

# Have you ever seen a Tamasha booklet?

## Bure bora?



### Key Findings

- Twaweza and Tamasha produced a series of booklets addressing service delivery problems, aimed at young people; 6 million of these booklets were distributed through elementary schools. A monitoring exercise was conducted to follow up on the distribution.
- Among the respondents contacted, 99% distributed the booklets in their school.
- 93% of respondents had seen the booklets in use during classes at their school.
- 31% of recipients named Kodi ya Mimba as their favorite booklet.

### Introduction

To increase citizens' awareness about the issues in health, education and water and call for their active role in monitoring service delivery, Twaweza produced six million booklets together with Tamasha, a Tanzanian civil society organization focused on youth. The booklets presented stories about young people's experiences of service delivery and how they had overcome local challenges using their own initiative. The back page also promoted a competition that Twaweza initiated on behalf of the Government. The competition sought views, from students in particular, on the role that citizens can play in helping to improve these sectors.

Twaweza distributed these booklets to 9,939 primary schools via East African Movers Logistics (EAML). These booklets were also distributed through newspapers, street marketing companies and Twaweza partners to ensure maximum reach.

Following the distribution of the booklets, Twaweza conducted a monitoring exercise to assess the effectiveness of the distribution to schools, and the relevance and quality of the booklets and their messages as perceived by those who received the booklets at the schools. We were not able to talk to students themselves, which would have yielded another level of insight in terms of how the ultimate target audience perceived these materials.

## Methodology

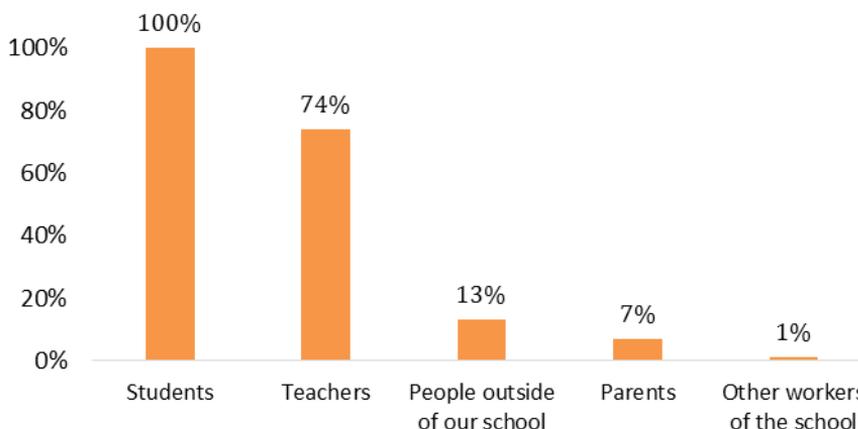
The exercise was conducted in June 2014, through computer-assisted telephone interviews (CATI), based on a sample of respondents that in 2014 had received the Tamasha booklets. The database included 500 schools which received the booklets in 2014 (the bulk of the schools had received the booklets in 2013, but to avoid recall bias, these were not included in the monitoring exercise). From the 2014 distribution list, 316 respondents were randomly sampled and reached. The findings in this brief are based on the quantitative data collected through this exercise.

## Main Findings

### ***What happened to the distributed booklets and leaflets?***

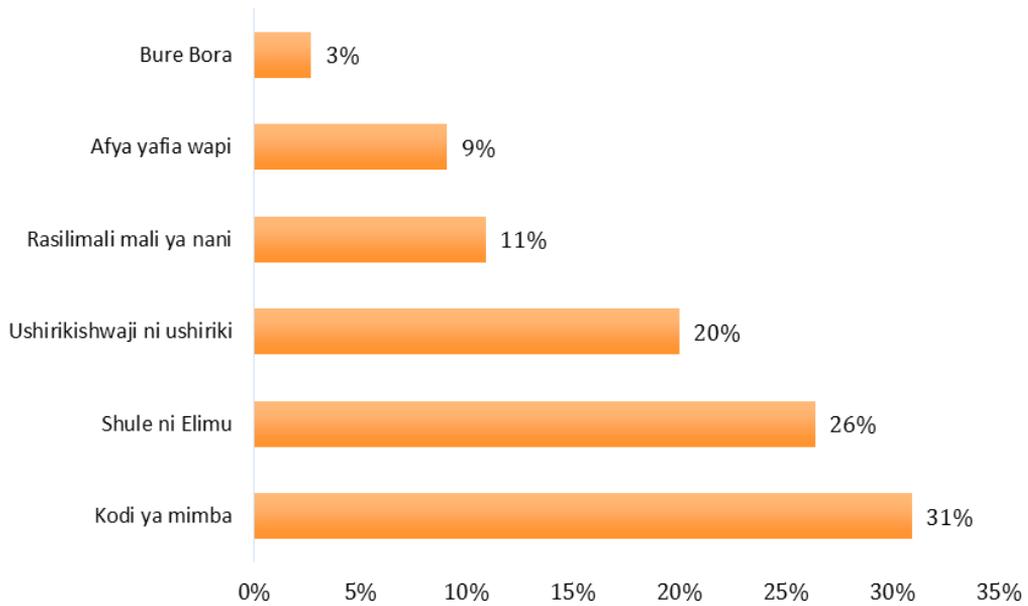
All 316 respondents were reached, confirmed the veracity of the personal details provided by EAML and confirmed having received the booklets. Among these, 313 respondents (99%) had passed on the booklets after receiving them. Figure 1 shows whom the booklets were distributed to (respondents could choose more than one option).

**Figure 1: Proportion of respondents who distributed the booklets to various audiences (n=313)**



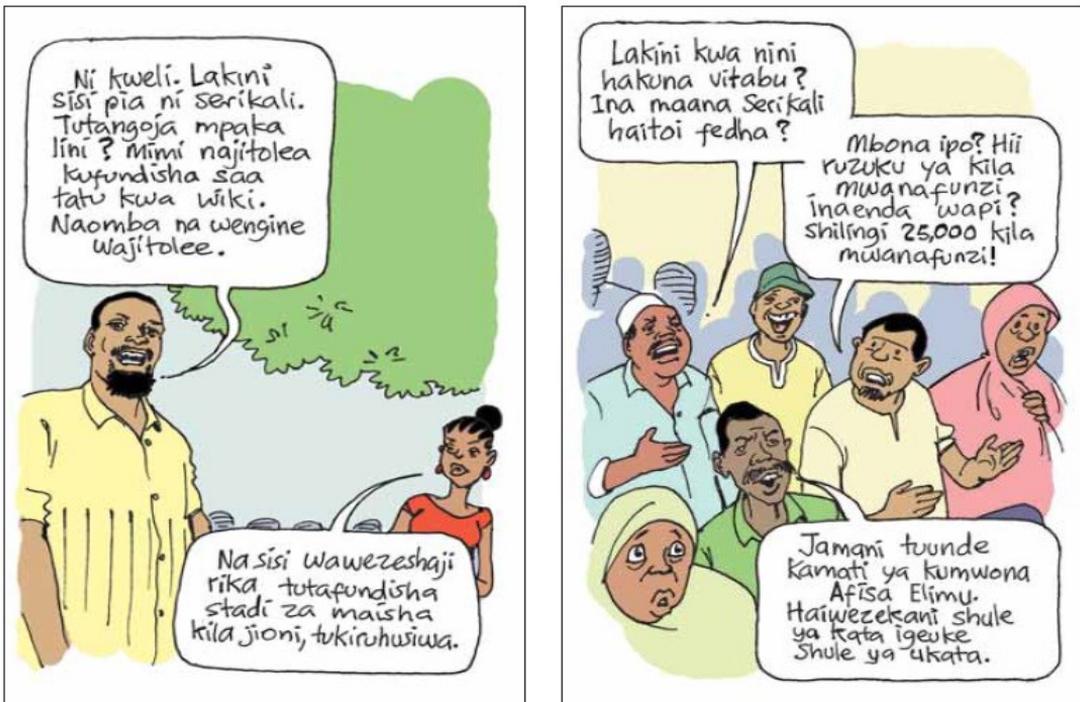
Furthermore, 93% of respondents reported they observed the booklets being used during class time, while 12% reported that the booklets were read during extra time, and 9% said they were read at break time. While the materials were distributed, 30% of the respondents said that they had not read the materials themselves before passing them on. Among those who had read the materials 31% identified *Kodi ya Mimba* (The Price of Pregnancy) as their favorite publication, followed by 26% who said *Shule ni Elimu* (School is Education) was their favorite. Figure 2 shows an overview of all the publications selected by respondents.

**Figure 2: Respondents' favorite publications (n=220)**



Despite different opinions on which booklet respondents enjoyed the most, all respondents said that they generally liked the leaflets/booklets. Just over one out of three respondents (36%) remarked that the publications helped transmit the importance of education.

**Tamasha Booklet on Education**



Teachers discuss how they can better education by volunteering to add more teaching hours to their schedules. Parents also question why schools lack the necessary utilities. Where does the capitation grant of 25,000/= per student go?



A doctor, after having diagnosed a patient with malaria, asks her to buy the required medication from a pharmacy as that drug is out of stock at the hospital. The patient, proceeding to a pharmacy is charged 3,000/= for the medicine, when its actual price, as declared by the government is only supposed to be 1,000/=.

## Conclusion

The exercise confirmed that the booklets/leaflets were received by the individuals listed on the distribution list, were indeed passed on to students as well as other staff at the school, and were observed to be used at the school. The exercise provided further insight into the most liked publications, although it should be kept in mind that the respondents interviewed were not young people/students themselves. Moving forward, it will be important for Twaweza to further interrogate whether publications like these have any further value or utility in terms of influencing norms, views and knowledge about key issues.