



**Realising  
Education for  
Development**

# **REALISING EDUCATION FOR DEVELOPMENT ANNUAL REPORT**



**December 2024**



## **MESSAGE FROM THE EXECUTIVE DIRECTOR**



As we conclude the operational year 2024, I would like to take a moment to express my heartfelt gratitude for your unwavering support and dedication to our shared mission of empowering Tanzania's youth through education. Together, we have made remarkable steps in creating inclusive learning environments and enhancing educational outcomes in public secondary schools across the country.

This year has been particularly transformative, thanks to our strategic collaborations with esteemed partners such as Karimjee Foundation, Cordura Ltd, Probono, and Deloitte. These partnerships have been pivotal in driving initiatives that address critical educational challenges. One of our standout efforts has been establishing and refurbishing libraries in various schools, which has provided students with access to valuable resources and a conducive environment for learning. The positive results of these initiatives are a testament to what we can achieve when we work together with a common goal.

The commitment and enthusiasm demonstrated by our team and partners have been nothing short of inspiring. Their hard work and passion have been instrumental in shaping the minds of today's youth, preparing them to tackle future challenges and contribute positively to society. It is heartening to witness our impact together, as we empower young individuals to realize their full potential.

As we move forward, I look forward to continuing this vital work alongside you. Together, we can build upon our successes and explore new opportunities to further enrich the educational landscape in Tanzania. Thank you once again for being an integral part of this journey and for your steadfast support. Together, we are making a meaningful difference in the lives of many young people.



## WHO ARE WE AND WHAT WE DO

Realising Education for Development (READ) is a registered charity in Tanzania. It was created as a continuation of READ International, which began in 2004, founded by a group of students led by Rob Willison after he spent a “gap year” teaching in Tanzania. Our registration number is 00NGO/00007722.

At READ, we aim to improve the quality of education in Tanzanian government schools by creating spaces that encourage learning. We set up and furnish school libraries with books published locally, including textbooks, fiction, and non-fiction, so students have a variety of resources to support their studies. We also train teachers in advanced methods to help students build literacy skills. To support a love of reading, we run reading clubs that help students become independent and confident readers. Additionally, we provide e-learning resources to make it easier for students and teachers to learn and understand new information.

Our goal is to empower students and teachers, helping to create a generation of strong, motivated learners ready for success.

**Our Vision:** A generation of knowledgeable, skilled with self-esteem young people, boys and girls contributing to their household, national and global development.

**Our Mission:** To contribute to the improvement of the quality of education in public schools through creation of friendly learning environment, access to teaching-learning materials and facilitate skills development, coaching and mentorship programme among youth (boys and girls).



## OUR MAJOR PROGRAMS

- **Library Establishment and Refurbishment**
- **Literacy development and Reading Promotion**
- **Teachers Professional Development**
- **Volunteering**
- **E-learning**

## POLICY AND STRATEGIES

### National Level

READ Tanzania's initiatives align with **Vision 2025** and the **National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA)** by enhancing education quality and promoting equitable access to learning resources. Through well-equipped libraries, teacher capacity-building programs, and the integration of e-learning tools, READ supports the development of a skilled and knowledgeable workforce. These efforts contribute directly to Tanzania's goals of achieving sustainable economic growth, poverty reduction, and a high-quality livelihood for all citizens.

### Regional Level

At the regional level, READ contributes to **Agenda 2063: The Africa We Want**, which envisions inclusive growth and a people-driven development agenda. By transforming public school libraries into hubs of learning and innovation, READ ensures equitable access to knowledge while fostering literacy and lifelong learning. Its teacher training programs equip educators with the tools to nurture empowered, informed students who can drive Africa's transformation toward the agenda's aspirations for education and sustainable development.

### Global Level

Globally, READ's work supports the **Sustainable Development Goals (SDGs)**, particularly **SDG 4: Quality Education** and **SDG 9: Industry, Innovation, and Infrastructure**. By promoting literacy, equipping libraries, and introducing digital learning resources, READ ensures inclusive and equitable education opportunities. These initiatives bridge the digital divide, enhance student outcomes, and contribute to global efforts to build resilient education systems that prepare learners for the demands of a rapidly evolving world.



## EXECUTIVE SUMMARY

This report provides an overview of the key activities and achievements by Realising Education for Development (READ Tanzania) during the 2024. These initiatives were carried out in close collaboration with partners, including The Karimjee Jivanjee Foundation, Cordura, Probono, and Deloitte Tanzania. Through their support, READ successfully implemented four major programs: Library Establishment and Refurbishment, Teacher Professional Development, Literacy and Reading Promotion, and E-learning.

READ engaged extensively with local government authorities and key stakeholders to maximize the impact of these programs. In 2024, stakeholders' collaboration included the active involvement of 1 Regional Education Officer (REO), 6 District Education Officers (DEOs), 9 Ward Education Officers (WEOs), 9 Ward Development Officers, 16 school board members, and 11 Heads of Schools. This collaborative approach ensured alignment with government priorities and strengthened local ownership of the programs to achieve sustainable educational outcomes.

As a result of these partnerships, READ directly impacted 15,865 students (Boys 7706 and Girls 8159) and 333 teachers (124 Males and Females 209), through its programs, READ contributed to strengthening Tanzania's education system by improving literacy rates, enhancing teacher capacity, and increasing access to modern learning resources, helping to bridge educational inequalities and foster a culture of lifelong learning. Tanzania currently has 6800 public secondary schools; however, regardless of the large number of schools and students nationwide, READ has managed to provide direct support to 172 public secondary schools to date, showcasing its commitment to scaling impact and reaching underserved communities.



## 2024 IN NUMBERS



**15859 Students reached**



**333 teachers reached**



**2678 new textbooks  
donated**



**9 new school  
libraries**



**27 desktop computers  
donated**

**13,322 Impression through social media**

**9 school benefited from 4 programs**





## PROGRAMS IMPLEMENTED

### ● LIBRARY ESTABLISHMENT AND REFURBISHMENT

In this operation year 2024, READ managed to implement various activities in order to ensure the learning and teaching environment are conducive and supportive to teachers and students so as to boost the academic performance of students and the school in general.

#### A. KICK-OFF MEETINGS WITH SCHOOL MANAGEMENT

Kickoff meetings were conducted at Kinondoni, Kigamboni, Temeke, Ubungo and Ilala districts to the school levels, but also engaging the District Education Officers from both districts with the aim of introducing and implementing the library establishment and refurbishment program. A total of nine (9) kickoff meetings were carried out to Chamazi, Charambe, Aboud Jumbe, Mugabe, Ubungo NHC, Turiani, Magomeni Makuti, Minazi Mirefu, and Kipunguni secondary schools, with the objective of creating ownership and establishing a sustainable environment for the program.





## **Participants**

A total of 99 members Participated in the kick-off meeting that took place in Kinondoni and Ilala districts

- 27 School board members
- 9 Ward chairperson
- 9 Head of schools
- 9 Academic teachers
- 18 Library teachers
- 9 ward education officers
- 9 ward development officers

The kickoff meetings were a vital step in introducing READ Tanzania's initiatives to stakeholders at the ward level, fostering ownership and ensuring continuous follow-up on library management beyond the program's lifespan. Held prior to implementing the Literacy and Reading Promotion (LRP) initiative, these meetings emphasized the importance of stakeholder engagement in sustaining established libraries, building local capacity, and creating accountability frameworks to support the program's long-term impact.

In 2024, READ conducted kickoff meetings in 9 wards, engaging 9 Ward Education Officers (WEOs), 9 Ward Development Officers, 9 Heads of Schools, and 27 School Board Members. Their active participation reinforced their roles in managing and sustaining the libraries while ensuring the success of READ's broader educational initiatives. This collaborative approach has been instrumental in strengthening program implementation and fostering a shared commitment to improving education outcomes.

## **B. GOVERNMENT ENGAGEMENT**

As part of our commitment to fostering strong partnerships with government stakeholders, READ Tanzania held a highly impactful meeting with the Dar es Salaam Regional Education Officer and established strategic collaborations with District Education Officers from Kinondoni, Kigamboni, Temeke, Ubungo, and Ilala. These engagements aimed to solidify relationships with key education leaders, explore opportunities for enhanced collaboration, and introduce our transformative library establishment and refurbishment program across all five districts, ensuring a unified effort to elevate the quality of education in the region.





### **C. FACILITY IMPROVEMENT**

The refurbishment activities were comprehensively conducted at nine (9) schools, to transform physical spaces into libraries. This involved a variety of sub-activities to ensure the completion of fully functional libraries. This includes merging two classrooms to create a large, open library area capable of accommodating up to 68 students simultaneously. The renovation activities included demolishing walls, installing new aluminum windows, repairing roofs, laying new tiles, replacing doors, and painting murals. Additionally, the library was enhanced with to ensure a comfortable and conducive environment for students.

Each school was equipped with new tables, chairs, and shelves, with a total of 180 tables, 556 chairs, and 68 shelves. These new furniture will provide comfortable seating for students during reading and other library activities. In addition, three (3) computers were placed in each school, resulting in a total of 27 computers for the nine schools in the Kinondoni, Ilala, Temeke, Ubungo and Kigamboni districts. This initiative aims to support digital learning for public secondary school students

A total of 4536 new books were donated to schools, with 592 books allocated to Turiani; 647 to Magomeni Makuti; 709 to Minazi Mirefu, 730 to Kipunguni Secondary School, 506 to Mugabe secondary school, 332 to Aboud Jumbe secondary school, 539 to Charambe secondary school and 481 to chamazi secondary school. The sorting and referencing activities were carried out in partnership with the Tanzania Library Service Board to establish a universal professional referencing system for the books. This process also encompassed the existing book inventory in the schools.

READ purchased 1119 additional books, 206 storybooks, and 913 academic books. The story books were divided equally to each school where Kiluvya received 103 story books and Tingatinga the same. The academic books were purchased according to the list received from each school and Tingatinga received an additional 444 academic books and Kiluvya 469 books.







## ● LITERACY AND READING PROMOTION

To promote a reading culture among students and teachers, and to support students in achieving fluency and understanding of the material they read from books and other reference sources, both within and outside the library, READ is implementing various activities as follows:

### **A. READING COMPETITION**

READ successfully organized a competitive reading event between Kiluvya Secondary School and Twiga Secondary School in the Ubungo district. 30 dedicated students, along with 2 library teachers and 2 judges from Kiluvya, traveled to Twiga to engage in this exciting competition.

Activities during the Competition

- **Debate:** Students confidently debated the motion "Science and technology have brought more harm than good to third-world countries," showcasing their strong communication skills and critical thinking abilities.
- **Book Presentation:** Participants delivered compelling oral presentations on storybooks, analyzing main characters and themes while actively encouraging others to read.
- **Fluency Reading:** Students proficiently read the poem "The Road Not Taken" by Robert Frost, focusing on enhancing their reading speed, confidence, and pronunciation.
- **Short Drama:** Participants performed a dynamic drama that emphasized the crucial role of libraries and inspired peers to make full use of these resources.

The competition demonstrated the students' exceptional leadership and their unwavering enthusiasm for reading, which significantly fostered a culture of literacy within the community. Furthermore, library teachers from both schools engaged in productive discussions to strategize innovative improvements to library resources, ensuring they effectively meet the needs of students and the broader community.





## **B. INTERNATIONAL LITERACY DAY CELEBRATION**

READ Tanzania and the Tanzania Library Services Board (TLSB) celebrated International Literacy Day at the National Library, focusing on “Promoting multilingual education: Literacy for mutual understanding and peace.” The event aimed to inspire a love for reading and enhance students’ literacy and math skills through engaging activities. It fostered a sense of community among students, teachers, and staff, highlighting learning as a shared adventure. Improving these skills is vital for students’ success in school and future challenges.

### **Participants**

<b>SCHOOL INSTITUTION</b>	<b>/</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
Minazi Mirefu		5	5	10
Magomeni Makuti		5	5	10
Turiani		5	5	10
Kipunguni		5	5	10
TLSB		2	6	8



READ Team	2	1	3
Teachers	2	3	5
<b>TOTAL</b>			<b>56</b>

### Activities Conducted

1. **Reading Competitions**, these were designed to improve reading fluency and comprehension. Students participated in reading passages aloud, answering comprehension questions, and engaging in interpretative discussions.
2. **Mathematics Competitions**, focused on problem-solving and numeracy skills, with tasks ranging from basic arithmetic to complex problem-solving scenarios.
3. **Vocabulary Competitions**, Aimed at expanding students' language skills through tests on word meanings, spellings, and usage.

### Outcomes

- **Enhanced Literacy Skills**, the activities increased students' enthusiasm for learning and boosted their confidence in reading and mathematics.
- **Strengthened Collaboration**, the event showcased the benefits of joint efforts between READ and TLSB, paving the way for more future projects and partnerships.

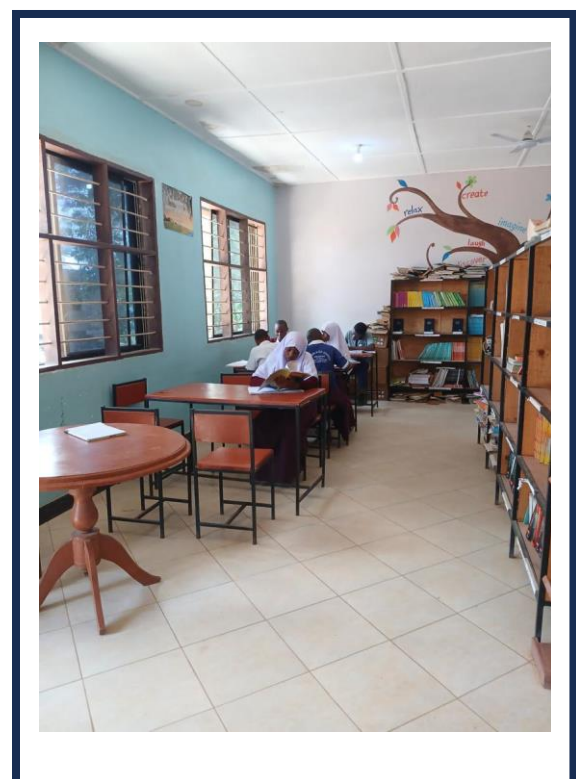






## **C. MONITORING VISIT**

In 2024, READ team conducted a monitoring visit in eight (8) schools in 4 districts and 3 regions of Pwani, Dar, and Dodoma as part of ensuring the libraries are active and reading activities take place in all schools with Libraries. READ managed to engage with library teachers and school management of Minaki, Kimani, Goba, Fahari, Makumbusho, Mugabe, Makole, and Ihumwa secondary schools to understand their perspectives on the sustainability of the libraries and reading activities. The visit provided valuable insights into the ongoing efforts to enhance the library infrastructure and promote literacy to students.





## ● **TEACHERS PROFESSIONAL DEVELOPMENT**

READ Train and empower teachers with the various techniques to support their teaching methodology and empower them with library management skills especially to school benefitted with library establishment and refurbishment program. The program aims to enhance the capacity of teachers in public schools by equipping them with innovative teaching methodologies and effective library management skills. This initiative empowers teachers to fully utilize refurbished and newly established libraries to support their teaching practices and foster a culture of reading and learning among students. By improving teachers' pedagogical techniques and their ability to manage libraries effectively, the program seeks to create engaging, resource-rich learning environments that benefit both educators and learners.

### **A. EMPOWERING LIBRARY TEACHERS**

In this operation year 2024, READ in collaboration with TLSB managed to facilitate teachers training teachers from Magomeni Makuti, Turiani, Minazi mirefu, and Kipunguni secondary schools in which they were able to gain knowledge of ways and strategies of library promotion and management. In addition, 333 teachers (209 Females and 124 Males) benefitted from the newly refurbished school libraries in 5 districts from Dar es Salaam region.

### **B. TEACHERS LEARNING VISIT TO LOYOLA AND ST CONSTANTINE, AND TLSB**

READ successfully organized and conducted a various teachers learning visit to the library at Loyola High School, a private institution established in 1995 located in the Ilala district of Dar es Salaam. During this visit, READ invited a group of teachers from Kiluvya Secondary School, Mugabe, Malambamawili, Twiga, and Fahari schools. The objectives of the visit were to learn from and exchange valuable experiences in library management, including cataloging, referencing, the book lending system, and promoting reading. Additionally, we aimed to introduce teachers to best practices in library management and reading promotion, ensuring they are well-equipped to enhance their own programs.



### **C. NATIONAL LIBRARY VISIT**

As part of READ's commitment to enriching students' educational experiences, a National Library tour was organized for students from seven secondary schools in Dar es Salaam. The tour aimed to broaden students' horizons by exposing them to new learning opportunities and fostering a deeper appreciation for libraries as vital educational resources. Students and teachers from Kiluvya, Mugabe, Goba, Fahari, Makumbusho, and Malambamawili Secondary Schools participated, with a total of 55 students and 12 teachers. Activities included guided tours of the National Library's facilities, interactive sessions on research skills and information literacy, and engaging activities like book discussions and storytelling sessions. These efforts highlighted the library's role as a center for preserving knowledge and promoting learning.

The tour had several positive outcomes. Students gained a deeper understanding of the significance of libraries, developed research skills, and were inspired to pursue lifelong learning. Schools and students also discovered opportunities, such as individual membership to the National Library and access to donated books for schools. Such initiatives not only enrich students' academic journeys but also encourage a culture of learning among youth, making libraries essential hubs of education and development.





#### **D. CAPACITY BUILDING FOR TEACHERS AND WARD EDUCATION OFFICERS IN DAR ES SALAAM AND ARUSHA.**

READ conducted a two-day library management training in Arusha, involving 20 participants, including Ward Education Officers, Head Teachers, and Library Teachers from Irkisongo, Makole, Ihumwa, Reli Juu, and Tingatinga Secondary Schools. Facilitated by Miss Fatma Jongo from Room to Read, the training aimed to enhance skills in library management and reading promotion. The curriculum included sessions on organizing book collections, book referencing, and sustainability strategies for libraries. Participants were also trained on establishing reading clubs and fostering reading comprehension among students. The collaborative approach provided valuable insights into overcoming challenges and implementing best practices.

Additionally, a one day learning visit to St. Constantine International School in Arusha offered practical exposure to modern library management techniques. Participants observed library operations, discussed strategies with experienced library teachers, and learned ways to engage students and use technology for managing resources. These initiatives equipped educators with knowledge and motivation to improve library services, which will ultimately benefit students and enhance educational outcomes in their communities.



## Realising Education for Development







## ● E-LEARNING

To provide students with access to digital resources that enhance their learning skills and experiences, while also enabling teachers to update their teaching practices and access diverse teaching materials from around the world.

### **1. PROVISION OF DESKTOP COMPUTERS**

In this operation year 2024 READ Managed to donate 24 computers to eight schools of Chamazi, Charambe, Aboud Jumbe, Mugabe, Turiani, Magomeni Makuti, Minazi mirefu, and Kipunguni. In addition, READ managed to add three (3) desktop computers to Makumbusho secondary school, where 2 computers will be used in the school library and one for the head of the school office. all these 27 desktop computers supplied in the operation year 2024 will benefit 15856 students and 333 teachers.



### **2. REVIEW OF THE SOMA CONNECT SYSTEM**

The SOMA Connect platform is an important resource for students and teachers, providing access to a variety of educational materials and opportunities for discussions with peers from different schools. In this operation year 2024, READ team engaged the system developer to review the system and come up with a plan to revamp it and make it more relevant to the targeted audience.



## IMPACT ASSESSMENT

READ managed to conduct project evaluation the evaluation aimed to assess the project's relevance, effectiveness, efficiency, impact, and sustainability, offering insightful recommendations for future activities and similar projects. The activity took place in both Tingatinga Secondary School located in Longido district and Kiluvya Secondary School in Dar es Salaam. A total of 232 individuals participated in the study in both Kiluvya and included 165 students and 47 teachers it considers all demographic characteristics such as sex distribution, disability status, class level, years of services, and stream of teaching.





## CHALLENGE AND MITIGATION

1. Inadequate of library resources
2. Inadequate training for library teachers
3. Technological challenges on soma connect

1. Engaging with potential partners to collaborate on ensuring availability of resources
2. Continue to organise and provide regular teachers professional development workshop and training
3. Reviewing and planning on the sustainable approach of supporting Soma connect.



## SUCCESS STORY

READ continued with collecting different success stories resulting from our programs. In this operation year 2024 the library has great contribution not only to students for their learning activities but also it helps to support teaching practices.

### 1. From a library teacher.



Madam Angelina a teacher from Mugabe Secondary School shared that 'As a library teacher, or librarian I often believe in the transformative power of information and literacy. I believe in access to information, critical thinking, community engagement equity, and inclusion, promoting literacy, and supporting education.'

### 2. From a student







## **Realising Education for Development**

I read four books in a week, which are Escape, My life in prison, Daddy long legs and My life with a criminal. I was inspired to read these books because I thought they have something to teach me. I advice my fellow students that we must like to rea books, because they give us knowledge and make us funny.





## CONCLUSION

The achievements of the operation year 2024 have greatly contributed to creating a supportive environment for both student learning and effective teaching. This notable success reflects a positive influence on academic performance in Tanzania. We wish to extend our sincere gratitude to our esteemed partners Karimjee Foundation, Cordura company limited, Probono, and Deloitte for their generous contributions to our collective success in 2024.

READ is looking further to scale up this initiative and design new approach meanwhile looking for further initiative in 2025.





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## SPECIAL THANKS TO OUR PARTNERS



**KARIMJEE**  
Foundation



**Deloitte.**

