

**Partnership financing in provision of quality primary education in tanzania. a Case Study
of World Vision in Maswa and Shinyanga District Councils**

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The aim of this study was to find out the extent to which partnership financing enhances the provision of quality primary education in Tanzania. The theories and literature covered, equipped the relevant conceptual framework for the study that considered basic components of inputs and process including output. Four research tasks were used in the identification of financing partners, comparison of WV and other partners in the provision of quality education enhancing inputs. The same were used to assess quality education indicators in supported schools, their strengths and limitations with regard to WV. The study, which was conducted in Maswa and Shinyanga District Councils, composed of 760 respondents. The respondents included partners, district officials, primary school teachers, pupils, committee members and parents. The case study design was adopted and data involved qualitative as well as quantitative research approaches, while techniques for data collection included questionnaire, interviews and documentary review. The data were qualitatively and quantitatively analyzed. The findings revealed that various partners support primary education with construction of classrooms as a dominant activity. The study further disclosed that sometimes resource allocation had no specific criteria. The provision of basic components for quality education lacked mutual support and awareness amongst some education stakeholders on the importance of education. For quality education provision, the government has to create conducive environment for partners' participation and coordination so as to ensure connection as well as transparency among newly introduced support, including provisioned routine resource. Resource allocation should focus on the remote and disadvantaged groups in order to get rid of performance variations among schools and districts. Such support will also ensure high teachers' morale. In order to allow an equal pupils' participation, WV has to ensure an on going capacity building, gender sensitization programs and special campaigns for girls' education. In line with research findings, recommendations for further studies were put forward.