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21ST CENTURY BASIC EDUCATION PROGRAM

ANNUAL REPORT, YEAR 2

JANUARY 1 – DECEMBER 31, 2012



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21st Century Basic Education Program (TZ21)

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

TZ21 Year 2, Annual Report

(January 1 – December 31, 2012)

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

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

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ACRONYMS

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

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, 2015

Activity Description

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

Area of Coverage: Mtwara and Zanzibar

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

Reporting Period: January 1 to December 31, 2012

List of Monitoring Indicators: 21 indicators (3 Standard, 18 Customized)

2.0 Introduction

2.1 Program Description

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

TZ21 is being implemented by Creative Associates International as the prime contractor with international sub-recipients consisting of the International Youth Foundation (IYF), Agile Learning (AL), Inveneo, School-to-School International (STS) and Education Impact (EI) as well as with Children’s Book Project (CBP), a national NGO. TZ21 also has five Global Development Alliance (GDA) partners including Microsoft, Intel, Cisco, UhuruOne, and Zantel.

The overarching goal of TZ21 is to provide technical and material support to the Ministry of Education and Vocational Training (MOEVTs) in the Mainland and Zanzibar and to enhance the teaching and learning process using ICT. The program also strives to ensure a meaningful use of educational data by communities, schools, districts, regions and national MOEVTs to enhance decision-making processes leading to and ensuring improved learning in reading, mathematics and science in lower primary education in Mtwara and Zanzibar. As such, TZ21 promotes the new USAID/Tanzania Education Assistance Objective of *“Improved lower primary education for higher achievement in reading, mathematics and science.”* TZ21 will lay the foundation for this by working toward two sub-objectives or intermediate results (IRs):

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

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

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

A combination of bottom-up and top down approaches are employed to support relevant interventions to realize anticipated project results and milestones.

3.0. Details of Project Implementation

3.1 Executive Summary

2012 was a busy, eventful and pivotal year for the TZ21 Project as rousing project launches took place in both regions and the “big buy” procurement of all the ICT equipment was finally completed and warehoused. ICT designs and images have been tested and uploaded to more than 4000 classmate laptop computers destined for TZ21's 900 schools and teacher centers in Mtwara and Zanzibar. Just before his departure, the outgoing mission director, Robert Cunnane, inaugurated the fully equipped Mitengo TRC in Mtwara at the end of November 2012.

The year also ushered TZ21's renewed focus on reading instruction. Because language arts are a core piece of TZ21 work and are requested by both Governments, reading instruction in Kiswahili fits neatly into the present TZ21 scope of work and has also received buy-in from both mainland Tanzania and Zanzibar. Following awareness raising sessions on the importance of a native language phonics approach to early reading instruction, TZ21 partners immediately set about developing materials and teacher training programs. A survey of school libraries was carried out in both regions and authors were selected to submit manuscripts for publication of appropriate supplementary reading materials. Meanwhile, other partners continued to prepare for installation and train MOE/MOEVET officials in the use and manipulation of the EMIS system.

Another major accomplishment this year was the completion of the ICT Policy and Strategy Framework for Education in Zanzibar. Simultaneously, School Management Committees were assessed and trained. Baseline assessments for student achievement in Kiswahili, English, mathematics and science were completed by STS and a total of 56 test administrators in Mtwara and Zanzibar were trained and conducted the baseline assessments in 276 schools. TZ21 continues to participate in the Joint Government/Education Development Donors Group and the Government Donor Task Force for Education Development which assists in aligning programming with the work of other partner and government education sector interventions.

Annual Project Milestones

Project Launch in Zanzibar & Mtwara

The successful project launch in Zanzibar on February 28th was officiated by the Zanzibar President, Hon. Dr. Ali Mohamed Shein and the U.S. Ambassador to Tanzania, Hon. Mr. Alphonso E. Lenhardt. Mtwara's launch was held on June 15th and was officiated by the Vice President of the United Republic of Tanzania, Hon. Dr. Gharib Billal. Both launches were project landmarks that endorsed full appreciation and support from of the governments of Zanzibar and Tanzania mainland.



"I urge all teachers to use the opportunity of this project to develop their skills." The President of Zanzibar and the Chairman of the Revolutionary Council, HE Dr. Ali Mohammed Shein (left), and the US Ambassador to Tanzania, Hon. Mr. Alfonso Lenhardt (right), cutting the ribbon to mark the official launch of TZ21 in Zanzibar



The United Republic of Tanzania Vice President Dr. Gharib Billal and US Ambassador Mr. Alfonso Lenhardt together cutting the ribbon to mark TZ21 Project launching in Mtwara at Kambarage Primary School in Mtwara town on 15th June 2012.

ICT Equipment and Software Solution Testing and Authentication

TZ21st Century Basic Education Program innovation is to bridge the technological gap in education delivery in primary schools in Zanzibar and Mtwara. In order to achieve this, careful choices of ICT technological solutions, installation and testing in rural and urban schools environments were critical. During 2012, a number of ICT solutions related to e-content (BridgeIT and Mobile Lab) EMIS and education delivery were tested and validated in some pilot schools and at a TC in Zanzibar and Mtwara.

Solutions for internet connectivity and a power solution survey were undergone at all 866 schools in Zanzibar (248) and Mtwara (618), to support wide sharing of real time education information among the schools, districts, regional and national educational authorities during 2012.

As of December 2012, TZ21 had a full set of six vetted and tested ICT designs complete with both solar and grid backup power systems for each of the ICT interventions. 4374 classmate laptops, 81 Windows Multipoint Server (WMS) Servers, 92 Education Appliance servers, 970 Meraki routers and 970 Ubiquiti access points to be installed in schools/TRC/TC sites were purchased and shipped to Dar es Salaam warehouse for loading the software and the process of creating the image.



“Does this really work in our primary schools?” Hon Ali Juma Shamhuna (Second left) is admiring the Mobile lab ICT program at Darajani primary school as demonstrated by the classroom teacher.



“YES it works very well in our primary schools” Hon. Dr. Kawambwa Minister for EVT (URT) with USAID delegation is focused on a Bridge IT demonstration lesson at Kisiwandui primary school.

E-Content Focus on Reading Instruction

The first round of e-content production focused on teaching English, Kiswahili, Math and Science to Tanzanian Standards 1-4 was completed during 2012. A total of 24 e-content units based on hard sport assessment conducted in 2011 were produced. The production for the second round of 36 e-content units was halted in September 2012 due to refocusing the project to on reading instruction. The adjustment was timely and the importance given by USAID to reading fits into our current scope of work for Tanzania and Zanzibar; Kiswahili reading receives added emphasis.

It was determined that during the year 2012 e-content should be adjusted to provide instruction on the five principles of reading with a view to providing long-term resources for teachers. In the new approach to the development of Round 2 e-content that is realigned to their reading instruction strategy, the previous 24 e-content modules produced based on ‘hard spots’ were discarded.

In the last quarter of year 2012, TZ21, in collaboration with IYF, continued to work out the details of the e-Content Teacher Training program, in the areas of content, on-going teacher support and monitoring. Consultations were held with respective regions to collect information about schools and teachers in the two project areas, analyze the findings and budget implications, and make recommendations.

A new e-content development work plan was developed during the last quarter of 2012. This work plan includes development of teacher guides for new e-content tools to be developed. The Teacher Guides will be a core component in training teachers on the use of the new reading instruction e-Content.



Professional Development Realigned to Focus on Reading

During 2012, important decisions were taken by Creative/TZ21 to focus the professional development intervention on building reading competencies. Strategies were laid down on how to enhance pupils’ reading competencies and learning outcomes in Zanzibar and Mtwara project catchments. The strategies include: (i) capacity building of head teachers, teachers and school committee members on reading; (ii) the integration of reading advocacy into whole school development plans; and (iii) parental/community mobilization and engagement on the importance of reading.

Following the development of the strategy, a series of reading consultative meetings, seminars and trainings took place that brought together reading experts from Creative Washington, key government actors from MOEVT and education institutions from both Zanzibar and Tanzania mainland and classroom teachers.

The major accomplishment in 2012 was the development of key reading documents for capacity building of teachers and introduction of a daily reading period in school timetable. The reading documents developed are:

1. Three (3) reading posters
2. Teacher's reading aloud stories
3. Scripted lesson plan on reading and

These reading materials that have been developed are currently in the process of obtaining government approval for use in schools.

Reading Materials Development

During 2012, TZ21 worked closely with CBP, the local Implementing Partner (IP) mandated to produce quality supplementary reading materials i.e. books, big books and conversation posters for level I. CBP should also strengthen school library resources in 618 schools in Mtwara and 248 schools in Zanzibar.

Major accomplishments realized in 2012 include (i) Mobilization of publishers both from Zanzibar and Tanzania Mainland to submit manuscripts. About 66 manuscripts of ordinary and science fiction stories were submitted by publishers for consideration, (ii) selection of the best manuscripts worthy of publishing as reader materials for schools and printing processes. A total of eight titles were selected for publishing, 4 titles for Zanzibar and another 4 for Mtwara schools. All four titles for Zanzibar were approved for printing by the Zanzibar government. The four titles for Mtwara are awaiting government approval.

TZ21 plan to print and distribute the following reading materials approved by Zanzibar government.

S#	ITEM	SCHOOLS	OTHERS	TOTAL
1	Books	33,460	228	33,688
2	Big Books	2,390	4	2,394
3	Posters	2,390	4	2,394

EMIS

TZ21 worked closely with AL, the IP contracted for school and district EMIS solutions and installation. During the year, TZ21 successfully completed the development (localization and configuration) of School EMIS solutions with a capacity for assessments of student performance (literacy and other academic areas), supporting professional development and school management. The table below demonstrates the difference between the kind of EMIS solution that was available for use in Zanzibar and Mtwara, prior to TZ21 and the EMIS that is now available for usage for M&E (Monitoring and Evaluation) and planning.

Comparison of Available EMIS Solutions at Year-End 2012 against Pre-TZ21 EMIS Baseline

EMIS Systems & Functionality Available for M&E and Planning	Pre TZ21 Zanzibar	Post TZ21 Zanzibar (Using EMIS as of Year-End 2012)	Pre TZ21 Mtwara	Post TZ21 Mtwara (Using EMIS as of Year End 2012)
School EMIS	No	Yes	No	Yes
TC/TRC EMIS	No	Yes	No	Yes
District EMIS	No	Yes	No	Yes
Regional EMIS	No	Yes	No	Yes

During the year 2012, awareness raising meetings and workshops on EMIS were conducted for various educators at the national, MOEVT, TRC/TC and school levels. The main objective of these awareness raising fora were to: introduce key stakeholders to the national, district and school EMIS program as part of TZ21 program and to better prepare them to support the intervention in their respective education institutions in Zanzibar and Tanzania Mainland.

These awareness meetings resulted in critical decisions by the MOEVT and schools to take ownership of the process and to advocate for the use of integrated EMIS that includes detailed aggregated and disaggregated information on all schools in the nation, including primary schools.

ICT Policy

The major accomplishment in 2012 was completion of draft and final versions of “*A Policy and Strategy Framework for ICT in Education in Zanzibar*” document. The document is currently under review by the Government of Zanzibar. By all accounts, this document and the process used to organize, write, review and rewrite it has been recognized by the Government as possible models for how to develop such documents in other sectors.

During TZ21 work with Zanzibar, the MOEVT confirmed several widely-held views of best practice in policy development and planning. First, the power and utility of broad-based stakeholder involvement in policy formulation and strategic planning is crucial. Some 40-50 people representing multiple stakeholder groups were involved in different ways in different forums and at different stages of the policy development process. The result is a document that by all accounts should be ratified by the Government very soon with implementation planning to begin shortly thereafter. This is a major accomplishment after many attempts to develop such a document over the past five years or more. Second, the process confirmed the importance of sustained and committed leadership in any such undertaking. Without the unwavering leadership of the Director of the Department of ICT in Education and the open and on-going support of the Permanent Secretary it would not have been possible to complete the development of a new Policy and Strategic Framework for ICT in Education with broad-based support.

Student Assessment

In 2012, TZ21 working with STS, completed the baseline assessments for the TZ21 in 4 subjects (English, Kiswahili, mathematics and science) and 2 grade levels (standards 2 and 4) in both Mtwara and Zanzibar. The development of the 16 test forms used during the baseline following the items development workshop and



and piloting of items in 2011 was finalized during the year 2012. A total of 56 test administrators in Mtwara and Zanzibar were trained. The trained administrators conducted the baseline assessments in 276 schools (169 in Mtwara and 107 in Zanzibar).

3.2 Lessons Learned

Well informed government authorities and involvement in TZ21 implementation have cultivated good working relationships with government actors at national, regional, district, ward/shehia, TRCs/TCs and school levels both in Zanzibar and Tanzania Mainland/Mtwara. TZ21 acceptance and expectations are very high even at political levels where political leaders from both opposition and ruling parties want to be associated with the project results. The best example was during the launching of the project in Zanzibar where high level leaders from both the ruling party and opposition party participated in the event. Another good example is how the Mtwara Regional Commission decided to spearhead all district local governments to rehabilitate TRCs ready for ICT installation after he was involved in the TZ21 Work Plan meeting in July 2012. Even in Nanyumbu District where previously there were no physical structures for TRCs, there are now buildings.

Community enthusiasm and expectations about the TZ21 project results both in Zanzibar and Mtwara are very high. During School Management Committees awareness in April 2012 and Managed Learning Environment (MLE) dissemination meetings in November 2012, communities were ready to contribute materials and labor to support ICT installations in their respective schools.

The importance of regular review and approval of the various stages of e-content, training and reading materials development – by both Creative and the Tanzanian government authorities - was reiterated and quality review processes were instated.

Constant, updated coordination and communication amongst ICT implementers are vital to the success of the delivery and installation process.

3.3 Progress Report by Results

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

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

Internet Connection

By the end of 2012, TZ21 had 371 schools out of 618 (60%) were connected with internet facilities in Mtwara. In addition, 16 out of 27 TRCs (59%) and 5 out of 6 (83%) District Education Offices were connected.

In Zanzibar, Zantel completed the survey of all TZ21 project sites (248 primary schools, 9 TCs and 10 Districts) for establishing internet coverage. As of December 2012, 201 schools (81%) and seven out of nine TCs (78%) were connected. The Regional Pemba MOEVT office was also connected.

ICT Equipment Procurement and Deployment

Working with ICT IP Inveneo, TZ21 completed the technical design and mapping of the ICT, grid power, and solar power designs for all TZ21 implementation: (i) EMIS-only, (ii) Bridge IT, (iii) Mobile Lab, (iv) Desktop Lab (TC/TRC), (v) District Office, and (vi) Regional Office.

Intervention	Zanzibar		Mtwara		Total
	Solar	Grid	Solar	Grid	
EMIS-only	32	171	520	23	746
Bridge IT	5	20	44	1	70
Mobile Lab	3	17	28	2	50
Desktop Lab	0	10	27	1	38
Total Schools/TCs/TRCs	40	218	619	27	904
District Offices	0	10	1	5	16
Regional Offices	0	1	0	1	2
Total Installations	10	259	642	11	922

Inveneo carried out holistic testing of the four interventions in their San Francisco office. Thereafter, the “Big Buy” procurement moved forward, followed by the creation of custom computer images for the Classmate PC laptop and WMS servers specific to TZ21 requirements. Inveneo engineers tested the images and configuration procedures and also received confirmation by other IPs (i.e. IYF, AL, Zantel, and UhuruOne) and Creative HQ that the images were functioning correctly. Kicheko engineers, supervised and supported by Inveneo, successfully imaged and configured the following equipment in Dar es Salaam:

Item	Quantity
Classmate Laptop (CMPC)	4374
WMS Server	81
Education Appliance Servers (EAs)	92

Meraki OD/2 Routers	970
Ubiquiti UniFi Access Points	970

Other areas of technical support provided by Inveneo included

- **Classroom Presentation Box:** Pilot school testing showed that the teachers were having difficulty transporting all the classroom equipment and that connecting all the various components together in the classroom was taking too much time. In response to this new information, Inveneo engaged Catapult Design to create a custom Classroom Presentation box to hold multiple components in the classroom pre-wired together to save time and effort on the part of the teachers.
- **Power System Enclosures:** At least one of the Zanzibar pilot schools attempted to move the power system for cleaning, resulting in a potentially dangerous situation. To mitigate this risk, Inveneo designed steel protection cages to enclose power and Internet components in a lockable, tamper-proof environment.
- **Complete MLE Survey:** All Bridge IT (70), Mobile Lab (50) and TC/TRC (38) locations were surveyed to determine accurate GPS coordinates, availability of electricity, number of classrooms, the state of the facilities, accessibility and contact information.
- **Support of other IP Partners:** Other technical partners (IYF, AL, Zantel, UhuruOne) were supported to ensure that their solutions would operate properly in the TZ21 environment.
- **Resolved Technical Problems:** Numerous technical issues that posed risk to successful implementation were identified and resolved.
- **Installation Training:** TZ21 partners developed a training course, syllabus and manual to teach Tanzanian engineers to install all ICT solutions.
- **Mitengo TRC Installation:** TZ21 performed the ICT installation at Mitengo TRC in Mtwara prior to a very successful USAID event.



E-Content Development

From January through August 2012, TZ21, in collaboration with IYF, focused on the preparation and testing of e-content based on technological specifications of TZ21's e-content interventions in MLE schools. Round 1, consisting of 24 units of e-content, based on "hard spots" findings, was completed. In September 2012, it was decided that e-content units should be re-focused to TZ21's professional development unit's emphasis on reading. After the discussions an agreement was reached, IYF initiated the production of three new tools (which became known as the new Round Two e-content). IYF will produce a version of each of these tools for Zanzibar and Mtwara, resulting in a total of six products:

- Phonemic Awareness (PA) Tool for teacher training and classroom activities,
- Letter Shapes and Sounds Tool for phonics practice in teacher training and classroom activities, and
- Sound Pictionary Phonics Reference Tool for teacher training and coaching.

For the current reading instruction focused work plan, the key differences from previous work plans include the addition of reading specialists and Kiswahili linguists, and the creation of storyboards with phonics-based learning strategies. In order to carry out this work, IYF procured the services of 12 part-time consultants/vendors. These consultants greatly expanded the skill set of the e-Curriculum team in digital tool development.

By the end of December 2012, the following accomplishments were achieved in the development of the aforementioned digital tools:

- Three storyboards, an over-arching pedagogical framework, and a scope/sequence for the new digital instruction tools for reading were developed and approved by Creative. The draft of the teacher's guide for the digital tools was translated into Zanzibar and Mainland style Kiswahili.
- Sixteen lessons/scripts for the PA tool were developed. The teacher's guide was also completed.
- Five teachers (all female) were trained in Mwere School in Zanzibar on 16 PA classroom lessons during a six day period of November 5-10th.
- From November 26th to December 1st, the same training was carried out with 6 (4 men and 2 women) teachers at Naliendele School in Mtwara. Video production at that location took place from December 6 to 11th.
- The studio recordings for the Sound Pictionary Tool were conducted. Words and letter sounds for both the Mtwara and Zanzibar versions of the tool were recorded. In addition, more than 100 photographs have been taken and will be reviewed by teachers in Zanzibar and Mtwara.
- For the Letter Shapes and Sounds Tool, the graphic design activities in creating the lesson are underway. Activities include both pictures and sounds from the Sound Pictionary resource bank. Draft versions of all three tools will be ready for review and formative evaluation in schools in early January.
- In November 2012, 3 Digital Tool storyboards were presented to the Zanzibar and Mainland government. The tools were well received and approved.

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

Professional Development Emphasis on Reading Instruction

During 2012, TZ21 conducted a number of rapid assessments, consultative meetings, and teacher trainings to realign the project's work in teacher professional development to reading skills.

A rapid assessment was carried out on pupils' performance in the "3Rs" (reading, writing and arithmetic) and on the use of library and reading materials in primary schools in Zanzibar and Mtwara. TZ21 also conducted a desk review, examining reading reference materials from United Nations Educational, Scientific and Cultural Organization, USAID, Early Grade Learning Assessment, and the International Reading Association. Based on the outcome of the rapid assessments and the research into global trends in reading, TZ21 developed strategies to enhance pupils' reading competencies and learning outcomes, including: (i) capacity building of head teachers, teachers and school committee members on reading; (ii) the integration of reading advocacy in whole school development plans; and (iii) parental/community mobilization and engagement on the importance of reading.

TZ21 then held a series of consultative meetings, seminars, and trainings that involved key government actors from MOEVT and education institutions in both Zanzibar and Tanzania mainland:

- A four day session was conducted from June 7th–10th, 2012 to develop a reading training manual for teachers. The training brought together 11 reading practitioners from Zanzibar Institute of Education, the Education Inspection Office in Zanzibar, TIE, CBP, Room to Read International, and TZ21 technical program staff.
- TZ21 organized a joint reading promotion seminar on August 12, 2012. The seminar, attended by 29 participants from 18 education institutions in Zanzibar, Mtwara and Dar es Salaam, focused on raising awareness and understanding of the systematic and explicit reading instruction approach adopted in the development of the reading training manual for teachers. A consensus was reached that TZ21 would be applying this systematic reading instruction technique in Mtwara and Zanzibar.
- Training of all Kiswahili Standard 1-4 teachers in Zanzibar and Mtwara was conducted in July 2012. The district training of trainers was carried out on July 5th-7th in Mtwara and the rollout to teachers was implemented from July 11th-13th. In Zanzibar, the district training of trainers was carried out from July 16th-18th and the rollout to teachers was conducted from July 20th-22nd. The Kiswahili teachers' training was the first direct TZ21 intervention focused on improving and strengthening classroom teaching of reading in all 866 schools under the project.
- On October 9–17, 2012, a workshop for designing and developing supplementary reading resources to enhance reading in schools through phonics-based instructions was organized by TZ21 with technical assistance from Creative Associates, Washington DC. The workshop brought together diverse participants from Mtwara, Zanzibar and Dar es Salaam such as lower grade classroom teachers, curriculum experts, teacher college tutors, school

inspectors, children’s book writers, and reading experts. The workshop was facilitated by Ms. Diane Prouty and Ms. Lynn Evans, senior associates for literacy instruction from Creative’s Education for Development division.

Thus far, TZ21 has developed key reading documents which include:

- Three reading posters;
- Three teacher’s read aloud stories;
- Scripted lesson plans on reading; and
- Pupils’ worksheets on reading.

Result 1.3 Increased Availability of Instructional Resources to Schools

One of the key TZ21 interventions focuses on increasing access to reading materials in schools. Focus areas are: (i) Producing quality supplementary reading materials (i.e. books, big books, and conversation posters for level I); and (ii) strengthening school library resources in 618 schools in Mtwara and 248 schools in Zanzibar through provision of quality reading materials and training of schools. The following were the annual accomplishments by CBP to support these focus areas:

Reading Materials Production

During 2012, local publishers from Zanzibar and Tanzania Mainland were mobilized to submit manuscripts for reading materials production. Sixty-six camera-ready copy titles were submitted by publishers to compete in the book selection process. Four titles were selected for Zanzibar and another four titles for Tanzania Mainland. The selection process involved CBP, TZ21, MOEVT, and PMO-RALG for Tanzania Mainland books; and CBP, TZ21, and Zanzibar MOEVT for Zanzibar books.

The books for Zanzibar were submitted to Zanzibar Institute of Education for government approval. All four titles for Zanzibar were approved by the Zanzibar MOEVT for printing. The books are currently awaiting final approval of branding and marking by USAID before they are printed.

The books for Tanzania Mainland were submitted to the Educational Material Approval Committee (EMAC). One book was approved, but EMAC requested edits to one book for resubmission and rejected two titles on the basis that these books did not address Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome (HIV/AIDS) issues, lacked pupils’ exercises, and for other stylistic reasons (e.g. chapter arrangement, illustrations, etc.). The MOEVT Director of Primary Education is following up with EMAC on behalf of TZ21 regarding the two rejected titles.

List of Titles for TZ21 Program – Tanzania Mainland

Ordinary Stories				
#	Title	Publisher	Author	Approval status
1	Kondoo na Kicheche	Mture Educational Publishers	Fadhili Chedieli	Approved

2	Zawadi ya Joana	E & D Vision Publishing	Elieshi Lema	Rejected
Science Fiction				
1	Bibi Afya Jasiri (Science)	Aidan Publisher	Jackson Erick	Rejected
2	Miujiza ya Sifuri (Maths)	Galaxy Publishers	Zakia Saleh	To be resubmitted

List of Titles for TZ21 Program - Zanzibar

Ordinary Stories				
No	Title	Publisher	Author	Approval Status
1	Mjaka Mtoto Jasiri	Zanzibar Publisher Ltd	Saumu A. Omar	Approved
2	Makame na Ng'ombe Mkali	Zanzibar Publisher Ltd	Salama S. Hamad	Approved
Science Fiction				
1	Mfalme Ziro	Abantu Publishers	Ali M. Rashid	Approved
2	Tajiri Mjinga	Aidan Publishers	Hamad P. Simai	Approved

Library and Book Resource Management

In 2012, TZ21, in collaboration with CBP, conducted a rapid assessment exercise on school library resources in Mtwara and Zanzibar to determine the status of library materials and inventory systems. The assessment revealed that 38 out of the 42 visited schools in Zanzibar and Mtwara had no libraries. Most schools did not lend books to pupils out of fear that the books (perceived as limited resources) would be lost or damaged. Hence, the use of library and resource materials in schools was assessed as limited.

In light of the above findings, TZ21, working closely with CBP, has prepared a reading promotion guide that will be used during the Q1 teacher training on school library management and reading promotion in Mtwara and Zanzibar. The main themes of the guide are:

- Establishment and management of reading clubs
- Management of reading competitions
- Classroom-based activities
- Reading sessions

Indicators Progress Reports:

During 2012, the following Performance Monitoring Plan (PMP) indicators were tracked for IR1.

Table 1: Indicator progress- 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	<i># of ICT equipment provided per school, TRC/TC (dissagg. MLE/ELE)</i>		55	2,178	55	The installation was done in Mitengo TRC in Mtwara
IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs	<i># of teachers, educators trained with USG support (Disagg. a.M/b.F)-(Std Ind).</i>	Zanzibar	437 M 307F 744 T	744	744	SMC Training
			251 M 1,272 F 1,523 T	1,523	1,523	Kiswahili Teachers' training
			5F	5	5	Phonemic Awareness (PA) Tool training
		Mtwara	1350 M 591 F 1,941 T	1,854	1,941	87 Ward Education Coordinators and TRC Coordinators were include in the SMC training as key government figures to support TZ21 interventions
		1,160 M 781 F 1,941 T	1,941	1,941	Kiswahili training	
		4 M 2 F 6 T	6	6	(PA) Tool training	
IR1.1: Strengthened use of technology in	<i># Number of learners enrolled in USG supported primary school</i>	Zanzibar	69,054 M 67,565 F 136,619 T	136,619	136,619	Students enrolled in Standards I-IV in catchment in Zanzibar (248) and Mtwara (618)

primary schools, TRCs/TCs and TTCs	<i>or equivalent non-school-based settings.(Std. Ind)</i>	Mtwara	72,086 M 71,871 F 143, 957 T	143,957	143,957	
IR 1.3 Increase availability of instructional resource materials to primary schools	# textbooks and other teaching and learning materials provided with USG assistance	Zanzibar		32	12	# of e-curriculum modules adapted and developed for Std 1-4
		Mtwara		32	12	

IR 2: Strengthened Policies, Information and Management

Result 2.1: Improve Education Information and Management System

EMIS Solutions

During 2012, configuration and localization of EMIS solutions were completed at the following education levels:

Zanzibar:

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

Mtwara:

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

By year-end 2012, both Ministries had deployed or agreed to deploy enhanced EMIS with significantly more functionality in comparison to the EMIS solutions available and used Pre-TZ21. As such, TZ21, in collaboration with AL, has contributed to an EMIS solution for Zanzibar and Mtwara that is decentralized, sector-wide and user friendly.

EMIS Awareness Workshops

During the last quarter of 2012, EMIS awareness one-day workshops were conducted in all of Unguja and Pemba TCs except Kitogani whose participants merged with those of Kiembesamaki TC. The objectives of the orientation workshops were as follows:

- Introduce Head Teachers to the School EMIS program as part of TZ21 program to better prepare them for the program prior to the installation and training in 2013;

- Explain the value added proposition and functionality of the School EMIS solution;
- Explain the timing of the planned installations and training;
- Include TC Coordinators at the awareness raising to introduce them to the School EMIS;
- Use the awareness raising sessions to gauge interest and address any pending concerns.

Every Head Teacher from all TZ21 schools (248) in Zanzibar attended with the exception of one. Every TC Coordinator attended the session held at their TC. Other TC-related personnel included Deputy TC Coordinators, and the Director of the 4 TCs for Pemba.

The workshops served as initial preparation and readiness for schools and TCs to accept and support EMIS installation in schools and TCs. Upon completion of the procurement, as well as TZ21 hardware and software installations by other IPs, the completed School EMIS, TC/TRC EMIS, District and Regional EMIS will also be deployed and training will begin for the usage of these solutions as part of the integrated schools/TRC/TC to district, regional and national head offices system for information management, M&E and planning.

“I am excited from what I have learned today because this EMIS program will simplify my work. It will help me get statistical information of my TC. It will enable me deliver the schools’ information to different places in a very short time. All work inefficiency at even professional development levels will be greatly reduced.” TC Coordinator’s comments after attending the School EMIS Awareness Raising Workshop – December 2012.

“What I have learned: The system of EMIS which helps to save schools’ information, produce valid reports and help school head teacher make correct decisions. This system will help to simplify work for us teachers and pupils and transfer reports to ministry’s office easily. I suggest the program should continue in order to raise work efficiency.” A head teacher’s comment after attending the School EMIS Awareness Raising Workshop – November 2012.

Result 2.2 Increased District and Community Support to Schools

School Management Committees Rapid Assessment and Training

In 2012, TZ21 conducted a rapid assessment of Mtwara and Zanzibar School Management Committee’s (SMC) functionality. The goal of the assessment was to review the existing capacity of SMC members in understanding their roles and responsibilities, executing their duties, and assessing their ability to assist in supporting TZ21 interventions. From the assessment it was observed that 60% of SMC members did not know their roles.

As a result of the assessment findings, TZ21, in collaboration with MOEVT, PMO-RALG, and the Agency for Development of Education Management, and the Regional Education Officer (REO) in Mtwara, conducted a tailor-made training for three members of the SMC from each school in Mtwara and Zanzibar. The overall objective of the SMC training was to strengthen their capacity as SMC members in order to make their leadership more effective not only in supporting the implementation of TZ21, but also in supporting the whole school development of their respective schools.

A total of 1,941 SMC members were trained in Mtwara, and 744 SMC members were trained in Zanzibar. The SMC training in Zanzibar had a 100% attendance rate which indicated the communities' readiness for the TZ21 program interventions. Members were very happy to have been trained on their roles. After the training in Mtwara, SMC members, together with head teachers and other colleagues, developed their detailed school development plans, incorporating TZ21 program interventions in their plans.

School Readiness for ICT Installation

During 2012, the Mtwara team worked closely with government counterparts from the regional and district levels to visit all 75 selected MLE schools. During these visits, the schools were oriented on the type of MLE intervention they would be receiving (i.e. Bridge IT vs. mobile lab). This ongoing activity began in March 2012 and went through to September 2012. The communities and teachers of the selected schools were motivated by this news and promised to support their schools with the required preparations necessary for ICT equipment installation, such as pledges to donate charcoal, salt, small amounts of funds to facilitate the manufacturing of iron bars for doors and window gates, etc. The Regional Commissioner for Mtwara, Hon. J.L. Simbakalia assisted one MLE school with Tsh. 50,000 in supporting their readiness during his field visits. All MLE schools have enhanced the security of their schools in order to ensure that installed equipment in their respective schools is safe. School verification visits were also made to a sampling of the remaining 543 EMIS only schools.

In Zanzibar, a similar process was conducted in all 45 schools selected as MLEs. The dissemination and readiness meetings were held in different venues both in Unguja and Pemba isles and involved key MOEVT officials and education stakeholders. All MLE and EMIS only schools (248 total) were visited for school readiness verification in August.

For both catchment areas, findings indicated that sites were at different levels of preparedness. Priority sites and districts were identified for additional follow up. Final school verification visits will be carried out at all TZ21 sites (schools, TRCs/TCs, district, and regional offices) by TZ21 and MOEVT staff in early 2013 prior to the start of ICT installation.

TRC/TC Renovation

In Mtwara all TRCs require renovation to accommodate ICT equipment for teacher professional development activities and ICT digital literacy training. Out of the 27 registered TRCs in Mtwara region, only 18 exist. As such, throughout 2012, the TZ21 team worked together with the regional education office in developing renovation plans. A small committee under the chairmanship of the REO was formed to oversee the process. The priority districts which had the highest number of non-existing TRCs were visited by the REO and DCOP-Mtwara. Meetings with District Executive Directors along with their District Council chairpersons were organized. The Regional Commissioner also called a meeting of the District Executive Directors to emphasize the importance of ensuring that all TRCs located in their districts were rehabilitated and/or constructed and prepared to receive and secure fixed computer labs for the professional development of teachers. As a result, Nanyumbu District Council approved a total of Tsh. 97 million to construct 5 TRCs at Nandete, Nanyumbu, Mangaka, Mikangaula and Michiga; and Masasi District Council allocated Tsh. 57 million to complete TRC buildings at Lukuledi,

Luagala, and Mwitika. TZ21 has also earmarked \$1M of renovation grants funds to assist both Mtwara and Zanzibar with the renovation efforts of TRCs and selected TC and MLE schools. Renovation/construction of the TRCs started in mid-December 2012 and is expected to be completed by mid-January 2013 in time for the beginning of the ICT equipment installation.

One TRC, Mitengo in Mtwara municipality, was renovated ahead of schedule and outfitted with ICT, internet, and solar equipment. Mitengo TRC was officially inaugurated by the outgoing USAID Tanzania Mission Director, Mr. Robert Cunnane, and the REO, Mr. Hipson Kipenya on November 28th, 2012. Also in attendance were Dr. Tom LeBlanc (USAID Education Team Leader), members of the TZ21 Mtwara and Dar es Salaam staff, local school and community



Mangaka TRC construction in Nanyumbu District under way



Mtwara REO, Mr. Hipson Kipenya (left) and USAID Tanzania Mission Director, Mr. Robert Cunnane (right), inaugurated Mitengo TRC on November 28th, 2012.

members, and IPs. Following the building structure renovation, IPs' Inveneo, Kicheko, ICS, and Solar Nexus rapidly and expertly installed solar panels, a battery system, and 20 desktop work stations using Microsoft WMS technology. The IPs, along with AL, IYF, and UhuruOne, had the opportunity to present to the audience overviews of their TZ21 interventions. The event was quite a success and at Mr. Cunnane's farewell dinner later that evening, he left the TZ21 team with the following message:

"We are working to develop Tanzania's next generation of young leaders. The US and Tanzania are mutually accountable for this project. The only way to achieve this is through dedication and commitment by each individual involved."

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

Zanzibar ICT and Education Policy

In 2012, TZ21, with partner EI, supported the Zanzibar MOEVT to review and refine its ICT education policy, "A Policy and Strategy Framework for ICT in Education in Zanzibar." The policy was drafted in 2006 by the MOEVT, but was not yet finalized for systematic implementation at school and other levels due to resource and capacity constraints. TZ21 provided support to move the policy review and approval process forward.

The process of reviewing and finalizing the ICT Education Policy in Zanzibar included sponsorship of two workshops:

(i) March 2012: A total of 45 participants from the MOEVT and public and private stakeholders participated in this two day workshop. The objective was to familiarize the stakeholders with the ICT context in Zanzibar and review the 2006 draft document based on local and international experiences in ICT. Contributions from the various stakeholders and experiences were used in the refinement of the policy document.

(ii) September 2012: 30 participants from the MOEVT and public and private stakeholders came together for a one day workshop which was chaired by the Commissioner of Budgeting who had worked extensively on the draft ICT policy document. This collaboration across the key ministries was reflected in the consensus building process to refine the draft document. By all accounts, this document and the process used to organize, write, review and rewrite it have been recognized by the Government as possible models for how to develop such documents in other sectors. The final draft has been submitted by the Zanzibar MOEVT to the cabinet of ministers for endorsement.

In 2013, TZ21 will provide further technical support in preparing a strategic ICT education policy implementation framework in Zanzibar.

As a PMP indicator for ICT in Education Policy, this indicator has been **reached**.

Policy-Related Document Review and Implications for TZ21 Activities

Policy guidelines related to TZ21 interventions such as ICT, TRC/TC guideline, whole school development, and reading were reviewed. In order to ensure that the policy environment is conducive for TZ21 activity implementation, the following was accomplished in 2012:

TRC/TC Readiness: As mentioned above, an assessment was carried out in all 27 TRCs in Mtwara and 9 TCs in Zanzibar to determine the readiness for ICT installation. The results of the assessment revealed that prior to equipment installation, TRC/TCs need to be strengthened to ensure there is sufficient security for ICT equipment, that management TRC/TC committees need to be formed, and that district budgets need to be checked to assess availability of funds for equipment maintenance. In addition, there is a need to update the current existing TRC/TC guidelines developed by the MOEVTs so that ICT implementation is integrated into future guidelines. Therefore in 2013, guidelines/procedures for TRC/TC ICT implementation will be developed as an addendum to the existing MOEVT TRC/TC guidelines. This activity was endorsed during the 2012/2013 work plan preparations with representatives from the MOEVTs and the PMO-RALG. Inputs from the relevant IPs will also be necessary.

As a PMP indicator for Policy Guidelines/Procedures, the measurement on this indicator is **in process**.

Whole School Development Training: During the Zanzibar and Mtwara SMC training conducted in April 2012 stakeholders from the MOEVTs, PMO-RALG, and education leaders at

national, regional, district, and school levels were brought together. During the sessions, stakeholders were encouraged to include TZ21 activities in the whole school development plans for sustainability, particularly in aspects of accountability, school-level budgeting linked to council budgets, and other aspects of school-level development. Consensus from stakeholders was that further guidelines/procedures should be developed as an addendum to the current whole school development guidelines. This addendum guideline will help integrate TZ21 activities such as EMIS and e-content use in school-level planning as appropriate. An activity to develop such guidelines/procedures in Mtwara and Zanzibar is included in the 2012/2013 work plan for Q1 and will involve TZ21 staff, the MOEVTs, PMO-RALG, and local level stakeholders in Mtwara and Zanzibar.

As a PMP indicator for Policy Guidelines/Procedures, the measurement on this indicator is **in process.**

School Management Committees: Due to the TZ21 interventions being introduced, the scopes of work of the SMCs as well as the head teachers need to be systematically re-defined, particularly in relation to their roles in the ICT installation process, security, management and maintenance; and the application of EMIS for decision making, formulation, and management of school plan implementation. Guidelines/procedures related to the SMCs' new roles will be prepared in 2013 as an addendum to the previously issued SMC guidelines.

As a PMP indicator for Policy Guidelines/Procedures, the measurement on this indicator is **identified and policy gap defined.**

Enhancing Reading Policy: A mapping exercise was conducted with the MOEVT and TIE in May 2012 to find out policy aspects of the teaching and learning of "Reading, Writing, and Arithmetic" (the 3 "R's"). The aim was to understand the national policy context for TZ21's reading intervention. A literacy policy matrix was prepared in August 2012 as a reference tool in analyzing the policy-related context for reading in Tanzania and Zanzibar. Further efforts in mapping are scheduled for 2013 to link the Tanzanian context to globally recognized recommendations for improving reading. This will include analyzing the implications of the five "T's" (Teaching techniques and instructional approach; Text and materials, Time Use, Testing and Assessment, and Tongue). The next steps will include school-level analysis on practices linked to national-level policies and the global best practices in reading.

As a PMP indicator for Policy Guidelines/Procedures, the measurement on this indicator is **identified and policy gap defined.**

Consultative Dialogue Process with Other Partners

TZ21 continued to participate in Joint Government/Education Development Donors Group monthly sector meetings in both Zanzibar and mainland Tanzania, as well as participating in the joint Government Donor Task Force for Education Development within the MOEVT. Key discussions during the year were related to finalization of the Joint Education Sector Review report and key milestones for implementation in 2012 by the government. TZ21's participation ensured that other donors and government partners were engaged and updated about TZ21's

implementation progress. In addition, participation assisted TZ21 to align with the work of other partner and government education sector interventions, such as the United Nations Educational, Scientific and Cultural Organization efforts in training SMCs and the use of Ward Education Coordinator (WEC) to strengthen school support and supervision. Linkages were also being made with the Swedish International Development Agency (SIDA) in relation to their work with the Zanzibar MOEVT and SIDA's support of the "Tanzania Beyond Tomorrow" ICT program for secondary schools on mainland Tanzania.

HIV/AIDS Policy Work

Based on USAID discussions, HIV/AIDS will no longer be a focus for TZ21 since the President's Emergency Plan for AIDS Relief funds to enhance HIV/AIDS policy in the MOEVT mainland have not been allocated as earlier envisaged.

4.0 CROSS-CUTTING ISSUES

4.1. Public Private Partnerships

TZ21 continued developing and maintaining positive working relationships with private companies, including GDA partners: Microsoft, Intel, Cisco, Zantel, and UhuruOne. UhuruOne and Zantel continued to install internet connectivity in Mtwara and Zanzibar schools per the arrangement in their sub-agreements. All GDA partners have been engaged regarding their participation in relevant upcoming project activities.

5.0 Stakeholder Participation/ Involvement

5.1 Government at Different Levels

Throughout 2012, TZ21 had strong government support and participation in TZ21 interventions both in Zanzibar and Tanzania Mainland including participation and representation in teacher training activities, consultative meetings on reading, work plan conferences, rapid assessment exercises, steering committee meetings, and so forth.

The successful project launch in Zanzibar on February 28th was officiated by the Zanzibar President, Hon. Dr. Ali Mohamed Shein and the U.S. Ambassador to Tanzania, Hon. Mr. Alphonso E. Lenhardt. Mtwara's launch was held on June 15th and was officiated by the United Republic of Tanzania Vice President, Hon. Dr. Gharib Billal. Both launches were project landmarks that endorsed full appreciation and support from of the governments of Zanzibar and Tanzania Mainland.

6.0 Project Operations, Management, and Staffing

6.1 Project Leadership and Management

During 2012, TZ21 had some changes to its leadership and management structure. Project Director Dr. Tassew Zewdie left TZ21 to become Chief of Party of Creative's new project in Zambia. Ms. Jane Casewit joined TZ21 as the new Project Director based in Washington DC. Ms. Jennifer Chin joined TZ21 as the new Senior Program & Administration Manager based in Dar es Salaam. Ms. Hollyn Hammond joined TZ21 as a Program Associate based in Washington DC.

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

6.2. TZ21 Field Staffing

During 2012, TZ21 continued to fill vacant positions. New staff members include the following:

	Name	Position	Location
1	Mr. Aristarick Lyimo	CBP Project Coordinator	Dar TZ21 Office
2	Andrew Muya	CBP coordination	MTW TZ21 Office
3	Hassan Libingai	CBP coordination	ZNZ TZ21 Office
4	Mashauri Heriel	ICT/Procurement Officer	Dar TZ21 Office
5	Ali Amour Said	Grants Coordinator	ZNZ TZ21 Office
6	Revocatus Balashuha	Grants Coordinator	MTW TZ21 Office
7	Gerald Luomba	Program Support Officer	ZNZ TZ21 Office
8	Afra Lukanga	Program Support Officer	MTW TZ21 Office
9	Francis J. Mpelumbe	Driver	MTW TZ21 Office
10	Abbas Ally Masi	Driver	MTW TZ21 Office
11	Shaibu Maulid Lyowa	Driver	MTW TZ21 Office
12	Samweli John Kilungu	Driver	MTW TZ21 Office
13	Saadati Zalali	Driver	MTW TZ21 Office
14	Othman Mkubwa	Driver	ZNZ TZ21 Office
15	Omari Zuberi Abdallah	Driver	ZNZ TZ21 Office
16	Timoth Lawrence Tolle	Driver	Dar TZ21 Office
17	Boris Shiingwa	Driver	Dar TZ21 Office
18	Hadija Napanya	Office Attendant	MTW TZ21 Office

The following staff members left TZ21.

	Name	Position	Location
1	Mussa Mkwende Hassan	Teacher Education Specialist	ZNZ TZ21 Office
2	Manase Banduka	IT Supervisor and Administration Assistant	Dar TZ21 Office
3	Ignas Christian	E-Learning Specialist	Dar TZ21 Office
4	Sarah Mwakibete	Administrative Assistant	Dar TZ21 Office
5	Julie Kovalaske	Peace Corps	Mtwara TZ21 Office
6	David Berg	Peace Corps	Mtwara TZ21 Office

6.3 Mtwara Office Renovations

Mtwara TZ21 office renovations were completed during the year. TZ21 staff team moved into their new offices after being hosted for a year in two rooms at the Mtwara Region Administration building.

6.4 ICT Equipment Procurement

Big Buy

Following the pilot school phase, Creative finalized the quantities of power and ICT equipment needed for the 866 school sites (248 in Zanzibar and 618 in Mtwara, plus the district and regional offices) in quarter 3. Shortly thereafter, equipment was ordered and by the end of 2012, nearly all equipment had arrived in Dar es Salaam to be imaged, configured, bar-coded, boxed, and prepped for deployment to the field for early 2013 for installation.

6.5 Project Manuals

Work progressed on Creative's *Field Grants Management* and *Cost Share* manuals. Final versions are ready for the issuance and management of grants related to infrastructure (TRCs/TCs and MLE schools), reading kits, challenge grants, and award/incentive grants. All project cost share is currently being documented as well.

7.0 Project M&E

PMP Development

As of December 2012, TZ21 has 21 PMP indicators to track: 3 standard indicators and 18 custom indicators. Of these indicators, 3 standard indicators and 2 custom indicators were tracked and data recorded in the PMP. New 2013 PMP targets for all 21 indicators were reviewed during the year.

Field Office M&E Training and data collection

During the year, TZ21 conducted periodic data collection in the field. Direct data collection from the schools and training venues was carried out by TZ21 staff during training and orientation workshops. The data collected include information such as: district, school name, ward, TRC/TC, village, head teacher's name, phone number, and email address for those who have one. Other information collected includes data on enrollment, numbers of teachers, numbers of class streams, number of rooms, etc.

The data collected during 2012 was useful for project planning and materials distribution purposes. For example, data collected on class streams served to establish the print run of the reading materials TZ21 should print per class. Distribution of reading kits materials per schools was made more efficiently because of the verified numbers of streams for Std. 1-4 classes in Mtwara and Zanzibar.

Monthly field updates on activity progress was initiated during the year. It was recommended that IPs utilize TZ21 data collection tools (i.e. training attendance sheets) and provide an in-brief and out-brief of their field work to TZ21 field offices so that data from IPs' activities will be captured in accordance with TZ21's M&E requirements.

DQA

A Data Quality Assurance (DQA) exercise for TZ21 on the 3 standard indicators was conducted by a team of experts from Tanzania Monitoring and Evaluation Management System (TMEMS) during the year. Based on the DQA findings, the following was recommended:

- To resolve the data validity issue which was noted during the DQA exercise, TZ21 should orient/train its M&E team, especially in the field offices, on the precise definition related to the indicators to have the same level of understanding in the data management.
- To resolve issues with data reliability and precision, TZ21 should clearly document all data collected. This should be in conjunction with written procedures for a uniform and stable data collection system which would address missing and duplication of data prior to reporting.

To address these issues, TZ21 has prepared standardized training attendance sheets to be used by all IPs and TZ21 during training sessions.

Student Learning Assessment

In 2012, TZ21, in collaboration with STS, completed the baseline assessments for 4 subjects (English, Kiswahili, mathematics and science) and 2 grade levels (standards 2 and 4) in both Mtwara and Zanzibar. A total of 56 test administrators in Mtwara and Zanzibar were trained and conducted the baseline assessments in 276 schools (169 in Mtwara and 107 in Zanzibar).

At each school, a sample of 16 students was targeted through random selection at each of the two grade levels. Since some of the schools did not have this many students per grade level, the total number of student per grade level was lower than the 4,416 targeted (e.g., 276 schools x 16 students). The table below shows the targeted number of students by group, grade level, and

region. A few of the students did not take all of the tests for a variety of reasons, including health issues. However, a high percentage of the targeted students took the tests, with the actual numbers of test takers reaching approximately 98% of the targeted numbers at standards 2 and 4.

Target Number of Students by Group and Region

Group	Standard 2			Standard 4		
	Mtwara	Zanzibar	Total	Mtwara	Zanzibar	Total
Group 1	768	512	1,280	768	512	1,280
Group 2	768	512	1,280	768	512	1,280
Group 3	704	384	1,088	704	384	1,088
Group 4	464	304	768	464	304	768
Total (4 groups)	2,704	1,712	4,416	2,704	1,712	4,416

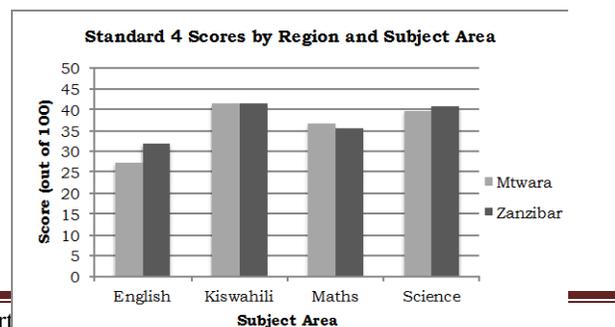
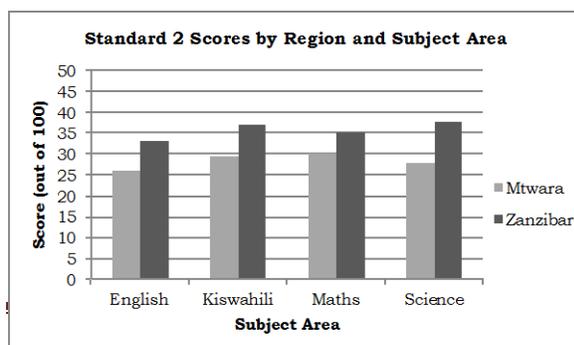
Key findings from the baseline assessment:

The scores in many of the subject areas were low on the baseline. This was particularly the case on the following tests: all four subject areas at standard 2 and English at standard 4 in Mtwara; English at standards 2 and 4 in Zanzibar. The highest scores were in Kiswahili and science in standards 2 and 4 in Zanzibar. Scores in Mtwara in Kiswahili, math, and science were higher at standard 4 than in standard 2.

There was some variation by district. In Mtwara, the students in the Mtwara MC district had the highest average scores on all tests at each of the two grade levels. In Zanzibar, the same was true of the Urban district. Many of the other districts had similar scores, though the rural districts tended to score lower.

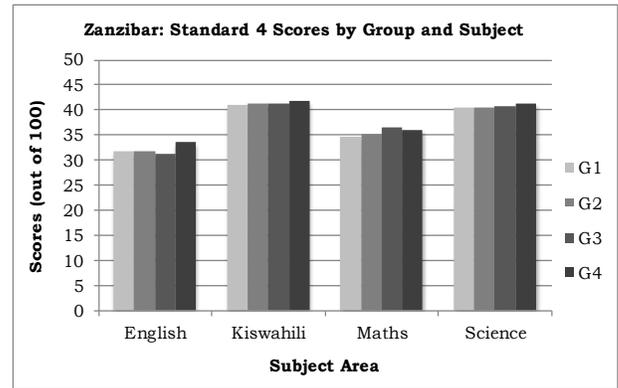
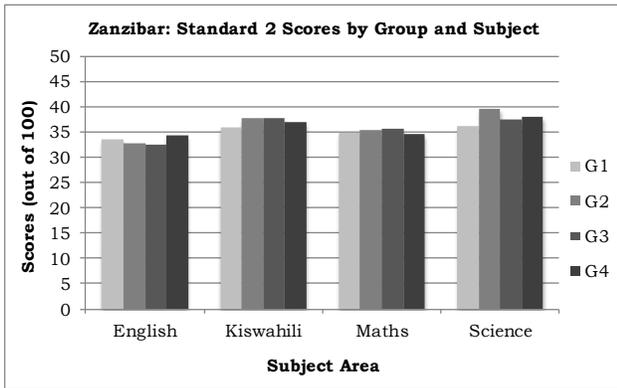
One of the main purposes of the baseline testing was to examine the scores by the four intervention groups, i.e., EMIS only (Group 1), EMIS + whole school development (Group 2), EMIS + whole school development + BridgeIT (Group 3), and EMIS + whole school development + Mobile Lab (Group 4). The random selection process was implemented with the expectation that the scores would be similar for each group at baseline. This was generally the case, though the BridgeIT group in Mtwara had lower scores by a few points on some of the tests.

The scores by gender were similar, with some exceptions. In Mtwara, there were some differences were in favor of the boys – in standards 2 and 4 math and in standard 4 science. In Zanzibar, there were some differences were in favor of the girls – in standards 2 and 4 Kiswahili and in standard 2 science.



Measure student learning in English, Kiswahili, mathematics, and science in Standards 2 and 4 in Zanzibar

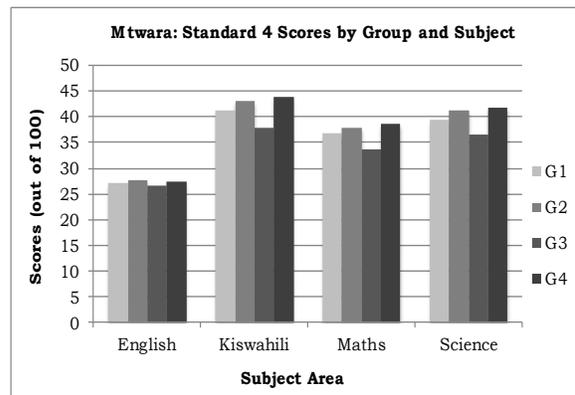
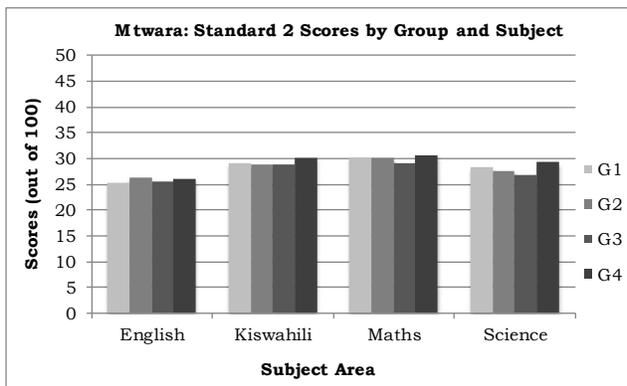
The Zanzibar baseline data collection established initial levels for the four groups (G1 to G4). The random selection of schools resulted in subject area scores that were similar for each group at baseline.



From these graphs, we can also see that the scores in Zanzibar were higher at standard 4 in Kiswahili and science. Though some of these gaps between subject areas at standard 4 may have been due to intrinsic differences in test difficulty, the data show the need for strong interventions particularly in English and math.

Measure student learning in English, Kiswahili, mathematics, and science in Standards 2 and 4 in Mtwara

The Mtwara baseline data collection established initial levels for the four intervention groups (G1 to G4). The random selection process resulted in scores that were, for the most part, similar for each group at baseline. The exception was mainly with the BridgeIT group (G2), which had lower scores than the other groups at standard 4.



From these graphs, we can also see that the scores in Mtwara were higher at standard 4. Standard 2 (along with English at standard 4) is the area in need of the most improvement.

8.0 Challenges and Constraints

TZ21 continued to face delays in implementing its interventions during the year 2012 due to a number of reasons. Because of the procurement “Big Buy” delays the associated training timeline and sequence was disrupted. The installation of the School EMIS solutions, TC/TRC solutions, and District solutions were affected. Because of this delay all TZ21 and IP activities with ICT components and training had to be rescheduled and remain dependent on the “Big Buy” equipment delivery. However, it is expected that following finalization of the “Big Buy” procurement, ICT-related activities and trainings will commence and speed up in 2013.

Numerous technical issues arose which posed risk to successful implementation TZ21 ICT interventions such as (i) Power System redesign, (ii) Mythware video transmission for Mobile Labs, (iii) Brightness and Sound issues with the projectors, (iv) EMIS communications with Student Laptops in the Mobile Lab, (v) internet Content Filtering, (vi) IYF Content updating and (vii) Device configuration automation; took time to resolve among ICT related IPs.

The consensus building between TZ21 and both Zanzibar and Tanzania Mainland on reading and the accompanied training materials to be prepared proved to be a time-consuming, bureaucratic process. This resulted into delays of critical professional development training sessions waiting for the necessary approvals.

9.0 Planned Activities for Quarter 1, 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

- Internet installation of all schools;
- Begin the installation of ICT and power equipment in schools, TRCs/TCs, district, and regional offices;
- Completion of Round 2 development of 6 digital tools (3 for each region);
- Start development of the Sound Pictionary Student Phonics Activities digital tool and two teacher training videos (Fluent Readers Teacher Training Video and Teacher Read Aloud Training Video) for each region.

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

- Follow up on reading materials approval;
- Development of a training plan for MLE schools in collaboration with Creative and MOEVT to ensure alignment with overall teacher training carried out by TZ21;
- Finalize teacher training material development;
- Identify and train national team of trainers in reading;
- Identify and train trainers of trainees in reading;
- Conduct training to primary teachers on how to teach reading in lower primary;
- Prepare a guide and module for teaching reading;
- Prepare a guide for establishing and running reading clubs and reading competitions; and
- Train teachers on teaching reading.

IR 1.3 Increased Availability of Instructional Resources to Schools

- Printing of approved books and reading materials;
- Distribution of book and reading materials to schools;
- Training teachers on library and resource management;
- Training of writers and illustrators.

9.2. IR2: Strengthened Policies, Information and Management

IR 2.1 Improved Education Planning and Management System

- EMIS installations following ICT and power equipment installations.

IR 2.2 Increased Districts & Community Support to Schools

- Prepare a guide and module for school library establishment and management;
- Identify eligible challenge grant schools by reviewing their school development plans;
- Ensure accountability following grant awards; and
- Monitor grants implementation and reporting.

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

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

9.3 Project Management and Operations

- Renew TZ21 staff contracts;
- Conduct regular (weekly, monthly, quarterly) project reviews;
- Attend relevant USAID, MOEVT, and other partner meetings;
- Prepare monthly and quarterly program and budget plans;
- Create grant committees; and
- Conduct training for potential grantees and other key stakeholders on proposal writing techniques and requirements for accessing grants.

9.4 M&E

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

Student Learning Assessment

- Develop test specifications tables;
- Develop new items for Kiswahili Standard 2;
- Conduct items review and piloting with MoEVTs;
- Based on the pilot test data analysis, construct the final midline test forms for the mainland and Zanzibar;
- Determine a CA model for teacher training and for classroom use; and
- Draft CA modules.