



USAID
FROM THE AMERICAN PEOPLE

21ST CENTURY BASIC EDUCATION PROGRAM (TZ21)

YEAR 3, ANNUAL REPORT: JANUARY 1 – DECEMBER 31, 2013



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

January 31, 2014

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

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

TZ21 Year 3, Annual Report
(January-December 31, 2013)

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

January 2014

TABLE OF CONTENTS

Executive summary	1
Lessons Learned	4
Images From 2013.....	6
Progress Report by Result.....	9
IR 1: Strengthened professional development and resources support for schools to improve early grade reading	9
Sub - IR 1.1 Improved instruction in early grade reading Kiswahili	9
Sub - IR 1.2 Improved community and parental support for reading	13
Sub - IR 1.3 Strengthened the Use of Technology in Primary Schools, TRCs/TCs to support early reading	15
IR 2: Strengthened Policies, Information and Management to Support Early Reading....	19
Sub-IR 2.1: Developed school- based EMIS	19
Sub-IR 2.2: Developed standardized measures of student performances	21
Sub-IR 2.3 Promoting education policies supportive to early grades reading (Mainland and Zanzibar)	22
Sub-IR 2.4 Implementing a strong monitoring and evaluation system.....	23
Public Private Partnerships	24
Cost-Share	24
Government at Different Levels.....	24
Project Operations, Management, and Staffing	25
Project Leadership and Management.....	25
TZ21 Staffing.....	25
Local NGO Capacity Building	26
Environmental Disposition	26
Gender Approach.....	26
Project Monitoring and Evaluation	26
Challenges and Constraints.....	27
Planned Activities for 2014.....	27
IR1: Strengthen Professional Development and Resource Support to Schools, to improve early grade reading.....	28
Sub-IR 1.1: Improved instruction in early grade reading Kiswahili	28

IR2: Strengthened Policies, Information and Management to support early grade reading	30
Sub-IR 2.1 Developed school-based EMIS	30
Sub-IR 2.2 Developed standardized measures of students' performance	30
Sub-IR 2.3 Promote Education policies supportive to early grade reading.....	30
Sub-IR 2.4 Implement a strong monitoring and evaluation system.....	30

ACRONYMS

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

Executive summary

The TZ21 Basic Education program has had a successful year of implementation; moving forward to reach targeted program goals, and also developing new insights into additional initiatives within the program that can leverage school Reading instructional improvement even further and at a more rapid pace. The following Executive Summary highlights major areas of work, and summarizes lessons learned during 2013, and the way these lessons will be applied as the program enters 2014.

Reading Intervention

In 2013, all implementing teachers were trained in the Reading intervention model, which includes five critical elements of Reading; Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension. Training was delivered through a cascade model, with national trainers providing training for regional trainers, who then went on to train local classroom and community stakeholders. This end-user training group included practicing Standard 1 and 2 teachers, and participants from the Head Teacher, Resource Coordinator, and regional Ministry staff stakeholder groups.

Training was 3 days in length, and included targeted sessions on each of the five elements, with direct instruction on concepts, modeling of strategy, and participant practice. In addition, scripted lessons were reviewed and used during modeling to ensure that teachers would be able to use an initial replication process to learn more about effective Reading instruction and begin to habitually integrate the five-elements approaches into their daily classroom practice. Training was well-received by participants at all levels, and teachers began implementation early in 2013. The table below summarizes the number of teachers trained during the year.

Training Category	Male	Female	Total
Early Grade Reading Kiswahili Instruction	2,917	1,568	4,485

In addition to training on the Reading intervention model, targeted teachers received training on use of the eContent modules, which was designed to demonstrate the value of the eContent for student learning, but also to model and practice how to seamlessly integrate eContent into the scripted lessons and additional lessons designed by teachers themselves.

TZ21 Modification, Revised PMP, Reduced Period, Budget

Initially, TZ21 was a project of 5 years life span, starting in 2011 and ending in 2015. The project's ambitious program focused on use of ICT to improve early grades (Standards 1-4) learning in Kiswahili, English, Science and Mathematics, to improve student achievement. After realizing the length, depth and the budget ceilings allocated to implement the original plan on the ground, the need to modify the project was paramount. The TZ21 Project Modification reduced the project implementation period from 5 years to 4 years, ending in December 2014. Because

of this time reduction, critical decisions were made to ensure that critical and realistic deliverables were streamlined for completion by December 2014.

It was determined that the project would shift its primary goal, to focus exclusively early grades reading (Kiswahili) in Standards 1 & 2 and reading across the curriculum for Standards 3 & 4. This decision was made in 2013. As a result, the Performance Management Plan (PMP) and 2013/2014 Annual Work Plan (with new targets and results) were reviewed to reflect modification in program goals, strategies, and timeline. TZ21 is currently fully implementing a reading program with 11 deliverable results on *Strengthening professional development and resources for schools to improve early grade reading (IR1)* and 5 deliverable results on *Strengthening policies and information management to support early grade reading (IR 2)*.

ICT installation

ICT installation was successfully completed for the majority of sites in 2013, with 651 sites in Mtwara, and 269 sites on Zanzibar. ICT hardware includes computers (4,766), projectors (1219), solar panels (1035), and batteries (2135). Two sites remain for completion, and are in process of working with TZ21 to attain readiness for installation.

A survey of the Teacher Training Centers (TTCs) in Unguja, Pemba and Mtwara to assess the possibility of re-tooling some of the pilot equipment for installation in the TTCs was conducted in the last quarter of 2013.

Capacity Building programs

In 2013, TZ21 focused extensive efforts on capacity building of stakeholders at all levels. Most of those efforts targeted Reading Intervention, ICT basic literacy, eContent use, and Mentoring and Coaching. Reading Intervention capacity was built at several levels, by providing training in the five core elements of Reading for not only implementing teachers, but also for regional program staff, ministry of education staff, resource center coordinators, and other partners at the local level. By providing this training for a variety of stakeholders (not just those directly responsible for student instruction), the capacity of all stakeholders was improved to be able to recognize high-quality Reading instruction, identify issues with instruction, and respond to support further improvement for the practicing teacher. In addition, this broad-based training ensured that there are personnel at the local level who can replicate training for a variety of teachers, both within and beyond the program itself. An additional capacity-building effort, directly related to the improvement of Reading instruction is the initiation of a locally-based coaching and mentoring program. Local leaders already trained in the model have now also been trained in specific formal and informal strategies for responding to teacher learning needs, and the new coaching and mentoring program promises to be one of the most effective response strategies within the program.

Another important capacity-building strategy was to provide ICT basic literacy training for all stakeholders who will use the technology provided through the program. While the provision of technology is designed to fulfill several purposes (tracking of students and teachers, professional

development for teachers, and a supporting classroom resource), without this basic ICT literacy instruction, the technology use would be limited.

Additionally, capacity has been built within the TZ21 staff itself, through targeted training on monitoring and evaluation, linked to coaching and mentoring strategy development. By ensuring that regional and national TZ21 staff members are trained to gather and respond to formative program data, TZ21 has better ensured a rapid response methodology in program monitoring and improvement.

Materials production and utilization

In 2013, materials were produced and distributed in two areas: Reading Instruction and Reading Advocacy. Six new instructional titles were produced and distributed to schools (in two formats for instruction and independent use), resulting in 59,239 new books present and in use at participating schools. Additionally, Reading Advocacy materials are now present in schools, including Reading posters and classroom Reading promotion slogans. These advocacy materials were also distributed and used in Community Advocacy events, five of which took place with families in participating schools in 2013. As the project moves into 2014, development of advocacy materials will continue, and be integrated into schools, and into ongoing community engagement events.

Additionally e-Content materials were developed and provided for use in two ways: to provide direct resource support for classroom instruction, and to support teacher learning through coaching and mentoring activities. Twelve specialized digital tools were provided to schools in Mtwara and on Zanzibar; including Phonemic Awareness Lessons, Letter Shapes and Sounds Lessons, Sound Pictionary, Phonics Game, Five Components of Reading Training Tool, and the Teacher Read-Aloud Training Tool.

Phase out of IPs

Because of the change in project focus to Reading program implementation, some IPs concluded their activities and hence phased out in 2013. Inveneo handed over post-installation and troubleshooting services to a local company, Kicheko, after ICT equipment installation was completed both in Zanzibar and Mtwara. International Youth Foundation (IYF) concluded its contract with TZ21 after completing the development of twelve specialized digital tools in reading instruction and training teachers on utilization of the tools. Education Impact also phased out as their work on ICT policy initiatives wrapped up with the MOEVT in Zanzibar.

MOEVT/Zanzibar and Mainland Collaboration and partnership

TZ21 continued to work in partnership with Governments of Tanzania Mainland and Zanzibar through the Ministries of Education and Vocational Training (MOEVTs) and the Prime Minister's Office- Regional Administration, and Local Governments (PMO-RALG) in the case of Tanzania Mainland. The Mtwara Regional Education Office and District Education Offices worked very close with TZ21 during the year. In Mtwara region, each District has a Focal Person selected to work and oversee TZ21 interventions in the Districts.

At the national level, TZ21 implemented a consensus-building process during both development and quality assurance of training materials and activities, working collaboratively with relevant Education authorities such as the Tanzania Institute of Education (TIE) and Zanzibar Institute of Education (ZIE). Necessary approvals were sought and received by both Ministries of Education and Vocational Training in Zanzibar and Mtwara.

Model Reading Schools

The process of identifying and using Model Reading Schools began in 2013, through preliminary examination of resource use in classrooms and schools, with 20 total schools identified as model sites for resource allocation and application. This first step will be followed in 2014 by comprehensive program data collection, school clustering, and identification of Model Reading Schools (those that include all quality elements of the Reading program, and those that target specific sub-elements of effective Reading programs). These Model Reading Schools will be engaged as example sites for others schools to provide direct performance images of effective program implementation, and also as “working laboratories” to gather additional evidence to inform how to continue program improvement for those schools that are still working towards high standards in Reading instruction.

Lessons Learned

During 2013, lessons have been learned in all implementation areas from both successes and struggles. The following are cross-cutting lessons learned:

The Need for Ongoing Teacher Instructional Support

In 2013, all teachers were trained in the Reading instructional model. Training was successful, and teachers responded well to new instructional concepts, direct classroom strategies, lesson scripts, and resource materials. However, as with any new training program, TZ21 identified early on that while some teachers were able to implement effectively very quickly, other teachers continued to struggle with the core concepts of the model, strategies, or effective resource application in the classroom. This has led TZ21 to implement an entirely new component in the program in 2013 – the Reading Coaching and Mentoring program.

This coaching and mentoring program has been designed to further support teachers in their understanding and effective implementation of the classroom Reading model. In addition, the coaching and mentoring program has been designed to gather continuous evidence of teacher needs, and to create a system by which TZ21 and on-the-ground partners can respond quickly with targeted support strategies to address specific instructional issues. We anticipate learning more from this coaching and feedback loop in 2014 to inform our ongoing work and program implementation for the larger community in the future.

The Difficulties and Importance of Capacity-Building

In 2013, all stakeholders increased their efforts toward full and quality implementation of the TZ21 program. In this process, TZ21 not only focused on delivering materials, training, and support, but also just as important, focused on capacity-building of local stakeholders to ensure that gains made through this program will be sustainable over time. Through a continuous implementation and reflection process, TZ21 staff and leadership recognized that, while input implementation was moving forward smoothly, it was critical to look not only at outputs from activity (examining how well things were done), but also to look most specifically at what went well and why, and then how to improve those inputs that were not of optimum quality.

This reflection provided internal feedback about the need to build further human capacity at all levels: with teachers, Head Teachers, local ministry partners, and within TZ21 staff itself. In response to this lesson, TZ21 has implemented an under-pinning formal monitoring and feedback process for integration into all program work in 2014. Deeper partnership structures and new teaming strategies will be engaged, and a structured process for rapid response and program implementation education will ensue. By using this continuous learning approach at all levels of program work, TZ21 will better ensure both the immediate quality of work within all stakeholder groups and the long-term capacity of individuals and groups to learn from the processes and improve the program over time.

The Importance of Human Resource Development

During 2013, TZ21 provided a wide variety of physical resources, including student and community materials, teacher lesson scripts and handbooks, and technology and software, to name a few. In addition, a wide variety of successful trainings and meetings took place. These are necessary first steps toward positive changes in Reading instruction and student performance at the local. However, in examining the level of school progress toward performance goals in 2013, it has become clear that the critical determining factor in program success or failure is the human factor. In order to fully leverage the human resource in the change process, it is important to also change the culture of schools and the ways in which they focus their efforts and do their daily work.

In response to this lesson, TZ21 will place a special emphasis on developing the learning culture of schools in 2014, through a targeted process on creating Communities of Professional Practice (CPP). Communities of Professional Practice are consistent with research and approaches to developing Professional Learning Communities (PLC), and bring together all training, physical resources, and people who are active in the project to: 1) emphasize student Reading performance as the core of the work of schools, 2) create an atmosphere where the need for ongoing adult learning is valued and promoted, 3) engage leadership at all levels to support and insist upon high-quality program implementation, and 4) use a continuous progress approach to all adult and student learning.

Images From 2013

Reading Events



Mama Shadya Karume (former First Lady-Zanzibar) reading a story to Std 2 pupils at Kiembesamaki Primary school on 12th September 2013 to mark the International Literacy Day.



Students reading books in TZ21 Reading Tent during the Education Symposium event at Bwawani Hotel Grounds Zanzibar on Sunday 6th Oct 2013



The President of Zanzibar, Dr. Ali Mohamed Shein,, and the First Vice President of Zanzibar Maalim Seif Sharif Hamad admiring Read Aloud books produced by TZ21 for schools in Zanzibar



TZ21 Chief of Party Ms. Renuka Pillay giving opening remarks during International Day of Teachers event held on 26th October 2013 in Tandahimba District Mtwara Region.



ICT equipment and power installation teams receiving installation guidelines from their instructors before starting their job. This was the first day of ICT installation at Kama Primary School Zanzibar.



VSAT- dishes internet connectivity installed in schools and TRCs in remote areas in Mtwara.

Pupils Reading



Pupils at Mbawala Primary School in Mtwara District captured reading books from their classroom reading corner established by teachers.



Std.1 & 2 students from Kiembesamaki Primary School reading a Mathematics Fiction "Mfalme Ziro" before the Guest of Honor President of Zanzibar Dr. Ali Mohamed Shein and his delegate



Pupils reading books under a cashew nut tree shade during International Literacy Day and Adult Education event held in remote District of Nanyumbu Mtwara Region on 21st Sept 2013



The Universal Primary Education event took place in Pemba at Gombani stadium on Monday 23rd September 2013. Tz21 participated by organizing a reading event officiated by Minister for Education and Vocational Training for Zanzibar, Mr. Ali Juma Shamhuna.



Pupils eagerly practicing their technology competencies during E-content pretesting activity, at Chikongola Primary School Mtwara Region, November 22, 2013



Mtwara Regional Education Officer (REO) with Pupils eagerly practicing their technology competencies during E-content pretesting activity, at Chikongola Primary School Mtwara Region, November 22, 2013



Girl pupils- “we are in the forefront” eagerly practicing their technology competencies during E-content pretesting activity, at Mkunazini Primary School Zanzibar November 11, 2013



Pupils and their Teacher during E-content pretesting Pretest activity, at Mkunazini Primary School Zanzibar November 11, 2013

Reading Resources Model schools



Exchange visit at Mangowela Primary school, where DEOs from all 7 districts along with their District Focal Point are observing how a friendly classroom is organized as well as a reading corner in the classroom.



How to resource school with reading materials - Mwanakwerekwe ‘B’ teachers showing big and small books made by them at school using reading kits provided by TZ21

Progress Report by Result

IR 1: Strengthened professional development and resources support for schools to improve early grade reading

IR 1, to strengthen professional development and resource support has progressed substantially during the 2013 program year, including provision of technology and software, provision of print classroom materials, reading instructional training, coaching and mentoring training, and a formative monitoring and evaluation package to ensure all program elements function to their highest levels. Details on sub-IR tasks follow.

Sub - IR 1.1 Improved instruction in early grade reading Kiswahili

Reading Materials Packages for Grades 1-4

In 2013, Reading materials packages, developed by the Children's Book Project (CBP), were distributed to schools. Six new titles were written: two new titles for Mtwara schools, and four new titles for Zanzibar schools. In all, a total of 59,239 book copies were produced and distributed by TZ21.

The tables below summarize books produced and distributed in Zanzibar and Mtwara during the year.

Production of Supplementary Reading Books for Zanzibar

Titles				Total
Mjaka Mtoto Jasiri	Makame na Ng'ombe Mkali	Mfalme Ziro	Tajiri Bahili	
8,470	8,470	8,470	8,470	33,880

Production of Big Books for Zanzibar

Titles		Total
Mjaka Mtoto Jasiri	Makame na Ng'ombe Mkali	
1,247	1,247	2,494

Production of Supplementary Reading Books for Mtwara

Titles		Total
Kondoo na Kicheche	Miuujiza ya Sifuri	
10,656	10,656	21,312

Production of Big Books for Mtwara

Kondoo na Kicheche
1,553

Book development and production began in February 2012. Books were processed through necessary government approval processes and were approved in 2013. Extensive review delayed approval substantially for some titles, while most titles were in schools early in 2013, other titles

were finally distributed late in 2013. The first consignment of books was completed in February 2013, with books designed for use in Zanzibar schools. The second and third consignments of books completed distribution to Mtwara schools.

The titles developed and distributed were specifically designed for primary school instruction and for the targeted Reading program implementation. Books were provided in two formats, B5-size for Small Books (designed for individual student use), and A2-size for Big Books (designed for use during teacher instruction). Mathematics and Science Fiction books were printed only in Small Book-size. Book quality was ensured through the use of high-quality paper and stitch binding, to support long-term durability during daily use by children.

E-Content Materials

Twelve specialized e-content digital tools were developed by International Youth Foundation (IYF), including Phonemic Awareness Lessons, Letter Shapes and Sounds Lessons, Sound Pictionary, a Phonics Game, Five Components of Reading Training Tool, and a Teacher Read-Aloud Training Tool. Before completion, all materials were finalized with government approval processes, and checked to ensure that they are consistent with both national curriculum and the TZ21 Reading instructional model.

Training in eContent was provided to targeted teachers to fast track their use of the materials during instruction. Using a cascade-training model, a five-day training was delivered to Standard 1 and 2 teachers. In addition to teacher participation, MOEVT e-learning unit staff members were present to build their capacity to work with schools on effective use of eContent. Finally, orientation training was also conducted for regional government leaders in Mtwara to support them in advocating for authentic and quality use in their schools.

Pre-service Training Package

In collaboration with IYF, TZ21 organized two forums to promote Early Grade Reading to two Teachers Training Colleges. TZ21 conducted a forum at Benjamin Mkapa Teachers College in Pemba and Mtwara Teachers' College. The participants were tutors teaching Kiswahili and selected pre-service teachers. The objective of the forum was to raise awareness on phonics based instruction, while also engaging participants in ongoing discussion about how teachers' colleges can sharpen the skills of pre-service teachers on reading instruction.

In-service Training Package

The national TZ21 training team developed and implemented a cascade-training model for delivery of the Reading Intervention (classroom model). National Trainers trained District Trainers, who in turn trained local teachers and stakeholders in the classroom Reading model. The training included:

1. Understanding the scope and sequence of Reading instruction for Standards 1 and 2
2. Understanding and being able to actively use the model scripted lesson plan for Standards 1 and 2

3. Exploring and discussing the concepts of early grades Reading instruction, provided through the teachers' training manual
4. Understanding and being able to use alphabet, diagraphs, and adapted Bloom's Taxonomy materials
5. Modeling of the five elements of effective Reading instruction
6. Participant practice in using effective strategies and materials during Reading instruction (using scripted lessons as key format)
7. Planning for how teachers would integrate new practices into their daily Reading instruction.

Reading intervention training was well received at all levels and participants at the end-user level returned to classrooms understanding that they would be expected to begin integration of the model on a daily basis.

The table below indicates the number of materials developed and utilized during training of teachers:

Materials Developed	Zanzibar	Mtwara
Scope and Sequence for Standard 1 and 2	1200	1344
Scripted Lesson Plan for Standard 1 and 2	2072	2,618
Teacher's Training Manual on Early Grade Reading	1014	1344
Facilitators Guide on Early Grade Reading	128	87
Reading Posters	3888	4008
Reading Mentoring and Coaching Training Manual	700	1625

Mentoring and Coaching Support

With the full provision of teacher training in the reading instructional model, it was imperative to design and implement a support network to ensure that teachers had human resources and support as they began early implementation. Therefore, TZ21 developed a full Mentoring and Coaching Package (M&C). The M&C package included a three-day cascade-training model, where national trainers worked at the regional level to train local trainers in the M&C model. The model includes:

1. Deepening understanding of the reading instructional model
2. Understanding the purpose for coaching and mentoring
3. Developing habits and strategies of a coach/mentor
4. Modeling and practicing coaching situations within case study contexts
5. Developing coaching plans for local implementation

Regional stakeholders were identified as local trainers. This regional training team included Ministry of Education staff, Teacher Resource Center Coordinators, representatives from the District Education Office, Head Teachers, and leading teachers from implementing schools. The training cadre was selected based on experience and skills in reading instruction and in training implementation.

After the first rung of the cascade training was accomplished in both Mtwara and Zanzibar, these regional trainers conducted a school-level coaching and mentoring training, with Head Teachers and Lead Teachers (teachers chosen by their peers as the most expert reading teacher in the school). These Head Teachers and Lead Teachers were trained for three-days in the basic purposes, processes and structures of school-embedded coaching and mentoring for reading instruction (see content noted above). Head Teacher/Lead Teacher teams returned to their schools to begin coaching and mentoring on a weekly basis with their teachers (school-level implementation will begin in early January 2014). As a part of this local coaching and mentoring effort, school coaching teams will conduct weekly teacher meetings to share and discuss progress in reading program implementation, model strategies for one another, and engage in shared planning. In addition, coaching teams will observe in classrooms and provide structured feedback for instructional improvement, using the TZ21 Classroom Observation Tool and protocol (see Monitoring and Evaluation for more information on formative feedback tools).

The table below summarizes the mentoring and Coaching Training participants conducted in Zanzibar in December, 2013.

M+C trainees and facilitators (16-18 December 2013)						
TC NAME	Trainees			Facilitators		
	M	F	T	M	F	T
KIEMBESAMAKI	17	22	39	1	1	2
BUBUBU	32	38	70	1	3	4
KITOGANI	23	9	32	1	1	2
MKWAJUNI	45	17	62	1	3	4
DUNGA	24	15	39	2	0	2
MITIULAYA	28	14	42	1	1	2
WINGWI	32	9	41	1	1	2
MICHAKAINI	46	35	81	4	1	5
MIZINGANI	32	8	40	1	1	2
	279	167	446	13	12	25

Identification of Reading Model Schools

As schools continue to refine their reading program implementation, it has been important to begin identifying potential model school sites for use in sharing and mentoring within the program, and as a spotlight site for external interested stakeholders. The process for identifying Reading Model Schools began in 2013, and to date has included identification of preliminary sites where all physical resources are in place and being utilized, and where teachers are fully implementing the classroom Reading model on a regular basis.

Additional measures will be applied to model school selection in 2014, including the full battery of integrated monitoring and evaluation tools (see Monitoring and Evaluation), and a cumulative school performance guide that includes all program elements and will allow TZ21 to conduct a combined quantitative/qualitative evaluation of those sites that can serve as model schools. The

school performance guide will measure: 1) reading instructional quality, 2) use of print resources in the classroom, 3) use of technology and software to track students and support both teacher professional coaching and student learning, 4) the depth and quality of the coaching and mentoring program, 5) parent and community involvement, and 6) leadership and the development of communities of professional practice.

In addition, this ongoing model school selection will provide data to be fed back into the program implementation to model schools as centers of learning for other program schools, continuously improve the work of struggling schools, and ensure that capacity exists on the ground for long-term local implementation and improvement of the program. It is anticipated that this looping process of identification of model sites, diagnosis of barriers for other sites, and linking of model sites with other program schools will be one of the most effective strategies for large-scale improvement of school implementation, instructional quality, and student performance in 2014.

Success Story: A Learning Visit to Mangowela Primary School

Mangowela Primary School in Mtwara was one of the best Reading model schools in Mtwara during model school verification round one. It has an excellent number of locally made materials and display tools, a well-established reading corner, a well-established class library, an inventory system, and the school had reading promotion slogans outside the classroom walls. For other schools in Mtwara to have a full picture of what a model school should look like, CBP in collaboration with TZ21, arranged a learning visit for ten schools to visit Mangowela.

The visiting teachers observed Mangowela's reading corner, class library, teacher made materials and inventory system. Thereafter, Mangowela's standard one teachers and head teacher presented brief explanations on how the schools achieved their success. Visiting teachers had time to ask questions before leaving the school to return to their schools to begin implementing improvements immediately.

Although schools were closed and teachers were supposed be on leave, visiting teachers decided to work for ten days (6th – 16th December 2013) consecutively, including weekends, to improve their schools to become model schools like Mangowela.

Sub - IR 1.2 Improved community and parental support for reading

Reading Advocacy Materials

In order to support improved community and parent support for Reading, advocacy materials were developed and distributed through a series of five Community Reading Advocacy events (see Advocacy Events below for more information). The Advocacy materials included posters and slogan cards emphasizing the importance of Reading inside and outside the classroom.



Reading Advocacy Events

In 2013, CBP conducted several Reading advocacy events. First they conducted teacher training, with 2,599 teachers from Mtwara and Zanzibar, focused on both reading promotion and development of school and classroom libraries. This training was aligned with the concepts and structures of the classroom Reading instructional model, to ensure that materials would be put to the most effective use in supporting the implementation of new types of instruction.

Next, CBP also conducted five Reading Promotion events, in Pemba, Unguja, Nanyumbu, and Tandahimba. These events coincided with high-profile days, including International Literacy Day, Universal Primary Education Day, Teachers' Day, and other important milestone celebrations. These events focused on bringing families and students together for special Reading activities, including paired adult and student reading, response to reading (drawings and songs), and also information provided through talks that addressed the importance of literacy and the further importance of family participation and support for student literacy learning.

The former first lady of Revolutionary Government of Zanzibar who officiated the event was pleased when she saw the displayed teacher-made Big Books. The books were made by Standard 1 and 2 teachers from Kyembesamaki Primary School. The first lady showed additional support for the work by pledging funds to help create more Big Books.

Ndanda Mission Publishers, a publishing company owned by the Roman Catholic Church based in Mtwara, donated 150 copies of various books for display during ILD held in Nanyumbu. After the event the books were given to schools and adult education learners who graduated their literacy program. The books included storybooks for children and adults, religious books, health and language books.

Local communities have been motivated to support their respective schools in supporting Kiswahili reading. In Masasi and Newala districts, some retired government officers have volunteered to support reading programs in their respective schools by helping to teach emerging readers as well as supporting beginning readers by developing locally-made reading materials such as Big Books, reading cards, etc.

Community Mobilization on Reading

TZ21 has engaged a local NGO called Better Nation to conduct community mobilization for reading in Mtwara and Zanzibar. The reading advocacy campaign will involve mobilization via the following strategies to send messages to targeted community members:

- Local song performances
- Traditional dance performances
- Short role plays/skits
- Poetry

Sub - IR 1.3 Strengthened the Use of Technology in Primary Schools, TRCs/TCs to support early reading

Internet Connectivity

In Zanzibar, by the end of 2013, Zantel connected 248 schools, 9 TCs, 10 DEO offices, and a regional office in Pemba, thus providing 100% internet connectivity to TZ21. Zantel also oversaw all post-connection troubleshooting in Zanzibar.

In Mtwara, UhuruOne, worked to provide internet connectivity to schools, TRCs, district offices, and the regional office in the Mtwara Region. In 2013, all sites were connected with the exception of 4 schools and 1 TRC in Masasi District, 44 schools and 5 TRCs in Nanyumbu District, and 14 schools in Newala Districts. These remaining sites will be connected in Q1 2014.

ICT Equipment and Power Installation

Installation of ICT equipment started in June 2013 in Zanzibar and in September in Mtwara. All installations (920 sites—schools, TRCs/TCs, DEO offices, and REO offices) were finalized by the end of December 2013 with the exception of 2 schools in Nanyumbu which had not achieved site readiness status. For a summary of all installations in 2013, see the table below:

TOTAL INSTALLATIONS, YEAR TO DATE 2013						
Catchment	# of Sites	# of computers	# of projectors	# of solar panels	# of batteries	Total Equipment
Mtwara	651	3101	744	947	1544	6336
Zanzibar	269	1665	475	88	591	2819
	920	4766	1219	1035	2135	9155

ICT Basic Computer Literacy Training

The ICT basic computer literacy aims to equip the teachers and education administrators with the necessary computer skills that will enable them to utilize the technology effectively. ICT basic computer literacy training was conducted for all teachers in Zanzibar schools where technology was installed. Three teachers from all EMIS schools and all Kiswahili teachers teaching Standards 1& 4 in all BridgeIT and Mobile Schools with E-content technology were trained. DEOs and TC Coordinators and Subject Advisors were also trained on ICT basic computer literacy in Zanzibar.

The same training took place for teachers and education officers in Mtwara districts. It is anticipated that by the end of January 2014, training will be completed for all targeted teachers and education administrators in Mtwara Region. The table below summarizes the number of teachers and education administrators trained in Zanzibar and Mtwara as of December 31, 2013.

CADRE	Zanzibar			Mtwara		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
DEOs	10	0	10	13	3	16
TC coordinators	8	1	9			
School heads	183	65	248	326	62	388
Academicians	163	80	243	303	85	388
Statisticians	126	117	243	274	114	388
Subject Advisors	10	4	14	-	-	-
MLE teachers	81	249	330	65	43	108
TOTAL	581	516	1097	981	307	1288

E-Content Development & Training for both classroom Reading Instruction and Coaching

During the year, TZ21, in close collaboration with IYF, developed twelve specialized digital tools in reading instruction contextualized to both Mainland Tanzania and Zanzibar. These digital tools consist of the following titles:

1. Phonemic Awareness Lessons
2. Letter Shapes and Sounds Lessons
3. Sound Pictionary
4. Phonics Game
5. Five Components of Reading Training Tool
6. Teacher Read Aloud Training Tool

The development process was iterative, including participatory feedback from Creative, USAID, and the respective MOEVTs from Mainland Tanzania and Zanzibar. The eContent underwent rigorous pretesting and formative evaluation to ensure that all modifications were identified and edited.

e-Content Trainings

Following the completion of ICT equipment installation, master Training of Trainers (MToT) and Training of Trainers (ToT) in Mtwara and Zanzibar were organized to prepare teachers for the rollout of the digital content in schools.

Zanzibar E-Content Trainings

The eContent Master training with 95 officials took place in Zanzibar on August 27-31. Afterwards, the Zanzibar eContent teacher training took place with 179 participants on September 2-6. One five-day master ToT training was conducted at Michakaini TC, Pemba from

21- 25 October 2013. Pemba teacher training was conducted in four five-day sessions from October 30 to November 3. A total of 9 master trainers, 3 from Unguja, facilitated the four teacher trainings. There were a total of 93 participants in the teacher training activity from 16 MLE primary schools in four TC areas. These consisted of all Standard 1 and 2 teachers in the Kiswahili subject and head teachers and academic teachers from every school. On December 23 – 27, a five-day training for the Mkwajuni TC area was conducted. The participants included two Standard 1-2 Kiswahili teachers and two head and academic teachers. By December 2013, all Standard 1 and 2 teachers from Zanzibar MLE schools had received eContent training. The table below summarizes the number of teachers trained:

SN	Centers	Participants	
		M	F
1	Mwembemakumbi	0	20
2	Fuoni	4	18
3	Kisiwandui	4	17
4	Kijitoupele	4	22
5	Mtopepo 'B'	5	15
6	Kidoti	14	7
7	Mtoni	4	18
8	Mkunazini	2	25
9	Michakaini TC	8	17
10	Madungu Secondary school	9	15
11	Mitiulaaya TC	10	8
12	Jadida primary	21	5
	Total	85	187
	Grand total	272	

Mtwara E-Content Trainings

E-Content Master Training with 16 officials from Mtwara MC and DC districts was conducted on August 12-16. On August 19-23, the Mtwara eContent teacher training took place with 95 participants from Managed Learning Environment (MLE) schools from the same two districts.

Master training in eContent for officials from the remaining four Mtwara districts took place December 4-6 in Masasi District and included 47 participants. E-Content teacher training for Standard 1 and 2 teachers from MLE schools in these four districts is scheduled to take place in late January 2014.

Performance Monitoring Plan

During Quarter 4 the following Performance Monitoring Plan (PMP) indicators were tracked for IR1 & IR2.

Table: Indicator Progress- Standard & TZ21 customized indicators

Program Element	Indicator	Achievement				Remarks
			Current Qtr Actual (October-December 2013)	Cumulative Planned Target (2014)	Cumulative Actual (2014)	
TZ 21 GOAL: Improved reading achievements in Kiswahili for standard 1-4 students in the target areas of Zanzibar and Mtwara Region	# of students in primary grades 1-4 in TZ21-supported schools with improved reading skills	Zanzibar		TBD Mid-line results awaited		Indicators Results awaited from the Mid-Line Assessment
		Mtwara				
	# of learners enrolled in USG Supported primary schools or equivalent (3.2.1-35)	Zanzibar		140,000		This is an Annual Indicator
		Mtwara		140,00		
Sub - IR 1.1 Improved instruction in early grade reading Kiswahili	#/% of teachers in target schools, educators and administrators who successfully complete in-service/pre-services training (in pedagogy, EGR) or receive Coaching and Mentoring training (3.2.1-31/32)	Zanzibar	(292M, 179F) C& M	4,709	471	Remedial & Reading across trainings to be conducted in 2014 Mtwara M & C training in January, 2014
		Mtwara	-			
	# of textbooks and other teaching and learning materials provided with USG assistance	Zanzibar	700 copies M&C	135,209	2,796	CBP Reading materials
		Mtwara	1625 copies M&C			
Sub - IR 1.3 Strengthened the Use of Technology in Primary Schools, TRCs/TCs to support early reading	# of ICT equipment installed in schools, TRCs/TCs/TTCs	Zanzibar	3		All Sites in Zanzibar & Mtwara Installed	Trouble shouting going on
		Mtwara	<u>2,842</u>			
	Number of schools using Information and Communication Technology due to USG support	Zanzibar	77	866 schools	99	EMIS installation & Training depends ICT installation & Internet functioning
		Mtwara	20			
	# of teachers, educators trained on ICT with USG support (Disagg. a.M/b.F)-(Std Ind).	Zanzibar	(48M, 46F) e-content (251M, 165F) ICT bs (114M, 116F) EMIS	1,913	1,766	Mtwara ICT training to be completed in January
		Mtwara	(981M,307F) ICT bs (70M, 50F) EMIS			

IR2: Strengthened policies, information and management, to support early grade reading	# of laws, policies, regulations or guidelines developed or modified to improve early grade reading in primary schools(3.2.1-38) by benchmark: a. defined, b. in process, c. reached, d. successful (dissag. by Mtwara/Zanzibar/Districts/TRCs/TCs/ACT/WS)	Zanzibar	3	6	5	
		Mtwara	3			

IR 2: Strengthened Policies, Information and Management to Support Early Reading

Sub-IR 2.1: Developed school- based EMIS

In 2013 Agile Learning sent teams to Zanzibar and Mtwara to install EMIS software and to train teachers on how to use the EMIS software.

Installation of EMIS Software:

By the end of 2013, Agile’s installation team had successfully installed the EMIS software in approximately 750 TZ21 institutions in Mtwara and Zanzibar.

Completed EMIS Installations by Agile Learning in 2013				
<i>EMIS Installed in Type of Institution</i>	Unguja sites with EMIS Installed	Pemba sites with EMIS Installed	Mtwara sites with EMIS Installed	Total
EMIS Only School EMIS	118	84	432	634
Bridge IT School EMIS	17	8	25	50
Mobile Labs School EMIS	10	8	13	31
TRC EMIS	0	0	14	14
TC EMIS	5	4	0	9
District Offices EMIS	6	4	4	14
Total EMIS Installed Institutions	156	108	488	752

Training on EMIS Software:

During 2013, Agile Learning began training on the usage of EMIS software. The selected participants were Head Teachers, Deputy Head Teachers, Academic Teachers and Statisticians. These participants were trained on:

- How to access and enter school data into the EMIS, including individual student and staff, infrastructure and academic performance information, school management information;
- How to generate reports for school management and information sharing; and
- How to export data from their School EMIS to send to District and TRC/TC EMIS system.

In Unguja, all the 3 teachers from 77 schools attended all the 5 days of training except for one teacher of Dimani Primary School who had an emergency and attended only day one. 230 Head teachers and teachers of Unguja have been equipped with initial skills to use EMIS in the day today running of their schools. See the below table for a summary of schools and teachers trained in Zanzibar (Unguja).

	DATE OF TRAINING	VENUE	NO. OF SCHOOLS	TRS	Head Teach		Deputy Hd./Teach		ACADEMIC Teacher		STATISTICIAN Teacher		GRAND TOTAL	
					M	F	M	F	M	F	M	F	MAL	FEM
1	SEPT 30 th – OCT 4 th	BUBUBU	8	24	3	4	0	1	2	6	0	8	5	19
2	7-11th OCT	KITOGA NI	5	15	4	1	0	0	4	1	0	5	8	7
3	OCT 28 th – NOV 1 st	K/SAMA KI	6	18	3	3	0	0	3	3	1	5	7	11
4	4-8 th NOV	BUBUBU	9	27	2	3	2	2	4	5	3	6	11	16
		K/SAMA KI	10	30	0	3	4	3	5	5	3	7	12	18
5	11-15th NOV	BUBUBU	7	21	5	2	0	0	3	4	3	4	11	10
		K/SAMA KI	7	20	1	5	1	0	4	2	3	4	9	11
6	18 – 22nd NOV	BUBUBU	10	30	7	2	1	0	6	4	4	6	18	12
7	25– 29th NOV	BUBUBU	10	30	9	0	0	1	9	1	5	5	23	7
8	2 – 5th DEC	BUBUBU	5	15	5	0	0	0	4	1	1	4	10	5
TOTAL			77	230	39	23	8	7	44	32	23	54	114	116

In Mtwara, all of the 120 teachers from 40 schools attended the 5 days training. 20 Head teachers and Teachers in Mtwara MC and Mtwara district have been equipped with skills to begin use the Agile School EMIS in the day today running of their schools. See the below table for a summary of schools and teachers trained in Mtwara.

	TRAIN DATES	VENUE	NO OF SCHOOLS	TEACHERS	HEAD TEACHER		ACADEMIC		STATISTICIAN		GRAND TOTAL TRAINED	
					M	F	M	F	M	F	MALE	FEMALE
1	16-20 th Sept	Majengo TRC	10	30	7	3	3	7	2	8	12	18
2	23-27 th Sept	Majengo TRC	10	30	6	4	3	7	4	6	13	17
3	21-25 th Oct	Majengo TRC	10	30	8	2	6	4	7	3	21	9
4	28 th Oct- 1 st Nov	Libobe TRC	10	30	8	2	9	1	7	3	24	6
TOTAL			40	120	29	11	21	19	20	20	70	50



Agile Centralized Training of Schools on Using School EMIS



Zanzibar MOEVT EMIS Manager Khalid Wazir (right) at SEMIS Training

Sub-IR 2.2: Developed standardized measures of student performances

In early October 2013, School To School (STS) conducted a midline assessment of students. The Kiswahili EGRA tools were used at Standard 2 only, as a midline follow-up to the baseline conducted by World Bank in 2012. Given the need for this through-line of data, the curriculum-based assessments developed by STS and the baseline results from those assessments will no longer be used to determine project impact on student Reading performance. Instead, a redesigned

assessment was used to conduct the midline assessment. The final midline tools used in 2013 were validated in meetings with the MOEVTs, and now include:

1. EGRA test in Kiswahili for Standard 2
2. School data form
3. Teacher questionnaire
4. Teacher observation form
5. Head Teacher questionnaire
6. School Management Committee questionnaire

STS recruited three (3) Regional Assessment Coordinators, and thirty-six (36) enumerators needed for the assessment activities in Lindi, Mtwara and Zanzibar. STS and TZ21 met with the Lindi Regional Education Officer to explain the purpose of the midline assessment and obtained the REO's permission to conduct the exercise in Lindi.

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

Twenty-six enumerators participated in the enumerator training held in Mtwara, and 16 enumerators on Zanzibar. The Local Assessment Manager and three Regional Assessment Coordinators conducted the training session. As part of their training, each enumerator practiced data collection using the finalized tools in 2 actual participating schools. The best 40 enumerators were then selected for the operational data collection, and data were collected. In order to accurately enter and clean data, the Economic, Social and Research Foundation were recruited to develop data entry templates, recruit and train data entry operators, and conduct data entry and data cleaning. The STS midline achieved 100% of its target number of schools, teachers, head teacher and 98% of the student target.

Data Pool for Standardized Measure Process

Regions	Students			Teachers (interviewed and observed)	Head Teachers	Schools
	Girls	Boys	Total	Total	Total	Total
Lindi	249	146	395	40	40	40
Mtwara	220	180	400	40	40	40
Zanzibar	207	193	400	40	40	40
TOTAL	676	519	1195	120	120	120

Sub-IR 2.3 Promoting education policies supportive to early grades reading (Mainland and Zanzibar)

Following the REO's August 2012 special communiqué to all districts councils to reinforce the Kiswahili reading program, schools allocated daily 20 minutes of reading time in Standards 1-2.

In 2013 the Mtwara team worked closely with all district councils to ensure schools were abiding by the REO's directives. Due to the joint effort in implementing this directive, many schools in Mtwara have established extra Kiswahili reading tuition programs for students in higher grade levels still struggling with reading.

During 2013, TZ21 worked with Education Impact to promote policies that support improvement in policy areas. As a part of this effort, the policy impact team:

1. Engaged in policy dialogues with the TZ21 Policy Specialist, ICT Director, Zanzibar stakeholders, MOEVT staff to complete a draft ICT Policy for Education in Zanzibar for sharing with stakeholders, revised that policy based on feedback, and produced a plan for ICT policy implementation in Zanzibar
2. Conducted both Leadership and Stakeholders workshops on Zanzibar for implementation of the new ICT policy
3. Conducted follow-up site visits to assist in refining response to the policy and troubleshooting policy implementation issues
4. Drafted an outline for guidelines for responsible and acceptable use of TCT in TZ21 schools

District Dialogues:

During the annual review process in July 2013, all districts conducted dialogue sessions on how they would sustain the Kiswahili reading program after TZ21. Many issues were discussed and each district came up with its own plan and strategies for sustainability of TZ21 initiatives. TZ21 staff have been following up with their district counterparts to support the implementation of these plans and strategies.

Sub-IR 2.4 Implementing a strong monitoring and evaluation system

A comprehensive monitoring and evaluation system was developed in 2013 to support continuous feedback and improvement of implementation at the local and regional level, and to ensure that on-the-ground implementation data is used to inform the larger program development and policy development process. The monitoring and evaluation system is in the form of a Monitoring and Evaluation Handbook for national team and regional team use. The handbook includes:

1. A variety of monitoring tools for each program area (Classroom Reading Model, Student and Reading Advocacy Materials, Coaching and Mentoring, ICT Installation and Use, eContent Use for Teachers and Students, Teacher Resource/Training Centers, Parent and Community Involvement, Leadership, and Communities of Professional Practice
2. Monitoring tools are customized to the program and context, and include Lykert-scale observation tools, checklists, interview protocols, and surveys.
3. Narrative support for appropriate and effective use of the monitoring tools
4. Reporting structures and processes for effective sharing of information and future action decision-making

The Regional TZ21 teams in Mtwara and Zanzibar will be trained on the use of the monitoring and evaluation package in January 2014. Monitoring will begin immediately, with internal support and coaching within the TZ21 team.

Public Private Partnerships

During the year 2013, TZ21 continued to mobilize the private sector and communities at large to support education development. Global Development Alliance partners, UhuruOne and Zantel continued to backstop and troubleshoot internet connectivity in Mtwara and Zanzibar schools per the arrangement in their sub-agreements. TechnoBrain, Microsoft's local partner, provided facilitators during ICT basic digital literacy training. The Hassan Maajar Foundation supported two schools in Mtwara with 23 desks and additional text books in order to promote learning. In Zanzibar, Stone Town Traders Company provided assorted reading materials to schools. Also TZ21 collaborated with one local NGO (ZAYEDES) that promotes reading through community mobilization. Through this NGO, the Former First Lady in Zanzibar, Madam Shadia Karume participated on International Literacy Day event and read a story to pupils to promote community involvement and participation in school reading programs.

Cost-Share

TZ21 verified and documented over \$2M worth of cost share in 2013, with major contributions from UhuruOne, Zantel, the Mtwara Regional Education Office (TZ21 Mtwara office space), CBP, and from school/community contributions during the ICT installation site readiness process.

No.	Action Item Name	SF425: Jun. 30 2013	SF425: 30 Sept 2013	SF425: 31 Dec 2013	Total: 2013
1	Uhuru One	\$ 965,646.55	\$ 143,328.00	\$ 170,769.40	\$1,279,743.95
2	Zantel	\$185,003.17	\$ -	\$ -	\$ 185,003.17
3	Office Rent Mtwara	\$ -	\$ 43,551.00	\$ 5,173.88	\$ 48,724.88
4	Children's Book Project	\$33,703.73	\$ -	\$ 22,808.09	\$ 56,511.82
5	TechnoBrain	\$-	\$ 1,070.00	\$ -	\$ 1,070.00
6	ICT installation: school site readiness (materials)	\$ -	\$ 450,271.64	\$ -	\$ 450,271.64
	TOTAL	\$ 1,184,353.45	\$ 638,220.64	\$ 198,751.37	\$ 2,021,325.46

Government at Different Levels

TZ21 worked closely with government officials from the MOEVTs, TIE, ZIE, Commissioners' offices, and the Mtwara Regional Education Office on finalizing various Reading materials, obtaining approvals, conducting trainings, EMIS awareness raining, and developing digital tools.

Other Stakeholders

A TZ21 delegation presented the Phonemic Awareness Lessons Tool at the eLearning Africa Conference in Namibia on May 29-31. The delegation's presentation demonstrated how TZ21's

unique and innovative design approach addresses the particular challenges facing lower primary education in mainland Tanzania and Zanzibar, and how this approach can be a model for digital tool design work across Africa, utilizing group learning activities for students. In addition, it addressed how to engage teachers in the process of designing and utilizing digital tools for learning. In lieu of replacing teachers, TZ21 tools demonstrate the role of the tools to empower teachers through the provision of better teaching resources.

Project Operations, Management, and Staffing

Project Leadership and Management

2013 saw many changes in leadership at Creative Associates Headquarters (Creative HQ) and at USAID. At Creative HQ, Ms. Jane Casewit, TZ21's Project Director, departed in Quarter 1 to be replaced by Mr. Sakil Malik who came on board in Quarter 2. Two backstops, Ms. Angela Mayo and Ms. Hollyn Hammond, also departed and were replaced by Ms. Semra Seifu in Quarter 3. At the end of Quarter 1, Ms. Shannon Sanquist was hired from Creative HQ as a short-term consultant to serve as TZ21's ICT and Operations Manager to coordinate the ICT installation process. In the Finance and Contracts Department, two Contract Administrators, Ms. Yembeka Kapakasa and Ms. Casey Benson also departed and were replaced by Ms. Lauralea Gilpin in Quarter 2.

At USAID, Education Team Leader, Dr. Tom LeBlanc, departed Tanzania in Quarter 2, and was replaced by Ms. Laura Kikuli as TZ21's AOTR with Mr. Abbas Nsanzugwanko as the Alternate AOTR. Mr. David Bruns arrived in Quarter 4 as the new Education Team Leader.

TZ21 Staffing

2013 was also a year of changes for TZ21 staff. In Quarter 1, in the Dar es Salaam office, the Senior Policy Advisor, Dr. Rest Lasway's contract was not renewed as the position was restructured towards a reading policy specialist position. In Mtwara, one driver, Mr. Francis Mpelumbe, tendered his resignation. TZ21 received two Peace Corps Volunteers, Ms. Lisa Hill (based in Newala) and Mr. Christopher Paff (based in Tandahimba). In Zanzibar, Ms. Asha Soud Nassor was seconded from the MOEVT as TZ21's Teacher Education Specialist for Pemba. CBP hired two project assistants, Mr. Andrew Muya and Mr. Hassan Libingai. The two assistants were assigned to the TZ21 Mtwara and Zanzibar offices, respectively. Both individuals are CBP staff but their work has been mainstreamed into TZ21's project work.

In Quarter 2, Mr. Michael Killagane joined the project as the temporary HR/Operations Manager while Ms. Jacqueline Sendeu went on maternity leave. Ms. Lisa Hill was unfortunately medevac'd out of Tanzania after being mugged and assaulted. In Quarter 3, Mr. Joseph Haule was hired as a driver for the Mtwara office, Mr. Damion Mpenda was hired as a gardener for the Dar office, and Mr. Ali Said departed as the Zanzibar Grants Coordinator. In the last quarter, Ms. Sophia Mtakasimba was hired as an Administrative Assistant after three others departed, Mr. Chris Paff completed his Peace Corps service and returned to the US, and Ms. Amy Pallangyo joined the project as the in-country Reading Technical Advisor.

Local NGO Capacity Building

Throughout 2013, TZ21 worked with two local NGOs, Kicheko and CBP to ensure that organizational capacity was developed. CBP began in 2011 with a small purchase order and was officially made a sub-contractor to TZ21 in Quarter 4 of 2013. TZ21 has worked with CBP to develop program staff members' technical skills in early grade reading and materials development, senior staff to develop project management skills, and advocated for the hiring of a dedicated finance officer to ensure CBP's financial reporting was compliant to USAID rules and regulations. Kicheko was initially involved as a third-tier subcontractor to Inveneo but in Quarter 1 2013, Kicheko was made a direct sub-contractor to TZ21. Since then, Kicheko has been requested, and has complied, with submitting monthly invoices, quarterly/annual reports, and modification request direct to Creative Associates.

Environmental Disposition

To minimize the impact on the environment, TZ21 activities comply with environmental protection measures. For example during ICT installations, packing materials left onsite were repurposed by schools. Damaged electrical components were returned to the warehouse and will be disposed of to VETA. Earth disturbed in the installation of grounding and lightning protection systems was returned to its original state at the end of installation.

Gender Approach

TZ21 has an integrated gender approach in all interventions carried out in Zanzibar and Mtwara (Note that training data reported are always gender disaggregated to indicate the levels of participation and involvement of males and females). For instance, in most TZ21 training interventions that focus on teachers, the level of participation and involvement of female teachers in Zanzibar has always been higher compared to Mtwara Region even though Mtwara has more schools (618) than Zanzibar (248). The table below is an example data set from ICT basic literacy trainings that took place in both Mtwara and Zanzibar locations. TZ21 continues to make efforts to equalize female teacher participation in training, and is working to promote female participation and capacity building within its own staff.

Sample Gender Participation Data

Zanzibar			Mtwara		
MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
581	516	1097	981	307	1288

Project Monitoring and Evaluation

Because of the TZ21 Reading Modification, TZ21 prepared an Annual Plan 2013/2014 aligning all TZ21 interventions to the full reading program. The Performance Management Plan (PMP) was reviewed and key results and deliverables (targets) set for 2014 implementation. Both documents, which are key in Monitoring & Evaluation, were submitted to USAID and approved.

TZ21 has subsequently developed a comprehensive monitoring and evaluation system to track its activities, as detailed in IR. 2.4 above.

Challenges and Constraints

Approval Mechanisms

TZ21 continued to struggle with approval mechanisms from both Governments of Zanzibar and Tanzania Mainland delaying some planned deliverables and trainings to take place. Because of different contexts for Zanzibar, Tanzania Mainland and Mtwara, some materials developed sought to be generic (e.g. the TZ21 Reading Promotion Calendar) had to undergo changes to be accepted and approved in Zanzibar context.

Installation in schools affecting EMIS training

EMIS installation and trainings were delayed by the ICT and power installation in schools. In order to keep pace within the timeframe, TZ21, in collaboration with Agile Learning, conducted EMIS installation and training in sites (schools and TRCs/TCs) in which the ICT installation and internet connectivity was stable and functioning, while other sites were undergoing ICT installation and troubleshooting.

ICT Installation Issues

In embarking on installing ICT and power equipment to over 900 sites in all schools, TRCs/TCs, DEO and REO offices, TZ21 experienced challenges related to sub-contractor management with ICS, which led to delays in installation. Once in the field, there were other challenges related to the magnitude of the installation work, contractual issues with the battery cage vendor (Downtown Trading), Internet connectivity issues, power equipment failure (ARVs), and ongoing troubleshooting.

Limited Access to Teacher Follow-Up

Due to the structure and rollout of the training program, Reading trainers had limited access to follow up with teachers who experienced difficulty during early classroom implementation of the model. As a result, there continues to be small confusion on the part of some teachers about specific elements of the Reading model. Data on this confusion has been gathered and analyzed, and will be addressed in two ways in 2014— through the new Coaching and Mentoring program and through Remediation Training.

Planned Activities for 2014

IR1: Strengthen Professional Development and Resource Support to Schools, to improve early grade reading

Sub-IR 1.1: Improved instruction in early grade reading Kiswahili

Mentoring & Coaching Implementation

Mentoring and coaching will begin at the local level in January 2014, with school-based coaching teams (comprised of Head Teachers and elected Lead Teachers), and supported with external coaching from the TZ21 staff, Ward Education Officers, District Education Officers, and Teacher Resource/Training Center Coordinators. Mentoring and coaching will take place weekly, and will include specific strategies for engaging teachers actively in reflecting on and improving their classroom Reading instruction.

Remediation and Reading Across the Curriculum Trainings

Remediation training will take place in February 2014, and will be informed by data currently being collected from schools (using the integrated monitoring and evaluation materials). Feedback will be provided on those specific areas of Reading instruction where teachers are experiencing confusion, or where implementation is low. These areas will be further addressed in the Remediation Training.

Materials Development and Distribution

In 2014, Reading Promotion and Advocacy materials will continue to be developed and distributed. These materials include a Reading Promotion Calendar for schools in Mtwara and Zanzibar. The calendars will be present in classrooms, and will provide additional messages about the importance of becoming a reader, and how reading can enhance all learning and life experiences. The calendar is currently under final development and will be available early in 2014.

Model Reading School Identification

As previously noted, Model Reading School identification began in 2013, and will continue into 2014. First steps in Model Reading School identification included site visits and data collection from CBP to ensure that all Reading materials are in place and being used effectively. As a part of this process, CBP identified 10 schools in Mtwara and 10 in Zanzibar that can be preliminarily considered model sites for resource provision and use.

As the project moves into 2014, the TZ21 team will use the program monitoring and evaluation tools and the overall School Performance Guide, to further gather data on schools. When comprehensive data has been collected, all schools will be clustered into four (4) groups: those that have exceeded expectations for quality implementation (Model Schools), those that have met expectations for quality implementation (Successful Schools), those that are working toward full quality implementation (Developing Schools), and those that are still taking first steps toward quality implementation (Beginning Schools). As with any school-change program, TZ21 expects to have schools in each of these four categories.

After schools have been clustered, a meeting will be held with potential Model School sites to recruit them as official program Model Schools. Model Schools will be expected to: 1) continue to develop their program quality, 2) welcome TZ21 staff and data collectors to examine how they are reaching high levels of practice, and 3) open their doors for other schools to conduct site visits and learn from their effective practices. TZ21 will actively engage local leaders and stakeholders as partners in this process, better ensuring that the regional Ministry of Education and local school districts learn how to engage actively with Model Schools and take advantage of having Model Schools in their area.

In addition, this process of clustering schools will produce sets of data for those schools in the other three categories, and customized support systems and recommendations will be developed and distributed to those schools to support their continued improvement.

Sub-IR 1.2: Improved Community and parental support for reading

Parent Support Education

As a part of the Reading Advocacy events to be implemented in 2014 at the school level, parent education and participation materials and strategies will also be developed to help parents know how to support their child's Reading education. These materials and strategies will be used at the school level. During the Reading Advocacy events, mini-seminars will be offered, focused on

1. Support Your Child's School Reading Experience At Home
2. Read With Your Child at Home
3. Work in Partnership with Your School as a Reading Volunteer

These topics will create relationships and pathways for future work with parents and other family members, increase community ownership of the program, and provide for more support for student Reading achievement inside and outside the school. In addition, it will increase the community perspective that the school is a community institution, the center of learning for the community at large.

Local Reading Associations

As a part of the development of local Communities of Professional Practice in 2014, TZ21 will work in Mtwara and on Zanzibar to develop local Reading Associations. These Reading Associations will be made up of any and all stakeholders who are interested in developing a local professional network to support Reading in their schools. Associations will meet monthly (using TRCs/TTCs as meeting centers), and will be trained to provide internal peer-to-peer professional learning activities; including trouble-shooting any elements of program implementation, sharing of professional readings, modeling of classroom strategies, and planning for cross-school professional networking. In addition, one goal is to assist these local Reading Associations to affiliate with the International Reading Association, thus making them also eligible to apply for and receive grant funds for small local enhancement projects, and to receive professional journals and Reading instructional information on a monthly basis.

Sub-IR 1.3 Strengthened use of technology in primary schools to support early reading

E-Content, TTCs Intervention, Distribution of eContent to all Catchments

TZ21 will continue with to work with schools and TTCs to ensure that e-content is well utilized in classroom teaching and teacher trainings. EContent use will be further emphasized by focusing on the value-added nature of eContent in teachers' classrooms, integrating eContent use into the evaluation of teaching quality, and beginning use of eContent for teacher coaching and mentoring at the local school level. This integration of eContent into teacher mentoring will include both coaching in how to effectively use eContent with students, and direct study by teachers of the concepts and strategies included in the eContent modules.

IR2: Strengthened Policies, Information and Management to support early grade reading

Sub-IR 2.1 Developed school-based EMIS

TZ21 will continue with EMIS installation and training in the TZ21 schools and district offices in both Zanzibar and Mtwara.

Sub-IR 2.2 Developed standardized measures of students' performance

In the coming quarter Midline Results will be published, including:

- Final analysis of midline assessment results
- Submission of draft report of midline assessment findings
- In-country presentations of midline assessment findings

Sub-IR 2.3 Promote Education policies supportive to early grade reading

In 2014, TZ21 will conduct open policy dialogues on with regional and district stakeholders on reading. This includes three distinct policy seminars each designed to build on the prior seminar. Content of the seminars will include:

- Identification of key Reading policy categories
- Development of global policy statements for each critical policy category
- Adaptation of global Reading policy statements to local contexts and implementation

Sub-IR 2.4 Implement a strong monitoring and evaluation system

In 2014, TZ21 will implement a comprehensive monitoring and evaluation systems approach. Common monitoring and evaluation tools will be used to create a package of school performance evidence, from sampled schools in each implementation site, and culminate in identification of Successful and Model School sites, and provide systematic needs-based feedback to struggling schools. Monitoring and evaluation activities will be led by national/regional TZ21 staff, in collaboration with regional government officials.