

# SCHOOL AID SHIPMENT TO TANZANIA

## Despatched 17 July 2015 (035TA.15)

### REPORT ON STAGE 3 MONITORING & EVALUATION FEEDBACK

#### INTRODUCTION

This shipment to Tanzania was targeted at underprivileged schools in the district of Bagamoyo, a coastal area some 60km north of Dar es Salaam. All schools were selected by our representative in Tanzania, Josh Palfreman, building on our 2014 shipment to six other schools in the same area.

The resources on this occasion were split between 18 schools: eight secondary schools, and ten primary schools, between them educating 8,806 students, including 507 orphans and vulnerable children (OVCs).

Changes in district educational personnel in this area meant that final feedback on this shipment was delayed for about a year, with permission finally granted by the authorities for School Aid representatives to visit the schools early in 2018. This report draws on responses from 11 of the schools to the third part of School Aid’s monitoring and evaluation system, with some additional data from ME2 data received in 2016. Full details of the findings are available from the School Aid office.



#### SCHOOL PROFILES

The table 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 the 11 schools participating in ME3

	<b>Total</b>	<b>Min/max</b>	<b>Average</b>
No students	6469	283–969	647
No girls	2644	100–460	264
No boys	3815	183–576	382
No teachers		10–36	19
No classes		7–28	13
No students/class		20–69	

#### USAGE OF RESOURCES

*‘The books have helped in ... performance since ... subjects are taught in English.’ Teacher, Talawanda Secondary School*

One of the greatest challenges for teachers in Tanzania is that the language of the curriculum switches from Swahili to English at the start of secondary school. Some teachers commented on the value of the books being in English, enabling students and teachers to improve their command of the

language. There was also positive feedback about their use as reference material, augmenting the information provided in the Tanzanian ‘subject’ books. At Talawanda Secondary School, the teacher of Kiswahili was unable to use the books for teaching, but acknowledged that he did use them for personal reading.

In primary schools, the response was more mixed. One primary school headteacher stated that English-language books were not particularly helpful, adding that ‘read[ing] for self-knowledge is not a priority at the community around us’. That said, two primary students mentioned that they had read some of the books, and at Zinga Primary, the students ‘can access the books at any time’.

More than three-quarters of headteachers reported that they had been able to set up a new initiative as a result of receiving these resources from School Aid. These included three new school libraries, four teacher resource centres and two reading schemes, as well as three sports teams. Students at Shamsiye Primary School have also seen the introduction of reading time for students, whether of story books or subject books.

### Quantitative data

<b>Question</b>	<b>Average Response*</b>
How often are you using the resources?	2
How many teachers are using the resources?	2.2
How often do your students have access to the library	2.4
How are you using the resources in the local community?	1.2

\*For key, see end of report

### BENEFIT OF RESOURCES

‘With the story books sent I can get more and new ways to interact with students by telling them a story or tell[ing] them a book to read.’ *English teacher, Zinga Secondary School*

Overall, schools considered that the resources had made only a little difference to their teaching and learning, yet headteachers were unanimous that more students had been helped to continue their education as a result of the resources, with the increase ranging from 27% to 65%.

Not unusually, the benefits of the resources to boys and girls was considered to be much the same. However, when questioned whether girls had been helped to attain higher levels of achievement, the overall response was moderately so, with three of the respondent schools acknowledging an improvement in performance among the girls.

### Quantitative data

<b>Question</b>	<b>Average Response*</b>
What difference have resources made to teaching and learning in your school?	2.3
How have the resources helped willingness among students to learn?	2.5
Have there been any beneficial effects specific to girls?	2.1
Have there been any beneficial effects specific to boys?	2.0
Helping girls to attain higher levels of achievement?	2.9

\*For key, see end of report

## SUMMARY OF DATA FROM INDIVIDUAL TEACHER INTERVIEWS

### Teacher profiles

Interviews were conducted with experienced teachers from each of the schools. Most of them were aware that School Aid had donated resources to their school.

### Benefits identified

*'Language improvement and discussions on subject matter has increased' Teacher, Zinga Secondary School*

All the interviewees commented that teachers could access the books easily, and all but three primary-school teachers felt that the standard of English was suitable for their students. While less than half thought the books were 'closely linked' to the Tanzanian curriculum, this did not prevent them from being helpful. Teachers variously considered that the books had made 'a little' or 'quite a lot' of difference to the literacy and numeracy skills of their students. In one school, Zinga Secondary, weekly school exams have been introduced as a 'new way to see if students can adopt new words and challenges'.

The value of School Aid books as teacher resources was underlined in particular by two primary-school teachers: one history teacher reading them first to see what to share with students, and another geography teacher focusing on the 'great pictures for examples I needed'.

<i>Question</i>	<i>Average response*</i>
What difference have the resources made to literacy?	2.3
What difference have the resources made to numeracy?	2.1
How often do you use the resources in the classroom?	2.2

*\*For key, see end of report*

## SUMMARY OF DATA FROM INDIVIDUAL STUDENT INTERVIEWS

*'After reading a book I was able to speak in a debate with others with context learned in the books' Form 4 student, Bagamoyo Secondary School*

### Student profiles

Interviews were conducted with one student at each of the schools visited. Science was the overwhelming favourite subject, perhaps a reflection of the emphasis on science within the Tanzanian curriculum. Of the three students who were not aware of the School Aid resources, three were not at the school in 2015, when the resources were delivered. The only student to mention English as a favourite subject announced that he 'would like to be a good man and help other[s] know how to read'.

### Benefits identified

From reading different books to improving their means of studying, students interviewed were generally positive about the benefit of the resources they had used – more so than the average quantitative response might suggest. A notable change reported by secondary-school students since receipt of the books was the development of reading in their schools – something that was

acknowledged in feedback interviews conducted in 2016. Mention was made in particular of teachers reading books in class, and recommending that the students should read, and the introduction of school debates and a 'school programme for those who can't read much'.

One student, at Lugana Secondary School, who considered that the resources had made a lot of impact on both the school and her, felt that she had changed her ways of studying and how she reads, so that 'now it's more good than before'. We wish her well in her aim to be 'a teacher or the president'. A peer student at Msata Secondary echoed her thoughts: 'Since we got the books and reading became my priority, I can do better [and] am preparing for the national exam.'

But perhaps the most positive comment comes from a Form 2 student at Zinga Secondary School: 'The school performance, even the ones who used to fail, have improved much.'

#### Quantitative data

<b>Question</b>	<b>Average response*</b>
How have these resources affected your school?	2.5
How have resources affected you as a student?	2.7

*\*For key, see end of report*

#### SUMMARY AND CONCLUSIONS

Although this shipment arrived in Tanzania in 2015, it is impressive that three years later there remains a high level of recognition of the value of the resources, certainly in secondary schools. While primary-school teachers were less positive, the increased emphasis on reading reported by students at all levels is testimony that the books are fulfilling a real need, and a boost to School Aid's long-term aim to develop literacy skills in underprivileged communities in Africa.

Tricia Hayne  
School Aid African Projects Coordinator  
3 May 2018

#### Key

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