

# **EDUCATION THROUGH SPORT**

## **Sports Facilities for Primary Schools in Singida Region**

*February 2010*

## **Table of Contents**

	<b>Page</b>
Table of content	02
Executive Summary	06
1.0 Background of the evaluation	06
2.0 Management of the project	09
3.0 Subject of evaluation	09
4.0 Methodology	10
5.0 Data collection	11
6.0 Rehabilitation of sports fields in primary schools	11
7.0 Acquisition of sports equipment to the schools	14
8.0 Organization of maintenance of sports facilities	15
9.0 Organization of sports tournaments	18
10. Data Analysis	20
11.0 Summary and conclusions	30
12.0 Recommendations	31

## List Tables

Table 1	12
Table 2	15
Table 3	17
Table 4	19

## List of Figures

Figure 1(a)	25
Figure 1(b)	26



**The Evaluator, ETS members and the Kiomboi District Education Officers**

## EXECUTIVE SUMMARY

The picture has been painted that of a positive reception of the project by the majority of the stakeholders in Singida region. The evaluator interviewed a range of stakeholders who included educational officers (of different levels in the region), teachers, members of the Teacher's Trade Union in the region and community members. In addition the evaluator sort the opinion of the SDA people based in Mtwara. Many of the stakeholders, in their heterogeneity, commended the initiative of providing goal posts to all primary schools in the region. The stakeholders implied that the goal posts are a catalyst for the sports development in the region as their appearance has increased attendance in sports, raised the awareness for sports, raised the morale of sports teachers, increased sports competitions among schools and among communities, improved pupils academic performance, increased pupils attendance and retention in schools and has raised an "appetite" for sports in the region. The stakeholders also praised the seminars that accompanied the installation of the goal posts contending that the seminars have provided basic sports education to the participants. However, the stakeholders did not hesitate to point that the seminars were too short.

The evaluator also paid physical visits to the sites of the installed goal posts to establish, among other things, durability and measurements. The evaluator can confirm that the goal posts are of a very high standard in terms of the materials used and measurements. The goal posts are made of galvanized steel iron tat guarantees their durability. With good care the goal posts can last not less than 15 years to be cautious.

The evaluator concludes that as much as the goal posts have made an impact towards the development of sports in Singida, the assertions of increased pupils' **attendance**, reduced **absenteeism** and improved **academic performance** require a thorough academic research. Subsequently the evaluator strongly

recommends a thorough and in-depth research on the three points to establish the relationships between them, the relationships that the evaluator believes could be instrumental in the debate for improved teaching of physical education, especially at the grassroots level, the in primary level of education.

## **MID-TERM EVALUATION OF EDUCATION THROUGH SPORTS (ETS) PROJECT IN SINGIDA REGION IN TANZANIA**

### **1.0 The Background of the Evaluation**

According to the documents the Education Through Sport (ETS) project started in 2006, but its effective implementation started in 2007. As the project is now in its mid-term running it is required that a mid-term evaluation be conducted in order to see whether the intended goals have been achieved or are being achieved. The immediate and long-term objectives of the project are to:

- Strengthen physical education facilities in primary schools in Singida region
- Maintain sports fields for the usage of schools and the surrounding community
- Spread the importance of a healthy lifestyle to primary school in Singida
- Increase school attendance through sport
- Increase the gender equity in primary schools
- Strengthen the capacity of the counterpart Teachers' Trade Union (TTU) and develop partnership with a Finish-aided NGO Sports Development Aid (SDA)

Practically, therefore, the project aims at assisting local authorities and organizations to implement the project, make it sustainable and ultimately add to the communities the capacity to develop various sports activities in schools. And this is to be done by:

- maintaining sports facilities in primary schools
- assisting with sports equipment in primary schools
- organizing tournaments within the region
- training physical education teachers at the primary level, and
- cooperating with local authorities like education officers and all others.

According to the project's objectives, which primarily aim at improving the playgrounds, the direct beneficiaries are in the first place primary schools pupils



in Singida region. Spill-off benefits, however, will naturally fall to the teachers and, of course, the immediate communities.

Accordingly, therefore, the issues for evaluation are:

- Improved facilities of sports (football and netball goal posts)
- Strengthened Physical Education and sport education in primary schools
- Increased number of pupils in primary schools
- Improved academic performance of pupils
- Improved education of sport for disabled and other special groups
- Increased interest in sport and healthy lifestyle

But first we look at the management of the project.

## **2.0 Management of the Project**

Education Through Sports (ETS) is a project within the Finish-aided Tanzanian None-Governmental Organization (NGO), Sports Development Aid (SDA) based in Mtwara Region in the southern part of Tanzania. At its office in Singida, the ETS project is managed by two officers Mr. Daudi Hagai, who is the project manager, and Mr. Arnold Bugado, who is the coordinator of the project. The office has a secretary and a driver with one vehicle. Overall the project is governed by a Board comprising of five members and it is chaired by Mr. Nyatagwa Manyoni. Other members include Mr. Daudi Hagai, the secretary to the Board, Mr. Mohamed Moka, member, Mr. Ole Moirana, member and Ms Amina Abeid, member. It is this board which is responsible for making all the major decisions on the activities of the project. Most importantly the board makes decisions on the budget of the project. So far the source of funding for the project has remained the Ministry of Foreign Affairs of Finland.

## **3.0 Subject of the Evaluation**

To find out:

- (i) Whether the project has been implemented according to the plan

- (ii) If the stakeholders needs have been fulfilled
- (iii) If the project initiated to the prevailing culture and standard
- (iv) If the project can be run by the local organizations sustainably, and
- (v) Focusing on the future development

#### **4.0 Methodology**

In order to conduct the evaluation the evaluator first adhered to the terms of reference as spelt out above and then set out modus operandi as follows:

The evaluator looked at the implementation of the project in terms of:

- (i) the rehabilitation/maintenance of the sports field in primary schools in Singida between 2006 – 2009
- (ii) the acquisition of sports equipment to the schools between 2006 – 2009
- (iii) the organization of “Maintenance of Sports Facilities” seminars between 2006 – 2009
- (iv) organized sports tournaments within the region between 2006 – 2009
- (v) supported establishment of local sports clubs and school sports clubs between 2006 – 2009, and
- (vi) plans in place for future development of the project, and also what plans are in place to develop the community, school committee and parents involvement. The focus is on the sustainability of the project and the development of sports education in the region, particularly when the project comes to an end.

The evaluator also:

- (i) visited Education Through Sports (ETS) office in Singida went through relevant documents and interviewed the implementers
- (ii) visited the regional education office in Singida and interviewed the Regional Education Officer
- (iii) visited Iramba (Kiomboi), Manyoni and Singida Rural districts as well as Singida Municipal and interviewed the officers concerned

- (iv) interviewed Teacher Trade Union (TTU) officers
- (v) interviewed the benefiting physical education teachers in primary schools
- (vi) corresponded via e-mails with SDA people in Mtwara

## **5.0 Data Collection**

Data collection was carried out during the ten days that the evaluator stayed in Singida in December 31<sup>st</sup>, 2009 to January 10<sup>th</sup>, 2010. As it is well known qualitative methods of data collection consists of a variety of means which include in-depth analysis, open-ended interviews, observation, recording and transcribing. The evaluator invariably applied a little bit of all, but mostly open-ended interviews and observations as these yielded much result. Of course transcription is a must after the interviews. Physical visits to the sites of the installed facilities complimented all the above methods.

All interviews were conducted in private, recorded and transcribed. The interviews were based on the stakeholders' experience with the project and how they received, perceived and valued the project.

## **6.0 Rehabilitation/maintenance of the sports fields in primary schools in Singida Region between 2007 and 2009**

### **6.1 Implementation – Improved Facilities**

The implementation of the project involved primarily revamping and hence improving the facilities in primary schools, supply of equipment and sensitization strategies which included organization of purposeful seminars and varying sports tournaments. As indicated above revamping the facilities consisted of installation of standard iron goal posts for soccer and netball in all primary schools in Singida region and the supply of equipment to the same schools. The sensitization strategies comprised of seminars aimed at educating the mass on the installation of the facilities and other awareness-raising issues and sports tournaments.

### 6.1.1 Installation of Goal Posts

A total of 480 Primary Schools in Singida region were earmarked as direct beneficiaries of the project. These were the schools which were officially registered by the commencement of the project. However, since then more schools have been registered and they total up to 510. Thus, according to the objectives of the project the aim was to install goal posts for both soccer and netball in all primary schools, which by then totalled 480 in the region. The implementation of the installation was done in phases as illustrated in Table 1 below.

**Table 1: Soccer and Netball standard iron goal posts installed in primary schools in Singida region between 2007 – 2009**

<b>Phase 1: 2007</b>	
<b>Place</b>	<b>Total goal posts installed</b>
Singida Municipal	44
Singida Rural	56
<b>Phase 2: 2008</b>	
Manyoni	50
Iramba	50
Singida Rural	50
<b>Phase 3: 2009</b>	
Iramba	50
Manyoni	47
Singida Rural	13
<b>Total</b>	<b>360</b>

The target set for the first three implementation phases was reached whereby a total of 360 goal posts were installed in primary schools as shown in Table 1 above. The in-between targets were, therefore, to “manufacture” 100 goal posts

for 2007, 150 goal posts for 2008 and 110 goal posts for 2009. I am informed that the “manufacturing” of the goal posts for the remaining 120 schools will continue in 2010. Currently, however, there are 47 primary schools in Singida Municipal, 188 in Singida rural, 172 in Iramba and 103 in Manyoni. Thus, by the end of 2010, which is the overall Phase One of the project, 480 schools will be equipped with modern iron goal posts and 30 schools will have none, if nothing is done. The 30 additional schools are those which were not officially registered at the commencement of the project. Although the seminars targeted mainly physical education teachers, members of the immediate communities were also involved. The main aim of involving the community is to implement what is commonly known as the participatory approach, which is an important strategy for the maintenance and safeguarding of the facilities.

### **6.1.2 Maintenance of Facilities**

Usually during installation of the facilities the office of ETS conducts seminars on installation and maintenance of the facilities. As a result of this participatory approach there emerged a mutual agreement between the office of ETS and the communities for the maintenance and safeguarding of the facilities as the communities are the main beneficiaries. The mutual agreement “stipulates” that although the facilities are owned by the schools in practice they belong to the community. Logically, therefore, the facilities are under the care of the communities as they are closer to the facilities than the office of ETS. The agreement goes even further by stating categorically that at least for the first four years from the date of installation the goals should remain intact. And in case of theft the community will be held responsible and the community will have to collectively contribute towards the purchase of the new facility to replace the stolen ones. This is a mechanism which is in place for safeguarding the facilities.

The strategy of directly engaging the community in maintaining and safeguarding the facilities seems to work effectively. As reported, it happened in Kisaki Village whereby the goal posts were stolen. The community put itself to task until the

culprits were found and were subsequently prosecuted and eventually jailed. But by and large, as informed the strategy is more likely to work well in rural areas where community members more or less know each other well and it can be ease to trace and identify the would be thieves. It is somehow difficult with the goal posts which have been installed in the schools in town. However, the office of ETS reports to be vigilant for these facilities as the office makes a follow up regularly.

## **7.0 Acquisition of sports equipment to the schools between 2006 and 2009**

### **7.1 Supply of Equipment**

Informed that the supply of equipment to the schools depends largely on the availability of the equipment itself from Finland. It depends on the availability because these are second hand materials collected from different institutions, even from individual people, in Finland and are brought to the country by the sports boys and girls who travel to Finland each year for the Annual under eleven sports competitions in Finland. The equipment comprise of balls, boots, jerseys and socks (stockings). However, AMER Company has been supplying new balls for soccer, basketball, netball and volleyball. As of 2008 the Company had supplied a total of 4000 balls and ETS distributed 2 balls for each game (soccer, basketball, netball and volleyball) to each primary school in the region, that is, a total of 8 balls per school. As noted earlier by the end of 2009 there were 480 primary schools in Singida region and all of them had been supplied with the balls. However, in 2009 the office of ETS in Singida was able to distribute only 6 balls to each school. This was mainly due to insufficient supply as many of the boxes were opened at the harbour and as a result some balls went missing presumably stolen or went missing without any explanation.

## 8.0 Organization of “Maintenance of Sports Facilities” seminars between 2007 and 2009

### 8.1 Maintenance of sports facilities seminars

Between the end of 2007 and 2009 a number of “Maintenance of Sports Facilities”, sensitization and other related seminars were organized by the office of ETS around Singida region. Most of the seminars aimed at educating, especially teachers of physical education in primary schools, on the installation, of soccer and netball posts and the marking of the playfields. In addition, the seminars also aim at mobilizing the communities, involving them and sensitizing them on the maintenance of the sports facilities. Moreover, the seminars also aimed at providing introductory coaching and officiating skills for the various games and sports. Furthermore, such participatory seminars are instrumental in raising awareness of not only about sports but cross-cutting issues such as HIV/AIDS and malaria.

**Table 2: “Maintenance of sports facilities” and related sensitization seminars organized between 2007 and 2009**

S/n	Description of the seminar	Place	P/nts.	Date	Duration
1.	Sports facilities maintenance & rules and healthy education for teachers	Singida Municipal	44	9 -10/10/2007	<b>2days</b>
2.	Sports facilities maintenance & rules and healthy education for teachers	Singida Municipal	44	15-16/10/2007	<b>2 days</b>
3.	Sports facilities maintenance & rules and healthy education for teachers	Singida rural - Ilongero	75	4-5/11/2007	<b>2 days</b>
4.	Sports facilities maintenance & rules and healthy education for teachers	Singida rural - Mtinko	65	7 – 8/11/2007	<b>2 days</b>
5.	For teachers who work	Singida	22	23-24/01/2008	

	with disabled children	Municipal involving all four districts			<b>2 days</b>
6.	Soccer referring seminar	Singida rural	30	19/02/2008	<b>1 day</b>
7.	Soccer referring seminar	Manyoni	30	20/02/2008	<b>1 day</b>
8.	Soccer referring seminar	Kiomboi	30	07/03/2008	<b>1 day</b>
9.	AMER Sports Day	Singida Municipal	16	12/04/2008	<b>1 day</b>
10.	Sports Facilities Maintenance seminar	Ilongero	50	20-23/04/2008	<b>4 days</b>
11.	Sports Facilities Maintenance seminar	Manyoni	50	24-25/04/2008	<b>2 days</b>
12.	Sports Facilities Maintenance seminar	Singida Municipal	50	26/05/2008	<b>1 day</b>
13.	Sports Facilities Maintenance seminar	Kiomboi	50	02-03/07/2008	<b>2 days</b>
14.	Sports Facilities Maintenance seminar	Ulemo Iramba	48	29-30/07/2008	<b>2 days</b>
15.	Sports Facilities Maintenance seminar targeting only primary school PE teachers	Manyoni	50	18-19/08/2008	<b>2 days</b>
16.	Sports Facilities Maintenance seminar	Itigi	50	20-21/08/2008	<b>2 days</b>
17.	AMER Sports Day	Singida Municipal	10 schools 2 teachers from each school	22/09/2008	<b>1 day</b>
18.	Sports Facilities Maintenance seminar	Mgori Singida rural	31	23-24/11/2008	<b>2 days</b>
19.	Sports Facilities Maintenance seminar	Ihonja	53	25-26/11/2008	<b>2 days</b>
20.	Sports Facilities Maintenance seminar	Sepuka	53	28-29/11/2008	<b>2 days</b>
21.	Sports Facilities Maintenance seminar	Mitundu	27	27/02 – 01/03/09	<b>6 days</b>
22.	Athletics and Volleyball seminar	Ikungi Singida	60	27-29/03/2009	<b>3 days</b>
23.	Athletics and Volleyball seminar	Manyoni	46	06-09/04/2009	<b>4 days</b>
24.	Athletics and Volleyball seminar	Singida Municipal	33 from 23 Wards	15-17/04/2009	<b>3 days</b>
25.	Sports Facilities Maintenance seminar	Shelawi Iramba	50	16-17/04/2009	<b>2 days</b>
26.	Sports Facilities	Nduguti	50	18-19/09/2009	<b>2 days</b>



	Maintenance seminar	Iramba			
27.	Sports Facilities Maintenance seminar	Manyoni	110	13-15/11/2009	<b>3 days</b>
28.	Sports Facilities Maintenance seminar	Singida rural	30	18-19/12/2009	<b>2 days</b>

**Table 3: Summary**

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<b>Duration of the seminar</b>	<b>Number of places held</b>
1 day	6
2 days	16
3 days	3
4 days	2
6 days	1

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As can be observed from Table 2 the majority of the seminars (16) that were organized in several places lasted for only 2 days, quite a good number of them (6) lasted for 1 day, a few of them (3) lasted for 3 days, very few of them (2) lasted for 4 days and only one lasted for 6 days. It is curious to note on the duration of the seminars. Arguably the two days are not enough especially taking into consideration that the majority of the participants had no background in teaching or coaching sports. As it happened the stakeholders complained of the short duration of the seminars.

## **8.2 Seminar Participants**

The evaluator was interested to find out the background of the seminar participants, especially the teachers, in terms of their professional qualifications; particularly either as teachers of Physical Education or as coaches with basic skills of the various games and sports. It was revealed that all of the contacted teachers who attended the seminars, or who were sent by their schools to attend the seminars, were not actually certified teachers of physical education (and this

goes for the majority of them). The overall emerging picture is that these teachers, at most and only on occasions, had attended not more than two-week long seminars on coaching some games or sports previously.

Some points may be made regarding these seminars. In the first place it is evident that the teachers who attended the seminars are actually not professionally teachers of physical education but rather teachers interested in sports and hence appointed by their schools to attend the seminars. Or simply these teachers were randomly appointed by their respective schools to attend the seminars. Thus, such seminars could be “eye openers” for these teachers and a step in the right direction towards laying a physical education foundation or sports education for primary school teachers.

Secondly, the fact that the majority of the teachers have no basic sports education, or simply that they are not trained teachers of physical education, it is a clear indication of the magnitude of the problem of lack of teachers of physical education in the region, and indeed even in the country at large. Again such seminars could be a milestone in addressing the problem in both providing the basics of sports education for the teachers and increasing the number teachers with basic sports education and thus strengthening physical education and sport education in primary schools in the region.

Thirdly, one important lesson that can be learnt from such seminars is that more seminars of this kind are needed.

## **9.0 Organization of sports tournaments within the region between 2007 and 2009**

Alongside the seminars that were conducted by the office of ETS various tournaments in several sports were also organized. Between 2007 and 2009 a number of tournaments were organized by the office of ETS around Singida region. Most of the tournaments aimed at involving children in physical activities

for, among other things, spreading the importance of a healthy lifestyle among the pupils in primary schools in Singida.

**Table 4: Sports tournaments organized between 2007 and 2009**

<b>S/n</b>	<b>Type of tournament</b>	<b>Place</b>	<b>Date</b>	<b>Remarks</b>
1.	Street soccer for boys and girls	Singida Municipal	15 - 19/04/2007	Jerseys and balls were awarded to the winners
2.	5 primary schools competitions	Singida Municipal	26/10 - 10/11/2007	The schools were taught by a Finish volunteer
3.	5 schools tournament	Iramba	24/04/2008	The tournament involved boys and girls and the best boys girls were awarded
4.	Singida regional soccer tournaments	Singida Municipal	22- 24/05/2008	Involved all four districts, shields were awarded and jerseys/balls for both boys and girls
5.	AMER Sports Day	Singida Municipal	10/10/2008	AMER Sports Day celebration*
6.	Tournaments soccer and netball	Ihanja	09/12/2008	Celebrating independence day individual awards were given – boots, jerseys
7.	AMER Sports Day	Iramba	12/01/2009	Mini AMER Sports Day
8.	Disabled Sports Day	Singida rural Ikungi	02/05/2009	Involving disabled children
9.	Disabled Sports Day	Iramba – Kizega Pr. School	04/05/2009	Involved disabled children
10.	Tournaments soccer, netball & athletics	Mitungi	16- 18/05/2009	A total of 9 schools took part
11.	Regional sports tournaments in Volleyball, soccer and athletics	Singida Municipal Namfua Stadium	16 – 18/06/2009	About 120 participants took part, 40 from each district. Iramba did not participate. 100 ball were awarded + jerseys, socks etc.
12.	Tournaments	Singida Municipal	24/07 – 21/08/2009	Involved all the Wards in Singida Municipal. The tournament were conducted on weekends

13.	AMER Sports Day	Kiomboi	02/10/2009	About 200 pupils took part in the celebrations
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\* AMER Sports Day celebration is organized as bonanza and it is used as an opportunity for the beneficiaries to thank AMER Company, the main sponsor of equipment (mainly balls)

## **10.0 Analysis of the Data**

The evaluator consulted the document that indicated the schedule for the implementation of the project. The evaluator also had detailed focused group discussions with the implementers of the ETS at their office. The perusal of the documents and discussions focused on the major issues of evaluation, namely:

- (i) Whether the project has been implemented according to the plan
- (ii) If the stakeholders needs have been fulfilled
- (iii) If the project initiated to the prevailing culture and standard
- (iv) If the project can be run by the local organizations sustainably, and
- (v) Focusing on the future development and the sustainability of the project.

### **10.1 Whether the project has been implemented according to the plan**

The evaluator consulted the document that indicated the schedule for the implementation of the project. The evaluator also had detailed discussions with the implementers of the ETS at their office. According to the plan the goal posts were to be distributed to 480 primary schools between the year 2007 and 2010. By the time of evaluation, January 01 – 11, 2010, 360 primary schools in Singida region had already received durable standard iron soccer and netball goal posts (see Table 1). The remaining 120 goal posts are to be “manufactured” in 2010 and are to be distributed accordingly. The arrangement is that ETS oversees the “manufacturing” of the goal posts and then informs the schools concerned and the respective education offices arrange for the transportation of the goal posts to the respective primary schools. However, the evaluator was able to see the already “manufactured” goal posts from the previous phase lying outside the offices of ETS uncollected but informed too that they were about to be collected.

On the basis of the above the evaluator considers that the aspect of “manufacturing” the goal posts has been implemented according to the plan. However, as far as the collection/transportation/distribution of the equipment is concerned this aspect is yet to be implemented fully. Thus, in the evaluator’s opinion the project has been implemented according to the plan on the aspect of manufacturing but the collection/distribution/installation of the facilities is incomplete. Equally important to note here too is the fact that by the time of the commencement of the project there were 480 officially registered primary schools in Singida Region, but by the time of evaluation (31 December, 2009 and 11 January, 2010) 30 more schools have been officially registered, and as noted earlier, these schools might miss the opportunity.

Another aspect of implementation between 2007 and 2009 was the organization of “Maintenance Sports Facilities” Seminars.

## **10.2 Organization of “Maintenance of Sports Facilities Seminars”**

According to the plan the “Maintenance of Sports Facilities Seminars” were to be held during the installation of the goal posts so as to create a synergy between the knowledge of installing the facilities and marking the fields and looking after the facilities once they are installed. It is not clearly indicated though how many such seminars were planned for the period between 2007 and 2009. However, by the time of evaluation a total of 28 “Maintenance of Sports Facilities Seminars” had been organized in various places of the four districts of Singida region and involved over one thousand and two hundred people (1217). Since it was not clearly indicated as to how many seminars should be organized during this period, it is a bit ambiguous to judge whether this aspect has been implemented according to the plan. But by and large, it is also a fact that for those schools that had goal posts installed in their premises also got the installation seminars. The kind of knowledge imparted during installation seminars is that of the correct measurements. Therefore, it is fair enough to say that this aspect was implemented according to the plan.

Another issue of evaluation was to find out whether stakeholders needs have been fulfilled by the project.

### **10.3 If the stakeholders needs have been fulfilled**

In order to assess the satisfaction of the stakeholders with the project the evaluator interviewed a good range of stakeholders, including implementers of ETS, Singida Regional Education Officer, TTU members in Singida, Singida Municipal Education Officer, Kiomboi and Manyoni District Education Officers, primary school sports education teachers and community members. The evaluator can confidently report that the responses of all the stakeholders who were interviewed expressed a great satisfaction with the project. Statements like “the project is good”, “the project is of great help in terms of the basic facilities”, and “the project is beneficial not only to the primary schools but also to the surrounding communities” are clear indications of the stakeholders’ appreciations of the project. Thus, it is only fair to say that the project has fulfilled the basic needs of the stakeholders.

Several points can be made to illustrate these appreciations and the satisfaction, hence the fulfilment of the basic needs of the stockholders.

1. The project has targeted primary schools. According to the stakeholders, this is the right level of education to start with as this is the foundation level and especially at this point in time, that is, when the government is making every effort to revive the teaching of physical education in schools, and school sports in general. As one respondent had commented, “the goal posts are a catalyst toward the teaching of physical education and the development of school sports in general”.
2. The goal posts are useful not only to primary schools pupils but also to out of school children of the surrounding communities. The children, and even adults, within the communities do organise,

especially soccer, matches using the school fields. As one respondent has put it “thanks to the standard goal posts that now we can organise soccer matches among our children and even between the children of our neighbouring communities”. Undoubtedly there are some social implications that are attached to such matches. Aspects of good neighbourhood, socialization, harmonization and friendship are likely to be promoted through these matches.

3. To a greater extent so far the goal posts are proving to be a much-needed and a long-overdue catalyst of the development of sports at the grassroots level in Singida region. The fact that now the communities can organize tournaments, although they are mainly soccer tournaments, among themselves, and even between communities, is a good beginning towards the development of sport from the grassroots level. Surely it can as well be argued that couldn't such tournaments be organised with the wooden or rather improvised goal posts anyway? The answer to such guanine a question is yes and no. It is yes because it is true that such tournament could be arranged if the will is there. It is no because in the first place the wooden goal posts are not durable as more often than not they are either eaten by ants or rote from the rains. The wooden goals need constant monitoring and occasional replacement, something that may not be easily done from time to time. To put it plainly the iron goal posts, and especially when they have been painted white, they look nice and appropriate on the pitch and are attractive to both the players and spectators as opposed to the wooden poles with a rope marking the top of the goals. Thus, it is more enticing to organise matches on a pitch with clearly marked demarcations and with standard attractive steel iron goal posts (see Figure 1(a) and 1(b)). It is assumed, however, that

although the playgrounds looked bare and unmarked at the time of evaluation, they are marked during tournaments.

4. The project primarily aims at improving the playgrounds by providing standard, quality and durable goal posts for soccer and netball. The goal posts are standard in the sense that they conform to the national, and even international, sizes. For example, the size of the soccer goal posts measure between 2 to 3 inches in diameter. The installed goal posts in primary schools in Singida region are of such standards. The goal posts are equally of high quality and durable as they are made of steel iron and are galvanized. Important about the measurements of the poles is that such standard goal posts cause less damage in case a player collides with the pole while playing.

The evaluator learnt that before the project many schools, and especially the relatively new ones, had wooden goal poles with a rope tied at the top ends to mark the top of the goal posts. In fact some of the schools not have even the playgrounds leave alone the goal posts. According to the ETS implementers these standard and durable iron goal posts are expensive. For example, a pair of the soccer goal posts cost as much as Tshs. 700,000/= (seven hundred thousand) and those of netball cost about Tsh.300.000/= (three hundred thousand). Surely not many primary schools, not only in Singida region but also in many other regions around the country, can afford these goals, especially when the schools depend on the capitation funds. The cost of the goals posts such as those captured in Figure 1(a) and 1(b) is far beyond the financial capacities of many primary schools. Thus, it is fair to say that the schools would remain without proper goals for a very long time had it not been for the project.





**Figure 1(a) Soccer Goal Posts at Ulemo Primary School in Kiomboi District**



**Figure 1(b): Netball posts at Ulemo Primary School in Kiomboi District**

Probably an obvious question that one may ask is if the money spent on the facilities and the results was it worth it. In the opinion of the evaluator the results, that is, producing the goal posts, distributing them and installing them to all primary schools in Singida Region is a very good value for the money. It was money well spent. This was also very clearly reflected in the conversations that the evaluator had with the stakeholders. It is the evaluator's opinion that this is an indication that implementers of ETS did their job diligently, honestly and to the best interests of the public.

The feelings that implementers of ETS are trustworthy were also affirmatively expressed by SDA people when consulted by the evaluator. In addition, SDA

people are of the opinion that the project has created an infrastructural base for the development of sports in that region.

Terms of reference also required the evaluator to find out if the project was initiated to the prevailing culture and standard.

#### **10.4 If the project was initiated to the prevailing culture and standard**

Prevailing culture and standard would seem ambiguous. However, the evaluator took it to mean sporting culture. By any measure soccer is the most popular game in schools and even among the population at large. Equally popular among the female population is netball, although nowadays men also play netball. Thus, starting by providing the basics of soccer and netball is a step towards the right direction of sensitizing the population towards sporting culture. In this regard it can be said that the project was initiated to the prevailing culture and standard. Additionally the project has substantially added to the communities the capacity to develop various sports activities in schools.

The issue of sustainability was another crucial aspect for the evaluator to look at.

#### **10.5 If the project can be run by the local organizations in a sustainable manner**

Arguably there has been a tendency that many projects run only as long as the donor's "hand" is still "on" and that once the donor's "hand" is "off" the projects also cease. Rightly, however, this also depends largely on the type and nature of the project. The Education Through Sport (ETS) project in Singida Region is rather unique in nature. The project entails essentially strengthening physical education and sports facilities in primary schools in the region by:

- Establishing basic sports facilities – durable galvanized steel iron goal posts – in primary schools, and
- Providing sports equipment – balls and jerseys for the various sports – in primary schools

And, hopefully, eventually impact on:

- increased number of pupils in primary schools and their retention in schools
- improved academic performance of pupils
- improved sport education of the disabled and other special groups, and
- raised interests in sports and healthy lifestyle

Durable and standard galvanized steel goal posts have been installed in the majority of the primary schools in the region. With a minimum care – regular painting the goals posts, when necessary with a minimum cost, and making sure that the goals posts are not stolen – the goal posts are likely to last for a long time, and that is sustainability of its kind. However, the most challenging phase of sustainability is the **use** of the goals posts and a **sustainable supply of equipment**.

Theoretically as far as the **use** of the facilities is concerned there is every indication that the goals are being used and will continue to be used effectively. Almost all the interviewed stakeholders reassured the evaluator of the continued organization of the tournaments using the revamped sports facilities. The use is even more imperative with the reinstatement of the teaching of Physical Education in schools and the revival of Primary School Games (UMITASHUMTA). Practically, however, organizing sports events requires human as well financial resources. The kind of human resource required is essentially teachers of physical education or rather sports education. As pointed out earlier in the report the project also provided for conducting seminars which introduced the teachers to some coaching and officiating skills for the various games and sports. And as it unfolded during the evaluation these teachers are supposed to conduct similar seminars in their respective schools or communities with the aim of disseminating the knowledge they gained during the seminars. Thus, in terms of human resource there are these positive signs of the project

being sustainable in that there will be sports teachers with at least base level knowledge of teaching sports in the schools.

The question of financial resource is usually the most challenging one. The regional educational authority revealed to the evaluator, at least verbally, the plans that are in place towards the sustainability of the project financially. The plan comprises of two major sources of funds to sustain the project.

(i) That municipal and district councils have been directed that from now on they should set aside budgets for school sports and competitions, and

(ii) That parents shall have to contribute towards school sports

Probably these should be points of evaluation when the donor's "hand is taken off" the project as such moments will come sooner or later.

The Singida project is identical to the one which had already been implemented by SDA in Mtwara region recently. The evaluator then contacted Mr. Adolph Kanda and colleagues from Mtwara. In the opinion of the SDA people, and drawing from their experience with the Mtwara project, the Singida project can be sustained if all councils in the region were effectively sensitized towards realization that the responsibility of developing sports in the region squarely rested on the councils' shoulders. Therefore, the councils ought to come up with concrete and sustainable plans of providing resources both human and financial.

Thus, it is the opinion of the evaluator that for the sensitization purpose it would be helpful if the next phase of the Singida project put more emphasis on **sports education** of the councillors such that the councillors were not only made aware of the importance of sports but also were "made" to value sport as an essential component of the general education, an element of culture and an agent of development as a whole. With such education, hopefully, the councillors might accord sports the place it deserves in society. But by and large, as noted above, the evaluator was assured by the regional education authorities that municipal

and district councils have been directed that from now on the councils should set aside budgets for school sports and competitions, and that parents shall have to contribute towards school sports. This is, however, in line with government policy to revive the teaching of physical education in schools.

On the issue of TTU, presumably, drawing on the experience of the Mtwara, SDA people are of the opinion that TTU could be instrumental in initiating sustainable sources of funds for school sports programmes as the union has reasonably stable investments around the country. This is particularly true as the union, of recent, has embarked upon investing in property and the like with the aim of generating money. The union, for example, could become the major sponsor of schools games, particularly at the primary level of education.

ETS, on its part, could act as a guarantor and facilitate sponsorships from sports companies such as AMER.

### **11.0 Summary and Conclusions**

The picture has been painted that of a positive reception of the project by the majority of the stakeholders in Singida region. The stakeholders ranged from educational officers (of different levels in the region), teachers, and members of the Teacher's Trade Union to community members. Many in their heterogeneity reiterated the same commending tones. In the opinion of many the goal posts are a catalyst for the sports development in the region as their appearance has increased attendance in sports, raised the awareness for sports, raised the morale of sports teachers, increased sports competitions among schools and among communities, improved pupils academic performance, increased pupils attendance and retention in schools and has raised an "appetite" for sports in Singida region. In addition the seminars that accompanied the installation of the goal posts have had equally positive impact as the goal posts themselves.

## Conclusions

As much as the goal posts have made an impact towards the development of sports in Singida, some remarks can be made.

1. Many of the stakeholders who were interviewed seemed to suggest that there has been an increase in the **attendance** of pupils in school presumably because of the improved sports facilities in schools. Such an observation is an interesting one, and in the evaluator's opinion, it requires an in-depth research to first substantiate the truth about the assertions and secondly to establish the relationship between appearance of the goal posts and attendance in schools.
2. It has been said also that appearance of the goal posts has helped retain pupils in schools. In other words it has reduced **absenteeism** and even drop out. Again such an assertion requires an in-depth research.
3. It has also been observed that as a consequence of the installation of the goal posts there has been a notable attendance in sports fields, hence increased participation in sports. And as a result of participation in sports there is an improvement of **academic performance** of the pupils. Surely these are but assertions without evidence of the relationship. However, they are not false either. An in-depth research would substantiate the claims.
4. The evaluator, therefore, strongly recommends a thorough and in-depth research on 1-3 above. Establishing such relationships will definitely be instrumental in the debate for improved teaching of physical education in schools at all levels.
5. At the communities level the majority of the consulted stakeholders were rightly enthusiastic that the improved sports facilities was a long overdue catalyst for the development of sports in their areas in that various

competitions will now be held regularly. It is the evaluators' hope that such an enthusiasm lasts for ever and broadens to include other sports other than soccer. As a matter of fact Singida, as we all know, is the birth place of many national athletes.

## **12.0 Recommendations and future implications**

As mentioned earlier one of the major components of the sustainability of the project is the **use** of the goal posts and the improved sports facilities in general. The **usage** of the facilities is taken to primarily imply regular organization of sports events in varied sports disciplines, tournaments, and purposeful competitions. Surely there are fundamental resources implications both in human and financial to realize such goals.

**Human Resource** – in the course of evaluation it was clearly self-evidenced that there was a need of training not only more teachers of physical education (or sports teachers) but also qualified teachers at least at the basic level. This was revealed when the evaluator inquired on the sports education background of the “sports teachers” who attended the seminars organised by ETS. The majority of the teachers had never gone through any training in sports education, say to a level of Certificate in Physical Education or in any specific sport coaching. Thus, ETS could, as a further phase of the project, provide for:

- (i) Long-duration seminars for sports teachers in the region with the aim of availing them more learning time as it was revealed during the evaluation that the seminars that were conducted were very short with the majority of them lasting for only two days.
- (ii) Purposefully-designed Trainer-of-Trainers (ToTs) seminars of long duration for potential sports teachers with the aim that these teachers will train others in their respective areas.
- (iii) A selected number (for example 2 from each district) of sports teachers to attend residential certificate courses at Mallya Institute of Sports with the aim of “empowering” the districts with qualified sports teachers. On



successful completion of their courses the teachers could be charged with not only teaching sports in their respective areas but also teaching others to teach sports.

If such steps were taken, (i) to (iii) above it would ensure:

- (a) sustainable source of sports teachers
- (b) continued and stable supply of sports teachers
- (c) qualified sports teachers
- (d) increased supply of sports teachers

The same recommendations could apply to district and municipal councils.

**Financial Resource** – is not only necessary for the purchase of equipment but also for organizing the tournaments, seminars and bonanzas. As touched upon elsewhere when talking to the stakeholders at the regional, district and municipal levels the evaluator got the impression that the regional and district authorities were setting aside budgets for sports development. However, as touched upon earlier, TTU could be good and stable source of finances for sports development in schools if properly mobilized and managed and with good will.

**Lastly, a special request to ETS** – given the potential of Singida Region in producing world class athletes, especially in long distance running, the evaluator appeals to the project's funding agents to consider constructing a moderate but low-cost sports stadium which will include athletics track and fields. Young promising athletes from Singida could join hands with their Mtwara counter-parts and enjoy the annual sports competitions in Finland. Such athletes could be good advertisers of ETS activities in Singida, and actually, in Tanzania at large.

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