



Preliminary Findings of Climate Pilots in Bahi and Mkuranga districts in Tanzania

Background and Purpose

Shule Bora (SB), in collaboration with the Government of Tanzania (GoT), implemented two climate and environment pilot interventions to address the growing impact of climate change on education. These pilots aimed to:

- Improve student attendance, concentration, and learning.
- Test implementation through government and community systems.
- Build government interest and support for scaling and systemic change.

Pilot Interventions

Climate-Resilient Classrooms – Bahi, Dodoma Region

Constructed 18 classrooms and 8 offices across 10 schools. Features included reflective roofs, ceiling insulation, large windows, roof vents, rainwater harvesting, and micro-forests. Delivered through government procurement (force account) and community participation, reducing costs by ~33%.

Cleaner Cooking Stoves – Mkuranga, Pwani Region

Installed in 4 schools to reduce firewood use, improve air quality, and enhance school feeding programmes. Reduced cooking time by 78% and firewood costs by up to 100%. Increased student participation in meals and improved learning time.

Key Findings

- **Positive Educational Impact:** Qualitative feedback shows improved classroom environments and student engagement. Cooking stoves reduced time and health burdens, enhancing learning conditions.

- **Effective Implementation:** Government and community systems proved capable of delivering cost-effective, scalable solutions.
- **Government Engagement:** High-level interest and endorsement from MoEST and PO-RALG have catalysed national discussions on climate-resilient education infrastructure.

Lessons Learned

- **Infrastructure as a Catalyst:** Well-designed classrooms and cooking facilities improve not only learning but also health, hygiene, and community involvement.
- **Community Ownership:** Engagement through Parent-Teacher Partnerships (PTPs) and local contributions foster sustainability and trust.
- **Leadership Matters:** Empowering school leaders and local officials drives grassroots climate action and innovation.
- **Systemic Integration:** Preventative maintenance and climate resilience should be embedded in national strategies like the School Construction and Maintenance Strategy (SCMS).

Next Steps for Scaling and Sustainability

1. **Data and Impact Evaluation:** Final impact report due July 2025 to inform national policy.
2. **Geographic Expansion:** Pilots extended to all SB-supported regions and additional LGAs in Pwani and Katavi.
3. **Policy Influence:**
 - SCMS revision to include climate-resilient features.
 - Integration into Education Programme for Results (EPforR) via new climate-focused Disbursement Linked Indicators (DLIs).

4. Risk Mapping and Financing:

- Collaboration with EdTech Hub on flood risk tracking.
- Support MoEST in exploring Green Climate Fund (GCF) financing.

Strategic Implications for Government

- **Policy Alignment:** These pilots align with national education and climate priorities and offer a replicable model for resilient infrastructure.
- **Cost-Effectiveness:** Leveraging government systems and community contributions significantly reduces costs.
- **Scalability:** Strong evidence and stakeholder buy-in position these interventions for national rollout.
- **Sustainability:** Embedding climate resilience in policy and practice ensures long-term impact beyond project timelines.

Strategic Partnerships

The success and strong sense of ownership of the pilots can be attributed to our close collaboration with key government departments. These departments have been actively engaged from the inception of the pilot through to its current implementation:

- Primary Education Department
- Tanzania Forest Services Agency
- Natural Resources and Environment Conservation
- Community Development Department
- Rural and Urban Development (Construction Engineering)