

SCHOOL AID SHIPMENT TO TANZANIA: 1707TA

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SUMMARY REPORT ON STAGE 2 MONITORING & EVALUATION FEEDBACK

INTRODUCTION

Our second shipment to Tanzania in 2017 was destined for ten under-resourced primary and secondary schools in the immediate vicinity of Dar es Salaam. All were nominated by our representative in Tanzania, Josh Palfreman, who is based in the city.

This summary report is written from feedback sent to us from Josh, who visited all the recipient schools in summer 2018.



Unloading boxes of books can be fun!

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

Number of students	16851	Average number of teachers	27
Number of girls	8356	Average number of classes	15
Number of boys	8029	Smallest number of students/class	25
Number of OVCs	1339	Largest number of students/class	238

But summary statistics tell only part of the story. What these figures don't show, for example, is that five of the six recipient primary schools have class sizes in excess of 100 students per class – or that two of those schools are educating more than 3,000 students each.

USAGE AND BENEFIT OF RESOURCES

Feedback from the schools suggests a patchy picture. On the plus side, four school libraries, five teacher resource centres and seven reading clubs are envisaged in the ten schools to utilise their resources. To put this in context, even though most of the schools stated that they had a library prior to this, library provision was desperately low. Both Kibugumo and Kidete secondary schools claimed to have only 200 books each – and interestingly, both are now setting up libraries - perhaps to improve on the originals.

"I make sure they learn in all kind different ways and make sure each student gets a book to read weekly."
English teacher, Turiani Secondary School

Despite the fact that English is not the language of education until secondary school in Tanzania, six teachers stated that the level of English was acceptable for their students – even if in a couple of schools they had to work at it. And while most felt that the books were not relevant to the curriculum, some saw that as a benefit, commenting for example, that ‘the books are making a good change for our students since we did lack the books for them to improve their literacy and language’, and that ‘teachers can now do proper follow ups to students, and now they have books to read stories and subjects too’.

Individual teachers tended to be more positive overall, expressing gratitude for books that would help to raise the level of English spoken among their students, and to add to their understanding. Benefits tend to be contagious, too; at Makurumla Secondary, the store keeper (who also teaches commerce) told us that a ‘teacher was telling a story from one of the books’ which ‘made some of the teachers look for story books from the books sent by you’.

Greatest enthusiasm, however, comes from the students themselves. It’s not hard to imagine the excitement at Buza Primary, where on ‘the day the books arrived ... we were there to help unload and identify some of the books for study use and self read’. Several commented on improved access to books, both through their teachers and from the library – which at one secondary ‘used to have few books and was hard for us students to borrow’. Science books were popular, along with dictionaries, maths books, story books and art books. With such diversity of interest, it’s hardly surprising that these youngsters have a wide range of career aspirations, from footballers and artists to teachers, librarians, scientists and even president.

SUMMARY

Differences in curriculum and difficulties with the English language continue to pose problems for schools in Tanzania receiving books from the UK. However, it is clear from feedback on this shipment that there are plenty of students – and their teachers – who are ready and able to take the opportunity presented by these resources, enabling them to broaden their education in the widest sense. We look forward to finding out more when a further M&E assessment is conducted early in 2019.

Tricia Hayne, School Aid African Projects Coordinator
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