

**REPORT OF THE FINAL EVALUATION OF TUSOME
VITABU PROJECT (TVP) IN TANZANIA**

By

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Abbreviations and Acronyms

AIDS	- Acquired Immune Deficiency Syndrome
BSAT	- Booksellers' Association of Tanzania
CARE	- Cooperative Assistance and Relief Everywhere
CBOs	- Community Based Organizations
CBP	- Children's Book Project
CEO	- Chief Executive Officer
DBLO	- District Book Liaison Officer
DCs	- District Councils
DED	- District Executive Director
DEO	- District Education Officer
FGD	- Focus Group Discussion
HIV	- Human Immunodeficiency Virus
M&E	- Monitoring and Evaluation
MMEM	- Mpango wa Maendeleo wa Elimu ya Msingi
MoEVT	- Ministry of Education and Vocational Training
MoU	- Memorandum of Understanding
MTE	- Mid-Term Evaluation
NER	- Net Enrolment Ratio
NGOs	- Non-Governmental Organizations
NPAC	- National Project Advisory Committee
NSGRP	- National Strategy for Growth and Reduction of Poverty
PATA	- Publishers' Association of Tanzania
PEDP	- Primary Education Development Plan
PSLE	- Primary School Leaving Examination
RNE	- Royal Netherlands Embassy
RPLSC	- Readership Promotion Library Sub Committee
SMC	- School Management Committee
TIE	- Tanzania Institute of Education
TOTs	- Trainers of Trainers
TRCs	- Teachers' Resource Centers
TVP	- Tusome Vitabu Project
USD	- United States Dollar
WBMCC	- Ward Book Management Coordination Committee
WECs	- Ward Education Coordinators

Executive Summary

Context and Objectives of the Evaluation

Tusome Vitabu Project (TVP) was funded by the Netherlands Royal Embassy and implemented by CARE Tanzania. E&D Limited provided a technical support to the project. Based on a survey carried out by E&D limited, TVP was launched as a pilot phase in November 1999 to June 2002 in 240 primary schools located in 6 districts of Bukoba Rural, Muleba, Karagwe, Ngara, Maswa and Kahama. A subsequent expansion phase of four and half years (July 2002-December 2006) covered another 10 additional districts in 1352 schools located in the regions of Kagera, Shinyanga, Arusha, Mwanza and Manyara. CARE Tanzania implemented the project with the support of 16 district authorities.

The Tusome Vitabu Project (TVP) was initiated with the aim of promoting readership and addressing the shortage of textbooks and supplementary books in the project schools. It was to enhance the availability of these books. The final project goal was to enhance readership to at least 75% of the pupils and teachers in the 16 districts in order to build their capacities for continuous learning. The budget for TVP was around US dollars 10 million of which around 60 percent was spent on books, especially supplementary readers. A total of over 3 million books were procured either on school based procurement or direct by the project, consisting of readers and reference books distributed to 1592 primary schools and more than 50 Teacher Resource Centers (TRCs). The rest of the money was spent on personnel, running costs and capacity building.

As TVP comes to an end by December 2006, OWN & Associates Limited (Centre for Research & Development) was commissioned to undertake the final evaluation. The assignment was led by Okwach Abagi (PhD).

The evaluation team used a result-based survey design utilizing both quantitative and qualitative paradigms. The evaluation adopted triangulation methodology as a way of validating the observation obtained. The study involved school facility assessment and client satisfaction survey. Eight Districts: Sengerema, Geita, Biharamulo, Ngara, Kahama, Maswa, Karatu and Mbulu were selected in a consultative manner for final evaluation. A total of 117 schools were visited. Sixteen (14%) were non-project schools. The data collection took 27 days, involving document analysis and administering research instruments, which included Interviews guides, FGD guides, observation checklist; and Questionnaire to selected Std. 7 pupils.

Achievement and Outcomes of the TVP

The evaluation findings indicate that the TVP has achieved a lot and made a positive difference in targeted primary schools. The achievement of the project includes the following:

- ***Establishment of School-based Book Procurement Mechanism***

Through sensitization, training and consensus building TVP has enhanced a school-based book procurement system. Teachers and school management committees appreciated the fact that TVP had successfully inculcated them with the necessary book procurement

skills through which they can order school books in future. Most of the teachers were involved in the book procurement process right from the project training, selection of relevant books from the catalogues, filling of order forms, advertisement for tenders for book-sellers, selection of bookseller and award, especially on the account of discounts given on particular book titles, book delivery and verification of the ordered titles. The project has given teachers and pupils a totally new experience of handling books from what they knew before the launching of the project and they would use the same procedure if given an opportunity to select and procure new books. About 3 million different titles including reference books and supplementary readers were procured.

▪ ***Establishment and Use of School Libraries***

Following the TVP intervention all 1592 (100%) schools have libraries with reading materials, both reference and readers and are accessed by pupils in a well established book lending system. Hence functional libraries have increased from 10% during the baseline survey to the current 96%, having book borrowing which involve readers taking a book from the library and get recorded in the library borrowing register. About 97% of the school libraries visited during the evaluation had established proper library lending services.

One important factor in the use of libraries was their inclusion in the official school timetable. Before the TVP few if any of the schools, actually included reading time in their main time tables. Currently, practically all TVP schools have integrated library time in the school time table through the utilization of free time after school or during the weekends, especially on Saturdays.

To cope with the problem of lack of reading space, schools in some of the project districts have constructed *reading huts* where pupils in groups, clubs or individually carry out their reading activities. This is a common feature in the Districts of Bukoba and Muleba.

▪ ***The Promotion of a Reading Culture among Pupils***

This is one of the most important achievements of the TVP. Teachers and pupils alike were upbeat about this new development and they are very happy that the libraries and readership activities were introduced in their schools. This explains why the non-project schools are all trying to have school libraries established in their schools.

The formation of readership clubs is a very important component of promoting a reading culture in schools. During the evaluation, around 70% of the sample schools reported the existence of academic clubs, readership clubs or both. In some of the schools names of readership clubs are easily seen on notice boards and activities performed by club members are posted in the library. Readership clubs generally reflect the major activities undertaken in the clubs, such as, 'Mazingira', 'Bustani', 'Elimisha', 'Mashairi', 'Hadithi', 'Haki za Watoto' and others. Readership and academic clubs are mostly used to review issues and intensive discussions on some topics related to respective subjects. These clubs have been encouraged to include activities such as debating, story writing and telling, composing stories from pictures, composition writing, writing poems, songs which promote readership and dramatizing.

▪ ***Promotion of the teaching and learning process***

Enhancement of the teaching and learning processes is also one of the key achievements of the project. In many of the project districts, there has been a considerable improvement in the textbook-pupil ratio, which ranges from 1:2 to 1:4 in both the lower and upper primary classes. This has made it much easier for teachers to use books in the classroom during the lessons by referring pupils to specific areas of their teaching instead of the teacher being the sole source of knowledge. Pupils are given an opportunity to extract information from books on their own and provides space for discussions during lessons as opposed to the tendency to lecture, a common teaching practice due lack of books. In addition the provision of books has tended to improve teachers modes of material delivery as some pupils try to read ahead of their teachers and at times ask relevant questions that sometimes are not anticipated by teachers. Books have also made it easier for teachers in giving pupils' notes and writing assignments on the chalkboard, which used to be difficult because of successive lessons being taught by different teachers.

▪ ***Impact on Pupils' Academic Performance***

Although the TVP was not directly tailored towards pupils' academic performance, considering the nature of its activities, improving learning is expected to be one of its key effects. Such an expectation is actually based on the fact the quality of education provided, much depends on the quantity and quality of its inputs; and the provision of books is a critical component in assessing educational quality. It within this particular context that the provision of relevant books in schools would encourage pupils and teachers to read widely, thereby improving pupils' academic performance.

Existing documents and discussions with teachers, pupils and members of the school management committees show that there has been improved examination performance, in project schools. This is attributed to the TVP intervention. The number of pupils selected to join Form I classes of the secondary schools has increased steadily in project schools over the last five years.

▪ ***Impact on Teachers' Academic and Professional Development***

Teachers stated that the provision of books had increased their motivation to read for academic and professional promotion. This was especially so with the provision of reference and advanced books which are important for the preparation of Forms 4 and 6 national examinations. A good number of teachers in the project schools were taking advantage of the school libraries to read for national examinations at Forms 4 and 6 or had joined college or universities for further studies than their counterparts in non-project schools. The reference and advanced books were also said to be quite useful in the preparation of their lessons as well as serving as resource books.

One an unintended result from the project is that TVP has made the leadership talents of participating teachers to be noticed by the district authorities. As a result, some trained teacher-librarians have been promoted to head schools or to become education officers.

▪ ***Enhancing the reading culture in the surrounding Communities***

The borrowers' records and impromptu visits showed some very convincing evidence of communities' use of school libraries, although this varied from one school to another. Apart from borrowing books for general reading interest, there are community members who borrowed books due to such needs as farming, especially the growing of particular crop in the locality and books that provided information on health, especially on a disease such as HIV and AIDS and family planning.

Other groups that used school libraries more frequently included secondary school students and students of universities and colleges, particularly those of the Open University. (So much evident in schools /communities that have TRCs within or nearby) Propose we link this idea with the paragraph).

▪ ***Influence on the Establishment of Libraries in Non-project School***

In all the districts, evaluation team found a very strong influence of TVP on non-project school as a spill-over effect. That is has motivated and enabled non-project schools to set up their own school libraries on the models of the project schools using old existing book stocks. They have maintained replenishment with new book stocks through the use of capitation grants from the government and private donations of books from different organizations as well as from the community. A sample of the non-project school libraries looked quite organized and impressive.

▪ ***Consolidating and strengthening stakeholders in the book industry***

Through TVP, the National book Council of Tanzania (PATA) has been strengthened and the major stakeholders in the book industry are members of this national organization. The project has also acted as a strong stimulate to the production of children's books in Tanzania. The project has created a market for writers and publishers.

The Book-Sellers Association of Tanzania (BSAT) has also been enhanced through the TVP as a national organization. The project has created market for book-sellers in the country and created an environment where BSAT is able to consolidate itself and work effectively for the benefit of its members.

Challenges

Despite the achievement of the TVP, evaluation team's analysis indicates that there are several gaps and challenges that faced the project including the following:

- Making TVP effective in the absence of mainstreamed policy within the primary school and the national education system in Tanzania that would cultivate library and reading culture among students and adults;
- Making school libraries and readership activities part of the whole primary school development and part and parcel of classroom teaching-learning activities.
- Sustaining and enhancing the pupils' and teachers' interests in reading and the use of the libraries without the continuous provision of new and additional books;

- Making TVP functional and effective in schools with limited facilities e.g. classrooms, desks, teachers;
- The need for trained and professional librarians to run school libraries effectively;
- CARE working with 16 different District Councils, with varied degree of commitment and resources, through a standardized/harmonized Systems / interventions;
- Effective monitoring of TVP interventions in a large geographical areas without sufficient resources;
- Dealing with the problems of piracy and participation of non-registered book-sellers in the project;
- Sustaining effective advocacy and mobilization of various stakeholders;
- Sustaining TVP in some districts/schools.

Lessons Learned

The following lessons should be taken as useful tips in making the project and any other of similar nature targeting schools more efficient and effective. These are

1. Targeted and continuous sensitization, advocacy and lobbying are an effective way of empowering districts, communities and parents to understand, be committed and take ownership of a whole school development in general and enhancement of libraries and readership activities in particular. Once the communities/schools own a project, its sustainability is assured. But, there has to be a comprehensive plan developed in a participatory manner.

Patience and persistence from government officials and service providers is a must in this process because it takes long to change deep rooted perceptions, attitudes and habits. Besides, it requires sustained efforts, contact and motivation to improve illiterate or semi-illiterate peoples' attitudes towards investing in education, and when they accept it they contribute to its promotion. When the community has a sense of ownership of the project, there is general good will from it in terms of participation and involvement. In project and non-project schools where this has happened, the TVP activities were well established and functioning; while in places where this has not taken root, the TVP activities are just struggling – “zina sua sua.”

When community members are empowered and provided with an opportunity, including knowledge and skills, to be useful as a part of a project, they dedicate themselves to work on a voluntary basis as long as it boosts their self-esteem and results are realized. A good example is the training offered to members of school management committees, TOTs and pupils.

2. In a project where several partners are involved and have different supportive roles (RNE, CARE-Tanzania, E&D Ltd, PATA, BSAT, 16 District Councils and over 1500

primary schools), keeping communication lines open all the time and dialoguing with various partners, especially private companies, district officials, community leaders, teachers, parents and learners are critical for the success of a school project, TVP in particular. This is because some of TVP interventions, like book procurement, was a sensitive issue and could lead to misunderstanding, mistrust and even a back-clash. All parties involved in school projects need to be in close contact all the time and should strive to build consensus on all the decisions taken that would affect the project activities.

Transparency and accountability, even in communication, are key in a school community project, especially where book procurement and infrastructural development (construction) is involved. If partners / beneficiaries feel that one has mismanaged their project and resources they lose trust and confidence even if they do not express it openly. Transparency and open communication help in detecting such issues. Early warnings on what is not working in the partnership, identifying the source of friction, keep partners updated and motivates, make partners sustain their commitment to the project and course.

3. Through a well targeted, designed and properly implemented school/classroom interventions, which are child-centered, it is possible to discover and enhance learners skills (affective domain) and when such skills are put into use by learners (through co-curricula), they are able to perform well academically (cognitive domain). TVP sensitized pupils and offered them opportunities to actualize their potential through readership clubs. In the process pupils were able and excelled in it:

- Being innovative and educative through songs, drama, essays and poetry;
- Showing interest in publishing and writing manuscripts that they would like published as supplementary readers in primary schools;
- Communication and debates, which in-turn enhanced their confidence and commitment to learning and seeking more knowledge;

The right exposure and good learning environment are key to improving education quality in general and nurturing young people talents and professions in particular. This in turn would enhance rates of retention, completion and transition for further education. School libraries in primary schools are one of the best ways of improving school quality if it is funded and managed professionally. If there is enough time in the official timetable for readership activities, pupils can do very well in both academic and co-curricula activities.

4. Good leadership and management at school and community levels is the key to the success and the likelihood of sustaining school based projects like TVP. The strengths and effectiveness of TVP in schools/districts is dependant on the quality and commitment of the leadership at the district and school levels. Where there is weak leadership and poorly constituted school management committees teachers and pupils do not feel part of TVP.

5. Functioning and effective M&E system is a key to project / programme success. This will assist in assessing achievements/outcomes vis a vis planned activities. Besides, one is able to review and assess quality, timeliness and bottlenecks and conduct SWOT analysis. M&E provides data for policy and programmatic decision making.

Proper documentation of project activities and openness to detail makes work easy and enhances efficiency and effectiveness.

6. Well planned and funded readership competitions from school levels through the districts to regional levels can be an effective strategy to enhance school libraries and readership activities in primary schools. Such activities make all stakeholders, especially teachers, pupils and parents, motivated and ready to make their school succeed. Besides, such competitions make pupils active, confident, innovative and put more efforts in their studies.

7. Preparation and teaching-learning processes become easy and motivating if one has facilities/books like the one provided under TVP. If teachers have reference and supplementary readers tension and pressure disappear, thus are able to use child-centered approaches in teaching. Teachers even become friendly to learners and are in a position to consult more with their colleague towards enhancing pupils' achievement.

Recommendations

The following recommendations should be taken as corrective measures not only for TVP activities but also as lessons for other projects that would be started in future to achieve the same goal.

Strategic Recommendations:

- ❖ There is need for the Government of Tanzania and other stakeholders, including development partners, to develop a comprehensive education sector investment programme that targets improving quality of education in general and enhancing and cultivating library and readership culture among students and adults. This is a sure way of addressing scaling-up and sustainability of the achievements of TVP in a national scale.
- ❖ Government of Tanzania, through the MoEVT and the Ministry of Local Government, should work with various stakeholders and development partners and hasten the development of school library / readership policy and develop, in a participatory manner, national strategic plan to actualize such a policy.

There is need to finalize, publish and put into place the framework for actualizing the policy, e.g. developing in a participatory manner national plan for implementing the policy

- ❖ Readership and library activities should be mainstreamed in Teacher Education and made compulsory to all teacher trainees. This should apply to the current in-service programmes available in the country as this will give proper basic skills to teachers in managing libraries and using them in the teaching –learning process..

- ❖ Government should allocate specific and additional money for the procurement of supplementary and reference books for primary schools as part of improving school quality in the country. In the Capitation Grant allocate about 5-20% for to such books.
- ❖ Stakeholders (NGOs, private companies, associations and individuals) and development partners interested in the book industry and in the promotion of school libraries and readership activities need to network, work together and have more consolidation. This will not only enhance the targeting towards addressing the real problems/challenges but will be a means of pulling resources together for a common course, thus avoid duplication, spreading too thin and wastage.
- ❖ The readership and library interventions should focus more on the teachers than it has been. Mainstreaming readership activities/libraries into the teaching-learning processes at the school level should be a priority. Teachers have not conceptualized and internalized the concept of multi-textbooks in preparation and teaching. Empowering teachers to use supplementary readers from the library during their official teaching lessons and processes should be undertaken.
- ❖ The success of any quality improvement intervention in a school depends to a large extent on the involvement and commitment of the inspectors of schools. Therefore, the District Inspector of Schools should be involved from the start in TVP or any school based project. They should be empowered (through training/inservicing) and facilitated (through allowances etc) to be active participants in planning, decision making, monitoring and supervision of school based procurement.
- ❖ Readership competitions should be supported and scaled-up all over the country. They should be in a 'league knock-out basis' starting from the school to the national levels the way soccer or athletics championships is organized. Interested stakeholders can plan for such activities in a participatory manner and mobilize resources from well wishers.
- ❖ Stakeholders need to be more strategic and develop clear mechanisms of dealing with piracy/brief case book suppliers' problem. BSAT should be a member of the Project Advisory Committee. Good examples being followed in MMEM need to be adopted or adapted. For example, all publishers and booksellers must register with PATA and BSAT respectively and be given a membership certificate. It is only those companies/business people with certificate that will be allowed to supply books. There has to be a monitoring mechanism, with clear indicators, put in place at district level and funded to track book piracy at school level.

Recommendations to CARE International – Tanzania

- TVP was a pilot project and it has proven its worth. CARE should initiate and mobilize resources (write project proposals, have discussions with other development partners and private companies etc) to support the development of comprehensive and effective library and readership activities in some of the districts TVP has been

operating (as phase two). This is a sure way of monitoring follow-up activities of this good project.

- CARE-Tanzania should start negotiating with The Royal Netherlands Embassy to retain the project vehicles and other equipments as the first step towards strategically continuing with TVP activities.
- If CARE continues with library and readership activities, it should go back to the drawing board and deal with the issue of targeting. For example, there will be a need to reduce the coverage, scope and number of schools and have more hands on demonstration and support for effectiveness. Two options are suggested:
 - a) Make an informed decision (through situation analysis of school libraries) by selecting two schools per districts (among the 50% where TVP has been effective) and support the development of a comprehensive and effective library and readership activities; or
 - b) Make an informed decision (through situation analysis of districts) and support districts libraries that have been initiated and built by District Councils through their own effort. Schools/pupils should be supported to access such facilities.

Such libraries should act as models for centers of excellent and should be used for training, in-servicing of teachers, education tours and good examples.

- Invest additional resources and time in strategic advocacy and partnership building with the GoT, development partners and the private sector.
- CARE should intervene at sector-wide development level (policy & legal frameworks) and not just at the project level. For example, having strategic interventions at MoEVT level.
- Strengthen M&E system by allocating 7-10% of your programme budget and hiring more qualified M&E officers. Develop standardized M&E tools and train you partners in their use.

Recommendations to E&D Ltd

- Based on experience, achievements and lessons learned from working with CARE and TVP schools, E&D Ltd. should scale-up their involvement in development oriented activities within the education sector as a way of being part of the ‘game’ and sharing technical capacities in development interventions. This needs a formal strategic plan.
- Using the comparative advantage and lessons learned from TVP, E&D limited should take lead and work with other stakeholders in initiating and offering technical services that target innovations that would improve the quality of education in general and the use of supplementary readers in teaching-learning processes in schools.

- E&D limited should document and disseminate the processes and lessons learned during the implementation of TVP. This will be a good contribution in enhancing the private sector-NGO partnership in development oriented projects in the country.

To Royal Netherlands Embassy

- The RNE should use the good results and achievement of TVP in initiating dialogue and building consensus with other donors/development partners in order to mobilize resources and support specific targeted library and readership activities in the selected districts that have shown commitment and innovations in promoting TVP like activities.
- RNE should use her experience and lessons learned from TVP to influence other development partners and the government to set aside targeted money specifically for library and readership activities in schools. There is need to establish specific project budget for such activities. This is a strategic way of scaling up and sustaining the TVP like interventions and achievements in the country.
- As a way of enhancing sustainability of TVP, RNE should support CARE & E&D Ltd to continue project activities in selected good practice schools as the MoEVT lobbies with other stakeholders to expand the library and readership programme countrywide.

To District Councils

- Based on the good results and outcomes of the TVP, district councils should include library and readership activities in their district strategic plans and budget. This will be a sure way of addressing the issue of sustainability and scaling up of TVP in all the primary schools in the districts.
- Each district councils should identify and support schools with good libraries, effective readership clubs and have a practical sustainability strategy to develop full-fledged and comprehensive libraries. Such schools /libraries will be used as models, learning centers and reference centers.
- Teachers and pupils who have shown innovativeness and already have manuscripts for supplementary readers should be supported and their stories published and used in schools. This will motivate others to be more innovative and more children readers will be produced in the country. The approach used by the Children's Book Project for Tanzania should be adapted or adopted to suite a particular situation. Schools which have used pupils' manuscripts to publish school magazines need to be given some support.

To School Management Committees/Schools

- There is need for targeted and continuous sensitization, advocacy and lobbying as an effective way of empowering communities and parents to understand and get committed to take up ownership of the whole school development in general and enhancement of libraries and readership activities in particular. This will enhance project sustainability.

- School community members need to be empowered and provided with opportunities, including knowledge and skills, which are useful as a part of the project development and enhanced to dedicate themselves to working for their schools on a voluntary basis which in a way boosts their self-esteem as well as promoting positive results.
- Good leadership and management at school and community levels is the key to the success and the likelihood of sustaining school based projects like TVP. The strengths and effectiveness of TVP in schools is dependant on the quality and commitment of the leadership at the district and school levels. District education management needs to put in place mechanisms for appointing and promoting school heads.

To Teachers

- There should be well targeted, designed and properly implemented School/classroom interventions, which enhance child-centered teaching approaches as they have a high potential for promoting learners' affective and cognitive domain skills.
- The district education management needs to liaise with project schools to work out modalities and mechanisms for reducing the teaching workload for teacher librarians as a way of giving more motivation and opportunity to promote readership activities in their schools.

To Other Stakeholders

- Publishers and book-sellers should interact more with schools and apart from book developing/providing book catalogue, take samples of actual books to be supplied and have consensus building sessions. Such an activity should be supervised by District Inspector of Schools, through the DEOs office.
- Stakeholders in the book industry and those interested in readership activities should form a national lobby committee and initiate advocacy and sensitization forums that would enable the relevant ministries and other stakeholders work together towards mainstreaming library and readership activities in the Education Sector strategic plan. Investing resources and time in participating in the completion of the national policy school library/readership which is being developed by the MoEVT should be the first step.

The evaluation team's assessment indicates that the TVP has taken root and is making some positive differences in the targeted districts and schools in terms of enhancing reading behavior among pupils, teachers and community members. It should be noted that despite the achievements, there are several gaps and challenges that face the school library/readership activities in primary schools in Tanzania. Key among them being establishing legal and policy framework and creating a supportive (social and physical) environment that would make school library and readership activities effective and sustainable.

The Tusome Vitabu Project is a unique strategy and good example targeting the improvement of the quality of primary education in Tanzania. Indeed, this approach is likely to be emulated by other countries in the East Africa region.

1.0 BACKGROUND

1.1 Tanzania's Primary Education Sector

The primary education sector in Tanzania has been facing major challenges that ranged from the increased pupils' enrolment, deteriorating school infrastructure to acute shortage of the teaching and learning materials. The Primary Education Development Plan (PEDP) 2002-2006, within the Education Sector Development Plan (ESDP) framework, which is a concerted effort of the Ministry of Education and Vocational Training (MoEVT) have attempted to address some of these challenges. It identified inadequate facilities and teaching and learning materials, among others, as major obstacles contributing to the low quality of education in the country. The plan reiterates observations made by numerous studies that learners in schools were not learning enough because of lack of basic facilities which could not create a conducive learning environment. These included; shortages of competent teachers, insufficient classrooms, lack of teaching aids, furniture, text books, supplementary and reference books. It is pointed out that where there were limited stocks of reading materials, pupils had a limited access to such materials as they were safely locked away in the store-rooms or head teachers' offices, for fear of losing these valuable materials.

In the PEDP programme, there is a full recognition that the quality of education is best enhanced by the availability of relevant teaching and learning materials. Text books are considered a critical factor in the learning process and they were to be a key area of focus in the PEDP strategies. There was to be a provision of USD 4 per pupil for text books, teaching guides and supplementary reading materials. It proposed a text book provision to attain a text book-pupil ratio of 3:1 in 2002 and a 1:1 ratio by 2006. There was no specific mention and a recommended ratio of supplementary book provision. In other words, supplementary books were not considered of any significant value to the teaching and learning process.

However, in 2002 the Government formally started implementing the Primary Education Development Plan (PEDP) programme, initially a four year plan with the goal of improving the quality of education in Tanzania. Some of the major achievements of the plan have included: increase in the Net Enrolment Rate (NER) from 80.7% (2000) to 94.8% (2004); the construction of 4,500 new classrooms and 8,527 new teachers' houses, built between 2002 and 2005; an increase in teacher deployment (45,451 teachers employed from 2000 to 2005) and a sharp increase in standard VII pass rate from 27.1% (2002) to 48.7% in 2004. PEDP has also facilitated the change from government to a school based procurement of educational materials.

Educational books provision in Tanzania is guided by the Policy on Production and Distribution of School and College Books of 1992 which aims at "transforming the text book production and distribution to a complete commercialized system whereby the entire book provision will be marshaled by publishers, a policy which applies to pre-primary, primary, secondary and teacher education levels". The policy marked the end of government monopoly in the provision of books. Ultimately, the policy envisages a

situation, whereby schools will have the capacity and empowerment to manage their own funds and procure book supplies directly from the market.

The book policy is also based on the overall Education and Training Policy of 1995, which among other things aims; ‘to promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding...’ It also recognizes that the present “school environment at the primary school level is very poor and not conducive to learning”. School buildings, equipment and especially instructional materials were singled out in this policy document as the main constraints affecting the teaching and learning process. The policy, however, limited its focus on text books and teachers’ guides. Supplementary readers and readership in general are not specifically mentioned.

1.2 The Tusome Vitabu Project (TVP)

By 1999, the Netherlands Government had been supporting eleven (11) districts in Kagera, Arusha and Shinyanga regions to implement integrated rural development programmes for over ten years. Among the major pillars of the programme’s methodology was people’s own analysis of problems and planning how to solve the identified problems. Primary education was among the social problems that the communities persistently identified as a priority area in basic education. Existing problems included; an acute shortage of learning materials, overall deterioration of school structure, poor quality of teaching and others; which had contributed to the declining quality of education.

A survey carried out by E&D Limited on primary school supplementary reading materials delivery management systems in 1999 set out to collect information and gain insight on the situation concerning books and readership among pupils and teachers in primary schools. The survey among other things, noted that the current policy framework, had a number of constraints regarding the provision of supplementary reading materials. In the face of enormous gaps in education delivery, the provision of supplementary reading materials cannot compete with other priorities such as upgrading the quality of teachers, repair of buildings provision of desks, textbooks and teaching aids. However, for the mainstream policy not to mention the contribution of supplementary reading to learning and development of readership in schools is an oversight which underscores the little value put to such an important component of education by policy makers. This discrepancy the study noted, results from and is worsened by a continuing lack of an overall book policy, the absence of a national body which would integrate all aspects of books and reading (E&D Limited, 1999).

At the district level the survey established that supplementary readers were not valued as an important input to learning. Allocations made to districts were very sporadic and in very small quantities. District allocation to schools were done on an ad hoc basis; and once received in schools, books were often put away in a book store/cupboard without being used. In a few schools where supplementary books were issued for use to teachers and pupils, there was no established system of monitoring their use. This situation the survey noted was as a result of various things, among them; a high level of centralized

decision making that had stifled innovativeness at the school level as teachers heavily relied on government directives and circulars on how to use supplementary readers, and the provision of supplementary materials that were not at all linked to district and schools' own identified needs. Most supplementary reading materials in schools' bookstores contained adult education material stocked when schools were used as adult education centers. These books are not being read due to their uninteresting content and format (E&D Limited, 1999).

The survey also established that there was a total lack of library facilities in primary schools and systems of accessing books to pupils for use outside the classroom were lacking. In most schools, there was no facility which resembled a school library as prescribed in the Ministry regulations. In some schools the concept of a library was fairly understood; but in others and among district officials, the book store was synonymous to a library. Major constraints to the development and establishment of school libraries included:

- Acute shortage of classrooms and the state of disrepair for those which exist;
- Shortage of teachers which increases work load of those in employment, making them less enthusiastic to take up added responsibilities;
- Low level of conceptual understanding of a library as an educational facility, absence of skills to run a library and a general lack of appreciation for books among the teachers;
- Schools being faced with competing priorities, considering that there are many gaps and needs, e.g. building classrooms/acquisition of desks and teaching aids, etc.; (E&D Limited, 1999).

The survey proposed a supplementary books project in line with the current Education Policy objectives, with the following activities:

- Readership promotion;
- Provision of supplementary materials for pupils' and teachers' use;
- Establishment of school libraries;
- Training and capacity building of schools/community, ward level actors and district level actors in readership promotion and book management (E&D Limited, 1999).

On the basis of this survey CARE Tanzania launched the Tusome Vitabu Project (TVP) as a pilot phase in November 1999 to June 2002 in 240 primary schools located in 6 districts of Bukoba Rural, Muleba, Karagwe, Ngara, Maswa and Kahama. A subsequent expansion phase of four and half years (July 2002-December 2006) covered another 10 additional districts in 1352 schools located in the regions of Kagera, Shinyanga, Arusha, Mwanza and Manyara. This particular phase was undertaken following a study of the pilot phase, which recommended such an expansion (Ndalichako, 2004). CARE Tanzania implemented the project with the support of 16 district authorities and a private company, E&D Limited provided technical support. The Royal Netherlands Embassy in Tanzania provided financial support to the project.

The Tusome Vitabu Project (TVP) was initiated with the aim of promoting readership and addressing the shortage of textbooks and supplementary books in the project schools.

It was to enhance the availability of these books. The final project goal was to enhance readership to at least 75% of the pupils and teachers in the 16 districts in order to build their capacities for continuous learning. The immediate goals of the project were as follows:

- Pupils in project schools actively engage in reading for serious study and for pleasure;
- The school management and teachers in project schools offer opportunities to pupils to use a variety of reading materials to enhance their learning;
- Parents and school management committees in project schools support their schools in promoting readership among pupils to a level higher than the baseline.

The initial intended project outputs included the following among others:

- Establishment of school libraries with lending facilities;
- Establishment and training of readership promotion and library management organs in the project schools;
- Empowerment of schools to procure books from the private sector and other sources;
- Establishment of a cadre of pupils managing readership activities;
- Lessons are learned, documented and shared for replication.

After mid term evaluation updated outputs included:

- Pupils participate in active reading.
- Skilled cadres of pupils managing readership activities.
- Functioning readership clubs managed by pupils.
- Use of library in teaching/learning process promoted.
- Teachers and management facilitating readership promotion activities.
- Readership promotion plans prepared implemented and monitored.

1.3 The Final Evaluation

Since its inception a number of assessments have been carried out on the project. These have included: the Impact Assessment of the pilot phase (2003); the Mid Term Evaluation (2004); and the Impact of Readership Promotion Activities on Pupil Performance (2006). The Impact of Readership Activities, among others, aimed at the following:

- Appraising the extent to which the existence and the use of school libraries has enhanced readership among pupils and teachers;
- Assessing academic performance; finding out how the established libraries assist teachers in their professional and academic development;
- Assessing the level of community attitude towards supporting schools in promoting readership among pupils.

The assessment concluded that the establishment of school libraries with lending facilities has achieved the following:

- Enhanced readership among pupils and teachers, thus leading to building capacities for continuous learning;
- Pupils' reading for study and pleasure as well (stories);
- School management and teachers offering opportunities for pupils to use a variety of reading materials to enhance their learning;
- Establishment/training of readership promotion/library management organs that include pupils;
- Pupils establishing and managing readership activities (e.g. readership clubs and competitions);
- Improved academic performance of both pupils and teachers (professional advancement).
- Schools to procure supplementary reading materials from the private sector and other sources;
- Pride and pleasure in parents and school communities through supporting schools in promoting readership among pupils (Katabaro and Mutakyahwa, 2006).

The Tusome Vitabu Project comes to an end by December 2006. Hence a final evaluation was proposed to assess the effects and impact of the project. The evaluation was expected to make recommendations to districts councils and stakeholders on further steps necessary to consolidate and sustain what has worked well and address key existing challenges. The evaluation was also to draw key lessons learnt within the design, implementation, monitoring and assessment of the readership promotion initiatives and recommend improvements in the design of similar projects in future. Thematic areas to be covered in the final evaluation were to include; the project implementation strategy, cost benefit, institutional arrangements with a particular focus on the district, book procurement at the school level, especially the training advocacy strategies. Specific objectives of the evaluation included the following:

- To analyze the effectiveness of inputs in relation to outputs of the programme, with emphasis on the speed and scale of implementation and determine the cost effectiveness of the TVP initiative;
- To assess the extent to which the project and its stakeholders have achieved the project goals and explore the different levels of success attained in the course of implementation in the 16 districts as well as the impact based on the benchmarks from the baseline surveys;
- Establish whether book procurement process has imparted the necessary skills and capacities for school based book procurement;
- Find out whether the knowledge and skills gained through training sessions facilitated by the project at district, ward and school levels has been utilized and hence contributing towards attaining the higher project objectives;
- Assess teachers' integration of library use in participatory teaching and learning process;
- Find out the extent to which the skills obtained are being sustained and the potential for replication;
- Assess the impact of the advocacy strategies and the activities implemented towards attaining the final project goal and influencing integration of readership into the existing basic education system;

- To explore the role performance of the book industry in facilitating a school based procurement;
- To assess whether the proposed exit and sustainability strategies have been effectively implemented;
- Recommend to the District Councils, Ministry of Education and Vocational Training, Regional Administration and Local Government and other stakeholders ways of promoting readership among pupils and teachers' potential mechanisms for scaling up and effective ways of enhancing sustainability.

2.0 METHODOLOGY

2.1 Approach and Methodology

2.1.1 Design and Technical Approach:

The evaluation team used a result-based survey design utilizing both quantitative and qualitative paradigms. This involved school facility assessment and client satisfaction survey. As an efficiency-effective oriented service delivery assessment, the exercise was guided by “*Input-process-output-outcome-impact*” M&E framework, using various research tools described below. The design and actual data collection was participatory involving key stakeholders included officers from CARE Tanzania, E&D Limited Company, District Education officers, members of school management committees, pupils, school heads and teachers.

The adoption of a triangulation methodology was critical in this final evaluation. This was because of the involvement of many different stakeholders and the fact that CARE – Tanzania (an NGO) was implementing the TVP with E&D Ltd, a private (for profit making) company. Besides, the TVP was implemented in 16 different District Councils in Tanzania taking into consideration the geographical distribution, socio-economic and gender diversities in the districts covered.

Our approach was interactive and forward looking in nature, giving the stakeholders, targeted beneficiaries (pupils and teachers) in particular, the opportunity to assess the progress, efficiency and impact of the services (inputs) that they have been getting through TVP interventions. Interaction was a critical component since the intent was not only to describe what had happened, but to identify what can be changed and how to effect that change.

2.2 Sampling Design

2.2.1 Selection of Districts and Schools

The selection of the Districts and schools to be visited during the final evaluation was based on consultation and consensus building involving CARE-Tanzania (Field office in Mwanza), E&D Ltd, the 2 Consultants and District Book Liaison Officers (DBLOs). Since an Impact Study on TVP on Pupils’ Academic Performance has just been finalized (Katabaro and Mutakyahwa, Sept. 2006), it was agreed that the final evaluation be done in those districts that were not visited during this study. Thus, 8 Districts: Sengerema, Geita, Biharamulo (during the field work a new district -*Chato has just been hived from Biharamulo and only one school was visited here. Thus we decided to treat the school as falling in the ‘mother’ district*), Ngora, Kahama, Maswa, Karatu and Mbulu were picked for the final evaluation. This is 50 per cent of the Districts covered by the TVP.

The purposive selection of 8 districts also took into consideration the regional distribution of the districts and that some districts were perceived by CARE and E&D Ltd to have performed below average. The 8 districts are in Mwanza, Kagera, Shinyanga, Arusha and Manyara Regions. Stakeholders in Dar-es-Salaam were also visited.

The project schools were selected through a stratified random method taking into consideration the following criteria given by the consultants and approved by CARE-Tanzania (Field Office):

- most successful schools
- moderately successful schools
- Least performing schools
- non-project schools
- administrative (Wards) and
- geographical factors including distance and accessibility.

The criteria and time table for the exercise was sent to the 8 DBLOs and CARE-Field Officers.

A total of 117 schools were visited. Sixteen (14%) were non-project schools. The names of the schools visited by Districts during the final evaluation are in Annex III).

2.2.2 Selection of respondents

At the school level, the study targeted school-heads, school management committees, teachers and pupils (the direct beneficiaries). All the school heads of the selected schools were interviewed. In the selected schools, all the Teacher-Librarians and an average of 6 teachers selected at random (taking care of gender) were interviewed. The members of the school management committees who were found in the schools were involved in focus group discussions.

In each school visited, twenty three pupils from Class 7 were selected at random as key informers. Four girls and 4 boys participated in focus group discussions and 8 girls and 7 boys responded to a questionnaire. A total of 2,690 pupils participated in the evaluation.

The following stakeholders were also interviewed. The names of those interviewed are presented in Annex IV.

- The First Secretary Netherlands Embassy
- Education Sector Coordinator – CARE Tanzania
- E&D Limited Executive Director
- TVP Manager – CARE (Field Office, Mwanza
- TVP Monitoring and Evaluation Officer
- District Education Officers (8)
- District Book Liaison Officers (8)
- TVP Field Project Officer (CARE - 8)
- CEO, Children Book Project
- Publishers Association of Tanzania (PATA)
- Booksellers Association of Tanzania (BSAT).

Table 1: below presents the type and number of respondents reached during the field work.

Table 1: Type and Number of Respondents Reached

Type of Respondent	Number reached
Pupils Questionnaires	2,274
Pupils Focus Group Discussion (FGD)	1,416
Teachers including head teachers)	1,000
School Management Committee (SMC) Community	420
CARE-Tanzania Staff	12
E&D Ltd.	02
District officers and DBLO	16
Other Stakeholders	10

2.3 Techniques and Process of Data Collection

Data for the evaluation were obtained from: i. Secondary sources: existing education policy and project documents, and ii. Primary sources: through field work:

Secondary Sources of Data: Document Analysis: - The first step in this evaluation was the identification of relevant documents / literature at the national and district levels. This was done in consultation with the CARE Tanzania technical people in-charge of the education programme/project and E&D Ltd. We also got some literature from Children Book Project for Tanzania. A thorough review of the same then followed. This was guided by the TVP proposal and the objectives of this final evaluation. The review helped the consultants in focusing the assessment, understanding the context of the project, targeting and development of survey instruments and sharpening techniques. It also provided information on the previous assessment/evaluation and their findings.

Primary Sources of Data: District/school- based Survey

For field work several activities were undertaken:

i. Development and building consensus on research instruments

for the survey: - The Consultants developed draft instruments targeting all the key informants in the evaluation research. There were 6 research instruments: a) Interview guides for CARE International, DEOs and other stakeholders; b) interview guides for school heads and teachers; c) observation checklist targeting school facilities and classrooms; d) FGDs for learners; e) FGD for members of the school management committees; and f) Observation checklist for district and school level statistics on education and a questionnaire for learners.

These instruments were shared and discussed by CARE Tanzania field team and the E&D Ltd officer. They were pilot tested in one district and reviewed/fine-tuned. The research assistants went through two days of training including their participation in the pilot testing. They were trained in, *inter alia*, TVP interventions as a new approach, the qualitative and quantitative data collection techniques, the administration of the instruments, performance indicators to look for and recording techniques.

ii. Data Collection exercises: - The data collection was done between October 17, 2006 and November 15, 2006. There was also a half a day for debriefing and presentation of preliminary findings to stakeholders held in Dar-es-Salaam. Primary data were got from key informants at the district and school levels through assessment survey instruments

(described below). The following individuals were involved in data collection in the eight Districts.

- 2 External consultants (from OWN& Associates Ltd, Kenya)
- 1 M&E Officer – CARE Tanzania Field Office, Mwanza
- 8 Research Assistants (50% women) all Tanzanians
- 4 Project Field Officers (1 per 2 districts)
- 8 DBLOs (one per District)

Based on triangulation methodology, the following processes were used to collect primary data:

- Visiting the CARE International Tanzania offices in Dar-es-Salaam and Mwanza and having in-depth interviews with the relevant staff on TVP. In-depth interviews were also conducted with key stakeholders in Dar-es-Salaam
- Visiting district councils for courtesy calls and having in-depth interviews with the DEOs and DBLOs in each district.
- Visiting selected primary schools and collection of data through: *in-depth interviews* with school heads and teachers; *Focus Group Discussions (FGDs)* selected teachers, pupils, and members of school management committees; the *observation checklist*; and through a *Questionnaire* to selected Std. 7 pupils.

Data Management: Data from the pupils’ questionnaires was edited, entered and analyzed by a data specialist, using SPSS for windows. The data was converted to Excel and further validation and cleaning done. An analysis was then conducted in EPI-INFO version Data from qualitative tools was analyzed manually using sought and emergent themes. ‘Voices’ of respondents were compiled and arranged according to the study objectives and selected for the report. Data entry and analysis was a continuous process and commenced upon completion of the field work in the first district visited. For verification purposes, certain questionnaires were randomly selected and re-entered to enable detection of any errors.

A number of challenges emerged during the evaluation data collection stages:

- i) Traveling from one district to another during data collection was a quite a challenge, and thus a significant amount of time was spent on traveling. We covered almost 10,000 Kms.
- ii) Traveling to Ngara Districts was very scaring to the team because of the insecurity situation, a few Kms before Ngara town. Both ways we had to move in a convoy of vehicles and with an armed escort.
- iii) In some schools, there seemed to have been over-preparation by the school management committees and teachers including preparing entertainment and meals. Fitting into such arrangements with our planned tight schedule was quite a challenge. Dealing with ‘stage-managed’ situations without being rude

to the hosts was also a challenge. In one district, for example, the DBLO went around two days before our visit lecturing to schools on what they should say. In some schools community members were planted in the libraries or reading tents with books which they pretended to be reading but not knowing what the books are all about.

- iv) Administering five instruments in a school with a team of 7 researchers without disrupting the normal school activities.

3.0 FINDINGS OF THE EVALUATION

3.1 Implementation of project inception activities

CARE Tanzania is a non-profit relief and development agency which has been operating in Tanzania since 1994. It works with communities in most districts in the Lake Victoria zone regions, Zanzibar, Dar es Salaam, Manyara and Morogoro. A key focus of its activities have evolved into a comprehensive multi sectoral programmes which support self reliant social and economic efforts for the local population as well as refugees in the areas of health environment and education. The Tusome Vitabu Project (TVP) is one of CARE's main focus in the education sector. The project addresses the problem of the deteriorating reading culture among pupils, teachers in primary schools and the community.

The project implementation was guided by a Memorandum of Understanding (MoU) which specified the roles of the key stakeholders, and included the following among others as shown in the Table 2 below:

Table 2: The Role of Key Stakeholders in TVP

CARE	E&D Limited	MoEVT& Local Govt.
<ul style="list-style-type: none"> - Overall management, coordination, monitoring and evaluation of TVP - Establish management structures - Management of baseline survey and dissemination of findings - Coordination of district and school selection - Developing monitoring and evaluation systems - Dissemination of publisher and book information - Developing and managing scope of work for E&D Limited - Facilitating setting up of library/lending services - Facilitating selection of book titles and consolidating orders - Facilitating book procurement and distribution system - Facilitating payment of book suppliers - Facilitating reading promotional activities and lending services - Monitoring library book use - Facilitating establishment of readership committees and management organs - Coordinating training programmes - 	<ul style="list-style-type: none"> - Technical advisor and partner of the project - Technical backstopping to CARE project team - Designing and implementing training programmes - Participate in development of monitoring and evaluation tools and systems - Developing guidelines/manuals - Baseline survey - Developing criteria for ToT selection - Compiling comprehensive book list - Assisting in the establishment libraries/lending services - Establishing and training readership promotion/library management organs - Examination of systems of book procurement - In-putting in monitoring and evaluation 	<ul style="list-style-type: none"> - Project Advisory Committee on technical on monitoring and implementation - DEO office (District Book Liaison Officer) coordination with CARE field officer in project implementation and monitoring - Ward Book Management and Coordination Committee- identification and resource selection and support to project implementation - District Team of trainers-providing training at different intervention - Ward/Cluster Focal points-clearing house - School Management Committees-monitoring performance and management - Library Sub-Committees-promote and monitor library activities - Readership Clubs-design and manage readership promotion activities in the school

The Royal Netherlands Embassy was responsible for the provision of funds to CARE Tanzania to execute the project, review project reports and provide feedback to CARE and the identification and management of the external team towards the completion of the project. The budget for TVP was around US dollars 10 million of which around 60 percent was spent on books, especially supplementary readers.

Pilot Phase: The implementation of the project's pilot phase activities in 1999 among others included: the establishment and maintenance of the project office in the CARE-Mwanza sub-office building; procurement of equipment and the recruitment of respective officers. This was followed by the selection of the participating districts of Bukoba Rural, Muleba, Karagwe and Ngara of Kagera Region and Kahama and Maswa of Shinyanga Region. In these districts, the project established working partnership modalities, the selection of 240 primary schools and preparation of the project brochures in both Kiswahili and English.

At the same time a baseline survey was conducted to establish benchmarks on the various components of the project. Findings of the survey showed inadequate interest in reading due to lack of books and libraries. A Memorandum of Understanding was developed and signed with authorities of the participating districts as well as the production of guides to support in implementation and monitoring. These guides included: "How to establish and run a school library"; "Book selection guide"; and "How to establish and run readership clubs". Other guides developed out of the experience gained during the project implementation included: "Fundraising for readership activities in schools"; "Project activities monitoring guide at the school level"; "Project activities monitoring guide at the ward level"; and "Book price catalogue".

The production of the guides was followed by conducting start up workshops with participants drawn from the District Executive Directors, District Education Officers, Ward Education Coordinators, Ward Executive Officers, Ward Councilors, Village Executive Officers and Head Teachers. The workshop forum developed a participatory work plan that involved all the key actors in different levels. Major issues raised included; the sharing of school selection criteria, modality for communication with districts, sharing of roles between the project and districts/wards/schools in implementing project activities. There was the training of District Team Trainers on facilitating readership promotion activities who were to facilitate capacity building of key project implementers at the ward and school levels in their respective districts. The district TOTs were trained on facilitation skills, library management, management of readership clubs, gender and gender relations, monitoring and book procurement. Beneficiaries of TOT's training activities included; teacher librarians, selected pupils, members of the Ward Book Management Coordination Committee (WBMCC) and the Readership Promotion and Library Sub Committee (RPLSC).

To facilitate the procurement of books by schools, information about books and publishers was disseminated to schools through a Comprehensive Book List of Publishers. The book lists were used for the selection of books for procurement. Each school participated in the selection activity and selected books of their own choices, compiling a list ready for purchasing. Pupils, teachers and school committees were involved in book selection at different degrees. To set up running libraries with functioning lending facilities and services, to start with all schools were advised to use the old few books that were already in the school stock to initiate their library and readership activities. Later on schools were supplied with a start up books and stationery for setting up of library book lending system to initiate and stimulate readership activities, while awaiting the school based procurement system.

The promotion and facilitation of readership activities among children through the formation of readership clubs included, but not limited to creative story writing, debates, drama, fine art, poetry and story telling. These activities were undertaken through readership clubs, classroom activities and library reading sessions. However, while many schools were able to establish readership clubs, a good number of them had not done well on this component and scheduling library sessions in the regular time table due lack of time was a challenge. School timetables are heavily loaded without free periods for private study/library use or readership promotion activities. Some schools used mid or end of the day breaks and Saturdays. This was an issue that needed further advocacy with MoETV.

Expanded Phase: The pilot phase of the TVP ended in June 2002 and the expanded phase started in July 2002 including 10 new districts of Karatu in Arusha, Biharamulo in the Kagera Region, Mbulu in Manyara Region, Geita, Kwimba, Missungwi, Sengerema and Ukerewe in the Mwanza Region and Bukombe and Meatu in Shinyanga Region.

In the expanded phase, the project went through more or less similar initiation activities of the pilot phase. There was the recruitment of staff to fill 3 new vacant positions and the procurement of equipment for the CARE Mwanza office. The start up workshops were conducted at regional, district, ward and school levels. Participants at each level were key actors and later became facilitators for workshops and training at the lower levels. The selection of project schools went hand in hand with the start up workshops. The MoU was signed between the project, implementing districts and E&D Limited.

A baseline survey was successfully conducted covering all the project districts. It focused mainly on exploring the status of functional school libraries, readership activities and information on the availability and accessibility of publications to pupils and teachers. The survey revealed that there were very few supplementary readers totaling to 80,803 copies in the 440 schools implementing the project. Furthermore, only 5.8% and 5.3% of boys and girls respectively, were using libraries. Only 10% of the schools had libraries and none of the schools had allocated time for reading in the library. The survey also found that 4.2% of the schools had trained teachers in library management. It was reported that although 3.1% of the schools had readership clubs, no school had readership activities organized by peers (Ndalichako, 2003).

The project developed a fact sheet, facilitators' package for training key actors and guides on various issues. The guides addressed gender analysis and information, establishing and running libraries, selection and procurement of readership materials for school libraries, book management and maintenance and establishing and running readership clubs.

On the whole, the implementation of project inception activities proceeded as planned by the project implementers, namely; CARE Tanzania, E&D Limited, District Education Officers of the 16 districts and schools.

3.2 Achievements and Outcomes of the TVP

The evaluation findings indicate that the Tusome Vitabu Project has generally achieved its main objective (s) – that of “enhancing reading behavior among pupils and teachers in 1,589 primary schools and surrounding communities in 16 districts, five regions, in Tanzania Mainland”. In the 8 districts and 117 primary schools visited, the stakeholders and beneficiaries reported that the projects objectives have generally been achieved and they feel happy and encouraged by the projects outputs. The 10 million US Dollars invested in this project was worthwhile.

However, it should be noted that the level of achievements varies from one district to another and one school to another. This depended on the conceptualization and support at the district and school level, school leadership and management, the role played by communities and school management committees and the existence and adequacy of school facilities (teachers and infrastructure).

In summary, the projects’ achievement can be grouped into nine categories. These are:

- Establishment of school-based book procurement mechanism;
- The establishment and use of School Libraries;
- The promotion of a reading culture among pupils and teachers;
- Enhancement of the teaching and learning process;
- Impact on Pupils’ Academic Performance;
- Impact on Teachers’ Academic and Professional Development;
- Enhancing reading culture in the surrounding Communities; and
- Influence on the Establishment of Libraries in Non-project School
- Consolidating and strengthening stakeholders in the book industry.

3.2.1 Establishment of School-based Book Procurement Mechanism

Prior to the launching of TVP, most of the books in schools were provided by the District Councils through the DEOs’ offices. Schools were not directly involved in identifying, selecting and purchasing books. School Management Committees were neither involved in selecting the type of books to be bought nor in assessing the book needs of their schools. The District Councils normally send a form that required schools to indicate the books available and the number of books which were needed. At the national level teachers were also not involved in selecting the type of books to be used in schools as this was the sole responsibility of the MoEVT and the Tanzania Institute of Education (TIE).

With the introduction of the TVP the above changed. Following the training of key project actors at different levels, schools received copies of the Publishers' Catalogue, the Book Selection and Procurement, Book Repair and Maintenance and the Project Information Pack. Other guides included; the Gender Analysis Information, Establishing and Running Readership Clubs, Establishing and Running a School Library and the Facilitators' Guide. Combined with the training these guides empowered schools to procure books from the private sector in what was commonly known as the "school-based tendering method" through which tenders were advertised and Book-Sellers for individual primary schools selected on a competitive basis. The reception of books and the verification process involved teachers and the school management committees. Hand in hand with the delivery of books, there was an emphasis on the skills for book maintenance.

During field discussions with teachers, they appreciated the fact that TVP had successfully inculcated them with the necessary book procurement skills through which they can order school books in future. Most of the teachers were involved in the book procurement process right from the project training, selection of relevant books from the catalogues, filling of order forms, advertisement for tenders for book-sellers, selection of bookseller and award, especially on the account of discounts given on particular book titles, book delivery and verification of the ordered titles. Teachers pointed out that as a result of the project; they have a clear distinction between different stakeholders in the book industry. For example, the different roles played by book-sellers and publishers and even the process publishers go through to get their books published.

The project has given teachers and pupils a totally new experience of handling books from what they knew before the launching of the project and they would use the same procedure if given an opportunity to select and procure new books. As pointed out by one head teacher:

What I liked most in this project was the school-based procurement. With the training and the project Book Catalogue, we acquired useful skills in procurements not only of books but other school supplies in general. We now know our rights, we have bargaining skills and we can not be conned. This process is good and should be encouraged to happen in all schools in the country (School Head, Karatu District, 2006).

Table 3 indicates that a total of 2,451,686 books procured under the project. Of these, 1,911,704 were reference books while 540,043 were supplementary readers. The total of the books are TZ Shs. 567,279,495.50.

Table 3: Book Procurement Report per District

S/N	District	Reference	Supplementary	Total copies	Cost (Tsh)
1.	Karatu	70,647	17,720	88,367	21,389,856.00
2.	Biharamulo	145,262	37,126	182,389	439,319,348.00
3.	Bukoba (R)	134,524	34,275	168,790	410,107,153.00
4.	Karagwe	97,810	24,555	122,353	285,038,191.00
5.	Muleba	106,929	26,013	132,958	280,732,029.00
6.	Ngara	15,275	54,742	69,978	127,782,931.00
7.	Mbulu	96,248	27,361	123,609	320,871,492.00

8.	Geita	266,855	69,739	336,594	788,021,840.00
9.	Kwimba	113,271	26,790	140,058	338,731,022.00
10.	Missungwi	108,838	25,439	134,277	308,509,689.00
11.	Sengerema	193,415	52,203	245,619	547,050,253.00
12.	Ukerewe	104,508	25,229	129,738	280,083,953.00
13.	Bukombe	118,874	33,844	152,718	406,586,053.00
14.	Kahama	161,825	42,444	204,269	408,662,282.00
15.	Maswa	54,676	13,389	68,065	141,002,817.00
16.	Meatu	105,083	24,741	129,824	297,969,324.00
17.	District sponsored school	17,664	4,416	22,080	72,218,560.00
18.	Books for blind				12,694,000.50
	Total	1,911,704	540,043	2,451,686	5,167,279,497.50

Source: TVP Field Office, Mwanza, 2006.

3.2.2 Establishment and Use of School Libraries

In 1978, the government articulated a comprehensive and clear policy on the role of libraries as a resource and a tool for education delivery. The functions of the library as spelt out in the policy included:

- Providing teachers and students an opportunity to learn how to select and use educational materials for teaching and learning purposes;
- Satisfying the information and educational needs of a school;
- Helping to stimulate independent study, initiative and creative skills; and
- Through community participation, it helps to incorporate members of the community into the school culture.

Since its enactment, there was no systematic and effective operationalisation. Consequently, there were no proper libraries in most primary schools and nor did schools internalize the role of the library facility in enhancing learning and educational performance. The baseline survey in the project region established the existence of very few libraries. In the few schools where they existed, there was a problem of defining what constituted a library. This was particularly the case for pupils as most of them could not distinguish a library from a bookstore. In the schools which claimed to have libraries, there were very few books most of them being textbooks. Story books and other supplementary readings were quite rare (Ndalichako, 2003).

Following the TVP intervention, the quarterly reports show that currently all 1592 (100%) schools have libraries with reading materials, both reference and readers and are accessed by pupils in a well established book lending system. Hence functional libraries have increased from 10% during the baseline survey to the current 97%, having book borrowing which involve readers taking a book from the library and get recorded in the library borrowing register. About 97% of the school libraries visited during the evaluation had established proper library lending services. They kept records of library users. Such records were kept in a special exercise book, or log books and they included the name of borrower, title of the book and date of returning the book. The number of children using the school library keeps on increasing, especially in schools which continue to add new stocks to their library collections. It was reported that in cases of book loss, the borrower was expected to pay or replace the lost copy. However, the mechanisms for replacing the lost books from the borrowers were generally weak. They

appeared to be enforced by the school administration, which quite often, faced considerable resistance and hostility from parents.

In terms of book maintenance, most of the schools visited had storage facilities in the form of bookstores and libraries. Some of the schools kept their books in shelves in the libraries, while others kept them in boxes for fear of losses. Among the methods for book maintenance included; covering, gluing tone books and encouraging and sensitizing users to care of the books under their custody, by stressing on the importance of books. Parents were also encouraged to ensure proper use of books by their children and paying for the books in cases of losses.

One important factor in the use of libraries was their inclusion in the official school timetable. Before the TVP few if any of the schools, actually included reading time in their main time tables. The reasons for failure to include reading time in the time tables mainly centered on the fact the official time table issued by the MoEVT was not only overloaded, but did not make provisions for such an activity. Currently, practically all TVP schools have integrated library time in the school time table through the utilization of free time after school or during the weekends, especially on Saturdays.

There is however, one major problem regarding effective use of library facilities, which relates to their location. During the focus group discussions with pupils and our own observations, some of the libraries in a number of districts, were located close to the staff room or Head Teachers' Offices (in some particular schools libraries were accessed through the head teacher's office). These kinds of library locations tend to discourage pupils from visiting these facilities because of the general fear of teachers, who create a very unfriendly environment. As a result, pupils' visits to the library in such a location remain quite minimal. There is also a major challenge in some of the project schools in having converted PEDP constructed classrooms into school libraries, especially in the light of serious congestion due to increased enrolments of pupils, which seem to threaten continued existence of such libraries. In addition, since most libraries are run by teachers and pupils who have many other engagements, they do not devote much time on their functions as librarians, leading these facilities to be closed much of the school time.

To cope with the problem of lack of reading space, schools in some of the project districts have constructed *reading huts* where pupils in groups, clubs or individually carry out their reading activities. This is a common feature in the Districts of Bukoba and Muleba as reported by the Impact Study and in a number of schools in Geita, Sengerema and Ngara. These huts not only provide reading space, but also provide shade and ample space from limited classroom space that is often very crowded.

On the whole one most significant and revolutionary achievements of the TVP is the practical initiation of the "concept of libraries" within the primary school setting in Tanzania. Before the project many teachers did not really know what to do with some old stocks of books in the school. They were mostly kept in cupboards and boxes without being put into proper use. In some cases, many teachers in the schools did not even know the existence of some useful titles they could use as reference books for their teaching. Consequently, most of the books ended up being destroyed by ants and rats and eventually being disposed of as 'useless books'. The concept of a library as a facility

which provides both teachers and pupils' opportunity to read and utilize books to improve their teaching and learning process has been strongly embraced in the project districts, although in some few schools, the association of libraries as a "CARE initiative" still lingers on. However, the perception of the library as necessary facility for improving the standard of learning augurs well for the sustainability of this initiative. The wider perception of the role and value of libraries was captured in a discussion with teachers in one of the primary schools as follows:

Associating libraries with primary schools is one of the most important developments in the education practices of the country as such facilities have mostly been part and parcel of well established secondary schools, training colleges and institutions of higher learning. Before the TVP many of us hardly thought of this facility in our schools. Most old stock books were usually kept in cupboards and boxes without being used by pupils and teachers. At times such books ended up being destroyed by ants and rats because of bad care or thrown away as useless books. The initiation of libraries by the project has helped our school to discover some good ways of using these books by the entire school. The library is perceived beyond the reading of story books given through the project. Through our library, pupils and teachers have access to a variety books, right from story books, reference books, textbooks and others which seem to motivate them to read, a thing that has greatly improved the quality of teaching and learning in the school(Headteacher, Ngara District, 2006).

3.2.3 The Promotion of a Reading Culture among Pupils

The promotion of a reading culture requires a clear and distinctive action planning, which is being reflected in a good number of activities in the project schools. The borrowing and reading of books is among the key indicators of developing a reading culture. Discussions with teachers revealed that some pupils frequently visit the library. Consequently, some of the pupils had finished reading all the story titles deposited in the library. Although borrowing and reading of story titles varied from one school to another, it was established that pupils borrowed books regularly as indicated the library register. As demonstrated by the Impact Study, pupils did not only borrow books, but also knew the titles and their content. *"In one of the schools visited, a standard five girl was asked to narrate a story from a book she had finished reading and she confidently narrated the story about the Elephant and Mr. Hare. She was also able to locate the book from the library shelf" (Katabaro and Mutakyahwa, 2006).*

All the stakeholders talked to during the field work indicated that this is one of the most important achievements of the TVP. Teachers and pupils alike were upbeat about this new development and they are very happy that the libraries and readership activities were introduced in their schools. This explains why the non-project schools are all trying to have school libraries. Both E&D Limited and Children's Book Project reported that the TVP has been a strong stimulant in promoting a reading culture in schools. This has of course increased interest in the writing and production of children's readers in the country.

The formation of readership clubs is a very important component of promoting a reading culture in schools. During the evaluation, around 70% of the sample schools reported the

existence of academic clubs, readership clubs or both. In some of the schools names of readership clubs are easily seen on notice boards and activities performed by club members are posted in the library. Readership clubs generally reflect the major activities undertaken in the clubs, such as, 'Mazingira', 'Bustani', 'Elimisha', 'Mashahiri', 'Hadithi', 'Haki za Watoto' and others. Readership and academic clubs are mostly used to review issues and intensive discussions on some topics related to respective subjects. These clubs have been encouraged to include activities such as debating, story writing and telling, composing stories from pictures, composition writing, writing poems, songs which promote readership and dramatizing.

Most clubs have leaderships that are democratically elected and have undertaken a good number of activities, although many face the challenge of documenting what they have achieved. Some very notable achievement of story writing was of a readership club in Lalago Nje Primary School in Maswa District which has composed some interesting story books in the form of neatly hand-written manuscripts for which it has been seeking a publisher. In some schools, such creative works have been collected into school magazines, which included "*Gazeti Letu*", "*Jarida Letu*", "*Hadithi Zetu*", "*Dawa ya Moto ni Moto*" and others. Most of these materials and pamphlets on a variety of topics are displayed on library shelves for other pupils to share, borrow and read. Some of the project schools had library walls decorated by charts and wall displays, which were termed as '*talking walls*'.

A very important phenomenon about the talking walls is that they motivate pupils into joining the Fine Arts and Handicrafts Clubs. Such clubs help children to acquire designing and drawing skills. These skills enable children to capture a variety of imaginations and creativity in depicting day to day school and community scenarios. The Handicraft Clubs for example, designed paper huts, carts, cars, trucks, charcoal stoves and other works of ceramics like molded plates, bowls, cups and others which are displayed on the library shelves of each school as artifacts to encourage other pupils to see, learn, read and acquire knowledge. Ruhanga Primary School in Muleba District and Nshumba in Bukoba, for example, had paper designs and hut plans for a reading hut on display for sale. Other examples on display were carts, kerosene stoves and buses. In one of the schools in Kwimba District had drawn diagrams, cartoons and a feature which showed the loss of a library book by a pupil.

Some very important component of promoting a readership culture in some of the project districts has been organizing readership competitions and staging the TVP readership stands in major district and regional shows by a number of the project districts. For example, early in 2006, Sengerema District organized readership competitions in each ward (Kata) and Ward Education Coordinators (WECS) and head teachers in collaboration with teachers monitored the whole process as one of the good practices of the project. The reading competitions exposed pupils' hidden talents in the various readership related activities, including; confidence in self-expression, logical thinking and creative writing. The project made some token presentations in terms of T-shirts. Other districts which organized reading competitions, without the project's assistance included; Maswa, Meatu, Mbulu, Karatu, Biharamulo, Geita, Ngara, Kahama and Karagwe. Karatu District staged a readership stand during the regional annual show in Arusha that proved exceedingly popular. Ngara District has set some very good example

for each ward and school to have a readership promotion plan. For example, Rulenge Ward organized a one-day readership promotion event whereby community members were invited to participate in readership activities. The event was successfully carried out and stimulated considerable community interest and participation.

3.2.4 Promotion of the teaching and learning process

Among the major purposes of TVP was to integrate the library in the teaching and learning process of the schools such that it was not perceived as an independent unit. For this reason, advocacy efforts were undertaken to sensitize teachers and pupils through special guides on the integration of the library in classroom teaching and learning and workshops for teachers. To successfully achieve this objective the collaboration of some local teachers' colleges was sought. For example, in December 2004, the project in collaboration with Butimba Teachers' College in Mwanza conducted training for teachers in Geita District focusing on integrating library use in participatory teaching methods involving all TVP schools. In project districts without a local teachers' college, collaboration was sought with district education officers, especially District School Inspectors and conducted cluster-based orientation for teachers.

In attempting to address the challenge of integrating library use in the teaching learning process, between May and July 2005, the project organized a training to three teachers from each implementing school on the subject and in May 2006 training was done to all District Book Liaison Officers (DBLOs) together with two District School Inspectors from each implementing district for the purpose of first acquiring library management and use skills, and the drawing of common strategies at the district level in planning, monitoring and assisting teachers in implementing the teaching and learning process by an effective use of libraries. Demonstrable positive results of this particular training were observed in a good number of project districts, especially, Ngara, Maswa, Sengerema, Bukoba and Muleba. In these districts, inspectors of schools shared the skills with the education staff and applied such skills during their normal monitoring of schools. These were positive indications and feedback to the project that readership activities could be sustained after the end of the project intervention, since education quality controllers were already on board.

However, advocacy and training activities seem to have had some positive impact on the integration libraries in the teaching and learning process. A teacher at Korogwe Primary School in Kahama District who had one of the training is quoted to have remarked, "*The library has improved our teaching and process as a participatory approach is gaining momentum in our school*". This kind of teaching is highly appreciated by pupils as reflected in the following comment a pupil of Ingulwa Primary School in Bukombe District. "*Reading story books have improved my reading skills as I have added many vocabularies than before. Last year I got number 12 out of 68 pupils in the first term examinations, but last term I attained number three out of 72 pupils in our class. I think I need the library now more than it was before*" (CARE Quarterly Report, 2006). Teachers are now using the library during the development of schemes of work, lesson plans, preparation of examinations, tests, homework, quizzes and assignments. These kinds of sentiments were strongly supported by the Impact Study, which makes the following important observations:

Pupils' awareness of the role of the library for academic purposes was explored in order to establish whether or not pupils were aware of the role of libraries in their academic pursuits. Through question and answer sessions in classrooms and libraries, it was clear to the team that the majority of students were aware that the school library was very useful in terms of materials from reference and supplementary books that was not readily available in the subject textbooks. Pupils were able to give examples of what they had gotten from reference and supplementary books. Some students pointed out some questions that they had encountered in exams that they had read from books borrowed from the library. It was interesting to also note that pupils were aware that story reading had enhanced their general understanding. They mentioned stories about animals that had exposed them to understand the different types of animals. Furthermore, it was pointed out that story reading had also improved their writing skills such that they were able to make their own stories (Katabaro and Mutakyahwa, 2006).

A very important feature in the role of libraries in promoting the teaching and learning process is enhancement of teacher and pupil classroom interaction. In many of the project districts, there has been a considerable improvement in the textbook-pupil ratio, which ranges from 1:2 to 1:4 in both the lower and upper primary classes. This has made it much easier for teachers to use books in the classroom during the lessons by referring pupils to specific areas of their teaching instead of the teacher being the sole source of knowledge. Pupils are given an opportunity to extract information from books on their own and provides space for discussions during lessons as opposed to the tendency to lecture, a common teaching practice due lack of books. In addition the provision of books has tended to improve teachers modes of material delivery as some pupils try to read ahead of their teachers and at times ask relevant questions that sometimes are not anticipated by teachers. Books have also made it easier for teachers in giving pupils notes and writing assignments on the chalkboard, which used to be difficult because of successive lessons being taught by different teachers. The importance of books in the teaching and learning process was well captured by one teacher in the following discussion:

The provision of books by the project has gone a long way to improve our teaching approaches. Now unlike before most pupils had no books the teacher used to write much of the information on chalkboard which consumed much of the teaching time. With most of the pupils having text books in many of the subjects, it is easy for the teacher to ask them to read silently or loudly, then followed by questions that contribute to a lot of discussions. As a teacher, one is no longer 'a master or king of knowledge'. Some pupils do read ahead on their own and end up asking you in class or outside questions whose answers you might need to do extra reading to provide correct answers. With books in the hands of pupils, this puts teachers on really alert, as they can not take things for granted as before. Books have also made it easy in the giving of notes and assignments during successive periods by different teachers. Planning for lessons is less challenging now, because one does not need to buy or travel long distances to obtain sources of information. The provision of books has made a very big difference to our approach to teaching (Headteacher, Karatu District, 2006)

During FGDs the pupils mentioned that the project has made their teachers teach differently and they have become effective. The following issues were raised by pupils when discussing how the project has changed their teachers:

- *We have seen a good change in their teaching*
- *They have become friendlier*
- *They prepare thoroughly and come with reference books in class*
- *They no longer write notes on the blackboard in a hurry and erase them before we finish.*
- *We get more homework than before*
- *They give us assignments to go and work in groups then we are given a chance to present in class.*

However, the most outstanding issue in the promotion of the reading culture has largely been with the pupils and has captured a strong motivation by teachers as expressed in a discussion with teachers in one of the primary schools as follows:

They have become very inquisitive little angels as they have gained a lot of confidence in themselves. The presence of books seems to awaken their abilities. They are very much interested in reading and are able to read anything right from story books, textbooks, reference books as well as newspapers. Many pupils are not only bold enough to read before their colleagues, teachers and members of the community. Above all, they have made us teachers quite alert as they are at times able to surprise us with questions in some of our subjects to which we have no ready answers until we do some extra reading on our own. Books make most inquisitive ones to read ahead of their classes (Headteacher, Kahama District, 2006).

3.2.5 Impact on Pupils' Academic Performance

As part of assessing the impact of the project, the evaluation explored the academic performance of pupils. Although the TVP was not directly tailored towards pupils' academic performance, considering the nature of its activities, improving learning is expected to be one of its key effects. Such an expectation is actually based on the fact the quality of education provided, much depends on the quantity and quality of its inputs; and the provision of books is a critical component in assessing educational quality. It is within this particular context that the provision of relevant books in schools would encourage pupils and teachers to read widely, thereby improving the learning achievement. It needs to be qualified from the onset that ascribing a particular factor to examination performance is quite intricate as such performance could be as a result of multiple factors some of which could go beyond the control of any study.

Nonetheless, much of the existing documents and discussions with teachers, pupils and members of the school management committees show that there has been improved examination performance, which is attributed to the TVP intervention. In one of the quarterly reports, for example, it is noted, *"The libraries are contributing significantly to classroom performance as examination results show, as well as increasing proficiency in reading in specific areas and literacy in general. District reports from Missungwi,*

Bukoba, Maswa, Kwimba and Ngara show that among the top ten schools in standard VII examinations more than 75% have libraries (CARE Quarterly Report, 2006)

While it is generally difficult to assess the impact of the project on examination performance in standard IV examination, there are some good indications for it in the Primary School Leaving Examination (PSLE). For example, the 2003 Baseline Survey shows that, *'according to the data provided by head teachers the general performance of pupils has been improving for the period from 2000 to 2002 and there are significant differences in terms of achievement, as boys tend to be consistently higher than girls...'* (Katabaro and Mutakyahwa, 2006) This phenomenon was mentioned by all participants in the Impact Study as well as during this evaluation. Most of the visited schools had their examination results posted on the notice boards in the head teachers' offices as well as the staff rooms and quite often accompanied with pictures of successful pupils.

The Impact Study, which attempted statistical analysis of the PSLE by comparing project and non-project schools noted, *'From the mean scores of 15 visited TVP schools and 15 randomly selected non-TVP schools, a variation was noted. A t-test was adopted to compare the means of the two respective groups in all the subjects sat for the examination and the total score that is used to determine the level of performance of primary school graduates...The observed differences in the mean scores between the project and non-project schools are highly significant. It can, therefore be concluded that project schools are performing better than non-project schools in all the PSLE. These results are consistent with other results observed in schools that there were more pupils selected to Form I from project than non-project schools (Katabaro and Mutakyahwa, 2006).* This particular conclusion was strongly supported by the number of pupils selected to join Form I classes of the secondary schools. It was shown that project schools had a higher percentage of pupils selected to join secondary education when compared with non-project schools in the districts of Kwimba, Meatu and Muleba. This finding corroborated the assertions made by all District Education Officers, teachers and community members.

Table 4 indicates the number of pupils who have joined secondary schools from project schools from 2001-2005. Indeed, those transiting to secondary schools from the project

Table 4: Transition to secondary schools 2001-2005

DISTRICT	2001		2002		2003		2004		2005		SUB-TOTAL		GRAND TOTAL
	Boys	Girls	2.0 Boys	Girls									
Ngara	28	19	31	41	71	60	79	93	119	14	228	227	555
Maswa	6	4	20	14	22	28	39	36	77	69	164	151	315
Sengerema	76	69	57	72	101	66	105	72	191	118	530	396	926
Karatu	27	20	29	21	28	30	41	60	62	62	187	193	380
Biharamulo	64	44	88	43	99	69	118	94	103	101	470	351	821
Geita	41	29	71	46	115	52	158	109	195	93	580	327	907
Kahama	9	16	7	26	9	22	23	66	38	70	86	197	283
Maswa	109	65	157	93	125	93	156	109	272	212	819	172	1391
Mbulu	61	28	50	48	63	78	94	88	112	133	380	375	755

schools have increased steadily and consistently in the last five years in all the districts visited.

3.2.6 Impact on Teachers' Academic and Professional Development

The MoEVT has a standing policy which requires all teachers to make academic and professional advancement. In response to this policy some teachers have a strong interest to advance their professional qualifications in order to move up from their previous training to higher levels of the teaching profession. This has the advantage of also promoting their living standards due increased pay. During the evaluation, many teachers stated that the provision of books had increased their motivation to read for academic and professional promotion. This was especially so with the provision of reference and advanced books which are important for the preparation of Forms 4 and 6 national examinations.

The evaluation team established that some school library books as well as at the Teachers' Resource Centers (TRCs) were well beyond teaching requirements for primary school levels. Teachers from project schools mentioned that they had access and time for private reading in their school libraries as part of their career advancement. Although information on the number of teachers engaged in academic and professional advancement was generally scanty, it was clear that a good number of teachers in the project schools were taking advantage of the school libraries to read for national examinations at Forms 4 and 6 or had joined college or universities for further studies than their counterparts in non-project schools. The reference and advanced books were also said to be quite useful in the preparation of their lessons as well as serving as resource books.

One of an unintended result from the project is that TVP has made the leadership talents of participating teachers to be noticed by the district authorities. Such teachers have been active in managing libraries, participating in school based procurements, organizing readership competitions and training/sensitizing fellow teachers on readership issues. As a result, some trained teacher-librarians have been promoted to head schools or to become education officers. Of course this has led to shortages of trained teacher-librarians especially in the districts where TOTs were not active. In all the 8 districts visited it was reported that 4-5 teachers from project schools have been promoted, transferred and are now school heads.

3.2.7 Enhancing reading culture in the surrounding Communities

The evaluation team was informed by members of School Management Committees and parents' representatives about the use of school libraries by members of the surrounding communities. The borrowers' records and impromptu visits showed some very convincing evidence of communities' use of school libraries, although this varied from one school to another. There were however, some schools where only a few community members borrowed books from libraries depending on some particular need and interest. The evaluation team learnt that apart from borrowing books for general reading/entertainment, there are community members who borrowed books due to such needs as farming, especially the growing of particular crop in the locality and books that

provided information on health, especially on a disease such as HIV and AIDS and family planning.

I am one of those who are very impressed by this project. The project has brought many useful books that most of the parents in the village have not seen before and they read them to get more knowledge. Myself, I read a book on goat rearing. I have learnt how goats can be kept, their diseases and taking care of them. I have practiced these and now I am a good farmer ... (Member, School Management Committee, Biharamulo District, 2006).

Many members of this communities, especially men, now spend most of their time reading books instead of just loitering or idling doing nothing. They have got knowledge by reading many books. This has also become form of entertainment. Some of them have been taught how to read by their children and they have become interested in their children's education than before. We are happy that this project came to our community ... (Parent, Member of the School Management Committee, Ngara District, 2006).

In Karatu, Mbulu, Sengerema and Geita Districts, for example, parents are very impressed by the project so much so that they have already organized fund-raising to buy additional readers for their libraries. It was also established in some districts that communities supported school libraries through the donation of books, magazines and newspapers.

Other groups that used school libraries more frequently included secondary school students and students of universities and colleges, particularly those of the Open University.

3.2.8 Influence on the Establishment of Libraries in Non-project School

In all the districts, evaluation team found a very strong impact of the spill over effect of TVP that has motivated and enabled non project schools set up their own school libraries on the models of the project schools using old existing book stocks and have maintained replenishment with new book stocks through the use of capitation grants from the government and private donations of books from different organizations as well as from the community. The project trained teachers normally share their skills on library management and readership promotion. A sample of the non-project school libraries looked quite organized and impressive.

3.2.9 Consolidating and strengthening stakeholders in the book industry

Through TVP, the Publishers Association of Tanzania (PATA) has been strengthened and the major stakeholders in the book industry are members of this national organization. Through workshops, networking and school-based procurement, "the TVP has enhanced the establishment of publishing industry in Tanzania. Besides, it has acted as a strong stimulate to the production of children's books in Tanzania" (E&D Limited Official, 2006).

The project has created a market for writers and publishers. For example, the book supplied through the project grew from 370 titles in 2001 to over 1,000 in 2006. PATA was a member of TVP Book Vendors Selection Committee and has managed to promote and publicize their members books. The standardized book catalogue used by schools to select the books to be supplied was produced by PATA in a participatory and consultative manner.

The Book-Sellers Association of Tanzania (BSAT) has also been enhanced through the TVP as a national organization. The project has created market for book-sellers in the country and created an environment where BSAT is able to consolidate itself and work effectively for the benefit of its members.

We have to recognize the fact that TVP has made BSAT grow from strength to strength. Now we have about 560 members nationally and we have a platform where we can network, discuss and build consensus on issues affecting the book industry. Even if there are some key challenges affecting TVP, we appreciate the fact that TVP has created a market for book sellers. It has awakened an old good practice of having libraries in schools and promoting reading culture. If this is extended all-over the country, definitely book-sellers will be in business because of an expansive market ... (BSAT official, 2006).

Through triangulation both quantitative and qualitative data, the evaluation team came up with three categories of schools based on the functioning of the school libraries. Table 5 indicates the three categories: Category I: Well functioning school libraries; Category II: Average functioning school libraries, and Category III: Non-functioning school libraries.

Table 5: Three Categories of Schools on the Situation of the Libraries

Category I: Well Functioning School Library	Category II: Average Functioning School Library	Category III: Non-Functioning School Library
<p>Observed Elements:</p> <ul style="list-style-type: none"> • Active & Innovative school head and teachers • Active & well managed SMC. • Well informed educated chair of SMC. • Active & Committed teacher/librarian • Active readers clubs • Well made shelves • Well arranged labeled books • Both MMEM and TVP and other reading materials in the library • Library wall are full with pupils' drawings, essays etc. • Have reading spaces/tents • Sustainability strategy in place • Additional supplementary books already bought • Know CARE's support ends in Dec. 2006 • Have enough physical facilities. • Think that the project won't die when support ceases. 	<p>Observed Elements:</p> <p><i>These are middle ground schools. Have 50% of Category I.</i></p> <ul style="list-style-type: none"> • Good and committed school head • An averagely active SMC, now their role but struggling to support TVP • Active readers club • The library seen as CARE books and they are well marked and arranged. • Librarian-Teacher committed and motivated • Most of the teachers feel part of the project • Have no practical sustainability activities but have intents • Not enough physical facilities in some classes 	<p>Observed Elements:</p> <ul style="list-style-type: none"> • Disorganized school head • Members of SMC not well informed, mostly illiterate • Teachers feel that they are not part of TVP, it is just for Teacher-Librarians • Library perceived as CARE's and only project books are kept there. Other books are in the store • Books are stored in cartons • Shelves are few, poorly made • Books not labeled and not arranged well in the library. • Library well is empty • Have strong culture of dependency syndrome • No sustainability strategy • Shocked that CARE's support is ending in Dec. 2006 • Have limited physical facilities • Think that the project will die when support ceases.

3.3 Pupils' Perceptions about the TVP

In the following section, we discuss pupils' perceptions about the project. The results are based on the analysis of responses by 1,274 pupils from the five districts. Of these 1,200 (94%) were from project schools while 74 (6%) are from non-project schools. In terms of sex, 515 (40%) females responded to the questionnaires compared to 759 (60%) males. This difference is just an indication of the gender distribution of pupils in the primary schools visited rather than a sampling design since the intention was to have the same number of boys and girls responding to the instrument.

TVP is very popular among pupils. Regarding their knowledge of the project, 98% of the respondents from project schools were aware that their schools were TVP project schools. 95% of pupils from non-project schools were also aware of the school library project. This is explained by the fact that these schools were within the same catchment area of the project schools.

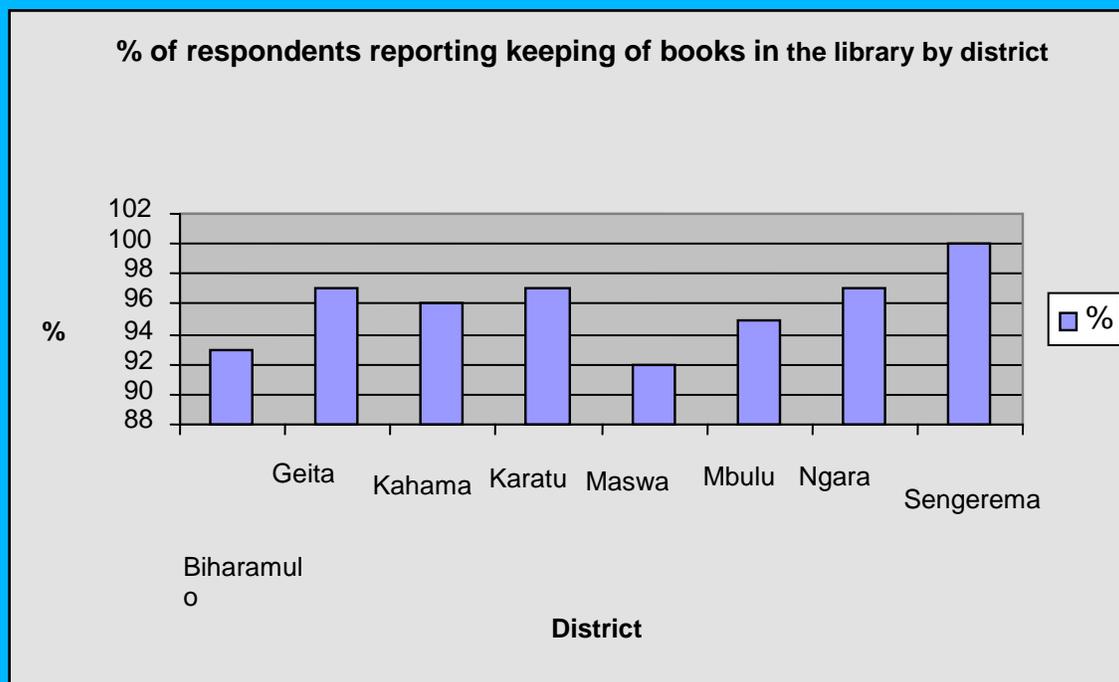
Table 6 indicates pupils' response on where school books are kept. Most of the respondents 94.5% reported that books are kept in the library, 2% and 1.5% reported that books are kept in headteachers' office and staffroom respectively.

Table 6: Table showing frequency of locations where books are kept by project school

	Project school
Staff room	18(1.5%)
Headteacher's office	23(2%)
School store	18(1.5%)
Library	1138(94.5%)
Class	2(0.4%)
Teachers' houses	1(0.1%)
Total	1,200 (100%)

As shown in figure1 100% of respondents from Sengerema district reported keeping of books in the school library. 92% of the respondents from Maswa reported the same while the other districts ranged between 93% and 97%

Figure 1: Responses on keeping of school books



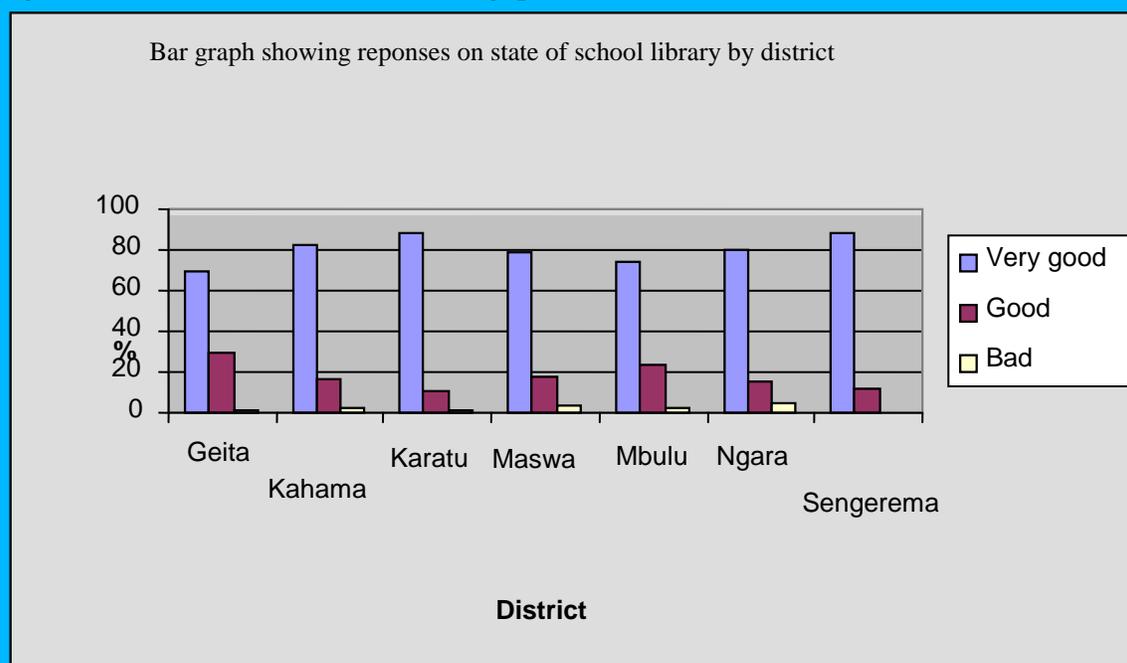
Regarding the state of school libraries, a higher proportion of respondents from the TVP schools reported that the state of the library in terms of buildings and space was very good (Table 7). Only 21% and 17% indicated that the state of school libraries is bad and very bad respectively.

Table 7: Table showing status of the library (in terms of building and space) by project school

Description	Respondents
Very good	961(80%)
Good	201(17%)
Bad	21(2%)
Very bad	17(1%)
Total	1,200 (100%)

Figure 2 indicates the responses of pupils on the state of school libraries by districts. In all the five districts, the majority of pupils perceive the state of their school libraries to be generally very good.

Figure 2: The state of libraries and reading space



Over 80% of pupils in Kahama, Karatu and Sengerema district describe their school libraries as being very good, while only 65% in Geita district think so.

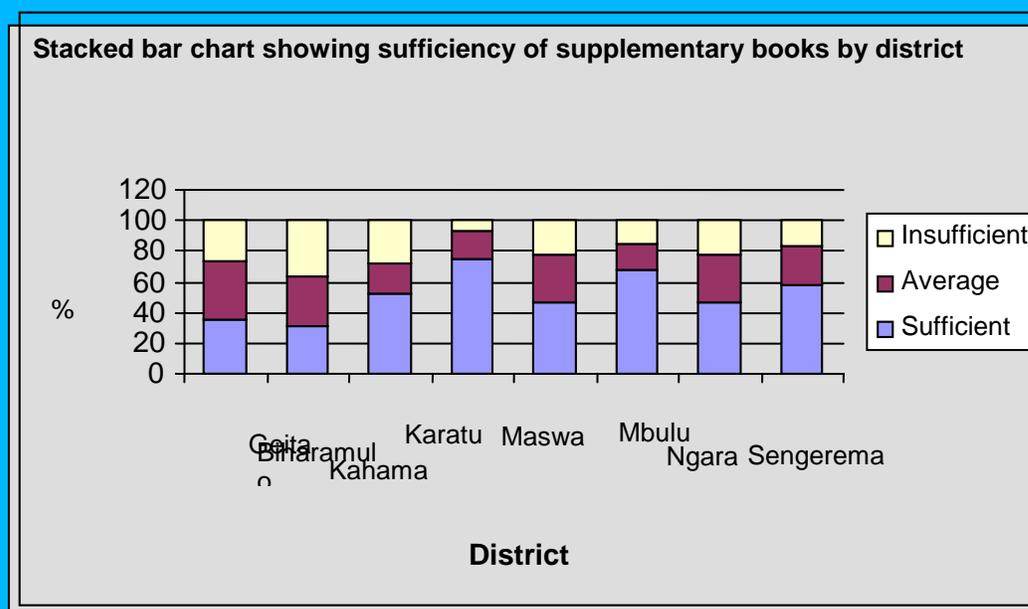
Table 8 indicates pupils' responses on the sufficiency of supplementary readers in their school libraries. Only 31% of the total respondents reported that the supplementary readers' were very sufficient in the school libraries, while 23% reported that the supplementary books were insufficient.

Table 8: Table showing Pupils' responses on sufficiency of supplementary readers in school library

Response	Number	%
Very sufficient	395	31
Sufficient	232	18
Average	351	28
Insufficient	296	23
Total	1274	100

Figure 3 indicates the pupils' responses by districts. 75% of the respondents in Karatu, 65% in Mbulu and 60% in Sengerema Districts reported that the supplementary readers in their school libraries are sufficient. This was reported by less than 40% of the pupils in Biharamulo and Geita districts.

Figure 3: Stacked bar chart showing pupils responses on the sufficiency of supplementary books by district.



As far as textbooks are concerned, only 28% of the total respondents reported that textbooks in the school libraries were very sufficient. Indeed, those who responded that the books were average or insufficient were more than those who reported sufficiency (52% compared to 48%).

Table 9: Pupils' responses on sufficiency of textbooks in the school libraries

Response	Number	% of respondents
Very sufficient	356	28
Sufficient	259	20
Average	362	29
Insufficient	297	23
TOTAL	1,274	100

One way of assessing the library use by pupils is by mapping out the frequency of library visits by pupils and the number of books borrowed. As shown in the Table 10 below, 20% of the learners indicated that they had visited the library over three times in one week. At least 36% had visited in one week while 35% had not visited the library completely in one week. This seems to indicate a fairly good embedment of a reading culture.

Table 10: Pupils' responses on frequency of library visits per Week per week

Frequency of Library visits	Pupils Responding	Percent
> 3 times	257	20.20%
3 times	203	15.90%
2 times	299	23.50%
Once	63	4.90%
Never	452	35.50%
TOTAL	1,274	100.00%

There were no significant variations in library visits per week by gender. However, 38% of the boys visited the library more than three times in a week compared to 34% by the girls (Table 11 below).

Table 11: Pupils' responses on frequency of library visits per Week by gender

Frequency of library visit	Female	Male
> 3 times	194 (38%)	258 (34%)
3 times	98 (19%)	159 (21%)
2 times	82 (16%)	121 (16%)
Once	122 (24%)	177 (23%)
Never	19 (3%)	44 (6%)
Total	515 (100%)	759 (100%)

Tables 12 and 13 below indicate pupils' responses on the number of books they had borrowed from their library in the previous one month and week. Table 12 indicates a higher proportion (41%) of learners had borrowed more than 4 books in the last one month, while 11%, 8% and 6% reported that they had borrowed 2, 1 and no books respectively in the last one month.

Table 12: Pupils’ responses on the Number of books borrowed in the previous month by project school

No. of Books	Responses
>4 books	489 (41%)
4 books	271 (22%)
3 books	145 (12%)
2 books	125 (11%)
1 book	98 (8%)
None	72 (6%)
TOTAL	1,200 (100%)

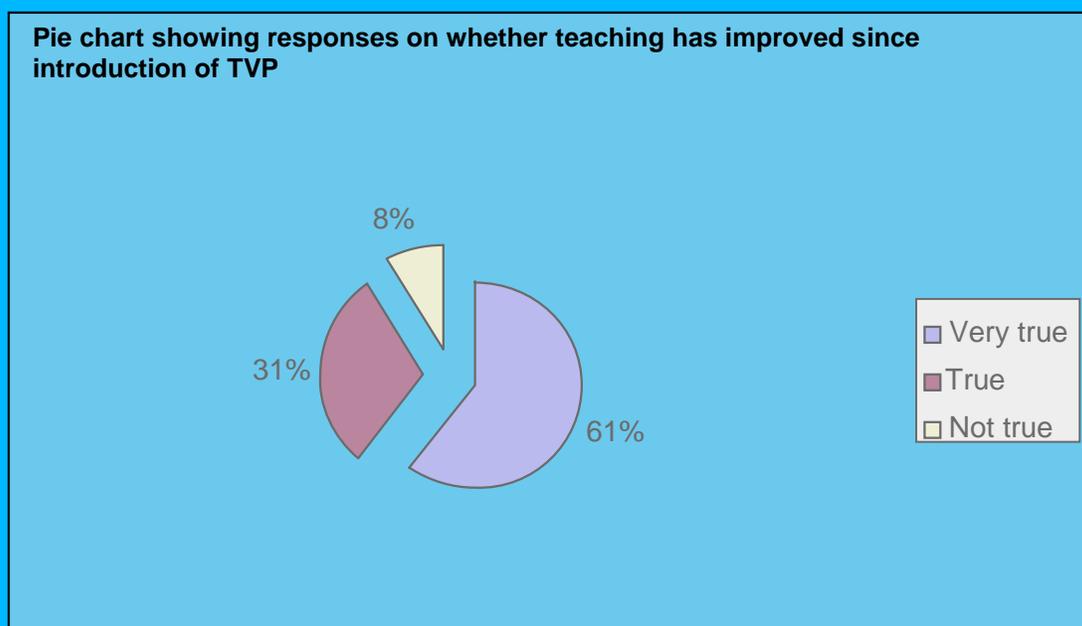
As indicated in Table 13; 63% of pupils reported that teachers support their learners in the use of libraries. This motivates them and enhances pupils’ interest in reading and studying. Only 7% indicated that this is not true.

Table 13: Pupils response to: “We get support from teachers on the use of the school library.”

Responses	No./% of Respondents
Very true	750 (63%)
True	365 (30%)
Not true	85 (7%)
TOTAL	1,200 (100%)

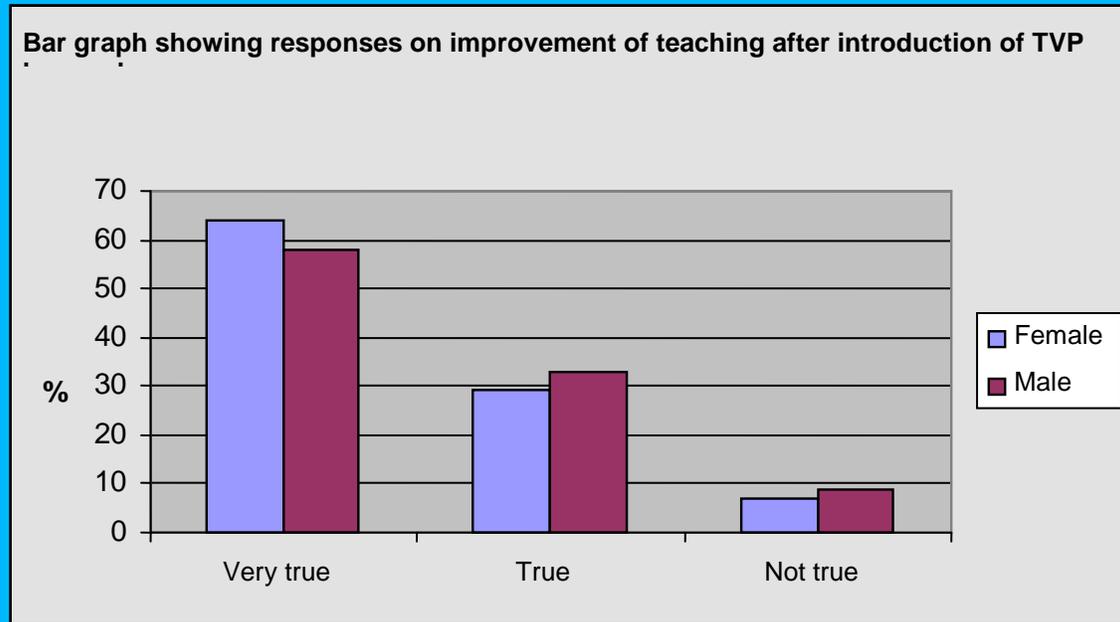
When asked on whether teaching-learning processes had improved since the introduction of TVP, 61% of the pupils reported this as “very true” while 31% reported as “true”. Only 8% reported that teaching-learning had not improved.

Figure 4: Impact of TVP on teaching-learning processes



In terms of gender, 64% of female learners and 58% of males reported as ‘very true’ when asked whether they thought teaching-learning processes had improved after the introduction of TVP in their school.

Figure 5: Impact of TVP by gender



It is encouraging to note that the majority of pupils agreed that parents encourage their children to borrow books from the school libraries (Table 14).

Table 14: Pupils’ responses on: Parents encourage borrowing of books from the school library.

Responses	No./% of Respondents
Very true	665 (56%)
True	364 (30%)
Not true	169 (14%)
Total	1,200 (100%)

The pupils’ perception about TVP is generally positive. Their responses presented above are clear indication of their appreciation and support of the project. The “voices” of some pupils during the FGDs summarizes what the TVP has really achieved:

- *We are very happy with TVP. We did not have a library before the project brought books. Now we have many story books and other books. We go to the library we read stories. We have books for different subjects and now we like studying. Our teachers teach well. Also, by reading library books, we are able to get various knowledge, for example, how to protect ourselves from being attacked by various diseases.... (Pupils, Female, Mbulu District, 2006).*
- *The project has done good for us. We have many books and now we are able to solve the problems of reading. We do not have difficulties in doing homework*

- than before the project started. Now we go to the library and read. We have started readers clubs and they have made us learn a lot. We are now confident and able to speak, to recite poems and to draw good pictures. Also, we are learning English with ease. ... (Pupils, Male, Biharamulo District, 2006).*
- *Without the project we would not have got the different categories of books we have now, especially the supplementary readers. We did not now about a library in the first place. Now we have a library and class books and story readers. Although they are not enough, currently we are better off than most of primary schools which are not in the project. (Pupils, Female, Sengerema District, 2006).*
 - *From our point of view, we are very satisfied with what the project has done so far. We started without a library and books. We now have a library, with many different books including story books. Teachers are teaching better and we are happy that our school is doing well in the STD 4 and 7 examinations. (Pupil, Male, Mbulu District, 2006)*
 - *Before TVP pupils were not interested in reading, leave alone studying for any test. After bringing books, pupils are very interested and active borrowing books and reading them. We have reading clubs and we participate in reading competitions. Last year we competed and won prizes. We are very proud of our school and teachers...(Pupils, Female, Ngara District, 2006).*

3.4 Summary of What Worked Well and What Did not Work Well in the Project

3.4.1 What worked well:

- The disbursement of funds from the Royal Netherlands Embassy to CARE and from Care to Booksellers proceeded very well. The money was invested well according to the planned activities and it produced good results. Documentation of project activities, in terms of reports, and constant and open communication between the RNE and CARE-Tanzania were good practices.
- The project was implemented through the existing educational management structures, appointed the District Book Liaison Officer (DBLO) to coordinate with the CARE project field officer in the implementation process. The collaboration between these officers has generally enhanced successful implementation of the project in most districts.
- MOU between CARE-Tanzania and with E&D Ltd worked well. The technical support offered by E&D Limited was of high standards and created good impact and lessons for both CARE – Tanzania, the districts and E&D Ltd. E&D Limited using their experience in children readership offered a good strategic support in the project as far as the design and implementation of the project.

- CARE and E&D Limited trained Trainers of Trainers (ToTs) at the district level who in turn trained head teachers, teacher librarians, pupils and members of the school management committees (SMCs) in book procurement and management of school libraries. During the field survey teachers and pupils appreciated the training which provided them with skills of school-based book procurement and the running of their libraries.
- The project successfully jump-started a strong reading culture, especially among primary school pupils. All the beneficiaries became interested in different categories of books. Indeed, the demand for readers by various groups has surpassed the existing books in the school libraries.
- The participation of PATA was encouraging. The fact that the Association produced a standardized Book Catalogue which schools used for procurement of books was a good practice of strengthening PATA, empowering schools on procurement issues and addressing the issues of transparency and accountability.
- Exchange, visits and sharing of lessons and experiences between the project supported schools and non-project schools were a good practice. There were reported cases of teachers from one district visiting a project school in another district. For example, a group of teachers from Bukoba and Ngara had visited a project school in Maswa. There were also cases of teachers and pupils within a Ward or in the same districts visiting each other and exchanging ideas. Teachers from non-project schools reported that they visited project supported schools not only to borrow books but also to learn how to start their own school library. Readership competition among project school provided a perfect platform for exchange of lessons and experiences.

3.4.2 What did not work well:

- At the district level, according to the MoU, the District Education Office was to support TVP interventions in the remaining 25% of the schools since CARE was supporting 75%. This understanding was not fully implemented by most of the project districts due to the shortage of funds. However, the districts of Ngara, Karatu, Mbulu, Muleba and Bukoba Rural managed to make their full contribution to the project implementation. Probably if districts competed for the TVP, based on certain conditions, as schools did, the situation could have been better.
- Poor project implementation by some districts education offices due to the feeling that they ought to have been involved in the disbursement of funds and procurement of books instead of their participation by only receiving ‘paper’ money (the channeling of book funds directly to the book sellers, an aspect which tended to deprive the districts a greater role in the implementation process).
- Weak community mobilization and support in some districts and schools. Community mobilization and sensitization to own the project and thus mobilize additional resources for its activities was very weak, if not overlooked. The

majority of the parents talked to understand the project to be owned and fully funded by CARE-Tanzania. This explains why there was a feeling that CARE should just continue funding the project which they started.

- Teachers complained of the fact that only 2 teachers per school were trained as teacher-librarians.

Not all teachers have been trained. Only two in our school attended a seminar. All teachers need to attend a seminar so that if those trained are transferred, then there will be no gap left. There should not be discrimination in the project. Readership competitions also discriminate who are expected to participate. For example, these competitions are done in our school, but were not allowed to participate because we are not a TVP school. Teachers and especially pupils feel very bad and frustrated. They pupils ask us why they can not participate and they have a library in the school. They are ready to compete with others ... Something should be done about this discrimination (Teacher-Librarian, Non-project school, Sengerema District, 2006).

Teachers also raised issues of short durations of the training sessions and the inability of trained teachers to undertake the training of other teachers who did not have the opportunity to attend the courses. This was required in the implementation plan but never took place in the majority of schools because the TOTs were not effective and the lack of resources at the district level to role-over the training as had been agreed by service providers and CARE.

Teachers were also not targeted by the project to be rewarded or compensated for their efforts and professionalism in preparing pupils to start and run readership clubs and preparing the pupils for readership competitions. Teachers need formal organized tours to learn and exchange ideas with colleagues from other districts and regions.

- Inadequate reading facilities, especially space, the conversion of PEDP classrooms into libraries contributing to overcrowding in some schools, and lack of reading desks and shelves. Schools had no choice but to provide a room in order to qualify to be in the project. In some schools, the 'library' is so small that only on small shelves and a table fit in it.
- The omission to involve one of the key stakeholders – the Book-Sellers Associations of Tanzania (BSAT) in the National Project Advisory Committee. This did not provide them with an opportunity to air their views to project managers. For example, they had no forum to raise and discuss the issue of piracy and 'brief case' book suppliers, with CARE – Tanzania. This omission was expressed clearly by BSAT:

We had discovered anomalies in schools – pirated books. But we felt disempowered because we were not in the Advisory committee. We wrote a letter to CARE – Tanzania in 2004 raising the issue, but we did not get a reply. So we said, but surely why do you poke your nose in somebody's project. What mandate do you

have? We are not informed how it operatedWe stopped complaining and went ahead with our business. But tell them that we should be included in the Project Advisory Committee because we are a key stakeholder in this project (BSAT Official, 2006).

- The local publishing industry being financially weak was not able to handle large volumes of orders, contributing to a majority of schools not getting enough publications they had ordered in good time.
- Weak monitoring of the project activities, particularly the initial non-involvement of district education inspectors who are responsible for quality control in schools and CARE field officers taking charge of two districts some which are quite expansive to supervise project activities. Above all, there was a major lack of resources to allow for improved school support by district officials, with two vehicles being used by all education officers.
- There was the procurement of more subject and reference books and less literary works and story books for youths. There were also insufficient titles which could interest a wider community readership. In some instances, CARE – Tanzania procured books and just send them to schools. This was in 2006 and most were books presented as prizes for schools that have shown good implementation of the project.

We appreciate the fact that schools were given the chance to select and procure books. But there are instances where this rule was not followed strictly and we find our selves with books which were not in the list of our priority needs. The books we got last year and this year they were just brought by CARE without us being involved in selecting them. For example, we had to return about 96 readers on reproductive health education and HIV/AIDS to the districts because the community was not happy with them. They were beyond pupils' age (Head-Teacher, Ngara District, 2006).

4.0 CHALLENGES FACED BY TVP

As already been mentioned, the TVP awakened the reading culture in primary schools and has shown that through targeting and commitment, quality of education can be improved in Tanzania schools. Despite the achievement of the project, the evaluation team's analysis indicates that there are several gaps and challenges that faced the TVP. These include the following:

- Making TVP effective in the absence of mainstreamed policy within the primary school and the national education system in Tanzania that would cultivate library and reading culture among students and adults;
- Making school libraries and readership activities part of the whole primary school development and part and parcel of classroom teaching-learning activities.
- Sustaining and enhancing the pupils' and teachers' interests in reading and the use of the libraries without the continuous provision of new and additional books;
- Making TVP functional and effective in schools with limited facilities e.g. classrooms, desks, teachers;
- The need for trained and professional librarians to run school libraries effectively;
- CARE working with 16 different District Councils, with varied degree of commitment and resources, through a standardized/harmonized Systems / interventions;
- Effective monitoring of TVP interventions in a large geographical areas without sufficient resources;
- Dealing with the problems of piracy and participation of non-registered book-sellers in the project;
- Sustaining effective advocacy and mobilization of various stakeholders;
- Sustaining TVP in some districts/schools.

❖ **Making TVP effective in the absence of mainstreamed policy within the primary school and the national education system in Tanzania;**

Although the TVP project was designed and implemented through the existing district and school structures, there was no operationalized national policy on primary school libraries and readership activities from the MoEVT. TVP started as a pilot project and six years down the line it remains so, not even recognized in MoEVT official Time-Table sent to primary schools.

The project, in a sense, was not being directed by the MoEVT Headquarters in Dar but by CARE Tanzania. That is why TVP was perceived by many stakeholders, including learners and teachers as being a CARE activity. With the congested time-table and scarce resources at the district and school levels, making TVP effective and operate efficiently without a policy (and its actualization) remains a strategic challenge.

Since the official school time-table, which comes from the MoEVT, does not accommodate readership/library activities, teachers in all the project schools have to get time when this activities can take place. Thus, most of the schools allocated between 20 to 60 minutes during break-times or after official school hours for borrowing books and readership activities in the library. This restricted the number of pupils and community members who could access and effectively use the library facilities. During official teaching ours, almost 99% of the libraries were reported by teachers to remain closed because there was no one to attend to them since teachers/librarians get busy teaching. The 'voices' of some of the key informants summarized it all:

We have to remove the concept 'project mentality.' Mainstreaming library / readership activities within the Ministry of Education and Vocational Training, with budgeted strategic plans, integration of such interventions in teacher education, integration into policy of quality education, clear allocation of money to buy supplementary readers and moving from intent to operationalization of the policy with actual operationalizations including guidelines and resources, otherwise school libraries will just remain what they are – a project (E&D Ltd Official, 2006).

More advocacy and sensitization is needed in order to mainstream this project into our education sector policy. We have seen the difference it has made in our schools, but unless such activities are officially recognized by the MoEVT policies, they will die once donors are gone or unless we keep on running them as project and we keep on running to the donors. But this will bring fatigue and lack of seriousness because parents and even teachers will soon abandon such activities and dump them .. (Chairperson of School Management Committee, Kahama District, 2006).

Commitment of the districts officials to TVP was not as strong as in MMEM. This is because the later is mainstreamed and integrated right from the MoEVT headquarters. Instructions and guidance come from the Minister. There are MoEVT structures, orders and money. This order of command and operation guidelines makes MMEM activities a priority at the district councils and schools and even in the DEO's office. But ours is seen as CARE project and if there are other pressing issues from the Government, TVP activities take a back seat. That is why mainstreaming TVP within the MoEVT development programmes is critical and a big challenge based on the outcome of the project(CARE official – M&E, 2006).

The mix and/or balance between the official MoEVT requirements and those of a projects like TVP created a challenge and pressure to district education officials like DBLOs. This is because the project work is officially seen as additional supplementary work and if there is conflict, then the officially MoETV work prevails.

The districts and especially schools are still being driven by the desire to have a long shopping list of needs that awaits donors' money. This has killed innovativeness for initiating and sustaining projects, and has therefore created dependency syndrome in the majority of schools visited.

❖ **Making school libraries and readership activities part of the whole primary school development and part and parcel of classroom teaching-learning activities.**

Mainstreaming readership activities/libraries into the teaching-learning activities remains a challenge in primary schools. This is because of teachers' orientations and the traditional culture and practices of teaching, where it is only teachers who are expected to be the custodian of knowledge and thus should refer to textbooks during classroom lessons. This problem became even more acute in schools where teachers have not conceptualized the role of school library and child-centered methods of teaching. In such schools, we found both reference and supplementary books kept in cartons or locked cupboards. As confirmed by stakeholders

Teachers have not conceptualized and internalized the concept of multi-textbooks in preparation and teaching. This is because it is a new phenomena to them. It was not part of their teacher education. This will take a while to be resolved. This also applies to a change and innovation in teaching-learning process. More and continuous in-servicing and sensitization is required. But with limited resources this might just remain a piped-dream. (Stakeholder, 2006).

The is need, and this is another challenge for empowering teachers to use supplementary readers from the library during their official teaching lessons and processes instead of these books being seen as supplementary interventions to be undertaken during breaks or after official ours (CBP Official, 2006)

The traditional methods of the teaching-learning processes are still very common in schools in most countries in sub-Saharan Africa, thus empowering teachers and learners to take advantage of child-centered approaches remains a challenge. Even readership clubs introduced in project schools through TVP need strengthening.

“Readership clubs has not been as strong as expected because it was not easy for the schools and pupils to grasp the idea and actualize it. There was also confusion between MoEVT introduced “Subject Clubs” and TVP Readerships Clubs because the perception is that entry should be through academic subjects – English, Mathematics, Science etc. It has been difficult for the school system to

mainstream library activities in everyday teaching-learning processes ...” (Stakeholder, 2006).

The project introduced an approach with a new value system - that of empowering children to take charge of their learning and use the library/books to seek knowledge and not just depend on teachers as it has been. This was like taking teaching-learning processes from the tight control of teachers and going against the established norm and tradition. Reconciling what is seen to be a contradiction and dealing with the conflicts between the teachers and learners, remains a big challenge (Stakeholder, 2006).

In about 90% of the schools visited, the school development plans had other items like classrooms, teachers’ houses, water and repairs but no readership activities or expansion of libraries. The presence of libraries alone and a few books in primary schools is not enough to make them be used innovatively for improving the quality of teaching-learning processes in general and the acquisition of knowledge by learners in particular.

❖ **Sustaining and enhancing pupils’ and teachers’ interests in reading and the use of the libraries without the continuous provision of new and additional books;**

As indicated in the Achievement Section, the TVP has achieved a lot and more importantly laid a good foundation for the culture of reading and studying in primary schools. But one challenge is that the categories of books and titles that have been supplied to schools under the TVP have been outstretched by pupils’, teachers and community members at large. The declaration of Free Primary Education has even made matters worse because school enrollments have doubled if not tripled in all the districts.

In all the schools visited and every key informant talked to, the call was for the “provision of more titles in a continuous manner”. A story on a Std VI girl in a school in Sengerema District summarizes the above challenge:

The project started in our school when I was in Std. 4 in 2004. The one classroom was turned into a library. TVP Books were brought only once in 2004. They are very good and interesting books. I was more interested in story books. I read them all and repeated them in 2005. Now I am in Std. VI, I have not seen new story books come to our school. I don’t know why? I do not go to the library more often as I used to go. I feel bad because there are no new story books. I am giving the project 45% because it has failed to bring us more books (Standard VI, Girl, 2006).

In all the school visited the number of books vis a vis pupils is highly un-proportional. The demand for books of all categories is very high.

Keeping teachers motivated and interested in sustaining the gains brought about by the TVP has remained a challenge in this situation of scarcity of books and resources. This is exacerbated by two key issues:

- No awards are directed to teachers, for example, during readership competitions (readership days). While pupils whom they take time to prepare win prizes and praises, teachers get nothing in return, only “hot air” as teachers described it.
- The academic books which teachers use for their academic and career progression (‘O’ and ‘A’ level books) are very few in the school visited. This brings in frustration after realizing that this can reduce their cost of studying if their school libraries are well stocked.

Children keep on asking teachers for more new titles. However, teachers are not in a position to give a definite answer as to when and how many titles will come. This has brought frustration.

The need for the provision of diverse and more reading materials (texts, supplementary readers and references and academic books) that satisfy the demands of different clients (pupils, teachers, community members, secondary school students) remains an important issue at the district, community and school levels.

▪ **Making TVP functional and effective in schools with limited facilities e.g. classrooms, desks, teachers;**

PEDP and the implementation of Free Primary education in particular has increased school enrolment and overstretched school facilities, for example, classrooms, desks, and even teachers. Although the Government, through PEDP has tried to support schools with infrastructural development, on a cost-sharing basis, provision of adequate physical facilities and teachers remains one of the biggest challenges facing the education sector.

In over 90 per cent of the schools visited, classrooms were not enough. But a classroom has been donated to TVP library. In some schools we saw congestion in classrooms and pupils sitting on the floor. The worse hit districts are those of Sengerema, Maswa, Geita and Biharamulo in that order. The scarcity of teachers was also evident. The ‘voices’ of some of the key stakeholders below summarize the challenge:

In our school we had to destroy a class and headteacher’s office to create room for a library. This means we have fewer classrooms. But we had to do this to be considered for the project. We are appealing for the MoEVT to help us have an additional building or CARE to put up a room for the library (School Head, Maswa District, 2006).

We have books there alright, but we have a very small library. Where will pupils and even members of the public read? Classrooms are congested and are in use all the time. We have about 800 pupils in shifts, where do they read even if they borrow books? In the majority of homes, there is no room. Houses are small and many people do not have light. There are cases where children borrow books and just keep them in their bags. Others are even scared of borrowing books because they are afraid of making them dirty or losing them We need a big room for a

library to cater for reading space. A library is not a library if there is no reading space (Teacher-librarian, Male, Geita District , 2006).

Table 15 illustrates the state of pupil classroom ratio showing the nature of overcrowding in the existing classroom facilities.

Table 15: Pupil-classroom ratio

DISTRICTS	PUPIL-CLASSROOM RATIO
Maswa	1:63
Kahama	1:72
Biharamulo	1:98
Sengerema	1:104
Ngara	1:67
Geita	1:95
Karatu	--
Mbulu	--

Tables 16 and 17 show the state of the teaching force in the sampled districts and the shortfall in the numbers of required teachers to meet the existing enrolments. Although the situation is generally bad in most of the districts it is particularly worse in the districts of Maswa and Kahama.

Table 16: Teacher-pupil ratio

DISTRICTS	TEACHER-PUPIL RATIO
Maswa	1:136
Geita	1:60
Kahama	1:106
Karatu	--
Biharamulo	1:75
Sengerema	1:63
Mbulu	--
Ngara	1:63

Table 17: Teacher shortage

3.0 DISTRICTS	PRESENT			4.0 SHORTAGE
	MALE	FEMALE	TOTAL	
Ngara	56	39	95	69
Maswa	32	30	62	33
Geita	81	50	131	99
Kahama	27	46	73	--
Karatu	17	35	52	8
Biharamulo	30	59	89	14
Sengerema	80	57	137	109
Mbulu	30	53	83	--

Almost 80 per of the toilets observed in all the projects schools in the 8 districts remain a health hazard because they are wet with urine or very dirty with feaces scattered all over the floors. In the rural schools the majority of children did not have shoes but very few schools have practical solutions to the problems. Some schools, especially those in urban centers, have provisions like water tanks, aimed at harvesting rain water, this works well during the rainy seasons but not in dry periods, where there is no rain and learners resort to other unsafe sources of water. During this evaluation it was clear that water was a big

problem in the schools visited in the 8 districts. Therefore, keeping toilets clean, and learners' practicing good hygiene habits on a daily basis is not possible.

In a situation of scarcity making readership and library activities operational and effective have presented a big challenge to the district, schools and communities. We found out that in such schools, the operations of the TVP project was not effective. There is "more other pressing basic issue like desks or teachers, compared to books." (School Head, Maswa, 2006).

It is therefore not easy for TVP like activities to succeed in an un-favorable school and classroom environment where there are limited physical facilities and teaching-learning resources. This is more acute in areas where community support is low and the dependency syndrome is greatest. Both teachers and pupils get de-motivated and in the process loose hope in reading and/or studying.

❖ **The need for trained and professional librarians to run school libraries effectively**

TVP was designed to have trained teacher/librarians. These teachers were not however exempted from teaching or not given fewer lessons per week than their colleagues. The teacher/librarians talked to indicated that they have 24-30 periods per week just like other teachers who do not have additional and demanding duties. Combining their official work – teaching - with library in a professional and effective manner remained problematic.

All the stakeholders talked to recommended that professional full-time librarians should be employed or recruited as volunteers from the many unemployed youths in the villages. The challenge is who is willing and able to pay such employees. Two, there is no provision for a full-time librarian in primary school establishment in Tanzania, thus what kind of policy framework will be used?

However, the school libraries would be effective and serve different clientele better if professional or semi-professionals librarians were recruited and posted to schools or cluster of schools.

❖ **CARE working with 16 different District Councils, with varied degree of commitment and resources, through a standardized/harmonized Systems / interventions**

The TVP was designed for implementation in the 11 districts where RNE was funding the District Rural development Programme (DRDP), although five districts in Mwanza Region were added after as a request by CARE Tanzania. Thus, the implementation of TVP followed the vast geographical distribution of DRDP.

CARE – Tanzania worked with 16 different District Councils, with varied degree of commitment and resources, through a standardized/harmonized systems/interventions presented a real challenge. This was because TVP was generally viewed by most district officials as a CARE Tanzania project, thus financial obligations pertaining to the project need to have been met by CARE. Since the project was not in the MoEVT budget, neither it was not in the district councils' development plans, the commitment of the districts councils to implementing such a standardized project was not therefore uniform.

With the MOU, we assumed that the districts will be the key implementers that are why CARE has one field officer covering two districts. But the Districts although gave moral support, appointed existing education officers as DBLO and were giving 40% of Capitation Grant to textbooks, their actual involvement and giving additional funds to the implementation TVP in schools was problematic. This is understandable because most of them do have limited resources and TVP activities are not in the Districts Councils' budgets ... (CARE Official, 2006).

CARE-Tanzania did advocacy, sensitization, training, monitoring and giving prizes to hard working schools and districts. Despite all these only 15% of the districts (Ngara, Karatu, Mbulu, Muleba and Bukoba Rural) managed to fulfill the agreement of supporting partially the remaining 25% of the schools to have libraries and readership activities since CARE-Tanzania was supporting 75% of primary schools. Even the trained ToTs did not conduct training of teachers as agreed or expected by CARE and the districts.

The issue of limited resources was raised by various stakeholders in every district visited during the final evaluation. This was also given as one of the explanations why TVP activities have not been mainstreamed in most of the districts' development plans. However, the close collaboration between CARE Tanzania and the Districts enhanced the implementation of TVP in most districts.

❖ **Effective monitoring of TVP interventions in a large geographical areas without sufficient resources**

The geographical coverage of the project brought a big challenge to CARE in terms of monitoring the project activities. This was especially so where the districts did not fulfill their part of the agreement. The project had only two 4x4 vehicles and CARE had employed only 8 Field Officers each covering 2 expansive districts. Each Field Officer was in-charge of about 200 schools and had a motorbike. At the field office in Mwanza, the staff in-charge of TVP were only three.

With limited facilities, effective monitoring of project activities was a big challenge as a key informant admitted;

It was not possible to have continuous and effective monitoring of the project activities as we would have liked. Resources were limited and we had assumed that the Districts, through the DEO's office will take up this responsibility and supplement our efforts. This did not work, as I have already mentioned because the districts had limited resources. So most of them ended up looking to CARE to support effective monitoring of the TVP activities in schools ... (CARE M&E Official, 2006).

Due to limited resources, in Biharamulo District for example, at one point in 2006, CARE Field Officer agreed to monitor only 20 good project schools instead of spreading the limited resources too thinly and ending up not doing an effective monitoring.

It is also important to mention that there was TVP standardized M&E framework or tools that districts could use. However, districts and schools considered it to be cumbersome

and time consuming hence, put it aside. Thus, each district was advised to try to develop its own tool but with basic data in it.. Districts, for example, had developed a monthly reporting checklist taking advantage of the MoEVT monthly returns, and thus included a section on TVP (library and readership activities). In other districts, this was either an annex to the report or none-existent.

Effective monitoring of the TVP activities is seen as one of the biggest challenges because in all the 8 districts visited, the DEOs office mentioned it as one of the activities they would like to see strengthened and done differently if the project is to be enhanced.

In a nut-shell, close monitoring and evaluation of outcomes, data collection, storage and use provides a major challenge in the TVP, which needs to be addressed in future. Apart from project files in schools and in the districts, one expects to see what and how data is being collected, stored, analyzed and used for programming, advocacy and/or policy making at various levels including the school.

❖ **Dealing with the problems of piracy and participation of non-registered book-sellers in the project**

CARE-Tanzania, E&D Ltd and the PATA build a consensus and produced a standardized book catalogue to be used by schools in the procurement of books. However, the problem of piracy by 'brief case' book sellers and unscrupulous business people remained a challenge to the school-based procurement arrangement and created a lot of pressure to some schools. Dealing with this issue was also a challenge because there were no plans factored in to deal with such issues in the project documents. While PATA raised the issue, the project responded positively and promised to cooperate by providing all the relevant available information needed by PATA. Unfortunately PATA wanted the project to follow up the issue and hand over names of scrupulous booksellers pirating. This was difficult for the project and was beyond the project's capacity. PATA were advised to commission someone to follow up the issue in districts and schools but were nor ready to fund the exercise.

The problem was stressed by some key stakeholders:

From 2004 and 2006 especially, piracy has been a big problem and we hear that schools have been supplied with books from some publishers but the books are not genuine. For example, there has been a mis-match between the money allocated for books and what have reached the project schools. This year we were almost planning to ask for the project budget to establish the allocated money and the books bought and delivered to schools. We don't know up to now how much money was allocated each year and how much trickled to the genuine publishers. We have complaints from all the publishers that some of their books are in schools but they were not bought from them. Then definitely the books were got through piracy(PATA official, 2006).

In 2002 during the pilot of TVP, we visited 40 project schools in Bukoba Village District and found out that the books were not being sold by members of BSAT but by 'brief-case book-sellers. I think the rules and arrangements to deal with such issues was not water-tight. The project was a bit open and

flexible, thus allowed corruption and piracy. For example, some publishers going directly to schools and giving schools big discounts to supply books instead of giving tenders to booksellers (BSAT official, 2006).

To make it worse one of the key stakeholders, the Book-Sellers Association of Tanzania (BSAT) is not a member of the national Project Advisory Committee, thus have no channel of airing their views. The issues of transparency as a way of dealing with the piracy menace were also raised:

We would like the project managers [CARE Tanzania] and implementers including schools management committees and teachers to be transparent to publishers and book-sellers to enhance the implementation and effectiveness of book procurement. Information flow to stakeholders needs to be more transparent. Each stakeholder need to know what is allocated to the book-sellers in each districts and schools. This information will help us track how pirated books find themselves in school libraries(PATA official, 2006.)

Both publishers and booksellers and CARE-Tanzania agree that more consultation, planning and networking could have been done to deal with this tricky issue.

❖ **Sustaining effective advocacy and mobilization of various stakeholders**

Advocacy and mobilization of stakeholders at district, community and school level to understand and support TVP remains a big challenge for library and readership activities. This is because, as already been said, TVP is seen as a CARE International – Tanzania Project and there is a belief from many stakeholders that the international NGO has a lot of resources and should take over the scale-up and role-over of TVP activities.

Our review indicates that the strengths and functioning of the TVP in schools/districts is dependant on the quality and commitment of the leadership at the district and school levels. Besides, the same is also dependant on the perception of the purpose and function of the library (e.g. library as CARE supplementary readers, other books kept in stores);

Advocacy and mobilization of district officials and communities around the project schools to allocate time, resources and actively participate in the development of the schools in general, and TVP activities remain difficult because of the ‘dependency syndrome’. Therefore creating and nurturing government / community ownership of the TVP is still a big gap and challenge.

❖ **Sustaining TVP in some districts/schools presents a big challenge**

Sustainability of TVP activities in the 16 districts and schools, especially when external-funding ceases is a big challenge to both the communities, districts and the MoEVT. However, it was noted that in some districts and few schools, there are some good practices on sustainability. For example, TVP activities already were put into the Mbulu and Karatu districts’ budgets. Some schools in Kahama have already conducted Harambees and bought additional readers for their library. One stakeholder was very confident with what lies ahead

In about 60% of the project schools, we do not expect 100% sustainability,

but we expect the project to be sustained somehow because of the excitement it has created and those who have been trained including teachers, members of school management committees and pupils. DEOs offices in almost all the 16 districts are supporting the TVP because of its achievement and the difference it has made in schools. Some schools have already raised money and bought additional books and organized seminars for other teachers We see a bright future, but of course with real challenges(CARE Official, PM, 2006).

However in other districts and about 90% of the schools, plans to raise additional money to sustain TVP activities remain intents (theoretical in the minds of the stakeholders). Some schools in all the 8 districts were even shocked when they were told that the project has come to an end.

The districts officials, communities, teachers, pupils and even professionals in general perceive CARE Tanzania as a donor, with plenty of resources. Thus, they have a 'shopping list' of what kind of help they want from the organization. Even schools with the potential of sustaining their activities still look upon CARE to 'hold their hands'.

Changing this perception and empowering district councils and communities to scale-up the activities that are already bringing positive changes and spread the 'gospel' to other disadvantaged groups remain one of the biggest challenges in this programme. A stakeholder summarized it all:

The majority of the districts are not ready to have TVP activities in their budgets. Their argument is that the districts have insufficient funds and many development priorities. TVP seems not to be a priority. The districts are also not accountable to anybody on this TVP. TVP is not a government thing, thus not in the mainstream districts' activities. Budgeting for it is thus problematic (Stakeholder, 2006).

Since communities are not sensitized properly and even politicians, thus very little contribution of resources for the project, if the district does not take over TVP activities, it will be difficult for the project interventions to continue, especially buying of additional supplementary readers. With schools having limited resources, there is no surety that the project will continue in most of our schools ...(Teacher, Kahama District, 2006).

If you have taught a child one plus one is two, you have just laid a foundation. If you do not continue with support it will be difficult for a child to continue learning. Likewise, TVP has just laid a foundation. For now it will be difficult to sustain its activities and have libraries function effectively. We need to be supported more so that we can be on our feet (Teacher, Maswa District, 2006).

In nut-shell, as far as sustainability of TVP activities are concerned, several issues need to be noted:

- Fifty per cent of the schools and communities in project districts are not completely on their feet yet and still need to be supported. For example, the libraries are still below average and supplementary books are very limited and are becoming old fast. Some schools have not bought a single additional reader since joining TVP. How to cope with the increased demand for additional titles, with limited resources, remains a big challenge. This is more so by the fact that the Districts councils have not yet taken up TVP activities in the schools.
- Phase-out strategy/information has not been properly understood by most schools/communities, thus no concrete plans for sustainability. The stakeholders want CARE to continue supporting TVP activities in their schools;
- Schools with weak project implementation have serious problems of sustainability because their libraries are not functioning. In two to three years such libraries will be no more if external support is not forthcoming;
- Five out of the 8 Districts visited have not factored libraries/readership activities into their strategic / development plans. It will also take time to convince the District Councils to approve and allocate resources for TVP activities because “there are complaints that there are more pressing development priorities” in such districts;
- Most of the Capitation Grant seems to focus mainly on textbooks, thus limiting schools’ ability to purchase other categories of books, supplementary readers in particular. Unless there is a clear policy or instruction that a certain percentage of books money should be used to buy readers, it will remain difficult for school heads to go out of their way and buy supplementary titles.

5.0 Lessons Learned

Triangulation of information from the various respondents indicate that several, and useful lessons have been learnt by various stakeholders, including CARE-Tanzanian and E&D Limited, through TVP. These lessons should be taken as useful tips in making the project and any other of similar nature more efficient and effective. The lessons learned include the following:

1. Targeted and continuous sensitization, advocacy and lobbying are an effective way of empowering districts, communities and parents to understand, be committed and take ownership of a whole school development in general and enhancement of libraries and readership activities in particular. Once the communities/schools own a project, its sustainability is assured. But, there has to be a comprehensive plan developed in a participatory manner, for such an activity.

However, patience and persistence from government officials and service providers is a must in this process because it takes long to change deep rooted perceptions, attitudes and habits. Besides, it requires sustained efforts, contact and motivation to improve illiterate or semi-illiterate peoples' attitudes towards investing in education, and when they accept it they contribute to its promotion. When the community has a sense of ownership of the projects, there is general good will from it in terms of participation and involvement. In projects and non-project schools where this has happened, the TVP activities were well established and functioning; while in places where this has not taken root, the TVP activities are just struggling – “zina sua sua.”

When community members are empowered and provided with an opportunity, including knowledge and skills, to be useful as a part of a project, they dedicate themselves to work on a voluntary basis as long as it boosts their self-esteem and results are realized. A good example is the training offered to members of school management committees, TOTs and pupils.

2. In a project where several partners are involved and have different supportive roles (for example RNE, CARE-Tanzania, E&D Ltd, PATA, BSAT, 16 District Councils and over 1500 primary schools), keeping communication lines open all the time and dialoguing with various partners, especially private companies, district officials, community leaders, teachers, parents and learners are critical for the success of a school project, TVP in particular. This is because some of TVP interventions, like book procurement, was a sensitive issue and could lead to misunderstanding, mistrust and even a back-clash. All parties involved in school projects need to be in close contact all the time and should strive to build consensus on all the decisions taken that would affect the project activities.

Transparency and accountability, even in communication, are key in a school community project, especially where book procurement and infrastructural development (construction) is involved. If partners / beneficiaries feel that one has mismanaged their project and resources they lose trust and confidence even if they do not express it openly. Transparency and open communication help in detecting such issues. Early

warnings on what is not working in the partnership, identifying the source of friction, keep partners updated and motivates, make partners sustain their commitment to the project and course.

3. Through a well targeted, designed and properly implemented school/classroom interventions, which are child-centered, it is possible to discover and enhance learners skills (affective domain) and when such skills are put into to use by learners (through co-curricula), they able to perform well academically (cognitive domain). TVP sensitized pupils and offered them opportunities to actualize their potential through readership clubs. In the process pupils were able and excelled in it:

- Being innovative and educative through songs, drama, essays and poetry;
- Showing interest in publishing and writing manuscripts that they would like published as supplementary readers in primary schools;
- Communication and debates, which in-turn enhanced their confidence and commitment to learning and seeking more knowledge;

The right exposure and good learning environment are key to improving education quality in general and nurturing young people talents and professions in particular. This in turn would enhance rates of retention, completion and transition for further education. School libraries in primary schools are one of the best ways of improving school quality if it is funded and managed professionally. If there is enough time in the official timetable for readership activities, pupils can do very well in both academic and co-curricula activities.

4. Good leadership and management at school and community levels is the key to the success and the likelihood of sustaining school based projects like TVP. The strengths and effectiveness of TVP in schools/districts is dependant on the quality and commitment of the leadership at the district and school levels. Where there is weak leadership and poorly constituted school management committees teachers and pupils do not feel part of TVP. In such schools the general perception is that TVP is a CARE project and the library is for “CARE supplementary readers”. Other books, PEDP supplied textbooks are kept in stores or school-heads office and looked in cupboards).

5. Functioning and effective M&E system is a key to project / programme success. This will assist in assessing achievements/outcomes vis a vis planned activities. Besides, one is able to review and assess quality, timeliness and bottlenecks and conduct SWOT analysis. M&E provides data for policy and programmatic decision making.

Proper documentation of project activities and openness to detail makes work easy and enhances efficiency and effectiveness.

6. Well planned and funded readership competitions from school levels through the districts to regional levels can be an effective strategy to enhance school libraries and readership activities in primary schools. Such activities make all stakeholders, especially teachers, pupils and parents, motivated and ready to make their school succeed. Besides,

such competitions make pupils active, confidence, innovative and put more efforts in their studies. However, such competitions can also be de-motivating if pupils and teachers are not rewarded, and they perceive them as a waste of time and energy.

7. Preparation and teaching-learning processes become easy and motivating if one has facilities/books like the one provided under TVP. If teachers have reference and supplementary readers tension and pressure disappear, thus are able to use child-centered approaches in teaching. Teachers even become friendly to learners and are in a position to consult more with their colleague towards enhancing pupils' achievement.

6.0 RECOMMENDATIONS AND CONCLUSIONS

The recommendations articulated in this section are put across from the point of view that the goal and objectives of TVP are still relevant and useful as one of the strategies to improve quality of primary education in Tanzania. Therefore, the recommendations should be taken as corrective measures not only for TVP activities, but as lessons for other projects that would be started in future to achieve the same goal. The aim is to make such school-based projects more focused, efficient and effective.

6.1 The Do's and the Don'ts for CARE

Seven years of implementation of TVP in 16 districts in Mainland Tanzania indicates that there are many strategic activities that CARE-Tanzania should focus their energy on and there are others that they should avoid if possible. These are summarized in Table 18

Table 18: The Dos' and the Don'ts for CARE-Tanzania

The Dos'	The Don'ts'
❖ Maximize limited resources for optimum results. Before investing into a new project, first get a full-commitment and a buy-in from a ministry's headquarters. Go for strategic development interventions.	☞ Avoid the 'know it all' attitude and creating an impression to beneficiaries/partners that CARE has unlimited funds and can fund any project on earth in the whole country.
❖ Focusing on creating more impact in CARE-Tanzania's interventions by proper targeting rather than going for wider geographical coverage or number of schools.	☞ Avoid over-stretching and spreading thin to create an impression of national or regional coverage;
❖ Strengthen M&E system by allocating 7-10% of your programme budget and hiring more qualified M&E officers.	☞ Avoid being 'opaque' and too careful especially when dealing with for profit organizations. Avoid mistrust and 'spoon-feeding' – paternalistic attitude.
❖ Invest additional resources and time in strategic advocacy and partnership building with the GoT, development partners and the private sector.	☞ Avoid assuming or trying to re-invest the wheel. No development intervention has not been tried in SSA leave alone Tanzania.
❖ CARE should intervene at sector-wide development level (policy & legal frameworks) and not just at the project level. For example, having strategic interventions at MoEVT level.	☞ Avoid thinking that CARE is the only organization with innovations and study what others are doing and how you can partner to maximize results;
❖ Intervene in already running innovations at district level. For example, supporting the enlargement, stocking and effectiveness of district libraries which have been initiated and exist in some Districts.	☞ Avoid handling book money by directly paying suppliers yourself. Instead send money to the districts and enter into a contractual agreement with the districts to disburse the monies once documents have been approved.
❖ Focus on participatory result based planning with Districts/schools and experiment with 'top-up' policy: If a district/school contribute X amount of money, CARE top up by agreed percentage (a shilling for a shilling policy).	

6.2 Specific Recommendations

6.2.1 Strategic Recommendations

- ❖ There is need for the Government of Tanzania and other stakeholders, including development partners, to develop a comprehensive education sector investment programme that targets improving quality of education in general and enhancing and cultivating library and readership culture among students and adults. This is a sure way of addressing scaling-up and sustainability of the achievements of TVP in a national scale.
- ❖ Government of Tanzania, through the MoEVT and the Ministry of Local Government, should work with various stakeholders and development partners and hasten the development of school library / readership policy and develop, in a participatory manner, national strategic plan to actualize such a policy.

There is need to finalize, publish and put into place the framework for actualizing the policy, e.g. developing in a participatory manner national plan for implementing the policy

- ❖ Readership and library activities should be mainstreamed in Teacher Education and made compulsory to all teacher trainees. This should apply to the current in-service programmes available in the country.
- ❖ Government should allocate specific and additional money for the procurement of supplementary and reference books for primary schools as part of improving school quality in the country. In the Capitation Grant allocate about 5-20% for to such books.
- ❖ Stakeholders (NGOs, private companies, associations and individuals) and development partners interested in the book industry and in the promotion of school libraries and readership activities need to network, work together and have more consolidation. This will not only enhance the targeting towards addressing the real problems/challenges but will be a means of pulling resources together for a common course, thus avoid duplication, spreading too thin and wastage.
- ❖ The readership and library interventions should focus more on the teachers than it has been. Mainstreaming readership activities/libraries into the teaching-learning processes at the school level should be a priority. Teachers have not conceptualized and internalized the concept of multi-textbooks in preparation and teaching. Empowering teachers to use supplementary readers from the library during their official teaching lessons and processes should be undertaken.
- ❖ The success of any quality improvement intervention in a school depends to a large extent on the involvement and commitment of the inspectors of schools. Therefore, the District Inspector of Schools should be involved from the start in TVP or any school based project. They should be empowered (through training/inservicing) and facilitated (through allowances etc) to be active participants in planning, decision making, monitoring and supervision of school based procurement.
- ❖ Readership competitions should be supported and scaled-up all over the country. They should be in a 'league knock-out basis' starting from the school to the

national levels the way soccer or athletics championships is organized. Interested stakeholders can plan for such activities in a participatory manner and mobilize resources from well wishers.

- ❖ Stakeholders need to be more strategic and develop clear mechanisms of dealing with piracy/brief case book suppliers' problem. BSAT should be a member of the Project Advisory Committee. Good examples being followed in MMEM need to be adopted or adapted. For example, all publishers and booksellers must register with PATA and BSAT respectively and be given a membership certificate. It is only those companies/business people with certificate that will be allowed to supply books. There has to be a monitoring mechanism, with clear indicators, put in place at district level and funded to track book piracy at school level.

6.2.2 Recommendations to CARE Tanzania

- TVP was a pilot project and it has proven its worth. CARE should initiate and mobilize resources (write project proposals, have discussions with other development partners and private companies etc) to support the development of comprehensive and effective library and readership activities in some of the districts TVP has been operating (as phase two). This is a sure way of monitoring follow-up activities of this good project.
- CARE-Tanzania should start negotiating with The Royal Netherlands Embassy to retain the project vehicles and other equipments as the first step towards strategically continuing with TVP activities.
- If CARE continues with library and readership activities, it should go back to the drawing board and deal with the issue of targeting. For example, there will be a need to reduce the coverage, scope and number of schools and have more hands on demonstration and support for effectiveness. Two options are suggested:
 - a) Make an informed decision (through situation analysis of school libraries) by selecting two schools per districts (among the 50% where TVP has been effective) and support the development of a comprehensive and effective library and readership activities; or
 - b) Make an informed decision (through situation analysis of districts) and support districts libraries that have been initiated and built by District Councils through their own effort. Schools/pupils should be supported to access such facilities.

Such libraries should act as models for centers of excellent and should be used for training, in-servicing of teachers, education tours and good examples.

- Invest additional resources and time in strategic advocacy and partnership building with the GoT, development partners and the private sector.
- CARE should intervene at sector-wide development level (policy & legal frameworks) and not just at the project level. For example, having strategic interventions at MoEVT level.

- Strengthen M&E system by allocating 7-10% of your programme budget and hiring more qualified M&E officers. Develop standardized M&E tools and train you partners in their use.

6.2.3 Recommendations to E&D Ltd

- Based on experience, achievements and lessons learned from working with CARE and TVP schools, E&D Ltd. should scale-up their involvement in development oriented activities within the education sector as a way of being part of the ‘game’ and sharing technical capacities in development interventions. This needs a formal strategic plan.
- Using the comparative advantage and lessons learned from TVP, E&D limited should take lead and work with other stakeholders in initiating and offering technical services that target innovations that would improve the quality of education in general and the use of supplementary readers in teaching-learning processes in schools.
- E&D limited should document and disseminate the processes and lessons learned during the implementation of TVP. This will be a good contribution in enhancing the private sector-NGO partnership in development oriented projects in the country.

6.2.4 To Royal Netherlands Embassy

- The RNE should use the good results and achievement of TVP in initiating dialogue and building consensus with other donors/development partners in order to mobilize resources and support specific targeted library and readership activities in the selected districts that have shown commitment and innovations in promoting TVP like activities.
- RNE should use her experience and lessons learned from TVP to influence other development partners and the government to set aside targeted money specifically for library and readership activities in schools. There is need to establish specific project budget for such activities. This is a strategic way of scaling up and sustaining the TVP like interventions and achievements in the country.
- As a way of enhancing sustainability of TVP, RNE should support CARE & E&D Ltd to continue project activities in selected good practice schools as the MoEVT lobbies with other stakeholders to expand the library and readership programme countrywide.

6.2.5 To District Councils

- Based on the good results and outcomes of the TVP, district councils should include library and readership activities in their district strategic plans and budget. This will be a sure way of addressing the issue of sustainability and scaling up of TVP in all the primary schools in the districts.
- Each district councils should identify and support schools with good libraries, effective readership clubs and have a practical sustainability strategy to develop full-

fledged and comprehensive libraries. Such schools /libraries will be used as models, learning centers and reference centers.

- Teachers and pupils who have shown innovativeness and already have manuscripts for supplementary readers should be supported and their stories published and used in schools. This will motivate others to be more innovative and more children readers will be produced in the country. The approach used by the Children's Book Project for Tanzania should be adapted or adopted to suite a particular situation. Schools which have used pupils' manuscripts to publish school magazines need to be given some support.

6.2.6 To School Management Committees/Schools

- There is need for targeted and continuous sensitization, advocacy and lobbying as an effective way of empowering communities and parents to understand and get committed to take up ownership of the whole school development in general and enhancement of libraries and readership activities in particular. This will enhance project sustainability.
- School community members need to be empowered and provided with opportunities, including knowledge and skills, which are useful as a part of the project development and enhanced to dedicate themselves to working for their schools on a voluntary basis which in a way boosts their self-esteem as well as promoting positive results.
- Good leadership and management at school and community levels is the key to the success and the likelihood of sustaining school based projects like TVP. The strengths and effectiveness of TVP in schools is dependant on the quality and commitment of the leadership at the district and school levels. District education management needs to put in place mechanisms for appointing and promoting school heads.

6.2.7 To Teachers

- There should be well targeted, designed and properly implemented school/classroom interventions, which enhance child-centered teaching approaches as they have a high potential for the promotion of learners' affective and cognitive skills.
- The district education management needs to liaise with project schools to work out modalities and mechanisms for reducing the teaching workload for teacher librarians as a way of giving more motivation and opportunity to promote readership activities in their schools.

6.2.8 To Other Stakeholders

- Publishers and book-sellers should interact more with schools and apart from book developing/providing book catalogue, take samples of actual books to be supplied and have consensus building sessions. Such an activity should be supervised by District Inspector of Schools, through the DEOs office.
- Stakeholders in the book industry and those interested in readership activities should form a national lobby committee and initiate advocacy and sensitization forums that would enable the relevant ministries and other stakeholders work together towards mainstreaming library and readership activities in the Education Sector strategic plan. Investing resources and time in participating in the completion of the national policy school library/readership which is being developed by the MoEVT should be the first step.

The evaluation team's assessment indicates that the TVP has taken root and is making some positive differences in the targeted districts and schools in terms of enhancing reading behavior among pupils, teachers and community members. It should be noted that despite the achievements, there are several gaps and challenges that face the school library/readership activities in primary schools in Tanzania. Key among them being establishing legal and policy framework and creating a supportive (social and physical) environment that would make school library and readership activities effective and sustainable.

The Tusome Vitabu Project is a unique strategy and good example targeting the improvement of the quality of primary education in Tanzania. Indeed, this approach is likely to be emulated by other countries in the East Africa region.

7.0 Conclusion

The overall objective of the final evaluation of TVP was to assess effectiveness of the project and make recommendations to districts councils and stakeholders on further steps necessary to consolidate and sustain what has worked well and address key existing challenges. The evaluation was also to draw key lessons learnt within the design, implementation, monitoring and assessment of the readership promotion initiatives.

Based on participatory approach and triangulation of data, it can be concluded that on the overall, the TVP goal and objectives were and still are relevant in the education sector in Tanzania in general and in the targeted districts and primary schools in particular. The TVP is also in conformity with the Primary Education Development Programme in the country, which targets the improvement of quality education.

The evaluation team's assessment indicates that the TVP has taken root and is making some positive differences in the targeted districts and schools in terms of enhancing readership among pupils, teachers and community members. However, it is noted that despite the achievements, there are several gaps and challenges that face the school library/readership activities in primary schools in Tanzania. Key among them being establishing the legal and policy framework and creating a supportive (social and

physical) environment that would make school library and readership activities effective and sustainable.

In the final analysis, it is our informed opinion that the sustainability and scale-up of TVP will depend on the following issues:

- i. The extent to which GoT/MoEVT develops and operationalizes a national policy of primary school libraries and readership activities. Involving all stakeholders in this process is critical.
- ii. The extent to which the district councils and communities mobilize additional resources and make TVP interventions a core business of the district education offices and school management committees.
- iii. The extent to which stakeholders including the public sector, the private sector and development partners are sensitized and mobilized to conceptualize and understand the relationship between sustained and enhanced reading culture and the achievement of development goals including the MDGs. Without proper and targeted sensitization and mobilization, TVP will just be seen as other interventions that should be supported and sustained by an international NGO.
- iv. The extent to which communities are empowered to own their school development initiatives. A sustainable and participatory way of curing the ‘dependency syndrome’ must be found by the government and all other key partners.
- v. The extent to which the TVP initiative is consolidated with other similar projects like the Children’s Book Project and made a national development strategy targeting all primary schools in Tanzania.

The Tusome Vitabu Project is a unique strategy and good example targeting the improvement of the quality of primary education in Tanzania. Indeed, this approach is quite unique and likely to be emulated by other countries in the East Africa region.

This evaluation mission team firmly concludes that TVP has set a good example and has been well received in schools/communities due its immense achievements. There are calls from pupils and teachers that this initiative should continue and be scaled-up in all the primary schools in the country. This conclusion should act as a wake-up call for all the stakeholders in Tanzania to enhance the initiative.

8.0 References

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