

SCHOOL AID SHIPMENT TO TANZANIA

Despatched 24 February 2016 (1602TA)

REPORT ON STAGE 3 MONITORING & EVALUATION FEEDBACK



Children at Juhudi Primary School greet the arrival of their new books

INTRODUCTION

'With the books we have now our students were able to make our school number 1 in our ward and number 7 regional level so there is a huge pace of willingness to our students now.' *Headteacher, Lyahira Primary School*

Our shipment to Tanzania in early February 2016 was in partnership with the Kilombero Community Charitable Trust (KCCT), who support the community surrounding the Kilombero Sugar Company, some 350km from Dar es Salaam.

Of the 20 schools nominated by KCCT to receive books from School Aid, eight were visited in July 2018 by our representative in Tanzania, Josh Palfreman, for the third stage of monitoring and evaluation for this shipment. This report is based on his findings, and represents the final M&E report for the shipment. Full details of the feedback are available from the School Aid office.

SCHOOL PROFILES

The tables below provide summary details of the number of pupils, teachers and classes and class sizes for:

- A. all 20 recipient schools for this shipment: six secondary and 14 primary schools
- B. the eight schools that responded to the questionnaires and interviews: four secondary and four primary schools

A. Summary data of students, teachers and classes for all 20 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

B. Summary data of students, teachers and classes for the 8 schools participating in ME3

	<i>Total</i>	<i>Min/max</i>	<i>Average</i>
No students	4182	281–1,281	723
No girls	2088	130–670	365
No boys	2094	151–611	358
No teachers		8–19	13
No classes		16–40	25
No students/class		40–157	

USAGE AND BENEFIT OF RESOURCES

'We had a good time categorising the books to different grades for our students and our own use; am using it a lot.' *English teacher, Malecela Secondary School*

Feedback from both primary and secondary schools was mixed, with some teachers welcoming the resources, and others finding them irrelevant, or unaware of how to use them.

Every school had set up or was planning a new initiative of some form as a result of receiving the books, including claims of five libraries, five teacher resource centres and six reading schemes. Gratifyingly, every respondent stated that boys and girls are given equal attention and treatment.

In **primary schools**, the response ranged from fulsome praise at Lyahira Primary School, where the 'teachers and students are ... learning a lot from the resources sent', to comments at Ruaha A and B primaries that 'we are facing difficultness for the use of the resources ... as all are a bit high for our use.' Indeed, many of the books in these schools appear not to have been properly sorted. A balance came from the fourth primary school, Ujirani, where we understand that all previous books were in Kiswahili, but 'now that we have the resource of these books [I can] gain a lot on how I can help my students'. That school now has subject and reading clubs, too.

Respondents from the four **secondary schools** visited were similarly divided as to the validity of the books received. The English teacher at Malecela Secondary School, 'had a good time categorising the books to different grades' and has found that they have given him 'a different view and options on how to help and teach my students', while at Cane Growers Secondary they have 'selected some books that can be used for subject teaching and reference'. More negative was Nyange Secondary, where many of the books sent were still in their packing boxes: 'not all the material sent is useful', adding that things would have been different 'if we had a library'. Interestingly, both Malecela and Kidodi have their own library, while in the others, books were in a store room. Yet this did not necessarily affect their use, with three schools finding an increase in students going to the library or borrowing books.

Quantitative data: usage of resources

<i>Question</i>	<i>Av Response Primary</i>	<i>Av Response Secondary</i>	<i>Total Av Response*</i>
How often are you using the resources?	2	2.5	2.8
How many teachers are using the resources?	2.3	2.8	2.5
How often do your students have access to the library	1.3	2	1.6
How are you using the resources in the local community?	1	1	1

*For key, see end of report

Quantitative data: benefit of resources

Question	Av Response Primary	Av Response Secondary	Total Av Response*
What difference have resources made to teaching and learning in your school?	2.2	2.3	2.3
How have the resources helped willingness among students to learn?	2.8	3.3	3.4
Have there been any beneficial effects specific to girls?	2.1	2.0	2.1
Have there been any beneficial effects specific to boys?	2.1	2.0	2.0
Helping girls to attain higher levels of achievement?	2.4	2.5	2.4

*For key, see end of report

SUMMARY OF DATA FROM INDIVIDUAL TEACHER INTERVIEWS

Teacher profiles

Interviews were conducted in each school with experienced teachers, all of whom were aware of the School Aid resources and could access the books easily.

Benefits identified

*'Teachers helping students with books, to tell them what book can be useful for them'
English & Swahili teacher, Nyange Secondary School*

Of the **primary school** interviewees, the maths and English teacher at Lyahira was again the most positive, and hers was the only primary school where students could easily access the books. Others commented that the books had not yet been sorted, or that they feared them being lost or destroyed.

Generally for these schools, the books were not suited to the curriculum and the level of English was too high. This comes as no surprise as teaching at primary level in Tanzania is conducted in Swahili, with English introduced only at standard 4 (approximately age 9, or year 4 in the UK). Nevertheless, at the start of secondary school, after standard 7, all lessons are taught in English, so acquiring these skills is crucial for future success. The dilemma was summed up by the ICT teacher at Ruaha B Primary:

'Because of the bad start of the language at age 9 and English being taught as a subject not a language to be used for the rest of the journey of education, the level of English is not good in our schools.'

In the hands of enlightened teachers, School Aid's English-language books can be invaluable in helping to raise the profile of English, prompting one teacher to say 'we push, and help to translate the books in summary for them to understand', adding that she is 'getting a lot from the books on learning and teaching'.

At the **secondary schools**, most teachers reported using the books 'quite often', and all found them helpful – for subject knowledge, reference ('even in our school exams') and personal study, as well as to assist in teaching. Malecela Secondary considered that they had improved the willingness among students to help each other and ask for help, with a consequent improvement in

performance and behaviour. Visual material was also helpful, with ‘vivid pictures’ proving particularly useful for the chemistry and biology teacher at Cane Growers.

The level of English was considered suitable by all secondary teachers, since ‘all subjects are taught in English’. This is reinforced at Kidodi Secondary, where they have ‘an English-speaking law ... in order to improve their language use’. Similarly, secondary teachers felt that the books were sufficiently related to the curriculum, even if they have to ‘go through the content’, and storybooks were helpful too.

Question	Av Response Primary	Av Response Secondary	Total Av Response*
What difference have the resources made to literacy?	1.8	2.3	2.0
What difference have the resources made to numeracy?	1.3	2.3	1.8
How often do you use the resources in the classroom?	2.3	2.8	2.5

**For key, see end of report*

SUMMARY OF DATA FROM INDIVIDUAL STUDENT INTERVIEWS

‘I can read good now, not like before.’ *Standard 5 student, Ujirani Primary School*

Student profiles

Of the eight students interviewed for this evaluation procedure, all but one (who joined the school in 2016) were aware of the School Aid resources. Two primary school students claimed English and Kiswahili as their favourite subjects; the rest largely favoured sciences. Almost all had their sights set on one of the professions – a teacher or a doctor – in the future, albeit with one budding footballer among the primary students.

Benefits identified

Every student interviewed had used the books, especially science and storybooks, and all have noticed changes in their school during the last two years. Two schools now have a library, while another has a library day. Teachers overall are encouraging secondary students to read more books.

Improved performance was cited as a benefit of the resources by six students, and one young man at Kidodi Secondary announced proudly that he ‘became a school head boy for performing well’. That said, access to the books by students was a problem at Cane Growers Secondary, and youngsters at Ruaha A Primary ‘are not being supported in using the English language much’.

Quantitative data

Question	Average response*
How have these resources affected your school?	2.7
How have resources affected you as a student?	3.4

**For key, see end of report*

SUMMARY AND CONCLUSIONS

The mixed feedback on this shipment mirrors some earlier reports from Tanzania, with a generally more positive response from secondary schools than from primary. It also throws up three clear challenges for School Aid's work in Tanzania:

- To further fine tune the identification of suitable recipient schools, particularly in terms of storage facilities and primary teacher attitudes towards the English language.
- To ensure that usage of the resources is checked at each stage of monitoring and evaluation, not just through interviews but also through on-the-spot inspection of School Aid resources, including their storage, accessibility and – where possible – use in class or reading clubs etc.
- To develop a means of helping teachers, particularly in primary schools, to use the resources in the best possible way to improve English-language skills, with a focus on student learning and professional development. This could include reading clubs, but other options should be considered.



Classroom at Kidodi Secondary School

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Key

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