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Sida Decentralised Evaluation

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Evaluation of the Barbro Johansson Model Girls' Secondary School in Tanzania

Final Report

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The views and interpretations expressed in this report are the authors' and do not necessarily reflect those of the Swedish International Development Cooperation Agency, Sida.

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Abbreviations and Acronyms

ACSEE	Advanced Certificate of Secondary Education Examination
BAWATA	Tanzania National Women's Council
BEST	Basic Education Statistics in Tanzania
Camfed	Campaign for Female Education
CIDA	Canadian International Development Agency
CSEE	Certificate of Secondary Education Examination
DACASSA	Dar es Salaam Catholic Secondary Schools Association
DFID	Department for International Development, UK
FAWE	Forum for African Women Educationalists
GER	Gross Enrolment Ratio
GIZ	German Agency for International Cooperation
JECAS	Joint Examination for Catholic Schools
NECTA	National Examination Council of Tanzania
NER	Net Enrolment Ratio
NGOPSO	Non-Governmental Organisation Primary Schools Organisation
PSLE	Primary School Leaving Examinations
PTA	Parents and Teachers Association
SEDP	Secondary Education Development Programme
SEK	Swedish Krona
Sida	Swedish International Development Agency
TAHOSSA	Tanzania Heads of Secondary Schools Association
TAMONGSCO	Tanzania Association of Managers & Owners of Non-Government Schools & Colleges
TAPS	Tanzanian Association of Primary Schools
Tsh	Tanzanian Shillings

Exchange rates used (1 SEK = Tsh)

2002	107.59
2003	136.10
2005	148.72
2006	152.62
2007	176.73
2008	197.32
2009	169.81
2011	241.88

Preface

This evaluation of the *Barbro Johansson Model Girls' Secondary School in Tanzania* was commissioned by the Embassy of Sweden in Tanzania, through Sida's framework agreement for reviews and evaluations. The evaluation was undertaken by Indevelop, in collaboration with GRM International between January–February 2013.

Indevelop's management team included Ian Christoplos who provided quality assurance to the methodology and reports, and Jessica Rothman who was responsible for coordination and management of the evaluation implementation.

The independent evaluation team consisted of the following two team members:

- Mr. Ali Dastgeer, Team Leader: a member of Indevelop's Core Team of professional evaluators, with 18 years of monitoring and evaluation experience.
- Dr. Suleman Sumra, Education Sector Specialist: a renowned researcher in basic education in Tanzania, with a Ph.D from Stanford University and a teaching career of 30 years.

The team would like to thank Barbro Johansson School and the Embassy of Sweden in Dar es Salaam for the support and time they provided, which ensured the smooth completion of this assignment.

Executive Summary

This report is the evaluation of the Barbro Johansson Model Girls' Secondary School, Tanzania. The School was founded in 2000 and benefited from financial support from the Government of Sweden, through its international development agency Sida from 2002 – 2012. The report attempts to examine the progress that the School has made towards its original objectives of providing high quality education for girls, especially gifted girls from poor families.

The evaluation methodology included a review of relevant literature, available both from Sida and from the School, and meetings with key stakeholders in Stockholm and Dar es Salaam including the Ministry of Education, projects promoting female education and school associations. Meetings were held with the School Board, management, staff and parents. Telephonic interviews of alumni and parents of girls admitted to the School from the regions were conducted and site visits to the School were undertaken.

Barbro Johansson School has come a long way since its humble beginnings in 2000 in a rented house in Dar es Salaam. There it started with an initial intake of 40 girls in Form 1 and a staff complement of 4 teachers. Today it stands on its own 50-acre site outside the congested city and has around 40 teachers and over 600 students in Forms 1 to 6. It often ranks amongst the best in national examinations and is envied for its environment, and competent and dedicated teachers and administration. Over 13 years, Barbro Johansson Girls Secondary School has grown to become a national asset. It is a testament to the friendship between Sweden and Tanzania and today stands as one of the few institutions providing high quality education to teenage girls in Tanzania.

The School's relevance continues today as the country still faces problems of access to and quality of secondary schooling for girls, especially those from less privileged backgrounds. Comparing its performance in national examinations, the School has demonstrated that (a) girls can perform as well academically as boys and (b) given the right environment, girls from under-privileged backgrounds can do as well as, and even better than, girls hailing from richer backgrounds.

In order to actively identify suitably qualified girls for enrolment in the School on scholarship, the School has a very intensive outreach programme, dispatching teachers to a handful of regions where they encourage parents/guardians to have their daughters or wards sit for the entrance exams. The exams themselves are also conducted in the regions during the same trips. The process seems to work well in terms of identifying the brightest girls amongst their peers. Verification of their socio-economic status ensures that the scholarships are being awarded to truly deserving

students. However as at the most only a couple of girls per region are ultimately chosen, the process is not only very costly but also raises and then dashes expectations of many parents and their children.

The School has been able to recruit and retain dedicated and hardworking staff and has given them good financial incentives. However, the demand on its resources means that the School is gradually losing its advantageous position in being able to offer attractive salaries, as other schools are matching, and even beating, the financial package it offers.

As its name suggests, the School set out to be innovative in aspects that it is hoped will be replicated by others. Its model features are many, though they are not always explained in a coherent way, but the most prominent are its outreach programme, its financial assistance to talented girls from poorer backgrounds and its commitment to supporting under-achieving girls to improve themselves academically. Remedial classes and extra tutoring are a special feature of the School.

The School Headmistress is an extremely active member of the Tanzania Heads of Secondary Schools Association (TAHOSSA) and Tanzania Association of Managers & Owners of Non-Government Schools & Colleges (TAMONGSCO). The School also fully participates in the Dar es Salaam Catholic Secondary Schools Association (DACASSA). It is in charge of organising the Form 2 Joint Examination for Catholic Schools (JECAS) examinations of DACASSA, and its students actively participate in inter-school debates, sport and other activities with students of the other 15 schools of the association.

Students, both past and present, are full of praise for their teachers and greatly appreciate the environment provided by the School. According to interviews conducted with a sample of 83 alumni, they are currently either continuing their studies in universities or other institutes of higher learning, or have acquired professional jobs, though many are not satisfied with their current salary levels. Alumni and current students would like to see better sports facilities, the development of which are encumbered due to a lack of financial resources. A new dining hall, though, is now finished and will shortly start functioning, thus removing an alumni complaint concerning inadequate dining facilities.

The Parents and Teachers Association (PTA) has demonstrated, through its actions, that it is both interested in the growth of the schools and the welfare of its students. Parents have voluntarily contributed to buildings, a generator, stipends for needy students, incentives for teachers, etc., and will continue to work with School authorities to address other issues, such as the provision of more scholarships.

Much of the architectural masterplan remains to be completed, notably the additional dormitories, sports facilities and staff houses. However, the infrastructure that has already been built and is being used, is of a high-quality standard, and provides a conducive environment for teenage girls to study and reside in.

Continuing support to improving funding for the School, i.e. to complete the buildings as envisaged in the architectural masterplan and to provide scholarships to deserving girls, has been a sensitive issue to address during this evaluation. The School is sustainable if solely funded by fee-paying students, but that would go against the Joha Trust mission of providing talented girls from under-privileged backgrounds with the opportunity to acquire a quality education. With Sida no longer able to support the School as a project, the School has had to slow down the pace of implementation of the masterplan, stagger it further and decrease the anticipated numbers of new entrants who would have been awarded scholarships. Instead, a greater proportion of fee-paying girls is being recruited. Sida had until now financed 89% of the construction budget and 31% of the operational budget of the School.

The stoppage of Sida funding has been observed with dismay by the School. It had relied on the continued support of its lead donor and this reliance, or rather over-reliance, meant that it did not prepare itself for Sida's ultimate withdrawal. The ending of funding was not abrupt; Joha Trust had been given plenty of time to prepare for it and had even been offered support by Sida in any attempts to explore other options. However, the Trust failed to develop a vision or strategy, and no systematic search for alternative sources was undertaken. A bank loan is enabling some construction to take place, and repayments will be made through a levy of Tsh 500,000 per student that has been applied since 2012.

The only assured support the School has now, apart from school fees, is the Stödföreningen or Joha Trust Sweden. This staunch supporter of the mission of the Barbro Johansson School, comprising Swedish volunteers, has, since the creation of the School, been working hard to raise money so that as many deserving girls as possible can receive a quality education at the School.

The evaluation's recommendations are therefore mainly focused on this issue of financial sustainability. The evaluation recommends a revamping of the School Board so that people with fresher ideas and greater dynamism can support the School in its efforts to seek out funding. It recommends engaging in dialogue, not with large bilateral donors, but with international foundations and charities. It also calls for deploying a dedicated fundraiser and taking greater advantage of the presence of a very committed PTA.

1 Introduction

1.1 OBJECTIVE OF THE REPORT

This report is the evaluation of the Barbro Johansson School, a boarding secondary school for girls located at a distance of 28 km northwest of the city centre of Dar es Salaam. The School was founded in 2000 and benefited from financial support from the Government of Sweden through the Swedish International Development Cooperation Agency (Sida) from 2002 – 2012.

The Terms of Reference of the evaluation, reproduced in Annex 1, call for an objective assessment of the progress made in relation to the original objectives of the School to “serve as a model to advocate and promote high standard balanced education for girls, with a view to entice others to emulate the approach” and “to support, provide and improve girls’ secondary education in Tanzania” for a “focal target group ... of gifted girls from poor families” by establishing “a high standard boarding girls’ secondary school in Tanzania, intended to serve as a model to advocate and promote high standard balanced education for girls”.

1.2 METHODOLOGY OF EVALUATION

The evaluation started in the second week of January 2013 with a review of selected documentation that was made available electronically by the Embassy of Sweden. Further documentation was then made available in both hard copy and electronically by School management and the Embassy. The available documentation in the archives of the Embassy was also studied. A complete list of reviewed documents is included as Annex 3. They included the narrative and financial reports and workplans of the School that were submitted annually to the Embassy of Sweden, minutes of the Annual Review meetings conducted between Joha Trust and the Embassy of Sweden, and minutes of the meetings of the Joha Board, which are supposed to be conducted on a quarterly basis. A business plan, commissioned by the School in 2010, its strategies and plans, audit reports and responses to the audit reports, architectural drawings and masterplan of the School’s buildings and infrastructure were also reviewed.

In terms of meetings with stakeholders, a visit was undertaken to Stockholm, Sweden, where the international team member met with Stödföreningen, which is the support organisation in Sweden that raises funds for the School, especially for the provision of scholarships for girls who are admitted to the School but cannot pay the school fees. Stödföreningen raises funds through applications to organisations, such as Radiohjälpen (Swedish Radio) and Forum Syd, as well as through voluntary contributions of its members and associates. The Church of Sweden also supported the School in 2011 and 2012 in its outreach programme. The focal points in Forum Syd and the

Church of Sweden were also met and interviewed. The above donors were met in order to ascertain their views on the School as well as their future funding plans, as financial sustainability is an important aspect of this evaluation.

In Dar es Salaam, the evaluation team met with representatives of the Embassy of Sweden and Sida, the School management, teachers, students, ex-students, parents and the School Board. It also met the Ministry of Education and educational associations of which the School is a member, including: Dar es Salaam Catholic Secondary Schools Association (DACASSA), Tanzania Heads of Secondary Schools Association (TAHOSSA) and Tanzania Association of Managers & Owners of Non-Government Schools & Colleges (TAMONGSCO). The purpose of these meetings was to ascertain their views of the School and to assess if they have learnt from, or replicated, ‘model’ aspects of the School. The major bilateral donor countries engaged in the country in education, i.e., UK and Canada, were also met to determine their current and future funding plans and to see if the School could benefit from them. This was also the purpose of meeting chapters of two civil society organisations focusing on girls’ secondary education. These are the Campaign for Female Education (Camfed) and Forum for African Women Educationalists (FAWE). Another reason for meeting these two civil society organisations was to discuss if they had any ideas regarding how to identify talented girls in the regions. A complete list of persons met is given in Annex 2.

In order to interview alumni, they were contacted by phone using a structured questionnaire. A total of 83 alumni were contacted using this method. Other alumni were not interviewed because the contact details of a large proportion were not available; a few declined to take part in the survey and some are studying abroad. The statistical information and survey results presented in the section on impact in this report, thus, in no way claim to be representative of all the alumni who have graduated from Barbro Johansson School.

While five of the seven parents who are members of the committee of the Parents and Teachers Association (PTA) were met with, their daughters are all fee-paying and hail from Dar es Salaam. Thus, in order to elicit the opinions of parents and guardians of girls who are on full or partial scholarships and are not from Dar es Salaam, they were contacted by telephone. In all, parents of 35 scholarship girls were interviewed.

The in-country work ended with a debriefing on 1 February 2013 that was attended by the management of the School, its Board, members of Joha Trust and the Embassy of Sweden. Major findings, conclusions and recommendations were shared at that meeting and feedback of the participants was noted.

1.3 BACKGROUND

The Barbro Johansson Model Girls’ Secondary School (also referred to as Joha School, Barbro School or simply Barbro in this report) is owned by the Barbro Johansson Girls’ Education Trust (also called the Joha Trust). The mission of the School is to offer quality secondary education to intellectually talented girls in Tan-

zania regardless of family economic background, religion or ethnic group. In February 2013, Joha School had 501 students from Form 1 to 6, 39 teachers including the Headmistress and 26 support staff (Form 5 students for the current year will join later, thus increasing the stated number of students). The School offers the National Secondary Education Curriculum and students sit for the examinations administered by the National Examination Council of Tanzania (NECTA).

The origins of the Barbro Johansson School lie in the belief that, given the opportunity, girls can perform academically as well as boys. In the 1990s, when the Government of Tanzania had decided to lower university entrance qualifications for girls to provide them a better chance of being admitted to university, the Founding Chairperson of the School tried to find the causes of poorer academic performance by girls. She traced it back to the fact that much of boys' private secondary schooling had been left in the hands of Catholic schools and other seminaries, as these institutions were the nurturing ground for priests, while faith-based schools for girls had been nationalised, and this had led to lowered standards. The Tanzania National Women's Council BAWATA, of which the Founding Chairperson was Founder and Chairperson, decided to establish a school and named it after Barbro Johansson.

Barbro Johansson was a Swedish missionary who arrived in Tanzania after the Second World War in 1946. She established a girls' middle school at Mugana, won a seat in the Tanzanian parliament, became a Tanzanian citizen and continued to struggle for girls' education. She was instrumental in forging stronger political ties between Sweden and Tanzania and, on her death in 1999, left behind many students and admirers. Many of them continue to support the School.

The Swedish Sponsor Organisation Stödföreningen, also known as Joha Trust Sweden, was formed in 1998/9 to supply the Joha Trust with funds for scholarships for academically talented girls from all over the country whose parents could not afford to pay school fees at the Barbro School. Based in Stockholm, it has around 200 members who are all volunteers. Apart from school fees and Sida, it has been the only continuous financier of the School.

1.4 CONTEXT

Although Tanzania has made significant progress in addressing gender issues in education, the fact remains that males are generally more educated than females. Table 1 shows that the majority of males and females have obtained at least primary education; however many more males have achieved education beyond the primary level than females. Access to secondary education is low for both sexes, but especially so for girls.

Table 1: Levels of Education in Tanzania (%)

Level	Males				Females			
	Dar	Other Urban	Rural	All	Dar	Other Urban	Rural	All
No education	4.5	6.9	20.9	16.9	11.1	16.6	35.3	29.5
Adult education	0.4	0.6	1.4	1.2	0.4	0.8	1.1	1.0
Primary 1-4	5.2	8.5	14.6	12.6	5.2	7.5	10.3	9.3
Primary 5-8	55.5	59.2	55.7	56.3	58.4	58.7	49.3	51.9
Secondary 1-4	17.9	16.0	5.3	8.4	15.4	11.8	3.0	5.8
Secondary 5-6	3.0	1.7	0.3	0.8	1.8	0.3	0.1	0.3
Above secondary	13.5	7.1	1.3	3.8	9.8	4.3	0.9	2.2

Source: URT (2008) Household Budget Survey 2007

The table also shows that the vast majority of people in rural areas have low levels of education. This situation has arisen because of the deliberate policy of the Government in the 1970s and 80s to channel its limited resources to primary education to ensure that every child in the country had access to primary education. During this period, the number of private secondary schools increased and, by 1985, there were more private schools than government secondary ones (URT: 1989, 17). The major push for the expansion of secondary education in the country came after the initiation of the Secondary Education Development Programme (SEDP) in 2004. From then, the number of secondary schools expanded rapidly. In 2003, there were a total of 1,083 secondary schools, of which 649 (59.9%) were government-owned and 434 (41.1%) were private. By last year, i.e. 2012, there were 4,528 secondary schools, of which 3,508 (77.5%) were government-owned and 1,020 (22.5%) were private (URT: 2012, 96). The Government has invested huge resources to increase access to secondary education since the implementation of the SEDP started in 2004.

Despite these efforts, two problems persist. First, the access for girls lags behind that of boys, especially at Form 5 and 6 levels. The proportion of girls in secondary schools is shown in Table 2.

Table 2: Proportion of Girls in Secondary Schools 2000 – 2012

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
F1 to 4	47.1	46.1	46.7	46.1	47.1	47.3	47.5	47.1	44.7	44.7	44.7	45.3	47.0
F5 to 6	33.5	33.2	32.7	34.5	34.7	37.1	40.0	40.5	39.6	40.7	39.7	35.0	31.9

Although there has been a significant increase in the number of secondary schools in the last decade, the proportion of girls in secondary schools has not significantly increased. The percentage of girls has fluctuated between 45% and 47%. Similarly, the proportion of girls in Forms 5 and 6 has remained at around 35%. Admittance to Form 5 depends on how girls perform in the Certificate of Secondary Education Examination (CSEE), which is the terminal national examination of Form 4.

National examinations held after the completion of primary education, and at the end of Forms 2, 4 and 6 reduce the number of girls progressing to successive levels. Girls tend to perform poorly compared to boys in all the national examinations (Basic Education Statistics in Tanzania (BEST), various years). In Primary School Leaving Examinations (PSLE) which children sit after seven years of education, boys outperform girls year after year. For example, in the 2000 PSLE, 28.7% boys and 15.5% of girls passed (BEST: 2000,16). Similarly, in Form 2 examinations, which students sit for after two years of secondary schooling, girls tend to perform poorly. Around 30% of the girls fail Form 2 examinations, compared to 20% of boys (BEST: 2009). As only those girls passing the Form 2 exams are promoted to Form 3, many girls are required to repeat Form 2. Similarly, the performance of girls in Form 4 examinations remains below that of boys (URT: 2001). An analysis of examination performances at all levels (Standard 7, Form 2, Form 4 and Form 6) shows:

1. Overall, boys outperform girls in all the examinations.
2. Girls perform better in single sex schools than they do in co-ed schools.
3. Girls in boarding schools perform better than girls in day schools. Many of the day schools also tend to be co-ed schools.

The situation that was prevalent at the turn of the century, that of a lack of equal access to secondary education for girls and poor quality education, made a group of concerned women come together to establish the Joha Trust, with the aim of establishing secondary schools to provide quality education for girls. The first school that was established was the Barbro Johansson Secondary School.

2 Key Findings

2.1 RELEVANCE

Although access to secondary education for girls has improved, particularly since 2004, there are large numbers of girls who are not in school. Tables 3a and 3b show the Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) of boys and girls in secondary school for recent years.

Tables 3a & 3b: Gross & Net Enrolment Ratios for Secondary Education 2006-2012

Form 1 to 4

	2008			2009			2010			2011			2012		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
NER	24.5	24.3	24.4	29.7	28.5	29.1	31.8	29.9	30.0	35.4	33.7	34.5	36.5	36.6	36.6
GER	39.7	32.6	36.2	47.8	39.3	43.6	52.0	42.6	47.3	54.5	45.9	50.2	54.1	48.8	51.4

Form 5 & 6

	2008			2009			2010			2011			2012		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
NER	1.6	1.3	1.4	1.4	1.5	1.5	2.1	1.8	1.9	2.5	1.6	2.0	3.2	2.2	2.7
GER	5.1	2.9	4.0	5.2	3.6	4.4	5.7	3.8	4.8	6.5	3.5	5.0	6.9	3.2	5.1

Source: URT (2012)

Although both GER and NER have increased significantly over the last few years, only 36.5% of the boys and 36.6% of the girls aged 14 – 17 were in secondary schools. The situation for Forms 5 and 6 is even more dismal. In 2012 only 3 out of 100 boys and 2 out of 100 girls were in higher classes of secondary education. The low numbers in Forms 5 and 6 are a reflection of poor performance of both boys and girls in Form 4 (CSEE) examinations. Table 4 shows the examination results in CSEE.

Table 4: Pass Rate in Form 4 Examinations 2000 - 2011

YEAR	DIVISION					% PASSED	% FAILED	TOTAL CANDIDATES
	I	II	III	I-III	IV			
2000	4.1	5.7	16.0	25.8	52.6	78.4	21.6	47,389
2001	4.5	5.7	18.2	28.3	49.1	77.4	22.6	50,820
2002	6.4	8.2	21.6	36.2	50.1	86.3	13.7	49,512
2003	7.2	7.3	23.6	38.1	50.0	88.1	12.0	62,359
2004	4.8	8.4	24.6	37.8	53.7	91.5	8.5	63,487
2005	5.2	6.5	21.9	33.6	55.7	89.3	10.7	85,292
2006	4.5	6.9	24.3	35.7	53.4	89.1	10.9	85,865
2007	5.1	8.6	21.9	35.6	54.7	90.3	9.7	125,288
2008	3.5	6.4	16.8	26.7	56.9	83.6	16.3	163,855
2009	1.9	4.4	11.6	17.9	54.7	72.5	27.5	248,336
2010	1.5	2.8	7.1	11.4	38.9	50.4	49.6	352,840
2011	1.1	2.4	6.5	10.0	43.6	53.6	46.4	339,330

URT (2009, 62; 2012, 90)

Since the inception of SEDP in 2004, access to secondary education has improved but the quality of education has declined, as is evident in Table 4. In order for students to proceed to higher education, they need to score at least division 3. The table shows that the percentage of students scoring divisions 1 to 3 has declined over the years. In 2012, only 10% of the students obtained divisions 1 to 3. As the number of candidates sitting for CSEE has increased, the pass rates have fallen.

Thus, both in terms of access to secondary education and in terms of the quality of education in secondary schools, there is a need for quality schools to be established and be in operation.

2.2 EFFECTIVENESS

Undoubtedly, Barbro is a reputed well-performing school. It has built its reputation by ranking high in national Form 4 and Form 6 examinations.

In Form 2 examinations, in the zone, the School was ranked 13th out of 574 schools in 2009, 9th out of 294 in 2010, 9th out of 302 schools in 2011 and 8th out of 303 schools in 2012. In Form 4, at the national level, the School was ranked 16th out of 2,259 schools in 2009, 10th out of 3,196 schools in 2010, 25th out of 3,018 schools in 2011 and 23rd out of 3,392 schools in 2012. At the zonal level, in the same Form 4 examinations, the School was ranked 3rd out of 200 schools in 2010, 5th out of 215 schools in 2011 and 5th out of 226 schools in 2012.

In Form 6 examinations, at the national level, the School ranked 20th out of 302 schools in 2009, 37th out of 337 schools in 2010 and 18th out of 334 schools in 2011. Its ranking fell drastically in 2012, when it came 108th out of 326 schools. At the zonal level, in Form 6 examinations, the School ranked 2nd consecutively for three years

from 2009 to 2011 out of 17, 50 and 41 schools respectively. Its position worsened in 2012, when it came 11th out of 35 schools.

Barbro girls have repeatedly won a range of awards for attaining top positions overall, and in specific subjects, in national examinations. In recent years, the School has been awarded for excellent performances in physics, computer studies, mathematics, chemistry and English.

Table 5: Performance of Barbro School in CSEE (Form 4) compared to the National Average 2011

	DIVISION					% Passed	% Failed	Total Candidates
	I	II	III	I-III	IV			
National	1.1	2.4	6.5	10.0	43.6	53.6	46.4	339,330
National (Girls)	0.8	1.7	4.7	7.2	41.2	48.4	51.6	144,580
Barbro	26.7	40.0	28.0	94.7	5.3	100.0	0.0	75
Kilakala	22.9	31.3	25.3	79.5	20.5	100.0	0.0	83
Kibosho	11.4	27.5	43.7	82.6	17.4	100.0	0.0	167
St. Mary's Mazinde	50.6	38.0	11.4	100.0	0.0	100.0	0.0	79

Source: NECTA 2011 CSEE Results

Table 5 shows how well Barbro girls perform compared to the national averages and compared to other high performing girls secondary schools in the country. Of the four schools displayed in the table, Kilakala is a government boarding school and the others are all private boarding schools. St. Mary's Secondary School, a school that is much older than Barbro, performed better than Barbro School.

Table 6: Pass Rates in various Subjects 2011 at Form 4

Subject	Pass Rates Nationally			Barbro Pass Rate
	Male	Female	Total	
Civics	54.1	43.2	49.4	100.0
Kiswahili	37.3	36.9	37.1	94.7
English	31.8	27.9	30.1	100.0
History	34.5	20.1	28.3	100.0
Biology	48.1	37.1	43.4	100.0
Geography	47.4	35.4	42.2	100.0
Basic Maths	18.3	9.6	14.6	90.7
Physics	49.9	31.3	43.2	97.1
Chemistry	49.4	34.1	43.3	100.0

Source: NECTA CSEE 2011 Results

Table 6 shows how well Barbro performed in specific subjects. Performance in English and maths have always been of concern in Tanzanian schools. Nationally, only 30.1% of examinees passed in English in 2011. In mathematics performance is extremely poor, as only 14.6% of the boys and girls passed the exams. Girls historically perform poorly in maths, with less than 10% passing in 2011. At Barbro, all the stu-

dents passed in English and more than 90 percent passed in maths. Overall, Barbro girls have been performing exceptionally well in CSEE since the School started.

The excellent performance of Barbro girls continues at the higher secondary level. Tables 7 and 8 show how Barbro girls performed in the Advanced Certificate of Secondary Education Examination (ACSEE) compared to national averages.

Table 7: Performance of Barbro School in ACSEE (Form 6) compared to the National Average 2012

	Division					% Passed	% Failed	Total Candidates
	I	II	III	I-III	IV			
National	5.7	20.9	53.1	79.7	12.6	92.3	7.7	44,188
Barbro	9.3	20.5	55.0	84.8	13.2	98.0	2.0	151

Source: URT 2012 and NECTA ACSEE 2012 results

Table 8: Comparison of Pass Rates in various Subjects in ACSEE

Subject	Pass Rates Nationally			Pass Rate Barbro
	Male	Female	Total	
General Studies	86.5	88.2	87.1	-
Kiswahili	98.2	97.5	97.9	100.0
English	89.1	90.1	89.5	96.0
History	94.8	89.8	92.9	97.7
Biology	79.5	74.8	77.9	94.4
Geography	92.5	92.2	92.4	100.0
Advanced Maths	84.6	84.1	84.5	90.9
Physics	70.7	70.2	70.6	91.7
Chemistry	72.5	67.7	71.2	79.7

Source: URT 2012; NECTA ACSEE 2012 Results

The tables show that girls from Barbro School performed better than average in Form 6 (ACSEE) and did well in the subjects in which they sat. A student has to obtain at least division 3 to be eligible for university admission.

2.3 ACADEMIC PERFORMANCE OF STUDENTS ON SCHOLARSHIPS

One reason for the establishment of Barbro School was to show that girls from poor families, given right environment, can perform as well as girls coming from privileged families. Examination results have shown this to be the case.

Table 9 shows the number of girls receiving partial or full scholarships from the School. The proportion of girls receiving scholarships compared to those paying fees has declined over the years.

Table 9: Number of Scholarship & Fee Paying Students 2000 - 2013

Year	Fee Paying		On Scholarship				Total
			Full		Partial		
	N	%	N	%	N	%	
2000	0	0.0	40	100.0	0	0.0	40
2001	9	8.6	6	5.7	90	85.7	105
2002	8	5.9	9	6.6	119	87.5	136
2003	10	5.7	28	15.9	138	78.4	176
2004	10	5.5	14	7.7	158	86.8	182
2005	17	6.7	13	5.2	222	88.1	252
2006	12	3.3	13	3.6	335	93.1	360
2007	39	9.2	15	3.5	372	87.3	426
2008	88	19.0	17	3.7	358	77.3	463
2009	196	38.4	22	4.3	293	57.3	511
2010	347	58.4	30	5.1	217	36.5	594
2011	451	71.6	29	4.6	150	23.8	630
2012	386	66.4	25	4.3	170	29.3	581

The first batch of girls at Barbro School was inducted in 2000 and all these girls were on scholarship. Fee-paying girls were recruited to offset the cost of running the School. As it was difficult to obtain funds to grant scholarships to all the girls enrolled, the Joha Trust decided to enrol fee-paying students. Currently, two thirds of students are fee-paying, and this number is expected to increase as partial scholarships are no longer given. The decline in the number of scholarship girls is an indication of the difficulty faced by the Joha Trust to attract funds to support girls from poor families.

The founders of the Joha Trust believed that, given the right environment, girls from poor backgrounds can perform as well as girls from rich parents. The first batch of girls who were admitted to Barbro in 2000 were all scholarship girls. These girls sat for the national Form 4 examinations in 2003; their performance is shown in Table 10.

Table 10: Performance of Barbro Students Compared with National Average in CSEE 2003

	DIVISION					% Passed	% Failed	Total Candidates
	I	II	III	I-III	IV			
Barbro	15.6	25.0	40.6	81.2	18.8	100.0	0.0	32
National	7.2	7.3	23.6	38.1	50.0	88.1	19.9	62,359

Source: URT (2012); School records

Even in the first year, Barbro girls performed well above average in CSEE, although all the girls were from poor families. It is striking to note that in both CSEE and ACSEE, scholarship girls perform better than fee-paying girls. Table 11 and 12 compares the performance of these two groups.

Table 11: Comparison of Performance by Scholarship & Fee Paying Students at Barbro School 2003 to 2011 in CSEE (Form 4) Examinations

	DIVISION					% Passed	% Failed	Total Candidates
	I	II	III	I-III	IV			
Fee paying	34.2	33.3	24.8	92.3	7.7	100.0	0.0	117
On Scholarships	43.4	32.5	20.1	96.0	4.0	100.0	0.0	422
TOTAL	41.0	32.8	21.3	95.1	4.9	100.0	0.0	539

Source: School records

Table 12: Comparison of Performance by Scholarship & Fee Paying Students at Barbro School 2003 to 2012 in ACSEE (Form 6) Examinations

	DIVISION					% Passed	% Failed	Total Candidates
	I	II	III	I-III	IV			
Total	15.7	32.8	43.6	92.1	7.2	99.3	0.7	433
Fee paying	13.9	31.6	44.3	89.8	9.3	99.1	0.9	237
On Scholarships	17.9	34.2	42.9	95.0	4.6	99.6	0.4	196

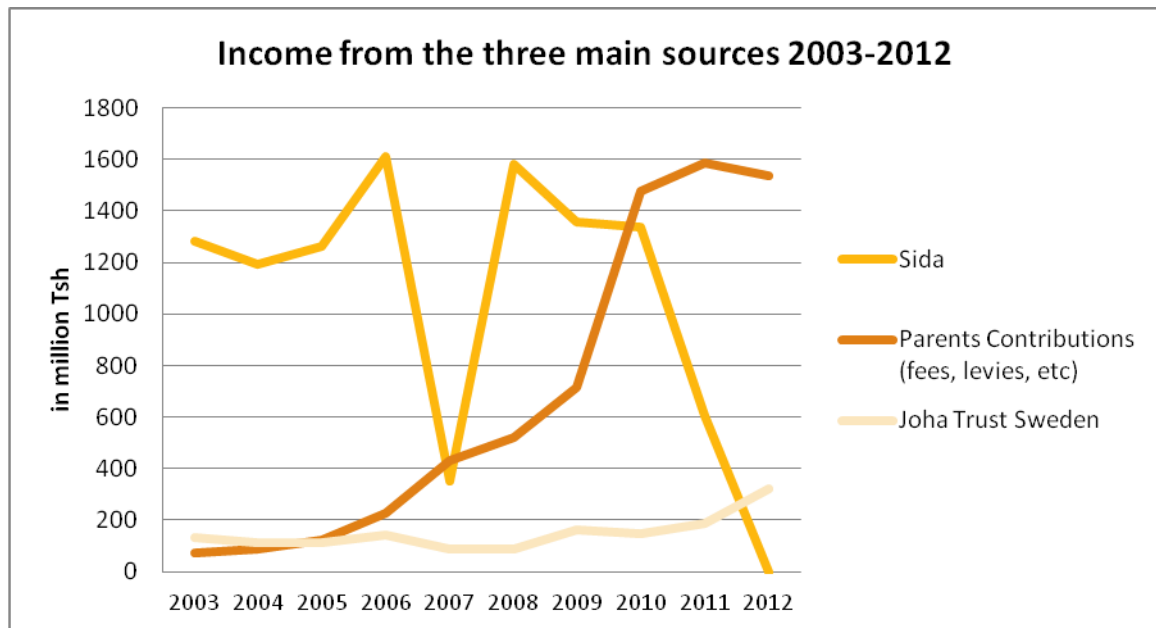
Source: School records

The Barbro model has shown that a good learning environment, and caring and dedicated teachers, can overcome the effects of an economically poor background and/or poverty.

2.4 INCOME AND EXPENDITURE

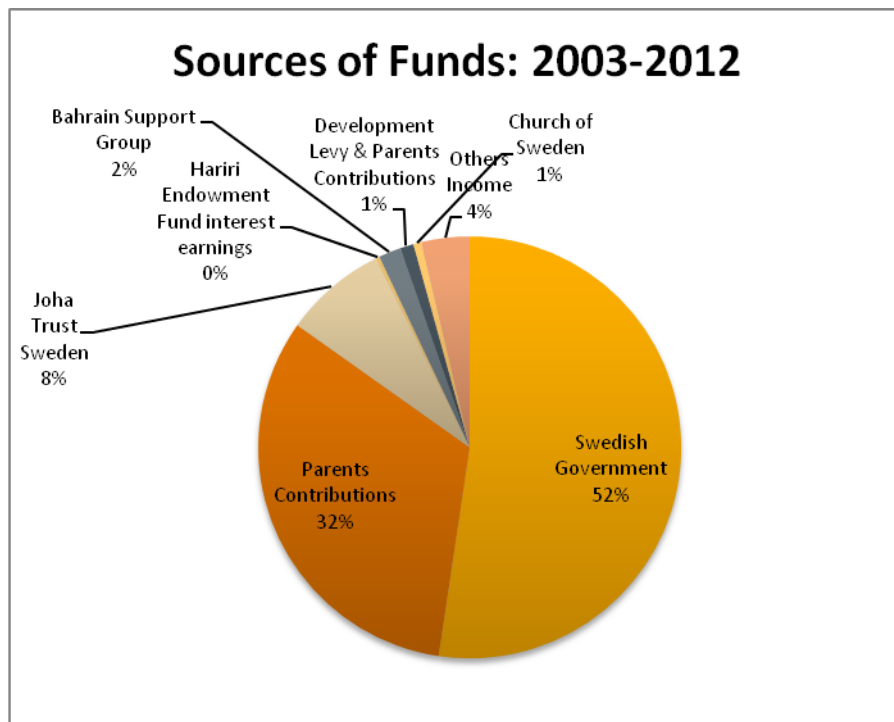
2.4.1 Income

The financial support from Sida to the School has been in two phases: the first phase was between 2002 – 2006, totalling SEK 35 million, and the 2nd was between 2007 – 2011 for SEK 20.5 million. Out of the amount granted during the first phase, SEK 6.7 million was used, as per agreement, to repay the loan taken out to construct the buildings during the first phase of construction. This phase was undertaken before Sida support was initiated and included the two administration blocks, two classroom blocks, two dormitory blocks and one temporary dining hall. The figure below shows that Sida has been the biggest contributor to the School, financially, until it was overtaken by fees and other levies in 2010 and ceased funding in 2012.



Fees have been increased twice: once from Tsh 2 million to Tsh 3 million in 2010, and then further to Tsh 3.5 million in 2012. The additional Tsh 0.5 million in this latest raise is the development levy applied both to fee-paying and scholarship girls though for the latter it is included in the scholarship awarded them.

Apart from Sida, the only other regular donor contributing from the start, especially to scholarships, has been the Joha Trust Sweden or Stödföreningen.



2.4.2 Expenditure

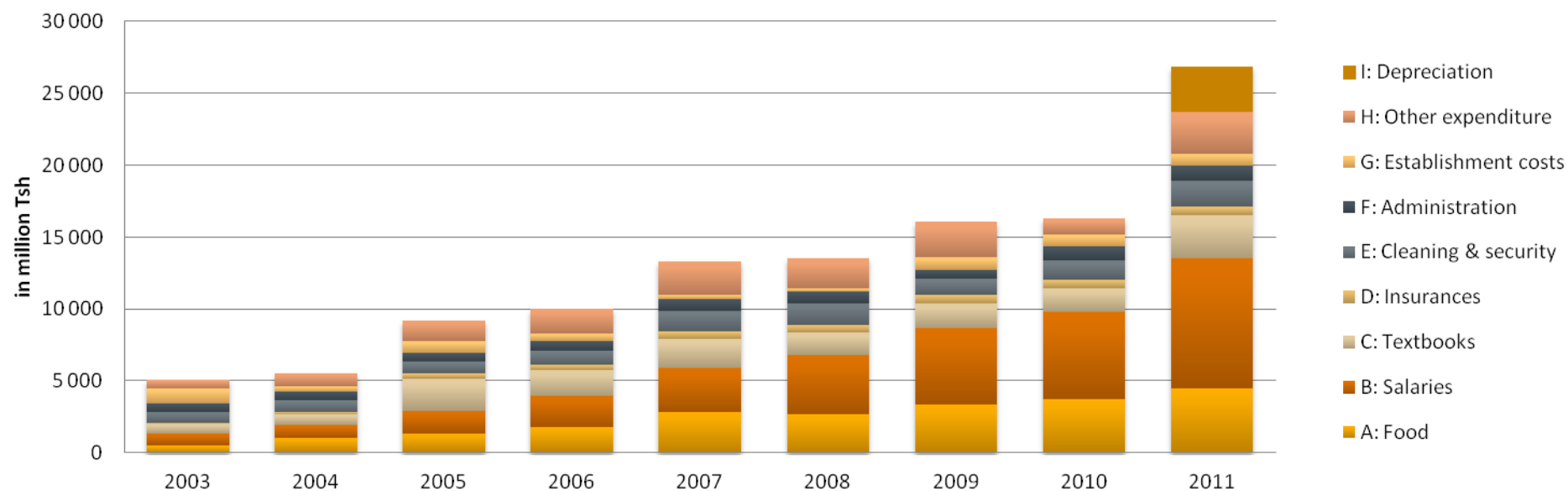
In 2011, which is the last year for which audited accounts are available, it can be observed that the major categories of expenditure are staff salaries and gratuities, which account for over 40% of the running costs, food and associated costs, which account for over 20% of the costs, and stationery, which accounts for 5%. Textbooks, which are also a significant cost, are not included in running/operation costs and are considered to be a depreciable asset. Other significant items of expenditure, which comprise 2-3% each of running costs, are laboratory materials, security, buildings repair and maintenance, medical and other insurance.

As the figure on the next page shows, while expenditure has risen in line with the growth of the School in terms of both students and teachers, two categories of expenditure show sharp growth in 2011. These are salaries, text books and 'other' expenditure. In the category of salaries, increments were added in 2010 and senior staff, who had completed three years of their contracts, received gratuities totaling Tsh 170.5 million in 2011. In 2010-2011, the national curriculum was updated to require the School to purchase new textbooks and, also in those years, the costs of textbooks, teaching and laboratory materials escalated.

Following the recommendations of its auditors, the School introduced the depreciation of buildings and other assets totaling Tsh 314 million into its books in 2011, which is shown in the chart on the next page. Revaluations worth Tsh 411 million, of textbooks and land were also included.

Operation and establishment expenditure from 2003 to 2011

excluding expenditure on construction



A: Food, cooking gas, kitchen utensils

B: Salaries, NSSF, gratuity, bonuses, staff leave pay, work permits, terminal benefits, consultants & part time staff

C: Text books, computer & laboratory accessories & materials, stationary

D: Insurances (medical, buildings & others)

E: Cleaning, gardening & security services, buildings & roads repairs

F: Telephone, electricity, water, postages, internet, advertisements, transport & travel

G: Capital expenditures e.g. office machines & equipment, classroom equipment, fire extinguishers, dormitory fixtures & furnishings, motor vehicles etc.

H: Other expenses e.g., bank charges, examination fees, revaluations, uniforms, accommodation expenses, fumigations etc.

2.5 OUTREACH

Given the large number of deserving girls in Tanzania who need support, targeting the right girl has always been an issue. Selecting the right approach in identifying a girl who is not only poor, but also academically talented, has been problematic.

Given that the majority of girls who have attended the School from inception are from Dar es Salaam, the School has been making extra efforts to recruit talented girls from other areas. Previously, it used to advertise in regions and enlist the support of the Regional Education Officers, but that was discontinued in 2005 due to concerns about the transparency in selection. It appeared that preferential treatment was being given to some girls by the recruiting authorities and that there was lack of rigour in selection.

In 2008, the School piloted a new method of regional recruitment. With funding from the Stödföreningen, the School asked District Education Officers, in four regions that had no representation in the School at all, to shortlist 20 girls, 2 from each of the 10 best schools in each district. These girls were then administered the Joha School entrance examination by Joha School teachers who had travelled to the regions for that purpose. They also interviewed the girls and physically verified their financial status and living conditions.

While this method was an improvement, it still suffered from issues, such as girls being unable to travel to the examination centres due to difficulties in accessing transport or the cost of travelling and/or lodging overnight. It also excluded girls who were talented but not from the 10 best schools selected.

In 2011, with the financial support of the Church of Sweden, a more intensive method of selection was tested. In the revised methodology, teachers travelled to five regions (including in Zanzibar). Prior to this, Barbro staff prepared screening exams in mathematics, natural sciences, social sciences and languages (Kiswahili and English). These are broadly the subject areas that are tested during the PSLE. With the assistance of District Education Officers, 1-day sensitisation workshops were held for teachers and parents of girls studying in Standard 6, which is one year before the girls enrol in Standard 7 and then graduate primary school. A total of 691 people attended these seminars. Next, examinations were held for 702 students and a total of 20 girls – 2 from each district – were selected to join Barbro School in 2013. Ultimately, 19 of the girls joined. While the regular academic year started in January 2013, these girls were given a two-month orientation prior to that so that they could receive extra coaching in mathematics and English to prepare them for Form 1. Given the relatively poor quality of government primary schools in the districts, this extra coaching was considered to be necessary.

A similar exercise was repeated in mid-2012. This time, nine districts were visited, a total of 772 people attended the sensitisation seminars, and 17 girls out of 585 who

sat entrance examinations were selected. Again, the Joha teachers undertook an in-person unannounced verification of the living conditions of the shortlisted girls.

The process of selecting girls in this manner, over the last two years, has been very effective. The School, given its limited manpower and the limited number of potential scholarships available, has tried to cast its net as wide as resources will allow. It has tried to focus on areas that are under-represented in the School. The School realises that the girls from government primary schools in these areas would lose out if they were competitively scored against girls from private schools in Dar es Salaam, so they are only compared against girls from their own areas because their attainment in entrance exams, at the national level, is much lower. Given that many parents do not appreciate the importance of educating their female children, the sensitisation seminar is a good tool to encourage them to let their daughters advance to secondary schooling. The physical verification of the girl's family's living conditions enables the School to ensure that the girls are really poor and would not otherwise be able to attend Barbro, due to meagre financial resources.

The process is effective, but not efficient. For example, in 2012, Tsh 48.7 million was spent and 17 girls were recruited, which is Tsh 2.9 million per girl. This is very costly. In addition, the amount of time the School invests in the process is large. The development and printing of the examination papers, deployment of staff, holding of the seminars and examinations requires considerable effort. In the end, only 2 to 3 girls per district are finally recruited, thus frustrating the hundreds of others who are not selected.

It has to be appreciated that the School's efforts to be as inclusive as possible are hampered by the remoteness of many areas, and poor communication and transport, not to mention the difficulties that candidate girls can face in terms of cost, travel and boarding to come to examination centres. Thus far, the Barbro School has not used the networks and associations of which it is a member, such as TAHOSSA, TAMONGSCO and DACASSA. Members of the former two are spread throughout the country, and while TAHOSSA could be stated to be competing for the same girls as Barbro is, that is not necessarily the case, as most TAHOSSA members would not offer scholarships as Barbro does. There are also in Tanzania, two other networks namely the NGO Primary Schools Organisation (NGOPSO) and the Tanzanian Association of Primary Schools (TAPS). Barbro School has used the Masai NGO called Emusoi to identify and enrol two deserving Masai students since 2007, but it has not collaborated with similar other civil society organisations in other regions. Barbro School has not accepted its limitations in reaching deserving girls throughout the country, and the apparent need for a more modest selection process. Reductions in cost and increases in efficiency may come at a price. Barbro's direct oversight in the process of recruitment would be reduced and, thus, it would have to be extra vigilant when accepting the recommendations of potential partner organisations.

2.6 STAFF RETENTION

Key to the performance of the Barbro Johansson Model Secondary School is the management and its staff. Barbro has been able to attract qualified teachers who are dedicated and hard-working. Many of the teachers working at Barbro School, which is about 28 km outside the city of Dar es Salaam, live in Dar es Salaam, as staff houses still need to be constructed and it is difficult to obtain affordable housing near the School. Many teachers leave home early in the morning and return home late at night. Teachers have to depend on public transport to get to and from school, though the School provides transport to its staff from the School premises to the main road.

To attract and retain quality teachers, the School has to pay salaries that are higher than what teachers receive in public schools; though their salaries may be lower than those for teachers in comparable private schools. It is difficult to determine what teachers in other private secondary schools receive, as these schools do not have transparent salary scales. Generally, in other schools, the salary that a teacher receives is negotiated privately between the management of the school and the concerned teacher.

Table 13 compares the salaries of teachers at Barbro with government salaries. A fresh diploma teacher at Barbro will receive 57.8% more than a fresh diploma teacher joining a government school. After working for eight years, the Barbro teacher will receive 89.2% more than what the teacher in a government school will receive. Similar differences exist for graduate teachers.

Table 13: Monthly Teacher Salary: Barbro School vs Government (in Tsh)

Barbro			Government		
Level	Monthly	Increment	Level	Monthly	Increment
Diploma	583,938	28,034	Diploma TGTS C.1	370,000	8,000
	611,973	28,034		378,000	8,000
	640,007	28,034		386,000	8,000
	668,041	28,034		394,000	8,000
	696,076	28,034		402,000	8,000
	724,110	28,034		410,000	8,000
	752,144	28,034		418,000	8,000
	780,179	28,034		426,000	8,000
	808,213	28,034		434,000	8,000
	836,248	28,034		442,000	8,000
Degree	864,282	28,034	Degree TGTS D.1	532,000	12,200
	892,316	28,034		544,200	12,200
	920,351	28,034		556,400	12,200
	948,385	28,034		568,600	12,200
	976,419	28,034		580,800	12,200
	1,004,454	28,034		593,000	12,200
	1,032,488	28,034		605,200	12,200
	1,060,522	28,034		629,600	12,200
	1,088,557	28,034		641,800	12,200

Source: Government salary scales from Tanzania Teachers' Union & School records

Table 14 shows numbers of teachers employed at Barbro School. For a student population of 600, there are 38 employed teachers (excluding the Headmistress), of whom 3 are diploma holders and 35 have degrees.

Table 14: Number of Teachers by Gender & Qualifications 2000 – 2013

Year	Enrolment	Number Of Teachers							Student Teacher Ratio		
		Diploma			Degree			Total	Barbro	Govt	Non-Govt
		M	F	T	M	F	T				
2000	40	0	0	0	1	3	4	4	1:10	1:19	1:20
2001	105	0	0	0	2	5	7	7	1:15	1:21	1:20
2002	136	1	0	1	3	5	8	9	1:15	1:20	1:20
2003	176	1	0	1	6	5	11	12	1:15	1:20	1:22
2004	182	1	1	2	7	6	13	15	1:12	1:23	1:23
2005	252	1	2	3	11	4	15	18	1:14	1:26	1:16
2006	360	2	3	5	12	3	15	20	1:18	1:31	1:25
2007	426	2	3	5	14	5	19	24	1:18	1:38	1:25
2008	463	2	2	4	17	6	23	27	1:17	1:41	1:24
2009	511	1	2	3	20	7	27	30	1:17	1:49	1:23
2010	594	1	2	3	23	7	30	33	1:18	1:46	1:23
2011	630	1	2	3	25	9	34	37	1:17	1:38	1:28
2012	581	1	2	3	25	9	34	37	1:16	1:31	1:21
2013	600	1	2	3	26	9	35	38	1:16	NA	NA

Barbro School has a lower student per teacher ratio than public schools and other private schools. Apart from teaching, these teachers are involved in various other activities, such as being patrons of clubs. After-class contact between students and teachers is also high.

2.7 THE MODEL CONCEPT

Barbro School is often described as a 'model school' but it is difficult to determine exactly what the model that the School is trying to espouse is. Its various proponents mention different elements of the School – but there is no consistent definition.

Several aspects of the School make it appealing, particularly the following:

- The mission of the School includes facilitating access to high quality education for girls from less privileged backgrounds. Barbro School has focused on this from inception. In fact, the very first intake of 40 students were all given full scholarships. Fee-paying students now represent over 80% of the total student population as the School has been unable to secure resources to offer scholarships to more girls than it presently does. Barbro School, though, is not the only one providing financial support to girls pursuing secondary education in the country, though it is amongst the first.

- Barbro School runs an active campaign to recruit girls from disadvantaged backgrounds. As discussed previously in this report, intensive efforts are made to publicise the existence of the School in regions and recruit the most deserving girls. Once selected, the School has started providing them with extra coaching prior to the start of the academic year in English and mathematics so that they are better prepared for Form 1. The evaluation team did not come across any other secondary school that is running such a recruitment drive.
- The School does not penalise girls who underperform or do not achieve high enough marks in the annual examinations to be promoted to a higher form. Neither does it make weaker candidates for Form 4 and Form 6 national examinations take those exams in a private capacity so that the School can attain a high national ranking. The School provides extra coaching for girls who are academically weaker and students are able to approach their teachers should they have difficulties in understanding subject matter. Remedial classes are a regular feature of the School's efforts to assist students to perform better.
- The vision of the Joha Trust is a "well-educated girl...ready to rise to her full potential in all spheres of life in business and the professions, management and leadership role". The School encourages girls to take part in extra-curricular activities such as debates, the student government and environmental awareness. There are around 10 clubs in the School. Debates and sports are organised with other schools too, including those that are members of DACASSA. Different members of the student government are in charge of different issues affecting students' lives, such as religion, food, dormitories etc.
- The School has a very good living and learning environment. As repeatedly mentioned by alumni (discussed later in this report) when they were asked about the feature of the School that they most liked, the serene and green environment of the School away from the hustle of city traffic and pollution is conducive to concentrating on studies. The classrooms are big and airy, the new dormitories possess pleasant courtyards and the soon-to-be opened dining room that is replacing the old dilapidated one will make meal times more pleasurable. The foreseen improvements in the sports facilities and construction of a swimming pool will make the campus even more appealing.
- Since 2006, the School has had an exchange programme with schools in Stockholm. In the programme, visits have been undertaken by both teachers and students to each others' schools and countries for both short (up to two weeks) and long periods (a couple of months). While vastly more Swedish students and teachers have visited Barbro Johansson School compared to Barbro girls and teachers going to Sweden, as of 2013, a total of 202 Swedish and Tanzanian students and 35 teachers have been involved in the exchange programme. During the current year, one more batch of 10-15 Barbro girls will be visiting Sweden for a short period, while 4 Swedish students will be coming to Tanzania to be accommodated by parents of Barbro girls, and 2 further Barbro staff members are expected to travel to Sweden for a short period. 2 Swedish teachers have been coming to the School regularly for the last five years to enhance the teaching methods of Barbro teachers in student-centred learning and the use of practicals, especially in Physics and Chemistry.

Many of the features described above are not confined to Barbro School, but can be observed in other schools too. While some, such as the outreach programme, can be stated to be unique to Barbro, as mentioned earlier, what is lacking is a clear definition of its ‘model’ concept.

2.8 INCLUSIVENESS

Table 15 shows that nearly half of girls enrolled at Barbro come from Dar es Salaam, the region where the School is located. More than 70% of the girls come from the five regions of Dar es Salaam, Kagera, Kilimanjaro, Pwani and Arusha. On the other hand, very few students come from Zanzibar, Lindi, Singida, Mtwara and Manyara. Only 2.7% of the students at Barbro come from these five regions. As the number of fee-paying students increases, it will be difficult to push for regional inclusiveness, as the criteria for admission will be the ability of the parents to pay and not their regional origin. However, as mentioned earlier, Barbro School is making concerted efforts to increase the number of girls from regions with weaker representation. This is aided by the spread of the School’s reputation.

Table 15: Origin of Students. Top 5 & Bottom 5 Regions 2000 -2013*

Region	Number	%
Dar es Salaam	1872	45.2
Kagera	382	9.2
Kilimanjaro	266	6.4
Pwani	232	5.6
Arusha	170	4.1
Total for top 5	2922	70.6
Manyara	32	0.8
Mtwara	29	0.7
Singida	21	0.5
Lindi	17	0.4
Zanzibar	14	0.3
Total for bottom 5	113	2.7
TOTAL	4139	100

* Data for 2001, 2003, 2009 missing

2.9 ALUMNI: IMPACT & REFLECTIONS

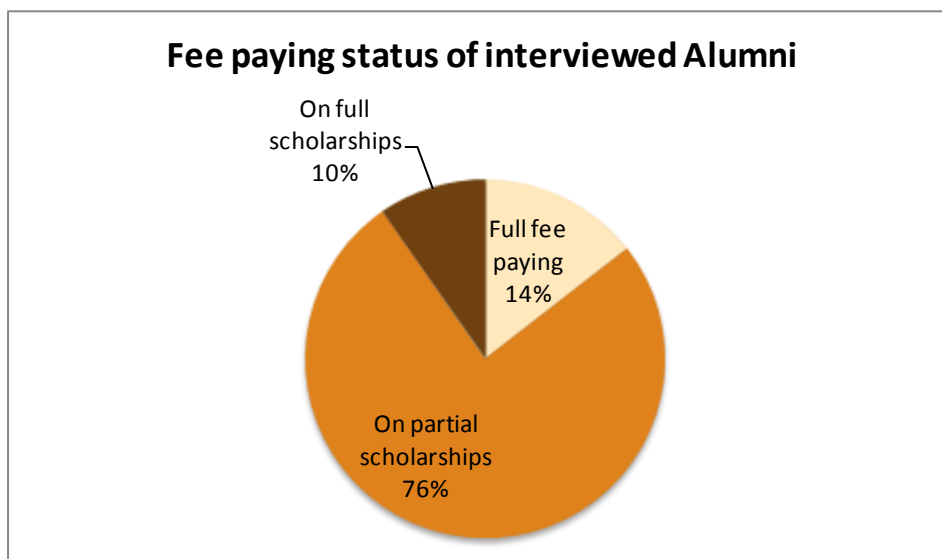
2.9.1 Current Status

To determine how former students of Barbro Johansson School fared after leaving the School, they were contacted by phone and interviews with them conducted. The School had the contact details of around 70 alumni. Through many of these alumni, the evaluation team succeeded in obtaining the details of around 35 more. From all

these, a total of 83 alumni were able to be interviewed – the rest were either not available for contact or were busy.

It is not suggested that the 83 alumni interviewed are representative of the alumni as a whole. Many have proceeded abroad for further studies and the whereabouts of others is not known, as the School had not, until recently, kept their contact details. In 2012, it was decided that an alumni association would be formed. While the association is in its formative stages, and still has no constitution or office bearers, it is hoped that it will lead to greater communication between the School and its former students.

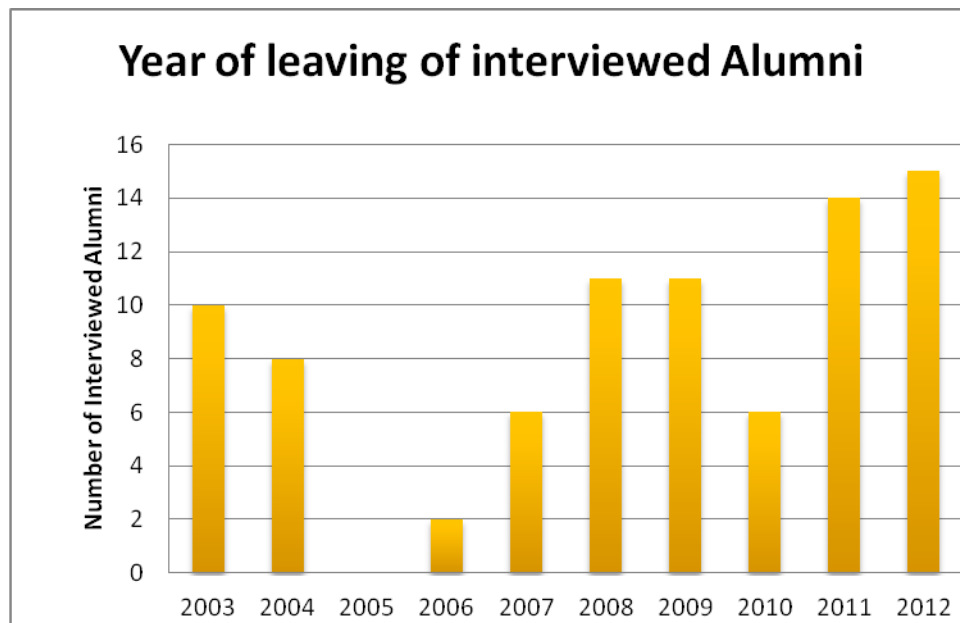
Of the 83 girls contacted, 86% were on full or partial scholarships during their time at Barbro as shown in the figure below.



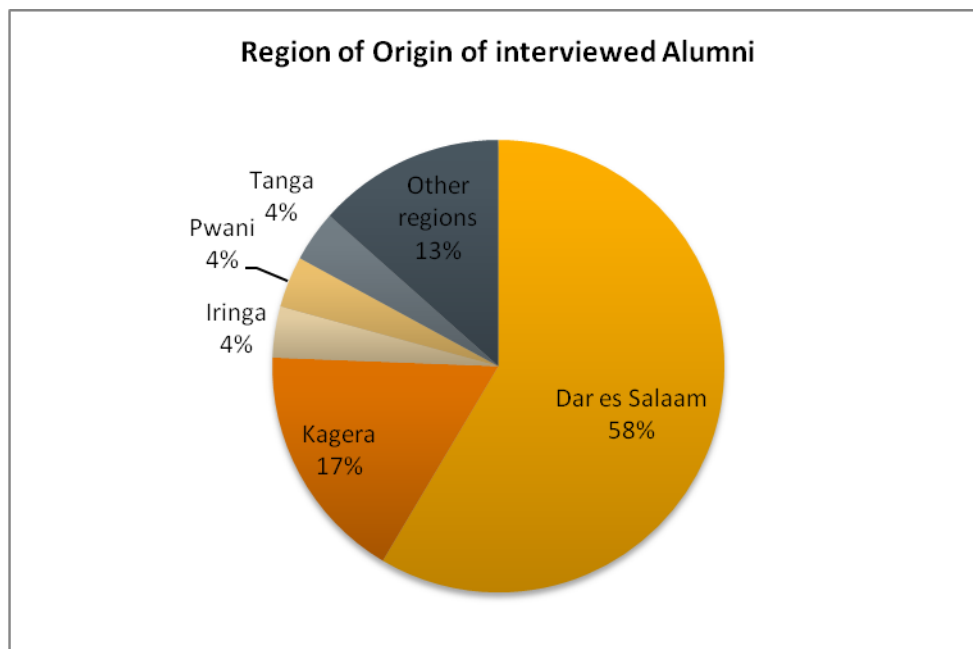
It should be noted that since 2012, the policy of awarding partial scholarships has been discontinued. All new entrants who are awarded scholarships are granted the full amount of Tsh 3.5 million per annum.

Of the 83 girls, 65% had completed Form 6 at the School and 35% had completed only Form 4. Nearly half of the girls (48%) who finished Form 6 at Barbro had enrolled there in Form 5, while the remaining 52% had studied for their entire secondary education at the School.

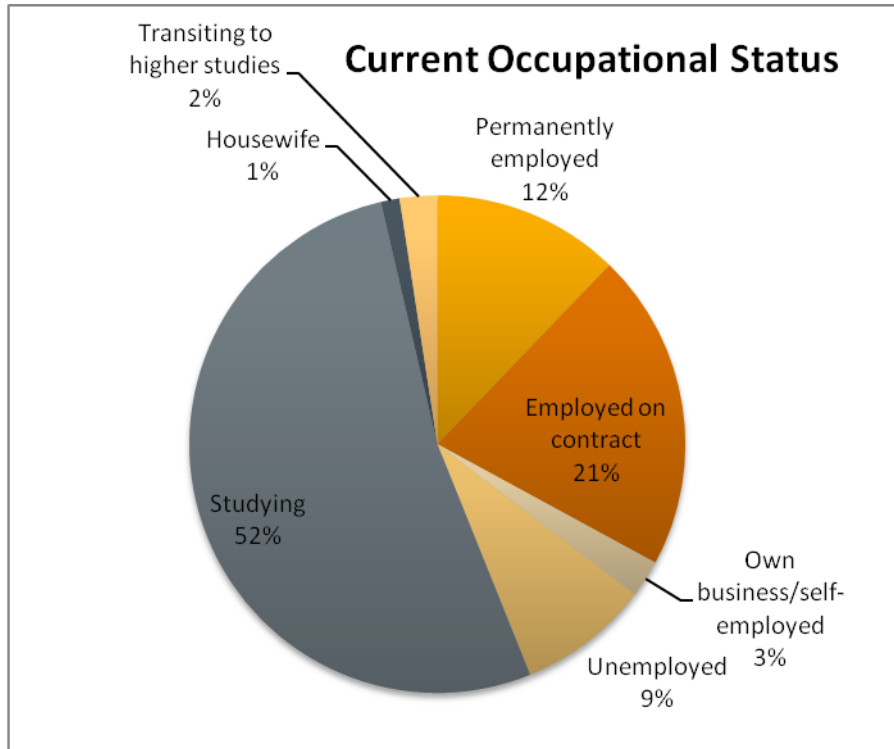
The interviewed girls had left Barbro in different years. It was not until 2007 that Barbro School took part in Form 6 national examinations. This consequently means that all girls who graduated before then had only studied until Form 4 at the School.



58% of the girls were from Dar es Salaam, with a surprisingly high number from Kagera. Even when the statistics of the School are examined beyond this survey, Kagera features prominently as a region of origin of many girls, and is behind Dar es Salaam but ahead of Kilimanjaro and Pwani. Some of those interviewed from Kagera explained that the School is quite well known there because so many previous students have attended it.

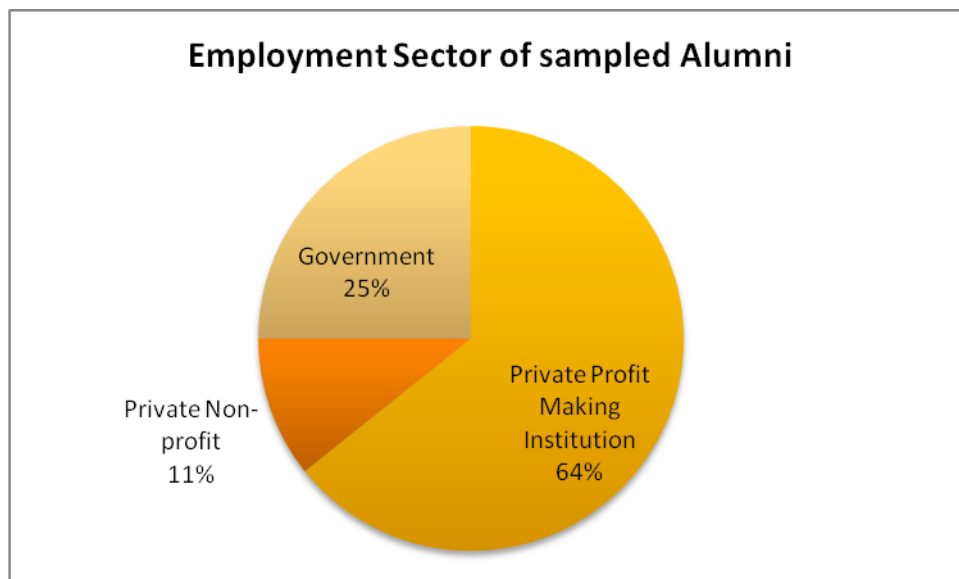


Forty-three of the girls are still studying, virtually all at university. Seventeen are temporarily employed, or working to earn an income while they look for a job they find more suitable. Ten girls are permanently employed and seven are unemployed.



Close to 70% of the girls reside in Dar es Salaam, which is understandable given that they are either studying or working there and the city provides greater employment opportunities. Of the remainder, there are a number of girls residing in Morogoro and Arusha, followed by Iringa and Mwanza, and in almost every case this is because they are studying.

Twenty-eight of the 83 girls are currently working as follows:

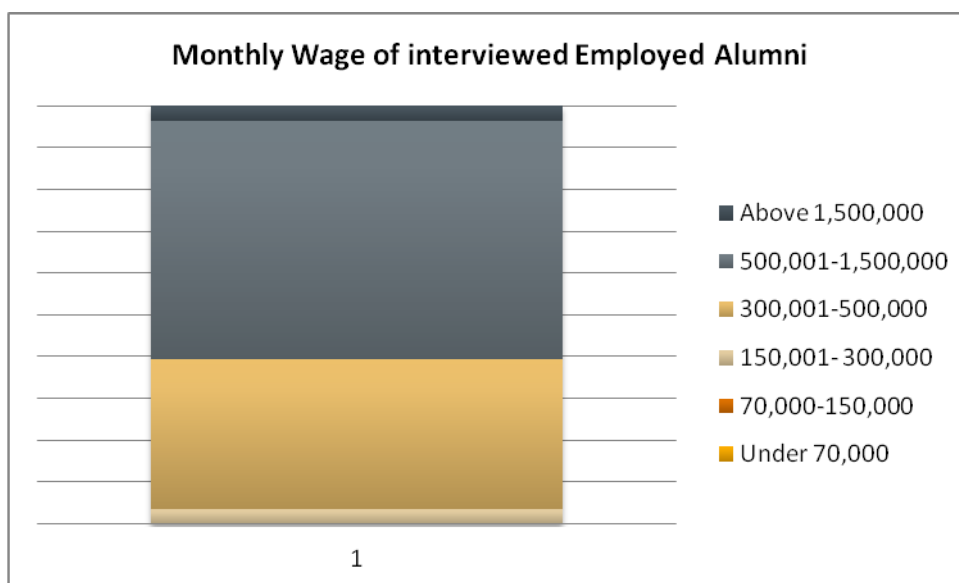


The evaluation used the same definitions that are used by the Tanzanian National Bureau of Statistics when exploring information regarding employment category. However it has been decided to not compare the findings with national statistics because the national survey looks at all age categories while the sample in this report only concentrates on girls in their late teens to mid-twenties. Forty four percent (44%)

of those asked in the survey categorised themselves as working in a professional category while 33% stated that they were working in a technical or semi-professional category. Fifteen percent (15%) categorised themselves as being administrators, legislators or managers. Hardly any were in categories below this, such as being unskilled workers, clerks or sales assistants.

Of the 27 girls, most were working in the field of insurance/financial services (41%), followed by education (22%), public administration (15%) and manufacturing (11%). Hardly any or none are in the agricultural or natural resources sector, mining, health or social work.

In terms of wages earned, the interviewed alumni are spread as follows:

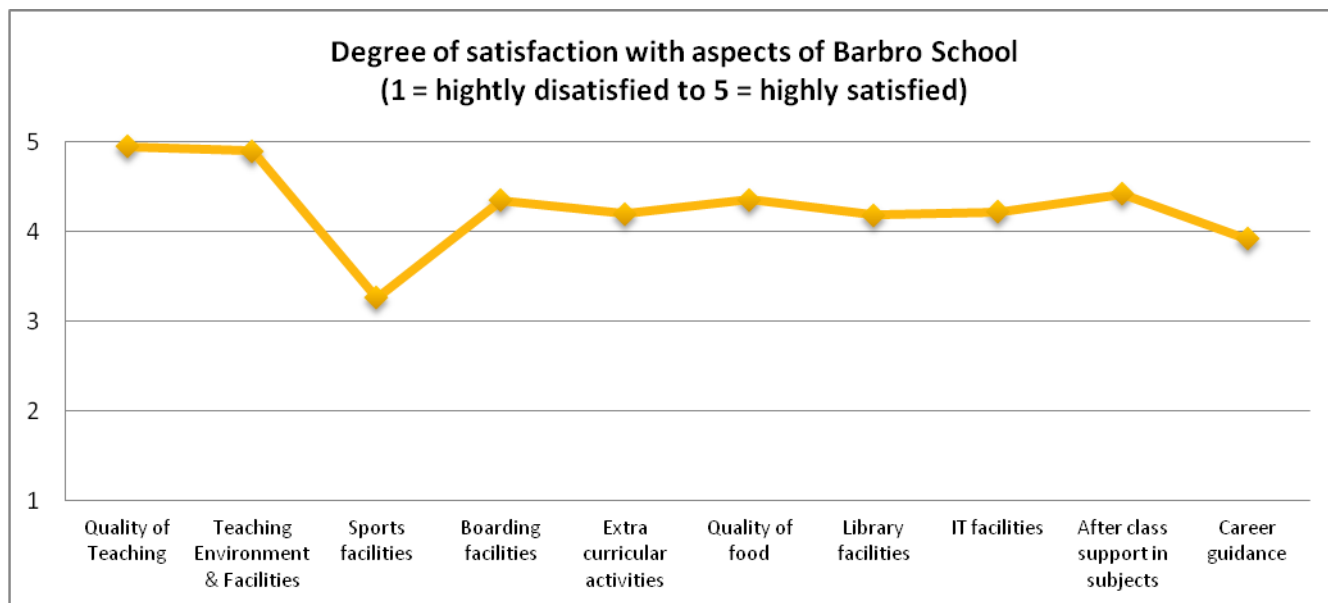


This is better than the national average, though comparisons would be unfair because the national statistics show wages of all ages and all educational/skills levels. Fifty-seven percent (57%) of the employed girls are earning between Tsh 500,001-1,500,000 and 36% between Tsh 150,001-300,000 Tsh per month. Hardly any are earning below that. While none of them are dissatisfied with their employment, over half are not satisfied either; and the chief cause of their unhappiness is the amount that they are earning. Fifty-two percent (52%) said they were neither satisfied nor dissatisfied with their jobs, 38% said that they were satisfied and 10% said that they were very satisfied.

Almost all the 39 girls who are studying are engaged in undergraduate studies, i.e. BA or BSc in a variety of subjects chief among them being (number of students is in brackets) business administration (3), civil engineering (4), economics/accountancy/finance (5), law (7) and medicine (4) with a sprinkling of other subjects.

In the sample, of those girls who are not working, 83% are studying but there are seven girls, or 15%, who are neither working nor studying, but cannot find employment and are still looking for it.

2.9.2 Thoughts on Barbro School



Alumni scored very highly when asked about their time at Barbro Johansson School and various aspects of it. Almost without exception, they all rated the quality of teaching and the teaching environment and facilities as extremely satisfactory. Career guidance scored an average of 3.9 though – on a scale of 1 to 5, with 1 being highly dissatisfied and 5 being very satisfied. The state of sports facilities received the lowest score at 3.3.

To expand on the above, alumni were asked an open-ended question about what they most like about the School. They were not given any list to choose from. 53 of them said the environment – citing the greenery of the School, its location out of town, nice buildings and teaching environment. Twenty mentioned the teachers saying that they were committed, friendly and treated the students ‘like daughters’. A few also mentioned the administration, stating that it was committed to the well-being of the students; some also mentioned the use of teaching aids such as computers and the presence of laboratories as positive features of the School.

The alumni were also asked about the features that they did not like. The most frequent answer, by far, was the sports facilities. The masterplan of the School contains a gymnasium, swimming pool, various playing fields and courts, but most of these facilities are currently non-existent due to shortage of funds. This means that girls cannot undertake sports activities as often as they would like to. The lack of financial resources also means that the new dining room has only just been completed. Until now, the girls have had to do with the old temporary structure, which the alumni complained was too small and thus became too crowded. It was the second most dis-

liked aspect. Current and future students, though, will be able to enjoy the new, bigger and brighter dining hall, which was inaugurated last year and will start functioning in 2013.

Nine girls complained about the dormitories, the reason being that while four students are supposed to be sharing a room, the actual number is six. This is also due to the shortage of funds and thus, delays in completing the masterplan. The plan foresees five new dormitories of 28 rooms each. Each room is supposed to house four girls. Until now only two dormitories have been completed, while the third is under construction.

Eight girls did not like the food. Seven mentioned the current library, saying that there was inadequate space in it to sit and study; it only functioned as a place where one went to borrow and return books. This is again due to the shortage of funds, as the masterplan foresees a new library being constructed alongside an IT facility.

Six alumni complained about the fact that drinking water was only available in the dining hall, and not in the dormitories or near the classrooms, and it is cumbersome to have to walk around with plastic bottles. Five girls mentioned the design of the toilets, and prefer oriental ones to the western ones, as the latter had caused infections. Another five identified the provision of healthcare, saying that the dispensary did not house enough medicine and that care-givers did not show adequate concern for those who were taken ill. Five stated that they found nothing to dislike about the School. In summary, it should be mentioned that barring the sports facilities and possibly the dining hall, all other dislikes were expressed, in each case, by a handful of alumni.

2.10 SUSTAINABILITY

2.10.1 Current Situation

After a decade of providing support to the School, Sida concluded its funding in 2011-2012. The School's history and growth is strongly built upon the personal and professional associations between its founders and the Swedes who supported it. Barbro Johansson was born in Sweden and ended up spending her life in Tanzania working for girls' education. The husband of the Founding Chairperson was her student and much later he became the Tanzanian Ambassador to Sweden. The former Head of Development Cooperation at the Embassy of Sweden founded the Stödföreningen and she, the former Swedish Ambassador to Tanzania and others, some who knew Barbro Johansson personally, today volunteer their time to running the Stödföreningen and mobilising funds to support the School. Since 2002, these links, friendships and selfless commitments have meant that Sweden has remained interested in the School and this has resulted in generous funding. However, as that generation has moved on and Sweden's preferred aid modality has shifted from funding of projects to budget support so that it can assist the Tanzanian government to enhance access to quality education for all its citizens, it is difficult to justify continued assistance to a single school.

At the same time, the magnitude of the funds needed to complete the masterplan was underestimated and while much has been achieved in terms of the completion of infrastructure, a lot remains to be completed, especially dormitories, staff houses and sports facilities. Delays by contractors and escalating costs of raw materials have also hindered faster completion. As funds have not been forthcoming to the extent that was expected, the School has had to resort to increasing the number of fee-paying students. As of the writing of this report, of the 599 students enrolled, 42 are on full scholarships, 45 are on partial scholarships, while the rest are fee-paying. While in earlier years the salaries the School offered were very attractive, last year it suffered from two teachers leaving for better salaries in the city. The lack of funds does not allow the School to offer the full range of activities to its students that it would like to. It has resorted to obtaining access to a Tsh 1.1 billion loan to continue construction. This also incurs interest, and to repay the loan a levy on the school fee has been introduced for each student.

While the Stödföreningen will continue to support the School, it depends on the goodwill of its members and those that they know. Stödföreningen receives funds from the Radiohjälpen (Swedish Radio) and Forum Syd too, but these funds are not automatically guaranteed from year to year. The Stödföreningen has a membership that mostly consists of an older generation and its challenge is to induct younger interested members in order to continue its activities. The Stödföreningen would like to see at least 20 girls every year from under-privileged backgrounds entering the School. That totals 120 girls in all six forms, and at Tsh 3.5 million, this is Tsh 420 million. Stödföreningen is able to, through its fundraising, provide half of that.

Forum Syd's continued interest in the School depends on both the volume of funds it receives from Sida in Sweden for projects related to civil society strengthening as well as the ability of the Barbro School to demonstrate that activities that are undertaken with those funds are producing results, such as changes in attitude and behaviour of staff and students. It will, however, continue to refrain from providing funds for scholarships.

The Church of Sweden provided funds for the outreach programme in 2011 and unspent funds were carried over to 2012 by the School to complete outreach activities. These funds were spent on delivering an orientation programme for the selected newcomers in October 2012. The Church has not funded scholarships, as it views them as longer-term commitments, while its own planning periods are of much shorter durations – of up to three years at a time. Similarly, it does not support the construction of infrastructure. While the funds given for outreach were effectively utilised, the Church has expressed its inability to continue funding due a lack of staff to provide management oversight for the support it gives. The project is too small, compared to other projects that the Church funds, for it to remain within the Church's portfolio. However, it states that it had hoped that its initial support for the outreach programme would have led to more local fundraising.

2.10.2 Future Prospects

The School could continue to sustain itself through fees and the contributions from the Stödföreningen but that would mean that the number of students on scholarships would have to be limited, thus defeating its mission.

Repeatedly, particularly since the last 7 – 8 years, Sida has been urging the School to explore ways of fundraising and enhancing sustainability. In the Joint Review Meetings, held annually, Sida has offered support to enable the School to raise its capacity to raise funds and diversify its donors. The School's response has been muted. Some in the Joha Trust have felt that an employee dedicated solely to fundraising would be of limited value and though the School was not dismissive of Sida's announcements regarding their termination of funding, these were not taken seriously enough. A consultancy company was recruited to explore funding and sustainability options. It recommended raising the fees from Tsh 2 million to 3.3 million in incremental steps; the School has raised them to Tsh 3.5 million. It also recommended the recruitment of a fundraiser.

Today the School continues without any strategy for fundraising. In a May 2012 Board meeting, members suggested that a fundraising committee be appointed to find ways of raising funds for construction as well as providing scholarships to girls from poor families. No action was taken on this. While the School Board shows little ability to identify and cultivate donors, the Founding Chairperson has used her networks and contacts to raise funds from the Hariri Foundation for a dormitory and from ActionAid for 6 scholarships. Though she is herself a government minister and is unable to devote herself full-time to such activities.

One oft-repeated explanation, by the Board, for the lack of any positive indication from donors is that they, especially the bilateral ones, are increasingly focusing on budget support or sector budget support and are not interested in supporting projects. Actually, the School and its Board are focusing on the wrong category of donors. Bodies such as the British Department for International Development (DFID), Canadian International Development Agency (CIDA), World Bank, the German Agency for International Cooperation (GIZ) and others would not be interested in partnering with a single school, not only because of their strategies but because the project management costs and time would not be worthwhile.

The Barbro School has not exploited tiers of funding organisations that are smaller than bilateral donors. These include large civil society organisations and NGOs, such as those with similar objectives to Forum Syd and who acquire funding from large donors or other sources. One such organisation could be Camfed, which provides scholarships to girls to attend secondary school (but only for attending government ones). Barbro School could convince Camfed that the generally poor quality of government schools should lead them to contemplate partnering with private schools such as Barbro.

Furthermore, within Tanzania, there exist many businesses and entrepreneurs who have not been targeted. Tigo and Airtel, for example, have provided donations to educational ventures in the past. There are also religious organisations and charities that could be tapped. A number of members of the Parents and Teachers Association Committee are individuals who run businesses or are senior professionals, and they have also offered to work with the School, if called upon, to engage with philanthropists or organisations interested in fulfilling their corporate social responsibility aims.

A professional and capable fundraiser could be recruited to pursue the above ideas. His/her additional roles could be to optimise the use of the School's website and other social media for fundraising, to prepare proposals for submission to possible funders and undertake the necessary reporting to them on the utilisation of their funds. The recommendations section at the end of this report will restate these suggestions.

2.11 REPLICABILITY & ROLE IN EDUCATIONAL NETWORKS

In year 2010, the Joha Trust opened its second school - the Kajumulo Girls High School in Bukoba. It is a high school and thus only caters to girls in Forms 5 and 6. It is fed by the secondary schools of the surrounding areas, and has been provided financial support to grant scholarships by local Tanzanian businesses. Beyond the Trust though, while the School is well regarded, no replication of its various aspects – either those mentioned earlier in this report or others – was observed.

The School is very active in both TAHOSSA - Tanzania Heads of Secondary Schools Association and TAMONGSCO - Tanzania Association of Managers & Owners of Non-Government Schools & Colleges. The Headmistress has been an office bearer in both and the associations state that her contribution, in terms of sharing ideas and advocating for educational improvements are valuable. She supervises the French subject panel in TAHOSSA, while the Association states that Barbro teachers actively participate in the different subject associations.

The School is also one of 16 members of DACASSA - Dar es Salaam Catholic Secondary Schools Association - and the only non-Catholic member. To be eligible to become a member of this Association, a school must rank amongst the top 4.5% schools in the National Examination Council of Tanzania (NECTA) results. The Association conducts its own internal Joint Examination for Catholic Schools (JECAS) at Form 2, 4 and 6 levels, in which Barbro School also participates. While the JECAS is not a recognised examination, it is considered to be a good gauge to test students' academic performance and, some would argue, is a better alternative to the mock examinations that are designed and organised by TAHOSSA. Barbro School joined the Association in 2006 after it had been formed by three Catholic schools that were operating in Dar es Salaam. While the Association is the binding force of the JECAS, and conducting it remains the core task, inter-school sports activities, debates, workshops and seminars are also held. There are also subject meetings bringing together

teachers from the different member schools. According to DACASSA, Barbro School has been even more active than most of the member Catholic schools and fully participates in its running. Barbro School is responsible for conducting JECAS for Form 2 students.

The Barbro Johansson School Headmistress is a member of the DACASSA committee that identifies resource persons for workshops and seminars and Barbro staff regularly attend subject association meetings. Barbro School itself is responsible for the subject meetings on science. According to DACASSA, the School is open and transparent about critically reviewing its performance in its interactions in DACASSA. Furthermore, Barbro teachers are highly regarded and its students perform outstandingly in the JECAS.

2.12 OTHER ISSUES

2.12.1 The Parents and Teachers Association

All parents are members of the PTA and eight of them, along with five teachers, are members of PTA Committee. The PTA has an Annual General Meeting, while the Committee meets four times a year. It is headed by a Chairman and Vice-Chairman, both of whom are parents. The current Committee is the third since the School was founded and completes its tenure in 2013, when a new committee will be elected.

These successive committees have been very active in engaging in the affairs of the School. Understanding that the School suffers a funding constraint, notable achievements have included:

- Funding the procurement of a 100 kVA generator for the School. For this, fee-paying parents contributed Tsh 100,000 each.
- Funding the construction of the Arts Building which cost Tsh 115.3 million.
- Agreeing to the contribution of Tsh 20,000 per child, annually, by all fee-paying parents to be collected in a separate account managed by the PTA for rewarding teachers for good results in national examinations.
- Agreeing to the contribution of Tsh 10,000 per child, annually, by fee-paying parents so that those children on scholarships can have their needs for toilet-ries, etc. met.

The PTA takes interest in the on-going construction of buildings and keenly reviews the national examination results. It expressed disappointment at this years poor results and decided that one measure to counter this in the future should be that the number of visits by friends and family to the School should be reduced.

The PTA Committee has expressed a willingness to establish something akin to an Alumni Fund too, for providing scholarships to needy students. In its meetings in September 2012, the committee members stated that those amongst them who are not Barbro staff members should make contributions towards educating one scholarship girl. The School, it further suggested, could also develop forms requesting funds for

scholarship, which each committee member would then distribute to their friends and social networks.

2.12.2 Tendering and Procurement

There have been continued questions raised about the transparency with which the School has conducted its tendering and procurement, dating back to 2003. Sida commissioned an audit in 2006 which raised concerns regarding the procurement of contractors for construction for Phase 2, catering services and insurance brokerage services, where conflicts of interest have been apparent. Service contracts have been awarded to companies whose owners were close relatives of members of the School's Board and a School employee. The audit report resulted in extensive discussions between the Embassy and the School, with the School questioning the effectiveness of adhering to Sida's Procurement Guidelines.

The Agreements on the basis of the funding that has, until now, been provided to the School state that Sida Procurement Guidelines must be followed. These guidelines are not difficult to comprehend and clearly explain what is meant by a conflict of interest. However it seems that lessons have not been learnt. In 2010, a minor consultancy assignment was awarded to a company that was part-owned by a Board member.

The School and its Board continue to defend such instances and they do not appear to realise that potential donors will not see matters in the same light that they do. Organisations and people will be hesitant to fund a school if it appears that close associates, family and Board members are benefiting financially. It will dent the School's credibility, despite the School having achieved so much in terms of being a provider of quality education.

2.12.3 Partner Coordination

The Joha Trust and its sister organisation in Sweden, Stödföreningen, maintain very strong links with one another. Through Stödföreningen, the School is also able to report to another donor, Forum Syd, who is currently funding the capacity building activities of the School.

Also, the School and its Board have always maintained a very good working relationship with the Embassy of Sweden. The Joint Review Meetings that are held annually are the major forum where progress and issues are discussed. Apart from that, frequent dialogue is maintained both formally and informally – the Embassy is a regular guest at the graduation ceremonies that are held every year in September at the School. The focal points or programme officers at the Embassy have changed several times over the last 11 years. While this has meant that the incoming programme officers have had to be oriented about the School and its progress, the record of correspondence shows that the relationship between Sida and the School continues to remain a healthy one in which queries are frankly raised and promptly responded to, and where each successive programme officer has exhibited keen interest in the functioning of

the School regarding its different aspects, including construction, inclusiveness of intakes, pedagogy, the model concept, sustainability and financial matters.

2.13 INFRASTRUCTURE & CONSTRUCTION

2.13.1 General

The land that Barbro Johansson School stands on today was provided by the Tanzanian government. As of 2013, the major components that remain to be built include the library and computer centre, one classroom block, two dormitories, the swimming pool and other sports facilities, and all but two of the staff houses. A total of forty three staff houses are supposed to be in place.

The School began construction of buildings in 2000, in what is referred to as Phase 1. This consisted of two administration blocks, two classroom blocks, two dormitory blocks and one temporary dining hall. These buildings were constructed using a loan that the School had acquired and were much more modest in scale and design compared to the buildings that were to follow later. For example the old dormitories, i.e. those of Phase 1, have a central corridor and are single storey. The original two classroom blocks are similarly single storey.

During this time, Sida suggested that the design of the School should be improved and supported the development of an elaborate masterplan, which was completed in 2002 and was further reviewed and finalised with the help of a Swedish architect. It took into account the need to have physical space for ‘newer’ subjects such as arts, sports, music, etc., a user-friendly library, and also the climatic conditions and physical features of the site the School stands on. This resulted in a significant increase in the expected development of the campus.

The School vastly exceeds the standards for secondary schools as given by the Tanzanian Ministry of Education and Vocational Training. Generally, the buildings that have been built according the masterplan are highly conducive to residential teaching and learning. According to ministry standards, a secondary school should not be less than 5 hectares (about 12.5 acres) to accommodate all facilities such as buildings, sports fields and areas for self development. Barbro Johansson Girls’ Secondary School has an area of 50 acres (about 20 hectares).

2.13.2 Dormitories

According to government standards, the space per student should be 2.54 m² with 2.85m by 3.05m rooms for four students with bunk beds. Barbro dormitories have rooms that are 3.45m by 3.25m and are designed for four students, but currently house six students in three bunk beds. Two extra students are being accommodated per room, as three dormitory blocks remain to be built, after which it is expected that the number of students per room will reduce from the current six to the optimum four. The dormitories are well ventilated and lit with fans in each room. A unique feature is the presence of a central courtyard that adds to the relaxing atmosphere and greatly improves the ambience. Government standards prefer cubicles to open halls. The

Barbro School dormitories are much better because there are separate rooms. On each of the two floors of the two dormitory blocks there are 14 rooms, making a total of 28 per block.

Government standards require wardrobes to be provided; this has been done except that they are for four instead of six persons. The dormitories are supplied with electricity and water, and fire extinguishers are installed.

2.13.3 Classrooms

The classroom are considerably larger than what government standards specify and this may be problematic for students who sit at the extreme ends of the rooms. The students can adequately accommodate the desks and chairs of the anticipated 40-45 students with enough space for a teacher's desk and chair. The rooms are well-ventilated and have adequate numbers of fans and tube lights installed. Instead of government requirements for a blackboard, whiteboards are installed, which are environmentally friendlier. Pin boards are installed and the standard ratio of child to desk of 1:1 is maintained.

The rooms are electrified and there is running water in the toilets, which are adequate in number. There are separate toilets for teachers. Fire extinguishers are installed on the walls.

However, the drainage pipes collecting roof water are heavily corroded in some blocks and need to be replaced.

2.13.4 Dining Hall

Government standards require that the area in a dining-cum-assembly hall should be 1.1 m² for 480 students who can dine in it in two sessions. The Barbro Johansson School dining hall exceeds this, as it spans 555 m² and can be used for a single session of dining.

The dining hall, which will start functioning in 2013, is well ventilated and lit, and is very spacious. Fans are installed, and there are an adequate numbers of taps for washing hands. The hand washing bays have been reoriented, from the original design, so that they reduce the distance one has to walk to access them. At several points, special taps for drinking water are installed.

The School could have constructed buildings of lower standard and cost, and would probably have completed the entire infrastructure that it needs by now. The escalating prices, though, would also have affected any alternative designs. However, as mentioned by so many alumni and students, the core attraction of the School is the environment it provides and the buildings play a central role in that.

3 Conclusions

In 13 years, Barbro Johansson Model Girls Secondary School has grown to become a national asset. Established to increase access to quality secondary education for girls, it is a testament to the friendship between Sweden and Tanzania and today stands as one of the few institutions providing high-class, quality education to the teenage girls of Tanzania. The major conclusions of the evaluation are:

Relevance: The national enrolment rate for girls in secondary schooling was extremely low when the School started in 2000 and, while it has improved since then, continues to remain low in 2013. While the Government has expanded the number of secondary schools in the country, the quality of education they provide leaves much to be desired. Good quality secondary schools are functioning in the country, but are limited in number, and girls from less privileged backgrounds have little or no access to them. Nationally, the proportion of girls is particularly low at the levels of Forms 5 and 6. In 2012, only 2 girls out of 100 who should have been in Forms 5 and 6 were in school. Overall, performances in Form 4 examinations are poor. Only 10% of the students who sit the exam qualify to proceed to the next level. Barbro School is highly relevant as it is expected to provide quality education, especially to those girls who are academically bright but do not have the resources to enjoy quality education at the secondary level.

Quality of Design: Girls tend to perform better when they are in single sex schools, and they do particularly well if they are provided with boarding facilities. Sida support over the last ten years has been used for both the construction of buildings for the School and its operations. Though Joha Trust Sweden was providing funding for scholarships, this was inadequate for the target number of girls to be enrolled. In addition, many donors would have refrained from providing financial support for building construction. The quality of design of support, in this sense, was sound as the School lacked both resources for construction and the provision of scholarships.

Efficiency: Delays in construction and escalating prices have meant that the implementation of the masterplan is considerably lagging behind the original schedule. The current outreach programme is effective in targeting the right girls from the regions, but it is too labour intensive and the cost is high compared to the number of girls who are actually recruited. The School has been able to recruit and retain dedicated and hardworking staff and has given them good financial incentives. However, the demand on its resources means that the School is increasingly losing its advantageous position in being able to offer attractive salaries as other schools are matching, and even beating, the financial package it offers.

Effectiveness: Barbro School provides good opportunities for girls to excel. It has qualified, committed teachers and boarding facilities are good; and it administers a scholarship fund to support girls from poor families to access secondary education, apart from admitting girls whose parents can pay fees.

It is run by a Headmistress who is greatly admired, both within and beyond her School, and she is assisted by a dedicated and competent team of teachers and supporting staff. The School has proved that (a) academically, girls can perform as well as boys and (b) given the right environment, girls from under-privileged backgrounds can do as well as, and even better than, girls hailing from richer backgrounds. The School consistently maintains a high position in national rankings.

Its model features are many, but most prominent are its outreach programme, its financial assistance to talented girls from poorer backgrounds and its commitment to supporting under-achieving girls to improve themselves academically. Remedial classes and extra tutoring are a special feature of the School.

Inclusiveness: The majority of students hail from Dar es Salaam and from families that are able to afford the Tsh 3.5 million annual fee. It has to be appreciated that the School's efforts to be as inclusive as possible are hampered by the lack of resources to undertake outreach, the remoteness of many areas, and poor communication and transport within them. Even if these are resolved, the number of scholarships that the School can offer are, at the moment, very limited.

Impact: Students, both past and present, are full of praise for their teachers and greatly appreciate the environment that is provided by the School. According to the sample studied, alumni are either continuing their studies in universities, in a variety of subjects, or have acquired professional jobs, though many are not satisfied with their current salary levels. Alumni and current students would like to see better sports facilities, the achievement of which is encumbered by a lack of financial resources. A new dining hall, though, is now finished and will shortly start functioning, thus removing another complaint by alumni regarding inadequate dining facilities.

Replicability: The Joha Trust opened its second school in Bukoba in 2010. This is a high school and thus only caters to girls in Forms 5 and 6. Beyond the Trust though, while the School is well regarded, no replication of its various aspects can be currently observed.

Sustainability: The School would be sustainable if solely funded by fee-paying students, but that would go against the Joha Trust mission of providing talented girls from under-privileged backgrounds with the opportunity to acquire quality education. The School and its Board have made limited efforts to explore other funding opportunities, even though Sida has been advising them to do this for a number of years.

The PTA has demonstrated, through its actions, that it is both interested in the growth of the schools and the welfare of its students. Parents have come forth with extra fi-

nancial contributions, beyond the school fees, for what they consider to be important and will continue to work with the School authorities to address other issues, such as the provision of more scholarships.

Coordination: The School continues to maintain very strong links with the Joha Trust Sweden, and, through the latter, reports to donors such as Forum Syd as well. The Annual Review meetings, held regularly with the Embassy along with the frequent formal and informal contacts maintained between the School and Embassy, have ensured that good collaboration and understanding has existed, between the two, over the years.

Infrastructure/Construction: Much of the masterplan remains to be completed, notably the additional dormitories, sports facilities and staff houses. However, the infrastructure that has already been built and is being used, is of a quality standard and provides a conducive environment, to study and reside in, for teenage girls.

Financial: With Sida no longer able to support the School as a project, the School has had to slow down the pace of the implementation of the masterplan, stagger it further and decrease the envisaged numbers of girls who can be awarded scholarships. The ability for students to engage in sports is limited due to the lack of facilities; and resource constraints also mean that the School is unable to offer its students a broader spectrum of other extra-curricular activities to pursue.

4 Recommendations

The evaluation has the following key recommendations:

Joha Trust

- While it is appreciated that the current members of the School Board have dedicated considerable time over the years to the affairs of the School, it is felt that the Board needs to be revamped. New members need to be brought in, such as businessmen with an interest in social causes, who can tap into their social and professional networks and who can encourage donors to provide support.
- The new Board needs to undertake a strategic visioning exercise, taking stock of where the School is now, where it expects to be in the medium and long term, and how those goals can be reached. Goals need to be elaborated for both issues around financial sustainability as well as the provision of quality education.
- The School needs to change its target group when seeking financial support from bilateral aid agencies to large institutions such as international NGOs, local corporate institutions and philanthropists. In today's development cooperation landscape, bilateral donors generally do not provide support to stand-alone projects such as a single school. Large donors agencies do not find it cost-effective to be monitoring such projects themselves.
- A professional fundraiser should be recruited. This should be a person possessing traits to be able to undertake functions associated with locating and obtaining short-term and long-term pledges. He/she should have the ability to:
 - Seek out and engage in dialogue with different sources of funding – corporate donors, development trust & educational funds, foundations, philanthropists, faith and community based institutions, international NGOs, etc.
 - Draft technical and financial proposals for potential donors.
 - Develop fundraising literature for broad distribution.
 - Update promotional pages on the School's website.
 - Compile regular progress reports for donors.
- Best practice procurement guidelines need to be included in the School's financial manual and then be used in tendering and procurement. Not only will this ensure transparency in operations, it will serve to assist those who provide financial support in the future to maintain trust in the School.

Barbro School

- The outreach programme is currently needed but should be modified. Given the expense and time, the School should consider exploring other options that may reduce its oversight abilities, but which would also substantially reduce costs. NGOs and academic institutions in the region need to be engaged, with appropriate diligence by the School, to ensure the enrolment of deserving girls in a cost-efficient manner.

Sida

- Given the prominent role that Sida plays in inter-donor dialogue and coordination in the education sector in Tanzania, it may come across information on projects and programmes that are currently active or in the pipeline, which could be potential sources of funding for the School. It is urged to routinely convey such information to the School and facilitate linkages where possible.

Barbro School Parents & Teachers Association

- Working with the School Board and management, the PTA should adopt an additional duty for itself, of identifying and engaging with organisations and individuals, from the corporate world and otherwise, who could be potential sources of funding for the School.

Annex 1 – Terms of Reference

1. Rationale and purpose of the evaluation

Barbro Johansson Model Girls' Secondary School (Joha Girls) is owned and operated by Barbro Johansson Girls' Education Trust Fund (Joha Trust). Joha Trust is an officially registered not-for-profit organisation in Tanzania founded in 2000 to promote high standard girls education in the country. The Trust is named after the late Dr Mama Barbro Johansson (1912-1999) for her outstanding contribution to education in general and particularly girls' education in Tanzania.

The organisation was created by some former students of the late Barbro Johansson when she was the Headmistress in different schools including Kashasha Girls' School that she founded in 1946, Kahororo Secondary School and Tabora Girls' Secondary School, among them were some prominent persons as late Wilson Tibaijuka, once Tanzania's ambassador to Sweden.

Vision of Joha Trust

"A well educated girl child irrespective of her social and income class, ready to rise to her full potential in all spheres of life in business and the professions, management and leadership role"

Mission Statement

"Working towards the attainment of high standard girls' education by mobilising social, political and financial support locally and internationally for the establishment and operation of high quality girls teaching facilities and facilitating access of girls from less privileged backgrounds, to such institutions, through appropriate scholarship schemes."

Strategic Objectives

- Full establishment of a high quality boarding girls' secondary school and a scholarship scheme to support talented but resource poor girls access the facility that should also serve as a model to be emulated by others. The pilot model school is Joha Girls at Luguruni, Dar es Salaam.
- Sustainable operation of JG school to maintain high standard of performance befitting a model facility
- Dissemination of the Joha Trust Vision and Mission
- Mobilisation of support and resources in support of the JT mission and its objectives, and completion of the establishment of the JG school

The organisation had from the beginning received some financial support from the Embassy of Sweden in Dar es Salaam. This support continued and also increased in volume over the years. In 2002, an agreement amounting to 35 MSEK was entered with Joha Trust to provide support for construction and operational costs

2002 – 2006. After this period, amendments have been made and new agreements have been entered and the support has continued. In addition to support from the Embassy of Sweden, smaller contributions have been received from some other actors.

The Swedish Government support from 2007 to 2011 amounts SEK 20.5 million, of which 62% was used for construction and 38% for School's operations. For the period 2002 to 2011 Swedish support amounted 89% of the respective construction budget and 31% of Operational budget of Joha Trust.

In Sweden, an organisation called Stödföreningen för Barbro Johanssons Fond för utbildning av flickor i Tanzania was established in 1999 with the aim to provide financial support to Joha Trust for poor girls' scholarships, capacity building of staff and teaching and learning materials. Other donors are the Government of Tanzania, which provided land for the School, Japan Food Aid Counterpart Fund, Japan Habitat, Hariri Foundation, Bahrain etc.

The project and the Swedish support to it, have not been properly evaluated since its start and there is a need to have such an evaluation carried out based on the specific characteristics of the project, the need to describe and assess the results so far, the performance of the organisation, the challenges met and how they have been taken care of, and the need to get an external assessment of developments and possible ways forward.

2. Evaluation Object and Scope

The objective of the evaluation is to have an external assessment made of the progress made in relation to the original objectives of the school to “serve as a model to advocate and promote high standard balanced education for girls, with view to entice others to emulate the approach”¹ and “to support , provide and improve girls' secondary education in Tanzania” for a “focal target group ..[of] gifted girls from poor families” by establishing “a high standard boarding girls' secondary school in Tanzania, intended to serve as a model to advocate and promote high standard balanced education for girls”².

The following issues shall be addressed in the evaluation:

- A summary description of the achievements and impact by JT during the period 2002 – 2011 in relation to stated objectives and goals.

¹ Consolidated Project Document 5-year establishment plan, Construction and Operation 2002/3 – 2007 (December 2002)

² Assessment memo (April 2008)

- Description of the achievements of the project in terms of a rights perspective and from the perspective of the poor.
- Lessons learned from the implementation of the project.
- Recommendations for a relevant and sustainable development of JT in a mid-term perspective.

Use of evaluation results

The evaluation findings and lessons learnt will influence decisions of the stakeholders on the future operations of Joha Trust.

3. Evaluation Issues

The following questions shall be assessed by the evaluation:

-How relevant for the target group was the project in the Tanzanian context when the activities started and how relevant is it today? Are the main objectives still valid?

-Are the activities and outputs of the project consistent with the overall goals and objectives?

-To what extent were the objectives achieved or are likely to be achieved?

-Which have been the major internal and external factors influencing the achievements or non-achievements of the objectives? Does the project confirm the hypothesis that the teaching environment contributes significantly to learning outcomes? To what extent is that the case?

-Taking into consideration the costs, how efficient has the project been in terms of output, in comparisons to alternative approaches, or to similar other projects?

-Were objectives and goals achieved in time?

-Which impact has the project had in terms of number of girls who have passed lower and upper secondary education and the level of their achievements (results)? To what extent has girls from underprivileged (poor) families been enrolled and to what extent have they been successful? What do communities in the selection areas think of the process and result of selection? Are there groups including minorities such as the disabled, the poor, ethnic groups and/or religious groups disadvantaged in the selection. How does it ensure the widest representation of society possible? How does the Trust ensure regional inclusion and avoid regional bias? Has the school managed to win the trust of all sections of society as stated in its objectives?

-What difference has the education meant to the girls who have passed through the school (in comparison to alternative approaches)?

-What has happened to the girls who have passed the exams? What are their views on the education they have participated in?

-How sustainable is the project? Which are the prospects for the school to continue its activities after support from the Embassy of Sweden has ended?

-How has JT lived up to its aim of being a model school, in terms of:

- Pedagogic approach
- School management
- School construction and environment
- Influencing Government to accept objective criteria for quality girls education
- Independently scaling to other campuses
- Other respects?

-To what extent has JT managed to entice others to emulate the approach?

- To what extent has JT succeeded in its objective to provide education for gifted girls from poor families? Which are the main features in terms of the students' socio-economic and geographical background and what factors explain the pattern? And to what extent has the current scholarship program been effective and sustainable?

-How could/should the achievements of the school and the students of the school be measured? Being a model school rather than an elitist school to what extent has JT achieved its target to be a top performing school? How has the performance of the school and the students developed during the years of review? Which are the main factors (positive and negative) which could explain the developments?

-How has JT managed to attract qualified teachers and other staff to work at the school? Which are the factors explaining any positive or negative trends or patterns in this respect? What views do teachers and staff have on JT as employer (based on a sample of current and previous teachers and staff)?

-What are the most common developments for students after having passed Form 4 and Form 6 respectively (based on a follow-up of a sample of former students)? What is the percentage of students who have started at the school and who have completed Form 4 and/or Form 6? What are the views of the students on the school after having left? What do they appreciate? What critical views do they have?

-A considerable part of the Swedish support has been allocated for construction of various buildings. The Master Plan of the school was drawn up, and several of the buildings were designed by a Swedish architect. An assessment is needed of this contribution from a pedagogical perspective as well as in terms of cost efficiency, functionality and other aspects of interest in terms of construction, e.g. adherence to Government regulations regarding construction and whether value for money was achieved with the decision to opt for high quality construction. Questions arise such as, 'Is the construction higher than government standard? Could the same pedagogic results have been achieved with less? Are the construction standards applied here realistic as a model in Tanzania? How should JT respond to the high cost induced by the high quality of construction?

-Describe and assess the collaboration between JT and external stakeholders, including the Embassy of Sweden in Dar es Salaam and “Stödföreningen för Barbro Johanssons Fond för utbildning av flickor i Tanzania” in Sweden.

-Assess strengths, weaknesses, threats and opportunities in the performance of JT from a perspective of organisation and management, including developments in terms of planning, reporting, financial management, procurement, internal and external communication etc.

-Describe and assess the member base and contributors to JT in Tanzania and Sweden including paying parents, the Stödföreningen in Sweden and Sida in a perspective of past and future opportunities for development.

4. Evaluation process

The evaluation will be carried out in conformity with the “*OECD-DAC (2010) Evaluation Quality Standards*” and best practices in the evaluation field.

The evaluation will be undertaken by two external consultants, composed of a Tanzanian National and an International Consultant. It will involve the following methodology.

- Desk review of relevant documents.
- Field missions to Joha Girls School and interviews with Board Members, School Administration, Staff and students, both current and past (graduates) as well as Embassy of Sweden.
- Meetings with other stakeholders such as Stödföreningen.
- A questionnaire with questions to give views on various issues raised in para. 3.0 above.

5. Accountability and Responsibility

The Embassy of Sweden/SIDA

Prepare bidding document and call for tenderers.

Evaluation of tenders and awarding work to the winners.

Provide financing for evaluation.

JOHA TRUST

Provide all the required necessary documentation.

Participate in the preparation of the tender document and its evaluation.

Consultant(s)

- Developing data collection instruments such as surveys and interviews, guides, and focus group discussions for the different stakeholders
- Administer and analyse the survey findings; and conduct interviews with Joha Trust and relevant stakeholders,
- Conduct assessment and analyse data that will support, findings, conclusions and recommendations;
- Organise and participate in meetings with relevant stakeholders

- Produce a draft report;
- Finalise the report based on feedback and comments provided on the draft report
- Prepare a debriefing presentation on key findings of the evaluation and make presentation to Joha Trust, Embassy of Sweden and other stakeholders as found necessary.

6. Profile of Consultants

An International (foreign) and National (Tanzanian) consultants

- Advanced degree in social and economic development (including education), evaluation or other related fields;
- At least 10 years of relevant experience in social and economic development (including education), of which at least five should be in the area of research/evaluation
- Familiarity with education systems and preferably with knowledge and familiarity with the Tanzanian education system.
- Proven knowledge and experience in working with East African educational organisations is required, as is the ability to write clearly and effectively.
- Must possess very good inter-personal skills, with a commitment to timeliness and quality.
- Fluency as well as excellent writing skills in English is essential; as most data collection will be done in English. The knowledge of Kiswahili is an added advantage.

7. Deliverables, Milestone, Schedule

In order to ensure that the report, as far as possible, constitutes a satisfactory basis for improvement, the following contacts shall take place with Joha Trust and Embassy of Sweden EoS:

- At a point of commencement of the assignment, EoS shall organise a meeting between the consultants, EoS and Joha Trust to discuss the method and time-frame for the assignment, whereupon the consultant shall present an inception report within two weeks for Joha Trust and EoS approval. The inception report shall include a detailed plan for the entirety of the assignment.
- The assignment shall be presented in a written report and submitted to EoS and Joha Trust in hard copy and electronic form.
- A draft report shall be submitted to EoS and Joha Trust no later than 2nd week of August 2012. The aim is to make it possible for the former to comment on any factual errors and misunderstandings, and for them to assess if the draft has reached an acceptable standard in relation to the Terms of Reference. Comments shall be submitted to the consultant within one week, whereupon the final report shall be submitted to EoS and Joha Trust within two weeks. The report should result in clear recommendations that are presented in order of perceived priority by the consultants.
- As part of the assignment, the consultants shall organise a presentation of the final results at a joint seminar with representatives from EoS and Joha Trust.

Format and disposition of the final report

The disposition of the final report shall answer the questions of these Terms of Reference. The report shall be written in English and not exceed 50 pages, excluding appendices. The report should include:

- Introduction
- Observations
- Analysis
- Conclusions
- Lessons learnt
- Recommendations

The final report must be presented in a way that enables publication without further editing, which includes having been proof read. EoS and Joha Trust shall also have access to the report in electronic form.

Time frame

The assignment will take between 40 and 60 consecutive working days. The activity time frame will be from October to December and coincide with the commemoration of Barbro Johansson at the school in Dar es Salaam.

Annex 2 – List of Persons Met

Embassy of Sweden, Dar es Salaam

Lennarth Hjelmåker, Ambassador

Dr Stellan Arvidsson Hyving, Senior Programme Officer Education

Omar Mzee, Programme Officer, Education & Research

Hans Persson, ex- Senior Officer, Education SIDA Dar es Salaam (by video conference)

Göran Schill, Controller

Barbro Johansson Model Girls' Secondary School

Halima I. Kamote, Headmistress/Administrator

Susan Tekla Nakayiga, Deputy Head

Fransisca Ngaiza, Accountant

Josphat Maina, Clerk of Works

Teachers

Students

Alumni

Joha Trust, Tanzania

Prof. Anna K. Tibaijuka, Founding Chairperson, Trustee & Minister of Lands, Housing & Human Settlements Development

Salmon Odunga, Chairman

Rukia Hayata, Technical Advisor

Magdalena Kaihuza, Founder member

Ambassador Paul Rupia, Patron

Barbro Johansson Parents & Teachers Association Committee

Benson Mahenya, Chairperson

Dr Henry Muzale, Vice Chairperson

Gregory Ndanu, Member

Gratian Nshekanabo, Member

Dr Pascal Rugalabamu, Member

Ministry of Education & Vocational Training

Paulina K. Mkonongo, Director Secondary Education

Elia Y. K. Kibga, Principle Education Officer, National Coordinator for Science & former National Coordinator Government Scholarships for Students from Low Income Households

Stödförening Sweden

Gun-Britt Andersson, Chairperson

Helana Altvall, Board Member & focal point for Forum Syd
Sten Rylander, Board Member & former Swedish Ambassador to Tanzania
Daniel Madhani, ex-Board Member

Church of Sweden

Lennart Andréasson, Programme Officer, Development Cooperation

Forum Syd, Sweden

Lisa Tistedt, Project Support Officer

United Kingdom Department for International Development, Dar es Salaam

Ian Attfield, Education Advisor

Canadian International Development Agency (CIDA)

Beatrice Omari, Education Advisor

School Associations/Networks

Father Binamungu F. Mukasa, Dar es Salaam Catholic Secondary Schools Association (DACASSA)

Daina W. Matemtu, Secretary General, Tanzania Heads of Secondary Schools Association (TAHOSSA)

Benjamin Nkonya, Secretary General, Tanzania Association of Managers & Owners of Non-Government Schools & Colleges (TAMONGSCO)

Campaign for Female Education (Camfed)

Lydia Wilbard, Director Impact

Msaada Daudi Balula, Director of Operations and Finance

Forum for African Women Educationalists (FAWE) Tanzania

Sophia M. Komba, Programme Officer

Anita E. Masaki, Project Officer

Other

Dr Stella J. Bendera, Chair Camfed Tanzania Board & former Coordinator, Girls' Secondary Education Support Program (GSES)

Dr Samuel M. Nyantahe, Executive Director, Daima Associates Ltd

Annex 3 – Lists of Documents Consulted

National Strategies

Regional Strategy for Development Cooperation with Tanzania 2006 – 2010 by Swedish Ministry for Foreign Affairs (2006)

Basic Education Statistics in Tanzania (BEST) 1984 - 1988 by Ministry of Education, United Republic of Tanzania (1989)

Household Budget Survey 2007 by National Bureau of Statistics, United Republic of Tanzania (2008)

Basic Education Statistics in Tanzania (BEST) 2011 by Ministry of Education, United Republic of Tanzania (2012)

Employment And Earnings Survey: Analytical Report 2010-2011 2007 by National Bureau of Statistics, United Republic of Tanzania (2012)

Cooperation Agreements regarding Barbro Johansson Girls' Secondary School

Correspondence between Joha Trust and Embassy of Sweden on 'Amendment to the Agreement No 3200005 between the Embassy of Sweden, Tanzania and Barbro Johansson Girls Education Trust (Joha Trust), Tanzania , on Long-Term Support to the Establishment and Operation of Barbro Johansson Model Girls' Secondary School (Joha Girls), 2002-2006' (Jan, 2003 & Aug, 2006)

Agreement between Government of Sweden and the Government of the United Republic of Tanzania on General Terms and Conditions for Development Cooperation (Mar, 2005)

Agreement between Government of Sweden and the Government of the United Republic of Tanzania on Development Cooperation (Sep, 2006)

Agreement between Sida and Barbro Johansson Girls' Education Trust (Joha-Trust), Tanzania , on Support to Barbro Johansson Girls' Secondary School at Luguruni Dar es Salaam during 2008-2009 (Apr, 2008)

Amendments to the Agreement No. 3200065 between the Embassy of Sweden in Tanzania and Barbro Johansson Girls Education Trust (Joha Trust) on support to Barbro Johansson Girls' Secondary School at Luguruni, Dar es Salaam, during 2008-2009 (Jun, 2010 & Dec, 2011)

Sida Decision on Contribution (pertaining to 2010-2011 of 10.1M SEK) (May 2010)

In-depth Assessment for continued and phase out support to Barbro Johansson Girls' Education Trust, 2010-2011

Barbro Johansson Girls' Secondary School Progress Reports

Barbro Johansson Girls' Secondary School's Overview (Sep, 2002)

Barbro Johansson Model Girls Secondary School Progress Report: September 2000-30 September 2001

Barbro Johansson Girls' Education Trust on Barbro Johansson Model Girls' Secondary School: Establishment, Construction & Operations: Consolidated Progress Report First 5-Year Plan: 2002-2006 & Second 3-Years Action Plan 2007-2009 (Jul, 2007)

Barbro Johansson Model Girls' Secondary Narrative Reports:

October 2002 to May 2003 for a Semi-Annual Review between Sida and Joha Trust (May, 2003)

1 October 2003 to 30 September 2004 for the Annual Review Meeting between Sida and Joha Trust (2004)

1 October 2004 to 30 September 2005 for the December 2005 Annual Review Meeting between Sida and Joha Trust (Nov, 2005)

January to December 2006 for the December 2006 Annual Review Meeting between Sida and Joha Trust (Nov, 2006)

1st January to 31st December 2007 (Feb, 2008)

1st January to 31st December 2008 (Feb, 2009)

1st January to 31st December 2010 (Mar, 2011)

1st January to 31st December 2011 (Mar, 2012)

Barbro Johansson Girls' Education Trust: Financial Statements for the Period of 15th October 2002 to 25th May 2003 (Jun, 2003)

Barbro Johansson Model Girls' Secondary School Progress Report by Meckon Arch Consult Ltd (Jun, 2004)

Barbro Johansson Girls' Education Trust: Financial Statements for the Year ended 31st December 2011 (Apr, 2012)

Barbro Johansson Girls' Secondary School Plans

Proposal for the Establishment of Mama Barbro Johansson Girls' Secondary School prepared by M.W. Macharia, Sectoral Planning Unit, Ministry of Education & Culture (undated)

Environmental Considerations of the Proposed Extension of the Joha Girls’ Secondary School (JGSS) Luguruni Area, Dar es Salaam by Mekon Arch Consult Ltd (Aug, 2002)

Barbro Johansson Model Girls’ Secondary School: Consolidated Project Document 5-Year Establishment Plan: Construction & Operation 2002/3-2007 (Dec, 2002)

The Proposed Extension of Joha Girls’ Model Secondary School at Luguruni, Dar es Salaam: Pre-Qualification Report by Mekon Arch Consult Limited (Feb, 2003)

Assessment of Architectural Proposal for Barbro Johansson Model Girls Secondary School 2002 by Inger Thede (Apr, 2003)

Masterplan, Construction Budget and Financing Plan of Barbro Johansson Model Girls’ Secondary School (Sep, 2004)

Joha Trust Business Plan 2010-2015 Final Report prepared and submitted by Daima Associates Ltd (Mar, 2010)

Barbro Johansson Model Girls’ Secondary Work Plan and Budget Year 2012 submitted to the Embassy of Sweden, Dar es Salaam (Mar, 2012)

Barbro Johansson Girls’ Secondary School Assessments

Joha Trust Assessment Report by Elizabeth Mwangi (Mar, 2012)

Baseline Study on Capacity Building for Barbro Johansson Model Girls’ Secondary School prepared by Salmon Odunga, Rukia Hayata & Magdalena Kaihuzi (Oct, 2011)

Barbro Johansson Girls’ Secondary School Meetings’ Documents

Introductory Statement by Mrs. Halima Kamote Barugahare, Headmistress Of Barbro Johansson Model Girls’ Secondary School (Barbro School) on the Open Day to mark the School’s 10th Anniversary; the 8th Form Four and 5th Form Six Graduations Ceremony; Saturday, 25th September 2010

Remarks on School Progress on 100 Years Jubilee of Mama Dr Barbro Johansson, 12th School Anniversary & 10th Form 4 & 7th Form 6 Graduation Ceremonies of the Barbro Johansson Model Girls’ Secondary School, Luguruni Campus, Dar es Salaam, Tuesday 25th September, 2012 by the School Headmistress, Mrs. Halima Barugahare Kamote

Minutes of the Joint & Annual Review Meeting between Sida and Joha Trust 2003, 2006-2012

Minutes of the Joha Trust Extraordinary Meeting on the School's Construction Work (Feb, 2004)

Minutes of the Joha Trust/Sida/Architect Consultants Meeting on the School's Construction Work (Mar, 2004)

Minutes of Parents & Teachers Association Committee Meetings (2011-12)

Mama Barbro Johansson Centenary Celebrations 25th September 2012. Statement by the Founding Chairperson, Prof. Anna Tibaijuka (MP) also Minister of Lands, Housing and Human Settlements, Tanzania.

Barbro Johansson Girls' Secondary School other documents

Barbro Johansson Girls' Education Trust: Terms of Reference for a Model School Concept (undated)

Barbro Johansson Model Girls' Secondary School: Draft Overview of the Model Concept Dissemination and Impacts (undated)

Barbro Johansson Girls' Education Trust Fund: Draft Management Letter for the Year ended 30 September 2006 by Price Waterhouse Coopers (Jan, 2007)

Other documents

Sida Procurement Guidelines (Jun, 2004)

Implementation Experiences of the Human Resources Development Project by the Project Support Group, Department of Policy & Planning, Ministry of Education & Culture, Dar es Salaam (Dec, 2002)

Dar es Salaam Catholic Secondary School Association (DACASSA) Handbook of Rules & Regulations (2006)

The Loyallight: Loyala High School Year Book (Oct, 2012)

Camfed Tanzania Information Kit



Evaluation of the Barbro Johansson Model Girls' Secondary School in Tanzania

Sida commissioned this evaluation at the end of its long-term support, spanning more than 10 years, to the Barbro Johansson School in Tanzania. Sida has been the major donor of the School, providing assistance for operational costs, the construction of its buildings and implementation of its infrastructure masterplan.

The School has achieved great progress towards its original objectives of providing high quality education for girls. It ranks highly in national examinations and provides an attractive physical environment. The School has demonstrated that (a) girls can perform as well academically as boys and (b) given the right environment, girls from under-privileged backgrounds can do as well as girls hailing from richer backgrounds. The School's model features include its active scouting of potential students from the regions, subsequent to that the provision of financial support to them and its commitment to supporting under-achieving girls to improve themselves academically. Sida's withdrawal of support has led to less scholarships being offered and pace of implementation of the masterplan being slowed down. The evaluation has suggested several avenues that the School can explore to replace Sida support..

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