

Summary Learning Report 2006

Education projects Tanzania

The Tanzania Education projects are an innovative effort by IICD to introduce ICT for development into the Education Sector. Five different projects are helping the government's Education Sector Development Programme (ESDP) to reach its objectives. The five projects (i.e. BETF, DILES TanEdu, TCLSS, and Wanafunzi) apply ICT in variety of ways in the education sector to support Tanzanian government effort to offer education to its citizens.

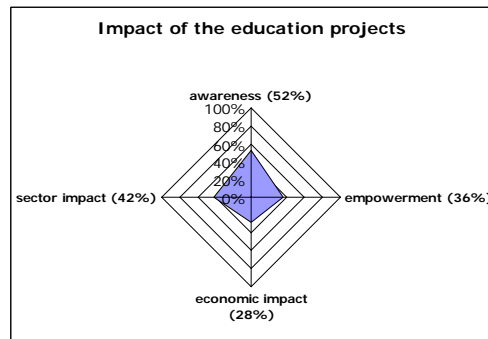
The projects have been in operation since 2002 and IICD since then has put in place a process of monitoring and evaluation of the projects that provides continuous learning and evaluation of the satisfaction and impact on poverty alleviation for both project partners and IICD. This learning report describes the results of the analysis of data coming from questionnaires fill din by the Education project's end users in combination with the outcomes of the Focus Group meeting that discusses the outcomes of the analysis and captures lessons learned.

User profile and satisfaction

The majority of users of the ICT services offered by the projects are male (57%) and secondary school children (73%), most of them are not from the higher income earning group of society but rather from the middle. Due to better infrastructure in the urban areas as compared to rural, most of the projects' services and end-users are in the capital city (72% of users).

The end users are highly satisfied by the services offered by the projects; all aspects of the projects had at least 75% of respondents indicating at least partial satisfaction, apart from access to the internet. The access to the Internet remains unsatisfactory for about 33%. Highest valued were satisfaction for training and seminars (86%) and handouts/subject coverage (83%). Also, 75% of respondents are convinced they have achieved their goals by using the projects' service. They now know how to access information for their benefits; through the projects they have acquired

new knowledge and skills, and being mostly students they have benefited from teaching and learning materials and other learning resources. *"I can now calculate averages and use other mathematical functions and prepare reports quickly"*. 25% of users that did not reach their goals; lack of resources such as time, money and ICT infrastructure seems to be one of the major bottlenecks to them. Few seem to have had their expectations too high compared to what the projects could offer.



Impact

Looking at impact, we see that 52% of respondents indicate that they grew more aware of the possibilities of ICT (in education) as a result of this project. This is still high even after three years of experience with ICT in education.

On empowerment, only 36% of end users stated ICT has endowed them with new skills and abilities which they were not able to do before. Aspects of empowerment, such as involvement in decision-making in the school or community and increased self-confidence

Impact comparison over 4 years



were rated quite low by the respondents, resulting in a low empowerment.

Economic impact is very low. Only 28 % of the respondents indicated that the ICT projects have led to differences in the economic situation that eventually impacted on their economic improvement. The low economic impact could be expected in view of the time between being a student and having a job, as well as the costs involved for ICT. Teachers scored a bit higher on economic impact as compared to students and other users.

The consequences of change in user awareness and empowerment have impacted the education sector, as 42% of respondents opinions suggests. The impact on education sector is encouraging considering how much the education sector could have benefited if projects were able to expand the type of services they were offering.

The impact in 2006 has been compared with the impact over the last four years the projects have been active in Tanzania. This comparison is shown in the graph above. Compared to 2003 data, the impact goes up gradually, though it remains on the low side. The data collection of 2004 was biased towards female users, but unfortunately the female level of awareness was very low compared

to that of men, consequently all the impacts calculated were low.

The overall lower impact was discussed during meetings with the project partners, but remains hard to explain. Probable explanations may be based on historical background in which the country was socialist with a culture of 'being provided' and being less competitive, the current lower level of economic development and less importance attached to education. But none of these explanations seems to be compelling.

When asked for their suggestions for improvement, users suggest on expansion of the services to reach more users both in rural and urban areas. Users are also asking projects to forge cooperation with other entities in society in order to improve their services.

Lessons learned

Other lessons learned coming from the participants of the Focus Group are:

- Students are much easier to be absorbed in ICT initiatives than teachers because they are more curious, have more time and are more open to learn new things. Teachers on the other hand are not that much interested because no incentive is coming from either schools or government. Nonetheless, to get



Students working at TanEdu, one of IICD's Education partners in Tanzania

critical mass of teachers interested in ICT, the Ministry of Education must be encouraged to train ICT teachers in massive numbers for ICT to penetrate in schools and eventually have impact in education system.

- As most of in-service teachers lack incentive to engage in ICT-based educational initiative, it will require a lot of effort to convince them paying for their ICT training. Lack of trained teachers will definitely hinder any initiative to integrate ICT in education. To attract more teachers to join ICT bandwagon, incentives such as free in-service ICT-training or recognition of their ICT training e.g. through more remuneration need to be encouraged. Teachers acquire new knowledge and skills mostly for students' benefits and not for themselves, thus motivation of teachers is essential.
- Projects were able to reach more users, but have difficulty with their daily operations. Resources are meager and the business model they adopted since the beginning of the projects needs to be adapted to the

dynamic business environment. One possibility is for projects to form stronger partnership with other interested parties in the education sector, which will boost chances of success.

- Sustainability of the projects depends entirely on the aggressiveness of the project leaders in seeking ways to finance and support the projects. Although initial leadership training was given to the project leaders, aggressiveness, drive and determination to survive seems to be lacking in most of them. Entrepreneurship skills, self-motivation skills, and other skills and strategies essential for keeping entrepreneurial spirit strong during challenging times would be interesting as a future training activity.

Follow up

Together with some other IICD project partners, the Education partners completed a successful training on Sustainability in 2007, which focussed on issues regarding the last lesson learned. One of the education partners commented: *"I learned possible ways of ensuring financial sustainability for my organisation as well as financial autonomy [...]".*

The International Institute for Communication and Development (IICD) assists developing countries to realise locally owned sustainable development by harnessing the potential of information and communication technologies (ICTs). IICD realises its mission through two strategic approaches. First, Country Programmes bring local organisations together and help them to formulate and execute ICT-supported development policies and projects. The approach aims to strengthen local institutional capacities to develop and manage Country Programmes, which are currently being implemented in Bolivia, Burkina Faso, Ghana, Ecuador, Jamaica, Mali, Tanzania, Uganda and Zambia. Second, Thematic Networking links local and international partners working in similar areas, connecting local knowledge with global knowledge and promoting South-South and South-North exchanges. Thematic Networking focuses on sectors and themes like education, health, governance, the environment, livelihood opportunities (especially agriculture), and training. These efforts are supported by various information and communication activities provided by IICD or its partners. IICD is an independent non-profit foundation, established by the Netherlands Ministry for Development Cooperation in 1997. Its core funders include the Directorate-General for Development Cooperation (DGIS), the UK Department for International Development (DFID) and the Swiss Agency for Development and Cooperation (SDC).