

**Evaluation Report on “Education through Sports
Project” in Singida – Tanzania**

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N. M. Bulamile.
Dar es Salaam.

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Executive Summary

This evaluation study is based on the agreement / contract made between the evaluator and the project implementers represented by LiiKe ry. LiiKe ry is a Finnish NGO that has and still is implementing a number of projects related to Physical Education and Sports in Tanzania. Projects implemented by LiiKe ry and its Tanzania's counterparts add up to the trends of Physical Education and Sports in Tanzania. Tanzania's trends of Physical Education and Sports are very well documented as part of the education system or as an independent field of study in the country.

The issues of this evaluation study were to understand the extent, to which the project was implemented according to the agreed objectives, and whether the project was compatible and sustainable within the community (Singida) in which it was implemented.

The sources of information in the evaluation were all stakeholders and beneficiaries: counterparts implementing the project LiiKe ry and Singida Teachers Trade Union (STTU), and District educational authorities, School head teachers, Sports/Physical Educational (PE) teachers, and pupils. Hence, this evaluation study made every effort to find out the merits, value, and worthiness of the education through sports project in Singida - Tanzania.

Under each evaluation issue (theme) quantitative data was presented in tabular form, followed by qualitative data. Qualitative data was presented in narrative form with a support of some quotations from the respondents. Out of the 150 questionnaires 46 were returned from physical education and sports teachers, 40 from pupils and 44 from the head teachers respectively, making a total of 128 returned questionnaires. Observations were made by a physical visit by the evaluator to 42 primary schools in all four (4) districts in Singida region.

Data analyzed and presented showed that the **project targets** were at a **large extent** reached **except** on improved academic performance of the pupils. Pupils' academic performance requires a lot of other factors ranging from the family where a child comes from, motivation and capacity of teachers, and learning teaching environment.

According to the data analyzed and presented, **means of implementation of the project** were at a **certain extent effective, however** there still need for enhancement so that local authority and the community in which a project is implemented had ownership of the same. This strategy of participatory approach shall on one hand increase security of the project and on the other hand increase community and local authority commitment to the project.

Compatibility and Sustainability of the project in Singida region was at a **large extent** achieved, **except** in the area of physical education and sports as a subject in primary schools. Seminars in a field of sports might have been organized by the project, however the number of hours needed to have qualified physical education and sports teachers who

are committed to their work is so huge to be covered in a seminar or workshop held in a day or three. Seminars and workshops are necessities especially for people who are trained in the field but may not yield the expected results if it entails people who do not have background nor involved in routine work in the field of Physical Education and Sports in Schools.

Projects such as education through sports can have very huge impact in sports development if there properly trained and effectively used personnel in the field of physical education and sports. This report encourages LiKe ry, STTU, and other stakeholders in Singida and Tanzania as a whole to invest in training of Physical Education and Sports personnel who will later help reach the desirable sports success in Singida and the country as a whole.

Chapter One: Background to the Evaluation Study

1.1: Introduction

This evaluation study is based on the agreement / contract made between the evaluator and the project implementers represented by LiiKe ry. LiiKe ry is a Finnish NGO that has and still is implementing a number of projects related to Physical Education and Sports in Tanzania. Projects implemented by LiiKe ry and its Tanzania's counterparts add up to the trends of Physical Education and Sports in Tanzania. Tanzania's trends of Physical Education and Sports are very well documented as part of the education system in the country or as an independent field of study in the country (Bulamile, 2009; Bulamile, 2008; Bulamile, 2002; Ndee, 2000; Ndee, 1996; Wizara ya Elimu na Utamaduni, 1995; Ishumi 1980).

The project started effectively in 2007 and has to finish in December 2011. Between its implementation an evaluation was carried out to check whether everything was on track (Ndee, 2010). Thus this two year project (2010-2011) to be evaluated was a continuation of an existing project.

Long term objective of the project is poverty alleviation through improved education thus leading to chances of employment. On the other hand, short term objectives of the project 'education through sports is to get all the children to school to play and study

According to the project plan, direct beneficiaries were:

- All primary schools in Singida region and the pupils boys and girls who are studying in more than 500 primary schools in the region, approximately 190 000 pupils
- Teachers and Teachers' Union members for the improvement of academic performance and good attendance, 5 400 teachers
- Thousands of young men and women who have finalized school could be engaged in sports by using the District HQ sports fields

Results targeted by the project:

- Increased number of educated PE teachers
- Increased school attendance and reduced dropouts
- Improved academic performance on national examination and increased number of boys and girls who will join secondary level studies
- improved self-confidence of girls and better gender equity and fair play
- enthusiasm towards volunteerism

This was to be done by:

- Construction and rehabilitation of sport fields in 150 primary schools as from 2010 to 2011

- 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 2010-2011
- Teaching of the new sports codes to the schools through the use of ETVO volunteers. 2010-2011.
- Organising of schools competitive games every year, “Regional Sports Competitions”. 2010-2011
- Continue close cooperation of operations with authorities. 2010-2011
- organising peer coaching courses for whole region 2011
- organising fundraising seminars 2010-11
- communication with Ministry of Education and Vocational Training and District Councils to earmark funds for sports and PE in schools 2010-11

1.2: Intention of the Evaluation

The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and whether stakeholders’ needs were fulfilled. The project was built on the following needs that the most essential problems of the beneficiaries in Singida region before this project were:

- low school attendance
- poor teachers capacity and/ or enthusiasm in Physical Education and sports
- lack of proper sports fields and equipment for pupils in schools
- high school dropouts
- occurrence of several teenage pregnancies
- imbalanced gender equity between boys and girls
- pupils passing final exam are few (27% in year 2005)

This evaluation report therefore was an effort to scientifically explain the level at which the assumed needs were essentially satisfied through the following evaluation study questions.

1.2.1: Evaluation Study Questions

To what extent have the following targets of the project been achieved?

- improved facilities of sports (football, netball)
- Strengthened PE and sport education at primary schools.
- Increased number of pupils in primary schools.
- Improved academic performance of pupils
- Improved education of sport for disabled children and other special groups
- Increased interest in sport and healthy lifestyle

To what extent have the following means of implementation been effective?

- Rehabilitation/maintenance of sport fields at Singida primary schools 2010-2011

- Acquisition of sports equipment to schools, 2010-2011
- Sports tournaments organised within the region 2010-2011
- Organising “Maintenance of Sports fields” seminars 2010-2011
- strengthening the cooperation with local authorities 2010-2011
- Supporting the establishment of local sports clubs and school clubs 2010-2011

1.2. 2: Compatibility and Sustainability

- The evaluator had to establish whether or not the project was initiated to the prevailing culture and standards of Singida people as well as the project sustainability status.
- The evaluator had to assess the impact of the project in sports to Singida in relation to UMITASHUMTA competitions.
- The Evaluation had to examine the subject responsible for sports and its practice in primary schools.

1.3: Significant of the Study

The study was necessary for information related to how best can physical education and sports programs and/or projects be planned and implemented to yield the best results especially on compatibility and sustainability, targets achievement and effective implementation of projects. It can also provide information as a role model if and only if the results of the study show efficiency and effectiveness. To the stakeholders of the project, the study was necessary for self assessment and motivation for future plans.

1.4: Limitation and Delimitation of the Study

The evaluation study is on a project named education through sport implemented in Singida into two phases at which phase one took place during January 2007 to December 2009 where by an evaluation was done for the same (Ndee, 2010). The second phase was a continuation of the first phase and was implemented during 2010 to 2011 of which this report evaluates. Procedures of the project implementation and objectives, culture and economic condition of Singida are unique as compared to other many regions of Tanzania. Hence any generalization should be done with care.

Chapter Two: Methodology

2.1: Introduction

This study was designed and conducted as an evaluation study. It used both qualitative and quantitative approaches to data collection and analysis. The reasons for this were the nature of evaluation questions presented (Coalter, 140906. pdf, Gall, et al, 1996:687)

The issues of this evaluation study were to understand the extent, to which the project was implemented according to the agreed objectives, and whether the project was compatible and sustainable within the community (Singida) in which it was implemented.

The sources of information in the evaluation were all stakeholders and beneficiaries: counterparts NGO"s implementing the project LiiKe and Singida Teachers Trade Union (STTU), and District educational authorities, School head teachers, Sports/Physical Educational (PE) teachers, and pupils. Hence, this evaluation study made every effort to find out the merits, value, and worthiness of the education through sports project in Singida - Tanzania.

2.2: Location of the Evaluation Study

Evaluation through sport project was implemented in Singida – Tanzania. Singida is one of the regions in Tanzania. There are 25 regions in mainland Tanzania. Singida is situated at the central part of Tanzania. It is bordered by Manyara region to the east, Dodoma region to the south, Shinyanga region to the north and Tabora region to the west. Singida region has four districts namely, Singida Urban (Municipal), Singida rural, Manyoni and Iramba. In total the region has more than 504 primary schools. At the time of this study the project had reached about 93% of all the primary schools in Singida, the rest for some reasons were not installed with netball and football goal posts (see 3.2.1).

2.3: Population and Sampling Techniques

The population of this study consisted of all individuals that in one way or another have to do with primary education in Singida as well as Singida Teachers Trade Union (STTU). In general terms all primary school physical education and sports stakeholders in Singida made up the population of this study. Pupils, teachers, head teachers, district educational officers, sports development aid – Mtwara and LiiKe staffs, and the community in Singida.

The sources of information were obtained through purposeful sampling process (qualitative data) that is, criterion sampling and through systematic sampling (quantitative data) from a target population of 504 primary schools in Singida that the project had reached at the time of the study (Gall, et al, 1996).

For the quantitative data, a list of all the 504 schools was used; numbers 1, 2 and 3 were assigned to pupils, head teachers and physical education and sports teachers respectively. A school was skipped after every number starting with the first school to the last school in the roaster. That is, for every school that got number 1 had to provide a pupil preferably the head girl/boy to respond to the questionnaire and so on.

Fifty (50) questionnaires were sent for each category of the respondents, making a total of 150 respondents from 150 schools out the 504 primary schools. As for the interviews all district educational officers / their representative and other stakeholders from TTU, LiiKe and SDA staffs were interviewed. These were thought to be information rich on the project.

2.4: Construction and Validation of Instrument

Two different focused interview guides were constructed with the aim to corroborate the information on the accomplishment of the project objectives, implementation, compatibility and sustainability. Although the focused interview guides aimed at the same purpose, each was specifically designed for a certain source of information (“the 6 sample”). They were prepared in simple and easy to understand language. The items in the guides included short, specific, and unbiased questions (Gall, et al, 1996; Yin, 1994).

The evaluator was also an instrument for both observation and documentation methods. Narrative observations and documentation with a guide of themes were used.

Three different types of questionnaires were also constructed. These were to collect quantitative information from the systematic sample of pupils, physical education (P.E)/Sports teachers and the head teachers. Like the interview guides, questionnaires were also prepared in an easy to understand language, short, specific and unbiased questions. Both questionnaires and focused interview guides were constructed in Swahili except for those that were used to interview LiiKe informants and the volunteers.

Most of the documents that the evaluator used to collect information about the project were in English. Since the evaluator is fluent in both English and Swahili, the information gathered did not lose its meaning.

The specific enquiry under study was the evaluation of the education through sport project – Singida. The use of the above instruments increased the construct validity of the study. Construct validity in this study was through the use of multiple sources of information (Triangulation), chain of information, and the use of informants. “Interpretive validity” was taken care of by recording down only the information that was

useful for the evaluation. Reliability of the instruments in this evaluation study was enhanced by the protocol and data base employed over the data collection stage of the study as well as by the symposium that was used as a pilot to the evaluation instruments. The evaluation study ethics (**utility, feasibility, propriety, and accuracy**) were also taken care off right from the beginning to the end of the study (Gall, et al, 1996; Yin, 1994).

2.5: Data Collection Methods

Data was collected through and followed the sequence of selected documentation, focused group interview (one symposium), observations, focused interview and questionnaires. There were four sources of information through questionnaires: pupils, physical education/sports teachers and primary school head teachers. On the other hand there were other five types of sources of information through interviews, stakeholder's symposium (focused group interview), TTU, LiiKe and SDA staffs, and educational officers at district level. Content analysis of the related documentation (records, and documents) was conducted. Observations were done to some randomly selected schools in each district in Singida. Schools that did not have a questionnaire respondent were visited for observations. Between three to four primary schools were visited in each district in Singida for observations.

The interviews and observations were systematically recorded in the logbook. Transcription was done and margin was kept for the evaluator's personal comments, feelings, opinions, etc on the interviews, observations, and documentations (Gall, et al, 1996).

2.5.1: Documentation

Some information for this evaluation study was obtained from documents inventory and records as well as visual media (pictures and photographs). Document analysis was thought to be one of the best methods for the evaluation because it could give information on the management, costing, facilities and equipments of the project, as well as other human / organizational behavior.

2.5.2: Interview Procedure

The focused interview guides were used to collect information from selected interviewees who were thought to be information rich on the education through sport project –Singida. The interview sessions assumed a conversational manner following the set of questions prepared. On the other hand the focused group interview guide was used in a form of symposium. All stakeholders' representatives of the project met for about three hours.

The symposium was organized in a way that the project manager gave a short description of the project and to be followed by discussions guided by the evaluator with the help of the prepared interview questions.

Specifically the interview process aimed at collecting information on the achievement/success of the project in relation to the objectives and especially on the compatibility and sustainability of the project within the communities in Singida. Information about implementation process of the project was also collected through interviews (ibid.).

The symposium was held two weeks before the commencement of the normal interviews. It was during this symposium that appointments for interview schedules were made. Assurance of confidentiality for any information given was also provided. All the interview sessions were done in the offices of the interviewees except for the e-mail interviews. Duration for interview sessions was between 30 – 45 minutes each.

2.5.3: Observations

The objectives of observation were based on the following themes:-

1. Presence of soccer and netball fields with proper measurements and leveling.
2. Presence of goal posts for soccer and netball.
3. Anything that might be a result of education through sports project in Singida.

Observations were conducted all the time while in Singida for data collection. Observations were recorded in sequential, descriptive, and narrative notes in summary form each evening.

2.5.4: Questionnaires

Three different types of questionnaires were constructed and used for data collection for this evaluation study. The objectives of the questionnaires were mainly to survey as to whether the objectives of the project were implemented according to the plan. These three types of questionnaires were each for (1) pupils (2) physical education/sports teacher and (3) school head teachers. Using the systematic sampling; each primary school out of 504 had a probability of having a respondent to the questionnaires. The probability was that each school can have only one respondent out of the pupils, physical education/sports teachers and head of schools. That is a school can have only one respondent out of the three types of the respondents.

Questionnaires were distributed to district representatives during the stakeholders' symposium. The evaluator explained to the representatives on how to distribute and when to collect the questionnaires. There was at least two weeks (14 days) interval for questionnaires distribution and collection. The evaluator collected the questionnaires

three weeks later after the symposium as he was visiting the districts for interviews and observation schedules.

2.5.5: Comments about Limitation of the Data Collection Methods

The following are possible sources in which data collection methods could have been weakened. Information could have been missed, misinterpreted or lost as interview process went on. Also some gestures, facial expressions, as well as body language utterances might have been missed, as there was no video recording. Information observed might have been forgotten since they were written down every evening and no video tape recording was used in observations. It was necessary to write down the observations every evening instead of recording it right away at the site in order to avoid the observer - participant's effect. Videotaping was not used due to time effect and nature of the study.

2.6: Data Analysis Procedures

In this evaluation study “interpretational analysis” was planned and used as the main process of examining qualitative data collected. On the other hand “descriptive statistics” was planned and used as the main process of examining quantitative data collected through questionnaires (Gall, et al, 1996; Miles & Huberman, 1994). Data under each theme (evaluation issue) were collected and analyzed to find out whether information saturation was reached. Tabulation with percentages of the responses for each theme was used for quantitative data and narratives were used for qualitative data that was supported by some quotations from the respondents.

Chapter Three: Presentation of Data, Analysis and Evaluation

3.1: Introduction

The main purpose for this study was to evaluate the project named “education through sports in Singida.” Data were collected, analyzed and presented under themes that related to the objectives of the project and effectiveness of the project implementation. The sources of information/data were pupils, head teachers, and physical education/sports teacher whose information was gathered through questionnaires (Q). Most of the information gathered through questionnaires (Q) is presented in tabular form as can be seen in this chapter. Other information was gathered through observations (Ob.) and documentation reviews (Doc.), as well as interviews. Interviews were categorized into three groups; interview with Sports Development Aid and LiiKe ry staffs (IL), interview with regional authorities in Singida (RL), interview with district educational authorities (DL), and a symposium (GS). For ethics purposes, Q, Ob, Doc, IL, RL, DL, and GS are used in this chapter to identify the source of information for each data collected. All data in tabular form were results of questionnaires (Q).

3.2: Analysis and Presentation of Data

Under each evaluation issue (theme) quantitative data was presented in tabular form, followed by qualitative data. Qualitative data was presented in narrative form with a support of some quotations from the respondents. Out of the 150 questionnaires 46 were returned from physical education and sports teachers, 40 from pupils and 44 from the head teachers respectively, making a total of 128 returned questionnaires. Observations were made by a physical visit by the evaluator to 42 primary schools in all four (4) districts in Singida region.

3.2.1: Extent at Which Project Targets were Achieved

Targets set for the project were as follows:

- improved facilities of sports (football, netball) is as explained by the following data below:

Extent/Respondents	Pupils	Physical Education / sports Teachers	Head teachers
Large extent	90%	65%	73%
Small extent	10%	35%	27%
Poor extent	-	-	-

Respondents at large appreciated the improved sports facilities in their primary schools in Singida (Q, IL, RL, DL, and GS), in other words their comments were in line with the statistics displayed above. However, the evaluator witnessed about forty goal posts that were not installed in playing grounds instead kept in yards of one of the district offices in Singida region; this was during the evaluators' visit in Singida (Ob.).

- Strengthened PE and sport education at primary schools.

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	95%	59%	84%
Small extent	5%	41%	16%
Poor extent	-	-	-

Information gathered showed increased physical activity in primary schools (Q, IL, RL, DL, and GS); this however may not necessarily be a strengthened Physical education and sports education.

- Increased number of pupils in primary schools.

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	100%	57%	86%
Small extent	-	41%	9%
Poor extent	-	2%	5%

About 70% of the respondents indicated that the attendance of pupils in Singida's primary schools had increased (Q, IL, RL, DL, and GS). There was, however no statistics presented to the evaluator to confirm this belief (Doc.).

- Improved academic performance of pupils

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	87%	16%	18%
Small extent	13%	84%	82%
Poor extent	-	-	-

Information gathered through various sources showed that academic performance in Singida continually decreased since 2006 (Doc., Q, IL, RL, DL, and GS). Below is an example of this information from one of the districts and one of the schools:

Location	District Councils X		Primary School Y	
	Number of pupils examined	% of academic performance	Number of pupils examined	% of academic performance
2006	2366	80.6	80	65
2007	2305	71.1	67	56
2008	3043	64.03	90	50
2009	2074	55.5	59	39
2010	1943	59.1	75	45

- Improved education of sport for disabled children and other special groups

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	70%	59%	64%
Small extent	18%	24%	20%
Poor extent	12%	17%	16%

Data collected from various sources showed evidence of increased physical activity in primary schools. This conversely has increased participation of other special groups such as girls in physical activity and children with disability especially those on special schools to which this project was implemented. However, there was no evidence that their education of sports was improved (Q, IL, RL, DL, and GS).

- Increased interest in sport and healthy lifestyle

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	100%	59%	57%
Small extent	-	27%	41%
Poor extent	-	14%	2%

Analysis of the data gathered indicates that more pupils participated in physical activity and probably this could end their life time (Q, IL, RL, DL, and GS).

3.2.2: Extent at which Means of Implementation were Effective

The following is an analysis of the procedures used in implementing the project. The evaluator could not confine to the period of 2010 – 2011 rather to the real situation as seen in the field:

- Rehabilitation/maintenance of sport fields at Singida primary schools 2010-2011

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	80%	54%	70%
Small extent	17.5%	15%	25%
Poor extent	2.5%	11%	5%

Sports fields in most of Singida primary schools especially football and netball had erected goal posts that were supplied by the project. However, out of the 42 visited primary schools 8 (equivalent to 19%) of them had one or both goal posts missing in either football or netball pitch (Ob.).

- Acquisition of sports equipment to schools, 2010-2011

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	70%	59%	70%
Small extent	30%	41%	25%
Poor extent	-	-	5%

Respondents mostly referred to football and netball balls as equipments supplied to their schools. To a certain extent basketball and volleyball balls were also mentioned to be supplied. However, about 70% of the respondents indicated that these balls were of low quality and not durable (Q, IL, RL, DL, and GS).

- Sports tournaments organised within the region 2010-2011

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	78%	21%	20%
Small extent	20%	17%	15%
Poor extent	2%	62%	65%

Data collected showed evidence of sports tournaments been organized in Singida region. These tournaments had to start at school level to regional level (Q, IL, RL, DL, and GS).

- Organising “Maintenance of Sports fields” seminars 2010-2011

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	80%	15%	70%
Small extent	17.5%	28%	25%
Poor extent	2.5%	57%	5%

Information gathered from various sources of information yield evidence that seminars on maintenance of sports fields were organised (Q, IL, RL, DL, and GS). However, the impact of these seminars is questionable since out of the 42 schools visited 8 (equivalent to 19%) sports fields had ant hills, leftovers of small rain water streams, unslashed grasses and all kinds of bumpy within them.

- strengthening the cooperation with local authorities 2010-2011

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	78%	65%	73%
Small extent	20%	30%	27%
Poor extent	2%	4%	-

Data collection revealed that, there were few goal posts theft in Singida, and in some cases where theft occurred efforts were made and goal posts found, and thugs were presented to the rule of law. This was evidence that cooperation with local authorities at a certain extent was strengthened (IL, RL, DL, and GS).

- Supporting the establishment of local sports clubs and school clubs 2010-2011

Extent/Respondents	Pupils	Physical Education / Sports Teachers	Head teachers
Large extent	50%	46%	49%
Small extent	40%	41%	45%
Poor extent	10%	13%	6%

Other sources of information were in line with the table above. Sports field for football and netball could be found in many of the schools in Singida though there was no evidence for establishment of local sports clubs other than the school teams that use these fields. However, there was still room for the local sports clubs to be started so as to use these facilities in primary schools (Q, IL, RL, DL, and GS).

3.2.3: Compatibility and Sustainability

- Project sustainability as related to the prevailing culture and standards in Singida: The project was implemented in partnership with LiiKe ry and Singida Teachers Trade Union (STTU) whose one of its objective is the welfare of the teachers in Singida region. STTU shall continue to exist in Singida and has its own sources of funds, for that matter the extent of compatibility and sustainability of this project in Singida was large. STTU through a unity that was responsible for sports and which closely supervised the implementation of this project had a plan of having a shop for sale of used sportswear and equipment. The shop was aimed at fund raising so as to meet the necessary costs for project running after support from LiiKe ry had come to an end.
- Project Impact in Singida: The impact of this project in Singida can be seen in its contribution to tournaments at various levels in primary schools. This helps the region to identify and develop talents that are later used in UMITASHUMITA.
- Practice of Physical Education and Sports in Singida Though there was evidence of some teachers been trained in sports seminars organized by education through sports project in Singida, yet data collected showed that teaching of physical education and sports in primary schools was not effective. Physical education and sports as a subject has existed in Tanzanian primary schools curriculum for a long time bearing various names; however its effectiveness was and still is very questionable due to lack of trained physical education and sports teachers as well as lack of related resources in Singida and in the country as a whole.

3.3: Project Evaluation

Data analyzed and presented above showed that the **project targets** were at a **large extent** reached **except** on improved academic performance of the pupils. Pupils' academic performance requires a lot of other factors ranging from the family where a child comes from, motivation and capacity of teachers, and learning teaching environment.

According to the data analyzed and presented, **means of implementation of the project** were at a **certain extent effective**, **however** there still need for enhancement so that local authority and the community in which a project is implemented had ownership of the same. This strategy of participatory approach shall on one hand increase security of the project and on the other hand increase community and local authority commitment to the project.

Compatibility and Sustainability of the project in Singida region was at a **large extent** achieved, **except** in the area of physical education and sports as a subject in primary schools. Seminars in a field of sports might have been organized by the project, however the number of hours needed to have qualified physical education and sports teachers who are committed to their work is so huge to be covered in a seminar or workshop held in a day or three. Seminars and workshops are necessities especially for people who are trained in the field but may not yield the expected results if it involves people who do not have background nor involved in routine work in the field of Physical Education and Sports in Schools.

Chapter Four: Conclusion and Recommendation

4.1: Conclusion

Education through sports project in Singida had enhanced sports field and knowledge in primary schools by supplying football and netball goal posts and through organizing sports seminars/workshops to sports stakeholders especially teachers. The project also had to a certain extent contributed to organization of sports tournaments at various levels in the primary education system in Singida region.

This evaluation is in line with the midterm project evaluation whose report was submitted to LiiKe ry in February 2010 (Ndee, *ibid.*). However, this current evaluation report gave detailed descriptive statistics and qualitative data for each item as a summary of the data gathered from the respondents in Singida. Data, for example had given a clear answer to the relationship of this project implementation and academic performance in Singida region. The project also supplied one pair of volleyball goal posts to each of the districts. There was also supply of jerseys, football, netball, volleyball, and basketball balls to each of the primary schools in Singida. These presumably motivated pupils for a massive participation in sports.

Singida Teachers Trade Union (STTU) a local partner in implementation of the Education through Sports Project in Singida had shown evidence that local organizations can work successful with foreign partners in sports development programs and projects. Compatibility and sustainability of this project in Singida highly depends on STTU and other local stakeholders in the region. Since properly installed goal posts can last for more than twenty years, this implies therefore, the population of singida shall benefit through this project for many years to come.

4.2: Recommendations

Though the project had achieved her objectives to a large extent, there were lessons learnt through its implementation and there was need to be addressed:

- All stakeholders should be involved at the planning stage of the project so that resources are identified at each level to facilitate implementation of the project.
- The project supplied balls that stakeholders complained to have low quality thus no durable. The evaluator was made to understand that these balls were given free of charge by a friend organization to LiiKe ry and that supply of various balls was not one of the targets of the project. However, it is important for LiiKe ry to pass this information to her friend organization so as to find ways to meet the demand of the last user. This will help to avoid notions such as “making Tanzania a damping territory”.
- Projects such as education through sports can have very huge impact in sports development if there properly trained and effectively used personnel in the field

of physical education and sports. This report encourages Liikery, STTU, and other stakeholders in Singida and Tanzania as a whole to invest in training of Physical Education and Sports personnel who will later help reach the desirable sports success in Singida and the country as whole.

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Appendices

E - MAIL INTERVIEW GUIDE FOR LiiKe's STAFFS/LEADERS

Hallow,

My name is Nicholas M. Bulamile, the evaluator of a project named education through sports in Singida Tanzania. As one of the initiator and an important stakeholder to this project, I would like to have an interview through e-mail with you on this project. Please take your time since there is no rush, however I would like to have a respond by 31st October, 2011. I have listed hereunder some questions to guide you on your responses. Your responses shall be confidential and only used anonymously in this evaluation.

1. Please give precise but detailed background information of this project and your involvement within it.
2. Do you think there are any successes on the education through sport project implemented in Singida? If the answer is yes, what are those successes? If the answer is no, why is it so?
3. Do you think there were and still are challenges on the education through sport project implemented in Singida? If the answer is yes, what are those challenges? If the answer is no, why is it so?
4. Do you think that education through sport project in Singida can continue and flourish under Singida Teachers Trade Union (STTU) without sponsorship from the Finland/LiiKe? If the answer is yes, how? If the answer is no, why?
6. What are your general comments on education through sports project in Singida?
7. What future plans does the Finland/LiiKe have to STTU?

Thank you so much for your cooperation.

N. M. Bulamile.

**MAHOJIANO KUPITIA BARUA PEPE KWA WADAU WA MRADI WA
MICHEZO NA ELIMU SINGIDA**

Habari,

Mimi naitwa N. M. Bulamile nimepewa jukumu la kuufanyia tathimini mradi wa michezo na elimu Singida. Tafadhali usiwe na haraka katika kutoa maelezo yako hata hivyo nitashukuru iwapoo nitapata majibu/maelezo yako kabla ya tarehe 31 Oktoba 2011.

Nilipokuwa nasoma andiko la kuombea fedha ili kuanzisha mradi huu ilionekana kuwa SDA ilishiriki na inaendelea kushiriki katika utekelezaji wa mradi wa Singida. Kwa kuwa wewe kwa namna moja au nyingine ni mdau mkuu wa SDA bila shaka unafahamu mradi wa Singida. Ningependa kupata maelezo yako ambayo yatakuwa ni siri na ni kwa matumizi ya tathimini kuhusu mradi huu wa Singida kama ifuatavyo:

1. Tafadhali toa maelezo yako kwa kifupi kuhusu historia ya mradi wa michezo na elimu Singida na namna ulivyoshiriki katika kuanzisha na kuutekeleza.
2. Je, unazani kuna mafanikio yoyote kwenye mradi wa michezo na elimu-Singida? Kama jibu ni ndio, mafanikio hayo ni yapi na kama jibu ni hakuna ni kwa sababu gani?
3. Je, unazani kuna kasoro zozote kwenye mradi wa michezo na elimu-Singida? Kama jibu ni ndio, kasoro hizo ni zipi na kama jibu ni hakuna ni kwa sababu gani?
4. Je, unazani mradi huu unaweza kuendelea wenyewe bila ufadhili wa serikali ya Finland kupitia LiiKe? Kama jibu ni ndio ni kwa namba gani na kama jibu ni hapana ni kwa sababu gani? Na
5. Nini maoni yako kwa ujumla kuhusu mradi huu?

Aksante sana kwa ushirikiano wako.

N. M. Bulamile.

**MWONGOZO WA MAHOJIANO NA VIONGOZI WA ELIMU NGAZI YA
TAIFA, MKOA, WILAYA, NA WADAU WA MRADI WA MICHEZO NA ELIMU
– SINGIDA**

1. Ni kwa kiasi gani unaufahamu mradi wa Michezo na Elimu Singida?
2. Je, unadhani mradi huu ni muhimu kwa watu wa Singida? Kwa nini?
3. Je, ufundishaji wa Elimu kwa Michezo na Michezo ukoje kwenye shule zetu (hasa Singida)?
4. Je, yapi ni mafanikio ya mradi wa Michezo na Elimu Singida?
5. Je, kuna udhaifu/mapungufu yoyote ya mradi huu wa Michezo na Elimu Singida?
6. Je, kuna takwimu zozote katika Taifa/Mkoa/Wilaya zinazoonesha kufaulu, na mahudhurio ya wanafunzi? Kama zipo zinasemaje na ninaweza kupata nakala yake?
7. Je, unadhani mradi huu ni endelevu bila ufadhili wa LiiKe/Finland?
8. Je, kuna maandiko yoyote ya kimakubaliano kati ya LiiKe na STTU kwa upande mmoja na Serikali kwa upande wa pili?
9. Nini maoni yako/yenu kuhusu mradi wa Michezo na Elimu – Singida?

**DODOSO LA TATHMINI YA MRADI WA MICHEZO NA ELIMU SINGIDA:
KWA WALIMU WA MICHEZO SHULENI TU.**

UTANGULIZI:

Kila kitu kitakachoandikwa katika dodoso hili ni siri. Taarifa zote zitakazotolewa ni kwa ajili ya tathmini ya mradi husika tu.

A: TAARIFA BINAFSI:

Tafadhali jaza kulingana na unavyoulizwa:

1. Cheo chako:
2. Jinsia yako: me () ke ()
3. Umri wako: Chini ya miaka 20 ()
Kati ya miaka 20 – 35 ()
Kati ya miaka 36 – 45 ()
Kati ya miaka 46 – 60 ()
4. Umekua katika cheo chako kwa muda gani:

**B: UFAHAMU WAKO KUHUSU MRADI WA MICHEZO NA ELIMU –
SINGIDA**

Jaza herufi ya jibu sahihi kwenye boksi

5. Je, mradi wa michezo na elimu mkoani singida umeboresha mazingira (viwanja / vifaa) ya michezo shuleni kwako?

- (A) kwa kiasi kidogo
- (B) kwa kiasi kikubwa
- (C) sijui
- (D) haujaboresha ()
- (E) haujaboresha kabisa

6. Kwa kiasi gani shule yako imenufaika na vifaa vya michezo kutoka mradi wa michezo na elimu – Singida

- (A) kwa kiasi kidogo
- (B) kwa kiasi kikubwa
- (C) sijui
- (D) haijanufaika ()
- (E) haijanufaika kabisa

7. Je, shule yako imeshiriki kwenye mashindano mangapi kila mwaka ambayo yaliandaliwa na mradi wa michezo na elimu?

- (A) shindano moja kwa mwaka
- (B) mashindano zaidi ya moja kwa mwaka
- (C) mashindano zaidi ya mawili kwa mwaka ()
- (D) mashindano zaidi ya matatu kwa mwaka
- (E) mashindano mengi kwa mwaka.

8. Je, ni nani amekuwa akifanya ukarabati wa viwanja na vifaa vya michezo shuleni kwenu? Unaweza kujaza zaidi ya jibu moja.

- (A) mradi wa michezo na elimu - singida
- (B) uongozi wa shule yetu
- (C) wazazi na jumuiya ya karibu na shule ()
- (D) wanajumuiya wa shule yetu (walimu na wanafunzi)
- (E) wizara husika

9. Je, ni kwa kiasi gani mradi wa michezo na elimu – Singida umesaidia katika matengenezo ya maeneo / mazingira ya kuchezea michezo?

- (A) kwa kiasi kidogo
- (B) kwa kiasi kikubwa
- (C) sijui
- (D) haujasaidia ()
- (E) haujasaidia kabisa

10. Je, ni kwa kiasi gani mradi wa michezo na elimu umeimarisha ushirikiano wa shule yako na jumua inayozunguka shule yenu?

- (A) kwa kiasi kidogo
- (B) kwa kiasi kikubwa
- (C) sijui ()
- (D) haujaimarisha ushirikiano
- (E) haujaimarisha ushirikiano kabisa

11. Je, ni kwa kiasi gani mradi wa michezo na elimu unasaidia kuunda vilabu vya michezo kwenye maeneo ya karibu na shule yenu na katika shule yenu kwa ujumla?

- (A) kwa kiasi kidogo
- (B) kwa kiasi kikubwa
- (C) sijui ()
- (D) haujasaidia
- (E) haujasaidia kabisa

C: MAONI BINAFSI:

Tafadhali toa maoni yako kwenye nafasi inayofuata swali, kama ni lazima unaweza kuongeza karatasi yako ya ziada.

12. Ni mambo yapi yanakufurahisha katika mradi wa michezo na elimu? Eleza

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13. Ni mambo gani unayaona kama udhaifu wa mradi wa michezo na elimu Singida? Eleza

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14. Toa maoni yako ya jumla kuhusu mradi wa michezo na elimu – Singida na mahusiano yake na shule yenu:

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15. Tafadhali toa tathimini yako kuhusu mahudhurio na kufauru kwa wanafunzi wa shule yako katika kipindi cha miaka mitano iliyopita (2006 hadi 2011):

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ASANTE KWA USHIRIKIANO WAKO

**DODOSO LA TATHMINI YA MRADI WA “MICHEZO NA ELIMU” –
SINGIDA: KWA WANAFUNZI TU**

UTANGULIZI:

Kila kitu kitakachoandikwa katika dodoso hili ni siri. Taarifa zote zitakazotolewa ni kwa ajili ya tathmini ya mradi husika tu.

A: TAARIFA BINAFSI:

Tafadhali jaza kulingana na unavyoulizwa:

1. Unasoma darasa la ngapi?
2. Jinsia yako: me () ke ()
3. Umri wako: kati ya miaka 07 - 09 ()
kati ya miaka 10 – 12 ()
kati ya miaka 12 – 16 ()
zaidi ya miaka 16 ()
4. Umekua katika shule hii kwa muda gani:

B: UFAHAMU WAKO KUHUSU MRADI WA MICHEZO NA ELIMU - SINGIDA

Jaza herufi ya jibu sahihi zaidi kwenye boksi

5. Je, shule yenu imenufaika kwa kiasi gani na mradi wa michezo na elimu Singida?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haijanufaika
- E. haijanufaika kabisa.

6. Je, kwa kiasi gani wanafunzi wanashiriki michezo shuleni kwako?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. hawashiriki
- E. hawashiriki kabisa.

7. Je, unadhani michezo shuleni kwako inawavutia wanafunzi na kufanya mahudhurio yao kuwa mazuri:

- A. kwa kiasi kidogo

- B. kwa kiasi kikubwa
- C. sijui ()
- D. utoro bado upo
- E. utoro bado upo kwa kiasi kikubwa.

8. Je, mradi wa michezo na elimu umeongeza idadi ya michezo shuleni kwako?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haujaongeza
- E. haujaongeza kabisa.

9. Je, mradi wa michezo na elimu umeongeza vifaa na ufundishaji michezo shuleni kwako?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haujaongeza
- E. haujaongeza kabisa.

10. Je, mradi wa michezo na elimu umeboresha mazingira (viwanja/vifaa) ya kufanyia michezo shuleni kwako?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haujaboresha
- E. haujaboresha kabisa.

11. Je, ushiriki wa wavulana, wasichana, na watoto wenye ulemavu katika michezo shuleni kwako uko sawa?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. hauko sawa
- E. hauko sawa kabisa.

12. Je, wanafunzi wanaoshiriki michezo katika mradi wa michezo na elimu, na michezo kwa ujumla shuleni kwako, pia hufanya vizuri darasani katika masomo mengine?

- A. kwa kiasi kidogo

- B. kwa kiasi kikubwa
- C. sijui ()
- D. wanafanya vibaya
- E. wanafanya vibaya sana.

13. Je, kwa kiasi gani mradi wa michezo na elimu - Singida umeongeza mashindano ya michezo shuleni kwenu na shule zingine?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haujaongeza
- E. haujaongeza kabisa.

C: MAONI BINAFSI:

Tafadhali toa maoni yako kwenye nafasi inayofuata swali, kama ni lazima unaweza kuongeza karatasi ya ziada.

14. Mambo gani yamekufurahisha kuhusu mradi wa michezo na elimu-Singida?
 eleza.....

15. Mambo gani unayaona kama udhaifu wa mradi wa michezo na elimu – Singida?
 eleza.

16. Toa maoni yako kwa ujumla kuhusu mradi wa michezo na elimu shuleni kwako:

17. Tafadhali toa tathimini yako kuhusu mahudhurio na kufauru kwa wanafunzi wa shule yako katika kipindi cha miaka mitano iliyopita (2006 hadi 2011):

ASANTE KWA USHIRIKIANO WAKO.

**DODOSO LA TATHMINI YA MRADI WA “MICHEZO NA ELIMU” –
SINGIDA: KWA WALIMU WAKUU TU**

UTANGULIZI:

Kila kitu kitakachoandikwa katika dodoso hili ni siri. Taarifa zote zitakazotolewa ni kwa ajili ya tathmini ya mradi husika tu.

A: TAARIFA BINAFSI:

Tafadhali jaza kulingana na unavyoulizwa:

1. Cheo chako:
2. Jinsia yako: me () ke ()
3. Umri wako: kati ya miaka 20 - 35 ()
kati ya miaka 36 – 45 ()
kati ya miaka 46 – 60 ()
4. Umekua katika cheo chako kwa muda gani:

B: UFAHAMU WAKO KUHUSU MRADI WA MICHEZO NA ELIMU - SINGIDA

Jaza herufi ya jibu sahihi zaidi kwenye boksi

5. Je, shule yako imenufaika kwa kiasi gani na mradi wa michezo na elimu Singida?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haijanufaika
- E. haijanufaika kabisa.

6. Je, kwa kiasi gani wanafunzi wanashiriki michezo shuleni kwako?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. hawashiriki
- E. hawashiriki kabisa.

7. Je, unadhani michezo shuleni kwako inawavutia wanafunzi na kufanya mahudhurio yao kuwa mazuri:

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa

- C. sijui ()
- D. utoro bado upo
- E. utoro bado upo kwa kiasi kikubwa.

8 Je, mradi wa michezo na elimu umeongeza idadi ya wanafunzi shuleni kwako?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haujaongeza
- E. haujaongeza kabisa.

9. Je, mradi wa michezo na elimu umeongeza utaalamu wa ufundishaji michezo shuleni kwako?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haujaongeza
- E. haujaongeza kabisa.

10. Je, mradi wa michezo na elimu umeboresha mazingira (viwanja/vifaa) ya kufanyia michezo shuleni kwako?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. haujaboresha
- E. haujaboresha kabisa.

11. Je, ushiriki wa wavulana, wasichana, na watoto wenye ulemavu katika michezo shuleni kwako uko sawa?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa
- C. sijui ()
- D. hauko sawa
- E. hauko sawa kabisa.

12. Je, wanafunzi wanaoshiriki michezo katika mradi wa michezo na elimu, na michezo kwa ujumla shuleni kwako, pia hufanya vizuri katika masomo mengine?

- A. kwa kiasi kidogo
- B. kwa kiasi kikubwa

- C. sijui ()
- D. wanafanya vibaya
- E. wanafanya vibaya sana.

C: MAONI BINAFSI:

Tafadhali toa maoni yako kwenye nafasi inayofuata swali, kama ni lazima unaweza kuongeza karatasi ya ziada.

13. Mambo gani yamekufurahisha kuhusu mradi wa michezo na elimu- Singida? eleza.....

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14. Mambo gani unayaona kama udhaifu wa mradi wa michezo na elimu – Singida? eleza.....

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15. Toa maoni yako kwa ujumla kuhusu mradi wa michezo na elimu shuleni kwako:

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16. Tafadhali toa tathimini yako kuhusu mahudhurio na kufauru kwa wanafunzi wa shule yako katika kipindi cha miaka mitano iliyopita (2006 hadi 2011):

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ASANTE KWA USHIRIKIANO WAKO.