

BUNGE PRIMARY SCHOOL

NEED ASSESSMENT REPORT

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By Mikoko Development Foundation - Team

Acknowledgement

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Appreciations to Rotary E – Club of Masaki for their interest in observing this document come in place to help creating common understanding between parties and priorities school needs that can be supported by the club and other key stakeholders.

Bravo to Mikoko Development Foundation Team for their capacity in developing this document and voluntary efforts towards ensuring the document come in place as well as contributing to improvement of the Bunge Primary School technical programs that will contribute to sustainable education in Ilala Municipality and Tanzania at larger.

Thanks to Mr. Twalib Mhidin Shamte, ... for their time and commitment towards providing data for helping develop this technical document that will help forecast decisions and priorities of school for the next three years towards achieve vision and mission of Bunge Primary School.

This document will help create a room between stakeholders, donors and school community to agree on the basic and priority facilities to be established including software and physical infrastructure that will help creating effective team and coordination with achieved impact that can be shared to school members, community and government authorities.

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INTRODUCTION

About Bunge Primary School

A BRIEF HISTORY OF BUNGE PRIMARY SCHOOL

Bunge Primary is a government Primary school which is located at Shaaban Robert Street at Kivukoni in Dar es Salaam City Council. In the East side it is bordered by the office of the Registrar General of Political Parties in Tanzania, In the west it is bordered by Headquarter of Tanzania Business Registration and Licensing Agency (BRELA) more over in the Northern side it is bordered by the Tanzania Investment Centre and the sub-office of the Parliament of the United b/ Republic of Tanzania and in the Southern side it is bordered by the Central Bank of Tanzania (BOT).

This school was established in 1957, by then it was known as Burton Primary School under the British rule. It was a school for the white children and the medium of Instruction at that time was English until 1979. After independence of the Country later in 1963. The school was handed over to the city council of Dar es Salaam and its name was changed to Bunge Primary School, and the medium of instruction was changed to Kiswahili from 1980 to 2022.

In 2023 the medium of instruction has been changed back to English once again. And the changes have been immediately executed and administered to the newly enrolled Pre-Primary and Standard one Primary school students in 2023 and the name of school has been changed to

BUNGE PRE-PRIMARY SCHOOL (ENGLISH MEDIUM)

SCHOOL VISION

To have Patriotic educated pupils with knowledge, skills, competence, aptitude and positive attitude so that they can be self-reliant and bring about personal development and the Nation at large

OUR MISSION

To offer the best Quality Primary Education in the country

OUR CORE VALUES

- To prepare a student to have aptitude and positive attitude and being Patriotic for the Nation.
- To equip a student to have the best quality Education.
- To prepare a student to bring personal development and the National at large.
- To prepare a students to have the ability to master his/her environment for the National development
- To equip a student to have the ability that will promote Education Continuity.

Why Need Assessment Process

A needs assessment helps you determine *what needs to be accomplished to reach your project goals*. This assessment of needs then informs a project's overall plan and approaches by helping you identify targeted strategies and prioritize resources. (Emily O'Donnell, NICHQ).

In this need assessment the team of Mikoko Development Foundation had decided to voluntary conduct the need assessment and ensures the school of Bunge Primary Schools is well understood by the donors and help achieve its vision as stipulated under the school charter.

Assessing Needs

During this assessment Mikoko Development Foundation designed a comprehensive needs assessment. The overall purpose of the needs assessment was to identify areas that would both leverage existing investments as well as meet the goal areas of education system of United Republic of Tanzania. The needs assessment used structured interview, questionnaires and observation to collect and verify the need and priorities of schools.

Results and Summary

Results are derived from a synthesis of the data collected and are organized by stakeholder group; staff, and community members. Total of 9 respondents have participated this assessment and help to achieve a constructive document that can be used by school and community members to support school priority in a systematic method.

This need assessment has five main parts; Administration, Teaching & Training, Infrastructure, Environment and Extra curriculum.

Needs: presented are the *highest priority* and are not meant to be interpreted as exhaustive; rather, they are meant to be understood as the most pressing/most foundational needs to be addressed in school at this point in time. It is understood that the extent to which a need is severe at a department level will vary. Each need is presented with brief elaboration; where appropriate, key findings from data are presented. Additionally, quotes from respondents are included in *italics*.

Recommendations are presented as guidance. It is understood that the recommendations will need to be discussed and acted upon or not.

Administration Capacity

School Board

There is a functional school board and it is committed towards supporting school development and achievement of planned goals.

School management

School management is comprised of school head teacher, deputy head teacher, and head of departments, teachers and other staff members. There are regular meetings for staff members including consultative meetings between staff and head of teacher.

Teachers

There is total of 8 Male teachers and 37 Female teachers this brings about total of 45 teachers in school. The ratio is 1:67 that is relevant ratio towards sustainable education in Tanzania.

Students

School has total of 2,997 students in which 1,539 are boys and 1,458 are girls.

School policies & regulations

There are school policies and regulations that guide and safeguarding children during and after school programs. There is a specialized teacher for guidance and counseling who is responsible for children safety during school and after school hours, a teacher is operating the duties in collaboration with committee members, teachers and parents to help ensure safety of children is well implemented.

The school children protection training is conducted between staff and students in regular time to ensure children safety is well implemented at school level also visitors who wants to meet with students is well regulated and ensured to safeguard rights of children during school hours.

Current Needs:

- i. There is a strong need for regular training and development to teachers who involved with children safety.
- ii. Children Protection Policy document to be developed with its summary to be shared to teachers and parents to ensure everyone is well involved in children safety at school.
- iii. Improve follow-up checks and approval from parents during external or out of class activities to help secure children rights in events or activities as required by external stakeholders.
- iv. Training to parents regarding children safety at home.

Regular staff training & capacity building

School has no planned regular staff training or capacity building programs that can support teacher's or staff improvement towards productive and effective with innovation at their work place. Government and stakeholders have been inviting teachers to different engagement seminars and trainings to allow them become aware of some few programs regarding education system in Tanzania.

Current Needs:

- i. School need to plan regular training to teachers regarding curriculum and extra curriculum programs to help achieve school vision.
- ii. Academic Teacher needs to have regular checks and staff performance card that will help identify skills sets per staff within academic subject or related to support internal training and capacity building as basic program that will contribute to achieve school vision.
- iii. Regular training must be equally maintained that can help to standardize at least a teacher must require one training per year with average of 2 training per teacher in school.

- iv. There is a need for school to engage organizations such as Project Inspire in STEAM or Mikoko Development Foundation in STREAMS programs based on hands-on programs that will contribute to academic improvement in school.
- v. There is a need for team work and personal training courses to individual staff to create team work within staff members.
- vi. Teachers need regular English course training courses from certified language organizations such as British Council. The school is English Medium and needed to have competent English users teachers.
- vii. There is a higher need for school management to be trained on Strategic Plan and Action Plan to help plan and follow-up on school plans and success on academic programs at school level.

Infrastructure Capacity

Bunge primary school has a very beautiful infrastructure but mostly is the old one and really need renovation. This assessment has consider all facilities that are important at school including improved and others which needs renovation including immediately and long term needs.

Staff Offices

Assessment considered staff offices and evaluate each need accordingly, Staff offices have considered the actual visibility and the current need to help creating conducive staff working environment to help increase staff productivity. Offices evaluated included head teacher, deputy head teacher, academic and teacher's office.

Head Teacher Office

Office of head teacher has basic needed facilities including office table, office chair, computer, and other important needs.

Current Needs:

- i. At least two Visitor's chairs.
- ii. Office printer - colored (*lighter duty*)

Deputy Head Teacher

Office of deputy head teacher has basic needed facilities including office table, office chair, computer, and other important needs.

Current Needs:

- i. Staff table.
- ii. At least two Visitor's chairs.

Academic Office

Academic office has basic needed facilities including office table and office chairs but needed new one to help improve staff working environment and academic strategy at school. Academic department has total of 9 members and two members who are Chairperson and Secretary are responsible to use the office.

The academic office needs to have effective facilities that will help improve academic performance of the school, including facilities that will help to manage and improve implementation of academic strategy.

Current Needs:

- i. Windows needs to be improved.
- ii. Office cabinet is needed the available does not need the current demand.
- iii. One board meeting table.
- iv. Seven (7) board meeting chairs.

- v. 2 Office tables.
- vi. 4 office visitor's chairs.
- vii. 2 office computers.
- viii. 1 office projector.
- ix. Internet connection.
- x. Painting the office.
- xi. Window curtains.
- xii. Improve electricity facility with effective safety standard.
- xiii. Office fan/AC.
- xiv. Improve office tiles with polish.

Teacher's office

Teacher's office has needed facilities as observed but needed to be improved with few facilities to support teacher's capacity and productivity at the favorable working environment.

Current Needs:

- i. Staff tables.
- ii. Staff cabinet.
- iii. Office painting.

Students Classes

Total available classes are 24 classes; standard 1 and 2 has two shifts per day.

School has received confirmation coordinated by Member of the Parliament from Ilala Constituency that the donor will help to construct 40 classrooms with staff offices.

Current Need:

- i. Some classes need windows repair.
- ii. Some classes need re-painting.

School Library

School has a small library with two book shelves; also library has librarian but lack few important facilities such as computer for managing books.

Current Need:

- i. New library room with full equipment's to help kids enjoy good learning environment.
- ii. Add more curriculum books especially standard five books.
- iii. Computer for managing books.
- iv. Staff table and chairs.
- v. Visitors chairs.
- vi. New shelf for keep books.
- vii. Current room needs renovation.
- viii. Few mobile laboratory or science tools.
- ix. Internet Connection.

Computer Labs

Currently school has no computer lab, as the school is really demanding the computer lab to help students understand digital education and improve national examination remarks based on existing curriculum.

Current Needs:

- i. Computer lab room.
- ii. Computers.

- iii. Computer tables and chairs.
- iv. Staff table and chair.
- v. AC.
- vi. Internet connection.

School Toilets

School has toilets despite the latrines are not enough but are at least helping school community on daily basis.

Staff Latrines

Staff has total of 2 toilets this brings about Men = 1:8 and Women = 1:37

Current Needs:

- i. There is urgent need of staff toilets at Bunge Primary School.

Students Latrines

School has total of 24 students latrines that brings about 1:125 that is high number compared to normal ration standard of Boys = 1:25 and Girls = 1:20.

Current Needs:

- i. More students' latrines are needed at the moment to achieve government target on student's latrines.

School Sanitation

At Bunge Primary School there is a good infrastructure of sanitation but needs some few improvements to help enough water supply at school and sanitation infrastructure.

Water Availability

Water supply system looks fine but there are more improvements needed to be supported. Total amount of water supply is 4,000 liters with the tanks. This will bring about 1:1.34 as needed to improve water capacity at school on daily basis. Currently school is has a borehole where the school water supply comes.

Current Needs:

- i. Improvement of water supply systems at school and install 10,000 liters of water tank with its own tower in regarding to children safety.
- ii. Support DAWASCO water supply at school for clean drinking water at school.

Sanitation System

School sanitation system is somehow good and need more improvements to ensure the WASH programs at school are well and effective implemented by every student. There are four mobile hand washing stations and needs to be improved to help and support more students at once.

Current Needs:

- i. Sanitation system needs to be improved to enhance safety to students during school hours.
- ii. More mobile dustbins needed at school to ensure proper waste management.
- iii. Class rooms needs regular checks and inspections to ensure proper control of dusts.
- iv. Incinerator for dispose girls' sanitary pads.
- v. Girls' education on menstrual hygiene is needed, also supporting schools with emergency sanitary pads for girls who might need them during their classes.
- vi. There is a need of girls changing room to maintain girls privacy during wearing sanitary pads.

Sports Fields

School has one sports field and they depend to play at Jakaya Kikwete Park as the school has no enough space for sports grounds. Kids love to play different sports programs including football, athletics, netball and basketball.

Current Need;

- i. Other mobile games such as table tennis.
- ii. Partners are needed to improve students' skills and exposure in sports and games.

Environment

At Bunge Primary School environment is priority and school has been able to plant few trees with Rotary Club and there is a need of planting few more trees and manage landscaping at school. School waste bin is available and students are participating in environmental programs at school.

Current Needs;

- i. Flower pots.
- ii. Agriculture project skills.
- iii. Agriculture tools and seeds.
- iv. Improvement of main school waste bin.
- v. Environmental education and conservation.
- vi. 50 trees.
- vii. Paving at the parking area.
- viii. School environmental safety and health procedures.
- ix. Establish integrated fish project for self – employment.

Extra Curriculum

School has different clubs including Scouts, Girl Guide and Road safety. There is no specific school teacher who is responsible for extra curriculum and has competency.

Current Needs;

- i. Teachers to be given training on extra curriculum programs and activities.
- ii. Teachers to be well involved in partner organization programs and accepted as professional coordinators at school levels.
- iii. Partner organizations to coordinate well-structured programs for school teachers.
- iv. School to coordinate and measure contribution of extra curriculum towards existing curriculum.