



TANZANIA 21ST CENTURY BASIC EDUCATION PROGRAM

YEAR 2, QUARTER 1 REPORT

JANUARY 1 – MARCH 31, 2012



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

April 2012

This report was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International.



Tanzania 21st Century Basic Education Program (TZ21)

Cooperative Agreement No. CA No. 621-A-00-11-00007-00

TZ21 Year 2, Quarter 1 Report

(January 1 – March 31, 2012)

Submitted to
United States Agency for International Development
(USAID/Tanzania)
686 Old Bagamoyo Road
P. O. Box 9130
Dar es Salaam, Tanzania

Prepared and Submitted by
Creative Associates International
5301 Wisconsin Avenue, N.W., Suite 700
Washington, D.C. 20015, USA

April 2012

TABLE OF CONTENTS

ACRONYMS	3
1.0 Activity Summary	4
2.0 Introduction	4
2.1 Program Description	4
3.0. Details of Project Implementation	5
3.1 Executive Summary	5
3.2 Lessons Learned and Challenges	7
3.3 Progress Report by Results	9
4.0 CROSS-CUTTING ISSUES	17
4.1. Public private partnerships	17
5.0 Stakeholder Participation/ Involvement	17
5.1 Government at Different Levels.....	17
5.2 Other stakeholders.....	17
6.0 Project Operations, Management, and Staffing	17
6.1 Project Leadership and Management	17
6.2. TZ21 Staffing	18
6.3 Mtwara Office Renovations	18
6.4 ICT Equipment Procurement.....	18
6.5 Project Manuals.....	18
7.0 Project M&E.....	19
8.0 Challenges and Constraints.....	20
9.0 Planned Activities for Quarter 2, 2012.....	20
9.1 IR1: Strengthen Professional Development and Resource Support to Schools, TRCs/TCs and TTCs	20
9.2. IR2: Strengthened Policies, Information and Management	21
9.3 Project Management and Operations	22
9.4 M&E.....	23
Student Learning Assessment	23

ACRONYMS

ADEM	Agency for Development of Education Management
AL	Agile Learning
CBP	Children's Book Project
DQA	Data Quality Assessment
EI	Education Impact
EMIS	Education Management Information System
EMIS-GIS	Education Management Information System-Geographic Information System
GDA	Global Development Alliance
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information and Communication Technology
IP	Implementing Partner
IR	Intermediate Results
IYF	International Youth Foundation
M&E	Monitoring and Evaluation
MLE	Managed Learning Environment
MOEVT	Ministry of Education and Vocational Training
PMO-RALG	Prime Minister's Office Regional Administration and Local Government
PMP	Performance Monitoring Plan
REO	Regional Education Officer
SIDA	Swedish International Development Agency
SMC	School Management Committee
STS	School-to-School International
TC	Teachers' Center
TMEMS	Tanzania Monitoring and Evaluation Management Services
TRC	Teachers' Resource Center
TTC	Teachers' Training College
TZ21	Tanzania 21 st Century Basic Education Program
USAID	United States Agency for International Development
WEC	Ward Education Coordinator

1.0 Activity Summary

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

Cooperative Agreement No: 621-A-00-11-00007-00

Timeframe: January 1, 2011 – December 31, 2015

Activity Description

- i. Teacher professional development;
- ii. Provision of Information and Communication Technology (ICT) materials and computers;
- iii. Establishing Education Management Information System (EMIS);
- iv. Provision of technical assistance and policy support;
- v. Improvement of infrastructure for ICT use;
- vi. Development and production of e-content and children’s books; and
- vii. Capacity building.

Area of Coverage: Mtwara and Zanzibar

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

Reporting Period: January 1 to March 31, 2012

List of Monitoring Indicators: 31 indicators (3 Standard, 3 Context and 25 Customized)

2.0 Introduction

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 and in the islands of Unguja and Pemba in Zanzibar. TZ21 is a five-year, \$48.9 million dollar program, implemented under the Cooperative Agreement No. 621-A-00-11-00007-00 and awarded to Creative Associates International.

TZ21 is being implemented by Creative Associates International as the prime contractor with international sub-recipients consisting of the International Youth Foundation (IYF), Agile Learning (AL), Inveneo, School-to-School International (STS) and Education Impact (EI) as well as with Children’s Book Project (CBP), a national NGO. TZ21 also has five Global Development Alliance (GDA) partners including Microsoft, Intel, Cisco, UhuruOne, 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 and to enhance the teaching and learning process using ICT. The program 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, Teachers’ Resource Centers (TRCs)/Teachers’ Centers (TCs) and Teachers’ Training Centers (TTCs),
- (2) *Intermediate Result 2(IR2)*: Strengthened policies, information and management systems.

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 an EMIS to improve decision-making processes; and
- Support policy work.

A combination of bottom-up and top down approaches are employed to support relevant interventions to realize anticipated project results and milestones. In the sections that follow, major Q1, 2012 accomplishments and TZ21 progress towards achieving the project objectives are highlighted.

3.0. Details of Project Implementation

3.1 Executive Summary

This quarterly report summarizes TZ21’s implementation in Zanzibar and Mtwara over the performance period. Several key activities were carried out, including the successful project launch in Zanzibar on February 28, 2012; piloting of the different ICT interventions; completion of the randomized Managed Learning Environment (MLE) school selection for both Zanzibar and Mtwara; continued planning for the “Big Buy” procurement and technology deployment; and awareness raising of key education stakeholders in Zanzibar and Mtwara to ensure community and school readiness for receiving the ICT equipment and interventions.

Below are summaries of major activities accomplished in Quarter 1:

- A successful launch of the TZ21 Zanzibar program was conducted at Mwanakwerekwe C Primary School on February 28th. The guests of honor were Zanzibar President Hon. Dr. Ali Mohamed Shein and the U.S. Ambassador to Tanzania, Hon. Mr. Alphonso E. Lenhardt. Also in attendance were First Vice President Hon. Maalimu Seif Sharif Hamad; other high level officials from the US Mission, USAID, and MOEVT; TZ21 staff; implementing partners; teachers; and pupils. During the public high profile event,

TZ21 presented the following interventions including BridgeIT Plus, Mobile Labs, and EMIS to the dignitaries.

Quotes from TZ21 Launch Event in Zanzibar on February 28, 2012

1. *“At the laying of foundation stone of the Benjamin Mkapa Teachers Training College Campus at Mchangamdogo in Pemba, I said: **this is not the time to teach by chalk and talk method.** It is a must for teachers to use modern tools including computers. I urge all teachers to use the opportunity of this project to develop their skills.”* (HE. Hon. Dr. Ali Mohamed Shein, President Revolutionary Government of Zanzibar)
2. *“I am impressed to see students working with computer keys themselves. As I have told young people throughout Tanzania, an education is the one thing no one can take away from them. It is an achievement earned through perseverance and dedication. It is a source of pride for students and families alike, and absolutely essential for success. The days when young people could succeed without higher education are long gone. Today's program reaffirms Zanzibar's commitment to challenge its education sector to set high goals and look forward to a bright future. By integrating new technologies in teaching and learning, the TZ21 program holds the promise of significantly enhancing the quality of education for primary school students both in Zanzibar and on the Mainland.* (US Ambassador to Tanzania, Hon. Mr. Alfonso Lenhardt)
3. *“The scenes and students’ activities in the Kiswahili videos are very good. They will help students to understand more.”* (Teacher, Kisiwandui Primary School)
4. *“This is a good video.”* (Permanent Secretary, MOEVT commenting on the Bridge IT English-language video “Identifying Colors”)

- Twelve e-content units in Zanzibar and another twelve in Mtwara were tested on the installed ICT equipment in pilot schools. The pre-testing exercise conducted has generated key lessons on ICT equipment and classroom infrastructures which has informed decisions related to the ICT “Big Buy” procurement.
- The World Bank randomized selection of 45 MLE schools in Zanzibar and 75 schools in Mtwara was completed and endorsed by the Zanzibar MOEVT and the Regional Education Officer (REO) office in Mtwara. The endorsed MLE lists paved the way for the pupil baseline testing. Moreover, this enabled dissemination meetings to create awareness and community readiness for the selected schools to receive and support TZ21 MLE interventions.
- Baseline testing of pupils’ competencies was successfully completed by STS in 169 schools in Mtwara and 107 schools in Zanzibar (67 in Unguja and 40 in Pemba).



The President of Zanzibar and the Chairman of the Revolutionary Council, HE Dr. Ali Mohammed Shein (left), and the US Ambassador to Tanzania, Hon. Mr. Alfonso Lenhardt (right), cutting the ribbon to mark the official launch of TZ21 in Zanzibar

- Testing of EMIS-Geographic Information System (GIS) solutions for Zanzibar and Mtwara Region on all TZ21 defined and configured locations in the field was successfully completed. All of the solutions worked on the ICT platforms installed for TZ21 at the 4 pilot schools and 1 Teacher Center (Michakaini TC) in Pemba.
- Internet connection was completed by UhuruOne in 19 sites in Mtwara. In Zanzibar, all 268 project sites (schools, TCs, and district offices) were surveyed by Zantel to ascertain internet coverage.
- During the quarter, TZ21 reflected on the reading aspects of its interventions. A consultative seminar was convened to develop a reading package for TZ21 interventions. A draft concept note on reading was developed.
- A two day ICT policy meeting was conducted successfully in Zanzibar from March 20-21, 2012. A total of 24 (3F, 21M) participants from the Zanzibar government, MOEVT, and education institution representatives in Zanzibar participated in this meeting.

3.2 Lessons Learned and Challenges

Lessons Learned

The pilot testing of the ICT equipment and software at the pilot schools and TC was a necessary step to inform important decisions regarding the “Big Buy” procurement and subsequent deployment. While many project timelines have been affected due to the intensive testing, the pilot was essential to ensuring that the most appropriate and functional configuration of hardware and software will be purchased and utilized for TZ21.

TZ21 is working within government structures which need to be kept abreast. Well-planned and organized activities are communicated to relevant government authorities ahead of time to minimize project activity implementation delays and ensure government support and endorsement.

This quarter, TZ21 continued to struggle with delays of some of its vertically dependent interventions. For instance, the delays in the “Big Buy” have impacted the timelines for the ICT related trainings for districts, TRCs/TCs, and schools. TZ21 has responded by being flexible with its project implementation deadlines and also working with IPs to ensure that their work plans are modified accordingly.

PICTURE CORNER



Pupils from Mwanakwerekwe C Primary School. They are singing and dancing to show their excitement during the TZ21 Launch ceremonies in Zanzibar.



Pupils are demonstrating mobile lab technology during the TZ21 Zanzibar launch. Looking on are First Vice President, Hon Seif Shariff Hamad; the President of Zanzibar, HE. Dr. Ali Mohamed Shein; and US Ambassador, Hon. Mr. Alfonso Lenhardt (from left to right).



Mr. Rajabu Said, TZ21 Regional Focal Point, presenting during a MLE dissemination meeting with community members of Mpanyani village in Masasi.



TZ21 Mtwara's new renovated office after being hosted for a year in 2 small rooms in the Regional Administration block.



Classroom e-content pilot testing in Zanzibar using BridgeIT technology in Kisiwandui Primary School.



"It is my turn now to touch the buttons!" Pupils' excitement in a pilot mobile lab classroom at Kambarage Primary School in Mtwara.

3.3 Progress Report by Results

During Quarter 1, Year 2 of TZ21 implementation, the following activities/deliverables were accomplished:

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

Internet Connection

TZ21 will provide internet connectivity to 618 government primary schools, 27 TRCs, 6 districts and region office in the Mtwara Region. Supply and installation of internet connectivity began in Quarter 1. By the end of March 2012, 18 schools and 1 TRC in Mtwara Municipal were connected to internet.

In Zanzibar, Zantel completed the survey of all TZ21 project sites (248 primary schools, 9 Teacher Centers and 10 Districts) to establish internet coverage.

ICT Equipment Procurement and Deployment

During Quarter 1, TZ21 made a number of critical decisions which were informed by lessons learned during the pilot testing of the ICT equipment and software compatibility in the pilot schools (Naliendele and Kambarage Primary Schools in Mtwara, and Kiswandui and Darajani Primary Schools in Zanzibar) and Michikaini TC in Pemba. E-content solution testing in the pilot schools revealed a number of technical issues that required resolutions that affected the final ICT equipment procurement list. As a result of the pilot testing exercise, some vital changes were made to the initial ICT hardware configuration, including: (1) new projector models (50% brighter) recommended along with black curtains to cover windows in classrooms; (2) improved speakers added to boost volume; (3) additional video and audio extension cables; and (4) change in power system from 12VDC to 220VAC.

These changes, plus further testing of the software and hardware configuration, have resulted in a delay with the “Big Buy” procurement of ICT equipment. It is anticipated that the procurement and deployment will take place in Quarter 2.

E-Content Development

During Quarter 1 of 2012, IYF implemented the following activities under e-curriculum interventions:

- Formative evaluation of first round of e-content in both Zanzibar and Mtwara in pilot MLE schools.
- Pilot testing, problem-solving and reporting on effectiveness of technology integration for Zanzibar and Mtwara in pilot MLE schools to assist in decision-making for technology procurement.
- Finalizing the first 24 e-content modules.

Formative Evaluation

Formative evaluation testing of 12 units of e-content was conducted in the two pilot schools in Zanzibar, and 12 units of e-content in another two pilot schools in Mtwara. The evaluation involved students in Standards 1, 2, 3 and 4 in both the BridgeIT and Mobile Lab classrooms. Each classroom activity involved between 30 and 50 students. In addition, training sessions for teachers from the pilot schools preceded the classroom testing for the purpose of their effective participation in the formative evaluation activities. Eight teachers attended the Zanzibar training on January 24, and eight attended the Mtwara training on January 31. The primary objective of the formative evaluation activity was to identify which features of each rough draft version of e-content are effective or non-effective, when used by students and teachers.

E-Content Modules

Based on the comprehensive formative evaluation of e-content, as described above, all e-content videos were completed. The following e-content video titles were completed separately for both Mtwara and Zanzibar:

- Kiswahili – Using Punctuation
- Kiswahili – Reading Fluently with Punctuation
- Kiswahili – Identifying Nouns and Verbs
- Kiswahili – Summarizing Passages
- Kiswahili – Reporting on a Passage Using Five Questions
- English – Identifying Colors
- English – Using Greetings
- English – Expressing Thanks

Furthermore, four units of animation software were developed for Mtwara, and the same for Zanzibar. These consist of the following:

- English – Identifying Animal Types and Names
- Math – Counting Part 1 (counting 1 to 100)

Key Findings

When the producers followed the original storyboard instructions for e-content design, the classroom activities were successful. In the cases where e-content was accurately produced in accordance with the original design, the levels of teacher and student comprehension and engagement were very high.

Some key lessons learned

1. Students and teachers find particular instructional features very helpful:
 - text on screen paired with video teacher pronunciation modeled, followed by verbal and acted student practice, particularly for English pronunciation;
 - use of teaching-learning material objects in classroom as effective hands-on reinforcement of video presentation;
 - real-life application examples of learning concepts portrayed in localized acted scenes;
 - learning songs; and
 - small group and paired group work.
2. Teachers found value in the above methods and stated they intend to use similar strategies in their non-e-curriculum classes. The use of small group work was of particular value, and it became apparent that teachers need assistance in using this method more effectively, providing an opportunity for reinforcement in TZ21's classroom management teacher training.

- Math – Counting Part 2 (counting 100 to 1000)
- Science – Hygiene with Hand Washing

All of the above e-content is based directly on student learning objectives – e-objectives – derived from needs assessment activities, as aligned with existing lower primary curricula.

These titles will be compiled into the initial versions for the respective Zanzibar and Mtwara e-curriculum library and incorporated into the software image that will populate all teacher and student laptops in both Mobile Lab and BridgeIT TZ21 school environments.

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

Reading Competence

In Quarter 1, TZ21 teams in Mtwara and Dar es Salaam conducted two rapid assessments in Mtwara to inform and refine the project’s reading interventions for effective integration in professional development and training of teachers. One assessment was on pupils’ performance on the “3Rs” (reading, writing and arithmetic) and the other assessment was on library and reading materials utilization (*see Result 1.3*). The 3Rs assessment involved 790 pupils from 12 schools in all 6 districts in Mtwara. Pupils in standard 3 were tested using standard 2 syllabi content items in mathematics, science, English and Kiswahili.

The findings of the testing reveal that:

- 99% of sampled pupils could not write well;
- 72% of sampled pupils could not read Kiswahili words at a standard 2 level;
- 87% of sampled pupils could not read and write English words at a standard 2 level; and
- 97% of sampled pupils could not attempt to answer standard 2 questions.

In addition, to better understand the context in Tanzania regarding reading competencies, TZ21 conducted a desk review on reading during the quarter. Reading references from the United Nations Education and Science Commission, USAID, the Early Grade Reading Assessment, and the International Reading Association were reviewed.

A one day consultative seminar on reading was organized by TZ21. The nine participants (3F, 6M) included TZ21 technical staff, CBP staff, experienced educationists from PMO-LARG, and individuals from the publishing industry. The main objective was to discuss and chart a way forward for improving the reading aspect of TZ21’s interventions. The outcome was a drafted concept note on early grade reading acquisition.

As a result of the above process, some strategies have been identified to enhance pupil reading competencies and learning outcomes. The strategies include: capacity building of head teachers, teachers and school committee members on reading; the integration of reading advocacy in whole school development plans; and parental/community mobilization and engagement on the importance of reading.

Result 1.3 Increased Availability of Instructional Resources to Schools

One of the key TZ21 intervention focuses on increasing access to reading materials in schools. During Quarter 1, TZ21 conducted the following activities:

Reading Materials Production

CBP held a second consultative meeting with publishers in Dar es Salaam on January 19th, 2012. The meeting attracted 26 publishers from different publishing houses in Dar es Salaam. A similar meeting in Zanzibar took place on February 16th, 2012 during which 28 participants from Unguja were in attendance. The objectives of these two consultative meetings were to share information about TZ21 with publishers and writers and to explain their role in implementing the program. Major issues discussed were: TZ21 book production and evaluation criteria; approval modality; and training of writers and illustrators.



CBP Zanzibar consultative meeting with publishers and writers conducted on February 16th, 2012.

Following the consultative meetings, the invited writers and illustrators from Mtwara and Zanzibar were asked to submit their manuscripts and artwork for selection consideration. By the end of March, a total of 26 manuscripts from writers and 6 artworks from illustrators were received from Mtwara. CBP is still awaiting materials from Zanzibari writers and illustrators.

Library and Book Resource Management

During the quarter, TZ21 conducted a rapid assessment exercise on school library resources in Mtwara and Zanzibar to determine the status of library materials and inventory systems. The assessment was conducted from February 20th to 25th, 2012. The assessment was conducted in the six districts of Mtwara (Masasi, Mtwara Municipal, Mtwara Rural, Nanyumbu, Newala and Tandahimba) and on the two islands of Zanzibar (Unguja and Pemba). 42 schools were visited—30 in Mtwara and 12 in Zanzibar.

The assessment revealed that 38 out of the 42 visited schools in Zanzibar and Mtwara had no libraries. Instead, the schools had store rooms or cupboards where books and other non-teaching materials were kept. One school in Mtwara had a library room which was also being used as a standard 1 classroom. Only two schools in Mtwara had a functional book borrowing system for both teachers and pupils, although the registers had incomplete information. Most schools did not lend books to pupils out of fear that the books (limited resources) will be lost or damaged.

In light of the above findings, CBP is currently planning to strengthen the library and resource management aspect in schools in conjunction with TZ21's reading program. Upcoming interventions in 2012 include working with TZ21 professional development staff to train teachers

on how to establish and maintain libraries; advocacy for the establishment of school libraries throughout Mtwara and Zanzibar; promotion of reading habits amongst pupils by developing and providing school guidelines; and teacher training on how to establish and run reading clubs and school-level reading competitions; parents and community engagement to support reading.

Indicators Progress Reports:

During Quarter 1 the following Performance Monitoring Plan (PMP) indicator was tracked for IR1.

Table 1: Indicator progress- TZ21 customized indicators

Program Element	Indicator	Achievement				Remarks
		Current Qtr Planned/Target	Current Qtr Actual	Cumulative Planned/Target	Cumulative Actual	
	# of e-curriculum modules adapted and developed for Std 1-4 ¹			64	24	The 24 modules began to be developed in 2011 and were completed in Q1 2012.

IR 2: Strengthened Policies, Information and Management

Result 2.1: Improve Education Planning and Management System

During the quarter, configuration and localization of EMIS solutions were completed at the following education levels:

Zanzibar:

- National EMIS-GIS – for national Monitoring and Evaluation (M&E) and decision making;
- District EMIS-GIS – for decentralized M&E and decision making;
- TC EMIS – for professional development M&E and interventions; and
- School EMIS – for school management, M&E and assessment including usage of school EMIS on student laptops/teacher laptops, Education Appliance, etc.

Mtwara:

- Regional EMIS-GIS – for regional M&E and decision making;
- District EMIS-GIS – for decentralized M&E and decision making;
- TRC EMIS – for professional development M&E and interventions; and
- School EMIS – for school management, M&E and assessment including usage of school EMIS on student/teacher laptops, Education Appliance, etc.

By mid-March, AL successfully completed the testing of EMIS-GIS solutions for Zanzibar and Mtwara Region on all TZ21 defined and configured locations in the field. All of the solutions

¹ Between 5% -10% of the e-content modules will be devoted to teachers training (not for classroom/pupils)

worked on the platforms installed for TZ21 at the pilot locations including the TC, pilot schools, student laptops, teacher laptops, mobile labs, fixed labs, and on the Education Appliance.

An initial orientation on national, district, and school EMIS was conducted during the quarter to 8 members of the Zanzibar MOEVT Department of Planning, Policy and Research. Orientation and training sessions will continue during Quarter 2 in 2012.

The process of capacity building and local skills transfer on EMIS solutions was initiated during the quarter by developing local and Ministry personnel as trainers for the various EMIS solutions. Zanzibar MOEVT Department and TC personnel were identified to work more closely with TZ21 and AL in the implementation of EMIS solutions in schools, TCs, and districts. Zanzibar MOEVT personnel have requested to participate as part of the EMIS training team, and discussions are underway with MOEVT to allow these personnel to participate as part of the sustainability process.

New Developments on TZ21 EMIS interventions

1. Zanzibar Ministry requested that the EMIS development be extended to include the upgrading of the national examinations solution to the level of the EMIS that TZ21 is providing (signed off by National Examinations and MOEVT);
2. Tanzania (Mainland) Department of Planning personnel have said they are interested in a much larger implementation and are trying to mobilize management for a larger implementation
3. *“Finally, in about a year’s time after this is implemented, we’ll have an EMIS solution that we have struggled to have for 10 years. I think we will have an EMIS we can all be proud of.”* (Zanzibar Statistics Division Manager)

Result 2.2 Increased District and Community Support to Schools

Rapid Assessment of School Committees

TZ21 conducted a rapid assessment of Mtwara and Zanzibar school management committees’ (SMC) functionality from February 20th to 25th, 2012. The assessments’ goal was to review the existing capacity of SMC members in understanding their roles and responsibilities, executing their duties, and assessing their ability to assist in supporting TZ21 interventions.

Of the 42 schools that were visited (30 in Mtwara and 12 in Zanzibar), all schools had designated SMC members. However, in all of these schools, the selected committee members reported that they had not received an induction or capacity building training since they were elected into office. 60% of SMC members do not know their roles. Although some SMCs want to implement small school projects, there is uncertainty about how to plan, implement and monitor the projects. Some members even expressed fear about making decisions because they do not know the extent of their mandate in relation to head teachers’ mandates. 73% of the schools visited had school development plans, yet most of the plans were prepared by the school head teachers without involvement of the SMC. The plans were only shared with the SMC for approval.

As a result of the assessment, TZ21, in collaboration with MOEVT, PMO-RALG), Agency for Development of Education Management, and the REO in Mtwara, planned a tailor-made training for three members of the SMC from each school in Mtwara and Zanzibar in Quarter 2. The training objectives will increase and strengthen SMC’s ability to effectively implement their

roles in supporting TZ21 interventions. Following the training, it is envisaged that the SMCs will have strengthened capacities for effective leadership, and effective skills for planning and managing school development plans and community mobilization. TZ21 will utilize the Ward Education Coordinators (WECs), TRC/TC coordinators, academic officers, and school inspectors as trainers. Approximately 2,000 SMC members in Mtwara and 752 SMC members in Zanzibar will be trained in Quarter 2.

MLE Dissemination Meetings

During the quarter, TZ21 teams in Zanzibar and Mtwara conducted MLE dissemination meetings to all schools selected as MLE schools. Community members from the surrounding areas and other key education stakeholders participated. The main focus of the meetings was to inform and discuss with participants the process of MLE school selection and ICT installation readiness prerequisites which will require community contributions and mobilization.

In Zanzibar, TZ21 conducted the dissemination meetings from March 22nd to 23rd, 2012. These meetings were held in different venues both in Unguja and Pemba isles. The meetings involved key MOEVT officials and education stakeholders. The total number of participants was **268** as shown in the table below:

Venue	Male	Female	Total
Mitiulaya TC	40	13	53
Michakaini TC	49	12	61
Mkwajuni TC	36	3	39
Haile Selassie (Day 1)	40	23	63
Haile Selassie (Day 2)	44	8	52
Total	209	59	268

The TZ21 team in Mtwara visited all 75 MLE selected schools. TZ21 staff worked along with the REO's office in organizing these public community meetings which were chaired by the SMC chairpersons.

Communities' enthusiasm on the program deliverables to their respective schools was high. Some community members promised on the spot to support the implementation of TZ21 by directly contributing the ICT prerequisite installation materials needed such as charcoal, salt, battery wooden boxes, and black curtains for the doors and windows in their classrooms. The communities pledged to enhance their school security to keep the project equipment safe and secure. In addition, during the exercise the TZ21 team had the opportunity to evaluate the capacity and infrastructure of the selected MLE school.

Community and School Excitement Expressed for TZ21

On Friday, March 30, just a week after the dissemination meetings ended, TZ21's Zanzibar office received three guests from Regeza Mwendu Primary School. Two guests were SMC members and the third was the assistant head teacher. When asked about the purposes of their visit, one SMC member proudly answered *"We have just come here to express our happiness that we have been among those schools selected to have mobile lab. This is a great achievement for our school"*

This visit indicated that teachers and the community at large are excited about the TZ21 Program.



"I am ready to bring you charcoal tomorrow!"
One excited woman community member at Luagala village in Masasi pledging to contribute charcoal for ICT installation in her school.

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

Zanzibar EMIS Policy

TZ21, through its sub-contractor, AL, continued systems strengthening efforts by working through the newly established Ministry processes to develop EMIS policy and worked with other development partners on EMIS-related issues via the EMIS Technical Working Group and EMIS Planning Committee. The Zanzibar Director of the Planning Department and the head of the EMIS unit have committed to taking the lead for expending EMIS policy to be more expansive in addressing the full range of issues needed to integrate EMIS into the existing activities of the Zanzibar MOEVT.

Zanzibar ICT Policy

During this reporting period, TZ21, in partnership with the Zanzibar MOEVT, organized an ICT policy workshop for public and private stakeholders on March 19-20th, 2012. The overall objective of the workshop was to provide technical support to the MOEVT in Zanzibar in reviewing their draft ICT policy. The *Policy and Strategy Framework for ICT in Education in Zanzibar* was drafted in 2006 but has not yet been finalized for implementation. Given the crucial importance of the policy to TZ21 operations and to the overall Zanzibar Education Development Program, the MOEVT requested TZ21 to provide technical support to help move the policy forward towards finalization.

The workshop was facilitated by EI, TZ21, and the MOEVT. 24 participants from various public and private organizations attended, including various MOEVT departments, regional units, and USAID. One of the key achievements of the workshop was the identification of actions necessary for finalizing the ICT policy, including policy refinement and developing an implementation strategy. TZ21 will continue to track and provide technical support in collaboration with the MOEVT and other education development partners to ensure the ICT policy is finalized.

Consultative Dialogue Process with Other Partners

TZ21 continued to participate in Joint Government/Education Development Donors Group monthly sector meetings in both Zanzibar and mainland Tanzania, as well as participating in the joint Government Donor Task Force for Education Development within the MOEVT. Key discussions during this quarter were related to finalization of the Joint Education Sector Review report and key milestones for implementation in 2012 by the government. TZ21's participation ensured that other donors and government partners were engaged and updated about TZ21's implementation progress. In addition, participation assisted TZ21 to align with the work of other partner and government education sector interventions, such as the United Nations Children's Education Fund's efforts in training SMCs and the use of WECs to strengthen school support and supervision. Linkages are also being made with Swedish International Development Agency (SIDA) in relation to their work with the Zanzibar MOEVT and SIDA's support of the "Tanzania Beyond Tomorrow" ICT program for mainland Tanzania.

Policy Related Document Review

In preparation for next quarter's SMC training, documents related to enhancing whole school development plans and school leadership were identified and reviewed.

4.0 CROSS-CUTTING ISSUES

4.1. Public Private Partnerships

TZ21 continued developing and maintaining positive working relationships with private companies, including GDA) partners: Microsoft, Intel, Cisco, Zantel, and UhuruOne. TZ21 is in the final stages of signing the MOU between Creative and Intel, while negotiations continue with Microsoft. UhuruOne and Zantel have begun installing internet connectivity in Mtwara and Zanzibar schools per the arrangement in their sub-agreements. All GDA partners have been engaged regarding their participation in relevant upcoming project activities.

5.0 Stakeholder Participation/ Involvement

5.1 Government at Different Levels

TZ21 continued to have strong government support and participation in TZ21 interventions both in Zanzibar and Tanzania Mainland.

In Zanzibar, the participation of high level government officials at TZ21's Zanzibar launch has concretized the partnership between TZ21 and the Zanzibar government.

"I also wish to congratulate "Creative Associates" for being appointed to manage the implementation of this project. We shall work together" (HE. Dr. Ali Mohamed Shein, Zanzibar Revolutionary Government President. February 28th, 2012)

In Mtwara, the REO's office actively participated in the MLE dissemination meeting conducted all 6 districts in Mtwara.

5.2 Other stakeholders

The rapid assessment exercise involved stakeholders from the Local Government Authority in all districts in Mtwara, 2 representatives from the MOEVT in Zanzibar, and SMCs from 48 schools in Mtwara and Zanzibar.

6.0 Project Operations, Management, and Staffing

6.1 Project Leadership and Management

This quarter, TZ21 experienced some changes to its leadership and management structure. Project Director Dr. Tassew Zewdie left TZ21 at the end of the quarter to become Chief of Party of Creative's newest project in Zambia. Ms. Jane Casewit has been assigned to TZ21 as the new Project Director based in Washington DC. Ms. Casewit brings decades of experience with

USAID-funded projects and we are confident that she will continue to provide the necessary leadership as TZ21 enters its critical implementation phase.

Ms. Jennifer Chin joined the project in February as the new Senior Program Manager based in Dar es Salaam. In this capacity, she will strengthen coordination amongst Implementing Partners (IPs) for more effective TZ21 implementation and assist with administration, operations, grants management, and reporting.

In February, TZ21 was visited by Dr. Joel Schlesinger, Vice President of Creative's Education for Development Division. During Dr. Schlesinger's visit, he met with USAID, MOEVT officials, TZ21 IPs, and TZ21 technical staff in Dar es Salaam and Zanzibar.

6.2. TZ21 Staffing

As mentioned above, TZ21 experienced some changes to staffing at the management level. In addition, procurement consultant Mr. Hassan Libingai's contract ended and was not renewed due to delays in the "Big Buy" procurement. CBP hired a Project Coordinator, Mr. Aristarick Lyimo, who will be the in-house focal person for implementing CBP-TZ21 activities.

6.3 Mtwara Office Renovations

During the quarter, Mtwara TZ21 office renovations were completed. TZ21 staff team will move into their offices at the beginning of Quarter 2. TZ21 acknowledges the support provided by the Mtwara Region Administration for hosting the TZ21 Mtwara team for almost a year in two rooms in the regional block. This demonstrates the strong collaboration with the REO's office.

6.4 ICT Equipment Procurement

TZ21, in conjunction with partners Inveneo, Kicheko, AL, IYF, Cisco, Microsoft Uhuru One, Zantel and Intel worked together to identify issues arising from the pilot schools to finalize the software and hardware configuration in preparation for the "Big Buy" procurement. This quarter's activities related to the ICT equipment procurement included: coordinated bi-weekly technology calls with TZ21 and IPs to proactively work through technology integration issues; testing of different ICT configuration options, including projectors, Windows Multipoint Server, Cisco routers, and other technologies; reconfirmation of ICT and power bid components and volumes; and making changes to the original tender items and quantities as required after issues were discovered during pilot testing.

Following finalization of all software and hardware configurations, it is expected that the "Big Buy" procurement will occur in Quarter 2.

6.5 Project Manuals

Draft versions of Creative's *Field Grants Management* and *Cost Share* manuals were reviewed and edited. Final versions will be ready in Quarter 2 in time for the issuance and management of grants related to infrastructure (TRCs/TCs and schools), reading kits, challenge grants, and award/incentive grants.

7.0 Project M&E

PMP Development

During the quarter, TZ21 continued to refine the TZ21 PMP document contents. The randomized school selection exercise changed the initial demand driven selection approach (school applications) and increased the number of schools from the original 120 schools to 280 schools in the study catchment areas. Pupils' assessment baseline survey has to take into account these changes and realign accordingly. In addition, some PMP indicators will also change in order to accommodate the new program development. Final consultation with USAID on PMP refinement is scheduled to take place in early Quarter 2.

Field Office M&E Training

The TZ21 M&E Advisor conducted training for TZ21 field staff in Mtwara and Zanzibar offices from March 12-17th, 2012. The objectives of the training were:

1. To revisit the M&E strategy and PMP indicator tracking processes;
2. To institute standardized modalities and tools for 2012 data collection at schools, TRCs/TCs, TTCs, and districts; and
3. To prepare for the upcoming field Data Quality Assessment (DQA) exercise.

As a result of the training, data collection tools were reviewed and revised in order to address the emerging need for accurate data on the number of pupils in each class stream. A school and TRC/TC data verification exercise is being planned for Quarter 2.

Both field offices in Zanzibar and Mtwara resolved to initiate weekly, monthly, and quarterly implementation review forums on TZ21 implementation progress.

In addition, the field offices recommended that IPs utilize TZ21 data collection tools (i.e. training attendance sheets) and provide an in-brief and out-brief of their field work to TZ21 field offices so that data from IPs' activities will be captured in accordance with TZ21's M&E requirements.

DQA

A DQA exercise for TZ21/USAID's standard indicators was conducted by a team of experts from Tanzania Monitoring and Evaluation Management System (TMEMS). The DQA was conducted in Dar es Salaam (March 21st), Mtwara (March 22nd), and Zanzibar (March 29th). Two approaches for the DQA were used:

1. A desk review of data collected and instruments used through the PMP review to check for compliance with the chosen standards was completed. The review included assessing M&E structure, functions and capabilities; indicator definitions and guidelines; data collection and reporting forms; and data management process.
2. Field assessment of the data chain for the selected indicators was also conducted.

The DQA exercise was concluded successfully in Zanzibar on March 29th, 2012. A full detailed report will be provided by TMEMS.

Pupils' Assessment Baseline

STS finalized the development of 16 test forms used during baseline activities: 8 test forms (1 per standard level 2 and 4 in Kiswahili, math, science, and English) per region. Training of 28 test administrators was conducted in Mtwara and another 28 in Zanzibar (18 in Unguja and 10 in Pemba). Following the training of test administrators, baseline testing in 169 schools in Mtwara and another 107 schools in Zanzibar (67 in Unguja and 40 in Pemba) was successfully concluded after the randomized school selection lists both for Mtwara and Zanzibar were endorsed by the REO's office and MOEVT respectively.

In Mtwara, approximately 5,408 pupils in Standards 3 and 5 completed 10,466 Standard 2 test forms and 10,375 Standard 4 test forms. In Zanzibar, approximately 3,408 pupils in Standards 3 and 5 completed 6,833 Standard 2 test forms and 6,746 Standard 4 test forms in Zanzibar. In both catchment areas, half of the pupils were girls. Final numbers for participants, disaggregated by gender and grade level, will be available at the conclusion of data analysis in April 2012.

Following test administration, STS engaged the services of the Economic and Social Research Foundation to organize and oversee data entry. The data entry was completed by the end of March 2012 and will be cleaned by STS in early April. A final report will be submitted to TZ21 in Quarter 2.

8.0 Challenges and Constraints

This quarter TZ21 faced delays in implementing its interventions due to a number of reasons, namely the "Big Buy" delay. All TZ21 and IP activities with ICT components and training had to be rescheduled and remain dependent on the "Big Buy" equipment delivery. However, it is expected that following finalization of the "Big Buy" procurement, ICT-related activities and trainings will commence in Quarter 2.

Information sharing between TZ21 and all project stakeholders (i.e. government, GDA partners, IPs, etc.) could be better streamlined so that any critical changes and decisions regarding project interventions are raised and shared in a timely fashion. Such information sharing could occur during regular quarterly review forums which bring together TZ21 technical staff, IPs, GDA partners, and government counterparts to discuss TZ21 implementation progress and feedback.

9.0 Planned Activities for Quarter 2, 2012

9.1 IR1: Strengthen 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

- Acquire equipment and software for installation in all schools;
- Site survey of all BridgeIT and Mobile Lab schools identified on the final selection lists provided by the World Bank;

- Create final software images for the Classmate PC laptop and for the Windows Multipoint Server;
- Finalize the Big Buy purchase of ICT and power equipment;
- Prepare for Big Buy equipment delivery, storage, and organization;
- Prepare for equipment distribution;
- Prepare for equipment installation and user training;
- Finalize formative evaluation results report for first round e-curriculum;
- Establish e-curriculum library on TZ21 MLE school hardware;
- Finalize e-curriculum mapping;
- Design 36 units of e-content (18 per region);
- Conduct producer capacity building workshop focusing on lessons learned during first round production and establishment of production standards and ongoing procedures;
- Develop sub-contracts with e-content producers;
- Initiate e-content production and oversee and provide ongoing guidance to producers; and
- Continue to connect schools, TRCs/TCs, and district offices to the internet in Mtwara and Zanzibar.

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

- Continue to research teacher training programs that focus on increasing the familiarity and usage of ICT in the classroom;
- Conduct planning and material development teacher training for e-curriculum;
- Develop teacher guide material companion to the current e-content units;
- Develop training materials in reading;
- Identify and train national team of trainers in reading;
- Identify and train trainers of trainees in reading;
- Conduct training to primary teachers on how to teach reading in early grades;
- Prepare a guide and module for teaching reading;
- Prepare a guide for establishing and running reading clubs and reading competitions; and
- Train teachers on teaching reading.

IR 1.3 Increased Availability of Instructional Resources to Schools

- Select 4 titles for publishing (two for Mtwara and two for Zanzibar);
- Sign publishing agreement with publishers of winning titles;
- Print books;
- Invite publishers to submit artwork for posters;
- Select the two best reading promotion posters;
- Print the posters; and
- Select 50 promising writers and illustrators for training on writing and illustrating children's books.

9.2. IR2: Strengthened Policies, Information and Management

IR 2.1 Improved Education Planning and Management System

- Continue coordination between IPs to ensure a successful EMIS deployment;

- Visit between AL and Inveneo engineers to review EMIS software and work on imaging and integration with Critical Links Education Appliance;
- Prepare and finalize the Bills of Materials for the District and Regional office EMIS sites based on requirements presented by AL;
- Complete installations of EMIS at the National (Zanzibar) and Regional (Mtwara) level;
- Complete installations of the District EMIS, pending the completion of the hardware and software imaging;
- Conduct Zanzibar MOEVT EMIS training: 1) Department of Planning, Policy and Research; 2) Department of IT; 3) other key national MOEVT stakeholders; 4) district management; and 5) school training;
- Conduct Mtwara MOEVT EMIS training: 1) Senior ministry officials (orientation); 2) MOEVT regional management; 3) district management; 4) school training;
- Provide capacity building for select Mtwara and Zanzibar Ministry personnel as trainers for the various EMIS solutions;
- Continue participating on the EMIS Technical Working Group and EMIS Planning Committee; and
- Support Zanzibar MOEVT's EMIS data entry for national submission at the end of Quarter 2.

IR 2.2 Increased Districts & Community Support to Schools

- Prepare for the Mtwara Launch;
- Prepare a guide and module for school library establishment and management;
- Train SMCs on school library establishment and management;
- Provide intensive training on community mobilization and change management;
- Orientate SMCs and head teachers on criteria to access challenge grants;
- Identify eligible challenge grant schools by reviewing their school development plans;
- Ensure accountability following grant awards; and
- Monitor grant implementation and reporting.

IR 2.3 Strengthened Policy Support to MOEVTs (Mainland and Zanzibar)

- Follow-up with the MOEVT Zanzibar on implementing the actions that were agreed upon with the stakeholders during the ICT workshop in February 2012 in order to refine the ICT policy;
- Provide technical guidance that will help the MOEVT in the process of producing: (i) a more focused ICT policy for basic education followed with (ii) a strategic framework for the policy;
- Systematically track key issues and lessons learned from the SMC training in Mtwara and Zanzibar related to school-level leadership;
- Review of relevant government documents related to curriculum for teacher training, including: (i) In-Service Education and Training Strategy for Primary School Teachers 2009-2013 (MOEVT Mainland, March 2010) and (ii) In-Service Training Policy (Final Draft) prepared by the Department of Teacher Education in Zanzibar (MOEVT Zanzibar, 2011);

- Review the recently issued Prevention and Awareness in Schools of HIV/AIDS (PASHA) report to determine actions that need follow-up with MOEVT for strengthening HIV/AIDS policy in the MOEVT Mainland;
- Collaborate with EI and PMO-RALG to plan for capacity building training to strengthen primary education leadership and management;
- Collaborate with IPs to track policy issues emerging from their work.

9.3 Project Management and Operations

- Renew TZ21 staff contracts;
- Conduct regular (weekly, monthly, quarterly) project review;
- Attend relevant USAID, MOEVT, and other partnership meetings;
- Prepare monthly and quarterly program and budget plans;
- Finalize the grants manual;
- Advertise and hire the Grants Managers (Zanzibar and Mtwara);
- Conduct a training for potential grantees and other key stakeholders on proposal writing techniques and requirements for accessing grants; and
- Reviewing grant proposals and selecting awardees.

9.4 M&E

- Update and report on the PMP;
- Respond to DQA report recommendations;
- Conduct a M&E training on data source key actors(e.g. TZ21 focal points, head teachers, WECs);
- Collect data on indicators; and
- Update the TMEMS database.

Student Learning Assessment

- Complete the data analysis and report on pupils' assessment baseline activities.