St. Timothy’s School-2013-2014

Name of program
St. Timothy’s School

Year of activity
2013-2014

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Function of the report's writer
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Status of program
The Nursery School project was completed in December 2013 and opened its doors to 26 returning students and 10 new students at the beginning of the 2014 school year in January. The funding provided by the Matanel Foundation helped support the completion of 2 large classrooms and a corridor that connects the Nursery School to St. Timothy’s main campus. The new Nursery School has significantly improved the learning and teaching environment at St. Timothy’s. Teachers have benefited from having their own classroom with more adequate space to teach. The opportunity to not teach in corridors or a classroom where 2 classes are happening simultaneously has improved student’s attention spans, caused few distractions and promoted teacher retention, which has significantly improved the overall quality of education at St. Timothy’s School. Thanks to the additional space of the Nursery classrooms, St. Timothy’s has increased their capacity to provide vulnerable children who could otherwise afford to attend school access to education.
Main achievements during the last year of activity

Thanks to the encouragement provided by the Matanel Foundation, St. Timothy’s was able to expand its efforts to complete 6 infrastructure expansion projects since December of 2013. With the completion of the 2 Nursery School classrooms and a new second grade classroom that eliminated the makeshift room in the corridor, there are now enough classrooms to accommodate each grade level. St. Timothy’s now has a fully equipped solar computer lab that houses 10 desktops and includes maintenance, training once a year for three years and additional intensive training course for IT teachers.

On October 10, 2013 the zonal inspectors from the Ministry of Education (MOE) officially approved St. Timothy’s as a Primary Boarding School for the completion of the additional classrooms and on-campus Boarding Home. This recognition came just 6 months after a failed inspection by the MOE when they made recommendations for further improvements. The boarding home provides 72 children a safe home with 3 consistent meals a day and constant supervision. The boarding home has been used as a model for other schools to follow as recommended by the Ministry of Education.

Currently, St. Timothy’s is constructing a combined community center and dining hall. The construction of this ambitious project began in September 2014. The building will be the first of its kind in the village and will meet the final recommendation set by the Ministry of Education to provide students with a suitable dining hall so students do not have to eat at their desks. The building will provide further financial sustainability for the school by being rented out for ceremonies and conferences. Teachers will benefit from having an adequate teacher’s room for marking, preparing lessons and holding meetings. The total cost of construction is estimated to be around $______. With the support of Mama Hope, $19,400 funded the construction of the building’s foundation from September to December of 2014.

As a result of investments in infrastructure St. Timothy’s has been able to amplify the overall quality of education that is provided at the school. The additions have proven to attract more paying students, which is necessary to ensure financial sustainability. The investments have also helped St. Timothy’s become a haven for academic excellence. In November 2014, St. Timothy’s School placed 7th out of 252 in the Moshi district: 24th out of 927 schools in the Kilimanjaro region and 427th out of 15,426 schools nationally on the national exams.

With 100% of all materials and labor purchased within the Moshi community, the projects’ construction has supported 6 separate masons and their teams. Between purchasing materials, transportation, construction, consultation and food service the projects have created roughly 60 jobs.

St. Timothy’s looks forward to sustaining the improved quality of education and teaching so that the school can continue to be a cornerstone of education to the community for generations to come.

Evaluation
The original objectives of the project are being measured through the following success indicators:

1. Improved learning environment: With the completion of 3 additional classrooms in December 2013 baby class, nursery class and 2nd grade all have a classroom each. The first monthly and quarterly test scores of the school year were compiled for each grade level-February 2014 test scores were compared with the same tests scores from February 2013. Comparing data and evaluating student performance has continued throughout the entire year.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Kiswahili (February 2013)</th>
<th>English (February 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Class</td>
<td>60%</td>
<td>63%</td>
</tr>
<tr>
<td>Nursery Class</td>
<td>72%</td>
<td>62%</td>
</tr>
<tr>
<td>P2</td>
<td>65%</td>
<td>66%</td>
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</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Kiswahili (February 2014)</th>
<th>English (February 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Class</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>Nursery Class</td>
<td>75%</td>
<td>67%</td>
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</table>

2. Improved Teaching Environment: Teacher satisfaction is being measured through informal and formal surveys and tracking teacher turnover at the end of each school year. Prior to the end of the 2013 school year the teachers were given a survey to assess the challenges and opportunities in their classroom as a school. A similar survey was given at the end of the 2014 school year for comparison. Teachers said that they have more adequate space to teach and that not teaching in corridors, or with another colleague in the same classroom has resulted in better focus, improved attention to children’s needs and higher-quality teaching. At the end of the school year in December 2013, only 3 out of the 12 teachers did not renew their positions for the new school year in January compared to 5 teachers the previous year; one additional full-time teaching position was created and filled during the 2014 school year.

3. Increased School Attendance: Attendance numbers are being tracked and compared with those from previous school years in order to determine if the additional classrooms are attracting more paying students so that more vulnerable children may attend for free and to ensure financial sustainability for the school. Total enrollment numbers from the 2014 school will year will be compared with the same cycle from the previous year. Between December 2013 and February of 2014 school attendance increased by 28%. There were 174 students enrolled in 2013 and there are currently 228 students enrolled at St. Timothy’s, 50 of which who could otherwise not afford access to education.

**Others**

Provisional guidelines for the advancement of the program in the next year:

Based on the successful completion and implementation of the Nursery School Project in December 2013, the next installment of funding will be used in the same nature to complete the Multipurpose and Dining Hall in order to promote the educational experience at St.
Timothy’s School. In order to continue construction on the current project $8,000 is needed to purchase material and labor. At this time all encouragement will be used to purchase bricks, cement bags, sand lorries and any additional materials necessary to finish the foundation and walls of the Multipurpose Hall. The project will require a number of activities, but a number of them are relatively straightforward. The idea is to finish the building in stages so that rooms can be utilized as soon as they are finished.

The objectives behind this phase in the program’s advancement are still deeply embedded in improving the overall teaching and learning environments at the school. It is anticipated that the completion of this project will add more value to the education provided at St. Timothy’s further attracting more paying students in order to provide educational opportunities to vulnerable children in the community.

Together, Mama Hope and St. Timothy’s will continue to evaluate any changing needs at the school and within the immediate community. All needs determined vital or urgent by both parties will be given financial priority.

Source URL: http://www.matanel.org/content/st-timothy%E2%80%99s-school-2013-2014