

*An Appraisal of the Education through Sports in
Secondary Schools Project in Singida Region, Tanzania*

2012-2014

By

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DSO	District Sports Officer
ETS	Education through Sports
NECTA	National Examinations Council of Tanzania
PE	Physical Education
REO	Regional Education Officer
TTU	Tanzania Teachers' Union
UMISETA	Umoja wa Michezo Shule za Sekondari Tanzania (Secondary schools sports competitions)

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Executive Summary

Education through Sports (ETS) is a project run by Liike-TTU joint efforts. The project was funded by Liike, this is a Finnish non-governmental organization. ETS aimed at improving academic performance in secondary schools in Singida through sports. The purpose of this study was to find out the extent to which the project's objectives were achieved. The study sought to unveil how far the project met its goals and whether it was established conducted within stretch of the cultural demarcations or not. The study was conducted in six districts involving the regional education officer (REO), all district educational officers (DEOs) and two schools from each district. While mutual interview was used to collect information from REO, DEOs and heads of schools, focus group discussion was used to obtain information from students. Additionally, a checklist was used to observe the facilities and equipment in the beneficiary schools. A total of 120 students were involved from twelve secondary schools which were conveniently sampled. The findings showed that, the project managed to train 316 of which, each of 151 government secondary schools got two, one male and one female sports/PE teacher and 14 other teachers were trained as trainers. Along training, the project supplied football, volleyball and netball goal posts to all 151 government schools and facilitated the construction or rehabilitation of sports facilities. It also supplied three handball goal posts to three PE preferential schools which were also established on its umbrella. Further the ETS supplied alls to all schools and facilitated various competitions including preparation for the UMISETA. By so doing, PE and sports became very active in the region such that, there were an improvement of students' attendance to school and a relatively better performance. It was found that, students showed good spirit of volunteering in the construction of sports facilities where both male and female equally participated. ETS was also found to have established two mother and daughters groups and supported them in entrepreneurship and in sports activities. The target community appreciated the support they got from ETS and seemed to understand that time will come when they will have to handle the programme. Both information from reports and observation congruently tallied and it was revealed that, ETS had achieved its entire objectives and went to even doing much more. It was concluded ETS was established to the prevailing culture and standards and it showed possibility of sustainability. Though it could go with hardship, the project can survive so far the government chips in some support especially the PE preferential schools. It was recommended that, the government should recognise and use the PE teachers trained by the ETS accordingly and extend it to other parts of the country.

PART ONE

INTRODUCTION

1.1 Background of the Study

This study is an appraisal of a project branded Education through Sport (ETS) in Singida. This is a Tanzania Teachers' Union (TTU) and Liike joint project. Liike is a Finish nongovernmental organization (NGO) that funded the project under the umbrella of the Finish Government. TTU and Liike started the ETS project in Singida region from 2012-2014.

The aim of the Project is to increase students attendance in Secondary schools, provide more chances for students to participate in sports (sports for all), to overcome the issue of gender inequality between boys and girls in Education and give support to schools to reach Millennium goals of United Nations using Sports as a tool for development. TTU- Education Through Sports aimed at supplying goals to all 144 (which later increased to 151) Secondary schools in Singida Region during 2012-2014. The goals to be supplied to schools will include Football, Netball and Volleyball goal posts. It also aimed at training two sports teachers, one male and one female from those schools in maintenance of sports fields and sports administrations. The TTU-ETS also planned to train two sports teachers in each district to become sports coaches.

Methods of implementing the project included organising sports competitions at schools, teaching new sport codes, offering to children information on health issues by provng paphlets and by teaching, organising seminars for sports teachers and rehabilitating school sports fields.

In general TTU- ETS works towards the improvement of Secondary environment so as to attract students to complete their education and improve performance.

1.2 The Purpose of Study

The purpose of the study was to examine the degree of performance of the project with reference to the priory set objectives. The study aimed at capturing information from stake holders in sports avenue in Singida on how much was done by the project and who were the beneficiaries. The examination of the degree of perfomance of the project was achieved by studying what was done against the objective. The major result-oriented objectives of the project were to;

- Increased number of educated PE teachers

- Increased school attendance and reduced dropouts
- Improve academic performance on national examination
- improve self-confidence of girls and better gender equity and fair play
- inculcate enthusiasm towards volunteerism
- instil permanent physical education information bank for all secondary school teachers at TTU premises
- organise several sports courses annually for teachers

To achieve its objectives, the project planned to do the following;

- Construct and/or rehabilitate sport fields in 140 secondary schools in the 2012-13
- Organise and conduct workshops and seminars for PE teachers, 3 seminars per year (2 for maintenance of sports fields and 1 for improving skills of different games). In 2012-2014
- Teach new sports codes to the school communities. 2012-2014.
- Participate in schools competitions “UMISETA” every year in 2012-2014,
- Continue close cooperation with local authorities. 2012-2014
- train peer coaches for Singida region/TTU office (10 coaches) who would organise courses for whole region 2012-2014
- organise fundraising activities 2012-14
- communication with Ministry of Education and Vocational Training and District Councils to earmark funds for sports and PE in schools 2012-14

1.3 Rationale of the Project in Singida

Education through Sport (ETS) was set to be run in Singida after a reconnaissance study which found that;

- there were poor teachers capacity and enthusiasm in PE and sports
- all the schools lacked proper sports fields for pupils as well as the sports equipment
- there were high school dropouts
- several teenage pregnancies occurred in secondary schools
- gender equity between boys and girls was imbalanced
- School performance was rather poor

- quality of the sports fields was poor and
- lack of sports equipment was evident

1.4 Methodology

A survey was conducted across the region where mutual interview and an observation checklist were used as the main instrument to collect information. The Singida region head office and six districts were visited where the Regional Education officer (REO), District's Educational Officers (DEOs) and District's Sports Officers (DSOs) were mutually interviewed. Moreover, two secondary schools were conveniently sampled from each district for observation of the sport related facilities and practices. Heads, sports/PE teachers were interviewed and ten students from each of the sampled schools formed focus groups. Presence and status of sports facilities were observed as per checklist. Documentary review in the office of the ETS manager supplemented the unobserved information. The results of the study are presented hereunder in accordance of the project objectives.

1.5 Logistics

For conveniences, the evaluator accompanied by Mr. Arnold Bugado (ETS project manager) and Mr Amani Mwaipaja (ETS-Secretary) visited the regional head offices where Mr Kassim (for REO) allowed the team to proceed with the exercise. For the same purpose, the visit started from the highest rank possible to the school level in all districts. The host TTU were first communicated and were informed of the progress as the evaluation advanced up to the end of the process.

PART TWO THE FINDINGS

2.1 Introduction

This part presents the findings of the survey as reported by the stakeholders or as observed in the localities of the study. It gives figures (where necessary) and explanations within the reported issues and its reflections obtained by content analysis of the same.

2.2 ETS and the number of PE teachers in Singida

One of the targets of the project in Singida was to help produce or increase the number of PE teachers in secondary schools by conducting seminars.

With reference to the number of PE/sports teachers before the project commencement in Singida, it was reported that, there were only three (3) qualified personnel out of 140 secondary schools in the region. In most schools, sports/PE were handed to an appointee teacher who showed some interest in it and was assumed to head all functionalities in the area. These teachers had no professional skills and some had even never participated in sports activities during their schooling.

Reporting on the changes in number of sports teachers in schools by 2014 after the project initiatives to conduct induction seminars, Mr. Kassim, (for Regional Education Officer) was quoted saying

'...if you reflect the situation in three years back, this project is a heart break to the development of sports industry in secondary schools in Singida,in only three years we have over three hundred teachers who at least have basic commands in sport related skills after having trained by the project...'

The reporting detailed that, by 2014, there were 151 secondary schools and each school had two sports teachers, one male and one female produced by the project's seminars. In this regard, there were a total of 302 sports teachers in schools. Additionally, fourteen (14) other teachers were trained to be trainers of other teachers in the localities. Therefore, a total of 316 teachers got training in the project seminars conducted within three years.

The project's outcome of 316 sports teachers, 151 female and 151 male in 151 government secondary schools and an additional 14 sports teacher trainers fulfils the projects first objectives

of increasing the number of skilled PE teachers in secondary schools in Singida. This is an excellent performance by the project.

2.3 ETS and school attendance and rates of dropouts

It was reported by Mr Kassim (for REO) that, the attendance of the children to schools improved during the project tenure with a remarkable attendance crest of up to 95% during sports-active term of every year. On the contrary, the attendance dropped during the term which was not active in sports to as low as 75%.

In line with the REO's office, all Districts Education Officers reported a concurrent contribution of sports in schools to students' attendance. Mr. Kindumu (for DEO, Manyoni); Mr. Mgina (Singida rural); Mr. Mchemba (for DEO, Iramba); Mr. Kimeme (Mkalama); Mr Bayu (for DEO, Ikungi) and Mr Kisuda (Municipality) accredited sports for having had improved attendance in secondary schools in their respective districts.

Manyoni stands the best sensitised district in sports in secondary schools which is paralleled with best students' school attendance in the region as a result of the project initiatives. Mr. Kidumu reported that, before the programme there were many truants especially in the schools located in the rural areas, but as for the time of this study, the truancy had drastically dropped to less than 5% of the enrolment. Concomitantly, Ms. Lema, head of Manyoni secondary school explained the contribution of sports as a result of the project's initiatives a superb move to 'an all students present' in school. In support to the project's initiatives, Ms. Lema had interclass and student-teachers competition regularly throughout the year that kept students like going to school every day. Lema added that;

'...children likes sports and as it is now, we have everything we need for sports so what we do is to plan a timetable so that students competes in different sports and also they play with teachers.....I myself am a good netballer.'

All school heads in the region recognised the contribution of the ETS to the improvement of students' attendance. The head master of Lulumba secondary school, Mr. Mtaturu was quoted saying;

“.....almost all students come to school during high sports season especially when we prepare school teams for different competitions like that which are run by the programme (He meant ETS), therefore it has contributed a lot on students’ attendance...”

Schools that teach PE as academic subject recorded the highest attendance in the region, example Ms. Margareth, Head, Mandewa secondary school reported the highest attendance of students among day-secondary schools in the municipality of 98% of her enrolment. It was however noted that, the attendance among boys in Singida secondary schools before the project was rather lower than 70% of the enrolment.

In line with Mandewa, the head of Unyahati secondary school reported his school to have been the best in attendance in Ikungi district. Mr. Njiku added that;

“.....and in fact it is not influencing students only, physical education has gone far to making my teachers really active and punctual,.....imagine we live over five kilometres away from here (school) but there is no wonder that these sports teachers goes for lunch after school time and comes back in the evening for sports activities.”

2.4 ETS and the academic performance in national examination in Singida

Generally, the academic performance in Singida increased during the project tenure from 39% before the project to 47% during the project. According to Mr. Kassim (for REO), there were changes in performance attributed to many factors one of which must be the ETS. Additionally, schools that taught PE as academic subject recorded not only highest attendance but also a remarkably better performance example; in Ikungi district, Unyahati secondary school was the best school in academic performance in the 2013 and 2014 bearing in mind that PE started in the same years as academic subject. The school recorded an impressive performance in form two national exams from 68% and 70% in 2012 and 2013 respectively, to 100% in 2014. In Iramba, Lulumba secondary school’s academic performance peaked with the program to a crest of 99.3% in national form two examinations by 2014, where 142 out of 143 candidates passed the exam. All interviewed heads of schools in Singida reported an increase in academic performance at different levels in their schools. These changes in performance were attributed to ETS among other factors.

2.5 Construction and/or rehabilitation of sport facilities

The REO and the DEOs reported to have obtained a splendid boost from ETS in the area of sports facilities in all secondary schools. Mr. Kassim reporting for REO confined the improvement in sports facilities over the project tenure to have been a result of self initiatives of the ETS without which, it could take a decade to accomplish the standards achieved. Mr. Kassimu added that;

“.....today as we are talking here almost all secondary schools except Kimpungua, Mughanga and Mungumaji are enjoying standard sports facilities either constructed or restructured or rehabilitated by ETS....you know, I don't know what the community could say, but I personally I appreciate their work.”

Kassimu reported that, Kimpunguye, Mughanga and Mungumaji secondary schools suffered a land dispute from the natives who wanted reimbursement before construction of the facilities. When asked what type of support they were given by ETS, Kassim held that it was everything they needed was given. He said;

“....they (ETS) gave us goal posts for football, volleyball and netball to all 151 schools, this includes the three schools in land dispute, they provided handball goal posts to selected schools for PE and gave support in the mapping of the fields in all schools,..and this is so much to us...”

When asked measures taken on the land dispute in the affected schools, Mr. Kisuda, DEO-municipality stated that, though it took long time to settle the dispute it was already in common language to arrive into complement. Mr. Kisuda affirmed that the problem was handled and plans were tabled to level the lands in respective schools ready for installation of the sports facilities. Visits to all DEOs obtained concurrent information of appreciation on construction or rehabilitation of sports facilities.

By observation, almost all schools sampled revealed the complements of the reported appreciation by REO and DEOs that every school visited had standard football pitch, netball and

a volleyball courts. Additionally, Mandewa (municipality) and Unyahati (Ikungi) were given handball goal posts. All sport facilities were in good condition that showed reasonable usability.

2.5.1 Football pitches

All schools visited had well constructed football pitch with standard dimensions and goal posts. It was reported that, the measurements of the pitch dimensions and the goal posts were given by the ETS. It was however noted that, children had played football even before ETS but in wooden goal posts constructed locally. The deputy head of school of Utemini Mr. Lyimu was quoted saying;

“...it is easy for football,...we tried to improvise by putting wooden posts, but for netball it is different, these goal post are not easily improvised...” he added that, *“...what you see now, elegant goal posts with well sized football grounds is very recent, brought by these vital friends you call them ETS, they are our donors...”*

Figures 1 and 2 are some football pitch visited.



Fig. 1. Football pitch; Utemini.



Fig. 2. Football pitch; Kamenyanga



Fig 3. Football goal post; Nduguti, Mkalama



Fig. 4. Football pitch; Unyahati, Ikungi

2.5.2 Netball courts

Along with football, all schools visited had netball courts with standard dimensions and goal posts supplied and serviced by ETS. In most schools, the headmasters admitted to have had no netball courts with standard goal posts until the time ETS lent hands on them. Mr. Malile, headmaster of Nduguti secondary school was quoted as he explained the situation;

“....before the help from ETS, the situation was infamy, most schools had wooden posts which for football could work because of the nature of the sport but in netball this was very comical..... you find an un-sized ring hung on a wood post of un-sized height....., in our case we were fortunated to have one and most schools around here depended on us”

When asked about the situation of sports for all in schools before ETS, Mr. Mtaturu, headmaster at Lulumba secondary school said that;

“.....customary, netball is played by girls while football by boys in Tanzania therefore because of lack of goal posts in netball, female students had no game to play....., of course boys used to put wooden goal or even stones in a pavement and played anyhow....”

Figures 5-8 shows some of the netball courts visited



Fig. 5. Netball court; Mitunduruni



Fig. 6. Netball court; Nduguti



Fig. 7. Netball court; Lulumba



Fig. 8. Netball court; Kamenyanga

2.5.3 Volleyball courts

As it was reported by REO and DEOs, all schools visited had volleyball courts in place. It was however noted that, some schools had no net while some had either bought or improvised but to the acceptable standards. Mr. Hassan who improvised the net reported and was quoted;

“...they gave us the volleyball posts but how could we play without net,to do out with

this I bought manila which hardly cost 20,000 Tsh and I took my PE class and we sewed it, in fact it looks like those we used to buy....”

Mr. Hassan showed the net to the audience and it was very well sewed as in figure 9.



Fig. 9. Volleyball net sewed by PE students at Kamenyanga secondary schools.

On the other hand, Ms. Sophia Lema, headmistress of Manyoni secondary school appreciated the provision of volleyball posts and she added that, the rest of purchase could be easily done after having been given the goals which were very expensive. Ms Lema was quoted;

“...of course we were not given nets for volleyball but the support they gave us was big enough such that it saved much in the fiscal arrangement that enabled me to buy net very easily...”

Some volleyball courts in the visited schools are as in figures 10-13.



Fig. 10. Volleyball court at Mitunduruni



Fig. 11. Volleyball court at Kamenyanga



Fig. 12. Volleyball court, Lulumba



Fig. 13. Volleyball court, Unyahati

2.5.4 Basket ball courts

It was reported no one school was given basketball goals. However Lulumba secondary school was the only one of the visited schools who had basketball court with wooden goals. The headmaster of Lulumba was quoted saying;

“....the project (he meant ETS) gave us football, volleyball and netball goal posts and these helped us to make standard pitches, but so far we do not have standard goals for basketball, however we have tried to make wooden goals and it helps,

....many schools do not have it... ”

Figure 13 shows wooden basket ball goals at Lulumba secondary school of the only basket ball court among secondary schools in Iramba district.



Fig. 13. Wooden goals of the only basket ball court among sampled schools

2.5.5 Handball courts

It was reported that, only four schools were given handball goal posts. These schools are the ones designated to teach physical education PE as an academic discipline examinable at national level. The schools were named as; Itigi, Ilongelo (primary school), Unyahati and Mandewa. The observation study found handball courts at Mandewa being in use and one at Unyahati secondary school. However, at Unyahati the ETS goals had not been installed by the time of visit with a reason that it was still on process. Mr. Mwendwa is a PE teacher and in charge of sports was asked why the goals were not in place, he said;

“....we were given the goals and are here but as it is, we have been working so hard since then

clearing all the bushes around at least to get an open land for these facilities. It isn't an easy job we started with football, then volleyball and netball....within these days of a month we will be through with handball court..."

Mr Mwendwa reiterated that, the cutting of bushes by hand machetes and digging of logs was labour some that needed time to accomplish.

Further, documentary information from the office of the ETS manager concurred with what the REO and DEOs reported that all public schools were given football, netball and volleyball goal posts (Ref. Appendix I-VI).

2.6 Supply of Sport Equipments

It was reported by Mr Yusufu (for REO) that, ETS had supplied sports equipment such as soccer balls, volley ball and net ball to all schools regularly from 2012 to 2014. He further insisted that, it was almost impossible running sports in schools without ETS. Mr. Yusufu was quoted reiterating that:

"...to be frank ETS to us is a very big help that have revived sports in all schools in the region by providing balls in all schools and other equipments like javelin, discuss and short put in districts which would have been a dream for over years to come and am worried what would happen in these schools if these guys just cut-off from helping us..."

The DEOs concurrently reported of having had been given sports equipments yearly as stated by REO. They appreciated to have been subsidised their budget on sports equipment. Mr. Kidumu (DEO, Manyoni) was quoted;

".....leave alone the goals they supplied to all schools, they have been providing balls in all schools yearly and they gave us javelin, discuss and shot-put equipments, in fact they have done much more..."

Heads of schools showed much appreciation on the performance of the project where all

interviewed reported to have had received football, volleyball and netball balls yearly. Interviewing Ms Sophia, headmistress of Manyoni Secondary school, she was quoted reinstating that;

“...before this project I was at Kamenyanga, in fact we suffered a lot as the sports equipment are concern, it is all that the project relieved us from the burden, of course we still have to buy the equipments but in a relaxed stance, not like that time when we stretched much, you have no balls and no promise from the budget...”

Mr Mkumbo (Ikungi, for headmaster) reported that, the balls they were given was useful and it improved sporting in his school. He further insisted of longer existence of the project if sports surveillance in schools was to attest in not only Ikungi but in Singida at large.

Further, Mr. Lyimu (for headmaster Utemini Secondary school) reported to have got football, Volleyball and basketball. Mr Lyimu said they lacked netball for a long time. When asked as to why they had not put initiatives to buy the ball, he was quoted saying;

“...the problem here is money, we don't have a budget for that because there are so many vital needs which have not been mate, it isn't possible thinking of a netball while we don't have chalks for teaching...”

Further Mr Malile (headmaster Nduguti) went on pointing out that, ETS had helped providing balls that served during the hard time of their budget and by so doing they made it easy running schools because it was very difficult to maintain students' peaceful learning without sports.

All heads of schools reported of the meagre fiscal support they got from the government in sports arena as they had to burden for whatever sports-related proceeding in schools. They were vehement of the way UMISETA is run that the very students were to contribute for school arrangements (buying balls, maintaining facilities and preparing teams at school level), later were to contribute for the same at ward (if any), district and regional levels. The contribution of the child goes further to the zone level and atrociously to the national level. This was reported to have debilitated the school managements to handle sports affairs in the right hand. Mr. Mtaturu,

headmaster of Lulumba was quoted expressing the concern as decisive;

“...to be honest, sports in its real outlook in schools is taken as a subsidiary by the government and it has been left to the wilful acquaintance between parents, schools and the society around that intermittently contributes and this is what we are. Now the danger of depending much on wilful contribution is that you must obey to play in the rhythm of the donor. For this case you cannot plan rather it has to go as a Godly provision. Unless deliberate changes are made particularly in the funding, sports endeavour in schools will remain frustrated..., of course children like sports than anything else in schools..., now you are talking the contribution of ETS, in fact they are standing as a hub anything concerning sports...”

Focus group discussions with students were conducted in all sampled schools. The main theme was to find out how much ETS had helped students as the main beneficiary during its tenure. Students were asked if there were balls and whether the balls were at their disposal when they needed it. The discussions also looked at how much time was scheduled for sports in a week and if they were well supervised or left to ‘just play’.

All students were very sincere that they had balls most of the time and that; the facilities were in good condition. It was however noted in some schools that schedules for sports were either not clear or not followed as tabled.

Students at Utemini secondary schools reported in their discussion to have had almost all balls except one for netball. The students accredited the school management for having had scheduled enough time for sports and they were given balls anytime they needed. However they bewailed on fellow students that the return for sports was small and vowed to campaign for a change. After mentioning that most girls are forbidden going back to school for sports in the evening, one female student arose sturdily charging to fellow girls that they were not active enough in sports activities, she accused girls of not involving in sports deliberately. She rebuffed that some Islam do not allow female to interact in sports as a sole reason for not participating in sports



Students focus group at Utemini secondary school

In a discussion with students at Ikungi secondary school, one female student asked for more PE teachers, she acknowledged the support they got from Mr Tarimo, the only PE teacher in the school but she retaliated that one teacher was not enough to supervise all sports. She went further insisting that, most of the time she had to wait footballers to finish with their sports so that the same can play volleyball with her. Another student asked for more seriousness by the administration on sports activities. However they all had one language when it came to the support they got from ETS that they had the balls they needed and it was at their disposal.

At Nduguti secondary school, students appreciated the availability of equipments and the well reconstructed facilities, they however remarked on tightness of the time table that held them occupied throughout the year without pace for sports. They insisted for possibility of having interscholastic competitions before UMISETA season.

At Lulumba, students reported to have had almost all balls at their disposal, however they

requeste a possibility that A'level students also participate in the UMISETA. When asked why they did not participate, one explained that in most cases UMISETA coincided with some sort of mock exams that held them back to writing examinations.

The rest of students in such schools as, Unyahati, Mandewa, Manyoni, mtunduruni, and kamenyanga were humbly appreciating the availability of equipments and that they were actively participating. However they all asked for sports uniform/attire like boots and jersey which was not provided by the ETS. They commented that, if ETS had helped for balls and facilities then schools would stretch to buying at least two pairs of jersey. The students acknowledged that, the rehabilitation and/or construction of sports facilities in their schools stimulated sports and ensured safer sporting activities that every student participating in enjoyed it.

In a nutshell, students appreciated the support they got from ETS and showed no doubt of its use in their respective schools. They however needed either more time in sports or more competitions. They all requested a possibility of getting sports wears like boots, stockings and jerseys.

2.7 ETS and the students' self-confidence among girls and gender equity and fair play

One of the motives of ETS was to help improve self confidence among girls and enhance gender equity through sports. It was revealed that, among participants in the focus groups, female were strong at arguing whenever it needed their reaction. Mariam was a student at Ikungi, she argued of having had only one PE teacher who concentrated much on football (preferentially male game) than other sports in which most girls were involved. Mariam was quoted;

“...but sir, one thing is, we have only one sports teacher, and I am sorry to say he is fond of football and for that case he supervises boys only, we (girls) normally play alone, unsupervised, nobody is there to teach us or even blowing a whistle so that we can get the feel boys get everyday....., it doesn't matter what sex the teacher is, we need ours...”

When asked what type of sports girls and boys participated most, students at Mitunduruni

responded that, almost all played all sports. One of the students who was in charge of sports said;

“...except for netball in which girls are predominant, the rest of sports are played by both, boys and girls. We have a very profound female footballer from this school whose number is unbeaten regional wise and she is playing for Singida region female football team.

Generally, students showed high ability in explaining what they lived in their respective schools, what they expected and what they requested (where any). They were able to acknowledge ETS as a charitable body and demand from the school management as a responsible body to all their needs.

2.8 Enthusiasm towards volunteerism

Both teachers and students in the visited schools showed good stance toward volunteerism. Instance from Unyahati was exemplary, the school sited a shrubby bush for construction of a football pitch but there were no budget to clear it. Mr. Mwendwa (a renowned PE teacher) affirmed that, he did not know that children could work that hard;

“...they (student) came with machetes from home and started cutting the thorny bush, one could not believe, in a week time I saw the direction of my plan, ... and not only students, later villagers joined them digging and levelling, the construction of this pitch proved that when united, you can do anything...”

Mr Mwendwa further took the audience to feel the hardship that students went through;

“...imagine children come from about ten (10) kilometres from here, they decided to sacrifice their lunch so that once they came out of the classes, they started working unsupervised, I was worried to supervise hungry children, so they went on alone-together...”

In another instance, children at Kamenyanga secondary school cleared a bush for football pitch, volleyball and for running tracks. After being given goal posts and balls for almost all games,

they (students and teachers) designed and sewed volleyball net with their own hands. Mr Hassan (head of school) reported;

“...children with teachers started cutting down trees and clearing bushes up to when trained officials could get standard dimensions for all these. In fact I am not worried because most of the things are done by my students with their sports teacher...imagine we managed even making the volleyball net, children are really fond of sports...”

“Now we are fighting these thorny bushes around the pitch (football) because once a ball is kicked off-pitch, it is pierced all through...” Mr Mtaturu spoke stretching his arms to point out the thorny-sides of the football pitch. Mtaturu added; “...of course the bush has grown this much because students were in their holiday, otherwise they never let it snatch their balls...,you know my students will never wait being told about clearing all these sports grounds...”

Generally, both teachers and students showered high spirit of volunteerism in construction and maintenance of sports facilities and management of all sports activities.

2.9 Sports courses for teachers

It was reported that, courses for PE teachers were conducted not only annually, but anytime need arose to enhance teaching of sports in schools. The ETS project manager reported to have conducted two seminars every year from 2012 and had managed to produce 302 PE sports teachers for 151 secondary schools in Singida region. The reported information was backed by Mr Kassimu (for REO), DEOs and heads of schools that they cooperated together to help ETS fulfil her dreams.

When asked about seminars for teachers in his managerial territory, Mr Mgina (DEO, Singida rural) was quoted delineating that;

“...of course we did not have even one professional PE teacher in the whole district, it may seem awkward but that is it, so when ETS came with strategy of conducting seminars we have to join our all hands, first we chose few teachers

who went for deeper course which produced teachers that would teach other teacher. Later we managed step by step to get trained, two teachers from every school, one male and one female and this is what we enjoy today (January 23 2015)...”

In another discussion, Mr Salum (Sports officer Manyoni) acknowledged the seminars conducted by ETS and he mentioned a number of beneficiaries that they were very useful during UMISETA. In another instance, the headmaster of Nduguti accredited ETS for having had given two slots for one male and one female teachers from his school. Ms Tungibwaga (female teacher at Nduguti) was one of the beneficiaries of the seminars conducted by ETS. Tungibwaga declared to have had not known any sports rule other than netball. She said the seminars had made her a star in sports. Tungibwaga was heard remarking;

“...I happened to play netball and probably I knew some of its rules, but I did not know any other sport, the seminars helped me a lot that today I know football, volleyball and handball, it is a lot of achievement...”

Mr. Kisuda (DEO, Singida munispality) remarked the ETS seminars to have been important in establishing a base for other seminars of the like. Mr Kisuda reported to have conducted another seminar for sports teachers under his territorial umbrella with professional support from the ETS team. Mr Kisuda said;

“...these guys (ETS) have done more than conducting seminars themselves but also sensitizing us, we are the concern but we lacked initiatives, after being aware we conducted a seminar last year (2014), we pointed teachers from different schools to camp for a week using the same ETS beneficiaries to train more personnel, so they have done much..., we appreciate it.”

The findings showed that, seminars and/or courses planned were all conducted with additional meeting where need arose.

2.10 Other activities done by ETS

There were some extra-plan activities that the ETS performed as part of the Singida community for the good of social development. The activities included teaching PE in nearby schools, organizing sports competitions and sports bonanza, and supporting mothers and daughters in the proximity.

2.10.1 Teaching PE in schools within township

Apart from supporting sports, ETS reported to have facilitated other activities like teaching PE in schools within township like Mandewa, Kindai, Mitunduruni, Mughanga and Muwanda. The ETS team also taught PE at Tumaini special school for blind. The ETS report was backed by heads of respective visited schools who appreciated their support in teaching sports/PE.

2.10.2 Organising Sports competition

It was reported by Regional sports officer that, ETS conducted sports competitions at different levels where all arrangements were put in place by the ETS while school management had a role of preparing the teams locally before going for the competitions. The competitions were rotational that moved from district to district from interschool level to a regional level. In all cases accommodation, food, trophies and the expertise was given by the ETS. The ETS manager reported to have done the competitions yearly.

2.10.3 AMER Sports day

In appreciation to the sports equipment donor, the AMER Company, ETS established and conducted a sort of ‘socio-sports’ day where not only sports competitions were scheduled but also environmental issues were taken care of. In first place different things (environmental-and-health related issues) were taught for some minutes before getting into small-sided games for the whole selected day of the year.

These sports days were conducted at district and regional levels. Students matched as the session started and then competed academically, competed in a selected environmental issue like

cleanliness and later set to compete in different sports. ETS went further to conducting special sports day for the marginal groups like disabled.

2.9.4 Mothers and Daughters social groups

Two mother and daughter social groups were found and operated under the umbrella of ETS. The groups, Mshikamano 13 (munispality) and Upendo 18 (Ikungi) operated as sports and exercise group, as entrepreneurship and as credit association. The members participated in sports regularly according to the time table and after sports activities they set down to discuss about different activities that would help these low income women increase their earning. ETS gave a capital for loaning that every member was entitled to get a loan on request and return the money in time with a very small token as interest for the life of the group.

A discussion with the Mshikamano women group revealed that, the woman enjoyed the sitting together and sharing business issues such that, they requested for more supports especially an increased amount of loan. They however mentioned some problems they faced. Ms Sofia (approximated 65 years of age) was one of the members in the group. She appreciated for the support they got from ETS and mentioned some challenges they faced. Ms Sofia said;

“...we are so much delighted to have these people (ETS people), we just cannot find a proper word to use, and they have been such a helpful and so much concern with our health. We cannot pay them anyway but we thank them so much....., of course we have some problems but we are trying to solve them, one of the problems is there is delaying of payment from among ourselves, this delays a renewal of loans to others...”

The groups however proved helpfulness to the woman as every one of the members mentioned what she had done that she could not do without. Some used the profit to pay school fees for their children, some paid for house rent, some for treatment that everyone had benefited from the entrepreneurship. Moreover, the woman appreciated of being sensitized to involve in sports that helped them not only as a leisure activity but it improved their health.

2.10 Compatibility of the Programme

To find out how the project befitted the society, heads of schools were asked on how the surrounding society received the project and how did they benefit. It was revealed that, the society received the project positively received by the society wherever it was established. In all schools we visited, heads of schools reported a good cooperation with villagers in taking care of facilities and of course they in turn used the very resources for sports activities.

In one instance, the headmaster of Unyahat explained how villagers sacrificed a long lived graveyard with demolished tombs to the construction of a football pitch. The headmaster said, there happened to be two graves amid the plotted area for football ground, however the villagers allowed them to go on and assured them peace on the land. The villagers went further to helping clear the bush so that the pitch was ready for use. Mr Njiku said;

“...the villagers are such cooperative that they sacrificed two graves here (he pointed down and went on), they said it is ok and as if not enough, they came to help clearing the bush and levelling the ground with students. And because of that, we allowed them to use all these facilities any time we are not using them given it is convenient to us...”

In another instance, the headmaster of Kamenyanga reported the good will of the villages to help cut down trees and dig out stumps for the same without pay. Mr Hassan explained further;

“...our school is surrounded by relatively thicker vegetation so villagers decided to help lest the goals would be taken to other schools. Therefore they worked here for over a week cutting trees and digging out all stumps. After two weeks we had a very clearly levelled pavement for football pitch construction...”

Mr Hassan went on telling that because villagers used the facilities, goal posts and everything were well secured as non could dare steal them. The villagers are very happy of this project because they had no football ground that they used to play along the road.

Generally, in all schools we visited it was reported the same that villagers used the facilities and played a role of securing the goalposts.

At Nduguti, the project reached the school to find one football pitch, a netball and volleyball courts. Instead of rehabilitating the older facilities, the school and villagers around agreed to labour their force to build new facilities so that they get enough space for both, villagers' teams and school uses. Mr Malile, headmaster of Nduguti told the visit that, there were inter-village competitions that were held in the school pitches yearly and they (villagers) fixes a day or so to slash down grasses whenever it grew taller.

Ms. Sophia, headmistress of Manyoni secondary school reported that, villagers were the first security agents that ensured no theft of the goal posts, Ms Sophia went on;

“...there is no theft here although these goal posts are in fact very expensive and what has helped is the understanding among villagers around. Before this, there was no standard football pitch around here so the construction of these ones exalted everyone in and around school community...”

Apart from what was reported, observation on the field of study showed that, the project was well-suited and timely to the community. In one instance the evaluator visited Manyoni District council, on arrival all district office bearer who were around gathered in the car park to pay a welcome greetings and later, the District Executive Director (DED) asked DEO to handle the visit as scheduled. The DEO and District Sports Officer accompanied the evaluation team to all local sites. The reception of the evaluation team was the same in all districts.

In the outskirts of the targeted population were the local community where the mothers and daughters groups represent how the project befitted in the community. Ms Sofia was quoted yelling “...we thank these people for coming and we pray God to bless them...” The old woman appreciated the project sincerely that one could feel in her articulations.

2.12 Sustainability of the Programme

When asked if the sports and PE in schools would sustain its status if the project faded out, most of the respondents answered it with discrete sentences. Mr Kassim (for REO) explained the hard way to go could ETS fade out, he said the administration likes sports and it is a policy that

children has a right to sports but when it comes to budget for the same, neither the central, nor the local government seem to guarantee. Mr Kassim went on;

“...imagine these sports you see running are all carried by the parents; that are funded by the meagre contributions from students’ fees. There is small amount from the fees which is put in the sports fund, but this money is not solely meant for school, part of it is taken to the district, region and zone levels for the same. Therefore what remains at school is miserably small amount that heads of schools cannot pay to hold this status...however; we will have to carry it go...”

DEOs explained differently on how would be the situation of sports and PE in schools if ETS faded out. Mr Kidumu (DEO Manyoni) perceptively assured the evaluator that the administration would not like to see sports and PE in schools go down to where ETS found it in the 2011. He explained how much the children suffered because of lack of sports facilities and how it had contributed to the education achievement districts wise that sports in schools was indispensable. To ensure continuity of the programme, Mr Salum (sports officer, Manyoni) reported that, the district had conducted two seminars locally to train more teachers. He insisted that, the programme was continuous that they would want to see sports in schools are growing better instead.

On the other hand, Mr Kimeme, (DEO, Mkalama) desperately explained the strategies that would replace it, but he requested some more ETS incumbent time. Kimeme explained that, because the ETS had trained 14 trainers and 302 sports teachers it would be possible to move forward. Kimeme went on explaining his conception;

“...for now we have the facilities which are there to stay given are secured, and we have a pool of trained teachers we are going to use them train others so that maintain it. The issue of equipment is sensitive but we shall have to dispense whatever little we have to buy at least the three ball, football, netball and volleyball...”

When asked of the issue of sustainability of sports and PE in schools, Mr Mgina (DEO, Singida rural) showed no doubt of carrying the matter as he retaliated;

“...we have started training more sports teachers because we know they will come a time when ETS will have to go. Last year we conducted our own seminar, of course we invited ETS delegates but as observer...in this way we can move on our own...by the way this was and is still our responsibility...”

The sustainability issue was hot discussing with heads of schools, they all appreciated the existence of ETS and because the project helped much, no one could bid it go easily. Mr Mtaturu (Lulumba) remarked of the big work done by the ETS and submitted that, the sports and PE would, imperatively be sustained in memory of the project. Mr Mtaturu further stressed;

“...we only need to bear a little strain, make sure the facilities are not snatched by bad wishers and replace balls every time one is worn-out, and sports will be sustained...”

In compassion, Ms Sophia (Manyoni) explained the help schools got from ETS as a bridge that took them from the side of budget deficit to where they can stand on their own. Sofia exclaimed further;

“...what have ETS have been doing for the last three years was to fill into our budget gaps so that we concentrated on other issues which are now done, so if ETS fades away now when the pressure of laboratories is relieved I am sure we can keep the ball rolling, there is no doubt for that...”

Responding to the question on sustainability of PE and sports, Ms Margaret (Mandewa) revisited the past experience before the support from ETS and she said;

“...schools budgets are such tight that getting fifty thousand for a ball is a big deal, but when time comes (when ETS fades) we shall see what to do, though for now I cannot see the alternatives at hand...many things we run on debits...and so the sports will be...”

Mr Malile (Nduguti) assured sustainability through school garden project plan. The headmaster admitted that, some budget deficit could be cut by running small projects within schools. Malile explained his plan as a solution to the lack of balls and the related equipment.

“...we are installing water system that will be used in a production of variety of vegetables. And the advantage here there is big market around us so the plan is to make sure we produce enough and that money will cater for such needs like buying balls and other necessary equipment. We are sure we can make it...”

2.13 Sustainability of Physical Education in the Selected Schools

In response to the Tanzania government policy of Physical Education as part of secondary school curriculum, ETS facilitated the establishment of facilities in three selected schools so that PE is taught as academic subject. The schools are Mandewa (Municipal council), Unyahati (Ikungi) and Itigi (Singida rural). It was promising as a start that, there were two PE teachers at Mandewa, three and two at Unyahati and Itigi respectively.

Commenting on PE as academic subject in his school, Mr Njiku (Unyahati) explained PE as a backbone of his school success. He backed the teaching of PE in his school as a catalyst to students' activeness and attendance in general. Mr Njiku went on insisting;

“...I like the subject because it has not only kept my students and teachers active and so to say healthy, but it has gone further to attracting good attendance and as for now very good performance. Our school was the best in performance in 2013 and 2014...we got that certificate (he pointed on the wall) and we are waiting for the last year's...”

When asked of the support they got from the government, Mr Mwendwa, one of the PE teachers and head of department exclaimed that, they were not given anything other than what the ETS gave them. Mr Mwendwa declared as he explained;

“...up to now we have a syllabus but there is neither textbook nor reference book. In fact we have never seen a secondary school PE book in our life and we are supposed to teach...what we are doing is to refer the syllabus and try to remember anything about the topic and teach... we are not doing fare to the children...”

In line with Mr Mwendwa, Ms Luvanda, PE teacher at Mandewa exclaimed on the very issue,

she said that they had no textbook and no reference book. Ms Luvanda told the evaluator that they taught but were neither consistent, nor were they confident teaching something without reference. The heads of respective schools admitted the lack of books and yet did not know where to get a copy.

Discussion with students on PE raised some questions; students asked of the academic future of the subject whether there were combinations at higher level of secondary education which could not be easily answered. They however showed much interest in the subject and wished to have had lunch at school so that they get more time for practise.

2.14 Physical education information bank in Singida

Documentary review revealed that, ETS had extended its functional boundaries out of Singida with intension to build a rather permanent PE information bank in collaboration with TTU. This was done by a plan to introduce PE base at TTU head quarters and subsequently branch out to the districts. In clarification of the plan, Mr Anold (project manager) was asked of the viability of the plan and he affirmed;

“...we have a draft that in a long run, there will be PE coordinator or whatsoever one would call in every TTU office at district level who will in turn monitor and maintain PE teachers database so that at every one time it will be know how many PE teachers are there in the locality and possibly what these PE teachers will be doing....to start with we have started with the TTU head quarters...”

The documents further showed that, for Singida region, there were 302 sports/PE teachers in 151 secondary schools and 14 PE-teacher trainers, all as an outcome of the project. Therefore these 316 teachers who were trained by ETS formed a largest pool of PE and sports personnel ever established in a single region in Tanzania. As members of TTU, the teachers were expected to chip in their expertise whenever needed.

Further, ETS promoted sports and PE in secondary schools by participating in the 2014 “World Teachers’ Day” held national wise in Bukoba and later in Manyoni where they had fliers all around in favour of sports in schools. in general, the project did a great deal.

PART THREE

ANALYSIS AND DISCUSSION OF THE FINDINGS

3.1 Introduction

This part gives a brief analytical discussion of the reported information and of what was observed as presented in Part two. It also narrows down broader explanations from the respondents by subjecting it into a 'content analysis'. The direct objective of the project examinable at the spot site was education through sports that it intended to get all the students play and study.

3.2 Extent of Achievement of the Project

According to the project's objectives, ETS aimed at increasing the number of PE teachers. The findings indicate that, the project trained 302 sports teachers (151 female and 151 male) from 151 government secondary schools in Singida. All schools visited had at least two PE teachers except Ikungi secondary school which had only one teacher. This was the biggest achievement accredited to the TTU-ETS beyond doubt, it is an exemplary achievement in sports development not only for Singida region, but for the whole central zone of Tanzania.

In line with the increase in number of PE teachers in the region, another parameter of performance of the project was its contribution to the improvement of students' attendance. The findings showed that, the general students' school attendance from an average less than 65% in 2012 to over 85% in 2014. Although this may be attributed to a multiple factors, physical education and sports showed to have a referential role. Example, it was reported that, the general boys attendance at Lulumba secondary school was around 70% but during high sports season (the period when there are preparation of UMISETA teams and interschool competitions) the attendance raised to over 95%. Therefore the project found its plan mature and the objectives met.

The aim of improving attendance was not an end objective by itself; ETS had an end goal at improving performance in the beneficiary schools. Findings showed that, the general

performance of the region was improved by 8% from 39% in 2012 to 47% in 2014, (Singida, REO, 2015). Similarly, it was reported that, performance in the CSEE in Iramba district was improved from 23% in 2013 to 50% in 2014. In Lulumba secondary school, the performance in form two was 99.9% that 142 students passed out of 144 sat for the exam. However the improvement could hardly be ascribed to sports and PE and the ETS because there are always, many other factors that contribute to students' performance. However it was apparent that PE and sports had a part in this when schools which taught PE showed an exemplary better performance than others. Example, Unyahati secondary school was the best school in certificate of secondary school education examination (CSEE) performance in Ikungi district in 2013 and 2014 despite of it being in the periphery and remote outskirts of the Ikungi township for about 10KM. As if not enough, all form two 2014 candidates passed their national examination (NECTA, 2015).

Therefore, despite the fact that, students' performance is subject to many factors, sports and PE has a bigger role. It keeps the child healthy, active and improves attendance; this is a key to all other factors. This fact is backed by a renowned philosopher Plato who stated that, a healthy mind dwells in a healthy body "*mens sana in corpora sano*" (in Juvenal, 1992). It should be noted that, in this scenario, sports and or PE did not only keep the students' minds healthy but also held it at school by improving attendance.

The findings further indicated that, all students, male and female were given equal chance to sports by training 151 female and 151 male teachers from all government secondary schools. Students who were involved in focus groups showed good understanding of their need, rights and limits of demand. Girls were as agile as the boys was in expressing what they believed was their right. There were sign of equality in participation in sports that all students irrespective of gender played football and volleyball. Therefore as another ETS goal, self confidence and equity among students was achieved.

It was reported that, as ETS supplied the goal posts and trained teachers, students found it catalysing them to sum their energy and employ it in the clearing bushes, digging stumps and levelling lands ready for erection of goal posts. This showed that, through sports, students demonstrated full responsibility as part of the school community. They felt indebted to the

sponsor (ETS) and therefore showed their concern.

In general, ETS had made a significant impact as far as sports in schools are concern. All schools in Singida have standard pitch for football, netball, and volleyball which was the targeted area for the project's support. Just as a comparison with other sports which were not included in the project, only one school in Iramba had basketball court with rather wooden goal posts. In the munispality, only old schools like Mwenge and Tumaini had the facilities. This situation implies that, without ETS the situation would be very different. Singida region have 302 PE teachers trained by ETS, this is a big number that may have much impact on the development of the carrier in future. Teachers are at strategic position in transforming the society, they therefore form a resource through which all growing youngsters will pass and acquire the knowledge. Therefore Singida will, for so long stand as the most sensitized region in sports/PE in Tanzania unless a deliberate initiative has been taken.

3.3 Conclusions

It was concluded from this study that, the project (ETS) was very successful in all areas of it interest. It managed to train 316 physical Education teachers thus increasing their number as aimed. The project helped schools see attendance of their students increase significantly and the same was the students' academic performance. The project did all these by helping to construct or rehabilitate football, volleyball and netball facilities in all 151 government secondary schools and three handball courts at Itigi, mandewa and Unyihati. Further, the survival of PE subject as academic discipline was found to be subject to the support from the government. It managed to conduct seminars and sports competitions as scheduled and went further to helping mother and daughters meet their hope of striving for better life. The project stood at excellent level of performance.

3.4 Recommendations

It was recommended that;

- i. The government need to give her hands of support to the project by supplying teaching materials in the three selected PE schools especially text and reference books

- ii. The government should acknowledge and recognise the 316 trained teachers as physical education personnel at their own level and use them appropriately
- iii. Physical education and sports as it is in the policy should be mainstreamed as a compulsory subject in all schools
- iv. The government should see on how to reduce burden from the parents in running sports competition in secondary school (UMISETA).
- v. REO and DEOs need to put sports in schools a priority to enhance attendance, students' health and subsequently improve academic performance
- vi. Heads of schools should take responsibility of maintaining the sports facilities constructed and use it accordingly
- vii. Sports officers should make a day-t-day follow up to ensure surveillance of sports activities in schools
- viii. Beneficially teachers should pass their knowledge to other teachers and to the society by training others and involving themselves in sports activities in the society.
- ix. ETS need to wean the support step-by-step so that the local government can take over efficiently

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APPENDICES

Appendix I

Schools which were given goal posts 2013 / 2014.

1. SINGIDA RURAL

<i>Name of School</i>		<i>Goal Posts given to the schools</i>			
		<i>Football</i>	<i>Volleyball</i>	<i>Netball</i>	<i>Hanball</i>
1	IKHANODA	✓	✓	✓	
2	ILONGERO	✓	✓	✓	✓
3	ITAJA	✓	✓	✓	
4	KIJOTA	✓	✓	✓	
5	KINYETO	✓	✓	✓	
6	MADASENGA	✓	✓	✓	
7	MAGHOJOA	✓	✓	✓	
8	MAKURO	✓	✓	✓	
9	MATUMBO	✓	✓	✓	
10	MERYA	✓	✓	✓	
11	MIKIWU	✓	✓	✓	
12	MISINKO	✓	✓	✓	
13	MRAMA	✓	✓	✓	
14	MSISI	✓	✓	✓	
15	MTINKO	✓	✓	✓	
16	MUDIDA	✓	✓	✓	
17	MUGHAMO	✓	✓	✓	
18	MUGHUNGA	✓	✓	✓	
19	MWANAMWEMA	✓	✓	✓	
20	MWASAUYA	✓	✓	✓	
21	NGIMU	✓	✓	✓	
22	NTONGE	✓	✓	✓	
23	NYERI	✓	✓	✓	
24	POHAMA	✓	✓	✓	
25	SINGITU	✓	✓	✓	
26	UGHANDI	✓	✓	✓	

Appendix II
Schools which were given goal posts 2013 / 2014.

IKUNGI DISTRICT

29	DADU	✓	✓	✓	
30	DR. SHEIN	✓	✓	✓	
31	IGHOMBWE	✓	✓	✓	
32	IGLANSON	✓	✓	✓	
33	IKUNGI	✓	✓	✓	
34	IRISYA	✓	✓	✓	
35	ISEKE	✓	✓	✓	
36	ISSUNA	✓	✓	✓	
37	LIGHWA	✓	✓	✓	
38	MAKIUNGU	✓	✓	✓	
39	MANGO'NYI	✓	✓	✓	
40	MASINDA	✓	✓	✓	
41	MIANDI	✓	✓	✓	
42	MINYUGHE	✓	✓	✓	
43	MKIWA	✓	✓	✓	
44	MKUNGUA KIHENDO	✓	✓	✓	
45	MSUNGUA	✓	✓	✓	
46	MTUNDURU	✓	✓	✓	
47	MUHINTIRI	✓	✓	✓	
48	MUNGAA	✓	✓	✓	
49	MUNKINYA	✓	✓	✓	
50	MWARU	✓	✓	✓	
51	MWAU	✓	✓	✓	
52	NTUNTU	✓	✓	✓	
53	PUMA	✓	✓	✓	
54	SEPUKA	✓	✓	✓	
55	SIUYU	✓	✓	✓	
56	UNYAHATI	✓	✓	✓	✓
57	UTAHO	✓	✓	✓	
58	WEMBERE	✓	✓	✓	

Appendix III
Schools which were given goal posts 2013 / 2014.

Singida Municipality

61	IPEMBE	✓	✓	✓	
62	DR. SALMIN	✓	✓	✓	
63	KINDAI	✓	✓	✓	
64	MANDEWA	✓	✓	✓	✓
65	MITUNDURUNI	✓	✓	✓	
66	MTAMAA	✓	✓	✓	
67	MTIPA	✓	✓	✓	
68	MUGHANGA	✓	✓	✓	
69	MUNGUMAJI	✓	✓	✓	
70	MWANKONKO	✓	✓	✓	
71	MWENGE	✓	✓	✓	
72	SENGE	✓	✓	✓	
73	UNYAMBWA	✓	✓	✓	
74	UNYAMIKUMBI	✓	✓	✓	
75	UTEMINI	✓	✓	✓	
76	KIMPUNGUA	✓	✓	✓	
77	MUFUMBU	✓	✓	✓	

Appendix IV
Schools which were given goal posts 2013 / 2014.

MANYONI DISTRICT					
81	KIMADOI	✓	✓	✓	
82	MANYONI	✓	✓	✓	
83	MLEWA	✓	✓	✓	
84	KIZIGO	✓	✓	✓	
85	MAKURU	✓	✓	✓	
86	KINTIKU	✓	✓	✓	
87	MITUNDU	✓	✓	✓	
88	ITIGI	✓	✓	✓	✓
89	MAKANDA	✓	✓	✓	
90	SASAJILA	✓	✓	✓	
91	CHIKUYU	✓	✓	✓	
92	KILIMATINDE	✓	✓	✓	
93	SANZA	✓	✓	✓	
94	MWANZI	✓	✓	✓	
95	MKWESE	✓	✓	✓	
96	SANJARANDA	✓	✓	✓	
97	IDODYANDOLE	✓	✓	✓	
98	IPAMUDA	✓	✓	✓	
99	RUNGWA	✓	✓	✓	
100	NKONKO	✓	✓	✓	
101	HEKA	✓	✓	✓	
102	ISSEKE	✓	✓	✓	
103	KAMENYANGA	✓	✓	✓	
104	KALEKWA	✓	✓	✓	
105	MGANDU	✓	✓	✓	
106	NGAITI	✓	✓	✓	
107	KINANGALI	✓	✓	✓	
108	DR. PERSEKO KONE	✓	✓	✓	
109	SARANDA SEC.	✓	✓	✓	
110	AMANI GIRLS SEC	✓	✓	✓	
111	KILIMATINDE SEC	✓	✓	✓	
112	MKWESE SEC	✓	✓	✓	

Appendix V
Schools which were given goal posts 2013 / 2014.

IRAMBA DISTRICT

113	NEW KIOMBOI	✓	✓	✓	
114	KIZAGA	✓	✓	✓	
115	NTWIKE	✓	✓	✓	
116	KINAMPANDA	✓	✓	✓	
117	TUMAINI	✓	✓	✓	
118	URUGHU	✓	✓	✓	
119	USHORA	✓	✓	✓	
120	MTENKENTE	✓	✓	✓	
121	KIDARU	✓	✓	✓	
122	SHELUI	✓	✓	✓	
123	MTOA	✓	✓	✓	
124	KYENGEGE	✓	✓	✓	
125	MUKULU	✓	✓	✓	
126	LULUMBA	✓	✓	✓	
127	KINAMBEU	✓	✓	✓	
128	KISANA	✓	✓	✓	
129	KISIRIRI	✓	✓	✓	
130	KASELYA	✓	✓	✓	
131	NDAGO	✓	✓	✓	
132	TULYA	✓	✓	✓	
133	MBELEKESE	✓	✓	✓	
134	MGONGO	✓	✓	✓	

Appendix VI
Schools which were given goal posts 2013 / 2014.

MKALAMA DISTRICT

135	SELENGE	✓	✓	✓	
136	MWANGEZA	✓	✓	✓	
137	NKINTO	✓	✓	✓	
138	KIKHONDA	✓	✓	✓	
139	GUNDA	✓	✓	✓	
140	GUMANGA	✓	✓	✓	
141	CHEMCHER	✓	✓	✓	
142	TUMULI	✓	✓	✓	
143	NDUGUTI	✓	✓	✓	
144	MIGANGA	✓	✓	✓	
145	IBAGA	✓	✓	✓	
146	IGUGUNO	✓	✓	✓	
147	KINYANGIRI	✓	✓	✓	
148	MWANGEZA	✓	✓	✓	
149	JORMA	✓	✓	✓	
150	GRACEMESAKS	✓	✓	✓	
151	ISANZU	✓	✓	✓	
152	SETH BENJAMIN	✓	✓	✓	
153	MAMPANTA	✓	✓	✓	
154	KINAMPUNDU	✓	✓	✓	
155	SELEGE	✓	✓	✓	

Appendix VII
Interview schedule for REO

Background information

Name of the respondent.....Designation.....

Greetings, introduction and Verbal explanation about ETS and aims of the visit

Items;

- i. What was the situation in terms of sports facilities before ETS and how is it now?
- ii. What was the situation in term of sports equipment before and how is it now?
- iii. What is the contribution of ETS in all the improvement (if any)?
- iv. How many sports/PE teachers did you have before and how many are there now?
- v. How did the change in number of teachers happen in such a short period of time?
- vi. How many schools have benefited from ETS in your region?
- vii. In your opinion, what is the role of sports to students' school life?
- viii. What has been the effect of sports to students' attendance since the start of the project?
- ix. What has been the effect of sports to students' academic performance in national examinations since the start of the project?
- x. What is the contribution of ETS in preparation for UMISETA and what is its impact (if any) in your performance.
- xi. Is there any school that teach PE as academic examinable subject? If yes how do you support the schools?
- xii. Is there any other appreciable support you know that was provided by ETS?
- xiii. If ETS stops supporting, will these sports in schools be sustained? (If yes, how and if no, why).
- xiv. If you were given chance to give your remarks on ETS' performance, what would be your stand?

Appendix VIII

Interview schedule for DEOs and DSOs

Background information

Name of the respondent.....Designation.....

Greetings, introduction and Verbal explanation about ETS and aims of the visit

Items;

- i. What was the situation in terms of sports facilities before ETS and how is it now?
- ii. What was the situation in term of sports equipment before and how is it now?
- iii. What is the contribution of ETS in all the improvement (if any)?
- iv. How many sports/PE teachers did you have before and how many are there now?
- v. How did the change in number of teachers happen in such a short period of time?
- vi. How many schools have benefited from ETS in your district?
- vii. In your opinion, what is the role of sports to students' school life?
- viii. What has been the effect of sports to students' attendance since the start of the project?
- ix. What has been the effect of sports to students' academic performance in national examinations since the start of the project?
- x. What is the contribution of ETS in preparation for UMISETA and what is its impact (if any) in your performance.
- xi. Is there any school that teach PE as academic examinable subject? If yes how do you support the schools?
- xii. Is there any other appreciable support you know that was provided by ETS?
- xiii. If ETS stops supporting, will these sports in schools be sustained? (If yes, how and if no, why).
- xiv. If you were given chance to give your remarks on ETS' performance, what would be your stand?

Appendix IX

Interview schedule for Heads of schools

Background information

Name of the respondent.....Designation.....

Greetings, introduction, Verbal explanation about ETS and aims of the visit

Items;

- i. What was the situation in terms of sports facilities before ETS and how is it now?
- ii. What was the situation in term of sports equipment before and how is it now?
- iii. What is the contribution of ETS in all the improvement (if any)?
- iv. Have you ever had any one of your teachers attending seminar conducted by ETS? If yes, how many teachers and when?
- v. How many sports/PE teachers did you have before and how many are they now?
- vi. In your opinion, what is the role of sports to students' school life?
- vii. What has been the effect of sports to students' attendance in your school since the start of the project?
- viii. What has been the effect of sports to students' academic performance in national examinations since the start of the project?
- ix. To what extent has the project enhanced development of girls' sports education and skills
- x. What is the contribution of ETS in preparation for UMISETA and what is its impact (if any) in your performance?
- xi. How did your students participate in facilitating all these changes?
- xii. What part did the community around your school take during construction of facilities and how do they benefit?
- xiii. Does your school teach PE as examinable subject? If yes, what are the challenges so far? If no, would you wish to do so? Why?
- xiv. How many periods/hours are scheduled for sports in your school?
- xv. Is there any other appreciable support you know that was provided by ETS in your school?
- xvi. If ETS stops supporting, will these sports in your school be sustained? (If yes, how and if no, why).
- xvii. If you were given chance to give your remarks on ETS performance, what would be your stand?

Appendix X

Interview guide for sports/PE teachers

Background information

Name of School.....

Greetings, introduction, Verbal explanation about ETS and aims of the visit

Items;

Background information

Name of the respondent.....Designation.....

Items

1. What did you know about sports before ETS and what do you know now?
2. What do you do here at school as sports/PE teacher? Do you think you are doing enough?
Why?
3. Would you wish to go for other more seminars? If yes what in particular would you wish to be trained?
4. What is the condition of sports facilities in your school?
5. How are the students involved in keeping the sports field in good condition? Are they always ready to work for the good of sports?
6. What do you think is the part of sports as facilitated by ETS in the student's school attendance and academic performance?
7. Do you have all the balls you want? If yes, how many are they? If not, why?
8. To what extent has girl's involvement in the sports activities improved their social and sports skills?
9. Does your school teach PE as academic discipline? If yes what are the challenges you encounter? If no, would you wish and why?
10. What is the contribution of ETS in UMISETA preparation? And what is its impact in your performance?
11. What remark would you make on ETS performance in your school?

Appendix XI
Students' focus group schedule

Background information

Name of School.....

Greetings, introduction, Verbal explanation about ETS and aims of the visit

Items;

- i. Have you ever heard about ETS?
- ii. How would you explain the condition of your sports facilities like Football, netball and volleyball fields?
- iii. What is your contribution to the condition of the facilities?
- iv. Have you ever had enough balls at your disposal to play as much as you wish?
- v. How many hours are scheduled for sports/PE in a week time? How are these hours used?
- vi. Is PE taught in your school as academic subject? If yes how is it; or if no, would you wish it to be taught? Why?
- vii. How does your PE teacher help in securing time for sports and the actual training?
- viii. What do you think is the part of sports in your school life and in your academic endeavour?
- ix. Do you all (boys and girls) participate in sports equally?
- x. You girls, is there anything that you are deprived in favour of boys in sports activities? If yes explain how!
- xi. What are the obstacles you come across with in attempt to excel in sports activities in your school and in UMISETA?

Appendix XII

Mother and daughters focus group

Background information

Name of group.....

Greetings, introduction, Verbal explanation about ETS and aims of the visit

Items;

Background information

Name of the group.....

Items

1. When was your group formed
2. How many were you in the group by then and now? If any difference Why?
3. To what extent has the project improved your economies (income, subsistence and surplus)
4. What do you get from participation in sports?
5. Has the involvement in the project improved your social profile and lifestyle? How?
6. How have you benefited from the project?
7. What are the challenges you face in this group-life?
8. Are you capable now to run your activities (sports and health education, events, clubs, and economic activities) without support from the ETS? If no explain why and what can be done by ETS to help you sustain it on your own.