

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

Evaluated By:

Nicholas Musabila Bulamile

Principal Games and Sports Officer

Ministry of Information, Culture, and Sports

United Republic of Tanzania

Dar es Salaam

15th December 2008.

Acknowledgements

To the many individuals and organizations that shared in this exploration, a heart felt thank you. As the evaluator of this project am particularly indebted to LiiKe, a non governmental organization from Finland that planned and implemented “**Education through Sports Project – Mtwara**”. I am also beholden to Sports Development Aid (SDA) Mtwara, also a non governmental organization in Mtwara Tanzania that helped LiiKe to implement education through sports project. I would be remiss not mentioning the Director of Sports Development (MoICS), colleagues, and all the stakeholders of the project. Thank you so much!

The following is a unique and explicit “thanks” to all the respondents of the evaluation study. They were so honest, critical, and constructive on both responding to the questionnaires and/or interviews as well as their opinion. These were the Director of Primary Education (MoEVT), regional and district education officers in Mtwara, parents, teachers and pupils and the office of the regional commissioner in Mtwara. Ahsanteni sana.

N. M. Bulamile.

Dar es Salaam.

TABLE OF CONTENTS

Acknowledgements	2
Executive Summary	6
Chapter One: Background To The Study	10
1.1: Introduction	10
1.2: Physical Education And Sports In Tanzanian Schools	10
1.3: Intention Of The Evaluation Study	11
1.4: Evaluation Study Problem	11
1.4.1: Evaluation Study Questions	11
1.5: Significant Of The Study	12
1.6: Limitation And Delimitation Of The Study	12
Chapter Two: Theoretical Framework	13
2.1: Introduction	13
2.2: Physical Education, Physical Activity, Play, Games And Sports.	13
2.3: Importance Of Physical Education And Sport In Society.	14
2.3.1: Relationship Between Physical Education And Other Subject In School Settings	14
2.3.2: Role Of Physical Education And Sports In Society And In Education. .	15
2.3.3: Some Issues And Problems In Physical Education And Sports	15
Chapter Three: Methodology	17
3.1: Introduction	17
3.2: Location Of The Evaluation Study	19
3.3: Population And Sampling Techniques	19
3.4: Construction And Validation Of Instrument	19
3.5: Data Collection Methods	20
3.5.1: Documentation	21
3.5.2: Interview Procedure	21
3.5.3: Observations	22
3.5.4: Questionnaires	22
3.5.5: Comments About Limitation Of The Data Collection Methods	23
3.6: Data Analysis Procedures	23
Chapter Four: Analysis And Presentation Of Data	24
4.1: Introduction	24
4.2: Analysis And Presentation Of Data	24
4.2.1: To What Extent Have The Project Improved Facilities Of Sports (Football And Netball)?	24
4.2.2: To What Extent Have The Project Strengthened Physical Education And Sport Education At Primary Schools?	25
4.2.3: To What Extent Has The Project Increased The Number Of Pupils In Primary Schools?	25
4.2.4: To What Extent Has The Project Improved Academic Performance Of Pupils?	25
4.2.5: To What Extent Has The Project Improved Education Of Sport For Disabled Children And Other Special Groups?	26

4.2.5: To What Extent Have The Project Increased Interest In Sport And Healthy Lifestyle.	26
4.2.6: To What Extent Has The Rehabilitation/Maintenance Of Sport Fields At Mtwara Primary Schools (2003-2008) Been Effective?	27
4.2.7: To What Extent Has The Acquisition Of Sports Equipment To Schools Been Effective?	27
4.2.8: To What Extent Has The Sports Tournaments Organized Within The Region (2003-2008) Been Effective?	27
4.2.9: To What Extent Has The Organization Of Seminars On Maintenance Of Sports Fields (2004-2008) Been Effective?	28
4.2.10: To What Extent Has The Project Been Effective On Strengthening The Cooperation With Local Authorities (2003 – 2008)?	28
4.2.11: To What Extent Has The Project Been Effective On Supporting The Establishment Of Local Sports Clubs And School Clubs (2003-2008)?	29
4.2.12: Was The Project Compatible To The Prevailing Culture And Standards At Mtwara?	29
4.2.13: Is The Project Sustainable? Can The Local Stakeholders And Sda Continue With The Project Efficiently?	29
4.2.14: How Is The Implementation Of Physical Education In Primary Schools At Mtwara?	30
4.2.15: Other Positive Side Effects Of The Project.	30
Chapter Five: Evaluation, Conclusion And Way Forward	31
5.1: Introduction	31
5.2: Evaluation	31
5.2.1: Improvement Of Sports Facilities (Football And Netball)	31
5.2.2: Strengthened Physical And Sport Education In Primary Schools.	32
5.2.3: Increasing The Number Of Pupils In Primary Schools	32
5.2.4: Improved Academic Performance Of Pupils	32
5.2.4: Improved Education Of Sport For Disabled Children And Other Special Groups.	32
5.2.5: Increased Interest In Sports And Healthy Lifestyle	33
5.2.6: Effectiveness Of Rehabilitation/Maintenance Of Sports Fields At Mtwara Primary Schools (2003 – 2008).	33
5.2.7: Effectiveness Of Acquisition Of Sports Equipment To Schools.	33
5.2.8: Effectiveness Of Sports Tournaments Organized Within The Region (2003 – 2008).	33
5.2.9: Effectiveness In Organization Of Seminars On Maintenance Of Sports Fields (2004 – 2008).	34
5.2.10: Effectiveness On Strengthening The Cooperation With Local Authorities.	34
5.2.11: Effectiveness On Supporting The Establishment Of Local Sports Clubs And School Clubs (2003 – 2008).	34
5.2.12: Compatibility Of The Project To The Prevailing Culture And Standards At Mtwara.	34
5.2.13: Sustainability Of The Project And Its Continuity.	35

5.2.14: Implementation Of Physical Education In Primary Schools At Mtwara.	35
5.4: Recommendations And Way Forward	36
5.4.1: Recommendations	36
5.4.2: Way Forward:	37
References	39
Appendices	41

Executive Summary

Chapter One

Trends of physical education and sports in Tanzania has more or less the same trends with that of education, it has passed through indigenous traditions, through Arabs, German, and British invasion, and through the era of independent Tanzania.

The independent Tanzania had put some effort at different levels to improve the situation of physical education and sport in schools though at times there were some conflicts of interest. Different programs were started including sports for all which was supported by some Nordic countries. In line with the previous programs came the present project, named **education through sports project Mtwara**.

The objectives of the project were:

- Strengthen the Physical Education facilities in primary schools in Mtwara region
- Maintain sports fields for the usage of primary schools and communities
- Spread the importance of health lifestyle to primary schools in Mtwara
- Increase the gender equity in primary schools
- Establish a local NGO for the project (Sport Development Aid) whose functions should be to:
 - maintain the quality of sports fields in primary schools
 - assist in sports equipment to primary schools
 - organize tournaments within the region
 - train physical education teachers of primary schools, and
 - cooperate with local authorities, such as educational officers
- And that, beneficiaries of the project are pupils, teachers and villagers in Mtwara.

Chapter Two

At a certain point in time, physical education, physical activity, play, games and sports are used incorrectly and/or interchangeably. Those terminologies are not antagonistic but each has a different concept. Each of these concepts is very important in society, physical education and sport for example has a huge relationship with other subjects in schools. The role of physical education and sport in society is incredible, in other words physical education:

- is health insurance
- contributes to academic achievement
- provides skills and experience that can last a lifetime
- helps in developing a positive self – image and ability to compete and cooperate with others

There are however a lot of issues and problems in physical education and sports. These issues range from time, facilities and equipments, human resources, curriculum implementation, gender equity and many others.

Chapter Three

This was a summative evaluation study which used both qualitative and quantitative approaches. The study was conducted at the site (Mtwara region) where the project was implemented. Population of the study was; parents, pupils, teachers, head teachers, regional education officers, regional commissioner, district educational officers, sports development aid – Mtwara and LiiKe staffs, the Director of National Primary Education and the community at Mtwara.

Instruments for data collection were constructed and validated and data were collected through documentation, focused group interview, focused interview, observations, and questionnaires. The evaluation study ethics of utility, feasibility, propriety, and accuracy were practiced. Interpretational analysis and descriptive statistics were used in data analysis and organization of the information gathered. All these were done in sixty (60) days duration.

Chapter four

Both qualitative and quantitative data were organized, analyzed and presented according to the plan as per the objectives of the project and its implementation procedures. The following were themes used to present the data. These themes were the evaluation issues presented in the terms of references for that purposes;

- To What Extent Have the Project Improved Facilities of Sports (Football and Netball)?
- To What Extent Have the Project Strengthened Physical Education and Sport Education at Primary Schools?
- To What Extent Has the Project Increased the Number Of Pupils in Primary Schools?
- To What Extent Has the Project Improved Academic Performance of Pupils?
- To What Extent Have the Project Increased Interest in Sport and Healthy Lifestyle
- To What Extent Has the Rehabilitation/Maintenance of Sport Fields at Mtwara Primary Schools (2003-2008) Been Effective?
- To What Extent Has the Acquisition of Sports Equipment to Schools Been Effective?
- To What Extent Has the Sports Tournaments Organized Within the Region (2003-2008) Been Effective?
- To What Extent Has the Organization of Seminars on Maintenance of Sports Fields (2004-2008) Been Effective?
- To What Extent has the Project Been Effective on Strengthening the Cooperation with Local Authorities (2003 – 2008)?
- To What Extent have the Project Been Effective on Supporting the Establishment of Local Sports Clubs and School Clubs (2003-2008)?
- Was the Project Compatible to the Prevailing Culture and Standards at Mtwara?

- Is the Project Sustainable? Can the Local Stakeholders and SDA Continue with the Project Efficiently?
- How is The Implementation of Physical Education in Primary Schools at Mtwara? and
- Other Positive Side Effects of the Project.

Chapter Five

Each of the themes in chapter four were evaluated according to the data presented leading to the following conclusion and recommendations, at that end a proposed way forward of the project was narrated.

Conclusion

Education through Sports project – Mtwara has in general achieved her objectives to a great extent except for physical education and sports for children with disabilities. The means of implementation for the project were also effective to a great extent except on formalities and approaches used to make the project official at both national and regional level.

The project has been very compatible to a great extent on the culture and prevailing standards of the people at Mtwara. It has sensitized women, especially girls to participation in sports especially football which was thought to be for men only. It has also brought Mtwara's children close to the external world through her FC Vito visits to Helsinki cup in Finland every year. However, the project could not involve very much the communities around the schools apart from district educational officers, teachers and their pupils. This situation was thought to be one of the hurdles for the projects sustainability since majority of the people do not have a feeling to own the project.

Physical education and sports as a subject in Mtwara as it is anywhere else in Tanzania is poorly implemented. The project has a little bit accelerated sporting activities in schools but not physical education in schools. There is no qualified physical education teachers employed for this purpose which conversely leads to poor implementation. Physical education has always been there in primary schools' curriculum, bearing different names such as P.E, Vocational Skills, Sports and Personality, etc, but the problem has always been qualified physical education teachers.

Recommendations

1. The project has to extend its duration for one more year so as to supply goal posts in secondary schools in Mtwara. This will help sustainability of the project especially in terms of pupils who join secondary schools.
2. A Memorandum of Understanding (MoU) should be worked out and signed between the project implementers (LiiKe/SDA) and the Mtwara regional authorities that should show the responsibilities and accountability of each side in order to make the project sustainable.

3. SDA must have district committees that shall follow up the project to the grassroots in terms of monitoring, planning, and organization of sporting activities so that each school is reached equally (**participatory approach**). These committees should start local clubs for both football and netballs.
4. During the extension period of LiiKe/SDA's education through sports project in Mtwara, both LiiKe and SDA should work together in order to have contracts with local sponsors that shall continue to finance operational costs of the project.
5. Effective and sufficient short courses must be organized in order that each primary and secondary school in Mtwara has a qualified physical education and sports teacher.
6. The town councils and communities around the schools should be made to understand the project and feel that it is their project. Proper approaches (**participatory approach**) should be used to make this possible. The project will then have a budget and shall be reported within the town councils and at village levels meetings and budget respectively.

Chapter One: Background to The Study

1.1: Introduction

The focus of this study is the evaluation of a project namely “education through sports in Mtwara Tanzania. This project started in January 2004 and shall end by December 2008. In order that all parties involved in this project to have a common understanding of whether the project was implemented according to the plan, an evaluation study was inevitable.

1.2: Physical Education and Sports in Tanzanian Schools

The trends of Physical Education and Sports in Tanzanian schools can be divided into different level: during indigenous education, Physical Activity was practiced according to the needs of society at that time. The arrival of Arabs and westerners had an effect on the traditional Physical Activity. Arabs, Germans, and British all had religious beliefs and educational objectives to Tanzanians that affected the local traditional Physical Activity (Bulamile, 2002; Ndee, 1996; Wizara ya Elimu na Utamaduni, 1995; Ishumi 1980).

For nearly two decades independent Tanzania experienced the same trends of Physical Education and Sports in schools as they were during the British colonial rule. The only change however was the abolishment of segregation. That is, there were no more curriculums for white and black children (Bulamile, 2002; Ndee, 2000).

In early 1980’s there were efforts by the government of Tanzania to start different programs aimed at enhancing Physical Education and Sports in educational institutions as well as to the society as a whole. These programs include the introduction of physical education and sports courses in colleges. Program such as Physical Education certificate course at Butimba teacher’s college; Sports for all, sponsored by some Nordic countries; and later starting a degree course at the University of Dar es Salaam in Physical Education, Sports and Culture. It should be insisted though that people in Mtwara still remember sports for all program at their region very well (ibid.).

The trends of Physical Education and Sports in Tanzanian schools should not go without mentioning the conflict of interest by some programs. The **Education for Self Reliance (ESR)** left some schools without playing grounds during the first two decades of independence. On the other hand there was again a conflict of interest by a political decision given out by the end of the year 2001 under a program known as **Primary Education Development Program (PEDP)**. That program left primary and secondary schools as well as teachers colleges without sports tournaments since 2001 to date. PEDP also affected many schools especially in urban areas since available playing grounds were used to erect additional schools’ buildings (Wizara ya Elimu na Utamaduni, 2004; Maseke, 2001).

1.3: Intention of the Evaluation Study

Before the implementation of the education through sports project Mtwara there were efforts done by the Finish Sports Federation to supply football and netball goal posts in Mtwara through the first manager of SDA and the now LiiKe's Director (2001 to 2003), during that time LiiKe and SDA were not involved yet.

The education through sports project in Mtwara Tanzania started in January 2004 and it was projected to end in December 2008. According to this project, it was planned to have an evaluation on the final year of the implementation.

This evaluation study is aimed at finding information as to whether the project was implemented according to the plan and as to whether all stakeholders' needs and expectations have been met.

In order to do this, there was a need to go back to the objectives of the **Education through Sport – Project in Mtwara, Tanzania**. The following are the objectives of this project;

- To strengthen the Physical Education facilities in primary schools in Mtwara region
- To maintain sports fields for the usage of primary schools and communities
- To spread the importance of health lifestyle to primary schools in Mtwara
- To increase the gender equity in primary schools
- To establish a local NGO for the project (Sport Development Aid) whose functions should be to:
 - maintain the quality of sports fields in primary schools
 - assist in sports equipment to primary schools
 - organize tournaments within the region
 - train physical education teachers of primary schools, and
 - cooperate with local authorities, such as educational officers
- And that, beneficiaries of the project are pupils, teachers and villagers in Mtwara.

1.4: Evaluation Study Problem

The implementation of the **Education through Sport Project in Mtwara – Tanzania** had certain impacts in the region! However there is need to deeply understand these impacts and thus, use the knowledge for better Physical Education and Sports programs and/or projects in the country. On the other hand, implementers of the project and stakeholders need to understand the effectiveness and efficiency of this project.

1.4.1: Evaluation Study Questions

The following questions explain the need and issues to be evaluated in this study:

1. To what extent have the objectives of the Education through Sports project in Mtwara been achieved?

2. To what extent were the means of implementation effective?
3. To what extent is the project compatible and sustainable to the Mtwara communities? and
4. To what extent have the education through sport project in Mtwara promoted the physical education teaching in primary schools as per the available curriculum?

1.5: 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. 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.

1.6: Limitation and Delimitation of the Study

The evaluation study is on a project named education through sport implemented in Mtwara during January 2004 to December 2008. Procedures of the project implementation and objectives, culture and economic condition of Mtwara are unique as compared to other many regions of Tanzania. Hence any generalization should be done with care.

Chapter Two: Theoretical Framework.

2.1: Introduction

“...you might need to write an extensive review of the literature, which generally is not found in program evaluation reports” (Gall, et al, 1996:690)

Under this chapter, a short but detailed theoretical representation of some concepts from the review of the related literature and discussions are presented. Concepts are defined as they are introduced followed by a discussion.

2.2. Physical Education, Physical Activity, Play, Games and Sports.

In Tanzania context, very few people know the difference between physical education, physical activity, play, games and sports. In fact these terms are used incorrectly but interchangeably with each other. However, these terms are not antagonist though do not mean exactly the same things. Physical activity is a program, practice, or process, in which bodily movement is produced by skeletal muscles and results in expenditure of energy. It includes a broad range of occupational, leisure time, and routine daily activities. These activities can require light, moderate, or vigorous effort and thus lead to improved health if they are practiced regularly (Bulamile, 2002; USDHHS/CDC, 1999; Sherrill, 1993).

Physical education is defined in a number of ways depending on the writer’s philosophy. Definitions will vary according to beliefs on either of the following: health related physical fitness, performance related physical fitness, or recreational and out door activities, or both, and so on (Corbin and Lindsey, 1994: Sharkey, 1997).

Physical education in schools is part and parcel of the general education. it is an instructional program that gives adequate and proportional attention to all learning domains as narrated by Bloom’s taxonomy and others: - psychomotor, cognitive and affective (Pangrazi and Dauer, 1992).

Hence, “physical education is an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well being”.
(Wuest and Bucher 1999:8)

Play on the other hand is those activities whether mental or physical, which are self initiated by children, youngster, or adults for the sake of the activity and not for any intended outcome. However, these activities can lead a person involved with them to: explore his/her surroundings, use up his/her energies, acquire and/ or practice skills,

develop mental and/ or physical qualities, and so on (Bulamile; 2002; Hutt, et al,1989, Moyles, 1989, Cohen, 1993, Atkin, 1991, Jaffree et al, 1977;).

Games are forms of a playful, rule governed competitions in which outcome are determined by skills, strategy, or chance. **Sport** is an institutionalized games and activities in which outcomes are determined by physical skill, prowess, and strategy.

In order that physical education adds value in the educational process, it has to encompass in its programs some sort of play, games, and sports activities. When all these activities are focused on common goals, then the service delivery by physical education shall be effective and efficient (ibid).

2.3. Importance of physical education and sport in society.

In schools physical education is the only subject that deals with total human development of the pupils and/ or students. Pupils / students are developed through physical education spiritually, mentally, and physically (Bulamile, 2005).

Physical education in schools is also a base for higher level performance in sports that have a strong bond to economic, social, political, and biological benefits. A student who had developed and managed skills and some knowledge in physical education shall have a great added advantage to economic, social, political, and biological benefits (ibid).

2.3.1: Relationship between Physical Education and Other Subject in School Settings.

When team work teaching is used physical education can be used as a motivation subject to other subjects. Take an example of a student who likes games and is involved in one or more school teams. The school has arranged sports field trips in one condition: “no student joins the school team for the field trip unless they pass examinations of all other subject in their class”. This shall act as a motivation for the students to perform better in other subjects as well as in the school team. In addition physical education and sport improves school discipline, especially for students who misbehave but like to be involved in physical education related activities. The same can be used by any subject teacher, for example; by making as a rule that no students shall go for their physical education periods unless they have finished their home work. However, this can only be possible if and only if there is team work among teachers at the school (ibid).

Physical education can also help pupils to experience concepts taught in other subjects by practicing some activities related to physical education. For example, a pupil/ student who have been taught how to float and sink as s/he was learning swimming in a swimming pool or any water body will not have difficulties understanding the Archimedes’ principle or law of floatation in physics and other related concepts in other natural science subjects. Through activities related to physical education pupils/ students also develop their languages and modes of communication. Thus, physical education has

a lot of values in school systems and in the teaching learning process if more attention is given to it (ibid; 2002, 2005).

2.3.2: Role of Physical Education and Sports in Society and in Education.

Normally societal trends have a great influence on the role and importance of physical education and sport at any point in time.

Acceptance of the roles and importance of physical education and sport by a society varies from one society to another and from time to time (Wuest and Bucher, 1999).

Physical education and sport plays a role in traditional heritage of traditional games, health improvement of the participants, motivation of teaching learning situation in school settings, as well as reduction of inequities in opportunities. It also has a role and importance on social economic development of individuals and societies at large.

In other words physical education:

- Is health insurance
- Contributes to academic achievement
- Provides skills and experience that can last a lifetime
- Helps in developing a positive self – image and ability to compete and cooperate with others (ibid).

2.3.3: Some Issues and Problems in Physical Education and Sports

In many contexts; time allotted for physical education is often insufficient to achieve fitness and other instructional goals. There is no or least physical education specialist in schools. Facilities and equipment related to physical education and sports are in most cases inadequate, which hamper its development. Within the government systems, sometimes there is conflict of interest in the development of physical education and sports in schools and society at large (Siedentop, 1990).

On the other hand, large class size, the lack of heterogeneity of skill level within a class, and the demand for co educational teaching have made to a certain extend teaching of physical education and sports more difficult. Inter / intra – mural are supposed to occupy a central place in the opportunities of pupils/ student in schools, but time, facilities, and staffing problems often cause them to be minimally considered.

Since many members of our societies still believe that physical education has not yet been accepted as a subject of basic importance in schools curriculum, the credibility can be earned if and only if real outcomes are achieved in programs and are then communicated effectively to the public.

Physical education and sport has a poor history regarding equity for girls, there is also significant differences between good and bad competitions for both inter and intra mural

sports competition. All parties involved in these competitions should be taught to understand the details; children beginning organized sports too young, sports that are developmentally inappropriate, early specialization, and epiphyseal injuries (Vilanen and Qaresi, 2008; Wuest and Bucher, 1999; Siedentop, 1990).

Chapter Three: Methodology

3.1: 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).

”many evaluation studies are similar to research studies in design, execution, and reporting” (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 (Mtwara) in which it was implemented.

“...evaluation is the process of making judgments about the merit, value, or worth of ... programs” (ibid: 680).

The sources of information in the study were all stakeholders and beneficiaries: counterparts NGO’s implementing the project LiiKe and Sports Development Aid (SDA), National, Regional and District educational authorities, School head teachers, Sports/Physical Educational (PE) teachers, pupils and parents.

Hence, this evaluation study made every effort to find out the merits, value, and worthiness of the education through sports project in Mtwara - Tanzania.

Figure 3.1: Evaluation Study Plan at Mtwara’s Education through Sports Project (Michezo na Mazoezi).

Item line	Dates	Activity	Responsible Person(s)
preparations for evaluation study	15/10/2008 to 19/10/2008	proposed evaluation study plan submitted	evaluator
		evaluation study proposal and theoretical frame work preparation	evaluator
		evaluation study tools preparations	evaluator
		amendments (if any) of the evaluation study proposal and evaluation study tools	evaluator
		feedback from the client on the proposal and evaluation tools	evaluator and clients
information gathering for	19 to 22/10/’08	- evaluator meets all the project stakeholders in Mtwara for one	- evaluator, LiiKe, SDA

the evaluation study		day symposium - sending the evaluation tools to the respondents/informants	- evaluator and his assistants (stakeholders and SDA workers)
	23 to 29/10/'08	collecting data from the ministry of education and vocational training – Tanzania	evaluator
	19/10/'08 to 05/11/'08	collecting evaluation tools from the respondents/informants	evaluator and his assistants (stakeholders and SDA workers)
	1 to 11/11/'08	evaluator interviews project stakeholders(LiiKe, SDA, REO and DEO's) in Mtwara	evaluator
information analysis and interpretation	11 to 21/11/2008	analyzing and interpreting the data collected	evaluator and his assistants (stakeholders and SDA workers)
discussion of information	22/11/'08 – 06/12/'08	discussion of the information collected in line with the project plan and report writing	evaluator
report writing and submission of the evaluation report	07 to 15/12/'08	<ul style="list-style-type: none"> ▪ 1st draft of the report submitted ▪ feedback given ▪ amendments made 	evaluator, LiiKe, SDA

3.2: Location of the Evaluation Study

Evaluation through sport project was implemented in Mtwara – Tanzania. Mtwara is one of the regions in Tanzania. There are 21 regions in mainland Tanzania. Mtwara is situated at the south east corner of Tanzania. It is bordered by the India Ocean to the east, Mozambique to the south, Lindi region to the north and Ruvuma region to the west. Mtwara region has six districts namely, Mtwara Mikindani (Mtwara urban), Mtwara rural, Tandahimba, Newala, Masasi and Nanyumbu. In total the region has more than 600 primary schools, more than 120 secondary schools and 1 teacher’s college. At the time of this study the project had reached only 529 primary schools in Mtwara, the rest were to be reached by the end of the year 2008.

3.3: 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 Mtwara as well as education through sport project – Mtwara. In general terms all primary school physical education and sports stakeholders in Mtwara made up the population of this study. parents, pupils, teachers, head teachers, regional education officers, regional commissioner, district educational officers, sports development aid – Mtwara and LiiKe staffs, the Director of National Primary Education (N.P.E.) and the community in Mtwara.

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 529 primary schools in Mtwara that the project had reached at the time of the study (Gall, et al, 1996).

For the quantitative data, a list of all the 529 schools was used, numbers 1, 2, 3 and 4 were assigned to pupils, parents, 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 four (54) questionnaires were sent for each category of the respondents, making a total of 216 respondents from 216 schools out the 529 primary schools. As for the interviews all district educational officers, regional education officer, the office of the regional commissioner, director of primary education, other stakeholders, LiiKe and SDA staffs were interviewed. These were thought to be information rich on the project.

3.4: Construction and Validation of Instrument

Six 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

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.

Four different types of questionnaires were also constructed. These were to collect quantitative information from the systematic sample of parents, 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.

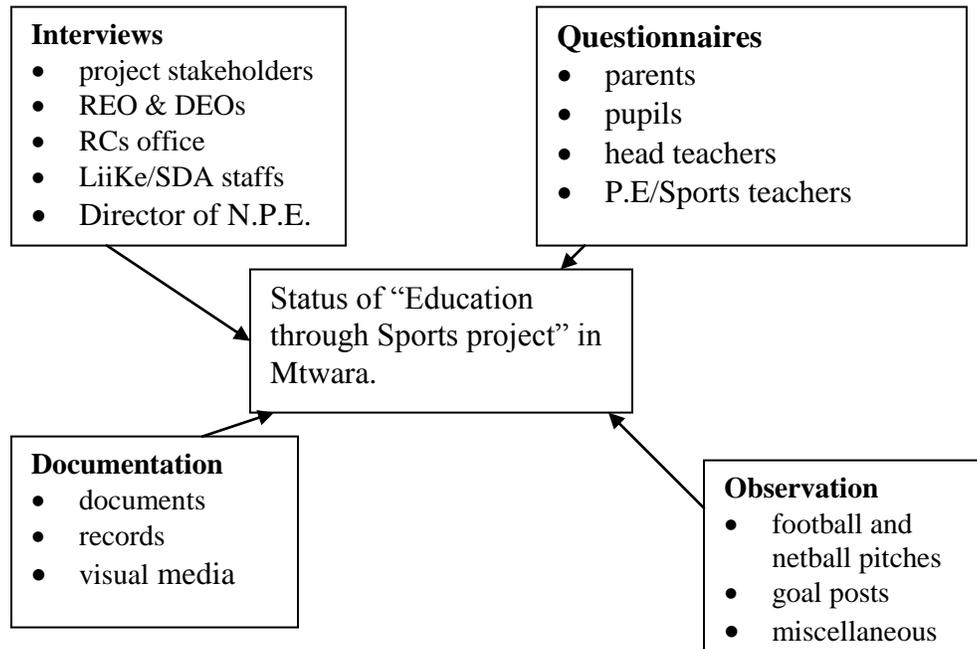
The specific enquiry under study was the evaluation of the education through sport project – Mtwara. The use of the above instruments increased the construct validity of the study. Construct validity in this study was through the use of multiple sources of information (Triangulation), chain of information, 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).

3.5: 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: parents, 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, stakeholders’ symposium (focused group interview), LiiKe/SDA staffs, educational officers at district and regional levels, regional commissioner’s office and primary education director in the Ministry of Education and Vocational Training (MoEVT). Content analysis of the related documentation (records, and documents) was conducted. Observations were done to some randomly selected schools in each district in Mtwara. Schools that did not have a questionnaire respondent were visited for observations. Between three to four primary schools were visited in each district in Mtwara 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).

Figure 3.2: a schema explaining data collection from the sources of information as well as their closeness to the focus of the study.



3.5.1: 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.

3.5.2: 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 –Mtwara. 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 SDA 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 Mtwara. Information about implementation process of the project was also collected through interviews.

“...interview involves a predetermined sequence and wording of the same set of questions to be asked of each respondent in order to minimize the possibility of bias”
(Gall, et al, 1996:310).

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.

3.5.3: 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. Any thing that might be a result of education through sports project in Mtwara.

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

3.5.4: Questionnaires

Four 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 four types of questionnaires were each for (1) pupils (2) parents (3) physical education/sports teacher and (4) school head teachers. Using the systematic sampling; each primary school out 529 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, parents, physical education/sports teachers and head of schools. That is a school can have only one respondent out of the four 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 one week (7 days) interval for questionnaires distribution and collection. The evaluator collected the questionnaires two weeks later after the symposium as he was visiting the districts for interviews and observation schedules.

3.5.5: 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. Video taping was not used due to time effect and nature of the study.

3.6: 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 Four: Analysis and Presentation of Data

4.1: Introduction

The main purpose for this study was to evaluate the project named “education through sports in Mtwara.” Data were collected, analyzed and presented under themes that related to the objectives of the project and effectiveness of the project implementation (see 1.3 & 1.4.1).

The sources of information/data were parents, 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 four; interview with the office of the director of national primary education (NL), interview with regional authorities in Mtwara (RL), interview with district educational authorities (DL), and a symposium (GS).

For ethics purposes, Q, Ob, Doc, NL, RL, DL, and GS is used in this chapter to identify the source of information for each data collected. All data in tabular form were results of questionnaires (Q).

4.2: 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 216 questionnaires 45 were returned from physical education and sports teachers, 43 from pupils and the head teachers respectively, and 36 from parents making a total of 167 returned questionnaires.

4.2.1: To What Extent Have the Project Improved Facilities of Sports (Football and Netball)?

extent/respondents	parents	pupils	P.E/sports teachers	head teacher
large extent	-	63%	40%	48.8%
small extent	100%	37%	56%	51.2%
poor extent	-	-	4%	-

The project has improved facilities for football and netball to a reasonable extent. Observations showed that most schools have football and netball fields with proper measurements and good goal posts. However, most netball fields that were observed either missed a ring on the goal post or missed one of the goal posts or both goal posts (Ob.).

4.2.2: To What Extent Have the Project Strengthened Physical Education and Sport Education at Primary Schools?

extent/respondents	parents	pupils	P.E/sports teachers	head teacher
large extent	43.4%	81.4%	49%	69.8%
small extent	47.0%	16.3%	47%	30.2%
poor extent	9.6%	2.3%	4%	-

Some respondents observed that the project has helped teachers to acquire some knowledge and materials for physical and sports education. It has also promoted sporting activities in primary schools.

“...organization of sports competitions in schools...” (Q, GS)

“...the project has put more emphasis on sports that led to each school to engaging in sports activities...” (Q, GS, DL).

4.2.3: To What Extent Has the Project Increased the Number of Pupils in Primary Schools?

extent/respondents	parents	pupils	P.E/sports teachers	head teachers
large extent	-	74%	88.9%	46.5%
small extent	100%	14%	11.1%	46.5%
poor extent	-	12%	-	7%

There was a belief from the respondents that the number of pupils has increased in schools leading to reduced absenteeism/truancy (RL, DL, Q, & GS).

“...the project has reduced absenteeism/truancy in schools” (Q)

4.2.4: To What Extent Has the Project Improved Academic Performance of Pupils?

extent/respondents	parents	pupils	P.E/sports teachers	head teachers
large extent	-	67%	95.6%	62.8%
small extent	100%	33%	4.4%	37.2%
poor extent	-	-	-	-

All data collected was in favour that the project had an impact on the academic performance of the pupils. However, the improvement of academic performance was not necessarily the results of this project only (Q, RL, & DL).

Data from the regional education office on academic performance showed that 57.5% of all the pupils who sat for standard seven examination passed in 2004, 66.8% in 2005, 68.3% in 2006, and 40.6% in 2007 (Doc.).

“...academic performance in Mtwara has generally increased...as a result of UNICEF programs in schools, provision of food, availability of school bands, PEDP. RC’s supervision, this sports project...” (RL)

“...correct references of pupils from the beginning of the project to the present...SDA and stakeholders do not have proper ways for collecting statistics...” (GS)

4.2.5: To What Extent Has the Project Improved Education of Sport for Disabled Children and Other Special Groups?

extent/respondents	parents	pupils	P.E/sports teachers	head teachers
large extent	-	50%	66.7%	48.5%
small extent	30.6%	22%	22.2%	19.0%
poor extent	69.4%	28%	11.1%	32.5%

Most of the respondents showed that the project has helped to an average extent, especially for girls’ participation in sporting activities, but the project has done poorly in involving disabled children in its activities (DL, & GS).

Through observations the above comments could be cemented by the fact that netball fields were not taken care of as was the case in football fields (Ob.).

4.2.6: To What Extent Have the Project Increased Interest in Sport and Healthy Lifestyle.

extent/respondents	parents	pupils	P.E/sports teachers	head teachers
large extent	30.6%	51%	88.9%	79.1%
small extent	58.3%	37%	6.7%	18.6%
poor extent	11.1%	12%	4.4%	2.3%

Most of the responds showed that the project has contributed to large extent on people’s interest in sports and healthy lifestyle (RL, DL, & GS).

Through observation, the above statement was shown to be stating the truth, as there were some girls’ football teams that practiced every evening in Mtwara-Mikindani (Ob.).

“...8 players of the Mtwara regional under-17 soccer team who participated in the 2008 – national Copa Coca-Cola were products of the FC Vito which is under this project...” (GS)

4.2.7: To What Extent Has the Rehabilitation/Maintenance of Sport Fields at Mtwara Primary Schools (2003-2008) Been Effective?

extent/respondents	parents	pupils	P.E/sports teacher	head teachers
large extent	-	37.2%	37.8%	46.5%
small extent	100%	51.2%	37.8%	37.2%
poor extent	-	11.6%	24.4%	16.3%

The seminars have been effective to a certain extent, however there was no evidence shown on leveling some sports fields that were visited. Also netball goal posts were not properly put, some netball field did not have proper measurements neither did they have goal posts in use. That is netball goals were kept indoors instead of been erected in the respective fields (Ob.).

“...other sports should be emphasized other than netball and football ...” (Q)

4.2.8: To What Extent Has the Acquisition of Sports Equipment to Schools Been Effective?

extent/respondents	parents	pupils	P.E/sports teacher	head teachers
large extent	-	47%	95.6%	93%
small extent	100%	46%	4.4%	7%
poor extent	-	7%	-	-

Most respondents appreciated on the support given by the project to schools. However there were concerns on the durability of the sports equipment distributed? (RL, DL, GS).

“...sports equipments are not durable...” (Q)

“...more sports equipments are needed and should be durable...” (Q)

4.2.9: To What Extent Has the Sports Tournaments Organized Within the Region (2003-2008) Been Effective?

extent/respondents	parents	pupils	P.E/sports teacher	head teachers
large extent	35.2%	53%	51.1%	46.5%
small extent	38.1%	35%	48.9%	30.2%
poor extent	26.7%	12%	-	23.3%

Most respondents agreed that, the project has been effective on tournament organizations. It took over and compensated for the UMITASHUMTA that was stopped in 2001.

However, there were some concerns that the project had more involvement with urban primary schools than it had with rural primary schools (RL, DL, & GS).

“...you should visit to the villages and see to yourself the sports activities in schools...” (Q)

“...the project has aimed more in urban areas than it has in rural areas...” (Q)

4.2.10: To What Extent Has the Organization of Seminars on Maintenance of Sports Fields (2004-2008) Been Effective?

extent/respondents	parents	pupils	P.E/sports teachers	head teachers
large extent	16.7%	11.6%	22.2%	44.2%
small extent	83.3%	88.4%	66.7%	46.5%
poor extent	-	-	11.1%	9.3%

Observations showed that there are still some problems in usage and maintenance of sports fields. Regardless of the availability of the proper measurements and goal posts in primary schools’ sports fields, yet, most of them were not properly leveled. On the other hand, goal posts for netball were not properly put; some netball fields were situated under huge trees that could interfere with some ball throws. At one instance a football field had a stream running through it, eroding one end of the field. This made it dangerous for players (Ob.).

4.2.11: To What Extent has the Project Been Effective on Strengthening the Cooperation with Local Authorities (2003 – 2008)?

extent/respondents	parents	pupils	P.E/sports teacher	head teachers
large extent	29.4%	30.2%	48.9%	34.9%
small extent	60.5%	69.8%	35.6%	65.1%
poor extent	10.1%	-	15.5%	-

Data from all sources show that the project has to an average extent strengthened the cooperation with local authorities at regional and district levels. However there is need for the project to have more formal approaches at regional/national level and more cooperation at grassroots (villages) (NL, RL, DL & GS).

“...in general the region has benefited a lot from this project ... however there is need for the project to involve more stakeholders at grass roots levels and regional levels: regional football, netball and athletic associations” (RL).

“...it is high time the project identifies itself to the town councils” (DL).

4.2.12: To What Extent has the Project Been Effective on Supporting the Establishment of Local Sports Clubs and School Clubs (2003-2008)?

extent/respondents	parents	pupils	P.E/sports teacher	head teachers
large extent	38.9%	18.6%	26.7%	23.3%
small extent	55.6%	81.4%	44.6%	76.7%
poor extent	5.5%	-	26.7%	-

Data from different sources of information revealed that the project has been effective on supporting sports activities especially in primary schools. Consequently communities around these primary schools also had the opportunity to use football and netball fields, thus establishing local clubs (RL, DL, & GS).

4.2.13: Was the Project Compatible to the Prevailing Culture and Standards at Mtwara?

Most of the information gathered showed that the project was compatible to the culture and prevailing standards. Nevertheless the project accelerated girls’ participation in sports especially football of which was not the case before. Girls were not expected to participate in soccer games, hence the project have changed this attitude. On the other hand the project must learn to involve stake holders in planning (RL, DL, GS, & Q).

“...there are no complains about education through sports project in Mtwara ...in fact, people are pleased by the project” (DL).

“...however challenges facing the project are involving stakeholders in project planning, implementation, monitoring, and evaluation” (RL, DL, & GS).

4.2.14: Is the Project Sustainable? Can the Local Stakeholders and SDA Continue with the Project Efficiently?

Most of the respondents were skeptical about the sustainability of the project without Finland/LiiKe’s support. Concerns were on operational costs on different events e.g. organization of competitions, running of SDA, organization of seminars/workshops for teachers and other stakeholders. On the other hand normal routines that do not involve cost were thought to be sustainable e.g. play grounds with proper goal posts shall remain there and pupils as well as members of communities shall use them for many years to come (RL, DL, & GS).

“...the local stakeholders and SDA can sustain the project, though not 100%” (GS).

“...inefficiency of the project may occur if LiiKe/Finland stops supporting the project...so far SDA has not secured any sponsor, yet” (GS).

“... project can not be sustainable because SDA does not have own economic project” (RL).

4.2.15: How is The Implementation of Physical Education in Primary Schools at Mtwara?

The curriculum in Tanzania primary schools allows two periods per each class in a week for physical education and sport as a subject. However due to inefficient and insufficient of the so called physical education/sports teachers, this subject almost does not exist. It is more theoretical than practical (Doc, NL, RL, & DL).

“... the problem is qualified P.E teachers.....there are no qualified P.E teachers in schools, the few qualified P.E teachers do not want to continue teaching in schools...” (NL).

“...some teachers have attended short courses on sports...” (DL)

4.2.16: Other Positive Side Effects of the Project.

Education through sports project has, besides the project objectives, brought some positive impact to the communities in Mtwara. It has helped an NGO (Sports Development Aid-SDA) to be established, developed and registered. SDA has two permanent employees, one part time employee, volunteers, and an office with AC, two (2) computers with internet connection, a laptop, project car, motor cycle, bicycles and many other small things for the office. Since her establishment SDA has been under three different managers: the first one is now pursuing studies in Finland, while the second one is now supervising another project at Butimba T.C. – Mwanza (Ob. & Doc.).

The presence of SDA at Mtwara and its recognition by Mtwara people has led to SDA manager to be appointed a member of the regional sports committee (RL).

Education through sports project in Mtwara has developed FC Vito a children’s team selected from one of the districts each year to participate in Helsinki cup in Finland (GS & Doc.).

The project has brought endless partnership between Finland and Tanzania (Mtwara in particular). On the other hand the two parties are learning traditional games from each other (GS).

Education through sports has developed some other small programs such as AMER sport that happens once each year. This small project involves all primary schools at Mtwara in sports for health. Another small program is “friends of sports” which is practiced at Newala District (GS & Doc.).

Chapter Five: Evaluation, Conclusion and Way Forward

5.1: Introduction

“It is extremely difficult to prove categorically that any changes in broader indicators are related directly to a sports program. Where positive changes are indicated, it may be possible to argue that ‘on the balance of probabilities’ the program has made some contribution. However this claim will need to be supported by...” (Coalter, 140906. pdf”:52)

This chapter evaluated the project through data collected in relation to the project objectives and its implementation procedures. It also gave conclusion, recommendations and a way forward for the project.

5.2: Evaluation

Evaluation followed the themes (evaluation issues) created for the study. These themes are results of the project objectives and implementation procedures as related to the data collected, analyzed and presented above. In order to have a sound evaluation, data analyzed and presented was compared to the body of knowledge under theoretical framework as per the methodology presented (see chapters one to four).

5.2.1: Improvement of Sports Facilities (Football and Netball)

The project has helped improve football and netball facilities in primary schools at Mtwara in terms of proper goal posts and pitch measurements. There was however a problem with pitch leveling, gender bias and proper decisions on areas to which a field should be situated.

Most football and netball fields visited for purposes of observations had aunt hills, leftovers of small rain water streams, and all kinds of bumpy. On the other hand most netball fields visited either had no rings in one of the goal posts, other fields had one or both goal posts missing. When asked, teachers said these goal posts were kept inside for various reasons that were not sound. On top of that some netball fields were under huge trees with branches covering some portions of the field. Also most netball goal posts were not firmly erected as were for football goal posts.

All these can be a result of poor knowledge by the implementers and gender biasness that led to improper decisions to be taken. One of the reasons that could have caused this biasness is cultural and traditional practices. Girls were not expected to participate in sporting activities in the same ways that boys did.

5.2.2: Strengthened Physical and Sport Education in Primary Schools.

A good job has been done by the project in this one, in terms of sports activities such as competitions and the like. There was no evidence that physical education has been strengthened, for one, there were no qualified physical education teachers in schools employed for that purpose, but again there is poor understanding of physical education and its difference to sporting activities.

5.2.3: Increasing the Number of Pupils in Primary Schools

There were other programs that were implemented by the government of Tanzania and other stakeholders. Such programs are Primary Education Development Plan (PEDP), UNICEF program in schools, provision of food/refreshment (porridge) to the pupils, availability of school bands, and close supervision by regional commissioner in Mtwara.

Both P.E/Sports teachers and pupils responded that education through sports project had played a role in increasing the number of pupils in primary schools. However, since the project was implemented concurrently with other programs it is difficult to establish the extent to which the project has contributed to this situation. Therefore, this project is one of other projects/programs that have increased the number of pupils in schools.

5.2.4: Improved Academic Performance of Pupils

There is a strong relationship between improvement in physical education and sports and high level academic performance. At Mtwara, as it was mentioned on the previous section above, a lot of programs/project have been implemented concurrently and have caused the academic performance of the region to improve (see 5.2.3).

There is need for the project to conduct a research in order that detailed data are available on how much has the project contributed to the academic performance of the region. Time given for the present evaluation study could not provide room to investigate this relationship though data collected suggest that the project has improved academic performance of the pupils at Mtwara. It could have been much better for instance if SDA could give names/numbers of the pupils who were very much involved in her project and have made it to secondary schools or have acquired numbers 1 to 10 in each of their terminal examinations in their classes.

5.2.5: Improved Education of Sport for Disabled Children and Other Special Groups.

More effort is needed to improve sports for children with disabilities. Sports education for children with disabilities needs special physical education and sports teachers as well as special equipment and facilities.

There is still gender biasness in schools because most netball fields are not in good condition as is the case for football fields. Conversely the project has done a lot on promoting girls participation in sporting activities as related to the cultures of Mtwara.

5.2.6: Increased Interest in Sports and Healthy Lifestyle

With the exceptions of the parents, the rest of the questionnaires respondents showed that the project has to a large extent increased interest in sports and healthy lifestyle. This was in line with other sources of information.

This situation of parents responding differently from other groups can be seen to all responses gathered. It may have many explanations, but I think parents were not involved much in this project. It seems that members of the community around the schools with the exceptions of the pupils, teachers and head teachers, were not involved by the project, and therefore knew a little about “education through sports project-Mtwara”.

5.2.7: Effectiveness of Rehabilitation/Maintenance of Sports Fields at Mtwara Primary Schools (2003 – 2008).

The project has been effective to an average extent. All fields in 529 schools had received goal posts for netball and football though some were not erected. During the time of this study 100 goals posts each for netball and football were in the process to be distributed so that all primary schools can have proper goal posts in Mtwara region.

Respondents however thought of other games facilities such as volleyball, athletics and basketball which are not available in primary schools. This could have been the reasons for the quantitative data collected under this theme.

5.2.8: Effectiveness of Acquisition of Sports Equipment to Schools.

This is another area at which the project has performed effectively to a large extent. The support given to schools consisted of balls for netball and football, jerseys, and sometimes stockings. Though respondents thought that these equipments were not durable, yet schools had no options.

5.2.9: Effectiveness of Sports Tournaments Organized Within the Region (2003 – 2008).

Education through sports project - Mtwara had played a great role on the organization of sports tournaments in the region. The project started at the time when tournaments in schools were stopped. Yet, the project proceeded without interfering with academic programs. There is a lot to learn from this project so that the whole country can enjoy school tournaments at low costs and without interfering with academic programs.

Because of its effectiveness, some localities thought that they were left behind (rural areas) and that other localities were more favoured by the project (urban areas). However, there is something to learn from this argument: the project has to be transparent as much as possible to her stakeholders, both in planning and implementation levels.

5.2.10: Effectiveness in Organization of Seminars on Maintenance of Sports Fields (2004 – 2008).

These seminars have to a small extent been effective on maintenance of sports fields. Most of the respondents suggested that seminars were to a small extent effective which was in line with observation data. As mentioned above, football and netball fields were bumpy and others had no proper goal posts in position regardless to the fact that goal posts were distributed to these schools. Hence, these kinds of seminars should in future be organized with targets that must be achieved by participants. SDA has to monitor as to whether these targets have been achieved.

5.2.11: Effectiveness on Strengthening the Cooperation with Local Authorities.

This was effective to an average extent. Cooperation with local authorities means regional, district, division, ward, and village levels. The project had more strengthened cooperation only at regional, district educational authorities and school levels. Hence, there is need to have proper approaches that all levels understands and cooperates with the project. The project must work closely to Athletic, Netball, and Football Associations at both National and Regional levels too.

5.2.12: Effectiveness on Supporting the Establishment of Local Sports Clubs and School Clubs (2003 – 2008).

This has been more effective in schools. More schools now have teams for both netball and football. There was no enough evidence on how the project has supported local clubs. However, since some school leavers were players during their school days, then these can be engaged in local clubs after they have finished primary school education. On the other hand, since primary school football and netball fields have goal posts then it can be a motivation to the local individuals to participate and organize local clubs. This study could not establish the extent of effectiveness of this theme especially on comparing the quantitative data to the qualitative data. I have a feeling that data were at different levels of practice and theory.

5.2.13: Compatibility of the Project to the Prevailing Culture and Standards at Mtwara.

The project was compatible in the culture and prevailing standards of the people of Mtwara. To the prevailing standards, the project has added value to the communities of Mtwara since more girls now participate in sports, especially sports like football which was men dominated sport in Mtwara like it is elsewhere in Tanzania. Good players who finish primary schools and who have participated in education through sports project join

local teams and in turn have upgraded the sports performance of the region when compared to previous years; here reference is made to the national Copa Coca Cola tournament in 2008. The project could do much better if stakeholders were involved in planning, implementation, monitoring, and evaluation of her activities.

5.2.14: Sustainability of the Project and Its Continuity.

There are three approaches to the sustainability and continuity of the project.

- (I) SDA as an NGO
- (II) Pupils who finish primary schools
- (III) Available football and netball fields in primary schools.

SDA as an NGO has employees and office facilities. In order that SDA has a smooth office running, then it has to have firm financial resources. Hence effort should be made to make sure that SDA acquires firm financial base.

Pupils who finish primary schools should continue what they had in primary schools. In this case those joining secondary school must continue playing in proper football and netball fields so as to develop their talents. On the other hand those who could not make it to secondary schools should find other alternatives to continue developing their talents within their localities.

Lastly, there has to be ways and means to maintain the football and netball fields in primary schools. Goal posts should be kept from robbery and maintenance of fields should be continually done. Moreover netball and football fields should continually and properly be used.

5.2.15: Implementation of Physical Education in Primary Schools at Mtwara.

There is provision of periods for physical education (Sports and Personality) in the school timetable for each class in primary schools. The implementation of this subject is very poor though. The main reason been teaching staffs for the subject. There are very few teachers who have attended seminars, workshops, and short courses on sports in primary schools and their performance is questionable. For this subject to be implemented properly, qualified physical education and sports teachers must be employed for that purpose and facilities and equipment must be improved in schools.

5.2.16: Other Positive Impacts of the Project at Mtwara

The fact that the project started an NGO in Mtwara (SDA) which have permanent and part time employees is by itself a great achievement. Conversely the project provides in-service training for her staffs' development. Since its establishment SDA had been led by three managers and some supporting staffs during its existence. Again training staffs of the organization is another achievement that has to be recognized.

5.3: Conclusion

Education through Sports project – Mtwara has in general achieved her objectives to a great extent except for physical education and sports for children with disabilities. The means of implementation for the project were also effective to a great extent except on formalities and approaches used to make the project official at both national and regional levels.

The project has been very compatible to a great extent on the culture and prevailing standards of the people at Mtwara. It has sensitized women, especially girls to participation in sports especially football which was thought to be for men only. It has also brought Mtwara's children close to the external world through her FC Vito visits to Helsinki cup in Finland every year. However, the project could not involve very much of the communities around the schools apart from district educational officers, teachers and their pupils. This situation is thought to be one of the hurdles for the projects sustainability since majority of the people do not have a feeling of ownership to the project.

Physical education and sports as a subject in Mtwara as it is anywhere else in Tanzania is poorly implemented. The project has a little bit accelerated sporting activities in schools but not physical education in schools. There is no qualified physical education teachers employed for this purpose which conversely leads to poor implementation. Physical education has always been there in primary schools' curriculum, bearing different names such as P.E, Vocational Skills, Sports and Personality, etc, but the problem has always been qualified physical education and sports teachers.

5.4: Recommendations and Way Forward

This section shall provide recommendations and a proposed way forward for the project if it has to be sustainable. Both recommendations and the way forward were results of the evaluation study.

5.4.1: Recommendations

1. The project has to extend its duration for one more year so as to supply goal posts in secondary schools in Mtwara. This will ensure continuity of the project especially in terms of pupils who join secondary schools.
2. A Memorandum of Understanding (MoU) should be worked out and signed between the project implementers (LiiKe/SDA) and the Mtwara regional authorities that should show the responsibilities and accountability of each side in order to make the project sustainable.
3. SDA must have district committees that shall follow up the project to the grassroots in terms of monitoring, planning, and organization of sporting activities

so that each school is reached equally (**participatory approach**). These committees should start local clubs for both football and netballs.

4. During the extension period of LiiKe/SDA's education through sports project in Mtwara, both LiiKe and SDA should work together in order to have contracts with local sponsors that shall continue to finance operational costs of the project.
5. Effective and sufficient short courses must be organized in order that each primary and secondary school in Mtwara has a qualified physical education and sports teacher.
6. The town councils and communities around the schools should be made to understand the project and feel that it is their project. Proper approaches (**participatory approach**) should be used to make this possible. The project will then have a budget and shall be reported within the town councils and at village level meetings respectively.
7. SDA must have/create means to collect various statistics or data base related to the objectives and implementation of the project.

5.4.2: Way Forward:

1. SDA and LiiKe should continue and work together so that they have an extension of the education through sport project for at least one year. During this time:
 - (i) Football and netball goal posts are distributed to 120 secondary schools available in Mtwara at the moment.
 - (ii) Permanent local sponsors be obtained that shall support SDA's operations!
 - (iii) SDA district committees are established that shall follow up sports activities to villages' levels. These committees shall be responsible for planning, implementation, and monitoring of sporting activities from grass root levels.
2. Make and sign a memorandum of understanding between SDA/LiiKe and the regional authority on the project. This should be done as soon as possible. The MoU should state what have been done so far by LiiKe/SDA and its costs. It also should show the responsibility and accountability of both LiiKe/SDA and regional/district authorities to this project.
3. SDA should involve her stakeholders in planning process, so that implementation is as smooth as possible.

4. SDA/LiiKe should help in facilitating learning and availability of qualified physical education teachers in schools.
5. SDA/LiiKe should officially involve the Ministry of Education and Vocational Training (MoEVT) as well as the Ministry of Information, Culture and Sports (MoICS) through the MoU.
6. SDA/LiiKe should assist in developing local sports clubs at all levels in Mtwara especially for netball and football by using participatory approaches.

References

- Atkin, J. (1991). Thinking About Play. In N. Hall & L. Abbott, (Eds.). **Play In The Primary Curriculum**. Great Britain: Hodder & Stoughton.
- Bulamile, N. M. (2002). **Physical Education for Children with Hearing Impairment: a Case Study of a School for the Deaf in Tanzania**. Unpublished M. Phil. (SNE) Thesis, University of Oslo: Oslo.
- Bulamile, N. M. (2005). **Physical Education and Sport in Schools**: Unpublished Presentation Paper at Mzizima Secondary School: Dar es Salaam.
- Coalter, F. (140906.pdf). **Sport-in-Development: a Monitoring and Evaluation Manual**.http://www.ukssport.gov.uk/assets/file/news/monitoring_and_evaluation_140906.pdf
- Cohen, D. (1993). **The Development of Play**, 2nd Ed. London & New York: Routledge.
- Corbin, C.D. and Lindsey, R. (1994). **Concept of Physical Fitness with Laboratories**, 8th ED. Wisconsin: WBC.
- Gall, M.D, et al (1996). **Educational Research: An Introduction**, 6th Ed. USA: Longman.
- Hutt, S. J. et al, (1989). **Play, Exploration And Learning: A Natural History Of The Pre-School**. London & New York:Routledge.
- Ishumi, A.G.M. (1980). Inequalities in the Distribution of Educational Opportunities: Origins and Trends in Tanzania. In A.G.M. Ishumi & Maliyamkono (EDS.). **Education and Social Changes: Readings on Selected Issues and Cases**. Dar Es Salaam: Black Star Agencies.
- Jeffrey, D.M. et al, (1977). **Let Me Play**. London & Canada: Souvenir Press.
- Pangarazi, R. P. and Dauer, V. P. (1992). **Dynamic Physical Education for Elementary School Children**, 10th Ed. New York: Macmillan.
- Maseke, L. (2001). Enroll All Age Seven Children – Minister. **The Guardian** (a daily news paper). http://www.ippmedia.com/guardian/2001/02/24/guardian_10.asp
- Miles, M. B. & Huberman, A. M. (1994). **An Expanded Sourcebook: Qualitative Data Analysis**. London: Sage Publication.
- Moyles, J. R. (1989). **Just Playing? The Role and Status of Play in Early Childhood Education**. Philidelphia: Open University Press.
- Ndee, H.S. (2000). British Middle – Class Educationalists and the Diffusion of Adapted Athleticism. **The International Journal of the History of Sport**. Frank Cass Journals, Vol. 17, No. 1, Pp. 69 – 93.
- Ndee, H.S. (1996). Sport, Culture and Society from an African Perspective: A Study in Historical Revisionism. **The International Journal of the History of Sport**. Frank Cass Journals, Vol. 13, No. 2, Pp. 192 – 202.
- Sharkey, B.J. (1997). **Fitness and Healthy**, 4th Ed. Champaign, IL: Human Kinetics.
- Sherrill, C. (1993). **Adapted Physical Activity, Recreation, and Sport: Cross Disciplinary and Life Span**, 4th Ed. Madison Wisconsin: WBC.
- Siedentop, D. (1990). **Introduction to Physical Education, Fitness and Sport**. California: Mayfield.
- USDHHS/CDC (1999). **Promoting Physical Activity: A Guide for Community Action**. Champaign, IL: Human Kinetics.

- Vilanen, M and Qaresi, M. (2008). **Baseline Study of Teachers Training Colleges in Tanzania**. Unpublished assessment report presented to LiiKe. Dar es Salaam.
- Wizara ya Elimu na Utamaduni, (2004). Ripoti ya Utafiti Juu ya Michezo Shuleni na Vyuoni Pamoja na Mashindano ya UMITASHUMITA, UMISSETA, na UMISAVUTA Mwaka 2002. Dar es Salaam: Idara ya Sera na Mipango.
- Wizara ya Elimu na Utamaduni, (1995). **Sera ya Maendeleo ya Michezo**. (Ministry of Education and Culture, (1995). The Sports Development Policy). Dar-Es-Salaam: Jamhuri ya Muungano wa Tanzania.
- Wuest, D. A. and Bucher, C. A. (1999). **Foundation of Physical Education and Sport**, 13th Ed. Boston. WBC McGraw-Hill.
- Yin, R.K. (1994). **Case Study Research: Design and Method**. USA: Sage Publication.

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 Mtwara 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 7th November, 2008. I have listed hereunder some questions to guide you on your responses.

1. Do you think there are any successes on the education through sport project implemented in Mtwara? If the answer is yes, what are those successes? If the answer is no, why is it so?
2. Do you think there were and still are challenges on the education through sport project implemented in Mtwara? If the answer is yes, what are those challenges? If the answer is no, why is it so?
3. Do you think that education through sport project in Mtwara can continue and flourish under Sports Development Aid (SDA) without sponsorship from the Finland/LiiKe? If the answer is yes, how? If the answer is no, why?
4. What are your general comments on education through sports project in Mtwara?
5. What future plans does the Finland/LiiKe have to SDA?

Thank you so much for your cooperation.

N. M. Bulamile.

**MAHOJIANO KUPITIA BARUA PEPE KWA WALIOWAHI KUWA
VIONGOZI/WATUMISHI WA SDA**

Habari,

Mimi naitwa N. M. Bulamile nimepewa kazi ya kuufanyia tathimini mradi wa michezo na elimu mtwara. Ukiwa kama mwanzilishi wa mradi huu ningependa kupata maelezo yako kama ifuatavyo:

1. Je, unazani kuna mafanikio yoyote kwenye mradi wa michezo na elimu-mtwara? Kama jibu ni ndio, mafanikio hayo ni yapi na kama jibu ni hakuna ni kwa sababu gani?
2. Je, unazani kuna kasoro zozote kwenye mradi wa michezo na elimu-mtwara? Kama jibu ni ndio, kasoro hizo ni zipi na kama jibu ni hakuna ni kwa sababu gani?
3. Je, unazani mradi huu unaweza kuendelea wenyewe bila ufadhili wa serikali ya Finland kupitia LiiKe? Kama jibu ni ndio ni kwa namma gani na kama jibu ni hapana ni kwa sababu gani? Na
4. 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
– Mtwara**

1. Ni kwa kiasi gani unafahamu mradi wa Michezo na Elimu Mtwara?
2. Je, unadhani mradi huu ni muhimu kwa watu wa Mtwara? Kwa nini?
3. Je, ufundishaji wa Elimu kwa Michezo na Michezo ukoje kwenye shule zetu (hasa Mtwara)?
4. Je, yapi ni mafanikio ya mradi wa Michezo na Elimu Mtwara?
5. Je, kuna udhaifu/mapungufu yoyote ya mradi huu wa Michezo na Elimu Mtwara?
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/SDA?
8. Je, kuna maandiko yoyote ya kimakubaliano kati ya LiiKe na SDA kwa upande mmoja na Serikali kwa upande wa pili?
 9. Nini maoni yako/yenu kuhusu mradi wa Michezo na Elimu – Mtwara?

**DODOSO LA TATHMINI YA MRADI WA MICHEZO NA ELIMU
MTWARA: 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 –
MTWARA**

Jaza herufi ya jibu sahihi kwenye boksi

5. Je, mradi wa michezo na elimu mkoani mtwara umeboresha mazingira (viwanja/vifaa) vya 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 – mtwara

(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 - mtwara
(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 – mtwara 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 jumuiya 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

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

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

.....
.....
.....
.....
.....
.....
.....
.....
.....

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

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

AHSANTE KWA USHIRIKIANO WAKO

**DODOSO LA TATHMINI YA MRADI WA “MICHEZO NA ELIMU” –
MTWARA: 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 ()
4. Umekua katika shule hii kwa muda gani:

**B: UFAHAMU WAKO KUHUSU MRADI WA MICHEZO NA ELIMU -
MTWARA**

Jaza herufi ya jibu sahihi zaidi kwenye boksi

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

.....
.....
.....
.....

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

.....
.....
.....
.....

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

.....
.....
.....
.....

AKSANTE KWA USHIRIKIANO WAKO.

**DODOSO LA TATHMINI YA MRADI WA “MICHEZO NA ELIMU” –
MTWARA: 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:

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

**B: UFAHAMU WAKO KUHUSU MRADI WA MICHEZO NA ELIMU -
MTWARA**

Jaza herufi ya jibu sahihi zaidi kwenye boksi

21. Je, shule yako imenufaika kwa kiasi gani na mradi wa michezo na elimu mtwara?
- A. kwa kiasi kidogo
B. kwa kiasi kikubwa
C. sijui ()
D. haijanufaika
E. haijanufaika kabisa.
22. Je, kwa kiasi gani wanafunzi wanashiriki michezo shuleni kwako?
- A. kwa kiasi kidogo
B. kwa kiasi kikubwa
C. sijui ()
D. hawashiriki
E. hawashiriki kabisa.
23. 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.
24. 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.
25. 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.
26. 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.
27. 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.
28. 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.

29. Mambo gani yamekufurahisha kuhusu mradi wa michezo na elimu-mtwara? eleza.....

.....

.....

.....

.....

.....

.....

30. Mambo gani unayaona kama udhaifu wa mradi wa michezo na elimu – mtwara? eleza.

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

.....

.....

.....

AKSANTE KWA USHIRIKIANO WAKO.