MAGADINI (MAKAT) ENGLISH TEACHING PROGRAM, OUTREACH 2025 Impact Report to Natron Healthcare, June 2025

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"Lighting Hope Through Education, Even in the Hardest Places"

Background

Program Site: Makat Primary School, Longido District

Program Period: 15th – 24th June 2025

Participants:

• 4 Local Teachers – 4 Days

• 11 Secondary School Students (4 Boys, 7 Girls) – 6 Days

• 10+ Primary School Pupils

Attendance register and gender breakdown: I maintained a register for all sessions. Attendance records include full names, with a clear indication of boys and girls. This data will be helpful in tracking progress, especially in encouraging girls' participation.

English Syllabus The English programme not only supports students in developing essential language skills, but also equips teachers with practical strategies for delivering the national English syllabus more effectively. Teachers receive hands-on training in lesson planning, interactive teaching methods, and integrating spoken English into daily classroom routines. They are also encouraged to model confident English usage themselves, even in non-classroom settings such as outdoor projects and assemblies. This dual approach—enhancing both student learning and teacher capacity—ensures the benefits extend far beyond the workshop period, contributing to a lasting improvement in English teaching standards across the school.

A. 4-Day Workshop for Teachers in Remote Primary School

Theme: "Teaching with Purpose and Power – For Our Children, For Our Community".

Teachers: Reigniting Purpose in the Midst of Challenges

During four days of targeted training, we worked with four local teachers* through sessions such as:

- 1. Reconnecting with Purpose
- 2. Understanding the Child's Context
- 3. Uplifting Students Beyond Academics
- 4. Transforming the School into a Centre of Hope

Though some teachers showed limited engagement, the few who participated expressed a renewed commitment to student welfare. **Ms. Grace**, in particular, offered strong support in facilitating the sessions and ensuring that the learning atmosphere was constructive and encouraging.

However, an important and sobering observation is that **some teachers appear to be deeply discouraged**, often defaulting to **complaining and losing motivation**. This points to a deeper emotional exhaustion that must be addressed in future capacity-building efforts.

T Day 1: Reconnecting with Purpose & Understanding Our Students

Goal: Reflect on our calling as teachers and the unique needs of students in this neglected area.

- **Session 1**: Why We Teach Our Stories, Our Purpose
- Session 2: Understanding the Realities of Our Students (poverty, trauma, home issues)
- Session 3: Child Development & the Effects of Neglect
- **Session 4**: Empathy Tools Teaching with Compassion

Key Activity: "In My Student's Shoes" Role Play & Reflection

X Day 2: Teaching in Hard Places – Practical Tools That Work

Goal: Learn and share low-resource strategies for effective teaching.

- Session 1: How to Teach with Little (Active, Visual, Local Learning)
- Session 2: Classroom Routines that Build Stability
- Session 3: Managing Difficult Behaviour with Respect
- Session 4: Time-Saving Planning & Prioritizing

Key Activity: Make-and-Share: Build a Lesson Plan with Local Materials



Day 3: Uplifting the Child – Mentoring, Values, and Confidence

Goal: Help students believe in themselves and feel seen, loved, and capable.

- Session 1: Building Student Self-Esteem & Responsibility
- Session 2: Teaching Life Skills Through the Curriculum
- Session 3: Moral & Spiritual Education in a Broken Community
- **Session 4**: Teachers as Role Models & Community Leaders

Key Activity: "Wall of Strength" – What values will we model for our learners?

Day 4: Turning the School into a Hope Centre

Goal: Empower teachers to become changemakers who uplift both students and the community.

- Session 1: What Kind of Community Do We Want? (Visioning)
- Session 2: Practical Projects: Students Helping the Community
- Session 3: Teamwork & Peer Support Among Teachers
- Session 4: Celebration, Commitment & Certificates

Key Activity: "Seeds of Change" Ceremony – Each teacher writes one action they will take

B. Secondary Students: Leaders in the Making

Our 11 secondary school students participated in a six-day training that focused on both academic and personal development. **Use of spoken English:** A significant portion of the teaching is delivered in English, including during the construction activities outside. While explanations are often in English, I provide occasional translations into Swahili to ensure comprehension, especially for key concepts. This allows students to practise listening and speaking while still ensuring understanding.

We covered:

- Reading Comprehension with Guided Questions
- Grammar and Effective Communication
- Career Counselling and Goal Setting
- Life Skills: Confidence, Decision-Making & Self-Awareness
- Creating Teaching Aids and Tutoring Primary Pupils



They also engaged in a beautiful act of community service—**repainting faded blackboards** in several classrooms. This simple yet powerful gesture brought immediate improvement to the learning environment



These students displayed *outstanding dedication, punctuality, and a thirst for learning*. A particularly moving highlight was their **voluntary commitment to teach basic English to primary pupils for 40 minutes daily**.

their growing sense of ownership and pride in their school. This self-initiated act of service shows how much they've grown—not only as learners, but as leaders and role models.

Their **personal testimonies of transformation**—reflecting how previous trainings have shaped their mindset, goals, and behaviour—were deeply moving. They are not just being taught; they are becoming agents of change.



C. At least ten Primary School Pupils joined us for many of the sessions.

Please note in this photo Barnabas' crutches. Many sessions continued despite his pain*.

Responses to NHC's questions:

• **Discussion on last year's failure to send students to Secondary school:** I raised this matter with the teachers. They explained that several factors contributed — including financial constraints on families, lack of motivation among some students, and insufficient follow-up from the Longido Education Department. Teachers reported that they have since increased community sensitisation efforts and are working more closely with parents to encourage enrolment.

- Longido Education Department support: During the launch of the teachers' house, both the District Commissioner and Education Department officials visited the school. They expressed strong disappointment with the most recent results and urged teachers, school leaders, elders (Laigwanak), and the wider community to take collective responsibility in improving the school's performance. While direct departmental support in the past has been limited, this visit has sparked renewed calls for collaboration and accountability.
- Assessment of books from last year: Despite my mobility challenges, I checked on the resources. Many of the books remain, though some show signs of wear. Teachers confirmed that they have been used regularly during lessons.

General observations

Community Support:

The outreach received warm affirmation from **village leaders**, who regularly followed up, encouraged participants, and expressed appreciation for the program. A few **parents also visited**, congratulating the team, and expressing their joy at what they witnessed in their children.

These simple yet powerful gestures reflect the slowly growing awareness and appreciation of education within the broader community. The community remains supportive of the programme, but traditional mindsets about girls' education persist. Awareness campaigns are still much needed.

Kisiaya – A Companion of Grace and Strength

A special mention must go to **Kisiaya**, my host and faithful companion during this mission. In the midst of my own physical limitations—working on crutches due to a fractured leg—he ensured my comfort, safety, and peace of mind. His constant support, hospitality, and encouragement allowed me to focus on delivering the program with full commitment, despite the personal challenges I faced.

His quiet strength and caring spirit made a profound difference in this journey.

Challenges: Honest Realities We Must Face

As we look ahead, we must remain mindful of these continuing challenges:

- **Teacher discouragement**: A sense of despair and emotional fatigue, especially among those balancing personal struggles and professional duties.
- Student trauma: Emotional wounds hinder learning and concentration.
- **False traditional beliefs**: Harmful ideologies still influence attitudes toward education and especially girls' learning, see above.
- Parental apathy: A lack of consistent support and value for education weakens student engagement and outcomes.

These challenges call for a deeper and more sustained approach—one that addresses both hearts and minds, across students, educators, and families. I share your view that patience and persistence are essential in shifting generational beliefs about girls' education. I am encouraged by the small but steady progress we are making, and I remain committed to supporting this transformation.

A Message of Deep Gratitude and Joy

To our beloved partners at Natron Healthcare:

It is with heartfelt gratitude and deep joy that I present this report for the Makat Teaching Program, conducted from 15th to 24th June 2025. Your unwavering support continues to bring light to some of the most underserved communities in Tanzania—where education is not just instruction, but a restoration of hope, dignity, and purpose.

This mission was more than a program—it was a journey of sacrifice, resilience, and deep human connection, made possible by your vision and care.

○ Final Reflections: Faithfulness Amidst Weakness

Despite the physical pain and daily strain of working with a broken leg, I experienced overwhelming peace and joy in every session. Every eager student, every thoughtful question, every moment of laughter and discovery reminded me: this is holy work. This is the work of healing, restoring, and rebuilding what was forgotten.

Dear partners at Natron Healthcare, your support made all this possible. You did not just fund a program you planted light in a place where it was nearly lost.

On behalf of every child, teacher, parent, and villager who was touched—we say asante sana, and may God bless you abundantly.

With sincere thanks and hope,

Bahati Barnabas

Coordinator – Makat Teaching Program Outreach Longido District, Tanzania

Signature: BahatíBarnabas



Date: 27 June 2025



Bahati with Mt. Lengai

Notes from PA.

* The total teaching sessions were scheduled to be at the end of this summer semester. However owing to a serious lower leg fracture, Mr Kissiri had to delay his course. This resulted in three regular teachers missing the course, to return to their homes and families for the scheduled holidays.

Also

Bursary money for the seven girls: "The second instalments was given directly to the seven girls in the programme. They expressed deep gratitude for the continued support".

Follow-up on girls who were pregnant or graduated:" I did not meet either of the school girls who were/are pregnant, but I did receive updates that they are not currently enrolled. I met one of the recent graduates, who is seeking vocational training opportunities".