

SCHOOL AID SHIPMENT TO TANZANIA

Despatched 15 August 2013 (025TA.13)

REPORT ON STAGES 1 & 2 MONITORING & EVALUATION FEEDBACK



Students at Mugana A Primary School head off with their new resources from School Aid

INTRODUCTION

On 15 August 2013, in collaboration with Aseri Katanga of Computers for Africa, School Aid despatched a consignment of educational resources to schools in Tanzania.

The majority of the consignment consisted of reading, reference and textbooks, along with various items of stationery, and a few school bags.

The resources were distributed among 12 recipient schools: 1 pre-primary school, 3 primary schools, 7 secondary schools, and a nursing school. Most received their resources by December 2013.

Initial feedback from the schools, in early 2014, was patchy, with full and positive responses received from seven schools, and a further one sending partial feedback.

During 2014, some six months after the books arrived in the schools, each recipient school was asked to complete a Stage 2 questionnaire about the use of their School Aid resources. Feedback was received from six of the recipient schools, but for logistical reasons, no interviews were carried out at this stage.

SCHOOL PROFILES

Between them, the 12 recipient schools are educating a total of 5,483 students, some 30% more girls than boys. At the time of application, seven schools reported that between them they were educating just over 800 students who were designated as orphans or vulnerable children (OVCs).

The table below provides summary details of the number of students, teachers and classes:

Summary data of students, teachers and classes

	Total	Min/max	Average
No students	5483	120–1327	457
No girls	3100	78–603	258
No boys	2383	42–724	199
No teachers*		6–68	20
No classes*		3–25	9

** Feedback from just six schools*

OVERVIEW OF RESPONSES

Initial feedback from the schools indicated a positive response to the resources received. Stage 2 feedback confirms that initial response.

Stage 2 feedback was received from 50% of the recipient schools, representing 6 schools out of 12. Of those, 4 schools noted that the standard of books received was suitable for their students, with one qualifying that as 'a bit'. A sixth, Temeke Secondary School, said that the resources were unsuitable, but this was the result of an unfortunate misunderstanding which meant that the school received primary rather than secondary resources.

LITERACY

All respondents considered that the level of English matched the ability of their students.

Specific feedback from individual schools has so far been relatively limited, but School Aid's representative in Tanzania, Josh Palfreman, visited Ilulu Girls School in person shortly after the resources were received, and commented: 'It was great to see the resources being used so effectively and being stored safely and efficiently.'



The joy of reading: student at Temeke Secondary School

GENDER BENEFITS

None of the schools reported any specific benefits for either boys or girls.

‘Our minds are going to be exposed to new ideas and will never regain its original dimension. We will benefit much from those books.’ *Student, St Magdalene Nursing School, where about two-thirds of the students are girls*

TEACHING AND TEACHER DEVELOPMENT

The number of teachers using the resources varied, but of the five schools that responded to this question, three considered that they were being used ‘a lot’. Most were using them for older classes, in one case because ‘they understand English better’, but two said that that use of the books was spread across different age groups.

Methods of use varied from school to school, some depending on the situation and the subject being taught. In five schools, one book was shared by a group, but two of these stated that one book is sometimes allocated to an individual student. At Temeke Secondary, the books are used for reference rather than in a teaching capacity.

Question	Average Response
How many teachers are using the resources?	3

School Aid is committed to working with teachers as well as students to improve the standard of resource material for both lesson planning and personal development. Five of the respondent schools mentioned that the most important difference that the resources had made to their school was in the form of reference materials for teachers. For example, at Ilulu Girls Secondary School, the history teacher used the school’s *Encyclopedia Britannica* to teach a class on the First World War.

‘The books have proved to be of great importance to both students and teachers.’
Sunlight Secondary School

NEW INITIATIVES

Six of the schools announced on initial receipt of resources that they would be setting up new initiatives. All six planned to establish a reading club for their students, and three were introducing sports teams. Of those that responded to the second-stage questionnaire, three were planning to extend their existing library, and another to establish a teacher resource centre.

LIBRARY FACILITIES

Of the five schools that had a library, all except one had fewer than 1,000 books. All reported that, in addition to the school’s students and teachers, other members of the community were permitted to access their library, but this facility did not extend to other schools in the area.

Quantitative data

Key

- 1 = none/not at all/no
- 2 = a little/a few
- 3 = often/many/quite a lot
- 4 = very frequently/most/a lot

Question	Average Response
How often do your students have access to the library?	2.6
Do other members of the community have access to your library?	1.8
Do other schools have access to your library?	0.0

TRUANCY

Although three schools reported a decrease in truancy, only one – Walla Secondary School – felt that this was directly attributable to the resources received from School Aid. Their respondent, however, was exceptionally positive, commenting that ‘there is active reading since attained these resources and the number of truancy has been reduced’.

‘One day students were exchanging after class hours and these were from three. There discussion was about the whole process of teaching and learning. One of them said, nowadays when teachers are teaching I understand well, unlike before. Another student interrupted him by asking the question, “Do you know the reason?” Juma said “No!” Asha told him that it's because the resources we received from the School Aid and another reason is that is that now you attending classes every day. Juma laughed; “how could I come at school with no books to read?’ *Walla Secondary School*

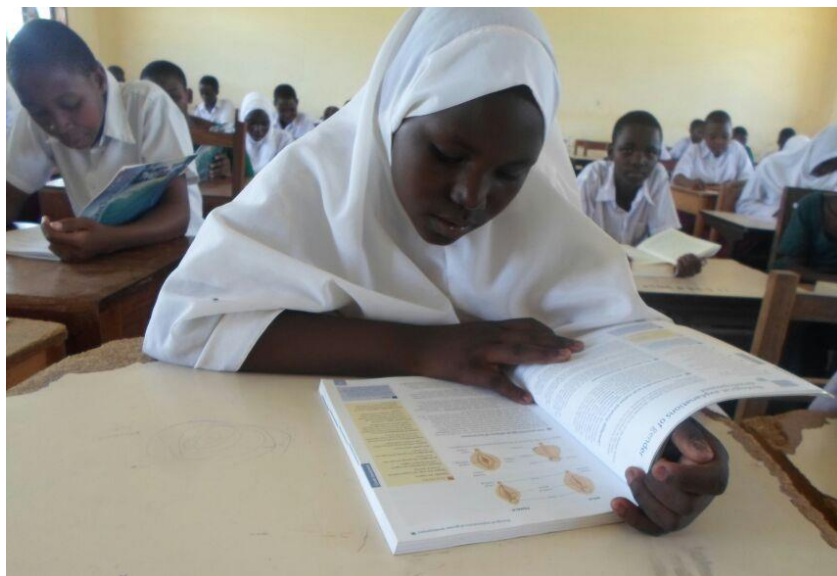
SUMMARY AND CONCLUSIONS

While it has not been easy securing feedback from the individual schools that benefited from this shipment, it is clear that, for the majority of those who have responded at the two different stages of research, the impact of the resources has been positive for both students and teachers. It is particularly gratifying to read, from one school, of the value of having suitable reading material in attracting students to attend school in the first place.

Tricia Hayne
28 May 2015



School Aid resources get stuck on access road to ESIMII Primary and Pre-primary schools



A student at Ilulu Girls' School, in the district of Kilwa, gets to grips with a biology textbook.