

## SCHOOL AID SHIPMENT TO TANZANIA: 1607TA

Despatched 2 November 2016

### SUMMARY REPORT ON STAGE 2 MONITORING & EVALUATION FEEDBACK

'Thanks mainly to School Aid, we are undoubtedly the best stocked library in Kagera Region, if not the entire Lake Zone, and the beneficiary schools are without doubt the best school libraries across the region, despite our very peripheral location.' *Professor Wen Kilama, ESIIMI schools*

#### INTRODUCTION

School Aid's second shipment to Tanzania in 2016 focused on the Kagera region, in the far north-west of the country. This is the location of the ESIIMI schools, established by Professor Wen Kilama, who kindly co-ordinated the shipment and organised distribution to the schools. Of the nine primary and 11 secondary schools, half had no library, and four including one secondary school – were without electricity.

Unfortunately, an extended bureaucratic delay meant that the resources did not reach the recipient schools until August 2017. This interim summary is based on information supplied on nine recipient schools by our representative in Tanzania, Josh Palfreman, just a month after the books were received. 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	5428		Average number of teachers	15
Number of girls	2772		Average number of classes	8
Number of boys	2656		Smallest number of students/class	6
Number of OVCs	917		Largest number of students/class	197

#### USAGE AND BENEFIT OF RESOURCES



*New library under construction at ESIIMI schools*

Of the schools visited, seven reported that they planned some form of new initiative, including three proposed school libraries, seven reading clubs and five teacher resource centres.

The majority of headteachers interviewed considered that the resources were relevant to their curriculum, and that the standard of English was suitable for their students. Quite a lot of teachers were already using the resources, largely to teach the whole class, but students were also reading the books in the library – and at Rwemondo Secondary School, now 'going to the library to study'.

## THE STUDENT PERSPECTIVE

*'We perform well and our English has improved between us' Lineth Nyesiga,  
Standard 6 student, ESIMI Schools Primary*

Just four students were interviewed for this report, so data is limited, but their anecdotal feedback suggests that the resources are making a positive impact on both teaching and learning in their schools, with the books easily accessible. At Bunazi Secondary, 'our teacher are busy to see what content will they found for us ... and we help them by reading the books and do exercise out of it', while at Josiah Kibira English Medium Primary, 'our teachers have recommend us to start with some few books that can guide us... to improve our skills'.

### SUMMARY

Difficulties with customs and clearance have been a significant problem with recent shipments to Tanzania, but we are grateful to Professor Kilama and his colleagues, who ensured that these resources have finally reached the schools.

Even at this early stage, it is clear that both teachers and students are benefiting from the resources received, and we look forward to gaining a more in-depth understanding of their value within the next year.

Tricia Hayne  
School Aid African Projects Coordinator  
18 December 2017