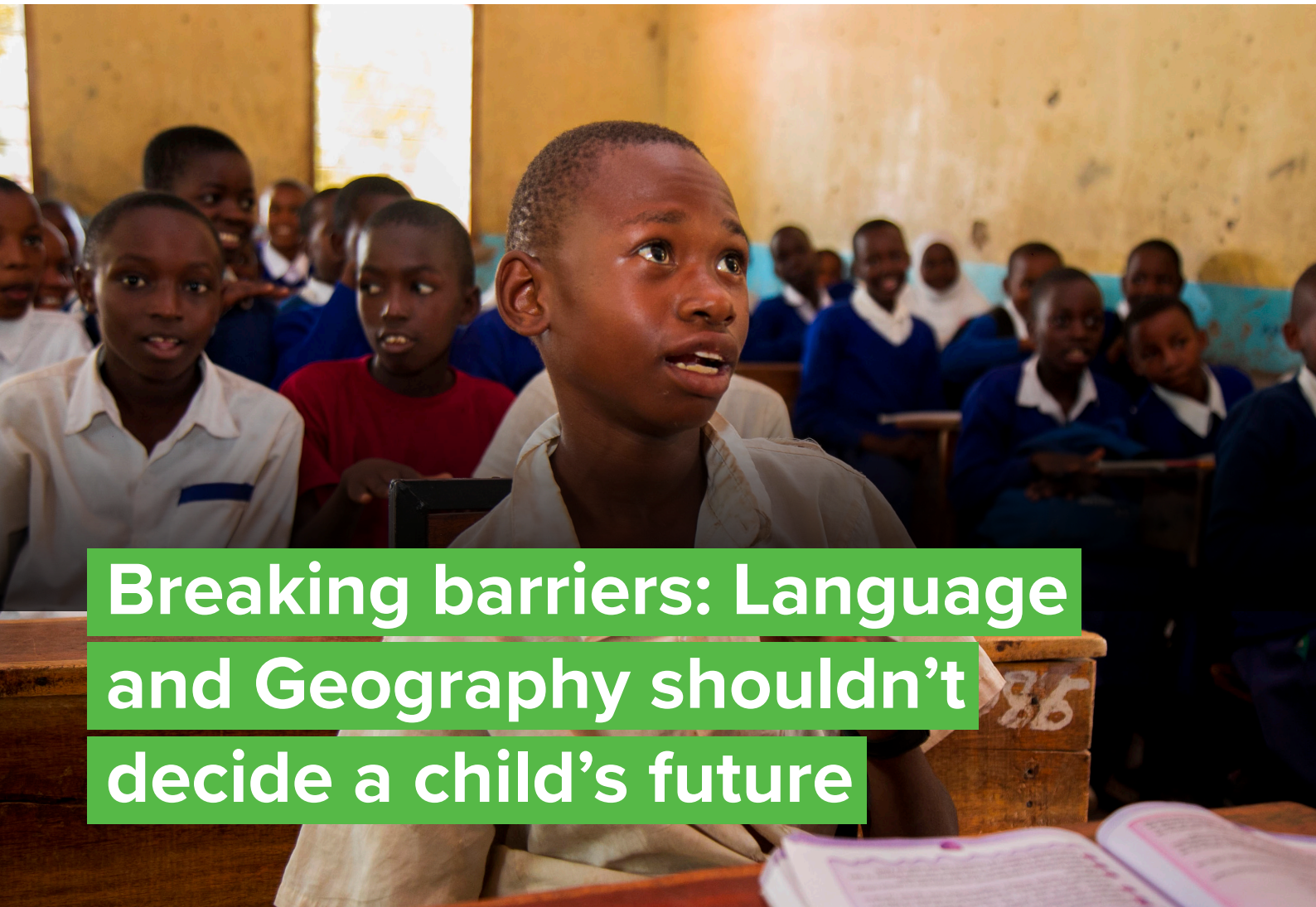



SHULE BORA

Quality learning for all children


**UK International
Development**

Partnership | Progress | Prosperity



Breaking barriers: Language and Geography shouldn't decide a child's future

Geographical and language inclusion ensure equitable access to education for children living in remote areas or from non-Kiswahili-speaking backgrounds. Considering these aspects is essential for creating safe and supportive environments that enable all children to engage fully with the curriculum, regardless of their location or mother tongue.

The Shule Bora programme is supporting the Government of Tanzania to tackle two of the biggest barriers to early learning: **distance and language**.

The challenge

In remote parts of Tanzania, education is often out of reach:

- **Over two hours' walk** to school is the norm for many rural children.
- Around **47% of children** in remote areas don't speak Kiswahili – the language of instruction – when they enter school (Shule Bora baseline 2022)

Without local schools or language support, children fall behind before they

even start. This results in **low enrolment, poor learning, and high dropout rates**, especially among marginalised groups.

The School Readiness Programme (SRP): A proven bridge to learning

To close this gap, the **SRP** was introduced by the Government of Tanzania in 2015 as a flexible, community-driven solution. It prepares

children from underserved areas and non-Kiswahili speaking backgrounds for formal schooling, giving them the **foundations to thrive**.

Shule Bora, in partnership with the Government, has made SRP central to its inclusion strategy, with four distinct result areas.

1. Inclusion leads to stronger foundations

SRPs are helping children from remote and marginalised communities start their education at the **right age, and with confidence and key skills**.

- SRP graduates perform as well as children from formal preschools and significantly better than those with no pre-primary education.
- Children who attend SRPs are more likely to **stay in school and succeed**, even in areas where primary education is far from home.



2. Local solutions and national impact

SRPs are rooted in local communities but built on national frameworks.

- Shule Bora works with **regional and local authorities**, including through the World Bank's *BOOST, Primary Student Learning Programme*, to expand SRP coverage.
- Training guides, government field visits, and joint planning are building the **evidence base and commitment** for scale-up.

3. Teacher-led transformation

Volunteer teachers, often the only educators in remote areas, play a crucial role in SRP's success.

- Over 1,000 volunteers have been trained in **Kiswahili oral language teaching** and child-centred methods.
- SRP teachers use stories, songs, and play-based approaches to help children develop **language, confidence, and critical thinking**.

4. Future-ready and sustainable

SRPs are not stopgaps; they are stepping stones.

- Shule Bora supports **SRP-to-primary school transitions**, ensuring children stay on a learning pathway.
- Feedback loops and community engagement ensure that SRPs adapt to evolving needs and continue to deliver results over time.

What next?

The demand for SRPs is growing. Even in regions not directly supported by Shule Bora, communities are setting up their centres – a testament to the model's value and impact.

To meet this demand and build long-term impact, Shule Bora and the Government of Tanzania are:

- Scaling the SRP model to more underserved areas

- Strengthening volunteer teacher training and support
- Ensuring sustainability through government ownership, community buy-in and data-driven adaptation

Why it matters

Without intervention, thousands of children would still be out of school, held back by distance and language. SRPs are ensuring that where a child lives or the language they speak is no longer a barrier to education.

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