



Education East Africa

Annual Report

December 2015



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ABBREVIATIONS

DEO	District Education Officer
TIE	Tanzania Institute of Education
WEO	Ward Education Officer
WSDP	Whole School Development Programme

Background and introduction to our work in 2015

Education East Africa has worked in the Kilimanjaro region of Tanzania since 1994. Until May 2015 we worked under the name of Village Education Project Kilimanjaro. The name was changed, with the consent of the Charity Commission, in order to reflect the charity's expansion of our work to Rwanda. All the charity's projects are concerned with basic education for village children and young people. The Whole School Development Programme (WSDP) is now our main project. The aims of the WSDP are: to improve teaching and learning; to raise the level of teachers' understanding and knowledge with regard to their subjects and generic teaching skills; to assist head teachers with management and administration; to build closer links between schools and the community; to work closely with the district education authorities in all parts of the programme and to work with education officials at all levels with the goal of influencing policies of the Ministry of Education & Vocational Training.

The current WSDP in Moshi Rural district was approved by the District Education Officer and implemented in 2006. The programmes in 2007-2010 laid foundations and developed work with in-service training in specific primary schools. This includes seminars for teachers, training for head teachers and school committee members, and workshops to provide a forum for the DEOs and Chief Inspectors of the Kilimanjaro region to improve their work and skills. A formal partnership and collaboration was established with Singa Chini Teacher Training College. Singa Chini trained student teachers for work in primary schools. However, during this year it was allocated to be a training college for student teachers for work in pre-primary schools only.

At the end of 2010 plans were made to introduce the WSDP to a new ward, Mabogini, in order to implement the model which had evolved from working in Marangu. From 2011 to 2013 work in the 11 schools in Mabogini ward went from strength to strength with most encouraging results.

Last year, as well as maintaining contact with and support to the schools in Mabogini ward, the WSDP started a pilot project in six primary schools. These comprised two schools from Mabogini ward, and so those were included in the WSDP in any event, and four schools from the adjoining Arusha Chini ward. This project was at the request of a Dutch organisation, FT Kilimanjaro, and the project is being run in partnership, with FT Kilimanjaro paying half of the costs and providing some administrative assistance and Education East Africa providing the expertise and running the project. During the course of last year two more schools from Arusha Chini ward joined the project.

Undoubtedly, the pilot project is improving the teaching of mathematics and English. This is being achieved by using the maths books prepared by Jane Firth for Pre-primary, Standard I and Standard II classes, and providing maths support for teachers of all Standards, and using the English courses prepared by Katy Allen. These books guide the teachers thoroughly and adopt sound teaching practices.



In the year Barbara Kerr, a primary school teacher and principal with over 35 years' experience in Australia and Africa, continued to be full-time on the programme and to lead the mathematics part of the project which included the continuation of her valuable work on data collection.



Barbara Kerr

Jane Firth, a very experienced teacher of pupils in the early years of primary school and a teacher-trainer, visited once in the year to continue her work with the primary school teachers. Our goal with these visits is to improve the teaching of basic mathematics.



Jane Firth

Dr Anne Samson, an educationalist and teacher-trainer from London (although born and brought up in South Africa) researches for, plans for and oversees the Whole School Development Programme and visited Tanzania twice in the year. Anne undertook a thorough evaluation of our work.



Dr Anne Samson

Katy Allen is the director of Education East Africa and whilst also involved in administrative aspects of the programme she heads the English part of the pilot project.



Katy Allen

Dilly Mtui is the overall coordinator of all the projects in Tanzania. He was a primary school teacher and head teacher for many years and specialises in the teaching of mathematics.



Dilly Mtui

The programme focuses on the teaching of English and mathematics. It works mainly with the teachers in order to enhance their confidence, motivation and skills. It also liaises greatly with the education authorities to encourage better management and co-ordination, and to increase the impact and replication of ideas by liaison with the local inspectorate and teacher-training colleges.

The partnership with FT Kilimanjaro continued in the year with work focusing on the teaching of English and mathematics in the primary schools.

A new partnership was formed with an Australian not-for-profit organisation called So They Can. Their education consultant had contacted us in the previous year after he had read about our work. So They Can were already working in four government primary schools in two wards in the Babati district in Manyara region. They had embarked on a programme of employing 'mentors' to assist the primary school teachers. The two mentors for mathematics were trained teachers with experience. The mentor for English was not a teacher nor had any experience in the education field.

Summary of the work done in the primary education sector in 2015

Pilot project in Lower Moshi

English in Lower Moshi

In early January 2015 Katy Allen and Dilly Mtui ran training seminars for teachers of English to Standard I and Standard II and to Standard III and Standard IV. In mid-January Penny Harris, a primary school teacher from the UK, worked with them. The pilot project has adopted two new English courses: one for Language Awareness for Standard I and II with books called Jiandae 1 and Jiandae 2; the other a comprehensive course for Standard III to VII with books called New Original English Course (NOEC). The books give teachers comprehensive guidance, in Swahili, on how to teach, how to pronounce the English words as well as explanations on the grammar and sentence patterns.

The Jiandae requires a lot of interaction with the pupils and the adoption of the think-pair-share teaching technique. The teachers enjoyed the teacher's books and posters and performed well in the mini-teaching practises in the seminars. Those who had been teaching Standard I last year using Jiandae 1 progressed to working from Jiandae 2 and readily adapted to the book's methodologies. The teachers especially enjoyed the songs and activities and could appreciate the link with other subjects taught in Standard II.

The NOEC books have very detailed teacher's notes and all the instructions and explanations are in Swahili in order to ensure their full comprehension by the teachers.

You can discover more about these excellent books on our website:
<http://www.educationeast africa.org/books/>

The teachers had used NOEC Book One last year with Standard III pupils. However, because of the delayed start to the project last year only two schools had got sufficiently far in Book One to enable them to proceed to Book Two with Standard IV. In the other schools it was agreed that it would be prudent to repeat Book One. Book Two is a lot more detailed than Book One, but the teachers could cope as the teacher's books guide them completely.

A summary of the training seminars is in **Appendix 1**. These seminars are delivered in Swahili as Katy is a fluent speaker and using Swahili ensures that the teachers fully understand and that they are confident to ask questions and to enter into discussions.

In the follow-up visits made by Katy and Penny the results in Standard I and Standard II were a joy to see – the pupils were engaged, they were thinking and they were involved. Also their pronunciation of the English



words was excellent. Some of the teachers have built a strong rapport with their pupils and the lessons are fun. In many lessons the pupils laugh, act, draw and sing. They do not realise that they are learning and developing skills. This is how learning at that age should be.

A summary of the follow-up visits and observations is in **Appendix 2**.

The Standard III and Standard IV lessons have been encouraging but the teachers needed more help with their own English in order to have confidence in saying what is in the books. As in the previous year we held some workshops for all the English teachers. The attendance at each workshop was good which shows that all teachers want to improve their English. The workshops concentrated on the tenses – how to form them and their meaning and use. The teachers learned a lot and all have said that they would like many more of these workshops.

A summary of the workshops is in **Appendix 3**.

Half way through the year the government, through the Prime Minister's office announced a new scheme for teaching Standard I and II throughout the country with immediate effect. This was to teach the 'three Rs' (reading, writing and arithmetic) only. No books were provided and no scheme of work was available. The teachers were told to create their own scheme. English was no longer to be introduced in these early years. The effect of this was that the teachers said they had no time to teach using the Jiandae books. They perceived the books to be 'English' whereas they are a language awareness course taught through the medium of Swahili and introduces English words. Those words have already been adopted into the Swahili language and so are easy to learn, and are a way of motivating the pupils to continue learning English.

The Jiandae course was written in the belief that English as a foreign language should not be introduced until year 3 (Standard III) of primary, and that a course to motivate the pupils to learn another language was needed. The Jiandae is a valuable complement to the discrete teaching of three Rs. In fact, the need for a course such as Jiandae formed the basis of a presentation to the LANES International conference in July (see below and Appendix 16).

Another surprise came when, at a party to mark the retirement of some teachers in Lower Moshi, the District Education Officer for Moshi Rural announced that the NOEC books should not be used as they were not approved by the government. This was shocking as in February 2014 we had received a letter approving the running of the pilot project.

The District Education Officer, despite many meetings, refused to put anything in writing either that the use of the books as part of a Pilot Project could continue or not. This sorry state of affairs led to only two schools continuing to use the books. The other head teachers were scared to continue. The meetings continue, and it is hoped that this matter will be resolved. After all what is a pilot project unless it is testing new methods and material?. The partner organisation FT Kilimanjaro has been instrumental in trying to resolve this, but the general election at the end of October 2015 meant that from August all government departments shunned any difficult issues and concentrated only on the election campaign.



Teacher-training for Jiandae

Mathematics in Lower Moshi

In January until June we had the benefit of Madeleine Eriksson volunteering on the programmes. Madeleine is a primary school teacher from Sweden. Barbara Kerr and Madeleine ran a two-week seminar for teaching mathematics. These seminars were based on the mathematics books written for us by Jane Firth. In her training seminar Barbara adopted a slightly different approach from the one used last year and related each part of the book to the syllabus. This gave the teachers confidence that they would be fulfilling the government's requirements in their teaching.

The seminars were enjoyed by the teachers who loved the many activities which use local materials. The teachers discovered for themselves how simple the mathematics is if it is presented properly using objects so that the mathematics is actually seen.



Teacher-training for mathematics

A summary of the training seminar is in **Appendix 4**.

Jane Firth came out in late January for a few weeks, and helped Barbara and Madeleine with follow-up visits to the schools. The classroom observations were mostly encouraging and the teachers were following the books with good results. However, some teachers were rushing and leaving some pupils behind, and nearly all teachers have difficulty in catering for the different abilities in the class. This is covered in the books, but it takes time and experience to identify the fast and slow pupils and then to be able to manage the class with different activities going on.

A summary of the follow-up visits and observations is in **Appendix 5**.

Barbara visited each school frequently to give mini-workshops to teachers of mathematics. These covered topics of their choice. Nearly each problem-area could be related back to misunderstandings of the basic mathematics and number work. Common problems remain, being 'place value' (hundreds, tens, units), area and perimeter, fractions and algebra. Barbara's work resulted in many teachers fully understanding for the first time some of the topics which they have taught for years. Barbara's report reveals the misunderstanding about basic mathematical concepts that some of the teachers have. **It is easy to forget how the teachers' own poor education affects their teaching.**

A summary of the mini-workshops is in **Appendix 6**.

Work with the teachers continued until just before the Standard VII national examinations in September. This is always a disruption and little other work is done in the weeks preceding the examinations as so many teachers are involved in gathering administrative information and receiving training on invigilation.

In addition Jane Firth, at the request of FT Kilimanjaro, prepared a complete scheme of work for pre-primary. This is not just for mathematics, but is based on the Montessori approach and caters for the development of skills through various topics which use language, art, songs and mathematics to learn about and explore each topic. This is for the private pre-primary schools which are part of FT Kilimanjaro's wider programme. This is something with which we might help more in the future.

Pilot project in Babati, Manyara

English in Babati

In January Penny Harris, a retired teacher from England, came for an assignment to help with the English programme. Katy, Dilly and Penny ran a two-week training seminar in Babati for English teachers from the four primary schools in which our partner, So They Can, run their education project.

Only three of the four schools taught English in Standard I as the other is so short of teachers that it has no English teacher for Standard I. All four schools teach English in Standard III and above. The training seminar was to introduce the teachers to the books; Jiandae 1 the Language Awareness course for Standard I, and NOEC Book One the English book for Standard III. The teachers were keen and worked very hard. By the end of the two weeks their confidence in English and adopting the methods from the books had increased immeasurably. In all the mini-teaching practices the teachers improved each time. By the end of the training seminar it was remarkable how some of them were transformed. The English mentor attended the training seminar and took part in some of the mini-teaching practices.

A summary of the training seminars is in **Appendix 7**.

In March Katy and Dilly returned for follow-up visits to see each teacher teach his or her class. One of the very competent teachers of Standard III had been promoted to head teacher at another school and so he was no longer teaching English. His place had been taken by another teacher who only attended half of the training course, and had done so out of interest only. He was struggling a bit but nevertheless his lessons were not at all bad. Observing the other teachers was a most encouraging experience. They were using the books as they should be used, and there was very evident pupil-participation and enjoyment. Considering that we had not had contact with the teachers since January this was testament to the books themselves; that if they are followed by the teachers then they enable the teachers to give pupil-centred lessons and guide the teachers in the sentence structures and pronunciation.

A summary of the follow-up visits and observations is in **Appendix 8**.

However, as in the Lower Moshi programme, the government announcement about the changes in Standard I and Standard II led to the teachers of Standard I in the Babati schools no longer using the Jiandae. This was not helped by the English mentor's lack of understanding of the Jiandae course and not being able to promote its benefits to the teachers.

At the request of So They Can a mid-year examination was prepared for the pupils of Standard I and Standard III in English by Katy together with a marking scheme. In the first year of the NOEC the emphasis is on oral work, and the Jiandae is an oral course designed to develop thinking skills. A written examination is not the best method of evaluation of the pupils' learning and understanding, but written examinations are part of the Tanzanian system. The results of these examinations were typed up and given to Katy. The results were encouraging as many of the students attained over 50% of the marks, and some attained some very high marks. However, So They Can worked on an average of scores and the English mentor took the unilateral decision that the results were bad.

The examination papers and a summary of the mid-year examination results are in **Appendix 9**. The paper for Standard I is in Swahili and the version attached has the answers.

In July So They Can had a 'stakeholders' meeting' and no-one from the Education East Africa team was invited. At the meeting the English mentor told the English teachers that they had to use other books in order to improve the pupils' written English as the poor examination results showed that they were struggling to write in English. This was catastrophic and showed a complete misunderstanding of how children at that age learn a language, and put an emphasis on examinations that undermined the educational merits of the books. As there were financial misunderstandings about the partnership with So They Can as well, we decided that this was the time to pull out of the partnership. The lack of educational expertise in these key matters meant that our work was being compromised. This was unfortunate as we could have achieved so much in those schools.

Mathematics in Babati

Barbara, Jane and Madeleine ran the two week training seminar for the teachers of mathematics to Pre-primary, Standard I and Standard II. The mathematics mentors from So They Can were an asset and were able to help the teachers with the mini-teaching practices. The teachers loved the new methods introduced in the books, and they all appreciated the practical application of mathematics. They quickly picked up the activities and the use of the teaching materials.



Teacher-training for mathematics

A summary of the training seminars is in **Appendix 10**.

Barbara and Madeleine returned in March for follow-up visits and observations and were quite astounded by the progress the teachers had made. Some teachers had understood the methodology in the books so well that they had been able to create their own activities using local materials. One teacher who had 100 pupils in his pre-primary class had split them into three groups outside and each group had a different activity and he was going round helping each group; it was inspiring.

A summary of the follow-visits is in **Appendix 11**.

Despite the partnership with So They Can no longer continuing we hope that the teachers continue to flourish in their teaching of mathematics in those early years.

Data collection and analysis in Lower Moshi

Barbara continued her excellent working relationship with the Academic Officers in the Moshi Rural District Education office. Barbara was, again, entrusted with original examination scripts for the Standard IV national examinations in mathematics and English, and scripts from mock examinations set by the District and the Region.

Barbara takes each script question by question and records the marks, and also notes any unusual workings on any script. From that Barbara prepares charts and graphs which show how the questions were answered by pupils in each school. This shows at a glance the weak areas where few pupils or even no pupils answered correctly. From this information we can work with the teachers to improve the teaching in those weak areas.

Barbara does the same for the English papers. This is slightly more difficult to analyse as the questions can only be divided into those of grammar, vocabulary and reading comprehension, which is not specific enough to be able to draw detailed information as is the case for mathematics.

Data analyses is in **Appendix 12**.

Another challenge is the quality of the examination questions. In mathematics the questions take very little account of using mathematics in everyday life and concentrate on the use of formulae. In English the level of English used in the examination questions is sometimes pitiable. The papers are all multiple choice, and so there is, supposedly, only one correct answer. This causes problems when the examination paper itself is incorrect. Katy wrote a critique of the Kilimanjaro Region mock examination in English and it was given to and discussed with the Academic Officer for Moshi Rural District.

The critique is in **Appendix 13**.

Evaluation of the projects

Anne Samson undertook an evaluation of all the work in the Whole School Development Programme. This included a thorough review of the data analysis, and in-school observations as well as discussions with teachers and head-teachers. Anne's report concludes that the work in the schools is making a valuable difference and is bringing many improvements and benefits. The Evaluation Report is in **Appendix 14**.

Other work in Tanzania

Aga Khan University Institute for Education Development

In February Barbara, Katy and Dilly went to the Aga Khan University in Dar es Salaam to give a presentation to the Aga Khan University Institute for Education Development as part of their Research Seminar Series. The time allotted was ninety minutes including questions. Questions were still coming thick and fast after two hours, and our host Dr Joyce Ndalichako said that we should have had a whole day seminar. We were there to tell of our work with primary school teachers in the teaching of mathematics and English and the use of our books. The books are the culmination of years of our 'action research', and of our experience in child development and teaching methods. The audience comprised some of the university's lecturers and their post-graduate students from all over Africa. What transpired clearly from the questions was that many other countries face the same problems which we have encountered in Tanzania's primary education system. It was an inspiring afternoon and we were invited to continue to share our work and findings.



The paper forming the basis of the presentations is attached as **Appendix 15**.

LANES international conference at the University of Dar es Salaam (Promoting Innovative Approaches to the Teaching and Learning of Literacy and Numeracy)

Katy and Dilly were part of this international conference in Dar es Salaam at the beginning of July. Katy gave a paper to the whole conference about the Jiandae Language Awareness books and how they provide a natural complement to the new teaching of 'three Rs' in Standard I and Standard II. Katy demonstrated how the course concentrates on Swahili words and their composition of 'letter clusters' and that if these are focused on the pupils' reading, writing and spelling will improve. Katy also strongly emphasised the need for skills to be developed at this early stage, and that without the development of various 'thinking skills' pupils will be at a great disadvantage in later learning.

The paper was well received, and the Key Note speaker, Marie-Magdeleine Komarek told Katy that it was the only paper based on sound research with any practical application.

The Abstract and Presentation notes are in **Appendix 16**.

We are now recognised by the organisers of government conferences. More importantly we are recognised by the Tanzanian Institute of Education as experts in our field, and have been asked to participate in their next workshop on the design of the curriculum.

Mathematics books

Geoffrey Dixon, who from 2006 has had many assignments with the charity, knows the difficulties which several topics in the maths syllabus give teachers. He wrote guides on each topic to help the teachers build up their knowledge and to understand those topics thoroughly before they embark on teaching them. These guides have been translated into Swahili, and combined to form one book. The books have been published and 70 were sent to Tanzania. They will form the basis of future seminars.

The new project in Rwanda

With the success and use of the books and the programme's model on our Tanzanian projects, we took the decision to extend our work to another area. The success was measured by the classroom observations and results, and the data collected and analysed.

We had been hearing good things about Rwanda for years. This small country bordering Tanzania is ambitious to prove itself to the world. It has very little corruption. Education is a priority and the government is responsive to charities such as ours.

We made our first visit to Kigali in March 2015, and another visit in August. Katy then returned for two months in the autumn to begin the necessary groundwork for Education East Africa to expand into Rwanda.

Dilly, Minister for Education, Katy

Through Dr Anne Samson we are very lucky to have a contact, Emmy Nyirigire. Emmy was a victim in the genocide and eventually came to the UK with the Red Cross. He was in the UK from 1999 to 2013, and studied A' levels, his first degree and his master's degree there. He met Anne Samson early in his time in the UK.

Emmy is now working for the government in Rwanda and is a member on the Rwanda Education Commission by virtue of his studies and employment at the London School of Economics in London. Through the Education Commission Emmy knows nearly everyone working in education in Kigali.



Dilly and Katy met Emmy in March and he organised meetings in the Ministry of Education to see the Secretary of State for primary and secondary education, and in the Rwanda Education

Board to meet the deputy director general and also the head of Teacher Development. All were interested in our English programme and gave their support to help.

In August Emmy arranged a meeting with the newly appointed Minister for Education. This was a very important meeting and the Minister appreciates what we do.

Our timing is good as a new curriculum is being introduced in January 2016. The Minister liked the English books and promised to give his backing to them and directed us to talk in more detail to the Rwanda Education Board.

Dilly and Katy returned in mid-September and Katy stayed in Kigali until early November. Katy had more meetings with the head of Teacher Development at the Rwanda Education Board and then met the Director General there. This resulted in a letter from him, on behalf of the Rwanda Education Board, giving support to the new project to be set-up and recommending it for registration with the Rwanda Governance Board.

Katy also met the Head of Higher Education, at the Ministry of Education, who is responsible for the teacher-training colleges and he too gave his full support and agreed that the pre-service training in teaching English should be a crucial element of our project.

Emmy helped Katy and Dilly recruit trustees for the new charity in Rwanda. The first meeting of the trustees was held on Wednesday 21st October. Emmy and a colleague of his, Alan Mugabi, are trustees, giving accountancy and economic analysis skills, a head teacher, Martin Masabo, of one of the most prestigious schools in Kigali is on the board, and a British consultant, Andrew Kettlewell, who has worked in Kigali for many years on a large poverty-reduction programme, together with Katy and Dilly. Subsequently Katy met two more people who agreed to support the new charity and to be on its committees; the head of the large poverty-reduction programme, Gatsinzi Justine, and a very well known academic and businessman, Oscar Kimanuka, who used to be the President's speech writer. All concerned are positive that the government primary schools need our English programme and that it will be a success.

The charity has yet to be registered with the Rwanda Governance Board as we need to have various other letters before we can proceed. Emmy and the other trustees are attending to this.

You can read more about Rwanda on our website:

www.educationeastafrica.org/about-us/tanzania-and-rwanda/

Overall

The year has highlighted the difficulties of working in Africa, particularly the difficulty of working in Tanzania at this time. The run up to the general election made no secret of the rampant corruption, and the out-going President referred to it himself. The government has, in the words of a senior official at the Tanzania Institute of Education, 'been unworkable'. The general election consumed the nation for weeks on end.

The new President in Tanzania has already started to bring about serious change to the conduct of government. Three ministers in his cabinet have yet to be announced but we are hopeful of a Minister for Education who will be committed to some educational improvements and sensible policies.

The new President, John Magufuli



The year culminated with Barbara Kerr announcing she needed to earn 'proper money' to finance urgent works needed on her house in Australia and we were unable to offer that. She was offered an excellent job in Doha earning tax-free money which we could never have matched. Barbara's departure is a big loss. Dilly will take charge of the mathematics programme, and Anne and Katy will continue Barbara's work on the data.

This year saw the birth of our new name and website: www.EducationEastAfrica.org

www.EducationEastAfrica.org was conceived, designed and created for us by Marsha Coupe for 25% of the normal cost. Marsha is a marketing professional from San Francisco, living in Kent. She has some excellent ideas for substantially increasing our media exposure. This is essential for a small charity such as ours to survive and thrive.