

Descriptive Title: AID-ASHA-A-12-00009 Final Results Report (FRR)

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Development Objective: Support for expansion and development of The SEGA Girls School in Morogoro, Tanzania

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1. Goals & Accomplishments

The development objective of this ASHA grant was to support expansion of the SEGA Girls School in Morogoro Tanzania, as part of an overall long-term aim of improved quality of life for vulnerable Tanzanian girls, through providing quality secondary education. Thanks to the generous and well-organized financial support of USAID's ASHA program, the USO and OSI have fully met the original development objective of the grant.

- **Construction of two 48-student dormitories and Laundry Facility:** The school has been expanded from accommodating 120 boarders prior to the grant, to up to 216 boarders currently with the addition of two new large dormitories and a laundry facility.
- **Construction of a multi-purpose building:** The school has gone from having 5 classrooms and a temporary laboratory to a total of 7 regular classrooms plus two fully equipped laboratories, an art room, a fully equipped computer laboratory, a library, a staff room, and a conference hall.
- **Construction of a Teaching Staff House and Non-Teaching Staff House:** Staff housing has expanded from one staff house and one volunteer house to an additional two staff houses, enabling the School's Counselor, an additional Teacher, and Security Guards, and Cooks to reside on Campus.

- **Construction of Infirmary and Nurse's Quarters:** SEGA students no longer have to be transported to the hospital in town when sick, except in serious cases. The new infirmary and nurse's quarters have helped campus life and student well-being tremendously!
- **Fencing and Paved Walkways:** The entire campus has been fenced, and a parking lot, entrance, and paved walkways constructed throughout the campus, vastly improving security and reducing mud and dust.

1.1 Performance Against Quantitative Targets

- I. *No. of at risk vulnerable adolescent girls successfully transitioned from being out-of-school, or at risk but enrolled in primary school; to a formal secondary school (SEGA Girls School):* The target was 152 students by the end of Calendar Year 2014. The actual performance was 170 including 113 secondary boarding students in CY 2014 (plus 70 primary level students housed in non-ASHA funded buildings); and 57 graduates who had made the transition in earlier years.
- II. *Number/Percent of Sega Girls School secondary students passing the Form II exam as compared with national average.* The target for CY 2014 was 90% but we fortunately reached 100%.
- III. *Number of individuals in the community who have benefited from a social outreach activity from a Sega Girls School student (receiving produce from the Sega garden, peer education in pregnancy prevention or other, permaculture demonstration, etc.):* The target was 700 people cumulatively by the end of Calendar Year 2014, and the target was reached.

- IV. *Number of vulnerable girls at secondary level provided with safe accommodation in residential facility provided with ASHA grant:* The target was cumulatively 152, but actual cumulative was 170 secondary level students have resided in ASHA funded buildings by the end of CY 2014. 113 secondary boarding students who were vulnerable were housed during the year 2014. The boarding capacity is actually larger, and the OSI will begin doubling its enrollment from January 2016.
- V. *Number of students educated at secondary level in classrooms constructed with ASHA grant:* Similar to IV above, the target was 152, the actual cumulative total was 170, with 113 vulnerable students being educated in CY 2014.

2. Challenges

Considering the size and scope of this project, there have been very few challenges related to ASHA-funded construction. The Contractor performed his duties in a timely manner, as per contract, and slightly under-budget. However some small challenges were:

- **Delays in Planning and Approval Process:** The project got a late start, due to an extended planning and approval process. This was both on the part of the OSI, and on ASHA. Some delays in receiving drawings from OSI for Phase II construction (multipurpose building) that were properly stamped by the relevant engineers caused delays and return of drawings by ASHA. The IEE was rejected and took time to approve. Nevertheless, once construction of Phase I started, progress was steady and timely with no negative impacts on the school or project.
- **Salty Water:** SEGA's borehole is high in salt and manganese which has resulted in clogging of pipes laid down in earlier construction phases. The dormitories constructed under this grant were connected to those original pipes and for the first several months

after completion, were not receiving adequate pressure. It was found that clogging of feeder pipes, as well as poor layout of the original pipes, contributed to poor water pressure. The pipes were replaced and re-laid, and since then the pressure issues have been resolved.

- **Electricity and Water Supply:** The entire Sega campus is powered by solar panels which produce electricity. However, during periods of heavy rain and cloud cover, at times the water pump does not receive enough electricity and water shortage results. The OSI is working with the solar contractor to resolve the issue.
- **Student Adherence:** There have been some challenges with training students to remember to turn off taps in the dorm bathrooms, due to their backgrounds, coming from rural areas with no running water. Particularly in times when there is a water shortage, students turn on taps, and forget to turn them off if no water comes out. The Headmistress and US Volunteers have been working with the students to educate them about water conservation, and have undertaken interim measures such as visiting all dorms on a scheduled basis to check for running taps.

3. Success Stories

A. Participatory Learning and Instilling a Sense of Responsibility and Community

Action: In 2015, as the OSI was completing construction, 26 Form III students visited a nearby community who had had their homes destroyed by flooding, as part of our regular community outreach activities. The objectives were for students to learn about the impacts of natural disasters and also to reach out to others. The visit started with a community meeting whereby the community members shared with students about the flood and expressed their challenges and frustrations with living in the temporary

community. Then groups of 2-3 students went to homes of different people in the community to ask questions and to help them with daily chores and activities. Two groups also taught and played with the young children in the community. Students spent the day in the community. At the end of the visit, community members said: “This visit was different than any other we've had before. We have had visitors come before, but usually they would just bring gifts and stand around when it came to helping with any work. These students helped fetch water, they came and visited with us in our homes, they got down on our level to help build us up.” A student said: “Doing this work reminds me of home a little bit. But, at home and even at Segal, we complain about our lives being difficult. Here we are reminded of what real difficulty is.” –Subira

B. SEGA Graduate Continues Her Education: Agnes was working as a maid in a home in Morogoro when she was recruited to join SEGA in 2008. Abused by her employer, underpaid, and not able to attend school, she had very low self-esteem. With her father deceased, and her mother a poor casual laborer, Agnes used to make a living cutting grass for cows and selling it before moving to Morogoro to become a maid. Seven years later, Agnes is a confident, English-speaking girl who after graduating from SEGA in 2013, continued onto Teacher Training program for early childhood education, successfully completing the program in May 2015.

4. Cost Effectiveness

Due to some savings on exchange rate, productive working relationship between the Architects, Contractor and Client; and effective planning and management of resources by the Contractor whereby the originally budgeted contingency funds in the contract were not utilized, the project

was completed under budget. This enabled the OSI and USO to construct a much needed netball court and watchman's shelter for the school.

5. Photos

1. **AID-ASHA-A-12-00009, NM, SEGA, FRR, SEGA-Community-Outreach.jpg** - SEGA students reach out and assist a community displaced by flooding (SEGA students in center in uniform).
2. **AID-ASHA-A-12-00009, NM, SEGA, FRR, Agnes.jpg** - Agnes continues her education after SEGA
3. **AID-ASHA-A-12-00009, NM, SEGA, FRR, Computer1.jpg** - SEGA students in new ASHA-funded Computer Lab.
4. **AID-ASHA-A-12-00009, NM, SEGA, FRR, USAID-Sign-on-Multipurpose-Building.jpg** - USAID plaques on buildings
5. **AID-ASHA-A-12-00009, NM, SEGA, FRR, Nurse-In-Dispensary.jpg** - Dispensary
6. **AID-ASHA-A-12-00009, NM, SEGA, FRR, Students-in-Multipurpose-Building-Laboratory.jpg** - Multipurpose building Laboratories
7. **AID-ASHA-A-12-00009, NM, SEGA, FRR, Non-Teaching-Staff-House.jpg** - Non-Teaching staff house
8. **AID-ASHA-A-12-00009, NM, SEGA, FRR, Students-in-Library.jpg** - Students in the Library
9. **AID-ASHA-A-12-00009, NM, SEGA, FRR, Multipurpose Building.jpg** - Multipurpose building outside shot
10. **AID-ASHA-A-12-00009, NM, SEGA, FRR, Students-in-Classroom.jpg** - Girls in classroom