
Villagers	39	7	32

As described in table 4, there were 7 stakeholder interviews, out of which 6 were male participants and 1 was female. Total respondents for the villager interviews was 39, out of which 7 were male and 32 were female. All of them were in the adult life-phase, many of which, yet not all, having children.

Table 5 provides an overview of the specific relationships of the stakeholders with whom the in-depth interviews were conducted.

Table 5 - Stakeholders and their relationships to the Elizabeth Center

Stakeholder	Role
Village leader	The village leader is responsible for the social services, health care, water supply, electricity, safety, social cohesion and other important facilities within the village.
Sister Immaculati	As mentioned before, Sister Immaculati is the head Sister and therefore plays an important role within the Elizabeth Center. Sister Immaculati is helping the other Sisters where she can and is next to that in charge of the micro-financing.
Mister Macha	Mister Macha is currently a mathematics teacher at the secondary school. He has been working at the Elizabeth Center since 2009. On top of that, his children are now going to the primary school of the EC.
Mister Malunga	Mister Malunga is the academic officer of the secondary school. As an academic officer he is responsible for the academic content of the classes and the schedules.
Dennis	Dennis is an ex-student of the primary school of the Elizabeth Center. The Sisters have been taking care of him since his parents died at an early age. In order to pay for his living, he has learned how to make and sell soap. He is currently giving back to the Elizabeth Center by teaching, giving vocational training and classes about how to make soap. This year he will be studying at the University of Arusha.
Mister Joseph	Joseph is an ex-student of the Elizabeth Center. Because of the teacher training that was supported by the Florentina Foundation several years ago, Joseph became a teacher and is currently a primary teacher at the EC.
Dani	Dani is an ex-student of the Elizabeth Center. After finishing school, Sister Immaculati helped him to become a taxi driver at and around the Kilimanjaro airport. Currently he is still a taxi-driver and his child is going to the primary school of the EC.



The village leader



Sister Immaculati



Mister Macha



Mister Malunga



Dennis



Mister Joseph



Dani

4.2 Data analysis

4.2.1 Villager interviews

The answers to the interviews held with the local community have been summarised and reported in two tables. Table 6 shows the perception of the local community on the facilities provided in the village as well as the perceived positive impact of the Elizabeth Center on the local community. Hereafter, table 3 includes the propositions made during these interviews.

Table 6 – Villager interviews

Construct	Satisfied	Neutral	Not satisfied	No answer
<i>Village</i>				
Healthcare satisfaction	9	0	29	1
Job opportunities	1	0	36	2
Community connection	32	1	5	1
Perceived safety	31	4	2	2
Education opportunities	13	4	20	2
<i>Elizabeth Center</i>				
Perceived positive impact	28	5	2	4

Note: N = 39

The largest number of people interviewed was unsatisfied with the job opportunities in the village. Out of 39 respondents, 36 were unsatisfied and only a single person was satisfied with the offered opportunities. Reasons provided for dissatisfaction are the lack of industries around the village, the requirement of a referee and the low level of education making it difficult to apply for jobs. As for the lack of industries, only Kilimanjaro International Airport and the Elizabeth Center provide jobs, most other villagers are farmers.

Second, many people in the village are dissatisfied with the healthcare facilities in the village. Out of 39 respondents, 29 were dissatisfied opposed to 9 satisfied respondents. Provided reasons are the lack of a dispensary or hospital in the village. The next closest hospital is far away. Moreover, this government hospital does not provide healthcare service as private hospitals.

As can be seen in table 2, the next largest source of dissatisfaction are the education opportunities. Out of 39 respondents, 20 were unsatisfied, opposed to 13 satisfied respondents. Reasons given are that the government school which is free is far away. Besides, the Elizabeth Center which is much closer asks for high school fees which parents are not always able to afford.

Community connection and perceived safety received higher satisfaction from the local community. Dissatisfaction was often present when the respondent was new to the village, thus being from a different tribe or having a different religion. Respondents unsatisfied with the perceived safety responded that it

depends on the area of the village. Another issue raised was that a small girl was raped in the village, therefore decreasing the perceived safety.

The last question asked in the interviews to the local villagers asked how the Elizabeth Center can improve its contribution to the local community, a wide range of answers were reported. Table 7 provides an overview of the recorded answers.

Table 7 – Local community proposals

Cluster	Frequency
Water	8
Electricity	5
Healthcare	23
Infrastructure	1
Hotel	1
English-medium	2
Job opportunities	4
Reduction of school fees	5
College	2
School bus	1
Orphanage	1

Note: N = 39

As seen in table 3, the most desired contribution to the local community is the provision of healthcare, in the form of a dispensary or hospital. The next highest is water, both drinking water as well as water supply for cleaning and laundry are not available in large parts of the village. Electricity is only provided to a fraction of the town and therefore scores high, just as high as a reduction in school fees. An issue that raised high in dissatisfaction but was answered less as something the Elizabeth Center could provide is job opportunities.

4.2.2 Internal Stakeholder interviews

In-depth interviews were undertaken with seven internal stakeholders of the Elizabeth Center. Table 3 provides insight in the internal stakeholders and their association with the Center.

First, the stakeholders were asked about their experience at the Elizabeth Center. Mr. Malunga is for example very happy with the improvement, whereas Sister Immaculati admits that there are both positive and negative sides, but overall, she is sure that this is the place where she is supposed to be. There was consensus among respondents that their experience with the Center was good.

Second, the stakeholders were asked to give their views on the Elizabeth Center’s contribution to the local community. Academic officer Malunga noted that students have improved from only speaking

Masai and Swahili to being able to communicate with each other by speaking English, even though they do not speak English at home. Furthermore, the knowledge acquired at the Elizabeth Center is taken home and therefore spreads further into the community. This aligns with what Sister Immaculati said, stating that everybody in the village is influenced by the Elizabeth Center, especially the children who are being taught valuable lessons in further life. Moreover, there is consensus among the stakeholders that the Elizabeth Center provides a positive contribution to the local community.

Third, the participants were asked about the feeling of connection to the Center. The results vary, for example the village leader mentions that he himself does not have a very strong connection with the Center itself but recognises that many villagers do. On the other hand, Sister Immaculati, Mr. Malunga and Mr. Macha are working to maintain and improve the Center; leading to a close connection. Lastly, Dennis, Danni and Joseph went to school at the Center and therefore feel closely connected, but also show gratitude because they were able to receive their education here, empowering them to continue further in life to study and work at the airport and become a teacher respectively.

Fourth, the respondents were asked in what way the Elizabeth Center could improve its contribution to the local community. Sister Immaculati has a vision of empowering the villagers themselves to start building things together. This has already proven to work when building the secondary school, many people were willing to help and contribute to the construction. Sister Immaculati sees possibilities to further enhance this by providing vocational training at the Elizabeth Center. Yet, the improvement that has been stated by the most by stakeholders is the provision of healthcare. The next closest hospital is about 5km away, suggested by Mr. Macha, Mr. Malunga and Dennis. Dennis also raises the issue of underpaid teachers, the growth of students in classes requiring more teachers, the lack of a library at the secondary school, segregation of albinos and no students with disabilities attending the school. Joseph repeats that the school is growing and that there is a growing demand as well for classrooms as for teachers, but adds to the requirement of computers, which are currently not being used in the classes. Lastly, the village leader would like to see more job opportunities.

Next, the stakeholders were asked what would motivate them to give back to the Elizabeth Center. According to the village leader, after passing through school at the Elizabeth Center, the favour stops. The students will not have a sense of attachments, because after passing through the Center, they enter high school and university and are all on their own. Opposing this opinion, Sister Immaculati said that the favour of giving back is not planned, but clearly happening. For example, Dennis is currently volunteering at the Elizabeth Center, coming back from university to do so. Moreover, Joseph, who used to be a student at the Center is currently working there. Mr. Malunga mentions that this could be sourced in the charisma of helping other: if you yourself were helped when you were in a poor situation, you will become grateful and be more willing to give back as well. He adds that not all students that have

been helped will be giving back in the future, but if only a few of them do so, this would already make a large change.

The last question asked was to provide a vision on the Elizabeth Center in ten years from now. Sister Immaculati mentioned that she is uncertain about the future; many things have been tried already, such as selling maize and a carwash. Due to specific reasons these were cancelled but looking at the future she sees opportunities for vocational training to further encourage group work within the community. Other stakeholders focus more on facility aspects the Elizabeth Center could provide in ten years from now. Joseph sees the need for computers and an internet connection. Mr. Malunga sees a further growth in students and therefore sees the need for more classrooms and eventually a college or university, but also a hospital. Dennis sees the need for a hospital, but also vocational training and a job center. This job center could gather all the vacancies in the area, which villagers would be able to view and explore at the Elizabeth Center.



The sisters



An evening with the sisters

5. Discussion

5.1 Findings

5.1.1 How does the local community perceive the current activities of Elizabeth Center?

As discussed before, our expectation was that the local community of Kolila village would think that the Elizabeth Center has a positive impact on to the local community. Therefore, the current activities of the Center would be a significant stimulus to the local economic and social development.

After conducting our interviews in the village and analysing the data gathered, it can be said that our hypothesis was mostly correct. In the questionnaire, 28 from 39 respondents thought the Elizabeth Center has a positive impact on the community.

Although the community perceives the Center positively, some villagers brought up issues considering the current activities of the Center. For instance, 5 respondents mentioned that the school fees are too high and therefore locals are unable to afford sending their children to the Elizabeth Center's school. Further concerns about the village's education opportunities included the distance to the government school as well as lack of vocational training within the community.

5.1.2 Which new activities can the Elizabeth Center adopt to further contribute to the local community?

In the research hypothesis prior to our interview phase, we expected to find a need for a hospital, adult classes, vocational training as well as communal events held in Elizabeth Center's facilities. During our research phase we found evidence for some of our expected activities, however not all our suggestions were important at this time. Furthermore, we gathered additional recommendations from the villagers as well as stakeholder interviews.

Health Centre

From our 39 respondents in the villager interviews, 23 respondents expressed the need of a health centre, hospital or dispensary.

Also, during our stakeholder interviews, 4 out of 7 interviewees mentioned the lack of a hospital in the area. Sister Immaculati explained that the health centre has been under consideration before, however the previous project of the developing secondary school has been the priority.

There is no health centre in the village and the nearest dispensaries are expensive for the low-income families in the community. Furthermore, with a lack of transportation and infrastructure in the area it is difficult to travel to the hospital.

Vocational Training

Three internal stakeholders mentioned it, which makes it important for our consideration. 36 respondents in the villager interviews felt that it is difficult to get a job in the area. Providing vocational training would lead to increase of qualified workforce in the village, which would decrease the difficulties in getting a job.

Adult Classes

During our interview phase we gathered no evidence of a need of adult classes in Elizabeth Center. However, during the stakeholder interview Sister Immaculati pointed out that there are two adult students in the secondary school, working while studying in order to qualify for higher paying positions. This suggests that there is currently no need for a full adult class.

Events

During our interview phase we gathered no evidence of a need of communal events held in the Elizabeth Center. Overall our respondents in the villager interviews informed to feel connected to their community, with a satisfaction score of 32 out of 39 respondents.

Job opportunities

4 out of 39 respondents in the villager interviews stated the need of new job opportunities in the area. However, according to the same interviews, 36 respondents felt like it is difficult to get a job in the village.

This gap between the responses on new job opportunities and responses on difficulties to get a job in the village could be based on various reasons. For instance, the Elizabeth Center is not expected to provide new job opportunities, or the respondents prioritise other new improvements of the Center over job provision. Additionally, few respondents explained that without a referee it is highly difficult to get a job.

It is likely that establishing new activities in the Center will automatically lead to new employment opportunities in the village. However, there are additional ways the Elizabeth Center could help with the current employment problem. For instance, a job centre within the centre could help job seekers to connect with the employees and provide references if applicable.

Water & Electricity

During our interviews we found out that basic needs like water and electricity are not widely available in the village. Only small parts of the village closest to the main road have access to these amenities, which is highly concerning. Therefore, 8 respondents suggested an increase of water supply and 5 respondents stated that the Center should provide electricity for the village. The Elizabeth Center

currently provides clean water for villagers, but this should be expanded on a larger scale in order for more villagers to benefit from it.

Others

Other suggestions gathered from the villager interviews are an orphanage, school bus and a hotel for new job opportunities. Furthermore, some villagers hoped that the primary medium of instruction in the Elizabeth Center would be changed into English.

5.1.3 How can the Elizabeth Center improve their contribution to the local community?

In our priori hypothesis we stated that that there are multiple ways in which the Elizabeth Center can contribute to the local economic and social development. This included the pre-existing education, water and microfinancing provided; however, the addition of new activities is also as important.

Our findings have a positive correlation with this hypothesis. Overall in our respondents' opinion the Elizabeth Center currently contributes positively to the local community. Their perceptions of the Center are positive, however some villagers raised concerns about the school fees at the Center.

Furthermore, the respondents somewhat agreed with our previous recommendations of new activities that could be adopted to the Elizabeth Center's functions. These included a health centre as well as vocational training. Our priori hypothesis ideas regarding adult classes and events were unsupported.

Moreover, there were multiple new activities suggested by the villagers. These included a hotel, orphanage as well as a school bus for the Center. However, villagers emphasised the need for electricity and water supply on a larger scale, since a high number of households lack these basic needs. Additionally, the interviews with the villagers showed that it is difficult to get a job in the village and the area is lacking job opportunities. This suggests that Elizabeth Center should contribute to the community by providing more jobs or finding alternative ways of connecting employers with potential employees, as mentioned before.

5.2 Limitations

There are several limitations regarding the research of this project. The findings of our research are based on interviews we have conducted with the stakeholders of the Elizabeth Center and the villagers of the Kolila village. The translators that we have used during our research were either teachers from the EC or people who were highly involved within the Center. This could be seen as a limitation, since these interpreters could have been biased in favour of the Elizabeth Center.

Secondly, we have only interviewed a small part of the population, during our research we have made use of a sample size. Therefore, the results may have varied if the research was conducted on the entire population. It could be the case that the sample size is not fully representative for the entire population of the Kolila village. However, from the interviews that we have conducted, most of the people answered

similarly from which we can suspect that most of the other villagers would have answered similarly as well.

Thirdly, all the interviews were conducted during the day, therefore a majority of the respondents were women. This could also be seen as a limitation, since interviews with men could have led to different results. However, the results of the men interviewed were closely aligned with the results of the women.

Furthermore, since we were only at the Elizabeth Center for 4 weeks, we have made use of cross-sectional data. The fact that we have only interviewed people one time, could also be seen as a limitation. The results may have been different when we would have interviewed the participants several times in different conditions.

To summarize, our research consists of several limitations: the translators could have been biased; the sample size may not be representative enough for the entire population; the interviews were mainly conducted with women; and for our research we have made use of cross-sectional data.

6. Conclusion

Throughout the research that we conducted around Kolia village, 72% of the respondents felt that the Elizabeth Center provides an important influence on the local community. This depicts a general consensus that most villagers would agree that Elizabeth Center's impact is significant, thus validating our hypothesis. However, as 13% of the respondents complaining that the school fee is too expensive, this appears to be the predominant concern from our sample. Therefore, in order to remain faithful to their vision, the Elizabeth Center should ensure that every measure is taken to allow an equal opportunity for all to be prioritised.

With regard to the new activities that the Elizabeth Center could look to implicate, several varying ideas have been apparent throughout our research. Some respondents from Kolila village indicated that the supply of water and electricity should be expanded to more people in the village. This is certainly an area that the Elizabeth Center could focus some attention given the importance of having access to these. However, more predominant concerns that were highlighted throughout the research depicted that 59% of respondents felt that community needed the implementation of healthcare, indicating that the Elizabeth Center should perhaps expand their offering in this way. This was further reinforced with most of the internal stakeholders suggesting that this was a potential avenue for the Center to explore. From both our secondary research and interviews with internal stakeholders it became apparent that the village's level of employment was considerably low. This was confirmed by 92% of respondents expressing concerns on how difficult it was to find a job. Therefore, there is a clear opportunity for the Elizabeth Center to improve their contribution towards the economic development of the local community. Although this could be through general expansion, as this would inevitably require more labour. It may be best suited for the Elizabeth Center to manage the job opportunities locally; providing support to villagers on what skills and qualifications will enable them to develop their career. In turn, this may lead to suggest that the Elizabeth Center could provide vocational training to further improve their contribution.

7. Recommendations

7.1 Healthcare Centre

Based on the results from the research that we have conducted, it became clear that there is a need for a health care centre nearer to the village. The villagers and the internal stakeholders argued that the current health Care Centre's/ hospitals are not conveniently located. During our stay at the Elizabeth Center, Sister Immaculati showed us a health care centre that is situated approximately 2 hours from the Elizabeth Center, named The Mary Mother of the church Health Centre. Three months ago, the congregation accepted the challenge to take care of this health centre situated in West Kilimanjaro. Currently three Sisters of the congregation are living near the health centre from whom one is working there as a nurse. The health centre was established in 2005 and is the most nearby place to go to for the villagers of the Kolila village. This health centre has expanded over the past 15 years, starting with only a room for the examination and a very small pharmacy and it is slowly developing into a small hospital. The health care centre is supported by the government, who pays the salaries of two doctors and one nurse. However, this health care centre is located in quite a distinct place, which makes it difficult for people to access. It would be insightful for the Elizabeth Center to retain their contact with this health centre so that they can obtain advise for their own health centre in the future.

There is currently an unfinished hospital called St Mary's Hospital located just 3.8 km from the Elizabeth Center. Despite the fact that this hospital is unfinished, Sister Immaculati told us that there are two Germans who are interested in taking over and finishing this project. This may provide a possible opportunity for the Elizabeth Center collaborate if they do not have sufficient funds to start their own. For example, the Elizabeth Center could provide free transportation to the hospital from within the village.

7.2 Job bank

Another clear takeaway from the conducted research is the need to increase job opportunities in the village. This became apparent from the interviews with the villagers, where a strong dissatisfaction with the current job prospects around the village were expressed. This is largely due to there currently being limited employers in the area that employ local residents; the Kilimanjaro International Airport and the Elizabeth Center.

Even though the Elizabeth Center will not be able to offer many more job opportunities itself, it is possible to help with the provision of job opportunities. This can be achieved by acting as one central point where vacancies can be collected for shops, farmers, the airport and the Elizabeth Center itself, subsequently making it easier for the villagers to find a suitable job or understand how they can improve their career prospects.

The Elizabeth Center is a large recognized institution in the village; therefore, villagers will be able to find the proposed job bank. Moreover, for the Elizabeth Center it would not require substantial resources to implement. For example, the logistics of providing this would only require the Center to obtain and display the job availability within the area.

An elaboration of this recommendation would be to offer villagers the possibility to have a consultation, assisting them with what their aspirations are and advising them how they could look to achieve them. In addition, implementing the job bank in this way would also link well to the following recommendation.

7.3 Vocational training

The final recommendation for the Elizabeth Center to improve their contribution to the community is the implementation of vocational training. This has been a reoccurring suggestion throughout our research, but also from the past research papers. Vocational courses would allow the villagers to gain a variety of skills, from sewing and carpentry to construction and craftsmanship. Furthermore, this would aid the career prospects of those in the community and potentially inspire new start-ups to develop. Vocational training would provide a much-needed aid for the students that do not succeed academically to progress after Form 4 and 6 via an alternative route.

Sister Immaculati has highlighted some concerns regarding the implementation of vocational training; namely possessing insufficient funds to sustain such a programme. Therefore, a way to both aid the funding of the vocational training and offer incentives for individuals to become more entrepreneurial, the Elizabeth Center could instigate equipment rental. The logistics of which would entail the Center to invest in equipment that can be leased to those with entrepreneurial aspirations for a small commission on the sales made. In turn, this would provide much needed support for those that have acquired skills from the training but still necessitating an initial development, whilst enabling the sustainability of the vocational training courses.

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Appendix

Table A1 – Interview questions with villagers

Question	
<i>General questions</i>	
1	Are you satisfied with the healthcare available in the village?
2	Is it difficult to find a job in the village?
3	Do you feel connected to your community?
4	Do you feel safe within the village?
5	Are you satisfied with the education opportunities within the village?
<i>Elizabeth Center</i>	
1	Are you familiar with the Elizabeth Center?
2	Are you yourself/do you know many people involved with the Elizabeth Center?
3	Does the Elizabeth Center contribute to the local community positively?
<i>Final question</i>	
4	How do you think the Elizabeth Center could improve its involvement/contribution to the local community?

Table A2 – Interview questions with internal stakeholders

Question	
1	How would you describe your involvement with the Elizabeth Center?
2	How would you describe your experience with the Elizabeth Center?
3	To what extent do you feel that the Elizabeth Center contributes to the local community?
4	To what extent do you feel connected to the center?
5	In what way could the Elizabeth Center improve their contributions to the local community?
6	What would motivate you to give back to the Elizabeth Center?
7	How do you see the Elizabeth Center in ten years from now?