

SCHOOL AID SHIPMENT TO TANZANIA

Despatched 17 July 2014 (031TA.14)

Received in schools approximately May 2015

REPORT ON STAGE 3 MONITORING & EVALUATION FEEDBACK

'We now love school, not like before'

Standard 7 student, Mapinga Primary School, Bagamoyo

INTRODUCTION

This shipment to Tanzania was despatched from the School Aid warehouse on 17 July 2014, but was held in customs in Dar es Salaam for several months, and was not released until March 2015. We are grateful to our partner, Aseri Katanga, for successfully negotiating this release.

The resources were split between 16 schools: nine secondary schools, six primary schools, and one nursery school, between them educating 6,524 students, including 1,074 orphans and vulnerable children (OVCs). Six of these schools, in the area of Bagamoyo, north of Dar es Salaam, were nominated by our representative in Tanzania, Josh Palfreman, from among the area's most underprivileged schools. The remaining schools, nominated by Aseri Katanga, are located in the northern region of Bukoba.

The combined effects of late delivery, changes in the system of monitoring and evaluation at School Aid, and the distance of some of the schools from Dar es Salaam, meant that this feedback – based on the third part of the new M&E system – was not received until 2016.

SCHOOL PROFILES

The tables below provides summary details of the number of pupils, teachers and classes and class sizes for the 11 schools that responded to the questionnaires and interviews: six secondary schools, and five primary schools.

Summary data of students, teachers and classes for 11 schools participating in ME3

	<i>Total</i>	<i>Min/max</i>	<i>Average</i>
No students	4269	252–2320	663
No girls	2510	118–2253	343
No boys	3362	134–1168	306
No teachers		10–63	30
No classes		5–20	19

USAGE OF RESOURCES

'The resources made teaching and learning easy by using books'

Mapinga Primary School

Teachers reported varied usage of the resources, some using them in small groups, others for whole-class teaching, and one 'for teacher study'. That said, at Kerege Secondary School, it was pointed out that 'in their own time they [the students] spend time in library or discussing'.

Quantitative data

Question	Average Response*
How often are you using the resources?	3.4
How many teachers are using the resources?	3.5
How often do your students have access to the library	3.9
How are you using the resources in the local community?	1.7

**For key, see end of report*

BENEFIT OF RESOURCES

‘They have improved English speaking among teachers and students, [and] motivated subject clubs’ *Bukara Secondary School*

On average, schools considered that the resources had made quite a lot of difference to their teaching and learning, with all acknowledging a significant increase in ‘willingness to learn’.

Most schools felt that the benefits were similar for both girls and boys: participation in activities, including debates and subject clubs; expressing themselves in the English language; strengthening ‘their ability on reading and counting’; and sports teams. That said, Bukara Secondary told us that ‘a good number of girls had good performance in the last national form IV examination’, and at Bunazi Secondary the resources have helped girls ‘to stay and focus on studys [sic]’. Schools were almost unanimous in considering that more students had been helped to continue to higher-level courses, with an average rise of 55%.

All but one of the respondent schools noted that they had set up new initiatives as a result of receiving the resources from School Aid. Both Bukara Secondary and Sunlight Secondary have established a school library, while two others have developed a teacher resource centre. Reading schemes were a further benefit.

Unusually among School Aid’s four focus countries, requests for textbooks in Tanzania are the norm. Kerege Secondary in particular asked for more textbooks next time – although ‘these are good for reference’.

Quantitative data

Question	Average Response*
What difference have resources made to teaching and learning in your school?	3.0
How have the resources helped willingness among students to learn?	3.5
Have there been any beneficial effects specific to girls?	3.6
Have there been any beneficial effects specific to boys?	3.6
Higher achievement for girls	3.3

**For key, see end of report*

SUMMARY OF DATA FROM INDIVIDUAL TEACHER INTERVIEWS

Teacher profiles

Interviews were conducted with 20 experienced teachers from 11 different schools: four primary and seven secondary. About two-thirds of the interviewees were aware that School Aid had donated resources to their school.

Benefits identified

Overall, teachers considered that the resources had had ‘quite a lot’ of impact on the literacy and numeracy skills of their students, as well as on their learning outcomes. Some of the reasons for this were an increased understanding of English, greater independence as a result of a better focus on reading, an understanding of the importance of studying, and the introduction of a wider range of learning methods.

That said, teachers in some schools, especially the primary sector, felt that the level of English was not suitable for their students. This is not necessarily surprising when KiSwahili – not English – is the language of education until secondary school, yet three of these schools acknowledged the value of the books in terms of learning outcomes. Only one, Mwanamakuka Primary, was consistently negative, apparently unaware of the donation, and talking about lost books, books not sorted, or even books sold to the teachers – yet teachers at the same school mentioned an improvement in reading and writing skills, and in speaking English, and an increase in performance.

The resources seem to have scored highly in teacher study: ‘I have benefited from the colours by drawing maps’; ‘I read more literature books and learn about themes and characters which helps me to improve language and get more vocabulary and how to solve problems’; ‘I found some of the books good for my subjects’.

Quantitative data (20 respondents across 11 schools)

Question	Average response*
What difference have the resources made to literacy?	3.1
What difference have the resources made to numeracy?	3.2
How often do you use the resources in the classroom?	3.4

*For key, see end of report

SUMMARY OF DATA FROM INDIVIDUAL STUDENT INTERVIEWS

‘The books helps me to find the impossible thing and helps my fellow students to gain new knowledge’ *Liumba A Hemed, Form 4, Kerege Secondary School*

Student profiles

Interviews were conducted with 21 students across the same range of primary and secondary schools as the teachers interviewed. Secondary school students were particularly interested in science and maths, whereas the focus at primary schools was more on maths and English. Most of the students – including those at Mwanamakuka Primary – were aware of the resources from School Aid, and had used the resources in some way.

While students at secondary school talked about the jobs they would like to do on leaving school, one young man, at Mayondwe Secondary School, added that he would like to ‘educate my society to read different books for knowledge’. In the primary sector there was mention of ‘helping others to understand English’, and ‘reading more books so I could know a lot of things’.

Benefits identified

Several students interviewed had noticed a change or new activities in their school in the last two years – from practical aspects such as ‘being told to go to the library to study’ and knowing how to use science materials to the more personal ‘I became self motivated’.

When it comes to how the resources have affected the students as individuals, the average quantitative response (‘a little’) is not reflected in the overwhelmingly positive feedback. From the student who ‘learn[s] new things from books every day’, to those who now ‘love reading’, have

‘gained confidence’ and ‘can read now books easily’, it seems that the books are beginning to awaken a love of reading.

Quantitative data (21 respondents from 11 schools)

Question	Average response*
How have these resources affected your school?	2.7
How have resources affected you as a student?	2.8

**For key, see end of report*

SUMMARY AND CONCLUSIONS

In spite of the bureaucratic delays in delivery of this shipment, it is gratifying to note the high levels of satisfaction from recipient schools and their individual teachers and students. While the emphasis in schools in Tanzania is very much on maths and science, feedback on this shipment suggests that the introduction of reading books into schools is having a positive influence on both learning and the attitude to learning, as well as on the value of reading around or outside the curriculum.

Lack of organisation has proved a stumbling block in some of the schools, particularly in the Bagamoyo area. In future, greater consideration needs to be given to issues such as storage and usage of resources prior to working in similarly disadvantaged schools.

The full set of responses to questionnaires and interviews is available at the School Aid office.

Tricia Hayne
School Aid African Projects Coordinator
9 March 2017

Key

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