

21st Century Basic Education Program (TZ21)
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TZ21 Year 4, Quarter 3 Report
(July - September 30, 2014)

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ABBREVIATIONS

3Rs	Reading writing and arithmetic
BRN	Big Result Now
CBP	Children's Book Project
COP	Chief of Party
DC	District Council
DCOP	Deputy Chief of Party
DED	District Executive Director
DED	District Executive Director
DEO	District Education Officer
DPLO	District Planning Officer
DQA	Data Quality Assessment
EMIS	Education Management Information System
GDA	Global Development Alliance
HQ	Head Quarters
HT	Head Teacher
ICT	Information and Communication Technology
IP	Implementing Partner
IR	Intermediate Results
M&E	Monitoring and Evaluation
MC	Municipal Council
MOEVT	Ministry of Education and Vocational Training
MTW	Mtwara
REO	Regional Education Officer
STS	School-to-School International
TC	Teacher Center
TIE	Tanzania Institute of Education
TMEMS	Tanzania Monitoring and Evaluation Management Services
TRC	Teacher Resource Center
TRCC	Teacher Resource Center Coordinator
TTC	Teacher Training College
TZ21	21st Century Basic Education Program
UNICEF	United Nations Children Education Fund
USAID	United States Agency for International Development
WEC	Ward Education Coordinator
WEO	Ward Executive Officer
ZIE	Zanzibar Institute of Education
ZNZ	Zanzibar

1.0 Executive summary

Major Quarter milestones accomplishments

1. Reading Interventions

During the quarter TZ21 Reading Intervention focused on: 1) Supporting MOEVT through the Tanzania Institute of Education (TIE) to develop the National 3Rs Primary Education initiative, 2) Conducting District Dialogues to take stock on reading performance and sustainability, and 3) Conducting reading events.

3Rs National Initiative

Creative Associates International sent 2 Technical Advisors from Washington to join the in-country TZ21 team of 2 Senior Technical Staff and 1 Technical Advisor to train and support MOEVT/TIE to develop the 3Rs; i) Pupil, Teacher, and Assessment Competency Framework, ii) Teacher's Guide, iii) Teacher Training Program, and iv) Quality Assurance Toolkit, and v) Leadership Training program. The 3Rs program focuses on improvement of Reading, Writing, and Mathematics at pre-primary and Standards 1-2. Parts 1 and 2 of this process were completed in this quarter and the remaining pieces are scheduled for completion in October 2014.

District Dialogues

In Zanzibar a total of 4 District Dialogues bringing together key education stakeholders in Unguja and Pemba (125 males and 64 females) were conducted during the quarter. In Mtwara the dialogues were also conducted in all 27 Teacher Resource Centers (TRCs). Total participants were 798 males and 205 females. The objectives of these dialogue sessions were to provide a discussion platform among education stakeholders in the districts to evaluate the overall performance of their schools in the reading promotion in their districts and how to sustain good achievements beyond TZ21 presence.

Reading Events

Tz21 continued organizing reading events in Zanzibar and Mtwara. During the quarter 8 reading events were conducted in Zanzibar (4 in Unguja and 4 in Pemba). Total number of schools participated in these events were 40 schools with participation of 309 males and 532 females. In Mtwara 2 reading events took place in Newala District at Meta Primary School and in Masasi District at Nanganga Primary School. The events involved community members, teachers, pupils, village leaders, ward/shehia leaders, representatives from DEO/TC offices and the ward councilors.

2. ICT installation

Tz21 continued with ICT troubleshooting in all Districts of Mtwara, and Unguja and Pemba. From the beginning of this quarter in July, Kicheko Engineers and Power Techs conducted troubleshooting visits which included faulty power equipment, faulty computer equipment, troubleshoot solar installations, and internet access in Mobile Labs, BridgeIT and EMIS only schools in Mtwara MC, Mtwara DC, Tandahimba, Newala, Masasi, Nanyumbu, Unguja and Pemba.

EMIS installation and training was concluded in both Unguja and Pemba during the quarter. The training of 176 teachers, 8 TC Coordinators and 20 District Education Officers (DEOs) conducted by Agile Learning ended successfully as planned.

3. Capacity Building program

TZ21 worked in the third quarter to build the capacity of government to develop and implement a full-scale national initiative for early primary instruction. Ms. Lynn Evans and Ms. Deepa Skrikantiah from Creative Associate International-Washington; and Ms. Amy Pallangyo, the TZ21 in-country Technical Advisor, together with 2 TZ21 senior Staff (Mr. Daud Kwebwa and Mr. Aristarick) supported a team of experts from MOEVT, TIE, TTC staff and other educational stakeholders on the national 3Rs initiative. A major part of this technical advisory work was to build capacity in current best practices and training for the 3Rs, and to understand a systematic?? approach to program development and implementation. Ms. Evans and Skrikantiah built capacity in Reading and Mathematics instruction, Mr Kwebwa built capacity in Mathematics Instruction and training, Mr Aristarick built capacity in resources and materials, and Ms. Pallangyo built capacity in Teacher Competencies, Writing instruction, training, program evaluation, leadership, and program design.

4. IPs

TZ21 continued to work with Kicheko, Uhuruone, and Zantel on Information, communications and technology (ICT) and internet troubleshooting and maintenance. Agile Learning continued with training on EMIS in schools and at district levels in Zanzibar. School to School International started their end-Line data collection in Zanzibar and the Mtwara region. Children Book Project (CBP) continued their work on book development, conversation poster production and reading resource model schools development both in Zanzibar and Mtwara.

5. Govts/Zanzibar and Mainland Collaboration and partnership

During this quarter, exchange visits of government officials from Zanzibar to Mtwara region and vice versa, took place. A team of three Directors from Zanzibar Institute of Education, ICT and Pre and Primary Education visited TZ21 Mtwara Project with Tz21 Deputy Chief of Party (DCOP), Zanzibar from 18th-20th August 2014. Equally, the Regional Education Officer for Mtwara region, the Tandahimba District Executive Director (DED), two District Education Officers (DEOs) from Nanyumbu District and Masasi Town with the TZ21 Deputy Chief of Party (DCOP), Mtwara visited the Project sites in Zanzibar from 16th-19th September. The two Government Teams had opportunity to compare and contrast different components of the Project implemented in their catchments i.e. ICT, EMIS, Reading Programs, Resource Model Schools, Reading Promotion, Reading Corners etc. The exchange visits broadened the knowledge of the participants especially on best practices from both catchment areas.

6. Resource Model Schools in Mtwara & Zanzibar

Quality assurance, resource-use and model schools verification visits were conducted throughout the quarter by Children's Book Project staff both in Mtwara and Zanzibar. As a result of the verification exercises, 30 schools (20 from Mtwara, 6 from Unguja, and 4 from Pemba) were

approved by CBP to be resource model schools where others can learn how to effectively use both provided and locally made reading instructional resources.

7. Program Monitoring and Model Reading School Identification

In Zanzibar, a team of TZ21 staff in collaboration with MoEVT officials (from Zanzibar Institute of Education and Chief Inspector of schools), language advisors from Teacher Centers and DEO from District offices visited sample schools under TZ 21 Project in Unguja and Pemba. The activity took place in 50 Zanzibar primary schools (31 in Unguja and 19 in Pemba). The monitoring visits were conducted from 7th -15th August 2014 in Unguja while the same activity in Pemba was conducted on 11th – 30th August 2014.

8. Leveled Reading Materials

All 6 titles of leveled books (1 for Zanzibar and 5 for Tanzania mainland) were developed and completed to the level of camera-ready copy. Three titles for Zanzibar were approved, printed and ready for delivery. Approval of the 5 titles for Tanzania Mainland is still awaited from Tanzania Institute of Education (TIE) and the Commissioner-MOEVT since July 2014.

2.0 Lessons Learned

3Rs Technical Advisory Work

Many lessons have been learned through this process. First, it is critical to continue to acknowledge the need for firm and collaborative relationships with government educational agencies, and to nurture those relationships over time. While government has a vision of what needs to be accomplished, this work has demonstrated that they need highly-qualified partners that they trust to guide them through systems change processes, and provide information and models of current best practices in instruction, teacher training, leadership, and program development. In addition, the content of the newly developed program, while simple and accessible for teachers, will be challenging, in that it sets the stage for a reform and large scale change in instructional approaches in all three content areas (Reading, Writing, and Mathematics). It also sets up a system for efficient and effective monitoring and accountability, not only for teachers, but also for leadership at all levels. It requires cooperation and collaboration across government agencies that many times are in isolation from one another, or sometimes in competition with each other. As the 3Rs initiative moves forward, it will be highly important for educational donors and partners to continue to be involved in the implementation of the program, to ensure that the vision for change is held firm, and supported through barriers that naturally arise during any large-scale reform effort.

Mtwara & Zanzibar Exchange Learning Visits

The exchange visits between government and TZ21 teams from Zanzibar and Mtwara, was an eye opener to all members of the visiting teams on strengths and weakness observed from both sides of the project catchment areas. While Zanzibar team felt strong on how they utilize their Teacher Centres (TC) for building teachers' capacities, Mtwara team felt strong on Project-Government structure linkage down to the schools. Zanzibar team appreciated the presence of appointed

District Focal Persons (DFP) to link directly with Ward Education Coordinators (WECs) who directly link to the schools for effective school monitoring, mentoring and capacity building of teachers.

IMPLEMENTATION PHOTOS

MTWARA: District Dialogues



Attentive participants listening to presentation from TZ21 team during district dialogue at Mkomaindo TRC in Masasi DC



District Dialogue Meeting in Newala District

Reading Events



Teacher engaged with pupils during reading event in Tandahimba District



Pupils reading during the reading event in Nanyumbu District

Resource Model Schools

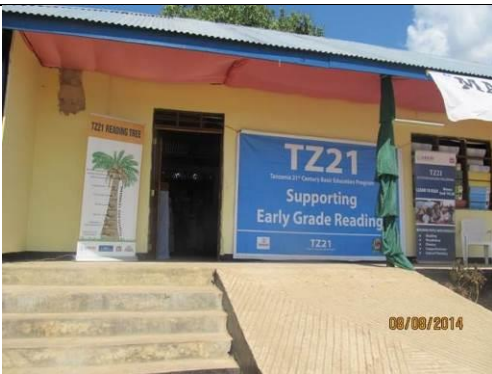


Pupils are reading different books in the reading tent in Meta Primary school in Newala DC



The class with talking compound, is decorated with different words and sentence cards on the walls with reading promotion messages

Community Mobilization Lindi TZ21 Exhibition



TZ21 exhibition pavilion entrance



Demonstration from Mtwara teachers to Exhibition visitors in Lindi

ZANZIBAR:

District Dialogues



Education stakeholders participating in District Dialogue events held in Pemba during their discussions



Education stakeholders participating in District Dialogue events held in Unguja during their discussions

Reading Events



Guest of Hon. Mohamed Seif Khatib (MP Uzini Constituency) contributing 50,000/= Tshs. cash to the teacher who write a special song and guide pupils to sing at the occasion at Pagali Primary School Reading Event.



Among the participants in the Reading Event at Pagali Primary School including parents and pupils listening to the Speech of the Guest of Hon. Mohamed Seif Khatib (MP Uzini Constituency).

Resource Model Schools



Reading Resource Materials developed by teachers in Zanzibar



Reading Resource Materials developed by teachers in Zanzibar

Exchange Visits



A group photo of Mtwara delegation and SMC from Mkunazini primary school Zanzibar during exchange visit to Zanzibar Schools



"I can read that comfortably REO!" Mtwara REO Mr Hipson Kipenya asking a standard 2 pupil to read during exchange visit at Madungu B Primary School in Pemba.

3.0 Progress Report by Results

IR 1: Strengthened professional development and resources support for schools to improve early grade reading

Sub - IR 1.1 Improved Instruction in Early Grade Reading Kiswahili

3Rs Initiative

At the time of completion of this report (mid-October), the 3Rs initiative Technical Advisory work is almost completed. To date, the following tasks have been accomplished:

- Frameworks for Pupil, Assessment, and Teacher Competencies have been completed, and a merged framework (with all competencies in alignment has been produced for inclusion in the Teachers' Guide
- The Teachers' Guide has been completed, which will serve as both the training document and classroom resource document for early primary teachers. It includes the merged competency frameworks, sample instructional activities for all three content areas (at three levels; pre-primary, Standard 1, and Standard 2), information on pupil readiness and developmentally-appropriate practices, continuous assessment strategies, suggested instructional resources, and pupil performance review rubrics to assist teachers in monitoring progress in individual pupil learning. Finally, it includes systems and processes for locally-led continuous professional development, through School Study Groups and Independent Teacher Study sessions.
- Teacher Training has been developed, and provided in the form of a Training Facilitator's Guide. The Facilitator's Guide includes detailed session agendas for a 10-day teacher training, suggested materials and processes for adult learning, and a system and process for locally-led continuous professional development, through Ward Coaching meetings to be held once per month during the school year.
- A Quality Assurance Toolkit has been developed to assist educational leaders at all levels in monitoring all parts of the 3Rs initiative; including training, coaching, study groups, individual teacher study, and quality of classroom practices. The QAT includes simple data collection tools

for monitoring, and a simple government systems-integrated data sharing and reporting process.

- Currently underway are the last two pieces of the technical assistance package, including administrative leadership training and preparation of the national government team that will roll out the training and coaching system.

Integrated Reading School Monitoring

TZ21 Mtwara office conducted school monitoring visits to 27 schools during this quarter. This includes 17 schools in Mtwara DC and 10 schools in Mtwara MC. These visits were conducted between 21st July and 25th July 2014. These visits were done jointly between TZ21 Program officers and government officials from the district education offices. The objective of these M&E visits was to observe: the implementation of classroom reading instructions focusing on 5 reading elements; Current literacy rate in class I and II; Utilization of reading materials: - usage and storage; ICT functionality and application of technology as per TZ21 goals; Usage of e-content in supporting reading.

In order to achieve the above mentioned objectives, the M&E teams were meeting with Head teachers, Classroom teachers for standard I & II, School Mentors who had received training from TZ21, random number of other teachers in each of the school visited. The other group of interviews including a sampled group of targeted beneficiaries who are standard I & II pupils.

Successes observed

Those schools which have evidenced the utilization of 5 reading components classroom instruction, use of stationery and reading kits to make talking classrooms and school compounds in their schools e.g. Dinyecha, Mbuo, Mtawanya, Mangowela, Kambarage, Mikindani and Msijute, have large numbers of children who can read and write as reported by interviewed teachers as shown in the table below.

<i>District</i>	<i>School</i>	<i># of literate rate std I</i>	<i>%</i>	<i># of literate rate std II</i>	<i>%</i>
Mtwara DC	Mbuo	68/74	92	61/67	91
	Dinyecha	58/78	90	-	-
	Msijute	90/100	90	85/94	90
Mtwara MC	Mikindani	50/80	63	50/119	42
	Kambarage	119/119	100	117/128	91
	Mangowela	81/96	84	78/86	91
	Mwenge	41/55	75	35/45	78

In Zanzibar, Subject Advisors, School Inspectors, and e-learning Division Officers visited 50 schools in September, and had the opportunity to share the progress and challenges encountered. Majority of teachers have improved in the development and utilization of learning materials especially after receiving the stationary kits as part of TZ21 grants. Similarly the project appreciated with increased thirty more new model schools. Teachers' ability to produce more reading materials has attracted more schooling children with stable attendance across the schools. The school mentors on the other angle are increasingly doing their part with scheduled mentoring sessions at schools, as such in-house capacity building for teachers is inherent across the schools. Trained teachers on reading are conducting school

based training for fellow teachers who missed the opportunity, such practices creates a broad spectrum of teachers knowledgeable in reading strategies. While visiting the schools like Michakaini B, Madungu A and B, Ng'ombeni B, Tironi and Paje teachers have made plenty of big, small and pocket books with maximum utilization. Children reading ability is also seen with increased trend of borrowing books from their school libraries as was the case at Muungano primary school and Bwejuu. More demand of reading materials is coming up as children have borrowed frequently the TZ21 supported reading materials now they need more new ones. Field monitoring have witnessed children reading ability with profoundly high with happy children in the classrooms.

Leveled Book development

Tz21 is still waiting MOEVT approval of 5 leveled books for Tanzania Mainland submitted to MOEVT for approval in quarter 1 & 2. These are: *Rangi Zetu* (Our Colours) and *Upile na Bustani Yake* (Upile and His Garden). *Rangi Zetu* has been developed for emergent readers stage one. Emergent readers in stage one are pupils who are in their earliest stage of learning to read while *Upile na Bustani Yake* has been developed for emergent readers stage two.

Unlike Tanzania mainland, in Zanzibar, 3 more leveled books were developed approved, printed and distributed in Zanzibar. The titles are: "*Sungura na Samaki*" developed for beginning readers; "*Paka wangu Maskini*" developed for transitional readers and; "*Nusu kwa Nusu*" developed for fluent readers. Electronic versions of 5 titles were saved in memory stick for E-Books storage. Teachers will be able to project the E-books on a screen during read aloud, shared reading sessions and during modeling reading sessions

Reading Resource Model School Development

A total of 81 possible model schools: 51 in Mtwara and 30 in Zanzibar were visited for monitoring and quality assurance during this quarter. The process was conducted in a joint venture between CBP, TZ21, DEOs, Focal Persons, WECs, TRC coordinators and head teachers in Mtwara. In the third week of August 2014, verification was conducted by DEOs in Mtwara and TZ21 in Zanzibar as a result 25 schools were approved to be successful resource models in Mtwara and 15 schools were approved to be successful resource models in Zanzibar. Thus, TZ21 has increased the number of successful schools towards being reading resource model schools from the previous 70 to 95 Schools in Mtwara and 40 to 55 successful resource model schools in Zanzibar.

Sub - IR 1.2 Improved community and parental support for reading

Grant Activities

In this quarter TZ21 through Grants intervention has managed to accomplish number of activities in both Zanzibar and Mtwara which aims to increase parental and community involvement in reading promotion and increase community awareness and take action in supporting their children. The main activity completed are District dialogue, District reading event, stationary kits and community mobilization guides.

No	Activity	Target	Achieved	Remark
1.	Stationary kit	200	200	100% completed for both Mtwara and Zanzibar.

2.	Community mobilization guides	ZNZ 562	1,300	We produced more than what was budgeted due to price advantage.
		MTW 514	4,900	
3.	District reading events	ZNZ 14	14	100% completed.
		MTW 12	7	Remaining to be completed in Dec
4.	District dialogues	ZNZ 4	4	100% completed.
		MTW 12	10	Remaining to be completed in Dec.

District Dialogues

During this quarter the Mtwara team conducted a number of District Dialogue sessions across the region. The objectives of these dialogue sessions were to provide a discussion platform among education stakeholders in the district to evaluate the overall performance of their schools in the reading promotion in the region and then compare and link between the Tz21 objectives as how they contribute to national reading curriculum as well as other development targets such as the priorities of Big Results Now (BRN) in the education sector. Through these dialogue sessions stakeholders are also revisited the achievements of TZ21 project, its challenges and way they will sustain the project after the funding cycle.

Government officials from the education sector were also involved in these dialogue sessions; this is because the project wants them to prepare themselves to take overall the responsibilities of the project sustainability as the TZ21 phases out. Topics, which were leading these dialogue sessions, include linkages between the objectives of Tz21 objective and those of the Big Results Now (BRN priorities), Achievements of TZ21 project, accomplishments and challenges encountered in the implementation of this project. How to improve reading instructions in lower primary School by using 5 reading components and the application of e-content in facilitating reading in early grades. Other topics were how strengthen the utilization of TRCs for the professional development of teachers, to reinforce schools' environment into becoming model schools. To enhance community's Support in the reading promotion activities at school level.

These districts dialogue sessions were conducted in TRCs, in Masasi they took place from 26th through 27th August, while in Newala they were conducted from 28th to 29th August 2014 in the following TRCs, Mkomaindo, Mwena, Lukuledi, Mwitika, Luagala and Chiungutwa TRCs. While in Newala they were conducted in Luchingu, Lengo, Kitangari, Mikumbi, and Kiuta TRCs. In some few cases where the number of participants was big to be accommodated into TRC buildings, a classroom in a host school was used. Participants to these district dialogues included District Education Officers (DEOs), District Focal Points (DFPs), District Planning and Logistics Officers (DPLOs), IT-Specialists, TRCCs, Ward Education Coordinators (WECs), Ward Executive Officers (WEOs), Head Teachers (HTs) and class teachers. A details list of all participants to all district dialogue sessions conducted in Mtwara during this quarter are attached to this report as Annex I. Tz21 program officers facilitated these dialogues. Attendance in all sessions was high as indicated below.

DISTRICTS	MALE	FEMALE	TOTAL
Nanyumbu DC	111	15	126
Tandahimba DC	164	23	187
Mtwara DC	144	44	188
Masasi DC	160	33	193
Masasi TC	26	24	50
Newala DC	161	26	187

Mtwara MC	32	40	72
Grand Total	798	205	1003

In Zanzibar, all 4 District dialogues planned to take place have been conducted. Two took place in Pemba (North and South regions), and two in Unguja (Urban West and North Unguja regions). The profile of invitees included: Representatives of MoEVT Officials from Department of ICT, Pre and Primary Education and Education Inspectorate Pemba office, Regional Education Officers (REOs) from North Pemba, South Pemba, South Unguja and Urban West. District Education Officers (DEOs) from Micheweni, Wete, Chakechake, Mkoani, Urban, South and Central also attended. TC Coordinators and Language Advisors from Mitiulaya TC, Wingwi TC, Michakaini TC, Mizingani TC, Kiembesamaki TC, Kitogani TC, Dunga TC and Bububu TC. School Heads of selected Project Schools. Parents from selected schools and Standard one and two Kiswahili teachers from selected schools also were invited. SMC Chairpersons from selected schools. Ward Councilors from selected wards and Shehas from selected Shehias. Total numbers of participants in these events were 189. The following table shows number of participants in the event along with the venues:

Number of participants in District dialogues				
Date	M	F	T	Venue
2-Sep-14	35	12	47 (100%)	Madungu secondary
3-Sep-14	33	17	50 (100%)	Maandalizi Mitiulaya
12-Sep-14	25	18	43 (100%)	Haile Selassie secondary schools
25-Sep-14	32	17	49 (100%)	Mkokotoni VET center
Total	125	64	189	

Dialogues were officially opened by a Ministry official. In Pemba Ms. Ramla Abbas Farhan, on behalf of Officer- in- Charge in Education officially opened the dialogues. Generally, participation of local leaders especially the shekhas and councilors and school committee representatives, shaped the focus on supporting reading, participants promised to go back and plan on how to support their schools through school development plans.

Reading Events

TZ21 conducted the reading events in selected schools as community mobilization strategy. In Mtwara, the reading events took place in Newala District at Meta Primary School and in Masasi District it was conducted at Nanganga Primary School. The events involved community members, teachers, pupils, village leaders, ward leaders, representatives from DEO offices and the ward councilors. Tz21 staffs were also in attendance from events planning to the actual event providing technical support. These two events were all held on 29th September 2014 the Tz21 staff divided into two groups attended both events. The objectives of these reading events were to: encourage the communities to promote a culture of reading to their children; create community awareness on the need for parents to give children time to read at home by reducing the workload; encourage parents to read books to their children at home; and encourage parents to volunteer their time at school to support reading promotion activities.

The communities in Masasi and Newala Districts where the reading events took place were very excited to get the opportunity to see the ways through which their children are learning including ICT

equipment. They were also very happy with the way classrooms for grades I & II look like and more interesting they wondered to see and hear pupils learn sounds of letters and names of the letter.

Success Story

- At Nanganga Primary School, class II Pupils were able to play with computers, opening the program and play student phonics games during e-content lesson before the guest of honors
- Teachers explained to the guest of honors that the number of literacy rate in their schools has increased due to the use of computers and training teachers received from TZ21 program. In addition, attendance rate among pupils has also increased; pupils like school more than how it used to be in the past.

In Zanzibar, TZ21 organized 4 reading events in Pemba Islands; one at Mizingani TC and the other at Wingwi TC on 20th August 2014 and 21st August 2014 respectively. The other 2 reading events were held at Shengejuu Primary School and Wawi Primary School on 2nd September 2014 and 3rd September 2014 respectively.

Similarly, 5 reading events were held in Unguja; cumulatively Zanzibar has conducted 14 reading events up to September 30th. As a result community contribution in support for reading is growing steadily. For instance the Guest of Honour at Pagali Primary School Reading Event Hon. Mohamed Seif Khatib committed to cover the cost of ten Head teachers to visit the Mtwara TZ21 project. The MP for Raha Leo in Unguja has made contribution as result of Community Mobilization led by Better Nations event renovated five classrooms costing Tshs 2,500,000.00 at Muungano School. The following table shows the participation in reading events.

EVENT DATE	HOST	SCHOOLS	NUMBER OF ATTENDANTS			GUEST NAME & TITLE	GUEST PLEDGES
			M	F	TOTAL		
20/8/2014	MIZINGANI TC	5	37	58	95	DEO REPRESENTATIVE	To help in mobilizing teachers parents partnership especially in promoting reading and education development in general
21/8/2014	WINGWI TC	5	25	63	88	DEO – INCLUSIVE EDUCATION	To play the role of advising parents to reduce works for pupils at home and making a close follow up of pupils through SMCs
02/09/2014	SHENGEJUU	5	40	56	96	SHENGEJUU SECONDARY SMC CHAIRPERSON	
03/09/2014	WAWI	5	35	48	83	DEO CHAKECHAKE	
22/09/2014	PAGALI	5	38	48	86	MP UZINI CONSTITUENCY	Contribute to the exchange visits for school head teachers to Mtwara
24/9/2014	FUJONI	5	24	89	113	COORDINATOR FOR LOAN BOARD- NORTH B DISTRICT	
26/09/2014	KAJENGWA	5	61	97	158	REO SOUTH UNGUJA	
30/09/2014	DUNGA TC	5	49	73	122	THE SECRETRAY FOR CENTRAL DISTRICT COUNCIL	
TOTAL	8	40	309	532	841		

Sub - IR 1.3 Strengthened the Use of Technology in Primary Schools, TRCs/TCs to support early reading

ICT Equipment and Power Installation

The 3rd Quarter witnessed continuation of troubleshooting in all Districts of Mtwara, and Unguja and Pemba. From the beginning of this quarter in July Kicheko Engineers and Power Techs conducted troubleshooting visits which included faulty power equipment, faulty computer equipments, troubleshoot solar installations, and internet access in Mobile Labs, BridgeIT and EMIS only schools in Mtwara MC, Mtwara DC, Tandahimba, Newala, Masasi, Nanyumbu, Unguja and Pemba. The engineers were organized in six teams that were deployed in the Districts and for overall system troubleshooting and maintenance. The teams also had a special mandate to pave way for successful EMIS training both before and during training sessions.

During this Quarter, Kicheko conducted several assessments of damaged ICT equipment in both Zanzibar and Mtwara. As part of the assessment several recovery measures were taken which resulted into repairs and restoration of a number of equipment adding to the available spares. The table below give a snapshot of the scale of the problem:

DISTRICT	Replacements Done	New Failures	Spares Available
Mtwara MC&DC	24	33	0
Masasi & Nanyumbu	8	35	0
Newala & Tandahimba	18	38	0
TOTAL	50	106	0

For ICT sustainability, measures in Zanzibar, on 29th-30th September, a total of 8 officials from the Ministry of Education, selected TCs and school teachers got the training on the ICT equipment installed by TZ21. Kicheko team led the training of these Ministry Officials. The Ministry will be using the trained personnel in troubleshooting and technical support on maintenance of the equipment.

Indicator Progress- Standard & TZ21 Customized Indicators

Program Element	Indicator	Achievement			Remarks	
			Current Qtr. Actual July-September 2014	Cumulative Planned Target (2014)		Cumulative Actual (2014)
TZ 21 GOAL: Improved reading achievements in Kiswahili for standard 1-4 students in the target areas of Zanzibar and Mtwara Region	<i>Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text</i>	Zanzibar	-		Mid-line 12.26 Baseline 7.03 Difference 5.24	Annual Indicator
		Mtwara	-		Mid-line 8.07 Baseline 3.85 Difference 4.22	
	<i># of learners enrolled in USG Supported primary schools or equivalent (3.2.1-35)</i>	Zanzibar	-	140,000	Male 73,296 Female 72,251 Total 145,547	Annual Indicator
		Mtwara	-	140,000	Male 87,157 Female 74,447 Total 161,604	Annual Indicator

Sub - IR 1.1 Improved instruction in early grade reading Kiswahili	#/% of teachers in target schools, educators and administrators who successfully complete in-service/pre-services training (in pedagogy, EGR) or receive Coaching and Mentoring training (3.2.1-31/32)	Zanzibar	-	4,709	4,228 + 1066 5294 Total	Pedagogy and Mentoring and Coaching Training Completed	
		Mtwara	-				
	# of textbooks and other teaching and learning materials provided with USG assistance	Zanzibar	1300 Brochure 195 Reading Games 25, 410 CBP 26,905 Total	135,209		29,842 +1300 + 195 + 25,410 +4008 + 1553 + 385 62,693 Total	CBP produced and distributed 3 more titles for Zanzibar schools
		Mtwara	4008 Brochure 1553 posters 385 Reading Games 5,946 Total				
Sub - IR 1.3 Strengthened the Use of Technology in Primary Schools, TRCs/TCs to support early reading	# of ICT equipment installed in schools, TRCs/TCs/TTCs	Zanzibar	-			All sites in Zanzibar & Mtwara Installed	
		Mtwara	-				
	# of teachers, educators trained on ICT with USG support (Disagg. a.M/b.F)-(Std Ind).	Zanzibar	(131M, 73F) 204 Total EMIS	1,913		2,404 +204 2,608 Total	
		Mtwara	-				
IR2: Strengthened polices, information and management, to support early grade reading	# of laws, policies, regulations or guidelines developed or modified to improve early grade reading in primary schools(3.2.1-38) by benchmark: a. defined, b. in process, c. reached, d. successful (disaggregated by Mtwara/Zanzibar/Districts/TRCs/TCs/ICT/WSD)	Zanzibar	-	6	5.5	Zanzibar is yet to set up reading benchmark and standards in Kiswahili. Hence the 5.5 policy achievement takes into account that Tanzania Mainland has set their benchmark & standards on Reading	
		Mtwara					

IR 2: Strengthened Policies, Information and Management to Support Early Reading

Sub-IR 2.1: Developed school- based EMIS

EMIS Trainings were conducted in Zanzibar for the target groups of school Teachers, TC Coordinators and DEO. Pemba EMIS training started on June 2014 then stopped for the Holy month of Ramadan. Training resumed from 5th – 30th September 2014. The training for teachers, TC Coordinators and District Education Officers ended successfully as planned. The training was delivered by Agile Learning team. The following tables summaries the number of EMIS trainees both from Unguja and Pemba.

Summary of EMIS Training			
Cadre	M	F	T
Teachers	109	67	176
DEOs + statisticians	15	5	20
TC Coordinators	7	1	8
Total	131	73	204



“So long as I am a school head at Wawi, I will make sure that all teachers in my school are able to use computer even if we have only two laptops. Finally, there is a need of using EMIS system at school every day since it keeps up to date all information at school.” (Mr. Saleh Salim Saleh. The Head Teacher of Wawi Primary School working on his computer at the picture above).

Sub-IR 2.2: Developed standardized measures of student performances

End-line Evaluation

TZ21 in collaboration with School-to-School International (STS) conducted the end-line reading assessments in Zanzibar, Mtwara and Lindi Region.

In Zanzibar, the data collection commenced on 10-19 September 2014 after training of Enumerators training. Fourteen enumerators who participated during the Mid-line Assessment in 2013 were brought on board and re-calibrated into the process by Ms Alice Michelazzi, STS Assessment Manager, in the premises of Kiembesamaki TC on September 10, 11 and 12 2014. Zanzibar Local Assessment Coordinator, Mr Nassir Nassor, also participated in the training and performed the duties of enumerator in Pemba during data collection.

Data collection was performed from 15 to 19 September 2014 in 40 schools in Pemba (17 schools) and Zanzibar (23 schools). The teams went to the same schools that were assessed at the mid-line.

Location	N of schools	EGRA completed	Classroom observation	Teacher questionnaire	HT questionnaire	SMC questionnaire
Pemba	17	170	34	17	17	17
Unguja	23	230	46	23	23	23
TOTAL	40	400	80	40	40	40

In Mtwara Data collection started from September 22nd – October 6th 2014. Like in Zanzibar, 14 enumerators (who had already participated in STS data-collection for mid-line survey) were re-trained on September 22, 23 and 24 in Mtwara. Two local assessment coordinators (Mr. Joseph Mattogoro and Mr. Nassir Nassor) also participated in the training and performed the duties of enumerators when needed during data collection.

Data collection was performed from September 25th to October 6th in 40 schools in Mtwara Region. The enumerators were divided into 5 teams of three enumerators and completed the data collection in 8 working days.

Location	N of schools	EGRA completed	Classroom observation	Teacher questionnaire	HT questionnaire	SMC questionnaire
Mtwara Region	40	400	80	40	40	40

Ms Beth Fincham, STS Programme Associate, joined the team in Tanzania and was in charge of Data Entry set up (September 29th), Data Entry Operators training (September 30th) and data entry of Zanzibar data (up to October 4th).

Sub-IR 2.4 Implementing a strong monitoring and evaluation system

A team of TZ21 staff in collaboration with MoEVT officials (from Zanzibar Institute of Education and Chief Inspector of schools), language advisors from Teacher Centers and DEO from District offices visited sample schools under TZ 21 Project in Unguja and Pemba. The activity took place in 50 Zanzibar primary schools (31 in Unguja and 19 in Pemba).

The visits started on 7th-15th August 2014 in Unguja while the same activity in Pemba was conducted on 11th – 30th August 2014. The main purpose of the visit was monitoring and evaluation of Project interventions including classroom teaching, library management and cooperation of communities in reading programs especially at lower level; Documentation of the project best practices for scaling up; and Provide support to the teachers through exchanges of strategies on what well and alternatives to tackle the challenges. The following are the performance areas of which evaluation based on:

- Implementation of a specific classroom Reading program, focused on five critical elements of primary Reading instruction
- Use of students and community Reading resources to support instruction and advocacy
- Application of technology and e-Content to track students and teachers, support Reading instruction, and as a resource for ongoing teacher professional learning
- Engagement of parents and communities as a part of the Reading program, in support of student learning
- Provision of the leadership to focus on the goal of improved Reading instruction and performance, and to develop a Community of Professional Practice that creates a culture of learning for all stakeholders

Participants – Unguja

NAME	INSTITUTION	DESIGNATION
HAFSA ABOUD TALIB	ZEI	CURRICULUM DEVELOPER
BIMDOGO SALIM MOH'D	OFFICE OF CHIEF INSPECTOR OF SCHOOLS	SCHOOL INSPECTOR
MGENI BAKARI HILIKA	KIEMBESAMAKI TC	LANGUAGE ADVISOR
MAKAME HAJI STENI	CENTRAL DISTRICT	DEO
ABUBAKAR HUSSEIN FADHIL	DUNGA TC	LANGUAGE ADVISOR

SHUKRAN KH. HAJI	KITOGANI TC	LANGUAGE ADVISOR
ASHA A. RAJAB	BUBUBU TC	LANGUAGE ADVISOR
HAJI MOH'D ABDULLA	SOUTH DISTRICT	DEO
MSHAMARA CHUM KOMBO	NORTH 'A' DISTRICT	DEO
OTHMAN SHARIF	TZ21	RESEACH AND DOCUMENTATION SPECIALIST
GERALD LUOMBA	TZ21	SENIOR PROGRAM SUPPORT OFFICER

Participants - Pemba

NAME	INSTITUTION	DESIGNATION
KHAMIS SAID HAMAD	WETE DISRTICT	DEO
MBWANA SHAAME SAID	MICHEWENI DISTRICT	DEO
SAID KHAMIS FAKI	B.W.MKAPA COLLAGE	TUTOR
HAMAD SALIM MAALIM	MITIULAYA TC	LANGUAGE ADVISOR
FAKI HAMAD FAKI	WINGWI TC	LANGUAGE ADVISOR
SAUDA ALI HAMAD	OFFICE OF SCHOOL INSPECTORATE PEMBA	EDUCATION INSPECTOR
MASOUD KHAMIS	MICHAKAINI TC	LANGUAGE ADVISOR
GERALD LUOMBA	TZ21	SENIOR PROGRAM SUPPORT OFFICER

Achievements and Best Practices

- The reading program from TZ 21 is actually implemented by majority (80%) schools visited.
- Some schools have more reading materials. Such as Bwejuu, Pongwepwani, Maungani in Unguja and Ng'ombeni 'B', Madungu 'A', Haroun, Michakaini 'B' and Jadida in Pemba.
- Practices regarding books - registrations of books is proper across the schools.
- In some schools like Mwanakwerekwe 'E' and Jadida reading clubs exists.

Meet Mrs. Jokha Rashid Said Deputy Head Teacher of Michakaini B' Primary School – Pemba

Michakaini B Primary School is among the selected model schools in Pemba. Jokha Rashid Said is one of the District Trainer of Trainees (DTOT) trained by TZ21 in March 2013 on Reading Promotion and School Library Management; and there after she became a trainer of teachers from the school under Michakaini TC.

When we visited her school, Jokha and her fellow teachers showed their works as a result of the trainings. They showed the visiting team, word and picture charts and cards, big, small and pocket books they have made. The visiting team was also so surprised to see Jokha's extra efforts when she showed a 12 page small book named "Utamaduni wa Mzanzibari" i.e *The Zanzibarian Culture*; she first made it locally, and later she took it to electronic printing and managed to print more than 25 copies using her own fund. "The training by the TZ 21 gave me knowledge and skills on how to teach reading to lower grades and on how to prepare the reading materials", says Jokha. she spent a total of TZS 3,500 to produce one copy of the book. "I first made it using the materials distributed to school by TZ21, but later I thought it was good to take it to machine for layout and printing, and it cost me more than TZS 85,000 to print and make 30 color copies of the book", clarifies Jokha.



The books made by Jokha Rashid Said of Michakaini B



Ms. Jokha Rashid Said from Michakaini 'B' Primary School holding the book she

4.0 Cross-Cutting Issues

4.1 Environmental Disposition

Environment disposition has been at the core of TZ21 work. Recycling of package boxes that carried reading supplementary books distributed Zanzibar 50 during this quarter was communicated to the recipient schools. This turns the package boxes into useful waste materials after emptied reading stationaries supplied.

Kicheko Ltd. one of Tz21 IP has initiated an environment policy to protect the environment and to conduct operations within the electronics industry in a responsible manner. The objective is to comply with all applicable environmental legislation including the following:

- *The Environmental Management Act 2004 and Regulation (Act No. 20 of 2004). National Environment Management Council (NEMC).*
- *Directive 2011/65/EU Restriction of Certain Hazardous Substances in Electrical and Electronic Equipment. Recast or RoHS 2.*
- *Directive 2002/96/EC on Waste Electrical and Electronic Equipment. WEEE*
- *Regulation of EC 2006/1907 Registration, Evaluation, Authorization and Restriction of Chemicals REACH.*
- *Directive 2006/66/EC on Batteries and Accumulators and Waste Batteries and Accumulators*
- *Montreal Protocol on Ozone Depleting Substances.*
- *Directive EU 76/769/EEC Restrictions on the Marketing and Use of Certain Dangerous Substances.*

All TZ21 interventions are compliant to the environmental laws and regulations of Tanzania. None of the Tz21 intervention has negative impact on environment.

4.2 Gender Approach

The events recorded this quarter, indicate differing levels of participation of men and women. For instance in district dialogue meetings, male participation was higher both in Mtwara and Zanzibar was high compared to women participation. While in the 4 reading events organized in Zanzibar, more women participated than men.

	MALE	FEMALE	TOTAL
Mtwara District Dialogues	798	205	1003
Zanzibar District Dialogues	125	64	189
Reading Events Zanzibar	309	532	841
Total	1,232	801	2033

4.3. Public Private Partnerships

Cost-Share

During the period **July 1st, 2014 through September 30th, 2014**, Tz21 and IPs made further cost share contributions as indicated in the table below. As by September 30th, total cost share from IPs and TZ21 has now surpassed the end of project cost share contractual goal by US \$ 257, 174.72.

No.	Action Item Name	SF425: 30 Sept 2014	Grand Total	Balance (EOP) \$ 2,250.000.00
1	Uhuru One	\$ 154,668.00	\$ 1,743,747.95	
2	Zantel	\$ -	\$ 185,003.17	
3	Office Rent Mtwara	\$ 11,497.50	\$ 70,570.14	
4	Children's Book Project	\$ -	\$ 56,511.82	
5	TechnoBrain	\$ -	\$ 1,070.00	
6	ICT installation: school site readiness (materials)	\$ -	\$ 450,271.64	
	TOTAL	\$ 166,165.50	\$ 2,507,174.72	\$ (257,174.72)

5.0 Stakeholder Participation/ Involvement

A large number of stakeholders have been involved working with TZ21 in this quarter, and at all levels. MOEVT (Teacher Education and Primary) and TIE are actively partnering with TZ21 on the 3Rs program, schools have been highly engaged through book-making activities, model school visits, and also busy engaging parents and the community through local Reading events.

5.1 Government at Different Levels

Exchange visits

The team of three Directors from Zanzibar Institute of Education, ICT and Pre and Primary education visited TZ21 Mtwara Project with DCOP for Zanzibar from 18th-20th August 2014. The team had opportunity to visit various project sites with different components of the project like EMIS, reading Program and entire collaboration and linkage of the TZ21 with the Ministry. The exchange visits



Zanzibar Government Officials and Tz21 Staff who visited Mtwara Tz21 project

broadened the knowledge especially on best practices where Mtwara team is promoting the reading huts around the schools. The school committee at Tandahimba was encouraging on participating in the schools. Superb school committee at Sabasaba was easily noted and very conversant on the reading interventions. The meeting with school teachers at Mji Mpya at Tandahimba also was encouraging to learn how the school learning environment with reading trees at a glance, teachers' readiness to go for E content training at nearby schools was modal to learn.

Equally, Regional Education Officer for Mtwara, Tandahimba DED, two DEOs for Nanyumbu and Masasi Town with Felix Mbogela the DCOP for TZ21 Mtwara visited the Project in Zanzibar from 16th-19th September. A visit to Schools, TCs and meeting with Deputy Principal Secretary at the Ministry of Education Mr Abdulla Mzee was worth learning sessions. TCs operations in Zanzibar with dedicated Coordinators were well impressing to the visitors especially how the teachers from schools have committed to contribute on the TC operation costs. The Reading intervention was noted good when the guests visited schools in Pemba at Madungu, Ng'ombeni B and Mitiulaya TC. The team appreciated the plans under TC with key Subject advisors having schedules to visit schools for training needs assessment something to be adopted in Mtwara the team promised. The participation in meeting by school committees with ward councilors also was good learning for the team, back home to Tandahimba the DED pledged to adopt the model. *"I am used to work with councilors in day to day work now when I go back I am going to advise the councilors in Tandahimba to be modal through being active in the school committee."* said Mr Abdallah Njovu the DED for Tandahimba.

Visit from Presidential Delivery Unit of the Big Results Now (BRN)

From July 2nd up to 3rd July 2014 the Presidential Delivery Bureau Unity team that oversees the implementation of Big Result Now (BRN) visited Mtwara region. They also visited our project with the aim of learning and seeing what the Tz21 program is actually implementing at the grassroots levels in elevating the literacy level in lower primary and primary schools. They also wanted to see the investment that has been done by the TZ21 in Mtwara.



Presidential Delivery Unit Delegation in TZ21 Office in Mtwara.

The region office formed a team to accompany these visitors they included two officials from the DCoP of Tz21, REO for Mtwara, Zonal Inspectorate of schools, the headmaster of Mtwara Technical secondary school and the Principal from Mtwara TTC. The visitors from President's office included Directors of BRN for Education, the ICT specialist for BRN – Education and two foreign experts. The Regional Education Officer for Mtwara, Mr. Hipson Kipenya, led the visit. The visit focused on the education sector alone.

In the Tz21 program they visited Mitengo TRC in Mtwara Municipal and Msijute primary school in Mtwara DC. While in Msijute p/s they were able to see STD I&II classrooms (the talking classrooms) and they were very impressed with the classroom as well as talking compounds. Moreover they saw ICT installation and got explanations on how the ICT equipment such as computers, projector and speakers are being used in classroom teaching. They were also told how the community is engaged in school activities, which promote reading, and that some community members are willingly supporting the schools, this being the results of community mobilization which was conducted by the Tz21. They were

told about the hand-made (big, small and pocket) books and they also saw these books. Indeed they were extremely excited and they took lots of photos.

In Mitengo TRC they were able to see the big investment of ICT in which have been done in TRCs and they got explanations on the use of the ICT equipment with a focuses in enhancing and promoting reading. They were also given explanation on functions of TRCs and the responsibilities of the TRC coordinators.

They were also given other information such as the renovation of TRCs, some renovated schools and the renovation of the TZ21 office in Mtwara. They were also told of all other trainings that were given to teachers and other education stakeholders and the provision of the ICT and reading material to schools and TRCs.

88 Exhibition in Lindi

The Tz21 took part in the National Nane nane exhibition ceremony, which was held at Ngongo village in Lindi region. There were more than 300 companies and organizations that exhibited their interventions. They came from all over the country. Tz21 exhibition room received more than 1,000 visitors including teachers and students from nearby schools. Most visitors were surprised with the Tz21 interventions especially digital content and seeing lower primary children using computers to learn. There was also a strong interest in the locally hand-made books. Some of the visitors took photos and asked many questions on e-content, using 5 elements in teaching reading, how to develop big, small and pocket books etc. Many of visitors could not believe to hear that every school in Mtwara has been installed with ICT equipment and that all primary school teachers who are teaching standard 1 and 2 have received computer literacy training. Some wanted to copy E-content in order to introduce them to their schools far away from Mtwara. Since they are not yet trained on how to use E-content we asked them to be patient as we wait to see the government's scale up plan.



Tz21 Exhibition Pavilion also received international visitors; these were from US currently working in Lindi.

5.2 Other stakeholders

During this period, UNICEF education Specialist visited TZ21 exchanging experience on Early Grade Reading. UNICEF is underway to promote and Support Early Grade Reading in Zanzibar and TZ21 experience was sought.

6.0 Project Operations, Management, and Staffing

6.1 Project Leadership and Management

TZ21 continued to maintain both catchment offices in Mtwara and Zanzibar under the DCOPs with support from the TZ21 COP. Although staffing has reduced, TZ21 continues with collaboration from District Focal Persons and TC Coordinators in Mtwara and Zanzibar respectively.

COP had an official visit to Creative HQ Offices in Washington DC in July, 2014 and presented the Tz21 Program. This was well received by a wide range of participants from multiple departments. The central points to note were the challenges of Global Development Alliances (GDA) Partners and the process of retrofitting a program to Reading.

Creative Associates has extended HQ support to Tz21 with Technical Advisors (TAs) being availed to Tanzania Institute of Education (TIE) for Literacy and Numeracy. Moreover, longer term support to TIE through Ms. Amy Pallangyo working on the 3Rs National Frameworks, materials design and development is underway, from July to September, throughout this quarter.

During this quarter, USAID has communicated to Creative Associates International, their intention of extending TZ21 for a 7 month period, till July 2015. Creative Associates International has responded to USAID and awaits feedback/approval on their submission.

6.2. TZ21 Staffing

During the end of the quarter, contracts of all 4 seconded staff in Mtwara and 1 staff in Zanzibar (Pemba) ended. The seconded staff went back to their previous jobs in the government as potential agents for change and ambassadors of good work they did and witnessed with Tz21.

In Dar es Salaam TZ21 Office, 2 staff concluded their service with TZ21.

7.0 Project M&E

7.1 TZ21 Integrated Monitoring

In Zanzibar, the project shared the integrated monitoring tools with ministry officials. During the period, all 50 schools were monitored in collaboration with Ministry officials (100% of the sampled school group). As a result their participation in the process, the Ministry officials are now prepared to understand the process fully, and have committed to using the tools in monitoring schools under their catchment areas. The project was evaluated by School to School International from 11th-19th September, a total of 40 (100%) schools and communities' members were involved in the process for data collection. Dissemination of the findings is expected in mid-November, 2014.

Tz21 Mtwara office conducted integrated monitoring and evaluation visits to 27 schools during this quarter. This includes 17 schools in Mtwara DC and 10 schools in Mtwara MC. These visits were conducted between 21st July and 25th July 2014. These visits were done jointly between Tz21 program officers and government officials from the district education office. The objective of these M&E visits was to observe the following:

- Implementation of classroom reading instructions focusing on 5 reading elements.
- Current literacy rate in class I and II
- Utilization of reading materials: - usage and storage.

- ICT functionality and application of technology as per TZ21 goals.
- Usage of e-content in supporting reading.

In addition to the above-mentioned objectives, the M&E team had the responsibility of providing backstopping support to the schools visited in the areas that were noted as being in need of more attention. A well-established checklist in gathering the required information from all school guided the M&E visits. Discussion and feedback meetings were used to widen the data collection avenue. The M&E team focused on the following areas of intervention: quality and balance of reading instructions, utilization of reading materials, reading promotion and motivation, use of e-content, and ICT implementation.

8.0 Challenges and Constraints

Staffing

With the anticipated closure of the program, many staff have moved on to find new positions. In addition, the 3Rs advisory work has drawn fully on a majority of staff in Dar es Salaam, putting pressure on timeframes and continued program work. **Reading Materials Approval delay**

Unlike Zanzibar, TZ21 still experience challenges on protracted approvals on leveled reading materials developed for schools in Mtwara. All the 5 titles submitted to TIE/MOEVt since July, 2014 have yet to be approved..

9.0 Planned Activities for Quarter 4 (October-December, 2014)

IR1: Strengthen Professional Development and Resource Support to Schools, to improve early grade reading

Sub-IR 1.1: Improved instruction in early grade reading Kiswahili

3Rs Initiative: During the fourth quarter, TZ21 Technical Advisor, Amy Pallangyo will continue to work with TIE and MOEVt staff to complete development of the 3Rs initiative. Completion of program materials and systems is anticipated by October 31, 2014; at which time TIE and MOEVt staff should be fully prepared to rollout the initiative nationally. In addition, TZ21 staff will be aligning with the 3Rs program to prepare for training of teachers in Mtwara, and developing the required Learning Kits for that program.

Reading Reflection Training: A 3-day teacher reflection and resource session will be held both in Zanzibar and Mtwara in November 2014, where teachers will reflect on the growth and continued needs in their own practice, learn more about how to use their eContent resources, and develop additional leveled texts and classroom resources.

Materials vetting and designing leveled readers: TZ21 will go ahead to printing and distribution of the 5 titles of reader materials for Mtwara schools, once the approval is obtained from MOEVT.

Sub-IR1.2: Improved Community and parental support for reading

Reading Event: TZ21 will conduct the remaining reading events in Mtwara Districts.

Sub-IR 1.3 Strengthened use of technology in primary schools to support early reading

E-Content Teacher Session: The Reading Reflection Teacher Training (see above) will focus specifically on modeling use of eBooks and eContent for teachers, and engage them in developing practical plans for use of both technology-based resource sets.

ICT: Planned activities include transferring updated eContent data into thumb drives, preparation and installation of pilot equipment into TTCs, troubleshooting both power and ICT equipment in all sites.

E-content review by stakeholders and dissemination to all schools: TZ21 will review its E-content reading package with stakeholders (TIE, MOEVT) and distribute the eContent Reading package to all schools in Mtwara.

Monitoring and support of the troubleshooting process and users through the Call Center and Ticketing System.

IR2: Strengthened Policies, Information and Management to support early grade reading

Sub-IR2.1: Developed school-based EMIS

EMIS Evaluation: TZ21 will conduct EMIS evaluation in Zanzibar and Mtwara During the quarter through an independent consultant.

Sub-IR 2.4 Implement a strong monitoring and evaluation system

Continue Formative Evaluation Systems Implementation: The formative evaluation and feedback system, using the TZ21 Evaluation Toolkit will continue, with site visits and formative feedback to schools concerning classroom instruction, application of resources, and overall school implementation.

Data Quality Assessment: TZ21 in collaboration with Tanzania Monitoring and Evaluation Management System (TMEMS) will conduct data quality assessments follow ups both in Zanzibar and Mtwara.

Work Planning Sessions for 2015: TZ21 will develop a work Plan for the anticipated extension period, once the official approval from USAID is obtained.

STS Research Findings dissemination: Tz21 in collaboration with StS International will conduct dissemination meetings in Zanzibar, Mtwara and Dar es Salam on the Research Finding of the End line Pupils Assessment conducted in Zanzibar and Mtwara during this quarter under reporting.

Steering Committee meetings in Mtwara and Zanzibar. TZ21 will continue to convene the collaborative Steering Committee meetings both in Zanzibar and Mtwara.