



TANZED NEWSLETTER ISSUE 12/ MARCH 2018

2016 and 2017 have once again been fantastic years for Tanzed, we have been working hard to ensure the changes we have made over the last twenty years are maintained. We are very excited about the new role we can play to build on our achievements and integrate the educational changes being made within Tanzania and so this newsletter is full of information about our new “School Development Programme” which commenced in January 2018.

The main aim of the new “School Development Programme” is to ensure Tanzed continues to consolidate and sustain the impact it is having in the twenty schools in which we work in the Morogoro region in Tanzania.

The “School Development Programme” consists of the four main project areas we have been working in plus we are conducting baseline research during 2018 into two new project areas; “child vulnerability” and “environmental education”, both identified by the team in Tanzania as relevant to our overall programme.

PROJECTS

Teacher Training – Tanzed is committed to ensuring all schools reach their optimum level of performance and will continue to deliver training for head teachers, nursery and library teachers. The head teachers’ leadership seminars provided by Tanzed during the last three years have resulted in considerable improvements in some schools and highlighted direct correlations between poor leadership and poor performance in a few schools. All nursery teachers have reported improvements in their experience as teachers and in their relationships with head teachers, parents and pupils. Teacher training is to be extended to Standard One teachers to ensure a common understanding among teachers who deal with the youngest children in schools.



Standard 3 children assisting the teacher in the nursery with over 100 children



Library Facility at Mikumi Primary School – children working in small groups

Libraries - There are nine libraries, three in each area we work in, Tanzed recognises the importance of reading and accessing learning games (jigsaw puzzles, board games) in order for children to develop their cognitive skills and attitude to learning. Libraries also give opportunities for slow learners or children with special needs to receive individual tuition. During 2018 the school community is being encouraged to make further use of the libraries, inviting parents and teachers to use the library facilities for meetings, clubs, providing information and computer training.

School Committees - The Tanzanian government has recently issued new guidelines on the structure of school committees and their roles and responsibilities. School committees should now be made up of thirteen members and put in place by parents. There should be at least four committee meetings each year. Tanzed has been encouraging active school committees through its School Management programme and fifteen schools in which Tanzed works have committed to form a new school committee. By implementing the new responsibilities of the school committee, accountability will be ensured in areas such as school council development, renovation and maintenance of infra structure and encouraging ownership and management of resources. Parental involvement in schools will be encouraged regarding progress of children, provision of food, management of large classes and discipline issues through parents meetings, school sports days and open days.

Outdoor Play - In 2014 Tanzed began encouraging schools to provide outdoor play areas providing an opportunity to learn outside the classroom creating additional learning space at a minimal cost where resources and funds are extremely limited. Tanzed had found that parents and teachers did not recognise the importance of play in education and having “fun” was not something to be experienced in school! By creating outdoor play areas using locally sourced resources and the skills of parents and community members, teachers and children can experiment with creative learning in smaller groups and the wider community can observe the benefits of their children enjoying the experience of learning through play and physical activities. Teachers with outdoor play areas have observed that children love to play games and use the outdoor equipment, they are more attentive in lessons, truancy has been reduced and an increase in attendance by those not previously coming to school. Sports and games help children forge friendships, encourage team work and reduce fighting and conflict. Friendships have also increased between teachers and pupils, pupils being less intimidated by teachers. Tanzed is continuing its work in this area as it can play a major role in encouraging positive reinforcement in the classroom.



Outdoor play equipment is a great way to improve children's experience in school for very little cost

Child Vulnerability - Tanzed has been aware for many years that as many as 30% of children are not completing primary education in the region, some never enrolling, some dropping out or playing truant. In 2017 Standard One teachers were invited to attend a seminar with nursery teachers to ensure that teachers who deal with the youngest children in school would have a common

understanding of some of the challenges facing both teachers and children. The use of a stick is still commonplace in some of the schools in which Tanzed works either as a method of punishment or of discipline. Over the last three years Tanzed has through its teacher training and school management projects encouraged teachers to consider introducing positive reinforcement as a reward for good behaviour and school work, and withdrawing of privilege as a means of punishment.

This has been executed to positive effect by letting nursery children leave the classroom to spend time in the outdoor play areas. Teachers when asked to comment on any changes in their teaching experience have stated that "Through teachers seminars I have learned if I am humble enough to children we can do away with the stick". Tanzed is committed to ensuring that the use of violence in any form is unacceptable. Through continued training and developing awareness of the damage caused to a child by being exposed to a cycle of violence, Tanzed aims to eradicate the use of physical punishment in all twenty schools in which it works. Tanzed is particularly encouraged that the initiative for this change has come from Tanzed staff members.

Tanzed has identified ten schools to conduct baseline research to identify vulnerable children. This is a very sensitive area and once the baseline research is completed Tanzed will assess whether it has the capacity to put systems in place to build interventions to help create safer relationships in schools and the community.

Environmental Education - Environmental education has been included in the school curriculum in Tanzania from the 1960s and also emphasized in the education and training policy of 1995. According to Tanzanian Education and Training policy, environmental education has to be integrated into all subjects. However, since then, the condition of the environment has not improved to a satisfactory level. Schools and communities continue to face soil erosion, drought, poor waste management and poor management of water sources for sustainability in schools and communities around. The school is part of the community surrounding the school, therefore it is expected that what the pupils learn in school should be reflected in society.

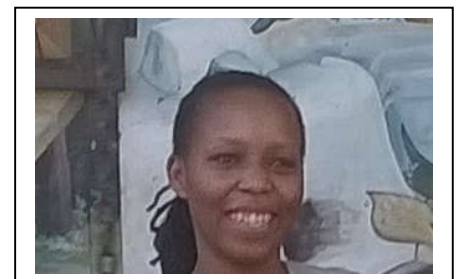
Teachers claim there is no clarity in what is to be taught as environmental education and they face many obstacles; lack of teaching and learning resources, time, large class sizes and lack of experienced, trained teachers in environmental education as a subject. Tanzed is working in eight schools initially during 2018 to pilot this new project.

PERSONNEL TZ We are very fortunate to have an amazing team in Tanzania, the four members below are assisted by two office based volunteers and three field volunteers.



Isaac, is a former pupil from one of the primary schools Tanzed has been working in. Having completed his studies he started work in the field three years ago and is now the assistant field coordinator.

The team in Tanzania is led by Robert Lyakurwa who has been with Tanzed since it began in 1997 He is assisted by Debs, who has been helping Robert for a number of years and having now gained her degree in accounting, we are pleased to welcome her as our latest staff member in her role as assistant office manager.



Justice, a former Tanzed school head teacher has been assisting Tanzed for many years. Alongside his teaching role at Mangula Primary School he is our part time project teacher trainer



PERSONEL UK

Tanzed continues to be run by a small group of Trustees and voluntary helpers. We are pleased to welcome Janet Lucas and Tansy Loxton as new board members to work alongside John and Jane Lonsdale and Zoe Johnson. Graham Prince who left the board during 2017 played a major role in developing the School Management programme and enabling a large number of teachers from both here in the UK and from Tanzania to participate in exchange visits through the Connecting Classrooms Initiative. His work continues to impact on the developments in the primary schools in Tanzania in which we work and we offer our sincere thanks for all his hard work and commitment whilst with Tanzed.

VISITS

There have been two field trips to Tanzania in the last two years. Tanzed chairperson, Zoe Johnson was accompanied by Tansy Loxton in November 2017 and Zoe Johnson made a further visit in January 2018 to finalise planning for the new School Development Programme, attend a Tanzed board meeting and meet the village leaderships participating in the new School Committee project. Assessment of progress in all twenty schools was carried out during the two visits.

RAISING FUNDS

Over the last two years Tanzed has been successful in securing funding from Charitable Trusts who continue to support us, notably, the Bryan Guinness Trust and Souter Trust. The Waterloo Foundation has also awarded a grant over the next two years. Further funding applications are ongoing. We are extremely grateful to those of you who continue to support us with regular donations through the "Friends" programme and from UK schools; anyone wishing to set up a regular donation will find information on our website. We are also delighted that University College of Dublin Voluntary Organisation (UCDVO), who have been working with Tanzed in Tanzania for a number of years, are continuing to support Tanzed TZ with contributions to running costs and salaries.

We are hoping to organise some fund raising events during 2018/19 and welcome any offers of help and/or suggestions.

THE FUTURE

Tanzed begins 2018 in a good financial position which enables us to continue with our work to improve and sustain educational opportunities for children in rural Tanzania. We will continue to work to strengthen the relationship between government primary schools and the community by empowering school committee members, teachers, parents, community members and pupils to realise and undertake their responsibilities regarding school development which will improve the learning experience for all children and teachers thus ensuring the most vulnerable children are attending school regularly.

We welcome anyone who would like to know more about our work or to volunteer to help us to get in touch. This is a great time to get involved with Tanzed as we are secure financially and have a fantastic team in Tanzania to work with.

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