



# Elimu kwa Teknolojia

a BRIDGE*it* program

## QUARTER SIX REPORT JANUARY-MARCH 2009

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A Bridgeit teacher conducts an HIV/AIDS lesson at Mgulani Primary School in Dar es Salaam.

## **Background**

In 2007 the International Youth Foundation (IYF) was awarded a two-year cooperative agreement by USAID/Tanzania to implement the BridgeIT program in Tanzania, after a successful initial implementation of the BridgeIT program in the Philippines. In Tanzania, IYF is implementing BridgeIT in partnership with the Ministry of Education and Vocational Training (MoEVT), the Forum for African Women Educationalists (FAWE), the Nokia Corporation, the Pearson Foundation and Vodacom Tanzania. The main goal of the BridgeIT program is to significantly increase the educational quality and achievement among students at primary school level in mathematics, science and life skills through the innovative use of cell phones and digital technology.

### **BridgeIT has three specific objectives to achieve:**

- To work with the MOEVT and others to launch and expand BridgeIT in Tanzania and integrate it into the education system, at low cost, in order to reach the greatest number of children and teachers possible;
- To improve teacher performance in BridgeIT classrooms, as determined by changes within the quality of interaction and teaching and learning in the classroom;
- To increase learning gains among Standard Five and Six students in math, science, and life skills in BridgeIT classrooms, with a particular emphasis on girls.

This is the sixth program report, and as has been the case with all prior reports, it is organized in accordance with the Cooperative Agreement and the approved project work plan. The report provides a summary of all major activities that were undertaken in the sixth quarter, activities planned for the upcoming quarter, a summary of major publicity for the project, an update on the project's partnerships, and summary budget information.

## **I. Description of Activities Planned**

### **A. Activities Implemented**

The project's priorities for the sixth quarter were delivering and installing the Bridgeit equipment in the remaining 130 new schools and ensuring that the technology platform for content delivery was established and functional. Other key activities included conducting the baseline evaluation survey in 15 study and 15 control schools, and training 20 teachers on the "Passport to Success" Life Skills program in preparation for the implementation of the Life Skills program in the 20 pre-pilot schools, establishing an official Help Desk to support teachers, and overseeing refresher training workshops for the 40 pre-pilot teachers, as well as 3-day peer teacher training sessions in all 150 schools.

Below is a more detailed description of all activities implemented this quarter.

**i. Equip schools with infrastructure (reception packages) and security**

As reported in the last quarter, the equipment procurement was delayed due to the length of time it took to receive the equipment VAT waivers. The project therefore dedicated the sixth quarter to the delivery and installation of Bridgeit equipment in all 130 pilot schools. Each Bridgeit equipment package included a 29" inch TV, one Nokia N95 cell phone, one iron security cage for the TV, one small iron box to secure the phone, extension cables, power surge protectors and padlocks. Three companies were selected to conduct the installation and handing over of the BIT equipments to the selected schools. These companies were given a two-day orientation on how to conduct this activity and then taken into a nearby school in Dar es Salaam to see how a Bridgeit classroom is set up.

Each school had dedicated one classroom for Bridgeit. The delivery company installed the TV's iron cage on a front wall of a classroom with cement and then waited for a day as the cement dried. The following day the company would install the TV together with the Nokia phone as well as the small iron box underneath the TV iron cage. After the completion of the installation, there was a small handover ceremony in each school, in which teachers, students and members of a school management committee were invited to test the installed equipment and sign the official paperwork indicating the school's responsibility for the equipment.

Before the equipment packages were distributed to schools they were all properly branded, per the approved marking and branding strategy. All equipment packages were properly recorded in the project inventory books. The installation and hand-over was completed in all schools in the end of February 2009.

**ii. Launch programs in 150 pilot schools**

Quarter six marked the expansion of the project into all 150 schools. As noted above, all schools were equipped with the Bridgeit package during this quarter, and the project implementation began in the 130 new schools.

With the help of Vodacom Tanzania, all available videos were loaded into the project server which is housed in one of the Vodacom's switch houses in Dar es Salaam. The interface for accessing the content using the N95 phone and the 3G delivery system were tested with help from INDT Nokia Brazil and Vodacom Tanzania. New video content that was finalized in this quarter can now be downloaded by teachers by using their project mobile phones.

**iii. Collect pretest data in participating experimental and control schools**

In January 2009, Senior M&E consultant from the Philippines, Dr. Joy Natividad, traveled to Tanzania to work with local M&E consultant Frank Kaduma to finalize M&E tools for the pre-test, to train the team of evaluation consultants for data collection, and to oversee the administration of the pre-test in seven regions. The international and local M&E consultants spent one week refining the summative evaluation tools and training assistants.

From January 18-February 1, the M&E teams traveled to 15 study schools and 15 control schools in seven regions and administered the pre-test in

each school. The pretest, designed to assess the learning gains in Standard V and VI students in mathematics and science, was developed by independent teachers, tested in December and refined in January. The project used four M&E assistants on a part-time basis to provide support during the pre testing.

In February, after the Bridgeit schools were installed with the equipment packages, the M&E team used the Teaching and Learning Qualitative (TALQ) evaluation tool to conduct classroom observations in the study and control schools. The TALQ evaluation tool is used to assess teacher knowledge and skills, classroom environment, student participation, student activities in the classroom, and gender. The tool, presented in the project proposal, was adapted to the Tanzanian context and tested in one school in Dar es Salaam before being used to assess the classroom experience in study and control schools. During the post-test data collection phase, the same teachers will be assessed with the TALQ tool.

All of the baseline evaluation data has been sent to the Philippines, where it was encoded and will be analyzed by Dr. Natividad.

#### **iv. Monitor schools and provide training support**

- **Refresher training**

In February and March the project offered one-day refresher courses for all 40 teachers who were trained during the pre-pilot phase. The refresher training sessions were conducted in each of the four districts and were facilitated by master teacher trainers who trained pilot teachers in December 2008. The refresher training workshops aimed at updating teachers on changes on the technology platform (e.g. new features of the phone application software). In addition to technological training, teachers had an opportunity to sharpen their participatory teaching skills, which is central to the Bridgeit model.

The project developed a one day agenda in order to make sure that all Bridgeit teachers were trained on same topics. District school inspectors monitored this exercise in their respective districts.

- **Three-day training**

As part of the teacher training strategy, the project developed a three-day training agenda for trained teachers to use in orienting their fellow teachers upon their return to their schools. This agenda was included in the teacher's guides, and teachers were given the opportunity during their training sessions to develop a training plan for their own schools and practice their presentation. In quarter six, a total of 1,244 additional teachers were trained in 150 Bridgeit schools. The IYF Teacher Training Coordinator, the MoEVT Bridgeit Coordinator, and the 17 Bridgeit focal people followed up with each school and monitored these individual training sessions.

- **Monitoring visits**

In early March two USAID staff visited the Bridgeit program in Bagamoyo and Lindi schools in order to see how Bridgeit is implemented in schools and gather feedback on how the project has been received. They participated in the classroom observation and thereafter had a meeting with Bridgeit teachers. They finished the visit with discussion with parents and school management committee. Some teachers commented that the lesson plan guide and the videos were very helpful for enhancing their interaction with students and in saving preparation time. They also requested refresher training. There were some comments about the speed of some of the videos being too fast and that some of the phones were not displaying correctly. Community members commented positively about their inclusion in the project and said that there were fewer absences among students. Bridgeit CTO, Ms. Magdalena Hiza also had the opportunity to visit two Bridgeit classes in Bagamoyo, where she participated in Bridgeit classes and conducted individual meetings with Bridgeit teachers to get their feedback on the project. The visits went well with positive feedback from USAID staff and from teachers as well as parents.

In addition to the USAID visits, Bridgeit Teacher Training Coordinator visited ten schools to assess teachers' use of the Bridgeit technology, integration of the videos into the lessons, and effective use of student-centered teaching methodologies. He provided additional support to select teachers after the classroom observations.

- v. Establish SMS-based "help desk" for teachers on Bridgeit program**

In February 2009 IYF identified a Bridgeit Project Assistant, Othman Madati, to manage the project's Help Desk, which responds to teachers who face challenges and have questions about implementing the project. The majority of teachers' questions relate to use of the technology, but the Help Desk also provides support to teachers on classroom strategies, peer training, use of the lesson plans, and other project-related needs.

In addition to Mr. Madati's role as the Help Desk, he is also responsible for testing and rolling out live down-load system. His familiarity with the technology makes him well-equipped to serve the needs of teachers. Prior to the establishment of the official Help Desk, Teacher Training Coordinator served as the ad-hoc Help Desk, fielding questions from the pre-pilot teachers in 20 schools.

Vodacom Foundation has generously donated 150 sim cards for the N95 phones, broadband for video downloads, and free SMSs from the school phones to the Help Desk. The free SMS function allows teachers to easily access the assistance of project staff on an as-needed basis.

- vi. Life skills pilot**

Several key activities for the piloting of the Passport to Success (PTS) Life Skills curriculum in Bridgeit schools were implemented this past quarter. IYF completed the adaptation and translation of its Passport to Success (PTS) life skills curriculum to Tanzania. Ms. Zamaradi Said, Bridgeit's Life Skills & Gender consultant, led this process of adaptation, translation, and review, with the help of two translators. The Life Skills committee, consisting

of representatives from IYF, MoEVT and FAWE, reviewed and endorsed the adapted set of 32 Life Skills. Upon completion of the Kiswahili curriculum, lessons were printed and assembled in binders for distribution to the teachers at the life skills training workshop.

In addition to the completion of the adaptation and translation process, Brigitte also conducted its baseline survey in all 20 schools where the life skills program was to be conducted. The survey included behavior and attitudes questions and was completed by the students. Mr. Tom Leavitt, an international life skills evaluation expert who has led evaluations of the life skills program in the Philippines and several other IYF life skills programs, developed the survey and provided technical assistance on the data gathering process. Ms. Said of IYF, Mrs. Laurentia Msangi of MoEVT and Ms. Anita Masaki of FAWE conducted the baseline survey. The data will be encoded and analyzed after the post-test data is collected in July. The evaluation will measure the impact of the life skills lessons on the youth.

In the first week of February the project trained 20 teachers, one from each of the pre-pilot schools, on the Passport to Success life skills program. The four-day life skills training workshop was conducted in Kibaha. The training was facilitated by a master trainer from Morocco, Ms. Meriem Taouzi. Translation services were arranged as the main facilitator was more comfortable with French than English so the facilitator used French and it was directly translated into Kiswahili for the teachers. Along with the head facilitator, Ms. Zamaradi Said served as an assistant facilitator. In addition to the teachers, Ms. Anita Masaki from FAWE and Mrs. Laurentia Msangi from MoEVT also participated in the workshop in order to develop a better understanding of the program methodologies. The trained life skills teachers began implementing the after-school program in February. Due to the high demand of students to be in the program, the enrollment was limited to Standard VI students.

The implementation of the life skills program requires significant monitoring and follow-up, and therefore Brigitte has a team of three individuals to oversee the progress of the teachers and the program. Ms. Laurentia Msangi of the MoEVT and Ms. Anita Masaki agreed to join Ms. Said as members of her life skills team. In March, Brigitte conducted two regional meetings, one in Dar es Salaam and one in Lindi. These regional meetings brought together the life skills teachers to address implementation challenges and discuss lessons learned. Initial responses demonstrated that the program already has had an extremely positive effect on teachers and students who are involved. The teachers indicated that the program has increased student attendance and attitudes, but has also helped them because better teachers and members of their communities.

During the regional meeting in Dar es Salaam one teacher from Bagamoyo stated:

*“Life skills has helped us to be responsible not only at School but also in our lives at home. To be frank, before I had this training on life skills I was not responsible, and I am not shy to say that since I am no longer the same. I was not listening to neither students nor my children when they spoke to me about something; I kept working on whatever I was doing, and at the end I used to see nothing serious in what the speaker*

*was telling me. This behavior made me fail to solve many problems that arose, but from the Listening Lesson I have been able to listen and I have learned how it feels if you are talking to somebody who is not listening to you.”*

**vii. Continue to develop/adapt content and lessons plans**

During this quarter, 25 mathematics and science lesson plans were developed to be used along with the 23 new and 2 adapted mathematics and science videos produced in the last quarter. All lesson plans were edited and printed and are now being taken to schools to be added into their lesson plan files. IYF local digital content specialist also produced three life skills videos to accompany the Passport to Success Life Skills curriculum. In addition to the life skills production of the local digital content specialist, the project contracted two local film producers to create 19 films and worked with students from the Jane Goodall Institute Roots & Shoots project/Pearson Foundation to produce four videos.

**Table 2: List of the new videos developed in Quarter 5**

<b>Grades</b>	<b>Science</b>	<b>Mathematics</b>	<b>Life Skills</b>
Standard 5	6	8	0
Standard 6	0	9	3
<b>Total new videos created in quarter five</b>	<b>6</b>	<b>17</b>	<b>3</b>

After the second round of videos were completed, the project began a third round of video production in March. Four local producers, as well as the JGI/Pearson Foundation youth, are producing 30 mathematics and science videos.

**viii. Provide technical assistance to MOEVT and content providers**

IYF continued to work closely with MoEVT staff to build their capacity in lesson plan development and video conception and script review through its ongoing workshops organized as part of the content development process. The project also continued to provide support to the JGI/Pearson Foundation youth production team on educational video content development.

**B. Activities Planned for Quarter Seven**

Below is a summary of activities that will be implemented in quarter seven of the project.

**i. National Launch**

Building on the preparations organized in quarter six, IYF will organize an official national launch celebration of Bridgeit early in quarter seven on April 15, 2009. The event is planned to take place at Mwenge Primary School and will include all stakeholders and a demonstration of the Bridgeit project.

**ii. Continue to develop/adapt content and lessons plans**

The second batch of 26 locally produced math, science, and life skills videos were completed in February 2009 and are now available for download from the Bridgeit server, housed at Vodacom. During Quarter Seven, the third round of video production will be completed. Five producers have begun production of 30 new mathematics and science films and will complete the films in May. In addition, 28 new films will be started in June for the fourth and final round of the project's new video production.

**iii. Monitor schools and provide training support**

During quarter seven, Bridgeit will conduct monitoring visits in select schools to assess progress and troubleshoot as needed. This monitoring will be conducted by representatives from IYF, MoEVT, and FAWE. The Bridgeit project team will continue to enhance its Help Desk support to teachers. The project will use the TALQ tool to assist in conducting classroom observations of teachers, the data from which will be fed into the summative evaluation as well as used to work with teachers to monitor their performance.

**iv. Technology platform**

The technology delivery platform was established and tested during quarter six. In quarter seven, the project will support schools in their technical needs as they update the software application on their phones and start to download the video content from the Bridgeit server. Bridgeit Project Assistant will provide training and support to the teachers in order to ensure that all Bridgeit schools have access to the "live" video catalogue and download system.

**v. Collect post test data**

In quarter seven, IYF Bridgeit staff and MoEVT will oversee local evaluation experts to collect data in participating experimental and control schools.<sup>1</sup> The qualitative evaluation tools—which include focus group discussion and survey guides for students, teachers, head teachers, school inspectors, and district education officers—will be developed during the first part of the quarter. Prior to the school break in June, evaluation consultants, under the supervision of Teacher Training Coordinator, will conduct the interviews and FGDs as well as the classroom observations using TALQ tool. The post-test with students will take place during quarter eight, following the school break.

**vi. Develop case study of Bridgeit Program**

In accordance with the project work plan, IYF digital content specialist consultants, Theo Smith and Farida Nyamachumbe, will create a short film of the Bridgeit Tanzania project, in which they will highlight the program's successful strategies and approaches, as well as challenges and lessons learned. They will film Bridgeit classrooms and interview USAID representatives, program partners, teachers, students, and community members.

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<sup>1</sup> Due to the current end of the project in September 2009, the post-test data will be collected prior to September rather than the end of the school year (December 2009).

**vii. Develop expansion options**

During quarter seven, IYF will continue to work with project partners MoEVT, Nokia, INDT, Pearson Foundation and Vodacom to examine the project's operating framework and consider options for scaling and sustaining the program beyond the current two year timeframe. As part of this process, IYF is analyzing the content development process, the role of the MoEVT, and the technology platform, among other components, to identify what adjustments may be needed to enhance scale and build capacity of the schools, teachers and the MoEVT to continue the program. Initial discussions were held with project partners in quarter six and each has indicated an interest in participating in a new phase of Bridgeit. IYF will work with partners to develop an expansion plan for the project and will fold this into a proposal for a possible project extension to USAID/Tanzania that would assist the project in implementing the plan.

**viii. Work with MoEVT to develop plan to institutionalize teacher training within the MOEVT system**

In coordination with the expansion plan discussed above, the stakeholders committee led by IYF and MOEVT will develop a plan for institutionalizing the *Bridgeit* model into the MOEVT curriculum and teacher training system. During quarter six, IYF started exploring the opportunities for integrating the *Bridgeit* approach into teacher training colleges and teacher resource centers. IYF will continue research on these options during quarter seven.

**ix. Provide technical assistance to MOEVT and content providers**

Digital Content Specialist Theo Smith will travel to Tanzania during quarter seven to identify provide capacity building support to local producers, MoEVT staff, and the JGI/Pearson Foundation youth production team on educational video content development. He will also meet with MoEVT and TIE representatives to identify individuals who may be able to receive training to produce educational videos.

In addition, IYF will provide ongoing technical assistance to the MoEVT through ongoing lesson planning and video review meetings, and life skills monitoring.

**II. List of Names/Affiliations of Participants/Beneficiaries**

During this quarter, the project was launched in an additional 130 schools, and 20,619 new students have been reached in all 150 schools. As described above, the project also conducted 3-Day Peer Teacher Training sessions, in which an additional 1,244 teachers benefited from the program. These teachers are now implementing the program in the *Bridgeit* schools. To date, 1,544 teachers and 24,890 students have benefited from the *Bridgeit* program. (See Annex I for a detailed breakdown of *Bridgeit* beneficiaries.)

**III. Publicity**

During the past quarter *The Citizen* and *The Guardian* covered the life skills teacher training workshop, which took place in Kibaha from February 3<sup>rd</sup> to 6<sup>th</sup>. (The complete articles are included in Appendix II.)

#### **IV. Partnerships**

During the past quarter IYF continued to work closely with its partners, most notably Pearson Foundation, the Nokia Institute for Technology (INDT), and Vodacom. Pearson provided remote support to the lesson planning and teacher training workshops that happened in this quarter by assisting with agenda development and workshop preparations. In addition, Pearson provided valuable linkages to its Tanzania Pearson Longman affiliate in providing editing support for the new lesson plans created this quarter. Pearson and IYF continued their collaboration around video development that drew upon Pearson's other activities in Tanzania with the Jane Goodall Institute (JGI) that has trained youth to develop video content. Pearson provided additional training and support that was specifically tailored to educational video production for the Bridgeit program. During the video production phase, Pearson and IYF provided ongoing support to the youth video production team.

Bridgeit continues to receive essential support from Nokia and the Nokia Institute for Technology (INDT) in South America. Nokia is sharing its NED (Nokia Education Delivery) software with Bridgeit for cataloguing, ordering, and storing the video content stored on the cell phones. During this quarter, INDT provide ongoing technical support to IYF to test and refine the software, configure the Bridgeit server, update the video catalogs, and establish the live download system in Tanzania.

As discussed the previous report and above, IYF formalized its partnership with Vodacom Foundation during this quarter and began working closely with them on the content delivery system. Vodacom's role includes donating sim cards for the teachers' phones, housing the project's central server that holds the video content, testing the technology, and donating broadband and SMS services to the project. IYF and Vodacom installed the Bridgeit project server at Vodacom. Vodacom set up the necessary configurations, and, in coordination with IYF and INDT, tested the software application and the video download process. All 150 school phones were installed with the Vodacom-donated SIM cards and distributed to schools.

#### **V. Budget**

A total of **\$1,516,664** was spent through quarter six of the project. This amount is equal to **76%** of the total project budget of \$2,000,000. Of the **\$1,516,664**, the major expenditures were equipment, personnel, and contractual. The contractual line item includes costs for teacher training workshops, video content development and equipment installation.

## Appendix I

**Bridgeit Beneficiary Table**

S/n	Region	District	Number of teachers	Number of students
1	Dodoma	Dodoma	322	3,405
2		Kilwa	55	683
3	Lindi	Lindi Urban	44	520
4		Lindi Rural	76	1,798
5	Tanga	Tanga	16	1,758
6		Chamwino	43	934
7		Korogwe	45	888
8		Muheza	69	1,039
9	Kilimanjaro	Moshi Urban	42	504
10		Moshi Rural	37	561
11		Kibaha	21	690
12	Coast	Bagamoyo	185	1,808
13		Mtwara	41	788
14		Kinondoni	123	2,700
15	DSM	Temeke	93	1,876
16		Ilala	82	2,554
17	Mtwara	Hai	20	407
	<b>Subtotal</b>		<b>1,244</b>	<b>22,913</b>
	<b>Standard VI students counted in 2008</b>			<b>2,294</b>
	<b>Total Reached Quarter Six</b>		<b>1,244</b>	<b>20,619</b>
	<b>Total Reached to Date</b>		<b>1,544</b>	<b>24,890</b>

## 'Lack of life skills major cause of indecent behaviour among youth'

By Correspondent  
Felix Andrew, Kibaha

LACK of life skills among pupils has been cited as the major cause of indecent behaviour among the youths.

This was said in Kibaha yesterday by primary school teachers who were attending a four-day training on life skills which was organised by the International Youth Foundation (IYF) Tanzania field office.

Oepphresia Chembe, a primary school teacher from Lindi Region, said although they were teaching life skill components in the main curriculum, many pupils did not understand their importance due to the prevailing social cultural situation.

"As a result majority of them (pupils) had adopted bad habits without knowing that the same would land them in problems," she said.

She said life skills enabled pupils to stop engaging in socially disapproved habits including prostitution, drug use and robbery, among others.

"The majority of those who get impregnated, had not lived up to the life skills they were taught or did not understand how to apply them in their lives," she said.

She was of the view that all stakeholders, including the government had to work to ensure that life skills components were incorporated in the training of teachers to enable them impart the same to their pupils.

Lela Sheshe, a teacher from Bagamoyo District in Coast Region, said in order to reduce the challenges facing youths, more efforts were needed on training teachers in life skills matters.

"Religious and government leaders, the police and other organs should be well trained on the subject in order to capture the elements of youths, particularly when they are out of schools or when they are involved in legal problems."

"We alone as teachers can not bring changes to all these pupils, we need collaboration with other members of the community so that we can together manage to reduce challenges facing youth today," she said.

For her part, the training facilitator, Meriem Taouzi Dourant from Morocco said the BridgeIT programme in Tanzania had three objectives, which include increasing learning gains among Standard Five and Six pupils in mathematics, science and life skills with a particular emphasis on girls.

"The second is to improve teachers' performance, with an emphasis on greater interaction between teachers and students and improved learning in the classes," she said

Speaking earlier Chief BridgeIT Country Advisor Felix Mbogella said that the programme was an innovative use of cellphone technology and interactive teaching model that was first introduced in the Philippines.

"IYF is replicating this successful model in Tanzania, where the programme has been given the local brand name of "Elimu kwa Teknolojia".

The BridgeIT programme in the country is being implemented in 20 primary schools in the pre-pilot phase. Among the districts included are Temeke, Kinondoni, Bagamoyo and Lindi.

Mbogella further said 130 schools would be included into the programme this year.

He said these would be in Dodoma, Kilimanjaro, Tanga and Mtwara regions, adding that more than 300 teachers had been trained on how to use the model in their normal lesson teaching.

The training which was provided under the BridgeIT programme in Tanzania attracted more than 20 teachers from three regions.

BridgeIT in Tanzania is being supported through a grant from the United States Agency for International Development (USAID).

## NGO trains teachers on life skills

By Citizen Correspondent

Lack of life skills among pupils in primary schools has been cited as the major cause of misconduct among the youth, according to teachers.

This was said in Kibaha last Friday during a four-day training on life skills organised by the International Youth Foundation funded by the US Aid Agency. The training, which was provided under the Bridge IT program in Tanzania, attracted more than 20 teachers from three regions.

Oepphresia Chembe, a primary school teacher from Lindi, said although they have been teaching life skills components in the main curriculum, pupils failed to understand because of its weak linkage to the social cultural situation in the country.

She said, "as a result, the youth often misbehave without knowing that their actions are against the norms and may lead them into trouble."

Ms Chembe said many pupils indulge in prostitution, drug abuse and robbery due to lack life skills, hence ending up in early pregnancies, hospitals or in jails.

According to her, all stakeholders involved in upbringing of children including the Government must enhance life skills component in teacher training colleges so as to equip them with necessary skills that would enable them train their pupils.

Lela Sheshe, a teacher from Bagamoyo district in the Coast region, echoed the comment noting that in order to reduce challenges facing youth, more efforts must be put to equip teachers with life skills.

"Religious and Government leaders, police and other organs should be well trained on this field so that they educate the youth especially when they are out of schools or when encounter legal problems," she said.

She opined that teachers alone could not bring about the required changes, since they have a limited time to stay with pupils.

*The Citizen*  
10<sup>th</sup> Feb 2009  
pg 6

*The Guardian 11/Feb 2009*