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TANZANIA 21ST CENTURY

ANNUAL PERFORMANCE REPORT JANUARY 1 – DECEMBER 31, 2011



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

TZ21 Year 1, Annual Performance Report
(January 1st – December 30th, 2011)

Submitted to
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ACRONYMS

| | |
|------------------|--|
| ADEM | Agency for Development of Education Management |
| AL | Agile Learning |
| CBP | Children's Book Project |
| COP | Chief of Party |
| CSO | Civil Society Organisation |
| DCOP | Deputy Chief of Party |
| ELE | Enabled Learning Environment |
| EMIS | Education Management Information System |
| F | Female |
| GDA _s | Global Development Agencies |
| ICT | Information and Communications Technology |
| IP | Implementing Partner |
| IR | Intermediate Results |
| IYF | International Youth Foundation |
| M | Male |
| M&E | Monitoring and Evaluation |
| MLE | Managed Learning Environment |
| MOEVT | Ministry of Education and Vocational Training |
| NECTA | National Examination Council of Tanzania |
| PMORALG | Prime Minister's Office Regional Administration and Local Government |
| PMP | Performance Monitoring Plan |
| SEMIS | School Education Management Information System |
| STS | School-to-School International |
| TC | Teachers Center |
| TMEMS | Tanzania Monitoring and Evaluation Management Services |
| TIE | Tanzania Institute of Education |
| TRC | Teachers Resource Center |
| TTC | Teachers Training College |
| TZ21 | Tanzania 21 st Century Basic Education Program |
| USAID | United States Agency for International Development |
| WSD | Whole School Development |

1.0 Activity Summary

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

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

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

Activity Description

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

Area of Coverage: Mtwara Region in the Mainland and Zanzibar

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

Reporting Period: January 1st to December 31st, 2011

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

2.0 Introduction

This Annual Report is a summation of the TZ21 results and progress in implementation made from January 1st to December 31st, 2011. The Report summarizes results of on-going activities including related actual accomplishments to expected results and milestones as approved in the Quarter 1 Plan (January-March 2011) , Quarter 2 Plan (April –June 2011) and later in the Year 1 Annual Plan (July 2011 - September 2012).

2.1 Program Description

Funded by the United States Agency for International Development (USAID) in partnership with the Government of Tanzania, TZ21 aims to improve the quality of lower primary education with a particular focus on improved instruction in reading, mathematics and science for higher learning achievement in the Mtwara region in Mainland Tanzania 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 as well as with the Tanzanian Children’s Book Project (CBP), a national non-governmental organization. A combination of bottom-up and top down approaches are employed to support relevant interventions to realize anticipated project results and milestones. TZ21 also has five Global Development Partners including Microsoft, Intel, Cisco, UhuruOne, and Zantel. The overarching goal of TZ21 is to provide technical and material support to the Ministry of Education and Vocational Training (MOEVTs) in the Mainland and Zanzibar to enhance the teaching and learning process using ICT. It also strives to ensure a meaningful use of

educational data by communities, schools, districts, regions and national MOEVTs to enhance decision-making processes leading to and ensuring improved learning in reading, mathematics and science in lower primary education in Mtwara and Zanzibar. As such, TZ21 promotes the new USAID/Tanzania Education Assistance Objective of “*Improved lower primary education for higher achievement in reading, mathematics and science*”. TZ21 will lay the foundation for this by working toward two sub-objectives or intermediate results (IRs):

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

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

- Focused technical assistance and professional support to primary school teachers, school administrators, students, school supervisors and education officers within the project geographical coverage;
- Improve infrastructure to enhance ICT integration to primary schools and teacher training institutions;
- Provide e-curriculum and other instruction materials;
- Establish school-based Education Management Information System (EMIS) to improve decision-making processes; and
- Support policy work.

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

3.0. Details of Project Implementation

3.1 Executive Summary

TZ21 commenced its start-up activities in February 2011, spearheaded by Dr. Tassew Zewdie, Project Director; Angela Mayo, Technical Manager; Zelma, Senior Associate-Field Operations Manager; who were all in Dar es Salaam by 4th February 2011 and were joined later by Renuka Pillay, the Chief of Party. Rest B. Lasway, the Senior Policy Advisor, and Daud RN Kwebwa, the M&E Advisor, were the first local staff to join the team to implement start-up activities. The major focus of Quarter 1 (January- March 2011) work plan and accomplishment were the following:

- Establish the office headquarters in Dar es Salaam and sub-offices in Mtwara and Zanzibar;

- Conduct a series of strategic and consultative meetings with USAID, MOEVTs (in both Zanzibar, Mtwara and Dar es Salaam), Implementing Partners (IPs), Global Development Agencies (GDAs) and Mtwara Region Education Counterparts;
- Recruit long-term project technical and supporting staff; and
- Coordinate project implementation in the field offices.

As of December 2011, TZ21 offices in Dar es Salaam, Mtwara and Zanzibar were fully operational and registered with a total of 24 senior technical staff (17M, 7F). Out of the 24 staff, 8 are seconded from MOEVTs both in Zanzibar and Tanzania Mainland; a good indicator of USAID and government collaboration and buy-in for this project.

The TZ21 vision and objectives are well articulated and understood by key stakeholders in MOEVTs, both in Zanzibar and Tanzania Mainland, Prime Minister's Office Regional Administration and Local Government (PMORALG), IPs, GDAs, TZ21 staff, all primary school head teachers, and education administrators in Zanzibar and Mtwara. As a result, project visibility and expectations are very high at different levels, ranging from schools to higher government offices in Zanzibar and Tanzania Mainland.

Project technical committees composed of TZ21 staff and MOEVTs/PMORALG officials have been established both in Zanzibar and Mtwara and are actively coordinating project activities in the field supported by TZ21 teams on site.

Quarter 2 implementation focused on project activities on the ground, recasting and development of a comprehensive Annual Work Plan (July 2011 to September 2012): A series of consultative meetings and workshops were conducted to ensure that:

- The TZ21 project is implemented and aligned with the situation on the ground and new developments and expectations of the GDAs and subcontractors;
- All education stakeholders and TZ21 project staff are well informed regarding school selection based on the criteria agreed to in Zanzibar and Mtwara as a prerequisite for randomized impact evaluation of the project; and
- From the onset there has been full participation and support of key education stakeholders in Zanzibar and Mtwara, MOEVTs and PMORALG in implementing the TZ21 project.

As a result of quarter 2 implementation, TZ21 was able to reach critical consensus between TZ21, USAID, GDAs and subcontracts on different issues on ICT intervention choices, deployment and budgeting.

The TZ21 Annual Work Plan (July 2011 to September 2012) was developed during participatory Annual Plan workshops conducted both in Zanzibar and Mtwara. The Annual Work Plan was approved by USAID and is now used as a guide for TZ21 implementation.

Consensus was reached between TZ21, USAID and the World Bank on the process of the impact evaluation and the number and categories of schools under Managed Learning Environments (MLEs) and Enhanced Learning Environments (ELEs), under the study.

| Impact Evaluation Group/Treatment | No. of Schools (2012) | | |
|---|-----------------------|------------|------------|
| | Mtwara | Zanzibar | Total |
| Group 1: EMIS only | 48 | 32 | 80 |
| Group 2: EMIS + Whole School Development (WSD) | 48 | 32 | 80 |
| Group 3: EMIS + WSD + Bridge IT | 45 | 25 | 70 |
| Group 4: EMIS + WSD + Mobile Lab | 30 | 20 | 50 |
| Total | 171 | 109 | 280 |

Quarter 3 and 4 implementation was guided by the approved Annual Work Plan, confidently led by TZ21 and its IPs. Major activities implemented focused on:

- Improving the visibility of TZ21's work in Zanzibar and Mtwara through a number of activities conducted by TZ21 Team and field IPs;
- ICT deployment and interventions, including formulating and implementing software imaging and pilot installations;
- Analysis of the e-curriculum and the professional development needs' assessment results;
- EMIS localization; and
- Development of the student assessment.

Leadership workshops and stakeholders' orientation workshops were conducted in Zanzibar and Mtwara. The workshops involved a variety of stakeholders from the MOEVTs, PMORALG, districts, wards/Shehia, head teachers and classroom teachers.

Zanzibar Stakeholders Workshop Participants: Category and number of attendees by gender

| Category | Male (M) | Female (F) | Total |
|---------------------------------|----------|------------|-------|
| Teachers | 301 | 209 | 510 |
| Education Administrators | 30 | 7 | 37 |
| Total | 331 | 216 | 547 |

Mtwara Stakeholders Workshop Participants: Category and number of attendees by gender.

| Category | M | F | Total |
|------------------------------------|------------|------------|--------------|
| Teachers | 827 | 178 | 1,005 |
| Ward Education Coordinators | 97 | 13 | 110 |
| TRC Coordinators | 12 | 7 | 19 |
| Education Administration | 17 | 3 | 20 |
| Total | 953 | 201 | 1,154 |

The workshops focused on stakeholders' understanding of TZ21 interventions and ICT interventions. TZ21's ICT packages were enthusiastically welcomed at the region, districts, wards and school levels. 612 Mtwara schools, including representatives from all 248 schools in Zanzibar attended the workshop and filled-out forms for consideration of the TZ21 MLE

interventions. 120 (14%) of school applicants in Mtwara and Zanzibar will be selected to become a MLE (ICT intensive) school.

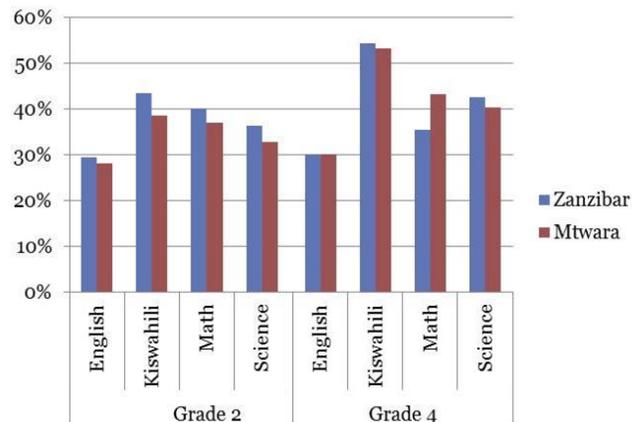
Pilot installation was done in 2 schools in Mtwara, 2 schools in Zanzibar and 1 TC in Pemba.

| ICT Equipment Installed | Naliendele Mtwara | Kambarage Mtwara | Kisiwandui Zanzibar | Darajani Zanzibar | Michakaini Pemba | Total |
|-------------------------|-------------------|------------------|---------------------|-------------------|------------------|------------|
| Projector | 5 | 4 | 13 | 4 | 1 | 27 |
| Laptop | 6 | 45 | 14 | 45 | 2 | 112 |
| Desk Top | - | - | - | - | 18 | 18 |
| Education Appliance | - | 1 | - | 1 | 1 | 3 |
| WMS Server | - | - | - | - | 2 | 2 |
| Total | 11 | 50 | 27 | 50 | 24 | 162 |

As a result of pilot installations in Zanzibar and Mtwara, confidence has been established in the TZ21 interventions among stakeholders in the MOEVTs, schools and communities. The installed ICT equipment has created an awareness of security needs at the schools and surrounding communities.

Localization and configuration of the SEMIS, District EMIS, TRC EMIS (versions 1.0) was completed. Extensive testing of the solutions were completed but have yet to be piloted in Tanzania.

Hard spot workshops were conducted in Unguja, Pemba and Mtwara in order to identify topics for the e-curriculum. Based on the hard spots results and the school curriculum, e-objectives and assessment items were developed in close collaboration with the Zanzibar Institute of Education, Tanzania Institute of Education (TIE) and National Examination Council of Tanzania (NECTA) for both Zanzibar and Mtwara. Pilot testing of the assessment was conducted both in Zanzibar and Mtwara. The pilot test underscored the low proficiency in English at the Standard 2 and 4 levels in both regions. The data also shows higher proficiency in Kiswahili in Standard 4 than in Standard 2. Results were comparable across both regions. TZ21 will use the results from the pilot test for the selection and/or correction of items to be used in the operational forms for the baseline assessments scheduled for February 2012.



The professional development needs assessment informed TZ21 on priority topics for teacher training (conducted in Zanzibar and Mtwara). As a result of the needs assessment the professional development training will focus on content and pedagogical knowledge as well as subject areas such as English, Kiswahili, mathematics, science and Library Science.

3.2 Lessons Learned and Challenges

Lessons

During the year a number of lessons were learned. One of the important lessons learned is that TZ21 objectives will only be realized if the project is supported by the school communities and motivated teachers. TZ21 will conduct intensive community training through the WSD initiative to train schools to create budgeted school development plans, which will be implemented and monitored throughout the life of the project.

TZ21 will provide trainings for teachers and key education administrators. The trainings range from ICT competency, leadership, pedagogical skills, EMIS, WSD, etc. TZ21 has to develop a well-coordinated training map, content and training schedule to ensure that all targeted trainees are available and provide follow-up support.

Unlike Zanzibar, where all TCs are functioning, most Mtwara TRCs need more capacity building and policy support in order to function. Thus, the initial plan of utilizing TRCs as hubs of professional training in Mtwara will be limited due to the status of some TRCs in Mtwara. The installation of Fixed Computer Laboratories in some TRCs in Mtwara will be delayed until the TRCs have proper secured buildings and coordinators. As a result, TZ21 has to find an alternative location for the professional development training.

Challenges

Curriculum

Additional emphasis on increasing literacy rates has been a challenge and has impacted the e-content design focus and internal assessment of the key indicators on pupils' performances across 4 grade levels in 4 subjects in 2 areas (Mtwara and Zanzibar).

Internal and External Project Evaluation

The overlap of internal and external baseline studies with different methodologies, possible gaps between interventions and research objectives poses yet another challenge on gauging TZ21's performance on key indicators.

IPs Interdependence and Approval Delays

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

ICT Equipment Clearance

TZ21 has been subject to delays in the pilot and finalization of the project software due to the clearing of the ICT equipment in customs. **PICTURE CORNER**



Students in Primary School Mtwara, excited about TZ21 ICT interventions



Typical class session at Kiembesamaki Primary school Zanzibar

3.3 Progress Report by Results

During the last year the following activities/deliverables were accomplished in the 6 IRs:

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

After series of planning, discussions and consultations, TZ21 achieved the following key activities during the reporting year:

- Hard spot workshops and curriculum analysis were conducted in Mtwara, Unguja and Pemba. This process resulted in creating e-objectives which were aligned to the school curriculum (Std I-IV) in Zanzibar & Tanzania Mainland. TZ21 now has a clear idea of the 120 e-objectives modules that will be developed and distribution between Std I-IV for both Zanzibar and Mtwara. Video shooting for the first 24 e-content modules has begun. TZ21 has made e-content design changes to strengthen reading skills. The hard spot findings showed that teachers are in need of guidance and support in teaching pedagogy and in aiding students learning processes. Providing multimedia content alone will not have a significant boost in students' learning outcomes. Teachers need good teaching and learning practices in a technology environment, and the design of e-content itself can provide a large measure of guidance while simultaneously presenting content for students.
- ICT equipment was installed in Naliendele and Kambarage Primary school Darajani and Kisiwandui Pilot Schools in Zanzibar and Michakaini TC in Pemba.
- All schools in Pemba and Unguja were located on GPS and line surveys were provided by Zantel to determine if there were internet connections available. Zantel signed a contract with Creative and became an official partner of the TZ21 project.



- In Mtwara, UhuruOne activated internet connectivity at Kambarage and Naliendele primary schools as well as Mtwara Municipality.

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

The following were achieved under result 1.2 during the year:

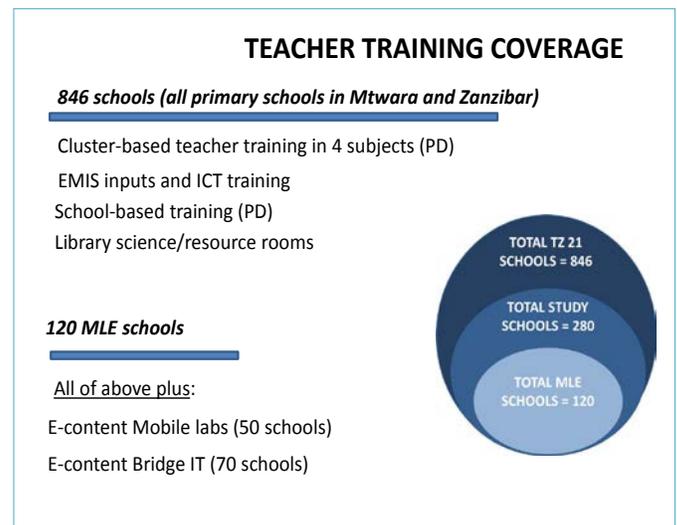
- The professional needs assessment was completed both in Mtwara and Zanzibar. The exercise reached 844 head-teachers, 3,389, teachers, 80 education managers and 1,328 students. In the teacher survey, teachers mentioned three priorities for professional development support and training. The priority areas pointed out were: content knowledge, teaching and learning skills and ICT integration in the teaching-learning processes. The assessment findings guided TZ21 on priority training areas, modules and content development.

- TZ21 Team, facilitated by Mark Lynd from STS, carefully developed a “training map” detailing the different types of training to be conducted including providing information related to each training. Three domains were identified: ICT, Leadership and Teacher Training (ICT included training for a range of actors, including teachers.) For each of these domains, a number of questions were posed and their answers entered into an excel spreadsheet, which has facilitated coordinated plans across training domains. These questions included:

1. Who do we train?
2. In what topics?
3. How much, how often, and when?
4. Who will train them?
5. Who will organize the training?
6. Linkages (e.g., to other domains or programs of other partners)

- 27 TRCs in Mtwara were assessed on their capacity to conduct professional development training. It was discovered that almost all TRCs in Mtwara need some improvements in order to qualify to receive fixed computer laboratories and to be able to conduct professional development training. Some TRCs in Mtwara do not have building structures and coordinators. For example, all 5 TRCs in Nanyumbu district are in classrooms provided by the school. The coordination role of some TRCs in Mtwara is left to the head teacher of the hosting school; these coordinators are already overburdened by school duties.

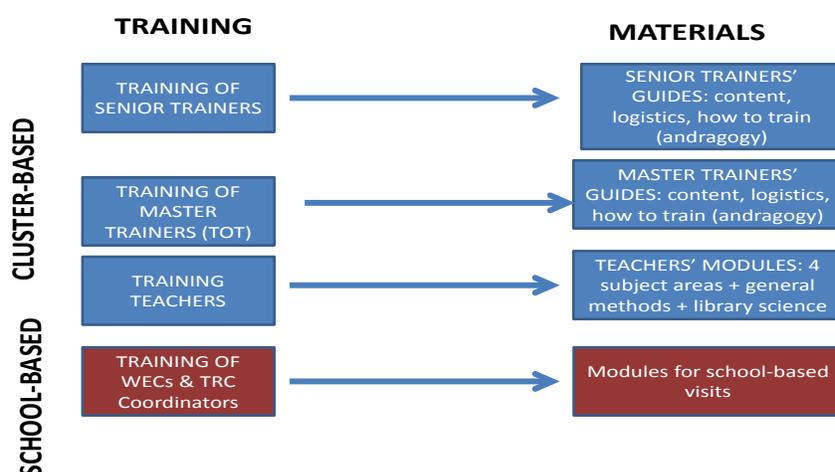
The TZ21 will take into consideration the TRCs’ limitations and find alternative solutions for locations for the professional development training until the TRCs are renovated.



Result 1.3 Increased Availability of Instructional Resources to Schools

During the year TZ21 in collaboration with CBP completed the following activities towards increasing availability of resource materials to schools:

- Revision of the procedure and process for book production; held a consultative meeting with publishers and orientated them on the TZ21 interventions and prepared the publishers to begin creating students’ learning materials focusing on TZ21 subject intervention areas. During the orientation meeting attended by TZ21 Project Director, Dr. Tassew Zewdie, and TZ21 M&E Advisor, Daud RN Kweba, and the publishers expressed interest and assured TZ21 that they would produce quality manuscripts.
- Internally TZ21 identified training materials necessary to training target groups in the differing categories.



TZ21 is currently in the process of adapting some of the existing training manuals developed by other education stakeholders such as UNICEF, OXFAM, Agency for Development of Education Management (ADEM) and others to achieve the TZ21 professional development goals.

Indicators Progress Reports:

During the year, 4 indicators in the Performance Monitoring Plan (PMP) were tracked.

Table 1 (a): Indicators progress- USAID Standard Indicators

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

Table 2 (a): Indicator progress- TZ21 Customized indicators

| Program Element | Indicator | Achievement | | | | Remarks |
|---|--|----------------------------|--------------------|---------------------------|-------------------|--|
| | | Current Qtr Planned/Target | Current Qtr Actual | Cumulative Planned/Target | Cumulative Actual | |
| IR1.1:Strengthened use of technology in primary schools, TRCs/TCs and TTCs | <i>1. Ratio of schools that are certified MLEs to total # of qualified applicant schools</i> | - | - | 120/741 | 120/741 | Only 1 criteria agreed upon between TZ21 and WB that qualify schools to be randomly selected as MLEs, ELEs and EMIS only schools |

Criteria 1: Eliminate schools with high student teacher ratio

The above resulted in the following schools qualifying for random selection as MLEs, ELEs and EMIS only schools:

| REGION | No. of schools (60:1) | No. of schools needed | MLEs |
|--------------|-----------------------|-----------------------|------------|
| Mtwara | 566 | 171 | 75 |
| Zanzibar | 175 | 109 | 45 |
| Total | 741 | 280 | 120 |

Table 2 (b): Indicator progress- TZ21 Customized indicators

| Program Element | Indicator | Achievement | | | | Remarks |
|---|--|----------------------------|--------------------|---------------------------|-------------------|---|
| | | Current Qtr Planned/Target | Current Qtr Actual | Cumulative Planned/Target | Cumulative Actual | |
| IR1.1:Strengthened use of technology in primary schools, TRCs/TCs and TTCs | <i>2. Ratio of certified MLEs to total # schools</i> | - | - | 5/846 5 pilot sites | 5/846 | TZ21 as selected 4 schools and 1 TC for piloting the technology |

Table 2 (c): Indicator progress- TZ21 Customized indicators

| Program Element | Indicator | Achievement | | | | Remarks |
|---|--|----------------------------|--------------------|---------------------------|-------------------|--|
| | | Current Qtr Planned/Target | Current Qtr Actual | Cumulative Planned/Target | Cumulative Actual | |
| IR1.1:Strengthened use of technology in primary schools, TRCs/TCs and TTCs | <i>3. # of ICT equipment provided per school, TRCs/TCs (Disagg. MLE/ELE)</i> | - | - | 165 | 162 | 4 schools 2 in Zanzibar and 2 in Mtwara and 1 TC in Pemba received ICT equipment for piloting the technology |

IR 2: Strengthened Policies, Information and Management

Result 2.1: Improve Education Planning and Management System

During this reporting year, TZ21's progress and accomplishments under result 2.1 were as follows:

- Localization and configuration of the SEMIS, District EMIS, TRC EMIS (versions 1.0) was completed. Extensive testing of solutions were completed and found to be workable but have yet to be piloted in Tanzania.
- TZ21 continued its regular technical IP meetings to discuss the needs for the integration of the various ICT deliverables that are being provided by the various IPs. There was particular focus on the integration of various hardware, software and IT solutions that need to be compatible with SEMIS to provide a seamless solution for implementation. Other EMIS activities that were completed during the year include:
 1. Offshore EMIS testing preparations for Zanzibar and Mtwara environments;
 2. Localization and customization related to various EMIS-related modules; Dashboard design changes for all of the various user roles;
 3. Tested input forms for all modules of the SEMIS application and reports modules of SEMIS applications. Worked on User Manuals for users;
 4. Localization of National EMIS Solution (1.0); and
 5. The translation of the questionnaires, reports and EMIS solutions into Kiswahili.
- EMIS Master Training Team continued their preparation for their onsite training activities for the school EMIS, TRC EMIS, District EMIS and National EMIS solutions for Zanzibar and Mtwara.

Result 2.2 Increased District and Community Support to Schools

During the year TZ21 conducted a series of meetings and visits to schools and districts.

- TZ21 Mtwara Staff visited all the districts and held meetings with the District Executive Directors, District Education Officers, Councilors and School Committee Members (SMCs). As a result of these introductory visits, TZ21 Focal Point Representatives were nominated by District Authorities. The Focal Point Representatives play an important role that links TZ21, Local Government and the communities/schools under the project.
- Stakeholders' orientation workshops were conducted for 2 days at each TCs/TRCs in Zanzibar and Mtwara respectively. Zanzibar participation was **331 M, 216 F, 547** total.

| District | Name of Focal Point |
|-------------------|----------------------|
| Masasi | Garama Saidi Kinderu |
| Nanyumbu | Frank Y. Mrekoni |
| Mtwara DC | Haji Mnasi |
| Tandahimba | Martha Simkamba |
| Mtwara MC | Hassani Mchilla |
| Newala | Uzziah Ibrahimu |

| Attendance to Stakeholders Orientation Workshops |
|--|
| All Head Teachers |
| All Academic Teachers |
| All TC/TRCs Coordinators |
| All Ward Education Coordinators |
| Councilors/Chair of SMCs |
| Subject Advisors |

Mtwara participation was **1,194 M and 238 F, total 1,432**.

As a result of these orientation workshops, TZ21 interventions at the school and TRC/TC levels were more thoroughly understood. The workshops raised interest and high expectations among the stakeholders about the project results. All of the schools in Zanzibar applied to become MLE schools during the orientation workshops. In Mtwara 612 schools completed the forms. Schools' head teachers and politicians are lobbying for their schools to be included in the 120 MLE schools.

Communities' provided tremendous moral support for the pilot installation of ICT school equipment in Mtwara and Zanzibar. The communities also contributed salt and charcoal as well cement to support the activity.

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

Two activities were achieved under result 2.3: TZ21 policy working environment review and Change Management training at the national level.

- A number of policy documents related to TZ21 interventions, were identified, collected and preliminary reviews of these documents were conducted during the year 2011. Consultations, seminars, meetings and related donor forums were attended during the year, providing an opportunity to reflect on the policy environment for TZ21 implementation. TZ21 policy focus areas include: (1) ICT Education Policy Zanzibar MOEVT – (in Draft) and Mainland – finalized in 2007 including ICT Curriculum for primary education; (2) TRC/TC Guidelines for continuous professional development of teachers; (3) WSD; EMIS; and, (4) School Management Committees (SMCs).

To date approximately 20 policy, program and project documents have been reviewed as additional relevant documents are identified. An output from the policy review will be a report created summarizing the history, lessons learned and the current status of IT development in Tanzania and Zanzibar. This report is forthcoming with a target delivery date of 5th February 2012.



Dar Leadership & Change Management Participants.

- Two Leadership & Change Management workshops were conducted in Dar es Salaam and Zanzibar. The workshops brought together key senior official from MOEVTs both in Zanzibar and Tanzania Mainland and PMO-RALG in Tanzania Mainland. Other participants were from the NECTA, TIE and ADEM. The Civil Society Organizations (CSOs) were represented by the Tanzania Education Network (TEN).

The assessment showed that the seminars were useful as they provided knowledge relevant to current education development in Zanzibar and Tanzania Mainland, particularly focusing on challenges in leadership and change



Zanzibar Leadership & Change Management Participants

management in education. Importantly, the seminars helped to raise the level of awareness for implementation of the TZ21 interventions and support at the national levels both in Zanzibar and Tanzania Mainland.

Furthermore, the orientation training seminars conducted in November 2011 in Zanzibar and Mtwara provided an opportunity to reach more stakeholders at the school level. This has impacted communities' enthusiasm to participate in TZ21 implementation at school, TC/TRC, ward/Shehia and district levels.

4.0 CROSSCUTTING ISSUES

4.1. Public private partnerships

TZ21 continued a good working relationship with private partners companies which included: Microsoft, Intel, Cisco, Zantel, UhuruOne, and Inveneo/Kicheko who played key roles in TZ21 ICT interventions. Following continuous negotiations and engagements with each of the GDA partners, TZ21 is now prepared to sign a separate MOU with Microsoft, Intel and Cisco. Given the nature of services TZ21 receives from UhuruOne and Zantel, Creative has signed sub agreements to connect all schools in Mtwara and Zanzibar.



Ms. Santy Kimaro Acting Director of Primary Education MOEVT Tanzania Mainland, reading a Keynote Address, during TZ21 Annual Review meeting.

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

Consultation with MOEVT has been ongoing towards strengthening strategic policy approaches in combating HIV/AIDS in the education sector. TZ21 continued to collaborate with the MOEVT towards enhancing more coordinated and strategic approaches in addressing HIV/AIDS.

5.0 Stakeholder Participation/ Involvement

5.1 Government at Different Levels

Apart from the MOEVTs involvement both in Zanzibar and Tanzania Mainland, TZ21 has brought on board PMO-RALG in Tanzania Mainland as crucial partner in TZ21 implementation. TZ21 has successfully engaged senior level authorities at the national level including: the Deputy Permanent Secretary, Mr. J. Sagini; The Director of Education Coordination, Mr. F. Lyiboy; and the Education Coordinator, Mr. S. Magotta. The PMORALG has shown high commitment in supporting the implementation process as well as initiating strategic approaches to ensure there is synergy between TZ21 and the PMORALG/MOEVT's other education priorities so that the TZ21 interventions will be

sustainable. At the Regional level, TZ21's field office in Mtwara held key meetings with District Executive Directors, who are key actors in the educational sector at the district levels

5.2 Other stakeholders

During the Leadership and Change Management Workshop, TZ21 invited representatives from NECTA, TIE and the ADEM. The CSOs were represented by the Tanzania Education Network. The Chief of Party (COP) and Senior Policy Advisor represented TZ21 in different forums and technical working groups, where TZ21 interventions were shared. The forums included: (i) participation in monthly meetings with different education development partners focusing on overall education in both Zanzibar and the Mainland, (ii) participation in meetings for joint dialogue with the government at the MOEVTs in Zanzibar and Mainland (participating in thematic technical working groups such as on EMIS, quality enhancement, and crosscutting issues such as HIV/AIDS). TZ21 also participated in the Annual Education Sector Review in November 2011.

6.0 Project Operations, Management and Staffing

6.1 Project Leadership and Management

Creative is executing the TZ21 Project under the leadership of Renuka Pillay-The Chief of Party assisted by two Deputy Chief of Parties, one in Zanzibar and another in Mtwara. At the Home office, a technical manager backstops project management to ensure timely administrative, financial and logistics support are provided. The Project Director, who seats in the Creative East Africa Regional Office provides on-going coordination and technical support to TZ21. The Project Director has acted as the COP in the absence of the COP in a couple of occasions.

6.2. Staffing

All TZ21 offices are fully staffed. Each TZ21 staff member has received and signed an employee agreement and a copy of the employee handbook.

6.3. Staff training and team building

All TZ21 staff attended a team building 5-day session in September 2011.

6.4 Establish the project office in Dar es Salaam and Sub-Offices in Mtwara and Zanzibar. TZ21 Dar es Salaam, Zanzibar and Mtwara offices are fully operational. The Mtwara office renovation has begun.

6.5 Mtwara office renovations: The Ministry of Education in Mtwara has provided TZ21 with office space at the MOE. However, the space provided was in need of renovation, so TZ21 worked with the MOE to issue a RFP for the intended renovations. After reviewing the proposal submissions, TZ21 hired Igoden Gss Ltd. The renovations are currently underway and it is anticipated that the office will soon be ready for use. The project also hired Service Consult Ltd to review and audit Igoden Gss Ltd's progress and to ensure that the work is of high quality.

6.6 ICT Equipment Procurement and Pilot: During the last quarter the project has accomplished the following steps in preparing for the Large ICT Procurement:

Creative worked with Inveneo and its technical partners to discuss equipment needs for the ICT interventions (EMIS, Bridge IT, etc.). Once a consensus was reached, Creative's Head Quarters Procurement Manager, Harley Black, procured the equipment for the pilot interventions. After the shipment cleared customs, Creative transported all of the ICT equipment from customs to the pilot sites. The Pilot of the ICT Equipment began in the 4th quarter. To date, Inveneo/Kicheko has installed all of the equipment at the selected sites, and Agile Learning and IYF have installed their software programs. The pilot will be concluded in the beginning of the first quarter of Year 2, and Agile Learning and IYF will make the necessary adjustments to ensure that their programs work effectively with the equipment.

While the equipment needs and installation process was taking place, Harley Black prepared the Information Resource Management (IRM) Report and submitted it to USAID and received approval. Mr. Black then compiled and advertised the Request for Proposal (RFP) and requested response by the 15th of December.

Upon submission of all bids to Creative, the TZ21 team formed an evaluation committee which consisted of the local Procurement Officer, the Chief of Party, the Project Director, the Technical Manager, the Head Quarters Procurement Manager, the HQ Senior Director of Technology and Administration, Inveneo and the HQ Field IT Engineer. The following steps were taken in order to identify winners of the RFP:

1. Compliance to the technical requirement of the specifications (the Head Quarters Procurement Manager confirmed whether bids met the minimum requirements requested).
2. Compliance to the RFP instructions and inclusion of all required documentation. This was completed by the HQ Field IT Engineer, the local Procurement Officer, Inveneo, and the Technical Manager.
3. Only those vendor(s) who met both the 1 & 2 requirements noted above were included in the cost review.

In the first quarter, Creative will submit a Negotiation Memorandum to USAID for approval to enable the procurement of the ICT equipment needed to rollout the four ICT interventions in Mtwara and Zanzibar.

In addition to work on the pilots and procurements, the project is working on the preparation of MOUs for Intel and Microsoft in the 3rd and 4th quarter of this year. The MOUs are necessary in order to identify respective trainings each entity will provide, and also enable documentation of the open market cost for the training and the cost share that will result from the trainings. Creative hopes to have these MOUs finalized in the first quarter of Year 2.

6.7 Project Manuals: During the last year, the project finalized its employee handbook which complements Creative's new field manual intended to foster improved communications and flow of operations between the home and field offices. In particular, the manuals' will ensure that all staff are following the USAID rules and regulations as well as Creative policies. Furthermore, to ease its large ICT procurement, pilot and rollout, the TZ21 team created an ICT

Procurement Plan Manual outlining all of the steps the project needs to follow USAID Rules and Regulations. The procurement manual indicates that the project team has thought through possible pitfalls it may encounter in the process of implementing its mandate. To date, the manual remains a living document as the pilot provides constant opportunities for lessons learned, which are in turn incorporated into the manual. In addition to the procurement manual, the TZ21 team also drafted the grants manual and the cost share manual in the 4th quarter. Once these are finalized, the TZ21 team will share them with the project COTR to ensure TZ21 is implementing both appropriately. These are all representative of how important Creative views having systems in place so that the project can operate effectively.

7.0 Project M&E

The first 2 quarters of TZ21 implementation were guided by USAID approved implementation/work plans.

During the year, 2 key documents for M&E were developed: The Annual Work Plan (July 2011 to September 2012) and the project PMP. The Annual Work Plan guides the entire TZ21 implementation while the PMP documents TZ21 achievements on agreed indicators, and targets. A series of consultative meeting were held by the TZ21 team with USAID and Tanzania Monitoring and Evaluation Management Services (TMEMS) and consensus was reached on key TZ21 indicators and targets to be accomplished. TZ21 indicators and targets were approved by USAID. In summary, TZ21 implementation will achieve on the following results and indicators:

9 Results

- 1 TZ Goal
- 2 Intermediate Results
- 6 Results

31 Indicators

- 3 Contextual indicators
- 3 USAID Standard Educational Indicators
- 25 TZ21 Custom Indicators

Key baselines surveys were initiated in order to capture the current status and to monitor and evaluate TZ21 achievements. The baseline studies initiated include:

- Tanzania Mainland and Zanzibar curriculum analysis conducted through “Hard Spot” assessment that resulted in decisions on e-content areas of difficulty for Std I to IV. E-learning objectives, e-content modules and assessment items were developed based on the Hard Spot findings; and,
- Assessment of items development and piloting of baseline data, initiated and compiled during the year. The exercise was led by STS. An Assessment Items Bank was established with the following items for Zanzibar and Mtwara.

Zanzibar

| Standard | Kiswahili | English | Math | Science | Total |
|--------------|------------|------------|------------|------------|------------|
| 1-2 | 117 | 111 | 104 | 59 | 391 |
| 3-4 | 70 | 104 | 87 | 74 | 335 |
| Total | 187 | 215 | 191 | 133 | 726 |

Mtwara

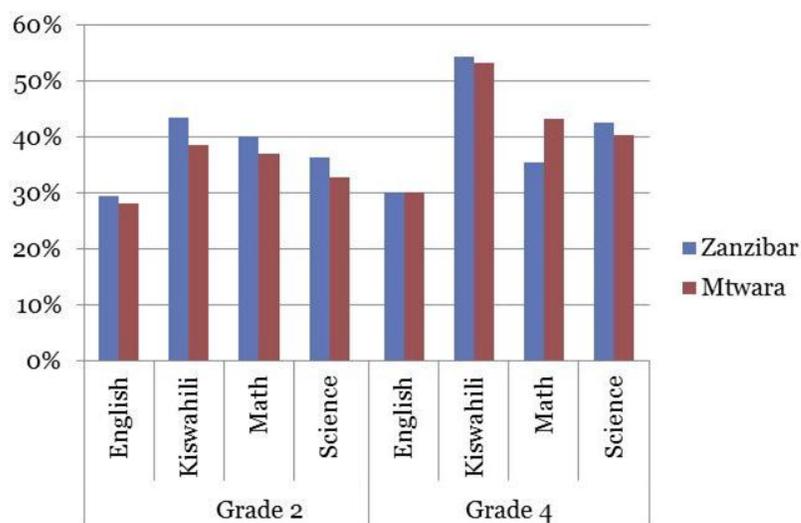
| Standard | Kiswahili | English | Math | Science | Total |
|--------------|------------|------------|------------|------------|------------|
| 1-2 | 102 | 98 | 104 | 105 | 409 |
| 3-4 | 112 | 107 | 106 | 64 | 389 |
| Total | 214 | 205 | 210 | 169 | 798 |

Key findings from the pilot testing indicate that there is:

1. Low proficiency in English at S2 and S4.
2. Higher proficiency in Kiswahili in S4 than in S2.

- TZ21 external Impact Evaluation process spearheaded by the World Bank was also initiated during the year. Categories

of treatment and numbers of schools in the Impact Evaluation study were agreed as indicated in the table below. School selection criteria based on student/teacher ratio was used to enable 741 schools to qualify for randomized selection of the 4 groups in the study.



| Group | Treatment | No. of Schools | | |
|-------------------------|--------------------------|----------------|------------|------------|
| | | Mtwara | Zanzibar | Total |
| Group 1 (Phased-in ELE) | EMIS only | 48 | 32 | 80 |
| Group 2 (ELE) | EMIS + WSD | 48 | 32 | 80 |
| Group 3 (MLE 1) | EMIS + WSD + Bridge IT | 45 | 25 | 70 |
| Group 4 (MLE 2) | EMIS + WSD + Mobile Labs | 30 | 20 | 50 |
| | Total | 171 | 109 | 280 |

Policy questions that the Impact Evaluation will help answer are:

1. Do any of these interventions lead to improved student attendance and learning outcomes in reading, mathematics and science?
2. Which components of TZ21 have significant impacts on teacher performance (absenteeism, pedagogical approach, degree of interaction with students)?
3. What are the overall impacts of the project?

The World Bank will conduct the baseline study in February 2012 and perform, mid-line (October 2013) and end-line (2014) evaluations.

- During the year, TZ21 continued to prepare and disseminate quarterly reports on the implementation progress of the project, including tracking key indicators and the administration of PIRS data entry system under TMEMS.

8.0 Challenges and Constraints

Curriculum

The new emphasis on literacy poses challenges for the e-content design which focuses on internal assessment of the key indicators on student performance across the organization of 4 grade level, 4 subjects, and 2 areas (Mtwara and Zanzibar). 120 e-content modules will be developed for the life of the project for each targeted school in Zanzibar and Mtwara with the first 80 modules produced during 2012/2013 period. With the new focus on reading in early grades 1 and 2, the e-content modules are thinly spread for higher grades (Std 3 & 4) subjects and areas.

Internal and External Project Evaluation

The overlap of internal and external baseline studies which uses different methodologies may cause possible gaps between intervention and research objectives, posing yet another challenge on gauging performance on key indicators. For instance, the original plan for the internal assessment of student performance methodology was a longitudinal assessment of grades 2 & 4 in 120 MLE schools. The baseline was to be conducted in the MLE sample schools (120) before the ICT treatment. The external impact evaluation methodology spearheaded by the World Bank has created 4 groups with 280 schools under the study.

IPs Interdependence and Logistical Challenges

TZ21 experienced delays in activity implementation. This was due to TZ21's obtaining the required permission/approvals by MOEVTS both in Zanzibar and Tanzania Mainland. For instance though originally scheduled for August 2011, the items development workshops were held in September due to delays with the hard topics workshops. This delay has forced STS to

postpone the pilot from September to October 2011 and the operational testing to gather baseline data from November 2011 to January/February 2012.

On September 2nd, TZ21 requested the Director of Primary Education at Mainland MOEVT to provide consent to videotape school properties and to lead or endorse the request for permission by Ministry of Youth, Information and Sports to videotape in other public places. The same request was made with Zanzibar MOEVT. Production on e-content could not proceed until permission was granted.

ICT Equipment Clearance

The project has also experienced delays with customs clearing the ICT equipment. This has caused a delay in the pilot. For example, the delay in the release of the hardware and software from customs resulted in a delay in testing the school EMIS in the actual environment. Testing was originally scheduled for December, but is now planned for the month of January 2012. The testing will ensure the various EMIS solutions work well as expected in the ICT environment configured by TZ21 for project implementation. Tests will also confirm that the ICT environment includes the hardware and software specifications provided for the EMIS solutions to operate as designed.

TZ21 will use the lessons learned from the pilot for the clearance of the consignment of the large ICT equipment shipment which will arrive in Dar es Salaam on the way to Mtwara and Zanzibar project sites.

9.0 Planned Activities for Quarter 1, 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

- Imaging Process;
- Installation Prerequisites;
- Train teachers in pilot schools;
- Conduct formative evaluation testing of rough edit versions of e-content with teachers and students in pilot schools in Mtwara and Zanzibar;
- Revise and finalize e-content based on formative evaluation results;
- Initiate the design of storyboards and scripts of the second batch of e-content;
- Meet producers and review changes;
- Producers will finalize e-content;
- Develop teacher training modules based on formative evaluation results;
- Distribute final e-content in early March; and

- Launch the project in Zanzibar and Mtwara.

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

- Collaborate with local teachers and MOEVT staff in conducting formative evaluation activities;
- Finalize teacher guide materials companion to the current e-content units;
- Commence development of e-curriculum teacher training program;
- Develop training modules and guide for teachers;
- Share the training delivery framework with other stakeholders;
- Share the TPD assessment findings and teacher training delivery plan with government officials to seek their endorsement; and
- Train senior trainers.

IR 1.3 Increased Availability of Instructional Resources to Schools

- Develop a plan and procedure for the baseline survey to STD I;
- Prepare tools for baseline survey, recruit and train data collectors;
- Invite writers from Zanzibar and Mtwara to submit manuscripts to CBP;
- Identify writers for the revision of the existing guide on library establishment and management;
- Revise and update the library formation guide;
- Pre-test the guide in similar areas in the region, revise and print;
- Identify senior trainers from public libraries and CBPs; and
- Train senior trainers for 3 days.

9.2. IR2: Strengthened Policies, Information and Management

IR 2.1 Improved Education Planning and Management System

- Complete the Configuration and Localization of the EMIS Solutions for Zanzibar MOEVT
 - a. Zanzibar National EMIS-GIS
 - b. Zanzibar District EMIS-GIS
 - c. Zanzibar TRC EMIS
 - d. Zanzibar School EMIS
- Complete the Configuration and Localization of the EMIS-GIS Solutions for Mtwara Region
 - a. Mtwara Regional EMIS-GIS
 - b. Mtwara District EMIS-GIS
 - c. Mtwara TRC EMIS
 - d. Mtwara School EMIS
- Begin EMIS Training Zanzibar MOEVT's Initial Users of National EMIS Department
 - a. Initial Orientation and Training of Department of Planning, Policy and Research on EMIS solutions – (Dates Agreed with ZMOEVT for early February 2012)
- Initial Orientation and Training of Department of I.T. on EMIS Solutions

- Respond to Request for a Proposal by Zanzibar MOEVT for an Agile Learning Extension of EMIS-GIS Functionality to Include:
 - a. Provision of a “Secondary School EMIS” solution with the same functionality as the Primary School EMIS (allowing the collection of individual student and teacher information for enhancement of EMIS to provide “Quality” reports and information for appropriate M&E related to IR1 – Zanzibar MOEVT and Submission to be done
 - b. National Examinations EMIS solution configuration and linkage to National, District and TRC EMIS – Zanzibar MOEVT
- Sustainability and Capacity Building Efforts
 - a. Begin process of Capacity Building and local skills transfer by developing Ministry personnel as trainers for the various EMIS solutions – skills transfer of potential seconded MOEVT personnel already begins the process of ownership and sustainability;
 - b. Zanzibar MOEVT Department and TRC personnel have already volunteered and requested to work with Agile as part of the local training infrastructure on a long-term basis;
 - c. Develop the same Capacity Building infrastructure for Mtwara as in a and b above for Zanzibar;
- System Strengthening Efforts : Continue to work through newly established Ministry processes to develop EMIS policy, implementation guidelines, team-building/working with other Development Partners on EMIS related issues, and other plans, via the EMIS Technical Working Group, and EMIS Planning Committee;
- Depending upon Timing of Release of Hardware and Software
 - a. Complete the Imaging of Agile EMIS solutions on all computers;
 - b. Review and Confirm acceptance of the HW and SW as EMIS-compliant prior to bid;
 - c. During the 1st Quarter, Complete planning for training of Schools and TRC’s on School EMIS to take place most likely in 2nd quarter
 - d. Work with Zanzibar Planning Department in preparation of data entry in response to Data Collection in time for upcoming budget and President’s reports.
- Awareness Raising Campaign: Using initial Mtwara implementation, develop and implement a major awareness raising campaign at Tanzania MOEVT for further understanding of benefits of TZ21 EMIS programs as regards alignment with current policy, and strategic plans, and M&E needs, and filling gaps with their existing M&E tools.

IR 2.2 Increased Districts & Community Support to Schools

- Provide intensive training on community mobilization and change management;
- Provide intensive training to head teachers and SMC on the concept of WSD;
- Orient SMCs and head teachers on criteria to access challenge grants;
- Create a competitive environment among communities and school personnel to win challenge grants;
- Identify qualified schools by reviewing their School Development Plans;
- Ensure accountability and award grants; and
- Monitor implementation and reporting.

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

- Continue with consultative meetings for policy engagement;
- Complete document review and the report;
- Review of the Zanzibar ICT strategy and plan (when completed by ICT Director);
- Make preparations for WSD training;
- In linkage with IPs and other partners, continue with the next round of leadership training at various levels based on change management in education needs that arise as implementation of TZ21 continues.

9.3 Project Management and Operations

- Hold periodic staff review and appraisal;
- Develop staff training plan;
- Conduct continuous staff professional development trainings;
- Attend technical meetings for continuous staff professional development networking, and collaboration;
- Conduct quarterly/annual project review meetings;
- Attend dialogue meetings with USAID, MOE and other partners;
- Develop and refine TZ21 management tools;
- Disseminate the management tools to all project staff for implementation;
- Conduct regular (weekly, monthly, quarterly) technical and management meetings in TZ21 offices;
- Attend relevant USAID meetings, technical education meetings and other partnership meetings;
- Supervise TZ21 offices;
- Prepare activity profile and budget by program staff for approval by COP, Deputy Chief of Party (DCOP);
- Prepare and submit monthly and quarterly budget projections by program staff and DCOP;
- Prepare monthly, quarterly and annual finance reports;
- Develop criteria and procedure for awarding challenge grants;
- Develop grants manual;
- Develop training schedule and conduct training for potential grantees and other key actors on proposal writing technics and requirements to access TZ21 funding; and
- Proposal writing, review and selection of challenge grantees' awards.

9.4 M&E

- Receive approval of the PMP;
- Prepare Data Quality Assessment documents; and
- Developing Indicator Databases.

Student Learning Assessment

- TZ21 will work with partners on issues related to the baseline student assessments and impact evaluation;
- Begin field work preparations for the baseline assessments;
- Conduct baseline student assessments in Zanzibar and Mtwara; and
- Analyze data from baseline and prepare findings report.