Box Library Programme
End of Year Report
By VSO Tanzania

PREPARED BY
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VSO Education Adviser
# TABLE OF CONTENTS

I. PROGRAMME OVERVIEW, 2011-2016 2

II. 2015 – 2016 PROJECT AIM, OBJECTIVES, OUTCOMES & COMMENTS 5

III. ACTIVITIES COMPLETED AND TIMETABLE 10

IV. MONITORING & EVALUATION 17

V. PROMOTION 23

VI. BUDGET EXPENDITURES 24

## APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX 1</td>
<td>NUMBER OF STUDENTS</td>
<td>26</td>
</tr>
<tr>
<td>APPENDIX 2</td>
<td>SCHOOL CONTACTS</td>
<td>29</td>
</tr>
<tr>
<td>APPENDIX 3</td>
<td>IN-SERVICE ACTIVITIES</td>
<td>32</td>
</tr>
<tr>
<td>APPENDIX 4</td>
<td>KISWAHILI BOOKS</td>
<td>35</td>
</tr>
<tr>
<td>APPENDIX 5</td>
<td>READING ASSESSMENT TEST</td>
<td>40</td>
</tr>
<tr>
<td>APPENDIX 6</td>
<td>PROJECT EVALUATION</td>
<td>42</td>
</tr>
<tr>
<td>APPENDIX 7</td>
<td>LET’S READ AND WRITE WORKSHOP MANUAL</td>
<td>84</td>
</tr>
<tr>
<td>APPENDIX 8</td>
<td>TOT AND WORKSHOP PLANS</td>
<td>133</td>
</tr>
<tr>
<td>APPENDIX 9</td>
<td>TERMS OF REFERENCE</td>
<td>167</td>
</tr>
</tbody>
</table>
I. PROGRAMME OVERVIEW 2011 to 2016

Summary
Between 2011 and 2016, over 48,390 English and Kiswahili books were delivered to 64 schools serving 28,093 students. 128 teachers attended workshops and in-service activities and as a result can now operate school libraries and teach reading activities that help students develop reading comprehension skills in both Kiswahili and English. Eleven primary school teachers were trained to work as Reading Resource Teachers (RRTs) and can now conduct library / reading workshops and in-service training activities for primary school teachers. An evaluation of reading test scores conducted in May 2016 indicated that over a 4-year period, Kiswahili reading test scores have improved by 13.18 percent from the baseline scores. English reading test scores improved dramatically with a 39.46 percent increase in student reading scores from the baseline. Although the box library is not solely responsible for this improvement, it has highly contributed to and supported the work of the government and teachers in improving students’ English and Kiswahili language skills in Tanzania.

Year by year project descriptions are presented below.

2011 BAI Programme
In 2011 Book Aid international (BAI) and Voluntary Service Overseas (VSO) partnered with Muleba District Council and kicked off the Box Library Programme in 15 rural primary schools in Muleba District, Kagera Region, Tanzania. (See Appendix 1, Number of Students; and Appendix 2, School Contacts). Each school received one wooden box of Kiswahili books and another of English books. Students carry the library boxes from the staff room to the classroom for reading activities.

Two teachers from each school were trained by VSO to be library / reading teachers. Training activities included:

1. A one-day workshop in Muleba on how to conduct library and reading activities; and
2. Two days of school-based, in-service activities conducted at each school by VSO. During the in-service activities, weekly reading schedules were established, and demonstration reading lessons were conducted by VSO with students while the library teachers first observed and later co-taught with VSO. In addition, two to eight students from each school were trained to work as student librarians and implement daily library activities.
2013 Rotary Programme

In January 2013, VSO partnered with Ormskirk Rotary in the UK and started 4 portable box libraries containing only Kiswahili books. Three of the four schools in this programme were located on Bumbire Island in Lake Victoria; the remaining school was in the rural farming community of Ihangiro. Two teachers from each school attended a two-day workshop and two days of in-service activities. Four students from each school were trained to implement daily, school-based library activities.

2013 - 2014 BAI Programme

In July 2013 BAI and VSO partnered with Muleba District Council and extended the Box Library Programme to 15 additional primary schools. Based on lessons learned from previous programmes, the training component was expanded in order to improve teachers’ ability to conduct reading lessons. 10 primary school teachers in Muleba District were trained by VSO to work as RRTs. First, each RRT participated in two days of in-service training at his or her school provided by VSO. Then all of the RRTs attended a two-day training of trainers (TOT) to learn how to teach teachers to conduct library and reading activities. In January 2014 they co-facilitated with VSO a one-day workshop for 29 teachers from 15 new schools. From January to June, the RRTs and VSO implemented 3 to 4 days of school-based, in-service training activities for 68 teachers from the 34 schools participating in the Box Library Programme. They also trained two to eight students from each school to work as student librarians who implemented weekly library activities.

2014 - 2015 BAI Programme

The 2014-2015 Box Library Programme extended the programme to 15 new primary schools. From July 2014 to June 2015, VSO conducted in-service training activities for 98 teachers from 49 schools. The 10 primary school teachers who worked as RRTs in 2013, plus one additional primary teacher, attended a TOT to gain further information on how to teach teachers to conduct library and reading activities. In January 2015, they co-facilitated with VSO a one-day workshop for 30 teachers from 15 new schools. From February to June 2015, the RRTs conducted in-service activities for 74 teachers at 37 mainland schools and trained two to eight students from each school to work as student-librarians who implemented library activities at their school.
2015 - 2016 BAI Programme

The 2015 – 2016 Box Library Programme consisted of four strands:

1. **Box Libraries:** In January 2016, 15 new schools received English and Kiswahili box libraries.

2. **Training of Trainers:** 10 primary school teachers, who had worked as RRTs before, attended two separate, 2 day, training of trainers programmes. They learned how to teach teachers to conduct library and reading activities designed to improve students’ ability to read in both Kiswahili and English.

3. **In-Service Activities:** From July 2015 to June 2016, school-based, in-service training activities were conducted for 128 teachers from the 64 schools participating in the Box Library Programme:
   - From August to December 2015, the RRTs and VSO conducted a total of three days of in-service activities at each of the 37 schools on the mainland.
   - From February to June 2016, the RRTs and VSO conducted a total of three days of in-service activities at each of the 15 new schools. Thirty teachers learned how to conduct library and reading activities designed to improve students’ ability to read in both Kiswahili and English. Two to eight students from each school were trained to work as student-librarians.
   - The 12 island schools attended a two-day in-service workshop. See Workshops below.
   - 26 mainland schools attended a two-day in-service workshop. See Workshops below.

4. **Workshops:** A total of 4 workshops were conducted:
   - In January 2016, 10 RRTs co-facilitated with the VSO Education Adviser a two-day workshop for 30 teachers from 15 new schools.
   - From February to June 2016, **three** separate, 2 day in-service workshops were conducted by VSO and two RRTs to help library teachers who had participated in previous programmes develop additional skills for teaching students how to read English books. The first workshop was for 12 teachers from 12 island schools. (See Appendix 8, TOT and Workshop Plans.) The next workshop was for 12 teachers from 12 mainland schools, and the last workshop was for 14 teachers from 14 different mainland schools. Note: The schools of the 10 Reading Resource Teachers did not attend the workshops because the RRTs had already received additional training during the TOT and had shared TOT materials with teachers at their schools.
II. 2015–2016 PROJECT AIM, OBJECTIVES, OUTCOMES, & COMMENTS

AIM

The 2015-2016 Box Library/Reading Programme will increase the Kiswahili and English literacy skills of 13,908 boys and 14,185 girls (Total 28,093) in 64 primary schools in Muleba District through the provision of a) English and Kiswahili box libraries for students and b) training for 128 teachers on how to use different reading activities to help students improve their literacy skills in both English and Kiswahili.

OBJECTIVES, OUTCOMES, & COMMENTS

The 2015 – 2016 Box Library Programme contained 5 main objectives. Below are the objectives followed by outcomes & comments.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>OUTCOMES</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td><strong>Objective 1 Books</strong> English and Kiswahili Box Libraries containing 700+ books total will be delivered to 15 primary schools serving a total of 7,293 students.</td>
<td>• 15 new schools serving 8,663 students received 2 wooden box libraries, one in English and one in Kiswahili, containing more than 700 books</td>
<td>• The English books came from BAI; Kiswahili books were purchased in Dar es Salaam and Bukoba with BAI and VSO funds.</td>
</tr>
<tr>
<td></td>
<td>• 27 schools from previous programmes received one box containing 300 + English books to top up their English libraries.</td>
<td>• BAI sent 65 cartons of English books. 25 cartons were used to fill the 15 new box libraries. The remaining cartons were repacked and distributed to 27 schools which had previously participated in the programme. These schools were selected based on their effective use of books in previous years.</td>
</tr>
<tr>
<td></td>
<td>• 25 schools from previous programmes each received one carton containing 302 Kiswahili books and 40 <em>Kiswahili – English / English – Kiswahili</em> student dictionaries.</td>
<td>• This year the budget was larger due to the addition of VSO funds. This money was used to expand programme activities and purchase Kiswahili books. The 25 schools were selected based on their effective use of books in previous years.</td>
</tr>
</tbody>
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Objective II
Reading Resource Teachers
15 primary school teachers will attend a training of trainers for 4 days and gain the skills to work as Reading Resource Teachers; they will conduct one library/reading workshop, and two days of in-service activities at each of the 52 BAI primary schools on the mainland.

10 RRTs -
- Attended two different two-day TOTs to enhance their ability to work as Reading Resource Teachers;
- Co-facilitated with VSO a two-day library/reading workshop for 30 teachers from the 15 new schools;
- Conducted two days of in-service activities for 104 teachers at 52 BAI primary schools on the mainland.

Two RRTs -
- Co-facilitated with VSO three different two-day in-service workshops for 26 teachers from 26 mainland schools and 12 teachers from 12 island schools.

- 15 RRTs were not needed for this year’s programme because the in-service activities were spread over the entire year instead of being conducted, as in previous years, from January to May. Thus, there was ample time for 10 experienced RRTs to complete all of the school visits and training activities.

- The workshop format was a useful addition to the training of library teachers. Being away from school and their duties resulted in fewer distractions and enabled teachers to have greater focus on the training activities.
### Objective III

**Teachers from 15 New Schools**

30 teachers from the 15 new schools, 3 district staff, and 7 ward education officers will attend a one-day Library/Reading Workshop conducted by the VSO Education Adviser and the 15 Reading Resource Teachers.

- 30 teachers from the 15 new schools, 1 district staff, and 2 ward education officers attended a two-day Library/Reading Workshop conducted by the VSO Education Adviser and the 10 Reading Resource Teachers.

- Only two ward education officers and 1 district staff attended. Others did not attend because their schedules were busy.
- The workshop was for two days. This enabled a more in-depth programme.
Objective IV
Teacher In-Service Activity

In-service training will be provided to schools on both the islands and the mainland of Muleba District:

a. On the mainland
104 teachers from the 52 BAI schools will participate in three days of in-service activities conducted by the VSO Education Adviser and 15 Reading Resource Teachers.

- 104 teachers from the 52 mainland schools participated in 3 days of in-service activities; one day was conducted by VSO and two days were conducted by one of the 10 RRTs.
- 26 teachers from 26 mainland schools attended a two-day in-service workshop in Muleba on how to conduct different reading activities in English with students.

b. On the islands
24 teachers from the 9 BAI and 3 Rotary Ormskirk schools will participate in two days of in-service activities conducted by the VSO Education Adviser.

- 12 teachers from the 12 island schools attended a two-day in-service workshop in Muleba on how to conduct different reading activities with students.

- Additional project funds from VSO enabled the Box Library programme to expand in-service programming activities.

- Due to bad weather conditions on Lake Victoria, VSO was not able to travel by local transport to conduct in-service activities at each island school. Instead, during a window of calm weather, all 12 schools sent one teacher to attend a two-day workshop in Muleba.

- Only one teacher from each school was sent because island schools are understaffed and the absence of 2 teachers would have left some of the schools without teachers.
**Objective V**

**Project Evaluation**
An action research report outlining recommendations for the effective utilization of box libraries / reading programmes will be prepared and shared with the Ministry of Education, Tanzanian Library Service Board and development partners.

- A project evaluation was conducted from July to September 2015 by VSO. It indicated that both the English and Kiswahili books are having an impact and are being used. There was a 26.75% increase in English scores and 16.54% increase in Kiswahili scores on the reading tests administered at schools which have participated in the programme for 3 years (see evaluation report in Appendix 6). Workshops and in-service training activities highly contributed to the success of the programme by helping teachers to learn different ways to utilize books.

- In May 2016 a final reading test was given to 5 schools. There was a 39.46% increase in English and 13.18% increase in Kiswahili scores on the reading tests administered at schools which have participated in the programme for 4 years. See Section IV, Monitoring & Evaluation below.

- The evaluation was distributed by email and introduced with a summary letter highlighting key findings and implications. Discussions were held in Muleba with the District Education Officer, Ward Education Coordinators, and teachers. Education officials in Muleba were ecstatic about the results and looked forward to expanding the project to other schools.

  Additional conversations were held with
  a) VSO staff in Dar es Salaam and London; and
  b) publishers at Best Deal, E D Vision and Macmillan Aidan.
  All expressed excitement over the effect the project was having on student reading scores.
III. ACTIVITIES COMPLETED AND TIMETABLE

PROJECT EVALUATION
JULY TO SEPTEMBER 2015

In July the VSO M & E staff in Dar es Salaam met with VSO volunteer Jonathan Coolidge and developed the Terms of Reference (see Appendix 9) and an overall evaluation plan and timeline. During July and August, the volunteer collected quantitative and qualitative data in the field and sent it to the office in Dar es Salaam for analysis. The M & E staff in Dar es Salaam compared 2015 reading test results with baseline data collected from previous programmes. They analysed teacher interviews and school case studies. The evaluation report was written in August/September (See Appendix 6). The evaluation was distributed to Tanzanian Ministry of Education Officials, Muleba District Education officials, Tanzania Library Service Board staff, Tanzania Institute of Education, book publishers in Tanzania, government officials in Kagera Region and Muleba District, Book Aid staff, VSO Tanzania staff, and the staff of VSO International. Discussions were held in Muleba with the District Education Officer, Ward Education Coordinators, and teachers. Education officials in Muleba were ecstatic about the results and looked forward to expanding the project to other schools. Additional conversations were held with VSO staff in Dar es Salaam and London; and publishers at Best Deal, E D Vision and Macmillan Aidan. All expressed excitement over the effect the project was having on student reading scores.

TRAINING OF RESOURCE TEACHERS
AUGUST 2015

The first TOT was held on 12 and 13 August. Ten RRTs attended the two-day training. The TOT focused on different activities teachers can use to help students become better readers. Participants used the Let’s Read and Write study booklet (see Appendix 7) and Kiswahili and English reading books. They learned how conduct the following activities with their students:

1. Recall key words from a story and use them to summarize the story
2. Retell the story in their own words / Retell the story incorrectly and make corrections
3. Rereading, zooming in, and skimming
4. After reading comprehension activities
5. Jumbled words, sentences, paragraphs
6. Using pictures to write / Using gap activities to practice vocabulary
7. Strategies for teaching how to use the dictionary
8. Using the *Kagera Reading Programme*, an English reading programmes developed by VSO
9. Creating a reading activity using *pre, during, and after* reading activities

The RRTs also prepared two to three mini demonstration lessons and presented to each other. (See Appendix 8, TOT and Workshop Plans.) Finally, they planned activities for their school visits.

**IN-SERVICE ACTIVITIES**

**AUGUST TO DECEMBER 2015**

From August to December 2015, the RRTs and VSO conducted a total of three days of in-service activities at each of the 37 schools on the mainland which had participated in previous Box Library Programmes. VSO and/or the RRTs worked with the teachers and

- Reviewed the library / reading programme and discussed strengths and weaknesses, and strategies for improvement.
- Modified the weekly reading schedule and trained additional students to be librarians.
- Co-taught students different reading activities. (See Appendix 3, In-service Activities)

In addition, the student librarians conducted library / reading periods and were observed by VSO and/or the RRTs.

**BOOK PURCHASING & SHIPPING FOR THE 15 NEW SCHOOLS**

**OCTOBER – DECEMBER 2015**

65 cartons of BAI English books were collected by VSO Tanzania at the Tanzania Library Service Board in Dar es Salaam and shipped to Rubya. They were then packed into wooden book boxes. Each box contained 350+ books.

5,586 Kiswahili books were purchased for 17,946,900 TSH for an average cost of 3,213 TSH / 1 GBP per book. (See Appendix 4, Kiswahili Books.) Each school received a box library of 372 books at cost of 1,196,400 TSH / 371 GBP per library. Each of the 15 new schools received one to two copies each of 175 different book titles, 30 dictionaries and 6 big books for group reading activities.

The Kiswahili books were purchased from the following publishers: Read IT, Mkuki na Nyota, E & D Vision, Macmillan Aidan, Mture, and Best Deal. Information about each publisher is as follows:
<table>
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<tr>
<th>PUBLISHER</th>
<th>CONTACT</th>
<th>PHONE NUMBER</th>
</tr>
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<tr>
<td>Read It Dar es Salaam</td>
<td>Mr Sayward, Owner</td>
<td>+255 655 286 406</td>
</tr>
<tr>
<td>Mkuki na Nyota Dar es Salaam</td>
<td>Eusebia Zephlin, Lilian, Secretary</td>
<td>+255 787 558 448 +255 772 000 018</td>
</tr>
<tr>
<td>E &amp; D Vision Publishing Limited</td>
<td>Elieshi Lema, Executive Director</td>
<td>+255 784 612 556 +255 222 72737 +255 653 034 416</td>
</tr>
<tr>
<td>Macmillan Aidan Dar es Salaam</td>
<td>Leila Mirola, Sales Rep</td>
<td>+255 784 716 398</td>
</tr>
<tr>
<td>Mture Dar es Salaam</td>
<td></td>
<td>+255 754 752 752</td>
</tr>
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</table>

Additional publishers which were not visited are listed below. It was difficult to visit or contact these smaller publishers. Many do not have offices and are operated out of their homes.

- Kwanza 0754 276 121
- Tamba 0713 211 811
- Solution 0768 955 618
- Galaxy 0713 267 572 / 0713 3267 572
- MPB 0713 334 439
- Serengeti Educational Publishers 0784 281 942

**Transport**

<table>
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<th>Company</th>
<th>Phone</th>
<th>Notes</th>
</tr>
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<tr>
<td>Bahati Bus Transport</td>
<td>+255 754 223 347</td>
<td>VSO in Dar es Salaam delivered the boxes to Bahati’s office in Kariakoo. Bahati shipped the books to Muleba via bus. The books took two days to arrive in Muleba. Very efficient.</td>
</tr>
</tbody>
</table>
BOX LIBRARIES

NOVEMBER - DECEMBER 2015

1. 30 wooden box libraries were built by VIWAWA, a vocational school for boys in Rubya. They were constructed in November-December 2015.

2. The English and Kiswahili books were transported from Dar to Muleba in November / December 2015. In Muleba, VSO collected the boxes at the bus stand and shipped them to Rubya via van.

3. The Kiswahili and English book boxes were packed in December by neighbourhood youth.

4. The box libraries (2 per school) were delivered to the 15 new schools in January 2016 by van and motorcycle.

TRAINING OF RESOURCE TEACHERS

JANUARY 2016

The 10 Reading Resource teachers attended a second TOT on 18 and 19 January, 2016. This TOT focused on how to help students become better readers in English. The RRTs used the Let’s Read and Write study booklet and the Pearson big books Go Away Dog, My School, and My Food that were included in this year’s BAI shipment. It should be noted that among teachers these books were the most popular of the 2016 BAI collection. TOT activities included:

1. Ice breakers
2. Programme review
3. Discussion of activities to conduct during school visits
4. 8 ways to teaching vocabulary
5. Recall key words
6. Jumbled words and sentences
7. Reread and zoom in on
8. Skimming activities
9. Retell stories in their own words using key words.
10. Retell the story incorrectly
11. Put It All Together - Using Different Reading Activities We Have Learned About
12. RRTs conduct activities using Go Away Dog
13. RRTS selected new schools they to visit
14. Prep Workshop & demo lessons for 15 New schools
   (See Appendix 8, TOT and Workshop Plans).
WORKSHOP FOR 30 TEACHERS FROM 15 NEW SCHOOLS
JANUARY 2016

On Monday and Tuesday, 25 and 26 January, 2016, 30 primary school teachers attended a workshop on how to use the box library and conduct various reading activities with students. The workshop was facilitated by VSO and the 10 Reading Resource Teachers. VSO taught participants about

* The Box Library Programme.
* The importance of reading and how it fits into the government programme, *Big Results Now*
* How to monitor library/reading activities
* The role of the Reading Resource Teachers
* Demonstration lessons (see below)

The 10 Reading Resource Teachers conducted sessions on how to use reading activities with students. During this time, they conducted activities related to the following:

1. Teaching vocabulary
2. Before / during / after reading activities
3. Jumbled words
4. Jumbled sentences
5. Gap activities
6. ABC brainstorm activities
7. Find book title, author, characters, setting
8. Reread and zoom in on
9. Skimming
10. Recalling and using key words to summarize
11. Retell stories in their own words using key words.
12. Retell the story incorrectly
13. Pictures
14. Reading together / Story time
15. Story map

(See Appendix 8, TOT and Workshop Plans.)
IN-SERVICE WORKSHOPS FOR 38 TEACHERS FROM 38 SCHOOLS

FEBRUARY 2016

Three separate two day in-service workshops were implemented. On February 2 and 3 the first workshop was conducted for 12 teachers from 12 island schools. The next two workshops were for mainland schools. The first one was conducted on 10 and 11 February for 12 teachers from 12 schools; the second one was conducted on 17 and 18 February for 14 teachers from 14 schools. These workshops were facilitated by VSO and 2 Reading Resource Teachers. Activities included:

1. Round table discussions about programme strengths/weaknesses/opportunities/threats.
2. Demo Lessons on how to help students become better readers in English, including,
3. Flashcards
4. Rhyming and Phonics
5. Recalling and using key words / Predict the story using key words
6. Before Reading Activities – a) 8 ways to help students develop their English vocabulary; b) Introduce the story in 1 to 3 sentences
7. During reading activities – reread, zoom in, skim, prediction, read together
8. After reading activities – cross words, jumbled activities, gap activities, comprehension activities, key word activities
9. Putting it all together – How to create a reading lesson containing before, during and after reading activities from the workshop manual, Let’s Read and Write
10. Writing activities about reading samples—using pictures, gap activities, text frames.
11. Prepare a reading activity using one of the English books
   (See Appendix 8, TOT and Workshop Plans.)

IN-SERVICE ACTIVITIES AT NEW SCHOOLS

JANUARY TO JUNE 2016

VSO and the RRTs conducted three days of in-service at each of the 15 new schools. The Reading Resource Teachers conducted two days of in-service activities, and VSO, one. During the in-service visits, VSO and/or the Reading Resource Teachers:

1. Set up weekly reading schedules at each school.
2. Helped teachers train students to be student-librarians.
3. Observed student librarians conduct library period.
4. Conducted demonstration lessons and co-taught with teachers. (See Appendix 3, In-Service Activities.)
BOOK PURCHASING & DELIVERY
FEBRUARY – MAY 2016

From 18 - 25 February, the extra English books were repacked into 27 cartons containing 2 to 5 copies of each title. The books were delivered to 27 schools which had previously participated in Box Library Programmes. The schools were selected based on their effective use of books in previous years.

8,554 Kiswahili books were purchased for 26,383,700 TSH for an average cost per book of 3,084 TSH / .96 GBP per book. These books went to 25 schools which had previously participated in Box Library Programmes. The schools were selected based on their effective use of books in previous years. Each school received 342 Kiswahili books. This included one to four copies each of 161 different book titles and 40 dictionaries. The cost per school library was 1,055,348 TSH or 328 GBP. (See Appendix 4, Kiswahili Books.) The books were purchased from the following publishers: Read IT, Mkuki na Nyota, E & D Vision, Macmillan Aidan, Best Deal, Mture, and Serengeti Educational Publishers.

The books were transported by AMINICO Truck Transport, cell phone 0767 224 442 or 0713 224 442. VSO in Dar es Salaam delivered the boxes to AMINICO’s office in Kariakoo. Amini shipped the books from Dar to Bukoba via truck. The books took 6 days to arrive. This was very efficient and cheaper than Bahati. The differences, however, are –

1. With AMINICO you must be present to receive the books when the transport arrives. With Bahati his agent at the bus stand will unload and store the boxes until you can get to town.
2. AMINICO may take between one to three weeks to arrive. Bahati takes two days.

FINAL EVALUATION
MAY 2016

In May 2016 a final reading comprehension test was administered at 5 schools which had been in the programme for four years. The results were compared with the results of the 2013 baseline and the 2015 reading comprehension test scores. See Section IV, Monitoring & Evaluation.
IV. MONITORING & EVALUATION

PROJECT EVALUATION 2015

From July to September 2015 an evaluation of the economy, efficiency, and effectiveness of the box library reading project was conducted by VSO. A summary of the results is located below. (See Appendix 6 for the full report.)

Between 2011 and 2015, VSO partnered with Book Aid International to implement the Box Library Reading Project. The aim of the programme was to improve students’ access to books and students’ reading skills. Since 2011 over 29,000 English and Kiswahili books have been distributed to 49 resource poor, government primary schools in rural, northwest Tanzania. The books were paid for by Book Aid International, a UK NGO specializing in distributing books to third world nations. The books are used in each school’s box library reading programme. They have been the only reading material these schools have to supplement limited and sometimes insufficient numbers of school textbooks. From 2011 to 2015, each school received on average 318 Kiswahili story books, textbooks, and dictionaries and 310 English story books. The books are stored in and distributed out of wooden boxes made specifically for the project. The boxes are kept in the staff room or the head teacher’s office.

In addition to book provision, the project also contained a teacher training component which has evolved since 2011 into a two phased delivery system. During phase one, twelve primary school teachers were prepared by VSO to work as Reading Resource Teachers (RRTs) who could help other teachers implement the programme at their schools. RRTs learned a) how to help schools develop and manage a box library programme; and b) how to conduct different reading activities with students.

During phase two, RRTs worked with the VSO Reading Adviser to conduct workshops and in-service training activities for two teachers from each school participating in the programme. To date they have trained 128 primary school teachers from 64 schools to work as Library Teachers who can operate the school library programme and conduct different reading activities with students. The Library Teachers, in turn, trained two student librarians from Standards 4, 5, 6 and 7 at their school. The student librarians carry the book boxes from the staff room to the classroom and pass out books to their classmates. At the end of the reading period they collect the books and return them to the
staffroom. In some schools Standard 4 - 7 students read, and in other schools Standards 5 through 7 participate. In general, these students read one period a week.

Interviews conducted for this evaluation with teachers and education officials in the District indicate that since the programme’s inception, the students’ reading abilities have increased, and they are better able to answer comprehension questions. This was corroborated by a standardized reading tests for Standard 6 students. In 2013 the test was administered in 5 schools then not part of the project. In 2015 VSO administered the test again among ten randomly selected project schools. Five of these schools had been in the project for two years; another five had participated for three years. A comparison of the test scores showed an improvement of twenty-five per cent in reading scores in both English and Kiswahili among the three-year schools relative to the schools tested in 2013. Although the improvement for the two year schools was less, it was still notably visible in English with a sixteen percent increase.

Interviews conducted with RRTs, Library Teachers, and Student Librarians indicated a high level of enthusiasm for the books among all teachers and students in all grades, even the lower ones. Although the English books are difficult for students to read, both teachers and students enjoy using them.

The Kiswahili books are used by many students. Unlike the English books from the UK, the Kiswahili books tend to be poorly constructed and do not hold up well. After two or three years of use, they are worn and torn. This has resulted in a high level of shrinkage in the number of books. Although some students are taking books home without permission, far more shrinkage is due to the climate and the wear and tear on books by upwards of 80 pupils a day. Although the shrinkage is disconcerting, it does reflect a large student participation in the project. Other challenges faced by schools have included:

- Difficulty fitting the reading periods into a timetable already jam packed with subjects mandated in the curriculum.
- Some teachers wanted to be paid to participate.
- Student librarians did not always have access to the book boxes if the library or head teacher was absent.

All difficulties aside, the project has so far been a strong success:
· Over 29,000 Kiswahili and English books have been delivered to 49 primary schools. Two of the 49 schools were in urban areas; 35, in rural areas on the mainland; and 12, on the remote island communities in Lake Victoria.
· 19,430 students have access to these books.
· Student reading comprehension scores have improved. In the third year there was a 16.54 percent improvement in Kiswahili scores and a 26.75 percent improvement in English scores.
· 98 primary school teachers have been trained to work as Library Teachers who manage school box libraries and conduct reading activities with students.
· Twelve primary school teachers have been trained to work as Reading Resource Teachers and conduct library / reading workshops and in-service training activities for other primary school teachers in Muleba District.

The Box Library Reading Project is cost effective model. When the total money spent on books, box construction, training, transport, and all other factors is divided by the total number of students served, the per-student cost comes GBP 1.88; and the per teacher cost, GBP 373.

PROJECT EVALUATION 2016

With the addition of the 2016 programme, the numbers in the 2015 Evaluation have been upgraded as follows:

Between 2011 and 2016, over 48,390 English and Kiswahili books were delivered to 64 schools serving 28,093 students. 128 teachers attended workshops and in-service activities and as a result can now operate school libraries and teach reading activities that help students develop reading comprehension skills in both Kiswahili and English. Twelve primary school teachers were trained to work as Reading Resource Teachers and can now conduct library / reading workshops and in-service training activities for primary school teachers.

In May 2016 a final reading comprehension test was administered at 5 schools which had been with the Box Library Programme for four years. The results are as follows:
Results of the 2016 Reading Tests

The following tables illustrate results gathered from project schools at four points throughout the term of the project. They show student scores in participating schools on reading tests in Kiswahili and English. The tests had a maximum score of 8. The numbers in the tables below reflect mean scores of each test group on the eight-point tests.

Four Year Comparison Tables

Baseline

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys (N)</th>
<th>Girls (N)</th>
<th>Combined (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline 2013</td>
<td>71</td>
<td>96</td>
<td>167</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>5.44</td>
<td>5.36</td>
<td>5.40</td>
</tr>
<tr>
<td>English</td>
<td>2.86</td>
<td>2.98</td>
<td>2.93</td>
</tr>
</tbody>
</table>

Year 2 Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys (N)</th>
<th>Girls (N)</th>
<th>Combined (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2 schools</td>
<td>54</td>
<td>61</td>
<td>115</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>5.56</td>
<td>5.61</td>
<td>5.58</td>
</tr>
<tr>
<td>English</td>
<td>3.20</td>
<td>3.77</td>
<td>3.50</td>
</tr>
</tbody>
</table>

Year 3 Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys (N)</th>
<th>Girls (N)</th>
<th>Combined (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 schools</td>
<td>105</td>
<td>106</td>
<td>211</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>6.56</td>
<td>6.39</td>
<td>6.47</td>
</tr>
<tr>
<td>English</td>
<td>4.09</td>
<td>3.91</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Year 4 Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys (N)</th>
<th>Girls (N)</th>
<th>Combined (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4 schools</td>
<td>129</td>
<td>142</td>
<td>265</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>6.03</td>
<td>6.37</td>
<td>6.22</td>
</tr>
<tr>
<td>English</td>
<td>4.62</td>
<td>5.04</td>
<td>4.84</td>
</tr>
</tbody>
</table>

Discussion

With the gathering of the fourth-year data, we are now in a position to examine the students’ progress in numerical terms. This insight derives from the knowledge we garnered in last year’s evaluation.
Book Aid asked for two comparisons: the first between the results for 2013 and 2016; the second between results for 2015 and 2016. We presume that the first is to establish progress from the Project’s inception to this year’s end. The second, to confirm that progress has been maintained since last year.

**Comparison between Baseline and 2016**

The baseline test conducted in 2013 shows an average score on the reading tests of 5.4 for Kiswahili, and 2.93 for English, with both sexes considered together, a total of 167 students. These scores are out of a maximum test score of 8. There was no statistically significant difference in scores between girls and boys.

The 2016 results show an overall mean score of 6.22 for Kiswahili, and 4.84 for English, again both scores out of a possible maximum of 8. Comparing these statistically with the 2013 baseline, there is a significant increase in each language score, uniformly between the sexes. Students’ reading test scores improved by 39.46% percent in English and 13.18% percent in Kiswahili. There was no performance difference between the sexes on either English or Kiswahili test scores.

**Comparison between 2015 and 2016**

A comparison between the 2016 four year schools and the 2015 three year schools reveals the following:

For Kiswahili the overall results show a mean score of 6.22 correct answers out of 8. This score is down from 6.47 the previous year. This drop is within the bounds of what one might expect by chance, i.e. it was not a statistically significant drop. In effect, it may reflect that student-reading scores may have reached their ceiling in Kiswahili.

The English reading test scores showed a performance increase. Students had an average of 4.84 correct answers, up from an average of 4.0 the year before. This is a statistically significant increase uniformly between the sexes. The scores have improved by 13.36% percent.

The compressed table and chart below show reading scores by the number of years that a school has had a library:
### Table and chart comparing four years

<table>
<thead>
<tr>
<th>Year</th>
<th>Kiswahili Score</th>
<th>Percent Improvement against the baseline level</th>
<th>English Score</th>
<th>Percent Improvement against the baseline level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.40</td>
<td>NA</td>
<td>2.93</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>5.58</td>
<td>3.23%</td>
<td>3.42</td>
<td>14.33%</td>
</tr>
<tr>
<td>3</td>
<td>6.47</td>
<td>16.54%</td>
<td>4.00</td>
<td>26.75%</td>
</tr>
<tr>
<td>4</td>
<td>6.22</td>
<td>13.18%</td>
<td>4.84</td>
<td>39.46%</td>
</tr>
</tbody>
</table>

### Table and chart comparing the last two program years

<table>
<thead>
<tr>
<th>Year</th>
<th>Kiswahili Score</th>
<th>Percent Improvement against the baseline level</th>
<th>English Score</th>
<th>Percent Improvement against the baseline level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6.47</td>
<td>16.54%</td>
<td>4.00</td>
<td>26.75%</td>
</tr>
<tr>
<td>4</td>
<td>6.22</td>
<td>13.18%</td>
<td>4.84</td>
<td>39.46%</td>
</tr>
</tbody>
</table>
Conclusion

Kiswahili scores may have flattened out in 2016. In 2015, among the three-year schools, there was a 16.54 percent increase compared to the baseline. In 2016, among the four-year schools, there was 13.18 percent increase from the baseline. In some ways this levelling off is not surprising. Kiswahili is the lingua franca of Tanzania. Students are generally fluent in this language by their seventh and final year of primary school. In this evaluation, students were tested in their sixth year and were possibly closer to the average peak reading level they would achieve in primary education.

The 2016 English scores show a 39.46 percent increase from the baseline. This is a dramatic increase and reflects great progress being made. Although the box library is not solely responsible for this improvement, it has highly contributed to and supported the work of the government and teachers in improving students’ English language skills in Tanzania.

V. PROMOTION

1. VSO International in the UK published an internet blog about the project:

2. The 2015 evaluation of the project was published and shared with and when possible discussed with Tanzanian Ministry of Education Officials, Tanzania Library Service Board staff, Tanzania Institute of Education, book publishers in Tanzania, government officials in Kagera Region / Muleba District, Book Aid staff, READ International Staff, and VSO Tanzania / VSO International staff.

3. In 2015 VSO Tanzania attended the National Education Week in Dodoma. They presented a PowerPoint presentation on the Box Library Project. The Power Point contained 65 slides and covered project activities from 2011 to 2015. The meeting was attended by government officials, educators, book publishers, and private citizens.

4. In July 2015 VSO attended The First International Conference on Numeracy and Literacy at the University of Dar es Salaam’s School of Education. They presented information on the Box Library Reading Programme and discussed it as an economically feasible way for primary schools to improve the literacy of their students and provide training for teaching staff.
### VI. BUDGET EXPENDITURES

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VSO</th>
<th>BAI TRANCHE 1</th>
<th>BAI TRANCHE 2</th>
<th>TOTAL TRANCHES (1+2)</th>
<th>ACTUAL EXPENDITURE</th>
<th>DIFFERENCE (E - F)</th>
<th>VARIANCE %</th>
<th>EXPLANATION OF VARIANCE +/-10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book and box provision and transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customs fees / tlsb</td>
<td>280.00</td>
<td>280.00</td>
<td></td>
<td></td>
<td>581.29</td>
<td>-301.29</td>
<td>-107.60</td>
<td>BAI sent 65 boxes of books but the budget was for 24 boxes</td>
</tr>
<tr>
<td>Purchase of 5,250 Kiswahili books</td>
<td>5,725.00</td>
<td>5,725.00</td>
<td></td>
<td></td>
<td>14,875.41</td>
<td>-9,150.41</td>
<td>-159.83</td>
<td>Additional funds from VSO were used to purchase additional books</td>
</tr>
<tr>
<td>Construction of 30 book boxes</td>
<td>445.00</td>
<td>445.00</td>
<td></td>
<td></td>
<td>413.18</td>
<td>31.82</td>
<td>7.15</td>
<td></td>
</tr>
<tr>
<td>Printing of training materials</td>
<td>555.00</td>
<td>555.00</td>
<td></td>
<td></td>
<td>161.85</td>
<td>393.15</td>
<td>70.84</td>
<td>Savings were made with the printer</td>
</tr>
<tr>
<td>Local transport of books and boxes</td>
<td>765.00</td>
<td>765.00</td>
<td></td>
<td></td>
<td>825.94</td>
<td>-60.94</td>
<td>-7.97</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>7,770.00</td>
<td>7,770.00</td>
<td></td>
<td></td>
<td>16,857.67</td>
<td>-9,087.67</td>
<td>-116.96</td>
<td></td>
</tr>
<tr>
<td><strong>Training workshops &amp; communications</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications costs</td>
<td>115.00</td>
<td>115.00</td>
<td>230.00</td>
<td></td>
<td>156.94</td>
<td>73.06</td>
<td>31.77</td>
<td>Savings were made due to the use of monthly phone plans</td>
</tr>
<tr>
<td>Local transport and food</td>
<td>575.00</td>
<td>575.00</td>
<td></td>
<td></td>
<td>557.02</td>
<td>17.98</td>
<td>3.13</td>
<td></td>
</tr>
<tr>
<td>Local transport – facilitator</td>
<td>75.00</td>
<td>75.00</td>
<td></td>
<td></td>
<td>75.67</td>
<td>-0.67</td>
<td>-0.89</td>
<td></td>
</tr>
<tr>
<td><strong>Training workshop for 15 schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local transport for 30 teachers</td>
<td>185.00</td>
<td>185.00</td>
<td></td>
<td></td>
<td>192.88</td>
<td>-7.88</td>
<td>-4.26</td>
<td></td>
</tr>
<tr>
<td>Local transport RRTs</td>
<td>120.00</td>
<td>120.00</td>
<td></td>
<td></td>
<td>144.15</td>
<td>-24.15</td>
<td>-20.13</td>
<td>RRTs had to use their own motorcycles to travel to remote rural schools not accessible by local transport. This cost more</td>
</tr>
<tr>
<td>Local transport Ward Education coordinators</td>
<td>55.00</td>
<td>55.00</td>
<td></td>
<td></td>
<td>45.21</td>
<td>9.79</td>
<td>17.80</td>
<td>Fewer WECs attended than expected</td>
</tr>
<tr>
<td>Refreshments and lunch</td>
<td>135.00</td>
<td>135.00</td>
<td></td>
<td></td>
<td>127.11</td>
<td>7.89</td>
<td>5.84</td>
<td></td>
</tr>
<tr>
<td>Photocopy materials</td>
<td>90.00</td>
<td>90.00</td>
<td></td>
<td></td>
<td>88.16</td>
<td>1.84</td>
<td>2.04</td>
<td></td>
</tr>
<tr>
<td>Pens and notebooks</td>
<td>105.00</td>
<td>105.00</td>
<td></td>
<td></td>
<td>107.12</td>
<td>-2.12</td>
<td>-2.02</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>765.00</td>
<td>805.00</td>
<td>1,570.00</td>
<td></td>
<td>1,494.26</td>
<td>75.74</td>
<td>4.82</td>
<td></td>
</tr>
<tr>
<td>In-service training</td>
<td>155.00</td>
<td>155.00</td>
<td>140.00</td>
<td>15.00</td>
<td>9.68</td>
<td>Money was used for in-service workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
<td>------</td>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator local travel costs – island schools x 4 days per school</td>
<td>0.00</td>
<td>158.00</td>
<td>157.00</td>
<td>315.00</td>
<td>291.02</td>
<td>23.98</td>
<td>7.61</td>
<td></td>
</tr>
<tr>
<td>Facilitator 48 days subsistence at island schools</td>
<td>265.00</td>
<td>265.00</td>
<td>267.11</td>
<td>-2.11</td>
<td>-0.80</td>
<td>Money was used for Island teachers travel to Muleba for In-service activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator lunch at 52 mainland schools</td>
<td>40.00</td>
<td>40.00</td>
<td>41.14</td>
<td>-1.14</td>
<td>-2.85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RRT local travel 52 schools x 2 visits</td>
<td>270.00</td>
<td>270.00</td>
<td>540.00</td>
<td>590.29</td>
<td>-50.29</td>
<td>-9.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RRT food costs</td>
<td>38.00</td>
<td>37.00</td>
<td>75.00</td>
<td>72.34</td>
<td>2.66</td>
<td>3.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>926.00</td>
<td>464.00</td>
<td>1,390.00</td>
<td>1,401.90</td>
<td>-11.90</td>
<td>-0.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M&amp;E &amp; Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VSO training delivery, project management</td>
<td>6,250.00</td>
<td>1,875.00</td>
<td>1,875.00</td>
<td>10,000.00</td>
<td>6,825.07</td>
<td>3,174.93</td>
<td>31.75</td>
<td>Cost incurred were less; funds were used to buy books</td>
</tr>
<tr>
<td>VSO project administration @11%</td>
<td></td>
<td></td>
<td></td>
<td>825.00</td>
<td>825.00</td>
<td>510.00</td>
<td>315.00</td>
<td>38.18</td>
</tr>
<tr>
<td>Action research publication</td>
<td>3,750.00</td>
<td>3,750.00</td>
<td>7,500.00</td>
<td>1,000.15</td>
<td>6,499.85</td>
<td>86.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>10,000.00</td>
<td>1,875.00</td>
<td>6,450.00</td>
<td>18,325.00</td>
<td>9,809.46</td>
<td>8,515.54</td>
<td>46.47</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,000.00</td>
<td>11,336.00</td>
<td>7,719.00</td>
<td>29,055.00</td>
<td>29,563.29</td>
<td>-508.29</td>
<td>-1.75</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX 1

## NUMBER OF STUDENTS

### 64 SCHOOLS IN THE BAI / VSO 2011 - 2016 LIBRARY READING PROGRAMME

#### 2011 BAI Programme

<table>
<thead>
<tr>
<th>Ward</th>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UJUMBI</td>
<td>Nyaminazi</td>
<td>226</td>
<td>202</td>
<td>428</td>
</tr>
<tr>
<td></td>
<td>Ijumbai</td>
<td>252</td>
<td>257</td>
<td>509</td>
</tr>
<tr>
<td>KASHASHA</td>
<td>Ihangiro</td>
<td>206</td>
<td>258</td>
<td>464</td>
</tr>
<tr>
<td></td>
<td>Kashenshero</td>
<td>212</td>
<td>235</td>
<td>447</td>
</tr>
<tr>
<td>IKONDO</td>
<td>Akajunguti</td>
<td>212</td>
<td>211</td>
<td>423</td>
</tr>
<tr>
<td>KATOKE</td>
<td>Kahumalo</td>
<td>145</td>
<td>117</td>
<td>262</td>
</tr>
<tr>
<td></td>
<td>Bushumba</td>
<td>316</td>
<td>266</td>
<td>582</td>
</tr>
<tr>
<td>MULEBA</td>
<td>Tukutuku</td>
<td>295</td>
<td>293</td>
<td>588</td>
</tr>
<tr>
<td>BUHANGAZA</td>
<td>Buhangaza</td>
<td>196</td>
<td>186</td>
<td>382</td>
</tr>
<tr>
<td>KAGOMA</td>
<td>Munyeje</td>
<td>226</td>
<td>202</td>
<td>428</td>
</tr>
<tr>
<td>KIKUKU</td>
<td>Kahengere</td>
<td>230</td>
<td>210</td>
<td>440</td>
</tr>
<tr>
<td>MUHUTWE</td>
<td>Rugege</td>
<td>154</td>
<td>101</td>
<td>255</td>
</tr>
<tr>
<td>RUHANGA</td>
<td>Makongora B</td>
<td>203</td>
<td>204</td>
<td>407</td>
</tr>
<tr>
<td>KISHANDA</td>
<td>Kitanga</td>
<td>126</td>
<td>153</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td>Kabulala</td>
<td>123</td>
<td>219</td>
<td>342</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1,312</td>
<td>1,314</td>
<td>2,626</td>
</tr>
</tbody>
</table>

#### 2013 Ormskirk Rotary Schools

<table>
<thead>
<tr>
<th>Ward</th>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KASHASHA</td>
<td>Bukambira</td>
<td>232</td>
<td>232</td>
<td>464</td>
</tr>
<tr>
<td>BUMBIRE ISLAND</td>
<td>Kituha</td>
<td>283</td>
<td>299</td>
<td>582</td>
</tr>
<tr>
<td></td>
<td>Kajule</td>
<td>140</td>
<td>127</td>
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### 2014 BAI Programme

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# APPENDIX 2

## SCHOOL CONTACTS

**District Education Officer**

Dr Katarama: +255 784 451 746 / +255762 239 417

<table>
<thead>
<tr>
<th>Ward</th>
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<th>-- Rotary</th>
<th>HEAD PHONE</th>
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<td>Valentine Alexi</td>
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<td>Revocatus Barongo</td>
<td>0753 081 407</td>
<td>0685 063 595</td>
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<td>Hashim Msabi</td>
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<td>0682 393 661</td>
<td>Medard Rwetchungura</td>
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<td>0688 564 457</td>
<td>Simon Nkundengi</td>
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<td>Ezra Kamala</td>
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<td>0758 448 531</td>
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<td>ANTIUS CLEOPHACE</td>
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* = 2011 schools
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25. Manyora Lauren Laurent 0753 310 089 Oscar M Ernest 0755 345 445 Deuster Ndayawanana 0752 760 495

27. Rwanganilo + Victor Benedicto 0783 582 200 Josephat Muhula 0756 236 799 Medard Triphone 0787 948 393

Katoke 28. Kuhumalo* Heshboni Katunzi 0757 790 363 ALPHONCINA BARTAZARY 0755 856 033 Revodina Felician 0688 278 521
29. Bushumba* Vedasto Mikimala 0754 661 763 Adelina Bernard 0786 598 907 Ester Tito 0752 745 173


Muhutwe 32. Ruugee* Hashim Kibizi 0754 286 897 Betty Muyunga* 0757 430 143 Ansinfrida Jovithas 0684 958 417
33. Kangantebe Augustina Augustine 0755 016 366 Astded M Pastory 0652 351 125 Editha Eupilius 0766 399 633

34. Nyailigamba + Gobert Kishombo 0762 410 863 Saraphina Sarapion 0763 699 270 Lydia Kuletele 0765 946 548

Birabo 35. Kanyongonge Ignatius Binyama 0688 708 330 Grayson Rwazula 0789 255 175 Erick Daniel 0688 551 037
36. Kabare B Stewart Saiba 0763 095 101 Beatus Costantine 0759 429 304 Mosesi M Nkungu 0759 083 220

Kishanda 37. Kitanga* Clara Rwihanangzi 0757 617 690 DATUS TITUS 0759 703 049

38. Kabulula* Willbrod Mushumbus 0764 156 622 Landrada James 0756 069 348 REVOCATUS WINCHLAUS 0759 020 116
39. Mabira + Respicius Kalolaka 0754 773 431 Frida Theonest 0768 078 948 Delphine Nshange 0752 905 877

Buganguzi 40. Buganguzi Antony Nyakirosa 0756 536 087 Wikansia E Masadie 0763 076 987 Gaspar 0757 913 608

41. Ilambika + Hashimu Hussein 0754 930 637 Khamis Abdallah 0759 429 880 Ave Masoda 0752 264 420

Ibuiga 42. Katoma Victor Project 0755 856 960 Alisteed Frederick 0752 994 350 Theodosia Nuyabubu 0758 949 705

Kamuchumu 43. Kabuga + Leonidas John 0755 876 481 Editha Salvatory 0759 020 282 Pius Karagaza 0764 353 077

Goziba 44. Kerebe + Evodius Lugiga 0759 885 087 Revocatus Rwabona 0765 273 174 Evodius Lugiga 0759 885 087

45. Goziba + Erick Makezi 0787 072 631

Ikuza 46. Ikuza + Brighton Kagomba 0769 668 979 Meltus Anacret 0766 528 039 Audax Spirian 0766 746 989
47. Kasenyi + Mashumbuko Mbuta 0767 297 797 Jason Tibishubwaam 0768 282 414 Nelson John 0755 712 799

48. Nyamahanju + Tumaini Kahuga 0762 171 918 Remigius Reverian 0758 018 319 Audax Cyprian 0755 746 989

49. Rwazi + Felix Kabyemela 0754 248 452 Sylvester Masanjii 0755 575 094

2016 Schools

BURUNGURA
50. Karanda Allistedes Karumma, Head 0681 028 475 Teophil Gaso, Assistant Head 0758 132 759

BISHEKE
51. Mulambi Audax Mukebezi, Head 0784 280 456 Stanley Kagombola 0786 635 460

52. Kyamate Severin M Angelo 0629 532 824 Staminus K Leopard 0658 093 456

53. Katanda Saleman Abdallah, Assistant 0784 816 619 Dina Luganyuma, mwalimu 0785 909 544

KASHARUNGA
54. Lyamubumbe Wilson Steven, Head 0687 762 961 Frelius Ntambi, 2nd 0674 109 913

55. Kamatojo Nelson W Patrick, Head 0758 323 070 Daniel Ngise 0674 109 913
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**WARD EDUCATION COORDINATORS**

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**BUMBIRE**

- **KATOKE**: J. Katake (0754 665 937)
- **IZIGO**: Benedict Bakilana (0753 627 670)
- **MUHUTWE**: J. Tayomize (0754 092 659)
- **KISHANDA**: Kishumo Rweyendera (0755 060 760)

**BUHANGAZA**

- **BUGANGUZI**: Marco Kaizige (0763 564 121)
- **IBUGA**: Audax Henry (0755 060 760)

**KASHASHA**

- **KAMUCHUMU**: Simoni Januari (0753 461 201)

**IUUMBI**

- **GOZIBA**: Hashimu Nsabi (0688 143 151/0755 848 268)

**KAGOMA**

- **IKUZA**: Mussa Daudi (0688 003 772/0755 848 268)

**KIKUKU**

- **KISHANDA**: K. Itulagiza (0754 620 821)
APPENDIX 3

IN-SERVICE ACTIVITIES

In-service activities conducted by Reading Resource Teachers & VSO Education Adviser for school teachers included: 1) Establish weekly reading schedule, 2) Train student librarians & 3) Conduct demonstration lessons. The demo lessons varied. Teachers used combinations of the lessons below. For further information about the activities, see the booklet, Let’s Read and Write in the report folder.

Demo #1: Story Map

Teacher uses the big book, Tabu wa Taire. Teaches students to create a story map containing book title, author, characters, settings, and conflict, solution …

Additionally, teacher

1. uses pictures to help students develop interest, understanding, and vocabulary
2. uses pictures and story line to help students develop mini drama/singing activities
3. gives students gap activities (text frames) which they use to retell the story

Demo #2: Find Book Title, Author’s Name...

1. Teacher demonstrates how to find the book title, author’s name, the setting of the story and the names of the characters.
2. Teacher gives all of the students books.
3. Students identify the book title, author’s name, setting and the names of the characters in the story.
Demo #3: Using Pictures

1. Teacher uses pictures in an English book to teach vocabulary.
2. Students use the new vocabulary to make sentences about the pictures.

Demo #4: ABC Brainstorm

Students try to think of a word or phrase associated with the topic. They match these to each letter of the alphabet. For example, if you were going to read a story about a man who teaches students in primary school, they think of words that relate to school: $A = Alphabet; B = Blackboard; C = Chalk.$

Demo #5: Dictionary Skills

Teach dictionary skills.

1. Teacher reviews alphabet with students
2. Students put letters into the correct alphabetical order
3. Students put different words into the correct order
4. Students find words in a dictionary. Use *Best Deal* dictionaries
5. Students use the dictionary to define unknown words in an English story book
6. Students use *Reading and Dictionary Activities for Primary School Students* to practice looking up words and then reading a story.

Demo #5: Kagera Reading Programme

1. Teacher teaches a demo class using the *Kagera Reading Programme* (60 laminated English stories with vocabulary and T/F, gap, and multiple choice questions). Note: All schools have received a set.
2. Students individually read stories. They develop vocabulary lists for study and develop their reading comprehension skills.

Demo #6: Pre / During / After Reading Activities

RRTs conducted various pre/during/post activities including,

**Pre-Reading Activities**

- How to teach vocabulary using translation, pictures, mime, antonyms, synonyms and explanations.
- Presenting a brief description of the story and asking for predictions about what might happen
• Look at pictures and predict the story
• Predict story based on title / first paragraph / chapter headings

**During Reading Activities**

How to:

• *Zoom in on* problem vocabulary, pronouns, punctuation marks and grammar points to clarify any confusion.
• *Skim* reading passages for details such as vocabulary, dates, punctuation marks and grammar points.
• *Read / Reflect / Answer Questions about* characters, setting, plot, conflict, vocabulary, grammar / *Reread / Make more predictions and so on...*

**After Reading Activities**

• Identifying 3 to 5 key words in a reading sample and using them in a sentence to summarize the story.
• Giving the story a title.
• Drawing a picture of the main character or action in the story.
• Making predictions about what will happen afterwards. *Explain why*
• Retell the story incorrectly and correct
• Recall key words and use in speaking/writing activities to summarize
• Jumbled words for spelling
• Jumbled sentences for syntax, meaning
• Retell stories in their own words using key words.
APPENDIX 4

KISWAHILI BOOKS

Two lots of Kiswahili books were purchased. Lot 1 was purchased in November 2015 for the 15 new schools. Lot 2 was purchased from April - May 2016 and used to top up the libraries of 25 schools which had already participated in the programme.

Book numbers, cost, analysis, and titles are listed below:

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PUBLISHERS / BOOK TITLES

ED VISION
- Nana upepo Mwanaua
- Nataka Keki Yangu
- Ngedere na Ndizi
- Nuru ya Bhole
- Nyameza Ndege wa Amaui
- Pasa za Mawe
- Redio
- Safari ya Prospa
- Sosie
- Mawingu / Clouds
- Telvision
- Usiku wa Balaa
- Binti Mfalam
- Greedy Yellow / Manjano Mlafi
- Wimbo wa Tizo
- Wanyama wenye uti wa Mgugo
- Maji bila Kikiwo
- Elimu ya Namba Drs 4
- Aljebra kwa shule za msingi
- Mawingo
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**SERENGETI EDUCATIONAL PUBLISHERS**

Get Ready to Pass National Examinations

**READ IT**

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APPENDIX 5

READING ASSESSMENT TEST

KISWAHILI

SHULE: _______________________________________________________

Wewe ni Mvulana: _______________ au Misichana: _______________

HADITHI


A: KWELI AU SIO KWELI

________1. Amosi aliweka mtego ndani ya shamba.

________2. Sungurua ni mwaminifu.

________3. Mbwamwitu sio mtumainifu.

________4. Mkulima alipofika, alimua sungura.

B: MALIZA SENTENSI ZIFUTAZO

5. Amosi aliamua kutega mtego kwa sababu __________________________________________

6. Sungura sio mzuri kwa sababu __________________________________________

C: JIBU MASWALI YAFUTAYO

7. Sungura alifanya kosa gani?

8. Hadithi hii inatufundisha nini?
Next to Aly's house there is a big market. Aly likes to go to the market in the evening. He watches people sell fruits and vegetables like tomatoes, peppers, onions and potatoes. Other people sell clothes and shoes. His uncle sells things for the kitchen. Sometimes Aly helps his friend, Amina, sell rice cakes. Aly likes rice cakes. When he has money, he buys two. There are always many people in the market.

A: ARE THE FOLLOWING SENTENCES TRUE OR FALSE

1. Aly lives close to the market.
2. Amina sells things for the kitchen.

B: FILL IN THE BLANKS USING A WORD FROM THE TEXT

3. People sell fruit and vegetables like onions and tomatoes.
4. Aly's uncle sells things for the kitchen.

C: CHOOSE THE CORRECT ANSWER AND WRITE THE LETTER IN THE SPACE

5. What is next to the house?

6. When does Aly go to the market?
   A: morning / B: afternoon / C: evenings / D: in school time / E: he doesn't go

7. What don't people sell in the market?
   A: clothes / B: fruit / C: vegetables / D: cars / E: shoes

D: ANSWER THE QUESTIONS.

8. Why do a lot of people go to the market?
APPENDIX 6

PROJECT EVALUATION
Rapid Evaluation of the Economy, Efficiency, and Effectiveness of the Box Library Reading Project

Jonathan Coolidge, Thomas Wilson, Russell Gates, Douglas Taylor

VSO Tanzania

September 2015
**Table of Contents**

1. **Summary** ........................................................................................................... 46
2. **Introduction** ....................................................................................................... 49
3. **Method** ............................................................................................................... 49
4. **Design** ................................................................................................................ 49

   4.1 **Outputs and Outcome** .................................................................................. 49
   4.2 **Instrumentation** ........................................................................................... 49

5. **Procedure** .......................................................................................................... 50

   5.1 **Reading Tests** ............................................................................................... 50
   5.2 **Interviews by Questionnaire** ......................................................................... 51
   5.3 **Case Studies** .................................................................................................. 51

6. **Results** ............................................................................................................... 51

   6.1 **Economy** ........................................................................................................ 51
   6.2 **Reading test results** ...................................................................................... 52

     6.2.1 **Baseline** ................................................................................................... 54
     6.2.2 **Year 2 Schools** ......................................................................................... 54
     6.2.3 **Year 3 Schools** ........................................................................................ 54
     6.2.4 **Discussion** ............................................................................................... 54

   6.3 **Reading Resource Teacher Interviews** .......................................................... 55

     6.3.1 **Question 1** ................................................................................................. 55
     6.3.2 **Question 2** ................................................................................................ 56
     6.3.3 **Question 3** ................................................................................................ 56
     6.3.4 **Question 4** ................................................................................................ 56
     6.3.5 **Question 5** ................................................................................................ 57
     6.3.6 **Question 6** ................................................................................................ 57
     6.3.7 **Discussion** ............................................................................................... 57

   6.4 **Library Teacher Interviews** ............................................................................ 58

     6.4.1 **Respondents** ............................................................................................. 58
     6.4.2 **Books Section Questions 1 & 2** ............................................................... 59
     6.4.3 **Books Section Question 3** ....................................................................... 60
     6.4.4 **Books Section Questions 4, 5, & 6** ........................................................... 60
     6.4.5 **Training Section Question 7, 8** ................................................................. 61
     6.4.6 **Questions 9, 10, 11, 12, & 13** ................................................................. 61
     6.4.7 **Implementation Section Questions 14 to 20** ............................................ 61
     6.4.8 **Questions 21 to 25** .................................................................................. 62
     6.4.9 **Student Librarians Appraisal Section Question 26 to 31** ....................... 63
     6.4.10 **Reading Improvement Section Questions 32 to 38** ............................. 63
     6.4.11 **School Numbers Section Questions 39 to 41** ...................................... 64
     6.4.12 **Student Librarians’ Interview Section Questions 42 to 51** ................. 64
     6.4.13 **Discussion** ............................................................................................. 65

7. **Conclusion and Recommendations** ..................................................................... 66

   7.1 **Conclusion** ..................................................................................................... 66
   7.2 **Recommendations** .......................................................................................... 66
7.2.1 Books .............................................................................................................66
7.2.2 Training ..........................................................................................................67
8 Annex 1: Case Studies ..........................................................................................69
  8.1 Case Study 1 - Ijumbi Primary School - Three Year School ......................69
  8.2 Case Study 2 - Runyinya Primary School - Two Year School .................72
  8.3 Case Study 3 - Buyango Primary - High Performance NECTA School .....75
  8.4 Case Study 4 - Muyenje Primary - Mid Level Performance NECTA School..78
  8.5 Case Study 5 - Kanywangonge Primary - Low Performance NECTA School..80
9 Annex 2: Calculation of Budget and Foreign Exchange ...............................83
Summary

Between 2011 and 2015, VSO partnered with Book Aid International (BAI) to implement the Box Library Reading Project. The aim of the programme was to improve students’ access to books and students’ reading skills. Since 2011 over 29,000 English and Kiswahili books have been distributed to 49 resource poor, government primary schools in rural, northwest Tanzania. The books were paid for by Book Aid International, a UK NGO specializing in distributing books to third world nations.

The books are used in each school’s box library reading programme. They have been the only reading material these schools have to supplement limited and sometimes insufficient numbers of school textbooks. From 2011 to 2015, each school received on average 318 Kiswahili story books, textbooks, and dictionaries and 310 English story books. The books are stored in and distributed out of wooden boxes made specifically for the project. The boxes are kept in the staff room or the head teacher’s office.

In addition to book provision, the project also contained a teacher training component which has evolved since 2011 into a two phased delivery system. During phase one, twelve primary school teachers were prepared by VSO to work as Reading Resource Teachers (RRTs) who could help other teachers implement the programme at their schools. RRTs learned a) how to help schools develop and manage a box library programme; and b) how to conduct different reading activities with students.

During phase two, RRTs worked with the VSO Reading Adviser to conduct workshops and in-service training activities for two teachers from each school participating in the programme. To date they have trained 98 primary school teachers from 49 schools to work as Library Teachers who can operate the school library programme and conduct different reading activities with students. The Library Teachers, in turn, trained two student librarians from Standards 4, 5, 6 and 7 at their school. The student librarians carry the book boxes from the staff room to the classroom and pass out books to their classmates. At the end of the reading period they collect the books and return them to the staffroom. In some schools Standard 4 - 7 students read, and in other schools Standards 5 through 7 participate. In general, these students read one period a week.

Interviews conducted for this evaluation with teachers and education officials in the District indicate that since the programme’s inception, the students’ reading abilities have
increased, and they are better able to answer comprehension questions. This was corroborated by a standardized reading tests for Standard 6 students. In 2013 the test was administered in 5 schools then not part of the project. In 2015 VSO administered the test again among ten randomly selected project schools. Five of these schools had been in the project for two years; another five had participated for three years.

A comparison of the test scores showed an improvement of twenty-five per cent in reading scores in both English and Kiswahili among the three-year schools relative to the schools tested in 2013. Although the improvement for the two year schools was less, it was still notably visible in English with a sixteen percent increase.

Interviews conducted with RRTs, Library Teachers, and Student Librarians indicated a high level of enthusiasm for the books among all teachers and students in all grades, even the lower ones. Although the English books are difficult for students to read, both teachers and students enjoy using them.

The Kiswahili books are used by many students. Unlike the English books from the UK, the Kiswahili books tend to be poorly constructed and do not hold up well. After two or three years of use, they are worn and torn. This has resulted in a high level of shrinkage in the number of books. Although some students are taking books home without permission, far more shrinkage is due to the climate and the wear and tear on books by upwards of 80 pupils a day. Although the shrinkage is disconcerting, it does reflect a large student participation in the project. Other challenges faced by schools have included:

- Difficulty fitting the reading periods into a timetable already jam packed with subjects mandated in the curriculum.
- Some teachers wanted to be paid to participate.
- Student librarians did not always have access to the book boxes if the library or head teacher was absent.

All difficulties aside, the project has so far been a strong success:

- Over 29,000 Kiswahili and English books have been delivered to 49 primary schools. Two of the 49 schools were in urban areas; 35, in rural areas on the mainland; and 12, on the remote island communities in Lake Victoria.
- 19,430 students have access to these books.
• Student reading comprehension scores have improved. In the third year there was a 16.54 percent improvement in Kiswahili scores and a 26.75 percent improvement in English scores.

• 98 primary school teachers have been trained to work as Library Teachers who manage school box libraries and conduct reading activities with students.

• Twelve primary school teachers have been trained to work as Reading Resource Teachers and conduct library / reading workshops and in-service training activities for other primary school teachers in Muleba District.

The Box Library Reading Project is cost effective model. When the total money spent on books, box construction, training, transport, and all other factors is divided by the total number of students served, the per-student cost comes GBP 1.88; and the per teacher cost, GBP 373.
Rapid Evaluation of the Economy, Efficiency, and Effectiveness of the
Box Library Reading Project
Findings Summary

Introduction

This is a report on an evaluation study conducted by VSO Tanzania on the Book Aid International Box Library Reading Program. The full background of the evaluation and the events leading up to it are recounted in the Project Terms of Reference (ToR).

Method

The results expected from the evaluation for purposes of assessment are described in section 3 of the TOR. There were to be five outputs in pursuit of one overall outcome: “Students’ Kiswahili and English reading skills have improved”.

Design

Outputs and Outcome

The required outputs to bring about this outcome were:

1. Output 1: Students use the books and material
2. Output 2: Schools receive relevant and appropriate reading books and materials
3. Output 3: Library Teachers effectively manage the weekly reading programme.
4. Output 4: Resource Teachers effectively deliver training
5. Output 5: Library Teachers effectively use books and materials in teaching and learning

These outputs have driven the progress of the evaluation and the activities taken to generate the results.

Instrumentation

The data gathered were both quantitative, by way of reading scores in English and Kiswahili, and qualitative, anecdotal information derived from structured interviews with Reading Resource Teachers, Library Teachers, Student Librarians, and a Ward Education Coordinators.

The instruments were
1. Reading tests in English and Kiswahili for five two-year schools, and five three years to be compared with a baseline at then non-participating schools, gathered in 2013
2. Questionnaire Interviews with five Reading Resource teachers, one of whom is also a Ward Education Coordinator
3. Questionnaire Interviews with ten Library teachers
4. Questionnaire Interviews with twenty Student librarians
5. Case studies of five schools
   a. One school that has had a library for three years
   b. One school that has had a library for two years
   c. One high NECTA*\(^1\) performing school
   d. One medium NECTA performing school
   e. One low NECTA performing school

Procedure

Reading tests were administered at ten randomly-selected primary schools in Muleba District. Five of these have been in the project for two years; five have been in for three. A total of 327 students were sampled.

Interviews with five Reading Resource Teachers, 10 Library Teachers, and 20 Student Librarians were conducted as described above.\(^2\)

Case studies were prepared based on the information collected in the interviews with the Library teachers.

Reading Tests

Two reading tests, one in Kiswahili, and one in English, were administered at five three-year and five two-year primary schools in the Project. The tests consisted of a reading section, and eight questions. Mean scores out of a maximum of 8 were calculated for the ten schools, which were aggregated as five three-year schools, and five two-year schools.

---

\(^1\) NECTA is the National Examination Council of Tanzania and prepares the national exam for primary schools

\(^2\) Herein after referred to as RRT’s, LT’s, and SL’s.
Aggregate means were compared with the baseline results gathered in 2013 from five then-non-participating schools.

**Interviews by Questionnaire**

Interviews were conducted by the VSO Reading Adviser. Five Library teachers from the three-year schools and five Library Teachers from the two-year schools participated. Twenty Student Librarians at these schools were also interviewed on the same questionnaires. The interviewer was alert to the possibility of teacher-student influence or coaching, but he observed none taking place. Similarly, five Reading Resource Teachers from three-year schools were interviewed.

**Case Studies**

Five case studies were gathered by the VSO reading adviser by means of personal visits and interviews. As stated, these were to describe a three-year school, a two-year school, and one each with a high, medium, and low NECTA performing school. The same format was followed for each case study.

The area served by the project is one of the most impoverished in the country and contains particular challenges not found elsewhere. The case studies provide valuable insight into conditions prevailing in the schools, the population served, and the surrounding environment.

**Results**

The results for each component of the study were transcribed electronically for analysis. In summary, there were four components of the analysis:

1. Reading test results in Kiswahili and English for year 2 and year 3 schools
2. Interviews with Reading Resource teachers
3. Interviews with Library Teachers and Student Librarians
4. Case studies of five selected schools

**Economy**

A word is needed on calculation of budget costs and cash contributions. The project began in 2011 and is currently in its third year. We have chosen to present the costs on a yearly basis using historical exchange rates between the UK Pound and the Tanzanian
Shilling. These have tended to fluctuate, but the rate between January 2011 and January 2015 has been only 14%, from 2258 in January 2011 to 2583 in January 2014 (http://www.oanda.com/currency/historical-rates/).

The total cost of the Box Library Reading Project was GBP 36,554 Pounds Sterling (calculated yearly), and the total number of students served was 19,430, both calculated over the life of the project. The total number of teachers served as Library Teachers was 98; there were 10 Reading Resource Teachers. There are several ways of calculating this. Probably more than one is of use. Using the above data,

1. The per student cost was GBP 1.88
2. The per Library Teacher cost was GBP 373
3. If one pools the Resource Teachers with the Library Teachers, the value is GBP 338.47

One could also consider the value of the level of reading comprehension improvement. There was a 1.07 point (13.4%) improvement in English comprehension over the three years of the project, and an identical 1.07 point improvement (13.4%) for Kiswahili. Identical improvement levels, while seemingly bizarre, are an indication of the reliability of the two test instruments and the robustness of the methodology. In any case, we would have anticipated similar improvement levels, although not identical. One could then state that the amount of money necessary to bring about such an improvement was GBP 1.88 per student, and GBP 373 per Library Teacher, or GBP 338.47 per teacher as a whole.

The calculations of the amounts is contained in Annex 2.

Reading test results

The results for the reading tests were rather involved. The base data for the results was the raw scores on the reading tests administered in Kiswahili and English. The sample consisted of 115 students in five second-year project schools, and 211 students in five third year project schools, a total of 326. The tests were administered by the VSO Reading Adviser, and took an average of 45 minutes to complete. The two samples were selected randomly from project schools. The two samples were compared with each other, and then

\[\text{\textsuperscript{3} Rounded to two digits.}\]
\[\text{\textsuperscript{4} Ditto}\]
\[\text{\textsuperscript{5} Ditto}\]
with a baseline sample of 71 boys and 96 girls, for a total of 167 primary students, drawn in 2013 from pre-project schools.

The results are best understood if presented in tabular form and laid out on one page. The scores are out of a possible maximum score of 8. The first table represents the 2013 baseline results.
Baseline

<table>
<thead>
<tr>
<th></th>
<th>Baseline 2013</th>
<th>Boys (N 71)</th>
<th>Girls (N 96)</th>
<th>Combined (N 167)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>5.44</td>
<td>5.36</td>
<td>5.40</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2.86</td>
<td>2.98</td>
<td>2.93</td>
<td></td>
</tr>
</tbody>
</table>

Year 2 Schools

<table>
<thead>
<tr>
<th></th>
<th>Year 2 schools</th>
<th>Boys (N 54)</th>
<th>Girls (N 61)</th>
<th>Combined (N 115)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>5.56</td>
<td>5.61</td>
<td>5.58</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3.02</td>
<td>3.77</td>
<td>3.42</td>
<td></td>
</tr>
</tbody>
</table>

Year 3 Schools

<table>
<thead>
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<th></th>
<th>Year 3 schools</th>
<th>Boys (N 105)</th>
<th>Girls (N 106)</th>
<th>Combined (N 211)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>6.56</td>
<td>6.39</td>
<td>6.47</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4.09</td>
<td>3.91</td>
<td>4.00^6</td>
<td></td>
</tr>
</tbody>
</table>

Discussion

The clear result from the reading tests is one of progression from the baseline in 2013, onwards. Overall mean scores among the two-year schools increased over the baseline levels by approximately half a point in Kiswahili and English. Furthermore, mean scores among the three-year schools, are higher than the two-year schools by nine-tenths of a point in Kiswahili, and by eight-tenths of a point in English.

From the baseline to Year 3 schools there is a highly significant increase, which in statistical terms is so great as to be not measurable. Even from Year 2 to Year 3 a similar upward difference is visible.

There is little to note when results are considered by gender. Scores in Kiswahili are very even between boys and girls at the three divisions. Scores in English show a slight

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^6 Actually, 3.995 rounded
difference in favour of the girls among the Year 2’s (seven tenths of a point). Nothing is visible among the Year 3’s.

**Reading Resource Teacher Interviews**

The RRT interview questionnaire was administered by the VSO Reading Adviser to five Reading Resource Teachers one of whom was also a Ward Education Coordinator. All the schools were three-year schools. Administration time was approximately 20 to thirty minutes. It consisted of the following six open-ended questions on one page.

1. What do you do as an RRT?
2. How many schools do you work in?
3. What is going well at these schools?
4. What are the problems?
5. What would you do to fix the problems?
6. You have attended VSO workshops to prepare you for your job. Do you need additional training? Be specific.

Because the information gathered is highly qualitative and involved only five interviewees, we discuss it in some detail.

**Question 1**

Most respondents’ answers involved duplicate responses. All respondents work in more than one school. Overall, respondents discussed their duties as

- Helping Library Teachers develop weekly schedules for library activities
- Training the student librarians how to use the box libraries
- Teaching teachers how to teach reading
- Demonstrating different reading activities for teachers with students
- Using the box libraries with students
- Teaching students how to care for books
- Helping students read books
- Teaching dictionary use to students

These are activities broadly expected from the RRTs, within their remit. None were really unexpected. The WEC, who is an RRT, works in two schools in Biirabo Ward, and he inspects five school libraries within his own ward, Kashasha. He helps LTs set weekly reading

---

7 RRT
schedules and helps students use the books. The scheduling component is common to all of the RRTs, and it became important when the Library Teachers were interviewed. The caring for books was also important as it later appeared that wear and tear on the books is a significant issue.

**Question 2**

Of the five respondents, three indicated that they work in three schools, one works in four, and WEC in seven. The WEC works as an RRT in two schools and acts as an inspector in five. The RRTs tend to have a broad knowledge of the participating schools. They visit schools, conduct training activities, and make observations but are not involved with the daily implementation.

**Question 3**

Asked what was going well, respondents gave consistent responses. Most prominently,

- Activities are in progress and going well.
- Teachers are using the books to teach
- Students are reading and interested
- Even Standard 3 are using the books

**Question 4**

They were then asked what was not going well.

- Short teacher staffing at many schools is an issue
- Head Teachers are not involved
- Timetables tend to change frequently (a major complaint)
- Teachers and students take books and don’t return them
- Hostility by some teachers and WECs, who are intimidated by English language
- Shortage of books, i.e. dwindling numbers (shrinkage) due to wear and tear and borrowing

The changing of timetables was cited throughout the interviews, and later by the Library Teachers. A major complaint is the disappearance of books, thought to have been at
the hands of students and teachers, and to the wear and tear of the Kiswahili books which are of poor quality.

**Question 5**

Respondents were then asked what they would suggest as a remedy for the problems. Most prominently, it was suggested that the involvement of the Head Teachers was needed, by deed and by example. They also suggested adding an extra reading time in the allocated day(s). It was suggested that some of the teachers at schools were hostile to the program because they were not being paid extra for the duties. It was also suggested to put locks on the book boxes to prevent theft and entrust the keys to the Library Teachers and Library Students. It was unclear whether this would act as a deterrent to theft by either teachers or students.

**Question 6**

Respondents were then asked what additional training they wished from VSO. Overwhelmingly, they asked for more training in reading activities and for training to be increased and extended to other teachers in the district. One asked for training in English; another asked for more books in all subjects to replace those wearing out, but to add especially science and mathematics books.

**Discussion**

The RRTs work in multiple schools and each RRT has three schools to visit. They only visit these schools 2 times each. Their role is to help schools start the weekly library programme; conduct a few demo lessons for teachers and students; and encourage schools to keep on using the box library. The RRTs do have more experience than the Library Teachers, but not a lot.

Their comments and observations reflect an overview of operations in a number of schools. Their view is that the project is going well at the school level. The schools know how to use the libraries, and the teachers and students are benefitting. Problems they identified include

- Some schools have timetable problems and it is difficult to fit in the reading periods.
Some teachers are hostile to the program, or if not hostile, want to be paid extra to participate.

There is a large amount of book shrinkage, due in some part to theft, but far more is attributable to the Kiswahili books simply wearing out. Although a bit disconcerting, this is actually a positive sign since it indicates that the books are actually being used.

Suggestions for remedies centre on increasing the involvement and thereby influence of head teachers and Ward Education Coordinators and increasing the books’ physical security. Overwhelmingly, they advise more training in teaching reading activities.

Library Teacher Interviews

Respondents

Ten Library Teachers (LTs) were interviewed by the VSO Reading Adviser by way of a four-page questionnaire, the last section being a short interview for the Student Librarians. Of the ten, five were from two-year schools, and five were from three year schools. The LT questionnaire consisted of six sections (below) with a seventh section for interviewing the Student Librarians.

1. Books (6 questions)
2. Training (7)
3. Implementation & Usage (12)
4. Student Librarians (6)
5. Reading Improvement (7)
6. School Numbers (3)
7. Student Librarians’ Interview(10)

Administration time was from 30 to 45 minutes, with an extra 10 to 15 minutes for the Student Librarians. The Adviser took care to see that there was no coaching of the Librarians by the LTs.
Books Section Questions 1 & 2

The following quantities and titles of books were sent to the schools by the Program. From 2011 to 2014, 9,824 Kiswahili-language books in total were shipped and received. English-language books totaled 9,420. In 2015, 5,342 Kiswahili language books were shipped with 169 titles to 362 schools. English-language books in the same year were 320 per school.

Respondent LTs were asked the number of books, Kiswahili and English, currently in their libraries. Originally they received the following numbers per each box library:

- 2011 - 2012 schools  
  - Kiswahili 260  
  - English 280

- 2012 - 2013 schools  
  - Kiswahili 265  
  - English 285

- 2014 - 2015 schools  
  - Kiswahili 362  
  - English 320

The school totals reported are as follows. One school (Manyora) reported their current totals as Kiswahili half full (@175), English full (@350).

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Ki</th>
<th>En</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Buhangaza</td>
<td>190</td>
<td>198</td>
</tr>
<tr>
<td>3</td>
<td>Ijumbi</td>
<td>57</td>
<td>127</td>
</tr>
<tr>
<td>2</td>
<td>Kabuleme</td>
<td>82</td>
<td>145</td>
</tr>
<tr>
<td>3</td>
<td>Kahengere</td>
<td>20</td>
<td>182</td>
</tr>
<tr>
<td>2</td>
<td>Kanyngonge</td>
<td>90</td>
<td>140</td>
</tr>
<tr>
<td>3</td>
<td>Kashenshoror</td>
<td>35</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>Manyora</td>
<td>175</td>
<td>300</td>
</tr>
<tr>
<td>3</td>
<td>Muyenje</td>
<td>12</td>
<td>195</td>
</tr>
<tr>
<td>2</td>
<td>Runyinya</td>
<td>92</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>753</td>
<td>1526</td>
</tr>
<tr>
<td>Max</td>
<td></td>
<td>190</td>
<td>300</td>
</tr>
<tr>
<td>Min</td>
<td></td>
<td>12</td>
<td>95</td>
</tr>
</tbody>
</table>

The VSO Reading Adviser reports verbally that several mechanisms were operating to cause the great shrinkage in the book counts from the delivery point. Not all schools received the same amounts of books; they received between 260 to 362 Kiswahili books, and 280 to 320 English ones. However, the shrinkage is startling. Poor quality and
subsequent physical deterioration, aggravated by climate and rough handling explain a large portion of the decrease.

The VSO Reading Adviser reports that the books in the box libraries often resemble a “rats’ nest of paper”. He has visited some schools with a large stapler and reassembled books that were “simply falling apart”. The remaining shrinkage is attributable to theft. It is noteworthy that the English books came from the UK and were of very high quality. Most of these books are still in good condition. The Kiswahili texts were from Dar es Salaam, printed in India or Malaysia, and of poorer quality.

Books Section Question 3

The question about the appropriateness of the books for their intended audience drew consistent responses. The word “appropriate” was intended to mean linguistically appropriate. Generally, the responses were that the Kiswahili texts were very good and very popular among both students and teachers. Storybooks and textbooks were most popular. The English books were seen as too difficult for most students to read, although the pictures were popular.

Books Section Questions 4, 5, & 6

Asked to list what the children most liked about the libraries, teachers’ responses were Swahili stories, pictures, and the Kagera Reading Program (KRP). The teachers most liked both English and Swahili stories, verb tense books, dictionaries, KRP, and charts and posters for teaching. Books wished in future shipments included

- More books appropriate for Stds 1-3
- Large picture books for teachers to use to teach vocabulary
- Resource books such as dictionaries, atlases, grammar books, and encyclopedia
- Textbooks for students to use for self-study
- The Kagera Reading Programme
- Question and Answer books such as the Test Yourself series which students can use to study the different subjects
- English textbooks for teachers to use to improve their English language skills
Training Section Question 7, 8

Respondents were asked what they found most helpful from the VSO and RRTs training activities. The following activities were the most popular:

- How to use the libraries with students
- How to teach students to use books and read them for comprehension.
- How to use brainstorming activities with students
- How to conduct vocabulary lessons and use the dictionary
- How to conduct story mapping activities.

Questions 9, 10, 11, 12, & 13

LTs found that the help they received from the RRTs with developing a weekly reading schedule, training the SLs, and learning new ways to teach reading, very helpful (10 of 10) or satisfactory (1).

They similarly found the VSO Adviser’s help with those items very helpful or satisfactory. They were unanimous that future box library programs should use RRTs. They were comfortable with a Tanzanian peer-teacher coaching them. Other training they felt they needed the most included

- More activities they could use to teach reading to students
- Classes to teach them English language, including both workshops and school-based, training activities.

Implementation Section Questions 14 to 20

The interviews revealed the following about the implementation of the library programmes at schools:

- Overwhelmingly, Std. 4 to 7 students use the libraries. In one school, all students use it.
- The LT prepares the weekly reading schedule in 8 of 10 schools, the RRT in one, and the Academic Master in another.
- The Kiswahili book box is used five days a week in five schools, three days a week in three, two days a week in two.
• The English ones are used five days a week in four, three days a week in four, and once a month in two.

• Six schools keep the box libraries in the staff room, two in the library (that have libraries), and two in the HT’s office

• In seven schools, the LT is responsible for giving the boxes to the SL’s to carry to the class, in two it is the SL themselves, and in one, both

• In all schools but one, the boxes are always available to the students, depending on the timetable, and with the LT supervision; in one the SL’s do it

Questions 21 to 25

Factors cited as helping students use the boxes regularly were

• Student librarians having regular access to the boxes and being encouraged by both the LTs and RRTs to do their work each week.

• Keeping the boxes in the staff room. Where the boxes are kept is important. If they are in the Head Teacher’s office or in a separate storage room, the students may not be able to access the books if the Head or LT is absent.

Impediments to the students’ regular use of the boxes were timetable changes, exams, and absent LTs or Heads.

Other teachers’ may or may not use the box libraries. When they do use them, they use

• The dictionaries with students or for their personal use

• KPR for helping students develop their reading comprehension skills

• Verb tense books with students or for their personal use

• Storybooks for teaching students or for personal use.

Head Masters were involved in general support in 6 schools. Other teachers (not RRTs or LTs) are said to use the books as resources for teaching, e.g. dictionaries, KRP, verb tenses, pictures and story mapping and summaries, and vocabulary building, group work with stories, and comprehension exercises including question and answer sessions.
Student Librarians Appraisal Section Question 26 to 31

The usual complement of SL’s is two per class. They can be selected by class teachers, (1) or by LT’S (9). Their selection criteria are being honest, responsible, well behaved, and/or willing to assist. They are trained by the LTs (8), or the RRTs (2) and in one case by VSO. Their duties are to collect the boxes from their storage point, carry them to class, distribute, and later retrieve the books, and return the boxes to the storage point. No problems were reported associated with the SL’s, although it was noted that some books have disappeared due to student theft, although it was not stated that this was due to or in spite of the SL’s efforts.

Reading Improvement Section Questions 32 to 38

LT’s are unanimous that the students’ reading abilities have improved because of their use of the Kiswahili Libraries. Due to language difficulties, the same cannot be said of English reading, although some small improvement has been noted, notably in pronunciation and vocabulary development. The most common means of measuring students’ reading abilities has been reading tests (6 schools), school and ward exams (4)8 and observation (1).

In terms of improving Kiswahili reading ability, progress has been observed through answering questions better, increased confidence in expression, increased vocabulary, and repeated practice. More limited improvement in English has been seen through improved exam results, and increased confidence.

Student reading habits have developed and improved. Students regularly ask for the boxes and have an eagerness to read. They enjoy the breadth of reading choices and students are now reading different books. This was not true in the past when schools had only a handful of textbooks. Students are displaying increased vocabulary. They ask teachers for textbooks to read, and some even take the books home. This may account inadvertently for some of the shrinkage in book inventories discussed earlier.

8 Multiple answers add to more than 10.
School Numbers Section Questions 39 to 41

This section is best summarized as a table.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Male teachers</th>
<th>Female teachers</th>
<th>Total</th>
<th>T-S Ratio :1</th>
</tr>
</thead>
<tbody>
<tr>
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With a mean teacher: student ratio of 43.7 to 1, it is clear that the schools, with four exceptions are understaffed. The national ratio is set at 40:1.

Student Librarians’ Interview Section Questions 42 to 51

The last section of the LT Questionnaire was reserved for interviewing the Student Librarians themselves. This was done in the presence of the LT but the interviewer, the VSO Reading Advisor, was careful to note that there was no influencing or coaching by the LTs of the Student Librarians.

The first question asked the SL what they liked about the box library. The short answer is, everything! The responses were stories of all types, question and answer, pictures, tense practice, and the KRP. Students answered that they understood more and read everything.

Asked what they liked in Kiswahili, they answered storybooks, texts, dictionaries, math books, animal stories, sports stories, etc. Their reception of English was more limited, they said, due to language difficulty. Some did note liking KRP, dictionaries, and bilingual books. Frequency of reading was 3 times a week (2 schools), twice (3), once (4), daily (Runyinya). And, when asked what types of books they would like to add to the libraries, textbooks for all subjects, English language skills, Kiswahili texts, and dictionaries. Unscientifically put, just about anything would be welcome.
Eight of the librarians said they read at home, either notebooks or textbooks. All the librarians said they liked being a librarian, liked taking care of books, liked learning to read, and helping others. Their description of their duties was as summarized by the Library Teachers themselves.

When asked how often the students read a week, they replied 3 times (1), twice (2), once (3), daily (1), and one replied twice a month. This agrees roughly with the times reported by the Library Teachers.

Discussion

The information gathered from the LTs is large and difficult to summarize succinctly. However, several threads do stand out. It is important to remember that the LTs work at the individual school level, as opposed to the RRTs, who work with several schools.

a) The books are highly popular and are being used by both teachers and students
b) The teachers are eager to read textbooks in all subjects, but particularly sciences and dictionaries
c) The students like Swahili stories but also texts
d) The Kiswahili books get far more circulation than the English ones, principally due to difficulty with English; in consequence the Kiswahili books wear out rapidly
e) There is theft of books but book shrinkage is primarily due to overuse
f) Books for teaching language, Kiswahili and English are popular, including dictionaries
g) All students use the books and do so as often as timetables allow
h) Chief blockages are timetable changes and exams
i) Pictures are very popular as question-and-answer devices
j) Student librarians are an integral part of the project performing the day-to-day custodial functions
k) Reading improvement has been observed, in both languages, but particularly in Kiswahili; it has led to increased confidence in students’ ability to communicate

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9 It is unclear how they could be taking textbooks away from the school because in most schools the texts are distributed by the teacher at the beginning of a lesson, and collected at the end.

10 The LTs were asked how often each box was used. The SLs were asked merely how often the boxes were used per se.
Good reading habits have been observed as collateral influences in eagerness to read and increased breadth of items read.

Conclusion and Recommendations

Conclusion

The principal conclusion to draw from this evaluation is that book box libraries have a positive influence in improving students’ reading levels in the absence of other sources of reading material. The case studies make clear that these schools are located in some of the most impoverished areas of Tanzania. There are no other sources of reading material for the students outside of the schools. Even school texts are in short supply. In consequence, reading is something that they learn to do in school but, due to lack of available material, get no opportunity to practice outside of the school, with the possible exception of religious text and their notebooks which are school derived.

Although not a true experimental design, it would be hard to design another similar quasi-experimental scenario for a field setting. In the virtual absence of other reading material, one may reasonably infer that the provision of the book box libraries has been the intervention contributory to the increased comprehension levels noted in the reading test given to Year 2 and Year 3 schools, in comparison to the baseline study in 2013.

The role of the Reading Resource Teachers, and the Library Teachers has been crucial to the success of the project. Their insights into project implementation can assist in improving project delivery in future sessions.

Recommendations

The following recommendations are based on the interviews with the RRTs, LTs, and VSO volunteer.

Books

- Head teachers and Library Teachers can design and implement school policies that encourage staff and students not to contribute to book shrinkage already high due to wear and tear and loss. Ward Education Coordinators and School Inspectors should review these practices and make recommendations.
• Book security can be increased by putting locks on the book boxes. Keys should be kept by the head and the library teachers and made easily accessible to student librarians.

• Book boxes should be accessible to student librarians without the Library Teachers present. The Head’s office is probably not the best place to store the boxes because heads are often absent. The boxes can be stored in the staff room or in a secure location easily accessible to student librarians.

• If funding allows, book shipments for new and currently participating schools can be increased with attention to the titles desired by the RRTs, LTs, and others. In general these include provision of additional
  - Kiswahili storybooks and textbooks
  - English books with comprehension questions and pictures.

Training

Training in reading activities should be increased as RRTs and LTs have asked:

• The training model ought to be expanded and include 4 to 5 teachers per school instead of the two Library Teachers currently involved per school. This will a) encourage more teachers to participate in the programme; b) help to integrate reading activities into all subject areas; and c) prevent schools from losing trained teachers who are transferred by the district. These training activities can be conducted by VSO and RRTs as workshops in Muleba or as in-service training activities at individual schools or at clusters of schools in each ward.

• Using local primary school teachers as RRTs is a cost effective way to unfold the programme in rural communities. RRTs, however, need on-going support to develop their knowledge and skills. Reading workshops can be conducted by VSO or Book Aid.

• RRTs and VSO should visit participating schools more often. This has been difficult for VSO due to the large number of schools the volunteer has had to visit. It has also been difficult for the RRTs because they cannot spend too much time away from their schools without upsetting head teachers. The District Education Officer should encourage heads to be more supportive of the RRTs. It
might be useful if RRTs and VSO worked at clusters of 3 to 4 schools. This would reduce travel time and costs and enable schools to work together and share information on different project activities.

- Expanded training activities should be sought:
  --The Tanzania Library Service Board should be contacted to discuss the possibility of conducting week-long, library / reading workshops which certify RRTs and LTs in basic library management. These could be held in Kagera at the Regional Library. Certification is desirable: it would give both RRTs and LTs a certain level of recognition and respect they might not currently receive.
  --Workshops for student-teachers studying at Katoke Teacher Training College should be considered. They could be conducted by VSO or Book Aid and focus on library management and techniques for teaching reading across the curriculum. This would help to establish a cadre of young teachers capable of running school library / reading programmes.
Annex 1: Case Studies

Case Study 1 - Ijumbi Primary School - Three Year School

Ijumbi Ward is located in central part of Muleba District and is home to 13,178 people. Ijumbi is a rural community. The majority of residents are farmers who use hoes and machetes to cultivate large tracts of land and make less than a dollar a day. Their diet consists of matoke cooking bananas, cassava, maize, ground nuts, as well as other vegetables. There are many fruits including pineapples, mangoes, sweet bananas, watermelon, and passion fruit.

There are 6 primary schools in Ijumbi Ward of roughly equal size. Ijumbi Primary was built in 2002. There are 453 students with 221 boys and 232 girls. There are 13 teachers working at the school. Ijumbi is fortunate to have a full complement of teachers. Many rural schools do not. There are 6 classrooms at the school. The Standard I and II students share a classroom and shift in and out of it as required. All of the rooms are painted and in good condition. There are desks and chairs for all students. The roofing on the buildings is in good to fair condition. The campus grounds are well kept.

Ijumbi performs well on the national NECTA exams. In 2014 their pass rate was 79 percent. The school’s resources are varied. They have teacher and student books for standards 1, 2, and 7. They only have teacher books for Stds 3, 4, 5, and 6. There are posters, globes, and other visual aids. These are displayed in the staff room and teachers can easily access them. On the exterior walls of the school are painted educational posters for science and English.

Diocles Bashulula is a teacher at Ijumbi who works as a library teacher and a reading resource teacher. He is 32 years old. He was graduated from Katoke Teachers College in 2004 and started teaching in 2004. He teaches Std 7 English, Std 5 Kiswahili, Std 7 Science, and Std 7 History. He says he enjoys teaching because, “I like to remove ignorance from children, and I like helping to make a better future for children and the nation”. He also feels that teaching helps him develop his English skills: “When I teach English, I become a better
“...However, he finds teaching difficult because, “There are not enough books”. It is frustrating “when students are truant and parents do not support education”.

Thanks to Diocles’ hard work, Ijumbi is a model school in the box library programme. When they first received a box library three years ago, the students were not used to reading. There were no extra books at the school. The only books students saw were the ones teachers used and carried in and out of the classroom. Since then Ijumbi has developed a strong library / reading programme. Standards 3 to 7 students read 5 days a week from 12 to 2 pm. The Standard 3’s read Monday, the Standard 4’s Tuesday, and so on. In general the programme is easy to run. Diocles selected 2 monitors - a boy and a girl - from each standard. He choose them because they tended to be the more responsible students. In total he trained 10 students to work as student librarians. The students run the entire programme with or without Diocles’ presence. On their allocated reading day, they go to the staffroom, collect the boxes, carry them to the classroom, distribute books, and the students read. The main challenge to the programme is the ever changing timetable. Activities change and disrupt the afternoon library session. For example, perhaps students miss the library period because they were working on the school grounds or taking a district exam.

In 2014 Diocles became a Reading Resource Teacher and attended additional training on managing school libraries, training student librarians, and conducting different reading activities. Since then he has conducted 2 workshops for 60 teachers from 30 schools at the Muleba Teachers Resource Centre. He conducted school-based, in-service teaching activities at 3 rural schools. He also provided demonstration lessons for 3 teachers at his school on how to conduct brainstorming and story mapping activities with students. Diocles says that these teachers now regularly use these reading activities with their students. He says that the ABC brainstorm activity “helps students to think more” and the story mapping “helps them understand books in detail.” Teachers also like to use the books for personal reading to improve their English language skills.” Diocles says that parents are not too interested in the activities. There is not a strong tradition of reading in the community. The parents are busy farming and most do not have the time for school activities. He says he would like to learn more about different reading and writing activities. He feels that the Box Library Programme has helped him develop as a teacher because he has learned different ways to teach, his English has improved, and he is more confident.
He has seen an improvement in the students’ reading skills. Whereas before they never read, now they read weekly. “When they read, they learn to answer comprehension questions. They get more vocabulary, and they enjoy looking at the pictures in the books.” On the reading portions of the school exams “they can now answer the reading comprehension questions. And this helps them on the national NECTA exam.”

He would like to see the programme expand at his school and in Muleba District. For Ijumbi Primary he would like more books. “You know the books get worn because the students read every day. New books would help. Also we should get more textbooks in the library so students can study.” For Muleba District he thinks that we should have more workshops and in-service activities and start libraries at new schools in the district.
Case Study 2 - Runyinya Primary School - Two Year School

Kibanga Ward is located in the western part of Muleba District and is home to 10,432 people. The ward is one of the more rural communities on the mainland. Most villages do not have electricity. The children collect water for their houses from local streams and springs. There are few roads. The majority of residents are farmers who work long hours cultivating the land by hand.

There are 5 primary schools in Kibanga Ward. Three of the schools have student populations of 500 + pupils. Runyinya and one other school have smaller student bodies. Runyinya Primary was built in 2005. There are 303 students with 133 boys and 170 girls. There are 6 teachers working at the school. There should be a total of eight. There are two completed classrooms on campus. Two others are being constructed. Three temporary classrooms on the grounds are made of local grasses. The shortage of rooms is a problem during the rainy season. The grass structures are not weather proof, and when it rains the students crowd into the two finished classrooms. These rooms are worn in appearance. The paint is chipped and the cement floors have holes where the cement has cracked. There are desks and chairs for only 60 students. The others sit on the floor. The roofing on the buildings is in good to fair condition. The campus grounds are well kept.

Juma Aloys is a teacher at Runyinya who works with the Box Library Programme. He is 26 years old. He was graduated from Katoke Teachers College in 2014 and started teaching in 2015. He teaches Std 3 English, Std 4 Kiswahili, Stds 7 & 4 science, Stds 7 & 5 math, and Std 5 information communication technology. He says he enjoys teaching because, “I like to help children grow.” Teaching is difficult, however, because he teaches so many classes. He is new to the profession and has to spend a lot of time preparing lessons and grading students’ notebooks.

Runyinya has a 38% pass rate on the national NECTA exams. The school’s resources are limited to one small bookcase of assorted student textbooks. They have no posters, globes,
or other visual aids. When Runyinya first received a box library two years ago, the students were not reading at all. There were no extra books at the school. Initially the programme started off well. Two library / reading teachers were trained in a Book Aid / VSO workshop in Muleba and began implementing activities. Since then Runyinya’s library / reading programme has been disrupted by staff changes. The original library teachers were moved to new schools and the responsibility of running the programme has fallen on Juma, the new teacher. He has had limited training to do the work. The Reading Resource Teacher who came to his school helped him and the school academic teacher develop the weekly reading schedule. They also selected the library students. A total of 8 class monitors from Standards 4 through 7 were chosen to run the library. Standards 4 through 7 students read from 10 to 10:40, five days a week if they choose to do so.

Juma faces a number of challenges. First, more than half of the Kiswahili books are missing. The head teacher said that teachers like to bring some of the story books and dictionaries home to read. They do not, however, seem to be returning them. Books have also fallen apart due to poor book quality. Another challenge is the lack of classroom space. During the rainy season all of the students pack into the two classrooms, and it is difficult to conduct the library programme. Finally, Juma’s large teaching load does not afford him a lot of time to devote to the box libraries. He has a lot to learn as a new teacher and he focuses his energy on gaining the skills needed to teach the core curriculum. Other teachers at the school are also new to the profession and are working hard to become good teachers.

Juma would like to learn how to use different reading activities with students. When the Reading Resource Teacher came to visit, he conducted reading lessons for the entire school, and Juma liked what he saw. He does not feel confident, however, to conduct these on his own. He would like to attend a workshop to learn how to use different reading activities with the students.

Even though he has been teaching a short time, Juma says that he has seen an improvement in the students’ reading skills. He has been using the Kagera Reading Programme (KRP) written by VSO volunteers to teach reading comprehension. Each box library contains a copy of the KRP which is comprised of 60 individually laminated stories with related vocabulary activities and comprehension questions. Over the last six months, Juma feels that students have become better at answering the questions.
He would like to see the programme expand at his school and in Muleba District. For Runyinya Primary he would like more books. “Many books are missing and we could use replacements.” He also would like to get more textbooks in the library so students can review what they have studied. For Muleba District he thinks that, “we should have more workshops and in-service activities”.
Case Study 3 - Buyango Primary—High Performance NECTA School

Muleba Ward is home to 18,464 people. It is the site of Muleba town, the district centre, and only semi urban community. The majority of residents are government workers, business people, and some farmers. The district’s government offices are located on the eastern side of town at Bomani on top of a hill. The town center is divided by the main road that runs from Uganda to the north and Mwanza to the south. The town has been steadily growing since the main road to Uganda was tarmacked four years ago.

There are 5 primary schools in Muleba Ward. Buyango, one of the newest, was built in 2003. 152 students attend with 77 boys and 75 girls. There are 14 teachers currently working at the school. This number is exceptionally high in comparison to the number of teachers at rural schools. The desired student – teacher ratio is forty to one. At Buyango the number of students per teacher is eleven. This is a dramatic contrast to the student - teacher ratio at rural schools where one teacher can have from 40 to 100+ students. Urban areas tend to have more teachers, especially women. Many teachers do not want to go to work in rural communities.

There are only 3 classrooms at Buyango despite the fact that Standards 1 – 7 are enrolled at the school. Standards 7 and 6 share one room; Standards 5 and 4 another classroom; and Standards 3, 2, and 1 the last room. The students either shift in and out of rooms as required or remain in the class while a different standard is taught by the teacher. The rooms look worn. The paint is scratched and chipped. There are not enough desks and chairs for all students. The roofing on the buildings is in good to fair condition. The campus grounds are well kept.

Buyango performs extremely well on the national NECTA exams. In 2014 their pass rate was 89 percent. This is not surprising. The school is well run by the head teacher who always seems to be present and makes sure that all teachers teach. Head teacher involvement varies from school to school. In some schools the head is always present and makes sure everyone is
doing his/her job. In other schools, the heads are often absent and do not supervise the staff.

Buyango’s high NECTA performance is also due to the large number of teachers. They have a small workload. Their level of teacher burn-out is much less than at rural schools where the workload of teachers can be excessively high. Buyango’s resources, however, are not in abundance. They only have a few copies of textbooks so students may or may not use a book when studying. There are a few visual aids available.

Candida Domician is a teacher at Buyango who works as a library teacher. She is 42 years old. She completed Katoke Teachers College in 1995 and started teaching in 1996. She teaches Std 5 math and Std 7 and 6 Kiswahili. She is very upbeat about her profession and excited to share her experiences. She says she “loves teaching and working at Buyango because I enjoy building the children’s knowledge and behavior, and I enjoy helping them prepare for their future life.” Sometimes teaching is frustrating because, “Some parents keep the children at home or do not give them notebooks and pens to study.”

Before Buyango received a box library two years ago, the students never read at school. There were no books. The only books students saw were the ones teachers used. Since the library was introduced, the school has developed a solid library / reading programme. Students read 5 days a week from 12:30 to 2 pm. The Standard 7 and 2’s read on Monday, the Standard 5’s, Tuesday; and so on. In general the programme is easy to run. Candida selected only two students, a boy and a girl, to work as student librarians. She choose them “because they are very careful and responsible”. These two students operate the entire programme with or without Candida’s presence. The boxes are put outside the staff room in the morning. When it is time to read, the student librarians collect the boxes, carry them to the classroom, distribute books, and the students read. Candida has not faced any major challenges. She said this programme is “very easy to run. The students read every day, and I do not have to do extra work to make sure they are using the library.”

Candida enjoyed the VSO library / reading workshop she attended two year ago. She learned how to conduct a number of different reading activities. “I liked learning about how to use pictures and other resources to develop vocabulary. I also liked activities such as summarizing stories, brainstorming, and story mapping.” She also appreciated the in-service training activities conducted by Reading Resource Teacher, Edward Rweyemamu from Tukutuku Primary. He conducted demonstration lessons for the entire school and both
the students and teachers “learned and enjoyed.” Candida showed the other teachers at her school the library, and now a number of them regularly use the story books, dictionaries, and “big books”, oversized books for group reading activities. She thinks that the students’ reading skills have increased: “When the students read every week, they become better readers and do better in school... reading books helps them increase their understanding of the stories they read and helps them answer questions about reading on exams.”

Although she is interested in working as a Reading Resource Teacher, she does not like the idea of traveling in rural areas. She thinks it would be good to work with other teachers and help them develop the skills to teach their students. She would like to see other schools and compare them to her own, but she is nervous traveling on motorcycles in remote parts of the district. Candida would like to see the programme expand at her school and in the District. For Buyango Primary she would like more books. Their copies are getting worn from regular use. Some of the books have fallen apart; others are worn and tattered. For Muleba District she thinks that we should have more workshops and in-service activities.
Case Study 4 - Muyenje Primary - Mid Level Performance NECTA School

Kagoma Ward is located on a ridge top which runs parallel to Lake Victoria. It is home to 7,011 people. The residents are both farmers and fishermen. There are 4 primary schools in Kagoma Ward with student populations between 200 to 500 + pupils. Muyenje Primary was built in 2006. It is located next to the health dispensary and ward government buildings. Attending Muyenje are 448 students, 209 boys and 239 girls. There are 10 teachers working at the school. There should be a total of twelve. The students study in a number of different rooms: three are completed classrooms, one is under construction and the fourth is a spare room in the government building. There are desks and chairs in the four classrooms. The campus grounds are well kept.

Evodius Raphael is a teacher at Muyenje who works with the Box Library Programme. He is 30 years old. He completed his degree at St John Mary Mzey College in Bukoba in 2006 and started teaching in 2007. He teaches English standards 6 and 3; Geography standard 7; History standard 5; and Social Studies standard 7. He says he likes teaching because, “It’s my work. I help students to get an education.” Teaching can be frustrating because “the campus is not developed. There are not enough classrooms. There are few teaching aids. There are not enough teachers yet there are many thing we have to do.”

Muyenje has a 44% pass rate on the national NECTA exams. The school’s resources are varied. There are three small globes and some new textbooks. There are no posters or other visual aids. Muyenje is a fairly new school built in the era of the government’s Primary Education Development Programme. PEDP’s goal is universal primary education. The initiative has built tens of thousands of classrooms across the nation and recruited tens of thousands of new teachers. Ninety-five per cent of nation’s children now start primary school. Schools built during this era, however, are often poorly resourced.

When Muyenje first received a box library three years ago, the students were not accustomed to reading books. Two library / reading teachers were trained in a Book Aid / VSO workshop in Muleba and began implementing reading activities. The programme was
popular and well implemented. After the first year of operation, a Reading Resource Teacher came to Evodius’ school and helped him develop the weekly reading schedule. The RRT also trained the library students to conduct school activities and conducted demonstration lessons. Since then one of the library teachers moved to a new school, leaving the library job to Evodius and the student librarians. A total of 8 class monitors from Standards 4 through 7 conduct library activities at Muyenje three times a week from 10 am to 2 pm. This is an open-space period in which students do different activities. Some study school work individually or in groups. Others look at the English books. They especially enjoy the pictures. There are no Kiswahili books in the box. Evodius said that at the end of last year the students brought the books home without permission and never returned them. He said that many of the books also fell apart. The quality of books sold in Tanzania is poor; this is a common problem for all of the box library schools. Popular books literally fall apart in the students’ hands after one to two year’s worth of reading.

Evodius is a bit overwhelmed with his workload and is not as engaged with the library as he was last year. He has a large teaching load and has not devoted much time to the box library since the Kiswahili books went missing or fell apart. Evodius would like to have more training. He is interested in attending a refresher course to learn different reading activities that he can use with students. He would like to see the programme expand at his school and in Muleba District. For Muyenje Primary he wants more books to replace the ones that were taken. For Muleba District he thinks that, there should be more workshops and in-service activities.
Case Study 5 - Kanywangonge Primary - Low Performance NECTA School

Biirabo Ward is located in the western part of Muleba District and is home to 18,900 people. The ward is one of the more rural communities on the mainland. There are few roads. The majority of residents are farmers though workers from Nshamba and Muleba towns are moving to the ward because land is cheap.

There are 7 primary schools in Biirabo Ward. Five of the schools have student populations of 450+ pupils, the remaining two have seven to eight hundred students. Kanywangonge Primary was built in 1975. There are 474 students with 220 boys and 254 girls. There are 9 male teachers working at the school. There should be a total of twelve. There are seven completed classrooms on campus. These rooms are worn in appearance. The majority have no paint. The floors are either dirt or cracked cement. There are not enough desks and chairs for all students. The campus grounds are well kept. Eric Daniel is a teacher at Kanywangonge who works with the Box Library Programme. He is 28 years old and grew up in the same community in which he now works. He completed Nyamahanga Teachers College in 2010 and started teaching in 2010. Like many rural teachers, he has a heavy work load. He teaches English Std 7, History, Stds 6 & 4, Geography Stds 5 & 4, Science Std 3, and Basic Math, Std 3. He says he enjoys teaching because, “This is the profession I prepared for. I like to be able to give education to my society.” Teaching is difficult, however, because he teaches so many classes. He also finds it hard to have so few teaching resources.

Kanywangonge has a 28% pass rate on the national NECTA exams. They hope to improve their scores now that they have more teachers than before. The school’s resources are limited to a few bookcases filled with an assortment of student textbooks. The only visual aids they have in the staffroom are 4 worn posters.

In 2013 two library / reading teachers were trained in a Book Aid / VSO workshop in Muleba and began implementing activities. Now only one of the teachers runs the library. Workloads at rural schools are large and this often discourages teachers from taking charge of extracurricular activities. Before Kanywangonge received a box library, the students were
reading textbooks. They were allowed to bring them home for one week at a time to study. When the box libraries arrived, students from Standards 4 through 7 started reading Kiswahili and English storybooks at school. Over the past two years, the programme has been successfully implemented by 8 student librarians, 4 boys and 4 girls, in Standards 4 through 7. Five days a week they come to the staffroom and get the boxes with or without the Library Teacher present. This is helpful. In some schools the boxes can only be used when the Head Teacher or Library Teacher is present. If they are called away on business or personal matters, the students do not read. This is not a problem at Kanywangonge. The Student Librarians are totally in charge of getting the boxes and returning them to the staffroom. The programme is, however, often interrupted by changes in the school schedule. These may include ward, district, and national exams, work parade, students being sent home to get school fees, and a myriad other school activities that occur throughout the year.

Eric likes to use the box library when he teaches. He feels it helps students to develop their reading skills and increases their vocabulary. He thinks that this helps them to be more effective learners and do better on exams. He has used a number of teaching strategies he learned at the Book Aid / VSO workshop. He uses pictures to help develop students’ vocabulary and story books to develop their reading comprehension skills. He said that the students “love these activities” and especially like the Kagera Reading Programme which contains 60 individually laminated stories with related vocabulary and comprehension questions. Eric was glad that the Reading Resource Teacher came to help his school. Mr Babiha was very helpful in preparing us to use the libraries at our school and “really encouraged the teachers and students to read.” He told them that “if they read a lot, they will do better in school and on exams.”

Eric faces a number of challenges. First, half of the Kiswahili books are missing. Some have fallen apart and others were borrowed by teachers or students and were never returned. Also, Eric’s large teaching load prevents him from implementing extra reading activities with students. Eric would like to learn how to use new reading activities with students. He is also interested in working as a Reading Resource Teacher. He thinks this would help him improve as a teacher. He would like to help other teachers improve their skills as well.
Eric says that he has seen an improvement in the students’ reading skills. He has been using the *Kagera Reading Programme* (KRP) to teach reading comprehension. He says that “Students like to read and then have follow-up comprehension questions.” He likes that KRP comes with answer sheets so than students can do this activity on their own or with their teacher.

He would like to see the Box Library Programme expand at his school and in Muleba District. For Kanywangonge Primary he would like more English and Kiswahili story books and text books. He wants to attend another workshop to learn how to do other reading activities. For Muleba District he thinks that, “we need more training activities for schools with or without libraries.”
Annex 2: Calculation of Budget and Foreign Exchange

The following table summarizes the calculations involved in determining Project Costs.\(^\text{11}\)

<table>
<thead>
<tr>
<th>Item</th>
<th>Year</th>
<th>GBP transferred</th>
<th>TZS</th>
<th>Estimated Forex Rate</th>
<th>Forex date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAI Year 1</td>
<td>2011</td>
<td>6,353.74</td>
<td>14,352,200.00</td>
<td>2258.86</td>
<td>Jan 2011</td>
</tr>
<tr>
<td>BAI Year 2</td>
<td>2013</td>
<td>13,615.00</td>
<td>34,475,358.40</td>
<td>2532.16</td>
<td>Jan 2013</td>
</tr>
<tr>
<td>Rotary Ormskirk Year 1</td>
<td>2013</td>
<td>1,897.59</td>
<td>4,805,000.00</td>
<td>2532.16</td>
<td>Jan 2013</td>
</tr>
<tr>
<td>BAI Year 3</td>
<td>2014</td>
<td>14,688.00</td>
<td>40,640,989.00</td>
<td>2583.20</td>
<td>Jan 2014</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>36,554.33</td>
<td>94,273,547.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                         |      |                 |              |                      |            |
| Students Total          | 19,430.00 | 1.88        |              |                      |            |
| Teachers Total          | 98.00 | 373.00         |              |                      |            |

Currency Fluctuation 2011-14 Absolute % English Reading Score Increase 1.14%
Absolute % English Reading Score Increase 16.54%
Absolute % English Reading Score Increase 26.75%

APPENDIX 7

LET’S READ AND WRITE WORKSHOP MANUAL
LET’S
READ & WRITE
Reading & Writing Activities for Teachers to Use with Primary & Secondary Students
Participant Workbook for Workshops conducted by Volunteer Service Overseas 2009-2016

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There are many activities to help young readers in Standards I, II and III begin to develop good reading skills. Below are some basic ideas to consider in the classroom.

**Learn How to Handle Books**
Most children have not handled books before. Here are some basics for using books in the library:

1. First, children must *WASH THEIR HANDS*. The school should provide a basin & water for students to use.
2. Second, students need to learn how to hold a book. It is important that they use both hands. The *left hand* holds the cover of the book. The *right hand* holds the back side of the book.
3. Third, students must turn the pages carefully. They may use either the right or left hand to do this.

**Learn to Work with a Reading Partner**
- Students work together as *partners*. They sit side by side and read with the book in the middle.
- Partners *read together*. For example, first one student reads aloud and then the second student reads.
- Partners *chorus read*. They read aloud together at the same time.
- Partners *echo read*. First one student reads. When she is finished, the second student reads the same passage.
- Students use *quiet voices* when reading and discussing with partners. A quiet voice is like a whisper.
Good Readers Read the Pictures

Students--

1. Look at the details in the pictures. They look at the people, the places and the activities.

2. Can tell the story of the book by looking at the pictures. They can recall people, places and events.

3. Can find the most important picture in the book. This is the picture that shows how the people solve the problem in the story.

4. Can talk about the pictures with a reading partner. The students can work together to discuss the pictures and recall the important information.

5. Use their voice in different ways when they read for different characters in the story. For example, if a man is talking, they may use a low voice. If a woman is talking, they may use a high voice.

6. Retell a story using a voice which shows feelings. For example, if the story was sad, they may use a sad voice (pole sana). If it was scary, they may use a scary voice (Aii, nimeogopa!!).

Workshop Activity

1. Look at the pictures and develop a list of 25 vocabulary words that can be used with the picture.

2. Using the vocabulary words, tell a story to the other people in your group about the pictures.
The Teacher Reads Aloud

It is important for young students to hear the teacher read. This activity helps them develop their listening comprehension skills and an *internal voice* for reading. A typical *reading aloud* activity is as follows.

1. First, the teacher selects a book to read the students.
2. The teacher then reads the book and practices reading it aloud *before* she reads it to the students.
3. *Before* she starts to read, the teacher introduces the book to the students. Perhaps she says, “*Today we shall listen to a story about a young boy and girl who go to the forest and get lost. How do you think they feel? What do they do?* The teacher asks the questions, and the students guess what will happen. This pre-reading activity helps students become interested in the story.
4. The students listen to teacher read. As the teacher reads, she shows the students the pictures in the book. Students look at the pictures and predict what will happen next.
5. The teacher stops reading every 1 or 2 paragraphs and asks the students questions about the story. At first the questions should be easy to answer. For example, “*What is the name of the boy in the story? Where do the children live?*” As students become more comfortable, with listening, the teacher can begin to ask more difficult questions:

*Easy questions* often begin with *who, what, where, and when.*

- *Who* is in the story?          *Where* did they live? Where did they go?
- *What* were their names?       *When* did they meet the magic dog?

*More difficult questions* often begin with *why* and *how.* Other question words to consider are as follows:

- Describe…
- Give examples of…
- Tell in your own words what happened when…
- What do you think will happen…?
- What would you do if you were the girl? Boy?
- Compare …
- Explain…
- What happened first? Second? Third?
Workshop Activity
In your group, read the story below. Then write 4 easy questions and 2 difficult questions about the story.

My friend Juma is a conductor. He wakes up early in the morning and drinks a cup of tea and eats sweet potatoes. He needs lots of energy. At about 6:30 AM, he reaches the bus stand and calls passengers to choose his minibus. When the bus is nearly full, he shouts, “Only one more!” Then he calls the driver and they leave. Juma collects the fares and gives change. He must get fares from all passengers. Many try to leave without paying. He tells the driver when to stop to pick up or set down passengers.

Games with Flashcards
Use flashcards to help students learn the alphabet and vocabulary. You can also use flashcards to help students form sentences, form questions and answers, and practice different grammar points. Below are different activities for using flashcards to practice English.

Alphabet Flashcards
Materials needed: Flashcards with one letter of the alphabet on each card.

Alphabet Line Up: This is a good way to teach the alphabet to your class. Give each student an alphabet flashcard with a different letter of the alphabet on it. The students line up in alphabetical order: A – Z.

Alphabet Line Up with missing letters: You can also play this game with some of the letters of the alphabet missing. Give students one card each. For example give them "c", "f", "k", "o", etc). Students must line up so that the letters are in alphabetical order.

Alphabet Wave: Give each students one flashcard with a letter on it. Put students in a line. They are to slowly sing the ABC song. As they sing, students must hold up their corresponding alphabet flashcard.
Vocabulary Flashcards

Materials: Flashcards with one noun, verb, or other parts of speech.

Practice New Words: Teacher shows a student a flashcard. They say the name of the card and try to make a sentence. For example, with clothing flashcards, the student can say, *This is a shirt.* The other students can say, *That is a shirt.* With food flashcards the student can say the word and then say, *for example, I like to eat mangoes Or I do not like to eat eggs.*

Adverb Action: Teacher writes on the board an activity like "brush your teeth." Teacher picks one student to come to the front of the class. The teacher shows the student a card with an **adverb** written on it, such as "slowly" or "quickly". The chosen student then does the activity in the way of the adverb. The other students have to guess the adverb. The one who guesses correctly, comes to the board and writes the adverb. Examples of adverbs include: slowly / quickly / happily / angrily / politely / rudely / irritably / gleefully /

Bag Toss: Fill a small plastic bag with sand. Lay out flashcards face down up the floor. Students toss the small bag onto the flashcards. They identify the flashcard it lands on.

Charades: Have a student come to the front of the class. The teacher shows a flashcard to that student. The student then acts out that word. When the students guess correctly, write the word on the board. The first student to guess correctly is the next player. This works very well with action verbs such as swim, sweep, run, walk, jump, skip, dance, cut, cook, clean, ride a bicycle, and so on.

Concentration: You need 2 sets of the same flashcards for this game. Place both sets face down on the floor. Students take turns turning over 2 cards from the different sets and saying the cards aloud. If the cards match, then the student keeps the cards. If the cards are different, the cards are turned back over again in their original places. The student with the most pairs at the end of the game is the winner.

Fast as rabbits: Teacher puts some flashcards on the board. Then a pair of students go to the board facing the flashcards. Teacher says words (from the flashcards) and the 2 children must touch the correct flashcard as fast as they can.

Go To It: Put flashcards around the room. Students stand at one end of the room. Say the name on one of the cards. Students have to find the card and **Go To It.**
Guessing Question Game: This is good practice for asking simple questions. Teacher hides a flash card with a noun on it behind her back. Students try to guess what the object is by asking questions: "Is it a dog?", "Is it a ball?", "Is it a book?", etc. until they guess the flashcard.

Lightning Flashcards: Teacher stands at front of class with flashcards. Students form two teams. They stand in a line. Two Students at the head of the line go first. They face away from the teacher. Teacher says, “1. 2. 3. What is it?” The two students quickly turn around, and read the card. The first student to read the word correctly wins a point for their team.

Line True or False: Draw a line on the floor with chalk. One side of the line is "True" and the other side of the line is "False". Hold up a flashcard or object and say its word. If students think that you have said the correct word, they jump on the True side, if not they jump on the False side. If the students answer incorrectly, they must sit down until the next game.

Touch: Place flashcards around the room. Students walk around the classroom touching the flashcards that teacher orders them to touch. (e.g. "Touch the car" "Touch the bicycle" "Touch the bus").

Sentence Flashcards

Materials
--Flashcards with one noun, verb, or other parts of speech.
--Flashcards with sentences containing blank spaces. I went to the market and bought ___ and ___.
--Flashcards with questions to be answered. Do you like _____? Are you hungry? What did you do yesterday?

Memory Story. Teacher writes on the board a sentence with blank spaces. Students use flashcards to fill in the blank space(s). For example, teacher writes “Yesterday I went shopping and bought a _____ and a _____." Students use flashcards with foods and clothing to complete the sentences.

Answering Questions: Teacher writes different questions on a set of flashcards. Students answer the questions individually or in small groups. e.g., Are you cold? Are you sad? Do you like _____? Do you want to go to the _________?
**Form Questions.** Teacher writes different statements on a set of flashcards. Students turn statements into a question. First they do this with the teachers leading the activity. Later they do this in small groups, e.g., *I am cold. - Are you cold? / I am sad. Are you sad? / I like to eat fish. - Do you like to eat fish or What do you like to eat? / I like to eat mangoes. Do you like to eat mangoes or What do you like to eat?*

**Mixed bag:** Teacher uses flashcards with different types of sentences on them. Teacher reads one card. Students fill-in the blanks or answer questions. They write their answers on the board. Next teacher gives flashcards to small groups of students who complete the activity together and then write their answers on the board. For example, perhaps the first card is, *Are you hungry?* The second card, *I went to the ______ and the ______ yesterday.* The third card, *Do you like to play ________?*

**Workshop Activity**
The workshop facilitator demonstrates different flashcard activities with the participants.

**Rhyme Words in the Story**
Rhyming builds students *phonetic skills* and develops their *vocabulary.* When reading the teacher can say, *“Can you think of a word that rhymes with red?”* The students might answer, *bed, fed, said, led…*

**Workshop Activity**
What are ten words that rhyme with *pail?*
READING ACTIVITIES

A good reading teacher conducts **Before, During & After Reading Activities** with students.

---

**BEFORE READING ACTIVITIES**

*Before reading activities* happen *before* the students read the story. These activities include:

**Teach Basic Vocabulary**

When teaching vocabulary, do not teach all of the new words. Teach only the key words: the vocabulary necessary to understand the main points of the story. Encourage students to guess the meanings of some words from the story. Guessing is an important reading skill.

For example, what do you think the nonsense word, *bleebing*, might mean in the following sentence?

*The children were sitting quietly at their desks. They were bleebing in their notebooks.*

*At the end of the period, they put their notebooks away.*

The chart below outlines other ways to teach vocabulary.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>real objects</strong></td>
<td>book, pencil, chalk, desk</td>
<td><em>Pupils enjoy seeing and touching real objects – this helps them to remember</em></td>
</tr>
<tr>
<td><strong>action/mime</strong></td>
<td>jogging, walking, jumping</td>
<td><em>Actions are fun and memorable. If pupils have a physical response to a word they will remember it well.</em></td>
</tr>
<tr>
<td><strong>picture</strong></td>
<td><img src="image" alt="bike" /> = bike, <img src="image" alt="car" /> = car, <img src="image" alt="plane" /> = plane</td>
<td><em>You can draw on the board or make pictures cards to stick on the board. Remember, pupils can draw pictures too.</em></td>
</tr>
<tr>
<td><strong>synonym</strong></td>
<td>wealthy = rich, big = large</td>
<td><em>These techniques avoid translation and at the same time</em></td>
</tr>
</tbody>
</table>
| **antonym** | rich ≠ poor  
big ≠ small | **build on pupils’ previous knowledge.** They use their old English to learn new English. |
| **example** | sports e.g. football, volleyball.  
mountain e.g. Kilimanjaro | |
| **context** | In the morning Juma put on his shirt and trousers. He also wore a slicker because it was raining outside. | **Students may be able to understand the meaning of slicker by using context clues.** These are words that help us understand other words or the story. Raining outside helps us to know the meaning of slicker. |
| **description / definition** | Lazy - if someone doesn’t like working and likes sleeping and eating and resting all day he is lazy | **NB.** the language in the definition must be very easy, simple language. The definition must use words which the pupils already know. |
| **translation** | Communication = mawasiliano | **Translation can be very quick and effective but it should not be used too often.** |

**Workshop Activity**

Choose a method to teach the meaning of the following words and demonstrate to the other teachers how you would teach the word.

square  
arm  
election  
expensive  
to buy

For additional vocabulary activities see page 45.

**Introducing the Story**

Before students begin to read, tell them a little bit about the story. For example, you might say, “Today, we shall read a story about girl who is leaving the village for the first time. She is going to the city to visit her Aunt. How do you think she feels about her trip? What do you think she will bring with her?” Write the students’ thoughts on the board. Asking these types of questions makes students curious. It encourages them to read. It also helps them to read with a purpose. This means that they will read to find out what will happen to the girl on her trip.
Guiding Questions
Before students read, give them one or two guiding questions. These questions help students find the main idea of the passage. They should not focus on minor details. They should be fairly easy to answer. For example, *As you read, think about why the girl has to leave the village?* When writing these questions, use the following format: *As you read, find out who / what / where / when / why / how ________________?*

Workshop Activity
Read the story below and prepare three *Before Reading Activities*:

1. **Vocabulary Activity**: Identify the vocabulary you would teach. How would you teach these words?
2. **Introducing the story**: How would you introduce the story to your students? To get them interested, what would you tell the students before they read the story?
3. **Guiding questions**: Write two guiding questions you would use with your students to help them understand the story.

Mr. Hare married his wife a year ago. They were happy and loved each other. They had a small house with two rooms. A short time later Mrs Hare had three babies. Hares have many babies at one time. Mr. Hare was so excited. He visited his neighbours and they had a big party to celebrate. All the neighbours congratulated the Hares. The babies were all healthy, and Mr Hare enjoyed playing with them in the evenings.

Some months passed and Mrs Hare gave birth to another four babies. This time Mr Hare told his neighbours how lucky he was, but there was no money for a party. Baby hares eat lots of food. After a few more months, Mrs Hare gave birth to another five babies. This time Mr. Hare did not tell his neighbours. He was too busy working in order to buy food and clothes for his large family.
**Predict Story from the Key Words**
Before reading the story the teacher writes ten or so key words on the board. She asks the students to look at the words and try to guess the meaning of the story.

**Workshop Activity**
In your group, look at the following words.
drought / land / dry / no rain / King Lion / meeting / all animals / dig / hole / water / Jackal / did not work

What do you think the story is about?
Compare your answer with the story below:

Once a great drought was upon the land. Everything was dry. There was no rain. The animals couldn’t find any water. King Lion called a meeting. He said, “All animals must dig a hole, to find water.” The next day all animals dug a hole, except for Jackal who sat and laughed at the animals. After two days they found water. The animals decided Jackal should not drink from the waterhole because he hadn’t helped dig it.

**ABC Brainstorm**
Before having your students read a story, it’s useful to activate their background knowledge about it. One way to do this is the ABC Brainstorm. Students try to think of a word or phrase associated with the topic. They match these to each letter of the alphabet. For example, if you were going to read a story about a man who teaches students in primary school, what words can you think of that relate to the man and his job:

- Alphabet
- Blackboard
- Chalk
- Duster
- English
- Flag
- Girls
- Head teacher
- Ink

**Workshop Activity**
As a large group, complete an ABC Brainstorm for the word **FAMILY**.

Complete an ABC brainstorm for different categories students can brainstorm.
DURING READING ACTIVITIES

**Before reading activities** are taught to 1) make students interested in the reading, 2) help them focus, and 3) give them some basic vocabulary. **During reading activities** are designed to help students read intensively, i.e., be able to identify details and increase comprehension. Below are different activities to help students improve their reading skills:

**General Reading Strategies**
The following strategies help students increase their comprehension (understanding).

1. **Reread**: The teacher encourages the students not to spend too much time trying to understand a confusing part of the text. First, they should read the entire passage. Once they have done this, they can then go back to the confusing parts, reread them, and then guess the meaning.

2. **Zooming in on the text**: When students are confused with a reading passage, the teacher can also ask them to go back and reread the sentence or part of the sentence that was confusing. The students and the teacher then identify the problem: Was it the word, phrase or sentence that caused the confusion? Once they have identified the part that was confusing, the teacher can help the students by explaining the passage or by using a dictionary to define a new word.

**Workshop Activity**
Read the sentences below and **zoom in on** the section that is confusing. Why is it confusing? What can a teacher do to help students understand?

There are many reasons why students fail to read well. Some students have too much work at home and not enough time to study. Others have no money and cannot buy school supplies or books. A smaller proportion of pupils suffer from dyslexia. This disorder diminishes a student’s ability to read.

**Skimming**
Skimming is an important reading skill. It helps us find information quickly. When skimming we look for specific details. We do not read for comprehension.

**Workshop Activity**
*Activity 1*: Skim the story below and find the following three words: rubbish / sweep / dust
*Activity 2*: Skim the story below and identify the number of four letter words.
Activity 3: Skim the story below and identify the number of words beginning with t and ending with e.

In the mornings, the students clean the school. They want the school to look beautiful. Some pupils sweep the classrooms. Others cut the grass and water the flowers. One teacher and some pupils from Standard 7 tell the students what to do and check their work. There is always a lot of paper and dust on the floor. They put the paper in a rubbish pit behind the school. On Friday afternoons they burn the paper. They all work together to clean the school and the teachers are happy with their work. When visitors come to the school, they always say the school is very clean.

Word Jump
Before class write a list of words on the board. Ask the students to jump up and sit down every time they hear a word in the story. What skill does this promote?

Pronoun Check
Ask students what the pronouns in the text refer to. For example, look at the following sentence: The man left his coat on the chair. He went to the office to visit the headmaster. What do his and he refer to?

Workshop Activity
Read the story below. 1) identify the pronouns and 2) identify what word the pronoun refers to.

Upendo and Bahati live with their parents. Yesterday they were playing not far from their house. Upendo threw the ball, and then she started to jump up and down. Bahati caught the ball and she threw it back to her sister. At that moment their mother called, "Upendo, Bahati, Come home! Its lunch time!" Upendo immediately ran home. Her sister, Bahati collected the ball and ran after her sister to their home.
Develop Students’ Skill in Prediction (Guess what will happen)

When students make a prediction, they are guessing what will happen in the story based on information they have. For example, perhaps they are reading a story about how a boy and a girl get lost in the forest while collecting firewood. The teacher asks them, “What do you think they will do?” The students think about what they would do. They use their personal knowledge and the details from the story to make a prediction. It is useful for the teacher to help students connect their own personal experiences to what they read. This improves the students’ reading comprehension skills.

Workshop Activity

Read the story below. At the end of the paragraph, discuss with other members in your group the following:

What do you think will happen?
Why do you think this will happen?

When I was young I lived in a place where drought was normal. This meant that we were careful not to waste water. It was precious resource. To get water we walked to a spring three kilometers away; caught rain in buckets; or when there was water, used the tap at the house. One day I noticed the tap outside our house was dripping. I tried to close it, but it was broken. It would not stop. I ran to tell grandfather who was relaxing in the shade. We returned together to the tap. He looked at it and said, “We must do something.”

How did you use your personal knowledge to help you make a prediction?
AFTER READING ACTIVITIES

When students have completed the reading activities, they can continue to develop academic skills by completing *after reading activities*. These help reinforce the reading and develop other skill sets such as summarizing and organizing.

**Retell the Story Wrongly**
The teacher retells a story she has read to her students. She tells them that she is tired and she might make some mistakes. She asks them to raise their hands and correct her if she makes a mistake. For example,

Teacher: “Once upon a time there was a cow named Kalulu who could run very fast.”
Student: “No, Kalulu is a rabbit.”

**Fill-in the Blank Questions**
Have students complete fill-in the blank questions using details from the story.

**Workshop Activity**
Reread the story above about water. Answer the following fill-in the blank questions using the words below:

- *spring* / *shade* / *noticed* / *tap* / *buckets*

1. They get water from the __________ outside their house
2. They collect water in __________ when it rains.
3. Grandfather was resting in the __________.
4. The __________ was three kilometers from the house.
5. Another word for observed is __________.
Finish the Sentence
Have the students finish the sentence using details from the story.

Workshop Activity
Reread the story above about water. Answer the following sentence completion questions.

1. The boy thought that water was a _________________________________.
2. The two characters in the story are _________________________________.
3. The setting of the story is _________________________________.
4. The problem in the story was that _________________________________.
5. The best title of the story is _________________________________.

True / False Questions
Give the students True / False Questions and have them reread the text for the details that will help them answer the questions.

Workshop Activity
First read the questions. Then read the story below and answer the True / False questions

1. Belina is second and Jacintha is first.
2. Jonas wins the race.
3. The students want to have another sports day.
4. The pupils have competitions in running, throwing and football.
5. The sports day was held at Mapinduzi Primary School.

The pupils at Mapinduzi Primary School are having a sports day at the local stadium. All of the pupils are watching the races. The first race is the running race for girls. The girls all run fast but Belina is first and Jacintha is second. Then the boys have a race and Edwin is first and Cosmas second. The pupils also have competitions in throwing and jumping. The last race is a running race. All the pupils cheer loudly when Anord passes Jonas and wins the race. Then all the pupils walk back to school. They want to have another sports day.
Sequencing Jumbled Sentences
Write sentences about the text on the board. Ask the students to reread the story and put the sentences into the correct order.

**Workshop Activity**
Read the story above and put the sentences into the correct order:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The last race is a running race.</td>
<td>C. The first race is a running race for girls.</td>
</tr>
<tr>
<td>B. The children are having a sports day.</td>
<td>D. Then all the pupils walk back to school.</td>
</tr>
</tbody>
</table>

Closed versus Open-ended Questions
Ask both closed and open-ended questions.

1. **Closed questions**: Use specific details from the story to answer Closed questions. These questions often start with who, what, where, and when. For example, What was the boy's name who collected money on the dala dala? Who won the girl's race at Mapinduzi Primary School.

2. **Open ended questions**: These questions require more thought to answer. They require upper level thinking skills. They often start with why or how. Other open-ended question forms include:
   - Describe…
   - Give examples of…
   - Tell in your own words what happened when…
   - What do you think will happen…?
   - Compare …
   - Explain…
   - What happened first? Second? Third?
Workshop Activity
Read the paragraph below and write three closed questions and three open-ended questions.

Malaria is a very dangerous disease that effects many people in Tanzania. It is one of the diseases that kills the most people in Africa, especially children under 5 years old. Most Tanzanians have suffered from malaria. They know that the signs of malaria include, fever, body pains, and headaches. These symptoms normally start after sunset. It is important to get tested for malaria so the disease can be treated promptly. The test is easy and quick. If malaria is found, a doctor will give the patient medicine to take. It is important to follow the instructions so the malaria is completely cured. The most dangerous type of malaria is called cerebral malaria. This is malaria of the brain. This type of malaria kills many people and patients are usually admitted to hospital. Malaria is spread by mosquitoes. To avoid getting malaria, sleep under a mosquito net. This is because mosquitoes mainly bite at night. In addition, grass should be cut short and stagnant water drained away as this stops mosquitoes having places to breed. Finally, if possible, mosquito netting should cover windows as this stops mosquitoes from entering the house. Doors should be kept shut in the evenings.

Summarizing: One Sentence Summaries
Summarizing is retelling the story or a part of the story using fewer and different words. This activity can be done with the entire class, in groups, or by individual students.
1. The students read one long sentence from a book.
2. They then complete the chart below.
3. First, they fill in Columns I & II.
4. They only fill-in Column III if needed.
5. Finally, they use the information from the columns to write a one sentence summary.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO or WHAT ?</td>
<td>WHAT Happened ?</td>
<td>To WHAT or WHOM</td>
</tr>
</tbody>
</table>
Workshop Activity
Summarize the following sentences into one sentence:

The old man walked and walked from sunrise to sunset. He was very tired and hungry but he still had long way to go. His destination was in the mountains three kilometers away and he would not arrive there until late at night.

Summarizing: Gap Activities
Summarizing is retelling the story using different words and fewer words. Students can summarize a story in gap activities written by the teacher:

Workshop Activity
Write a gap activity which summarizes the story below about Mother Goat and the hyena.
The gap activity is started for you below..

Habiba was very ___________. One day she went to the __________ and met ______________.

Habiba was very poor. Her cooking pot was never full of food and her clothes were little more than rags. One day Habiba was collecting firewood in the forest when she heard an animal in pain. She looked around and saw an enormous leopard near her. Habiba was terrified. She took her axe to protect herself. Then she heard a voice, “Habiba help me. There is a bone stuck in my throat.” Habiba could understand what the leopard said. She was very surprised. She went closer and saw it was true. Habiba carefully reached into the leopard’s mouth. She could feel the powerful teeth, but the leopard didn’t move. She took out the bone. Habiba jumped back ready to run away, but again she heard the voice, “Thank you Habiba. Because you helped me, I will give you a gift. You will understand what all animals say.” The leopard went back into the forest. Habiba walked home thinking about her new talent. At home she heard her chickens talking. One chicken said, “Today I found a pot of gold where the fence is broken. Habiba should get it for herself.” Habiba quickly started digging and soon she found the gold. Habiba was now rich because of her kindness in helping the leopard.
Summarizing: Story Maps

A story map is a more in-depth summary. It identifies the following parts of a story: the characters (people) setting (place) the events (what happened) the problem the characters had (conflict), the solution the characters used to fix the problem, and the theme of the story (the theme is the subject or main idea of the story).

Workshop Activity

Read the story below. Summarize the story using the Story Map:

Mother Goat lived with her three kids in the forest. One day she said, “I am going to work now. Hyena lives nearby. Don’t open the door because he will eat you.” Soon Hyena (fisi) came, and called “Open the door.” The kids answered, “Your voice is cruel, Hyena GO AWAY!” Hyena walked away. He had an idea. He ate sugar to make his voice soft. He went back to the house, and called “Open the door.” His voice was soft. Some kids thought it was Mother. One kid said “Show us your foot.” When the kids saw the Hyena’s black foot, they shouted, “You’re Hyena, GO AWAY!” Hyena was angry. He put flour on his foot and walked to the house. “Open the door,” called Hyena in a soft voice. He showed his white foot. The kids opened the door Hyena laughed nastily. The kids hid, but Hyena found and ate them. He went to sleep. When Mother Goat came, she saw Hyena and knew what had happened. She had an idea. She cut open Hyena’s stomach. Her kids jumped out alive. Mother put stones in Hyena’s stomach. When Hyena woke, he was thirsty. He went to the river to drink. His stomach was heavy. He fell into the river and drowned.

Complete the Story Map below

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Story:</th>
<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

Setting: Where and when did the story happen?
The story took place

Characters: Who were the people in the story?
The characters in the story were
Challenge: What were the problems people had in the story

Events: What happened in the story. First, second, third…
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Solution: How was the problem fixed (solved) or not fixed?

Theme: What message was the author trying to tell the reader
Summarizing: Story Map #2
Story Maps help students remember the main parts of a story. A story map identifies:

- **Characters**: people
- **Setting**: the place where the story took place
- **Conflict**: problems the people had
- **Events**: the things that happened in the story
- **Solution**: how the problem was solved.

Workshop Activity
Work in your group. Read the story below and create a story map which identifies the characters, setting, conflict, events, and solution.

It is 6 AM, welcome to Amani Radio. We start with a SPECIAL POLICE ANNOUNCEMENT. Please listen carefully, as you may be able to help. Last night a gang of thieves broke into Tabora’s National Bank and stole 100 million shillings. At around 11 o’clock last night, the bank’s security guards were attacked by thieves. One guard was shot in the leg. The others guards were tied up. The thieves put the money into bags and left the bank. After the gang left, one of the security guards telephoned the police on his mobile. When the police arrived, they got the following information: There were four thieves, three men and a woman. The leader was a fat man and another thief was very tall. All the thieves wore masks. The police think that this is the *Snakes Head Gang*. They have already robbed banks in Morogoro, Dodoma and Singida. The police have set up roadblocks to try and catch the thieves. These thieves are very dangerous and must be caught. If you have any information or see these thieves, please telephone the police immediately. Thank you for your attention.
Recall Key Words from the Story
Asking students to recall (remember) important words from the story helps them 1) build their vocabulary and 2) focus on the important parts of a story. After they have identified the key words, have them write one or two summary sentences using all of the key words.

Workshop Activity
Read the following story and identify 1) the 3 most important words; and 2) words about communicating.

Today there are a variety of ways for people to communicate with each other. Many people use the telephone. The mobile phone has made it much easier for people to converse with their relatives in other towns or get information. It is also possible to send money or to send short messages using the mobile phone. Another way for people to interconnect is the internet. More people are using the internet every day. The internet is a way that computers link. This means information on one computer can be read by somebody using a different computer.

Write one or two sentences using the key words which summarizes the story.

Retell Story in Their Own Words
After the teacher has read the story, students can retell what happened. They can do this as a class with the teacher directing all activities. They can also do this in small groups. When the groups are finished summarizing the story, one group can come to the front of the class and retell the story to the other groups. To make this activity even more challenging, individual students can come to the front of the class and retell the story. When retelling a story, students should mention the characters (people) setting (place) the events (what happened) the problem the characters had (conflict), and the solution the characters used to fix the problem.

Workshop Activity
In your group, retell the above story on communication using your own words. After you have completed retelling the story to your group, one group will retell the story to all of the other groups.

What skills will your students develop by completing this activity?
**Draw a picture**
Draw a picture of the main event or character in the story.

**Workshop Activity**
Draw a picture of the three kids, the mother or the hyena.

**Guessing Key Words**
The teacher selects a list of key words from the story. He tells the students that they must guess the words. He puts dashes on the board to indicate the number of letters in the word. Students guess the word. For example, the teacher says, “I am thinking of a character in the story about Habiba. The word has 7 letters.

     _____     _____     _____     _____     _____     _____     _____

To help students the teacher starts to add the letters. At first she adds the letter “L”. If the students don’t get “L”, the teacher adds “E”. This continues until the word is spelled correctly on the board.

     L  E     _____     _____     _____     _____

**Workshop Activity**
Spell four key words from the workshop.

**Use Vocabulary from the Story**
1. When students read a story, ask them to write down five words they do not know.
2. After they read, they use a dictionary to look up the word definitions.
3. They then use the new words in sentences of their own.
4. The teacher corrects the sentences and then the students present their new words to the other students in the class. Put the best student writing on the wall for the other students to look at.
LET’S WRITE

Writing is a complex process that involves many different skills. First the writer needs to know basic language skills such as spelling, grammar, and vocabulary. Next, the writer needs to be able to organize his/her thoughts into sentences and paragraphs which express complete ideas. All of these skills require time and practice. To help your students become better writers, you need to give them many opportunities to write. They need MAZOEZ!!

JOURNAL WRITING

One easy way to get students started is to devote 15 to 20 minutes a week to journal writing. When writing a journal students record their thoughts and activities. While doing this they practice grammar points they have learned in class. For example, if they are studying the past verb tense, they can write in their journal using the past simple, e.g., Today I woke up at 5 am. I went to school. I studied English…

The teacher does not need to grade the journals. All he/she needs to do is to put a check next to the journal entry to indicate that the assignment was done. Students should read their journal entries to small groups of students in the classroom. They may also want to read their entry to the entire class. The teacher, as well, should keep a journal and periodically read it to the students. This will help create a culture of writing in the classroom.

Workshop Activity

Below are some open-ended sentences to help you start your journal. Complete them and add 10 more sentences of your own.
I woke up today at ____________________. I got out of bed and ____________________.

Next I _______________________________________________________________. I left the house at ____________________. I ____________________ to school. At school I _____________________. Then I _____________________.

After school I _____________________. Then I _____________________.

I ate dinner _____________________. Later I _____________________.

USING JUMBLED ACTIVITIES

Spelling Words
On the board write a letter chart. Students work in teams and create as many different words as possible. They can only use each letter one time.

<table>
<thead>
<tr>
<th>l</th>
<th>c</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>a</td>
<td>e</td>
</tr>
<tr>
<td>t</td>
<td>o</td>
<td>y</td>
</tr>
</tbody>
</table>

Workshop Activity
Use the above letter chart to create as many different words as possible.

What are the qualities of a good letter chart?
**Listen and Write**
Teacher writes a gap activity on the board. Students listen to the teacher read a story and fill in the missing information.

**Workshop Activity**
Listen to the teacher read and write the missing words in the blank spaces.
Penguins are _______________, but they can’t _______________. Penguins live by the _______________ in the southern part of the _______________. There are penguins on the _______________ of South America, Africa, and New Zealand.

*Follow up:* In which subject areas could you conduct this activity? Give examples.

**Jumbled Words**
Jumbled Words can be used to develop spelling skills.

**Workshop Activity**
**Directions:** Can you spell the following jumbled words correctly?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ogd</td>
<td>6. neither</td>
</tr>
<tr>
<td>2. lkaw</td>
<td>7. recieve</td>
</tr>
<tr>
<td>3. ueohs</td>
<td>8. nieghbor</td>
</tr>
<tr>
<td>4. iglr</td>
<td>9. taecher</td>
</tr>
<tr>
<td>5. oord</td>
<td>10. teusday</td>
</tr>
</tbody>
</table>

**Jumbled Sentences**
Jumbled sentences help students develop their grammar skills and comprehension. For example, look at the following jumbled sentence: *school. went boy The to the*

Std 7 students should know that

1. Sentences begin with a capital letter and end with a full stop. – thus *The* starts the sentence and *school.* ends the sentence.
2. The noun or subject goes before the verb – thus *boy* goes before *went.*
3. The definite article, *the*, goes before the noun – thus *The boy / the school.*

Thus the correct answer is - *The boy went to the school*
Workshop Activity
Write 3 jumbled sentences and share them with your group.

Flashcards / Forming Sentences
Write individual words from one sentence on flashcards. Mix them up. Have students go to the front of the room and work together to rearrange the words into a sentence.

man  tea  bought  in  and  store.  the  The  sugar

Workshop Activity
Work in pairs and prepare a sentence using individual flashcards. Use these with the other pairs in the training.

Jumbled Paragraphs
Jumbled paragraphs require students to organize sentences into a story. This activity develops students comprehension and organizational skills.

Workshop Activity
Directions: Put the following sentences into the correct order.

MALARIA
A: He gave Juma some pills and told him when he should take them.
B: At the hospital we waited for 45 minutes until we saw the doctor
C: He said that it sounded like my brother had malaria and he should have a blood test.
D: Last night my brother complained that he felt very hot,
E: He then said that Juma would be better in a few days’ time.
F: The doctor asked us what the problem was, and Juma told him how he felt.
G: When the results came the doctor said that Juma had Malaria.
H: My mother therefore decided to take Juma to the hospital and I went too.
I: A nurse pricked Juma’s finger to get some blood for the test. She told us to wait for the results.
J: he said that his whole body was hurting and he felt sick.

Below are other Jumbled Paragraphs you can use with your students
**AT THE MARKET**

A: salt. These goods are often sold in small shops.

B: Finally many people also meet their friends at the market.

C: sell many things for example fruit and vegetables.

D: for example cooking oil, flour, sugar and

E: people can buy the food they need there. Stallholders

F: The shops usually surround the stalls selling fruit and vegetables.

G: Many other things are also sold in markets

H: while others like mangoes and oranges have specific seasons.

I: Markets are very important places in Tanzania because

J: Some things like tomatoes and onions are sold all year round,

**Answers**

I: Markets are very important places in Tanzania because

E: people can buy the food they need there. Stallholders

C: sell many things for example fruit and vegetables.

J: Some things like tomatoes and onions are sold all year round,

H: while others like mangoes and oranges have specific seasons.

G: Many other things are also sold in markets

D: for example cooking oil, flour, sugar and

A: salt. These goods are often sold in small shops.

F: The shops usually surround the stalls selling fruit and vegetables.

B: Finally many people also meet their friends at the market.

**SOIL EROSION**

A: The water moves away carrying more soil with it.

B: grow crops. To reduce soil erosion ground should be covered with plants

C: This is a problem for farmers who need good soil in order to

D: plants trap the rain and this means it stays where it falls.

E: This means there is nothing to trap the water.

F: This will trap the rainfall and stop the rain washing the soil away.

G: The more rain that falls the more soil is moved

H: Soil erosion is a big problem in many places. When it rains

I: In other places there are no plants and the rain lands on the soil.

J: The more rain there is the more soil is moved and lost.

**Answers**

H: Soil erosion is a big problem in many places. When it rains

D: plants trap the rain and this means it stays where it falls.

I: In other places there are no plants and the rain lands on the soil.

E: This means there is nothing to trap the water.

A: The water moves away carrying more soil with it.

G: The more rain that falls the more soil is moved

J: The more rain there is the more soil is moved and lost.

C: This is a problem for farmers who need good soil in order to

B: grow crops. To reduce soil erosion ground should be covered with plants

F: This will trap the rainfall and stop the rain washing the soil away.
A BALANCED DIET

A: foods. For example if people just eat biscuits this is not balanced

B: a mix of proteins, carbohydrates vitamins and minerals, and fats.

C: vegetables. Fats are also important in a small amount in a balanced diet.

D: So eating a mix of all these foods will help a person to stay healthy.

E: rice, bananas, ugali. Vitamins and minerals come from fruit and

F: healthy. A balanced diet means eating a variety of different

G: Protein is found in fish, meat and beans. Carbohydrates are found in

H: A balanced diet is important so that we remain fit and

I: and so they would not be healthy. Instead try to eat

J: Fats are found in cooking oil, milk and butter.

Answers

H: A balanced diet is important so that we remain fit and

F: healthy. A balanced diet means eating a variety of different

A: foods. For example if people just eat biscuits this is not balanced

I: and so they would not be healthy. Instead try to eat

B: a mix of proteins, carbohydrates vitamins and minerals, and fats.

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C: vegetables. Fats are also important in a small amount in a balanced diet.

J: Fats are found in cooking oil, milk and butter.

D: So eating a mix of all these foods will help a person to stay healthy.

USING PICTURES

Students can write sentences about what they see in pictures. These activities can be

guided writing activities where students fill-in blank spaces, or they can be open activities

where students write their own sentences.
Workshop Activities

Activity 1

Directions: Work in a group. Write 10 sentences about the picture below. The sentences should start with

I see

I see

Activity 2

Directions: Work in a group. Write 10 sentences about the picture below. The sentences should start with

There is

or

There are

Activity 3

Make a list of 20 vocabulary words that can be taught using this picture

Activity 4

How could you use this picture as a past tense writing activity?
Workshop Activities

**Directions:** Work in a group. Look at the pictures below. Write a story about the pictures. Use the *guided writing activity* below. Use *present continuous verbs*.

It is Saturday and the boys __________________________ in the village.

Two boys are ________________________________ in the lake.

One boy ____________________________________.

Four boys __________________________ football.

Three boys ____________________________________.

Two other boys are _______________________ earth into a bucket.

Two boys ____________________________________ a ball.

**Activities**

1. What vocabulary can be taught using this picture?
2. How could you use this picture as a *past tense* writing activity?
Workshop Activities

Directions: Work in a group. Look at the pictures below. Write a story about the pictures using the guided writing activity below. Use past simple and past continuous verb tenses.

Picture I: The boy was ______________________________ road. A woman was walking in front of him. She ___________________________ on the road.

Picture II: The boy then ____________________________________.

Picture III: Next, he ________________________________________.

Picture IV: Finally, the boy ______________________ woman the fruit and ______________________

Activities
1. What vocabulary can be taught using this picture?
2. How could you use this picture as a present tense writing activity?
Workshop Activities

Directions: Work in a group. Look at the pictures below. Write a story about the pictures. Use the past simple and past continuous.

Activities

1. What vocabulary can be taught using this picture?
2. How could you use this picture as a present tense writing activity?
Workshop Activities

Directions: Look at the pictures and sentences below. They are not in the correct order. Put them into the correct so that the story is complete.

1. The mighty oak tree was uprooted.

2. Then a strong storm blew.

3. The oak tree always boasted that he was stronger than the reeds.

4. We are so lucky. We may bend but we do not break.

5. Moral: Pride comes before fall.

6. He said to them...

African Fables

The Oak Tree and the Reeds

By MWORIA MUCHINA
Workshop Activities

Directions: Look at the pictures below. They are not in the correct order. Put them into the correct order and then write sentences describing the pictures.
USING GAP ACTIVITIES

Gap activities are paragraphs with missing words, phrases or sentences that need to written within. These activities help develop reading comprehension and vocabulary, grammar & writing skills.

**Workshop Activity**

**HARVEST**

early / rains / and / this / last / yield / crop / before / so / helped

_____ week, we _____ my grandfather to harvest his maize ____. The _____
were very good _____ year, _____ he hoped to get a good ____. We got up _____
in the morning ______ arrived in the fields _____ sunrise.

Below are other gap activities you can use with your students.

**CUSTOMS**

border / left / few / cousin / his / passports / were / in / to / with

A _____ weeks ago I visited my _____ who lives ______ Uganda. I went _____ my
uncle in ______ car. When we reached the _____ we showed our ______ to the
Immigration Officer and they ______ stamped to show we had ______ Tanzania and
gone ______ Uganda.

A few weeks ago I visited my cousin who lives in Uganda. I went with my uncle in his car. When we reached the border we showed our passports to the Immigration Officer and they were stamped to show we had left Tanzania and gone to Uganda.
**TREES**

cooking / grow / people / furniture / give / also / including / rainfall / are / building

Trees _____ very important for ______. They _____ us many things _____ wood for making ______ or ______ houses, charcoal for ______ and fruits. Trees _____ increase the ______ in an area, helping farmer’s crops to ______.

Trees are very important for people. They give us many things including wood for making furniture or building houses, charcoal for cooking and fruits. Trees also increase the rainfall in an area, helping farmer’s crops to grow.

**MY SCHOOL**

last / called / beautiful / where / our / together / district / teachers / has / the

My school is _____ Kidodi Primary School. It _____ 586 pupils and 14 _______. We all work ______ to clean ____ school and make it look ____. We also have a school farm _____ we grow maize and beans. ____ year we were ____ best school in our ______.

My school is called Kidodi Primary School. It has 586 pupils and 14 teachers. We all work together to clean our school and make it look beautiful. We also have a school farm where we grow maize and beans. Last year we were the best school in our district.

**USING TEXT FRAMES**

Text frames are guided writing activities that help students develop writing skills. They can be used with any book the pupil is reading. They can be used to

1. organize information and identify important ideas
2. analyze characters and their problems
3. make comparisons
4. summarize the story
5. learn to use signal words to support comprehension.
In order to use text frames effectively, teachers can conduct the following activities:

1. After reading a story with a group of children, the teacher writes a text frame on the board (see the pages below for examples). Together the group discusses the possible answers and then decides on the best answer to the first line.
2. The teachers and students continue to discuss the subsequent lines of the frames.
3. The discussion continues in this manner until the text frame is completed.
4. The goal is to get children to use text frames independently. After they have used them a few times together as a large group, the children can fill in their own text frames in small groups, pairs, and/or independently.
5. Text frames can be further used to organize information for a report.

Below are examples of different text frames that you can use with your students.

**IMPORTANT IDEA OR PLOT**

In this story, the problem starts when _____________________________________________. After that, ___________________________________________.

Next, ___________________________________________. Then, ___________________________________________. The problem is finally solved when ___________________________________________.

The story ends when ___________________________________________.

**SETTING**

This story takes place ___________________________________________.

I know this because the author uses the words ___________________________________________.

Other words that show when/where the story takes place are ______________________.
CHARACTER ANALYSIS

______________________________________________ is an important character in the story. She / He _________________________________________________.

She / He ___________________________________________________. She / He has problems because _________________________________________________.

CHARACTER COMPARISON

______________________________ and ___________________________ are two characters in our story. _____________________________________ is ___________ ______________________________________________ while ____________________ is ________________________________. For example, ____________________________ tries to ___________________________________ and _______________ tries to ______________________________________________. _______________ learns a lesson when ___________________________________________________.

COMPARISON

_______________________ and ______________________ are similar in several ways. Both______________________ and ________________________. ___________________________. They both are ______________________________. Finally, both______________________ and ________________________ are _____________________________.

125
CONTRAST

____________________ and __________________ are different in several ways. First of all, ____________________________, while __________________________. Secondly, ____________________, while ____________________. Finally, ____________________, while ________________________.

SEQUENCE TEXT STRUCTURE

Here is how a ______________________________ is made. First, ________________.
Next, _______________________________. Then, ________________________________.
Finally______________.

TIME ORDER TEXT STRUCTURE

The events leading up to _________________________________ were:
First, ________________________________.
Second, ________________________________.
Third, ________________________________.
Fourth, ________________________________.
Finally, ________________________________.
It is best to write your own text frames. To do this, follow the steps below:

1. Read the story and then select a text frame that you want students to answer. This could be about the plot, setting, specific facts, the sequence of the story, cause/effect in the story, etc.
2. Write a short paragraph which answers the question you want the students to answer.
3. Delete words, phrases and sentences from your answer paragraph.

Workshop Activity
Read the story below and complete the 3 text frames.

**NO MORE MONKEY BUSINESS**

Mama Steven sells fruit close to her house. The fruit she sells is fresh and delicious so she always has customers. Last week Mama Steven had a problem; it wasn’t just people who wanted fruit. A monkey saw the fruit and jumped onto her stall. Before Mama Steven could stop it, the monkey grabbed some bananas and climbed into a tree. Mama Steven shouted, “Thief,” and threw a stone, but the monkey was too high and she missed. Mama Steven was angry, but she could do nothing. The next day the monkey returned when Mama Steven was busy talking to customers. The same thing happened. Mama Steven talked to Mama Joy, and they planned to trap the monkey. Mama Steven put some bananas on her stall and then covered them with glue. The monkey appeared and Mama Steven pretended to be busy. The monkey jumped onto the stall and grabbed the bananas, but its hands stuck. The monkey was trapped. Mama Steven came and laughed as the scared monkey tried to escape. Then as someone came with a knife the monkey made a final effort and pulled its hands away. It escaped into a tree and never returned to steal fruit again.

**SETTING**

This story takes place __________________________________________________________.
I know this because the author uses the words “__________________________________
__________________________________________________________________________.”
Other words that show when/where the story takes place are ____________________
____________________________________________________________. 
CHARACTER TEXT FRAME

____________________ had a problem. A __________________ was stealing her 
____________________. She talked to __________________ and they prepared 
____________________.

PLOT

In this story, the problem starts when __________________ Mama Steven’s fruit. Mama 
Steven felt _______________________. After that, Mama Steven planned a 
_______________________ with _______________________. They put 
_______________________ on some ______________________. The monkey came and tried 
to _______________________ the _______________________. The problem was solved when 
someone _______________________ with a _______________________ and the monkey 
became ______________________. The monkey escaped 

___________________________________
Teaching Vocabulary

Matching Synonyms
1. male: man woman sister teacher
2. teacher: pilot educator nurse education
3. pants: trousers shoes shirt socks
4. intelligent stupid smart slow shoes
5. knowledge home house information foundation

Matching Opposites
1. tall: taller short thin fat
2. beautiful attractive nice looking ugly handsome
3. old expensive ancient respect young
4. fast quickly mercury Slow mark
5. intelligent smart quick irresponsible stupid

Fill In The Blank Sentences
1. The old man used a __________ to walk. (bicycle cane tire tree)
2. The child __________ when she fell down. (cried ran ate talked)
3. ____ catch fish and sell them in the market. (Students Fishermen Policemen Teachers)
4. The doctor gave the __________ a shot. (patience passion patient payload)
5. Teachers use the __________ when they want to type information into the computer. (mouse monitor keyboard CPU)

Where Would You Find . . . ?
1. an MD _____ a) in the British or Canadian Parliament
2. a Ph.D. _____ b) on a ruler
3. an MP _____ c) on a engine
4. in. _____ d) in a hospital
5. hp _____ e) in a university
Label A Picture

monitor / keyboard / mouse / screen / CPU / cord

Cross Out The Word That Doesn’t Belong With The Others In The Group

1. uncle / father / aunt / brother
2. am / pm / PhD / BC
3. meadow / river / yard / field
4. dog / cat / fish / cow
5. boat / car / motorcycle / house

Categories: You Give Examples; Students Give The Category.

1. pots / pans / stove __________
2. teachers / students / classrooms __________
3. Blood cells / heart / veins __________
4. MP / President / Bunge __________
5. Dodoma / Washington / London __________

Or Vice Versa: You Give The Category; Students Give Examples

1. Clothing __________ __________ __________ __________
2. Food __________ __________ __________ __________
3. Transportation __________ __________ __________ __________
4. Library __________ __________ __________ __________
5. Work __________ __________ __________ __________
**Classify words**

Directions: Classify the following words into the three categories listed below.

<table>
<thead>
<tr>
<th>tomato</th>
<th>beef</th>
<th>onion</th>
<th>banana</th>
<th>chicken</th>
</tr>
</thead>
<tbody>
<tr>
<td>mango</td>
<td>pineapple</td>
<td>goat</td>
<td>carrot</td>
<td>cabbage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Vegetables</th>
<th>Meat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put the above words into 3 personal groups which refer to how often do you eat these foods.

<table>
<thead>
<tr>
<th>never</th>
<th>sometimes</th>
<th>often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next make sentences with your partner:

*Speaker 1:* How often do you eat ________?

*Speaker 2:* I never eat ___________.
I sometimes eat ___________.
I often eat ___________.
WHAT ARE CONTEXT CLUES?

Context Clues are words in a story that help us guess the meaning of new unknown words.

Directions: Read the story below and guess the meaning of the new word based on the context of the story.

A country girl was walking along the snerd with a roggle of milk on her head. She was thinking, “When I sell this milk, I will have enough money to buy three dangbats. They will hool eggs which I will sell at the Sunday ribble. I will get enough wunk to buy a new trund which I will wear to the ribble. All the young men will see me and want to marry me, but I will refuse them with a nake of the head – like this. And as she naked her head, the roggle kooled off her head and the milk along with her plans disappeared.

1. snerd
2. roggle
3. dangbats
4. hool
5. ribble
6. wunk
7. trund
8. nake
9. naked
10. kooled
NOTES
1. The activities below should be preceded by the activities of the same name in the 
   *Let’s Read and Write* study booklet.
2. 11 Teachers sit in three groups

RECALL KEY WORDS FROM A STORY
1. Do *Recall Activity* on page 6 of *Let’s Read and Write*.
2. Look at pages 2 & 3 in *Tabu wa Taire*. RRT reads aloud. Identify the most important 
   words. Write on the blackboard Page 2 & 3 and Key words underneath.
3. Continue with Pages 4 & 5, 6 & 7, 8 & 9. Write on the blackboard Page Headings and 
   Key words underneath.
4. Ask - What skills does this activity develop? *(Possible answers: identify main idea 
   of story, discriminate between important parts of a story)*
5. Leave the *key words* on the board to be used for the next activity.

RETELL THE STORY IN THEIR OWN WORDS
1. Do activity page 6 *Let’s Read*...
2. Look at the key words on the board from *Tabu Wa Taire*.
3. Retell the story from pages 2 to 9 using the key words.
4. In your groups turn this into a *writing gap activity*. The idea is that students will use 
   the key words to fill in the gaps, i.e., Katika kijiji __________ waliishi ________________.
RETELL THE STORY WRONGLY

Part I
1. Read activity page 12 Let’s Read…
2. PAGE 38: Have different teachers read Mama Steven aloud.
3. In their groups they prepare a short retelling of the story that is partially correct and partially incorrect. They then read the story to the others and get them to identify which sentences are correct and which are incorrect.

PART II – Other activities to do with stories
4. Ask them to identify difficult words. List on board.
5. Ask: How will you teach these words? Through stories… They give examples.
6. Define the words.
7. Read the questions below. The teachers must tell you if they are correct or incorrect.

True or False
a. Mama Steven sells fruit close to her house.
b. The monkey grabbed the pineapple and climbed into a tree.
c. Mama Steven talked to Mama Hapi and they planned a trap.
d. Mama Hapi put glue on the bananas.
e. The monkey ran away before Mama Steven could cut it with a knife.

Ask RRTs - Above we answered True / False Questions. What other types of questions could we ask the students about the story? Write on board and review-

a) Vocabulary Questions: Close means karibu. Delicious means chungu.
b) Story Title Question: What is the best title for this story?
   What skill does this develop? Main idea / summary idea
c) Comprehension Questions: They usually start with why / how / what
   Why did Mama Steven always have customers?
   How come Mama Steven was angry?
   What is the best way to catch a monkey?

Group Work
Using the above question types, write 6 different questions to test the other groups.
REREAD, ZOOMING IN, AND SKIMMING

1. Activity page 10 Let’s Read Have RRTS read aloud General Reading Strategies and Skim
2. Do the workshop activity for zoom in
3. Why do we reread?
4. Read story on bottom of page 15.
5. Zoom in on cruel. What does it mean? Not nice / hurt / painful / likes to hurt others
6. Zoom in on soft. What does it mean? Gentle / easy going / not cruel
7. Skim the story. How many times is the word, soft, used? three
8. Turn to page 25. Read the story at the bottom of the page.
9. Skim the story to find out
   a) What year was Nyerere born? b) Name three places Nyerere received an education?
   b) What does TANU stand for?

JUMBLED WORDS, SENTENCES, PARAGRAPHS

1. Do a few jumbled word and jumbled sentences in Workbook, p 20
2. Look at and discuss Jumbled Paragraphs p 21
3. Write 5 jumbled sentences which tell the story of Tabu.
4. Put them on the board for the others to do.
5. Teachers write jumbled sentences for story of Mama Steven

USING PICTURES TO WRITE

1. Complete pp. 26 and 27 in the workbook
2. As a large group, look at pictures in a big book and discuss what activities to use with each picture.

USING GAP ACTIVITIES TO PRACTICE VOCABULARY

1. JMC writes the activity, TREES page 32, on the board.
2. RRTs come to the board and write answers in the gap.
USING THE DICTIONARY
Demonstrate how to teach dictionary. ABC / Arrange Letters correctly / Arrange words correctly / Review Dictionary Structure / Find Words,
Discuss using Reading and Dictionary Activities for Primary School Students

USING THE KAGERA READING PROGRAMME
Discuss uses of the programme:
- Have students use as a self-study program
- Study vocabulary
- Other?
- Conduct one activity with KRP on board and another with each teacher having his/her own copy. Discuss differences...

PUT IT ALL TOGETHER
Pre-Reading Activities
- How to teach vocabulary using translation, pictures, mime, antonyms, synonyms and explanations.
- Presenting a brief description of the story and asking for predictions about what might happen
- Look at pictures and predict the story
- Predict story based on title / first paragraph / chapter headings

During Reading Activities
- Zoom in on problem vocabulary, pronouns, punctuation marks and grammar points to clarify any confusion.
- Skim reading passages for details such as vocabulary, dates, punctuation marks and grammar points.
- Read / Reflect / Answer Questions about characters, setting, plot, conflict, vocabulary, grammar / Reread / Make more predictions and so on…

After Reading Activities
- Identifying 3 to 5 key words in a reading sample and using them in a sentence to summarize the story.
- Giving the story a title.
- Drawing a picture of the main character or action in the story.
- Making predictions about what will happen afterwards. Explain why
- Retell the story incorrectly and correct
- Recall key words and use in speaking/writing activities to summarize
- Jumbled words for spelling
- Jumbled sentences for syntax, meaning
- Retell stories in their own words using key words.

**RRTS PREPARE AND PRESENT TWO TO THREE DEMONSTRATION LESSONS**

RRTS will prep lessons using the big books Tabu was Taire, Chatu na Mbwa, Hadithi za Chopeko, and Kondoo na Kicheche
TOT #2
18 & 19 JANUARY, 2016

--4 copies of each - Go Away Dog, My School, My Food
--Bomani -Map of Schools/district & Cost of travel to schools

<table>
<thead>
<tr>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaker</td>
</tr>
<tr>
<td><strong>Simon Says</strong></td>
</tr>
<tr>
<td>- All students stand and follow the teacher’s instructions. For example, if the teacher says, <em>Simon says put your hands on your head</em>, the students must put their hands on their heads. If the teacher says, <em>Simon says look at the roof</em>, the students must look at the roof…</td>
</tr>
<tr>
<td>- Students who do not follow instructions must sit down. Do the activity until only 2 or 3 students remain.</td>
</tr>
<tr>
<td><strong>Find Someone Wearing…</strong></td>
</tr>
<tr>
<td>Ask students to walk around the room. After a short while, the teacher says out “Find someone wearing a watch.” The students have to rush and stand close to the person described. Repeat this exercise several times using different types of clothing.</td>
</tr>
<tr>
<td><strong>At The End Of Day I And Day II</strong></td>
</tr>
<tr>
<td><strong>Reflecting On The Day</strong></td>
</tr>
<tr>
<td>Make a ball out of paper. Ask RRTs to sit in a circle. They are to throw the ball to each other. When one person has the ball, he/she has to say one thing he/she thought about or learned that day.</td>
</tr>
</tbody>
</table>
Review BAI / PIE Programmes – 62 Schools in Muleba, 124 teachers and 26,723 students

What Activities Did You Do Last Year as a Reading Resource Teacher? Write list on board. Write on board

What Went Well?
Group discussion followed by reporting on blackboard.

What Were The Problems Schools Had Implementing?
Review the following:
- Is the school welcoming to you?
- Do the books look as if they were used?
- Are all of the books there?
- Are the boxes easy to get to?
- Are there student librarians?
- Are the library teachers working?
- Are other teachers involved?
- Is the head teacher involved?
Group discussion followed by reporting on blackboard.

What Are Possible Solutions To These Problems?
Group discussion followed by reporting on blackboard.

TEA

Review 15 New Schools That RRTs Will Work In

Review Calendar Of Events
Discuss different training needs for the RRTs and teachers regarding
-- Workshop for 15 new schools
-- Workshops for 12 island and 24 mainland schools
-- 30 INSET activities (2 per each of the 15 new schools.)
### Identify Specific Training Activities

List activities for the 3 workshops and 2 INSET activities. The current calendar and events are as follows:

- This year we will only visit the 15 new schools two times before June.
- **VIST #1 February**
- **VIST #2 March to May**
- **We Will**
  - Collect data at each school See SCHOOL VISIT FORMS and KAZI KWA KILA SHULE
  - Develop weekly reading schedules at each school See RATIBA
  - Select and prepare STUDENT LIBRARIANS to work in the library – Standards 5, 6, 7 DISCUSS
  - Teach student librarians and teachers how to MONITOR use. Set up Monitoring See MONITORING
  - Conduct a minimum of TWO READING ACTIVITIES with students and teachers present

### List Current Demo Lessons We Conduct and Discuss

Need for Additional Activities to be done in the workshop

**JMC and RRTs Conduct Lessons**

Use Pearson My Food. See Lesson plan below.

1. **VOCABULARY**
   - Look at backside of the book cover, “To the Teacher”
   - Review the section aloud: Before Reading, While Reading and After Reading.
   - Look at pages 2 and 3.
   - How is this book different from the books we usually read? (No sentences. Only vocab)
• What is the topic: Breakfast.
• How many new vocab words are there? 6
• Ask Group I to demonstrate one of the BEFORE READING activities using pages 2-3?
• Ask Group II to demonstrate one of the WHILE READING activities using pages 2-3?
• Ask Group III to demonstrate one of the AFTER READING activities using pages 2-3?
• Review the remaining contents of the book.
  -What are the topics? Write them on the board.
  -How many vocabulary words are there in the book?
• Discuss Strengths and Weaknesses of this type of book?

2. RECALL KEY WORDS
• What is the topic on pp 4-5?
• Setting? / Characters?
• What are the Key Words on pages 4-5?
• This story is for a West African audience. If we were to redo the vocabulary for a school in Kagera, what words might we change?
• Write a list on the board of all vocabulary words we could use on pp 4-5.
• RRTs use the Key Words in controlled and open speaking activities.
  Controlled
  I like to eat ____
  I like to eat ____ and ____
I like to eat _____ but I don’t like to eat _____.

Open

RRTs tell story about the picture using the key words. As the teachers tell the story, write the full story on the blackboard.

3. JUMBED WORDS

Find the words

```
  f  m  a  n  g  o  t  x  b  p
  o  m  e  a  t  x  a  m  a  l
  o  b  r  e  a  d  p  i  n  a
  d  p  e  a  n  u  t  l  a  t
  x  e  a  t  x  d  e  k  n  e
  s  p  o  o  n  i  g  c  a  b
  c  h  i  p  s  s  g  u  x  u
  a  p  p  l  e  h  s  p  x  n
```

4. JUMBED SENTENCES

Teachers in each group prepare and teach three jumbled sentences:

- Group I jumbled sentences for pp 2-3.
- Group II jumbled sentences for pp 4-5.
- Group III jumbled sentences for pp 6-7.
5. **GROUP ACTIVITY: WRITE A GAP ACTIVITY.**

Start it off with

*My Food / learn / lunch /*

In the book __________, we __________ about different foods. We learn about breakfast foods, break time foods, tea time foods, and __________ foods. For breakfast we eat __________, __________, and __________.

6. **ABC BRAINSTORM**

Brainstorm a list of the words we learned. Use those words in sentences.

7. Food and Travel payments

<table>
<thead>
<tr>
<th>End of day at 3:30 pm</th>
</tr>
</thead>
</table>

**DAY 2**

**JMC Conduct DEMO Lessons**

Use Pearson *Go Away Dog*.

1. **VOCABULARY**

Discuss that before we start reading we must teach vocabulary. What are the ways we know how to teach vocab?

1. real objects
2. action/mime
3. pictures
4. synonyms
5. antonyms
6. examples (sports e.g. football, netball, basketball)
7. context (Stall holder – Juma went to the market to buy eggs. He went to a stallholder and asked her how much one egg cost). description / definition
8. translation
2. **READ BOOK**
   JMC AND RRTs
   Read page / Question / Discuss
   Read page - Question / Discuss...
   Start with JMC, and shift to volunteer Readers
   who also question and discuss

3. **REREAD AND ZOOM IN ON**
   JMC - DEMO - Use pp 2-3 only
   Who are the characters?
   What is the setting?
   What are the problems?
   What are the key words?
   Discuss Grammar points (past tense, quotation
   marks,)
   How many past tense verbs are there?
   What suffix is often used to show past tense?
   ASK: What other items could we zoom in on?

4. **SKIM**
   Find a word ...
   For “bibi”, “kucheza”
   For “see”, “unhappy”,
   How many periods are there?
   How many quotation marks?
   What are the quotation marks used for?
   How many times is the word “with” used?
   How many 4 letter words are there? (6)

5. **RECALL KEY WORDS**
   FROM pp 2-3.
   List words on the board.
6. **RETELL STORIES IN THEIR OWN WORDS USING KEY WORDS.**

This activity can be done as a speaking or writing activity.

**Controlled**

Start each sentence with

Ann _____
Ann _____
Ann _____

**Open**

Start with the word “Ann” and the RRTs add whatever sentence they wish to add. JMC/RRT write the story on the board.

7. **RETELL THE STORY INCORRECTLY**

- Ann was happy.
- Ann lived with her Aunt.
- Ann always played with the other children.
- Ann and the other children watched the grandmother.
- Ann was healthy.

8. **PUT IT ALL TOGETHER - USING DIFFERENT READING ACTIVITIES WE HAVE LEARNED ABOUT**

**Pre-Reading Activities**

- How to teach vocabulary using translation, pictures, mime, antonyms, synonyms and explanations.
- Presenting a brief description of the story and asking for predictions about what might happen
- Look at pictures and predict the story
- Predict story based on title / first sentence / first paragraph / chapter headings
During Reading Activities

How to:

- **Zoom in on** problem vocabulary, pronouns, punctuation marks and grammar points to clarify any confusion.
- **Skim** reading passages for details such as vocabulary, dates, punctuation marks and grammar points.
- **Read / Reflect / Answer Questions** about characters, setting, plot, conflict, vocabulary, grammar / **Reread / Make more predictions** and so on...

After Reading Activities

- Identifying 3 to 5 key words in a reading sample about **character / setting / plot** and use them in a sentence to summarize the story.
- Giving the story a title.
- Drawing a picture of the main character or action in the story.
- Making predictions about what will happen afterwards. Explain why
- Retell the story incorrectly and correct
- Recall key words and use in speaking/writing activities to summarize
- Jumbled words for spelling
- Jumbled sentences for syntax, meaning
- Retell stories in their own words using key words.
9. **RRTs conduct activities using Go Away Dog**

- **Group I**
  
  Skim and zoom in on pages 4-9 looking at different parts of the story - vocabulary, grammar, characters, setting...

- **Group II**
  
  Recall Key Words for pp 10-15 and use those in controlled and open speaking or writing activity

- **Group III**
  
  Retell the story incorrectly

  ABC brainstorm to summarize the story.

10. **WHAT OTHER ACTIVITIES COULD WE DO?**

    - **Group Activity, Review**
      
      - Jumbled words and sentences
      - Using gap activities to write a summary
      - Using pictures to write: Controlled and open writing

    **RRTS select new schools they will visit**

    **Prep Workshop demo lessons for 15 New schools** -

    - Review Wksp Schedule
    - Select teachers to conduct different activities
    - All RRTs will attend. Not all will present.

    **Prep Workshop for 12 Island Schools & 24 Mainland Schools**

    - Only one or two RRTS will attend each of the wksp.
    - Review schedule. Discuss.

    **Discuss Travel Expenses to 15 new schools**

**NOTES**
Before Workshop Preparation

### ALL RESOURCE TEACHERS

- SET UP - 6 Tables / 8 chairs per table;
- Also 2 book boxes, KRP,

#### INTRODUCTIONS

#### PROGRAMME REVIEW

**THE IMPORTANCE OF READING**

- **Brainstorm:**
  - Why is reading an important skill?
  - How does the reading help develop Kiswahili and English skills?
  - How does the reading programme fit into Big Results Now?

**REVIEW THE LIBRARY / READING PROGRAMME**

<table>
<thead>
<tr>
<th>Year</th>
<th>Libraries</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>15 Libraries</td>
<td>Book Aid International Programme</td>
</tr>
<tr>
<td>2013</td>
<td>4 libraries</td>
<td>Rotary Ormskirk</td>
</tr>
<tr>
<td>2014</td>
<td>15 libraries &amp; In-Service Activities at 34 Schools</td>
<td>Book Aid International Programme</td>
</tr>
<tr>
<td>2015</td>
<td>15 Libraries In-Service Activities at 49 Schools</td>
<td>Book Aid International Programme</td>
</tr>
<tr>
<td></td>
<td>12 Libraries and in-service at 12 schools with the Programme to Improve English (PIE)</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>15 Libraries &amp; In-Service Activities at 15 schools; Workshops for 51 Schools</td>
<td>Book Aid International Programme</td>
</tr>
</tbody>
</table>

**TWO BOX LIBRARIES PER SCHOOL**

- Each Kiswahili box contains 350+ books / 150 different book titles / 2 books per title.
Each English box contains 350+ books, dictionaries, and the Kagera Reading Programme

**TWO TYPES OF READING PROGRAMMES**
- Students conduct reading programme in the morning, afternoon and/or during school
- Teachers conduct reading activities during school

**CHALLENGES WHEN USING THE READING PROGRAMME**
- Teachers do not feel that the school schedule is already full. They think they do not have enough time to do the activity.
- Teachers do not use the box or the reading programme
- They lock it up in office

**SOLUTIONS**
- **TRAIN STUDENTS FROM STANDARDS 4-7 TO OPERATE THE LIBRARY!!!**
- **CONDUCT THE ACTIVITY FROM 7 TO 8 / 10:30 – 11 / 1 – 2:30.**

Kagera Reading Programme (KRP) / Dictionaries / Other Library Resources -

**Review KRP**
1. **Show** teachers the **KRP Box** and **Pass out** individual stories to each teacher
2. **Ask** what skills are developed through reading the stories - reading comp / vocab
3. **Ask** how can you use the KRP with your students - Read individually / write 1 story on board for all to read together

**Review the Dictionaries**
1. Pass put dictionaries
2. Review format - pp 1-33; 33 - ? Final section

**WHAT’S IN A BOOK BOX?**

Show teachers the contents of the box libraries:
- The reading books
- The teachers’ books
- The dictionaries

**LOOK AT THE BOOKS** - All Reading Resource Teachers
1. Give each table Kiswahili books to look at
2. Collect books

**TEA**
ROLE OF THE READING RESOURCE TEACHER & HOW TO USE A BOOK BOX BEFORE AND AFTER SCHOOL

1. All Resource teachers come to the front of the room to be introduced. 
   **RRTs TELL Schools where they will work and teachers from those schools identify themselves.**

2. The **Resource Teacher** will visit each school 2 times and help schools start reading programmes. They will help you - Develop a weekly reading schedule - Train Student Librarians to work as library students - Help you monitor library usage - Conduct demonstration lessons at each school. - View demonstration lessons at each school conducted by Library teachers - YOU!! - PLEASE BE WELCOMING!!!!

DIFFERENT WAYS TO USE THE BOX AT YOUR SCHOOL

**There are three times you can use a book box**

- **Before School**
- **During School**
- **After School**

To help you do this, you will need to identify 2 students from each Stream in Standards 7, 6, 5, and 4 to be **library monitors**. The Library Monitors will conduct all of the library activities before and after school. They can also assist with the **during school** use of the library.

VOCABULARY: Use Pearson My Food

- Look at backside of the book cover for , "To the Teacher"
- Review the section aloud: Before Reading, While Reading and After Reading.

Look at pages 2 and 3.

- How is this book different from the books we usually read? (No sentences. Only vocab)
- What is the topic: Breakfast.
- How many new vocab words are there? 6 How many could you add to the list?
Demonstrate one BEFORE READING activity pp 2-3?

Demonstrate one WHILE READING activities, pp 2-3

Demonstrate one AFTER READING activities, pp. 2-3

Review the remaining contents of the book.
- What are the topics? Write them on the board.
- How many vocabulary words are there in the book?
Discuss Strengths and Weaknesses of this type of book?

RECALL KEY WORDS

- What is the topic on pp 4-5?
- Setting? / Characters?
- What are the Key Words on pages 4-5?
- This story is for a West African audience. If we were to redo the vocabulary for a school in Kagera, what words might we change?
- Write a list on the board of all vocabulary words we could use on pp 4-5.

Participants use the Key Words in controlled and open speaking activities.

**Controlled**

I like to eat _____
I like to eat _____ and _____
I like to eat _____ but I don’t like to eat ___.

**Open**

Participants tell story about the picture using the key words. As the teachers tell the story, write the full story on the blackboard.

Discussion: How could you use this speaking activity as a writing activity?
STUDYING VOCAB ACTIVITIES

JUMBLED WORDS

Find the words

f m a n g o t x b p
o m e a t x a m a l
o b r e a d p i n a
d p e a n u t l a t
x e a t x d e k n e
s p o o n i g c a b
ch i p s s g u x u
a p p l e h s p x n

JUMBLED Words and SENTENCES -

Handout

WRITE A GAP ACTIVITY.

Start it off with

My Food / learn / lunch /

In the book __________, we __________ about different foods.
We learn about breakfast foods, break time foods, tea time foods, and __________ foods. For breakfast we eat
__________, __________, and __________.

ABC Brainstorm

Brainstorm a list of things we learned. Use those words in sentences.

Food and Travel payments
DAY II

Use Pearson Go Away Dog / LET’S READ MANUAL

ABC BRAINSTORM

Brainstorm a list of the words related to what we learned yesterday. Use those words in sentences.

FINDING THE BOOK TITLE, AUTHOR, CHARACTERS AND SETTING

VOCABULARY - See Manual

Discuss that before we start reading we must teach vocabulary. What are the ways we know how to teach vocab?

1. real objects Antidius
2. action/mime Alphoncina
3. pictures Darius
4. synonyms Lucas
5. antonyms Edward
6. examples (sports e.g. football, netball, basketball) Modi
7. context (Stall holder – Juma went to the market to buy eggs. He went to a stallholder and asked her how much one egg cost). description / definition Jonathan
8. translation Revo

TEA

USING PICTURES TO DEVELOP VOCABULARY

READING TOGETHER

Look at pictures / Read page / Question / Discuss
Look at pictures / Read page / Question / Discuss ...

REREAD AND ZOOM IN ON – See Manual

DEMO - Use pp 2-3 only
Who are the characters?
What is the setting?
What are the problems?
What are the key words?
Discuss Grammar points (past tense, quotation marks,)
How many past tense verbs are there?
What suffix is often used to show past tense?
ASK: What other items could we zoom in on?

SKIM – See manual

Find a word ...
For “bibi”, “kucheza”
For “see”, “unhappy”,
How many periods are there?
How many quotation marks?
What are the quotation marks used for?
How many times is the word “with” used?
How many 4 letter words are there? (6)

Tabu wa Taire with story map

Logistics
Can a dala dala reach your school? If not where should the book boxes be delivered?
How much does it cost to travel to your school?
Give directions to each school by dala dala, shared taxi or piki piki?

Food and Travel payments
## IN-SERVICE WORKSHOP FOR ISLAND AND MAINLAND SCHOOLS
### FEBRUARY, 2016

**Books**
MY FOOD (Use with After Reading activities - cross words and jumbled words and sentences)

**Photocopies**
School and Student numbers – 24 copies
Pictures - 720 copies both sides + 24 Envelopes
Antonyms – 24 copies

**Flash Cards**
24 Marker Pens and bags of cards

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>Facilitator starts. Tells other his</td>
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<tr>
<td>✓ Name.</td>
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<td>✓ What he/she teaches.</td>
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<td>✓ One thing he/she likes about his/her work.</td>
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<td>✓ One thing he/she would change about his/her work.</td>
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<tr>
<td>Tosses the ball to another teacher who continues.</td>
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**REVIEW BAI PROGRAMMES**

**LECURETTE**
62 Schools in Muleba, 124 teachers and 26,723 students *Note:*
Pass out and review the sheet with school and student numbers

**HOW DOES THE PROGRAMME FIT INTO BRN?**
Ask teachers to answer this question.
Possible answer - BRN states:
•Pass rate of 80% for primary and secondary school students
•Improve students’ mastering of **3Rs** in Standard I and II by implementing skills assessment and training teachers
## REVIEW MANUAL – LETS READ AND WRITE

### LECURETTE

### LET’S READ
Reading Activities for Beginners / Before Reading / During Reading / After Reading Activities

### LET’S WRITE
Jumbled Activities / Using Pictures / Using Gap Activities / Using Text Frames

### LET’S READ

#### FLASH CARDS
Prep – Get cards and marker pens from Sokwala. Note: Each school gets a bag of blank flashcards and two marker pens.

**Games with Flashcards / Sentences - Commands, p 5**
Read the directions, p.5. Discuss as a group and brainstorm a list of commands of the board. Individually teachers prepare 10 cards. Practice game. Ask, How would you use the cards? Practice variations.

**Games with Flashcards / Words, p. 5**
Read the directions, p.5. Discuss as a group and brainstorm a list of commands or statements we could use. Examples include

- Touch your _____ / Touch the ______
- This is a _____ / That is a
- Give me a ______
- Show me a ______
- Find a ______

More games were used. See end of doc. Individually Teachers prepare 10 cards. How would you use the cards? Practice game.
### RHYME WORDS TO DEVELOP ENGLISH PRONUNCIATION SKILLS

Read the section, p.6. Discuss rhyming as a good way to build students’ *phonetic skills* and *develop vocabulary*. Write the alphabet on the board and as a group practice rhyming different words by exchanging the first letter of each word. How many words rhyme with

- Bed
- Food
- Car
- Hair
- Dog

Note: It is more difficult to rhyme words with multiple syllables.

### RECALL KEY WORDS FROM A STORY

--Read the section, p.6. Discuss how *key words* help students build vocabulary and focus on the important parts of the story. (It is important to help them learn how to identify what is important in a reading sample. Many students simply struggle to read the passage and do not think about the content) --In 3 groups complete *workshop activity*.

### PREDICT THE STORY USING KEY WORDS

Have teachers close their manuals. Read aloud to them the Section on p. 6. Write the *Key Words* from p. 7 on the board. Have entire group of teachers guess the story’s content.

ASK - What do you think the story is about?

WRITE answers on the board

Teachers individually read the story on p. 7 and compare their answers with the content of the story.
RETEL THE STORY IN THEIR OWN WORDS
Have a teacher read the section, p.7.
Teachers then close their books.
Using their own words teachers retell the story of The Drought, p 7.
What skills will your students develop using this activity?
*Identify and use key words and main points*
*Summarize a story*

BEFORE READING ACTIVITIES
Discuss that Reading activities can be split into three categories –
BEFORE / DURING / AFTER.
Two before reading activities include *teaching vocabulary* and *introducing the story*

TEACHING VOCABULARY
Read section on p 9 and discuss.
Review the chart on pp 9 - 10. What activities do you use the most? Briefly give examples of the ways you use.
(Note most teachers use *translation, pictures, mime, description* and *real objects.*) Give mini lesson for synonyms, antonyms, examples, context.

VOCABULARY -- SYNONYMS
Synonyms are words that have similar meanings. Examples include
- fast / quick / rapid / swift
- slow / unhurried / sluggish

ENTIRE GROUP
Can you think of synonyms for
a. *clever* -- smart / intelligent / bright / quick
b. *thin* -- slender / slim / skinny
c. *beautiful* -- good looking / gorgeous / stunning
d. *difficult* -- hard / not easy / complicated

e. *easy* -- simple / effortless / painless / uncomplicated

**VOCABULARY – ANTONYMS**

ENTIRE GROUP

Antonyms are opposites. Our brains like to group similar and opposites together, e.g., What is the opposite of

- big / beautiful / thin / wealthy / honest /

Pass out the sheet on antonyms. ENTIRE GROUP reviews the sheet and identifies which of the words they would use with their students?

**VOCABULARY -- EXAMPLES**

WORK IN THREE GROUPS

What are examples of sports? Can you list 20 different types?

What are examples of transportation? Can you list 20 different types?

Write final list on the board

**VOCABULARY -- CONTEXT**

ENTIRE GROUP -- Review p 45 in the manual.

**INTRODUCING THE STORY AND GUIDING QUESTIONS**

Read section on pp 10-11 and discuss

IN 3 GROUPS complete Workshop Activity p 11. Discuss group work.

**DURING READING ACTIVITIES**

Read p 12 and discuss.

ENTIRE GROUP / Lead them through the activity.

Complete Workshop Activities for

*General Reading Strategies, Skimming, Pronoun Check,* and

*Prediction*
AFTER READING ACTIVITIES

INTRODUCTION: For the sake of brevity, imagine we have just read this book, MY FOOD. Now we shall practice different skills.

For Vocabulary Review

Cross Word Activity
Find the words related to food and eating

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JUMBLE WORDS

For Vocabulary Review.
Form words from the following jumbled letters

a. dofo / food
b. sbraktfase / breakfast
c. Isohoco / school
d. pihcs / chips
e. ttoosepa / potatoes
f. eynom / money
g. tonucco / coconut
h. eesstw / sweets
i. hsid / dish
j. eplap / apple
**JUMBLED SENTENCES**

*Activity to practice sentence structure and meaning*

a. chips to I like eat / I like to eat chips  
b. to and like bananas I bread eat / I like to eat bananas and bread.  
c. meat to eat don’t I fish like eat I like but to / I like to eat fish but I don’t like to eat meat

**GAP ACTIVITY.**

*Activity to practice new vocabulary and summarize a story*

First write story and then removes key words:

- first / eggs / My Food / learn / meat / mangoes / eat / lunch /  

  *breakfast / milk / break time / bananas /

In the book 1__________, we 2__________ about different foods. We learn about 3__________ foods, break time foods, tea time foods, and 4__________ foods.

Breakfast is the 5__________ meal of the day. For breakfast the family eats 6__________, 7__________, and drinks 8__________. After breakfast comes 9__________. During break time the students eat 10__________. For lunch the students go to town and they 11__________ chips and 12__________.  


## AFTER READING FOR COMPREHENSION

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<tr>
<th><strong>FILL-IN THE BLANK</strong></th>
<th><strong>FINISH THE SENTENCE</strong></th>
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<tbody>
<tr>
<td>Read and discuss on p 15. Complete Workshop Activity and discuss answers. Discuss, What skill(s) does this activity help develop?</td>
<td>Read and discuss on p 16. Complete Workshop Activity and discuss answers. Discuss, What skill(s) does this activity help develop?</td>
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<tr>
<th><strong>SEQUENCING JUMBLED SENTENCES</strong></th>
<th><strong>PUTTING IT ALL TOGETHER – STRATEGIES FOR USING READING ACTIVITIES</strong></th>
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<tbody>
<tr>
<td>Read and discuss on p 17. Complete Workshop Activity and discuss answers. Discuss, What skill(s) does this activity help develop?</td>
<td><strong>Pre-Reading Activities</strong></td>
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<td></td>
<td>• How to teach vocabulary using translation, pictures, mime, antonyms, synonyms and explanations.</td>
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<td>• Presenting a brief description of the story and asking for predictions about what might happen</td>
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<td></td>
<td>• Look at pictures and predict the story</td>
</tr>
<tr>
<td></td>
<td>• Predict story based on title / first paragraph / chapter headings</td>
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<tr>
<th><strong>During Reading Activities</strong></th>
<th><strong>After Reading Activities</strong></th>
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<tbody>
<tr>
<td>How to:</td>
<td>• Identifying 3 to 5 key words in a reading sample and using them in a sentence to summarize the story.</td>
</tr>
<tr>
<td>• <em>Zoom in on</em> problem vocabulary, pronouns, punctuation marks and grammar points to clarify any confusion.</td>
<td></td>
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<tr>
<td>• <em>Skim</em> reading passages for details such as vocabulary, dates, punctuation marks and grammar points.</td>
<td></td>
</tr>
<tr>
<td>• Read / Reflect / Answer Questions about characters, setting, plot, conflict, vocabulary, grammar / Reread / Make more predictions and so on...</td>
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</tbody>
</table>
- Giving the story a title.
- Drawing a picture of the main character or action in the story.
- Making predictions about what will happen afterwards. Explain why
- Retell the story incorrectly and correct
- Recall key words and use in speaking/writing activities to summarize
- Jumbled words for spelling
- Jumbled sentences for syntax, meaning
- Retell stories in their own words using key words.

<table>
<thead>
<tr>
<th>LET’S WRITE</th>
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### USING PICTURES
Read and discuss on p 28. In three groups complete Workshop Activity and discuss answers.

Read and discuss on p 30. In three groups complete Workshop Activity and discuss answers.

Read and discuss on p 31. In three groups complete Workshop Activity and discuss answers.

Read and discuss on p 32. In three groups complete Workshop Activity and discuss answers.

### USING GAP ACTIVITIES
Read and discuss on p 35. In three groups complete Workshop Activity and discuss answers.

### USING TEXT FRAMES
Read and discuss on pp 36-37. In three groups complete Workshop Activity p 40 and discuss answers.

### NOTES
At the end of each day, pay travel and food expenses.
FLASHCARD ACTIVITIES

Use flashcards to help students learn the alphabet and vocabulary. You can also use flashcards to help students form sentences, form questions and answers, and practice different grammar points. Below are different activities for using flashcards to practice English.

ALPHABET

Materials needed: Flashcards with one letter of the alphabet on each card.

Alphabet Line Up: This is a good way to teach the alphabet to your class. Give each student an alphabet flashcard with a different letter of the alphabet on it. The students line up in alphabetical order: A – Z.

Alphabet Line Up with missing letters: You can also play this game with some of the letters of the alphabet missing. Give students one card each. For example give them "c" "f" "k" "o", etc. Students must line up so that the letters are in alphabetical order.

Alphabet Wave: Give each students one flashcard with a letter on it. Put students in a line. They are to slowly sing the ABC song. As they sing, students must hold up their corresponding alphabet flashcard.

VOCABULARY

Materials: Flashcards with one noun, verb, or other parts of speech.

Practice New Words: Teacher shows a student a flashcard. They say the name of the card and try to make a sentence. For example, with clothing flashcards, the student can say, This is a shirt. The other students can say, That is a shirt. With food flashcards the student can say the word and then say, for example, I like to eat mangoes Or I do not like to eat eggs.

Adverb Action: Teacher writes on the board an activity like "brush your teeth." Teacher picks one student to come to the front of the class. The teacher shows the student a card with an adverb written on it, such as "slowly" or “quickly”. The chosen student then does the activity in the way of the adverb. The other students have to guess the adverb. The one who guesses correctly, comes to the board and writes the adverb. Examples of adverbs include: slowly / quickly / happily / angrily / politely / rudely / irritably / gleefully /

Bag Toss: Fill a small plastic bag with sand. Lay out flashcards face down up the floor. Students toss the small bag onto the flashcards. They identify the flashcard it lands on.

Charades: Have a student come to the front of the class. The teacher shows a flashcard to that student. The student then acts out that word. When the students guess correctly, write the word on the board. The first student to guess correctly is the next player. This works very well with action verbs such as swim, sweep, run, walk, jump, skip, dance, cut, cook, clean, ride a bicycle, and so on.

Concentration: You need 2 sets of the same flashcards for this game. Place both sets face down on the floor. Students take turns turning over 2 cards from the different sets and saying the cards aloud. If the cards match, then the student keeps the cards. If the cards are different, the cards are turned back over again in their original places. The student with the most pairs at the end of the game is the winner.
**Fast as rabbits:** Teacher puts some flashcards on the board. Then a pair of students go to the board facing the flashcards. Teacher says words (from the flashcards) and the 2 children must touch the correct flashcard as fast as they can.

**Go To It:** Put flashcards around the room. Students stand at one end of the room. Say the name on one of the cards. Students have to find the card and Go To It.

**Guessing Question Game:** This is good practice for asking simple questions. Teacher hides a flash card with a noun on it behind her back. Students try to guess what the object is by asking questions: "Is it a dog?", "Is it a ball?", "Is it a book?", etc. until they guess the flashcard.

**Lightning Flashcards:** Teacher stands at front of class with flashcards. Students form two teams. They stand in a line. Two Students at the head of the line go first. They face away from the teacher. Teacher says, “1. 2. 3. What is it?” The two students quickly turn around, and read the card. The first student to read the word correctly wins a point for their team.

**Line True or False:** Draw a line on the floor with chalk. One side of the line is "True" and the other side of the line is "False". Hold up a flashcard or object and say its word. If students think that you have said the correct word, they jump on the True side, if not they jump on the False side. If the students answer incorrectly, they must sit down until the next game.

**Touch:** Place flashcards around the room. Students walk around the classroom touching the flashcards that teacher orders them to touch. (e.g. "Touch the car" "Touch the bicycle" "Touch the bus").

---

**SENTENCES**

**Materials**

--Flashcards with one noun, verb, or other parts of speech.

--Flashcards with sentences containing blank spaces. *I went to the market and bought ___ and ___.*

--Flashcards with questions to be answered. *Do you like _____? Are you hungry? What did you do yesterday?*

**Memory Story.** Teacher writes on the board a sentence with blank spaces. Students use flashcards to fill in the blank space(s), For example, teacher writes “Yesterday I went shopping and bought a _____ and a _____.” Students use flashcards with foods and clothing to complete the sentences.

**Answering Questions:** Teacher writes different questions on a set of flashcards. Students answer the questions individually or in small groups. e.g., *Are you cold? Are you sad? Do you like ____? Do you want to go to the ________?*

**Form Questions.** Teacher writes different statements on a set of flashcards. Students turn statements into a question. First they do this with the teachers leading the activity. Later they do this in small groups, e.g., *I am cold.* - *Are you cold? / I am sad. Are you sad? / I like to eat fish.* - *Do you like to eat fish or What do you like to eat? / I like to eat mangoes. Do you like to eat mangoes or What do you like to eat?*

**Mixed bag:** Teacher uses flashcards with different types of sentences on them. Teacher reads one card. Students fill-in the blanks or answer questions. They write their answers on the board. Next teacher gives flashcards to small groups of students who complete the activity together and then write their answers on the board. For example, perhaps the first card is, *Are you hungry*? The second card, *I went to the _____ and the _____ yesterday.* The third card, *Do you like to play ______?*
APPENDIX 9

TERMS OF REFERENCE
Draft Terms of Reference for a
Rapid Evaluation of the Economy, Efficiency, and Effectiveness of the
Box Library Reading Project

July 2016
Table of Contents

1 Overview .................................................................................................................................................. 171
2 Purpose and objectives of the evaluation ................................................................................................. 171
3 Outcomes and outputs to be evaluated and means of assessment ....................................................... 172
4 Project assumptions & strategy ............................................................................................................... 173
5 Evaluation outputs versus project inputs ................................................................................................ 173
6 Methodology ........................................................................................................................................... 174
   6.1 Student Reading Test – See Annex 6 .................................................................................................. 175
   6.2 Teacher Interviews – See Annex 7 .................................................................................................... 175
   6.3 Additional Questions ....................................................................................................................... 175
7 Analysis Frameworks ............................................................................................................................... 175
   7.1 Economy .......................................................................................................................................... 175
   7.2 Efficiency ......................................................................................................................................... 176
   7.3 Effectiveness: .................................................................................................................................... 176
      7.3.1 Effectiveness of outcome: ........................................................................................................ 176
      7.3.2 Comparative effectiveness of outcome: .................................................................................. 176
   7.4 How well did student librarians support book use? ......................................................................... 176
   7.5 How effectively did Teachers use books and materials in teaching and learning? ....................... 176
   7.6 How effectively did Resource Teachers deliver training and support to teachers? ...................... 176
   7.7 Blockages / Factors that enabled change: ..................................................................................... 176
8 Timeline & Activities ............................................................................................................................... 177
9 Report Structure ..................................................................................................................................... 177
   9.1 Roles: ................................................................................................................................................ 177
10 Upcoming Book Aid Research ............................................................................................................... 177
11 Annex 1 .................................................................................................................................................. 178
   11.1 A list of Kiswahili books provided and book suppliers ................................................................. 178
   11.2 Transport companies used ............................................................................................................ 181
   11.3 Design and costs of box .................................................................................................................. 181
13 Annex 3 - Teacher Training Plans & Materials .................................................................................... 182
14 Annex 4 – Student Librarian Training Plans & Materials .................................................................... 182
15 Annex 5: Project Activities by Year ...................................................................................................... 183
   15.1 2011-2012 Programme ................................................................................................................ 183
   15.2 2013-2014 Programme ................................................................................................................ 183
   15.3 2014-2015 Programme ................................................................................................................ 183
<table>
<thead>
<tr>
<th>Annex</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Student Reading Test in Kiswahili and English</td>
<td>184</td>
</tr>
<tr>
<td>16.1</td>
<td>Kiswahili Story and Test</td>
<td>184</td>
</tr>
<tr>
<td>16.2</td>
<td>English Story and Test</td>
<td>185</td>
</tr>
<tr>
<td>17</td>
<td>Teacher interviews in English &amp; Kiswahili</td>
<td>186</td>
</tr>
<tr>
<td>17.1</td>
<td>English Questionnaire</td>
<td>186</td>
</tr>
<tr>
<td>17.2</td>
<td>Book box Observations</td>
<td>187</td>
</tr>
<tr>
<td>17.3</td>
<td>Kiswahili Questionnaire</td>
<td>188</td>
</tr>
</tbody>
</table>
Overview

The Box Library Reading Project was developed by VSO Tanzania, Book Aid International, and Muleba District Council to trial the use of an economical approach to primary school reading improvement. The project was developed to evaluate

- The effectiveness of the project strategies and assumptions in improving the Kiswahili and English reading skills of ~19,000 children in 49 primary schools in Muleba District
- The efficiency of the project in terms of ~19,000 children’s access to and use of reading books and materials:

Purpose and objectives of the evaluation

The purpose of this study is to evaluate how economical the approach applied to literacy improvement was and how effective and efficient it was in terms of

- Increasing access to and use of relevant books and reading materials (efficient)
- Improving the Kiswahili and English reading skills of children (effective)

The objectives of the evaluation are to answer the key questions?

1. How economical is the project in terms of costs per student, resource teacher, teacher, and school and compare these costs with other projects?
2. How effective is the project? Has there been any increases in student’s reading comprehension? How did increases compare after 2 / 3 years?
3. How efficient is the project in terms of how often books used:
   i. By students individually?
   ii. As part of reading lessons?
4. How effective have the project’s interventions been in terms of:
   - How well did Library Teachers support the weekly reading programme?
   - How effectively did Resource Teachers deliver training and support to teachers?
   - How effectively did library teachers use books and materials in teaching and learning?
   - How well did schools fair comparatively i.e.
     a) Schools with more effective Library Teachers versus schools with less effective Library Teachers?
     b) Schools supported by more effective resource teachers versus schools with less effective resource teachers?
5. What are the blockages and factors that enabled change? What factors distinguish those who succeeded from those who did not? For example:
   a) What were the characteristics of schools that did better? What were the characteristics of schools that did not improve?
      · In schools that did better, did school leaders participate more regularly?
      · In schools that did better, did other teachers participate more regularly?
   b) What were the characteristics of Library Teachers in schools that did better? What were the characteristics of Library Teachers in schools that did better that did not improve?
   c) What were the characteristics of Reading Resource Teachers in schools that did better? What were the characteristics of Reading Resource Teachers in schools that did better that did not improve?
   d) Did the project cover enough of teachers reading related professional development needs?
Outcomes and outputs to be evaluated and means of assessment

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<th>Outcome</th>
<th>Means of assessment</th>
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| Students Kiswahili and English reading skills have improved | Use of standardized test to measure % increase in year 6 students’ reading comprehension. Test to be applied in a random sample of schools who have:  
  - Completed 2 years of the project  
  - Completed 3 years of the project  
Results to be compared against baseline. 
Triangulated against year 7 exam results (school, district and national comparison) 
Individual school results to be used to support comparative analysis of factors that supported delivery. |
| Output 1: Students use the books and materials | Triangulated against teachers and student interviews. |
| Output 2: Schools receive, relevant and appropriate reading books and materials | Teacher and student interviews are conducted to assess the Kiswahili books provided for appropriateness of language and content. 
Teacher and student interviews are conducted to assess the English books provided for appropriateness of language and content. |
| Output 3: Library Teachers effectively manage the weekly reading programme. | Library Teacher interviews identify issues which enable or block use of the library books. |
| Output 4: Resource Teachers effectively deliver training | Interviews with Library Teachers and Resource Teachers identify strengths and weaknesses of the Reading Resource Teacher programme. |
| Output 5: Library Teachers effectively use books and materials in teaching and learning | Observation of practice of selected library teachers in sample schools |
Project assumptions & strategy

The project assumed that students’ Kiswahili and English reading skills will improve if

- Schools receive sufficient, relevant, and appropriate reading materials
- Library Teachers have managed the weekly reading programme effectively and enabled library students to access books daily.
- Library Teachers conduct reading lessons with the pupils
- Resource teachers have the competences, status, time, and support to train teachers.

In developing the project it was assumed that the following inputs would contribute to an increase in students’ reading skills.

- Improved quality of learning environments
- High number of hours of face to face training for Library Teachers on how to run a school library / reading programme and how to develop students’ reading skills.
- Use of reading resource teachers with more experience and skills in quality reading practice than teachers.

Evaluation outputs versus project inputs

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Inputs</th>
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<tr>
<td>Output 1: Schools receive, relevant and appropriate reading books and materials</td>
<td>___ schools received .....</td>
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| Output 2: Library Teachers effectively manage weekly reading programme so that students read a minimum of 3 days a week. | ___ students read _____ days a week  
___ students read _____ days a week  
___ students read _____ days a week |
| Output 4: Resource Teachers effectively deliver training                | 10 reading resource teachers received 24 hours of training conducted by the VSO trainer during training of trainers workshops at the Muleba Teachers Resource Centre.  
10 reading resource teachers conducted 16 hours of training at workshops for 60 teachers. The training focused on managing school libraries and conducting reading activities.  
10 reading resource teachers conducted 378 hours of coaching to 74 teachers at 37 schools.  
VSO conducted ??? |
Output 5: Library Teachers effectively use books and materials in teaching and learning

| ____ teachers received: | ___ hours of training on developing weekly library programmes. |
| ____ teachers received | ___ hours of training on conducting reading lessons |

**Methodology**

*Reading comprehension tests* in Kiswahili and English will be given to Standard 6 students at 10 randomly selected schools out of 49 schools in the programme. The test group will be comprised of approximately 500 students at ten participating schools in Muleba District. The test will be administered and scored by the VSO Education Adviser. Results will be transcribed for computer analysis by VSO Tanzania.

*Interviews* will contain 16 questions (listed in Annex 7), Key, and Sub Questions. They will be conducted with reading resource teachers, library teachers, and head teachers. Depending on availability of staff, interviews will be conducted individually and in focus groups at each school to establish programme and training effectiveness, frequency of use, etc., as detailed in letter-coded sub questions.

Four *case studies* will be prepared. One case study will be for a high performing school based on NECTA scores. The second case study will be on a low performing school. The third case study will be of a school which has used the box library for three years, and the fourth case study will be of a two year school.

The reading comprehension tests and interviews will take place in Muleba District at

- 5 schools which have used the libraries for three years;
- 5 schools which have used the libraries for two years;

The reading comprehension test for the 5 schools which had not used the libraries took place in 2013 in Muleba District.
**Student Reading Test – See Annex 6**

The Student reading comprehension test is an 8 item instrument containing a reading sample followed by true / false, multiple choice, and open ended questions. There are two equivalent versions of the test.

**Teacher Interviews – See Annex 7**

Teacher interviews will conducted to complete a 16-item questionnaire in Kiswahili / English

The case studies will contain

- Student and teacher numbers
- NECTA scores
- Interview results
- Observations made during school visits

Observations will include a look at the book boxes themselves and whether they were properly used and maintained.

**Additional Questions**

- Do the reading resource teachers have the competence and status to deliver the training?
- Was training sufficient? What are teachers professional development needs in supporting reading? How many additional hours training would teachers need?
- Do any reading coaching or community of practices exist at school level?
- Are there examples of schools or wards compiling, tracking, and analyzing the use of books and material and student’s development of skills?

**Analysis Frameworks**

**Economy**

<table>
<thead>
<tr>
<th></th>
<th>GBP 35,462</th>
<th>19,430</th>
<th>98</th>
<th>10</th>
<th>49</th>
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<tr>
<td>Quotients</td>
<td>GBP 1.83</td>
<td>GBP 361.86</td>
<td>GBP 3546.20</td>
<td>GBP 723.71</td>
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Efficiency

Students’ use of books and materials

Effectiveness:

Effectiveness of outcome:

<table>
<thead>
<tr>
<th></th>
<th>Baseline Sample</th>
<th>Year 2 sample</th>
<th>Year 3 sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension score</td>
<td>5.36/8</td>
<td>5.44/8</td>
<td>5.40/8</td>
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</tbody>
</table>

Comparative effectiveness of outcome:

How well did student librarians support book use?

How effectively did teachers use books and materials in teaching and learning?

How effectively did Resource Teachers deliver training and support to teachers?

Blockages / Factors that enabled change:

<table>
<thead>
<tr>
<th>School with 2 years input</th>
<th>Average increase / decrease in comprehension score</th>
<th>Effective Library Teachers</th>
<th>Effective Reading Resource Teachers</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>School with 3 years input</th>
<th>Average increase / decrease in comprehension score</th>
<th>Effective Library Teachers</th>
<th>Effective Reading Resource Teachers</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>
### Timeline & Activities

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<tr>
<th>Activity</th>
<th>Location</th>
<th>Responsible</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>VSO DAR</td>
<td>JC, TW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>complete TOR and interview questions</td>
<td>VSO DAR &amp; Rubya</td>
<td>JC, DT, DR, TW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading comprehension test &amp; interview</td>
<td>10 schools</td>
<td>JC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>data sent for analysis to DAR</td>
<td>Rubya &amp; VSO DAR</td>
<td>JC, TW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>data analyzed and prepared for publication</td>
<td>VSO DAR</td>
<td>TW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cased studies prepared</td>
<td>Rubya</td>
<td>JC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Report Structure

**Roles:**

Dr. Thomas Wilson will be responsible for the evaluation including:

Jonathan Coolidge will be responsible for collecting data.

Douglas Taylor will be research accountable

**Upcoming Book Aid Research**

Book Aid International will conduct a study of their School Libraries in a Box (SLIB) program to assess the impact of the reading resources and measure success. The study will take place in July and August of 2015 in five schools in Kagera District and four schools in Zanzibar, as well as from schools in Kenya. It is intended to gather similar data to this study. VSO education advisor Jonathan Coolidge will assist Book Aid in their data gathering.

---

12 JC Jonathan Coolidge, DT Douglas Taylor, DR Delfina Reuben, TW Thomas Wilson
Annex 1

A list of Kiswahili books provided and book suppliers

<table>
<thead>
<tr>
<th>KISWAHILI BOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE</strong></td>
</tr>
<tr>
<td>Almasi na jitu</td>
</tr>
<tr>
<td>Clouds to the Rescue/Mawingu yaokoa Jaha</td>
</tr>
<tr>
<td>Dar es salaam kwa baba</td>
</tr>
<tr>
<td>Escape of the clouds/Mawingu yatoroka Jela</td>
</tr>
<tr>
<td>Freshi na Maisha;Jlue</td>
</tr>
<tr>
<td>Freshi na Maisha;Jilinde</td>
</tr>
<tr>
<td>Freshi na Maisha;Jipende</td>
</tr>
<tr>
<td>Freshi na Maisha;Jithamini</td>
</tr>
<tr>
<td>Fumbua Mafumbo Tau&amp;Bibo</td>
</tr>
<tr>
<td>Godoro la ajabu</td>
</tr>
<tr>
<td>Greedy Yellow/Manjano mlafi</td>
</tr>
<tr>
<td>Haki Yangu 2 Afya</td>
</tr>
<tr>
<td>Haki Yangu 1 Kuishi</td>
</tr>
<tr>
<td>Haki Yangu 3 Elimu</td>
</tr>
<tr>
<td>Jamila na Kamali</td>
</tr>
<tr>
<td>Jibini tamu</td>
</tr>
<tr>
<td>Kaka anakoroma</td>
</tr>
<tr>
<td>Kunganyira</td>
</tr>
<tr>
<td>Laghai na Msichana wa Shule</td>
</tr>
<tr>
<td>Maandamano ya serengeti</td>
</tr>
<tr>
<td>Madhila ya faidha</td>
</tr>
<tr>
<td>Majigambo ya protini</td>
</tr>
<tr>
<td>Mama mbeku</td>
</tr>
<tr>
<td>Mfalme Hembe</td>
</tr>
<tr>
<td>Mkate mtamu</td>
</tr>
<tr>
<td>Msichana wa majini</td>
</tr>
<tr>
<td>Mvulana aliyekojolea kuku</td>
</tr>
<tr>
<td>Mwanasesere wa Mosi</td>
</tr>
<tr>
<td>Mwendo</td>
</tr>
<tr>
<td>Nana upepo mwanana</td>
</tr>
<tr>
<td>Ngedere na ndizi</td>
</tr>
<tr>
<td>Nipambe Kwa Rangi 1</td>
</tr>
<tr>
<td>Nipambe kwa Rangi 2</td>
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<tr>
<td>Nipambe Kwa Rangi 3</td>
</tr>
<tr>
<td>Nyamanza ndege wa amani</td>
</tr>
<tr>
<td>Purple Pleasure/Raha Zambarau</td>
</tr>
<tr>
<td>Redio</td>
</tr>
<tr>
<td>Soma na uandike</td>
</tr>
<tr>
<td>Sosu</td>
</tr>
<tr>
<td>Televisioni</td>
</tr>
<tr>
<td>The Princes and the Frog/Binti Mfalme na Chura</td>
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<tr>
<td>Tufurahie Namba 1</td>
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<td>Tufurahie Namba 2</td>
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<tr>
<td>Usiku wa Balaa</td>
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<tr>
<td>Utenzi wa Kunguru</td>
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<tr>
<td>Title</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Kuku Mweusi na Kenge</td>
</tr>
<tr>
<td>Kunguriu na Nyoka</td>
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<tr>
<td>Kunguru na Kaa</td>
</tr>
<tr>
<td>Iango la ajabu</td>
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<tr>
<td>Majivuno ya mvua samaki</td>
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<tr>
<td>Mgaaingo ya kinyo</td>
</tr>
<tr>
<td>Na la zalizali</td>
</tr>
<tr>
<td>Nataka Kua Tajiri</td>
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<tr>
<td>Nora na matunda</td>
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<tr>
<td>Saa ngapi</td>
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<tr>
<td>Safari kwa nchi ya maji</td>
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<tr>
<td>Utafanya nini</td>
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<tr>
<td>Wimbo wa Nyenje</td>
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<tr>
<td>Zimwi la mrima</td>
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<td><strong>BEST DEAL</strong></td>
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<td>Adela na kamanzi</td>
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<tr>
<td>Adhabu ya majini</td>
</tr>
<tr>
<td>Baridi ya masika</td>
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<tr>
<td>Bwana mimi najua</td>
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<tr>
<td>Dictionaries</td>
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<tr>
<td>Kakiko sio mwizi</td>
</tr>
<tr>
<td>Kasuku wenye hekima</td>
</tr>
<tr>
<td>Kiboko cha sementi</td>
</tr>
<tr>
<td>Kitumba cha moto</td>
</tr>
<tr>
<td>Kwa nini akeketwe</td>
</tr>
<tr>
<td>Maadili katika Alphabeti</td>
</tr>
<tr>
<td>Majigambo ya wanyama</td>
</tr>
<tr>
<td>Majigamboys ndege</td>
</tr>
<tr>
<td>Makucha ya Kipindupindu</td>
</tr>
<tr>
<td>Mapenzi ya moyo 1</td>
</tr>
<tr>
<td>Mapenzi ya moyo 2</td>
</tr>
<tr>
<td>Matika</td>
</tr>
<tr>
<td>Meno ya plastiki</td>
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<tr>
<td>Mukatano angani</td>
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<td>Muziki wa mbu</td>
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<tr>
<td>Ni majira gani haya?</td>
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<td>Sigara yenye moto</td>
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<td>Tabia njema</td>
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<tr>
<td>Ugomvi mchwa na sisimizi</td>
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<td>Ujanja wa kinyonga</td>
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<tr>
<td>Vibaka wa kijweni</td>
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<tr>
<td>Vitishe vya taka</td>
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<tr>
<td>Vyura wanaoiba sabuni</td>
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<tr>
<td>Watoto wa korongo</td>
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<tr>
<td>Wawili tunafanana</td>
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<tr>
<td><strong>READ IT</strong></td>
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<tr>
<td>Amfibia</td>
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<tr>
<td>Chifu Mahawanga</td>
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<tr>
<td>Esopo II</td>
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<tr>
<td>Habiba na Mbilkimo Saba</td>
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<tr>
<td>Haki za Watoto</td>
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<tr>
<td>Kijiji cha Mwili Big book</td>
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<tr>
<td>Kisa cha Nyuki</td>
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<tr>
<td>Kosa la Marehemu</td>
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<tr>
<td>Title</td>
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<tr>
<td>---------------------------------------------------------------------</td>
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<tr>
<td>Majigambo ya Mwezi na Jua Big book</td>
</tr>
<tr>
<td>Majigambo ya Mwezi na Jua Small book</td>
</tr>
<tr>
<td>Majigambo ya Tembo</td>
</tr>
<tr>
<td>Mamalia</td>
</tr>
<tr>
<td>Mbio za Maisha</td>
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<td>Mfalme Ndevu na Maskini Mkata Kuni</td>
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<td>Mifupu na Kazi zake</td>
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<td>Miujiza ya Vitabu</td>
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<tr>
<td>Nani alumiwe</td>
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<tr>
<td>Ndege</td>
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<tr>
<td>Reptilia</td>
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<td>Samaki</td>
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<td>Shungu Mtukutu</td>
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<tr>
<td>Tabu wa Taire Big book</td>
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<td>Tabu wa Taire Small Book</td>
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<tr>
<td>Utu wa Riziki</td>
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<tr>
<td>Vangavanga mpiga Hadithi</td>
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<tr>
<td>Wako Wapi?</td>
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<tr>
<td>Wasia wa Maskini</td>
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<td><strong>TOTAL BOOKS</strong></td>
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<tr>
<td><strong>TOTAL TITLES</strong></td>
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<td><strong>BOOKS PER SCHOOL</strong></td>
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<table>
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<tr>
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<tr>
<td>Read It, Dar es Salaam</td>
<td>Mr Sayward, Owner Khalfan</td>
<td>+255 655 286 406, +255 754 286 406, +255 754 261 674</td>
</tr>
<tr>
<td>Mkuki na Nyota, Dar es Salaam</td>
<td>Eusebia Zephlin, Secretary</td>
<td>+255 787 558 448</td>
</tr>
<tr>
<td>E &amp; D Vision Publishing Limited, Dar es Salaam</td>
<td>Elieshi Lema, Executive Director, Owner</td>
<td>+255 784 612 556, +255 222 72737, +255 653 034 416</td>
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<tr>
<td>Macmillan Aidan, Dar es Salaam</td>
<td>Leila, Sales Rep</td>
<td>+255 784 716 398</td>
</tr>
<tr>
<td>Best Deal, Bukoba</td>
<td>Ebrahim Sokwalla, Owner</td>
<td>0754 752 752</td>
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**Transport companies used**

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<thead>
<tr>
<th>Company</th>
<th>Phone</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Bahati Bus</td>
<td>+255 754 223 347</td>
<td>VSO delivered the boxes to their office in Kariakoo. Bahati shipped the books to Muleba via bus. The books took two days to arrive in Muleba. Very efficient.</td>
</tr>
<tr>
<td>Transporters</td>
<td></td>
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**Design and costs of box**

Cost GBP 1,578
Annex 2 – Resource Teacher Training Plans & Materials

Annex 3 - Teacher Training Plans & Materials

Annex 4 – Student Librarian Training Plans & Materials

Train Student Librarians

Two students from Standards 4 to 7 (or 5 to 7) are selected by teachers at the school. They are chosen because they are responsible. Often they are the head boy and girl. They are told that they will go to the teachers room and

1. Pick up the box library
2. Carry it to the classroom
3. Pass out books to the students
4. Give students new books when they have finished with the ones they have read or looked at.
5. Return boxes to the teachers’ room.

After the mini training, the student-librarians then conducted a library session with the students while the teachers and Reading Resource Teachers observed.
Annex 5: Project Activities by Year

2011-2012 Programme

In 2011 Book Aid International (BAI) and Voluntary Service Overseas (VSO) partnered with Muleba District Council (MDC) and started a portable box library / reading programme in 15 rural primary schools in Muleba District. Each school received one wooden box of 300 + Kiswahili books and another box of English books. Two teachers from each school were trained by VSO to be library / reading teachers. Training activities included a one day library / reading workshop in Muleba and two days of school-based, in-service training conducted at each school by VSO. These activities a) taught teachers how to develop weekly library programmes and conduct different reading lessons with pupils; and b) trained students to work as librarians capable of operating the weekly library periods without teacher supervision.

2013-2014 Programme

In July 2013 BAI, VSO and MDC partnered again and extended the box library programme to 15 additional primary schools. Rotary Ormskirk in the UK joined the partnership and funded activities at 4 more schools bringing the total to 19. Based on lessons learned from the 2011 programme, the training component of this 2013 programme was expanded. Ten primary school teachers in Muleba were trained by VSO to work as Reading Resource Teachers. First they participated in two days’ worth of in-service training activities at their schools. Then they attended a two day training of trainers to learn how to teach teachers to manage a school library and conduct reading activities with their students.

In January 2014 the Reading Resource Teachers co-facilitated with the VSO Education Adviser a one day workshop for 29 teachers from 15 new schools. From January to June the Reading Resource Teachers and VSO implemented school-based, in-service training activities for 68 teachers from the 30 schools. They also trained two to eight students from each school to implement library activities.

2014-2015 Programme

In July 2014 the BAI, VSO, MDC partnership extended the box library programme to 15 more primary schools. From July 2014 to June 2015 VSO implemented school-based, in-service training activities for 98 teachers from the 49 schools that participated in the 2011, 2013, and 2014 programmes.

The ten primary school teachers who had worked as Reading Resource Teachers in 2013 attended a training of trainers in January 2014 to gain further information on how to teach teachers to conduct library and reading activities. They co-facilitated with the VSO Education Adviser a one day workshop for 30 teachers from 15 new schools. From February to June 2015 they conducted in-service activities for 76 teachers at 38 schools. They also trained two to eight students from each school to work as student-librarians who implement library activities at their school.

Since the programme’s inception, box libraries have been started in 49 primary schools serving 19,430 students. An additional 15 schools will be added in 2015-2016. This comes in the context of the Tanzania Government’s Big Results Now (BRN) initiative. BRN is a commitment to focus on finding ways to raise the quality of basic education, and has set a very ambitious target to improve pass rates in primary and secondary schools to 60% in 2013, 70% in 2014, and 80% in 2015. Literacy is key to this effort.
Annex 6 – Student Reading Test in Kiswahili and English

Kiswahili Story and Test

JINA: ____________________________________________________

SHULE: ________________________________________________

Wewe ni Mvulana: ____________ au Misichana: _____________

**HADITHI**


A: **KWELI AU SIO KWELI**

_______ 1. Amosi aliweka mtego ndani ya shamba.

_______ 2. Sungurua ni mwaminifu.

_______ 3. Mbwamwitu sio mtumainifu.

_______ 4. Mkulima alipofika, alimua sungura.

B: **MALIZA SENTENSI ZIFUTAZO**

5. Amosi aliamua kutega mtego kwa sababu ______________________________________________

6. Sungura sio mzuri kwa sababu _______________________________________________________

C: **JIBU MASWALI YAFUTAYO**

7. Sungura alifanya kosa gani?

8. Hadithi hii inatufundisha nini?
English Story and Test

Next to Aly’s house there is a big market. Aly likes to go to the market in the evening. He watches people sell fruits and vegetables like tomatoes, peppers, onions and potatoes. Other people sell clothes and shoes. His uncle sells things for the kitchen. Sometimes Aly helps his friend, Amina, sell rice cakes. Aly likes rice cakes. When he has money, he buys two. There are always many people in the market.

A: ARE THE FOLLOWING SENTENCES TRUE OR FALSE

1. Aly lives close to the market.
2. Amina sells things for the kitchen.

B: FILL IN THE BLANKS USING A WORD FROM THE TEXT

3. People sell fruit and ________________ like onions and tomatoes.
4. Aly’s uncle sells ________________.

C: CHOOSE THE CORRECT ANSWER AND WRITE THE LETTER IN THE SPACE

5. What is next to the house?

6. When does Aly go to the market?
   A: morning / B: afternoon / C: evenings / D: in school time / E: he doesn’t go

7. What don’t people sell in the market?
   A: clothes / B: fruit / C: vegetables / D: cars / E: shoes

D: ANSWER THE QUESTIONS.

8. Why do a lot of people go the market?
Annex 7 – Teacher interviews in English & Kiswahili

English Questionnaire

**QUESTIONNAIRE**

*Directions*: Circle or write the best answer to the following questions.

1. Have students’ reading abilities improved because they are using the Kiswahili Library?
   a) Yes  
   b) No

2. Have students’ reading abilities improved because they are using the English Library?
   a) Yes  
   b) No

3. How have you measured the reading abilities of your students?
   a) Reading comprehension test  
   b) School exams  
   c) Classroom observations

4. Which students use the libraries?
   a) All students  
   b) Standard 4 to Standard 7  
   c) Standard 5 to Standard 7

5. How often do your students use the Kiswahili Library?
   a) 5 days a week  
   b) 4 days a week  
   c) 3 days a week  
   d) 2 days a week  
   e) 1 day a week  
   f) _____ times a month

6. How often do your students use the English Library?
   a) 5 days a week  
   b) 4 days a week  
   c) 3 days a week  
   d) 2 days a week  
   e) 1 day a week  
   f) _____ times a month

7. What activities have most helped you become a better reading teacher?
   ____ a) The one day workshop at the Teachers’ Resource Centre
   ____ b) Activities at my school conducted by the Reading Resource Teachers
   ____ c) Activities at my school conducted by VSO
   ____ d) Teaching my students

8. What additional training activities would you like to attend?
   a. workshops
   b. school based training activities
   c. other _______________________________________________________

9. What factors prevent your students from using the box library?
   a. ___________________________________________________________________
   b. ___________________________________________________________________

10. List the things that the children like most about the libraries:

11. How do the children interact with the books? Read in groups or individually? Read same books regularly, or different ones?

12. List the things that the teachers like most about the libraries:

13. Do you use the books in teaching? If so, which ones?
14. Have you seen any change in the children’s attitudes to learning?

15. What is your opinion of the books provided? Are they suitable for the children?

16. Are there any categories of books that you would like to add to the library? (For example history books or . . .)

**Book box Observations**

- Books arranged neatly: 1 2 3 4 5
- Box in working order: 1 2 3 4 5
- Books arranged by subject: 1 2 3 4 5
- Books arranged by grade level: 1 2 3 4 5
- Pupils handle books carefully: 1 2 3 4 5
- Pupils chose books independently: 1 2 3 4 5
- Pupils chose books with friends: 1 2 3 4 5
Kiswahili Questionnaire

MASWALI DODOSO

TAREHE _________________________________

SHULE _________________________________

WALIMU _________________________________

MMAELEKEZO: Zungushia duara au andika jibu sahihi kwenye maswali yafuatayo.

1. Je uwezo wa wanafunzi katika kusoma umeongezeka kwa sababu wanatumia maktaba ya kiswahili?
   a) Ndio                    b) Hapana

2. Je uwezo wa wanafunzi katika kusoma umeongezeka kwa sababu wanatumia maktaba ya kiingereza?
   a) Ndio                    b) Hapana

3. Je ni kwa njia gani umeweza kupima uwezo wa wanafunzi wako katika kusoma?
   a) Kwa jaribio la kusoma   b) Kwa mitihani ya shule    c) Kwa uchunguzi wa darasani

4. Je ni wanafunzi gani wanaozitumia maktaba?
   a) Wanafunzi wote          b) Darasa la 4 hadi la 7    c) Darasa la 5 hadi la 7

5. Je ni mara ngapi wanafunzi wako hutumia maktaba ya kiswahili?
   a) Siku 5 kwa wiki          b) Siku 4 kwa wiki        c) Siku 3 kwa wiki
   d) Siku 2 kwa wiki          e) Siku 1 kwa wiki        f) Mara _____ kwa mwezi

6. Je ni mara ngapi wanafunzi wako hutumia maktaba ya kiingereza?
   a) Siku 5 kwa wiki          b) Siku 4 kwa wiki        c) Siku 3 kwa wiki        d) Siku 2 kwa wiki
   e) Siku 1 kwa wiki          f) Mara _____ kwa mwezi
7. Je ni shughuli zipi zilizokuwesha kuwa mwali mu mzuri wa kusoma?

_____ a) warsha ya siku moja inayotolewa katika kituo cha waalimu

_____ b) Shughuli zinazofanya shuleni kwangu zinazoandaliwa na waalimu wa kitengo cha kusoma

_____ c) Shughuli zinazofanya shuleni kwangu zinazoandaliwa na VSO

_____ d) Kufundisha wanafunzi wangu

8. Je ni mafunzo gani ya ziada ungependa kushiriki?

a. warsha mbalimbali

b. mafunzo yanayoendana na shughuli za shuleni

c. Mafunzo mengine ____________________________

9. Je ni vitu gani vinavyozua wanafunzi wako kutumia maktaba?

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

d. ____________________________________________

10. Orodhesha vitu ambayo watoto hupenda zaidi katika maktaba:

11. Orodhesha vitu ambayo waalimu hupenda zaidi katika maktaba:

12. Je kuna aina yoyote ya vitabu ungependa kuongeza katika maktaba? (kwa mfano vitabu vya historia .... n.k)