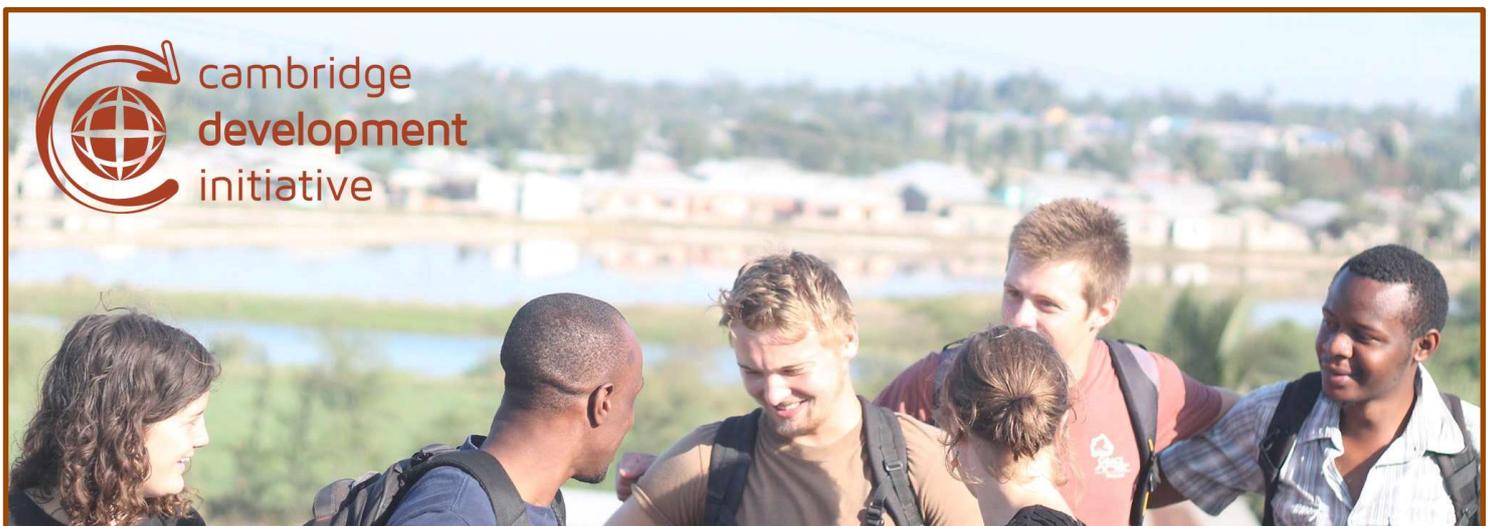


Cambridge Development Initiative Impact Evaluation Report

Education
July – September 2016

Martha Aitken



Contents

Abstract.....	3
1. Introduction.....	3
1.1. Cambridge Development Initiative	
1.2. Setting & Population	
2. Project Overview	7
2.1. History	
3. Evaluation of Education Project	15
3.1. Guiding Research Questions	
3.2. Data Generation Methods	
3.2.1. Sampling Methods	
3.2.2. Surveys	
3.2.3. Interviews	
3.2.4. Focus Groups	
3.2.5. Observations	
3.3. Findings	
3.4. Limitations	
3.5. Conclusions and Recommendations	
4. Evaluation of the Education Project Volunteer Experience	30
4.1. Guiding Research Questions	
4.2. Data Generation Methods	
4.3. Findings	
4.4. Limitations	
4.5. Conclusions and Recommendations	

Appendices

Abstract

This report details the Cambridge Development Initiative (CDI) Education project 2016. It begins with an outline of CDI as an organisation, followed by a description of the learning institutions and communities we collaborated with for the Education project. Next is a detailed overview of the project, followed by evaluation. There are two major sections to the evaluation – project specific evaluation and volunteer specific evaluation. The project section is broken down into 3 parts – analysis of the Think Big Challenge, analysis of pre-existing schemes and analysis of the newly piloted community service scheme. The entire volunteer section focuses on personal development. The data generation methods used for evaluation included surveys, interviews, focus groups and structured observation.

1. Introduction

1.1 Cambridge Development Initiative

The Cambridge Development Initiative (CDI) was founded upon the belief that university students are vital contributors to sustainable development initiatives. Furthermore, we believe that when students from around the world work collaboratively on sustainable development projects, they empower one another, become catalysts for change in their communities, and develop the capacity to be lifelong leaders. Our two branches, based in the UK and Tanzania, are comprised of parallel executive committees and university student volunteers who collaborate to design, implement, and evaluate community-based development projects in Dar es Salaam. More than 80 students have worked together on innovative Education, Engineering, Entrepreneurship, and Health programs over the past three years. Throughout the year, the Tanzania team sustains the projects locally, while the UK team expands the network of partners, generates funding, and refines volunteer recruitment and training. Each summer, the Tanzania and UK teams convene in Dar es Salaam for two months of sustained project work. To ensure that we remain entirely student-led, new student volunteers and project directors are recruited after each summer.

1.2 Setting & Population

1.2.1 The Schools

The 2016 CDI Education project worked in conjunction with 3 schools located in the Kidondoni district of Dar es Salaam – Salma Kikwete and Manzese secondary schools in Manzese ward (population 70,507) and Makumbusho secondary school in Makumbusho ward (population 68,093). Both wards are considered low-income neighborhoods characterized by poor settlement planning and low quality housing and social services – not uncommon in Dar, where the UN estimates that 70% of people live in informal settlements.

In terms of academic performance, 2 of the schools lie close to the median, with Manzese ranking 101st and Salma Kikwete 106th out of 191 schools of this type in Dar. Meanwhile Makumbusho is ranked in the bottom quartile at 141st. All 3 schools are rated as “red” or “poor” by Schule Wiki. The schools have more similarities than differences in terms of their facilities and the way they are run. All have limited resources, with the majority of classrooms simply containing chairs, desks and a blackboard. Makumbusho has a computer room, and all have libraries and science labs (although Manzese’s have only just been built), but the equipment is basic. On average there are between 60 and 100 students to a class,

and due to a lack of textbooks the lessons usually work via the teacher dictating or writing notes on the blackboard and the students copying them down. Corporal punishment is the primary mode of discipline.



Figure 1. Assembly at Makumbusho Secondary School

1.2.2 BRAC

In 2016 we also worked in conjunction with a BRAC centre. BRAC is the largest NGO in the world, employing over 100,000 people and reaching 126 million worldwide. The Girls Education Challenge (GEC) project started in Tanzania in 2013 to help marginalised adolescent girls stay in school and improve their life chances. The project is funded by the Department for International Development (DFID), and is currently implemented in 20 branches in 5 regions: Dar es Salaam, Mwanza, Shinyanga, Tabora and Singida. According to the 2012 census, only 56.9% of girls aged 14-17 in Dar attend school, compared to 68.9% nationally.

It includes subject-based tutoring (Mathematics and English) and peer mentoring for girls in government schools who are at risk of dropping out. Study clubs give girls who are out-of-school a second chance at secondary education. Life skills education is provided and community members are sensitised to understand the importance of girls' education.

GEC has supported more than 7,010 marginalised adolescent girls stay in school or re-enroll and improve their learning.

After visiting an out-of-school girls' study group at a BRAC centre in Tabata Kimanga, the Education project team decided to invite them to participate in the Think Big Challenge. There are 27 girls in the study group in total: we selected 9 but an additional 7 decided to come to the workshops and pay their own transport fees. BRAC struggles with high levels of absenteeism: one thing that staff at BRAC noted was that our presence at the centre inspired girls to come to class more frequently.



Figure 2. Girls at BRAC study group in Tabata Kimanga, Dar Es Salaam



-  Salma Kikwete
-  Makumbusho
-  Manzese

Figure 3. Map of Dar Es Salaam depicting location of schools and BRAC study group

2. Education Project Overview

2.1 History

2.1.1 Summer 2014

In CDI's first summer, the Education Project implemented the Manzese Holistic School Development (MHSD) programme, an attempt to introduce more interactive teaching pedagogies at Manzese Secondary School and Salma Kikwete Secondary School. The Education Team sought to encourage pupil and teacher interest by teaching lessons in both schools and then sharing techniques with teachers.

The Team additionally ran a mix of academic, artistic, and athletic extracurricular clubs after regular classes finished and on weekends. These included maths, art, drama, and girls' rugby. Additionally, the Team implemented Peer2Peer learning to help alleviate large class sizes. Talented pupils in higher grades were paired with younger ones in small groups, allowing for increased contact and targeted learning.

The summer culminated in the Jahazi careers day, which brought together 300 pupils and more than 30 mentors from a diverse range of professions to help inform students on career decisions.

2.1.2 Summer 2015

The Education Team initially sought to replicate the previous summer's MHSD strategy of teaching in classrooms. However, following a period of deliberation at the start of the summer, the project members ultimately decided to pivot towards what were felt to be more sustainable and expandable schemes. The concept of extracurricular clubs was maintained, with the implementation of a student garden (the 'Jitunze' scheme), a debating club, and an English media club. Peer2Peer teaching programmes were also expanded.



Figure 4. The Jitunze scheme at Salma Kikwete Secondary School

The Education Project additionally sought to encourage collaboration between other schools and NGOs in a programme known as the Hatua Network. The Team sought out local partners who might be interested in jointly conducting future development projects, with the aim of increasing their total efficacy.

The Education Team ended the summer with a Hatua Network launch conference, bringing together students and teachers from four secondary schools to attend training sessions and share ideas.

2.2 Education Project: Summer 2016

2.2.1 Pre-project planning and ambitions

Prior to CDI's arrival in Tanzania this summer, the Education project had planned to proceed with two main projects: 'mentor sharing', and facilitating the design of student initiatives to combat problems they identify in their schools. 'Mentor sharing' aimed to connect local schools to share initiatives that were currently implemented in one but not the other. This concept was seen as a means by which to achieve a functioning Hatua Network: by creating a strong network of schools, a network of NGOs may then be more willing to collaborate to improve a range of schools. Mentor sharing involves one school assuming the role of 'mentor' and its students would be put in contact with a 'mentee' school. These students would be tasked with teaching the students of a 'mentee' school about their initiative, thereby expanding its reach. The 'mentee' school would then progress to becoming a 'mentor', and the process continues.

Unfortunately, the 'mentor sharing' concept was paused for the duration of the summer in order to focus on an alternative project. This alternative project built upon the notion of facilitating the design of student initiatives. A competition, named the 'Think Big Challenge', was born from this idea. Students would not just have the opportunity to design their own initiative, but also take part in a cross-school competition to compete against other students in designing the most innovative, sustainable and impactful initiative.

Aside from the 'Think Big Challenge', CDI also envisaged evaluating and improving ongoing schemes from previous summers ('Jitunze' garden scheme, Peer2Peer and Debate), and fostering closer relationships with the NGO Hatua Network partners. It was decided that the Hatua Network, in its proposed form last summer, was too ambitious. Instead, attention was to be focused on maintaining relationships with the partners by informing and updating them of our work this summer. If the opportunity arose, the partners would be contacted for potential collaborative projects.

2.2.2 The 'Think Big Challenge'

Purpose

The 'Think Big Challenge' (hereinafter referred to as the 'TBC') serves a dual purpose. Primarily, it offers an opportunity for students to develop 'soft skills', which are often not cultivated during their education. This is done through setting them the challenge of 'thinking big' and designing a solution/initiative to problems they face in everyday school life. By setting this challenge, students were able to develop key soft skills such as creativity, problem-solving, critical thinking and innovation. Secondly, the competition enables students to improve their school environments by resolving problems, which affect them.

Partnership with Bridge For Change

Bridge For Change (BFC), is a non-governmental organization (NGO) led by Tanzanian youth and operating in mainland Tanzania. Its focus is to empower youth to be positive change-makers by shaping, inspiring and mentoring them to take ownership of their careers. This includes encouraging young people to employ themselves and be better citizens by engaging in community development.

As the CDI Education Project's aims and values are well aligned with those of Bridge For Change, it made sense for us to collaborate with them throughout the Think Big Challenge, and cement our mutual relationship with a Memorandum of Understanding (MoU) upon the close of the programme.

Structure of the competition

a. Preliminary workshops

Three local secondary schools (Makumbusho, Salma Kikwete and Manzese) were chosen to participate in the 'TBC'. Prior to the first workshops of the competition, each school was asked to advertise the 'TBC' and encourage talented students to attend. Three preliminary workshops, run by BFC, took place at each of the schools. These workshops, entitled 'Who am I?', 'Problem Solving' and 'Creativity and Future Plans', aimed to make students think about themselves, their future aspirations, and indicated their ability to solve problems. Numbers of students fluctuated between both the schools and between the different workshops. From the first of the preliminary workshops to the last, student attendance dropped from 100-60 at Makumbusho, 60-30 at Salma Kikwete, and 50-30 at Manzese. By the end of the workshops, students were asked to form teams and present a solution they had designed to a problem they face at school.

b. Selection process

Around 10 students from each of the participating schools were chosen to progress past the first stage of the competition. They were chosen on the basis of their enthusiasm and ambition demonstrated during the workshop activities, their presentation skills, and how innovative and creative their proposed solution was to their problem.

CDI and BFC welcomed a select number of girls from a BRAC study group to participate in the TBC after the selection process had been completed at the local secondary schools. Although the students from BRAC did not follow the same selection process as the secondary school students, it was clear that these girls demonstrated the requisite creativity and innovation to participate in the TBC.

c. Launch

The TBC was officially launched on the 6th of August at Ardhi University. This marked the start of the TBC workshops - workshops that would run every Saturday for the next 5 weeks.



Figure 5. Students and high table guests at the TBC Launch, Ardhi University

d. TBC workshops

Every Saturday from 10 am – 2 pm, students from all participating schools and BRAC would attend a workshop designed by CDI volunteers. The TBC workshops were predominantly led by CDI Tanzanian volunteers with the support of UK volunteers acting as facilitators. A multitude of topics were covered, all of which aimed to improve their soft skills and help them develop the best possible solution to the problem they wished to solve. Workshop topics included exploring new perspectives, problem-solving methodologies, networking, project planning, budgeting, presentation skills and sustainability. By the second workshop, the students had formed teams in their respective schools and chosen a problem they wished to design an initiative for.

At the end of each workshop, students were set a number of tasks to carry out during the week, from designing a plan for their solution, to actually taking steps to implement their initiative. Each member of the CDI education project was assigned a team to oversee and asked to monitor their progress during the workshops and school visits arranged in the week. By the end of the 5 workshops, the students had drawn up a comprehensive plan for their initiative and had started implementing elements of the plan in their schools. A summary of the workshop series can be found in Appendix



Figure 6. Students at a TBC workshop, Ardhi University

e. *Closing ceremony*

The closing ceremony of the TBC provided not only an opportunity to celebrate the students' work, but to publicise to the wider community and other local schools the importance of listening to the voices of youth. The event consisted of an exhibition where the student teams presented their initiatives to guests at their respective stalls, and a series of speeches given by TBC organisers and education officials, including the National Youth Assistant Director.

Media

There have been many opportunities for the TBC to receive substantial media attention. Most notably, the launch of the competition featured on the back page of *The Guardian Tz* and *BBC Swahili* recorded a radio broadcast. The education project was also able to meet with the Managing Director of *East Africa TV* to discuss the opportunity of filming a TV series. This would have documented and followed the progress of the students' initiatives. However, this plan did not materialise as we were later requested to produce it ourselves – something which is well outside the means of our budget.



Figure 7. BFC Founder and Director Ocheck Msuva being interviewed for *BBC Swahili* at the TBC launch, Ardhi University

Finances/Sponsorship

Prior to the summer project, the education team raised the entirety of their budget (around £2600) through individual and group fundraising activities, directed to a designated GoFundMe page. A significant sum came from a sponsored formal hall dinner, and by selling two pairs of Trinity May Ball tickets.

Over the course of the project it was difficult to obtain sponsorship for events or for competition prizes. Coca Cola and Ivy Wedding Planners provided some sponsorship for refreshments, chairs and a subsidised stage at the closing ceremony, but it was limited.

Maintaining relationships with teachers

We invited teachers from each of the schools and BRAC to facilitate at the workshops and attend our closing ceremony. We also hosted a number of lunches and arranged meetings with the head teachers in order to keep them involved in our project. However, we did not engage with teachers as much as we hoped we would at the outset.



Figure 8. Members of the CDI Education Team and BFC taking teachers out to lunch

Sustainability

a. Connecting with NGOs

To ensure the students' initiatives are sustainable and that the students receive continued support, CDI and BFC have begun work on pairing NGOs with the student teams, which participated in the TBC. We believe NGOs can provide invaluable mentorship and financial support to the students as a long-term solution to the issue of sustainability. The initiatives should not require considerable funding. However, what is needed is an organisation to oversee their work and to offer advice on how best to run the initiative.

b. BFC handover

A significant amount of information on the student initiatives and CDI's contacts has not previously been shared with another organisation to continue the projects. The handover of this material to BFC will allow the local NGO to take a greater lead in overseeing the student initiatives and initiating the start of the next TBC in other schools. Due to a change of committee personnel in CDI and a weak CDI presence on the ground in Tanzania for the majority of the year, it is essential BFC assumes this role to ensure momentum of the TBC and its impact in schools is not lost.

2.2.3 Pre-existing schemes

Alongside the TBC, CDI planned to evaluate and improve pre-existing schemes in place at Salma Kikwete and Makumbusho. The 3 schemes, 'Jitunze' garden scheme, Peer2Peer, and Debate Club, were each visited at the schools which had them implemented.

2.2.4 New initiative: Community Service Scheme

This summer we trialed a new initiative to encourage students to give something back to their local communities. On 27th August we took 17 students from Salma Kikwete Secondary School to Chakuwama Orphanage where they spent an hour playing with the children, helped with the maintenance of the orphanage. After a successful pilot it has been decided that the scheme will continue to run on the last Saturday of every month – a Tanzanian member of the CDI Education team will stay involved with the running of it.



Figure 9. Students from Salma Kikwete Secondary School at Chakuwama Orphanage as part of the new Community Service Scheme

Week 1	<ul style="list-style-type: none"> - Observed 3 Bridge For Change workshops in each school - Handed out entry forms for the Think Big Challenge - Made certificates for every student that took part in the BFC workshops
Week 2	<ul style="list-style-type: none"> - Visited schools to interview students and teachers about current initiatives (Debate, Peer2Peer and Jitunze Garden Scheme) - Met with media companies – BBC Swahili, The Guardian, Daily News etc. to cover our launch - Meetings with LAPF, Halotel and Coca Cola to secure sponsorship - Gave workshop to students on ‘how to give a presentation’ - Judging of presentations and selection of participants for the TBC - Think Big Challenge Launch and 1st workshop - Lunch with teachers after launch
Week 3	<ul style="list-style-type: none"> - First visited BRAC study group, selected girls for Think Big Challenge - Mid-week workshops at the schools to help the students develop their ideas - Met with control groups for impact evaluation - 2nd workshop
Week 4	<ul style="list-style-type: none"> - Started monitoring debate in all schools - Met with East Africa TV - 3rd workshop
Week 5	<ul style="list-style-type: none"> - Met with head of Makumbusho to organise closing ceremony - Started trial of new initiative: Community Service Scheme (taking students to orphanages and hospitals) - 4th workshop
Week 6	<ul style="list-style-type: none"> - Met with East Africa TV again - 5th workshop
Week 7	<ul style="list-style-type: none"> - Preparation for closing ceremony: organizing prizes, selecting winners, preparing handouts, securing a stage, sound system and lunch provider, aiding students with their stall set up, writing speeches etc. - Closing ceremony of Think Big Challenge
Week 8	<ul style="list-style-type: none"> - Met again with students for impact evaluation and closing remarks about sustainability - Arranged meetings with NGOs to find appropriate ones to support the student initiatives - Met with BFC to clarify handover – MoU signed

Table 1. Timeline of Education Project 2016

3. Evaluation of the Education Project

We used the Charity Evaluation Service Planning Triangle as a tool to visualize the overarching aim of our project along with more specific social objectives. In the first draft of the triangle “Mentor Sharing” was one of the listed activities to be carried out, but as outlined in section 2.2.1 it was dropped as it was decided that the team would be spreading itself too thin.

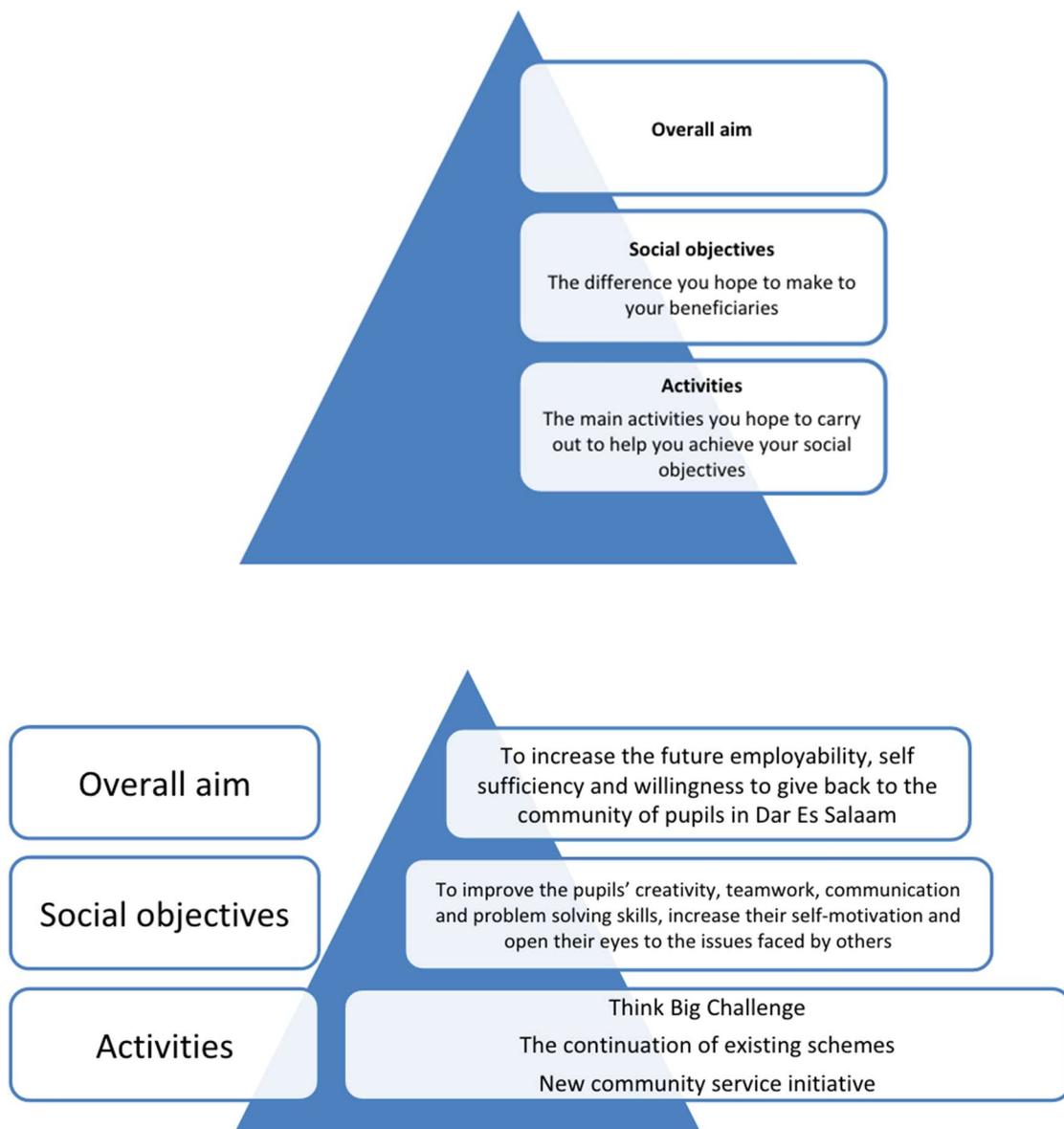


Figure 10. CES Planning Triangle

3.1 THINK BIG CHALLENGE

3.1.1 Aims

1. Participating in the Think Big Challenge will allow students to develop soft skills, which will aid them in their future careers as well as in tackling problems they face in the present.

How we measured it:

- Participating students responded to a survey at the beginning and end of the project, in which they were asked to rate themselves out of 5 in 12 skill areas. The process was replicated with control groups.
 - Focus groups were conducted at the beginning and end of the competition to gain more detailed information about students' skill development than the surveys provided. The process was replicated with control groups.
 - Interviews with randomly selected participants and a teacher were conducted mid-way through the TBC - respondents discussed what they had gained from the experience.
2. The Think Big Challenge will provide students with opportunities that they do not have access to in their learning environment.

How we measured it:

- In the focus groups mentioned above, students were asked a number of questions about their experience of school and of the TBC in order to determine whether the TBC was sufficiently different from the activities that students usually take part in at school. School experience was cross-referenced with the responses to the same questions in the control groups, to check that the TBC participants had not had a unique experience of school.
3. Students, facilitated by CDI, BFC and other NGOs, will implement low-cost sustainable solutions to everyday problems.

How we measured it:

- Each CDI volunteer was allocated a team to observe and facilitate. These observations along with an interview with each team (the questions asked can be found in **Appendix** ...) and physical evidence (photos and quotes) were used to write up the Initiatives Booklet.
 - The extent to which the initiatives are sustainable and actually solving the problems they set out to solve will be measured in the coming months, as by the time the TBC was over and the UK volunteers left the initiatives had only been running for a few weeks.
4. The Think Big Challenge will engage students and inspire them to be more self-sufficient.

How we measured it:

- Evidence of engagement with the programme can be found in the participating students' responses in the focus groups and interviews.
- The wider influence of the challenge can be seen in the interviews with students from other schools at the closing ceremony.

- Self-sufficiency was also evident in the observation and documentation of the students' initiatives.

3.1.2 Data Generation Methods

The impact of the Think Big Challenge was evaluated using both quantitative and qualitative methods. The advantage of this mixed method approach is that it allowed us to ask both closed and open questions, such as 'what, how and why', to find out different sorts of information.

3.1.2.1 Sampling Methods

Our initial aim was for all students participating in the programme to fill out a pre- and post-intervention survey. Unfortunately, due to unforeseen absences and timetabling issues (the students had exams and there was a national holiday during the week we had assigned at the end for impact evaluation), only 23 of the 51 students that participated in the TBC filled out both the pre- and post-intervention survey. This sample spanned all of the schools and BRAC, so the results can nonetheless be seen as indicative, but the resulting sample is too small for us to carry out significance testing. It should also be noted that the BRAC girls filled out the pre-survey retrospectively as they were not present at the launch of the TBC.

Males were under-represented in our sample at 18% compared to 24% in the TBC as a whole. All of the students we worked with were aged between 14-17, and we had students representing every age in this range in both the sample and on the programme (we did not ask individuals for their ages). Makumbusho and BRAC were over-represented in the sample compared to the programme, while Manzese and Salma Kikwete were under-represented.

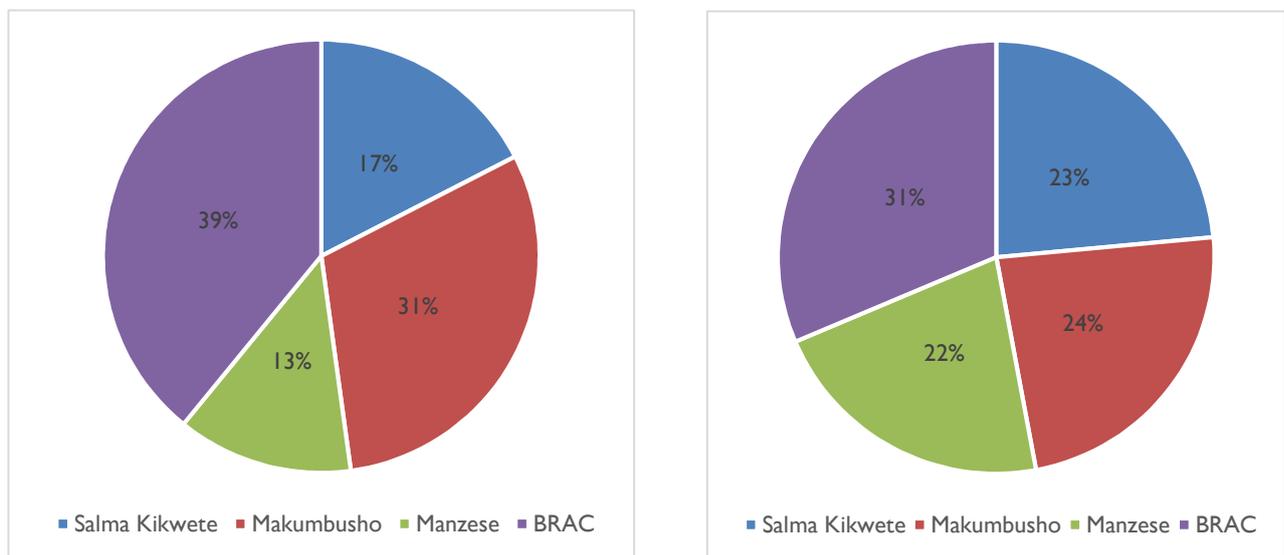


Figure 11. Percentage of students at each learning centre in our sample (left) compared to on the programme (right)

With regards to the focus groups, we randomly selected 2 students from each team, meaning that we had 6 students at Makumbusho, 6 at Salma Kikwete, 6 at Manzese and 8 at BRAC. For the control group we selected 5/6 students at each school (BRAC was not

included as they were not factored into our framework at the beginning) that had entered the TBC but had not succeeded. There were two reasons for this choice: firstly we wanted students of a similar ability and enthusiasm level to the TBC participants so that the two groups could be compared, and secondly for ethical reasons we did not want these students to feel like they had been left behind – rather we wanted to continue engaging with them and give them a chance to express themselves.

The control groups were also given surveys regarding their skills in the hope of making comparisons with the TBC participants. However, only 7 of them filled in the post-intervention survey, and given that our sample of 23 TBC participants was already very small, it was deemed that a statistical comparison would not be useful.

3.1.2.2 Surveys

Drawing inspiration from the CDI Entrepreneurship 2015 impact report, our survey was devised taking into consideration the work of McLellan et al. (2009), who argue that in examining the impact of entrepreneurial programmes, it is important to consider their effect on the individual participants' entrepreneurial self-efficacy, defined as 'the strength of a person's belief that he or she is capable of successfully performing the various roles and tasks of entrepreneurship,' (Chen et al., 1998). As the TBC is in many ways an entrepreneurial programme, albeit at a grassroots level, the students were asked to rate their skill level in 12 specific areas using the scale 1 = None, 2 = Poor, 3 = OK, 4 = Good, 5 = Excellent.

We included emoticons with different expressions and colours to match each rating number in order to increase clarity for the students. Each skill area was written in both English and Swahili, and although the instructions were written only in English, the surveys were explained in detail in Swahili to all respondents before they filled them in.

CDI has conducted self-evaluation style surveys in the past with both volunteers and beneficiaries, and through this experience the organisation has learnt that there is a cultural tendency in Tanzania to view self-evaluation surveys as tests. In other words, a respondent might give themselves a higher rating for a specific skill than the level they really believe they are at, because they think they are being judged on what they put. In order to minimize this problem it was decided, in conjunction with the CDI Engineering Project impact evaluator, to use a 2-column framework in our surveys this year. Respondents were asked to rate both A - their current knowledge and practical skills, and B - where they hoped their knowledge and practical skills would be at the end of the programme (or after a year of working on their initiative in the post-survey). The idea was that respondents would recognize that weren't supposed to be perfect in every skill area, and could very reasonably wish to improve their skills over the course of the programme. Only column A from both surveys was used in the evaluation.

The pre- and post-intervention student surveys can be found in **Appendix**

3.1.2.3 Focus Groups

We carried out 13 focus groups over the course of the TBC: in each of the 3 schools we held groups at the beginning and end of the programme with the same 6 TBC participants (2 randomly selected from each of the 3 teams at each school) and 5/6 similar ability students to be used as a control. We also did 1 focus group at BRAC at the end of the TBC – a pre-

intervention focus group was not conducted at BRAC because they were not involved at the start of the competition. We provided refreshments as an incentive for students to participate in discussions.

The questions used to trigger conversation in the focus groups can be found in **Appendix** The focus groups were recorded on mobile phones and then the Tanzanian Education volunteers, who translated them from Swahili to English, typed the transcripts. If more time had been available, we would have ensured that the transcripts were typed up in Swahili first and then all translated by the same independent party. However, due to limited time and human resources, we were forced to divide the work amongst the team, who typed the transcripts straight into English after listening to the Swahili.

The focus group transcripts were then analysed using the qualitative analysis programme ATLAS.ti. Over 20 different codes were used to sort data into manageable categories.



Figure 12. CDI members conducting a focus group at Manzese Secondary School

3.1.2.4 Interviews

Mid-way through the TBC we interviewed 7 randomly selected students (2 from each of the schools and 1 from BRAC) and 1 teacher about their experience of the programme so far. We also conducted interviews with 3 TBC closing ceremony attendees from other schools about what they thought of the participating students' initiatives. Tanzanian Education volunteers recorded all of the interviews with a video camera and transcribed/translated them after.

3.1.3 Findings

3.1.3.1 Skills

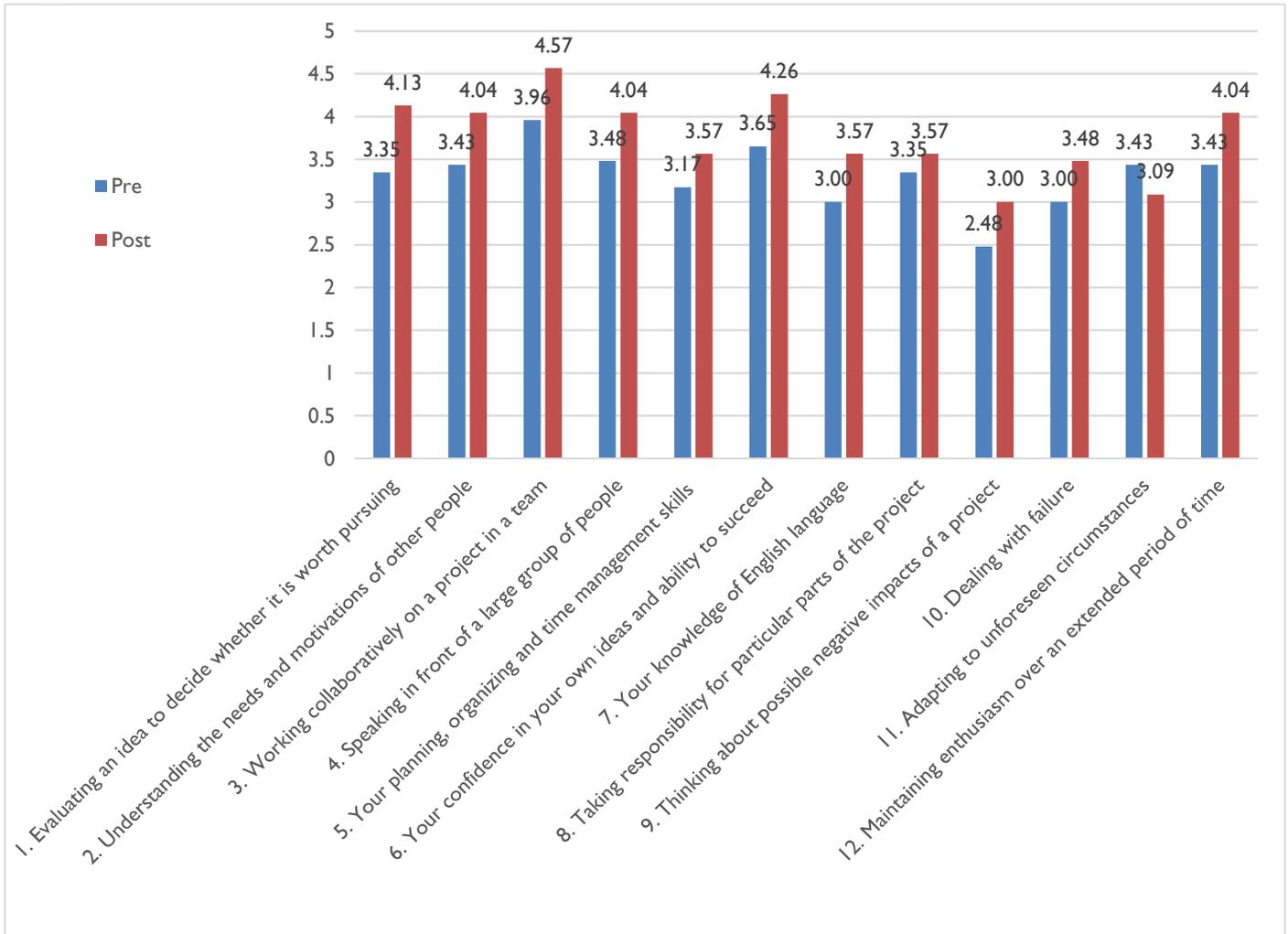


Figure 13. Students’ self-evaluation of their skills before and after the Think Big Challenge

As Figure 13 shows, students’ self-evaluation of their skills increased in all areas except “adapting to unforeseen circumstances”. A possible reason for this is that students had hardly had to adapt to unforeseen circumstances in this context before, given that much of their education revolves around rote learning. As a result, they may have been too ambitious in their pre-intervention self-evaluation, and then when they had to actually adapt to unforeseen circumstances they were not as adept as they thought. Alternatively, students may have not had to deal with unforeseen circumstances in their experience of the challenge, meaning that they did not have a chance to develop this skill. As one TBC participant commented in a focus group, “there was nothing much difficult, we ran our initiative smoothly”.

“Evaluating an idea to decide whether it is worth pursuing” is the skill area that increased the most (+0.78) in terms of the students’ self-evaluation. It was noted by volunteers facilitating in the workshops that the students found two planning tools particularly useful and memorable: the 3-step Problem Solving Circle and the Ant Diagram. Of the latter, one student claimed “I have been using it for the project, but also at home, to help me ask the right questions and understand problems better”. It is possible that these tools allowed students to visualize the process of analysing and evaluating problems and solutions, thus increasing their perceived skills in this area.

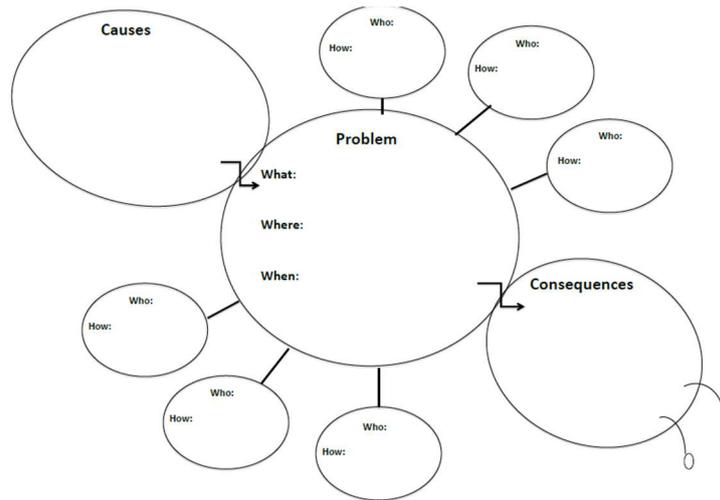


Figure 14. The Ant Diagram, which allows students to map out a problem in detail to aid the brainstorming of solutions (Arenge, 2016)

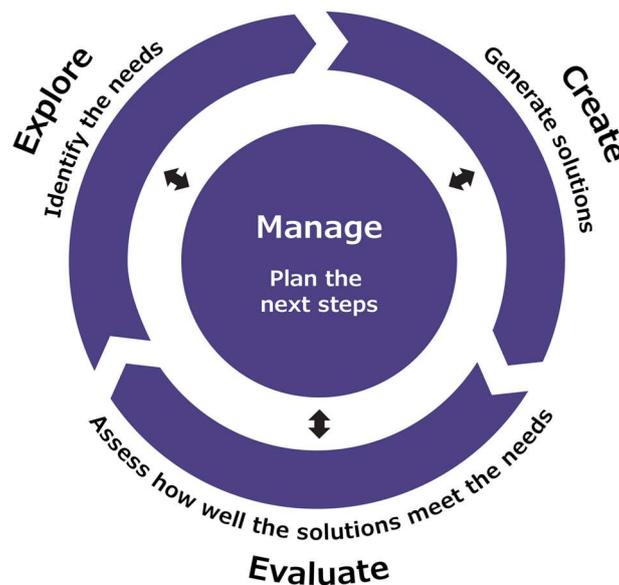


Figure 15. The 3-step Problem Solving Circle used in the workshops (Nicholl, 2016)

The next highest increases in self-evaluation (all at +0.61) were skill areas 2, 3, 6 and 12 - “working collaboratively on a project in a team”, “understanding the needs and motivations of other people”, “confidence in own ideas and ability to succeed” and “maintaining enthusiasm over an extended period of time” respectively. The increase in 3 could have been partly due to a fun exercise named “Understanding Grandma” that was conducted in the mid-week workshops and required students to wear finger splints and special glasses to be able to empathise better with people with arthritis and poor eyesight. For more detail see [Appendix](#) ..., the workshop summary.



Figure 16. Students at Makumbusho Secondary School participating in an empathy exercise

The fact that 2 and 6 increased a substantial amount ties in with evidence gained mid-programme interviews. As one can see in Figure 17, the words confidence, cooperation and teamwork were among others that came up a number of times when students were asked to explain what they had learnt so far in the challenge.



Figure 17. Word cloud of interviews with randomly selected students mid-way through the Think Big Challenge, made using wordsift.org

In the post-intervention focus groups, we presented respondents with a scenario in an attempt to gauge their problem solving skills. The scenario was: “People in the community keep throwing bottle caps on the street and young children are picking them up and trying to swallow them, which is detrimental to their health. What would you do to solve this problem?”.

The contrast between the answers of the TBC participants and those of the students in the control groups was interesting. In the control groups there was a tendency to think the issue was out of their hands: one student said “I have no power and even if I want to I won’t be able to stop people”, while another said “I congratulate the president of Tanzania to ask people to clean their surroundings on the last Saturday of every month”. A couple of students seemed to be mimicking the disciplinary ideas they witness at school – for example, one student said they would “tell the children to stop swallowing them or else I will cane them”. It was not uncommon for students in the control groups to copy each other’s answers. And though many spoke about educating fellow community members, they failed to elaborate on how exactly they would educate them.

On the other hand, in the participant focus groups, the ideas tended to be a lot more focused, perhaps due to the training and experiences gained through the TBC. One student said “I would make the problem a job opportunity – people will collect the caps and send them off to be recycled”. Meanwhile, another student elaborated on the vague concept of ‘education’, stating “I will use mass media to educate people and also hold seminars to people on how to keep the environment clean”. And rather than choosing to rely on authority figures to solve the problem, TBC participants tended to display much more agency: one suggested “making simple dustbins”, while another commented “it starts with you, as you should be an example and other people will follow easily”.

3.1.3.2 New opportunities

Across the schools in both the participants’ and control focus groups, it was noted that students lacked chances to be creative in their normal curriculum. As one student put it, “for me it just happened once when I got a chance to draw a picture in a library during its official opening”. However, other students claimed that even when they were given opportunities people declined to participate due to fear of failure or punishment. One said “people are scared if they come out that thing goes wrong. For example, there was talent show at school but people were scared to join”. Many put this fear down to the common use of caning in schools in Tanzania.

Throughout the TBC students were given opportunities to think creatively to solve common problems and encouraged to make mistakes and improve their initiatives as a result. The message seemed to have sunk in with some of the students - one mentioned that they had learnt how to solve problems “without any fear since we learnt the proper techniques”.

Every single person we spoke to in the focus groups agreed that rote learning was the standard technique used in their school. Teachers varied their technique slightly – some preferred to dictate notes, some preferred to write them on the blackboard and some preferred to get a student to write the notes on the blackboard, but it sounded like all of them relied to a certain extent on the lecture-style of teaching, with students being

expected to copy down and learn by heart what was written/said for their exams. One student said “sometimes it’s not that we don’t know what to answer in exams – teachers just want us to write the answers the way they prefer”.

In contrast, when reflecting upon the positives of the TBC, students generally said that they liked the fact their ideas were listened to and that the whole point was for them to think for themselves rather than regurgitating someone else’s words. One responded “I feel like I was respected and CDI cared a lot”.

Contrary to our expectations, the majority of students in the focus groups had been asked to work in groups during their lessons, so working in teams for the TBC was not particularly new to them. However, extended project work was practically unheard of, which suggests that the TBC did provide them with a new opportunity and could explain why students rated themselves more highly in the “maintaining enthusiasm over an extended period of time” skill area after the challenge was over.

3.1.3.3 Initiatives

Thirteen teams in the TBC came up with 13 unique initiatives, ranging from transforming waste litter into fuel, to setting up a study area; from teaching English to younger students, to making their own cleaning equipment; from educating the community about the importance of girls’ education to setting up a secret society to enforce school security.

At this stage the evidence collected about the initiatives is primarily anecdotal because they have not been running for long enough for us to engage in serious evaluation of their impacts within the schools and communities.

The Initiatives Booklet ([Appendix ...](#)) is a document produced by the CDI Education team for the closing ceremony of the TBC, which includes a summary and photos of the progress of each initiative. This information was gathered through an interview and weekly check-ins between the teams and their CDI supervisor.

3.1.3.4 Engagement

Engagement with the TBC among the students was generally good with around 40 students attending the workshops every week (other than the week they had exams).

Several focus group respondents said there needed to be more incentive for students to stay motivated over the course of the programme, suggesting ‘gifts’ or ‘prizes’ as one method of doing so. Other complaints were due administrative issues with the challenge, which was, after all, a pilot and didn’t always run smoothly. These issues included, but were not limited to, sessions running over and people not getting home to their parents on time, buses running late, food being inadequate, and BRAC students feeling left out of the closing ceremony.

A number of the TBC participants claimed in focus groups that they were unhappy with the way the prizes were allocated, and at the closing ceremony, some students became emotional when they found out they had not won prizes. Some claimed they had lost motivation to continue their initiatives as a result. One commented, “the selection was not fairly done”, while another said “in giving out gifts you should look intensively at preparing the environment for us to lose”.

Nonetheless despite the problems with the challenge and the issues associated with keeping students motivated, the majority of students said they would recommend the experience to others. One commented “the project should continue because it helped us a lot in knowing ourselves. Please come back again and add other schools”.

In the interviews we conducted with students from other schools who attended the closing ceremony, there was high praise of CDI and BFC, and a reasonable amount of enthusiasm to take the ideas back to their schools or to encourage students there to come up with their own initiatives.

“CDI has made me recognize that education is not just sitting in class and passing exams, it’s also being able to identify the problems in our surrounding environment and being able to solve them. I will pass this message to my fellow students...”

Figure 18. Quote from interview with student from another school that attended the TBC closing ceremony

3.2 PRE-EXISTING SCHEMES

3.2.1 Aim

Establish sustainable schemes that meet a need within the schools.

How we measured it:

- We investigated, via interviews and observation, schemes set up by CDI in previous years and attempted to identify the impact they were having, the extent to which they were sustainable and ultimately whether CDI needed to continue investing time in them

3.2.2 Data Generation Methods

The CDI Education team attempted to carry out quantitative research last year and found it difficult largely due to the informal approach to these schemes. Therefore this year a qualitative approach was favored.

3.2.2.1 Interviews

We interviewed students and teachers involved with debate, Peer2Peer and the Jitunze scheme at Salma Kikwete and Makumbusho schools. These interviews were recorded on a mobile phone and transcribed later. Notes were also taken at the time.

3.2.2.2 Observations

For 3 weeks we observed debate clubs at Makumbusho, Salma Kikwete and Manzese, noting what was going well and what could be improved. Recommendations were then made to the students and teachers partaking in the clubs, and it was noted whether the advice was engaged with in the following weeks. Video evidence was also compiled.



Figure 19. CDI and BFC members observing debate at Salma Kikwete Secondary School

3.2.3 Findings

Peer2Peer

According to an interview with the teachers and students at Salma Kikwete, Peer2Peer “didn’t go as far as we wanted because the teachers had too many tasks and could not run the scheme”. It appeared that only one teacher was handling the vast majority of the work associated with the scheme, and this became too much of a burden so the scheme ground to a halt.

However, they did say that when the scheme was functioning it had a good turnout (34 students were regularly involved), and it served to encourage self-sufficiency, with students becoming more “mature” and learning “how to mentor in the absence of a teacher”.

Debate Club

Each week Debate Club was observed by a Tanzanian member of the Education team, and then they made recommendations about how the club could be improved. At the beginning of the observation period the debates lacked structure at all 3 schools and students were not motivated. There were also timetabling issues and a lack of communication between the administration and students in schools.

By the end of the observation period it appeared that some of CDI’s advice had been taken into account, with students debating according to a stricter framework and paying more attention when others were speaking. There were nonetheless still some issues to be rectified, including lack of teacher cooperation and a gender imbalance in terms of speakers.

When we interviewed a teacher at Makumbusho about debate club they said that it was fulfilling its primary *raison d’être* – to improve students’ English. They did however say that they felt there was more room in the clubs for critical thinking and reflection.

A full review of Debate Club at the 3 schools can be found in **Appendix ...**

Jitunze Scheme

Both Makumbusho and Salma Kikwete have student gardens (although only the latter was established by CDI) – we visited them at the beginning of the summer and interviewed the students and teachers involved with their upkeep.

Of all the pre-existing schemes the student garden seems to be running the best without any help from CDI. We did not engage with it this summer as it was deemed to be sustainably fulfilling its purpose already.

At Salma Kikwete 12 students were contributing to the garden this year. The figure remained relatively stable given that 13 were actively helping last year. At Makumbusho 15 students were contributing to their garden at the time we visited. According to the students and teachers we interviewed at both schools, the participating students had developed a number of skills thanks to the Jitunze scheme, including agricultural knowledge, taking on responsibility, organizing finances, self-determination and time management (all of the students worked on the garden in the morning and evening for a total of 1 hour per day maximum). The teacher we spoke to at Salma claimed “things are much more systematic than last year” and that the students are motivated by having “cash in hand” that they distribute amongst themselves.

Challenges faced included a lack of cooperation from teachers, birds and other pests attacking the garden, and a lack of good tools.

3.3 COMMUNITY SERVICE SCHEME

3.3.1 Aims

Long term:

Increase the willingness of students to give back to the community.

Short term (just in terms of the pilot visit we ran):

1. Open students’ eyes to the difficulties faced by others.
2. Regularly take groups of 10 to 30 (maximum) students to an institution such as a hospital or orphanage where they can complete community service.
3. Encourage students to engage actively with the members of the community that they meet, and to aid the administration of the institutions visited, helping with tasks such as cleaning and sorting donations.

3.3.2 Data Generation Methods

As we only trialed our new scheme once (see section 2.2.3 for a description of what happened), it seemed unlikely that detailed impact evaluation would produce useful results. The intention is for the scheme to continue to run on the last Saturday of every month, so we will be carrying out a more comprehensive evaluation of its impact in a few months’ time. For now, we are relying on observations made by the CDI Education volunteers that were in charge of the scheme and feedback they received from students in a casual context.

3.3.3 Findings

Positive aspects:

- 17 students came out of 25 who had expressed interest, a reasonably good 68% turnout.

- Students were well prepared, bringing a lot of donations with them to offer to the orphanage.
- Activities completed at the orphanage included playing with the children, carrying donations from other donors and washing dishes.
- According to the supervising CDI volunteer, “the kids were very excited and very happy around the students”.

Negative aspects:

- Some students became emotional while interacting with the children – this is not necessarily a bad thing as it suggests that they were becoming empathetic to the difficulties faced by others, one of our aims. However, it should nonetheless be closely monitored as the visits have the potential to be very intense experiences.
- There was a small problem with the administration of the orphanage – because of miscommunication the group had to wait longer for other students to be out even though they arrived early. This could hopefully be avoided if a firm arrangement were to be established with the orphanage.
- Students were supposed to bring their own cleaning equipment but they forgot. This will hopefully be avoided in future as the students get used to the scheme. CDI should also give the students regular reminders.

Plans for the future of the scheme:

- CDI started by introducing the scheme to the students of Salma Kikwete because it is the school we have the most established relations with. The goal is to expand it to other schools once we can properly determine its impact.
- The students appeared to be very enthusiastic about continuing the project, which bodes well for sustainability. In the feedback session they said they wanted to make their own t-shirts for the scheme.
- For the time being it is feasible for a Tanzanian volunteer to run the scheme on the last Saturday of every month, but the frequency will hopefully increase once more volunteers are enlisted.
- In the near future the hope is to give more structure to the group, with positions including chair, treasurer and secretary. CDI will facilitate with the elections and internal communication.



Figure 20. Students from Salma Kikwete playing with children at Chakuwama Orphanage

3.4 Limitations

In terms of the impact evaluation, despite trying to keep things simple, our framework ended up being quite ambitious and a lack of time due to unforeseen timetabling issues meant that corners were cut. Ideally, the two impact evaluators would have run all of the focus groups to ensure more reliable results, but because of a lack of time all of the volunteers were required to help and not all had been sufficiently trained – some questions were left out and some forgot to hand out the accompanying surveys.

Because of this and the fact that many of the students we wanted to survey or hold focus groups with were busy doing exams on the days we had arranged to see them, our sample of TBC participants ended up being too small to run significance tests on, and our control group sample was rendered unusable for statistical purposes, although the qualitative data was helpful nonetheless.

Ideally, the survey should also have been piloted, as it was reported by the Tanzanian volunteers that some of the students misunderstood both the English and the Swahili translation. Furthermore, some of the students misinterpreted the column framework, and filled in lower numbers in column B than they had in column A, implying that they wanted their skills to decrease over the course of the programme.

The fact that the BRAC students filled in the pre-intervention survey retrospectively also was not ideal, but this could not have been avoided as our partnership with them only formally begun on Week 2 of the TBC.

More comprehensive demographic information should also have been collected about students.

3.5 Recommendations and Conclusion

Ultimately, given that this was its first year, the Think Big Challenge vastly exceeded expectations. It will still require some fine-tuning over the coming years, but our findings are generally indicative of a positive impact upon the students that participated in terms of the skills they developed and the new experiences they had. Only time will tell whether the initiatives themselves are sustainable, but the hope is that the fact the students have ownership over the schemes will make them more likely to succeed in the long run. In due course more comprehensive impact evaluation can be done on them and some quantitative methods can be introduced.

In the future, it is essential that the team speaks to teachers as soon as possible to determine the dates of exams and national holidays respected by the schools, and plans the project with them in mind. These unforeseen obstacles disrupted a lot of the impact evaluation and the implementation of the students' initiatives this year, although next year the project is taking place earlier so this may not be as much of a problem.

People crying, students upset about not getting onto the challenge, students upset about the way the competition was judged Selection of winners must be more transparent, concern that students will lose interest after competition is over.

The trajectory of the CDI Education project over the last 3 years has been from teaching, to setting up extracurricular initiatives, to encouraging students to think up and run the initiatives for themselves. In the next year, we are moving towards setting up Youth Empowerment Clubs, whose aim is to ensure the sustainability of the skills and initiatives gained through the TBC once it is over for a group of schools.

Interestingly, although the Hatua network of the 2015 project was dropped this year we are beginning to see it emerging somewhat organically, as NGOs and schools will be coming together to facilitate the students with their initiatives.

4. Evaluation of Education Project Volunteer Experience

4.1 Demographic information

There were 13 volunteers on the Education Project – 5 on the UK side and 8 on the Tanzanian side. The gender divide was practically even – 6 females and 7 males.

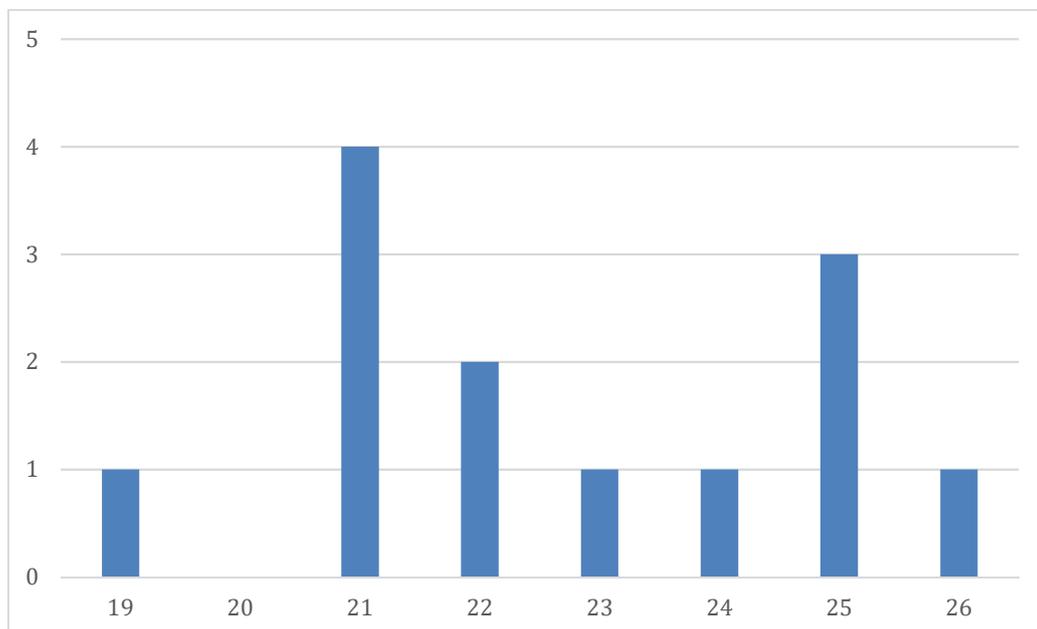


Figure 21. Age of Education Project 2016 volunteers

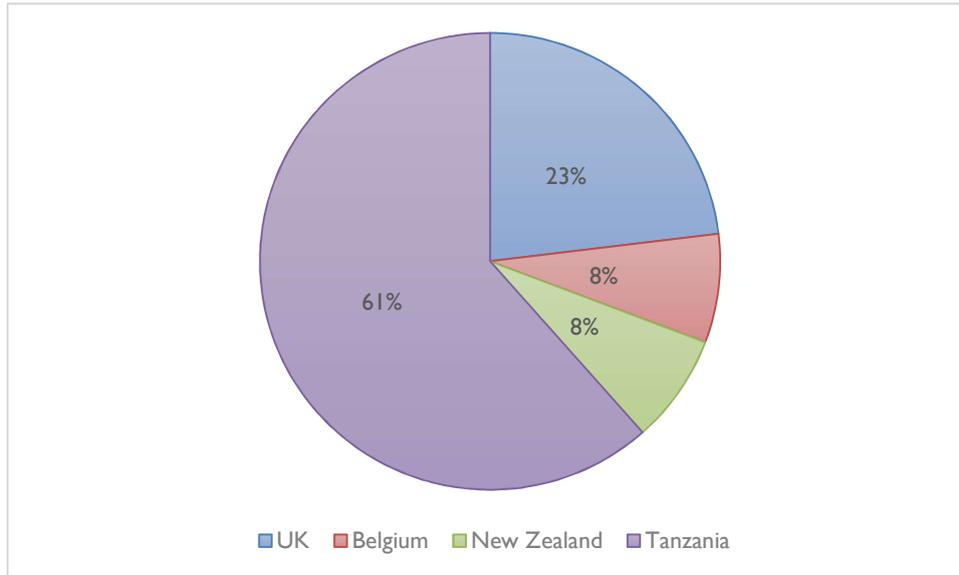


Figure 22. Nationality of Education Project 2016 volunteers

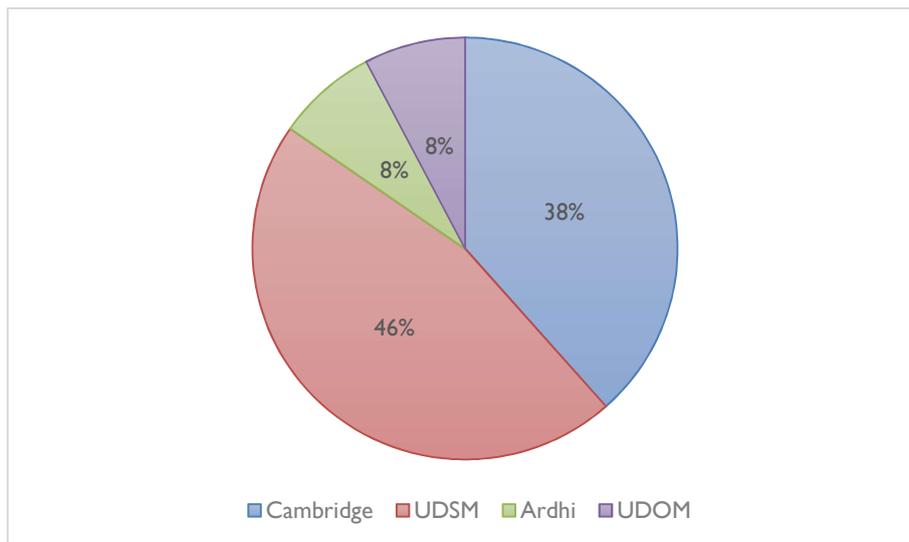


Figure 23. University (current or past) of Education Project 2016 volunteers

Degree	No. of volunteers
BA Education	4
BA Law	1
MSc Mathematics	1
BSc Mathematics	1
BA Political Science and Public Administration	1
BA Regional Development Planning	1
BA Community Development (in progress)	1
BA International Relations (in progress)	1

BA Human, Social and Political Sciences (in progress)	
BA French and Spanish (in progress)	

Table 24. Highest qualifications of Education Project 2016 volunteers

Ethnicity/Tribe	No. of volunteers
White	3
Asian Indian	
Black Caribbean	
Nyakyusa	
Sukuma	
Kerewe	
Pogoro	
Hehe	
Sukuma	
Ngoni	

Table 25. Ethnicity/Tribe of Education Project 2016 volunteers

4.2 Aims

1. Working on the CDI Education Project will allow volunteers to develop certain skills.

How we measured it:

- Self-evaluation of 25 different project-related skills at the beginning and end of the summer. Volunteers were asked to rate their current knowledge/confidence in each skill area out of 5 (1 – None, 2 – Poor, 3 – Good, 4 – Very Good, 5 – Excellent).
- Volunteers responded to several long answer survey questions about their skills at the beginning and end of the project.
- The project directors regularly interviewed the volunteers and the UK project director wrote up their observations on skill development at the close of the project.

2. Working on the CDI Education Project will impact volunteers' long term goals, possibly making them more likely to pursue a career in development.

How we measured it:

- Volunteers were asked about their long term goals both in long and short answer questions at the beginning and end of the project.

3. Volunteers will enjoy and be sufficiently engaged in the CDI Education Project.

How we measured it:

- Volunteers rated how much they enjoyed the project and how likely they would be to recommend it to others out of 5.
- Volunteers responded to long answer questions about what they found most difficult.
- The project director noted difficulties that specific volunteers faced and whether they overcame them.

4.3 Data Generation Methods

4.3.1 Sampling Methods

All 13 Education Project volunteers were surveyed at the beginning of the project and 12 responded to a survey at the end. The project directors interviewed all volunteers at least once, and all volunteers bar the Tanzanian project director were written about in the UK project director's observations. As the team and thus the sample were relatively small, it did not make sense to carry out significance testing on the results – rather the findings can be viewed as indicative as opposed to statistically significant.

4.3.2 Surveys

We carried out two surveys to monitor volunteer development – one at the beginning of the project in late July and one at the end in late September. The pre-survey had 10 questions and the post-survey had 13 – both included long and short answer questions and were written in English (see [Appendix ...](#) and [Appendix ...](#)).

For question 7 and 8 in the pre-survey (12 and 13 in the post-survey) it was decided that, similarly to the survey we used with the students, two columns (A and B) should be included in the self-evaluation of skills section – the first for current knowledge/confidence and the second for where they would like (in the pre-survey) or where they would have liked (in the post-survey) their knowledge/confidence to be at the end of the project. This was once again to combat the cultural tendency in Tanzania to view surveys as a test and thus mark oneself very highly even if one does not believe one has that level of skill.

4.3.3 Interviews/Observations

The UK and Tanzanian Education project directors interviewed all volunteers regarding their progress as the project went on. The UK project director then wrote up their observations on the personal development of each volunteer (the specific questions they were asked to answer can be found in [Appendix ...](#)). These comments were used to triangulate volunteers' self-evaluation.

4.4 Findings

4.4.1 Skills

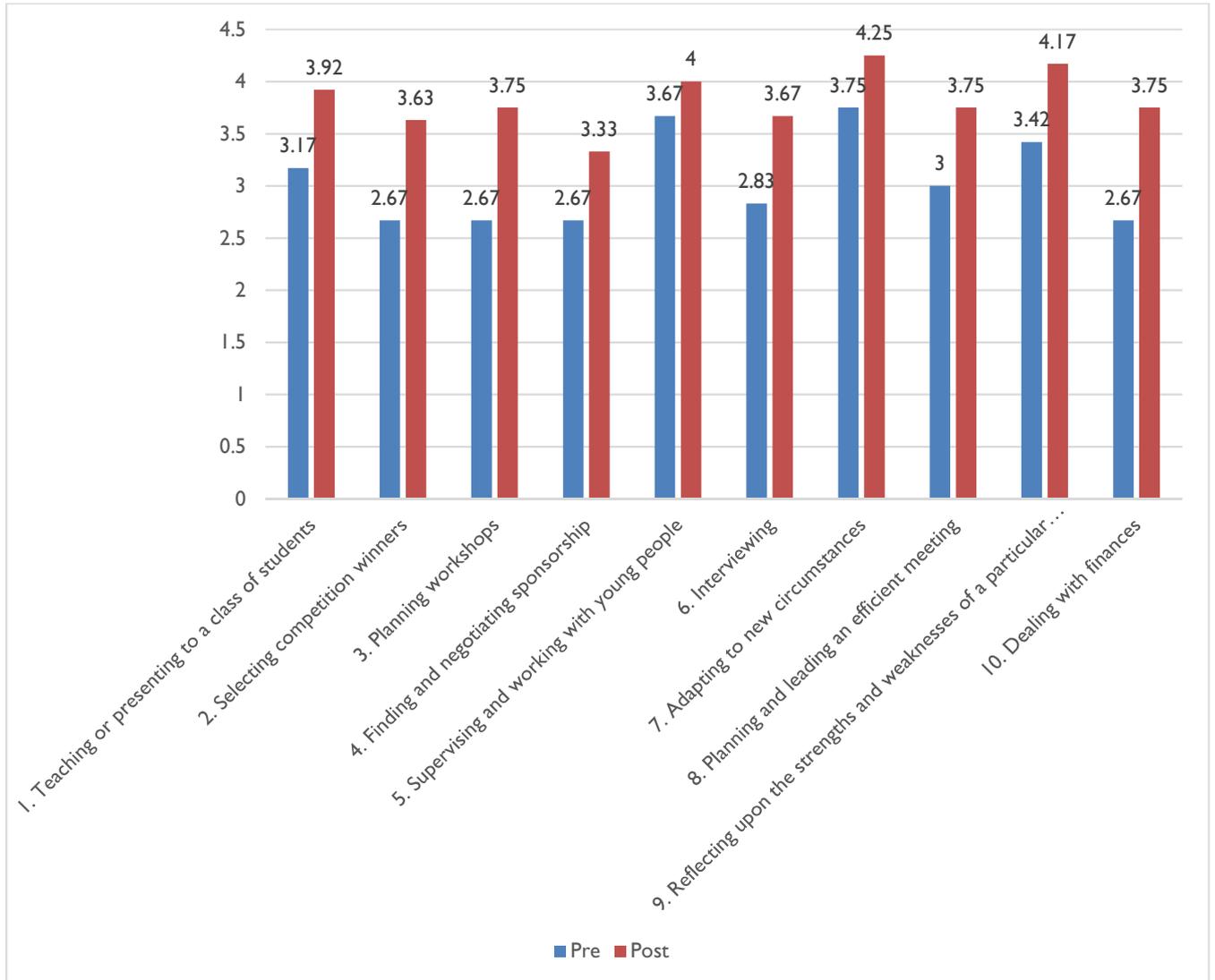


Figure 26. Pre/Post project responses to the question: “Please rate on a scale of 1-5 your current knowledge and practical experiences in the following areas”

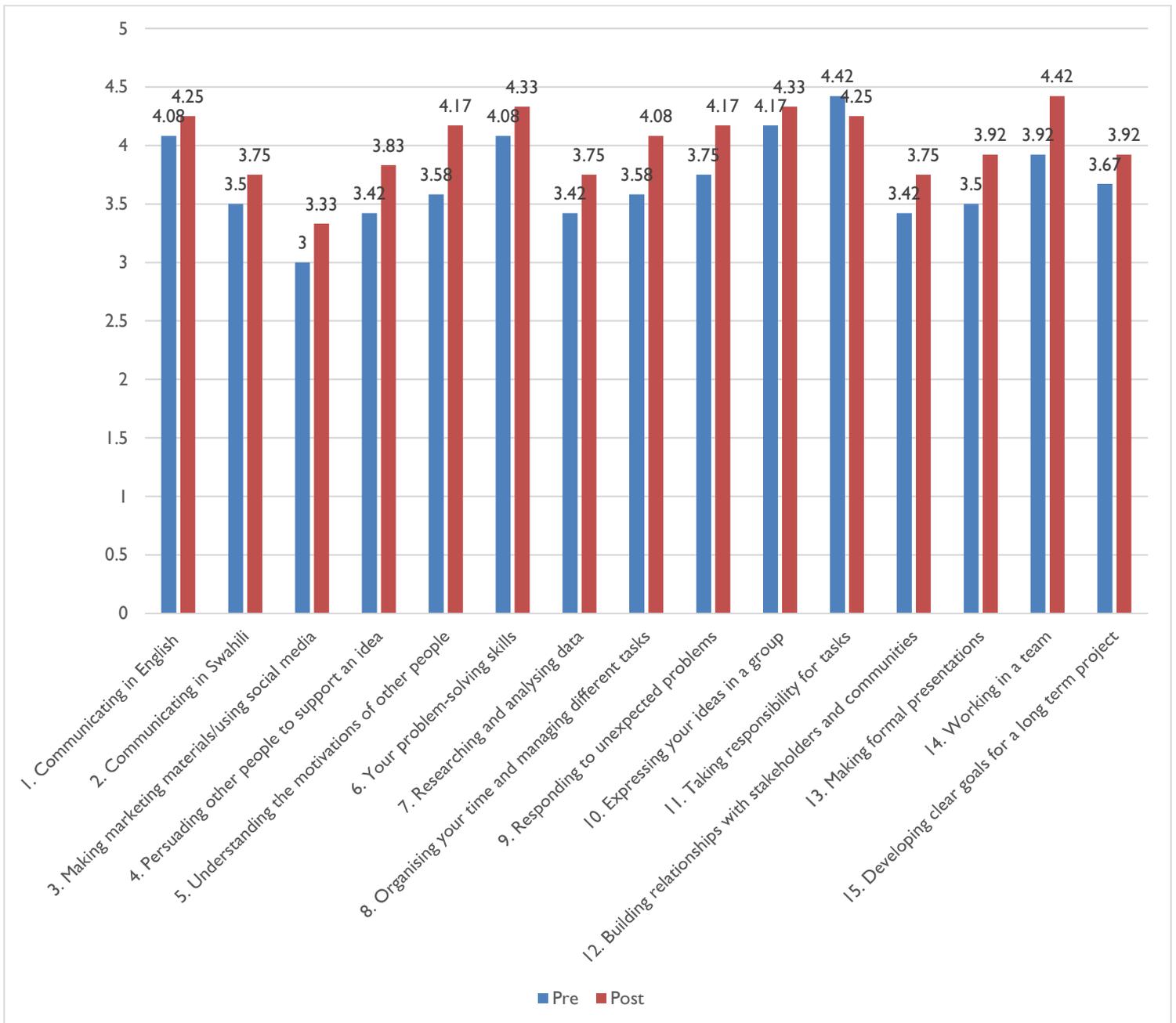


Figure 27. Pre/Post project responses to the question: “Please rate on a scale of 1-5 your current confidence in the following areas”

After calculating the mean ratings for the 12 volunteers that answered both the pre and post survey, it is evident that on average volunteers’ self-evaluation of knowledge and confidence increased for every skill area apart from “taking responsibility for tasks”. A possible reason for volunteers decreasing their self-evaluation in this skill area is that they became more realistic about their project management abilities upon completion of the project. As every volunteer bar one was either still at university or a new graduate, it is likely that they had not had much experience of responsibility of this kind prior to the project, and may have naively marked themselves highly in the skill area without realizing the difficulties associated with taking responsibility for tasks.

In the long answer responses regarding skill development, the overarching theme that came across was collaboration. Four people said they had gained confidence and become better at socializing with new people. For example, one volunteer remarked “I’ve become more confident in working with a range of age groups and people in different occupations – from students to teachers to head teachers to meeting CEOs and even the coordinator of teaching practices”. Nine people said they had become better at working within a team, three said the project helped them to build networks and two said they had improved their negotiating or lobbying technique. Five people claimed that the experience had improved their managerial skills (including areas such as delegation and chairing meetings), with one volunteer stating that they had learnt about “how to deal with different personalities and get the most out of people under stressful conditions” along with “how to motivate people and how to put people onto tasks that align with their motivations”.

The UK project director noted that three volunteers had faced and overcome problems regarding the maintenance of relationships with stakeholders; meanwhile he said that two volunteers in particular had significantly gained confidence over the summer and one had made a lot of progress in learning to “slow down and engage everyone in the process”.

This matched the skills volunteers hope they would gain at the start of the project. All 13 of the Education Project volunteers said that they wanted to gain some kind of experience of collaboration, whether that was teamwork (6 people), becoming a better manager (6 people), becoming a more fluent communicator (5 people), developing one’s network (5 people), working with people from different cultural backgrounds (4 people) or gaining confidence (2 people).

Other skills mentioned in the long responses that don’t fall specifically under the umbrella of collaboration but were nonetheless developed include writing press releases, event planning, conducting focus groups, website-building, and preparing MoUs, invitations and strategic documents. On top of this, the UK project director observed improvements in course design, securing sponsorship, computer skills, poster and logo design, impact evaluation and crisis management.

According to the long answer responses, the majority of volunteers felt that they had worked in all of the areas of the project that they wanted to, and had a chance to develop the skills they desired. A couple said they would have liked more opportunity to develop computer skills such as Microsoft Office. A couple also said they would have liked to have more experience in holding a meeting, particularly with important stakeholders.

All four of the UK volunteers that responded to the post-project survey said they would have liked some more training before arriving in the country – three would have liked to have known more Swahili, two would have liked more insight into the situation on the ground and one would have liked more training from previous volunteers regarding cultural differences. One Tanzanian volunteer also remarked that they would have liked more prior training regarding the “multicultural relationship”. However, five out of the eight Tanzanian volunteers were content with what they knew before the project began.

4.4.2 Long term goals

With regards to the long answer responses, the experience appeared to solidify people’s future plans rather than alter them, possibly because people choose to do CDI in the first place because they already have a desire to work in development. For example, one volunteer went from saying they wanted to “invest in the education sector” at the beginning of the project to claiming their long term goal was to “found an NGO dealing with encouraging reading, especially in fiction writing” in the end of project survey. Six volunteers mentioned the words “development” or “NGO” in their responses to the question “What are your long term plans?” at the beginning of the project, and eight people mentioned them at the end.

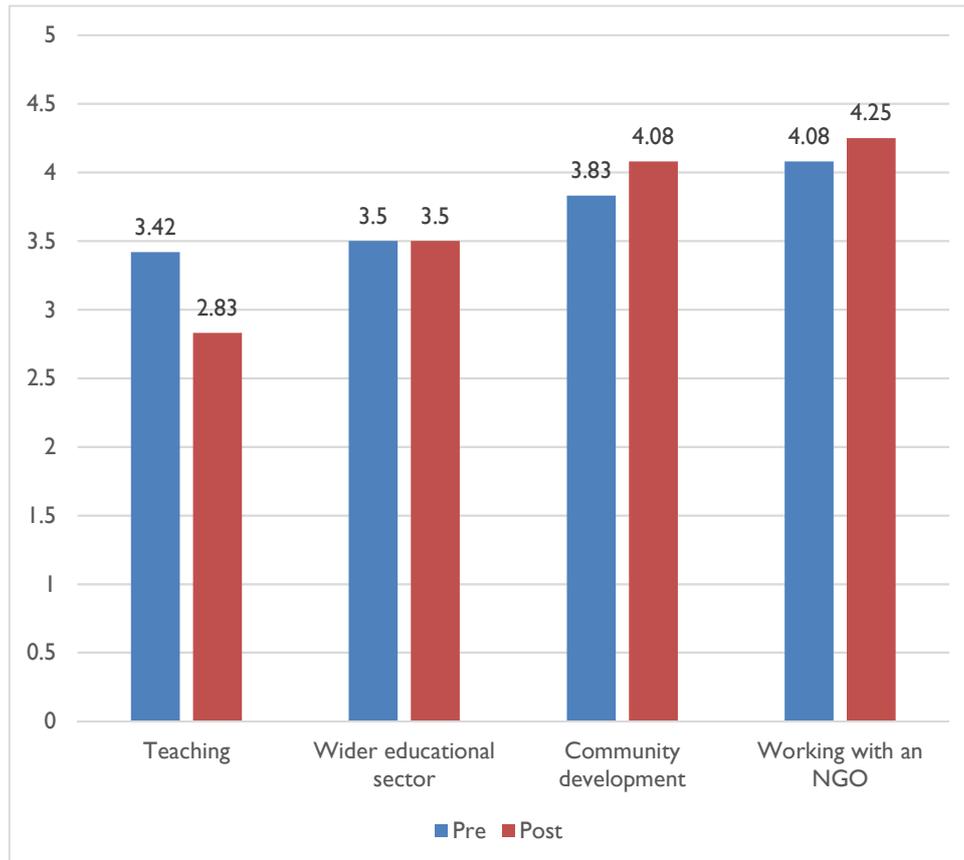


Figure 28. Pre/Post project responses to the question: “How likely is it that your career will involve the following areas?”

According to responses to the short answer question depicted in Figure 28, interest in community development and working with an NGO in the future went up on average between the beginning and end of the project. Meanwhile, interest in teaching went down, and interest in a career in the wider educational sector remained unchanged.

In part as a result of their experience on the Education project, one volunteer postponed their PhD to continue working in a development context.

4.4.3 Engagement

In general engagement with the project seemed to be very high: the mean response to the question “Rate out of 5 how likely you would be to recommend the experience to others.”

was 4.67, and when volunteers were asked to similarly rate how much they enjoyed the project, the mean rating was 4.58.

However, volunteers did face some difficulties. Although five out of the twelve volunteers that completed the end of project survey claimed they did not find anything difficult, these responses might be due to the aforementioned cultural tendency to view surveys as tests. If volunteer self-evaluation is cross-referenced with the observations of the UK project director, it is evident that some of the volunteers who said they found nothing difficult actually did struggle with and overcome issues like dealing with authority figures, lack of confidence, and difficulty engaging students.

After “nothing”, the two most common answers to the question “What did you find most difficult?” were cultural differences and leadership, which were included in some form in the responses of three volunteers apiece. As one volunteer wrote, “Tanzanian time’ is a real thing and it can be tricky to adapt”, while one mentioned the language barrier and one the differences in standard conduct between Tanzania and the UK. In terms of leadership, the difficulties associated with delegation, motivating people and dealing with different personalities were noted.

4.4 Limitations

More surveys could have been carried out mid-project to gain a better idea of what actually contributed to personal development, although we decided against this as we had the impression that people felt over-surveyed. An indication of this “survey fatigue” was the decline in length of response for the long answer questions between the beginning and end of the project.

There were several problems associated with the comprehension of the survey. Question 6 on the pre-survey (or 9 on the post-survey) required volunteers to rank six things, including “person profit/money making”, or “gaining real life experience of things learned in class” in order of how much they motivated them. However, 6 volunteers out of the 13 surveyed at the beginning misunderstood the question rated each thing out of 6 rather than ranking them. This rendered their responses unusable and dramatically decreased the sample size. One reason for this could have been the fact that all the other questions were rating questions so respondents perhaps assumed this one was as well. Alternatively, there could have been a language barrier, although misunderstanding English only appeared to cause very limited problems throughout the rest of the survey.

4.5 Recommendations and Conclusion

In terms of the impact evaluation, the volunteer survey could have been piloted and perhaps translated to Swahili to avoid the comprehension issues mentioned in section.

In terms of the project, our findings indicated that in future a greater effort should be made by all to overcome the cultural divide. One possibility is that Swahili lessons for the UK volunteers are enforced or at least highly recommended. Another is that more time is spent on skill-sharing – this year a small amount of time was spent on touch-typing and CV advice, but this could be more officially and frequently done in future. There could also be more group bonding sessions: there was only 1 team day this year. And the Tanzanians could give UK volunteers lessons about Tanzanian culture, in Skype sessions beforehand or once they

have arrived. Of course, the issue of the cultural divide should not be overstated – it clearly didn't hinder the project too much as enjoyment level was very high.

In addition, more could have been done to prepare volunteers before the project – one volunteer said they would have liked to have been made aware of the Hatua network partners, and one said they would have liked a clearer understanding of what was going to be done in general.

Ultimately a lot of what was gained in terms of the friendships formed and the perspectives altered is not captured here. However, what is clear is that overall the project was a great success that volunteers found both rewarding and enjoyable. For some it solidified their ambitions to work in development; for some it will just be a nice memory. But for everyone involved it was a great opportunity for honing skills and overcoming challenges.