

SCHOOL AID SHIPMENT TO TANZANIA: 1602TA

Despatched 24 February 2016

SUMMARY REPORT ON STAGE 2 MONITORING & EVALUATION FEEDBACK



New library, Cane Growers Secondary School, where 'we get books easier now than before'

INTRODUCTION

School Aid's partner for this shipment was the Kilombero Community Charitable Trust (KCCT), who work to support the community surrounding the Kilombero Sugar Company, some 350km from Dar es Salaam. KCCT nominated 20 schools to receive books from School Aid: five secondary schools and 15 primaries. All but three are government schools, and only those three had even the most modest of libraries.

At the time of the shipment, KCCT was under pro-active leadership, but management has since changed, and it has proved harder than anticipated to obtain meaningful feedback. This interim summary is based on information supplied by our representative in Tanzania, Josh Palfreman, who with volunteer Rammadhani Nyanza visited ten of the schools in March 2017; the full set of data is available at the School Aid office. We hope to be able to compile a full report following receipt of Stage 3 feedback in 2018.

SUMMARY DATA OF STUDENTS, TEACHERS AND CLASSES FOR ALL RECIPIENT SCHOOLS

Number of students	12654		Average number of teachers	23
Number of girls	6368		Average number of classes	12
Number of boys	6286		Smallest number of students/class	8
Number of OVCs	1064		Largest number of students/class	121

USAGE AND BENEFIT OF RESOURCES

Headteachers reported that the resources had made quite a lot of difference to their teaching and learning, citing benefits for students and teachers that ranged from improvements in English to gaining knowledge in a subject. This was endorsed by class teachers whose subject areas, such as maths and English, were represented among the resources, but less so by teachers of civics, commerce and Swahili, which were not.

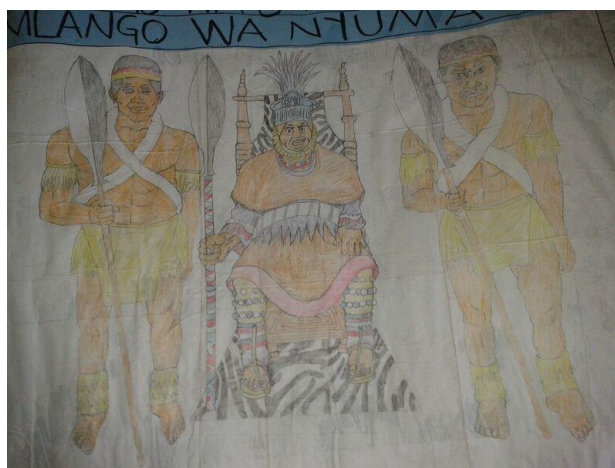
Although half of the headteachers said that the standard/level of the books was not relevant to their curriculum, all acknowledged that they were valuable for reference, and two of the secondary schools felt that the science and maths books in particular were relevant. The standard of English was a challenge, since primary teaching is predominantly in Swahili, but was proving valuable to help improve the students' vocabulary. As the head at Ruaha B Primary said, 'They're getting there.'

'The books have so many examples as to lead me to keep liking my science subjects.'
Bibianna Venan, Student, Kidodi Secondary School

Eight schools said that they had established some form of library – although at the time of research some of the books were still not properly shelved. All the same, the students interviewed felt that the books had affected them quite a lot, with the biggest single advantage appearing to be greater access to books. At Ruaha B Primary, 'there are books ... for us to gain more knowledge', while a student at Lyahira Primary announced, 'We have books to take home,' adding that she and others sometimes take a book to read, do exercises from it and take it to the teacher.

SUMMARY

It is disappointing not to have received the support from KCCT that we had anticipated for this shipment, but the books are in the schools, and being used. While feedback was mixed from teachers, it is clear that the resources are proving valuable, both in terms of language skills and in helping both students and teachers to broaden their knowledge.



'We get more time to draw pictures of our late chiefs.'
Nsengiyumva Kastoni Kanyondwi, Student, Ruaha A Primary School

Tricia Hayne, School Aid African Projects Coordinator
29 May 2017