



MOSHI AFFORDABLE SCHOOLS, SILVERLEAF ACADEMIES

Grantee
ANZA
ENTREPRENEUR LTD

Grant amount
GBP 399,932

Project duration
May 2016– April 2019

Implementing partner
Silverleaf Academy Ltd

Beneficiaries
Children aged 3–14 years

Region
Kilimanjaro and Arusha



Silverleaf academy school students playing during break.

PROJECT BACKGROUND

Educational interventions that equip Tanzania’s next generation of innovators and entrepreneurs are in high demand. Yet the country’s government-run schools are beset with constraints such as under-resourcing, poor infrastructure and low levels of attendance, leading to persistently poor attainment levels among students. For example, 48 per cent of 11 year-old pupils are at least one grade behind in their schooling. In 2015, only 78 per cent of Tanzanian Standard VII students met national benchmarks in literacy and numeracy at the Standard II level.

Silverleaf Academy is an education enterprise founded on the understanding that quality education must be accessible to all children. It is Tanzania’s first chain of high-quality, affordable preschools and primary schools, educating children between the ages of 3 and 14 years from lower–middle-income urban families. Silverleaf works on the premise that improved education and psychosocial wellbeing will lead to fewer school dropouts and greater progression and attainment at secondary school. It also expects graduates leaving with good results and a high level of self-confidence to be more employable in the longer term than those without.

PROJECT DESCRIPTION

In this pilot supported by HDIF, Silverleaf Academy schools use a tablet-based curriculum inside every classroom, and adopt an innovative team teaching and

in-service training approach. Innovation is applied and integrated across all aspects of the Academy’s work.

Technology: A vital part of the Silverleaf Model, technology supports both students and teachers across all grades and all subjects. By providing every class with access to projectors, video and picture imagery and e-learning materials in every class, students learn through a combination of interactive quizzes, music, read-along text, and instructional videos to engage and enhance their learning experience. Technology also enables head teachers to manage administration tasks through the use of a student information system that allows for data tracking using a simple smartphone.

Pedagogical training: In addition to their teaching qualifications, all Silverleaf teachers and teaching assistants undergo various intensive training sessions throughout the year. These include effective classroom management, student-centred teaching techniques, child psychology, positive behaviour management, special needs education, and the appropriate use of technology to assist with lesson planning and delivery.

PROJECT RESULTS

Project achievements by 2018:

- 520 students have directly benefited from Silverleaf curriculums and schools.
- 100 per cent of enrolled Grade 4 and Grade 7 students have passed their national exams.



- 140 teachers have been trained in the areas of modern teaching practice, school leadership, and positive behaviour management.
- Formal and informal evaluations have observed 14 Silverleaf teachers improving their classroom behaviour management strategies and teaching methodology.
- Six Silverleaf teachers have been promoted to various levels of school management or the school transition team.
- An Uwezo assessment found that attainments in Grade 1 and Grade 3 English, maths and Kiswahili have increased by 20 per cent.
- All areas of pre-primary development including social-emotional, emergent numeracy, emergent literacy and language, and fine and gross motor skills saw an increase in student achievement. Social-emotional and emergent literacy witnessed the largest improvement – from 58 per cent to 86 per cent.

KEY LESSONS

Devote significant time to developing local and national government relationships: The project has experienced a series of government-related bureaucratic hurdles, which have had implications on the pace of completing deliverables. The bottlenecks experienced in terms of the processing speed for government paperwork are highly variable and seem to depend on regional or district-level capacity. In response, Silverleaf has spent time developing

NEXT STEPS

Silverleaf is currently being implemented in two regions of Tanzania with plans to implement in a third region by 2020. If the programme continues to be successful, it is hoped that eight new academies will open each year from 2023.

relationships with government stakeholders to provide guidance and to push things through the various systems, wherever and whenever needed.

Keep up to date with policy changes and reforms: It is often unclear which education reforms are mandatory for private schools or when schools are expected to implement them. Silverleaf continues to seek clarity from the education ministry on the various educational policies and reforms that the government has announced relating to changes in the primary school sector curriculum.

GENDER EQUITY AND SOCIAL INCLUSION

Fifty per cent of students attending Silverleaf schools and programmes are girls and 50 per cent of Silverleaf staff are women. Fifty per cent of the school leadership at each school level are women.

PRINCIPLES FOR DIGITAL DEVELOPMENT

Design for scale: The Silverleaf Model has been designed to work over a large network of schools. The organisation will use the lessons learned from their first two academies in Arusha and Kilimanjaro to adapt the launch of new academies across Tanzania.



Silverleaf Academy

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