



MINISTRY OF
EDUCATION, SCIENCE
AND TECHNOLOGY

BOOSTING STUDENT LEARNING PROGRAM (BOOST)

Newsletter



Issue No. 1
August 2025

Inside this Issue....

New Classrooms, New
Opportunities: 91% of School
Upgrades Completed

Tech Revolution in
Classrooms: 97% of Schools
Have Tech-Savvy Teachers

BOOST's Success

The Government of Tanzania is thrilled to announce that the BOOST Program has made remarkable progress in strengthening primary education. Stronger foundations are being built for every child's future. This progress reflects strategic reforms implemented to improve the quality of education in primary schools.

Discover more about the milestones and impacts of BOOST inside this newsletter.



Safer Schools, Brighter Futures:
92% of Schools Embrace Safe
School Program

#ElimunaUjuziMpangoMzima
#TunaboreshaElimuyetu



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Minister's Note

Driving Transformative Change in Basic Education

It is with great pride that I present this edition of the BOOST Newsletter, which highlights the remarkable progress we are making in strengthening the quality, inclusivity, and resilience of basic education in Tanzania.

Under the leadership of **Her Excellency Dr. Samia Suluhu Hassan**, the Government of the United Republic of Tanzania is implementing bold and strategic reforms to ensure every child has access to safe, supportive, and stimulating learning environments. The BOOST Program stands at the heart of this transformation, supporting schools, teachers, and learners through targeted investments and innovation.

This newsletter showcases our collective achievements: modernizing classrooms with digital learning tools, revitalizing pre-primary and early childhood education, enhancing teacher capacity through continuous professional development, and improving school governance and accountability.

These milestones reflect not only Government's commitment but also the tireless efforts of educators, parents/guardians, and partners working hand in hand to shape a better future for our children.

Together, let us continue this journey with focus and determination, leaving no child behind.

***Kazi na Utu,
Tunasonga Mbele!***

**Prof. Adolf Mkenda
Minister for Education, Science and Technology**

Permanent Secretary's Note



Translating Vision into Action

The BOOST Program is a clear demonstration of how strong policy leadership, strategic investment, and coordinated implementation can deliver real change in the education sector. Under the leadership of **Her Dr. Excellency Dr. Samia Suluhu Hassan**, and in line with the Ministry's priorities, we are steadily advancing our commitment to ensure quality basic education for every child in Tanzania.

As this newsletter highlights, BOOST is not just a program; it is a system-wide movement. It is enabling significant reforms: modernizing school environments, strengthening foundational learning, promoting safety and well-being in schools, and expanding professional development for teachers. We are also seeing notable gains in education governance, transparency, and the use of digital solutions to enhance teaching and learning.

These results are made possible through the collective efforts of Local Government Authorities, education officers, school leaders, teachers, development partners, and parents as well as guardians. I extend my sincere appreciation to all who continue to support this transformation. I am deeply thankful for the generous support of the World Bank.

The Ministry remains committed to providing the policy guidance, coordination, and technical support needed to sustain these efforts and ensure that BOOST continues to serve as a catalyst for inclusive and equitable education development in our country.

***Kazi na Utu,
Tunasonga Mbele!***

**Prof. Carolyne Nombo
Permanent Secretary
Ministry of Education, Science and Technology**



Message from the BOOST Coordinator

Delivering Results Together

Since its launch, the BOOST Program has become a cornerstone of Tanzania's efforts to improve basic education outcomes. Guided by the priorities of the Ministry and the visionary leadership of **Her Excellency Dr. Samia Suluhu Hassan**, BOOST is enabling targeted, system-wide interventions to create more inclusive, safe, and effective learning environments.

We acknowledge the generous support of the World Bank in implementing this strategic program. BOOST represents a substantial investment of USD 500 million in Tanzania's education sector, made possible through a co-financing arrangement between the World Bank and the Government of Tanzania, an arrangement that demonstrates a shared commitment to transforming education.

This newsletter offers a snapshot of the progress we are making across key components, from digital transformation and school safety to early childhood education, teacher development, and improved financing for schools. These achievements are a testament to the power of collaboration across national institutions, Local Government Authorities, schools, communities, and development partners.

As we continue implementing BOOST, we are learning valuable lessons about what works, where we need to adapt, and how we can scale best practices. Our focus remains on ensuring that every intervention reaches the learner and contributes meaningfully to better education outcomes.

I am deeply grateful to all stakeholders for their dedication, creativity, and commitment. Together, we are building a stronger, more resilient education system for the children of Tanzania.

Mr. Lawrence Mselenga
BOOST Coordinator
Ministry of Education, Science and Technology





Editorial from the Communications Desk

Let me first welcome you all to our maiden BOOST Newsletter. We are excited to have you join us as we embark on this journey and wish to welcome your contribution (stories of change) for our coming issues. Inside, you will find updates, insights, and testimonials from program beneficiaries across Tanzania.

BOOST, as the name suggests, is a programme designed to strengthen pre-primary and primary education. Implemented by the Ministry of Education, Science and Technology in partnership with the President's Office Regional Administration and Local Government (PO-RALG), BOOST focuses on improving school infrastructure, creating safe and inclusive learning environments, and providing high-quality learning materials.

BOOST also invests in teacher development through Teacher Continuous Professional Development program famously known as (MEWAKA) and the enhancement of Teacher Resource Centers. The aim to elevate the quality of education by equipping teachers with the skills and resources needed to deliver effective learning experiences. At its core, BOOST is a strategic commitment to foundational literacy and numeracy, ensuring every child acquires essential skills for lifelong learning and future success.

Inclusion lies at the heart of BOOST's mission. This is reflected in the development of inclusive infrastructure that addresses gender equity, the inclusion of persons with disabilities, and access to education in rural areas to enable all students to receive a high-quality education. From the communications desk, we are excited to share a number of success and impact stories with you in this bulletin.

This BOOST Program Newsletter serves as a platform to share progress, celebrate innovation, and encourage collective actions.

Karibu!

Ms. Sylvia Lupembe
Head of Government Communications Unit
Ministry of Education, Science and Technology

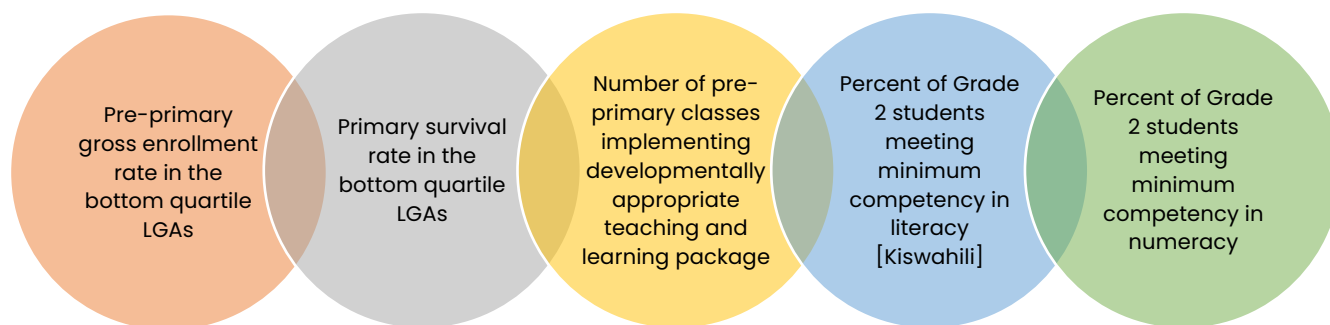
BOOST

At a Glance

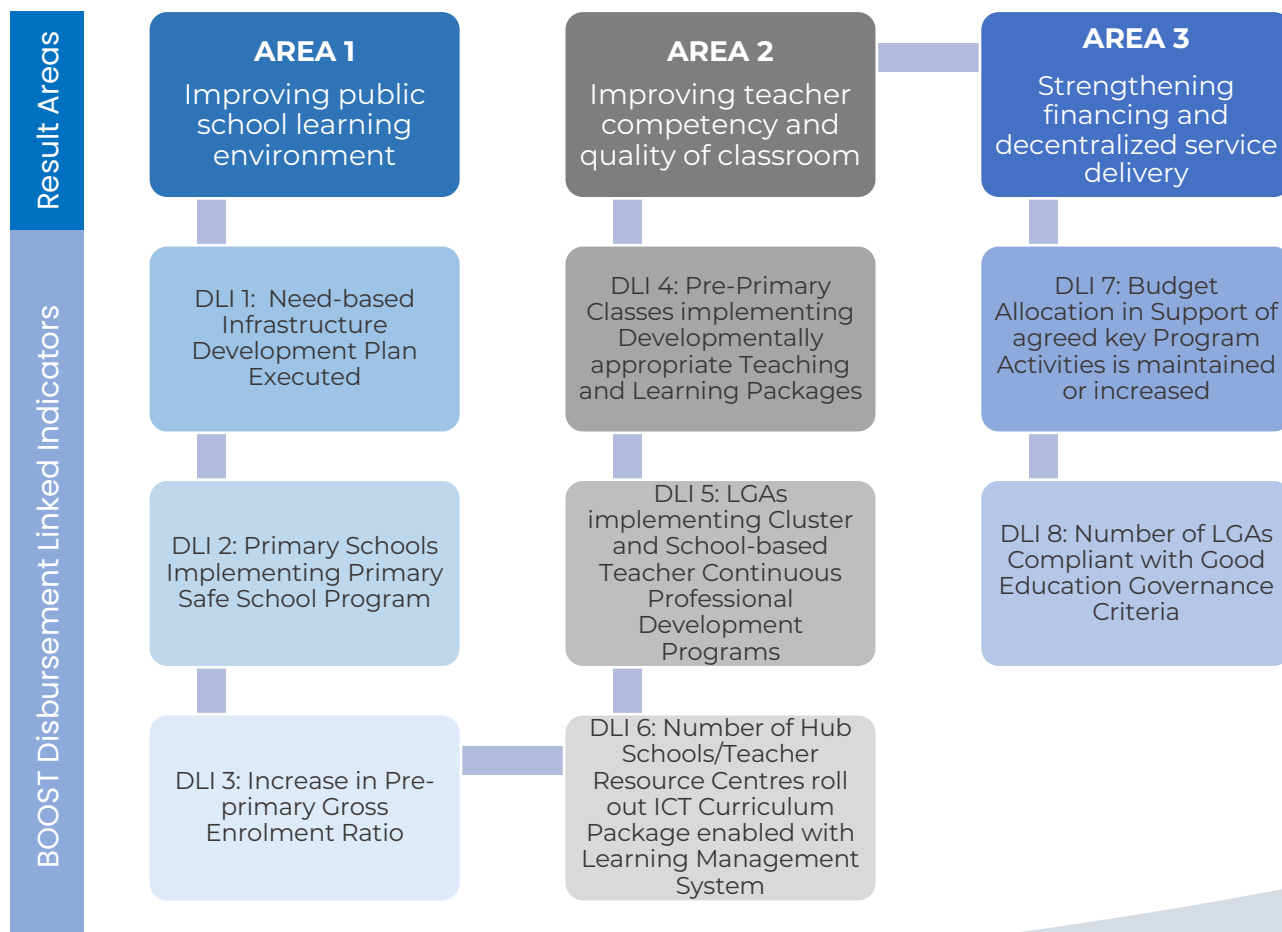
Program Development Objective (PDO)

The objective of the BOOST program is to improve equitable access to quality learning in pre-primary and primary education in mainland Tanzania. BOOST will track progress towards this PDO through five PDO indicators.

5 PDO indicators



BOOST Results Areas and Disbursement Linked Indicators (DLIs)



TRANSFORMING SCHOOL LEARNING ENVIRONMENTS

Overview

Through the BOOST Program, the Government of Tanzania is making significant progress in transforming teaching and learning environments across the country. These efforts are aligned with Tanzania's Development Vision 2050 and the Sustainable Development Goals (SDGs), aiming to provide inclusive, equitable, and quality education for every child. The education sector is witnessing remarkable improvements, from the construction of new schools and expansion of existing facilities, and renovation of older buildings, all aimed at creating safe, inclusive, and learner-friendly environments for every learner. Special focus is also placed on sanitation infrastructure that meets the needs of students, including those with special needs.

Construction of New Schools

302 New schools constructed

To support the rollout of the new basic education curriculum and improve access to education, the BOOST Program has constructed **302 new schools** across the country. These schools reduce the distance children must walk to reach class and help ease overcrowding. Each school offers a clean, safe, and inclusive environment, with features that accommodate learners with special needs. This investment reflects the Government's strong commitment to ensuring every child, regardless of location or ability, has the opportunity to learn in a supportive environment.





Meru District Council Proud of BOOST for Facilitating Education Policy Implementation

Ms. Zainabu Makwinya

District Executive Director
Meru District Council

Through the BOOST Program, the Meru District Council in Arusha Region has received a total of TZS 2.071 billion, which has enabled the construction of various Early Childhood and Primary Education infrastructure.

Speaking to journalists on July 25, 2025, in Arusha, the Director, Zainabu Makwinya, stated that TZS 332 million of these funds are being used to construct a primary school within a secondary school compound. This is part of a nationwide initiative to support the implementation of the Education Policy, which now mandates ten years of compulsory education.

“This school will not only serve as a model but also represents the vision of education and skills aligned with 21st-century demands, opening up opportunities for future generations,” the Director emphasized.

She further stressed that the Government of Tanzania is committed to improving strategic infrastructure to empower young people with the knowledge and skills needed for self-employment and employment across various sectors, both nationally and internationally.



Upgrading Existing School Infrastructure

In addition to constructing new schools, the BOOST Program is significantly enhancing existing educational facilities across the country. Many schools have received funding to improve classrooms, administration blocks, teachers' offices, and pit latrines. Where structures were found to be unsafe or outdated, they have been either rehabilitated or fully rebuilt to meet modern safety, accessibility, and learning standards.

Infrastructure upgrades are creating supportive and conducive learning environments for teaching and learning. As of June 2025, the construction of over 90% of classrooms, sanitation facilities, and administration blocks are now completed across the country.





Inclusive Infrastructure Gives Hope to Learners with Special Needs

*Azimio Primary School
Makambako Town Council
Njombe Region*

"The new inclusive infrastructure at our school has changed my learning experience," says Hawa Njovi, a pupil with a physical disability at Azimio Primary School in Makambako Town Council. "I dream of becoming a pediatrician. The friendly learning environment here motivates me to study hard. I want to encourage other learners with special needs not to give up; these improvements show that education is truly for all of us."

Another pupil, Brian Bundala, shared his view:

"The old classrooms were unsafe and uncomfortable. With the new buildings, we feel more confident and safe in school. It's easier to learn now."

The head teacher, Mr. Maisha Mhapa, highlighted the program's impact:

"Thanks to the BOOST program, we were able to construct nine classrooms, including two for pre-primary pupils, and 18 toilet stalls, all at a cost of TSh 347.5 million. These facilities are inclusive and have greatly improved the teaching and learning environment."

Local resident Mr. Spear Sanga, from Mwembetogwa Ward, echoed the positive feedback:

"Because of the quality infrastructure, many parents have transferred their children to this school. We're grateful to the Government of Tanzania for successfully implementing the BOOST Program here."



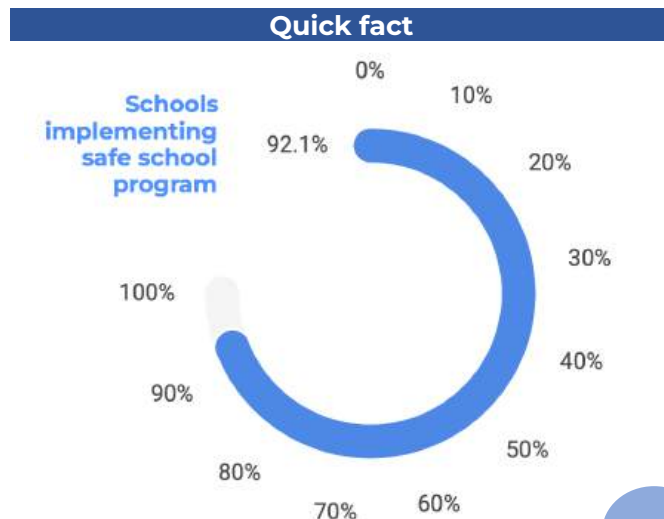
SAFER SCHOOLS, BRIGHTER FUTURES: SAFE SCHOOL PROGRAM IMPLEMENTATION IN FOCUS

At a Glance

In Tanzania, education is more than lessons and exams; it's about nurturing the whole child in a safe and supportive environment. The government is steadfastly committed to converting schools into settings where kids can thrive in addition to learning through the BOOST initiative. The Primary Safe School Program (PSSP) is central to this vision, focusing on safety, wellbeing, and inclusion. Recent school visits reveal promising progress in implementing the program's core components, highlighting the power of coordinated effort, training, and community partnership in ensuring that every child feels secure and valued.

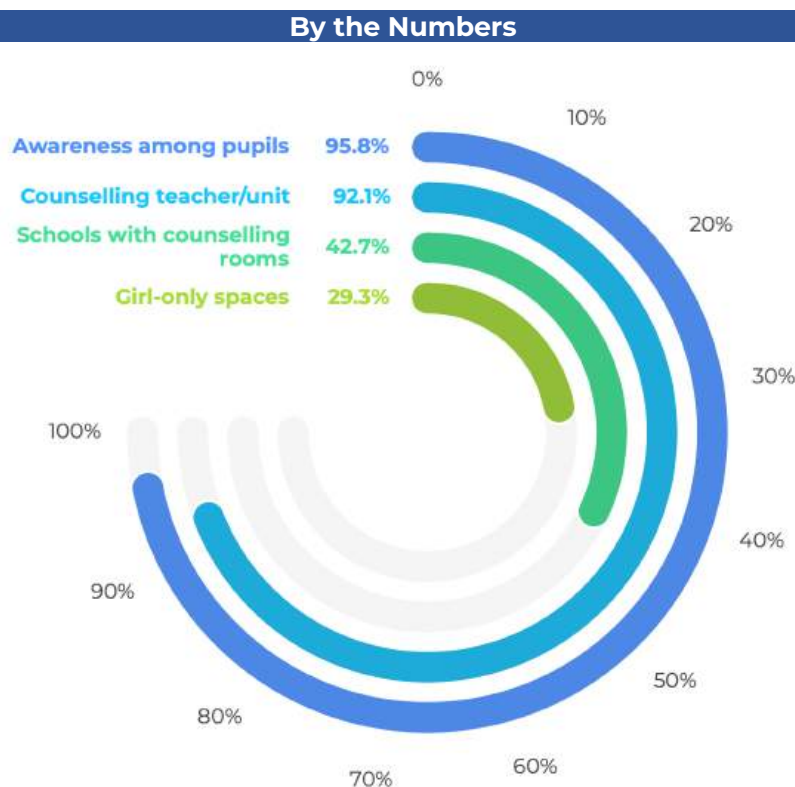
Rolling Out with Impact: Safe School Programme in Action

Creating a safe school is the foundation for every child's success. The Government understands that a safe school is not just about physical security but also about emotional safety and empowerment. Through PSSP, teachers received specialized training to enable them to recognize challenges early and foster positive, nurturing relationships with learners. Over 90% of schools across the country are now implementing the PSSP, including many newly established ones. This strong uptake reflects the Government's commitment to creating safe, supportive learning spaces where teachers can focus on teaching and children can thrive.



Guidance and Counselling Take Root in Primary Schools

The Government acknowledges that academic success hinges on learners feeling emotionally secure and supported. That's why guidance and counselling services have been prioritized to ensure every child has access to someone who listens, guides, and advocates for their well-being. The services are now more visible and accessible in primary schools, offering learners a safe space to express themselves and seek help. Pupils are aware of available services and responsible teachers are actively engaged. Efforts to enhance physical spaces for counselling continue to grow. More schools are preparing rooms for offering services related to guidance and counselling. The increase in schools establishing private counselling rooms reflects the investment in infrastructure that promotes confidentiality and trust.



“

“When learners come to the counselling room, I see hope in their eyes. They feel heard and supported, which motivates them to face challenges bravely.” – Guidance Teacher, Dodoma

”



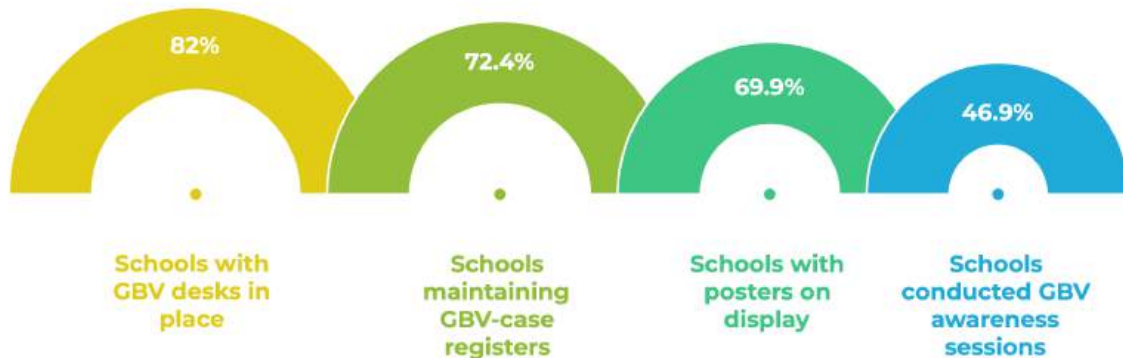
Proactive Protection: Ending Violence in Primary Schools Before It Starts

Tanzania's schools are leading a strong push to prevent gender-based violence (GBV) and protect children. Under the Safe School Program, schools now have clear systems for prevention, reporting, and response, empowering communities to act with confidence and care. The growing number of GBV desks reflects a shift from reacting to preventing violence, with schools actively engaging learners and teachers to build respectful, inclusive spaces. The steady resolution of cases shows the effectiveness of government action and deep community commitment to safety for all.

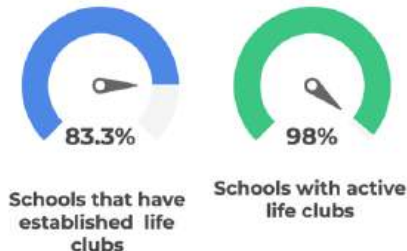
"GBV posters and awareness sessions have changed the school culture. Students and staff alike understand their roles in creating a respectful and safe environment."

Student Council Member, Mwanza

By the Numbers



Skills for Life: Clubs and Parenting Support in Motion



Beyond academics, the Government is championing life skills education to prepare young Tanzanians for success. Most primary schools now have active life skills clubs, engaging learners in hygiene, storytelling, drama, and other confidence-building activities. Parenting sessions are also expanding, reflecting the Government's commitment to strong school-family partnerships that support children's growth and wellbeing.



Safe School Passage

Recognizing that safety begins from the moment children leave home, the Government has prioritized safe passage initiatives to protect pupils on their journeys to and from school. This holistic view addresses the real risks pupils face every day. Schools are taking steps to ensure safe travel, with staff support at crossings and along key routes. In some areas, route maps are used to help families choose safer paths. This reflects the Government's holistic view; child safety goes beyond school grounds and into the community.

"By supervising road crossings and mapping safer routes, we ensure children arrive ready to learn and return home safely."

Teacher, Arusha

Hunger-Free, Hope-Filled: Feeding Programme Updates

"Since the feeding program started, attendance of pupils has improved, and children participate actively in lessons."

*Primary School Teacher,
Tabora*

The Government recognizes that a well-fed child learns better. The school feeding program, a key part of the PSSP, ensures children receive at least one nutritious meal daily. Supported by schools, parents, and communities, most schools provide meals through strong parental involvement. Many schools are embracing sustainability by creating school gardens to supplement food supplies, highlighting the Government's commitment to nurturing both health and education for every learner. The profound benefits of these initiatives on pupils' well-being and academic success are now unmistakably evident.



THE PRE-PRIMARY REVOLUTION: BUILDING BRIGHTER BEGINNINGS

At a Glance

BOOST is dedicated to a bold goal of increasing the Gross Enrolment Ratio (GER) for pre-primary education nationwide. In ensuring more children step into the classroom early, BOOST is fostering a love for learning from the start. With a dual focus on nationwide expansion and targeted support for local government authorities, the program is laying the groundwork for an inclusive education system where every child, regardless of background and context, has access to quality early education.

Why Early Education Matters?

High-quality pre-primary education is essential for all children. It equips young learners with foundational skills in literacy, numeracy, and socialization, setting them up for future academic success. BOOST emphasizes gender equity and inclusiveness, ensuring equal opportunities for boys and girls. This has contributed to a more balanced and prosperous society.

Progress in Remote Areas

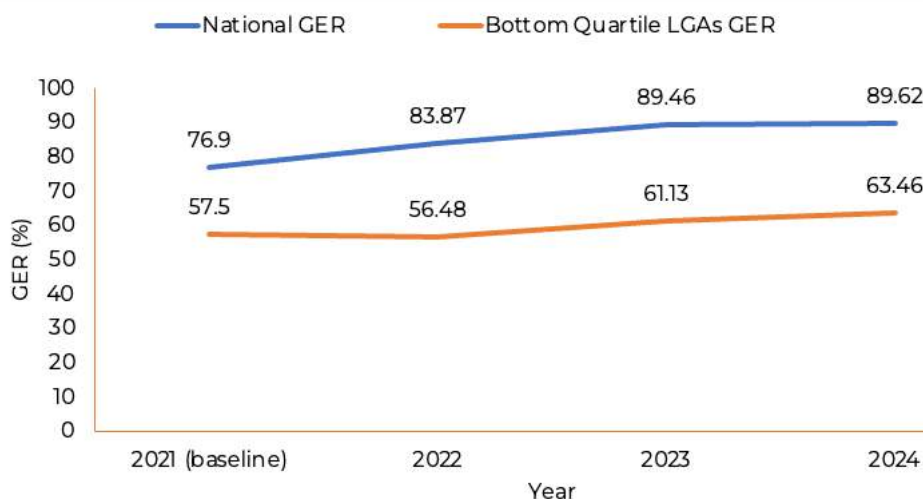


Remote LGAs have seen meaningful progress, with the GER rising from **57.5% in 2021** to **63.46% in 2025**. This improvement stems from strategic interventions, including:

- Raising awareness among parents and guardians about the value of early education,
- Collecting household data to identify eligible children, and
- Organizing community forums to engage families in the enrolment process.

National GER Surpasses Target ahead of Schedule

Thanks to sustained efforts under BOOST, the national pre-primary GER has increased from **76.90% in August 2021** (baseline) to an impressive **89.62% by July 2025**, which exceeds the program's target of 85% set for June 2026. This means more children are entering classrooms early and gaining critical skills for lifelong learning. The **12.72% increase** in the national GER and the **5.96% rise** in bottom-quartile LGAs since 2021 reflect the Government's strong commitment to ensuring all children, regardless of background, begin their educational journey on solid ground.



From Awareness to Action Parents Embrace Early Learning

*Kituntu Primary School
Kagera Region*

For years, low enrolment in pre-primary education held back young learners in rural communities like those around Kituntu Primary School. A lack of awareness among parents about the importance of early childhood education meant that children often started school too late, missing the critical foundation needed for future success. But through the BOOST program, this trend is now being reversed.

Teacher Jane A. Malolo of Kituntu Primary shares the encouraging progress. “Pre-primary enrolment is progressing well, and parents now understand that children should begin school from the age of five,” she says. Jane Malolo credits this surge to “using platforms like UWAWA to educate parents, leading to better understanding and motivation to enrol their children in large numbers.” “These efforts have paid off; enrolment increased from 58% in 2024 to 82% in 2025, as more families recognize the value of starting early.”

Kituntu Primary’s success reflects the BOOST program’s broader mission: to strengthen early childhood education by investing not only in classroom resources but also in community awareness and support. With more children entering school at the right age, the foundation for lifelong learning is being laid, ensuring a brighter, more prepared generation for Kagera and the nation as a whole.





STRENGTHENING EARLY CHILDHOOD EDUCATION TO INSPIRE YOUNG LEARNERS

At a Glance

Through the BOOST Program, the Government is enhancing the quality of Early Childhood Education (ECE) by promoting inclusive, age-appropriate teaching approaches and learning resources. These efforts aim to create joyful, engaging, and effective learning environments that support the holistic development of pre-primary pupils.

Empowering Teachers and Schools with Practical Tools

BOOST has made major strides in building teacher capacity:

- **79% of head teachers** and **over 7,400 pre-primary teachers** have been trained to effectively implement pre-primary learning packages.
- More than **90% of classrooms** now feature age-appropriate resources such as real objects, charts, and teacher-made teaching aids.
- **Learning corners** for play, numeracy, reading, and writing have become standard features in most pre-primary classrooms.
- **84.5% of classrooms** are stocked with recommended storybooks, and
- **12,000 pre-primary classrooms** are equipped with the full set of pre-primary learning packages, an indication of widespread adoption of quality teaching materials.

Transforming Learning Experiences



BOOST has significantly elevated classroom practices and student outcomes. Key results include:

- Stronger foundational skills in 3Rs (Reading, Writing, and Arithmetic),
- Higher attendance rates among pre-primary pupils,
- Increased use of instructional materials by teachers,
- Noticeable improvement in pupils' performance.

Building Confidence and Creativity in Teachers

- Teacher training has not only improved instructional quality but also boosted teacher confidence, innovation, and engagement in the classroom, leading to more creative, responsive, and learner-centered teaching.
- As enrollment grows, pre-primary classrooms are becoming more dynamic, inclusive, and play-based, fostering environments where young children thrive academically, socially, and emotionally through joyful and meaningful learning experiences.



Community Engagement for Long-Term Impact



- The program has also sparked greater involvement from parents and guardians, reinforcing the value of early education, strengthening partnerships, and building lasting local ownership.
- These collaborative efforts are shaping a stronger, more inclusive foundation for lifelong learning, social cohesion, and equitable development in communities.



Teachers and Pupils acknowledge Enhancement of Talents through the BOOST Program

*Ms. Maua Kibendu
Head teacher, Mzizima Primary School- Dar es Salaam*

The head teacher of Mzizima Primary School, Ms. Maua Kibendu, thanked the Government for improving the educational environment at the school by implementing the BOOST Program. She emphasized that by providing adequate teaching and learning resources and supporting the training of 16 teachers, the program has greatly enhanced classroom instruction and assisted in identifying pupils' talents.

The head teacher specifically noted that: "The school has 16 teachers, all of whom have benefited from the BOOST program through MEWAKA training. All 16 teachers have been receiving training aimed at improving the quality of teaching and learning at the school through the BOOST program. We sincerely thank the Ministry of Education, Science and Technology, and the President's Office—Regional Administration and Local Government for their effective supervision in enhancing teaching and learning in schools."

Additionally, a pre-primary school teacher at Mzizima reveals the impacts achieved from the BOOST program.

"We sincerely thank Her Excellency Samia Suluhu Hassan, President of the United Republic of Tanzania, for making teaching easier by providing schools with educational resources for kids, thanks to BOOST. Instead of depending only on listening, students now participate in practical, hands-on learning, which helps them understand lessons more readily. Learning used to be more theoretical; after listening, students would attempt to apply what they had learned. The idea is much clearer today, for example, when a child physically handles five bags and takes out two of them, since they can see and comprehend that there are still three bags left."

EMPOWERING TEACHERS THROUGH CONTINUOUS PROFESSIONAL DEVELOPMENT

At a Glance

To enhance teaching quality and improve learner outcomes, the Government, through the BOOST Program, has scaled up Teacher Continuous Professional Development (TCPD) across all 184 Local Government Authorities (LGAs). Using a decentralized model, the program empowers teachers through cluster- and school-based training, where they collaborate, solve challenges, and grow together professionally.

Enhancing Teacher Growth Through School-Level CPD

The heart of TCPD lies in school-based activities, which make professional learning more accessible, consistent, and relevant. This localized approach has encouraged high participation from both male and female teachers, fostering ownership and commitment.

Because teachers remain at their duty stations, CPD causes minimal classroom disruption and allows for continuous, hands-on application of new knowledge. Schools are conducting structured needs assessments, organizing tailored CPD timetables, and delivering training aligned with real classroom needs, leading to:

- Increased teacher attendance and participation,
- Immediate use of improved strategies, and
- Better student engagement and performance.



Cluster-Level CPD: Building Local Expertise

At the cluster level, selected teachers were trained in all LGAs and tasked with cascading knowledge to teacher colleagues within their schools. This approach has equipped teachers with practical skills in:

- Learner-centered instruction,
- ICT integration,
- Inclusive and gender-responsive pedagogy.

Teachers are now setting goals, reflecting on their growth, and refining their teaching practices. This has resulted in increased teachers' confidence, improved lesson planning, and greater learner engagement. The collaborative format has nurtured peer support networks and communities of learning, advancing a more skilled and motivated workforce aligned with the Vision 2050 and Sustainable Development Goal 4.



Communities of Learning: Sustaining Growth Through Collaboration

Across the country, schools are increasingly adopting Communities of Learning; regular, school-based sessions where teachers share experiences, reflect on practice, and co-create solutions. These communities are promoting:

- Reflective practice,
- Peer-to-peer learning,
- Innovation in classroom strategies.

Nearly all primary schools have now embraced MEWAKA practices, transforming schools into vibrant hubs of professional growth. Through weekly collaborative learning sessions, famously known in Swahili as *Jumuiya za Kujifunza*, teachers are building confidence and acquiring new skills they need to address the diverse needs of their students. As a result, schools are reporting steady improvements in instructional quality and overall learning outcomes.

24-07-2024

UTIFUNZATI WA MEWAKA-KUPITIA VIFAA VYA KITEHAMA.

Muwezeshaji: Mwal Gallani Kayika.

TESTIMONY

UTANGULIZI.

Muwezeshaji alianza mafunzo kwa kuwakaribisha wahiriki na kuwataka kuwa wakini kwikiliza somo hili, na alianza kwa kuuliza vitaa vya kitehama wanavyovitalamu washiriki walivitaya vitaa hivyo ambavyo ni simu, kompyuta, kishikwanbi, na vinginezo.

- Muwezeshaji aliendelea kueleza kuwa mtaala ulioboresha unalenga kutumia vitaa vya tehama zaidi.

- Mafunzo ya mwaka yanaweza kupatikana katika simu zetu, na ili uweze kupata mafunzo ni lazima kuwa na bando (kiturushi cha internet).

- Mafu...

Communities of Learning: Transforming Teaching Practices at Melali Primary School

Melali Primary School, Siha, Kilimanjaro

At Melali Primary School in Siha District Council, a quiet yet powerful transformation is taking place; one rooted in trust, collaboration, and continuous learning. Through the BOOST program, teachers have established strong Communities of Learning (famously known in Swahili as *Jumuiya za Kujifunza*), which are reshaping both teaching practices and student learning. In the past, teachers often worked in isolation, facing challenges with complex syllabus topics and limited professional support. But that has changed. "Improved teachers' instructional skills," one teacher shared, describing the shift brought about by the formation of these communities. "Through the program, teachers regularly meet in Communities of Learning to discuss and address difficult syllabus topics."

These Communities of Learning have become safe and empowering spaces where teachers support and strengthen one another's professional growth. "They helped us support each other to enhance our mastery of subject content," one teacher explained. Teachers are no longer just delivering lessons; they are co-constructing knowledge and continuously refining their craft.

The impact is visible in the classroom. "Communities of learning have also allowed teachers to explore suitable teaching methods that enhance student understanding, thus increasing teaching effectiveness," the teacher added. As a result, students are more engaged, understanding is deeper, and learning outcomes are steadily improving.

Melali Primary School now stands as a vibrant example of what can be achieved when teachers are empowered to grow together. These Communities of Learning are not only building stronger educators; they are shaping a better future for students across Siha District.



POWERING CLASSROOMS WITH ICT AND DIGITAL LEARNING

At a Glance

The BOOST Program is equipping schools and Teacher Resource Centres with ICT tools and Learning Management System (LMS). With trained teachers and dedicated ICT spaces, digital learning is making classrooms more engaging, inclusive, and future-ready.

Modernizing Teaching and Learning Through Digital Innovation

The integration of digital tools in education is no longer optional, it is essential. In a major push toward digital transformation in education, the Government, through the BOOST Program, is equipping TRCs and hub schools with advanced ICT packages integrated with the LMS. This transformative initiative, under the digital learning innovation component, aims to strengthen the delivery of quality, technology-enhanced instruction across the country.

The ICT packages include devices, connectivity solutions, and digital content platforms designed to support teachers' continuous professional development, improve access to instructional materials, and facilitate interactive, student-centered learning.



Over 800 Schools Equipped with Comprehensive ICT Packages

To date, over **800 schools** across the country are equipped with modern ICT facilities, marking a significant milestone in expanding access to digital tools for teaching and learning. Each school received a full package that includes:

- Desktop computers and laptops
- Projectors with stands
- Smart TVs and smart screens
- Tablets
- Printers, photocopiers, and scanners
- UPS units and wireless routers
- Digital cameras



Creating Digital Learning Spaces in Schools



Among the ICT-equipped schools, 80% now have dedicated ICT rooms. These spaces are central to ensuring structured and equitable access to technology, allowing both teachers and pupils to benefit from regular digital learning sessions.

The presence of these resources is already reshaping classrooms as teachers are more and more integrating technology into their lessons, to make learning more interactive, engaging, and learner-centered.

Empowering Educators with Digital Skills

One of the most promising outcomes of this investment is the widespread ICT competence among teachers:

- 97.3% of schools now have at least one teacher with ICT skills.
- Through BOOST, **600 ICT teachers, 600 headteachers, and 450 ward education officers** have received specialized training on the effective use of ICT in education.

These training programs empower educators to integrate technology meaningfully into their pedagogy, enhancing lesson delivery, promoting active student participation, and increasing overall teaching productivity.



Bridging the Digital Divide Through School-Based ICT Training

BOOST is addressing digital gaps in education by expanding school-based ICT training. Among the school with ICT teachers, 66.7% of schools have at least one teacher who has participated in digital skills training, a promising sign of growing momentum despite lingering disparities. Many schools have hosted on-site ICT training, allowing large numbers of teachers to build digital competencies in familiar environments. This school-level approach fosters inclusivity, boosts confidence, and promotes immediate application in classrooms.

Early outcomes include:

- Increased student attendance and participation,
- More interactive lessons, and
- A renewed sense of enthusiasm for learning.

Through targeted investments, BOOST is laying the foundation for a tech-savvy, future-ready education system that aligns with long-term development vision of the country.

Teachers Embrace Technology in the Classroom

Educators are increasingly incorporating technology into their daily teaching. The most commonly used tools and systems include tablets, Microsoft Word, and internet resources. Other technological tools such as PowerPoint, Excel, multimedia content, and the TIE LMS, are used s, depending on lesson needs and teacher comfort.

Technology is primarily helping teachers to:

- Access quality resources,
- Enhance lesson delivery,
- Improve overall classroom instruction.

TIE LMS: Expanding Access to Quality Teaching Materials

BOOST has accelerated access to the TIE LMS, a digital platform designed by the Tanzania Institute of Education. The system provides teachers with:

- Anytime access to teaching and learning materials,
- A user-friendly interface for planning and delivering lessons,
- Organized, curriculum-aligned content.

Thousands of teachers now use the TIE LMS regularly, transforming the way lessons are prepared and taught. In strengthening digital access, the BOOST program is helping to professionalize teaching, improve classroom effectiveness, and expand quality education nationwide.



BOOST Drives Digital Transformation: Teachers Embrace New ICT Skills

Mr. Erasto William

Teacher, Nyambogo Primary School in Makambako Council

The BOOST Program, aimed at strengthening and improving pre-primary and primary education, has enabled the provision of ICT equipment to selected schools and TRCs, making teaching and learning more modern and technology-driven.

Through this initiative, many teachers, headteachers, and Ward Education Officers have been trained on effective use of ICT tools to enhance classroom instruction and learning outcomes.

Silvia Mbilinyi, an ICT teacher at Ramadhani Primary School in Njombe Town Council, shared that the training has sparked a shift in teaching methodologies, with students now actively engaging in lessons through the use of ICT tools.

Similarly, teacher Erasto William noted that many teachers have developed innovative teaching approaches, making learning more engaging and modern for primary school learners.

BOOSTING FINANCIAL SUPPORT FOR SCHOOLS TO UNLOCK THEIR FULL POTENTIAL

At a Glance

Through capitation grants, the BOOST Program is directly supporting over 13 million pre-primary and primary students by funding essential school needs, such as learning materials, infrastructure, and teacher training, across Tanzania. These investments are transforming learning environments and strengthening decentralized education financing.

Investing in Schools, Building the Future

The BOOST Program is reshaping education in Tanzania by providing direct financial support to schools, enabling them to address their unique challenges and priorities. This financing model ensures that funds reach the learners who need them most.

From 2021 to June 2025, capitation grants have reached approximately 13.1 million pupils in pre-primary and primary schools, making them direct beneficiaries of increased support for quality education. These grants are used to purchase:

- Teaching and learning materials,
- Classroom and school infrastructure,
- Teacher professional development.

Enhancing Equity, Inclusion, and Quality

BOOST has:

- Improved the quality and availability of resources,
- Helped make schools more inclusive and learner-friendly,
- Created safer, well-equipped learning environments for children across the country.

This targeted investment approach is unlocking the full potential of schools, ensuring every child has a fair chance to succeed.



A MOVEMENT FOR EXCELLENCE: STRENGTHENING EDUCATION GOVERNANCE AND SCHOOL ACCOUNTABILITY

At a Glance

BOOST is enhancing school governance and accountability by promoting the use of management manuals, improving planning and reporting practices, and building local capacity through training. These efforts are creating more transparent, responsive, and well-managed schools.

Driving Good Governance Across All LGAs

BOOST has significantly improved education governance by ensuring that all 184 LGAs consistently adhere to the standards outlined in the School Management Manual and the LGA Education Good Governance Manual, a milestone sustained for three consecutive years.

A key driver of this achievement is the training of 15,308 teachers (5,992 men and 9,316 women) on effective school governance, leading to 87.5% of schools adopting school management manuals. These steps have strengthened school-level accountability and streamlined administrative procedures.

Improved School Planning and Supervision

BOOST has helped embed strong planning and oversight mechanisms at the school level:

- 98.5% of schools developed Whole School Development Plans (WSDPs),
- 95% of these plans were reviewed and approved by school committees,
- 81.1% of schools submitted quarterly reports

These practices are helping schools better address their needs, monitor progress, and ensure participatory decision-making.

Stronger Committees, Better Oversight

A shift toward effective and accountable school governance is also evident in committee performance:

- 82.5% of school committees have been newly appointed, bringing fresh energy and focus,
- Nearly all committees maintain documented records of meetings,
- District Education Officers visit over 97% of schools every quarter, strengthening external oversight and support.

Fostering Transparency and Community Trust

Annual reporting on citizen complaints is now standard in most schools, helping to increase:

- Transparency in school operations,
- Responsiveness to community concerns,
- Trust between schools and the communities they serve.

BOOST's governance reforms are laying the foundation for schools that are better managed, more accountable, and deeply rooted in their communities' needs.



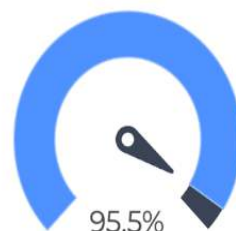
Schools with WSDP in place



Schools with WSDP approved by School Committee



Schools prepared quarterly progress reports



Schools with WSDP supported by meeting minutes

The background image shows a rural school setting. In the foreground, there are several large, leafy trees with green foliage. Behind the trees, there are two long, single-story school buildings. The building on the left is painted light blue with a yellow horizontal stripe near the roofline. The building on the right is painted grey with a yellow horizontal stripe near the roofline. The ground is dry and dusty, with some sparse vegetation. The sky is clear and blue.

TESTIMONY

Advancing Education Through Leadership and Collaboration: Kituntu Primary School's Transformation

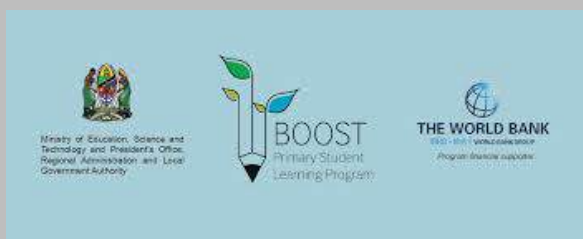
Teacher Jane A. Malolo
Kituntu Primary, Muleba, Kagera

In the rural district of Muleba, Tanzania, Kituntu Primary School has undergone a quiet yet remarkable transformation. The BOOST program helped steer the school toward greater efficiency, transparency, and academic improvement. When the school and teachers began addressing the school's challenges, "teaching and learning activities" were difficult to manage. The school struggled with disorganized records, unclear financial procedures, and student behavior that lacked consistent guidance.

Key responsibilities were "delegated across different departments," allowing teachers to play a more active role in school management. The office environment was "organized properly, including structured placement of files and resources," making it easier to access information and streamline daily operations. With a renewed focus, the school began to "effectively oversee teaching and learning activities," ensuring lessons were better prepared and more engaging. Strengthening the bond between the school and its community became a priority. Through joint initiatives with parents and local leaders, "connections were strengthened between the school and the community to enhance teaching outcomes." These partnerships fostered trust and collective responsibility for student success.

Financial management also saw significant improvement. The school now "oversees the school budget and revenue in collaboration with the school committee," ensuring transparency and accountability. A "proper record of financial documents" is maintained, and "meeting minutes regarding school income and expenditure" are carefully documented. As Jane notes, "various financial reports are now available," supporting better planning and oversight. A "comprehensive School Development Plan" was also established to guide long-term academic and infrastructural growth. In parallel, "student discipline and moral development have improved" through structured mentoring and guidance systems. These combined efforts have led to a marked rise in academic performance and an increase in community confidence.

Thanks to the BOOST program, Kituntu Primary School now stands as a beacon of progress in Muleba. Its story is a powerful example of how leadership, collaboration, and consistent effort can drive meaningful change in education



#ElimunaUjuziMpangoMzima
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