



TANZANIA 21ST CENTURY

YEAR 1, QUARTER 2 REPORT

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**Tanzania 21st Century Basic Education Program (TZ21)
(Cooperative Agreement No. 621-A-00-11-00007-00)**

**TZ21 Year 1, Quarter 2 Performance Report
(April 1 – June 30st, 2011)**

**Submitted to
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ACRONYMS

| | |
|---------------|---|
| AL | Agile Learning |
| CA | Cooperative Agreement |
| CBP | Children Book Project |
| COP | Chief of Party |
| CPD | Continuous Professional Development |
| DCOP | Deputy Chief of Party |
| DEO | District Education Officer |
| EGDA | Education Global Development Alliance |
| EI | Education Impact |
| EMIS | Education Management Information System |
| GOT | Government of Tanzania |
| ICT | Information and Communications Technology |
| IP | International Partner |
| IR | Intermediate Results |
| IYF | International Youth Foundation |
| MOEVT | Ministry of Education and Vocational Training |
| M&E | Monitoring and Evaluation |
| MEMS-Tanzania | M&E Management Services- Tanzania |
| P1 – P4 | Primary Grade 1 to Primary Grade 4 |
| PD | Project Director |
| PMP | Performance Monitoring Plan |
| Q | Quarter |
| RAS | Regional Administrative Secretary |
| REO | Regional Education Officer |
| SMC | School Management Committee |
| STS | School-to-School International |
| TBD | To be decided |
| TC | Teacher Center |
| TPD | Teacher Professional Development |
| TRC | Teacher Resource Center |
| TTC | Teacher Training College |
| TZ21 | Tanzania 21 st Century Basic Education Program |
| USAID | United States Agency for International Development |
| WSD | Whole School Development |

1.0 Activity Summary

1.1 Project Name: Tanzania 21st Century Basic Education Program (TZ21)

1.2 Cooperative Agreement (CA) No: 621-A-00-11-00007-00

1.3 Timeframe: January 1, 2011 – December 31st 2015

1.4 Activity Description

- i. Capacity building utilizing classroom Information and Communications Technology (ICT)
- ii. Teacher training
- iii. Provision of computers
- iv. Establishing School-based Education Management Information System (EMIS)
- v. Provision of technical assistance and policy support
- vi. Improvement of infrastructure for ICT use
- vii. Development and production of e-contents and children books

1.5 Area of Coverage: Mtwara Region on mainland and Zanzibar

1.6 Target Beneficiaries: Pupils, teachers, head teachers and education officers in Mtwara and Zanzibar

1.7 Reporting Period: January 1, 2011 to March 31, 2011

1.8 List of Monitoring Indicators: To be decided (TBD)

1.9 Progress rating: on track/meeting targets/ needs target revision

2.0 Introduction

This report presents the accomplishments, challenges and lessons learned from the Tanzania 21st Century Basic Education Program (TZ21) over the first two quarters of the life of the project (January 1 to June 30, 2011). This quarter, the project has focused on the reconfiguration of ICT integration and the recasting of TZ21's rollout activities that have informed the development of a comprehensive annual work plan for the period July 2011 through September 2012. During the reporting period, contributions and roles of the project's EDGA partners have been defined and clarified. TZ21 implementing partners and key educational stakeholders in Zanzibar and Mtwara were engaged and actively participated in developing the Project Annual Work Plan. Major accomplishments, challenges and lessons learned are summarised in this report.

2.1 Program Description

Funded by the United States Agency for International Development (USAID), and in partnership with the Government of Tanzania (GOT), TZ21 aims to improve the quality of lower primary education by improving instruction in reading, mathematics and science for higher learning achievement in Mtwara and on the islands of Unguja and Pemba in Zanzibar. TZ21 is a five-year, \$48.9 million dollar program, implemented under Cooperative Agreement No. 621-A-00-11-00007-00 awarded to Creative Associates International.

TZ21 is implemented by Creative Associates International as the prime contractor with international sub-contractors consisting of the International Youth Foundation (IYF), Agile Learning (AL), Inveneo, School-to-School International (STS) and Education Impact (EI), as well as the national non-governmental organization, the Tanzania Children Book Project (CBP). A combination of bottom-up and top down approaches are employed to support relevant interventions to realize anticipated project results and milestones.

The overarching goal of TZ21 is the provision of technical and material support to the Ministry of Education and Vocational Training (MOEVT) in the mainland and Zanzibar to enhance the teaching and learning process through the use of ICT. Additionally, the project also strives to ensure a meaningful use of educational data by communities, schools, districts, regions and the Ministry of Education and Vocational Training (MOEVT). Evidence shows that educational data enhances decision-making processes leading to and ensuring improved learning in reading, mathematics and science in lower primary education in Mtwara and Zanzibar. As such, TZ21 promotes the new USAID/Tanzania Education Assistance Objective (AO) of *“Improved lower primary education for higher achievement in reading, mathematics and science”*.

TZ21 will lay the foundation for providing technical and material support to beneficiaries by working toward two sub-objectives or intermediate results (IR):

- (1) **Intermediate Result 1(IR1):** Strengthen professional development and resource support for schools, Teacher’s Resources Center (TRC) /Teacher’s Center (TC) and Teacher Training College (TTC).
- (2) **Intermediate Result 2(IR2):** Strengthen policies, information and management related to reading, mathematics and science education.

Research has shown that the quality of instruction for higher learning achievement in reading, mathematics and science is a function of focused interventions in both: (i) **quality development** (IR1) -- through professional development, resources’ support and use of ICT in classroom teaching; and, (ii) **quality assurance** (IR2) -- through a responsive policy and an informed decision-making process to implement education reforms. In line with these development assumptions, TZ21 is set to provide:

- Focused technical assistance and professional support to teachers, primary school administrators, students, school supervisors, and education officers within the project’s geographical coverage;
- Improved infrastructure to enhance ICT integration to primary schools and teacher training institutions;

- E-content and other instructional materials;
- Establishment of school-based EMIS to improve decision-making processes; and
- Supporting policy work.

In the sections that follow, major accomplishments and TZ21 progress towards achieving the project objectives are highlighted.

2.2 Organization of the Report

The report is organized in three parts:

- 1) Executive summary -- project activity updates and achievements, challenges and lessons learned;
- 2) Cross-cutting issues -- stakeholders' participation, project management, leadership and operations, monitoring and evaluation challenges and constraints; and,
- 3) Next quarter's activities (July 1, 2011 thru September 30, 2011), followed by annexes.

Part One

TZ21 Year 1, Quarter 2 Report

3.0. Details of Project Implementation

3.1. Executive Summary

This quarter, TZ21 made significant progress despite changes in rollout of project activities due to on the ground realities. Accordingly, the project team recast ICT solutions, clarified the roles and responsibilities of the Education Global Development Alliance (EGDA) partners, developed a comprehensive annual work plan, and began the initial assessment of EMIS, including defining hard spots for e-content, and conducted an evaluation of school readiness in terms of ICT infrastructure at TRCs/TCs.

Recasting the TZ21 Project: TZ21 provides the first time introduction of ICT in primary schools in Zanzibar and Mtwara. Consequently, TZ21 has had to carefully review the work environments and readiness of beneficiaries. Upon completion of this assessment, TZ21 will select pilot schools in order to accomplish the following; i) showcase ICT integration into classrooms and generate interest among education leaders, teachers and communities; and ii) evaluate the effectiveness of the ICT solutions before scaling them to a large number of schools. The selection criteria and selection process created by MOEVTs in Zanzibar and Mtwara will identify a number of schools (early adaptors) which are a small percentage of target schools that are “motivated and show readiness” in Zanzibar and Mtwara. These “readiness” criteria are defined as a school’s willingness to experiment with ICT solutions, demonstrated interest by head teachers and teachers; community acceptance and ICT-readiness (electric power, infrastructure). As the result of intensive consultative discussions, project recasting has resulted in the following structure of interventions which will ensure systematic and scientific testing and evaluation of the value of the ICT interventions.

| Region | Intervention type | 2012-2015 | 2013-2015 | Total |
|---|----------------------|-----------|-----------|-------|
| Mtwara | Group A: Bridge IT | 10 | 20 | 30 |
| | Group B: Mobile labs | 10 | 20 | 30 |
| | Group C: Control | 20 | 40 | 60 |
| | Subtotal Mtwara | 40 | 80 | 120 |
| Zanzibar | Group A: Bridge IT | 10 | 10 | 20 |
| | Group B: Mobile labs | 10 | 10 | 20 |
| | Group C: Control | 20 | 20 | 40 |
| | Subtotal Zanzibar | 40 | 40 | 80 |
| Total Group A: Bridge IT | | 20 | 30 | 50 |
| Total Group B: Mobile labs | | 20 | 30 | 50 |
| Total Groups A and B | | 40 | 60 | 100 |
| Total Group C: Control | | 40 | 60 | 100 |
| Total Schools in Sample (Mtwara and Zanzibar) | | 80 | 120 | 200 |

Development of the Annual Work Plan: TZ21 has produced a comprehensive annual work plan for the period July 2011 to September 2012. Two annual planning meetings were organised in Zanzibar (31st May to 2nd June 2011) and Mtwara (9th to 11th June 2011). The planning meetings were well attended with representation by senior government-education officials in both Zanzibar and Mtwara.



Mtwara Annual Planning Meeting: The Director of Primary Schools MOEVT-Dar es Salaam - Mr. Sabatama officiating the Planning Meeting

In Zanzibar, the two day planning meeting was officiated by the Director of Planning and Policy on behalf of the Principal Secretary MOEVT engaged

25 (16M, 9F) senior MOEVT officials including directors, TC coordinators, and teachers.

In Mtwara, **8 (6M, 2F)** senior government officials from the region and districts (Regional Education Officer (REO), and District Education Officer (DEO)) attended the workshop.

Assessments:

EMIS: In Q2, AL began its meetings and interactions with the Tanzania MOEVT in Dar es Salaam Head Office and Mtwara Region regarding school, district and national EMIS assessments. Agile met with several members of the Tanzania MOEVT Department of Planning involving the District and School Based EMIS solutions. Planning department members stated that the solutions proposed would provide significantly more functionality than the EMIS solutions that they are currently using.

E-content: A three-day Hard Spot Assessment was conducted in Mtwara from June 22nd to 24th, 2011. The workshop was highly participatory utilizing extensive small group work to produce detailed outputs as per workshop objectives. A total of **50 (29M, 21F)** teachers from all six of the Mtwara districts participated as well as **6 (4M, 2F)** District Education Officers (DEOs). It was discovered that teachers have been struggling with many challenges that extend beyond the scope of “hard topics” and utilized the workshop as a forum to articulate systemic challenges and frustrations.

School selection: School selection criteria and TRC/TC assessments were created during the annual planning meetings in Zanzibar and Mtwara. As a result, school selection was initiated in Zanzibar and Mtwara. The Deputy Chief of Party (DCOP) both in Zanzibar and Mtwara established TZ21 Technical Committees which comprised key education officers to work on various TZ21 interventions/activities. The school and TRC/TC assessments (physical and management) were completed during the quarter. After the selection criteria were finalized, the MOEVT in Zanzibar and REO/DEOs in Mtwara selected 120 schools (60 in Zanzibar and 60 in

Mtwara). The technical committees will review the applications and suggest 10 schools for the Bridge IT intervention and 10 schools for a Mobile Lab.

TZ21 Project operations and working environment: TZ21 is occupying two rooms at the Mtwara Regional Administration Building opposite to the REO. The project will rehabilitate the space allocated to TZ21 in the Regional Administration premises pending USAID approval. The Finance Officer from the Mtwara sub office began work on June 8, 2011. In June, the REO officially assigned TZ21 with three seconded staff, a Primary Education Specialist, Teacher Education Specialist and Research and Documentation Specialist. These individuals will serve TZ-21 for the life of the project.

In May the Zanzibar DCOP and the Finance Officer began their work in Zanzibar. Recruitment in Zanzibar has been progressing successfully in collaboration with the MOEVT. During Q2, three seconded staff were provided by the Zanzibar MOEVT to begin work on the project; these were the E-curriculum Specialist, Research and Documentation Specialist and Community Mobilization and Grants Coordinator. The Teacher Education Specialist has been recruited from SUZA (State University of Zanzibar). Efforts to make the Zanzibar office fully operational are progressing well, particularly in the area of procurement for office equipment and furniture, including the opening of an office bank account.

Challenges and Lesson Learned: All of project successes recorded so far have not been realized without challenges. The prolonged Creative Associates International registration in Tanzania poses challenges on important procurement of services, equipment and vehicles for the project to run effectively. The sought tax exemptions for a service project of this nature require in-country registration of NGO service providers such as the execution and management agent. As a result, TZ21 was forced to delay many planned procurements. Additional challenges faced by TZ21, include the extensive management of the project's many partners to ensure that critical project activities link together. Many activities depend on projecting the precise date for availability of computers and internet connectivity in schools. As was discussed at the planning meetings in Zanzibar and Mtwara, training and content development (EMIS & teaching-learning content) must be carefully synchronized to assure that all activities are undertaken in a timely fashion. As such, delay in availability of computers may compromise the effectiveness of computer related training and completion of subsequent activities.

3.2. Progress Report by Results

The objectives of the work plan for the second quarter of TZ21 are ; i) build on the successes for the project during the first quarter and strengthen and foster a collaborative work environment for the various actors; ii) establish viable ICT interventions, iii) develop the first annual implementation work plan; and, iv) recast the rollout of TZ21 activities.

Two work plan workshops in Zanzibar and Mtwara were held in the second quarter. TZ21's International Partners (IP) and EGDA partners participated and the following were agreed upon: ICT intervention, require a 15- month work plan with new timeframes, and the recasting and architecture of project activities. The work plan will guide project implementation. Consultative meetings were conducted in an interactive manner enabling collaboration among different project groups and understanding of the complex nature of TZ21. Workshops allowed key partners to identify their respective roles fostering the establishment of a cohesive team around common goals. Discussions within the Creative consortium members, work sessions with EGDA partners, and continued engagement with the host country officials were the main features of TZ21 quarter two operations.

PROJECT QUARTER 2, YEAR 1 PLANNED TASKS AND ACTIVITIES

- Recast the implementation model and rollout plan of TZ21 activities (IR1);
- Develop e-curriculum and conduct a needs assessments (IR1 & IR2);
- Develop an ICT-based pedagogy model for teacher training (IR1);
- Prepare a requirements document to establish a school-based EMIS (IR2);
- Review and revise the work plan and conduct national and regional work plan workshops (Ops & cross-cutting departments);
- Introduce TZ21 in all Mtwara districts (Ops and Partner Coordination);
- Conduct TZ21 team building and working environment exercises (Ops); and
- Conduct project monitoring and evaluation (M&E), and the review and finalization of the Performance Monitoring Plan (PMP) indicators (M&E).

In the sections that follow progress in the accomplishment of the above planned task and activities are presented under the respective IRs.

3.2.1 Intermediate Result 1 (IR1) Strengthened Professional Development and Resource Support to Schools, TRCs/TCs and TTCs

The primary focus of TZ21 for the second quarter under IR1 was to review the appropriateness of the planned technology solutions, develop budget scenarios for different ICT solutions, determine a new timeline, and recast the rollout of project activities. Inveneo, Creative's technology implementing partner, coordinated and conducted several meetings in Washington D.C. and Tanzania. The outcomes of these meetings have now formed a foundation for the technology intervention procurements and pilot school preparations, which will take place in the next quarter. The details are presented below.

Result 1.1 Strengthened use of technology in primary schools, TCRs/TCs

Recast rollout plan of TZ21 activities

To achieve the task, the following activities have been accomplished over the reporting period.

Defining technology approach and budget requirement: TZ21 refined the ICT interventions and incorporated the financial implications into a budget realignment. Inveneo has been the lead in this effort and has accomplished the following:

- Reviewed ICT education models for their efficacy and incorporated them into the project design;
- Developed a detailed procurement plan with a detailed budget based on the ICT education models identified;
- Assessed schools, teacher centers, and teacher resource centers in preparation for pilot testing the ICT interventions ahead of the rollout of project activities;
- Conducted an initial EMIS and e-content requirements capability test for the laptops and projectors;
- Realigned the project budget to include redesigned ICT interventions and EGDA partners; and
- Developed a technology timeline and implementation plan for the June 2011-September 2012 planning period.

Recast Project Rollout: After a thorough review of the context within which TZ21 operates (in Zanzibar and Mtwara), the TZ21 Team has discovered that the project rollout, specifically in the introduction of ICT solutions in education cannot be implemented as was originally planned. Indeed, the introduction of ICT in lower primary school grades (Primary Grades 1-4) might result in resistance. Thus, the prerequisite for being demand driven and ready schools and TRCs/TCs, as well as the support of MOEVTs and Region/District Education Offices in Zanzibar is critical to TZ21 ICT interventions. Hence, TZ21 has reached a consensus to start small for a gradual expansion. The project will work with "ready and motivated schools" and provide mobile and specified computer labs for teachers and students to access e-curriculum

content that is organized and presented in an interactive pedagogy and learner friendly instruction. Projectors will also be provided for the use of teachers to project the e-curriculum content on classroom walls for students to view, interact and learn. These ICT options will be implemented in selected schools depending on the willingness of the head teachers and teachers to experiment with ICT, community acceptance and the readiness of the school ICT infrastructure (e.g., electric power, secured infrastructure, etc.). TZ21 will start with 20 BridgeIT and 20 mobile labs models in 2012 in Mtwara and Zanzibar. The ICT models will be implemented in 30 schools in Mtwara and Zanzibar in 2013 to complete ICT implementation for 50 BridgeIT and 50 Mobile Lab models. In the revised architecture of the project, the fixed lab model is provided only to TCs and TRCs.

Develop e-curriculum

The TZ21 E-curriculum Development Director led a number of activities over the last quarter. He developed and produced a comprehensive instructional design for development and usage of e-content for TZ21 and initiated a participatory process to identify hard topics from which TZ21 e-content can be developed.

Needs Assessment for e-content: During Quarter 2 (Q2), TZ21/IYF conducted a needs assessment workshop, which focused on hard topics as perceived Mtwara teachers. This three-day workshop produced detailed outputs for workshop objectives. A total of **50 (29M, 21F)** representative teachers from all six of the Mtwara districts participated including six **(4M, 2F)** District Education Officers (DEOs).

It was discovered that teachers have been struggling with many challenges that extend beyond the scope of “hard topics” to systemic issues, and utilized this workshop as a forum to express their frustrations. It was a revealing experience for the MOEVT officials who attended. Focusing the discussions on the “hard topics” took great effort, but by the end of the third day of the workshop, the quality and quantity of teacher output and their level of participation demonstrated their focus and commitment. Results, outputs and analyses of both the Mtwara and the Zanzibar workshops will be reported during Q3.

TZ21/IYF initiated a documentation video, capturing the Hard Topics Needs Assessment Workshop activity in Mtwara and also documented key teacher interviews as part of the needs assessment activity (Activity 12 under IR 1.1.1).

Result 1.2 Enhanced Teacher Education and Training in Schools, TRCs/TCs and TTCs

Develop an ICT-based pedagogy model for teacher training; (IR1)

During the reporting period, TZ21’s Senior Teacher Professional Development Specialist drafted a background article on Teacher Professional Development (TPD). This has been an initial attempt to develop a pedagogical model for continuous professional development (CPD) program that TZ21 aspires to provide to all teachers in Mtwara and Zanzibar. This initial preparatory work on Teachers’ professional development informed the activities included in the

annual work plan that has been developed to guide project implementation for the next 15 months.

Teachers are overwhelmed by information from a wealth of different sources about the change in teachers' role in the classroom. Teachers in Zanzibar and Mtwara are generally qualified for their level of instruction as per standard. Most are graduates of TTCs and have undergone a formal teacher training program. However, teacher effectiveness was found to be adversely affected by three key factors: weak capacity, adverse working conditions and low motivation. Many teachers in Zanzibar and Mtwara lack skills to successfully teach reading, math and science to students struggling with cognitive, social, economic and emotional problems. Hence, the TZ21 teacher training model is designed to address gaps in teachers' capacity to adequately facilitate pupils' learning.

The Senior Teacher Education Specialist worked closely with the E-content Development Director during the last quarter to review and conceptualize teachers' training needs, particularly in introducing ICT integration. TZ21 discovered that hard topics were identified in the current curriculum which means that the project will need to offer subject area training rather than generic pedagogical content. In addition to the hard topics identified by IYF, the teachers' professional training needs assessment was completed and will result in the design of training packages.

TZ21's discussions on the training needs of teachers in the last quarter concluded that TZ21 will adopt a strategy of what is called "blended learning." Blended learning refers to learning models that combine traditional classroom practice with e-learning solutions. Hence, while trying to expose teachers to ICT solutions, good pedagogy approaches to classroom teaching will continue to dominate the teacher professional development component of the project. Furthermore, "blending" will be promoted by TZ21 in recognition that not all learning is achieved in an electronically-mediated environment. Instead, consideration must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning context in order to arrive at the optimum mix of instructional methods.

Apart from reviewing literature and developing the teacher education pedagogic model that blends traditional and innovative ideas, TZ21 has conducted an initial assessment of existing ICT infrastructure. The initial assessment provided information that was used to identify schools and TCs to pilot test technologies. Additional assessments of TRCs/TCs will be conducted over the next quarter in order to see how they are able to support training and capacity building interventions for schools.

TZ21 has also identified training programs for teachers that can be provided by the EGDA partners.

Result 1.3 Increased availability of instructional resources to schools

On May 27th 2011, Creative's partner CBP organized a one day meeting with local publishers. Approximately 28 publishing companies attended the meeting. The main objective of the meeting was to revise book selection criteria to suit TZ21 reading requirements. A process was

initiated by publishers to start soliciting good manuscripts which fit TZ21 project interventions outcomes as per established criteria.

3.2.2 Intermediate Result 2 (IR2): Strengthened Policies, Information and Management

During the last quarter several tasks have been completed under IR2.

Result 2.1: Improve Education Planning and Management System

Prepare a requirements document towards establishing a school-based Education Management Information System (EMIS): During quarter 2, AL's technical team (Agile Offshore) engaged with the other TZ21 IPs technical teams responsible for the integration of the technological infrastructure for the usage of School EMIS to accomplish the following major activities:

Partner Solutions and Integration: There has been ongoing communication with Critical Links, AL, Inveneo, IYF, Microsoft, STS, and UhuruOne regarding the technical actions required to link e-learning and assessment tools into the School-EMIS.

- The technical team continued its analysis of other ICT solutions that will be integrated as part of TZ21 solution; this includes the technical specifications of the Intel Low-Powered PC's (Classmate & Clamshell), the Critical Links Education Appliance, Inveneo Computers and hardware, and the appropriate bandwidth amount.
- Analysis of the IPs specifications which raised specific concerns in respect to the Critical Links Education Appliance and the integration with the EMIS solution such as GUI of the Classmate, and the Critical Links' virtual Windows' platform and compliance with appropriate versions of Windows and Microsoft programs;
- Technical challenges currently remain and further work is needed to ensure that a seamless solution can be provided and the proper infrastructure and hardware/software is made available for the full implementation of the School EMIS.

Technical reviews and preparation: TZ21/AL's core team has continued its planning activities related to the project including Gap Analysis for the School EMIS, Web Development Environment, Information Gathering and Assimilation, Technology Adaption, Testing, Project Plan Initiation, 3rd Party Tools and Add-ons, Analysis of Project Risks and Shortfalls, Defining the Development and Testing Process.

Consultations with beneficiaries: In Zanzibar, AL met with members of the statistics department and held further discussions to review the needs for management information, information sharing, direct activities with schools, methods of data collection, data entry and reporting, and a gap analysis associated with the existing EMIS systems versus EMIS needs. AL conducted additional meetings with members of TRCs related to needs associated with the EMIS solution that will be configured for the usage of professional development monitoring, evaluation and

planning. Other meetings were held with school representatives for further clarification of existing school documentation, workflow and data dissemination activities at the school level.

AL met with several members of the Tanzania MOEVT Department of Planning in Mtwara involving the District and School Based EMIS solutions. Planning Department members stated that the AL solutions would provide significantly more functionality than the EMIS solutions that they are currently using. As a result, AL had separate meetings with members of the Tanzania MOEVT Department of ICT and also confirmed the significantly improved functionality in the Agile EMIS system than the EMIS solutions currently used at MOEVT. Moreover, TZ21/AL has tried to arrange additional meetings with Tanzania MOEVT head office representatives for additional awareness-raising, input, and analysis on the reports that will be provided in the EMIS solution. These will be made available for usage in the Mtwara regional office and the school and district level EMIS in Mtwara.

It is expected that the requirements' document will be completed near the beginning of the 3rd Quarter of the project and additional information will be provided in the next quarterly report.

Result 2.2 Increased district and community support to schools

The activities for this result are scheduled to commence in Q3 (see Q3 Activities).

Result 2.3 Strengthened policy support to MOEVTs (Mtwara and Zanzibar)

In order to align TZ21 with other education sector interventions and to collaborate with other partners, the TZ21 implementation process has started to be linked to other education sector interventions. This has been possible through participation of TZ21 senior leadership in the joint Education Donor Group meetings which involved different donors for both Zanzibar and the Mainland education development. The Joint Education Donor Group forum is held on a monthly basis.

TZ21 Policy Engagement: In the next quarter, TZ21 will participate in joint sector conversations with the Education Sector Development Program and Zanzibar Education Development Program led by the MOEVTs in Mainland and Zanzibar respectively. Importantly, TZ21 is now a permanent member of these groups and seeks to strengthen government ownership of the project at national and other levels, as well as collaboration with other partners towards achieving sustainable outcomes.

Furthermore, the work plan workshops in Zanzibar and Mtwara were useful opportunities to engage the MOEVTs staff at national, regional and district levels on policy related discussions which greatly contributed to specific policy focused annually planned activities for implementation from July 2011 – September 2012. Based on the result of the workshops, policy areas were identified for TZ21 engagement but will need further review to include:

- ICT policies for both Mainland and Zanzibar,
- Guidelines for TRC/TCs and overall in-service training of teachers,
- Whole School Development (WSD) and school management,

- Continuous learning assessments, textbook and syllabus guidelines,
- HIV/AIDS and life-skills programs' guidelines in schools (for Mainland) and other related existing tools to guide primary education development.

During the coming quarter, document review on the above policy focus will be initiated. This process will highly further engage the MOEVTs to enhance policy guidelines.

Change Management: ICT integration into classroom teaching is new to developing countries including Tanzania. TZ21 recognizes that its effort to introduce ICT solutions in classrooms for lower primary schools will face a strong resistance from beneficiaries out of fear that it may not work. The need for substantial amount of change management activities are called for to influence leaders, education administrators, school administrators, communities and teachers.

During Q2 TZ21 was supported by EI which worked primarily in the area of planning for the substantive activities that EI will undertake beginning in the 3rd quarter (July 1-September 30, 2011) and continuing into the 4th quarter (October 1-December 31, 2011) and beyond. EI participated and played a small, but significant role in the planning meetings in Zanzibar held on May 31-June 2, 2011. EI was represented by EI Fellow Dr. Tom Cassidy who made a presentation on change management for the project partners. This introduction to change management has set a long-term agenda for TZ21 to continuously engage in change management activities in the out years of the project.

Part Two

TZ21 Year 1, Quarter 2 Performance Report

4.0 CROSS CUTTING THEMES

4.1. Public Private Partnerships

The TZ21 Project continues to negotiate with EGDA partners' on their specific contributions linked to TZ21 interventions. During Q2, TZ21 conducted another negotiation meeting with EGDA partners in Zanzibar on 31st May 2011. During the one-day meeting, the critical roles and responsibilities of each TZ21 partner were reviewed and agreed upon. Representatives from Microsoft, Intel, Zantel, and UhuruOne participated. In the interest of integrating the EGDA partners into the CA, Creative is in the process of submitting a formal request to USAID for concurrence. Once approved, EGDA partners will become TZ21 sub-recipients.

4.2 TZ21's engagement in the fight against HIV/AIDS

During quarter two TZ21 initiated engagement with the MOEVT through meetings with the (i) Acting Commissioner of Education who is the head of cross cutting issues (HIV/AIDS, Gender) (ii) the team coordinating HIV/AIDS education in the MOEVT. The aim for this initial engagement was to get orientation on the status of HIV/AIDS policy related aspects. Further engagement was also made with the outgoing expatriate for PASHA project to get the scope of the experiences of the project. PASHA is operating in some regions including Mtwara which has 72 schools implementation the project. TZ 21 will be engaged in more HIV/AIDS work in its July 2011-September 2012 work plan with the aim of enhancing policies in this area which are still fragmented. Closer link in this process will be made to PASHA and the PEPFER experiences.

5.0 Stakeholder Participation/ involvement

5.1 Government at different levels

Over the last quarter, several occasions have been organized by the TZ21 team to ensure stakeholders' participation in TZ21. The two annual planning workshops held in Zanzibar and Mtwara included senior government officials from the MOEVT Zanzibar, Dar es Salaam and Regional Education Officers. In Zanzibar, the planning workshop was attended by the

Commissioner of Education and department heads of the Ministry. They were accompanied by experts, TC coordinators and head teachers. In Mtwara the annual planning workshop was attended by the Director of Primary Education from the MOEVT Dar es Salaam, a Senior Education Officer and TZ21 focal point person from the Ministry. The Regional Education Director and his District Education Officers actively participated in the three-day planning meeting. Following the planning meeting in Mtwara, a hard spots assessment workshop, organized by TZ21/IYF and the e-content development team identified hard topics brought together teachers, DEOs, RED, head teachers, and TRC coordinators. In summary, TZ21 employed a combination of bottom-up and top-down approaches to ensure local participation within the framework of the national policy of education.

5.2 Other stakeholders

In the last quarter, communities and schools in Mtwara have been introduced to TZ21. Chairpersons of selected School Management Committees (SMC) were invited to a series of sessions to discuss TZ21 requirements to ensure community participation in the implementation of the project in their respective schools.

6.0 Project Operations, Management and Staffing

6.1. Development of the TZ21 First Annual Plan

The major accomplishment over the last reporting period is the development of a comprehensive annual work plan that will cover implementation for the next fifteen months. Two separate annual planning meetings were conducted; one in Zanzibar (June 1-2, 2011) and another in Mtwara (June 8 - 10, 2011). As a result of the two workshops, the TZ21 Annual Work Plan was developed and submitted to USAID for approval. The document is an important instrument for the M&E TZ21 implementation process

6.2 Project Leadership and Management

During the second quarter TZ21 witnessed a significant improvement in project coordination and leadership. The central project office in Dar es Salaam, which is led by the Chief of Party (COP), coordinated all communications between and among the implementing partners, EGDA partners, USAID and the country counterparts. The two DCOPs assumed their places at the Zanzibar and Mtwara offices. As a result, interaction between the project and host country counterparts has significantly improved.

Capacity of project management and implementing partners' operations was established in the last quarter. For example, Inveneo have appointed Mr. Joel Pliskin to assume project

management responsibility within the Inveneo roles in TZ21. Similarly, STS senior advisors Jeff Davis and Mark Lynd provided managerial and technical support for all aspects of the project throughout the quarter. STS evaluation specialist Thomaz Alvares provided support in the areas of evaluation, assessment, and management for the project. STS consultant Jean-Luc Fanny provided statistical support in conjunction with the assessment and evaluation aspects of the project.

In early April 2011, IYF's Program Director (PD) /E-curriculum Specialist Douglas Bell joined the TZ21 Team in Dar es Salaam for long-term service. Mr. Bell will be supported at the home office by Samuel Suraphel, Program Manager, who participated in the planning activities during late May and June 2011 in Zanzibar and Mtwara, in addition to Pat Scheid, the IYF Program Director.

6.3. Staffing

6.3.(a) Recruitment

During the reporting period, the project continued to fill the remaining vacant positions. See the chart below to see all the newly recruited TZ21 staff members:

| S. No | Positions | Candidate selected for the position | Start date | Comment |
|-------|-----------------------------|-------------------------------------|------------|----------|
| 1 | Senior Accountant, Mtwara | Mr. Athumani Rame | 6/6/2011 | Employed |
| 2 | Senior Accountant, Zanzibar | Jokha Ally | 23/5/2011 | Employed |
| 3 | Financial Assistant, Dar | Highness Urio | 6.6.2011 | Employed |
| 4 | ICT Supervisor | Manase Banduka | 9/6/2011 | Employed |
| 5 | E-curriculum Specialist | Adrehem Kayomo | 11/7/2011 | Employed |
| 6 | E-learning Specialist | Ignas Chrisant | 1/8/2011 | Employed |

6.3(b) Secondment of Government Staff for TZ21

The DCOP in Mtwara worked with the REO to get all seconded staff to the project. On June 16, 2011, the REO presented to the DCOP the seconded staff that will provide support to the project for a period of 5 years. The names and positions of the three seconded staff are presented in the table below.

Similarly, the DCOP in Zanzibar worked closely with the Education Commissioner to identify capable staff to be seconded to the project. Three staff have been seconded to TZ21 in Zanzibar by the MOEVT as presented in the table below.

| S. No | Names of Seconded Staff | Positions | Location |
|--------------|--------------------------------|---|-----------------|
| 1 | Mr. Machela Justin | Primary Education Specialist | Mtwara |
| 2 | Mr. Selemani Nahatula | Teacher Education Specialist | Mtwara |
| 3 | Mr. Kizitho Mniwako | Research and Documentation Specialist | Mtwara |
| 4 | Ms. Kheisa Mliwa | E- curriculum Specialist | Zanzibar |
| 5 | Mr. Othman Sharrif | Research and Documentation Specialist | Zanzibar |
| 6 | Ms. Mgeni Feruz Kayanda. | Community Mobilization and Grants Coordinator | Zanzibar |

6.4. Staff training and team building

Staff orientation on TZ21 and further in-house training of staff took place in the last quarter. All financial officers received one-week training by a senior financial officer from Creative head quarters. The COP and the PD continued to mentor and orient staff on project operations and technical issues. The team building effort has been an on-going process throughout the reporting period.

The Zanzibar DCOP is planning a one day retreat with all staff in Zanzibar. This is critical given the fact that staffs have different educational and working experience backgrounds.

6.5 Establishing project hub office in Dar and sub-offices in Mtwara and Zanzibar

The TZ21 Project Office in Dar es Salaam is now furnished and has internet connectivity. All essential staffs have been hired including the IT Officer and Financial Assistant.

During this quarter, the REO and DCOP in Mtwara were able to negotiate with the regional administration in Mtwara to obtain office space for the TZ21 project. A two-room space was provided to the project for use as a temporary office until the standalone block assigned to the project is renovated. The two rooms are located in the main regional administration block, opposite to the REO's office.

The Regional Administration has allocated the TZ21 project a small standalone block office within its premises, while the project office is extended and rehabilitated. The REO and DCOP requested the permission of the Regional Administrative Secretary (RAS) to rehabilitate and extend the current office. The Regional Engineer endorsed the extension and rehabilitation plan as requested and RAS approved the request giving the REO the permission to go ahead. TZ21 is waiting to obtain USAID's concurrence to use project funds to rehabilitate the facility.

7.0 Project Monitoring and Evaluation (M&E)

7.1 Review and revise indicators

The M&E Advisor attended a brown bag session organized by M&E- Management Services-Tanzania (MEMS-Tanzania). The meeting focused on setting realistic target, performance indicators and information. The brown bag was useful to TZ21 during the process of reconfiguring an annual planning meeting in Zanzibar and Mtwara where annual outcomes targets were established.

The TZ21 project staff met on June 29th 2011, and was lead by the PD and the USAID M&E education team to review project results and indicators as proposed in the DRAFT PMP by USAID's M&E Team (*20 indicators plus 3 contextual ones*) and those of the TZ21 project (*14 custom indicators plus 9 standard indicators*).

In light of TZ21's evolving development as a *Quality Improving Project on Education*, a reasonable and manageable number of critical indicators should be reflected in the M&E system to be developed. It was agreed that nine project results will form the main TZ21 indicators with at least 2 indicators for each result (qualitative and quantitative).

7.2 Revise TZ21 PMP and submit to USAID

The M&E Advisor attended an orientation meeting for the New Education Implementing Partners organized by MEMS-Tanzania on May 18, 2011. The first objective of the meeting was to understand what services and technical support MEMS-Tanzania offered to USAID implementing partners. The second objective was to receive guidance on PMP development. The meeting was important because TZ21 is in the process of revising and developing its PMP. As a result of this meeting and further reflections, TZ21 has now come up with 6 Results instead of 4 in the 2 IRs. The 6 Results are the following:

Result 1.1: Strengthened use of technology in primary schools and TRCs/TCs;

Result 1.2: Enhanced teacher education and training in schools and TTCs;

Result 1.3: Increased availability of instructional resources to schools;

Result 2.1: Improved Education Planning and Management System;

Result 2.2: Increased District & Community support to schools; and

Result 2.3: Strengthened policy support to MOEVs (Mainland and Zanzibar).

During Q2, initial preparatory work was completed for tracking the number of learners enrolled in TZ21 target schools, the number of teachers in the schools, existing and functional TRCs/TCs, and priority policies relevant to TZ21 interventions. The selection criteria was developed and endorsed by the respective technical committees to be administered in each of the target schools in Mtwara and Zanzibar as a tool for collecting enrollment including the number of teachers in the target schools. TRC/TC assessments will establish which TRCs/TCs are existing and functional.

Critical policy areas to be reviewed and enhanced were identified during the Annual Planning Meetings in Zanzibar and Mtwara. These includes: i) ICT; ii) EMIS; iii) TRCs/TCs and Teacher Professional Development; iv) whole school development; v) HIV and life-skills in schools; vi) Continuous Learning Assessment and Syllabus. Other policy issues related to the TZ21 Project will be dealt with as they emerge.

7.3 Performance Reporting

The Quarter 2 Work Plan was prepared and submitted to USAID for approval during Q2.

8.0 Challenges and Constraints

While procurement of equipment will continue to be an issue throughout the duration of this project due to its enormity (around \$9 million), five major constraints were mitigated during the second quarter:

- Slow registration process for Creative to obtain tax exempt status;
- The ICT technologies were identified for EMIS, e-content, assessments, etc.;
- Coordination and consensus building among all partners to agree on the type and quantities of the required technologies;
- Coordination of partners' timelines and determination of the project rollout; and
- Official incorporation of the EGDA partners into the project.

Part Three

TZ21 Year 1, Quarter 2 Performance Report

9.0 Planned Activities for Q3

9.1 Intermediate Result 1 (IR1) Strengthened Professional Development and Resource Support to Schools, TRCs/TCs and TTCs

Over the next quarter of project Year 1, Quarter 3, the following tasks will be accomplished (planned activities are organized by relevant TZ21 results):

IR 1.1: Strengthened use of technology in primary schools, and TRCs/TCs

- Continue to further refine the TZ21 technology procurement requirements and timelines;
- Submit the technology intervention IRM to USAID;
- Develop and deploy pilot school technology interventions and TCs in Zanzibar and in schools in Mtwara;
- Conduct a Hard Topics Needs Assessment Workshop with teachers and subject advisors in Zanzibar;
- Conduct a follow-up needs assessment for research and validation of activities in Mtwara and Zanzibar with key informants;
- Collect the Hard Topics Needs Assessment findings and analysis reports for both Mtwara and Zanzibar;
- Finalize agreements and contracts with e-content producer sub-contractors;
- Conduct the E-Content Production Orientation Workshop;
- Develop storyboards and scripts for the first set of beta version/rough-cut (draft) e-content; and
- Initiate and oversee sub-contractors in production of e-content.

IR 1.2: Enhance Teacher Education and Training for Schools, TRCs/TCs and TTCs

- Continue to research teacher training programs that focus on increasing the familiarity and usage of ICT in the classroom;
- Conduct Teachers' Capacity and Training Needs Assessment;
- Conduct consultative workshops with stakeholders to identify a customized model for teacher training;
- Build common understanding on the ICT pedagogical model;
- Develop a teacher training strategy; and
- Develop teachers' training guide.

IR 1.3 Increased Availability of Instructional Resources to schools

- Inform publishers of their role in TZ21 and share the revised book selection criteria;
- Prepare a guide for training writers and illustrators;
- Conduct an assessment on teachers needs with regard to skills in effective management and use of book collections; and
- Prepare a guide for training teachers.

9.2. Intermediate Result 2 (IR2) Strengthened Policies, Information and Management

Under TZ21 Intermediate Result 2 (IR2), the following tasks and activities will be a major focus.

IR 2.1 Improved Education Planning and Management System

- Ensure a successful School EMIS and EMIS deployment in December;
- Complete the requirements reporting; and
- Code/Reconfiguration/ Localization of School and District EMIS solutions.

IR 2.2 Increased district & community support to schools

- Conduct orientation workshops at district levels for SMCs, head teachers and Ward Education Officers;
- Select capable individuals from the orientation workshop participants to serve as school development agents;
- Orient SMCs and head teachers on criteria to access challenge grants;
- Form a proposal review committee to select schools for challenge grants; and
- Create a competitive environment among communities and school personnel to win challenge grants.

IR 2.3 Strengthened policy support to MOEVTs (Mainland and Zanzibar)

- Strengthen capacity for leading and managing change in education through consultations, engaging the MOEVTs in Zanzibar and Mainland to have a better understanding about the need to strengthen capacities for leading and managing change in education;
- Conduct capacity building workshops targeting education stakeholders at the various relevant levels (Regional, District, TRCs/TCs, and teachers, SMCs for WSD);
- Identify and collect policy, guidelines, circular documents issued by the MOEVTs relevant to TZ21 regarding aspects of ICT, TRC/TC, Training of Teachers, etc. (see document list in the plan); and
- Review and analyze the policy related documents towards strengthening the implementation environment for TZ21 and contribute to overall national education policy enhancement.

9.3 Project Management and Operations

- Recruit a Program Manager/Training Coordinator;

- Rehabilitate and extend TZ21 office facility in Mtwara;
- Provide on-going support to project implementation;
- Provide additional training to the Financial Officers; and
- Conduct a team-building staff retreat.

9.4 Monitoring and Evaluation

In Quarter 3, the following M&E activities will be implemented:

- Revise and finalize the TZ21 PMP;
- Develop M&E tools for each indicator in the PMP; and
- Conduct a baseline survey and collect baseline data.

9.5 Students' Learning Assessment

- Liaise with TZ21 staff and partners on issues related to e-content, EMIS, M&E, school report cards, continuous assessment, and impact evaluation;
- Liaise with TZ21 staff and partners and the MOEVT on developing student assessments for Standards 2 and 4;
- Follow-up on initial meetings with the MOEVT to plan workshops on test development, test administration, data analysis, and reporting;
- Identify test development specialists for collaboration;
- Design test item writing workshops; prepare materials; liaise with the MOEVT on specifications;
- Build and administer pilot test forms and analyze the results so that the best items can be selected and finalized in November; and
- Communicate with partners, including non-project partners such as the World Bank, on the evaluation design and indicators.

10. Annexes

Annex 1: Second Quarter Work Plan

Annex 2: Subcontractors' Quarterly Updates

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|-----------|----------------------------|
| Annex 2.1 | AL's Quarterly Report |
| Annex 2.2 | CBP's Quarterly Report |
| Annex 2.3 | EI's Quarterly Report |
| Annex 2.4 | Inveneo's Quarterly Report |
| Annex 2.5 | IYF's Quarterly Report |
| Annex 2.6 | STS's Quarterly Report |