



Realising  
Education for  
Development

2025 Annual Report

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ANNUAL

Report





From **Executive Director**

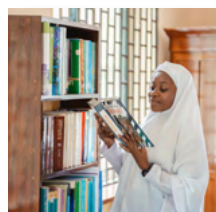


“2025 was a year of growth, innovation,

and measurable impact. Through libraries, literacy, teachers, and digital learning, READ Tanzania expanded access to quality education for over 10,000 students and teachers across Mainland Tanzania and Zanzibar.”



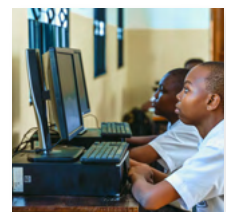
Library Establishment and Refurbishment



Literacy & Reading Promotion



Teachers' Professional Development



E-Learning (SOMA Connect)

# Who We Are

READ Tanzania is a national NGO established in 2004 to improve the quality and equity of public secondary education. We create inclusive learning environments that strengthen literacy, empower teachers, and improve learning outcomes.



2004



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TZ NMAINLAND & ZANZIBAR

## Vision

A generation of knowledgeable, skilled, and confident young people contributing to national and global development.

## Mission

To improve education quality through supportive learning environments, access to learning materials, and skills development.

*Click to watch About READ Tanzania Video*



# ALIGNMENT

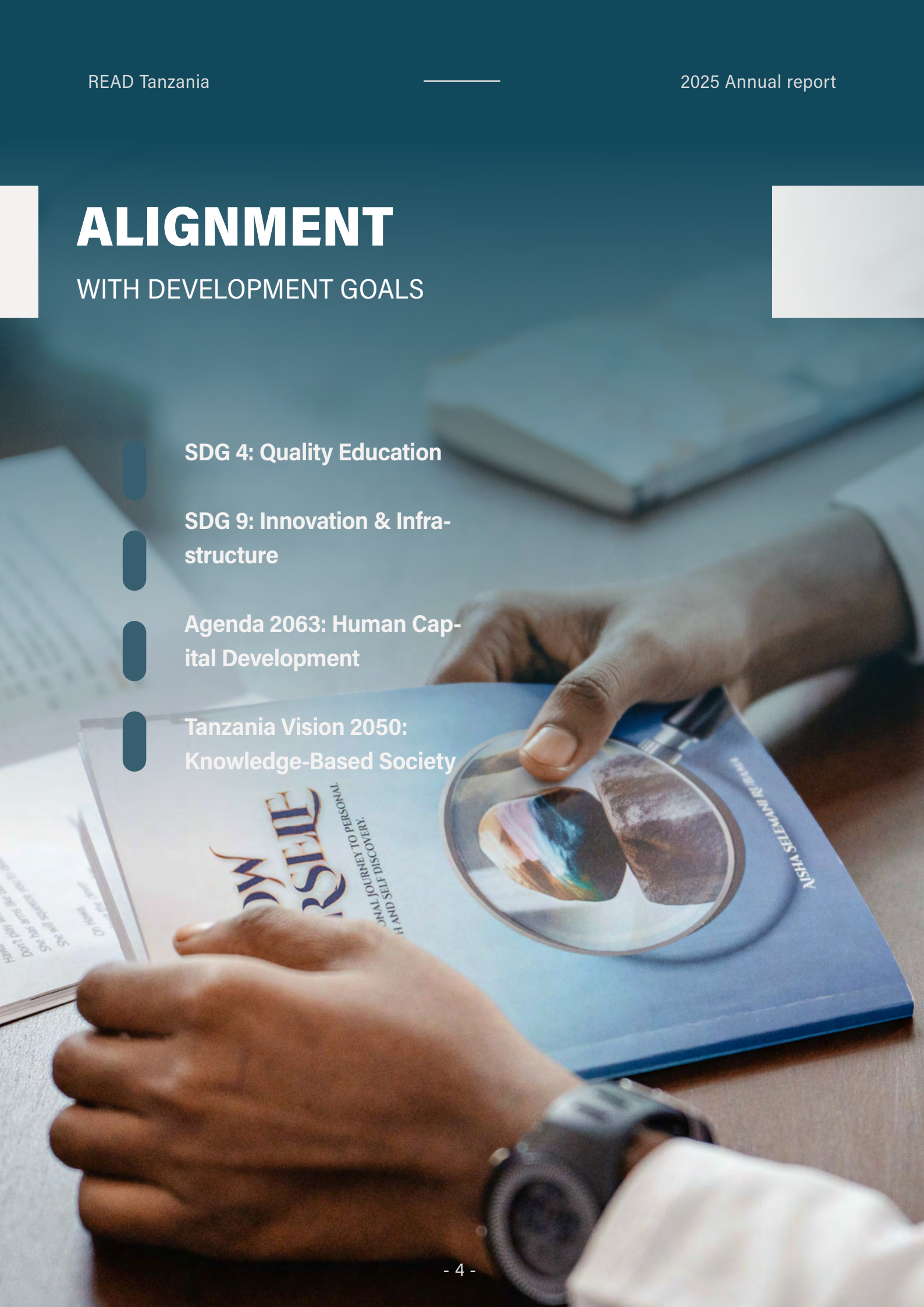
WITH DEVELOPMENT GOALS

SDG 4: Quality Education

SDG 9: Innovation & Infrastructure

Agenda 2063: Human Capital Development

Tanzania Vision 2050: Knowledge-Based Society





## **ALIGNMENT WITH SUSTAINABLE GOAL**

READ Tanzania supports SDG 4: Quality Education by improving access to quality learning through well-equipped school libraries, reading promotion activities, and teacher development. These efforts help students improve their reading skills and learning outcomes. READ also contributes to SDG 9: Industry, Innovation, and Infrastructure by using e-learning tools and digital resources to support learning and reduce the digital gap in schools.

## **ALIGNMENT WITH AFRICAN REGIONAL FRAMEWORKS**

READ Tanzania's work aligns with the African Union's Agenda 2063, which aims to build a well-educated, skilled, and innovative African population. By strengthening literacy, supporting teachers, and improving learning environments, READ contributes to developing human capital that supports Africa's long-term growth and development.

## **ALIGNMENT WITH TANZANIA'S EDUCATION POLICY AND NATIONAL DEVELOPMENT GOALS**

READ Tanzania supports the Tanzanian Education and Training Policy (ETP) by improving education quality, strengthening teacher capacity, and increasing access to learning resources in government schools. Through books, libraries, e-learning tools, and teacher training, READ helps improve literacy and numeracy outcomes.

READ's work also contributes to national development priorities outlined in Tanzania Development Vision 2050. By promoting a reading culture and building students' skills and self-reliance, READ supports the goal of creating a knowledgeable and skilled population that contributes to economic growth, social development, and national unity.

# Executive Summary

In 2025, READ Tanzania delivered its programs in close collaboration with partners including the Karimjee Foundation, Cordura, Deloitte Tanzania, the Tanzania Library Services Board, and the Zanzibar Library Services Board. Together, these partnerships strengthened school libraries and promoted a lasting culture of reading in public secondary schools.

READ implemented four core programs: Library Establishment and Refurbishment, Literacy and Reading Promotion, Teachers' Professional Development, and E-learning. Activities were rolled out in phases across schools in Dar es Salaam and Zanzibar.

Two school libraries were refurbished at Ubungo NHC Secondary School and Ben Bella Girls Secondary School, benefiting 1,534 students and 70 teachers. A total of 1,328 books and learning materials were distributed, alongside 15 computers to support digital learning and library services.

Over 50 teachers from 15 schools received training, while six reading clubs engaged more than 300 students. READ also reached 51,000 people online, increasing awareness and support for literacy and education.



*READ Tanzania Executive Director receiving a appreciation certificate during Library Launching at Benbella secondary school Zanzibar*

IMPACT

# Key achievements.

**10,000+**  
Students reached

**120+**  
Teachers supported

**15+**  
public secondary  
schools

**1,328**  
Books distributed

**15**  
Computers provided

**20+**  
Stakeholders  
engaged (DEOs)

**51,000**  
Media and online  
engagement

**02**  
Library Refurbished

**06**  
Reading clubs  
established

**06**  
Literacy events  
conducted



Ubungu NHC Student and Teachers group photo  
The photo captured during the New Library Launching.



READ Team and Teachers: The photo captured during Teachers Professional Development workshop at Turiani Secondary school



READ Team and Teachers: The photo captured during Teachers Professional Development workshop at Turiani Secondary school



Assembled computers for E-learning: The photo captured during the library Launching at Benbella Secondary school Zanzibar

# 2025 Outlook



# Implemented PROGRAMS

## Transforming Libraries into Learning Hubs

2 libraries refurbished

Professional cataloguing systems installed

1,500+ students & teachers benefited

Strong collaboration with **TLSB & ZLSB**



# LIBRARY

## ESTABLISHMENT AND REFURBISHMENT PROGRAM

### Library Renovation and Launch

READ Tanzania's Library Establishment and Refurbishment Program aims to provide modern, well-equipped libraries in public secondary schools. The goal is to enhance learning, literacy, and teacher effectiveness. In 2025, the program focused on refurbishing libraries, providing learning materials, engaging stakeholders, and ensuring sustainable use of the facilities in both Dar es Salaam and Zanzibar.

#### Ubungo NHC Secondary School, Dar es Salaam

READ completed the refurbishment of the library at Ubungo NHC Secondary School, equipping the facility with 68 chairs, 20 tables, and 8 bookshelves. The improved space can comfortably accommodate over 60 students at a time and now serves 502 students (301 boys, 201 girls) and 22 teachers (16 female, 6 male). The refurbished library provides a student-friendly environment that promotes reading, research, and independent learning.

#### Ben Bella Girls Secondary School, Zanzibar

At Ben Bella Girls Secondary School, READ carried out a major library refurbishment that included installation of a new roof and ceiling, upgrading the electrical system, fitting aluminum windows, interior painting, and the addition of educational murals. The library was furnished with 29 chairs, 9 tables, and 10 bookshelves, and stocked with 458 new books. The facility now benefits 1,032 students (all girls) and 48 teachers (16 male, 32 female), creating an inspiring and functional learning space. This intervention marked READ Tanzania's first school library establishment in Zanzibar.

*Click to watch Ubungo NHC Library Launching Video*



*Click to watch Benbella Library Launching Video*



## Books, Learning Resources, and Sustainability Measures

READ Tanzania provided books and learning resources to enhance access to diverse materials, support teachers, and improve overall teaching and learning quality. The initiative also included sustainability measures to ensure continued library functionality and student engagement.

### Ubungu NHC Secondary School

A total of 870 new books covering storybooks, Physics, Chemistry, Geography, History, Biology, Mathematics, English, and Kiswahili were purchased and distributed to Ubungu NHC. These resources enable students to access diverse learning materials and support teachers in lesson preparation. Through collaboration with the Tanzania Library Services Board (TLSB), professional book referencing systems were established, and library maintenance support was provided to ensure the library remains functional and actively used.

### Ben Bella Girls Secondary School, Zanzibar

Ben Bella, 458 books covering similar subjects were donated, enriching the newly established library. Partnerships with the Zanzibar Library Services Board (ZLSB) ensured professional referencing systems and ongoing maintenance support, guaranteeing that students and teachers continue to benefit from the library beyond 2025.



# LIBRARY

## ESTABLISHMENT AND REFURBISHMENT PROGRAM

### Stakeholder Engagement

**R**EAD engaged the Zanzibar Library Services Board, District Education and Construction Offices, parent and student committees, and the Karimjee Foundation to introduce the projects and establish collaborative strategies. These partnerships strengthened local ownership, ensured alignment with education authorities, and laid a foundation for long-term sustainability of the libraries.

### Monitoring and Quality Assurance Visits

**M**onitoring READ Tanzania conducted monitoring visits to Mugabe, Chamazi, Malamba Mawili, and Aboud Jumbe Secondary Schools to assess the functionality, organization, and usage of the libraries, as well as progress on prior recommendations and the addition of new resources. During the visits, it was noted that the Government, through TIE, distributed additional books 3,500 to Malamba Mawili, over 2,200 to Mugabe, and 9,900 to Aboud Jumbe, strengthening library collections.

In 2025, READ Tanzania refurbished and launched libraries at Ubungo NHC and Ben Bella Girls Secondary Schools, providing books, furniture, and professional referencing systems. The program engaged key stakeholders to ensure sustainability, while monitoring visits confirmed libraries were functional and well-used. Over 1,000 students and 50 teachers benefited, fostering a stronger reading culture and improved learning outcomes in Dar es Salaam and Zanzibar.





||||| *Through strong partnerships with government, development partners, and communities, READ Tanzania aims to improve learning outcomes and create lasting impact for students and*

# LITERACY



## AND READING PROMOTION PROGRAM

In order to promote reading culture among students and teachers, and by supporting students, ensuring they speak fluently and understand what they are reading from books and other referencing material within and outside the library, READ implements various activities as follows. The Literacy and Reading Promotion Program aims to foster a culture of reading among students and teachers, improve comprehension, fluency, critical thinking, and confidence, while ensuring inclusive access to learning materials. In 2025, READ Tanzania implemented several activities across public secondary schools to achieve these goals.

### 1. Commemoration of Special Days and Literacy Events

READ marked several key days to promote reading and education:

#### World Book Day:

Students selected books, read them, and presented summaries to peers, enhancing comprehension, critical thinking, and presentation skills.

**Education Day** at Kipunguni Secondary School: Reading club students and teachers discussed the importance of

education, shared experiences, and motivated students to excel academically.

**Day of the African Child** at Chamazi Day Secondary School: Students shared messages emphasizing children’s rights and well-being, highlighting the need for safe and inclusive learning environments.

**World Book and Copyright Day** at Mugabe Secondary School: Inclusive reading activities were organized,

providing large-print books and materials reflecting diverse backgrounds. Students engaged in reading exercises and shared how books enhanced knowledge, confidence, and life skills.

**Impact:** These events strengthened reading habits, comprehension, communication, and critical thinking, while promoting inclusive learning and reinforcing the importance of children’s rights and child-friendly education.



## 2. Establishment of Reading Clubs in New Schools' Library.

### Activities:

Reading clubs were established in Mugabe, Aboud Jumbe, Chamazi, and Charambe Secondary Schools, with at least 30 students per club.

Students participated in regular reading activities, discussions, and peer-learning sessions.

### Impact:

Improved reading skills, fluency, and comprehension.

Developed consistent reading habits, contributing to better academic performance.

## 3. Holiday Reading Adventure - Season III

A three-day program, conducted in partnership with Leyara and Elite Book Store, combined reading, storytelling, drawing, painting, coloring, and games. Activities encouraged imagination, creativity, teamwork, and confidence.

**Impact:** The program reinforced reading as a fun and engaging activity while building social skills, creativity, and self-confidence among participants.

## 4. Structured Reading Clubs and Storytelling Sessions

### Activities:

**Turiani Secondary School:** 35 students participated in a reading session facilitated by Madam Yasintha Wandiba, author of the She Garage book, discussing confidence, determination, and problem-solving.

**Ubungo NHC Secondary School:** 40 students engaged in storytelling exercises (The Story of My Story), sharing experiences and receiving feedback from peers and facilitators.

### Impact:

75 students actively participated, improving

confidence, communication, and storytelling skills.

Strengthened teachers' capacity to guide students in literacy activities.

Promoted collaboration and sustained reading culture in school.

In 2025, READ Tanzania promoted reading and literacy through events, reading clubs, storytelling, and creative holiday programs across secondary schools. These activities improved students' comprehension, fluency, confidence, and critical thinking, while empowering teachers to sustain a collaborative and inclusive reading culture.

*Click to watch World book and copyright day commemoration Video*



*Click to watch African child Day Commemoration Video*



# TEACHERS

## PROFESSIONAL DEVELOPMENT PROGRAM

The Teachers' Professional Development Program aims to strengthen teachers' capacity in library management, literacy promotion, and sustainable use of learning resources, ensuring school libraries support both teaching and learning effectively. In 2025, READ Tanzania implemented several activities across public secondary schools, targeting knowledge enhancement, technical support, and practical exposure.

### 1. Learning Visit at University of Dar es Salaam Library

#### Activities:

READ organized a learning visit to the University of Dar es Salaam's library to enhance teachers' practical learning on library management.

16 library teachers from eight schools across five districts (Kinondoni, Kigamboni, Ilala, Temeke, and Ubungo) participated. Schools included Turiani, Magomeni, Minazi Mirefu, Kipunguni, Chamazi, Charambe, Mugabe, and Aboud Jumbe Secondary Schools.

Teachers learned about referencing, cataloguing, library management, sustainability, and community engagement.

#### Impact:

- Enhanced teachers' understanding of modern library practices.
- Strengthened the ability to sustain and manage school libraries for long-term student benefit.
- Promoted adoption of good practices across participating schools.

### 2. Workshop on Library Management, Literacy, and Sustainability

#### Activities:

A capacity-building workshop was conducted

at Turiani Secondary School to 35 teachers from 12 schools, including participants from Dar es Salaam, Mtwara, and Zanzibar.

Facilitated by the University of Dar es Salaam Library Department, the workshop focused on:

- Best practices in library management
- Tracking literacy outcomes and impact
- Resource mobilization and sustainability
- Teachers actively participated in interactive discussions and group work, developing individual school action plans to improve library operations and literacy promotion.

#### Impact:

- Strengthened teachers' capacity to manage school libraries effectively.
- Encouraged innovation in promoting student reading and literacy.
- Ensured the sustainability of school-level literacy programs.

### 3. On-Site Support to Library Teachers and Librarians

In 2025, READ Tanzania provided on-site support to library teachers and librarians to strengthen their capacity in managing libraries and coordinating literacy activities. Visits

were conducted across Twiga, Mugabe, Chamazi, Aboud Jumbe, Malamba Mawili, Charambe, Ubungo NHC, Minazi, and Makumbusho Secondary Schools. Activities focused on library organization, efficient resource management, documenting best practices, and strategies to enhance student engagement. A total of 18 library teachers and librarians (14 female, 4 male) participated, gaining skills and confidence to lead library operations and implement teacher-led reading initiatives. As a result, libraries became better managed, student usage increased, and literacy programs were sustained through empowered library staff.

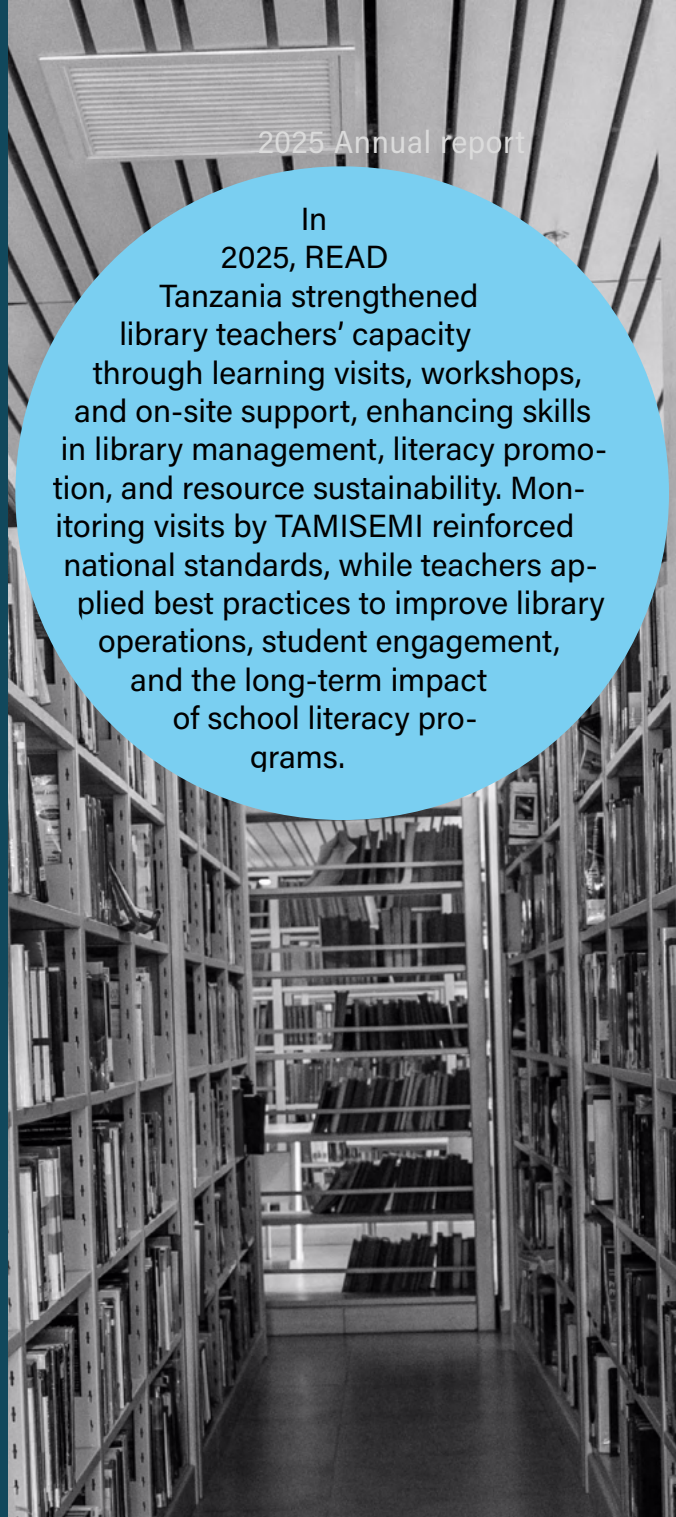
**4. Monitoring, Evaluation, and Learning (MEL) Visit from TAMISEMI**

The Secondary Education Coordinator (SEC) from PO-RALG/TAMISEMI visited Mugabe, Turiani, Magomeni, and Ubungo NHC Secondary Schools. Teachers received guidance on stock-taking, record-keeping, tracking student library usage, and aligning library practices with government standards.

**Impact:**

The visit reinforced compliance with national education standards, strengthened teachers' capacity for sustainable library management, and validated READ's library and literacy interventions through government oversight

In 2025, READ Tanzania strengthened library teachers' capacity through learning visits, workshops, and on-site support, enhancing skills in library management, literacy promotion, and resource sustainability. Monitoring visits by TAMISEMI reinforced national standards, while teachers applied best practices to improve library operations, student engagement, and the long-term impact of school literacy programs.



*Click to watch Learning Visit at University of Dar es Salaam Library Video*

# E-LEARNING

## PROGRAM

The E-learning Program aims to enhance students' access to digital learning resources while supporting teachers with innovative tools and global teaching materials. Through the SOMA Connect platform, students and teachers can access textbooks, reference books, learning audios, videos, and other interactive resources to improve teaching, learning, and academic performance.

### 1. Updates on the SOMA Connect Platform

#### Activities:

READ continued updating the SOMA Connect digital platform to enhance access to online and offline educational materials.

The system was refined to improve user-friendliness and functionality, ensuring that both students and teachers can efficiently access learning resources.

12 computers were distributed to four schools (Aboud Jumbe, Mugabe, Chamazi, and Charambe), enabling students and teachers to access digital materials.

Teachers received basic training in computer literacy to maximize the use of SOMA Connect in their teaching practice.

#### Impact:

- Students and teachers gained improved access to digital learning materials, complementing traditional library resources.
- Teachers can simplify lesson preparation and integrate multimedia resources into teaching.
- Promoted independent learning and digital literacy among students.

### 2. System Review, Material Upload, and Content Enhancement

#### Activities:

Conducted internal system review and refinement to ensure SOMA Connect is fully functional and user-friendly.

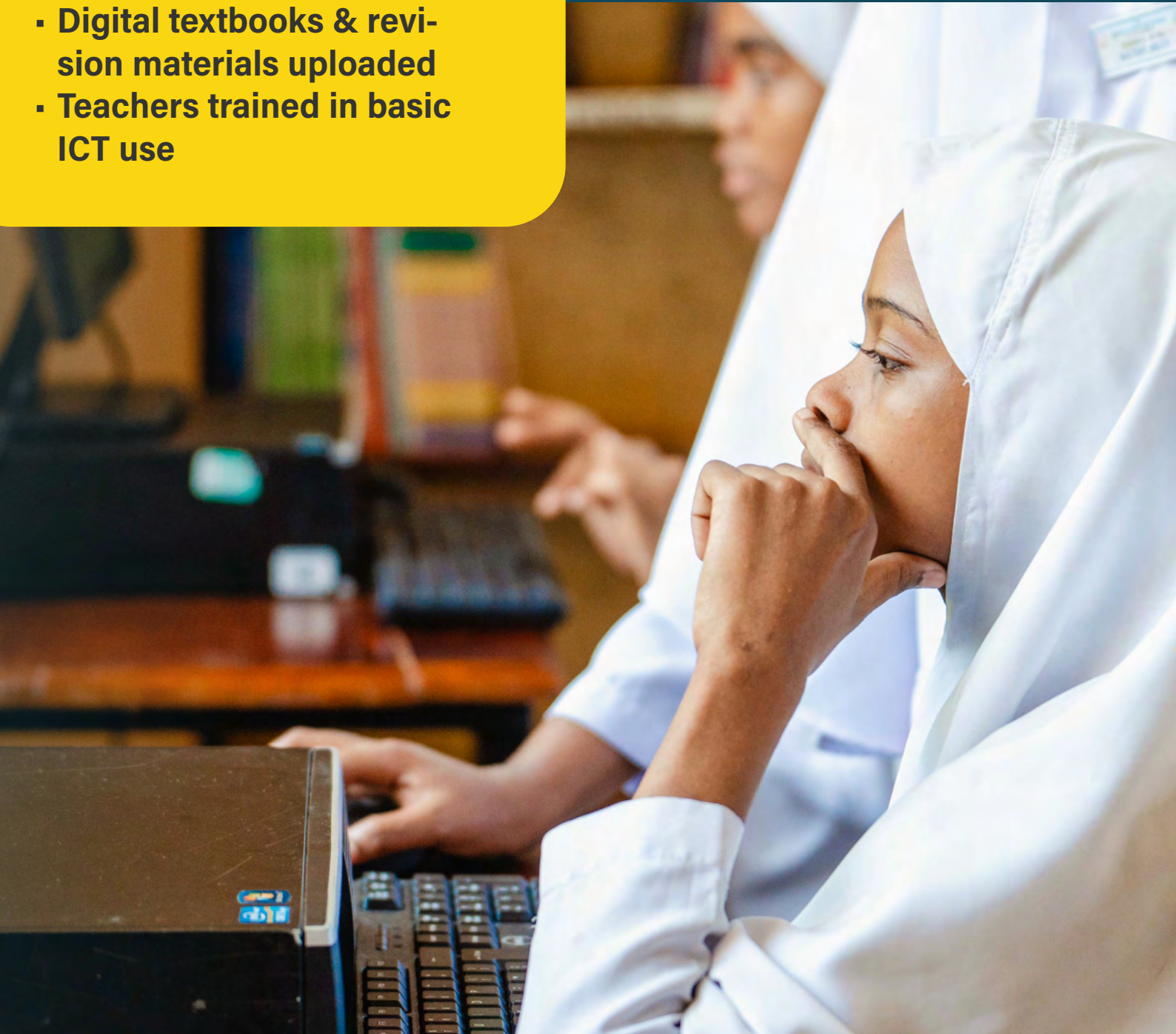
Continued uploading new digital materials, including interactive textbooks, revision guides, and past examination papers, in collaboration with academic teachers.

Strengthened the platform to support traditional library services and improve overall learning outcomes.

#### Impact:

- Enhanced the digital learning environment for students and teachers.
- Supported better student engagement and independent learning.
- Encouraged teachers to integrate digital resources into classroom instruction

- **SOMA Connect platform enhanced**
- **12 computers distributed**
- **Digital textbooks & revision materials uploaded**
- **Teachers trained in basic ICT use**



## DRIVING CHANGE in Reading Culture

In 2025, READ Tanzania continued to transform reading culture in public secondary schools across the country. Through school library refurbishments, the provision of books and literacy materials, teacher mentorship, and simple management systems such as borrowing cards and usage registers, students increasingly engaged with library resources for both learning and independent reading. Strategic partnerships with organizations such as Book Aid International, the Tanzania Library Services Board, and the Africa Proper Education Network (APENET) strengthened access to diverse reading materials, while school-led initiatives ensured local ownership and sustainability. These efforts fostered regular library use, improved accountability, and supported better learning outcomes, demonstrating that consistent investment in libraries can create lasting change in students' reading habits and academic performance.

### Flagship Success Stories

- **Using Simple Data to Build a Reading Culture - Chamazi Secondary School**

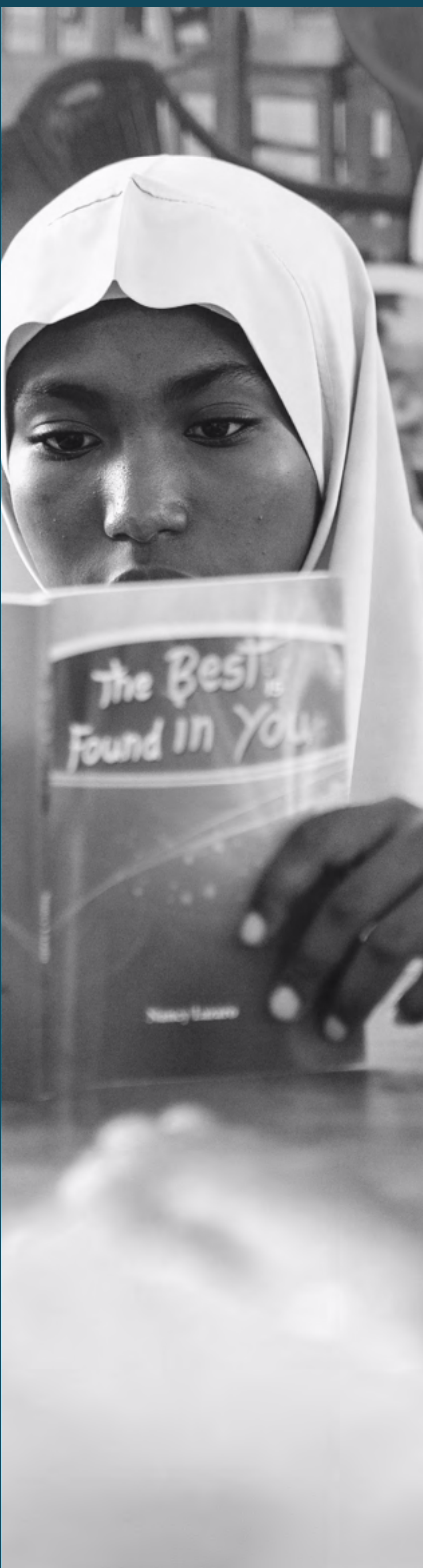
Chamazi Secondary School introduced borrowing cards and class registers to track library use. In October 2025 alone, 492 students used the library. By displaying library usage data on school notice boards, the school motivated students and teachers, improved accountability, and encouraged regular library use. This experience demonstrates how simple data systems can drive strong reading culture without high costs.

- **Teacher Leadership Strengthening Access - Aboud Jumbe Secondary School**

At Aboud Jumbe Secondary School, teachers took responsibility for managing library resources using borrowing cards, particularly after the provision of 9,900 textbooks. Teacher-led oversight ensured fair access to learning materials, improved accountability, and strengthened the integration of library resources into teaching and learning. This highlights the importance of teacher ownership in sustaining effective school libraries.

- **Improved Academic Performance Linked to Library Use at Malamba Mawili Secondary School**

Malamba Mawili Secondary School ranked second among government schools in the district in the Form Four mock examinations. Teachers linked this achievement to increased use of the school library for revision and independent study. This outcome highlights the crucial role of well-managed and functional libraries in enhancing academic performance.



## Learning and adapting for BETTER RESULTS



Improving school libraries and reading programs in public secondary schools is not always straightforward. Schools operate in different contexts, and implementation requires flexibility, coordination, and ongoing learning. During the year, READ Tanzania continued to adjust its approach based on regular monitoring, feedback from schools, and reflection on what was working and what needed improvement.

High student enrolment in schools such as Chamazi and Malamba Mawili also placed pressure on available library space, especially during examination periods. In addition, national examinations and tight academic schedules reduced the availability of teachers and students for follow-up activities and reading clubs at certain times of the year.

Building on these lessons, READ Tanzania will better align reading and literacy activities with school timetables so they become part of normal teaching and learning. The program will strengthen follow-up support and mentorship to help schools implement agreed library management actions and will continue engaging head teachers and academic leaders to strengthen accountability. READ Tanzania will also advocate for the gradual expansion of library spaces and resources in high-enrolment schools and continue integrating digital tools with traditional library services to improve access, learning outcomes, and sustainability

# 2026 Outlook

In 2026, READ Tanzania will build on the progress made in strengthening literacy and learning environments across public secondary schools. The organization will expand support to more schools by refurbishing libraries, providing learning resources, and strengthening systems that promote sustainable library use.

Teacher development will remain a priority, with expanded training on library management, literacy promotion, inclusive education, and gender-responsive teaching. READ will also continue to grow reading clubs, storytelling activities, and community engagement to deepen a culture of reading among students.

Digital learning will be enhanced through further development of the SOMA Connect platform, increased access to computers, and the integration of digital resources with school libraries. Across all programs, READ will promote gender equality and inclusion, ensuring equal access to learning opportunities for girls and boys.

Through strong partnerships with government, donors, and communities, READ Tanzania aims to improve learning outcomes and create lasting impact for students and teachers in 2026.



### **Expand libraries & resources**

Support more schools with furniture, books, and digital devices  
Strengthen library committees and school management for sustainability

### **Scale reading promotion**

Expand reading clubs, storytelling sessions, and holiday programs  
Celebrate literacy days  
Promote inclusive reading for all students, ensuring equal participation

### **Strengthen teacher networks**

Conduct workshops on library management, literacy promotion, and sustainability  
Provide follow-up support and encourage peer networks among teachers  
Ensure implementation of school action plans from workshops

### **E-Learning -Upgrade SOMA Connect**

Expand and improve the SOMA Connect platform  
Provide computers and digital tools for students and teachers  
Upload interactive learning materials to complement libraries

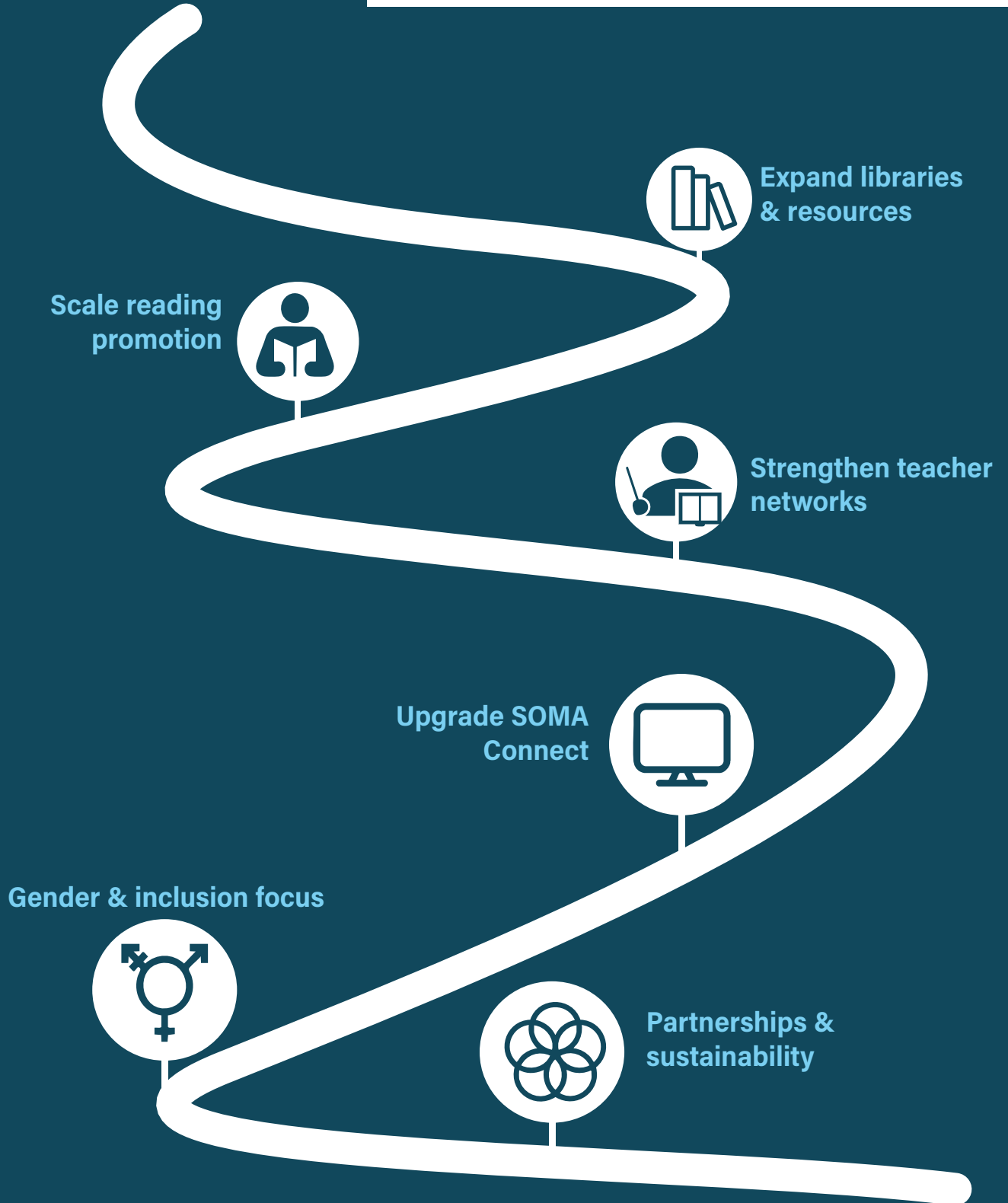
### **Gender & inclusion focus**

Ensure equitable participation of boys and girls in all programs  
Provide diverse reading materials and girls-only spaces to encourage engagement

### **Partnerships & sustainability**

Strengthen collaborations with TLSB, ZLSB, government, donors, and communities  
Encourage schools to take ownership of library resources and maintenance

# 2026 PRIORITIES



# FINAL MARKS REF

In 2025, READ Tanzania made notable strides in transforming learning and reading environments across public secondary schools. Through the four programs, Library Establishment and Refurbishment, Literacy and Reading Promotion, Teachers' Professional Development, and E-Learning, students gained access to well-equipped libraries, inclusive reading activities, and digital resources, while teachers strengthened their skills in library management and literacy promotion.

These achievements were made possible through close collaboration with schools, local communities, government institutions, and partners such as the Tanzania Library Services Board, Zanzibar Library Services Board, the Karimjee Foundation, Cordura, and Deloitte Tanzania. Schools demonstrated ownership and initiative, establishing committees, tracking library use, and integrating reading activities into their daily routines, ensuring that the benefits of the programs continue beyond READ's direct support.

As we look to 2026, READ Tanzania remains committed to expanding literacy, strengthening gender-inclusive access to resources, enhancing digital learning, and supporting schools in sustaining reading culture. The lessons learned and partnerships built in 2025 provide a strong foundation for continued impact, helping Tanzanian students develop the knowledge, confidence, and skills necessary to thrive academically and contribute to national development goals.



# Our Impact

Is Powered by Partnership



**KARIMJEE**  
Foundation



**Deloitte.**



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