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Education is life – Elimu ni uhai

# Overall Report on Whole School Development Programme

December 2012

**Trustees:** Miss KJ Allen MBE, Ms AG Beldam,  
Mrs ML Branson, Mr JR Samson  
**Address:** UK Mint Cottage,  
Prospect Road, Sevenoaks, Kent TN13 3UA  
**Telephone:** 01732 743000  
**Tanzanian Co-ordinator:** Dilly Mtui  
**Address:** PO Box 737, Marangu Tanzania  
**Telephone:** 0754 312086

**E-mail:** [project@kiliproject.org](mailto:project@kiliproject.org)

**Village Education  
Project Kilimanjaro**

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## ABBREVIATIONS

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DEO	District Education Officer
TRC	Teachers’ Resource Centre
VEPK	Village Education Project Kilimanjaro
WEO	Ward Education Officer
WSDP	WholeSchool Development Programme

## **Background and introduction to the work in 2012**

VEPK has worked in the Kilimanjaro region of Tanzania since 1994. All its projects are concerned with basic education for village children and young people. The Whole School Development Programme (WSDP) is now its main project. The aims of the WSDP are: to improve teaching and learning; to raise the level of teachers' understanding and knowledge in relation to their subjects and generic teaching skills; to assist head teachers with management and administration; to build closer links between schools and the community; to work closely with the district education authorities in all parts of the programme and to work with education officials at all levels with the aim of influencing policies of the Ministry of Education & Vocational Training.

The current WSDP was approved by the District Education Officer and implemented in 2006. The programmes in 2007-2010 laid foundations and developed work with in-service training in specific primary schools, seminars for teachers, training for head teachers and school committee members, and workshops to provide a forum for the DEOs and Chief Inspectors of the Kilimanjaro region to improve their work and skills and to suggest relevant changes that would help their work. A formal partnership and collaboration was established with Singa Chini Teacher Training College.

At the end of 2010 plans were made to introduce the WSDP to a new ward, Mabogini, in order to implement the model which had evolved from working in Marangu. In 2011 work in the 11 schools in Mabogini ward proved to be most encouraging and successful.

This year that work has flourished. Also the link with Singa Chini Teacher Training College continues, and work with the tutors from that College and the District Inspectorate has continued and brought about very valuable progress.

In the year there have been changes in the people who work on the programme. The Programme Manager, George Kasenga, left in April 2012 to return to government service in order to preserve and secure his government pension. In February 2012 David Jones joined to work in Tanzania. David had volunteered back in 2000, and having decided on a change of career towards something more stimulating and challenging he applied to come back and to help again. David's experience in psychology, training, communications, human resources and management has been most useful. David has taken over George's role in orchestrating all of our seminars as well as assisting in the primary schools on the follow-up programme of supporting teachers in their classrooms.

In August 2012 Barbara Kerr joined the programme. Barbara is a primary school teacher with over 33 years of experience in Australia. She has worked for the last four years in Africa on primary education projects. Barbara is with VEPK full-time.

In September 2012 Jill Nash joined the programme. Jill is also from Australia, although originally from England. Jill's three-month assignment was to assist the teachers with English as a foreign language. Jill is so enthused by the project that she will now be returning twice each year.

Jane Firth, a very experienced teacher of pupils in the early years of primary school and a teacher-trainer, continued to work with the primary school teachers to improve the teaching of basic mathematics, and visited Tanzania three times in the year.

Dr Anne Samson, an educationalist and teacher-trainer from London (although born and brought up in South Africa) researches for, plans for and oversees the WSDP and visits Tanzania at least twice each year. Katy Allen is the director of VEPK and is in Tanzania for several months each year, and is mainly involved on administrative aspects of the programme.

## **Summary of work done in the primary education sector in 2012**

### **Support for headteachers**

In previous years headteachers in Marangu had training to assist them in the management of their schools. This was a priority for our work in the new Mabogini ward, as good leadership is crucial for the teachers to perform well. In April 2011 Mr Evans Lushakuzi gave a three-day training course covering management and administration, teams and teambuilding, styles of leadership as well as helping the teachers to develop individual action-plans.

With another school year having started in January 2012 it was felt that some more support and guidance for the school leaders was needed. In February 2012 the Zonal Inspectorate Office for the north-eastern zone, which is based in Moshi, organised a three-day seminar to help head teachers and their deputies in their roles. Unlike Evans's training which concentrated on general management and leadership skills, this seminar looked at the education regulations and the rights and duties of the head teachers.

A very interesting session was conducted by a representative of the teachers' union who informed the head teachers of the disciplinary powers available to them. Another valuable session was on the requirements of preparing the school budget and then reporting on income and expenditure. The seminar also looked at the duties of the head teachers as academic heads of their schools and the need for records of teaching work to be kept in a prescribed format.

The head teachers and their deputies found the seminar very useful, not only for the content but also for the opportunity to sit together and discuss their common problems, and to have made contact and good relations with those from the Zonal and District inspectorate offices who were giving the various sessions.

A summary, in Swahili, of this training seminar is attached as **Appendix 1**.

### **Support for teachers**

The schools in Mabogini have continued to receive support for in-service training sessions and follow-up visits from Jane Firth and David Jones, and their Ward Education Officer, Mr Msuya, and their Teacher Resource Co-ordinator for Chekereni cluster of schools, Mr Tillya. Later in the year, Barbara Kerr and Jill Nash started their work.

The main focus in the year continued to be the teaching of mathematics in the first three years of primary school; pre-primary, Standard I and Standard II, as this is the critical foundation in a child's understanding of mathematical concepts.

Jane Firth visited three times in the year, in March, July and September. On each visit Jane conducted seminars and made classroom visits for follow-up observations.

In March Jane's seminars were a recapitulation for head teachers and then for the teachers of pre-primary, Standard I and Standard II classes. It was felt that the seminars in 2011 had given the teachers a great deal of new information and new ideas, and that they needed more support in applying these in their teaching. In these seminars Jane worked with the teachers to help them to match the games and activities to the correct topic and to the correct stage of learning within that topic. This is important for the head teachers who have the task of overseeing how their teachers perform, and invaluable for the teachers in order to ensure that they are guiding their pupils at the correct level of their ability.

One of the highlights was the two demonstration lessons given by a teacher, Mary Mtei, from Mserekia primary school with her Standard II pupils. Mary had attended Jane's seminars last year and had adopted every new idea, and created a few of her own, and organised her pupils and her resources so that she was able to teach mathematics to classes with over 70 children. These demonstrations were an example of what can be done, and the other teachers gained great inspiration from them.

In July Jane gave a seminar to the Moshi Rural District Inspectors. It is crucial that they know what the teachers are doing and that they approve the methods of teaching. For the inspectors Jane made it clear how each activity matched a topic in the syllabus and how the activities progressed so that pupils' ability and understanding increased. This was another successful and very useful seminar.

Barbara Kerr joined Jane for this seminar in July as an introduction to Barbara coming to work for VEPK. It was invaluable for Barbara and Jane to work together, and for Barbara to start to learn the background to our projects and to meet some of the officials with whom we work.

Reports of Jane's seminars given in March and July are attached as **Appendix 2**.

Throughout the year follow-up visits have been made to classrooms to assist teachers of pre-primary, Standard I and Standard II classes. These visits have helped the teachers to gain confidence in organising their pupils for group-work, and in the management of the games and activities and their materials/equipment. However, starting in July, David began a new 'follow-up' programme in which he was in schools four days each week in order to embed the concepts and activities introduced and practised in Jane's early-mathematics seminars. The initial encouraging results were enhanced by the arrival of Barbara with her vast experience in education. Barbara now works with David on the 'follow-up' programme.

Since starting with VEPK in August Barbara has been instrumental in organising and planning mini in-service sessions (Insets) for teachers which are conducted by Barbara and David together. These are now held twice a week in four schools, and provide an opportunity for the teachers to discuss difficulties and share ideas, and tap into Barbara's experience of teaching mathematics. The mini Insets are now a key feature of the work VEPK undertakes in the primary schools in Mabogini ward.

Having gained a good insight into the WSD programme's objectives in early-mathematics, during the last term of 2012 David and Barbara started collecting data in order to help teachers and other educators to see progress and to plan for future seminars and mini Insets in schools. Data obtained by both VEPK and

by education officials, is being used to give a measure of the impact of our work, and also to provide detail from which to guide our work in schools. The data will help us to identify overall needs, and to show progress, and so will help to ensure that our work is as effective as possible.

Data collection is one of the keys to making informed decisions about educational improvement. In order to continue helping teachers to improve standards in education it is necessary to collect data to show changes in pupil-learning and results achieved. It is important to have data showing progress, or the lack of it, in order to plan and implement future programmes and strategies.

Details of the 'follow-up' programme, mini Insets, and data collection are contained in the report attached as **Appendix 3**.

Jill Nash has worked for three months in Benjamin Mkapa primary school to assist the teachers in their teaching of English as a foreign language. Jill very soon noticed the lack of any support to the teachers from the text books. In the classrooms Jill observes, and does partake in some team-teaching. However, Jill's vital work is outside the classroom when she can guide each teacher on improvements which could be made to the lesson, and give ideas for putting the language in a context that would make it relevant and memorable for the pupils. Jill started sessions for all the teachers of English to sit with her and to work on difficulties of teaching, and also for Jill to take them through grammar structures etc. to improve their English. These sessions were so popular that not only did they increase from once to twice a week but also all the teachers in the school requested to be able to attend.

### **Support for School Committee members**

Each primary school must by Tanzanian law have a school committee. There are rules and guidelines on their duties and responsibilities and how they are to conduct themselves as a body. The membership is set out as to how many parents, villagers, teachers etc. are to be on the committee. This is voluntary work, and very little training is given. As we had worked in Mabogini ward for many months it was time to give attention to the school committee members. A committed and well-run school committee can be a tremendous support to its school.

Tutors from Singa Chini teacher-training college, Mr Mkiramweni and Mr Lusingu who have conducted such seminars for us before, gave a three-day training course for members of the school committees for Chekereni, Mwamko and James Ole Millya primary schools in May 2012. This guided the members on how to form the committee and elect new members, the constitution of each committee, the preparation for and conduct of meetings, the forming of sub-committees and their roles, the duties of the members and also what the committee is not permitted to do.

This training is very important and has always been well-received by its participants. However, it is not feasible to train all members of every school committee, especially as members hold office for between three and five years. Therefore, VEPK has commissioned Mr Mkiramweni and Mr Lusingu to write a handbook for new committee members to read and learn of their duties.

The timetable, in Swahili, and the attendance list of the three-day seminar are attached as **Appendix 4**.

### **Support for parents and communities**

After some research, discussions with other people working on projects in Tanzania, and the growing emphasis on ‘early childhood development’, Jane Firth expressed a need to work with parents of babies and young children. Babies and young children who are engaged in ‘chatter’ develop valuable skills and are better prepared to enter primary school than children who do not have such ‘chatter’.

During Jane’s visit in September she conducted two workshops called ‘Chatter Matters’ for parents of babies and young children from the neighbourhood of two primary schools in Mabogini ward. A third workshop was planned but most unfortunately Jane suffered concussion when a car boot lid fell on her head. Under doctor’s orders Jane was forced to be house-bound for the rest of her assignment much to her frustration.

The parents – with men comprising about a third of those attending each workshop – were very keen to help their children. They had little knowledge about how children develop and so understood little of the play activities that were suitable for helping ‘motor’ skills, thinking skills and speech development. After many activities in the seminars the parents understood that they had an important role to play in their children’s development especially before they go to school.

These ‘Chatter Matters’ workshops were very popular and all the parents who attended asked for more training and help. A report of the two workshops is attached as **Appendix 5**.

### **Support for the inspectors and trainers**

Last year Dr Anne Samson led two sessions with the tutors from Singa Chini teacher-training college and the District Inspectors of Moshi Rural District. These were held in order to obtain agreement over ‘participatory’ teaching with a view to bringing about changes in the approach to assessment methods. At the end of the second session in October 2011 there was an accepted approach to recording, on the lesson plan, the method of assessment used, and reporting evidence in order to satisfy the inspectors that the lesson had actually taken place in the absence of pupils’ written work. However, a request was made by the inspectors for the methodology and approach to be shown to the Ministry.

In March the Director and Programme Coordinator, Katy Allen and Dilly Mtui respectively, met the Commissioner for Education at the Ministry of Education & Vocational Training in Dar es Salaam. They were told that any guidelines on such issues would be sent from her office to the Zonal offices for distribution to teacher-training colleges, district offices etc. In March 2012 Katy and Dilly met Mr Andrew Tamamu the Zonal Chief Inspector for the north-eastern zonal office located in Moshi. Mr Tamamu was very pleased to be involved in discussions on this issue and offered to work with Anne when she conducted another session in July 2012.

That session was conducted by Anne and a representative from Mr Tamamu’s office. The heart of the matter is that ‘participatory’ teaching is not yet fully understood or practised by the teachers. Alongside that the methods of assessing pupils’ work are currently restricted to written work and tests which do not fit in with the desired ‘participatory’ teaching techniques and methods. In other words children need to be more involved in their learning and made to think, and assessment needs to find out if they really understand what they have learned.

The session in July was filled with much animated and interesting discussion. All participants realised that the topic of ‘participatory’ teaching and assessment is huge, and that there is much work to be done before the teachers understand it fully and can put it into practice, and before the Inspectors can support them and guide them.

Another session will be held next year, and it is hoped that Mr Tamamu will himself be involved in conducting the session.

A report of this work is attached as **Appendix 6**.

### **Workshop for District Education Offices and their Chief Inspectors of Schools**

In March 2011 the Business School of the University of Dar es Salaam facilitated a workshop for all the District Education Officers and the District Chief Inspectors of Schools from the seven districts of Kilimanjaro region. This was the second one facilitated by them, but the fourth such workshop held. We intended to hold further workshops. In order to make these pertinent to the needs of the Officers and Inspectors we compiled a questionnaire for each one of them to complete. This proved to be very time-consuming with questionnaires getting lost, and recipients not completing them promptly. In the meantime it seemed that the Business School of the University of Dar es Salaam had probably exhausted what they could offer the Officers and Inspectors.

Time was then spent finding a suitable organisation or person to facilitate another workshop. We have now had discussion with Kazi Services in Dar es Salaam and their chief consultant-trainer, Zuhura Muro. She has received an outline of needs, and we are waiting for her proposal and budget, with a view to holding a one-day meeting in February 2013 for not just District Education Officers and their Chief Inspectors of Schools, but also for the Regional Education Officer, Zonal Chief Inspector and District Executive Director so that maximum support is given to these training sessions/workshops and so that budget support might also be planned for the future.

Our outline sent to Kazi Services is attached as **Appendix 7**.

### **Evaluation of our work in Mabogini**

During Dr Anne Samson’s visit in July/August she attended a meeting in Mabogini ward with the Ward Education Officer, Mr Msuya, the Teacher Resource Centre coordinator, Mr Tillya, and the head teachers of the eleven primary schools with which the WSD programme has been involved.

The meeting was to assess from those present how VEPK’s work had helped, and how it might have improved teaching and management/leadership in the schools. The views of those present were very positive indeed, and it seems that the presence of the WSD Programme in Mabogini has given the schools and their staff great encouragement, support and new skills.

Anne’s report of this meeting (with translation of the Swahili used) is attached as **Appendix 8**.

### **Meetings**

In Tanzania there have been many meetings with the ward education officer of Mabogini ward, and with the District Education Officer for Moshi Rural District, the District Inspectorate, the tutors at Singa Chini Teacher Training College, and with the Zonal Chief Inspector of Schools for the north-eastern zone. Meetings have also taken place with various people at the Ministry of Education & Vocational Training in Dar es Salaam, including those following the process of getting permits to enable our volunteers to work on the programme and in government schools.



It has been beneficial to call on various VEPK staff, with their variety of skills, to attend these meetings. Exposing members of our team to the different levels in the education hierarchy make us better informed as an organisation. Meetings with those in the Ministry of Education & Vocational Training has continued our ‘sandwich’ approach whereby we gain first-hand experience of the difficulties in the primary schools and work with teachers to find workable solutions, and then we try to influence national policy accordingly – and so put both sides of the ‘sandwich’ together.

### **Links with other projects**

Nick Beecher of Rift Valley Children’s Trust made contact and requested the benefit of VEPK’s maths training for teachers. In March he and four of the Tanzanian teachers from the primary school in which he works in Karatu attended Jane Firth’s seminar.

Julia Bengough remains in contact concerning her teacher-training with teachers of English in primary schools in Mvumi district.

A UNICEF project for teacher-training modules was being run as a pilot scheme in, among other districts, Hai District. Anne Samson and Katy Allen made contact with the Chief Inspector of Hai District and with her they visited two of the primary schools involved in the pilot project. Katy and Anne observed several classes. It was very disappointing as no quality teaching was observed. It reconfirms that still teachers do not understand the real meaning of ‘participatory’ teaching, and seem to have been told that group-work is compulsory for ‘participatory’ teaching without understanding the core concept of developing pupils’ thinking skills, analytical skills, processing, sequencing, reporting and the myriad of other skills that comprise good teaching.

Anne Samson, Katy Allen and Dilly Mtui went to Morogoro Teacher Training College to meet David and Janet Townend who were with VSO. David was involved with work with the College tutors on ‘thinking skills’ and Janet was very involved with early childhood development and had started a programme called ZUMM (Zungumza na Mtoto Mdogo - talk to your young child). This was a very interesting exchange of ideas and experiences. However, as the term of their assignment was nearly at an end there was no continuation of the link.

After the damning report of the Independent Commission for Aid Impact on the Department for International Development’s (DfID – the body that oversees the UK foreign aid programmes) work in the education sector in Tanzania over the last five years, we arranged to meet the new team of DfID in Dar es Salaam. Katy Allen, Dilly Mtui and Barbara Kerr met the new head of office, Dr Liz Tayler, and her Education Adviser, Ian Attfield. It was a little surprising to learn that Ian has no education background, and dispiriting to learn that they are to embark on a five-year programme in the primary education sector in four regions when it is known from experience that time-limited programmes of five years in education very rarely continue after the end of the funding. We asked that in their work they liaise with VEPK and use our experience over the last 18 years in government schools working closely with teachers and working with district officials. However, as their work is unlikely to be in Kilimanjaro Region it is doubtful that any link will be pursued by them.

Katy Allen and Dilly Mtui visited the new Director of British Council in Dar es Salaam, Sally Robinson. This was a short meeting, but we heard of the four or five-year project for which the British Council is

seeking funds in order to train Teacher-Training College tutors to improve their English and the teaching of English. The former Commissioner for Education at the Ministry of Education & Vocational Training had previously informed us of her instigation of this project. From a recent job advertisement circulated by the British Council it seems that the programme is not yet fully conceived. Again we hope that our invitation to those on the project to liaise with us to benefit from our years of experience is taken up if the project goes ahead.

The umbrella organisation TEN/MET (Tanzania Education Network) has become more active in disseminating information to its members and collecting their comments. VEPK responded to TEN/MET's request for views on the government's new third phase of its Primary Education Development Programme (PEDP), and in reporting on work done under PEDP II the work of VEPK was featured in TEN/MET's newsletter.

### **National level – education materials**

#### *English*

The project proposed by VEPK to reintroduce an old, tried and tested, English course for the teaching of English as a foreign language in primary schools continues. The books known by the acronym NOEC were in use as the only textbook in all primary schools in the 1960s, and pupils learned enough English in the first two years of the course to be able to pursue all their lessons in English from then onwards. By the time those pupils entered secondary school they were fully competent in English. There has been recent research which has confirmed that the majority of pupils now in the final year of primary school (year 7) cannot do work based on the syllabus topics for year 2 pupils in English and mathematics. This reflects the great decline that has taken place in teaching and learning. The teachers' ability, particularly in English, is very low. There are over 40,000 teachers of English in Tanzania's primary schools, and on-the-job support is the only feasible solution to start to redress the decline in standards.

After meeting the President in the State House in November 2011 it was announced on national radio and in the government daily newspaper that the NOEC books had been approved by the President. The President appointed one of his aides to liaise with VEPK. A couple of meetings took place with the Deputy Minister for Education in the absence of the Minister but were without conclusion as the Permanent Secretary was away and then retired. At a meeting with the newly appointed Commissioner for Education at the Ministry she showed her great enthusiasm for the books to be adopted in the schools. After numerous meetings with many people, from the Tanzania Teachers' Union, Zonal Chief Inspectors of Arusha zone and Dar es Salaam zone, the Dean of the School of Education at the University of Dar es Salaam (UDSM), professors in the School of Linguistics & Foreign Languages at UDSM to two Members of Parliament from the leading opposition party and an established independent publisher, all people gave their support for the NOEC books to be adopted in the primary schools as a much-needed solution to the grave decline in teaching English. Katy Allen returned to the State House and saw the private secretary to the President to lament the lack of progress. He immediately contacted the President's education adviser and the matter is currently with the Director for Primary Education. It is hoped that a decision will be made soon.

In order to promote the books further Katy Allen and Dilly Mtui had a meeting in June 2012 with the managing director of Mwananchi Communications Ltd. That company publishes a leading national daily English language newspaper, The Citizen, and the best-selling daily Swahili language newspaper,

Mwananchi. From July Katy has been providing a weekly article for the Sunday pull-out Young Citizen which comprises excerpts from the NOEC books with comprehension questions. Dilly has been providing a weekly article for each Tuesday's edition of Mwananchi in which he writes about the need for the course and how children would benefit. His article is based on a weekly story with cartoon and quiz questions. Encouraging feedback has been received from a few readers who have all enquired how they can get hold of the books.

Examples of the articles are attached as **Appendix 9**.

### *Mathematics*

Jane Firth has used her experience in working with VEPK to write three books. In the schools Jane has seen chanting, learning by rote, and copying sums from the board. None of those *teaches* anything.

Mathematics can be understood and enjoyed by playing games that teach specific concepts, using 'concrete' materials and teaching strategies for working out answers. When counting, number-bonds, and times-tables are taught in these ways, children have a thorough grounding for all future maths, and learn that maths can be fun.

The books guide teachers step-by-step in how to teach mathematics to the first three-years of primary school pupils. The books contain clear instructions with illustrations, and show a variety of activities and games, together with how to assess the pupils' understanding. These have been translated into Swahili and are being prepared by a graphic layout designer in the UK ready to be printed. Some funds are in-hand for printing but we hope to have an on-line appeal for more funds for this purpose.

An example page from book 1 for teachers of pre-primary is attached as **Appendix 10**.

### *School Committees*

As mentioned above (see page 7) VEPK commissioned Mr Mkiramweni and Mr Lusingu of Singa Chini Teacher-Training College to write a handbook for school committee members, so that they can be guided in their roles and responsibilities. This has been printed and will be distributed to schools in Mabogini ward and elsewhere in the new year. A page from the handbook is attached as **Appendix 11**.

## Overall Findings

The work in Mabogini ward has developed extremely well. The support and efficiency of Mr Msuya, the Ward Education Officer, has undoubtedly helped our work in his 11 schools. The WSD Programme is now firmly established and is appreciated by all the teachers. The meeting with the head teachers in August and their written comments shows how they perceive the programme to be beneficial and much-needed.

Also the attendance of the teachers at the newly instigated mini in-service training sessions shows their commitment to the programme and how they want to develop themselves and their work.

Working with school committee members and parents of young children has helped to engage the communities in the work of the schools. We will develop this so that the work of the schools is better understood and valued.

In the Mabogini schools changes are taking place. The head teachers are embedding good management and administrative practice with their management teams. The teachers of early-years mathematics are adopting new methods and their lessons are full of activity and real learning. Teachers of the upper years of mathematics have been influenced by what they have seen in the lower years, and are already responding to Barbara Kerr's work with them. The teachers of English at Benjamin Mkapa primary school have benefited from Jill Nash's short assignment, and Jill's work will be developed in her assignments in 2013.

The work of Dr Anne Samson with the inspectors and teacher-trainers is of great importance as it goes to the heart of teaching in the classrooms. The development of 'participatory' teaching and good assessment methods is crucial to pre-service training of teachers and to development work with teachers. This is a very important issue and one on which VEPK is prepared to invest time and resources.

Our experience of working in schools has been invaluable in assessing the needs of the teachers for good teaching materials. Without support and guidance in textbooks the teachers are not going to be able to provide quality teaching to their pupils. In the past year the production of the three maths books for teaching basic maths to pre-primary, Standard I and Standard II pupils, and the school committee handbook has been a great achievement. Next year the books will be in use and we can start to assess their impact.

Work in promoting the NOEC books has been relentless and we are encouraged by the great support from everyone approached and feel confident that the project must come to fruition.

From all the various meetings over the year and from emails received from unknown enquirers it is evident that VEPK and its work is well known and respected. This confirms that a long-term commitment to development work in education is the only way to bring about change and to see lasting results.

## **Future Plans**

Our work in Mabogini ward will continue. Jane Firth will continue to give seminars and support teachers in the teaching of mathematics to pre-primary, Standard I and Standard II pupils. In addition Jane Firth will run sessions for teachers of early-years' pupils on story-telling, and how to teach handwriting. Barbara Kerr is planning seminars and other work in order to support the teaching of mathematics to Standard III up to Standard VII classes. In addition, both she and David will continue the 'follow-up' programme, and continue the data collection project to ensure that we are well-informed of the pertinent issues, and that we provide as much effective support as possible to the teachers in Mabogini ward. We will be looking for funds to print many copies of Jane Firth's maths books for pre-primary, Standard I and Standard II, not just for the 11 schools in Mabogini ward, but for other schools too.

We will be translating and producing a series of guides for teachers which tackle difficult topics in the primary mathematics syllabus. These have been written by a previous volunteer, Geoffrey Dixon, and aim to give teachers knowledge and confidence in those topics.

English language training for the teachers of Benjamin Mkapa primary school will continue. Work with the school communities on how to develop their young children before they enter primary school will continue with 'Chatter Matters'.

Support for head teachers will continue by discussions with individuals, and/or group sessions as appropriate. Work with DEOs and Inspectors we hope will start again in February with Kazi Services facilitating a new programme of workshops.

Dr Anne Samson, with the Zonal Chief Inspector, will pursue her work with the Inspectors and teacher-trainer tutors to continue to explore how to implement 'participatory' teaching and how to prepare teachers for suitable methods of assessment of primary school pupils' ability.

Katy Allen, Dilly Mtui and Anne Samson will continue to work with the Ministry of Education & Vocational Training in attempts to effect change in the primary education sector. Katy Allen and Anne Samson will pursue opportunities in the UK to meet people involved in international development and Tanzania's education sector in order to share ideas and experience.

In conclusion this has been a very rewarding year with encouraging feedback from the schools in Mabogini ward. We have a committed team in Jane, Barbara, David, and Jill and their expertise is invaluable. With the overall guidance of Anne Samson our projects are benefiting all our beneficiaries. Our work is known about by more and more people and organisations in the primary education sector, and respected as enhancing education effectively at a variety of levels. We have a very good working relationship with the Mabogini ward teachers and head teachers, education officials and with other organisations. We look forward to developing our work in all its aspects.