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TANZANIA 21ST CENTURY

YEAR 1, QUARTER 3 REPORT

JULY 1 – SEPTEMBER 30, 2011



Contract # CA NO. 621-A-00-11-00007-00

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

TZ21 Year 1, Quarter 3 Performance Report
(July 1st – September 30th, 2011)

Submitted to
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ACRONYMS

ADEM	Agency for Development of Education Management
AL	Agile Learning
CBP	Children's Book Project
COP	Chief of Party
CSO	Civil Society Organisation
DCOP	Deputy Chief of Party
DEMIS	District Education Management Information System
DQA	Data Quality Assessment
EI	Education Impact
ELE	Enabled Learning Environment
EMIS	Education Management Information System
F	Female
ICT	Information and Communications Technology
IP	Implementing Partner
IR	Intermediate Results
IRM	Information Resource Management
IYF	International Youth Foundation
M	Male
M&E	Monitoring and Evaluation
MLE	Managed Learning Environment
MOEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
PMORALG	Prime Minister's Office Regional Administration and Local Government
PMP	Performance Monitoring Plan
SEMIS	School Education Management Information System
STS	School-to-School International
TEN	Tanzania Education Network
TIE	Tanzania Institute of Education
T-MEMS	Tanzania-Monitoring and Evaluation Management Services
TZ21	Tanzania 21 st Century Basic Education Program
USAID	United States Agency for International Development

1.0 Activity Summary

- 1.1 **Project Name:** Tanzania 21st Century Basic Education Program (TZ21)
- 1.2 **Cooperative Agreement No:** 621-A-00-11-00007-00
- 1.3 **Timeframe:** January 1, 2011 – December 31st 2015
- 1.4 **Activity Description**
 - i. Capacity building in using ICT in classrooms
 - ii. Teacher training
 - iii. Provision of computers
 - iv. Establishing School-based EMIS
 - v. Provision of technical assistance and policy support
 - vi. Improvement of infrastructure for ICT use
 - vii. Development and production of e-content and children books
 - viii. Area of Coverage: Mtwara Region in the Mainland and Zanzibar
- 1.6 **Target Beneficiaries:** Pupils, teachers, head teachers and education officers in Mtwara and Zanzibar
- 1.7 **Reporting Period:** July 1 to September 30, 2011
- 1.8 **List of Monitoring Indicators:** 31 indicators (3 Standard, 3 Context and 25 customized)
- 1.9 **Progress rating:** on track/meeting targets/ needs target revision

2.0 Introduction

This quarterly report (July 1st to September 30th, 2011) covers the first 3 months of activity implementation in the TZ21 approved Annual Work Plan July 1, 2011 to September 30, 2012.

2.1 Program Description

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

TZ21 is being implemented by Creative Associates International, Inc. as the prime contractor with international sub-recipients consisting of International Youth Foundation (IYF), Agile Learning (AL), Inveneo, School-to-School International (STS) and Education Impact (EI) as well as with Tanzania Children's Book Project (CBP) as national non-governmental organization. A combination of bottom-up and top down approaches are employed to support relevant interventions to realize anticipated project results and milestones. TZ21 also has five Global Development Partners including Microsoft, Intel, Cisco, UhuruOne One, and Zantel.

The overarching goal of TZ21 is to provide technical and material support to the Ministry of Education and Vocational Training (MOEVTs) in the Mainland and Zanzibar to enhance the teaching and learning process using Information and Communications Technology (ICT). It also strives to ensure a meaningful use of educational data by communities, schools, districts, regions and national MOEVTs to enhance 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 of “*Improved lower primary education for higher achievement in reading, mathematics and science*”.

TZ21 will lay the foundation for this by working toward two sub-objectives or intermediate results (IRs):

- (1) *Intermediate Result 1(IR1)*: Strengthened professional development and resource support for schools, TRCs/TCs and TTCs
- (2) *Intermediate Result 2(IR2)*: Strengthened policies, information and management

The underlying development assumption is that the quality of instruction for higher learning achievement in reading, mathematics and science is a function of focused interventions on 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 primary school teachers, school administrators, students, school supervisors and education officers within the project geographical coverage;
- Improve infrastructure to enhance ICT integration to primary schools and teacher training institutions;
- Provide e-curriculum and other instruction materials;
- Establish school-based Education Management Information System (EMIS) to improve decision-making processes; and
- Support policy work.

In the section 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. After the overall introductory information part one includes executive summary highlights major project achievements and challenges and lessons learned for quick reading. This is followed by the main body of the report detailing the major accomplishments of the project over the reporting period and constitutes several topics including progress of activity implementation organized by results and sub-results. The second part deals with cross-cutting issues, stakeholders’ participation, project management, leadership and operations, monitoring and evaluation (M&E) and challenges

and constraints. Part three, the final section of the report, presents major activities planned for the next quarter followed by relevant annexes.

Part One

TZ21 Quarter 3, Year 1 Report

3.0. Details of Project Implementation

3.1 Executive Summary

TZ21 has now phased out of start-up and is currently operating under the approved work plan. During this quarter TZ21 has made several strides in accomplishing those goals in the timeframe allotted which includes finalization of the ICT interventions, completing the needs assessments, and hosting a Change Management Workshop all of which will be expanded on in the sections below.

Procurement and Delivery of ICT Equipment: After much deliberation, TZ21 has finalized the appropriate technology and number of ICT interventions to be deployed in Tanzania. TZ21 will have 120 MLE (ICT-e-curriculum) schools out of the 846 total schools in Zanzibar and Mtwara. The total ICT units to be procured as indicated in the Performance Monitoring Plan (PMP) targets shown below:

ICT Equipment	Computers	Servers	Projectors	Total
	5258	126	1315	6,699

Develop E-Curriculum: IYF completed an e-Curriculum “Hard Spots” Needs Assessment in Zanzibar. This activity was a follow-up from a 3-day participatory teacher workshop conducted in Mtwara Region in June. The Teacher Needs Assessment Workshops were conducted in Unguja from July 4 -6, in which 64 participants attended. In Pemba the workshop was conducted on July 27, and 28 where a total of 80 participants attended. Prerequisite and foundational knowledge and skills that can help improve pupils’ performance were also identified.

Both the Mtwara and Zanzibar E-Curriculum Needs Assessment findings and analysis reports were submitted to TZ21 by IYF. The findings of the assessment revealed several specific areas of difficulty, named “hard spots”, that pupils and teachers typically face in the math, science, Kiswahili and English curricula across Standards I- IV. During the analysis of the findings, the hard spots were aligned in the curriculum. Prerequisite, foundational knowledge and skills that can help improve teachers and pupils’ performance were also identified.

A total of 240 e-curriculum units will be produced over the 5 year period of the project for, Zanzibar (40 schools) and Mtwara (80 schools) across 4 grades in 4 subjects. About 5%-10% of the units will be for teacher training.

Professional Development Needs Assessment: A Professional Development Needs Assessment in Mtwara was carried out in August 2011. In Zanzibar the assessment was conducted in September 2011.

Pupils’ Assessment Items Development: TZ21 and STS conducted series of workshops on item development both in Zanzibar and Mtwara.

Leading and Managing Change in Education: TZ21 conducted a high level leadership and change management training workshop both in Tanzania Mainland and Zanzibar. It was noted that this first round training workshop at the national level was successful and involved a broad spectrum of key national level education stakeholders representing: the MOEVT, the Prime Minister's Office Regional Administration and Local Government (PMORALG), the National Examinations Council (NECTA), the Tanzania Institute of Education (TIE) and the Agency for Development of Education Management (ADEM). Civil Society Organizations (CSOs) were represented by the Tanzania Education Network (TEN).

3.2 CHALLENGES AND LESSON LEARNED

Lesson

One of the key lessons learned during the item development workshop in Zanzibar and Mtwara is the need to adjust training plans according to local and regional capacity and participants' previous experience. Some training will need more days depending on the experience of trainees.

Challenges

IPs Interdependence and Approval Delays

TZ21 experienced delays in activity implementations in the Annual Plan due to scheduling conflicts between the MOEVTs, IPs and TZ21 staff.

PICTURE CORNER



Students participating in a role play during the Professional Development Needs Assessment in Mtwara led by Vincent Katabalo- Senior Teacher Education Specialist



Group picture of participants of the Leadership Change Management Workshop Training Dar es Salam from 21st to 23rd September 2011,



TZ21 Mtwara Office to be renovated



Deputy Chief of Party Zanzibar –Charles Nonga with pupils during Professional Development needs assessments in Zanzibar

3.3 Progress Report by Results

TZ21 and Implementing Partners (IPs) confidently embarked on the Annual Work Plan implementation after it was approved by USAID. The major areas of focus of the work plan for the third quarter were: i) more anchoring TZ21 work and visibility in Zanzibar and Mtwara through a number of activities conducted by TZ21 Team and IPs in the fields; ii) The technology deployment and the number of ICT interventions, software imaging and pilot installations; iii) Analysis of the e-curriculum, professional development needs assessment results; iv) EMIS localization; v) Pupils' assessment items development; and vi) Building a strong, motivated and well informed TZ21 team.

TZ21 committed to achieving the following tasks during the 3rd quarter of project Year 1 (first 3 months of the approved Annual Work Plan):

- Confirmation of technology and number of schools/ICT equipment procurement (IR 1.1);
- Selection of Pilot Schools and TC and initiate ICT installation in Unguja and Mtwara (IR 1.1);
- Analyze Hard Spot findings and develop story boards aligned to e-curriculum (IR 1.1);
- Conduct Professional Development Needs Assessments which highlighted critical training needs for teachers (IR1.2);
- Conduct assessment of physical conditions of TCs/TRCs to establish rehabilitation needs (IR 1.2);
- Begin to work with publishers, share the revised book selection criteria and prepare a guide for training writers and illustrators (IR 1.3);
- Code, reconfiguration and localization of School-based Education Management Information System (SEMIS) and District-based Education Management Information System (DEMIS) (IR 2.1);
- Test proposed hardware/bandwidth configurations and imaging (IR 2.1);
- Gather relevant policy documents and review the documents from Tanzania Mainland and Zanzibar (IR 2.3);
- Conduct the first round of seminars on leading change management in education for high level MOEVT and PMORALG officials in Zanzibar and Mainland (IR 2.3);
- Review and finalize the PMP indicators and activity targets (M&E);
- Analyze the national curriculum standards 1-4 in reading, mathematics and science;
- Develop pupils assessment, recruit and train in-country teams for pilot tests administration and data entry (M&E);
- Complete TZ21 team building exercises; and
- Continue to work on project management and operations systems.

In the section that follow, progress in the accomplishment of each task and activities is presented under their respective IRs.

IR 1: Strengthened Professional Development and Resource Support to Schools, TRCs/TCs and TTCs

During quarter 3, TZ21 focused on refining, confirming and the technology solutions, budget and numbers of schools; development of the selection process of pilot schools and TCs/TRCs. TZ21 was able to make progress with the technology solutions and pilot preparations, though the actual pilot installation slipped from third to fourth quarter.

Result 1.1 Strengthened the Use of Technology in Primary Schools, TCRs/TCs

Finalization of ICT interventions: TZ21 in partnership with Inveneo continued to refine the technology approach and budget; and prepared procurement documents for both pilot deployment and the larger technology purchase. Specific activities implemented were:

1. Refined TZ21 Technology Interventions

TZ21 in close collaboration with Inveneo and Kicheko identified intervention components down to the model number and power draw and confirmed components with manufacturers and IPs. Based on this identification, a detailed bill of quantity and list of materials to support the Information Resource Management (IRM) was submitted to USAID. The team also prepared a detailed RFP for the technology intervention as part of procurement process. Moreover, we tested different configuration options for the Windows Multipoint Servers, identified a bright, rugged, high-efficiency projector that would run on 12v DC to support laptop/projector classroom models. Zantel agreed to lower internet costs in Zanzibar & Pemba which reduced project costs.

2. Preparation for the Large ICT Procurement

TZ21 prepared an IRM for USAID's review. TZ21 finalized the number of schools that will receive ICT interventions. The project will provide 120 MLE schools, **726** ELE schools and **37** TRCs/TCs.

Selection of Pilot Schools, TC and initiating ICT pilot installation in Unguja and Mtwara: During Quarter 3, TZ21 and Inveneo initiated the process of piloting the technology in Zanzibar and Mtwara. The process included:

- Defined pilot equipment components and developed, issued, and analyzed the RFP to purchase the equipment;
- Expanded the pilot deployment from 2 to 5 intervention sites (3 in Zanzibar/Pemba, 2 in Mtwara)
- Performed site assessments of potential pilot schools and recommended 5 pilot sites for the initial testing deployment;
- Created a pilot laptop image for use in the pilot deployment; and
- Organized and trained Inveneo and Kicheko staff in anticipation of the pilot deployment.

The schools selected in Zanzibar are Kisiwandui and Darajani primary schools in Unguja and Michakaini Teacher Centre in Pemba. In Mtwara 4 schools were visited for assessment. The schools were Naliendele, Kambarage, Chuno and Ufukoni. The two schools to be selected out of the 4 will be known in the fourth quarter.

Analyze Hard Spot findings and develop story boards aligned to e-curriculum: During the quarter, as discussed earlier in this report, IYF completed the e-Curriculum “Hard Spots” Needs Assessment in Zanzibar.

Pupil learning objectives, named “e-objectives”, were then developed as the key output of this analysis. The e-objectives target the most pressing needs for improved student performance within the curricula. The e-objectives will serve as a roadmap that guides the design of e-content for the full duration of the TZ21 project. In addition, the e-objectives form the basis for developing assessment items for TZ21 pupils’ assessment, which was led by STS. A consensus meeting with respective MOEVTs was held in order to validate the reports and get inputs is a priority focus area for E-content development.

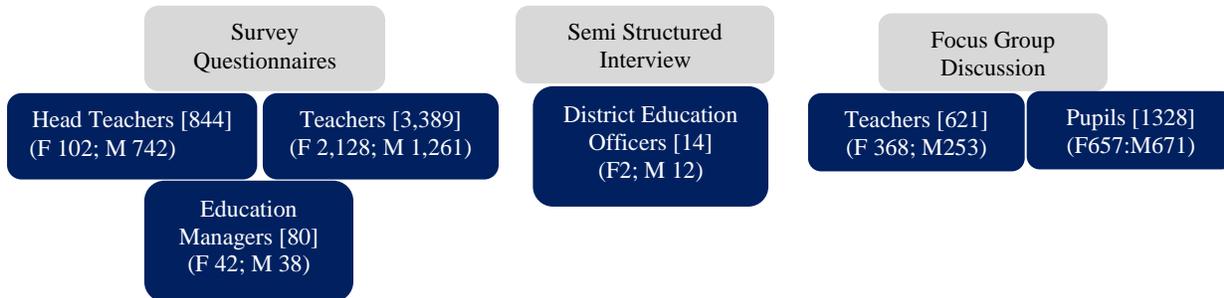
Distribution of e-Content Units across 4 Standards and 4 Subjects

Standard	Subject	Proportion	e-Content	Subtotal e-Content	Percentage
S1	English	10.0%	11-12	35	30%
	Kiswahili	10.0%	11-12		
	Math	5.0%	6		
	Science	5.0%	6		
S2	English	10.0%	11-12	35	0%
	Kiswahili	10.0%	11-12		
	Math	5.0%	6		
	Science	5.0%	6		
S3	English	7.0%	8	22	20%
	Kiswahili	7.0%	8		
	Math	3.0%	3		
	Science	3.0%	3		
S4	English	7.0%	8	22	20%
	Kiswahili	7.0%	8		
	Math	3.0%	3		
	Science	3.0%	3		
Total		100.0%	114*	114*	

* 5-10% of e-content units are reserved for teacher training videos or interactive programs, and therefore the total number is approximate

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

Conduct a Professional Development Needs Assessment to Identify Critical Training Needs: During months of August and September 2011, TZ21 conducted the Professional Development Needs Assessment in Mtwara and Zanzibar. The overall goal of this assessment was to gain more insights on specific challenges facing teachers in mathematics, science, Kiswahili and English in Standard I-IV. A number of tools and methods were employed to gather information from different groups of respondents in Zanzibar and Mtwara as indicated below:



The preliminary findings of the needs assessment indicate that:

- Only 15% of teachers were viewed to have knowledge and skills on pastoral care (friendly attitudes towards pupils) to enhance access and retention of learners in schools, particular vulnerable children and girls.
- Merely 4% of teachers seem to have basic knowledge of ICT for promoting innovative and effective teaching learning.
- Only 18% of primary teachers were regarded to have skills to use assessment tool to identify, assess, screen and support learners whose progress and development is affected by difficult in their circumstances.
- Approximately 89% of teachers with teaching experience ranges from 5 to 31 were observed to have not attended in-service training in the past 3 years.
- An average of 75% of sampled teachers ranked understanding the subject knowledge in English, Kiswahili and Science as the most preferred teacher needs among other five categories.
- Around 69.4% of teachers confirmed that training on pupils' assessment practice for Mathematics, Science, Kiswahili and English is very important.
- About 89% of children participated in the FGD lamented that corporal punishment hinders their learning.

We are convinced that with the current level of financial resources, TZ21 will not be able to address all teacher needs, which were highlighted in the Professional Development Assessment. The assessment findings shed light on wider teacher education needs which call for concerted efforts from the government, private sector, development partners and other education stakeholders at various levels to join hands together and design a comprehensive plan which will address the huge teacher professional development needs for quality education in the country.

Conduct an Assessment of Physical Conditions of TCs/TRCs:

The TZ21 Team in Mtwara conducted an initial review of all TRCs in Mtwara in order to establish their current physical facility status to support professional development activities. TZ21 sent a questionnaire to each district in order to gather detailed information on all 27 TRCs in the region. The information collected included the status of the physical building of the TRC, number and type of furniture in each TRC, information on other important facilities such as toilets. Other information sought was whether or not the facility has internet connections and/or the strength of the cellphone network signal. The questionnaire was also designed to collect information on how often TRCs are being used for professional development of teachers. Summary TRCs status on critical aspects to support Professional Development envisaged training by TZ21 is as below:

No.	District	Number of TRCs	With Building	With Power	Conducting Training	Functioning Board	Remarks
1.	Nanyumbu	5	none	none	none	none	All TRCs in Mtwara need renovations, furnishing and internet. All 5 TRCs in Nanyumbu district need to be renovated.
2.	Newala	5	4	1	3	2	
3.	Masasi	6	3	none	5	2	
4.	Tandahimba	5	5	1	4	1	
5.	Mtwara Rural	4	4	2	4	1	
6.	Mtwara Urban	2	2	1	2	2	
	TOTAL	27	18	5	18	8	

The current situation of most TRCs in Mtwara to carry out envisaged teacher professional development training requires more concerted efforts from the local government. For instance, we found that in Masasi unlike other districts, none of the TRCs has appointed coordinators. In Masasi two TRC buildings are available but there is not a coordinator, the other two use space allocated by schools however there is no coordinator, nor furnishing, while two are totally nonexistent. In Nanyumbu no physical TRCs was located. Nanyumbu is a relatively new district that used to be within Masasi District and only came to exist only 3 years ago¹.

The assessment of Zanzibar's TCs revealed that they do not require attention from the TZ21 project in order to be used for professional development trainings.

Result 1.3 Increased Availability of Instructional Resources to Schools

CBP will begin their work on instructional resources to schools next quarter.

¹ UHURUONE-Baseline ICT Report –TZ 21 Mtwara-April 2011

Indicators Progress Reports:

Table 1: Indicators progress- USAID Standard Indicators

Program Element/Sub element	Indicator	Achievement				Remarks/why target not met/superseded.
		Current Qtr Planned/Target	Current Qtr Actual	Annual Cumulative Planned/Target	Annual Cumulative Actual	
IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs	<i>3.2.1.1-24 # of teachers/educators trained with USG support (Disagg. a.M/b.F)-(Std Ind).</i>	-	-	200	60 M 36 F 96 Total	Initial training on change management and STS training on designing and setting pilot tests

Table 2: Indicator progress- TZ21 Customized indicators

Program Element	Indicator	Achievement				Remarks
		Current Qtr Planned/Target	Current Qtr Actual	Cumulative Planned/Target	Cumulative Actual	
IR1.1:Strengthened use of technology in primary schools, TRCs/TCs and TTCs	<i>Ratio of certified MLEs to total # schools</i>	-	-	5/846 5 pilot schools	5/846	TZ21 as selected 5 schools for piloting the technology

IR 2: Strengthened Policies, Information and Management

Results 2.1: Improve Education Planning and Management System

Coding, reconfiguration and localization of SEMIS and DEMIS: TZ21 in partnership with AL was fully engaged in the localization of the school EMIS for implementation in Zanzibar and Mtwara schools.

TZ21 conducted a number of consultative and consensus-building meetings with head teachers, MOEVTs officials, and several education institutions in Zanzibar, Dar and Mtwara to:

- Discuss the questionnaires currently used in the data collection process for the school census that is done on an annual basis;
- Obtain agreement on the data that would be entered in the TZ21 proposed school EMIS, aligning data entry and inputs with MOEVT policies, standards and current practice;
- Obtain agreement on reports that would be included in the school EMIS solution including reaching common consensus on report cards, academic performance forms, information for parents.
- Discuss and obtain agreement on the specific information that could be entered and accessed in the EMIS located at the Resource Centers;

- Discuss methods of improving the information obtained and recorded related to professional development activities;
- Discuss professional development information that would be shared between schools, TCs/TRC's and district and national offices;

As a result of the above engagements, a number of school-based and district EMIS technical activities were progressively completed during quarter 3. These include:

School-based EMIS windows application	completed	District EMIS web application	completed
Localization analysis	80%	Localization analysis	80%
Planning	62%	Model architecture	80%
Build Phase	45%	Documentations	80%
		Data Access Layer	100%
		Logical Layers	100%
		Discussion on DEMIS connectivity	80%
		UI Design	100%
		Database	90%
		Reports Template:	100%
		SMTP Mails:	100%

Test proposed hardware/bandwidth configurations and acceptance of imaging prior to emerging: Testing specific ICT solutions for TZ21 including the Education Appliance occurred offshore and therefore have not yet been tested in the actual environment in Mtwara and Zanzibar.

TZ21 conducted and coordinated regular weekly meetings with the IPs to manage ongoing discussions among IPs on various ICT solutions, including particular specifications needed for the school EMIS.

TZ21 carried out awareness raising processes on the localized EMIS solution to various members of the Tanzania MOEVT Planning Department, and other Departments. The M&E division, which manages EMIS at Tanzania Mainland MOEVT has agreed to champion the further integration of TZ21 proposed EMIS solution into further EMIS activities at the National and Regional Levels;

Tanzania Mainland MOEVT asked TZ21 to consider the integration of the proposed EMIS solutions into the national Tanzania EMIS, as there is a need for comprehensive data on primary schools in the national system, and the additional functionalities of the TZ21 proposed EMIS can expand the existing functionalities of the current EMIS.

Result 2.2 Increased District and Community Support to Schools

In quarter 3, the TZ21 Project team in Mtwara met with community representatives during the project introductions in Mtwara districts. In Zanzibar, the activity was not carried out due to a number of reasons including delays in recruitment of community mobilizer by MOEVT. During the Technical Committee meeting, it was agreed that awareness meetings will be organized in all five regions in Unguja and Pemba in quarter 4 bringing together regional and district education officers, school head teachers, statisticians and SMCs.

Result 2.3 Strengthen Policy Support to MOEVTs (Mainland and Zanzibar)

Identify and gather relevant policy documents and review the documents both from Tanzania Mainland and Zanzibar. A number of documents have been identified and reviewed. The review process of policies relating to ICT was conducted in collaboration with EI. The following table presents the numbers of identified documents under each policy focus area.

	ICT	Teacher education TRCs/TCs	HIV/AIDS
Tanzania Mainland	9	2	4
Zanzibar	4		

In Zanzibar, the ICT policy is being developed. TZ21 is collaborating with the MOEVT to track the ICT development process to ensure the TZ21 ICT intervention aligns with the Zanzibar ICT policy in the making.

Conduct the First round of Leadership and Change Management Workshops for MOEVT and PMO-RALG Officials:

TZ21 conducted a high level Leading and Managing Change in Education training seminar in Tanzania Mainland and Zanzibar. The aim of the first training was to strengthen the capacities of leaders of education at the national level in Mainland Tanzania and Zanzibar to lead and manage change given the ongoing interventions specifically in primary education development. Two seminars were organized separately in Dar es Salaam and Zanzibar on September 21-29, 2011.

The training seminar in Dar es Salaam was conducted on September 21-23 attended by a total number of 18 participants (F7; M11). Participants included a broad spectrum of the key national level education learners representing: the MOEVT, the PMORALG, the Mtwara Regional Education Office, NECTA, TIE and ADEM. The CSOs were represented by TEN.

A similar training seminar was conducted in Zanzibar on September 26-28 attended by a total of 11 participants (F2; M 9). Participants were from senior levels representing different MOEVT departments.

In Tanzania Mainland training seminar, PMORALG Deputy Permanent Secretary attended; while in Zanzibar, MOEVT Deputy Permanent Secretary attended the training seminar. This level of participation added value to the training seminars in terms of Government commitment to TZ21 implementation.

Emerging Issues

On the basis of feedback from seminar participants and discussions with TZ21 staff and officials at USAID, a number of follow-on activities were identified to strengthen implementation of TZ21. These are:

- Follow-on seminar/training on Change Leadership: Participants and content to be determined by TZ21 in close consultation with MOEVTs/PMORALG and ADEM.
- Support for development of a TZ21 communications strategy and plan. The critical importance of a strategic communications plan was acknowledged by all participants during the seminars feedback.
- Complete a review of current legal and regulatory documents guiding development of education in Tanzania and Zanzibar.
- Provide support for the director of ICT in Zanzibar on the development of the ICT policy, strategy and plan for education in Zanzibar.

Next steps in preparing round two leadership and change management seminars will be planned collaboratively with the MOEVTs (Zanzibar and Mainland). Specifically for Tanzania Mainland the PMORALG involvement is crucial because most functions of primary and secondary education are within its mandate.

Part Two

TZ21 Year 1, Quarter 2 Performance Report

4.0 CROSSCUTTING ISSUES

4.1. PUBLIC PRIVATE PARTNERSHIP

At the close of the 3rd quarter Creative Associates/TZ21 was awaiting feedback from USAID on the request for modification which included a request to formally engage the GDA partners. Once the approval is received, MOUs and/or subcontracts will be signed with the 5 GDA partners.

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

HIV/AIDS policy documents identified are being reviewed. In addition engagement of key stakeholders and partners is ongoing for consensus building towards collaborating with the MOEVT in enhancing HIV/AIDS education policy. Initial meetings with the MOEVT have been held with TZ21 to share perspectives for next steps. In Quarter 4 the consultative process will further be strengthened among the key players in HIV/AIDS education to include the MOEVT, PEPFAR, UNICEF, UNESCO, and other members as needed. The consultative process will help to come up with a concrete "way forward" for HIV/AIDS policy enhancement. The process will further be linked to the MOEVT Cross-Cutting Technical Working Group and the entire ESDP joint- dialogue process.

5.0 Stakeholder Participation/ Involvement

5.1 Government at Different Levels

TZ21 has established Technical Committees in Zanzibar and Mtwara. Members of these committees are senior MOEVTs officials. In Zanzibar, the Technical Committee held their first meeting this quarter to deliberate on a number of issues on TZ21 implementation progress. Among the issues discussed which require more involvement of MOEVTs was on developing school selection criteria and conducting the selection exercise in Quarter 4. Zanzibar Technical Committee has come up with a schedule of review meetings on TZ21 implementation progress.

5.2 Other stakeholders

In the last quarter, communities and schools in Mtwara have been introduced to TZ21. Chairpersons of selected school management committees were invited to series of sessions to discuss about TZ21 requirements and to ensure broad community participation in the implementation of the project in their respective schools.

6.0 Project Operations, Management and Staffing

6.1 Project Leadership and Management

During this quarter, the Project Director (PD) and Technical Manager attended and facilitated sessions TZ21 team building workshop and provided administrative and technical support to the Chief of Party (COP) on the ground. The COP attended series of meetings with USAID. The PD and Technical Manager have instituted a weekly communication schedule with the COP and a bi-weekly update between the COP and the Deputy Chief of Parties (DCOPs).

6.2. Staffing

6.2.(a) Recruitment

During the reporting period, TZ21 continued to fill in the remaining vacant positions. The following staff was hired:

S. No	Positions Candidate selected for the	Position	Start date	Comment
1.	Joseph Mbasha	Training Coordinator	5 th September	Employed
2.	Asha Ahmed	E-curriculum Ms. specialist	28 th September	Employed

6.2(b) Secondment of Government Staff for TZ21

The DCOPs in Mtwara and Zanzibar worked closely with REO and MOEVT respectively to identify capable staff to fill in the remaining vacant positions. One more person was officially seconded to TZ21. This is:

S. No	Names of Seconded Staff	Position	Location
1	Mrs. Zamda Makosa	Whole School Development and Gender Officer	Mtwara

6.3. Staff training and team building

From September 6th to 8th 2011 *Peak Performance International (T) Ltd* facilitated building team spirit by way of ‘the Ultimate Team Program’ for all TZ21 staff in Dar es Salaam (12), Zanzibar (5) and Mtwara (7). In attendance to the Retreat were 2 Peace Corps volunteers; Project Director, Tassew Zewdie; Project Technical Angela Mayo and USAID COTR, Laura Kikuli.

The retreat training utilized adult learning techniques that require active participation from the participants. The training concepts used were: Neuro-Linguistic Programming, Neuro-Associative Conditioning, Cognitive Restructuring, and Experiential Learning. Other techniques used included: music, dance, outdoor teambuilding activities, written exercises, questions and answers, group discussions, energizers, and icebreakers.

All participants were eager to enhance their team spirit and learn more about each other as individuals or interdepartmentally. It is hoped that the ‘Ultimate Team Program’ has empowered and charged staff of TZ21 with high levels of enthusiasm, ownership and spirit of transformation. In this program, staff made key turn around in their attitude and belief systems that were creating a disempowering culture. TZ21 believes that the desired culture team spirit and cohesion is established.

As a follow up, Peak Performance-Tanzania Ltd will conduct a post-training survey after three months of the training to establish progress realized so far and emerging gaps to address the next intervention.

6.4 Establishing the Project Office in Dar es Salaam and Sub-Offices in Mtwara and Zanzibar

Following USAID’s permission to proceed with the Mtwara office extension and rehabilitation, a committee to oversee the rehabilitation was formed. The composition of this committee is as follows; Mr. Kipenya Regional Education Officer (REO) - Mtwara as the chairman of this committee and Mr. John Gunga TZ21 Finance Manager as Secretary. Other members of this committee include Mr. Mwera, Regional Engineer, Mr. Luganisa Assistant Regional Engineer and Mr. Mbogella DCOP for Mtwara.

This committee met for the first time on 26th July 2011 and all major issues regarding this assignment were discussed and agreement reached. The construction will be guided by USAID’s rules and regulations. The whole renovation and rehabilitation of this office building is scheduled to complete by January 2012.

7.0 Project M&E

Review and finalize the PMP indicators and activity targets:

TZ21 conducted 2 consultative meetings with USAID Education Team and Tanzania-Monitoring and Evaluation Management Services (T-MEMS) to review and revise TZ21 Monitoring and Evaluation system building including the finalization of the PMP. During the meetings, the following M&E, and PMP components were reviewed:

1. TZ21 Result Framework and Indicators (in graphic form);
2. TZ21 Result Framework (Narrative);
3. Indicator Summary Sheets Table and Indicator Disaggregation Matrices;
4. IP Profiles;
5. Performance Indicator Reference Sheets;
6. Data Quality Assessment (DQA) Package; and
7. TZ21 M&E Strategy Document.

As a result, a consensus has been reached and the TZ21 Project has of a total of 31 indicators that will be tracked. Among these indicators, 3 are Standard, 25 are customized and 3 are contextual indicators.

TZ21 has set annual and end of the project targets for each indicator. The indicators and targets have been approved by USAID and submitted to T-MEMS for entering into the IPRS database system.

TZ21 has started the process of DQA by establishing and documenting all the required information and documents during DQA exercises scheduled to be conducted by T-MEMS in June-July 2012. TZ21 has started to track the standard indicators as described in this report.

Analysis of curriculum for standards 1-4 in reading, mathematics and science:

STS conducted extensive curriculum analysis following the “hard topics” selection workshops conducted in Mtwara, Unguja and Pemba. STS reviewed current curricula in four subjects, Kiswahili, English, mathematics and science for both Zanzibar and Mainland and lined each “hard topic” at the topic or sub-topic level of the relevant curriculum thus creating a clear linkage between the “hard topics” and the curriculum’s specific learning objectives. An analysis was conducted to determine the degree of commonality between Zanzibar and Mtwara hard topics and curriculum objectives. The table below indicates the distribution of the 240-e curriculum units between Zanzibar and Mtwara per subject.

English	Znz	Mtw	Common	Mathematics	Znz	Mtw	Common
Total E-Objectives	42	40	30	Total E-Objectives	20	20	17
Kiswahili	Znz	Mtw	Common	Science	Znz	Mtw	Common
Total E-Objectives	41	40	28	Total E-Objectives	19	19	17

Develop pupil assessment items and recruit and training in-country teams for pilot tests administration and data entry:

In the month of September, STS conducted a series of meetings with senior MOEVTs and related education institutions officials in Zanzibar, Dar es Salaam and Mtwara to discuss STS’s role under the TZ21 project, the items development workshop to be held in Zanzibar and Mtwara and the planning of the pilot scheduled for October 2011.

STS conducted an item development workshop September 12 - 15, 2011 in Zanzibar and September 19 - 22, 2011 in Mtwara. The Zanzibar workshop included 38 participants from Unguja and Pemba, of which 18 were teachers and 20 MOEVT officials. 726 items were developed over 3 days. The Mtwara workshop included 38 (F 15; M 23) participants from 6 districts, of which 18 were teachers and 20 MOEVT officials. 798 items were developed over 4 days. The table below indicates the distribution of the assessment items developed in Zanzibar and Mtwara per subject:

	Standards	Kiswahili	English	Math	Science	Totals
Zanzibar	1-2	117	111	104	59	391
	3-4	70	104	87	74	335
	Totals	187	215	191	133	726
Mtwara	1-2	102	98	104	105	409
	3-4	112	107	106	64	389
	Totals	214	205	210	169	798

8.0 Challenges and Constraints

IPs interdependence and approval delays

TZ21 experienced delays in activity implementation. This was due to dependencies among TZ21 IPs and obtaining the required permission by MOEVTs (Governments) both in Zanzibar and Tanzania Mainland. For instance though originally scheduled for August 2011, the items development workshops were held in September due to delays with the hard topics workshops. This delay has forced STS to postpone the pilot from September to October 2011 and the operational testing to gather baseline data from November 2011 to January/February 2012.

On September 2nd, TZ21 requested Director of Primary Education at Mainland MOEVT to provide consent to shoot videos on school properties and to lead or endorse the request for permission by Ministry of Youth, Information and Sports to shoot video in other public places. The same request was made with Zanzibar MOEVT. After repeated inquiries in both locations, permission from neither ministry has not yet been secured. Production on e-content cannot proceed until permissions are granted.

ICT Equipment Clearance

The project has also experienced delays with customs clearing the ICT equipment. This has caused the delays in the pilot.

Part Three

TZ21 Year 1, Quarter 2 Performance Report

9.0 Planned Activities for Quarter 4

Over the next quarter of project Year 1, Quarter 4, the following tasks will be accomplished:

9.1 IR1: Strengthened Professional Development and Resource Support to Schools, TRCs/TCs and TTCs

IR 1.1: Strengthened the Use of Technology in Primary Schools, and TRCs/TCs

- Finalize storyboards and scripts for the first set of beta version/rough-cut (draft) e-content, in consultation with local staff and key informants in Mtwara and Zanzibar, as described in Work Plan Activity 4 under IR 1.1.1;
- Initiate production of e-content, as described in Work Plan Activity 5 under IR 1.1.1;
- Test beta/rough edit versions of e-content in sample schools in Mtwara and Zanzibar for formative evaluation purposes; and
- Revise beta/rough edit versions of e-content and finalize for delivery.

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

- Collaborate with local teachers in design and formative evaluation activities;
- Develop draft e-content teacher training materials; and
- Test e-curriculum teacher training with teachers in sample schools.

IR 1.3 Increased Availability of Instructional Resources to Schools

- Identify students and teachers needs through a literature survey;
- Develop students learning objectives which match the existing curriculum;
- Develop teachers training objectives;
- Design a process for developing traditional books;
- Develop a teacher training manual on how to use the traditional books;
- Invite book submissions from publishers; and
- To employ a Project Coordinator for the TZ21 Basic Education Project.

9.2. IR2: Strengthened Policies, Information and Management

IR 2.1 Improved Education Planning and Management System

- Complete localization, reconfiguration and coding both for school and DEMIS;

- Train teacher trainers;
- Provide an orientation/awareness raising for national stakeholders, district and school personnel;
- Hardware and software acceptance after imaging; and
- Install SEMIS.

IR 2.2 Increased District & Community Support to Schools

Conduct TZ21 introduction and orientation meetings in the districts on:

- TZ21 ICT interventions will be introduced as well as the challenge grants.

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

- Produce ICT assessment report;
- Produce HIV/AIDS assessment report;
- Conduct the second round of leadership and change management workshops; and
- Attend consultative meetings with the MOEVT.

9.3 Project Management and Operations

- Continue staff professional development, networking (Link Dar es Salaam office and respective field offices in Zanzibar and Mtwara)
- Overall supervision of Zanzibar and Mtwara offices (COP routine visits to Zanzibar and Mtwara; support and mentoring to the DCOPs)

9.4 M&E

- Conduct M & E training for field offices;
- Quarterly PMP reporting and provide updates in IPRS system;
- Develop M&E tools for each indicator in the PMP; and
- Conduct a baseline survey and collect baseline data.

9.5 Student Learning Assessment

- Attend team meetings either in-person or by teleconference;
- Liaise with Creative and partners on issues related to e-content, EMIS, M&E, school report cards, continuous assessment, and the impact evaluation;
- Liaise with TZ21 and the MOEVT on developing student assessments for Standards 2 and 4;
- Identify test administrators for pilot and baseline assessments;
- Conduct pilot testing of student assessment tools;
- Build and administer pilot test forms, and analyze the results and implement the best practices found for the final (operational) forms in January/February 2012;
- Finalize the plans for baseline assessments;

- Communicate with partners, including non-project partners such as the World Bank, on evaluation design and indicators.