



Evaluation report

# Physical and Health Education Development in Tanzania 2004–2014

By LiiKe and Sport Development Aid 2004–2014

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## Acronyms

DCO .....	District Cultural Officer
DEO.....	District Education Officer
DSO.....	District Sport Officer
ETS .....	Education through Sports project in Singida
ETS Lindi .....	Education through Sports project in Mtwara
ETS Mtwara.....	Education through Sports project in Mtwara
LiiKe.....	Liikunnan Kehitysyhteistyö LiiKe ry (Finnish NGO)
MoEVT .....	Ministry of Education and Vocational Training of Tanzania
NGO.....	Non-governmental Organization
PE.....	Physical Education
REO .....	Regional Education Officer
REO .....	Regional Education Officer
RSO .....	Regional Sport Officer
SDA.....	Sports Development Aid (Tanzanian NGO)
SLU.....	Suomen Liikunta ja Urheilu – Finnish Sport Confederation
TAMISEMI.....	(Tawala za Mikoa na Serikali za Mitaa) Ministry of Regional Administration and Local Governments
TC .....	Teachers’ College
TTU .....	Tanzanian Teachers’ Union
UMISAVUTA .....	(Umoja wa Michezo na Sanaa Vyuvo vya Ualimu Tanzania) Tanzanian National Teachers Colleges Games
UMISSETA .....	(Umoja wa Michezo wa Shule za Sekondari Tanzania) Tanzanian National Secondary Schools Games
UMITASHUMTA...	(Umoja wa Michezo na Taaluma Shule za Msingi Tanzania) Tanzanian National Primary Schools Games
VALO.....	Finnish Confederation of Sport and Recreation (Finnish NGO)

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# 1. Introduction

The purpose of the evaluation is to find information to evaluate the impact of LiiKe's projects and activities in the field of sports Physical Education (PE) and health development in Tanzania during the years 2004–2014. The aim is also to provide information concerning the project's effectiveness and ineffectiveness, the impact of the projects and activities on the education environment in Tanzania. The evaluation should also try to map out the prevailing situation of sports in schools and the educational environment in 2004, and the positive and negative changes that have taken place since then.

LiiKe is in a process of revising its strategy and the aim of this evaluation is to provide insight for the tentative future scenarios based on the past decisions and achievements. The scope of this evaluation is in the area of development of sports and PE within the education system and their possible relation to the Tanzanian targets in enhancing the performance of education on various levels.

During the planning phase and discussion of the Terms of Reference, it was also suggested that the evaluation could possibly provide some views to PE's and sports' influence on the society in general i.e. an increased interest towards healthy lifestyle as well as the correlation of sports to employment and poverty alleviation. Furthermore, the development policy of Finland emphasizes the projects' impact on the society in terms of poverty reduction and cross-cutting objectives. These ultimate goals are extremely important in terms of the long-term development of the society.

It is extremely challenging to measure and verify the effect of sports and PE on these factors without careful analyses based on research. Additionally, the position of Physical Education in the Tanzanian society is still rather fragile and measures in this field need to be taken (Mafumiko & Pangani 2008).

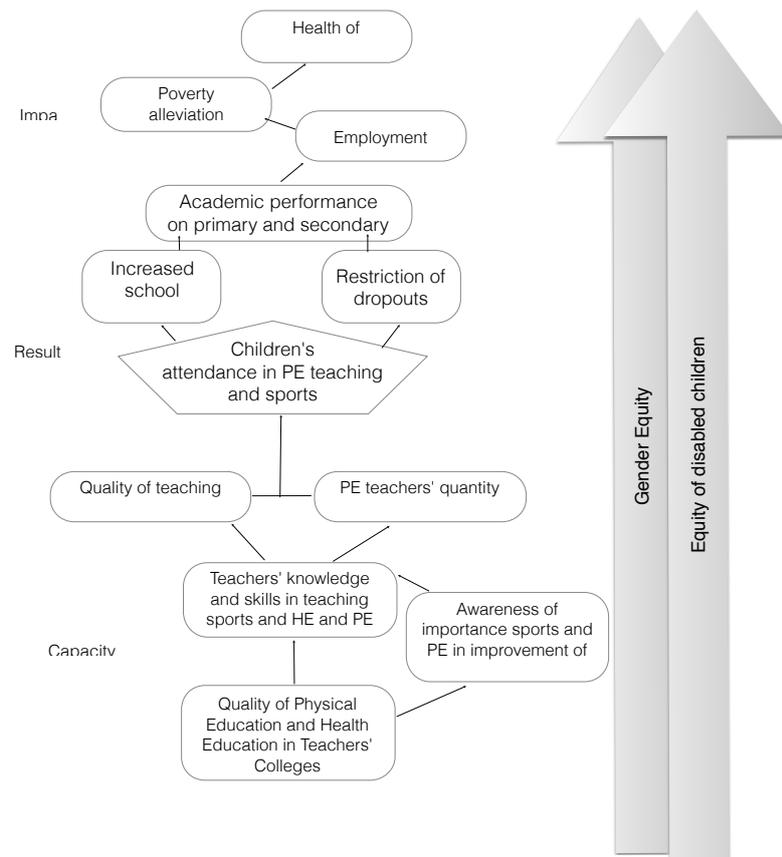
In Figure 1, we present our view of the outlined objectives, results and impacts according to the terms of reference. The level of objectives related to capacity issues relates mostly to the improvement of sport and PE teaching in the schools. The second level consist of the mid-term results, which are mainly seen as targeting at the academic performance of pupils and students. The level of impact, the level of long-term ultimate goals, comprises the overall factors like employment, poverty reduction and health impact.

The figure suggests the assumption of the causality of the objectives, results and impacts of the ten years' time frame of achievements under evaluation. We have intentionally left out the improvement of facilities (i.e. equipment) from the figure, but included it on the latter list of evaluation questions. This was done because of its significance in the development discussion. The improvement of facilities and equipment seem to dominate the discussion of the planning and implementation of the projects. Alternatively, we would like highlight the importance of the human factor, the teachers' capacity, as a focal element of LiiKe's goals in PE.

The discussion of how much weight an individual goal has

compared to the others is important to us. Meta-analyses of the decentralised evaluations have pointed out that in most ToRs, the priorities of the evaluated goals are lacking. It is important to discuss this issue in terms of the long-term evaluation.

**Figure 1**  
Targeted objectives according Terms of Reference



## The evaluation questions are:

To what extent have the following targets of the project(-s) been achieved?

1. Improved facilities of sports
2. Strengthened PE and sport education in primary schools and on the secondary level
3. Increased school attendance and reduced dropouts within the governmental school system
4. Improved academic performance of pupils
5. Improved quality of teaching sports in schools and PE in colleges
6. Involvement of Ministries in the development of sports and health
7. Gender parity in sports
8. Improved education of sports for disabled children
9. Increased interest in sports and healthy lifestyle in general

# 2. The background of the society and education of Tanzania 2004–2014

## 2.1 The socio-economical development

During the last ten years, the overall development of Tanzania has been upwards. The economy is growing at a pace of around seven percent per year and simultaneously, the share of people who consume less than two dollars per day has been declining. The socio-economical situation has thus been rather favorable for the development of education and some improvements can already be seen, especially on the secondary level.

**TABLE 1 Key national figures of Tanzania 2007–2012**

KEY FIGURES	2007		2012	
People under poverty line (2 dollars per day)	87.9 %		73.0 %	
Income share of poorest 20% of population	68 %		7.3 %	
Life expectancy, years	54.9		60.8	
Mortality under 5 years (per 1000 children)	83.4		53.9	
Access to electricity (% of population)			15%	
Youth (15-24) literacy, females			73%*	
Youth (15-24) literacy, males			76%*	
	2004		2010	
SCHOOL ATTENDANCE	Urban	Rural	Urban	Rural
Attendance in primary school, females	85.7%	72.4%	87.1%	79.6%
Attendance in primary school, males	84.8%	67.4%	89.6%	75.6%
Attendance in secondary school, females	178%	3.6%	43.2%	17.7%
Attendance in secondary school, males	20.3%	2.6%	44.7%	20%
Teachers' presence in classroom			32%	50%
PERFORMANCE	2007		2012	
Primary education completion rate, female	81.1%		84.7%	
Primary education completion rate, male	73.6 %		76.8%	
Primary leaving examination pass rate	48.7 %		50.6% ***	
Lower secondary completion rate, female	5.3%**		22.5%	
Lower secondary completion rate, male	6.9%**		27.7%	
Lower secondary leaving examination pass rate	90.3%		43.1%	

\* 2010

\*\* 2006

\*\*\* 2013

Source: World Bank Database, USAID, Service Delivery Indicator, Basic Education Statistics Tanzania

In this set of statistics, one can see how the general development indicators, such as life expectancy and child mortality, show signs of progress during the last years. Positive development can also be seen in the education sector. Especially at the lower secondary school level, both school attendance and secondary level completion rates have increased significantly. Yet, one must pay attention to drastically fallen pass rates in lower secondary school leaving examinations, from 90% in 2004 to only 43% in 2012. Furthermore the differences between rural and urban areas are still vast, especially when it comes to the boys' and girls' opportunities to reach secondary level education. There are thus some remarkable problems still unsolved in the quality of education, even though in some other respects there are visible improvements.

## 2.2 Education system

### Education levels

Tanzanian education system is divided into pre-primary, primary, ordinary secondary, advanced secondary and university levels. Primary school takes seven years, followed by the national Standard VII exam. While 93% of children enrol primary school, only 73% of the pupils pass the final exam. After primary school, pupils may continue to secondary school of four years. Secondary school completion rate is 25% of the total population. After passing national ordinary secondary level exam, one can take two years of advanced secondary education or vocational education, and finally enrol at a university degree programme. (Basic Education Statistics in Tanzania (BEST), 2013).

**TABLE 2 Education levels in Tanzania**

EDUCATION LEVEL	TITLE
Primary school	Standard I–VII
Secondary ordinary level	Form 1–4
Secondary advanced level	Form 5–6
University degree	Bachelor/ Master/ Postgrad

### Teacher education

Teacher education in Tanzania has three phases. Teachers who are eligible to teach in primary schools need the Certificate of Education. One can enrol at this two years' programme after Secondary ordinary level. Secondary school teachers must have the Diploma in Education, which may be taken after the Secondary advanced level. Higher-level teaching requires a university degree. Besides this, many teachers attend in-service training while working.

### Recent changes in education

Tremendous progress has taken place in the education sector in Tanzania

**TABLE 3 Teachers' education programmes and teaching eligibility**

STUDYING PROGRAM	TEACHING ELIGIBILITY
Certificate of Education	Primary school
Diploma of Education	Secondary school
Bachelor/ Master/ Postgrad.	Vocational college

with major growth in enrolment in primary and secondary schools:

*Since 2002, Tanzania has seen an ambitious set of policy reforms in primary and more recently in secondary education. These have dramatically improved the state of education in the country, particularly in terms of classroom infrastructure and enrolment". (S.Sumara R. Rajan, 2006, HakiElimu Working Paper 06.4).*

The reforms in the education sector have mainly covered the primary and secondary levels. These included the Primary Education Development Plan (PEDP, 2002–2006) and the Secondary Education Development Plan (SEDP). The reforms and the abolition of fees in primary schools in 2001, coupled with the compulsory requirement that parents or guardians send all children to school, resulted in 94 percent enrolment rate in primary school in 2011, compared to only 59 percent in 2000.

The expansion of secondary level enrolment has been almost equally impressive. The General Enrolment Rate in secondary schools has increased from 10.2 % in 2003 to 20.2 % in 2006 (Sumra, Rajan, 2006). In 2011, the enrolment rate was over 30 percent (Unicef, 2011b).

Another area that has followed suit of the educational reforms is the improvements of school infrastructure. The reports say more than a thousand new government secondary schools were built between 2003 and 2006, and the number of secondary schools has increased from 1,083 in 2003 to 3,496 in 2013 (Sumra, Rajan, 2006; BEST 2013). The rise of enrolments has also caused problems:

*Despite new schools, rapid expansion in enrolment has meant that classroom sizes have mushroomed – in 2011, the average was 66 pupils in each government primary school classroom. There has been no corresponding increase in the number of trained teachers and the pupil-qualified teacher ratio stands at 49:1. Most schools also face extreme shortages in textbooks, desks, chairs, toilets and water supply. On average, there is one textbook for every five students and one latrine for 54 and 51 boys and girls, respectively. This is far below the norm pupil-latrine ratio of 25:1 for boys and 20:1 for girls. (Unicef, 2011). Admittedly, differences between urban and rural areas are great. For example in the Kilimanjaro region, there is on average 14 pupils per one textbook in public primary schools, while the ratio is 41:1 in the worse-off Kigoma region. (Uwezo 2012).*

In consequence, the families have to cover part of the raising costs of secondary level education. Government secondary schools charge a tuition fee of about 20,000 Tanzanian shillings (TSH) per year (around 9.50€). Several fees are

charged in addition to tuition. The government tries to keep education affordable while maintaining quality as high as possible.

In a nutshell, the Tanzanian educational reforms that have taken place between 2004 and 2014 fall under the umbrella of the overall strategy of Tanzania Development Vision of up to 2025, which, according to the document, accords high priority to the education sector. Consequently, according to MKUKUTA, by the year 2025 Tanzania's education should have achieved: "a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels" (URT 2000). And by implication, a well-educated, knowledgeable and skilled physical educator, able to competently and competitively cope with the cultural artefact of sport for the development of the nation. By any measure, this will require well focused policies of Physical Education.

## 2.3 Sports and Physical Education in Tanzania

### 2.3.1 Background of sports and PE in Tanzania

Tanzania (Tanganyika) became independent in 1961. In the newly independent country, as it was in many other developing countries in Africa, sports became a significant instrument of modernisation. In fact, Tanzania attempted a synthesis of sports as a basic component of national education as well as an integral element of national development, identity and unity.

The chosen medium for progressively fostering the objectives in the first three years of primary education was gymnastics, utilising a variety of elementary exercises performed both with and without apparatus. In their fourth year the children were introduced to what was described in the syllabus as "the fundamentals of the big games that are played all over the world." Football and athletics were particularly emphasised, (McHenry, 'The Use of Sports in Policy Implementation: The Case of Tanzania', The Journal of Modern African Studies, Vol. 8 (2), 1980, p. 248). Thus, the process of perfecting the necessary skills for playing the different games on a high level began at this stage and continued into secondary school.

The secondary school physical education syllabus adopted in 1971 comprised of five major groups of physical activities: "all major team games, athletics, gymnastics, traditional games and dance, and military drill." (Ministry of Education (1971), Physical Education Syllabus for Secondary Schools, 1971.) As recommended, more time was spent on major games and sports, notably football, netball (by then exclusively for girls) and athletics. Arguably, Tanzania consciously and deliberately had then embraced a global sports culture.

In 1968, it was resolved that the best way to ensure the adequate provision of physical education and sports in schools was through national schools' games and it was decided that the championships should be held annually,

(Physical Education Committee: Minutes of the Second Meeting of Physical Education Experts, 1968). As a result, the first National Secondary Schools Games (UMISSETA) were held in 1969, followed by the National Teacher Training Colleges Games (UMISAVUTA) in 1971 and the National Primary Schools Games in 1974.

The championships improved school facilities and also acted as training workshops for physical education teachers of all levels and provided an opportunity to learn at first-hand about the organisation of large sports events. In addition, various teaching seminars were organised prior to each championship, addressing the theory and practice of physical education and sports. Thus, the introduction of these championships was not only a significant impetus to the growth of sports in schools but also 'a spring board' for advanced sports performances – clearly a desirable component of modernisation and sports development.

Sports was a key to open the doors to global esteem. Subsequently, there was a remarkable government-sponsored improvement in the performances by Tanzanian sportsmen and sportswomen at international level throughout the 1970s and the early 1980s. Most of the national sports teams were comprised of athletes from secondary schools (9) and colleges, revealing the importance of physical education and sports in schools in the pursuit of a global image. A good performance by an athlete on the international scene was considered indicative of his/her country's relative level of modernisation and global recognition and acknowledgement. For underdeveloped nations, sports was the passport into the global community.

In the national development plan of 1973, the Tanzanian society was to be organised to embrace sports activities from grassroots level, organized by the Village Sports Councils to the national level organized by the National Sports Council. The main intention was to engender in the whole of Tanzanian society the habit of engaging in physical activities and sports. The accruing benefit of this was perceived as 'living a long, happy and healthy life'. By extension, a healthy society would be highly productive and confident in its successful visibility through sport in Africa and beyond. International visibility through sports was high on the Party's agenda. That was the old system of teaching Physical Education in schools and nurturing sports in Tanzania.

### 2.3.2 Physical education and sports in the school system

The Implementation of the policy "Education for Self-Reliance" was not without some shortfalls during the seventies. These falls were, to an extent, detrimental to the development of Physical Education and Sport in the Tanzania. Some of these shortfalls were a result of Tanzania, presumably like many other countries in the Eastern Africa region at that time, experiencing considerable economic hardships in the 1970s partly due to prolonged draughts and other related factors. These factors include the other developments taking place in the education system alongside the implementation of the policy of ESR. There was the Musoma Resolution of 1974, which set the parameters for what became popularly

known as Universal Primary Education (UPE). The primary objective of UPE was the expansion of primary education. This gave more opportunities to school-aged children to go to school. Ultimately the expansion led to an increase of primary schools, but very unfortunately, this increase was not matched with the training of teachers, and in particular teachers of physical education and sports. As a result, the late 1980s early 1990s saw a considerable deterioration of the status of Physical Education and Sports in schools, a downturn that extended well into the 1990s and 2000s.

As if that was not enough, in an unprecedented move, the government, through its at that time Ministry of Education and Culture and through an (unpublished) Education Circular No.1 of 14 February, 2001, had indefinitely suspended UMITASHUMTA and UMISSETA Games, starting from January that year. The reasons for the suspension are unclear. One lame reason and unfounded argument put forward was that engagement in sports hindered the accomplishment of other, more important, academic subjects. How realistic that argument is remains a speculation. Regrettably, however, this was a very heavy blow to the already shaky status of Physical Education and Sports in schools in general.

Implicitly, the suspension of the National Primary and Secondary School Games essentially removed one of the urges – intra and inter school competitions – for teaching physical education and sports in schools. In short, the suspension of the two national championships seriously undermined the teaching of Physical Education and Sport and the conducting of extra-curricular activities in schools, and by extension the crippling of the development of sports in Tanzania.

The status of PE in Tanzania is in line with its position in the continent general. Only in 11 of the 54 countries in Africa does PE have a legal status. (Hardman 2009, Shehu 2009).

### 2.3.3 Curriculum Review and the Teaching of Physical Education in Schools

Over time, the curriculum reforms have had the following clustered aims (MoEC, 1969, 1987, 1996, 2005):

- To foster students' physical fitness and smartness
- To build and promote the attitude of self-reliance both mentally and physically in the bid to build and promote socialism
- To develop character among students, and hence, to promote cultural well-being among the society; and
- To prepare competitive sportsmen and sportswomen who can represent Tanzania in international competitions.

It is also worth noting here that the review of primary school curriculum in 1996 was highly popularised with the title "Stadi za Kazi" (acquisition of skills). The implied utilitarian meaning of the title became the basis for teaching physical education and sports, with the hope that students were now learning skills that they could use in their different walks of life, probably tagging on the already neglected and disregarded policy of Education for Self-Reliance.

In the same year, 1996, the ministry also reviewed the secondary school physical education curriculum. The expected learning outcomes in those curricula were emphatically put as:

- Liking and participating in recreational and competitive sports
- Liking and spending one's free time in exercising
- Being able to compete in the different levels of Competition – regional, district and national
- Being able to suppress stress through participation in sports.

Moreover, in 2005 there was another review of the Physical Education curricula at both levels, with the subject of Physical Education becoming examinable at the secondary level. Practically, however, with the suspension of the national schools' games at both levels in January 2001, the subject of Physical Education and Sports was not being taught effectively despite these reviews, nor were the extra-curricular activities being paid attention to.

Although Mafuniko and Pangani claim that, "as an academic discipline, Physical Education (PE) in Tanzania was introduced in secondary schools during the colonial period", this is not quite true. Although the subject was included the schools' timetable (usually 2 hours per week), it was not examinable, if "academic discipline" is to mean subjection to examination. What is true, however, is that during the Physical Education lessons, different sports-associated skills such as First Aid were taught. In addition, if the actual teaching of a PE class involved the teaching of a certain sport, then that was principally for the preparation for extra-curricular activities (school sports) and often preparation for intra and inter-schools' sports competitions. However, the subject has suffered serious neglect, to the extent that the society sees it as an unimportant, extra-curricular programme that students are to participate just for recreation. Favourable conditions to enable the implementation of the government policy on PE had not been adequately created in the schools because there were no teachers, no facilities and almost no form for PE examination at a national level. This lack of teachers, facilities and examinations could be seen as significant signs of governmental preferences; PE was not preferentially set to be implemented as an academic discipline. The government, PE professionals and policy makers need to work together if PE is to stand and grow in the Tanzanian society (Mafumiko & Pangani 2008).

### 2.3.4 Higher level education in PE and improvement of PE in Teachers' Colleges

While the teaching of Physical Education and Sports was being subjected to uncertainties in schools, elsewhere other constructive developments were taking place, ironically with the consent of the same Ministry that condemned the teaching of Physical Education and the provision of Sports in schools. In 1993, after lengthy negotiations and planning, a Department of Physical Education, Sport and Culture, offering a Bachelor of Education [Physical Education, Sport and Culture – (BEd.(PESC))] degree was established at the University of Dar es Salaam. This became the only department in the country to award a degree of Bachelor in Education

(Physical Education). At the onset, the department's aim was primarily to train teachers of physical education for secondary schools. Now one might ask, with the suspension of the teaching physical education in schools, what these graduates of physical education were going to do.

Notwithstanding these problems, the department now trains not only teachers of physical education for secondary schools but also other experts in the areas of sports administration and management. In addition, by changing its name to the Department of Physical Education and Sports Sciences, the department now expands from its core functions of teaching and research into the applied sciences of sports and management of sports activities.

By 2003, the Butimba Teachers College in Mwanza had been selected to award Diplomas in Physical Education and the curriculum was developed and the programme initiated the same year. At about the same time, the Malya Institute of Sports Development in Mwanza was embarking upon upgrading its short-term coaching courses to a Diploma in Sports Coaching Education (DSCE) and Sports Management and Administration (DSMA) which was implemented in 2008–2009.

**TABLE 4 The current state of the Teacher Colleges offering PE studies**

Colleges offering PE teachers' training at Certificate level	Colleges offering PE teachers' training at Diploma level
Ilonga	Butimba
Mtwara (U) technical	Kasulu
Ndala	Klerruu
Tarime	Korogwe
	Mpawapwa
	Monduli
	Mtwara (K)
	Songea

Source: Ministry of Education Mselenga L. / National Examination Council of Tanzania (N.E.C.T.A)

The total number of Teachers' Colleges was 33 in 2009, so one third of the colleges offers studies in PE.

**TABLE 5 Certificate and Diploma level graduates from the Teacher Colleges**

Year	Number of PE students Graduated at Grade A Certificate level			Number of PE students Graduated At Diploma Level			Grand Total
	F	M	Total	F	M	Total	
2009**	0	0	0	9	33	42	42
2010**	0	0	0	7	54	61	61
2011**	0	0	0	9	48	57	57
2012	48	73	121	42	149	191	312
2013	64	99	163	40	160	200	363
2014	82	126	208	54	169	223	431

KEY: \*\* Years where only Butimba TC was offering PE training at Diploma level for the Current PE curriculum

Source: Ministry of Education Mselenga L. / National Examination Council of Tanzania (N.E.C.T.A)

Compared with the total amount of 290 000 teachers and 20 000 schools in the country, the number of PE teaching staff is still rather negligible. But the direction is obviously upwards and the increase has been significant during the last three years. However, the aim of reaching the level of one PE teacher for every school seems unattainable as a short term prospect.

### 2.3.5 Recent Developments and the Revitalization of the Teaching of Physical Education and Sports in Schools

Encouragingly, President Kikwete after his election in 2005 ushered in new hopes of Tanzania's return not only to the optimal teaching of Physical Education but also, optimistically, to the sporting excellence of the 1980s, 1970s and before. To begin with, President Kikwete's Government unequivocally declared an immediate reinstatement of the UMISSETA Games. In addition, the government also decreed that Physical Education should be taught in schools and that school sports should be revitalized. Consequently, the National Secondary and National Primary School Games were reinstated in 2009 and 2010 respectively. This was good news, and at the same time a challenge for Tanzania's physical educators. It was good news because the games were now back and again, it was important for physical educators to make sure that Physical Education and Sports is effectively and strategically taught.

In the series of reviews of the Physical Education curriculum, Tanzania instituted a curriculum of Physical Education and introduced a subject of Haiba na Michezo in 2007, effective in 2009 as the 2013 editions at all levels of education – Pre-Primary, Primary, Secondary and Teacher Training Colleges.

The specific overall objectives of Physical Education at each level were defined as follows:

- (a) Pre-primary level – to build character and physical as well as mental well-being
- (b) Primary level – to develop life-long skills
- (c) Secondary level – to encourage learners to demonstrate their own talents and values and to recognize the aesthetic and spiritual dimensions of their lives. Aesthetics are also important for recreation, entertainment, health and leisure
- (d) Advanced level – to encourage learners to investigate their own values and those of others and to recognize the aesthetic and spiritual dimensions of their lives. They are also important for recreation, health and leisure
- (e) Teachers' Colleges – Certificate (ordinary) level – to:
  - (1) apply health principles in sporting and physical activities, (2) understand and apply philosophical, psychological, sociological and fundamental principles guiding educational practice, research, instructional design, teaching and assessment of Physical Education, (3) understand and perform different types of games and sports, their rules and regulations, (4) organize and manage different sport activities in school, (5) analyse muscle action in different activities, and (6) plan, prepare and carry out practical demonstration on teaching physical activities for body conditioning.

Currently, Physical education (PE) is included only partly in the education syllabus. On primary level, it is present in the form of Haiba na michezo, Personal skills and sports, since 2007. In addition, there may be leisure time sports activities (Sports and games), which are not in the academic syllabus. On secondary level, PE is an academic subject but only in 56 secondary schools, three in every district, which have been chosen as pioneers to introduce PE in their school syllabus as part of the physical education project by LiiKe and SDA. However, PE is mandatory only for two years, after which it may be taken as one of the optional courses. Since the revitalizing of the UMISSETA and UMITASHUMTA games in 2009, there are also school teams in different sports, such as football, netball, volleyball and athletics.

### 2.3.6 The Concepts of Physical Education and Sports

Outside school, it is rather rare to compete in sports and to do sports in clubs in Tanzania. Playing and training are usually unofficial and unorganized activities among friends and one often sees groups playing football at yards or communal pitches. Of all sports, football is clearly the most popular in Tanzania. It dominates the sports media and especially the European football leagues are widely followed. Sports is often associated with international level sports and doing sports in one's leisure time is not as common as in Western countries.

Today in Tanzania, the use of the terms Physical Education and Sports is mixed with misconceptions and interchangeable use of the terms. Practically, however, the two terms do not mean one and the same. In brief, Physical Education is considered an on-going educational process influenced by active human movement experiences on the athletics track, in the gymnasium, in the dance studio, on the games field, in and on the many outdoor pursuit's areas, in the sports halls and the swimming pools. Scholars therefore agree that Physical Education is an educational process that uses physical activities (or a variety of sports) as a means to help individuals to acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Furthermore Physical Education is compatible with grassroots participation and inclusive practices providing opportunities for all, whereas Sports is primarily meaningful for the talented participants.

Sports, on the other hand, is taken to mean all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels. In other words, sports can be defined as a set of specific competitive physical activity based on the elements of play, games, and contests and governed by rules.

Nevertheless, as already noted above, Physical Education uses physical activities to enhance the development of a whole human being and these physical activities are the different games and sports. Probably because of the means through which Physical Education achieves its goals, the term Physical Education, more often than not, is ignorantly used in Tanzania interchangeably with the term sports,

and vice versa, to mean one and the same thing. But by and large, the fact is that although Physical Education uses the different games and sports, as noted above, the terms Physical Education and Sports are not one and the same thing, even though they are closely interrelated.

The present number of health education teachers is low in the primary and secondary schools and the quality is rather poor.

In 2012, MoEVT expressed the need to include a strong health education part to Physical Education (PE) as an extension to the PE improvement project in 11 Teachers' Colleges. The evaluation of the Health Education Project is under way concurrently with this evaluation. In terms of improvement of health education, the only signs we could notice were the Mothers and Daughters activities, booklets and groups, which succeed in connecting sport and health education in a smart way.

## 2.4 Liike and SDA in Tanzania in the years 2004–2014

### *Liike Ry*

The founding and cooperative partner of SDA is LiiKe, a Finnish NGO which is working with the international Sport for All concept in developing countries. In Finnish the word 'liike' means both movement and motion, which describe the organization and its mission. LiiKe supports the United Nations' Millennium Development Goals and promotes the UN's declaration of the year 2005 as an International Year of Sports and Physical Education. LiiKe's joint partner in Finland is Finnish Sports Federation (VALO) and its member organizations. The projects in Tanzania are co-funded by Finnish Ministry for Foreign Affairs. LiiKe has also private sponsors to collaborate in enabling the activities in Finland and abroad. Before LiiKe's founding in 2001 and the first funding, the projects were implemented under the supervision of Finnish Sports Federation (SLU). LiiKe became eligible to apply funds from Finnish government in 2003 and its first government-funded project was introduced in 2004.

LiiKe's objective is to promote a culture of sports and sport development cooperation. The basic idea is to motivate children for education through sport. LiiKe aims to make basic education possible for all children participating in LiiKe's and its collaborators' programmes, projects and activities in developing countries. LiiKe's executive director Ari Koivu has been in his post from the beginning of LiiKe's foundation and today LiiKe has three employees in Finland.

### *SDA*

The need for an independent NGO in the field of sports development became actual by the initiative of FC Vito to assist young players in their schooling and training for the Helsinki Cup (annual international youth Football Cup in Helsinki). The idea for the FC Vito's project came from the Finnish Embassy in Dar es Salaam. Sports Development

Aid SDA was established in 2001 during the suspension period of national school games in Mtwara, South-Eastern Tanzania and it is a registered NGO (NSC: 8225) under the National Sports Council of Tanzania since April 2004. The aim of Sports Development Aid is to increase the awareness of the importance of basic education among children and to work towards the goal of all boys and girls having the possibility to complete a full course of primary education. During its existence of 10 years, SDA has widened its range of operations from the primary school level to secondary, advance and the college levels.

SDA has been implementing several regional and national projects in close collaboration with ministries, associations, education authorities and the local governments. SDA highlights the use of Physical Education (PE), Health Education and sports as a tool for development. The first managing director of SDA was Geoffrey Mwano 2001–2004 and Adolf Kanda from 2004 onwards. SDA has currently offices in Mtwara, Lindi and Singida, and their projects employ seven permanent staff members.

### **Stakeholders**

#### *National stakeholders*

Ministry of Education and Vocational Training (MoEVT) 2006–

Ministry of Education and Vocational Training is mandated for the formulation, monitoring and evaluation of the implementation policies, teachers' training, registration of schools, inspection of education services and infrastructure, library services and educational press services.

The mission of the Ministry is to develop and implement education policies which provide equal opportunity to quality education for all Tanzanians and ensure the development of a productive, high-quality human resource base through education and training. MoEVT has been collaborating with SDA and Liike since the year 2006.

Ministry of Local Governments (TAMISEMI) 2012–2014

TAMISEMI functions under the Prime Minister's Office and it is responsible for Local Authorities and for allocating the new teachers to the primary and secondary schools. TAMISEMI has been involved in the project in 2012–2014, preparing schools for receiving the allocated sports teachers to the schools. The Ministry's role is also to take care the clearance of the sport gear from Finland and follow up on the maintenance and equipment support to the schools.

Tanzania Teachers' Union (TTU)

Tanzania Teachers' Union (TTU) is a trade union of teachers in mainland Tanzania. The union comprises of 230 000 teachers from public and private schools, tutors from teachers training colleges, community colleges and education officers in the Ministry of Education and Vocational Training.

TTU members make up about 63% of all public

servants and about 85% of all public servants in local authorities in mainland Tanzania. The Unions' mission statement emphasizes its existence to improve, advocate and protect the welfare of teachers and dignity of the teaching career and to ensure that quality education is accessible to every Tanzanian child and adult.

The Union funds its operations by membership fees, which are 2% of the salary. Besides its traditional role in protecting the status of teaching profession, TTU has a so-called second pillar to encourage teachers to improve themselves professionally.

**Regional stakeholders**

- Regional Education offices
- Regional Sport offices
- Districts and local governments mainly in Mtwara, Lindi and Singida regions
- Singida Teachers' Union

**Beneficiaries**

In Mtwara, Singida and Lindi, the beneficiaries of the projects have all been primary level pupils in public schools. In Mtwara, there are 600 primary schools, in Singida over 500, and in Lindi almost 500. In Singida, all 151 secondary schools were also targeted. Besides pupils, also teachers participating in PE training are included in the beneficiaries.

College PE students and graduates are also touched by the projects. Due to the introduction of PE in eleven new Teachers' Colleges, the PE students in these institutions are considered beneficiaries. The number of graduates majoring in PE has been increasing gradually to over 400 in 2014.

Moreover, all children and adults participating in sports clubs and sports events, such as Amer Sports Day, Moms and Daughters groups, sports events for disabled children, and so forth, are obviously also gaining from the projects.

Several groups are influenced indirectly: sports teachers not participating in seminars learn from their colleagues and Finnish volunteers and the volunteers coming to Tanzania gain work experience.

Tanzania Teachers' Union benefits from the projects by gaining pilot-based knowledge in teachers' professional development. TTU sees its role as a development partner of MoEVT and through the projects, it strengthens the partnership in the field of education development. The Union has actively utilised several projects, aiming to harvest valuable data for the upcoming revision of Union's strategy 2020. In addition, TTU is gaining member loyalty by providing in-service training and physical activities for the teachers. Improvement of PE and sports can be seen a service for both teachers in the workforce and already in retirement.

The Ministry of Education and Vocational Training has rather limited resources in the field of PE and the collaboration with SDA and LiiKe has provided a platform to experiment various interventions on the grass root level and in the chosen colleges. In comparison to the core subjects of the curriculum, optional subjects such as PE are not included in the national improvement programmes. Therefore, the personnel responsible in Haiba na Michezo in primary schools and PE /HE in secondary schools need the type of assistance offered by LiiKe and SDA.

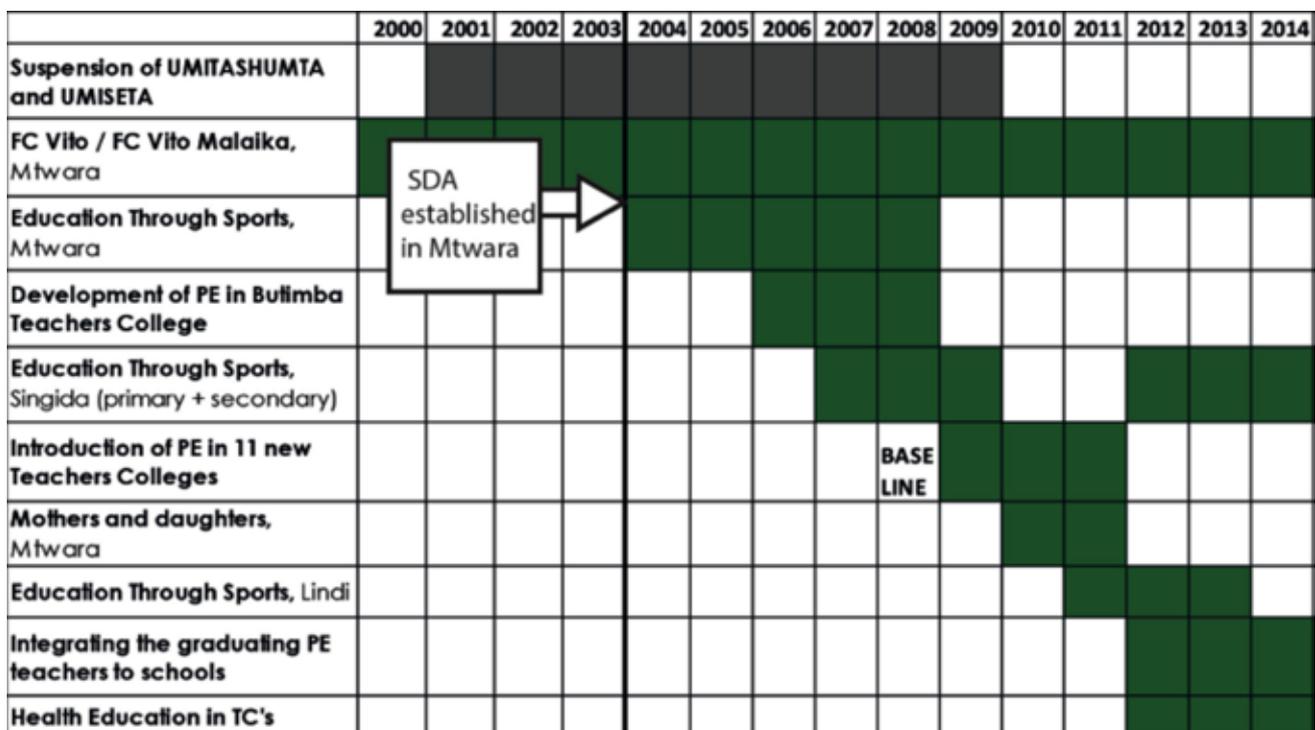


FIGURE 2 LiiKe's and SDA's projects in Tanzania 2004–2015 and the nationwide education system changes in PE. The colour patterns in the figure: red pattern illustrates a period of time during the years 2001–2009 when national school games were not functioning and PE education in the schools was also suspended as a subject. The green pattern shows the turn and continuity of the time sports and life skills has been taught as its own subject in primary schools. The symbol E after the project time pattern means that it has been evaluated.

## 2.5 Evaluated projects and activities of LiiKe and SDA in Tanzania 2004–2014

In the past decade, LiiKe has in collaboration with its Tanzanian counterparts initiated and implemented eleven development projects (FIGURE 2). The main focus has been on supporting capacity building of PE and sports & games in the schools and Teachers' Colleges. This has been implemented through education programmes, maintenance of sports facilities, support in sports gear improvement, promotion of children's sports activities, women's and girls' health projects and organizing events and tournaments to raise awareness of sports in children's lives.

### Brief description of the projects

#### *FC Vito*

In 2000, before the establishment of LiiKe, the Finnish Sport Federation (SLU), in cooperation with the Finnish Embassy in Tanzania, initiated a boys' football team called FC Vito in Mtwara urban area. The team was taken to Finland to participate in the youth football tournament Helsinki Cup, which became an annual tradition. Since then, either a girls' or boys' football team has been gathered, by children themselves, in some of Mtwara's six districts and sent to Helsinki Cup. The programme has additionally supported boys' and girls' studies with the help of Finnish sponsors. After the phasing out of cooperation with the Embassy and the establishment of LiiKe, this has become a part of Education Through Sports project.

#### *Education Through Sports (ETS) Mtwara*

ETS Mtwara (2001–2008) was initiated after noticing the poor conditions of doing sports at public schools. The first phase (2001–2003) was implemented by Finnish Sports Federation (SLU). In 2004, the local NGO Sports Development Aid (SDA) was established and took over the responsibility of the project. The main activities were providing goals posts and balls to and maintaining sports fields at all primary schools, over 600 in total, in the Mtwara region; training sports teachers; organizing sports competitions at schools

#### *ETS Singida*

After positive experiences in Mtwara, the same project was implemented in all primary schools (over 500) of Singida region between 2007–2011. This was done in partnership with Tanzania Teachers' Union (TTU). The reasons for choosing this region were primarily the bad results of Singida in education rankings, but the human factor was strongly involved in the decision: the former PE teacher of Mtwara TTC, Mr Majaliwa, moved to Singida for TTU in 2006, but he left for Tabora to work as District Commissioner before the project started.

The provision of goal posts and balls and maintenance of sports fields, as well as training sports teachers and organizing sports competitions remained the main activities. Although not planned nor budgeted initially, two Mothers and Daughters clubs were initiated as well.

#### *ETS Lindi*

The same project pattern was transferred to the Lindi region, neighboring Mtwara, in 2011, scheduled to continue until 2015. SDA also established a new regional office in the Lindi municipality. The activities remained the same as in Mtwara and Singida, excluding Mothers and Daughters groups. The targets were all primary schools (almost 500) of the region, although there have been sports activities for the whole Lindi community.

#### *ETS Singida secondary schools*

In 2012, the ETS Singida expanded to all 144 (currently 151) secondary schools of the region. In general, TTU–ETS cooperation has aimed at the improvement of Secondary Education so as to attract students to complete their education. Besides enhancing the sports facilities, 14 new sports tutors were trained to spread their knowledge in the region. TTU remained the local partner.

#### *Development of Butimba TTC's facilities*

In 2006–2008, LiiKe improved the facilities of Butimba TTC, which was the only Teachers' Training College providing Diploma level courses in physical education at that time. The sports fields were maintained, sports gear and other teaching material provided, and the physical education teachers trained.

#### *Physical education in TTCs*

After a baseline study in 2008, eleven Teachers' Colleges were chosen to start a Diploma level programme in physical education, since so far Butimba TTC had been the only institution providing a Diploma course. The new colleges were situated in different regions all over Tanzania, so at this phase, the activities of LiiKe turned nationwide. The project was implemented in 2009–2011. The sports facilities in these colleges were improved, new PE teachers were trained, and the PE programme was successfully started in all colleges. The number of Diploma graduates in PE rose from 42 in 2009 to 191 in 2012, and to 223 in 2014.

#### *Sports teachers' national allocation project (TAMISEMI)*

In 2012, LiiKe continued its nationwide activities and established a new partnership with the Ministry of Local Government (TAMISEMI). The aim was to employ four PE teachers in two chosen secondary schools in every district. Altogether 56 secondary schools were thus chosen all over the country to introduce PE as a new academic subject. Moreover, the sports facilities were developed at these schools in order to provide a good start for the new subject. In 2013, the planning and writing of a new PE book for secondary level started at the University of Dar es Salaam, funded by the project. In December 2014, there were 118 teachers allocated (of the 300 planned) via this project. The PE textbook has not been yet published.

#### *Mothers and Daughters Mtwara*

Mothers and Daughters groups were initiated in Mtwara

in 2010. Since then the project, in its modified version, has expanded to include all districts, as opposed to the initial initiatives to cover only Mtwara District. From 2012, the project was modified as a 3-year project whereby the girls were separated and taught PE and sports activities in secondary schools and women, alongside meeting for sports activities, adopted training in entrepreneurship, including a small microloan programme. The scope of the project has grown over the years and at the moment of evaluation, there were altogether 52 groups in Mtwara region.

### ***Health Education in TTCs***

In 2012, a project aiming at strengthening the role of health education in PE was started in cooperation with the Ministry of Education and Vocational Training. The curriculum was considered inadequate in terms of health education, and there had also been feedback from PE teachers that they were not able to teach these issues. Seminars on health education were organized for PE teachers and the topic received more attention in the new curriculum.

### **Major turns**

There are some significant turns to be highlighted in the diverse collection of projects. In the beginning of 2000's, LiiKe was focusing on sports events and facilities. Since the first Education Through Sports project in Mtwara, Physical Education and teacher training have been the focal point in several projects. While the first projects were regional in nature, the activities expanded to the national level in 2006 with the development project of Butimba Teachers' Training College. The collaboration with the Ministry of Education and Vocational Training was an important step in this regard. Another governmental partner, TAMISEMI (Ministry of Local Governments), came along in 2012.

The expansion to the national level is significant since the problems targeted by these projects are not limited to those regions where ETS has been run. After all, Mtwara, Lindi and Singida cover only 7.8% of the Tanzanian population (National Bureau of Statistics, 2012). Since the expansion is rather recent, nationwide changes should not be expected in the near future.

The mobile platform services for Physical Education were introduced in twelve Teachers' Colleges in 2012-2013 in collaboration with Nokia Inc. All of the PE tutors were provided with mobile phones with a pre-installed PE education application consisting mainly of training drills in several sports.

# 3. METHODOLOGY

## 3.1 Desk review

During the pre-evaluation, we have carefully read the project documents, evaluation reports and reviews. The team members have focused on their specific subjects, and all relevant project documents have been reviewed. Information was also gathered from specific relevant documents.

We also have had some tentative discussion with the LiiKe staff, the former evaluators, volunteers and project workers. Ari Koivu has also assisted us in getting an overall picture of the series of projects and actions over the 2004–2014 time range. We also have had access to the project plans, project reports, monitoring reports and project evaluation reports.

## 3.2 Field phase

The previous project evaluations provide a rich variation of methodological approaches from questionnaires and statistics to qualitative and participatory approaches. Considering the relevance and reliability of the overall evaluation, we should have access to reliable and coherent data. The change in Tanzanian school system during the last century makes it difficult to compare the situation before and after the expansion of school enrolment.

Some of the latest reports do not support the idea of using national or regional data, because of their incoherence. In addition there are no relevant baseline surveys or data available except the baseline study of Teachers' Training Colleges (Vilanen & Qaresi 2008) and evaluation reports of most of the projects. The variation of quantitative data is also too extensive for us to make any reliable timeline analyses. Based on these standpoints, we decided to choose the interpretive research strategy. Furthermore, we contemplated how to compare the regions/districts/schools who have undertaken the project measures with the blank areas in terms of SDA's activities. In order to determine the possible changes, we decided to choose a case study approach combined with interviews and participatory inquiry. In contrast to quantitative data, the qualitative approach can provide in-depth understanding and details through direct quotations of situations, events and observed behaviours. By the application of qualitative methods, we can also avoid the problem of predetermining the interviewees' opinion through the preselection of questionnaire categories and alternative scenarios.

## 3.3 Interviews

We have used semi-structural / narrative interviews in order to avoid simplified yes or no ratings. It is rather challenging to capture the understanding of the achievements by questions like: to which extent does one believe PE has increased the school attendance? Our aim was to encourage

the interviewees to recall some typical turns and incidents, which might give some deeper insight to and evidence of the themes. The problem was that most of the interviewees have held their positions for quite a short time so they couldn't tell much from the past. Additionally, we used semi-structured interviews (appendix 1) for the stakeholders. The same questions have been used partially for the interviews of headteachers, headmasters and principals, but mostly as a checklist to get an overview of the situation.

## 3.4 Participatory methods

During the planning of the evaluation, we considered how to best approach the main beneficiaries: teachers, students and pupils in the schools and colleges. In the previous reports of the conducted project evaluations, the methods varied from questionnaires to participatory methodology.

The participatory evaluation methods are rooted in the interpretive research approach and have become fairly common in social sciences, management studies and in programme evaluations. The idea is to conduct research in collaboration with the informants and the surrounding society by participation and action. The participatory methodology seeks to understand the world by trying to change it, collaboratively and following reflection. Instead of the evaluators collecting data, the participatory approach emphasizes collective inquiry and experimentation grounded in experience and social history.

Our rationale for adopting the participatory approach was the following:

- To avoid having the students and pupils guessing the right and pre-learned answers to the questions
- To bring evaluators and beneficiaries closer to each other
- To shrink the power distance between us, teachers and students
- To enable a free and relaxed atmosphere during the workshop
- To allow the observation of the group dynamics and social structure in terms of equality
- To empower the informants to express themselves freely during the workshop

### 3.5 Workshops

During the evaluation we carried out seven workshops in 2 primary schools, 2 secondary schools and 3 TC:s (TABLE 6).

Picture 1 Students' workshop in a simple way. The question and participants moved (in Kinampanda by raising hands) to yes or no positions. After the action, we asked some persons representing different opinions to provide some rationale behind their statements.

#### *Narrative methods during the workshops*

In order to activate and enable free expressions on the main themes of the evaluation we asked teachers to write short stories of students / pupils school attendance in relation to PE and sports. Additionally, the students created cartoonlike visual narratives of school attendance and sports. The visual method within small groups gave the informants the opportunity to produce the story and its plot and the presentation of the story not only to the evaluators, but also to the audience of other students.

As evaluators, we got a rich variation of the stories and we also had the opportunity to observe the students' manner of working together, the interaction between female and male students, the roles in the groups, presentations and the reaction of the audience.



Picture 1. Mandewa Scondary School workshop in Singida Region.

Table 6 Conducted workshops and methods

School	Methods	Date	Participants	Observations
Kibaoni Primary School Singida	Pupils' Workshop	27 <sup>th</sup> Oct 2014	25	
Mandewa Secondary School	Pupils' Workshop Teachers' Written story	29 <sup>th</sup> Oct 2014	18 pupils 6 teacher	Sport gear and -facilities
Kinampanda Teachers' College	Students' Workshop	29 <sup>th</sup> Oct 2014	400	Sport gear and -facilities
Butimba Teachers' College	Students' workshops	30 <sup>th</sup> –31 <sup>th</sup> Oct 2014	12	Sport gear and -facilities, teaching materials, project works
Butimba Secondary Practice School	Teachers' workshop	31 <sup>th</sup> Oct	12	
Butimba Primary Practice School	Pupils' workshop	31 <sup>th</sup> Oct	4	Sport gear and facilities, sport activities
Mtwara Teachers training college	Students' workshop	7 <sup>th</sup> Nov	12	
Newala Mothers and daughters project	Observations	8 <sup>th</sup> Nov		Teaching methods, participation and participants
Mtwara Shangani primary school – PE lesson for the disabled children	Observations	10 <sup>th</sup> Nov	20	There were two volunteers and Tatu from SDA running the PE-lessons. They had some exercises, were playing football and in the end they were singing and playing together.
Chuno primaryschool Mothers and daughters club for girls	Observation	11 <sup>th</sup> Nov	60	The girls were playing traditional games. The teacher was there with the girls and the atmosphere was really positive.

### 3.6 Statistical analyses

Instead of applying questionnaires in the collection of data, our idea was to get the relevant statistics from the stakeholders during the interviews, afterwards by mail or by collecting the data after the interviews and meetings.

In order to avoid delays, we took considerable effort to request the informants to print or scan the necessary statistics immediately during the interviews and discussions. Especially with the case studies and during the school visits, we utilized mobile scanning and copying for the manually produced statistics and reports. All of the informants provided the requested data openly and collaboratively.



Picture 2. School attendance records at Kibaoni primary school in Singida Region.

### 3.7 Case studies

A case study is a context-based approach which enables in-depth analyses of the specific system, culture, and the possible social changes over time. Instead of utilizing some specific methodologies, the case study viewpoint allows for the combination of multiple sources of evidence based both on qualitative and quantitative data.

Our underlying idea in utilizing the case studies was to validate the specific context in which it can be assumed that the benefits stem from LiiKe’s and SDA’s development interventions over time in contrast to projects without a special emphasis on PE and sport development. Additionally, the inductive way of collecting material, documentation, statements, narrations and observations in comparative cases may illuminate the processes and bring into light some unexpected, emergent factors, which might be important to understand in the context of the school system and PE development.

Picture 4. Kinampanda TC Veronica Charles.

MWAKA	IDADI YA WATAHINIWA			WALIOFAULU				WALIOJIJUNGA NA KIDATO CHA KWANZA (I)			
	WV	WS	JUMLA	WV	WS	JUMLA	%	WV	WS	JUMLA	%
2007	2073	1712	3785	1253	672	1925	50.1	1253	672	1925	100
2008	2833	2604	5433	1828	912	2740	50.6	1428	912	2740	100
2009	2485	2597	5082	1462	804	2266	44.58	1462	804	2266	100
2010	1931	2228	4159	1261	1051	2312	55.6	1261	1051	2312	100
2011	2247	2668	4915	1526	1466	2992	60.9	1526	1466	2992	100
2012	1901	2333	4234	1266	1309	2575	60.9	1266	1309	2575	100
2013	1983	2371	4354	1238	1098	2336	53.7	1238	1098	2336	100
2014											

Picture 3. Standard Seven Exam statistics 2007–2013 in Mtwara Region. Percentage in the middle gives an idea of the progress rate.

### 3.8 Observation

Observation provides additional evidence to the questions determined in the ToR. We focused on the following points during the school and college visits:

- The involvement in sports lessons and activities
- The quality of PE classes and practice
- The availability of the pedagogic material etc.
- The condition of the facilities, equipment and teaching material
- The level of volunteerism
- The atmosphere

Before the field phase, the Finnish evaluators had two meetings with Ari Koivu to get the overview picture of LiiKe’s projects in Tanzania. The project managers Arnold Bugado and Adolf Kanda have provided lots of background information for the evaluators. The evaluators carried out the field visit to Tanzania and other stakeholders for three weeks from 25<sup>th</sup> October until 15<sup>th</sup> November.



## Methodological limitations

The following limitations were faced during the data collection.

### a) Language

According to the Tanzanian law, only Kiswahili should be used in primary schools, whereas English is the language in secondary schools and upwards. There was a native Kiswahili speaker, Dr. Hamad Ndee, in the evaluation team. Other members of the group didn't speak the language. Ndee was acting as an active translator in workshops and sometimes in discussions clarifying confusions. In some of the discussions it was quite hard to get a clear picture of all the topics. In most of the workshops and interviews, the language was a mixture of English and Kiswahili, even in Teachers' Colleges.

### b) Cultural habits

We noticed especially in the workshops that there was a tendency to try and guess the right answer instead of offering personal opinions, but we also encountered quite strong personal statements and opinions especially in the students' workshops. The pupils resorted mostly to knowledge they had learned, but also shared fresh views. This could be related to the class situation and power distance between the teaching staff, the evaluators and students. According our perceptions, the informants managed to express themselves freely and frankly in the informal situations.

### c) Selection of respondents

The evaluation team had to rely on the SDA and ETS staff in organizing meetings with the stakeholders, beneficiaries and other partners. However, we were able to meet most of the people outlined in ToR. In the ministries, there were some difficulties to reach the representatives of the selected stakeholders. In the Ministry of Education and Vocational Training, we didn't get to meet the heads of the departments and in case of TAMISEMI we did not get the opportunity to meet the person in charge of the project. Furthermore, we didn't have a meeting with Mr. Kassimu Majaliwa who has wide knowledge of PE development both in the Mtwara and Singida Regions and nationwide projects with TAMISEMI.

### d) Statistics

As was evident in the former project evaluation reports (Alitalo 2013), many kinds of problems appeared during this venture: the incoherence of the provided data, the temporal gaps in the information and delays in providing statistics. Additionally, we were not able to secure some of the promised figures, even after several requests. However, most of the requested data was provided afterwards, but the incoherence of the the statistics created challenges for the temporal analyses of the changes over time.

Figure 3: National BEST statistic School Performance Table of Butimba Primary School 2013–2014.

REGION : MWANZA, DISTRICT : MWANZA JJI		
School Performance Table		
SCHOOL NUMBER : PS1304-014	YEAR 2013	YEAR 2014
Students Enrolled for Exams	66	64 ↓
Pass Rate(in percentage)	95%	80% ↓
District Rank	20	48 ↓
Regional Rank	107	351 ↓
National Rank	1639	3865 ↓
Average Mark	132.52	122.34 ↓

# 4. KEY FINDINGS

## 4.1 Teachers' Colleges

In 2008, a baseline study of LiiKe set out to find out which Teachers' Colleges could introduce Physical Education as a new major subject. Before the study, there was only the Butimba TC offering PE diplomas. The baseline study suggested that the envisaged number of qualified Physical Education teachers should be not less than 30 per Teachers Training College, altogether 300 per annum. The amount of female students should also be increased (Vilanen & Qaresi 2008). Eleven new TCs appropriate for a PE major were found, and thanks to the project of LiiKe, altogether 12 TCs are now running PE programs.

In 2008, 40% of all the TC diploma students were female. In certificate courses, the number was more equal, 49% of all students were women (Vilanen & Qaresi 2008). In Mtwara TC in 2008, 73% of students were male and 27% female. During the programme evaluation in 2014, 68% were male and 32% female students within the diploma programme. In PE teaching in Mtwara TC, there were only three female students participating in the current programme. The reasons behind the low enrolment among females will be examined in Ms Paula Sahlman's Master's thesis in January–March 2015 in Butimba TC, which will hopefully help in identifying the obstacles for girls to participate in PE programmes.

Immediate objectives for Michezo na Elimu kwa Chuo cha Ualimu 2009–2011, in co-operation with Ministry of Education, Culture and Vocational Training, Tanzania (MoEVT)

- To strengthen the physical education (PE) facilities in 11+1 (Butimba) Teachers' Colleges (Butimba not included in the facilitation)
- To train new PE teachers for the 11 colleges (in-service course for six months in the University of Dar es Salaam, Department of Physical Education)
- To raise the standard of sports, games and physical education in primary and secondary schools in Tanzania
- To create an atmosphere of commitment to PE in all colleges.

Practical means to reach the aim were:

- To train 22 PE teachers at the University of Dar
- To maintain fields and increase number of equipment in 11 colleges
- To vitalise the curriculum for certificate course
- To create and inform of development of sports in colleges and to all stakeholders
- To commit all involved parties in the implementation
- To increase MoEVT's participation in the sports development in Tanzania with seminars, meetings, media conferences etc.

In Butimba TTC 2011, the tutors felt motivated. They recognized their role as pioneers of the project and change. Like in every other college, the students were academically qualified but lacking a basic background in PE (Ndee 2012).

### Current state: the comparison of the case study colleges

The following comparison presents the findings in three colleges: Kinampanda, Butimba and Mtwara Teachers' Colleges. Kinampanda TC has not received any special project measures, Butimba has a special position as the national pilot college and Mtwara TC has been amongst the 11 targeted colleges during the years 2009–2011.

In the workshops and interviews of tutors and teaching staff, the attitudes in general were positive towards PE and sports. Butimba and Mtwara are clearly ahead of Kinampanda in terms of teaching staff in PE, facilities and sports-oriented atmosphere. Furthermore, the position of PE as teaching subject in Mtwara and Butimba is solid.

**TABLE 7 The Evaluated Teachers' Colleges**

Criteria	 <b>Kinampana TC</b>	 <b>Butimba TC</b>	 <b>Mtwara TC</b>
Amount of all students	118 females 293 males	1000 (2008) females ? males ?	153 females 307 males
Amount of PE students	0	266	19
PE teaching and sport and games	<ul style="list-style-type: none"> <li>• No PE teaching.</li> <li>• Sport and games 3h/week for every class plus leisure time activities 3 days/week.</li> <li>• 2 PE teachers available.</li> </ul>	<ul style="list-style-type: none"> <li>• PE teaching run by two qualified PE tutors.</li> <li>• Would need 3–4 tutors more, two are already appointed for next year.</li> </ul>	<ul style="list-style-type: none"> <li>• PE teaching run by two qualified PE tutors.</li> <li>• Sport and games every Thursday evening for the entire college.</li> </ul>
Teaching materials	<ul style="list-style-type: none"> <li>• No theoretical PE teaching</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of PE books provided by SDA</li> <li>• More books is needed especially in Kiswahili.</li> <li>• The tutors had Nokia phones from SDA but no access to the Nokia education system, and thus not using the content.</li> </ul>	<ul style="list-style-type: none"> <li>• PE books provided by SDA</li> <li>• More is needed</li> </ul>
Facilities and sports gear	<ul style="list-style-type: none"> <li>• Football, netball and volleyball grounds, some equipment for athletics. Not in a very good condition.</li> <li>• The students had started to construct a basketball court but due to the lack of building material it was not completed.</li> <li>• Problems in finding good quality balls, some balls provided by ETS Singida.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide variety of facilities and sports gear were available and in a good condition.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities and sports gear in a rather good condition, no complaints about equipment.</li> <li>• The surface of the netball- and basketball pitches partly broken although constructed only recently.</li> <li>• Outdoor gymnastic facilities in good shape</li> <li>• A well equipped gym, donated by Nokia/SDA, with an entrance fee.</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>• Sports events are very popular</li> <li>• In the workshop, some considered sports a waste of time and a possible hindrance for academic performance (15/400 students)</li> <li>• Mostly positive attitudes</li> <li>• 150/400 students wished to become sports teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Positive attitudes towards sports, motivated tutors and students</li> <li>• Positive views of future careers through sports</li> <li>• Attitudes of non-PE tutors or students were not examined</li> </ul>	<ul style="list-style-type: none"> <li>• Change in attitudes: before PE was seen as “playing around”, today an appreciated academic subject.</li> <li>• Also non-PE tutors help in sports activities, supportive environment</li> </ul>
Equality	<ul style="list-style-type: none"> <li>• More male applicants.</li> <li>• Female students are said to be active in sports.</li> <li>• In the workshop, there were some negative opinions of womens' sports.</li> <li>• Positive attitudes in general</li> </ul>	<ul style="list-style-type: none"> <li>• Female students are “very few”</li> <li>• No female PE tutors.</li> <li>• Teaching in mixed groups.</li> <li>• In the workshop, some opinions were voiced that sports can be harmful for women for biological reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Three female PE students per 16 male. More male applicants.</li> <li>• 1 female PE tutor</li> <li>• Teaching in mixed a group.</li> <li>• Football is played by male students only.</li> <li>• Otherwise the female students are as active as the males.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Rather stable funding for sports: each student contributes 20 000 TZS yearly for sports and games, and 15% of school fees are earmarked for sports.</li> <li>• Balls are likely to remain a problem in the future.</li> <li>• Sports events are popular, so are likely to continue.</li> </ul>	<ul style="list-style-type: none"> <li>• Long history in providing PE, likely to continue</li> <li>• Good quality teaching a future challenge since more teachers are needed.</li> <li>• Books provided by SDA will stay.</li> <li>• Each student buys one ball each year: encourages to take care of one's own ball.</li> </ul>	<ul style="list-style-type: none"> <li>• The future of PE is not clear, no new students were appointed to Mtwara this year.</li> <li>• Rather stable funding: each student contributes 10 000 TZS yearly for sports</li> <li>• Knowledge on PE provided by SDA seminars likely to remain: networking with other colleges and brainstorming for the future.</li> <li>• Thursday evening activities are popular, so likely to continue.</li> </ul>

Tutor–student atmosphere	<ul style="list-style-type: none"> <li>• During the game evenings are many students present even teachers some times are giving guidance</li> <li>• Fairly good atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Sports tutors have delegated some tasks to students</li> <li>• Relations between students and tutors good</li> <li>• Tutors are working nicely together</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers’ and students relation very good</li> <li>• Teachers playing with students!</li> <li>• The atmosphere during Thursday evening event was enjoyable and impressive</li> </ul>
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The previous project evaluation raised three major remarks of the Teachers’ Training College’s state in teaching PE (Ndee 2012):

Ndee’s evaluation (2012)	Remarks in 2014
The Tanzanian system of education does not comprehensively provide for effective teaching of physical education, especially at the lower levels of education, and as such school leavers have very weak background of physical education.	Still even students in the teachers’ colleges have rather weak background in sports and Physical Education.
The second remark is that the curricula of both levels – Certificate and Diploma – appear to be more class-based activity than practical based.	It seems that theoretical teaching and class-based orientation is emphasized instead of practical teaching.
There have not been regular reviews of the curricula in order to keep up with the inevitable changes in the field of physical education and sport.	The curriculum for Teachers’ Colleges has been revised and HE will include in the teaching.

## 4.2 Primary school cases

The two primary school cases were selected by the comparison criteria of participation in the Education Through Sports project. The first one, Kibaoni Primary school, is located in Singida and has been one of the target schools by the Education Through Sport project. Kibaoni also has two allocated PE teachers. Butimba Primary school has not participated in the ETS project but holds a special position as a practicing school of Butimba Teachers’ College and has two allocated PE teachers. Thus both schools could be expected to demonstrate the results of PE teaching improvement.

The head of school Safari Paschal Msafiri of Kibaoni emphasized communication between the school and the parents. Sports plays a role in the open day for parents’, and grandparents make up approximately 40% of the participants. The school has a rather high attendance rate, 91% on an average, and head teacher felt that during the UMITASHUMTA preparation period the attendance tends to rise. One factor which possibly affects the school attendance might be the Outreach Centre nearby the school. The vision of Outreach Centre is to get the children back to their families and back to school by tracing pupils and giving them food and shade for the time they need for recovering for the school.

Butimba school is located near the Teachers’ College and is utilising the facilities of the college in a well-functioning co-operation. The school has two PE teachers allocated for the school by TAMISEMI.

(Table 8 on next page)



Kibaoni Primary School

**Table 8 Findings of the primary school cases**

Criteria	Kibaoni primary school (ETS Singida)	Butimba primary practice school (no ETS influence)
Sports and games activities	<ul style="list-style-type: none"> <li>• 2 PE teachers who teach 3hrs of sports lessons per week, though it is not clear how much one class is doing sports in a week</li> </ul>	<ul style="list-style-type: none"> <li>• Sports and games on Friday afternoons, NB. not organized during our visit (teacher absent)</li> <li>• Organize sports events with other primary schools</li> <li>• 2 PE teachers available</li> </ul>
Facilities and sports gear	<ul style="list-style-type: none"> <li>• No observation</li> </ul>	<ul style="list-style-type: none"> <li>• Own football and netball grounds, access to Butimba TC's facilities</li> <li>• No complaints about sports gear</li> </ul>
Academic performance	<ul style="list-style-type: none"> <li>• Standard VII pass rate 73% in 2013 (48% in 2012) and *80% (2014)</li> <li>• Regional rank 56/480 (64/480 in 2012)</li> <li>• National Rank 2802 (2013) and 1458 (2014)</li> <li>• Significant improvement 2012-2013, influence of ETS unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Standard VII pass rate 83% in 2013 and 80% in 2014, never been below 50%</li> <li>• Regional rank 107 (2013) and 351 (2014)</li> <li>• National rank 1639 (2014)</li> <li>• (missing data 2012 in NECTA)</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• High: annual average 91%, during UMITASHUMTA preparation time 98%</li> <li>• Monthly average from 89% in June to 95.2% in September</li> <li>• Increasing parent awareness to improve attendance: parents' day twice a year (roughly 60% of invited parents or grandparents participate)</li> </ul>	<ul style="list-style-type: none"> <li>• Increases on Fridays (sports day) according to teachers but actually no correlation</li> <li>• Variation between 53–90%</li> <li>• Very few drop outs overall, "not an issue"</li> </ul>
Attitudes towards sports	<ul style="list-style-type: none"> <li>• Headteacher did not talk much of sports, but has the view of its importance in attracting pupils to the school</li> <li>• In the workshop, all pupils reported doing sports at free time</li> <li>• 3 pupils said the time sacrificed for sports is out of studying time, thus sports won't improve learning</li> </ul>	<ul style="list-style-type: none"> <li>• The attitudes to sports of four pupils were positive</li> <li>• Doing sports is seen as stimulating the body and promoting health</li> <li>• The children said that their parents are encouraging them to participate sports</li> <li>• The attitudes of teachers were somewhat unclear because during our visit (Friday afternoon) in timetable there were sports and games on the schedule, but neither of PE teachers were running the activities. Children, boys and girls, were playing on the playgrounds by themselves</li> </ul>
Equality	<ul style="list-style-type: none"> <li>• In the workshop, the girls were more hesitant about their skills in sports, while many boys thought the girls can be as good as boys</li> <li>• Positive attitudes towards disabled children's sports</li> </ul>	<ul style="list-style-type: none"> <li>• The pupils saw that boys and girls are equal in sports</li> <li>• Under the evaluators visit (Friday afternoon) we saw boys playing football and girls playing netball by themselves on the playgrounds</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• No complains about sport gear</li> </ul>	<ul style="list-style-type: none"> <li>• Relations to Butimba TC seem to be good, so access to facilities will continue</li> </ul>

\* Kibaoni Primary School's enrolment had dropped from 87 (2013) to 41 (2014), which can partly explain the results

### 4.3 Secondary school cases

The two secondary school cases selected for comparison were Mandewa Secondary School in Singida region and Butimba Secondary School in Mwanza town. Again both of the schools should have benefited from PE improvement projects, Mandewa from the ETS Singida and Butimba from the Butimba Teachers' College PE teaching improvement.

#### Mandewa Secondary School

Mandewa Secondary school has been one of the target schools in the Education Through Sports project in Singida region. There are two qualified PE teachers, Salome Luvanda and William Tandula, of whom William has also attended seminars by ETS. The school has additionally received assistance from Finnish volunteers in sports and PE teaching

by the ETS project. Mandewa has improved its passing rate 2012–2013 and the national rank has gone up by 129 steps and passing rate from 24% in 2012 to 55% in 2013.

The school is charging a 25 000 TZS annual school fee, but only half of the parents are able to pay. Thus the lack of resources for buying teaching materials is one of the biggest challenges. According to the headmistress Margareth Mishanga, the impact of ETS is clear: "In terms of sports gear, we had nothing before the assistance of ETS. We also have received volunteers to support our teachers' skills in teaching sport." She also states 95% of the students like sports: "PE makes students like academic subjects."

During the workshop, we held participatory interviews with five teachers of Mandewa. Besides the two PE teachers, there were three teachers of general subjects: Nyakalanga Waziri, Josephine Mwakidepe and Mkuki Sephanina. The teachers

are doing sports together and they support each other nicely in organising school events three times a year. The idea of school events is to attract parents to school and increase the social connection between parents, students and teachers. The teachers had ideas for raising funds for the events by sponsoring: The English teacher: “We get money through sports”. In terms of sustainability, they assured that “we know how to solve problems”. This could be understood as a sign of confidence to survive even without the assistance of ETS Singida or SDA in general.

While touring the school’s sport facilities, the PE teacher Salome told about her plans to continue for master studies and after that, start her own sports school, but not in Dar Es Salaam: “Why should everybody do business in Dar, there are other good towns too.” Salome has graduated from Mtwara TTC and respects the support she got from there.

### Stories of school attendance

All of the interviewed teachers wrote a short student story where sports has had a positive impact on education or on a specific person’s situation. All of them provided their own experiences, either from Mandewa or from the schools they taught before.

*There is a student in form 3 now. He was absent a lot when he was in form one (lower forms). When physical education was introduced in our school, he started to attend school and he was selected to be an environmental prefect and now he is doing well in studies and also he never misses school, so he is among the many students who were being helped by PE.*

– Nyakalanga Waziri

*There was one young girl who used to like sports a lot ever since she was very small. Her family and people around her knew that and they supported her very well. She continued studying as she kept doing sports, as she continued growing up she came to find that sports was something she should never stop since it enabled her to go to different places, inside and outside the country, she had friends, a lot of certificates of recognition, she became a very good leader wherever she went.*

*At the university level, as she was still doing sports, she became famous also as a leader, inspiring others, in social events, not forgetting her education. Sports has made her brain work even better because she was thinking clearly and was flexible, bright etc.*

*She is now a worker in a certain institution but she is still doing sports and she is also able to teach sports and sometimes she gets money through sports.*

Josephine Simon Mwakidebe, teacher

*There is boy called Miraji. He was a student at the Bupandagile Adventist Secondary School. He was not coming to school always but he heard that there is class competition in different games he was used to. So he came and participated in football.*

*Actually he was a good footballer and the teachers and other students motivated and assisted him so that he could come to school by creating different competitions one after another. Today he is a player at TOTO African Sports Club in Mwanza region.*

*So sports can motivate a person or student to come to school.*

William n. Tandula, PE Teacher

*It was last year when we were having interclass competition in sports and games. The competitions took about two weeks. During such a period the attendance of students was very good due to the reason that even those who were not coming to school were among the students who like playing sports and games.*

*Even those who do not like other subjects like sports & games. Sports & games also enhance the performance of students in their studies.*

Mkuki Sephania, Teacher

*There was a girl called Aisha, who at first did not attend school too well. When I got time to discuss with her I got to know that she came only if there is PE/ sports personnel present. She told that she comes to school only because of sports. I advised her to understand the importance of school. Now Aisha has started attending school all days, attending all the classes.*

*This is to testify that sports can motivate students to come to school. It is also in the relation of good health to support the studies. Also, sports can improve the student’s performance academically.*

Salome Luvanda, PE Teacher

### Butimba Secondary School

During the visit to Butimba Secondary School, just as in Singida, we met a teachers’ group in a morning session. The atmosphere was not at all as inspiring as in the workshop at Mandewa. The school has one allocated PE teacher and three of the teachers had received in-service training in how to conduct sports lessons. Currently, PE is not in the curriculum, but they have plans to add it in 2015.

In terms of the sport facilities, the teachers’ attitudes are optimistic even when they have to improvise because of the lack of equipment and playgrounds. Most of the teachers believed that practicing sports can support academic performance. But one teacher told some students

performed well in sports but it had no correlation to school accomplishment. The civic teacher also raised the idea of combining PE into academic subjects.

There was remarkable difference between the case study schools, especially in terms of the atmosphere and attitudes

towards sports and PE. Mandewa seems also to be the benchmark in applying sport and PE as a tool in improving school attendance and academic performance. Butimba, on the contrary, had yet to utilize PE in these areas. Surprisingly, the cooperation between the Teachers' Colleges and schools was not functioning as well as one would expect.

**TABLE 9 Comparison of the case secondary schools**

Criteria	 <p><b>Mandewa secondary school</b> (ETS Singida)</p>	 <p><b>Butimba secondary school</b> (no ETS influence)</p>
PE teaching and sports and games	<ul style="list-style-type: none"> <li>• PE teaching</li> <li>• 2 qualified PE teachers, 1 has also attended ETS seminars</li> <li>• Organized afternoon activities 2 days/week</li> <li>• Teachers come also on weekends to supervise free time sports</li> <li>• Organising own sports events with other schools</li> </ul>	<ul style="list-style-type: none"> <li>• No PE teaching, might start the coming year</li> <li>• Normally on Fridays 12.45 sports activities</li> <li>• Netball, basketball and football</li> <li>• 1 PE teacher available but teaches geography</li> <li>• Three teachers have received training in PE teaching, but only one feels capable of teaching classes</li> </ul>
Teaching materials	<ul style="list-style-type: none"> <li>• No books for PE, but booklets and handouts provided teachers during the seminars by ETS.</li> </ul>	<ul style="list-style-type: none"> <li>• No PE teaching material available</li> </ul>
Facilities and sports gear	<ul style="list-style-type: none"> <li>• Before ETS no sports gear at all</li> <li>• Football and netball grounds in a rather good condition</li> <li>• Balls provided by ETS, though of poor quality and too few for big groups</li> <li>• Improvised sports gear (frisbeegolf) initiated by ETS volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Missing own playgrounds, difficulties in access to the facilities of Butimba TC's fields</li> </ul>
Academic performance (National Examination Council)	<ul style="list-style-type: none"> <li>• Passing rate 55% in 2013 (24% in 2012)</li> <li>• National rank 2876 (2013) (2947 in 2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Passing rate 33% in 2013 (40% in 2012)</li> <li>• National rank 3285 (1658 in 2012)</li> <li>• In the workshop, some teachers clearly contested the positive impact of sports "has no effect on academic performance"</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Statistics 2011–2014, variation 63–78%, 2011 the best. According to the teachers, sports increases attendance, "if normally 60–70%, increases to 80% during sports competitions period".</li> </ul>	<ul style="list-style-type: none"> <li>• No statistics available</li> <li>• In the workshop, some teachers stated that sports attract children to attend</li> <li>• School attendance tends to increase during competition preparation phase</li> </ul>
Attitudes towards sports	<ul style="list-style-type: none"> <li>• Very strong engagement of PE teachers, have inspired other teachers to promote sports, team spirit</li> <li>• Other teachers testifying</li> <li>• In the pupils' workshop, the attitudes were purely positive</li> </ul>	<ul style="list-style-type: none"> <li>• Why the difficulties in accessing Butimba fields if the neighbouring primary school had no problems? Lack of effort?</li> <li>• Teachers' attitudes positive towards sports</li> </ul>
Equality	<ul style="list-style-type: none"> <li>• In the pupils' workshop, the attitudes were positive that the girls learn better and quicker and so they can be better than boys in sports.</li> </ul>	<ul style="list-style-type: none"> <li>• In the workshop, all teachers stated that boys are better in football, "girls can be better in netball"</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Dependent on ETS in terms of equipment</li> <li>• "We do our best if we have assistance"</li> <li>• Conscious of the importance of sustainability, have already been thinking about the future</li> <li>• Strong commitment of teachers, so PE teaching likely to continue</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to sports seemed rather weak</li> <li>• No clear plans for starting PE nor improving cooperation with Butimba TC</li> </ul>

## 4.4 Sport Tutors – ETS

The Education Through Sports projects have contributed to all target regions by offering in-service training of teachers in sports methodology and sport facilities maintenance. Another example of spreading PE and sports knowledge are the trained sports tutors in Singida. The education officers, sports officers and sports tutors praised the teachers' seminars, advice for local governments and sport gear supply.

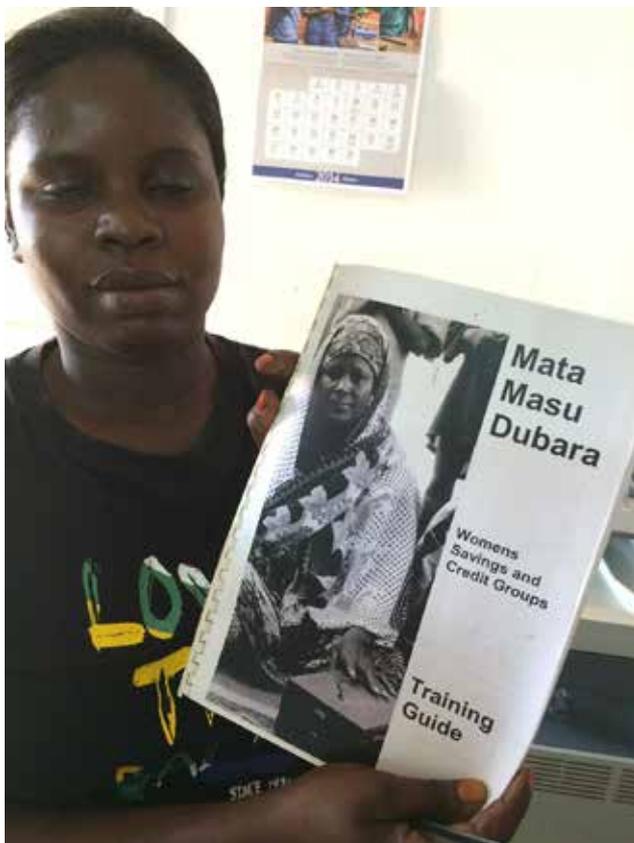
The sports tutors we met in Singida were remarkably motivated, working on voluntary basis for their visions and collaborating nicely. Their attitude in providing knowledge, working as role models and changing attitudes was something special, indeed. They shared the view that the schools will be able to continue the improvement of sports, materially and financially, even after the ETS project has finished.

*“One day Singida will have gold medal in Olympics “  
Christopher G. Mwenda sport tutor Singida*



**Picture 5. Sports tutors in Singida Mohammed Kweka, Chistopher G Mwendwa, and Juma Mataka. Background: Dr. Hamad Ndee and Tuuli Orasmaa.**

## 4.5 Mothers and Daughters projects and activities (Mtwara and Singida)



**Picture 6. Tatu Said presents training guide for women's saving groups.**

The Mothers and Daughters project started in Mtwara in 2010. The starting point for the project was the notion that there were no supervised physical educational programmes for girls to help manifest healthy development through sport. Mtwara Moms and Daughters has been a model for Singida Moms and Daughters project, although three activities were not initially included in Singida's project plans and they do not have any project budget allocated to it. The targets have been the same in both projects, to activate and empower women and girls through sports and in sports. Along with the sport activities, the project has provided microfinancing for women to help them to start a small business, as well as different kind of education on health, gender issues and nutrition.

The general goal of the projects was empowering women and girls, in order to increase, in the long run, the number of girls willing to become physical education teachers. One of the main objectives of the project itself was to increase knowledge of sports, games, healthy lifestyle and recreation among women and girls all over Tanzania through after-school clubs.

In the beginning of the project, the staff faced some prejudices. The staff found that men and husbands were quite suspicious in the beginning but but as they realized women may find ways to earn some money and to be more active, the attitudes have changed little by little. The staff has done a lot of work in marketing via radio and tv and by delivering letters via schools. Unfortunately we did not meet any of the husbands during our visit.

The project evaluation report of the Mtwara project (Minja 2011) stated that the project has generally achieved the intended objectives largely because of its nature, a new kind of initiative in the field of sports attracting girls and

women. Minja recommended extending the duration of the project in order to reach more women and girls in Mtwara, to find new approaches in the field of sports and through sports. Collaboration with the regional health center was also suggested in order to gain more expertise for example in the field of health, and educate mothers and daughters on health-related issues. She also advised the staff to improve the monitoring and evaluation standards to be able to evaluate the progress on a regular basis, and to make some changes if some of the goals are hard to achieve. The monthly reports

were too general and not specific enough for the intended objectives of the project. Exact figures and numbers are to be recorded on a daily basis, whenever an activity for mothers and daughters is being held. At the moment of evaluation in November 2014, SDA had 26 clubs for girls in Newala, in rural Mtwara there were 20 active clubs and in the town of Mtwara currently six active groups. Two members of SDA staff together with the volunteers were running the clubs every day of the week. The activities have increased every year.

**Table 10 The mothers and daughters project Mtwara 2012–2014**

	2012	2013	2014
Number of participating women	180	256	750
Number of girls	1970	2979	3120
Number of sport teachers	82	138	212–250
Number of events	14	16	19
Number of sports clubs	9	47	53
Number of members in sports clubs	369	1980	2215
Number of peer coaches	120	272	392
Number of materials distributed	Balls – Shoes –		1000 copies of H.E books
Number of microloans	44	266	360
Number of participants in sport events	2366	2408	2442
Amount of savings	1,300,000	4200,000	9,438,000=14,938,000/=total savings (waiting for mitengo group for 2014 payouts)
Number of women in Savings & credit	27	133	192

### Story of Mtwara Rural Mnyawi Secondary School Sports Evants Niery, PE-teacher

We had a girls-club in Mnyawi of 36 girls whom we started 2012. Now we have 34 girls still continuing. Only one was married and another was pregnant. They graduated in 2013. Before, the drop-out of girls was huge. In 2010, there were 18 girls studying in Form 1 and only 3 girls studying in Form 4.

The girls have played football and other sports in the club. There has been even matches between boys and girls. The girls have participated in tournaments and called to the team also the ones who are not at the school. The girls have had lessons of life-skills, human rights, gender questions and contraceptives.

This is a big success to our school. The students like sports, attitudes have changed – the girls play. Awareness of the parents has increased and they release their girls. There are still some problems because there is not enough possibilities to give lessons and most of the students live in faraway places.

### Quotations of the mothers and daughters groups' participants' (questionnaires):

*Women can do business, own money, lead and work hard.*

*I have bought roof sheet, built a house, paid the school fee. I eat well in the morning, midday and evening.*

*I have been able to learn different methods for running business. Oh my, I can be independent and I know about gender equality too.*

The number of activities and participants has increased. We also deem the project workers well motivated and professional, and in Mtwara town, the Finnish volunteers are an important addition to the local team. Furthermore, the project has produced practical and useful material for the groups and the idea of peer coaching is promising. The staff also conducts monitoring on regular basis.

During our evaluation, we visited the Newala Mothers and Daughters Sports club run by SDA, with the assistance of a PE teacher from Mtwara TC. The theme of the day was athletics and organizing an athletics competition. The

teacher gave a theoretical lecture of athletics, after which there was a practical part. In the afternoon, there was a lesson on HIV/AIDS. The participants were mainly secondary school girls who are peer coaches in sports in their own schools. Some teachers were also attending. The idea here was to teach and offer models for peer coaches to organize different kind of activities at their own school. However, the way this club was carried out was quite theoretical and it might be quite difficult for the peer coaches to do same things by themselves. It might have been more efficient if the participants could have tried different sports themselves first-hand and not only see for example different equipment and their use shown by the teacher.

The model has demonstrated that it is workable as: (1) Culturally the mothers seem to feel that they are of the same category age-wise and participate at the same levels of ability as far sports activities are concerned, (2) the number of participants has increased around the districts since the initiation of the project in its modified version, for example, in Mtwara District alone there are over 40 participants (and according to the project manager, Mr. Adolph Kanda) there is a likelihood of the number increasing even more (3) the mothers are gaining entrepreneurial skills, and to an extent, economical independence, and (4) the mothers are increasingly participating in sports bonanzas. Thus, the model is gradually working as both activities, as part of the package, have become more and more popular and are done on voluntary basis.

Even if the initial aim of the project was to give women and girls an opportunity to do sports, and thus influence gender equality, sports is not always in the core of the project. We heard examples of groups who were only interested in health or business education but were unwilling to do sports. There obviously seems to be a need for this kind of communal education but integrating sports in the activities has not always functioned. However, we also saw the need for special attention to women's sports and there are also groups that do enjoy sports as much as other activities. Besides, we appreciated the fact that groups can decide themselves the content of their meetings. If sports are not that attracting in all groups at all times, it is not necessarily a reason to stop these activities. Even the more reluctant groups might include persons who want to do sports and giving the opportunity for them can be important. Also having the possibility for women's sports in the first place is significant in the Tanzanian context. Moms and Daughters is discussed more in part 5.5.

## 4.6 Education Through Sports the Lindi case

The Education Through Sports (ETS) project has been run also in Lindi region, besides Mtwara and Singida. The three-year project started officially in January 2011, when the SDA office in Lindi was established. The project was evaluated in December 2013.

Although ETS Lindi is part of SDA/LiiKe's projects, we did not have time to visit schools and authorities in this region. This description of the Lindi project relies on only



Picture 7. Mothers and Daughters peer coaching group in Newala. Lesson in athletics.

one interview – that of the executive director Mohammed Chigogolo – and the evaluation report done in 2013. We were thus not able to evaluate the progress made in Lindi but in order not to ignore any of SDA/LiiKe's projects, we provide a short description of the case of Lindi as well. Description of the project

ETS Lindi was initiated after the successful implementation of the same project in Mtwara. The idea of expanding SDA's activities to Lindi came from the project manager of Mtwara project of that time, who subsequently became responsible for SDA Lindi. The main reasons for moving to Lindi were said to be short distance to Mtwara and the poor situation in education in the region. The current state of both poverty levels and academic performance in schools is currently much worse in Lindi than in Mtwara. In spite of this, the local schools in Lindi have been committed to the development of physical education. No written baseline research was conducted to examine the prevailing situation and needs, but there were discussions and cooperation with local authorities, and also with teachers. The environment was said to be supportive and the relations with relevant officers have been good from the early beginning.

The objectives and activities of ETS Lindi have been the same as in Mtwara. The long-term development objective was "poverty alleviation through improvement of education level, gender equality, physical health and social development". This was to be achieved by increasing the number of children who attend school and improving their graduation rate, a result of improving their sport facilities.

Besides these plans, there have been additional activities

such as training a football team, starting a small-scale sports equipment boutique and founding a Lindi jogging club. As to gender equity, there have been netball tournaments for girls but no regular activities, such as girls' clubs. Sports activities are conducted in mixed groups but gender issues were said to be high in the priorities of SDA Lindi.

### Key findings of the former evaluation

The evaluation done in 2013 (Alitalo 2013) stated that there are still important gaps in the skills of teachers in offering sports lessons. Short seminars did not seem to be enough to sufficiently improve the quality of teaching sports. Our interview found that one major challenge is the circulation of teachers responsible for sports. In primary schools, there are often no qualified PE teachers and normally it is one general teacher who is appointed to organize sports lessons and train school teams for competitions. The responsibility may circulate so that first one teacher attends a seminar by SDA, the next time they might send someone else. Thus, the teachers attending SDA's training do not always attend a coherent combination of seminars, so the acquired skills and knowledge can remain inadequate and there is no continuity in the passing of knowledge.

Another critical point of the evaluation was the planning of the project. There were no stakeholder or problem analyses in the beginning of the project and it was discovered that the SDA Lindi staff was in need of training in this regard, as well as some other project management issues. In order to enhance SDA's skills in project planning, LiiKe has organized an eight-month Learning Initiative with Kepa (the umbrella organization for Finnish NGOs in international development). Training sessions are held in December 2014 and February 2015 and they have been planned according to the staff's own wishes.



Picture 8. SDA Office in Lindi.

### Evaluation of ETS Lindi Erna Alitalo (2013):

*If the idea behind the project is to introduce physical education in schools and so influence the children's participation in school and examination rates, why the objective or targeted result of the project is not for instance "to have qualified sport teachers in schools" or "strengthened physical education in primary schools".*

*The majority of sport lessons in Lindi schools are theoretical lessons kept inside the classroom. The skills of the teachers for giving practical lessons are very low or absent. The skills and the traditions in teaching might be the main reasons. In our discussion the teachers and stakeholders often expressed the desire to get PE as an obligatory subject and that might be one reason for emphasis on theoretical teaching.*

If the project wants to strengthen the position of physical education in schools and physical training for all, then the trainings for teachers should emphasize practical examples how to teach pupils with the equipment available in schools and even without equipment. The question of equipment seems to dominate the discussions and somehow it could be better to find more innovative ways in teaching sports. We agree with Alitalo (2013) that the rules and principles should not be emphasized so much, and at least it should be discussed which rules are necessary to be taught to pupils of different ages.

### Additional findings

In the interview for this evaluation, two major obstacles in achieving the targeted results were said to be the circulation of the responsibility for sports among teachers and the lack of sports gear. We discussed the possibility of one teacher being appointed to attend the entire series of seminars to get a full and coherent training. This could be one solution for teachers' inadequate skills. If one teacher was well trained, he/she could then distribute the knowledge to other teachers. On the other hand it was stated that the rotation of teachers' responsibilities should not prevent them from continuing to offer their skills in sports teaching. With good co-operation between the teaching staff, sharing of individual's knowledge should function.

During the discussions in other regions, the crucial role of parents was recurrently mentioned. In order to increase attendance at schools, it seems to be necessary to involve parents, promoting the importance of education and doing sports. In Lindi, this was one of project activities, which we appreciated. There were also attempts to involve the entire community by educating them on the benefits of sports but not as much as the project staff wished. This was said to be one of the main objectives for the future. Yet, a switch to a community-based approach would be a rather big change from SDA's and LiiKe's school-based approach. There should be a balance between these two, and major changes ought to be in line with the overall strategy of SDA and LiiKe. As to the feedback of the beneficiaries of the project, we found that it was not systematically collected. The teachers who attend SDA seminars could give feedback and contact SDA afterwards. However, there was no feedback collected concerning the sports gear distributed to schools and thus the monitoring of the project was partly inadequate.

This description of ETS Lindi is only superficial since we did no visits to Lindi schools or local authorities' offices. However, as the objectives and the activities of ETS Lindi were the same as in other ETS regions, we assume that many of our findings elsewhere can be useful in planning the future of SDA Lindi as well.

# 5. Findings on crosscutting evaluation criteria

In this section, we will report our views on relevance, partnership, ownership, effectiveness, coherence and sustainability in LiiKe's projects. Our findings are based on the evaluation in its entirety, since these issues concern the overall picture of LiiKe's activities.

## 5.1 Relevance

According to the definition of the UNDP (United Nations Development Program), relevance means "the congruency between the perception of what is needed as envisioned by the initiative planners and the reality of what is needed from the perspective of intended beneficiaries". The planned activities should thus be in line with the needs of the target group. Besides, the projects should be implemented in a culturally appropriate manner. Relevance itself is not sufficient if the activities do not pay attention to the cultural context and adapt to it. (UNDP, 2009).

The benefit of sports for the physical, mental and social development of children is acknowledged widely in psychology, biology and sport sciences. Despite the recognition of the positive impact sports has on education and child development, physical education is being increasingly challenged within education systems across the world and especially in developing countries. The challenges include: the amount of time allocated to physical education, the number of trained staff and the amount of training provided for physical education teachers, and the spending on resources required to deliver physical education in schools. Girls and young people with disabilities face additional barriers such as religion, which limit (and in many cases prevent) participation in physical education and sport in many countries and also in Tanzania

Organized sports lessons have been neglected in the Tanzanian school system before LiiKe's projects. According to our observations, LiiKe and SDA have managed to fill an important gap. Nevertheless, some more cautious remarks should be made as well.

### ETS Mtwara and Singida responded locally to a nationwide need

As mentioned earlier, the national school games—UMITASHUMTA for primary schools, UMISSETA for secondary – have long traditions and they have been in the core of school sports. We noticed that often sport lessons are actually considered a preparation for these games and an opportunity for teachers to identify talented children in order to form teams. This underlines the importance of the games. The games were suspended from 2001 to 2010 but in Mtwara region, and later in Singida, SDA organized same kind of annual tournaments until the national suspension was over. Moreover, SDA's tournaments took only one week

altogether, whereas the national one takes several months. In fact, the long period the games took from 'normal' studying was one of the main reasons for suspension, which is why SDA decided to shorten it.

By maintaining the traditional school games, SDA filled a gap in school sports and created an incentive to have sports at school despite the national interruption. The ETS projects were thus relevant during the suspension. The next paragraphs take a look at the overall idea of developing school sports.

### Sports in Tanzania?

When looking at the general idea of having sports at school, one should be conscious that the need for sports is slightly different in Tanzania than for example in Finland. In Tanzania, the problem that children and teenagers would not be physically active in their daily life is rather marginal. Many walk long distances during the day and some do physical work in the afternoon. The general activation level of the children is higher than in western countries. Still, especially increasing urbanization has made obesity more and more common, even if many are still suffering from malnutrition. Also, according to recent studies, the obesity problem in urban areas is mainly increasing among the poorest population (Zibara, Fotso, Ochako 2009). In any case, there is a similar need for refreshment, and as mentioned earlier, sports help the development of motoric and social skills as well. There is a place for sports, although not for exactly, but partly for the same reasons as in Western countries.

In general, we found out that children appreciate doing sports during the school day and they feel it is both important and fun. When asked for the reasons for doing sports at school, the pupils mentioned for instance refreshment, creating friendships and improvement of concentration. Improvement in teaching physical education seems to be relevant in the light of the positive attitudes and shared views on the importance of sports.

### Baseline studies needed

Our most important remark concerning relevance is the lack of baseline studies. While most of the activities can be considered relevant, there have been no written studies on local needs and wishes before starting the projects. The only exception is the baseline made on Teachers' Colleges in 2008 (Vilanen&Qaresi, 2008) that was followed by establishing PE education in eleven colleges. Before every project, there have been discussions with local officials and teachers and according to LiiKe, also with pupils. Still, these conversations have not been systematically recorded. LiiKe does follow national education statistics (BEST) regularly but more comprehensive baseline studies are needed, in order to respond properly to local needs. The aim is to improve *their*

education and school environment, so their wishes and thoughts should be listened to. More comprehensive baseline studies are thus needed, in order to respond properly to local needs.

### Overall needs of the education sector

While there are many challenges in improving the school system in Tanzania, how relevant is developing the local sports education? During our discussions, we were told about the lack of science teachers and the need for improvements in science education. There is, for example, a nationwide project of brushing up mathematics teaching, as well as the government's initiative to build laboratories for every secondary school in the country. We heard also several times that qualified PE teachers may not have PE lessons but they have to teach their second subject, many times sciences.

When launching education projects, one should be aware of the situation in other fields. We do not consider the lack of science teachers a reason to concentrate only on sciences, since PE is important as well. Still, there should be a balance between different projects. In Tanzania, we did not see signs that the development of science and PE would be in collision or unbalanced but these issues should be kept in mind if LiiKe wishes to extend its activities to other countries, where the education sector has other needs. In an ideal situation, different education projects should cooperate with each other.

### Sports without a meal?

The question of school meals has also to be mentioned here. In order to do sports, children need energy. At public schools, it is rare to have school meals besides a tea break, so children are obviously hungry in the afternoon. Is it possible to have sports lessons if there are no school meals? We heard very differing views: the project coordinators said they have never encountered children complaining or being too hungry to do sports, while the interviewed volunteers and some local officials had.

At the schools we visited, sports were often organized in the afternoon. One opportunity could be organizing them in the morning when it is not too hot and children have eaten their breakfast. This would of course require water supply to wash up after the exercise. However, that is probably easier to arrange than meals or snacks. While it is unclear whether children's lack of energy has been a problem in these projects, this aspect should not be forgotten when planning new activities. Having sports lessons loses its meaning, and relevance, if there are more fundamental problems unsolved, such as hunger.

## 5.2 Effectiveness

Here, effectiveness is understood as a “measure of the extent to which the initiative's intended results (outputs or outcomes) have been achieved or the extent to which progress toward outputs or outcomes has been achieved”, as defined by the UNDP (UNDP, 2009). The effects of the projects are evaluated according to each objective in the conclusion (chapter 6). There, one can see that the activities of LiiKe have had an impact, more or less clear depending on the objective.

### LiiKe or other factors?

In many objective areas it is difficult to define whether LiiKe has had an influence, or whether the observed changes have other factors behind them. These objectives are especially ‘improved gender parity in sports’, ‘improved academic performance’ and ‘increased interest in sports and healthy lifestyle’. There may be several reasons and explanations for each of these objectives. For us, the most visible influence of the projects is the improvement of sports facilities. In the schools we visited, the equipment came mainly from LiiKe, and at some there were no sports gear at all before the projects.

### Ambitious objectives

Some objectives were also highly ambitious. ‘Improved gender parity’ is not only difficult to measure but also very challenging to achieve by concentrating on one sector, here sports. More tangible and specific objectives should be chosen. The logic behind the objectives and activities is also not clearly stated in the project plans. *How* is one going to achieve those goals? How do, for example, better quality sports lessons improve children's academic performance? Moreover, can this be a targeted result for one individual project or could it be a long-term goal? It seems to that most of the project plans are repeating the same kinds of objectives, which are not measurable according to this evaluation. Many objectives are not measurable as such but should be broken down into smaller, concrete pieces.

One reason behind this kind of goal-setting might be the LiiKe's dependency on project based funding, which might partly affect this phenomenon of oversetting the goals for each single projects. Ambitious and abstract objectives would be more suitable in a broader context of longer term plans, programmes or strategies, which LiiKe has been missing so far.

*To read more about the impact of the projects, please see chapter 6.*

## 5.3 Partnership

According to the idea of partnership, LiiKe's local partners (SDA and other project staff) should 'take the lead, while external partners back their efforts to assume greater responsibility for their own development' (OECD/DAC, 1996). In addition to the relations between LiiKe and local project staff, we make some remarks on the relations between the project staff and their local partners.

### Partnership between LiiKe and project staff

According to SDA staff, they find they have the major responsibility in implementing the projects. When asked which organization decides about the staff's activities, the answer was that they can make decisions independently but they can also ask for assistance from LiiKe. It seems that LiiKe also appreciates local staff's opinions. The projects are planned together with LiiKe but there are initiatives that have come from SDA as well: gym in Mtwara, sports clubs in Lindi and Moms and Daughters group in Singida, among others. We appreciated that the local staff has the opportunity to implement their own ideas.

However, LiiKe could pay more attention to enforcing the capacities of the project staff. The staff felt there is a need for further training in different fields of project management, especially in systematic project planning. In order to be an independent organization, the entire staff should have more expertise in project work, not only the project coordinators. We were delighted to hear that there is an eight-month Learning Initiative training organized with LiiKe, SDA and Kepa in order to respond to these demands. There has also been annual training in accounting and financial management for the staff. We recommend more training to take place in order to build a stronger partnership and to reduce the dependency of SDA on LiiKe.

### Partnership between project staff and local stakeholders

Some improvement is also needed in order to strengthen the partnership between the project staff and local stakeholders. When planning the projects, discussions with local authorities, and sometimes with teachers, were organized. But due to rapid rotation among the officials, some significant information gaps occur. It is common that the local officers stay in one place for only some years, moving to other regions or districts after having a promotion. This was said to cause problems, since the new officers have not been adequately informed about the ETS projects. The project staff has to be active in networking and creating contacts all the time.

The local officers do have responsibilities in the projects, for example choosing the teachers from each district to participate in PE seminars. Their contribution is thus important, but if they are not well informed, they may be more reluctant to participate in full. Although there seemed to be discussions with the officials before the projects, there seemed to be some challenges in the flow of information. The rotation of the officials is quite fast, so the project staff has to be very active in contacting, networking and informing the

newcomers to get them to commit to the projects. The local authorities i.e. District Education Officers and sports officers are the key persons to support teachers in their in-service training. We witnessed an excellent example in Ilemela District (Mwanza Region) by sports officer Bahati in how the teachers' education can be planned and organised. In general, the role and job descriptions of the sports officers seems to vary a lot between the districts and individuals.

## 5.4 Ownership

Ownership is sometimes confused with partnership but it goes further than the latter. When measuring ownership, one is answering the questions 'whose voice is heard' and 'who has influence over decisions' (Lachappelle, 2008, 53). It is advisable that the beneficiaries of development are listened to when planning the projects: what do they wish and how should their wishes be addressed? Presumably, if the beneficiaries feel the project is helping them, they are more likely to engage in the activities and possibly contribute to them themselves. The same applies to stakeholders: the more they can participate and make their voices heard, the more they are likely to contribute. The projects should not feel like something coming from outside but rather the beneficiaries and stakeholders should feel that they have a say – that it is *their* project.

### Commitment to projects

During our evaluation, most people we met were enthusiastic about the projects. Especially the SDA staff seemed to be inspired by their work and moreover, many PE teachers we met were committed to their profession and thus appreciated the projects. These obviously are positive signs of ownership but the extent to which the teachers' – or pupils' – voice has been heard during the activities remained unclear.

### Feedback from participants and beneficiaries needed

It is clear that not every wish can be taken into account when conducting a coherent project. However, we felt there is a need for more communication with the beneficiaries. There is no systematic feedback collected from the schools receiving sports equipment or sending their teachers to PE training. After the PE seminars, the participants can give feedback but we strongly feel the views of the final beneficiaries – the pupils participating in PE lessons of those trained teachers – should be heard as well. Better possibilities for feedback could strengthen the sense of ownership among people touched by the project. Also, according our experience during the workshops, students and teachers were very eager to share their thoughts about improving teaching, facilities and even teaching methods. Their voices should be utilized more systematically and on a regular basis.

A great example of strong ownership are the Mothers and Daughters groups. There, the participants decide themselves what kind of activities and training they wish to have, which are then provided by the project staff. This is an ideal way of

executing a project. We did not get information about how, for example, the PE seminars for teachers are planned but we encourage LiiKe and SDA to utilize the model of Mothers and Daughters.

## 5.5 Coherence

When evaluating the coherence of LiiKe's activities, we look at how different projects work together: are there any contradictions between different projects or between the activities of one individual project. LiiKe seems to have proceeded from one project to another partly by accident. Still, this has not prevented the coherence.

### Coherent expansion from regional to national level

The objectives of ETS projects have largely been the same in different regions. After concentrating on primary and secondary schools with ETS projects, the need for more PE teachers was noticed. Consequently, the PE as a subject was introduced in eleven new Teachers' Colleges, in order to increase the number of PE teachers. Following this came the employment project for the new PE graduates. The nationwide activities have thus complemented ones started at the regional level, all aiming at the same objective of strengthened PE education.

### Mothers and Daughters

One project stands out from the others: Mothers and Daughters in Mtwara and Singida. The activities include sports only partly, since one of the core issues is the training in microbusiness and granting microfinance to the participants. In our opinion, this is not as incoherent as it may sound.

The aim of Mothers and Daughters groups is to encourage and give an opportunity for women and girls to do sports. We were often told that women and girls rarely have time for sports because of household work. Providing other, more 'useful' content than only sports for the group meetings works as an incentive to participate in them. Besides, this microbusiness training has been a wish expressed by the participants themselves. Of course, providing microfinance is far away from sports development. Nevertheless, if one of the core objectives of LiiKe is the improvement of gender parity – and if the participants wish to have this training and service – there seems to be a place for this activity as well. Depending on SDA staff's competencies, LiiKe could also consider searching for a partner who has expertise in microbusiness training, and who could provide this for the Mothers and Daughters groups. Still, as long as providing this themselves is not impairing SDA's other activities, continuing microbusiness training seems justified.

## 5.6 Sustainability

A definition by the UNDP states "sustainability measures the extent to which the benefits of initiatives continue after external development assistance has come to an end. Assessing sustainability involves [...] making projections about the national capacity to maintain, manage and ensure the development results in the future" (UNDP, 2009). Our question was: What will happen if LiiKe phases out and decides to move to other countries? How can SDA continue without LiiKe and, on the other hand, how will the achieved results be sustained in the future?

### SDA needs assistance

The SDA staff response was clear: the association could not exist without financial assistance. If LiiKe phases out in Tanzania, SDA needs to find other partners. Tanzania Teachers' Union (TTU), showed interest in becoming partners with SDA, and training PE teachers would fit into TTU's agenda of providing services to their members. As TTU is the biggest and richest labor union in the country, SDA should seriously consider the possibility of becoming closer partners with TTU. So far, TTU has assisted in ETS Singida and the cooperation has worked well. Since SDA has reached good reputation as a nationwide actor in sports development, it might also have chances to expand its network and partnership towards the private sector actors.

However, financial assistance is not the only aspect. SDA would definitely need more training in project planning, management as well as advice on how to survive without LiiKe. One staff member mentioned also technological skills: 'SDA staff should be retrained periodically so that they can cope with the new technology in order to build up a strong and independent SDA.' Strengthening the capacity of the local association should be kept in mind when planning new projects in other countries. While we appreciate these initiatives, the capacity of the local association should be further kept in mind when planning new projects in other countries.

### Problems of providing equipment

One of LiiKe's activities has been providing goal posts and balls to schools. This kind of aid has long roots in the history of sports development and it can be challenged by many kinds of critical views. The supply of goal posts by local suppliers seems to function and has satisfied the needs of beneficiaries in longer term. But the issue of providing balls and other consumer type of goods seems to be quite questionable.

Firstly, the nationwide huge needs compared to possibilities of LiiKe to supply the equipment on a sufficient level can be questioned. Let us take football as an example:

*One donated ball will according to sports officers' testimony last for approximately 45 minutes and the number of the Tanzanian schools is roughly 20,000, and all of them need sports equipment. If we calculate one broken ball for every school per week and two weekly PE practice periods, it would mean that the need for donated balls*



**Picture 9. Sports officers and office store of equipment.**

*for every school would be 8 balls per month. This means 80–100 balls per year for one school and nationwide, this would mean 20 million annual supply of balls. If one ball would last ten times longer, the need of annual supply of balls would be still 2 million balls per a year.*

*This can be compared to the amount of PE projects in 2013, when LiiKe and SDA managed to deliver 2400 balls (600 footballs and rest for 3 other ball games) for 56 secondary schools. There are several challenges in this kind of large scale distribution if the aim is to satisfy the vast demand of equipment of the schools: continuous consignment, logistic from Finland to Tanzania, the clearance and countrywide distribution system.*

Secondly, the distribution of the equipment seems to require time and human energy by the project personnel. We witnessed the time-consuming and frustrating trials to get one single consignment out from the harbour after efforts of one year. Again, counting the travelling time, several meetings, negotiations, phone calls, mails transactions and harbour visits for one consignment as hidden costs, the price of one ball will easily extend the free market price of good quality product. One of the main reasons to collect and ship donated equipment is based on pragmatic deliberations. Regarding development projects, The Ministry for Foreign Affairs allows LiiKe to include the value of the donated equipment to the project budget as LiiKe's share (self-financing share). There is a need for critical cost-benefit analyses in case of shipping equipment to Tanzania.

Thirdly, the supply of the balls might and according our understanding does cause several undesired side effects as decline of schools' own creativity and efforts in finding sustainable solutions for their equipment supply. Also the schools and teachers might focus on the equipment factor instead of paying attention to the methodology and sports itself.

If bought in Tanzania, better quality leather balls not only cost many times more than the plastic ones but also are not easily available. According to our interviews, there seems to be a serious lack of durable sports equipment in Tanzania. Nevertheless, even if the provided balls and other equipment were of better quality, they would still be only a temporary help. Sooner or later the donated balls will become unusable. This is why it would be more sustainable to focus on human capital, that is, training the teachers. And in the case of sport equipment, SDA and Liike should make effort with their Tanzanian counterparts to find sustainable local partners providing more effective and sustainable solutions to the problem of equipment supply. The critical points in this might be the availability of raw material the profitable production scale and distribution channels. However, there are signs of the rise of African manufacturing and industrial goods.<sup>1</sup>

### **Focus on training teachers**

Although the provided equipment was a big improvement on the prevailing conditions, many of our interviewees emphasized the importance of qualified teachers. Many PE teachers we interviewed have gotten the motivation to invest in sports from their own sports teachers. In general, an encouraging and competent teacher seemed to be more appreciated than good sports facilities.

Since the equipment will remain a problem, especially in remote areas, it is better to concentrate on teaching methods in order to overcome material scarcity. Teacher training should provide ideas and encourage improvising: how to make sports gear with natural materials and what games could be played without special equipment.<sup>2</sup> Ball games and athletics are not the only sports, many basic skills like balance and agility can be exercised with virtually no sports gear. The teachers' education is a core issue in attitude change.

### **Exit strategies needed**

One of the fundamental issues in sustainability is preparing to the life after projects. What is remarkable, however, is that we did not hear of any plans to this effect. When asking local stakeholders – mainly PE teachers and local officials – what would happen to the development of sports without support from the projects, the answers were often quite similar: 'We will continue but we will be shaking', 'We do our best if we

<sup>1</sup> <http://www.africaneconomicoutlook.org/theme/emerging-partners/industrialisation-debt-and-governance-more-fear-than-harm/new-opportunities-for-african-manufacturing/>

<sup>2</sup> One initiative towards this goal has been made by Peace and Sport University in Monaco, which has published an Adapted Sports Manual that presents the idea of adapting different Olympics sports to developing country contexts. This manual was presented by all PE Tutors at our Morogoro seminar in December 2014.

have assistance, 'The problem is the funding'. Obviously, if the assistance from the projects ended, it would undermine the situation of the targeted schools and areas. Yet, some sort of exit strategies can ease the transition and would help to sustain the achieved results.

### **Future prospects, strategies, and partnership**

What is positive is that the SDA staff does have visions for the future and it seems that the enthusiasm and motivation for running the activities is not dependent on LiiKe. With the right partners, continuous training and creative partnership, SDA is most likely able to continue.

The national level partners, not only TTU and the Ministries, could be involved in shared foresight thinking and strategy planning. The more SDA will make effort on the networking and strategy work, the more it has opportunities to increase its role in sports and PE development. Its current position and partnership with the MoEVT, TTU and national sport bodies provides a springboard for the sustainable longer term plans.

SDA seemed to be motivated to initiate domestic ball production in order to avoid problems with clearance of the balls sent from abroad. What is needed is expertise in ball production and some financing to start with, which would both require external partners. There are prospects that the production could, after a few years, even become profitable, albeit professional calculations are still needed. Considering the rather poor efficiency and sustainability of importing sports gear from Finland, the possibility of producing balls locally should be duly considered.

Of course, launching a new business is a completely different activity than what SDA has done so far. Yet, if local production would be deemed a good choice, SDA could start searching for possible companies for this.

## 6. CONCLUSIONS

This chapter presents conclusions on how different objectives of the projects have been achieved. In the last section 6.10., we make some additional remarks concerning the overall strategy of LiiKe and SDA.

### 6.1 Strengthened PE and sports education at primary and secondary schools

This objective is broad and rather generic in nature. More concrete impacts are discussed in other chapters of the conclusions. However, we may here bring together some of the main points regarding the strengthening of PE and sports education in general terms.

#### Continuity of sport tournaments in target regions

Before SDA's activities during the years 2001–2009, the school tournaments UMITASHUMTA and UMISSETA were suspended. These games were, however, central for the school sports system. The ETS projects allowed a certain version of tournaments to take place in Mtwara and in Singida<sup>3</sup>. Thus, sport was not forgotten in these regions even if this was the case on the national level. According to our interviews, Singida region has improved the performance on the national level games after their restart in 2010, and school sports may have influenced this. In Mtwara, we did not hear about this sort of improvement. Of course, the regional performance is only one indicator of development and it does not reflect the overall situation of sports education. We can nevertheless say that the continuity of the school tournaments, and thus school sports, strengthened sports education despite the governmental suspension of sports and games.

#### Target regions and schools compared to other areas – primary and secondary levels

We did not find evidence that the three ETS regions Mtwara, Singida and Lindi would have more sports and games on the primary level than other regions. Afternoon activities and sports events occur also in schools that have not been beneficiaries of the projects. Currently, in primary schools, sports and games have the same extracurricular status as before LiiKe's activities. Even though Haiba na Michezo, sports and life skills has a subject status, and it has been included in the weekly programme, it had the label of sports&games. According to our understanding, no compulsory sports lessons are organized on primary level.

	2 <sup>nd</sup> - 2 <sup>30</sup>	2 <sup>nd</sup> - 3 <sup>00</sup>	3 <sup>rd</sup> - 4 <sup>30</sup>	4 <sup>th</sup> - 5 <sup>00</sup>	5 <sup>th</sup> - 6 <sup>00</sup>	6 <sup>th</sup> - 7 <sup>00</sup>
MTWARA	KISWAHILI	LUGHA	KISUMU	ENGLISH	KISWAHILI	DINI
MWANA	KISWAHILI	KUANDIKA	ENGLISH SAYANSI	SAYANSI	SAYANSI	DINI
SINDIGA	KISWAHILI	ENGLISH	KISUMU	KUANDIKA	SHAZI	SHAZI
ALINDI	KISWAHILI	ENGLISH	LUGHA	KISWAHILI	ENGLISH	SAYANSI
LINDI	KISWAHILI	ENGLISH	SHAZI	KISWAHILI	KISWAHILI	PLS

PICT 10. Weekly programme in Kibaoni Primary School. H/michezo typically placed to Friday afternoon, means sport and life skills.

On secondary level, the impact of the projects is clearer: PE is now a part of curriculum at two schools in every district, and these schools are assisted by LiiKe and SDA. The conditions for starting PE education would be much worse without this assistance.

On both primary and secondary levels, the equipment provided by LiiKe (see ch. 6.2.) certainly facilitates the organizing of sport lessons. Moreover, the projects have brought about enthusiasm and innovations (see ch. 6.9.), which also gives a boost to improving sports education in general. To learn more concrete examples of the impact of the project, see the following chapters.

### 6.2 Improved facilities for teaching sports

The first issue the partner organisations and beneficiaries mentioned during the visits is the improvement of facilities. Usually they mentioned the provided goal posts and balls. Other teaching material such as books and handouts, were not mentioned as often.

Hundreds of schools and 12 Teachers' Training Colleges have in reality benefited from the effort of LiiKe and SDA in this field. Teachers' Training Colleges (12) have gained quite a lot in terms of improved of sports facilities. Comparing the baseline study (Vilanen&Qaresi 2008) to the project evaluation (Ndee 2012) case study demonstrates the improvement.

In the cases of Education Through Sports project, the target regions have had the circumstances enhanced in major sports i.e. football, netball, basketball and volleyball. Unfortunately the quality of the balls has been proven to be poor and it is quite evident that the distribution of sports equipment can not meet the huge demand of the field.

3 The Lindi project started in 2011 when the tournaments were running nationwide again (suspension took place from 2001 to 2010).

In terms of sustainability, some fresh ideas and solutions have emerged in the targeted secondary schools and especially in TCs. A trained and dedicated staff is the key factor also in the improvement of facilities. In the target colleges, the sports tutors have come up with ideas of how to improve and take care of sport equipment. Also, team work in the case of Mandewa demonstrated its efficiency in the improvement and maintenance of the facilities.

The broader meaning of facilities covers all kinds of teaching material. It is quite evident that LiiKe and SDA have managed to improve the level of PE teaching material in the targeted Teachers' Colleges. In contrast, the initiated mobile PE teaching application has not yet been utilized. Furthermore, Kiswahili textbooks are very much needed in Teachers' Colleges. All forms of printed materials seem to be for time being the best way in teaching, because there is a huge lack of computers, printers and lack of knowledge of using them effectively. But the revolution of m-learning may well surprise in the field of PE teaching in the near future.

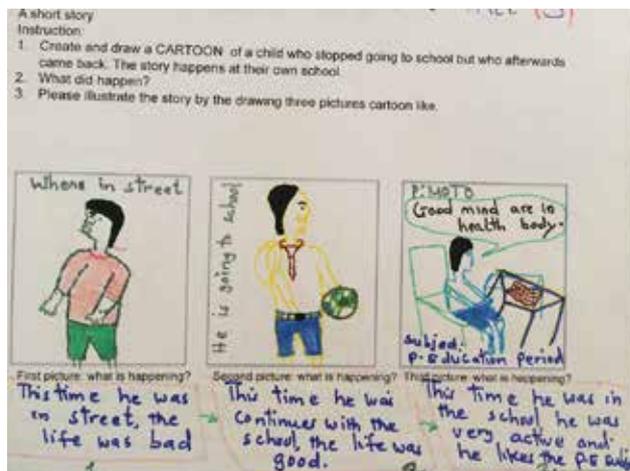
### 6.3 Increased school attendance and reduced dropouts

All of the stakeholders and most of the teachers share the common belief and claim that sport increases school attendance on the primary and also on the secondary level of education. Strong arguments were especially expressed to support the idea that during the training phase of UMISHUMTA and UMISETA tournaments, the school attendance tends to increase. Neither the regional and district nor the school statistics prove the positive correlation of sport lessons and school attendance. But the written stories testify of individual cases where sport can prevent and rescue the dropouts.

According to the school statistics from our cases, the attendance varies between 55–95% on the primary level and 75–88% on the secondary level. There was no evidence of a single factor causing the variation in the attendance. Furthermore, there are many other measures which may have a combined effect on the school attendance. But quite certainly in our cases too, sports has at least some indirect effect. Also in the evaluation of Singida ETS, Bulamile (2011) reported that 70% of respondents shared the opinion that sport and PE has increased the attendance in primary schools.

We also noticed that the local officers and schools are increasingly making an effort in follow-up and lowering the drop-out figures. Sports and especially school events are included in the set of methods of attracting girls and boys to school. The attendance records were according our findings reliable, but incoherent in terms of sport's role in its reduction. Furthermore, the mothers and daughters projects have in some cases contributed to the reduction of drop-outs on the secondary level.

In any case, the teachers' effort and school policy may be the main contributing factors in reducing drop out.



Picture 11. Back to School Story by Mandewa Secondary School students.

## 6.4 Improved academic performance

### Beliefs but no evidence

In international meta-analyses of 50 studies, the researchers have found the connection between physical activity and academic performance. Our findings do not support the claim that sport has a causal relation or impact on academic performance. However, it is obvious that most of the teachers, students and pupils believe more in the positive influence sports on learning than sports being harmful to the concentration, as was the the argument during the suspension time of sport games.

In order to provide valid answers to the question of the causality between PE and academic performance, an in-depth research approach should have been provided. According to the discussions with education officers on the regional and district level, they share the belief in PE's significance in education in general, but they could not provide any evidence of it. In the project evaluation of Singida ETS (Bulamile 2011), a tendency of decreasing academic performance during the years 2006–2010 was found. In any case, the Mtwara Region's rising from the bottom of national exam results to the well performing section is a fact. Furthermore, rural Mtwara's improvement from 2012 to 2013 in the passing rates of the secondary level rose from 22.4 to 44.7 (Lindi Region 43.72 in 2013). There are same kind of signs also on the primary level.

## 6.5 Improved quality of teaching sports at schools and PE at colleges

### Lack of observation

Firstly, it has to be mentioned that despite our wishes, we did not have an opportunity to observe regular sports and games nor PE lessons at schools or colleges. This is a significant gap in our data. What we saw is a girls' seminar on athletics



attractive for boys and especially girls. This does not depend on the equipment and facilities only, it only takes creative thinking and ways to organize practice periods.

### Lack of PE teachers in TCs

In our visits to both of the colleges assisted by the project, Mtwara TC and Butimba TC, there were only two PE teachers whereas “at least four” were needed. In Butimba, the situation was particularly poor: the teachers were giving lessons in their free time (up to 10 PM), since they were otherwise not able to teach everything in the curriculum. They also used their own students as assistants.

### Curriculum in TCs

In general, there were no complaints about the PE curriculum at the teachers’ colleges. What is still needed, though, is education on adapted sports for disabled children. In Butimba TC, one of the PE teachers stated clearly that they do not feel qualified to teach the subject. If this is the situation in the best PE college in the country, the problem most likely exists also in other colleges. So far, this has been addressed by LiiKe by organizing an Adapted Physical Education seminar in December 2014 in Morogoro. Skills in adapted sports are still insufficient but there is an increased interest in developing them. Another subject that was asked for was sports management and business skills. There seem to be more and more PE students who are not seeking a career as teachers but want work for the private sector, even as entrepreneurs. Nevertheless, the aim of the curriculum is still to educate PE *teachers*, so perhaps these kind of courses could be optional.

### Importance of atmosphere and enthusiasm

In our interviews with PE teachers in the target schools and colleges, we clearly saw an increased enthusiasm for sports and PE. This will be more elaborated in section 6.9., but we argue it has an impact also on the quality of teaching. In an environment where sports is more appreciated and not considered an inferior subject – as was the case before the projects, according to our interviews – the teachers are more eager to invest in good quality teaching.

## 6.6 Involvement of ministries in the development of sports and health

As mentioned in description of LiiKe/SDA’s presence in Tanzania, the Ministries have been involved in activities as official partners MoEVT during the years 2005–2014 and TAMISEMI 2012–2014. The Ministry of Sports has not been in close-knit association with the projects during the evaluated period of time, but it is evident that they share the interest of enhancement of sport and Physical Education in its broader terms.



Picture 13. Athletics practice period in Newala peer coaching group.

### Ministry of Education and Vocational Training – a solid partner

The Ministry of Education has five departments focusing on education policy areas: Primary schools, Secondary schools, Teachers’ education, Higher Education and Vocational Training. The Department of Primary education became LiiKe’s first partner as early as in 2003. During the Butimba Teachers’ College project 2006–2008, LiiKe cooperated with the Department of Colleges and an extensive Physical Education reform in Teachers’ Colleges was implemented in collaboration during 2009–2011. The partnership has deep roots and it seems to have been functioning in a fruitful and productive way. There are several possible explanations for this.

The first reason behind this well-functioning partnership is that MoEVT has rather limited resources in Physical Education development. The collaboration has thus been welcomed by the Ministry. Sports and PE is still an optional subject and its weight is not comparable in terms of resources to the core subjects. LiiKe and SDA have provided the much-needed additional resources for the Ministry to initiate and experiment with new ideas in improving teaching and facilities. Secondly, LiiKe and SDA have managed to create a new partnership in PE development. The collaboration has brought the University of Dar Es Salaam, Tanzania Teachers’ Union and the regional partners together and that seems to be a very valuable factor behind the success. Furthermore, LiiKe and SDA hold a unique partnership position, because in the field of sports there are no other foreign collaborators.

The Ministry and Sport Development Aid with LiiKe have found a close and sustainable way to create, run and monitor the activities together.

We also noticed that the atmosphere between the partners seems to be very supportive and creative. The use of subject “we” is very common among the partners, and it gives the impression of closeness and trust. The communication is regular, informal and supportive between individuals. Finally, the partners share the vision of obtaining and securing Physical Education as teaching subject in Tanzanian schools. The key persons, Adolf Kanda, Ari Koivu and Lawrence Mselenga are deeply committed to the development of PE and sports and their collaboration could be referred to a team of old colleagues working well together.

### **TAMISEMI – a fragile partner**

TAMISEMI is responsible for Regions and Local Authorities and is functioning under the Prime Minister’s Office. The Ministry became LiiKe’s and SDA’s partner by the suggestion of Deputy Minister Mr. Kassim Majaliwa and the partnership has been in effect in 2012–2014. The aim of the collaboration was to strengthen the PE teaching on the local level of the society by allocating teaching staff and facilities to the schools. The Ministry’s role is also to take care of the custom clearance of the sport gear from Finland and follow up on the maintenance and equipment support to the schools.

Unfortunately we did not manage to meet the key persons, Mr. Kassimu Majaliwa and Mr. Mohamed Kiganja, during our field phase. The meeting with deputy permanent secretary Zuberi M. Samataba gave us a rather arrogant and not especially dedicated impression of the partner’s involvement in the purpose, targets and activities of the project. After two years’ collaboration, the stakeholder seemed not to be aware of the projects’ aims, current state and problems with the consignment. Even the term Physical Education was apparently not recognized by the Ministry’s representative.

However the purpose of the shared project is welcome in terms of strengthening the involvement of regions, districts and communities in PE development. Additionally the collaboration is still in initial stages and the opportunities remain to be seen. In any case, the equipment clearance by TAMISEMI should be reconsidered if possible.

### **Ministry of Information, Culture and Sports**

The ministry has not directly been involved in LiiKe’s and SDA’s project during the years 2004–2014, but has been in on the discussions and been informed about the activities. The vision statement of the Ministry is to have a nation that is well-informed and invigorated with culture and sports. We had the opportunity to meet the representatives of the Ministry during our wrap-up meeting and there were positive signs for the future collaboration. Naturally, the LiiKe’s chosen strategy to focus on the education system and PE development has partly hindered a deeper co-operation with the Ministry. But the Ministry shares the same aims and ideals of fostering sports and PE in the country.

## **6.7 Gender parity and equality in sports**

### **Supportive attitudes but lack of role models**

In general, the attitudes to girls’ sport and physical activity were positive. However, we heard some comments about what girls can do or not do in sports. Attitudes usually change very slowly and the deeper rooted values become exposed in the fact that only a small number of PE teacher students are women. The situation at the university level is even more desperate as there are practically no female students. Increasing the number of female students at the university level and in the TC colleges may be one possibility to enhance equality. The female teachers can act as role models for the girls in how to build one’s occupational career.

We found that the recruitment system of the teachers’ colleges might be one obstacle in gaining more female students. Placing more emphasis on basic skills and motivation instead of specific sport skills would balance the selection system

### **Organised lessons foster gender equality**

The girls would benefit more from organized and professional PE lessons. These kinds of lessons offer equal possibilities for both genders to learn and develop their capacity. Many studies have proven that sports and physical activity have a positive impact on the health and self-esteem and self-empowerment of women and girls. In addition, there is also evidence from sport programmes that sport activities may allow women and girls access to safe social spaces in which they may exercise control and ownership.

#### **Gender equality in nutshell**

- Attitudes are mostly positive to girls’ participation (pupils, teachers and students), although we didn’t hear any opinions (outside moms and daughters -project) emphasizing female sports
- In terms of policy, there is no discrimination
- In practice, the cultural barriers in participating sports seems to be still there, especially when there is no organized activity.
- The girls benefit from organized PE teaching because in unorganized activities boys will dominate
- In teachers’ education and at the university level, the number of males and females is unbalanced
- Mothers and daughters initiatives have shown promising signs of progress
- The recruitment system of teachers’ colleges should be revised to encourage female students



Picture 14. Girls group in Chuno Secondary School.

## 6.8 Improved education of sport for disabled children

According to Unicef, about 13 percent of Tanzanian families have one or several members with a disability, more often in rural than urban areas. However, the diagnosis of disabilities can be difficult due to lack of expertise. This is why there are both unidentified disabilities as well as minor learning problems, for example, that are considered handicaps. In 2011, only one of ten disabled children was enrolled at primary school. (Unicef, 2011).

### Separate activities within ETS projects

Within SDA, there has been no project specifically for disabled children but improving the possibilities of disabled to participate in sports has been one of the targets in all nearby projects. Both in Mtwara, Lindi and Singida there has been an annual sports event for pupils with disabilities. During our visit in Mtwara, there was a weekly sports lesson for a disabled class run by SDA, which had been initiated by Finnish volunteers this autumn. SDA's Mtwara office had also participated in a special workshop relating to this matter in September, 2014 and SDA has done activities with the media aiming to influence to the attitudes in the region.

One initiative towards better inclusion of disabled persons was a workshop organized by the Finnish Radio Valo, a radio station for persons with intellectual disabilities, and MtuKwan Community Media in Mtwara in September 2014. SDA Mtwara's staff participated in the workshop in order to learn how disabled persons can be engaged in SDA's activities and how the local media can be used in communication.

### Positive attitudes

We noticed that the attitudes towards disabled persons' ability and possibilities to do sports varied greatly. In our workshops with children, teacher students and teachers, we had a question whether the disabled can participate in sports. There were always around 10–40% of negative answers but the explanation was nearly always that there is no facilitating equipment available. To us, this revealed the attitude that the idea of sports for disabled is still slightly uncommon and there is little knowledge on how to arrange these activities. Unlike many people think, special equipment is not always needed.

Nevertheless, the overall attitudes were very positive and the majority of the people did not question the equal needs and rights of the disabled for sports. However, we could not estimate the influence of ETS projects in particular on the attitudes, since the schools where we ran our workshops had no activities for the disabled.

## Lack of expertise in teaching

Our findings on the skills of sports teachers to teach disabled children – or of special education teachers to teach sports – were scarce. However, we could see there are some gaps in these skills. In Butimba Teachers' College, the two PE teachers did not feel competent in teaching adapted sports and they wished to have more training on the subject. Butimba is considered the best TC in physical education, so we may conclude the situation is no better in other TCs.

Another observation we made is that the disabled class which has weekly sport lessons in Mtwara was run by the Finnish volunteers. We were told that the school had trained two teachers for PE, but we did not had opportunity to meet them. However, the activities could be run by their own teacher as well. The lesson included simple exercises of i.e. balance and agility, which did not require special equipment. The volunteers who are able to organize these lessons could share their ideas with the teachers, in order for them to continue these activities after the volunteers leave. As we can see, there is still need for training the locals, both at TCs and at special schools and classes on primary and secondary level.

## 6.9 Increased interest in sport and healthy lifestyle in general

### How to affect the entire society?

It is a very ambitious objective to influence the general attitudes towards sports. Of course, this has been a specified target only in the Butimba TC and Health education projects, of which the latter is not even finished. Obviously, there are no visible results yet, as having an impact on opinions requires a lot of time, above all.

In order to bring about a change in the general attitudes, activities should be targeted for the surrounding communities. Now, most of them take place at schools. The whole community should be encouraged and able to participate and benefit from the projects. In Lindi, there is a jogging club for everyone interested in sports, which is a great example of involving the whole village or town in the activities. Mothers and daughters groups, peer coaching and combination of sports and healthy life-style advice are signs of the increasing awareness in this field.

If the increase of healthy lifestyle and interest in sports is one of the central goals, the approach of spreading possible positive attitudes outside schools should be carefully examined. Then again, as this is a demanding target, one should think properly whether it can be a targeted result for one specific project in the first place. It could rather be a long-term objective, which is divided into smaller, more concrete targets.

## Quite positive attitudes

In general children, who are the final beneficiaries of the projects, seemed to have positive attitudes towards sports. However, in our interviews, parents were sometimes mentioned as an obstacle. Some were said to prohibit their children from participating in games and tournaments, since that is out of studying time and household work. Yet, the majority were said to be rather positive about it. For example, the participation costs for UMISSETA and UMITASHUMTA were generally paid by parents, as well as some contributions to school budgets for sports gear. The schools we visited did not have difficulties in collecting these



Picture 15. Sport class for children with special needs.

payments. According to our understanding, the attitude towards sports is not a big problem, even if improvement would obviously be welcome.

It is difficult to say whether and how much the general attitude has changed during the ten years of LiiKe's activities. We saw, however, one very encouraging example of improvement. In Mtwara TC, according to the PE teachers, physical education was earlier consider "playing around" and not a proper academic subject. Nowadays, it is acknowledged to be equal to other subjects and the whole college is more aware of PE in general. Before every ETS project, there has also been awareness increasing for local officers on the importance of sports, which evidently has been successful, since they have been very cooperative.

## 6.10 Strategy by piloting and learning

Strategy creation has widely been understood as a rational planning action, which underlines careful analyses, foresight and vision creation for a specific period of time (Lainema 2001). Contradictory, in the view of emergent strategy (Minzberg 1994), the strategy is seen as an emerging complex phenomenon over time: the intentions collide with and accommodate a changing reality. Emergent strategy is a set of actions, or behavior, consistent over time, a realized pattern might not expressly be intended.

### Lack of documented strategy and vision

LiiKe's strategy has been shaped by its projects instead of being based on overall vision creation and strategic long-term planning. This naturally stems from the project based funding of the operations. There has not been any documented strategy nor signs of strategy planning for the time period of the years 2004–2008. After the initial period, the first documented strategy was created in 2008 for the period of 2009–2013 with the main object of spreading SDA's activities nationwide. It seems to quite obvious that an unwritten emergent strategy has been shaped by the time. Furthermore, some actions and even projects have been created by accident without careful analyses. The lack of the strategy planning can be seen as a sign of drifting organisation or that an organisation keeps the options open and learns what works in practice.

### ETS as a tested model

Education Through Sports represents a model where the action itself is on the grassroots level but the scope of the activities is vast: on the primary level alone, there are hundreds of public schools in each region. It is difficult to keep record of the improvements especially as regards the quality of teaching, since the relations cannot be so close with each school. Thus, ETS is somehow between a grassroots and a macro-oriented project. Teacher education activities in TCs, then again, are clearly macro level projects but in order to reach the most vulnerable people, it is necessary to operate also closer to the grassroots. The grassroots development could, however, be more influential if there were fewer beneficiaries and the links were tighter with the assisted school. The ETS model could thus be reconsidered if LiiKe wishes to start operating in other countries.

### Successful piloting

According to our findings, the projects of LiiKe and SDA experience the emergent strategy with its weaknesses and strengths. During the interviews, all of the national stakeholders, especially TTU and MoeVT backed the idea of piloting and experimenting the actions before initiating nationwide projects. The early phase in Mtwara has provided a testing platform for learning and planning the further steps of the actions. The benefit of this kind step-by-step progress is the opportunity to build trust between the counterparts and to share continuous learning.

## Strategy as a shared development platform

The shortcoming in the emergent strategy option is the lack of the overall planning and building of a logical continuum for the national actions. Furthermore, the fragmented planning process of several projects demands quite a lot of human energy compared to planning a whole programme at a time. Instead of time-consuming planning of single projects, some sort of strategy could have enabled creating a framework for all of the stakeholders to plan, monitor and analyse the vision together. This might have been quite challenging for LiiKe and SDA because of the project-based structure of the actions.

The emergent overall strategy seems to be moving LiiKe and SDA from actions focusing on aid, such as sport gear support and seminars, towards progress focusing on increasing capacity in the development of the teachers' competence. Apparently, this is a turn taken by the nationwide Teachers' Training colleges curriculum development work with the Ministry. According to our view, this has meant a significant step in terms of sustainability compared to the previous actions. Moreover, this change of course has enabled a solid partnership with the Ministry of Education and Vocational Training, not to leave out the promising collaboration with TTU.

# 7. RECOMMENDATIONS

Recommendation	Explanation	Responsibility and partnership
1. Concentration on capacity building i.e. improving teacher training and actual presence in teaching	<p>We consider providing equipment a short-term solution. The balls provided so far are of poor quality, and even large scale import of balls cannot end the shortages. If Liike and SDA concentrate on training PE teachers both pre-service and in-service, the results are likely to be more permanent.</p> <p>A good PE teacher can also be much more valuable for a school than any sports gear, since the teacher inspires, encourages, knows the rules and techniques, and can even come up with ideas on how to teach without equipment.</p>	<p>Liike&amp;SDA</p> <p>Partnership: MoEVT, TTU,</p>
2. Revision of the equipment supply and plans to produce balls locally	<p>The long history of material aid should be critically reviewed. . The custom clearing process requires both money and time, and it is a waste of the human resources of SDA.</p> <p>Obviously, the need of equipment is a problem to be solved, but Liike and SDA have already made studies for finding new ways of ensuring equipment production and delivery: local small scale production, new partnership and distribution channels.</p> <p>In any case, alternative production and distribution chain solutions should be discussed and planned.</p>	<p>Liike&amp;SDA</p>
3. Encouragement of improvisation and activities without equipment	<p>All activities should not require equipment, since the fact is that most of the public schools have very hard times in terms of sufficient sports gear, especially for usually large classes. Many sports activities and games can be held without balls or other gear. These kind of activities could be used also if there are some balls but not enough for the whole group, so that everyone has something to do during the sports lesson.</p> <p>Improvisation and surviving with scarce equipment should be sufficiently emphasized in teacher training. The teachers can be sent anywhere to remote village schools with no sports gear, and with proper preparation for this any discouragement could be avoided.</p> <p>Ideas on improvisation should be collected and spread in PE seminars or through other possible networks.</p>	<p>Liike&amp;SDA</p>
4. Clearer logic behind each objective	<p>When setting the objectives for new projects, Liike should clarify how they are going to reach each of them. Objectives such as 'poverty alleviation' or 'improved gender equality' are not only ambitious but can also be achieved in many ways. It should be explained how Liike thinks this would happen: Which activity influences what phenomenon and how does this help in reaching the goals?</p>	<p>Liike&amp;SDA</p> <p>MoEVT, TAMISEMI</p>
5. Less ambitious targeted results in single projects	<p>Long-term objectives can be ambitious, such as alleviating poverty or improving gender equality. However, these extensive goals encompassing the whole society are too difficult as targets for one specific project of two or three years. The funding stakeholders should not expect large-scale results in a year or two.</p> <p>The vision-type objectives should be in the strategy process with stakeholders.</p>	<p>Liike&amp;SDA</p> <p>MFA of Finland</p>
6. The research programme and baseline studies	<p>It seems quite evident that there is a huge need for studies or even a research programme focusing on the PE &amp; HE improvement and its relation to the academic subjects, schools attendance and health issues. This could be part of the national Sport and PE strategy.</p> <p>Also so far, Liike and SDA have met with relevant stakeholders before starting any projects but there was a baseline study only for one of the projects. In order to answer appropriately to the needs in each locality and beneficiary group, there should be a written baseline study before any new project.</p> <p>Having baseline studies also facilitates evaluating the progress after the projects.</p>	<p>Liike&amp;SDA</p> <p>Partners</p> <p>MoEVT, University of Dar Es Salaam, University of Jyväskylä, some other foreign universities and faculties in PE</p>
7. Coordination in teachers' PE seminar participation	<p>When organizing PE seminar series and in-service training, it would be better that one teacher goes through all seminars, rather than several teachers from one school attend one or two trainings. If one teacher from each participating school is well trained, he/she is able to train his/her colleagues. There should thus be some coordination in who participates from each school. The best practices in this field should be gathered, shared and utilized.</p>	<p>Liike&amp;SDA</p> <p>MoEVT</p>

8. Ensuring the relations with local officers in case of personnel change	Local education and sports officers tend to rotate rather quickly because of promotions. The new officers should be well-informed about the projects when they start in their new position, since they are important stakeholders. Now, some information gaps have occurred because there was no documentation available for the new officers in some localities.	Liike&SDA
9. Competence analyses and building of SDA staff	SDA staff competences should be assessed and analysed keeping in mind the future demands. There are needs still for more training in project management as well as in sport management & marketing in order to survive independently.	Liike&SDA
8. Consideration of theory-practice ratio in PE	Even though PE is considered more than physical activity and the more academic side is also important, theory should not outweigh practice. Theory can only be thoroughly understood when applying it into practice, and the enthusiasm for PE mostly comes from games and physical exercises.	MoEVT, Liike & SDA, Teachers' Colleges
10. The overall national strategy	SDA and LiKe have reached a point where they have the mandate to move from single projects to a wider, future-oriented approach. The time is mature to gather the main stakeholders including the ministries, National Sports Council, University of Dar Es Salaam and TTU to create an overall shared vision and a roadmap for PE and sports development. A shared vision would enable a stronger set of resources, effectiveness of resource allocation and systematic implementation. This kind of alliance could set ambitious goals as well as to launch and introduce a new nationwide initiatives. This could also attract private institutions and corporate sector to invest in youth sports.	Liike&SDA Partners: MoEVT, TAMISEMI, TTU, Ministry of Information, Youth, Culture and Sports, National Sports Council
11. Exit strategies needed	The projects are set to last for a few years only, and every participating institution and even individual should acknowledge this from the very beginning. In order to sustain the achieved results, the participating schools and teachers should be provided with plans on how to continue the progress after the project.  Exit strategies should include, for example, how the trained PE teachers are going to spread their knowledge to others or how a school receiving sports gear will purchase them after the project. Exit strategy is also part of the mental preparation, since it makes clear that the project is only a temporary external boost, and that the development itself is ought to continue without constant assistance.	Liike&SDA MoEVT  Regional partners
12. Better use of existing school statistics in monitoring and evaluation	If there are concrete objectives such as better performance or increased school attendance, the existing school statistics should be better utilized in monitoring and evaluating the projects. Of course, looking at statistics is not enough but at least they offer some view on the evolution of the situation.  This operation should be combined to the research programme.	
13. More females in PE studies	The encouragement of female students both at the college and the university level should be set as a national target. Revision of the recruitment policy and curricula in terms of parity and equality.	Liike&SDA MoEVT
14. Networks and support for PE teachers	The number of PE tutors and PE teachers is still rather low compared to other subjects. Thus the teachers need continuous support and encouragement for their professional development. There seems to be room for increased networking and volunteerism amongst the teachers. This opportunity should be fully utilised. PE tutors and graduating PE teachers should be encouraged to collaborate, share their ideas, teaching practices, inventions and working models. The breakthrough of the social media and mobile technology provides a great platform for the new initiatives and forms in this area.  The forms of the PE teachers' seminars should be revised to support networking i.e. workshops, meetings sharing ideas and best practises and brainstorming sessions. The practice should be emphasized in this kind of meetings.  TTU and SDA could collaborate in this field and create new, fresh ideas in teachers' networking. The teachers should be involved in this work.	Liike&SDA  Partners TTU, MoEVT, University of Dar Es Salaam the faculty of PE  The Association of Physical and Health Educators in Finland  Student Associations?
15. Programme for future volunteers	There are signs of increasing volunteerism in Tanzania of amongst the local teachers, students, coaches and even local authorities. There might be opportunities for larger scale encouragement by award systems and training for volunteers on the grassroot sports development.	Ministry of Culture and Sports, SDA & Liike

## 8. LESSONS LEARNED

This evaluation was exceptional because of its meta-level nature, covering the early stage activities like FC Vito, projects funded by MFA, self-funded initiatives and several evaluations during the ten years' time. The time frame gave us as evaluators the opportunity to discover the general changes in the society, national policy, school system and improvement and shortcomings of the evaluated activities. It is obvious that the changes on political and socio-economical system have a much heavier effect on factors like lowering poverty or increasing youth employment. It must also be acknowledged that the more extensive changes have definitely more impact on school attendance and academic performance than any single PE and sport improvement project ever could.

In the case of SDA, the politically unfavourable changes actually stimulated the regional initiatives, naturally with the assistance of LiiKe, to compensate for the lack of inspiring goals and activities. In terms of sustainability, this built a solid ground for the coming projects and activities by testing the relevance of the ideas behind the mission. In this case, the mission has demonstrated the value of its existence by becoming a national partner even in policy creation.

The evaluation reports, framework and models gave us an impression of the short-term thinking in the implemented development efforts. Nonetheless, the pilots and project based approach shaped a learning curve which has built a solid ground for the coming years of sustainable improvement of Physical Education and sports development throughout the country. The ambitious goals and ideas are becoming more relevant as stakeholders shape and share the visions in a deeper collaboration.

The aid-oriented approach, with the spearhead of sport equipment delivery might have cost the price of self-reliance in sports and PE development. One cannot deny the importance of balls, goal posts, stop watches and whistles, high jump stands and such in PE education, but as we witnessed, a skilful instructor or teacher can overcome the material challenges. The material aid, such as balls, is an easy way to demonstrate that something has been done: long lists of provided equipment in project documents are easier to report than the improvement of teachers' skills on the field. The deep-rooted accommodation for providing and receiving material aid instead of building the skills of the teachers and instructors in problem solving, innovative teaching methods, creating alternative equipment etc might be one key factor behind the crawling progress of building sustainability.

Long-lasting system level efforts, such as curricula development, facility improvement and partnership building are the elements of sustainable development. The targeted high professionals have proved that they have been playing a considerable role in the major turns. These individuals have also provided role models for the teachers and students. One seminar, the Helsinki Cup visit, foreign exchange programme or something like that can stimulate

and encourage an individual for a lifelong service in sports development.

Tanzania has taken major steps forward in socio-cultural and economical development. The revolution of new communication technology, rising standard of living and enhanced education provide new opportunities for sports and recreation. Some of the teachers and students realized their own dreams of entrepreneurship, volunteer community work and professional coaching. The question of how PE and sports can foster the employment could also be turned the other way round: the wealth of a society provides many kind of opportunities in the field of health improvement, recreation, professional sports and Physical Education. The young students and teachers, at least some of them, may find a path towards new professions where they can serve the nation.

## ANNEXES • lists of information sources e.g. people interviewed

Name	Date	Profession, role	Employer
Arnold Bugado	27 <sup>th</sup> –28 <sup>th</sup> Oct 2014	Project Manager	ETS Singida
Omar Raja	27 <sup>th</sup> Oct 2014	DEO	Singida District
Samuel Mkenda	27 <sup>th</sup> Oct 2014	DSO	Singida Municipality
Henry Kabera	28 <sup>th</sup> Oct 2014	RSO	Singida Region Sports Officer
Safari Pascal Msafiri	28 <sup>th</sup> Oct 2014	Safari Pascal Msafiri	Kibaoni Primary School
Tito Mihaio	28 <sup>th</sup> Oct 2014	DSO primary schools	Singida Municipal District
Gloria Mwalinga	28 <sup>th</sup> Oct 2014		Mothers and Daughters, Singida
Margret Misanga	28 <sup>th</sup> Oct 2014		Mandewa Secondary School
William Tandula Salome Luvanda Nya Kalanga Waziri Josephine Simon MWakidebe Mkugi Zephania	28 <sup>th</sup> Oct 2014	PE Teacher PE Teacher teacher teacher teacher	Mandewa Secondary School
Cristopher G. Mwendwa, Juma R. Mataka Mohamed A Kweka	28 <sup>th</sup> Oct 2014	Sports Tutors	Singida Region
Principal	29 <sup>th</sup> Oct 2014	Principal	Kinampanda Teachers' College
Veronica Charles Shilikale M. Sabaganga	29 <sup>th</sup> Oct 2014	Students representatives	Kinampanda Teachers' College
Gilthbert Kalanza Mushonela	30 <sup>th</sup> Oct 2014	Academic dean	Butimba Teachers' College
Chiza Gwidgembya	30 <sup>th</sup> Oct 2014	Pe Teacher, Sport tutor	Butimba Teachers' College
Gilthbert Kalanza Mushonela	29 <sup>th</sup> Oct	Academic Dean	Butimba Teachers' College
Valentine and PE-teachers (2)	30 <sup>th</sup> Oct 2014	Head Teacher assistant	Butimba Practice? School
Kizito Bahati	30 <sup>th</sup> Oct 2014	DSO	Ilemela district
Lawrance Mselenga	3 <sup>th</sup> Nov 2014	Administrator of the Ministry of Education	Ministry of Education
Zuberi M. Samataba	3 <sup>th</sup> Nov 2014 13 <sup>th</sup> Nov 2014	Deputy Permanent secretary (Education)	Tamisemi
Ezekiah T. Oluoch	4 <sup>th</sup> Nov 2014	Deputy general secretary	TTU
Prosper Lubuva	4 <sup>th</sup> Nov 2014	Head of department	TTU Education and training
Reginald Christonsia	4 <sup>th</sup> Nov 2014	Head of department	TTU Occupational Safety and Health
Cyprian Maro	4 <sup>th</sup> Nov 2014	Head of department	Dar Es Salaam University department of Physical Education
Devota M Faustin & Fadhili Kayanda	6 <sup>th</sup> Nov 2014	Physical Education tutors	TTC Mtwara
Lucia G Nginyahi	6 <sup>th</sup> Nov 2014	Teacher deputy principal	TTC Mtwara
Thea Swai	6 <sup>th</sup> Nov 2014	Project manager	Mothers & Daughters – Health and Sports Project
Tatu Said	6 <sup>th</sup> Nov 2014	Project worker	Mothers & Daughters – Health and Sports Project
Sofia Uuksulainen, Ida Mäkelä	6 <sup>th</sup> Nov 2014	Volunteers, PE student trainees	SDA Mtwara
Adolf Kanda	10 <sup>th</sup> Nov 2014	Executive director of SDA	
Ludger Limu	12 <sup>th</sup> Nov 2014	Project worker, researcher	Health Education in Teachers' Colleges & Integrating the graduating PE teachers to Schools
Mr Kipenya, H. T.	7 <sup>th</sup> Nov 2014	REO Mtwara	Mtwara Regional office
Mr Abdul Sudi	10 <sup>th</sup> Nov 2014	DEO Mtwara	Mtwara Rural Education Office
Happiness Maduhu	11 <sup>th</sup> Nov 2014	DCO	Mtwara Municipal
Justin Machele	11 <sup>th</sup> Nov 2014	SLO Statistic and registration officer	Mtwara Municipal
Chigogolo Mohamedi	11 <sup>th</sup> Nov 2014	Project Manager	SDA Lindi
Leonard Thadeo	13 <sup>th</sup> Nov 2014	Director of sports development	Ministry of Sports
Allen Alex	13 <sup>th</sup> Nov 2014	Register of sports NGO Associations	National Sports Council

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- World Bank, Survey Delivery Indicators, Tanzania Education

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### Documents:

- Project plans
- Evaluation reports

