

# Teaching Management Plan

## Tanzania



### OVERVIEW

#### Company Mission

Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire, and to be inspired.

#### Teaching Programme Mission

Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.

#### Background Information

Since the eradication of school fees for primary schools in 2001, Tanzania has made tremendous progress in primary school enrolment rates, for both boys and girls, reaching 94% enrolment rate, one of the highest net enrolment ratios in Africa<sup>i</sup>. However, challenges still remain, in particular with regards to retention, completion and transition to secondary education<sup>ii</sup>. Indeed, whilst most children do get enrolled into primary school, the completion rate is not as positive, with many children dropping out before the end of primary school, in particular girls and students in more rural areas. There are a number of reasons for this: though there are no direct tuition fees, families are still expected to pay for uniforms, school supplies, and these indirect costs are often too high for poorer communities. On top of this, in more rural areas, schools are sparse and students often have to walk many miles to get to their nearest institution. Traditional beliefs and financial situations also still require children to do most domestic chores as well as work early on to help towards the family's earnings<sup>iii</sup>. These various factors mean that the net primary completion rate was only at 62% in 2011<sup>iv</sup>. The situation is even direr in secondary schools where there are tuition fees to pay, with enrolment rates of 30% for lower secondary school, and as low as 1.9% for upper secondary education<sup>v</sup>, with disparities being noted between genders.

Funding and resources are also lacking for public schools, and the number of properly-trained teachers is limited. Unfortunately, the rapid expansion in primary school enrolments has not been matched by an increase in qualified teachers, classrooms, or educational materials<sup>vi</sup>. Government schools now have an average of 66 students per class, with some regions facing even larger numbers<sup>vii</sup>. As such, teaching staff are severely overstretched and greatly benefit from the extra support offered by teaching volunteers.

#### Partners

We work with a wide variety of educational authorities, both formal and informal. In particular, we liaise with private and public schools and provide primarily teachers for these. We also have links to a number of orphanages and day care centres where teaching programmes, while essential, are less formalised in terms of structure and curriculum, and often involve an element of care as well as teaching on the part of the volunteers.

## GOALS

In order to work towards our Teaching programme mission, we have set the following goals to achieve in the placements where we send our volunteers:

### 1. **Improve English**

English has undeniably become the global language for business. It is vital for countries, businesses and individuals to improve their level of English to become true participants in international trade. Though English is taught as a core subject in primary school, the rest of primary education is conducted in Swahili<sup>viii</sup>. Though secondary education is conducted in English, only a very small percentage of the population actually attends secondary school. As a consequence, the level of English in Tanzania is relatively low and can prevent people from reaching higher level education and institutions. Speaking English has become a priority for Tanzanian students wishing to develop on an international basis and become economically successful. Volunteers, in particular native speakers, can offer invaluable help in improving the students' and also the teachers' phonetics, pronunciation and grammar. We also set up conversation classes to improve the student's oral skills and capacity to participate in "real life" conversations.

### 2. **Improve the safety and cleanliness of the learning environment**

Many public schools lack suitable physical infrastructure and cleanliness due to the lack of government funding. Indeed, the increase in enrolment rates has not been matched by further investments in school infrastructure as well as safety, water, sanitation and hygiene<sup>ix</sup>. These factors are detrimental to students' motivation to learn and many of them are unaware of the importance of having a suitable learning environment. In fact, the poor latrine ratios have been found to significantly impact girls' attendance and performance in particular<sup>x</sup>. We work with the school to help improve their safety and cleanliness standards. Some of the kids in the placements are living in an unclean environment; they don't brush their teeth and often don't have clean clothes. This is because parents can't afford to buy soap and toothpaste. The community on the whole sometimes also lacks basic hygiene knowledge, so outreaches with volunteers can really help local communities in this way.

### 3. **Improve classroom support**

With large classes (averaging 45-55 students in secondary schools<sup>xi</sup>) and very limited resources, it is difficult for teachers to maintain discipline, deliver creative teaching methods and offer personalised support to students struggling to keep up. Corporal punishment in schools is also a source of discouragement for Tanzanian students. We aim to relieve pressure for teachers by dividing the class into small groups, organising remedial classes for slower learners, and encouraging students in their work. This is connected to the "Improve teaching techniques" goal.

### 4. **Increase literacy**

Reading and writing are essential skills for every person to master. Building these basic skills at a young age can greatly increase a student's ability and interest later on. Studies found that performance remains poor at the end of primary level, with seven out of ten children unable to read basic Swahili, and nine out of ten unable to read basic English<sup>xii</sup>. We still have many kids who do not go to school because their parents are unable to pay school fees due to their socio-economic position. Some of our communities too still do not realise the importance of education or, in instances where they do realise, the mechanism to access it is not in place. So this goal is very relevant. We aim to assess the literacy levels of different students to hold remedial classes for those identified as needing extra support. Reading Clubs at schools and local orphanages not only help strugglers improve their reading skills, but also encourage students to take more pleasure in reading and to broaden their mind.

## 5. Improve teaching techniques

Despite the increase in education spending over the last couple of decades, the sector is failing to attract enough qualified teachers<sup>xiii</sup>. For example, the proportion of trained female teachers in secondary education is only of 22.8%<sup>xiv</sup>. The few qualified teachers remain underpaid and thus lack motivation<sup>xv</sup>. With the lack of training and motivation, many continue to teach using the same methods in which they themselves were taught as students. When faced with such large classes, most learning is done simply by copying what the teacher has written on the blackboard and learning the lesson by rote. Students are often able to learn the information, but without necessarily understanding it. This can have a damaging lasting effect on their future education and professional capacities. Volunteers are able to bring in a variety in the teaching and learning techniques as well as offer personalised teaching support to students identified as slow learners. Many placements have teachers who are professional but do not have a good and effective teaching skills because they have been unable to develop these and have had little input as to how to improve techniques, so when we have volunteers who may share with them good techniques and new methods, it will improve community education.

## RESOURCES

<b>Human Resources</b>	Average 140 volunteers per year Projects Abroad global staff teams Placement staff support
<b>Physical Resources</b>	Projects Abroad offices Placement materials
<b>Online Resources</b>	Volunteer Resources Database Myprojectsabroad webpages
<b>Financial Resources</b>	Monthly budgets for overall operations Donations to specific projects or placements
<b>Intangible Resources</b>	Reputation in destination communities Goodwill; genuine desire to help Expertise

Projects Abroad provides a range of resources for each of our programmes. These fall into four interdependent categories:

**Human:** Volunteers themselves are our most crucial asset in achieving our goals. Through their creativity and energy, all of our ambitions can be realised. Another central support team is our extensive network of Projects Abroad staff worldwide, dedicated to supporting volunteers and achieving our company mission. We also depend greatly on the staff in all of our placements; whose support guides volunteers through their daily activities.

**Physical:** Projects Abroad has offices in all of our destinations, where volunteers can come to speak to staff or attend workshops. There are also office materials and placement supplies available to volunteers.

**Online:** The Volunteers Resources Database and myprojectsabroad webpages all provide vital support before, during and after their placements.

**Financial:** Funds for all of Projects Abroad's work come solely from volunteer placement fees. These are distributed via monthly budgets, to ensure fair allocation of funds for each destination. Occasionally volunteers may also send donations directly for a specific placement or project.

**Intangible:** The good reputation of volunteers in local communities is what makes our work possible. This reputation has been earned over years of dedicated volunteer contribution. This is supported by the combined knowledge of our extensive staff network. With over 700 staff across every continent, we are proud to be a diverse and accomplished team.

## MONITORING & EVALUATION

Placement visits Volunteer workshop sessions Staff meetings Volunteer Resources Database Feedback evaluation
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**Physical monitoring:** Through placement visits and volunteer workshops, volunteers are in frequent contact with staff members, who will observe and advise volunteers in action. Staff participate in regular meetings to discuss best practices within and between destinations.

**Online monitoring:** The Volunteer Resource Database is platform for staff and volunteers to share and develop ideas.

**Feedback evaluation:** Feedback from placement staff, Projects Abroad staff and volunteers is continuously gathered and used to inform future plans.

## LOCATION OF PLACEMENTS

Teaching placements are available in both Arusha and Dar Es Salaam.

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<sup>Ⓜ</sup> [http://www.unicef.org/tanzania/6911\\_10874.html](http://www.unicef.org/tanzania/6911_10874.html)

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<sup>Ⓜ</sup> <http://www.usaid.gov/tanzania/education>

iii

<sup>Ⓜ</sup> <http://www.tdcf.org.uk/education-in-tanzania-facts.html>

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iv	<a href="http://www.unicef.org/tanzania/6911_10874.html">http://www.unicef.org/tanzania/6911_10874.html</a>
v	<a href="http://www.usaid.gov/tanzania/education">http://www.usaid.gov/tanzania/education</a>
vi	<a href="http://tz.one.un.org/index.php/what-we-do/education">http://tz.one.un.org/index.php/what-we-do/education</a>
vii	<a href="http://www.unicef.org/tanzania/6911_10874.html">http://www.unicef.org/tanzania/6911_10874.html</a>
viii	<a href="http://www.stmarys.ac.uk/shocc/docs/Tanzania-Education-Fact-Sheet-Apr11.pdf">http://www.stmarys.ac.uk/shocc/docs/Tanzania-Education-Fact-Sheet-Apr11.pdf</a>
ix	<a href="http://tz.one.un.org/index.php/what-we-do/education">http://tz.one.un.org/index.php/what-we-do/education</a>
x	<a href="http://www.unicef.org/tanzania/6911_10874.html">http://www.unicef.org/tanzania/6911_10874.html</a>
xi	<a href="http://www.stmarys.ac.uk/shocc/docs/Tanzania-Education-Fact-Sheet-Apr11.pdf">http://www.stmarys.ac.uk/shocc/docs/Tanzania-Education-Fact-Sheet-Apr11.pdf</a>
xii	<a href="http://www.usaid.gov/tanzania/education">http://www.usaid.gov/tanzania/education</a>
xiii	<a href="http://tz.one.un.org/index.php/what-we-do/education">http://tz.one.un.org/index.php/what-we-do/education</a>
xiv	<a href="http://www.stmarys.ac.uk/shocc/docs/Tanzania-Education-Fact-Sheet-Apr11.pdf">http://www.stmarys.ac.uk/shocc/docs/Tanzania-Education-Fact-Sheet-Apr11.pdf</a>
xv	<a href="http://www.tdcf.org.uk/education-in-tanzania-facts.html">http://www.tdcf.org.uk/education-in-tanzania-facts.html</a>