



# **SONGOSONGO SOCIAL SERVICES AND ECONOMIC SURVEY**

**By**

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## **EXECUTIVE SUMMARY**

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In line with Tanzania's Development Vision 2025 and the National Strategy for Growth and Reduction of Poverty (MKUKUTA), the Songosongo social Services and Economic Survey documents the key development challenges Songosongo Island which geographically is a ward, village and hamlet at the same time faces, opportunities potent to its people and proposes possible ways out. It may go without saying that better relationships between the Songosongo Community, government authorities, and the investors (namely PAT and SONGAS) in the island will determine not only the continued smooth operations but also the sustainability of the entire gas project in Songosongo and the villages along the pipeline way-line to Dar es Salaam.

Based on a review of previous studies, the island's socio-economic situation up until early 1990's was in desperation. Accordingly, Songosongo had very low literacy and education rates, with a people whose health and nutrition situation was very poor. There was insufficiency of clean drinking water especially due to geographical inflexibility and poor infrastructure. Noticeable then also, was the absence a proper governance regime making matters at local government level at total mess and leaving the community in an uninformed state.

Today, the Island has a primary school with six teachers and two houses for them, a kindergarten class accommodated within the primary school buildings and without a classroom at the moment and only a secondary school under construction with three classrooms nearing completion. There is a 'Grade A' Dispensary, served by one Senior Clinical Officer and two Medical attendants, without an ambulance, village health workers or even private operators offering health services. The Village gets clean sea water from the gas plant, treated and processed at the gas plant, piped to the village and managed by village water Committee with a standby traditional protected source to complement the piped water. The Island can only be accessed either by marine or air transport and there is an airstrip largely used by investors but also providing assistance to the community in cases of emergencies and on request. There is boat transport from the Island to Kilwa Masoko six days a week using a village operated but investor owned vessel. Electricity is supplied from the Gas Plant with 100 households already formally connected to the gas-generated electricity. Without a Police Post, Songosongo Island remains without security services making it a problem given the increasing theft and vandalism cases on community property in the Island. Also, Songosongo currently goes without a well structured market place.

These findings are a pointer to a number of conclusions. Firstly, that those investors in the island such as PAT have always felt responsible to contribute to the development of the area. It will be important for gas project and any other investor in the area to ensure that investor efforts and interventions continue to be complementary to the community's own initiatives and enjoy full community participation. This would ensure local ownership of any projects to ensue. Secondly, awareness creation campaigns and local governance training packages can be made a priority as

part of the implementation of the forthcoming development programme. Thirdly, there is the dire need of dealing with change of mindsets/attitudes of the Songosongo Community. Again, this can be done by campaigns, but more effective would be to utilize the regular meetings and structural arrangements to cultivate a culture positive towards development initiatives. Finally, there will be need for Songosongo to be drawn into the common practice the larger Tanzanian community as it relates to resource mobilization for development projects. An average Tanzanian is ready to offer time for Community Development Projects almost without being required to do so.

The study therefore notes the need for a more coordinated programme for addressing the need for improving the delivery of social services and economic development in Songosongo. This also means increased follow up in monitoring and evaluating the results of the interventions to be included in the consolidated programme. The two necessarily call for a well designed programme by gas project, and a more aware Songosongo on the community side. Inevitably, the above findings lead to the conclusion that there is need for methodological change in the delivery of development interventions effectively.

There are ten recommendation items made by the study. First and most obvious and urgent is to formulate and implement a coordinated Programme for Songosongo's Development. Secondly, the study recommends a Village governance skills and capacity building programme as part of the Local Government Reform package. Subsequently, strengthening the reporting system and addressing fund embezzlement would follow. As well, measures to ensure sustainability of the projects including an enhanced security system is proposed. Finally, the study proposes three other interventions including heavier investment in the water sector, Women's empowerment using water as a key resource and a scaled up approach to employment opportunities of Songosongo Community. There is also a call for increased investment in improving Kindergarten, Primary and Secondary education in the island. In this regard, medium and long term propositions are put forward.

# CHAPTER ONE: BACKGROUND

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## 1.1 Introduction

PanAfrican Energy Tanzania's main activity focuses on processing and supplying gas to different stakeholders. The processing plant is in Songosongo Island which is within Kilwa district, Lindi region. The company supplies gas to two major clientele categories i.e. Industrial sector as well as to Songas Tanzania and other TANESCO plants. PAT is committed to supporting the social and economic development of the island's community having a population of about 5600 islanders, as enshrined in the Songas ESMP (2001) Environmental and Social Programme and in line with gas project company policy. The aim of gas project is to strengthen and scale up community based developmental programs using evidence-based interventions. There are notable assistance which has been given to the community informally to improve health, education, electricity and potable clean water services.

PAT intends to formalize her assistances to the community which will form part of Corporate Social Responsibility (CSR) in a larger frame work of Social and Economic Development Programme (SEDP) for Songosongo Island. As part of the process of formulating the programme document, PAT commissioned Economic and Social Research Foundation (ESRF) to conduct a base line survey for Social Services and Economic situation in the island. This is the PAT's born development initiative under the technical consultation with Samaki Consultant Ltd. The survey will form an indispensable input in the development of the social economic development program document. It will also form a benchmark for designing, implementation, monitoring and evaluation of supportive projects over different phases of periods.

The overall objective of the survey was to update the social services and economic indicators with the recent baseline information for use as an input on drafting the SEDP document. It is expected that this study will serve as a model/reference for planning community support interventions in Songosongo through participatory projects. The specific objectives of the study are:

- (a) To assess the most common social services and economic variables.
- (b) To investigate on the availability of development policies guiding investors' support/contribution to communities living within their areas of project influence.

## **1.2 Structure of the Report**

This report is structured into five chapters. Chapter one provides the background of the study, chapter two high lights the policy frameworks operating in Tanzania, chapter three covers the methodology adopted by the study it also includes the literature reviews of studies previously done in Songosongo. Chapter four presents the discussions of the findings from the field survey data and some of the information obtained in the village during survey. Lastly Chapter five presents the conclusion and recommendations.



## CHAPTER TWO: POLICY CONTEXT

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### 2.1 Introduction

This chapter presents the policy context of the Songosongo Social Services and Economic Survey. It outlines the significance of the survey in the light of the National Policy Framework, notably – the Tanzania Development Vision 2025 (TDV 2025); National Poverty Eradication Strategy (NPES); National Strategy for Growth and Reduction of Poverty (MKUKUTA) and some of the existing sector policies and standards. In line with the Government’s approach to development, which is based on national ownership (and leadership); participation, transparency and improved relationships with development partners, the existing policies and strategies provide for the involvement of a wide spectrum of stakeholders in development from the national level all the way down to the community level.

### 2.2 Tanzania Development Vision 2025 (TDV 2025)

In Tanzania Development Vision 2025 it is envisaged that by 2025, Tanzania should have eradicated abject poverty, improved the quality of life and should have created a strong, diversified, resilient and competitive economy. The TDV 2025 aims at achieving three key targets: (1) high quality livelihood, (2) good governance and the rule of law, (3) strong and competitive economy. For the purpose of the survey, only the first two targets of TDV 2025 will be highlighted here, due to their relevance to the community development (as opposed to the third target – “Strong and Competitive Economy” whose goals touch mainly the national aspirations).

*High Quality Livelihood:* the Vision aims to realize the following important goals:

- Food self-sufficiency and food security
- Universal primary education
- Gender equality and the empowerment of women
- Access to quality primary health care for all
- Access to quality reproductive health services for all individuals of appropriate ages
- Reduction in infant and maternal mortality rates by three-quarters of current levels
- Universal access to safe water
- Life expectancy comparable to the level attained by typical middle income countries
- Absence of abject poverty

*Good Governance and the Rule of Law:* it is envisioned that, by 2025, the Tanzanian society should be characterized by:

- Desirable moral and cultural uprightness

- Strong adherence to and respect for the rule of law
- Absence of corruption and other vices
- A learning society which is confident and that learns from its own development experience and that of others and owns and determines its own development agenda

### **2.3 National Poverty Eradication Strategy (NPES)**

The key message of Vision 2025 in respect to poverty eradication is echoed in the National Poverty Eradication Strategy (NPES, 1998). The NPES provides a long term framework for poverty eradication initiatives in order to eradicate abject poverty by year 2025. The core objective of the NPES is to guide the initiatives of various stakeholders and the poor themselves, to identify, implement, and evaluate their own programmes. In this respect, the strategy aims to enable the different stakeholders to put poverty eradication programmes as part of their overall development plans and programs. The NPES defines poverty as ‘a state of deprivation prohibitive of decent human life’, which is caused by lack of resources and capabilities to acquire basic human needs. And, based on the definition and the realities of poverty in Tanzania, the NPES outlines several mutually reinforcing parameters of poverty, which include:

- Illiteracy
- Inadequate clean and safe water supply
- Poor health services (and prevalence of diseases)
- High mortality rates (infant, child and maternal mortality)
- Malnutrition
- Environmental degradation
- Unemployment
- Poor or inadequate clothing
- Low technology utilization
- Low incomes (low per capita income)
- Rural urban migration
- Homelessness and poor housing
- Poor communication

The existing policy framework places strong emphasis on the participation of various stakeholders in fighting these enemies so as to realize true development for the people. It is in this context that the Government continues to improve the investment climate in the country to allow the key players in the private sector to participate effectively, in fostering community development. The partnership between private and public sector, and good relations with communities have resulted in significant assistance to the communities particularly in form of infrastructure development in education, health and water sectors. For instance, in Songosongo, the Gas companies have contributed to improve the health facility (by extending, and renovating

the building); contributed to the construction of classrooms, and are supplying clean water to the community.

## **2.4 The National Strategy for Growth and Reduction of Poverty – NSGRP (MKUKUTA)**

The National Strategy for Growth and Reduction of Poverty (Popularly known as MKUKUTA) is informed by TDV 2025 and committed to the achievement of the Millennium Development Goals (MDGs). MKUKUTA is a medium term strategy to achieve the long term targets in TDV 2025. TDV 2025 and NPES simply set long term targets and MKUKUTA translates these long term targets into medium term goals for implementation. MKUKUTA has an increased focus on growth and governance, and is an instrument for mobilizing efforts and resources towards its outcomes. The Strategy is strongly outcome focused and aims to foster greater collaboration among all sectors and stakeholders. The strategy identifies three clusters of broad outcomes:

- i Growth and reduction of income poverty
- ii Improvement of quality of life and social well-being
- iii Good governance

Each cluster has a set of goals and targets. To achieve each target interventions and actions are identified. There is a strong relationship between the clusters and all are equally important. Equitable growth leads to higher incomes thus reducing income poverty. Higher incomes enable households to improve human capabilities through better education, health, nutrition and shelter. Human capability in turn is critical for long-term growth. Growth enables the government to collect revenue for provision of services i.e. improved fiscal performance. Governance provides conditions for growth, well-being and poverty reduction.

Clearly, the targets set in the National Policy framework are quite ambitious, and the government recognizes the importance of participation of various stakeholders to achieve the specified goals. The most important element in this regard, has been identified as community participation, which fosters ownership and sustainability. The other essential element has been the participation of private sector in various forms – both in offering services (on commercial basis) and contributing to the community development as part of corporate social responsibility. In this regard, the government continues to improve the investment climate, and to encourage a sense of partnership with the private sector. Also, the various policies, strategies, programs and standards have been updated to create space for effective participation and contribution both by the community and other stakeholders – including the private sector.

## **2.5 Education and Training Policy**

Education and Training Policy (1995), stresses on the importance of improvement in access to Education services by all. In addition, the policy places strong emphasis on community participation and ownership of education facilities for sustainability. The government recognizes the important role to be played by other stakeholders, in ensuring access to education to the largest section of the society. In the case of education, the role of private sector so far has taken two dimensions: first; investment in the sector, which increases people's choice to educate their children, either in public schools, or private schools, and second; assistance to the public schools in various forms, to help improve the learning environment in the public schools. Songosongo Island has not been an exception in this regard. The village has been receiving support from the Gas companies which include: support for construction of classes, and various teaching aids. Also, the Gas companies have offered to pay school fees and other expenses (directly payable to the schools) for those pupils who pass their primary school exams to proceed for the secondary education. It should further be noted that, assistance to the public schools has also been in form of resources mobilized from the public through various forms of contributions by parents.

## **2.6 National Water Policy**

The National Water Policy (2002) maintains that access to clean and safe Water is a basic need and right to all human beings. The policy, therefore, reiterates the government's commitment to promote efficient management and equitable use of water in the rural areas. Songosongo Village is one of the rural areas, where water has been a problem for a long time. Songosongo Island is a small Island, and there are no any sources of fresh water in the Island. The water sources that existed in the village so far, are the caverns – popularly known in the area as “Panga” wells, and the water is generally not clean, and does not taste well. This kind of environment makes it difficult to achieve the objective of the National Water Policy (2002), which is to improve health and alleviate poverty of the rural population through improved access to adequate and safe water. As elaborated in chapter 5, in response to this crisis and in the spirit of partnership, the Gas Company is purifying sea water using a very advanced technology, and pumps the water to the village.

The water is also made available both to the primary school and the existing health facility at no cost. The water project was designed in line with National Water Policy objectives, which seek to ensure full participation of beneficiaries in planning, construction, operation, maintenance, and management of community based domestic water supply schemes in rural areas.

## **2.7 Health Policy**

Tanzania National Health Policy (2003) and the ongoing Health Sector Reforms aim to improve access to quality health care, including provision of pharmaceutical services, to all population in urban and rural areas in an equitable manner. Furthermore, Public Private Partnership is

emphasized in order to enable private sector to compliment health service delivered by the public sector. One of the critical elements in the provision of quality health services is the existence of well functioning health facilities at the community level. In a community like Songosongo, the Health Policy provides for establishment of a primary health facility – a Dispensary - which offers outpatient services including reproductive and child health services, and diagnostic services. According to the National Health Policy, a dispensary caters for 5,000 people and oversees all the village health services. It is stipulated in the Policy that the Ministry of Health shall standardize these units in all parameters including the staffing level, equipment, drugs, and medical supplies and approved building plans.

The Government recognizes that Health education/promotion and Advocacy need cooperation, networking and coalition with all interested stakeholders. The Ministry of health then continues to collaborate with government departments, civil society and the private sector in the provision and delivery of Health education/promotion and Advocacy interventions. On the other hand, the government continues to create an enabling environment for private sector to contribute into the ongoing efforts to ensure the access to basic health care for all. It is in this context that the Gas companies in Songosongo have offered quiet significant contribution to improve the health facility in the village. Also, bearing in mind that Songosongo is an Island, the companies have been providing assistance in the form of quick boat transport (and air transport whenever possible), for patients with complicated conditions who are referred to higher level health facilities.

## **2.8 Community Development Policy**

The Government stresses that Donors, NGOs, and other stakeholders should support community efforts to develop themselves in line with the Community Development Policy. The policy puts emphasis on collaboration and strengthening people’s capability to be self reliant as an essential ingredient in community development interventions. Also, the government recognizes that although people are responsible for their own development, there are times when external contributions are needed in order to complement and reinforce their efforts. In this regard, the government continues to create a sense of partnership with various stakeholders, including the private investors operating within communities, first – to feel that they are indeed part of the respective communities, and secondly, to assist the communities by complementing community efforts in realizing the much needed development.

## **2.9 The Local Government Reform and Decentralization**

As part of the ongoing efforts to devolve powers to the people, the Government Formulated the Local Government Reform Programme (LGRP). Through the programme, the government

intends to strengthen local authorities and transform them to be effective instruments of social and economic development at local level. This has been addressed by the government in "A Local Government Reform Policy Paper" of 1998. The main goal (long-term) of LGRP is to contribute to the Government's efforts of reducing the proportion of Tanzanians living in poverty.

The purpose of Local Government Reforms is to improve quality, access and equitable delivery of public services, particularly to the poor. The core proposition of the LGRP is that, these services must be provided through reformed and autonomous local authorities. As an integral part of Local Government Reforms, Decentralization by Devolution (D by D) has a potential to empower the communities to own their development, while creating space for a different stakeholders to participate in community development. And, to ensure that the communities own their development agenda, the government has officially declared a community planning methodology, known as "Opportunities and Obstacles to Development" (O&OD), to enable the communities plan for their development. The O&OD planning process was rolled out in Kilwa District Council in 2005, and Songosongo Villagers prepared their community development plan. The plan set out the development objectives, and identified the opportunities available for the community and challenges or obstacles in their quest to realize their development objectives. More importantly, Songosongo Community Development Plan identified community development priorities in line with Tanzania Development Vision 2025. These priorities form the basis for any development intervention in Songosongo community.

## **CHAPTER THREE: THE STUDY METHODOLOGY**

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### **3.1 The Study Area and Context**

This survey was conducted in Songosongo Island, Kilwa District in Lindi Region. Given its unique location, Songosongo Island bears a dual status of a Village as well as a Ward. The island is located approximately 25 kms off shore from Kilwa District. It is a small island that is presently inhabited by over 5,600 islanders from diverse origins.

### **3.2 Literature review**

This section reviews some of the available literature from studies undertaken in the Island of Songosongo in the past, on the socio-economic situation of the island and its people. Literature reviewed is intended to draw lessons from different related experiences on social economic status in the island as well as extract relevant statistics related to the Songosongo community. It is hoped that such a review will provide a pointer as to the historic developments of Songosongo to its current date. This helps planning of any socio-economic interventions in the future. The main outcome of this current study is a programme of action that shall guide implementation of interventions into the socio-economic situation in Songosongo.

The Songosongo gas Development Project is based in the Small island of Songosongo whose field lies beneath and immediately offshore Songosongo Island. Discovered in 1974, it is estimated to have an amount of recoverable gas reserves of more than 1050 billion standard cubic feet, and that, additional reserves are still being discovered in the area<sup>1</sup>. It is estimated that this proven reservoir is capable of sustaining a production of up to 100 million cubic feet a day for more than a 20 years period from the project date in 2004. The original project wells were drilled and completed in 1979 to 1983 comprising of 3 offshore (SS-5, SS-7 and SS-9) and 2 onshore wells (SS-3 and SS-4). The project carried out rehabilitation of the five wells in 1996/07. The Gas reservoir of Songosongo is 97 percent methane (natural gas). This gas is colourless, odourless, and insoluble in water, lighter than air, highly combustible, non visible, non corrosive, and volatile under pressure, requires ignition to burn non-absorbing and has no toxic components.

A socio-economic study by Beshu (1994) provides estimates of the Songosongo population as 1,493. This has grown over time to 2,569 in 2002 and more than 5,600 inhabitants in 2008,

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<sup>1</sup> According to the Environmental Impact Assessment Study of the Proposed Songosongo Gas Development Project by HBT AGRA Limited, 1994.

according to estimates by the Songosongo village government as noted during the interviews<sup>2</sup>. Some of the prevailing issues in Songosongo included low literacy and educational levels, shortage of clean and safe water, a weak labour organization, poor health and nutrition as well as lack of strong governance structures at Local government.

Another study by the Lawyers' Environmental Action Team (LEAT) documents various concerns by the local communities in Songosongo. According to the Study, the communities' concerns included the feeling that they were not consulted enough at the inception of the Project and that they were not likely to benefit from the entire project, arguing that after all the electricity from the natural gas in Songosongo would be consumed in Dar es salaam while Kilwa and Songosongo in particular will continue facing power problems. Only about 7 percent of Tanzanians have electricity either because it does cost too much or because the infrastructure is not in place<sup>3</sup>. Also, they are wary of the environmental hazards attached to residing near the source of the gas. Of course the third concern relates to the massive displacements of local populations going with such form of gas mining<sup>4</sup>.

SONGAS is a shareholding arrangement set up in October 1995 by Ocelot Tanzania Inc, TransCanada pipeline Limited (Tanzania, Inc), Government of Tanzania, Tanzania Electric and Supply Company (TANESCO), and Tanzania Petroleum Development Corporation (TPDC). It is this registered company that is responsible for the implementation of the Songosongo Gas to Electricity Project in collaboration with PanAfrican Energy Ltd. Two 35 million cubic feet per day processing units (dehydration and refrigeration) are installed to process the gas from the wells, after which the same is transported through a 25 km 12-inch pipeline to Somanga Funga and then to Dar es Salaam through a 207 km 16-inch pipeline to Ubungu where it generates 115 MW of electricity into the national grid. There is surplus gas supplied to private factories such as Wazo Hill, Tanzania Breweries and Tanzania Cigarette Company, among others through an 8 - inch pipeline.

A 2005 study report by McDaniel & Associates Consultants Ltd notes an increase in the gas discovery from initial estimates by ORCA at nearly 50 percent making the Songosongo gas reservoir far beyond the utilization capacity available at the moment.

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<sup>2</sup> According to National Population Census quoted in Kilwa District Profile, 2003

<sup>3</sup> According to Daniel Dickinson (2004) *Gas Powers Tanzania Ahead*, BBC News, 28 April.

<sup>4</sup> The Songosongo Gas Pipeline Project: Access to Environmental Information in Tanzania, [WWW.LEAT.OR.TZ/PUBLICATIONS/SONGOSONGO.PIPELINE.PHP](http://WWW.LEAT.OR.TZ/PUBLICATIONS/SONGOSONGO.PIPELINE.PHP)



Between 1993 and 2007, a total of 28 environment and social studies<sup>5</sup> including socio-economic surveys have been undertaken, all in the spirit of exploring opportunities for the improvement of the well-being of the inhabitants of Songosongo as part of Corporate Social Responsibility on the part of the Investors<sup>6</sup>. Some of these studies have resulted into community development and Socio-economic plans that nevertheless have never been fully operationalized.

### **3.3 Corporate Social Responsibility**

Corporate Social Responsibility (CSR) has been an increasingly important issue for private and non-government businesses to consider when investing especially in developing countries. It does address and raise issues with transnational corporations and how they can negatively affect the development of countries when socially irresponsible and notes the increasing consumer awareness of corporate irresponsibility. It is argued that better relationships between society, governments and corporations need to be established to reduce low living standards, exploitation, poverty, and unemployment, which would contribute to overall sustainable development<sup>7</sup>. As a concept, CSR refers to the economic, legal, ethical and social discretionary expectations that society has of organizations at a given point in time.

PanAfrican Energy Tanzania (PAT) has been supporting the social and economic development of the Songosongo community, as enshrined in the Songas Environmental and Social Management Programme (ESMP 2001) and in line with PAT's company policy. To date there have been assistance and contributions to the local village government in a number of ways. Diverse support has been provided to improve health, education, and electricity and potable water supply. However, gas project recognizes that a more coordinated programme needs to be developed to address ways of improving the delivery of assistance and to enable more thorough follow-up and evaluation of support impacts over phased implementation periods. In other words, the PAT's intends to strengthen and scale-up community based developmental programs using evidence-based interventions.

In view of PAT's resolve, the company has commissioned the Economic and Social Research Foundation (ESRF) to undertake an update social economic and health survey at the island. The findings from the current survey will form a major input in designing and developing a Social

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<sup>5</sup> This includes SONGAS' Environmental and Social Assessments and Management Plan which is a collection of numerous studies , reviews and Assessments as part of the Songosongo Gas to Electricity Project document published in 2001. Earlier in 1994 an Environmental Impact Assessment Study initiating the Songosongo Gas Development Project was finalized by HBT AGRA Limited based in Alberta, Canada on behalf of the Ministry of Water, Energy and Minerals in Tanzania.

<sup>6</sup> Songosongo Gas to Electricity Project Summary and Management Plan, 2001

<sup>7</sup> See Michael Hopkins (2004) "Corporate Social Responsibility: An Issues Paper", ILO, Geneva (May 2004).

and Economic Development (SED) Programme for Songosongo Island which will be implemented at a later stage.

### 3.4 Data Collection and Sampling Methods

#### 3.4.1 Data Collection Methods

Data collection was undertaken through three main field instruments namely, literature review, interviews and consultative meetings by way of Focus Group Discussions (FGDs). While the interviews were conducted using structured questionnaire, discussions with members of Focus Groups were guided by an interview checklist (or interview guide). A structured questionnaire was administered to 95 sampled households, and 23 key informants. In addition, the team conducted the key informants' interviews (discussions) at Primary School as well as at the Dispensary. As noted, there were also 3 Focus Group Discussions (FGDs). The first FGD was mixed and consisted of 10 members (and/or participants), the second FGD consisted of 6 women members only, and the third group consisted of leaders, politicians, elders, and other influential persons (See Table 3.1).

**Table 3.1: Total Number of Respondents**

Sn	Activity (Group) of Respondents	Number
1	Structured Household interview	95 (out of randomly sampled 100)
2	Structured Key informant interviews	23
3	Key informant interview at Primary School	3
4	Key informant interview at the Dispensary	3
5	Focus Group Discussion 1 (Mixed)	10
6	Focus Group Discussion 2 (Women only)	6
7	Focus Group Discussion 3 (Leaders, politicians, elders and other influential persons)	13

A total of 4 senior officials of the Kilwa District Council were also interviewed at the District Headquarters. The fifth respondent at the District Headquarters was the WWF Community development Facilitator.

### 3.5 Type and Sources of Data

This study has employed both primary and secondary data on economic and social profiles, including household incomes, existing and potential investments; and investment priorities. Others were related to the status of the health, water and education services, major economic activities, income sources, livelihood status, status of village projects etc (See the appended questionnaires). This data was generated through literature review, interviews and consultations. The literature reviewed includes previous studies and research reports on investment as well as official district reports such as the district social economic profiles and district annual reports.

The interviews were administered to a number of key stakeholders in the district headquarters, and particularly within Songosongo village (and ward). These included the District Executive Director (DED), the District Community Development Officer (DCDO), the District Land and Natural Resources Officer (DLNRO), and the District Planning Officer (DPO). In addition, the Community Development Facilitation Officer of the World Wild Fund (WWF) was also consulted.

A number of interviews and consultations were also made in Songosongo village, where the survey team administered various questionnaires to the sampled households, key informants and the leadership.

### **3.6 The Sample Size and Sampling Methods**

Two types of sampling methods were adopted in this study to obtain the realistic representation of the total population. These are random sampling; and purposive sampling. The random sampling was used to sample head of the household or their representatives, and members of the FGDs, while the purposive sampling was used to purposively select the key informants as well as officials (or the staff) of the primary school and the village dispensary.

#### ***3.6.1 Pre-Testing***

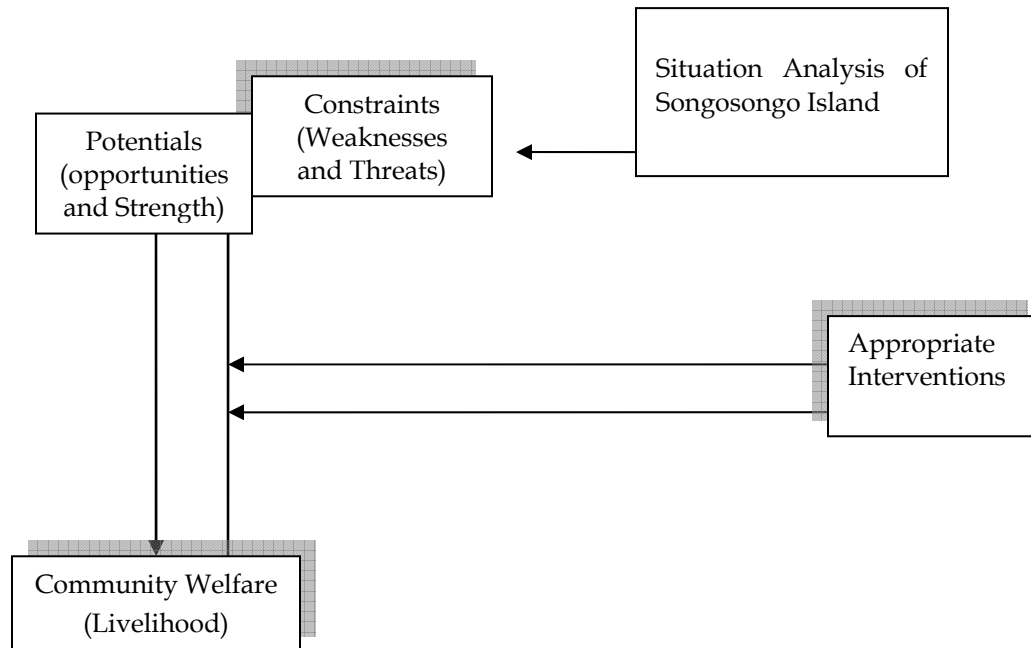
Prior to the actual survey the research team developed questionnaires (the data collection instruments/tools) and pre-tested them in Dar es salaam. After the arrival, the survey team had an opportunity to carry out a second pre-testing exercise in view of the actual survey environment /scenario. This was to assess the adequacy and clarity of the instruments. After the pre-test, the survey team made the necessary adjustments, which included the reconfiguration of the planned interviews and composition of respondents. Also, a few questions in the structured questionnaires were modified and some were added based on the real situation in Songosongo Community and in line with the purpose of the survey. For example, following the pre-test, the survey team decided to hold key informant interviews involving groups of respondents from health and education facilities separately. The purpose was to gather as rich information as possible at the facility level, which could point to the recent developments and gaps in education and health services. Also, after the discussions with the community leaders and a few elders, the survey team decided to plan for separate Focus Group Discussion (FGD) involving women only, to give room for this group to express their views freely.

### 3.7 Analytical Framework

#### 3.7.1 Schematic Illustration

The analytical framework adopted by this study borrows heavily from the SWOT Analysis. The diagram below (Figure 4.1) gives the snapshot of the analytical framework, which is constituted of the 4 pillars namely, Strength, Weaknesses, Opportunities, and Threat.

**Figure 3.1: Social Economic Situation Analysis in Songosongo Island**



The application of the SWOT analysis was conducted in relation to the information that was collected during the field survey. The SWOT analysis served two purposes: First, to establish the causal links to the existing constraints that limit the Songosongo community towards expanding the livelihood sources and livelihood diversification, through identification of weaknesses and threats; and secondly, to suggest appropriate policies/interventions that should be put in place so that existing opportunities are better utilized, through identification of Strengths and Opportunities thus benefiting the people in the island.

The framework of analysis is the basis for assessing the social economic status, by way of identifying prevailing challenges or obstacles in the island which has been frustrating development initiatives. On the other hand, the framework looks at the existing potentials that have not been tapped adequately to benefit the community. Lastly, this analysis identifies a set of interventions necessary for eliminating the constraints and therefore enables progress and prosperity in the island.

## **CHAPTER FOUR: DISCUSSION OF THE STUDY FINDINGS**

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### **4.1 Songosongo Community Profile**

#### ***4.1.1 Administration***

Administratively, Songosongo Island is a Ward, a Village and a hamlet. This implies that, Songosongo Ward has one village, and Songosongo Village has one hamlet only. The Ward has a Councillor and Ward Executive Officer. However towards the end of report preparation there was placement of Ward Community Development Officer. At the moment there are no other ward staffs, i.e. there are no Ward Extension Officers. The Village leadership is complete, with Village Chairperson, Village Executive Officer, and 25 members of the Village Council (18 men, and 7 women), and there is one hamlet chairperson (who is, effectively, a member of the Village Council). The Ward and Village leaders share the same building as offices, but, generally, the office building itself is in a very poor shape.

#### ***4.1.2 Population***

During the time of survey, Songosongo Island had 720 households, and the total population of the village was 5,600; of which 2364 were men and 3,236 were women (these population figures were given to the survey team by the Village authorities). Also, according to the information obtained from the village offices, there were about 45 old-aged people (who could not work because of their age) – of which 20 were women and 25 were men. Also, there were 40 disabled persons (19 men and 21 women). Most of the inhabitants Songosongo are natives (more than 90 percent), and only few people have moved into the island over the past two decades.

#### ***4.1.3 Local institutions***

The most important formal institutions in Songosongo are based on the Village (Village Council) and Ward (Ward Development Committee) administration. The interrelated institutional structures are: Primary School (which has a School Committee); Secondary School (Currently taken care of by Secondary School Construction Project Committee); and Water Committee. Generally, these structures are functional, though there have been some concerns from the community members about transparency especially with regard to water committee (this explained in detail in section 5.4, which presents the findings on water sector). Also, the Islamic religion is another important institution since more than 90% of the Songosongo inhabitants are Muslims (there are 2 mosques in the Island, and religious leaders – ‘Sheikhs’ – are very influential persons in the Island). With regard to informal institutions, the ‘Baraza la Wazee wa Songosongo’, which brings together the Community elders, is the most important structure. The other structures are informal fishing groups (about 7 of them during the time of this survey), and 2 savings and credit association groups – “Tupendane” and “Tushirikiane” – which operate as

informal Village Community Banks (VICOBA) in the Island. Also, there is one group which deals with sensitization of the community about HIV/AIDS.

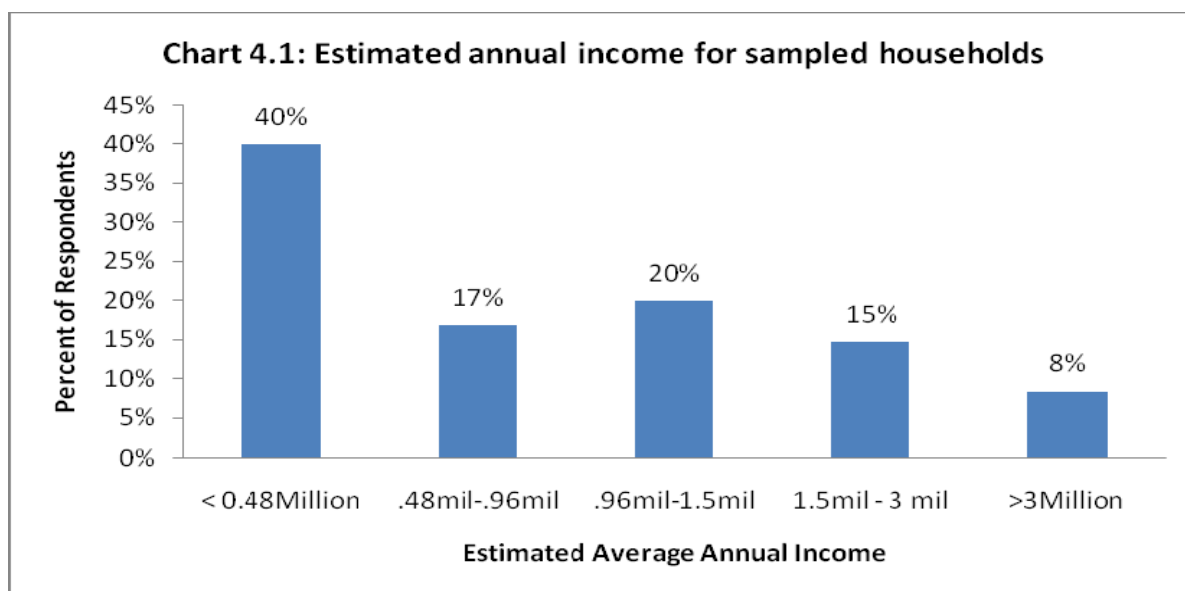
#### **4.1.4 Local Economy**

Fishing is the principal economic activity for Songosongo villagers. Fishing is largely done by men, though some women also do go out to search for calamari from the sea rocks. Generally, fishing is done on small scale, with a significant part of the market for the catch largely in Kilwa. Locally, the community members and the workers at the gas plant in the Island provide immediate market for fish that is not transported to Kilwa. The key constraints to fishing activities in Songosongo include:

- *Poor equipment:* fishing is done using locally made boats which are small, and very few people can afford to fix engines in their ‘boats’. Also, the fishing nets used are of poor quality. Also, storage of fish is a problem, especially since the product has to be transported to Kilwa.
- *Lack of finance/Credit:* The respondents indicated that they cannot manage to expand their scale of fishing activities, largely due to lack of finance/credit. It is very difficult for a person from Songosongo to get finance from a Bank (which is located in Kilwa). Therefore, due to lack of credit/finance, they are forced to operate at very small scale.
- *Unreliable Markets:* Even with the small scale in fishing activities, the respondents indicated that lack of market for their fish is a notable constraint. There is no organized fish market in Songosongo, and therefore, the product has to be transported to Kilwa. A buyer, who used to purchase fish in the past, stopped the operation in 2006, and since then, they have been forced to transport their catch to Kilwa.

The other important economic activity is seaweed farming, which is predominantly done by women. The seaweed farming however, has recently diminished in importance in Songosongo due to a combination of poor yield and unfavourable prices. There are a few households which own several coconut trees, but this kind of ‘farming’ does not have economic significance in the island. The other economic activities in Songosongo include: small shops/kiosks, bars and guest houses, street vending (various commodities), and selling of food. Livestock keeping is not intensive, as it is done in a very small scale. The most common animals kept in the Island include goats, chicken and ducks. Livestock keeping is entirely free range.

*Household income:* During the survey, the sampled heads of households were asked to carry out a simple estimation of household earnings from various sources. Analysis of this information shows that, 40% of the respondents indicated that their income does not exceed Tshs. 480,000 per annum (which is an average of about Tshs. 40,000 or less per month, or Tshs. 10,000 or less per week). Chart 4.1 below presents a summary of annual income estimation for sampled households



Clearly, chart 4.1 shows that 8 percent of the interviewed households had earnings of exceeding 3million Tshs per annum (which implies, household earnings in excess of Tshs. 250,000 per month, or something in excess of Tshs. 62,500 per week). These relatively higher earnings are usually obtained from sale of fish.

*Employment:* The majority of people in Songosongo work on ‘their own accord’ – as opposed to wage or salary employment. There are only a few people in the Island who earn their incomes from paid employment and casual labour. From the survey results, only 12 out of 95 respondents indicated that they derive their livelihood from wage employment (8) or casual labour (4). The others are ‘self-employed’ either in fishing or seaweed farming. The few wage/salary earners in the Island are working either for the Gas Companies or related activities -especially logistics (workers here include drivers, cleaners, cooks, and other attendants), public services (teachers, health workers, and administrators), and the informal sector – especially in the small bars and guest houses that are found in the Island.

*Household amenities and ownership of assets:* Housing in Songosongo is of typical rural setting, and with more than 60% of the houses roofed by thatch, based on the sampled households. Only about 34.7% of the sampled households have their shelters roofed by metal. About 48.4% of the sampled households’ houses are electrified. 24.2% of the interviewed households indicated they own at least one cow, while 58% of the interviewed households indicated that they own chicken. Table 4.1 below provides a summary of household characteristics, focusing on amenities and ownership of assets.

**Table 4.1: Household Characteristics: Amenities and ownership of assets**

Amenities	
	% Interviewed Households
Percent of houses with Metal Roofing	34.7%
Percent of houses with Thatch Roofing	65.3%
Percent of houses with Electricity (Lighting)	48.4%
Ownership of Assets (and livestock)	
Households with bicycles	60%
Households with Colour TV	21.1%
Households with CD or DVD player	7.4%
Households owning at least 1 cow	24.2%
Households owning at least 1 goat	35.8%
Households owning chicken	58%

#### **4.1.5 Social Services**

**Education:** There is one primary school in the village. Also, there is a kindergarten class for preschoolers, which is accommodated within the primary school buildings (there is no classroom for pre-school). In general, there are no enough classrooms for pupils at the primary school. Also, there are 2 teachers' houses only, for the six teachers who are currently working in the school. The community members are currently in the process of constructing a secondary school, and during the time of this survey, three classrooms were nearing completion.

**Health:** The village has a dispensary (categorized by Ministry of Health as "Grade A" Dispensary), which is served by one Senior Clinical Officer and two Medical attendants (referred to as "nurses" by the community). The villagers get the services of the doctor from the Gas plant twice a week, the doctor's services are organised by PAT on voluntary basis. There is no ambulance at the facility, and in case of referral cases requiring urgent transfer of the patient to the District Hospital at Kilwa, the village relies on the help from Gas companies which offer fast boat. There are no Village Health Workers. Also, there are no private operators offering health services in the village – either in form of clinic or pharmacy.



**Water:** The Village gets clean water from the Gas Plant.

This is essentially sea water, treated and processed using very advanced technology at the Gas Plant, and piped to the village. The Gas Company does not charge anything for this service. Distribution of water among the villagers is taken care of by the Village Water Committee. Each villager is allocated 2 buckets of water per day (though sometimes get more), and has to pay 20/= per bucket. The collected money is managed by water committee – on

behalf of the village council – and is reported to the community members during the Village Assembly. The collected money is meant to cater for regular maintenance and operation of the water facilities in the village – particularly the normal repairs for the infrastructure, including pipes and water points. There are five water points (kiosks) placed at different places in the village, where the community members can easily access the service (about 72 percent of the interviewed heads of households indicated that it takes them between 5 and 15 minutes from their homes to the water points). Water is supplied to the school and dispensary for free.



**Water Facility at Songosongo Dispensary:** This water facility receives clean water (sea water processed and treated at Songosongo gas plant to be clean for human use). The water is then distributed to the 5 water points/kiosks around the village from this facility.

The other important sources of water for Songosongo community are the traditional “closed caverns” popularly known as ‘Panga Wells’. There have been efforts in the past, by the local government in collaboration with investors who were ready to offer assistance to the village, to process and treat the water at the “Panga Wells” but the facility has been subject to frequent vandalism by some unlawful community members.

<p><b>Water Facility at Panga Wells in Songosongo:</b> This facility has been reduced to ‘ruins’ as a result of looting in the village. The water pump was stolen, and as it can be seen in the picture, the roofing materials (iron sheets) were also stolen.</p>	<p><b>Water pipe from Panga wells to the Distribution point:</b> As it can be seen in the picture, this pipe is completely rotten, and it needs replacement.</p>

The water pump at the facility was stolen, and the iron sheets were also stolen from the roof of the facility. As a result of the looting, the facility has not been functioning for a long time, and it has been reduced to ‘ruins’. Efforts are underway to replace the already rotten pipe (see the picture), so that the facility could function again and complement the water supplied to the community by the gas companies, which does not meet the needs of the villagers.<sup>8</sup>

#### ***4.1.6 Other Public Services***



<sup>8</sup> As indicated earlier, the villagers may not be sufficient for all the water. *Songosongo Social Services and Ec*

**Transport:** Songosongo is an Island, and it can only be accessed via marine or air transport. With regard to air transport, there is airstrip which is largely used by investors in the

Songosongo village 'wharf': This is the village jetty, where community members board and alight from the boat. During high tides, large part of this landing stage is swallowed by sea water, and wharf cannot be used conveniently

Island.<sup>9</sup> There is boat transport from the island to Kilwa Masoko six days a week (one day is reserved for servicing of the boat every week). The boat is operated by Songosongo Village (but it belongs to an investor who is currently in negotiations with the Government to invest in one of the three small islands/islets of Songosongo Village). The boat was officially handed over to the Village in an extraordinary Village Assembly, and price/fare (to Kilwa) was set at Tshs. 2,000/- per person per trip (though because of high operation costs, it had to be revised up to Tshs. 3,000/-). However, when the community members proposed that a committee should be formed to oversee the boat operations, an agreement could not be reached. During focus group discussion with the Community Leaders and influential persons it was revealed that, the investor had promised to replace the current boat with a much bigger one, which could carry more passengers and luggage.



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<sup>9</sup> The investors also offer help to the villagers in case of any emergencies whenever a flight is available – e.g. referral cases for patients requiring transfers to Kilwa District Hospital or Muhimbili Hospital in Dar es Salaam. The villagers do not pay anything to the investors for this service. For the case of emergency transfers when there is no flight, the investors offer their speedboats to Kilwa District Hospital at no cost to the villagers.

Electricity: Songosongo Village gets power from Songosongo Gas Plant, and 100 households have been connected ‘formally’ to this natural gas-generated electricity (though a

Power distribution facility in Songosongo: This transformer, located close to the Songosongo dispensary, ‘steps down’ the power received from Songosongo gas plant, ready for distribution to the community members.

discussion with officials at Gas Plant revealed that there are a number of ‘illegal’ connections from these households to other households as well). Furthermore, there is still a problem with regard to the payment of electricity bills, since the users are not paying anything for the service. The survey team learned that the community members were misinformed or had a wrong interpretation of information given during the initial stages of project planning, and were made to believe that the service would be offered for free to everyone.<sup>10</sup> Also, both the school and the dispensary have electricity.

Security: There are no any public security services in Songosongo. There is no Police Post in Songosongo. Due to the absence of security services in the island, there have been cases of theft – where community properties have been stolen (e.g. water pump at “Panga Wells” and Solar Power Panel at the Dispensary), and private property especially the assets owned by Gas companies’ working sites.

Market: There is no a well structured market place in Songosongo. The informal site where fishermen converge to sell their catch, poses a significant threat to the environment, due to improper waste disposal, poor sanitary conditions (no toilets), and poor housing.

Credit/Finance: There is no any formal financial institution in Songosongo. Therefore, the Islanders rely on informal sources of credit. The nearest banking services can be accessed in Kilwa. The survey results indicate that those who borrowed over the past three years obtained the funds from relatives or friends (12.6% of the respondents) or from a trader/shop owner (12.6% of the respondents). The other source of credit that was cited by the respondents is a community based savings and credit association, popularly known as VICOBA (Village Community Bank).

## 4.2 Study Findings on Education

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<sup>10</sup> The survey team learned that TANESCO, which is responsible for distribution and billing for the service, arrived in the village to try to collect the payments, but the villagers refused, citing the promises they were given (probably by the politicians who wanted to take advantage of the gas plant in the island to reap popularity), that the service would be ‘free’.

This section discusses education status in Songosongo Island. The focus will be in village pre-primary, primary education and adult education situation in comparison with national targets and other performance measures as revealed by the study. There has been ambitious effort by the Government of Tanzania to improve the quality of education in general in the country specifically to pre-primary and primary education since 2001. This effort culminated in the establishment of Primary Education Development Program (2002-2010). The main objective of the government is to ensure equitable access to quality primary and secondary education for boys and girls, universal literacy among men and women, and expansion of higher, technical and vocational education (PHDR, 2005). Despite of the fact that national education indicators reveal largely positive trends, at all levels quality of education continues to be a major concern and there are on going challenges to achieve geographic equity and to meet the needs of vulnerable children.

#### ***4.2.1 Pre-primary Education***

Performance of the pre-primary education at Songosongo village lags behind the standards stipulated by the National Education and Training policy on pre-primary education. Despite the prevalent of high awareness and enthusiasm among parents, their efforts have proved to be hindered by deep pocket poverty in the community. The average income of household at Songosongo is very low with 25 percent quintiles earning an average of 160 000 TZS per annum. Practically it becomes unmanageable for parents to support their children school needs and other contributions.

It was observed that, there are numerous constraints facing both parents and therefore children attending pre-primary education. Currently the village has only one pre-primary school teacher who also does not possess adequate skills. The enrolment rate is high which makes teacher-pupils ratio 1:50. There are two streams, for five-year and six year-olds. There is only one classroom where these two streams make shifts.

### **Pre-School/Kindergarten Class (Gaps)**

- The Pre-School, which started in 2003 has two streams:
  - Stream 1 (First Year) largely occupied by the 5-year-olds
  - Stream 2 (Second Year) largely occupied by the 6-year-olds
- There is no ‘formally employed teacher’ for this class. The current ‘teacher’ is a volunteer, with primary education (standard VII), and no pre-school teaching qualifications.
- The kindergarten teacher (volunteer) is not paid ‘salary’. Initially, the community members agreed to contribute Tshs. 500/- per month (per parent), but parents did not contribute. The amount was lowered to Tshs. 200/- per month (per parent), but, still, parents are reluctant to pay.
- The school has no classroom for “Pre-School”/Kindergarten class
- Admission for pre-school is done based on the ‘survey’ which is carried out by the school committee in cooperation with teachers to identify all the children of school-going age in the village every year. For instance, the 2007 survey found that there were 39 five-year olds, who were supposed to join the kindergarten class, and there were 44 six-year-olds, who should have been in the pre-school class. However, out of all these (84), only 50 were admitted (25 each stream) due to lack of classrooms and pre-school teachers.<sup>11</sup>

The study revealed that pupils were not even supplied with porridge during breaks to enable them regain their lost energy. The head teacher reported that, there was once an agreement made during one of the parents’ meeting where it was unanimously agreed that parents should contribute one hundreds per pupil. The money was meant to be used for preparing porridge for children when they are at school. However, this project also proved failure in the short run due to some irresponsible and uncommitted parents who were refusing not only to make their contributions, but also to provide physical labour. As a result the trend for drop outs and pupils escaping classes before time has tended to increase overtime. The head teacher has been complaining badly on tendencies of pupils escaping classes’ right after break because they stay hungry for a long time. To them in such moments, classes are no longer important and priority. There is adequate evidence that nutrition is an important determinate of literacy.

The above situation is further amplified by the problems of child labour and truancy, which have somehow become matters of concern in Songosongo community. There are

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<sup>11</sup> However, further discussion with the Head teacher revealed that most of the children identified in the survey as ‘eligible’ for admission were allowed into the pre-school class, though their registration was not formalized, to adhere to the national standards which require 25 pupils per class for preschoolers. In this regard, with congested classes, and one caretaker who works with limited facilities (almost no teaching aids), it becomes extremely difficult to prepare these children adequately for their primary education.

situations where school children are ‘forced’ to skip classes and accompany their parents in their economic activities. Women are the most likely ‘parents’ to ‘lure’ their children out of class, and into their seaweed ‘farms’. Sometimes, this has combined with truancy, where some boys would just skip classes, and go onshore to learn fishing, and girls would skip classes to go onshore for work on the seaweed ‘farms’ or to search for calamari in the sea rocks. And, the problem is worsened by lack of close follow – up by parents.

“Parents do not have time for their children in this community, mainly because of the nature of the economic activities practiced by the majority of the people here, where many are involved in fishing. In some cases, it is not uncommon for children not to see their parents a couple of days, or even a week. And on the other hand, the parents themselves do not know how their children are fairing in school...”

Teacher, Songosongo Primary School

There had been community efforts in the past to deal with the problems of ‘truancy’ and ‘absenteeism’. The initiatives had good results at the very beginning, but for some reasons, these efforts did not last long, and they failed. A special Baraza (committee elected among the community elders) was formed by the community to follow-up on the attendance of pupils both at the primary school, and Madrassat.<sup>12</sup> The ‘special Baraza for education’ in Songosongo Community worked for a very short time, and it collapsed partly because there were no incentives for these elders to ‘follow-up’ on the children, and allegedly, due to lack of transparency, and mistrust among members.

“There was lack of transparency and there was also this lack of trust among the Baraza members. Some members of the Baraza were receiving support from Gas Companies, but would not share with the other members. As a result, the elders felt that the Baraza was just being used by a few ‘greedy’ persons for their own benefits. So, the Baraza collapsed, just like that...”

V. Nnunduma, Headteacher, Songosongo Primary School

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<sup>12</sup> The teachers opted for this collaborative approach, because, it appeared that many parents in Songosongo were putting more emphasis on religious education in Madrassat, than secular education offered in the Primary School. Thus, the best option would be to get the Baraza (Religious leaders and other community elders) on board, to sensitize the community on the importance of education, and put emphasis on that aspect as they do for the case of religious education in Madrassat.

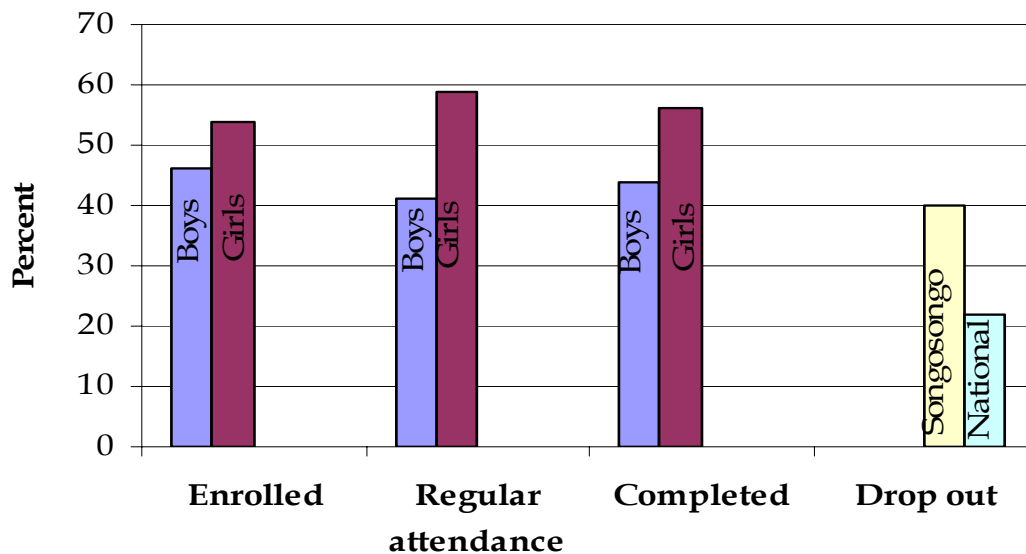
### ***4.2.2 Enrolment in Primary Education***

In the past three years, registration of children of school-going age (from seven years) was impressive, since all 204 pupils who qualified for standard one registration were all registered, with boys accounting for 54 percent and girls 46 percent. The 100 percent enrolment rate exceeds the national projected figure of 99 percent by 2015 as spelt out in MKUKUTA. This success can be attributed to Primary Education Plan (PEDP) which sensitized and encouraged parents to send their children to school. The program subsidized most of school supplies thus subsequently reducing the burden to parents. The enrolment ratio between boys and girls in the Island is almost 1:1 showing gender equity in accessing primary school education.

However during survey there were 69 pupils registered for standard one (Basic School Statistics, 2008). This is equivalent to a difference of 66.18% from number of pupils registered for standard one three years past. This should be interpreted carefully as there were no official statistics of children in the community qualified for registration but did not. The statistics nevertheless indicates low enrolment rate and perhaps growing negative attitude among parents sending their children for primary school registration or children prefer to do other things than going to school.

In terms of class average regular attendants, the pupils have fairly good records. The village records show that out of 204 pupils, 155 pupils attends class regularly which is equivalent to 76 percent. The behaviour of few pupils skipping classes was more prominent among girls compared to boys. Further, more statistics on primary school education completion rate indicate that out of 204 registered pupils only 122 pupils managed to finish their studies. As indicated in graph 4.2, this represents 40 percent of total registered students with high percentage of girls (56 percent) than boys (44 percent). These findings therefore show that there is a high drop out rate in Songosongo Island. Note that, the high rate of school drop out explains low transition rate i.e. a few students passing standard seven examinations for secondary education. Note also that the 40 percent is far higher than a national figure of 22 percent (PHDR, 2008).





Source: Calculated from village key statistical sheet; PHDR, 2007.

Songosongo primary school teaching staff has repeatedly been complaining and accusing parents for this anomaly. It is more or less a tradition in the village for parents to engage their children in household chores thus denying them the opportunity to attend classes regularly. Since about 27 percent of Songosongo household depends on fishing as source of income, they engage their children (particularly boys) in fishing activities. Lack of basic needs could be another explanation for discouraging pupils to attend classes. National figures show 8 percent of pupils drop out of school due to lack of basic needs (MOEVT, 2006). It was further observed that some parents are not very strict in forcing kids to attend classes or closely monitoring school performance on a daily basis.

#### **4.2.3 Quality of Primary Education**

Several indicators of assessing quality of education were modelled out of key statistics sheet obtained in the village office despite the fact that some few quality related indicators were missing. This necessitated the use of key informant's interviews in order to fill the gaps and ensure comprehensive situation analysis. Table 4.2 presents the basic information about Songosongo Primary School, and highlighting some of the existing gaps.

**Table 4.2: Basic School Statistics**

ITEM		NUMBER
1	Total number of pupils (as of April 2008)	490
2	Total number of teachers	4 Teachers: Grade "A"
		2 Teachers: Grade "B/C"
6		
3	Number of pupils per 1 teacher	81.67
Infrastructure		
4	Number of classrooms	8
5	Number of Teachers' houses	2
6	Number of 'functional' latrine holes	4 (out of existing 10)
7	Offices	2
8	Store	1
9	Library	NONE
10	Kitchen	NONE
11	Dining hall	NONE
12	Pre-Primary School Classroom	NONE

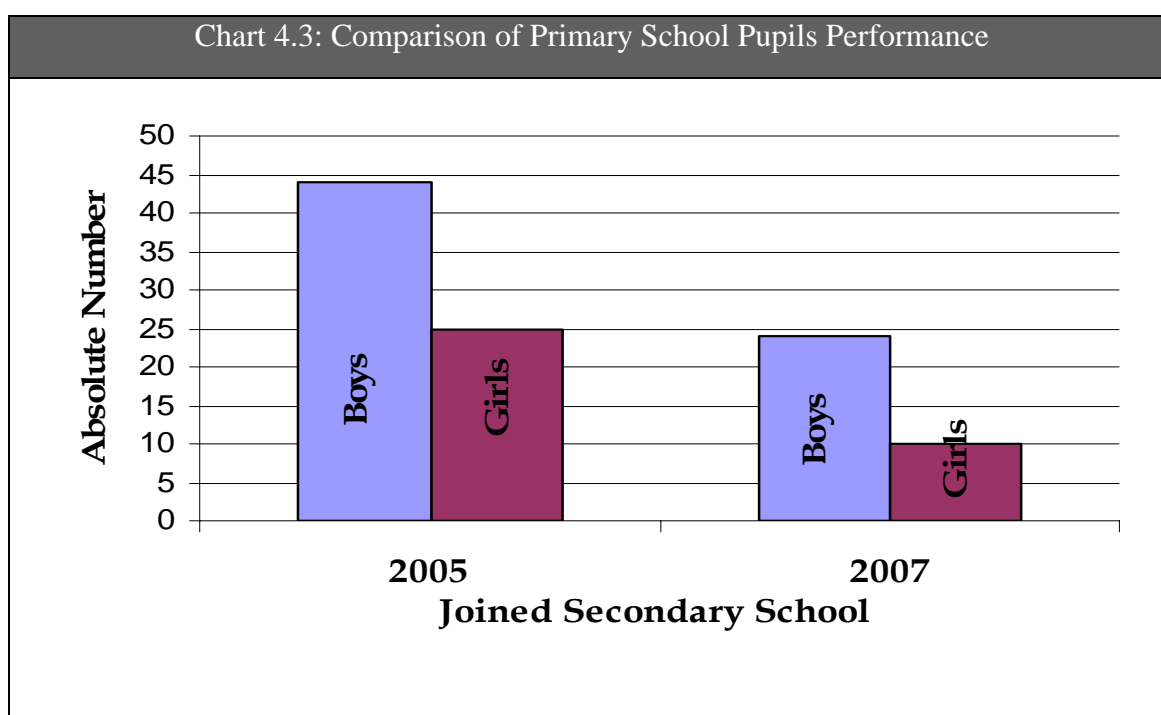
CLASS	Number of Streams	Number of Pupils		
		Boys	Girls	TOTAL
Pre-School (Kindergarten)	2	28	22	50
Standard I	2	33	36	69
Standard II	2	45	29	74
Standard III	1	22	24	46
Standard IV	2	39	37	76
Standard V	1	18	34	52
Standard VI	2	45	41	86
Standard VII	1	24	13	37
TOTAL	13	254	236	490

Indicators used primarily to assess the quality of primary education for the past three years and the situation found during survey were number of students joined secondary education, pupils-classroom ratio, pupil-desk ratio, pupil-teacher ratio, pupil-text book ratio, and enabling environment i.e. teacher's houses, availability of teaching aids and accessibility of toilets. The number of pupils who successfully joined secondary school was 69 out of 122. Last year (2007) 44 pupils completed standard seven and 34 pupils joined secondary school. There is a difference by 51 percent for the pupils who joined secondary school from last year. This shows gradual decrease of pupils joining secondary school and actual number of students reaching standard seven.

The comparative analysis is a clear indication that the quality of education and training in the Island is not satisfactory. The quantity of pupils completing primary school is therefore low. Assessment of the composition of pupils passing standard seven also reveals that there is gender gap between boys and girls. Out of 69 successful pupils in 2005 only 36 percent were girls and 64 percent were boys which appear to be a similar

pattern in 2007. Out of 34 pupils who joined secondary school in 2007, 71 percent were boys and 29 percent were girls. Graph 4.3 displays the comparison of school performance in absolute numbers.

Contrary to some urban areas in Tanzania, in Songosongo pupils do not attend extra classes popularly known as tuition mainly because parents can not afford it and there are no teachers or individual who do part time for tuitions. Absence of tuition classes in Songosongo could also be a reason for underperformance of standard seven pupils. However the study did not analyze which subjects pupils fail most. Note that at national level most pupils fail English and Mathematics subjects than other subjects. This is most likely the case in Songosongo Island.



Source: Calculated from village key statistical sheet

An enabling environment was also analyzed portraying the conduciveness of the teaching environment. It was found that on average the number of pupils per class varies from 45 to 52 in the past three years and currently it varies from 37 to 86 (school basic statistics as April 2008). Standard six, five, four and two have high concentration of number of pupils per class. Standard four concentrations of pupils is mainly attributed to high number of pupils' failure to pass standard four national examinations as pre requisite condition to join standard five.

There was also a shortage of three classrooms as reported by the teaching staff as well as some members of the Primary School Committee. There were thirteen streams with one class for pre-primary school, standard seven, five and three. The average pupil to teacher

ratio was 45:1 in 2005 and currently the gap increased to 82:1 which is highly above the national ratio of 53:1, and higher than the MKUKUTA target of 43:1 in 2015 (PHDR, 2008). This underscores the importance of recruiting more teachers in order to reach pupil to teacher ratio targeted under MKUKUTA and to improve training delivery. Desk-pupil ratio was also poor and unsatisfactory due to a shortage of 59 desks; some pupils were forced to sit on the floor while receiving lessons which is very disquieting. Nevertheless all classes had blackboards which were in a good condition.

Another very important indicator of an enabling learning environment is the pupil to textbook ratio. It was found that the ratio is 2:1, which means two students has to share one text book or any learning material available at the school. However this shortage is accounted for by the national factors. The results of the 2004 Public Expenditure Tracking Study (PETS) on primary education showed a decrease in the number of text books available in classrooms during the first two post-PEDP years compared to the pre-PEDP years (REPOA and MoE, 2004). During this time a substantial amount of the funds allocated to councils for the purchase of textbooks was not used in time for this purpose. The prevailing national ratio is 3:1 and the Ministry of Education and Vocational Training is determined to close at 1:1 by 2015.

During survey there were two toilets pits for pupils and other two pits for teachers. It could be adequate for teachers since they are six but unsatisfactory to pupils since they are 490. This means for boys to pit ratio only is 254:1 and girls to pit ratio is 236:1. This threatens the health of pupils and their general wellbeing. Albeit inadequacy of toilet pits there were other ten toilet pits under construction which are expected to be completed soon. This will immensely relieve the congestion problem during break hours when a bunch of pupils storm the toilets and queue for the service. It will also help to control any potential disease outbreak in the school compounds.

The condition of housing for the teaching staff is also alarming. This is another enabling environment which has a strong relationship with better education delivery and impressive student performance. Currently there are only two houses for teachers and the actual needs stood at ten houses.

#### ***4.2.4 Secondary Education***

There is only one secondary school in the village and it is still under construction. By the time of this survey, only three semi-finished but roofed classrooms were standing. The secondary school construction committee revealed their confidence to gas project, saying that the company has made commitment to cover the completion construction costs of the three classrooms and some few toilets. Majority of the people interviewed were pessimistic about the performance of their students. It was argued that, unless we work

towards changing the attitudes and mindset of the community (both parents and children) on education, performance of most students joining Songosongo secondary school will continue to be deteriorating. Thus, attitudes and mindset of the Songosongo community is a serious obstacle towards economic and social development of the community. There is dire need of mixing pupils from different areas with those of Songosongo for exposure and mutual learning among them selves. This will substantially help to improve certain attitudes and beliefs toward education.

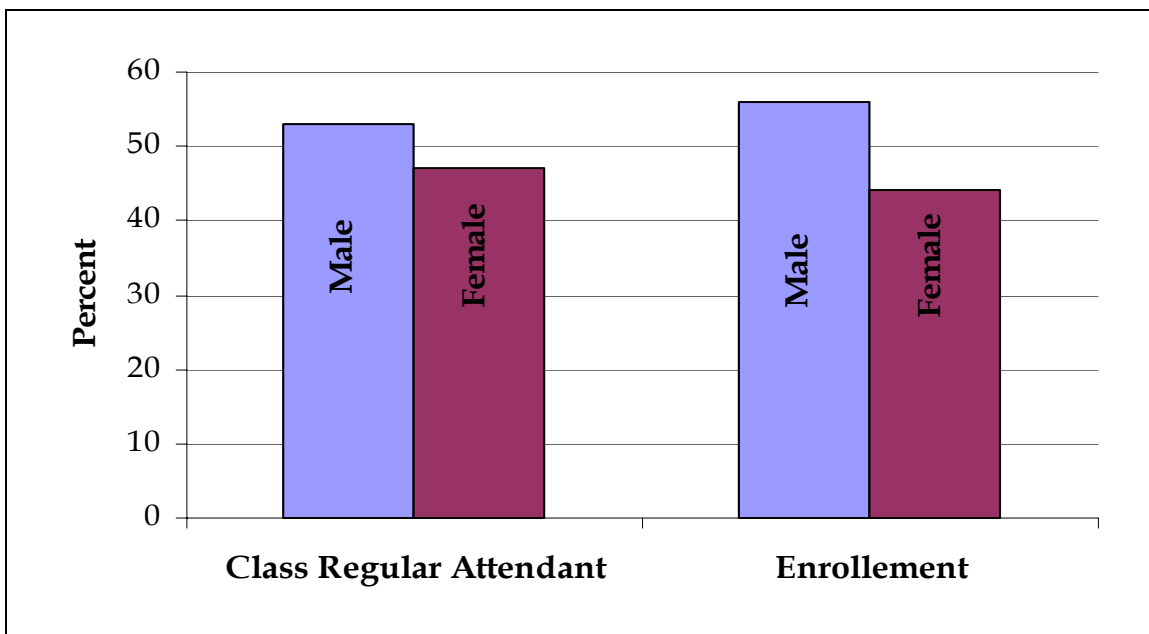
There has been initiative taken by local government officials with gas project investors to reverse the trend. Both parties agreed to subsidize the well performing pupils joining secondary education. As pointed out earlier, in comparison with national statistics, the percentage of Songosongo making to secondary school is very low. About 57 percent made transition to secondary education compared to 65.7 percent nationally. In the beginning the scheme funded only two outstanding pupils, but recently they decided to subsidize all who pass the exam. The funds only cater for secondary education and not advanced studies. This initiative is meant to contribute to human resource development in the village. So far more than 10 pupils have been sponsored. However there is still low level of secondary school leavers in the community. For example currently there are 37 pupils in standard seven out of them 24 are boys and 13 are girls. For sustainable development of islanders there is a need to increase the number of secondary school leavers and possibly advanced secondary school leavers. This level of education will facilitate future implementation and sustainability of development projects aiming at improving the social well being of the village, because they will actively be peer educators to other youths.

The first product from a newly constructed Songosongo Secondary School is expected in 2010. However at national level the current quality of secondary education is of concern posing even challenges to Songosongo secondary school teachers and students. The percentage of student passing the form four examinations (division 1 to 3) is hovering half way at 30 percent against the project figure of 70 percent (PHDR, 2008). It is therefore important that the Secondary Education development Plan is adequately funded and there is also a need to ensure that the funds reach the marginalized areas such as Songosongo. This will ensure availability of qualified teachers; provision of basic needs to students and it will improve a wide range of indicator used to assess performance of the education sector in the Island. Moreover, the primary school teachers have serious doubt about the readiness of the local community to make effective use of the secondary school. They suspect that there is a possibility that the school won't draw many students passing from Songosongo....

“... this area, being a very small island, when pupils pass their exams, and are taken into a secondary school right here, it is very unlikely that they will concentrate and learn. They would feel like they are still in primary school. The environment would not give a ‘sense of graduation’ to those pupils who would join the secondary education in the island. It would be more successful if it combines many other students from outside Songosongo.”  
 Headteacher, Songosongo Primary school

#### 4.2.5 Adult Literacy

Adult education in Songosongo is provided under the following academic frameworks and programs: Kisomo cha Kujiendeleza, Kisomo Chenye Manufaa, MEMKWA and MUKEJA. The level of enrolment is not adequate in terms of absolute figures, however among those enrolled into the programme; men are leading by 53 percent against 47 percent of women out of 36 total registered adults as shown in Chart 4.4. It was clearly observed that there was satisfactory gender balance 1:1 between two sexes indicating there is equal level of awareness and opportunity. Statistics show that among 36 registered adults only 27 attends the training regularly. Men were found to have good record by 56 percent out of total regular attendance than women who records 44 percent. Poor attendance of some of the women was attributed to other household responsibilities as put forward by local key informants.



The village appeared to have enough teachers per class given the local circumstances since there were 5 classrooms attended by 5 different teachers. Albeit the presence of different academic schemes in the village MEMKWA program not operational and there was neither single class running nor adults registered for that programme. The national target to improve illiteracy rate among people with 15 years and above is 80 percent. In 2006 the national figure was 73.6 percent with 80 percent male and 63.5 percent female (TDHS, 2004). Un-operationalization of some programs as the case with Songosongo contributes negatively to national targets. Immediate action is needed by the ministry and cooperation from development partners to revamp the program in the island to improve literacy rate.

#### **4.2.6 Current Status of Household Education Level**

Table 4.3 shows adult education profile of the interview sample in Songosongo. Most of adults (64 percent) have attended primary education with very few (4 percent) who attended secondary education. The village has been without secondary school for very long and therefore discouraging most standard seven leavers to join secondary education.

**Table 4.3: Songosongo Education Profile**

Education Level	Frequency	Percent
Primary	61	64.2
Secondary	4	4.2
Adult training	6	6.3
None	19	20
Other training	5	5.3
Total	95	100

Source: Field survey

20 percent of interviewed household heads did not attend any formal or informal training. The percent is far away larger compared to those who attends secondary education. Uneducated parents are potential threats to children education achievements. Those parents usually do not assess regularly children school performance or in extreme cases could influence children not to attend school rather to do other household income generating activities. It can also be deduced that since parents do not have proper education training hence lack interest in supporting children basic needs or be willing to take part in donating money for activities such as preparation of porridge for their kids. There is a challenge in the provision of adult education in the island as education is a cross cutting sector it could have an immense positive impact in the island livelihood.

#### 4.2.7 Other Training

Table 4.4 shows other types of training attended by the sampled respondents. As can be depicted from the table, about 5.4 percent attended madras classes. This is a requirement from the Muslim religion where every Muslim have to attend the classes. Note that Songosongo Island is largely dominated by Muslims.

**Table 4.4: Training attended**

Type of training	Frequency	Percent
Madras at	5	5.4
Middle School	2	2.1
Incomplete primary school	4	4.4
Undergoing Secondary School	1	1.1
Not applicable	83	87.4
Total	95	100

Source: Field survey

The ratios indicated in the above table point to a need for strategic recruitment of teachers for disadvantaged areas like Songosongo in order to bridge up the gap between the students - teacher ratio.

#### 4.2.8 Opportunities and obstacles in education

As the above paragraphs narrated Songosongo education sector facilities, services delivery and an enabling environment, this section summarizes the main opportunities, obstacles and suggestion for improvement in a summarized way. The suggestions can later be incorporated in the future development programmes aim at revamping the education sector in the island.

Opportunities	Obstacles	suggestion
Availability of children Primary school building in place Ample support from development partners and the government Village leadership commitment in education improvement Some parents are willing to send their children to school Most of houses are closer to school premises	Looming poverty Negative mind setting toward education improvement initiatives Lack of cooperation among parents in school cost or labour sharing activities/initiatives Bad behaviour of parents ignoring school meetings Poor teachers conditions in terms of remuneration and housing Pupils congestion in classes No motivation schemes for well performing pupils Teaching aids and other	Awareness and advocacy programmes to parents on importance of supporting school improvement initiatives Awareness campaign to children attending school on the benefits of education in their future Initiation of effective school committee comprised of elders, teachers, youth and development partners to over see the performance of the education in general Increase awareness on adult education Need construction of kindergarten



Opportunities	Obstacles	suggestion
	facilities not adequate Lack of vocational training for students leaving primary and secondary school education	school classes Construction of more primary and secondary school classes Construction of teachers houses Construction of vocational school

### 4.3 Study Findings on Health Services

Songosongo health status in the mirror of national and international targets is far from realization. The National Health Policy's 2003 targets are being assessed to determine progress made in Songosongo against national targets.

#### 4.3.1 Access to Quality Primary Health and improved infrastructure

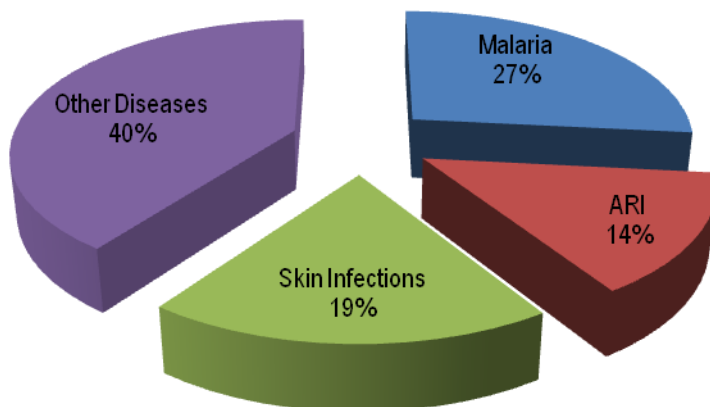
Songosongo being an administrative Ward with the population it has deserves a dispensary which is there. The Island has a Grade 'A' dispensary which in terms of national policy is between a dispensary and a health centre. The lowest level of health care delivery in Tanzania is the Village health Service, which essentially provides preventive services. In developed societies these may be provided in homes. The standard in Tanzania is that each village health post is supposed to have two village health workers. Songosongo has a Senior Clinical Officer and two female medical attendants. Pan African Energy has a system of discharging one company doctor 2 days per week to provide services at the Dispensary, an initiative highly complemented by both staff and the villagers. The building was upgraded into a modern grade A dispensary, which is a second step in the hierarchy of health services, usually catering for between 6,000 – 10,000. With estimated inhabitants close to 6000 Songosongo is categorized as requiring a dispensary. The dispensary has clean water (purified and pumped from the gas plant) and electricity. The facility is largely meant to handle the Outpatient Clients. Table 4.5 presents a summary of the services and state of Songosongo Dispensary

Table 4.5: Basic information about health services in Songosongo

S/N	SERVICE	STATUS
1	Family Planning and Reproductive health services	Available
2	Immunization	Available
3	Laboratory Services	Not Available No Formal Testing is done for Malaria patients Prescriptions for Malaria patients are done based on Symptomatic Diagnosis
4	Bed-Rest (for patients requiring bed rest)	Available the dispensary has 20 beds, 6 of which are in very good condition, and the remaining beds are somehow old
5	Voluntary Counselling and Testing – VCT (for HIV/AIDS)	Available The method used for HIV testing is “Rapid Test”
6	Maternal Health	Available The Dispensary has 3 Labor beds (but there is no sterilization kit)
7	Mother-Child-Health (MCH) Service	Available
8	Village Health Workers	Not Present
9	Pharmacy	Not Present
10	Private clinic	Not present
11	Ambulance	Not available The community relies on the assistance from the Gas companies’ fast boat in case of emergence referral cases

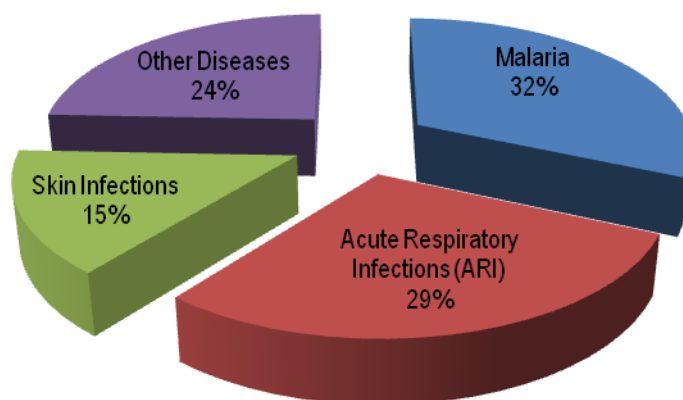
The most prevalent diseases in Songosongo are Malaria, Acute Respiratory Infections, and skin infections. Chart 4.5 shows the distribution of diagnosis for adults and children aged 5 years and above.

**Chart 4.5: Disease Prevalence in Songosongo for adults and children above 5 years of age (2007)**



As shown in chart 4.5, malaria appears to be the most prevalent single disease, accounting for about 27 percent of all diagnosis in year 2007 for patients aged 5 years and above. But, chart 4.6 below shows that, Malaria and acute respiratory infections appear to be more prevalent diseases for the case of children aged below 5 years.

**Chart 4.6: Disease Prevalence in Songosongo for children under 5 years of age (2007)**



HIV prevalence in Songosongo is relatively low – as there were only 6 positive cases out of 200 tested in year 2007. However, the number may not necessarily reflect the real situation on the ground as population dynamics keep changing very fast in the Island, following the emerging opportunities as gas companies expand their operations and related activities keep growing. People are moving into the Island, and recreational services – mainly alcohol points, are on the increase.

### ***4.3.2 Access to quality reproductive health Services for all individuals***

Reproductive health services were being provided in a fairly limited way with the dominant service being family planning advice and counselling. There were child spacing and planning sessions undertaken by the Nurse Assistant and the Medical Attendant of the Songosongo dispensary. However, disappointing is the continued unavailability of family planning and reproductive methods and facilities such as condoms from the dispensary. This is despite the fact that the Songosongo community which is currently highly mixed and diverse greatly needed condoms. Also, early pregnancies are very common in Songosongo, where, about 7 out of 10 girls who do not go for secondary education are likely to be mothers before they are 20 years of age. Polygamy societies like Songosongo would also have largely benefited from condom and other family planning gadgets, were they available. This was quite unusual since the national trend is that Family planning services were available everywhere. It was a reproductive and HIV/AIDS policy that condoms should be in full supply from every health Service.

Other than outpatient services, the dispensary had 6 beds in operation, mainly in the maternity and rest rooms.

### ***4.3.3 Reduction in infant and maternal mortality rates***

Child health education was greatly emphasized at the Dispensary. However, the insufficient supply and availability of medicines and laboratory equipment was a hindrance towards improving Child and Maternal health. It is surprising to find levels of Child and maternal mortality in Songosongo are extremely low for the past three years. Out of the 17 and 36 maternal cases in 2006 and 2007 respectively, there was no reported case of death. Ideally, it is hoped that when donated equipments by the gas project which were taken to the district hospital are returned, Songosongo is going to be relatively better compared to other similar facilities at the level of ward in Kilwa and Lindi in general.

### ***4.3.4 Improvement in Life expectancy***

The life expectancy of the average Songosongo resident is quite low at 40 compared with the national average which currently stands at 45. Noticeable also was the fact that health services at Songosongo rather than improving were almost stagnant according to perceptions by our respondents. With the exception of expected mothers and children, the health situation of the rest of the adults in the island was such that most of them were not accessing proper health attention. The vulnerability is worsened by the fact that there is no private health or medical services in Songosongo. It was noted that at times of outbreaks, Songosongo was even more vulnerable since the health facility is unable to handle that many people at once.

### ***4.3.5 Food self sufficiency and food security***

Songosongo is food dependent on the mainland by close to 100 percent. In particular, Kilwa and Somanga in Lindi region and Mbagala in Dar es Salaam are the main sources of staple food in Songosongo. Topographically, the Island does not produce any food crops, not even vegetables. The only agricultural produce is Sea weed, which is for cash not food. During the survey, the more than half of the sampled households indicated that they faced food deficit. Only 46.3% of the interviewed heads of households indicated that they had enough food throughout the year in their homes. Also, 40% of the respondents indicated that they did not have full square meal for the past 7 days (prior to the survey). The responses on food self sufficiency are summarized in table 5.5.

**Table 4.6: Responses about food self sufficiency**

Food sufficiency	Percent of interviewed Households
Food deficit (always, no enough to eat)	10.5
Deficit/ no adequate food in some months	43.2
Just enough food throughout the year	46.3
Total	100%

Source: Field Survey

### ***4.3.6 Gender equality and empowerment of women***

Like most coastal societies, the Songosongo society is not quite gender balanced. Women, who constitute the majority, are weakly organized and exercise a limited amount of freedom in comparison with their counterparts in the Mainland. There were not many initiatives and interventions towards the empowerment of Women and it would be very interesting to try some level of that.

### ***4.3.7 HIV and AIDS***

Although the level of awareness of the Songosongo Community towards HIV and AIDS appeared to be on the lower side, the infection rates were equally lower than the national average. Out of the 141 adults who were screened during and after the presidential Campaign from July 2007, the number of HIV cases was only 6. This accounted for only about 4% of the screened people. The National infection rate average is 7% (2007). It will be important to employ more prevention strategies in Songosongo than treatment and care in the next few years to come.

The low rates of infections in the island may be due to the small number of screened people against the total size of the Songosongo population. But, it might also be due to the fact that Songosongo has by far been apart from the rest of Tanzania mainland, and Zanzibar. Additionally, early gas project work was very sensitive to HIV AIDS interventions. It will be important to assess the HIV/AIDS situation every after some

years since the few infections may actually threaten transmission to a huge number of the island's residents.

#### ***4.3.8 Universal access to clean and safe water***

The dispensary was fully furnished with water facilities. The company has also connected the village with water purified and pumped from the Gas plant. This discussion is detailed as part of Water services under 5.4 below.

### **4.4 Study Findings on Water Services**

#### ***4.4.1 Synopsis of the Situation Prior to the Current Initiatives***

In the past the quality of water services in Songosongo Island was alarming. The Island had neither clean nor safe water available for its population. People used to fetch unsafe and badly smelling water using wheel bows and carts from the natural water spring at Panga. The water borne diseases were therefore very common and the death toll was averaging 2 and 4 people per each of the cholera outbreak. Most of the social economic studies undertaken have been focussing on the district as well as regional levels<sup>13</sup>. Thus disaggregated social economic data is still scanty. However, it can be concluded that prior to the commencement of the gas plant, the entire population of Songosongo Island (i.e. 1,493 people), was not accessing clean and safe water. It used to take them an average of 2 to 3 hours to reach the Panga water sources, fetch water and return back to their homes.

According to Besha (1994), during the 1970s and early 1980s there were concerted efforts by the government and donor organizations to provide clean water in the rural areas of the country. As a result of these efforts, 70 percent of the 235 villages in Lindi region had a permanent water source by mid 1980s. A total of 108 out of 235 villages had piped reticulation systems which mostly utilized ground water resources from bore holes, shallow wells and springs. The proportion of rural population living within 400 meters of a water scheme increased from 19 to 35 percent between 1975 and 1980. Songosongo has not been one of the villages covered by these water schemes according to the response by village and ward leaders. In addition, many of these water schemes, especially those which were depending on mechanical pumping, are not operational due to breakdowns, poor arrangement for maintenance, and the problem of availability of fuel.

It was subsequently realized that the central problem that will need to be addressed is the acute shortage of clean and safe water supply and therefore poor sanitation facilities in a village which to some extent is growing into squatter and slums. The life in Songosongo was so pathetic because people were compelled by a situation to purchase water from

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<sup>13</sup> See for example Besha R (1994) and Saanane C (1994)

vendors at relatively higher prices compared to the mainland people some of which with household water connections. Since vendors' source of water was Panga which is unreliable and unsafe, they were basically selling contaminated water, leading to users becoming main victims of epidemic diseases. Availability of adequate safe water resource is said to be affected by the absence of reliable water sources, and the poor public awareness and enthusiasm.

The consequences of shortage of water supply services were more pathetic in the village. The people, especially women and children were forced to walk long distances to search and fetch water and suffer losses in terms of time for productive activities. The drudgery of fetching water from long distances was necessitating people to use water carefully and sparsely, to the extent of denying some of the important hygiene practices. As noted, the breakdown of the services have had very negative effects on women (and therefore children) and curtailed both their productive and reproductive roles in their respective households. This had both social and economic implication as most of the working hours were spent to search for water, and drudgery made most of them unable to perform other productive and income earning duties such as farming the sea weeds and fishing. One of the viable solutions to this problem could be to concentrate on simple shallow wells. Simple shallow wells would provide more reliable water supply at lower capital investment and operational costs. Women, who are the most affected group of the population, can have the control of these simple shallow wells as they do not involve a lot of technical know how. To ensure sustainability of the shallow water, a few enterprising women could be identified, give them training on entrepreneurship and business skills (empowerment), and entitle them to own and operate the wells in condition that they make a token remittance to the Community Water Fund which need to be created for water capital development.

#### ***4.4.2 The Current Status***

Since its inception, Pan African Energy Tanzania (PAT) has been very supportive to Songosongo community. The gas project is committed to supporting the social and economic development of the island's community in line with the company's policy. As noted earlier, the company's primary objective is to strengthen and scale up community based development programmes using the evidence based interventions. As noted earlier, in the water sector, the gas project has made substantial investment so far aimed at improving the water services to the residents of Songosongo Island.

Water related investments made so far are meant to ensure access to adequate, clean and safe water to all members of the community so as to improve the livelihood of the people as spelt out in the Tanzania Development Vision 2025 (TDV 2025). Note that the second goal of the TDV 2025 reads "Attaining High Quality Livelihood", while Target No. 7 of

the second TDV 2025 goal reads “Universal Access to Safe Water”. The National Water Policy has outlined specific interventions required to realize this TDV2025 target<sup>14</sup>. However, despite a number of initiatives to address the problems within the water sector, due to the rapid expansion of urban settlements and deterioration of infrastructure the proportion of dwellers able to easily access water has decreased from 85 percent in 2002 to 78 percent in 2005. The situation in both rural and urban areas calls for more concerted efforts if the target for safe water has to be realized in time. This is an important services needed to sustain a healthy and productive population required for agriculture and a competitive industrial growth.

The gas projects in the island has initiated two major water projects for the people of the Island. First is the construction of the water treatment plant and reservoir (Water Storage Plant) at the Panga water spring. This project is meant to pump water from the natural spring and treat it thus substantially reducing the poor and bad smell. This treatment plant entails installation of a high capacity water pump. Secondly, gas project has installed a new sea water treatment plant which essentially removes salt from the sea water thus improving its taste. Thereafter, water is distributed to village dispensary, primary school as well as to residential area. The third project involves laying down water pipes to distribute water from the two sources to different destinations mentioned earlier.

Judging from the household responses, the FGDs and some literature, significant improvement has been recorded in relation to supply of clean and safe water. The provision of water treatment and distribution system has dramatically improved the quality of water, sanitation and safety in the Island as the difficulties of getting water from the deep water springs has been reduces significantly. The outbreaks of cholera have also been controlled significantly<sup>15</sup>. The findings show that at least 8 percent of the sampled households have installed water taps within the house yard, while the remaining 92 percent do not possess such a facility. In terms of accessibility to clean water, the study findings indicate that all the 95 household respondents (100 percent) access clean water<sup>16</sup>. Out of the sampled households, 96 percent fetch piped water for most time of the year, while the remaining 4 percent depend on hand pumps, closed wells and bore holes. On average it takes 30 minutes for households in Songosongo to reach the water point.

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<sup>14</sup> There are already 9 water basins established and Urban Water Authorities in all towns, municipalities and cities. The National Rural Water Supply Programme takes care of the majority of Tanzanians still in the villages. At national level, access to safe water within 30 minutes of walking has improved from 42 percent (2002) to 54 percent (2005).

<sup>15</sup> See also Songas (2001)

<sup>16</sup> Note that, clean water here can be defined as water from protected sources such as pipes, handpumps, closed wells etc.



Much as we acknowledge the ongoing initiatives by the gas project and others, the approach and methodology adopted by gas project in delivering public services to the Songosongo community may not necessarily be the most effective, desired and/or the relevant one. This is particularly true because the process of project initiation and implementation has not been involving members of the community adequately. In a number of times, only one or two representatives (who may not necessarily be a true and genuine representative of the people) have been involved. As we shall see later, the frequent incidences of sabotages of the public assets (investments by gas project) by members of the community are clear evidence of the dis-content of the beneficiaries.

Increased investment in the Island is badly needed if the national objective to improve livelihood of the people is to be achieved. While there is ample justification for some major increase of investment in the water sector (and others), a number of considerations need to be taken into account. Firstly, in most cases, the project initiation and handing over process has not involved villagers adequately. It was observed for example that, for most projects a few leaders will represent the community during both negotiations as well as official handing over. The fact that reporting system is poorly developed and transparency is almost absent, most of the villagers are not aware of the existence, operations and performance of the village projects. The notion of ownership and responsibility among members of the community is therefore passive, which has a negative implication towards sustainability of the assets and the projects in general. Adequate participation of members of the Songosongo community is therefore among important and inevitable measures which any project process (and/or investment process) in the Island should adopt. Secondly, as we shall see in the succeeding section 4.5.3, members of Songosongo community have no sense of responsibility towards the expanding Community Development Projects in the Island. Majority are not ready to support and partner with the project capital donors in the Island, by way of improving their cooperation and commitment. The attitudes and mindset of the people towards Corporate Social initiatives by investing companies have always been negative, which is very disquieting (See section 4.5.3). Intensive public sensitization, awareness creation and overall capacity building in Songosongo are urgently required to change the mindset of the community and instil a sense of moral obligation, among others.

In addition, the planned investments in the Island need to be sequenced properly to improve project performance and outcomes (impact). In terms of sequencing, the advocacy, awareness creation (public sensitization) and capacity building programmes should be the entry point before any further capital investment is made to ensure desired outcomes.

#### ***4.4.3 Governance of the Water Project***

The village has created a Village Water Committee which is charged with coordination, administration and collection of water user fees. This committee is also entrusted to keep all records related to water use, maintenance of the water infrastructure and water related expenditure. The committee is reporting to the Village Government through the Village Assembly.

The project has 5 water collection points for the community. Each 20 litres bucket of water costs TZS 20. The fees collected from water project are meant to pay salaries of all water attendants, pay for repairs and maintenance of the infrastructure, and savings. However, since its inception the project has been extremely inefficient judging from the responses by household respondents as well as the FGDs. Throughout, all the Water Committee Income and Expenditure reports have been rejected by the villagers. There are allegations of embezzlement of funds and extremely poor reporting system. The projects are not known by the people and most key decisions related to the projects are made by few somewhat greedy individuals. In addition, approximately only 20 percent of the total demand for clean and safe water is met. The current water supply therefore lags far behind the total demand in the Island.

In addition, members of the community are not sensitized and not willing to participate in public works, apparently because leaders of some of the political parties have tended to discourage members to volunteer their labour time in public works, on the pretext that the services are public and are supposed to be offered free.

This is one of the most important areas where both the formal as well as informal institutions such as the local government (the Councilors, Ward Executive Officer (WEO), the Village Chairman, Village Executive Officer (VEO), Village Sub Committees, traditional leaders, religious leaders etc) could have used their powers to intervene for example, by formulating and using by-laws to prosecute irresponsible individuals thus changing the mindset of the people.

**Box 4.1: Political Interests Vs Economic Interests**

**Swahili Version:**

Watu wa hapa Songosongo hawataki kujitolea kwenye miradi ya kijiji kama maji, shule na zahanati! Kutokana na vyama vingi vya siasa kuna vijembe vinavyolenga kupakana matope na kuangushana. Sera za wenzetu SI ZA KUJITOLEA, wakati CCM kujitolea ni kipau mbele. Viongozi wa vyama vya upinzani, hasa wenzetu wa CUF wanawakataza wanachama wao wasijitolee, hata kama kujitolea huko ni kwa faida yetu! Mzee Mbaki Swalehe – 18 Aprili 2008

**English Version:**

Members of the Songosongo community are not keen and willing to participate in village public works such as water, education and health projects. Leaders of the political parties are busy condemning and criticizing ideologies of other parties. In most cases such criticisms are unrealistic and unfounded. They are meant to mislead the public. Policies of other parties discourage members to volunteer their labour time for public works, while under CCM ideology voluntary participation in public activities is the priority. Leaders of other political parties such as CUF discourage their members to participate in such activities, despite the fact that such initiatives benefit the entire community! Mzee Mbaki Swalehe – 18 Aprili 2008

The findings further show that, in a number of times village projects such as the first water pump and treatment plant have frequently been vandalized e.g. by stealing the water pump and un-roofing the buildings of the water treatment and storage plant and take away the iron sheets.

As noted earlier, some members of the community do not consider themselves to be part of the projects most likely because they are not involved throughout the project cycle. Security of the assets is therefore poor as vandalism has tended to increase and culprits are never apprehended. There is a need to initiate for a Police Station in the Island, as part of the strategic interventions to address the security problem.

In summary the findings of the situation analysis of the water sector in the Island is summarized in Table 4.7.

**Table 4.7: Situation Analysis and Recommendations on the Water Sector in Songosongo**

S/N	Existing Problems Facing Songosongo Community/Investment Opportunities	Obstacles and Challenges	Required Interventions
1	Drudgery and disrupted productive and reproductive roles of women	Breakdown of the water services (This had both social and economic implication as most of the working hours were spent to search for water, and drudgery made most of them unable to perform other productive and income earning duties such as farming the sea weeds and fishing)	Women empowerment. (Concentrate on simple shallow wells. These would provide more reliable water supply at lower capital investment and operational costs. Given their disadvantaged position, allow identified women to control the wells as they do not involve a lot of technical know how (See section 5.4.1))
2	Ineffective, undesired and irrelevant approaches and methodology in project formulation and implementation	Lack of true ownership and accountability Sustainability Sabotage (Vandalism)	Effective participatory approach Awareness creation, public sensitization, and advocacy Strengthen security
3	Poorly developed reporting system and lack of transparency and accountability ((The projects are not known by the people and most key decisions related to the projects are made by few somewhat greedy individual))	Negative attitudes (and mindset) towards projects Poor and weak strength and capacity of the local leadership	Training (Capacity building) Awareness creation, public sensitization, and advocacy New bylaws
4	Embezzlement of funds.	Poor and weak strength and capacity of the local leadership Negative attitudes (and mindset) towards projects Poor governance	Training (Capacity building) Awareness creation, public sensitization, and advocacy New bylaws
5	Sustainability of the existing water projects assets	Insecurity Lack of community support Negative attitudes (and mindset) towards projects	Strengthen security Police station Awareness creation, public sensitization, and advocacy Training (Capacity building) New by laws
6	Supply of safe and clean water as 60 percent of the demand has not been met	Capital deficiency Inefficient management of the current water project	Mobilization of more resources for investment Awareness creation, public

S/N	Existing Problems Facing Songosongo Community/Investment Opportunities	Obstacles and Challenges	Required Interventions
		Lack of community support Negative attitudes (and mindset) towards projects Absence of reliable water sources Poor public awareness and enthusiasm	sensitization, and advocacy New by laws Capacity building
7	Sequencing of community projects and programmes	Poor sequencing of the ongoing community projects	The planned investments in the Island need to be sequenced properly to improve project performance and outcomes (impact) Advocacy, awareness creation (public sensitization) and capacity building programmes should come first before any further capital investment is made
8	Shortage of clean and safe water (as supply is lagging far behind the total demand in the Island)	Insufficient water supply Water borne diseases	Scale up the investments in water sector

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

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### **5.1 Conclusions**

The Gas Project is committed to supporting the social and economic development of the island's community. Already substantial investments have been made so far by the various companies operating in the Island, particularly PAT. The projects initiated by PAT aim at improving accessibility to basic services and therefore improving livelihood of the residents of Songosongo Island. This approach is in line with the Government's approach to development, which is based on national ownership (and leadership); participation, transparency and improved relationships and partnership (joint implementation) with development partners, private investors within the existing policy and strategic framework, and involvement of a wide spectrum of stakeholders in development from the national level all the way down to the community level.

However, the approaches and methodologies used to initiate development projects in the Island has not been strategic enough to allow full participation of the community and therefore be able to promote a sense of ownership, accountability and transparency on the part of the members of the community. As a result t people (members of the community) are not involved in making key decisions. In addition, members of the community are not aware of the operations and status of most community projects. There are allegations of embezzlement of funds and extremely poor reporting system in the Island. As noted, the projects are not known by the people and most key decisions related to the projects are made by few somewhat greedy individuals. In addition, water supply in Songosongo does not meet the prevailing demand.

The situation has made it difficult for the community to effectively play its role in safeguarding the project properties. Vandalism and irresponsibility have subsequently been on the increase. Members of the community have not been enthusiastic enough to be able to participate fully in development projects because they are not sensitized positively.

Political executives have made a number of advocacy and campaigns especially during the last election campaigns which were primarily meant to score political goals and not necessarily aiming at addressing the challenges and/or major constraints to economic and social development in the Island. Political interests have therefore been overriding most important economic (and social) interests in Songosongo. Subsequently, confusion has been littered and contaminated among the population in the Island, and a number of economic and social programmes have been suffering. For example, one would wonder

as to whether it is realistic or rational for villagers in the Island to be exempted from power tariffs given the guidance spelt out in the national energy policy.

Unlike other villages around Tanzania, for many years the people of Songosongo have generally been extremely passive and/or submissive in terms of responding to the changing needs of the community. The attitudes and mindset of most people in the Island has been negative against development initiatives. Community members are not forthcoming and/or proactive towards Community Development Initiatives.

In many other localities in Tanzania, mobilization and availability of local resources has been the most fundamental requirement before any programme is approved for implementation in a community. This is a requirement for any project to be financed and implemented. Members of the Songosongo community are not keen and willing to participate in village public works such as water, education and health projects despite the fact that such initiatives benefit the entire community. Policies of some political parties discourage members to volunteer their labour time for public works despite the fact that voluntary participation in public activities has been a priority in Tanzania. These are governance failures which has undermined most of the initiatives geared towards improving the livelihood of the Songosongo community.

## **5.2 Recommendations**

Based on the discussions of the findings and some conclusions drawn afterwards, the following recommendations need to inform the anticipated Social and Economic Development Programme (SEDP) of Songosongo Island if the community has to achieve the desired quality of life of its people and therefore be able to contribute towards the achievement of the National Strategy for Growth and Reduction of Poverty (NSGRP - MKUKUTA) in 2010 as well as the Millennium Development Goals (MDGs) in 2015. Note that, in some of the recommendations presented below, the SEDP can come up with more than one programme.

### **Recommendation 1: Project Formulation and Implementation Process**

It is recommended that the approach and methodology used to identify, formulate (design) and implement (Project Identification, Project Design as well as Project Implementation) used in the past should be changed to allow more (and/or full) and effective participation of members of the Songosongo Community and in particular the community development officer should form a virtual bridge between the gas project and the community. This includes negotiation and project handing over processes. Also, collaboration among the key stakeholders is important to ensure completeness of the projects. For instance, while the investors could assist the community in the construction of classrooms or hospital building, these 'improved facilities' may not lead to improved

services if the Local Government Authority – i.e. District Council, and the respective Ministries do not play their role to bring the required manpower, and other requirements as per National and Sector Standards. This calls for continuous sharing of information between the investors, the community, and the Local Government Authority throughout the project cycle – i.e. Planning, implementation, completion and handing to the community.

The proposed approach is meant to improve not only ownership, but also transparency and accountability, thus minimizing significantly sabotage and subsequently improve sustainability. To start with, the Ward Community Facilitation officer may have to be part of the design process for SEDP.

### **Recommendation 2: Village Governance skills as part of the Local Government Reform Programmes**

In line with the spirit of the Local Government Reform Programme, Songosongo community requires a whole package of how to undertake village governance. It was clear from the study report that Songosongo was far from Practicing Good Governance. This can easily be done in collaboration with the respective bodies at local and central government to ensure the Island is better governed than now.

### **Recommendation 3: Strengthen Reporting System**

The Success of Community Development project is only possible where transparency is guaranteed, among other factors. Community development officer should take the leading role in collaboration with other village officials in informing and involving the community in every stage of community development projects. The reporting system in Songosongo is almost absent and therefore the community is not enlightened on the operations of different programmes implemented in the Island. There is therefore an urgent need to strengthen the existing reporting system, improve it and make it work.

### **Recommendation 4: Addressing the Embezzlement of Public Funds**

Misuse of project finances and embezzlement of funds was reported in a number of projects during the interviews. The water and boat projects were among those areas where revenues were reported to be embezzled and/or misused by few individuals who happen to coordinate and supervise operations of the projects.

A monitoring system must therefore be put in place which will have among other things clear stages of authorizing personnel (signatories) and a back and forth reporting system. In addition, capacity building will be needed to enable respective personnel familiarize



with some basic financial regulations. An independent committee need to be formed to oversee financial matters for various Community Development Projects.

### **Recommendation 5: Sustainability of the Existing Community Development Projects**

There is a need to ensure that all the public investments in the Island are sustainable. Conducive environment for sustainability requires a number of measures. They include strengthening of security in the Island by for example initiating for a well equipped police station and initiate some new by laws. Sustainability of the Community Development Projects also requires a full community involvement, awareness creation, public sensitization, and advocacy in order to stir up a sense of ownership and ensure accountability and transparency. Capacity building through training and other approaches is also inevitable.

### **Recommendation 6: Sequencing of Community Projects and Programmes**

A number of projects and/or programmes which have been recommended here need to be sequenced properly to ensure the positive outcome. Programmes focussing on change of mindset of the community and awareness creation must come first before one can invest in physical projects in water, health or education sectors.

### **Recommendation 7: Shortage of Clean and Safe Water**

Since the demand for safe and clean water is higher than the current water supply, the investments in the water sector need to be scaled up. It is being recommended that investment target the piping of water from the Panga wells to the village for purposes other than drinking and cooking. This would leave the clean and safe 30,000 litres per day water from the gas plant only for human consumption (ie. Drinking and cooking). Washing, animal use and cleaning can make use of the Panga water. The major equipment requirements for this are re-installation of a sizeable pump and replacement of pipe rollers from Panga wells to the village Kiosks. There will also be needed some Water tanks for the storage of treated water at the village Kiosks. The strengthening of the Water Management Committee is to be part of the objectives of the Village governance training to to be given to the village as part of the Songosongo Socio-Economic Development Programme (SEDP).

### **Recommendation 8: Women Empowerment Using Water Resource**

One of the viable solutions to this problem could be to concentrate on simple shallow wells. Simple shallow wells would provide more reliable water supply at lower capital investment and operational costs. Women, who are the most affected group of the population, can have the control of these simple shallow wells as they do not involve a lot

of technical know how. To ensure sustainability of the shallow water, a few enterprising women could be identified, give them training on entrepreneurship and business skills (empowerment), and entitle them to own and operate the wells in condition that they make a token remittance to the Community Water Fund which need to be created for water capital development. Since recommendation is subject to the availability of underground water in the Island of Songosongo as well as the status of the ecology, this recommendation will be subject to ecological investigation to ascertain the availability of water resources by way of shallow wells. It will also be important to re-assess the viability of such project given the fact that two sources (gas plant and panga water) will already be in existence.

### **Recommendation 9: Employment Opportunities for Songosongo Community**

To address the problem of low incomes for Songosongo Community Members, it is recommended that to as much as possible, for those occupations that call for unskilled labour, priority should be given to the Islanders. In addition, for those activities, whose skills do not require advanced training, the Songosongo community members should also be given a priority. Also, the investors could consider improving the assistance package for pupils who pass from Songosongo Primary school, and encourage performance in particular subjects – for instance, science (the best way to do this, would be to offer special prize for students who do exceptionally well in such subjects like physics, chemistry or mathematics – either in form of ‘internship offer’ at the plant during vacations, or any other incentive). This would eventually stimulate development of skills, and in the long run, some positions requiring advanced skills could be filled with workers from Songosongo.

### **Recommendation 10: Secondary, Primary and Kindergarten**

Education development projects in Songosongo village need to address the following key areas:

In the short term the following issues should be solved to pave way for further improvement of the Songosongo education and learning environment.

- Number of teachers should be increased in both levels of education as the teacher to pupil ratio was high above nation target.
- Training for the available teachers to improve the quality of education delivered.
- Rewards for best pupils and those who regularly attend classes, this will help to minimize the problem of skipping class among pupils.
- There is dire need of making immediate arrangement to solve the problem of school meals (currently it is a serious problem at the Primary School and the Kindergarten). This would also include the construction of kitchen and dining hall facilities.

- There is need for increased community sensitization on the importance of adult education. Such initiatives would substantially help to improve the enrollment and attendance in adult education classes

Medium term activities which will enhance the above measure are

- Construction of teacher's houses that will provide settlement for four teachers and expected new ones who will be recruited.
- Increase more class rooms for the kindergarten, standard three, standard five and seven.
- More teaching aids to facilitate learning to pupils. There is shortage of text books and other important visual aids to pupils.
- Improvement of student desk ration and increase number of toilet pits

Long terms activities

- Construction of library that will be easily accessed by all pupils and adult in the neighborhood.
- Expansion of secondary school building for A-Level education. Currently the building in place is intended for Ordinary Level – Form I to Form IV.
- The modality of Secondary School Operation should be carefully designed to ensure effective use of the facility. Since Songosongo is a small Island, running the school as a 'conventional Ward Secondary School' for Songosongo Ward, may not result in optimal utilization of the facility. The secondary school should admit students from outside the Island, while at the same time, some pupils from Songosongo Primary school could be facilitated to receive their secondary education from outside the Island (as it is the case now). This arrangement will improve the learning environment for Songosongo children by giving them more exposure, and ensure the optimal utilization of the facility.
- Construction of vocational training center that will absorb either unsuccessful standard seven leavers or secondary school leavers but wished to receive such training to run their lives. The vocational center could also provide some adults with a good avenue to develop and improve skills since the village has low number of skilled workers, most of which are employed as casual laborers at the ongoing gas production and exploration projects.

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## APPENDIXES

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### Appendix I: List of Participants in Focus Group Discussions (And Key Informant Interviews) in Songosongo

Participants in the Focus Group Discussion: a group of representatives from various Organizations/Groups in Songosongo Community

	NAME	AGE	AFFILIATION
1	Swalehe Yusuf, M.	66	Member, Fishing Group
2	Juma Ali Mayonjo	30	HIV/AIDS Sensitization Group
3	Abdulrahman Yusuf Kionga	35	Member, Tushirikiane, VICOBA
4	Hadija Abdurabi Mtaka	29	Member, VICOBA
5	Njuma Saidi Omari	39	HIV/AIDS Sensitization Group
6	Chiku A. Kombo	40	Member, School Committee
7	Saidi A. Ausi	48	Clinical Officer at Village Dispensary
8	Ali Nasor Msati	40	Member, Water Committee
9	Fatah, Himid, Fatah	48	Chairperson, Secondary School Construction Committee
10	Vitus Nnunduma	59	Head Teacher, Songosongo Primary School

#### Participants in Women Focus Group Discussion

	NAME	AGE	ACTIVITY
1	ZIADA M. NAODA	26	Volunteer, Pre-school
2	Hadija Abdurabi Mtaka	29	Fishing
3	Chiku A. Kombo	40	Seaweed farming
4	Njuma Saidi Omari	39	Fishing
5	Fatuma Salihina Mbwana	19	Seaweed farming
6	Asha A. Salimini	29	Seaweed farming

#### Key Informants at the Songosongo Health Facility

Said Ausi (Senior Clinical Officer)

Martha Robert (Medical Attendant)

Subira Shekalage (Medical Attendant)

#### Key Informants at Songosongo Primary School

Mr. Vitus Nnunduma (Head Teacher)

Mr. Hassan Mchumbi

Mr. Athumani Ngemaye

Participants in the Focus Group Discussion with Community Leaders, Elders, and other Influential Persons in Songosongo Community

	NAME	POSITION/TITLE/AFFILIATION
1	Hassani Swaleh	Councilor
2	Juma S. Hasan	Ward Executive Officer
3	Ramadhani Mchanjama	Village Executive Officer
4	Jamary Twaibu	Facilitator, HIV/AIDS Sensitization Group
5	Swalehe Yusuf, M.	Representative, Fishing Group
6	Andrea Hassani	CUF Political Party Representative
7	Hamisi S. Soap	CCM Political Party Representative
8	Juma Ali Mayonjo	Member, HIV/AIDS Sensitization Group
9	Hadija Abdurabi Mtaka	Member, VICOBA
10	Njuma Saidi Omari	HIV/AIDS Sensitization Group
11	Chiku A. Kombo	Member, School Committee
12	Selemani Hamisi	CHADEMA Political Party Representative
13	Yusufu Ibrahim	Religious Leader

## **APPENDIX II: Survey Instruments used in Data Collection**

Household Questionnaire

April 2008

Questionnaire No .....

Date of Interview.....

Interviewer's Name.....

Respondent's Name.....

### Introduction

My name is....., and I am working on a “Songosongo Social Services and Economic Survey”. We are gathering information to update socioeconomic indicators in the Songosongo Island.

In some questions you will be asked to choose between several possible answers. In other questions we will ask you to describe or explain something to us. Your participation in this interview is voluntary and you can respond to all or some of the questions or not answer at all. Your answers are very important to us and we hope you will participate. Your answers are strictly confidential and will be used for research purpose only.



## A. HOUSEHOLD'S CHARACTERISTICS

Name of Head of Household \_\_\_\_\_

Gender

Male

Female

(If the household is headed by a child, e.g. Orphan, indicate here)

Age.....(years)

Religion

Islam

Christian

Other

Marital Status

Married

Single

Other .....

Level of education

None

Adult education

Primary education

Secondary education

Others (specify)

When did this household move to this village?

Year \_\_\_\_\_

Natives

(a) How many people live together in this dwelling? \_\_\_\_\_

(b) List down all the people in this dwelling

	Name of household member	Sex MALE... 1 FEMALE. .2	Relationship to the head of household HEAD OF HOUSEHOLD=1 HUSBAND/WIFE=2 DAUGHTER/SON=3 OTHER=4	Age in years (Write 0 if less than 12 months old)	Marital Status MARRIED= 1 SINGLE =2 OTHER =3	Completed education level NONE =1 ADULT EDUCATION=2 PRIMARY=3 SECONDARY=4 OTHER=5(specify)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

**B: HOUSEHOLD ECONOMY**

B-1: Economic activities and ownership of assets

What is your Primary Occupation/main economic activity?

Farming

Fishing

Paid Employee

Self Employed

Casual labourer

Others (specify)

Which other activities (secondary) are carried out by any of your household members apart from the main economic activity mentioned above?

Farming

Fishing

Paid Employee

Self Employed

Casual labourer

Others (specify)

Does your household own any farmland?

Type of Land	Number of hectares owned
1. Irrigated land	
2. Unirrigated, annual crop land	
3. Unirrigated permanent crop land	
4. Grazing land/wasteland	

What is the principal food crop?

Cassava

Maize

Banana

Rice

Other – specify

What is the Principal cash crop?

Coconut

Cassava

Maize

Other – specify

I would now like to ask whether your household owns any of the following items.

Item	YES.....1
	NO.....2
i. Car or truck or tractor	
ii. Animal drawn cart	
iii. Motorcycle	
iv. Bicycle	
v. Colour TV	
vi. Black-and-white TV	
vii. CD or DVD player	
viii. Radio or cassette player	
ix. Refrigerator	
x. Gas stove or range	
xi. Washing machine or dryer	
xii. Sewing machine	
xiii. Electric fan	

Does your household own any livestock? How many?

Type of livestock	How many are owned ?
i. Oxen	

ii. Cows	
iii. Horses	
iv. Goats	
v. Sheep	
vi. Pigs	
vii. Chicken	
viii. Fish	
ix. Other aquatic life/creatures	

What are the amenities and characteristics of the house in which the household lives?

Type of Amenities	YES.....1 NO.....2
i. Electric lighting	
ii. Water tap in house or yard	
iii. Functioning private well	
iv. Number of rooms (living room, bedrooms, rooms for household enterprises)	
v. Flush Toilet	
vi. Latrine	
vii. Type of Walls (Please refer to codes below)	
viii. Type of Roof (Please refer to codes below)	

Codes for Question 15 vii and 7 viii

15 vii. Type of Wall	15viii. Type of Roof
BRICK OR CONCRETE.....1	CONCRETE.....1
MUD.....2	SHINGLES.....2
BAMBOO.....3	METAL.....3
WOOD, TIN OR ZINC.....4	WOOD.....4
OTHER.....5	THATCH.....5
	OTHER.....6

### B-2: Sources of Cash Income

I would now like to talk to you about the different ways in which your household earns income. Does your household now obtain any cash income from the following sources, and did it obtain any cash income from these sources 5 years ago?

Sources of Income	A. Source of income now YES.....1 NO.....2	B. Source of income 5 years ago YES.....1 NO.....2
i. Wages from regular employment		
ii. Wages from temporary/casual/daily work		
iii. Sale of crops		
iv. Sale of livestock and livestock products		
v. Sale of fish and fish products		
vi. Income from a non-agricultural household business		
vii. Rental income (house, room, equipment)		
viii. Interest income from savings account or other financial assets		
ix. Money sent by members of the household living elsewhere		
x. Pension		

(a) Which are the three most important sources of income to your household now?

(Please use the codes from question 17 for this question.)

(b) Which were the three most important sources of income to your household 5 years ago?

(Please use the codes from question 17 for this question.)

B-3: Household Expenditures

In terms of ability to meet the annual food consumption needs of the household, where would you place your household?

FOOD DEFICIT/ NOT ADEQUATE FOOD THROUGHOUT THE YEAR.....1

DEFICIT/ NOT ADEQUATE FOOD IN SOME MONTHS OF THE YEAR.....2

JUST ENOUGH FOOD THROUGHOUT THE YEAR; NEITHER EXPERIENCE DEFICIT NOR ANY SURPLUS..... 3

SURPLUS/ADEQUATE FOOD THROUGHOUT THE YEAR.....4

(a) Have you and your household had full square meals/sufficient meals every day for the last seven days?

YES 1   
NO 2

(b) If the answer in 20(a) above is NO, how many meals per day?

B-4: Credit and Debt

In the past year, did anyone in this household borrow or obtain credit for regular consumption purposes or to meet school fees, contributions, etc?

YES 1  
NO 2→(If no, skip to question 25)

What was the total amount borrowed or received on credit? (If the loan or credit was in goods, please convert it to the equivalent in Tshs.) \_\_\_\_\_

Who provided the credit or loan? (If there were multiple transactions in the past year, please refer to the most important one.)

- RELATIVES 1
- FRIENDS 2
- MONEYLENDER 3
- TRADER/STORE 4
- EMPLOYER 5
- LANDLORD 6
- COMMUNITY CREDIT GROUP/ASSOCIATION 7
- COMMERCIAL BANK 8
- GOVERNMENT BANK 9
- NGO 10
- OTHER 11

Of this amount, how much money do you still owe? \_\_\_\_\_

In the past 3 years, did anyone in this household borrow or obtain credit in order to pay for a major household event such as a marriage, a sickness (illness or injury) or a funeral?

YES 1→ (If yes, specify which event).....   
NO 2 → (If no, skip to question 29)

What was the total amount borrowed or received on credit (If any part of the loan or credit was in goods, please convert it to the equivalent in Tshs.)? \_\_\_\_\_

What was the main source of the credit or loan? (If there were multiple transactions in the past year, please refer to the most important one.)

- RELATIVES 1
- FRIENDS 2
- MONEYLENDER 3
- TRADER/STORE 4
- EMPLOYER 5
- LANDLORD 6
- COMMUNITY CREDIT GROUP/ASSOCIATION 7
- COMMERCIAL BANK 8
- GOVERNMENT BANK 9
- NGO 10
- OTHER 11

Of the amount, how much money do you still owe? \_\_\_\_\_

C: SOCIAL SERVICES

C-1: Education

In this household, are there any children that are currently in school?

- YES.....1
- NO.....2 (If no, skip to question 32)

(a) How would you describe the situation for your child's schooling?

- EXCELLENT.....1
- GOOD.....2
- SATISFACTORY.....3
- POOR.....4
- VERY POOR.....5

(b) if the answer in (a) is EXCELLENT or GOOD, give reasons

- Excellent/good school facilities (classrooms, teachers' houses, etc)
- Enough qualified teachers
- School is not far from home
- Other (specify)

(c) if the answer in (a) is VERY POOR or POOR, give reasons

Facilities are inadequate or in poor shape

No enough qualified teachers

The school is too far from home

No school meals, so children find it difficult to stay the whole day

Other (specify)

(a) Are there any children in your household, who completed primary education recently (past 4 years or so) but could not join secondary education just because you cannot afford the cost?

How Many Boys?

How Many Girls?

(b) Did any of these children pass their Primary education examination, but could not join public secondary schools?

How many Boys?

How many Girls?

How many times in the past year have you or a household member attended a parent-teacher or other meeting in one of the schools which your children attend? \_\_\_\_\_

C-2: Health

If anyone in your household was ill or injured, do you think that he/she would always be able to obtain the necessary health services from clinics and hospitals?

ALWAYS 1 → (skip to question 35)

MOST OF THE TIME. 2

SOMETIMES 3

RARELY 4

NEVER 5

What is the most important factor that makes it difficult to obtain treatment for an illness or injury?

TREATMENT TOO EXPENSIVE 1

MEDICAL FACILITIES TOO FAR. 2

MEDICAL FACILITIES OF POOR QUALITY 3

FACILITIES HAVE INCONVENIENT HOURS OR ARE OFTEN CLOSED 4

OTHER (specify) 5

(a) How would you describe the situation of health services in this village?

EXCELLENT.....1

GOOD. ....2



SATISFACTORY.....3  
 POOR.....4  
 VERY POOR.....5

(b) if the answer in (a) is EXCELLENT or GOOD, give reasons

Excellent/good school facilities (dispensary/health centre building, well equipped laboratory, doctors' house, etc)

Qualified health personnel/health workers   
 Other (specify)

(c) if the answer in (a) is VERY POOR or POOR, give reasons

No facilities

Facilities are inadequate or in poor shape

No qualified health personnel/health worker   
 Other (specify)

C-3: Water

Do you have access to clean water? (Clean water here can be defined as water from protected sources such as pipes, hand pumps, closed wells etc.)

YES 1   
 NO 2

Where does your household get water for the most time of the year?

Piped

Hand-pumps

Closed wells

Bore holes

Other (specify)

How long does it take from your house to the most important water source you just mentioned?

5 – 15 minutes

15 – 30 minutes

30 – 45 minutes

More than 45 minutes

D: Collective Action and Cooperation

In the past year, how many times did you or anyone in your household participate in any communal activities, in which people came together to do some work for the benefit of the village?

Number of times

If there was a problem with getting enough water in this village, how likely is it that people would cooperate to try to solve the problem?

VERY LIKELY 1

SOMEWHAT LIKELY 2

SOMEWHAT UNLIKELY 3

VERY UNLIKELY.....4

Suppose something unfortunate happened to someone in the village, such as a serious illness, or his house burning down. How likely is it that some people in the community would get together to help this person?

VERY LIKELY 1

SOMEWHAT LIKELY 2

SOMEWHAT UNLIKELY 3

VERY UNLIKELY 4

Now I would like to talk to you about the groups or associations, networks, and organizations to which you (or any member of your household) belong. These could be formally organized groups or just groups of people who get together regularly to do an activity or talk about things.

	Number of groups
To how many groups or associations do you belong that relate to your main economic activity (for example, farming, fishing, trade, manufacturing, etc)?	
To how many groups or associations do you belong that deal with finance, credit or savings?	
To how many groups or associations do you belong that deal with health or education issues?	
To how many political groups or associations do you belong?	
To how many religious groups or associations do you belong?	
To how many other groups or associations do you belong?	
<b>TOTAL</b>	

Of all the groups and associations to which you or members of your household currently belong to, which one is the most important to you?

Name of group \_\_\_\_\_

Type of group

- PRODUCTION OR TRADE 1
- FINANCE, CREDIT OR SAVING 2
- HEALTH OR EDUCATION 3
- POLITICAL 4
- RELIGIOUS 5
- OTHER (SPECIFY)

What would you estimate to be your average annual household income (for example, try to recall the earnings from all sources to your household for the past year)

In your opinion, what are the priorities for development in this community?: Mention

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## Key informant questionnaire

April 2008

Questionnaire No .....

Date of Interview.....

Interviewer's Name.....

Respondent's information: Name.....

Position.....

Sex: Male.....1

Female.....2

Age.....

### Introduction

My name is....., and I am working on a “Songosongo Social Services and Economic Survey”. We are gathering information to update socio-economic indicators in the Songosongo Island.

In some questions you will be asked to choose between several possible answers. In other questions we will ask you to describe or explain something to us. Your participation in this interview is voluntary and you can respond to all or some of the questions or not answer at all. Your answers are very important to us and we hope you will participate. Your answers are strictly confidential and will be used for research purpose only.

Information on village

Basic Information on village	Answer		
How many people live in this village? [GET INFORMATION FROM VILLAGE ROSTER]	Male Population	_____	
	Female Population	_____	
	Total Population	_____	
How many Households are there in this village? [GET INFORMATION FROM VILLAGE ROSTER]	Number of Households _____		
What are the two main sources of income in this village?		1 <sup>ST</sup>	2 <sup>ND</sup>
	A. Crop agriculture		
	B. Non-crop agriculture (e.g. fishing, forestry, livestock)		
	C. Mining/construction		
	D. Tourism/trade		
	E. Manufacturing		
	F. Transportation		
	G. Other, specify		

What are the two most valuable food crops grown by farmers' in this village?		1 <sup>ST</sup>	2 <sup>ND</sup>
	A. Maize		
	B. Cassava		
	C. Potato		
	D. Rice		
	E. Millet		
	F. Sorghum		
	G. Banana		
	H. Other, specify		
What are the two most valuable cash crops grown by farmers' in this village?		1 <sup>ST</sup>	2 <sup>ND</sup>
	A. Coconut		
	B. Spices		
	C. Tobacco		
	D. Cashew nuts		
	E. Cotton		
	F. Sunflower		
	G. Tea		
	H. Banana		
	I. Sisal		
	J. Sugar cane		
	K. No cash crops		
	L. Other, specify		

Does this community have any of the following facilities?

Facility	YES.....1 NO.....2
i. Daily or weekly market	
ii. Church/Mosque/Temple	
iii. Public place to use telephone	
iv. Mobile phone services	
v. Post Office	
vi. Electricity	
vii. Reliable Public transport (boat, ship, aircraft, etc) (affordability??)	
viii. Any other facility/service (mention)	

Did any natural, health or man-made disasters occur over the last ten years, such as disease, fire, flood, earthquake, drought, famine, insect/crop blight epidemic, riots or any other?

FIRE .....1  
 FLOOD 2  
 EARTHQUAKE 3  
 DROUGHT 4  
 FAMINE 5  
 INSECT/CROP BLIGHT EPIDEMIC .....6  
 DISEASE.....7  
 OTHER (write down the event)

What important development projects were begun in this village in the last 5 years?

i. List the names of up to five projects and code as follows.	ii. In what year did this begin?	iii. Was the community consulted/involved in project design? YES.....1 NO.....2	iv. To what extent has the community been included in project implementation and management? NOT AT ALL.....1 A LITTLE.....2 SOME EXTENT...3 GREAT EXTENT...4
FINANCE 1			
HEALTH 2			
ROAD 3			
AGRICULTURE 4			
SCHOOL 5			
WATER.....6			
OTHER If other, please specify.			

Other Developments in the Village:

i. Besides development projects, were there any other major economic changes? FACTORY OR PLANT OPENING 1 FACTORY CLOSING 2 NEW CROP INTRODUCED 3 OPENING OF A MARKET 4 CLOSING OF A MARKET 5 OTHER If other, please specify.	ii. In what year did these happen?

Are the following Public Services available in this community?

Public Service	YES =1 NO = 2
Police Post	
Court Facilities	
Extension Services in: Fishing (give the number of extension officers) Agriculture and Livestock (give the number of extension officers) Other extension services (specify, and give the number of officers)	
Other public service (specify)	

**SOCIAL SERVICES**

B-1: Education

Is there a primary school in this Village?	YES=1	NO=2	<input type="checkbox"/>
Is there a Secondary School in this village	YES=1	NO=2	<input type="checkbox"/>
<b>School information</b>	<b>Answer/Code</b>		
How many class rooms does the school have?			
How many latrine holes does the school have?			
How many streams do you have in each grade? [ask for each grade in the table below]			
	Number of streams	Number of pupils	
Pre-Primary			
Standard 1			
Standard 2			



Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		
O-levels 1		
O-levels 2		
O-levels 3		
O-levels 4		
In total, how many pupils are enrolled in this school?		
How many teacher's houses belong to this school?		

(a) How many teachers are there in this school \_\_\_\_\_

(b) Is the number of teachers adequate? [Compare with standard pupil-teacher ratio according to the Ministry of Education]

YES = 1   
 NO = 2

(a) Do you have a School Committee?

YES = 1   
 NO = 2

(b) If you have a school committee, is it functional?

YES = 1   
 NO = 2

Is there water in this school?

YES = 1   
 NO = 2

(a) How would you describe the situation for children schooling in this village?

- EXCELLENT.....1
- GOOD.....2
- SATISFACTORY.....3
- POOR.....4
- VERY POOR.....5

(b) if the answer in (a) is EXCELLENT or GOOD, give reasons  
 Excellent/good school facilities (classrooms, teachers' houses, etc)  
 Enough qualified teachers

Children are provided with meals in school

Other (specify)

(c) if the answer in (a) is VERY POOR or POOR, give reasons

Facilities are inadequate (e.g. no enough classrooms, desks, or latrine holes) or in poor shape

No enough qualified teachers

The school is too far from home

No school meals, so children find it difficult to stay the whole day

Other (specify)

Are there any children in this village who pass their Primary education examination, but cannot join public secondary schools because of their parent's inability to meet the cost?

YES =1

NO =2

How many Boys?

How many Girls?

(provide figures for the past 3 years if possible)

(c) Are there any measures in place to assist these children?

YES = 1

NO = 2

(d) If the answer in 21(c) is YES, who provides the support?

Government (LGA)

Private Company

NGO

Relatives and Friends

Other (specify)

Do you have a Vocational Training Center in this village?

YES =1

NO =2

B-2: HEALTH

What are the common/principal diseases in this village?

Which of the following health care providers is available in this village/neighborhood today? And which ones were present 5 years ago?

Health Care Provider	A. Currently?	B. 5 years ago?
	YES 1 NO 2	YES 1 NO 2
i. Doctor		
ii. Nurse		
iii. Public health clinic		
iv. Private health clinic		
v. Pharmacy		

How would you rate the quality of the health care available in this village today? Please rate this on a scale of 1 to 5, where 1 is very good and 5 is very bad.

VERYGOOD 1

GOOD 2

OKAY 3

BAD 4

VERYBAD 5

B-3: Water

Do most households in the community have access to clean water? And 5 years ago? (Clean water here can be defined as water from protected sources such as pipes, hand-pumps, closed wells etc.)

YES 1

NO 2

Currently?

(b) 5 years ago?

What are the most important water sources in this community?

Piped

Hand-pumps

Closed wells

Bore holes

Other (specify)

C: Social Capital: Networks, Collective Action and Cooperation

Now I would like to talk to you about the groups or associations, networks, and organizations that exist in this village. These could be formally organized groups or just groups of people who get together regularly to do an activity or talk about things.

	Currently
How many groups or associations exist that relate to this village/neighbourhood's main economic activity (for example, farming, fishing, trade, manufacturing, etc)?	
How many groups or associations exist that deal with finance, credit or savings?	
How many groups or associations exist that deal with health or education issues?	
How many political groups or associations exist in this village/neighbourhood?	
How many religious groups or associations exist?	
How many other groups or associations exist? (Please list these down)	
TOTAL(If the total for both columns is zero, skip to question 28)	

Of all the groups and associations that exist, which one of them is the most important to the local residents?

Name of group \_\_\_\_\_

Type of group

PRODUCTION OR TRADE 1

FINANCE, CREDIT OR SAVING 2

HEALTH OR EDUCATION 3

POLITICAL 4

RELIGIOUS 5

OTHER 6

Is there an agricultural/fishing cooperative, farmers or fishers' syndicate, or similar organization in this village?

YES.....1

NO.....2

D : Environment

How serious is each of the following environmental problems for your village today?

Rank the seriousness of each using the following scale:

NOT A SERIOUS PROBLEM 1

SOMEWHAT SERIOUS 2

VERY SERIOUS 3

CRITICALLY SERIOUS 4

Environmental Problem	Rank Code
Poor garbage collection and solid waste disposal	
Poor drainage/flooding	
Water pollution in rivers and along seashore	
Improper disposal of hazardous wastes from industry	
Deforestation	
Desertification	
Soil Erosion	
Loss of Wildlife	

## Focus Group Discussion Guide

April 2008

### Preamble

Thank you very much for participating in this focus group discussion. My name is ..... and I work for an independent Research Organization. You have been selected randomly from the village chairman's roster. We have tried to include households with young and elderly people who live in different places in the village.

The purpose of this discussion is to learn more about the real situation in this village, and the challenges you face. Therefore, it is really important that you express yourself openly. There are no right or wrong answers. We want to know what you think. We are taking careful notes during this discussion, so that we can be sure we remember exactly what people have told us when we write our report. However, everything will be kept anonymous and no one will ever be able to link your comments with your name.

Each time I ask a question, there is no need for everyone to respond. However, we would like as many opinions and ideas as possible. If you want to add to what has just been said or have an idea that contrasts with the others, you are welcome to jump into the conversation. You don't have to answer in a circle or wait; you are always welcome to come in with your comments.

Again, we wish to thank you for coming to our discussion; what you have to say is very important to us.

### A: INTRODUCTIONS

First, we would like to know a little about each one of you, so please tell us your name and something about yourself. Who would like to begin?

Please tell us something about life in this village

### B: LOCAL ECONOMY

Now, let's talk about economic opportunities in this village. What are the main types of livelihoods or sources of income for people who live in this community? [Please probe into each of the main local livelihoods, providing rich descriptions of each. These could also include home businesses, such as women doing embroidery or making food]

What are the three (or two) major economic activities in this village?

If agriculture is an important activity, which crops are grown?

How would you describe the performance of these major economic activities over the last ten years? Are these activities more or less profitable now? What has caused these changes?

Have there been any changes in the availability or prices for key inputs for these livelihoods? Or in access to credit?

Have there been any changes in the market for final goods or services that are produced locally?

[If relevant:] What about local factories or firms that process goods? Have opportunities changed for them? How?

What about the markets where most people shop here? Have there been any changes in these?

What types of people in the community have benefited most from the changes in economic opportunities in the past 10 years?

If only a few have benefited, what do you think could be done for more people to benefit?

## C: DEVELOPMENT PROJECTS

We would also like to know the kinds of development projects that have taken place in this village in the past few years. If you know of any, please tell us about them. The projects could include public investments in:

Education Facilities

Health Facilities

Water Facilities

Roads

Airfields

Wharf/jetty, etc.

Now, let's talk about selection of the projects you have mention, implementation, and sustainability measures:

How was the project selected?

What kinds of opportunities did you have to participate in planning phase and implementation of the project? Were you asked to contribute? How?

How would you assess the participation of people in these projects?

What does your community do to make sure the facility is kept in good condition for future use?

We have heard about how people contributed when the facility was constructed. Do people in this village contribute to the general upkeep of the facility? (money, labor, materials, etc)

What makes it hard for some people to contribute?

What makes it easy for some people to contribute?

How do the leaders try to make sure everyone contributes?

## D: SOCIAL SERVICES

How would you describe the state of education in this village?

Access

Try to explore 'beyond primary education' e.g. are there pupils who pass primary school exams, but cannot join secondary education because their parents cannot afford the cost

Are there cases where children from 'extremely poor families' cannot go to school because they do not have the necessities like school uniforms, or exercise books; or, for any other 'poverty-related' reason?

Are there any gender disparities in access to education?

Quality (Facilities, availability of teachers, etc)

Truancy or dropout rates, and reasons, etc

Do girls drop out of school because of either 'early marriages' or 'childhood pregnancies' in this village?



What about Health? –

Probe for issues related to :

Facilities – the state of dispensary, doctor’s house, etc

Access – whether any person in the village can get health services whenever he/she needs

Personnel (Doctor at the dispensary, nurses, midwives, health-workers)

Quality of services – e.g. availability of essential medicine

Referral system: i.e. when the case is complicated and cannot be handled at the dispensary, where are the patients referred to? – What is the means of transport? – is there ‘ambulance’?

Are there pharmacies in the village?

What about Water? –

Probe for issues related to:

Sources and facilities – wells, bore holes, piped schemes, etc.

Availability and reliability of supply: Is water available throughout the year? Is there water shortage during dry seasons? Where do people get water during these difficult times?

Access – e.g. do all household have access to the available water sources?

Quality (e.g. is the water ‘fit for human use’?)

Thank you for your time and ideas!

## Interview Guide for LGA Officials and Gas Companies

April 2008

### LGA officials

(Record the name, position and department of the respondent)

How would you describe the relationship between Gas Companies and the Songosongo community?

How is Songosongo doing economically compared to other Wards/Villages? [e.g. in terms of GDP – from the district socio-economic profile, etc]

The huge investment in gas plant in this locality represents a massive economic boost. To what extent has this investment resulted in the improvement of the livelihoods in this locality?

If it has contributed greatly to improve the livelihoods, what opportunities have been created so far? –

New businesses?

Employment (in the plant and related activities)?

Markets for local produce?

(a) What investment opportunities/potentials do you think are there in Songosongo?

(b) In your opinion, why are these investment opportunities/potentials not exploited?

Are there any policy provisions to ensure that Songosongo community benefit from the ongoing exploitation of gas?

## Gas Companies

What could you say about development in Songosongo Community?

How would you describe the relationship between your company and the Songosongo community?

Have you extended any kind of support/contribution for community development in this village?

If yes, how effective was this support? [i.e., whether the target was reached, and it was used for the intended purpose]

What are the constraints that your company face in supporting community development here in Songosongo?

The huge investment in gas plant in this locally represents a massive economic boost. To what extent has this investment resulted in the improvement of the livelihoods in this locality?

If it has contributed greatly to improve the livelihoods, what opportunities have been created so far? –

New businesses?

Employment (in the plant and related activities)?

Markets for local produce?

What do you perceive to be the ideal situation in this case?

### Appendix III: Some Village education statistics

Table 1: Primary school information

Description of the variable	Gender (counts)		Total
	Girls	Boys	
Children with age 7-13	36	33	69
Dropout pupils in the past three years	15	7	22
Children with seven years old registered in standard one in the past three years	111	93	204
Average pupils attendance	80	75	155
Pupils completed standard seven in the past three years	58	54	112
Pupils passed standard seven national exams	25	44	69
Pupils joined secondary education	25	44	69

Table 2: Teaching and Learning Environment

Item Description	Counts	
	Present	Required
Number of student in classroom (average)	45	2
Number of stream	11	
Teacher's house	2	10
Kindergarten	1	
Primary school	1	
Secondary school	1	
Student – desk ratio	2	62
Books – pupils ratio	1:2	1:1

Ratio of Functional latrine holes

Item description	Ratio of service per gender	
	Girls	Boys
Toilet pits per gender	1:25	1:20