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# 21ST CENTURY BASIC EDUCATION PROGRAM (TZ21)

YEAR 3, QUARTER 3 REPORT: JULY 1 – SEPTEMBER 30, 2013



**Cooperative Agreement # CA NO. 621-A-00-11-00007-00**

**October 31, 2013**

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# **21<sup>st</sup> Century Basic Education Program (TZ21)**

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

## **TZ21 Year 3, Quarter 3 Report (July1 – September 30, 2013)**

Submitted to  
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## ACRONYMS

AL	Agile Learning
AWP	Annual Work Plan
CA	Continuous Assessment
CBP	Children's Book Project
DAO	District Academic Officer
DEO	District Education Officer
DED	District Executive Director
DFP	District Focal Person
DPLO	District Planning Officer
DIS	District Inspector
DQA	Data Quality Assessment
DTOT	District Trainers of Trainees
EI	Education Impact
EMIS	Education Management Information System
GDA	Global Development Alliance
HT	Head Teacher
HMT	Hassan Maajar Trust
ICT	Information and Communication Technology
IP	Implementing Partner
IR	Intermediate Results
IYF	International Youth Foundation
LSS	Letter Shapes and Sounds
MT	Master Trainer
M&E	Monitoring and Evaluation
MLE	Managed Learning Environment
MOEVT	Ministry of Education and Vocational Training
PA	Phonemic Awareness
PMO-RALG	Prime Minister Office -Regional Administration and Local Government
PIRS	Performance Indicator Reference Sheet
PMP	Performance Monitoring Plan
REO	Regional Education Officer
SMC	School Management Committee
STS	School-to-School International
TC	Teacher Center
TIE	Tanzania Institute of Education
TMEMS	Tanzania Monitoring and Evaluation Management Services
TRC	Teacher Resource Center
TRCC	Teacher Resource Center Coordinator
TTC	Teacher Training College
TZ21	21st Century Basic Education Program
USAID	United States Agency for International Development
WEC	Ward Education Coordinator
ZIE	Zanzibar Institute of Education

## 1.0 Activity Summary

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

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

**Timeframe:** January 1, 2011 – December 31, 2014

### 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:** July 1 to September 30, 2013

**List of Monitoring Indicators:** 10 indicators (3 Standard, 7 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 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 through improved instructional content and methods and integration of ICT focusing reading. 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 literacy 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 literacy.*” 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 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.

Additionally adjustments to the TZ21 work plan were implemented to reflect changing project needs and to respond to USAID/Tanzania. The changes are summarized below:

- Project focus on improved instruction in early grade reading in Kiswahili for Standard 1 and 2 only
- Providing educators with new teaching technologies and approaches to improve early grade reading instruction in Kiswahili in Standards 1 and 2.
- Developed an early grade reading program (scope & sequence/curricula, scripted lessons and teaching-learning materials) in Kiswahili for Standards 1 and 2.
- Developed a professional development package for early grade reading instruction in Kiswahili for primary teachers in Standards 1 and 2 to be delivered to MOEVT personnel, teachers and head teachers.
- Delivering teacher training to all Standard 1 and 2 teachers in early grade reading in Kiswahili.
- Developing a cost-effective model for coaching and on-going teacher support for early grade reading in Kiswahili in Standards 1 and 2, combining face-to-face support and e-modules.
- Developing a revised design for and conducting an assessment of TZ21 effectiveness in improving early grade reading in Kiswahili for Standards 1 and 2.
- Incorporating early grade reading information into the EMIS, if desired by the MOEVT.
- Developing a Reading Policy Review strategy

The early grade reading program for Standards 1 and 2 in Kiswahili draws on lessons from successful reading programs. The TZ21 early grade reading package includes: the scope and sequence, scripted lessons and leveled and decodable supplementary reading materials. TZ21 has produced and distributed materials to support early grade reading instruction in Kiswahili in Standards 1 and 2, including teacher manuals (with routines and scripts) and materials, complementary e-content modules for teachers and students, and leveled, supplementary readers in Kiswahili for use with students. TZ21 has worked with local partner “The Children’s Book Project” (CBP) to plan for and develop readers (i.e. trade books, big books) in Kiswahili to correspond to the scope and sequence of its reading program.

In the sections that follow, Quarter 3, 2013 accomplishments and TZ21 progress towards achieving the project objectives are highlighted.

### **3.0. Details of Project Implementation**

#### **3.1 Executive Summary**

##### *Internet Connection*

In Zanzibar all schools and TCs have been connected by Zantel. In Mtwara, a total of 580 schools and 20 TRCs to date have been connected via VSAT, Point to Point and 3G facilities. Remaining to be connected are 65 Schools and 7 TRCs only. Currently preparations are being made to connect 18 sites for VSAT readiness.

##### *ICT Equipment and Power Installation*

Eight installation teams have installed 318 sites in three separate locations: Mtwara, Unguja, and Pemba. Concurrently, TZ21 was able to complete the logistics of emptying the Dar es Salaam warehouse and establishing smaller distribution centers in Unguja and Pemba, and now a temporary warehouse in Masasi, Mtwara.

Installations have been completed in Mtwara MC and DC for all schools and other sites that had attained readiness at the time of installation. All Unguja sites have been installed, while 103 of 104 Pemba sites have been installed by September 30, with 1 site remaining for October 1.

##### *E-Content Development*

During this quarter, the e-content versions of the Student Phonics Games and 5 Reading Components Teacher Training were developed both for Mtwara and Zanzibar. Modification of Sound Pictionary and design of Teacher Read Aloud Training e-content versions for Mtwara and Zanzibar was also completed.

##### *Coaching and Mentoring*

The coaching and mentoring manual was drafted following consultative meetings with education stakeholders and was shared with Creative HQ for further technical inputs.

### *Training Materials Production & Distribution*

In Mtwara region, the story book “*Kondoo na Kicheche*” was distributed in all schools. Quality assurance visits aimed at assessing the establishment, management and utilizations of resource rooms, class libraries, reading corners and other reading promotion were conducted in select schools in Mtwara.

### *Trainings*

TZ21 conducted the following trainings in Mtwara and Zanzibar:

- 1) ICT basic digital literacy roll out training
- 2) E-content Master training and Teacher Training for Mtwara (Mtwara MC and Mtwara DC) and Zanzibar
- 3) School EMIS training

### *EMIS Solutions*

Installation of EMIS in schools started in August 2013 both in Zanzibar and Mtwara. As of end of Quarter 3, approximately 270 schools were visited and EMIS was installed in all of the schools, except those where laptops were not available and/or there was no power.

### *Pupils' Assessment*

Following finalization of the pupil midline assessment design, midline tools were developed and piloted, with input coming from MOEVT officials and Creative HQ. Final midline tools include: 1) EGRA test from in Kiswahili for Standard Two, 2) School data form, 3) Teacher questionnaire, 4) Teacher observation form, 5) Head Teacher questionnaire and 6) School Management Committee questionnaire.

### *District Dialogues and Annual Work Plan Conferences*

Quarter 3 marked the end of TZ21's annual work plan cycle. District dialogues and Annual Work Plan sessions were held in Mtwara and Zanzibar to celebrate successes achieved during the year, document key lessons and chart the way forward for 2013/2014 activities.

## **3.2 Lessons Learned**

With TZ21 ICT roll out activities in full swing in schools and TRCs/TCs, the need for close follow-up of trained teachers on ICT packages is paramount and should be made frequently for the purpose of encouraging and supporting them to utilize the skills acquired in classroom teaching effectively.

Education cadres of inspectors, coordinators, head teachers, master trainers and other ministry officials should be oriented to undertake monitoring and provide mentoring and coaching support for teachers. A systems approach ensures sustainability and reinforcement of effective pedagogy for improved teaching and learning outcomes.

### 3.3 Progress Report by Results

The following activities/deliverables were accomplished during the reporting quarter:

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

##### *Internet Connection*

In Zanzibar all 259 project sites have been connected. This quarter, Zantel worked with TZ21 to troubleshoot internet connectivity issues and backstop the ICT installation team.

In Mtwara, by the end of Q3, all sites (schools, TRCs and District Offices) in Mtwara MC, Mtwara DC, and Tandahimba Districts had internet connection completed. All 6 District Offices in Mtwara Region and 1 Regional Office have been connected via Point to Point and 3G facilities. A total of 580 schools and 20 TRCs to date have been connected via VSAT, Point to Point and 3G facilities. Remaining to be connected are 65 Schools and 7 TRCs only. Currently preparations are being made to connect 18 sites for VSAT readiness to finish installing remaining sites in Newala, Masasi, and Nanyumbu. Troubleshooting continues for internet connectivity issues, especially in sites installed with 2/3G connections due to data bandwidth constraints on the network.

##### *ICT and Power Equipment Installation*

This quarter, ICT hardware installations continued in earnest. Eight installation teams have installed 318 sites in three separate locations: Mtwara, Unguja, and Pemba. Concurrently, TZ21 was able to complete the logistics of emptying the Dar es Salaam warehouse and establishing smaller distribution centers in Unguja and Pemba, and now a temporary warehouse in Masasi, Mtwara.

Installations have been completed in Mtwara MC and DC for all schools and other sites that had attained readiness at the time of installation. All Unguja sites have been installed, while 103 of 104 Pemba sites have been installed by September 30, with 1 site remaining for October 1. A breakdown of the sites installed, by catchment/district is indicated below:

Installations Quarter 3						
Catchment	# of Sites	# of computers	# of projectors	# of solar panels	# of batteries	Total Equipment
Mtwara MC and DC	140	727	181	226	361	1495
Zanzibar/Unguja	74	694	144	23	180	1041
Zanzibar/Pemba	108	670	154	42	206	1072
<b>Total Q3</b>	<b>322</b>	<b>2091</b>	<b>479</b>	<b>291</b>	<b>747</b>	<b>3608</b>

##### ICT Installation Plan:

Below is a Gantt chart showing the projected timeline to finalize ICT installation in the remaining Mtwara districts of Tandahimba, Newala, Masasi, and Nanyumbu.

Task	Oct				Nov				Dec				STATUS
	1	2	3	4	1	2	3	4	1	2	3	4	
Installation of 25 TRC/DEMIS/REMIS in Mtwara	█	█	█	█	█	█	█	█					In progress.
Installation of 20 Mobile Labs in Mtwara													In progress.
Installation of 419 EMIS and 31 BIT by District													In progress.
Remaining equipment distributed or stored													In progress.

**Best Practices.** Teams worked diligently to complete installations. Our most successful installations are the ones where the teams arrived with all required equipment to find the internet pre-installed; the school ready as indicated; available power; and damp, loose ground for easy burial of power cables and earth rods. Successful installations also meant that school representatives were present and could work with teams on the spot to make decisions about where equipment should be located.

**Lessons Learned.** Installation teams ran into some small delays relating to logistics. Utilization rates of consumable items (e.g. small clips, ties, nails, cables) and other hardware needed to secure equipment has been different than anticipated, leading to some shortages of these items during installed. The teams are learning to plan the use of these items better in order to give the project support and operations staff sufficient time to source and supply these items.

### *E-Content Development*

E-Content development activities undertaken in quarter 3 include the Student Phonics Game e-content development. This e-tool is planned to be finalized by the end of October. The flash coding is currently being revised by consultant Oscar Mashuri. The tool for pre-testing the Student Phonics Game was developed September 4-13.

Another e-content tool developed was the 5 Components of Reading Teacher Training. This includes the Mtwara and Zanzibar versions of the e-Tool. The major activities for the e-Tool were the translation of the Teacher’s Guide into Mainland Tanzania Kiswahili and Zanzibar Kiswahili. This should be completed by the end of October. The formative evaluation tool for pre-testing the 5 Components of Reading was developed September 6-11.

Sound Pictionary Modification was also developed during the quarter. This includes the Mtwara and Zanzibar versions of the tool. The lyrics for the Letter Sounds Song were completed in early September. The song production and editing process began in mid-September.

Teacher Read Aloud Training e-Tool for Mtwara and Zanzibar versions were designed beginning in September. The story board and facilitator guide for the training video were drafted September 23 and 24 respectively.

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

### ***Basic ICT Digital Literacy Training***

In quarters 1 and 2, TZ21 worked with Microsoft/TechnoBrain to customize a basic ICT digital literacy training package designed to equip teacher with the foundational knowledge in identifying parts of a computer; Microsoft Word, Excel, and PowerPoint; Windows media player; and internet/email. The training package was designed so teachers could have the prerequisite skills needed to effectively utilize TZ21's ICT, e-content, and EMIS interventions.

Mtwara's five-day rollout of ICT basic computer literacy training ran from 5-13 August. These training sessions were facilitated by the Master Trainers (MTs) who were trained by TechnoBrain in April 2013. Prior to the training sessions, MTs had a one day refresher training in order to sharpen their skills and knowledge. Thereafter, the MTs rolled out the customized training to all head teachers, school statistician teachers, academic teachers, and Kiswahili Standard 1 and 2 teachers in 117 primary schools in Mtwara DC and 28 schools in Mtwara MC.

Zanzibar's five-day rollout training was conducted in two phases: 26-30 August and 2-6 September and included the same teacher demographic as in Mtwara. Teachers on both islands of Unguja and Pemba were included in the training.

The table below indicates the total number of teachers trained:

<b>Basic ICT Digital Literacy</b>		<b>Female</b>	<b>Male</b>	<b>Total</b>
Roll out Teacher Training	Mtwara	198	341	539
	Zanzibar	400	281	681
<b>Total</b>		<b>598</b>	<b>622</b>	<b>1,220</b>

### ***E-Content Roll out Training for MLE Schools***

TZ21, in collaboration with IYF, delivered five-day trainings on e-content to MTs and Standard 1 and 2 Kiswahili teachers in MLE schools in Mtwara MC, Mtwara DC, and Zanzibar.

Master training was organized to build the TOTs' capacity to train other fellow teachers in effectively using Kiswahili reading instruction digital tools leading to improved reading outcomes in classrooms. MTs were trained on classroom e-content equipment set up and were oriented on instructional digital tools, including the Phonemic Awareness (PA) Lessons Tool, the Sound Pictionary Tool, and the Letter Shapes and Sounds (LSS) Lessons. The five-day e-content rollout training was thereafter conducted for head teachers and Kiswahili Standard 1-2 teachers in Mtwara and Zanzibar.

The e-content training was effective in bolstering TZ21's previous early grade reading trainings. Participants were already cognizant of the five reading components of phonemic awareness, phonetics, vocabulary, fluency, and comprehension. The e-content training provided another opportunity to further reinforced teacher's knowledge. As Mr. Ali Juma Omari, a facilitator at Mkwajuni TC, stated "*this training has taught me a lesson and from now on I am going to revise the curriculum at my training center.*"

Below is a table of participants trained in e-content in Mtwara MC, Mtwara DC, and Zanzibar.

E- Content		Female	Male	Total
Master Trainers	Mtwara	8	8	16
	Zanzibar	8	8	16
Roll out Teachers Training	Mtwara	38	57	95
	Zanzibar	142	37	179
<b>Total</b>		<b>196</b>	<b>110</b>	<b>306</b>

### *Development of Coaching and Mentoring Training Manual*

The process of developing the coaching and mentoring manual has been participatory one involving key education stakeholders at various levels. At the inception of the process, TZ21 organized a consultative meeting with key players mainly MOEVT stakeholders, TRC/TC Coordinators, Tanzania Institute of Education (TIE), Zanzibar Institute of Education (ZIE), and teachers.

The key target in the upcoming coaching and mentoring training is to train Head Teachers, Ward Education Coordinators (WECs), TRC/TC Coordinators, Subject Advisors, District Education Officers (DEOs) and School Inspectors. The main objective is to equip frontline actors with mentoring skills which improve the classroom reading instruction. In this training, participants will be trained on: 1) coaching and mentoring skills; 2) five components of early grade reading; and 3) classroom reading assessment.

During this quarter, the first draft of the training manual was sent to Creative HQ for further technical inputs. Next quarter, once the final inputs and comments are incorporated, TZ21 will engage MOEVT for consensus building and formal approvals before the document is printed. Thereafter, TZ21 will facilitate training to national facilitators, who will cascade down the training to regional and district facilitators. All coaching and mentoring training is anticipated for Q4.

### ***Result 1.3 Increased Availability of Instructional Resources to Schools***

#### *Training Materials Production & Distribution*

Distribution, utilization of the training materials, and quality assurance visits to model schools were the major activities carried out this quarter by TZ21 and Children's Book Project (CBP) staff in Mtwara and Unguja.

Following formal approvals by the government, the story book titled “*Kondoo na Kicheche*” was distributed in all schools in Mtwara. The table below shows the distribution ratios:

District	Schools	Books Ratio	
		Small Books	Big Books
<i>Mtwara MC</i>	28	798	114
<i>Mtwara DC</i>	117	2,142	306
<i>Tandahimba</i>	115	1,736	248
<i>Newala</i>	118	1,862	266
<i>Masasi</i>	154	2,569	367
<i>Nanyumbu</i>	86	1,400	200
<b>Total</b>	<b>618</b>	<b>10,507</b>	<b>1,501</b>

Quality assurance visits aimed at assessing and supporting the establishment, management and utilization of resource rooms, class libraries, reading corners and other reading promotion were conducted in select schools in Mtwara. Below is the status from the field visits in Mtwara:

District	Active School Libraries	Active Reading clubs	Active Reading Corners	Active classroom Libraries
Mtwara MC	2	14	14	14
Mtwara DC	4	14	10	10
Tandahimba	3	10	10	10
Newala	4	10	10	10
Masasi	3	10	10	10
Nanyumbu	3	10	10	10
<b>Total</b>	<b>19</b>	<b>68</b>	<b>64</b>	<b>64</b>

### *Reading Promotion Events*

In collaboration with TZ21, CBP utilized existing opportunities to conduct reading promotion activities both in Zanzibar and Mtwara as described below:

#### *International Literacy Day: Zanzibar and Mtwara*

On 12 September, 2013, CBP in collaboration with TZ21 organized a reading event on Zanzibar to mark International Literacy Day at Kiembe Samaki Primary School in Unguja. The event was attended by over 200 people, including Standard one and two pupils with their parents, teachers, TC Coordinators, Commissioner for Education, and MOEVT Directors. The former First Lady for the Revolutionary Government of Zanzibar, Madam Shadya Karume, opened the event by reading a story from a TZ21 Big Book to pupils, delivering a literacy promotion speech, viewing displays of books and reading materials, and participating in pupil reading promotion activities. Displays included story books, teacher-made books, pupils-made books, and reading cards. Pupils’ activities included illustrating their own short stories, paired reading, and independent reading.

A similar International Literacy Day event was held in Nanyumbu, Mtwara, on 21 September 2013. The event was merged with Adult Education Day, organized by Nanyumbu's District Education Office. The event brought together adults and children to enjoy and take part in pupils' reading activities which included pupil paired reading, adult paired reading, pupils illustrating their own stories, and independent reading. Members of Parliament, District Commissioners, DEOs, Ward Councilors, USAID representative Laura Kikuli, teachers, parents, pupils, and TZ21 staff took part in this memorable reading event in held in Lumesula Primary School, a remote school in Mtwara's most remote district.

The above reading events conducted in Zanzibar and Mtwara have put a spotlight on TZ21's reading interventions among leaders, parents, pupils, teachers, and policy makers. For TZ21's reading interventions to be successful, the full involvement of key stakeholders to create an enabling reading environment in schools and home is paramount.

#### *Universal Primary Education in Pemba*

The Universal Primary Education (*Elimu bila Malipo*) event took place in Pemba at Gombani Stadium on 23 September 2013. The Guest of Honor was the Minister for Education and Vocational Training Zanzibar, Hon, Ali Juma Shamhuna. TZ21, in collaboration with CBP, participated by holding a reading event which included displays of story books, teacher-made books, pupils-made books, and reading cards. Other activities included pupils' illustrating their own short stories, paired reading, and independent reading.

#### *Education Symposium to mark 50 years of Zanzibar Revolution*

Zanzibar has commenced preparations to mark 50 years of its revolution which will be on 12th January 2014. At different levels, various government ministries, institutions and departments have been busy carrying out activities to mark the occasion. In this regard, MOEVT prepared a two day education symposium and invited various stakeholders, including TZ21 to participate. The Guest of Honor was His Excellency the President of Zanzibar and Chairperson of Revolutionary Government, Dr. Ali Mohamed Shein. The president was accompanied by his First Vice President, Maalim Seif Sharif Hamad; the Minister for Education, Hon. Ali Juma Shamhuna; and the Commissioner for Education, Ms. Mariam Yussuf. TZ21, in collaboration with CBP, participated by hosting a reading event with displays of reading materials and reading promotion activities such as pupils illustrating their own short stories, paired reading, and independent reading.

## Indicators Progress Reports:

During Quarter 3 the following Performance Monitoring Plan (PMP) indicators were tracked for IR1.

**Table 1:** Indicator progress – Standard & TZ21 customized indicators

Program Element	Indicator	Achievement			Remarks	
			Current Qtr Actual	Cumulative Planned Target		Cumulative Actual
IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs	# of ICT equipment provided per school, TRC/TC (dissagg. MLE/ELE)	Zanzibar	1,662	4,356	3,140	ICT Equipment installation going on in Mtwara & Zanzibar
		Mtwara	903			
IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs	# of teachers, educators trained with USG support (Disagg. a.M/b.F)-(Std Ind).	Zanzibar	<b>700</b> (406F,294M) ICT <b>20</b> (11F 9M) EMIS <b>195</b> (150F, 45M) eCont <b>915 Total</b>	8,346	<b>4,499 T</b>	
		Mtwara	<b>539</b> (198F, 341M) ICT <b>66</b> (8F, 6M) EMIS <b>111</b> (46F,65M) eCont <b>716 Total</b>			
IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs	# Number of learners enrolled in USG supported primary school or equivalent non-school-based settings.(Std. Ind)	Zanzibar	<b>139,918</b> (70,289 F, 69,629M)	285,000	70,289 F 69,629 M <b>139,918 T</b>	
		Mtwara	<b>128,714</b> (62,672F, 66,042M)			
Result 1.2: Enhanced teacher education and training in schools, TRCs/TCs and TTCs	% budget covered by local government to TRCs/TCs (dissag. by Mtwara/Zanzibar/Districts/TRCs/TCs)	Zanzibar	9 TCs & 27 Schools Cost share 306,523,635 TSH		916,314,206 mil TSH	
		Mtwara	19,366,000 TRC C salaries  27 TRCs & 18 cost share 436,424,571 TSH			
IR 1.3 Increase availability of instructional resource materials to primary schools	# textbooks and other teaching and learning materials provided with USG assistance	Zanzibar	1, 097 ICT TM 1,826 ICT GL 1,610, E-cont TG 75 Digital tools <b>4,608 Total</b>	88,344	<u>89, 367</u>	
		Mtwara	2,144 ICT TM 4,396 ICT GL 1,756 E-cont TG 75 Digital tools <b>8,371 Total</b>			

<b>IR 2.1: Improved Educational Planning and Management Systems</b>	# of Schools/ Districts utilizing EMIS	Zanzibar				EMIS installation and training in schools and hence school data uploading and sharing with districts is yet to be realized.
		Mtwara				
<b>IR 2 2: Increased district &amp; community support to schools</b>	#Number of Challenge Grants awarded (dis.by Mtw/Zanz District/TC/TRC/Schools MLE/ELE)	Zanzibar	11 MLE 4 TCs 3 Reading events	27 MLEs 9 TCs	27 MLE 9 TC 3 Reading events	Completed
		Mtwara	18 MLE 27TRCs 1 reading event	18 MLE 27 TRCs	18 MLE 27 TRCs 1 reading event	All TRCs & Schools Renovated handed over to District local Governments
<b>IR 2.3 Strengthened Policy support to MOEVT (Mtwara)</b>	List of policy objectives by benchmark: a. defined, b. in process, c. reached, d. successful (dissag. by Mtwara/Zanzibar/Districts/TRCs/TCs/ICT/WSD)	Zanzibar	1 curriculum mapping	3	2	
		Mtwara	1 curriculum mapping	3	1	

## **IR 2: Strengthened Policies, Information and Management**

### ***Result 2.1: Improve Education Planning and Management System***

#### *EMIS Installations*

During quarter 3, Agile Learning sent a technology team of 8 people in the field in Mtwara and Zanzibar to install the Education Management Information System (EMIS) at the schools, districts, and TRC/TC sites following the installation of the ICT equipment, power equipment, and internet. Agile's installation process included EMIS installation onto computers and then confirming that the EMIS worked on the networked computers for information sharing between the laptops. Installations will continue in Q4 2013.

#### *EMIS Training*

TZ21 in collaboration with Agile Learning began training school personnel on the School EMIS in Mtwara on 16 September. By the end of September, personnel from 20 schools had been trained. Training sessions focused on developing user skills in navigating the School EMIS, accessing reports for school management, monitoring academic performance, attendance, staff information, and sending data to the other EMIS systems that are part of the integrated EMIS system at the district and higher levels. Training will continue in Q4 2013.

## ***Result 2.2: Increased District and Community Support to Schools and TRCs/TCs***

### ***Schools and TRCs/TCs Renovation through Grants***

All renovated sites remaining in Pemba isles were completed and handed over to Zanzibar Government during the quarter. The sites include 11 select MLE schools and 4 TCs to bring the total number of renovated sites in Zanzibar (Unguja and Pemba) to 36.

All 18 select MLE schools and 27 TRCs renovation sites in Mtwara region were completed and handed over to the respective District Council authorities.

The completion of renovation these sites both in Zanzibar and Mtwara paved the way for continued ICT and power equipment installation.

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

### ***Emerging Policies Related to Reading***

During the Pre-Annual Work Plan District Dialogue consultative meetings conducted in all Mtwara districts from 5-8 August 2013 and on 13 August in Unguja and Pemba, a number of reading policy areas emerged: (i) reading curriculum review to focus on 3 Rs for Standards 1 & 2; (ii) the need to institute long-term phonic-based trainings for teacher trainees in teacher training colleges (TTCs) and hence follow the scope and sequence teaching of reading in schools; (iii) leveled reading materials/books and how teachers in low-resource settings can be taught to prepare their own reading materials; (iv) time on task for reading on school timetables; and (v) standards and benchmark framework for early grade reading.

Following the district dialogue sessions, TZ21 compiled all of the emerging policies as preparation for updating policies to address early grade reading and pre/in-service training. The next step in the plan is to engage regional and district education stakeholders to establish reading enabling environments in schools through participatory dialogues, consensus building, and community mobilization.

## 4.0 Cross-Cutting Issues

### 4.1. Public Private Partnerships

TZ21 continued maintaining positive working relationships with private companies, including GDA partners. UhuruOne and Zantel continued to backstop and troubleshoot internet connectivity in Mtwara and Zanzibar schools per the arrangement in their sub-agreements. GDA partners Microsoft (via local subsidiary TechnoBrain) and UhuruOne documented their cost share contributions for the quarter, totalling approximately \$145,000.

The Hassan Maajar Foundation (HMF) supported two schools in Mtwara with 23 desks in order to promote learning. These two primary schools are Chikongola Primary School in Mtwara MC and Mbuo Primary School in Mtwara DC. HMF also provided these two schools with additional text books.

## 5.0 Stakeholder Participation/ Involvement

### 5.1 Government at Different Levels

The TZ21 project continued to foster good working relationships with the Tanzanian Mainland and Zanzibar governments at all levels, including national, regional, district, and local governments, as evidenced by government participation in all activities from planning to the execution of the activities in the fields. All major activities undertaken during this quarter such as midline assessment by STS, e-content production and testing by IYF, installation of ICT equipment by Kicheko, involved high level of government participation, review, and approval.

The Mtwara Pre-Annual Work Plan District Dialogues which culminated with the Annual Work Plan (AWP) conference (19 August), provided an opportunity to bring together multiple education stakeholders for reflection and planning. Key stakeholders include participants from all 6 Mtwara Districts, included the District Executive Directors (DEDs), District Education Officers (DEOs), District Planning Officers (DPLOs), District Academic Officers (DAOs), District Inspectors (DISs), TZ21 District Focal Persons (DFP), Ward Education Coordinators (WECs), TRC Coordinators (TRCC), Head Teachers (HTs) and School Management Committee (SMC) representatives. Mtwara regional representatives included the Regional Education Officer (REO) who chaired the planning conference. The MOEVT and PMORALG were represented as well. Additional participants included Creative Associates HQ staff, TZ21 Implementing Partners, and TZ21 staff. Below is a table of government participants who attended the Mtwara AWP Conference by their designations:

District	DEDs	DEOs	DPLOs	DAOs /DFPs	DIS	WECs	TRCCs	SMCs	HTs	Total
Mtwara MC	-	-	1	1	1	8	2	2	2	17
Mtwara DC	1	1	1	1	1	17	1	2	2	27
Tandahimba DC	-	-	1	1	1	16	4	2	2	27
Newala DC	1	1	1	1	-	13	5	2	2	26
Masasi DC	1	1	1	1	1	11	5	2	2	24
Masasi TC	1	1	1	1	1	7	1	3	4	20
Nanyumbu DC	1	1	1	1	1	11	5	2	2	20
<b>Total</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>83</b>	<b>23</b>	<b>15</b>	<b>16</b>	<b>161</b>

In Zanzibar, the AWP Conference was carried on 22 August at the Zanzibar Ocean View Hotel. Key stakeholders include participants from Pemba Education Office in-Charge, DEOs, Teacher Center Coordinators, teachers and SMC members from Unguja Island. MOEVT Zanzibar was well represented with participation by the Commissioner of Education, Directors of Planning & Policy, Teacher Education, ICT, Chief Curriculum Officer and the Pre-Primary and Primary Education Director, Mr. Uledi, who chaired the conference. Other participants included Creative Associates HQ staff, TZ21 Implementing Partners, and TZ21 staff.

In addition to the District Dialogues and the AWP conferences, as described previously in the Result 1.3 section, TZ21 had full and complete support from government stakeholders for the International Literacy Day events in both Zanzibar and Mtwara.

## **5.2 Other stakeholders**

In Zanzibar, TZ21 was visited by the new USAID Tanzania Mission Director, Ms. Sharon Kromer. The Mission Director made a visit to Mkunazini Primary School, one of TZ21's MLE schools on 20 August whereby she observed a classroom reading session for Standard 1 and 2 pupils, witnessed how pupils can make their own pocket books, saw a reading corner stocked with TZ21 books, and checked out the ICT mobile lab equipment. Ms. Kromer was impressed with the progress TZ21 has made on the early grade reading intervention and pupil utilization of books and learning materials.

The Mtwara TZ21 team had an opportunity to receive Ms. Laura Kikuli who is the acting team leader for education at USAID. Ms. Kikuli came to participate in the International Literacy Day activities held in Nanyumbu district. She also had an opportunity to visit a few schools in Mtwara MC to see the ICT installation, visited the Masasi warehouse where the ICT and power equipment is being stored before deployment, and followed up on the progress of TZ21's reading program.

## **6.0 Project Operations, Management, and Staffing**

### **6.1 Project Leadership and Management**

TZ21's new Creative HQ Project Director, Mr. Sakil Malik, and backstop, Ms. Semra Seif, joined TZ21's local teams to participate in both AWP conferences in Mtwara and Zanzibar. Their official presence and inputs into the work planning process were welcomed by the TZ21 team.

## **7.0 Project M&E**

### *Annual Work Plan Document Preparations and Coordination*

In Quarter 3, the major M&E framework documentation activity came as an output of the AWP conferences in Mtwara and Zanzibar. The 2013/2014 AWP matrices and narrative reflect

alignment of TZ21 activities to be implemented by Creative as the prime contractor along with our implementing partners.

### *Modified PMP Reading Focus*

Following the conclusion of the AWP, the TZ21 PMP was revised accordingly based on the new TZ21 reading focus for 2013/2014. As such, some PMP indicators and their respective Performance Indicator Reference Sheets (PIRS) were reviewed and shared with USAID and Creative Associates HQ for approval. The current revised PMP now has 3 standard and 6 custom indicators as indicated below:

#### **Standard**

1. Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings (*disagg. by Mtwara/Zanzibar/Districts/schools/TRC/TCs/STDs/Male/Female*)
2. Number of teachers/educators trained with USG support (*disagg. by Mtwara/Zanzibar/Districts, Male/Female*)
3. Number of textbooks and other teaching and learning materials provided with USG assistance (*disagg. by Mtwara/Zanzibar/Districts/TRCs/TCs/Schools/STDs*)

#### **Custom**

4. # of pupils who by end of Std. 2 demonstrate that they can read and understand the meaning of level text in Kiswahili (*disagg. by M/F Mtwara & Zanzibar*)
5. # of ICT equipment provided per school and TRCs/TCs (*disagg. by Mtwara/Zanzibar/Districts/TRCs/TCs/Schools MLE/ELE*)
6. # of schools, and districts utilizing EMIS (*disagg. by Mtwara/Zanzibar*)
7. Contributions by Local Government for TRCs/TCs (*disagg. by Mtwara/Zanzibar*)
8. Number of challenge grants awarded (*dissag. by Mtwara/Zanzibar/Districts/TRCs/TCs/schools/MLE/ELEs*)
9. # of emerging policies or guidelines developed or modified to improve reading programs (*disagg. by Mtwara/Zanzibar*)

### *Field office M&E data collection in Zanzibar and Mtwara*

The TZ21 field offices in Mtwara and Zanzibar, in conjunction with the Dar office, continued to collect and document key data on trainings, including the numbers of participants trained, materials distributed, and direct pupil beneficiaries of TZ21 interventions in schools.

### *Pupils' Assessment*

Following the AWP meetings in August, School to School International (STS) met with MOEVT officials to discuss and finalize the design of the midline assessment.

STS acquired from USAID and the World Bank, the tools used by the World Bank during the baseline study conducted in 2012. Creative also provided tools being used in other countries as models for the midline assessment in Tanzania. While in-country, Dr. Lynd and the assessment

team developed the midline tools during workshops with MOEVT officials. The tools were then piloted at local schools and finalized following feedback from the MOEVT and Creative Associates. Final midline tools include: 1) EGRA test form in Kiswahili for Standard Two, 2) School data form, 3) Teacher questionnaire, 4) Teacher observation form, 5) Head Teacher questionnaire, and 6) School Management Committee questionnaire. Tools validation workshops were held in Zanzibar and in Dar es Salaam with MOEVT officials and TZ21.

STS finalized the recruitment of the 3 Regional Assessment Coordinators, and begun the recruitment process for the 36 enumerators needed for the assessment activities in Lindi, Mtwara and Zanzibar. Permission from the REO to conduct the assessment exercise in Lindi was obtained during the quarter.

A random sample of 40 schools in Zanzibar and 40 schools in Mtwara was selected from the schools that participated in the Standard 2 baseline assessment conducted by the World Bank in 2012. In Lindi, STS used a matched-pair process to identify 40 schools with similar characteristics (i.e. teacher/student ratio, urban/rural) as the selected schools in Mtwara.

Twenty-six enumerators participated in the enumerator training held in the Mtwara Regional Office from 23-28 September. The training was facilitated by the STS Local Assessment Manager and the 3 Regional Assessment Coordinators. As part of their training, each enumerator practiced data collection using the finalized tools in 2 schools in Mtwara. The best 24 performing enumerators, 12 in Mtwara and 12 in Lindi, were then selected for the operational data collection, scheduled from September 30 to October 11.

## **Challenges and Constraints**

In quarter 3, the primary challenge encountered was the issue of power and internet connectivity in schools and TRCs/TCs which has impacted Agile Learning's EMIS installation and training schedule. Following consultation of a power expert, a workaround was identified to address the burnout of the voltage regulators. TZ21 staff and relevant ICT partners have also met with UhuruOne and Zantel to carry out field visits to assess the connectivity and network issues. Inveneo provided remote troubleshooting support and Kicheko technicians have been advised to test specific hardware components before deeming a site a successful installation. Kicheko technicians are also troubleshooting previously installed sites. Zantel and UhuruOne are following up to address the various internet issues for their catchments.

## **9.0 Planned Activities for Quarter 3, 2013**

### **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***

- During this quarter planned activities include internet installation of the remaining sites in Mtwara districts (i.e. Newala, Masasi, and Nanyumbu).

- Monitoring and support of the installation process and early users through the Call Center and Ticketing System.
- Carry out TTC site surveys to assess parameters for repurposing of ICT pilot equipment.

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

- Finalize all e-content tool development and trainings.
- Finalize e-content program documentation, including Summative eContent Development Report, Teacher Capacity Building Report, Best Practices Report (Mtwara & Zanzibar), and List of Key Government Staff in anticipation of IYF closeout and handover in December.
- Draft and finalize coaching and mentoring materials.
- Conduct coaching and mentoring training.
- Mapping TTC curriculum.

***IR 1.3 Increased Availability of Instructional Resources to Schools***

- Preparation and development of leveled books.
- Preparation and development of reading games.
- Production and distribution of 2014 reading promotion calendar.

**9.2. IR2: Strengthened Policies, Information and Management**

***IR 2.1 Improved Education Planning and Management System***

- Continue with school EMIS and district EMIS installation in Mtwara and Zanzibar.
- Continue training of school and district personnel on EMIS packages.
- Continue to update the Ministries on the school EMIS and district EMIS installations and training.

***IR 2.2 Increased Districts & Community Support to Schools***

- Community engagement for reading advocacy.
- Identify and recognize different community professional practitioners.
- Mobilize community practitioners to engage in varying thematic areas.

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

- Identify and document district specific policy issues related to reading.
- Mapping reading policy focus areas.
- Organize open policy dialogues.

**9.3 Project Management and Operations**

- Hiring of new Administrative Assistant for Dar office.

**9.4 M&E**

- Update and report on the PMP.
- Collect data on indicators.
- Update the TMEMS database; generation of electronic reports from TMEMS data.

## **Student Learning Assessment**

- Data collection in Mtwara and Lindi in 40 schools in each region with 400 students, 40 teachers, 40 head teachers, 40 SMCs.
- Training of 12 enumerators from Unguja and Pemba.
- Data collection in Zanzibar (Unguja and Pemba) in 40 schools with 400 students, 40 teachers, 40 head teachers, 40 SMCs.
- Data entry and cleaning.
- Start of data analysis.

## ANNEXES

### Photo gallery from TZ21 reading events

# International Literacy Day

## In Zanzibar

Madam Shadia Karume, the former first lady of Zanzibar, pledged TZS100,000 to support teacher-made “big books” during a public address on International Literacy Day.



An event celebrating International Literacy Day on September 12, 2013 brought 200 adults and 100 pupils to Kiembe Samaki Primary School, where they admired thousands of books and enjoyed reading, drawing and singing.



Pupils enjoyed the chance to pick up a book in the reading tent, where they chose from 30 different titles.



First grade students display the pictures they drew as a pre-reading activity.



Second grade pupils concentrate as they busily illustrate their own short stories.

## In Mtwara

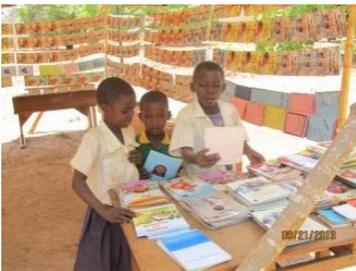
District Commissioner Mr. Kiswaga, the guest of honor at a September 2, 2013 International Literacy Day celebration in Mtwara, Tanzania, pledged his support for reading promotion in his district.



Adult learners read books in front of other invited guests at Lumesule Primary School.



USAID representative Laura Kikuli and Regional Environmental Officer Hipson Kipenya enjoy several stops along a gallery walk.



Pupils selected books from a selection of 45 different titles.



First and second graders performed a guided drawing exercise. There were 150 pupils from Lumesule Primary School who attended the International Literacy Day event together with their parents.



*Masumbula* local dancers from Lumesule entertained the audience.

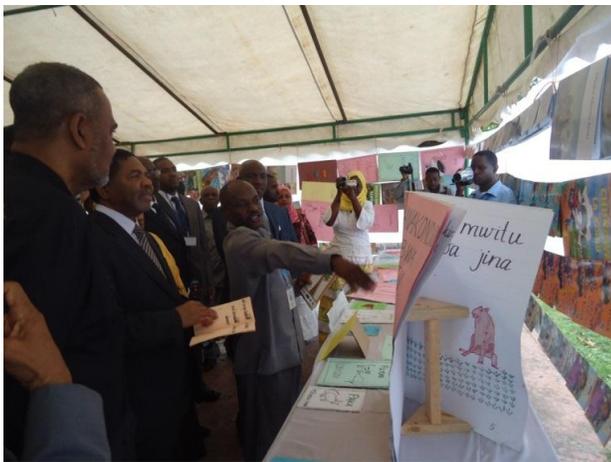
## Celebrating 50 Years of Zanzibar Independence



Children's Book Project and TZ21 Assistant Coordinator Hassan Libingai welcomes President of Zanzibar, Dr. Ali Mohamed Shein, First Vice President, Maalim Seif Sharif Hamad, and Minister for Education Hon. Ali Juma Shamhuna at an Education Symposium.



From left: the Minister for Education, Hon. Ali Juma Shamhuna; the First Vice President, Maalim Seif Sharif Hamad; the President of Zanzibar, Dr. Ali Mohamed Shein, and other distinguished guests looking at small books made by teachers and their students.



Hassan Libingai shows the President of Zanzibar, Dr. Ali Mohamed and his delegate, the Big Books made by teachers and students using locally available resources.



President of Zanzibar, Dr. Ali Mohamed Shein, Regional Commissioner for South Region Unguja (in cap) and the First Vice President of Zanzibar, Maalim Seif Sharif Hamad, marvel at the Mathematics fiction book: "Mfalme Ziro."



Minister for Education Mr. Ali Juma Shamhuna listens to first and second grade students from Kiembe Samaki Primary School read a Mathematics fiction book, "Mfalme Ziro," during the Education Symposium.



Students participated in reading and drawing activities in the "reading corner" during the education symposium held at Bwawani Hotel on October 6, 2013.