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JANUARY 1 – DECEMBER 31, 2014

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21st Century Basic Education Program (TZ21)

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TZ21 Year 4, Annual Report

(January-December 31, 2014)

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Introduction

The year 2014 was a successful one, where the TZ21 Basic Education Program completed implementation of its core activities successfully both in Zanzibar and Mtwara. Core reading activities included

- Reading remedial training for Standards 1 and 2
- Development and training for reading mentoring and coaching training
- Reading Across the Curriculum (RAC) training for standard 3 and 4 teachers
- Reading Reflection & E Content training for standard 1 and 2
- Development and training for a Standard 3-4 Integrated Reading Model
- Reading materials development
- Implementation of community reading events
- District reading dialogues
- Community mobilization activities

Each of these core activities supported continued school commitment and improvement of reading instruction in 2014.

In addition, in the last quarter of 2014, TZ21 also accomplished a major activity in support of the Tanzania Institute of Education (TIE) and the Ministry of Education and Vocational Training (MOEVT) to reform primary Reading, Writing, and Mathematics instruction across Tanzania. TZ21 staff led the development of Tanzania's 3Rs National Program; including Teacher, Pupil and Assessment Frameworks, Teachers' Guides, Teacher Training Program, 3Rs Leadership Guide and Training, and a Quality Assurance process and Toolkit. TZ21 Technical Advisor led the work, and TZ21 Tanzanian staff provided key leadership and development expertise throughout. As a result of this technical support, Tanzania Mainland Government's 3Rs initiative was prepared for implementation, and at the time of this report, training preparation for all 480 National Facilitators in Tanzania is underway.

Executive Summary

The following Executive Summary highlights major areas of work, and summarizes lessons learned during 2014, and the way these lessons will be applied as the program enters the extension period into July 2015.

3Rs National Frameworks on Reading

In the last quarter of 2014, a series of technical support and capacity building were provided to Tanzania Institute of Education (TIE) and MOEVT staff to develop Pupil's 3Rs Frameworks, Teacher Competencies Frameworks, 3Rs Assessment Frameworks and Leadership and Training Guides on Reading, Writing, and Numeracy. TZ21 provided Technical Advisor to train staff and oversee all development. In addition, TZ21 brought

in two reading and mathematics experts from Washington who joined TZ21, TIE and MOEVT staff to conduct capacity building, and provide recommendations on the development process and content of the 3Rs program package. As a result, 8 documents were developed and approved by TIE Advisory Board as working documents starting in 2015. The documents are as shown in the table below.

DEVELOPED AND APPROVED 3Rs DOCUMENTS	
1	PRIMARY SCHOOL CURRICULUM FOR STANDARD 1&2
2.	3Rs TEACHING AND LEARNING FRAMEWORK FOR STANDARD 1&2
3.	PRIMARY SCHOOL SYLABUS FOR STANDARD 1
4.	PRIMARY SCHOOL SYLABUS FOR STANDARD 2
5.	3Rs TRAINING FOR STANDARD 1&2 TEACHERS -FACILITATION GUIDE
6.	PRIMARY SCHOOL TEACHER GUIDE ON TEACHING 3Rs IN STANDARD 1&2
7.	LEADERSHIP GUIDE FOR 3RS
8	QUALITY ASSURANCE TOOLKIT FOR 3RS

Summative Evaluation Report Presentation

School to School (STS) on of the IPs in the Tz21 project had conducted summative evaluation of the project in September and October of 2014. On December 1st, 2014 they presented the results of the summative evaluation (end-line evaluation) in Mtwara. The objective of the summative evaluation was to measure the progress that has been registered as a result of implementing Tz21 project in Mtwara and Zanzibar schools. This evaluation measured the impact of the project from the mid–line conducted in September–October, 2013 in reading instruction and assisted the project in drawing conclusions about the impact of the project in reading instruction and pupil outcomes.

A total of 120 schools were involved in this evaluation, 40 from Mtwara region, and another 40 schools from Lindi (A control sample). In Zanzibar 40 schools were also evaluated. Schools were selected using a random sampling process. Participants included Head teachers, Standard 1 and 2 teachers, School Management Committee (SMC) members and Standard 2 students. The reading skills assessment was conducted by using elements of the Early Grade Reading Assessment (EGRA).

Results Presented:

- Overall EGRA scores increased from mid-line (2013) to end line (2014)
- Students’ scores on all tasks improved from midline to end-line
- Students’ biggest gains were in untimed passage reading, untimed passage comprehension, and timed passage comprehension.
- Students’ fluency scores improved from baseline (2012) to end line. (2014)
- The proportion of early emergent readers grew from midline to end line.
- Students zero scores decreased from baseline to end line.
- Boys’ performance was stronger than girls’
- Gains from midline to end line were comparable in Mtwara and Lindi; however, Mtwara’s proportions of students with zero scores declined more than in Lindi.
- Teachers increasingly used selected reading instructional strategies in Mtwara

- The use of learning materials increased from midline to end line.

Reading Reflection Training

In December 2014, TZ21 conducted Reading Reflection Training for Standards 1 and 2 teachers. The training was based on evidence available about school reading instruction, and was designed to increase the capacity of teachers to explore and use wide range of reading resource materials developed by TZ21 (including E-content materials), and to support teachers in developing appropriate materials to supplement their classroom libraries. A total number of 507 (116 males and 391 females) teachers and non-teachers were trained in Zanzibar and 794 (400 males and 394 females) were trained in Mtwara 5 districts of Nanyumbu, Masasi, Mtwara, Masasi Town Council and Mtwara Municipal Council. Training was well received by participants. Newala and Tandahimba training will be conducted early in 2015.

Remedial Training on Reading

In 2014 TZ21 created and implemented a Teacher Remediation training series, designed to respond to the specific implementation issues observed in Standard 1-2 program implementation. Training was completed both in Mtwara and Zanzibar in the first quarter of 2014. A total of 1,177 (192 males and 985 females) Standard 1 and 2 teachers were trained in Zanzibar, while in Mtwara 1,075 (561 males and 514 females) teachers were trained. In this reading reinforcement training, teachers were trained on different techniques of reading instruction, focusing on the five components of reading and reading assessment.

Mentoring and Coaching

The TZ21 Mentoring and Coaching training, developed in the last quarter of 2013, was fully implemented during the first quarter of 2014 in Mtwara and Zanzibar. The mentoring and coaching program focused on school reading support within and outside the schools in which school leadership and key mandated education administrators take the key roles of mentoring and coaching teachers for effective reading program in their respective schools and localities. In Mtwara, a total of 104 (64 males and 40 females) attendees in the District Trainer of Trainees (DTOT) and 1332 (1033 males and 299 females) were trained. In Zanzibar the remaining cohort of 57 (30 males and 27 females) mentors and coaches were trained in February 2014.

Reading Across the Curriculum

In 2014 TZ21 designed a new intervention for Standards 3-4; Reading Across the Curriculum (RAC). This new intervention model was designed to integrate Reading strategies into all content areas (with specific emphasis on Mathematics, Kiswahili, Science, and English) to support continued literacy development and quality learning in the content areas. Though the training emphasized these specific content areas, it also informed participants that the model strategies are appropriate for and should be used

across all content areas. In Mtwara 2,593 (1,837 males and 756 females) teachers were trained in the first quarter. In Zanzibar 1,004 (633 females and 371 males) teachers were trained.

Production of Leveled books

TZ21 in collaboration with Children's Book Project (CBP) completed production and distribution of 5 titles of leveled books; namely *Asubuhi na Mapema* (Level 1), *Kima Wekundu* (Level 2), *Sungura na Samaki* (Level 3), *Paka wangu Maskini* (Level 4) and *Nusu kwa Nusu* (Level 5) for Zanzibar schools. A total of 43,700 copies were printed and distributed to 248 project schools and TZ21 stakeholders in Zanzibar. In Mtwara, 5 reading supplementary books were printed and distributed to 643 schools. The titles are (i) *Mbwa Wangu Masikini*, (ii) *Nusu kwa Nusu*, (iii) *Utageuka Punda*, (iv) *Rangi Zetu* and (v) *Upile na Bustani*. A total of 77,250 Copies were printed and distributed to schools in Mtwara.

MOEVT/Zanzibar and Mainland Collaboration and partnership

In 2014, 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, to create and review materials, to support policy and practice discussions at the national and regional level, and to continue to build the capacity of government in the area of reading, by inclusion of government in TZ21 development activities, and national-level training of facilitators.

District Dialogues

Beginning in September 2014, TZ21 organized district dialogues both in Zanzibar and Mtwara where all key education stakeholders in the districts were convened to discuss and chart out reading program support and sustainability in their respective districts. In Zanzibar 3 District Dialogues were conducted 2 in Pemba and 1 in Unguja. A total of 189 (64 females and 125 males) participants attended these dialogues. The profile of participants in these district dialogue in Zanzibar included Representatives of MoEVT namely Officials from Departments of ICT, pre and primary education and education inspectorate Pemba office; Regional Education Officers from 4 regions (2 from Pemba and 2 Unguja); 7 District Education Officers, TC Coordinators and language subject advisors from all 9 TCs in Zanzibar; School Heads Teachers from selected Project Schools; Parents from selected schools, standard one and two Kiswahili teachers from selected schools; SMC Chairpersons from selected schools; Ward Councilors from selected wards and Shehas from selected Shehias.

In Mtwara during the last quarter of 2014 TZ21 conducted district dialogues in all 7 districts. These dialogues were carried out at the level of Teacher Resource Centers

(TRC). The profile of district dialogues participants included DEDs, DEOs, Focal Persons, Ward Education Coordinators, Head Teachers, Counselors and representatives of parents through SMC. Other participants included TRC coordinators, Ward Executive Officers and classroom teachers. The outcome of the District Dialogues, was integrated planning by the DEOs, setting strategies for the challenges identified and follow up by WECs at school levels. Most important was the DED & DEC's commitment to budget for the continuation of critical activities.

Reading Events

In 2014 TZ21 designed and conducted reading events both in Zanzibar and Mtwara. Reading events are aimed to mobilize parents and communities, teachers, village government leaders and councils, school management committee members and students in supporting reading in their respective communities. During the Reading Events, Tz21 in collaboration with government counterparts at district level demonstrated all reading interventions that have been introduced by the project in their schools. All events were officiated by the guest of honor where in most cases they were either District Commissioners or District Education Officers.

From May to September 2014, TZ21 in collaboration with Children's Book Project (CBP), organized 14 community reading events at Teacher Centers (TCs) and at schools in Zanzibar. A total of 2,249 (798 males and 1,451 females) parents and other stakeholders participated in these reading event activities. The main outcome of these events was the increased awareness of the parents and community on how they can better support their children and the critical importance of Reading. There were pledges made by parents to be volunteers to school activities.

Continuous Program Evaluation

In 2013, TZ21 developed a Program Evaluation Toolkit, designed to support TZ21 staff in continuously evaluating implementation fidelity and progress, and to provide a structure for both reporting and feedback to schools. The Toolkit included evaluation of school leadership, classroom practice, use of materials, presence of coaching & mentoring, and implementation of technology. This Toolkit was implemented throughout 2014, with multiple data collection and feedback steps, and used also to begin identifying and mentoring Model Reading Schools. This process will continue into 2015, with goals of having model sites in four locations: Mtwara, Masasi, Zanzibar, and Pemba. These Model Schools can serve their community as continuing professional learning sites, and represent the work of TZ21 as demonstration sites.

Model Materials Sites

The development of Model Materials Sites in both Zanzibar and Mtwara aimed at accessibility and utilization of reading strategies and materials supplied by TZ21 and those made by teachers. Schools were encouraged to produce and display different reading materials at reading corners, class libraries, school libraries, and in reading huts

established outside classrooms. Pupils were found doing independent reading in schools' material display areas mentioned above. Teachers were beginning to utilize these materials effectively during classroom instruction sessions. The materials included different reading cards: letter, syllable, word, sentence and paragraph cards, teacher-made books, reading posters, reading promotion calendar and textbooks for different subjects.

As of December, 2014, 120 Model Materials Sites were vetted in Mtwara Region, while in Zanzibar a total of 70 schools were vetted. Districts and schools specifically in Mtwara Region were very motivated by this identification process to the extent that they were competing against each other to establish the best model sites in their localities.

ICT installation and sustainability

In 2014, TZ21 completed ICT installation (computers, internet connectivity, software, and power sources) in all 248 public schools (100%), 10 DEO offices (100%) and 9 TCs (100%) and those sites were connected with internet facilities in Zanzibar. The next step was to assist those centers with troubleshooting small issues encountered with equipment or connectivity. In addition, 2 government institutions namely Zanzibar Muslim Academy and the National TRC were installed with ICT equipment in Unguja, and in Pemba 2 government TTCs had ICT installations namely Pemba Muslim Academy and the William Mkapa TTC.

Furthermore, special sustainability programs on ICT were organized by TZ21 in Zanzibar. A two-day training session was conducted for ICT and electrical personnel from MoEVT in Zanzibar. Eight staff participated in the training session (7 male, 1 female).

During 2014, TZ21 also installed ICT equipment in two Teachers Training Colleges in Mtwara. These are Mtwara TTC in Mtwara Municipality and Kitangali TTC in Newala. Kicheko Ltd, the local IP to TZ21 was commissioned the work of installing the equipment.

E-Content Development and Distribution

In the last quarter of 2014, TZ21 procured flash discs and copied all e-content into these flashes for all 643 and 248 schools in Mtwara and Zanzibar respectively. The content on the flash included:

1. Phonemic Awareness (PA) Lessons Tool
2. Letter Sounds and Shapes Lessons Tool
3. Sound Pictionary Teacher Resource
4. All teacher-training guides on E-content.
5. Read aloud videos
6. E-books-all leveled books produced by TZ21

These flash discs were distributed during the rollout of Reading Reflection training in districts where teachers were given these flash discs for utilization in their respective schools.

EMIS Training

In the first 5 months of 2014, TZ21 in collaboration with Agile Learning, conducted EMIS training in Mtwara DC, Masasi DC and one Mobile Lab School from Tandahimba. The training involved head teachers, school academic teachers, and statistician teachers from each school. Training was conducted in centers that were established in consideration of distances, and each training session was attended by 10 schools from the same neighborhood. Training focused on schools entering core data for important aspects of their schools, and on how to send data and/or reports to the District Education Officer, Regional Education Officer. The EMIS training was held for 5-days. The training started on 31st of March to 25th of May 2014. A total of 246 (202 males and 44 females) head teachers, teachers and education administrators were trained.

Lessons Learned

In light of the TZ21 closeout, two issues are paramount: 1) quality of reading instruction, and 2) sustainability of the program approach.

Quality Reading Instruction: Examination of mid- and end-line data have demonstrated that, while improvement in pupil performance is visible, and in many areas statistically significant, pupils continue to struggle with overall reading comprehension performance – the ultimate goal of program efforts. The main lesson learned through analysis of teacher practice and pupil data is that teachers have learned the basics of five elements instruction. However, they have not yet mastered implementation of high-level comprehension instruction, using leveled text and active pupil reading strategies to promote independent reading with comprehension. As a result of this important lesson, TZ21 will use the extension period to further emphasize the Reading Comprehension element; with supplemental information, materials, and training, as well as leveled book provision. While all elements of reading instruction are critical as a foundation for pupil literacy, it is as a result of high-quality comprehension instruction that pupils will learn to read and understand, and teachers must further emphasize this part of their instruction.

Program Sustainability: TZ21's program implementation has been responsive to school needs and of high quality. However, if program approaches are not well-engrained in the daily work of the school, or if sustainability strategies are not in place, even high-quality interventions can be overlooked. An important lesson learned in this area is that it is critical to start early to prepare schools for independent program implementation. In order to address this lesson, TZ21 has been conducting dialogues and planning with districts to ensure that they are prepared for future independent implementation. These dialogues are aimed at discussing the performance and achievements of the project as well as the commitment of communities and district leadership to sustain them. The dialogues resulted in agreed-upon steps toward independent implementation, and direct commitments by schools to future work. These steps and commitments were carefully

documented and shared with each government. Through these districts dialogues some sustainable steps in some districts have already been taken. For example:

- District councils have begun to assign District IT specialists to provide support and trouble shooting of some ICT challenges in schools and TRCs.
- Newala and Tandahimba have started to employ security guards to their TRCs, to ensure that critical equipment and materials are safely housed.
- Model Materials Sites have significantly increased in each district, where Newala is leading in Mtwara.
- School program implementation fidelity is increasing, with more schools vying for Model Reading School status.
- Deeper analysis and understanding is required to understand the factors that impede the learning of the 50% non-readers.

In the remaining period of the project Tz21 will continue to monitor the implementation of the agreed steps and to see how commitments are honored. Tz21 will also continue to support all district in order to ensure that all are in line with the agreed actions.

Images From 2014

Reading Events



A standard I pupil demonstrating reading fluency to during reading event in Unguja



Pupils illustrating own short stories during reading events in Mtwara

“..... my fellow parents we have many means of supporting our teachers to develop the kind of materials we have seen displayed in the tent. Some of us can assist in illustrating the Big Books, among us there are very good story narrators, others are well-off to donate books to our schools so I just want to say let’s show some commitment.....”

“....I will provide financial support to Bubu TC to ensure that these reading events are organised in all schools in Kikwajuni Constituency. TC coordinator let’s meet in my office to discuss more about this.....”



A community member appealing to his fellow community members to support the TZ21 reading intervention in Zanzibar



Mahamoud Ali – Member of Parliament Kikwajuni Constituency addressing the public during reading event in Zanzibar

Pupils Reading



From the left side behind, TZ21COP Renuka Pillay, Mtwara DCOP Felix Mbogella and Mr. Nahatula following a reading instruction lesson in standard II in Sabasaba p/s in Masasi DC



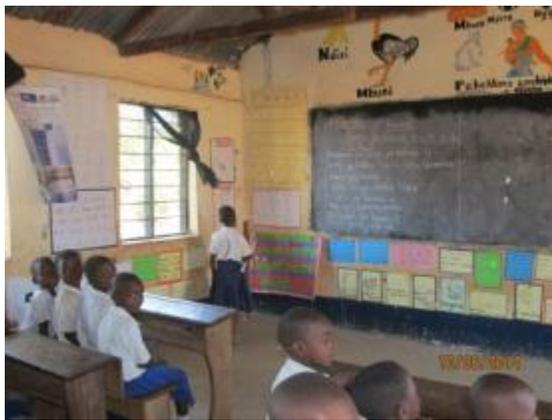
Zanzibar DCOP assessing a reading corner in Standard I classroom at Michamvi Primary School, South Unguja during model school verification exercise in Zanzibar



Lekuled Primary School Standard I and II pupils having independent reading session in the school reading hut during the school reading day



Zanzibar DCOP chatting with pupils of Standard IC at Bumbwini Primary School –one of the model schools in Unguja – October 2014



Mandiwa primary school: reading word cards



Mandiwa primary school reading hut

Reading Resources and Model schools



Nankong’o Primary school in Newala District Class 1 & 2 arranged with a reading corner and talking walls



Nankong’o primary school reading hut



Standard I reading club members doing some club activities at a reading corner, at Kiboje Primary School, Unguja



Standard II class library displayed with printed books in Kiboje Primary School - Unguja

Detailed Progress Report by Result

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

The following activities under IR 1, to strengthen professional development and resource support in schools were implemented in 2014 in Zanzibar and Mtwara. (i) Mentoring and Coaching (ii) Reading Remedial Training (iii) Reading Across the Curriculum (RAC) and (iv) Reading Reflection Training. Other implemented activities included leveled readers production and distribution, E-content materials distribution to schools, community mobilization and support in reading.

Sub - IR 1.1 Improved instruction in early grade reading Kiswahili

3Rs Frameworks and Training Materials Development

Beginning in October 2014, TZ21 supported the government initiative to improve reading, writing, and mathematics under the Literacy and Numeracy Education Support (LANES) program. Creative Associates International sent 2 Technical Advisors from Washington to join the in-country TZ21 team of 2 Senior Technical Staff and 1 Technical Advisor to train and support MOEVT/TIE to develop the 3Rs; i) Pupil, Teacher, and Assessment Competency Framework, ii) Teacher's Guide, iii) Teacher Training Program, iv) Quality Assurance Toolkit, and v) Leadership Training program. The 3Rs program focuses on improvement of Reading, Writing, and Mathematics at pre-primary and Standards 1-2.

In December 2014, Tz21 supported TIE to review and update its 3Rs documents and development of Standards 1 and 2 Reading and Numeracy textbooks. As of December 2014, the following reviewed documents were approved by TIE Advisory Board as working documents to facilitate training of all Std 1 & 2 teachers in all Tanzania Mainland primary schools.

At the time of this report, national-level training for 3Rs has begun, with TZ21 staff providing lead and support at multiple training sites across Tanzania.

Mentoring and Coaching

The Mentoring and Coaching content, handbook, and training system were designed and implemented in 2014 to encourage localized and regionally supported coaching and mentoring of teachers. It includes background information on the value of coaching and mentoring, core approaches and behaviors of reading coaches, a basic menu of formal and informal coaching approaches, as well as specific strategies for ongoing mentoring of teachers. It is critical to note that coaching and mentoring are viewed as distinct processes in this model; with coaching viewed as a team-focused and public effort to engage teachers in ongoing reflection on the quality of their Reading instruction; and mentoring

viewed as individual mentor-mentee relationship-building, critical to building a local Community of Professional Practice (CPP). By implementing an ongoing coaching and mentoring program, TZ21 is supporting sustainability of the model beyond the project period. In addition, during the extension period, TZ21 will provide additional materials support for coaching and mentoring, based on observable need for concrete coaching meeting models (see planned activities below for more information).

Participant Statement: *“Coaching and mentoring is helping our teachers, especially Standard 1 and 2, to improve their work as time goes on, and helps the school as a community to build effective leadership and create a community of professional practice.”*

Mr. Musa Mtanga, Ward Education Coordinator –Maundo Juu Tandahimba

Teacher Reading Remediation

TZ21 created and implemented a Teacher Remediation training series, designed to respond to the specific implementation issues observed in Standard 1-2 program implementation. This included clarification of teaching issues in Phonics, Vocabulary, and Comprehension instruction, as well as increased exposure to and modeling of materials use. Training was completed both in Mtwara and Zanzibar in the first quarter of 2014. This training series was also designed to provide more scaffolding for local trainers to compensate for training drift. Scaffolding included increasing the level of collaborative group learning strategies, notes for trainers, and supporting materials to ensure training techniques were common, and training was conducted with the most fidelity possible. This model has since then been applied with all additional training pieces created by TZ21 staff.

Participant Statement: *“Attending remedial training has sharpened our skills and cleared many doubts. Some of us were struggling with phonics and phonemic awareness but now we feel confident.”*

Sadik Hamis, TRCC – Lengo-Newala DC

Reading Across the Curriculum (RAC)

In 2014, TZ21 designed a new intervention for Standards 3-4; Reading Across the Curriculum (RAC). This new intervention model is designed to integrate Reading strategies into all content areas (with specific emphasis on Mathematics, Kiswahili, Science, and English) to support continued literacy development and quality learning in content areas. Though the training emphasized these specific content areas, it also informed participants that the model strategies are appropriate for and should be used across all content areas.

Training focused on the underpinnings of literacy-based content instruction, including before-, during-, and after-reading techniques, note-taking strategies, group collaborative discussion techniques, and content-reading product development. In this way, the RAC program not only reached above the early primary level and across disciplines, it also expanded schools' viewpoint of how to support reading improvement through reading, writing, and discussion strategies.

Participant Statement: *"DToTs must ensure that RAC training contributes to the improvement in the quality of Reading among our children. Mtwara is far ahead of any other region in the promotion of reading because of our participation in TZ21, so I expect us to shine in Big Results Now."*
Mr. Benno V Mmole, Teacher – Masasi DC

Reading Reflection

In the last quarter of 2014, Tz21 designed and conducted Reading Reflection Training in Zanzibar and Mtwara. The National Training of Facilitators was conducted in Dar es Salaam from 31st October to 1st November 2014. District Training of Trainers (DTOT) and teacher roll out trainings were conducted both in Zanzibar and Mtwara in December 2014. The Reading Reflection Training focused on the following goals

- Better utilize e-content during instruction
- Select more appropriate and correctly-leveled materials and resources for instruction from TZ21-provided materials, and other materials gathered by the school
- Be able to create local materials for reading instruction, including leveled text
- Understand the characteristics of an effective reading classroom environment, and the strategies that promote development of that environment

The table below indicates the teacher participants in Mtwara Roll out Training

No	District	# of School	Male	Female	Total
1	Msasi DC	125	127	104	231
2	Masasi TC	33	17	77	94
3	Nanyumbu DC	94	96	51	147
4	Mtwara DC	130	120	97	217
5	Mtwara MC	29	40	65	105
	GRAND TOTAL	411	400	394	794

The table below indicates the teacher and non-teacher participants in the training

TC	Teachers			Non-teachers			Facilitators		
	M	F	T	M	F	T	M	F	T
KIEMBESAMAKI	0	55	55	2	1	3	0	4	4
BUBUBU	1	61	62	2	0	2	1	3	4
KITOGANI	14	32	46	2	0	2	3	1	4
MKWAJUNI	15	57	72	2	1	3	4	0	4
DUNGA	14	38	52	1	0	1	1	3	4
MITIULAYA	17	39	56	2	0	2	3	2	5
MICHAKAINI	5	48	53	3	1	4	4	0	4
MIZINGANI	19	33	52	2	0	2	4	0	4
WINGWI	13	25	38	2	0	2	2	0	2
TOTAL	98	388	486	18	3	21	22	13	35

Training Results

- Trainees were very active to identify reading progress and reading challenges they face in their classes.
- Participants reflected in their school classrooms, and their school compounds this enriched their discussions.
- Many participants promised to improve their engagement with children by being more friendly in the learning environment and in working in their talking school compound.
- Participants produced many reading materials like word cards, pictures and words; word charts; slogans; drawing and colored pictures which will promote reading among children.
- Many participants promised to strengthen their use 5 elements of reading instruction, as well as to establish school libraries, class libraries, reading corners, reading huts/reading trees and production of more local made big books, small books and pocket books.
- Participants recommended that
 - DEOs should put some funds aside in order to conduct refreshers to their teachers especially after Tz21 is phased out.
 - District councils should support new schools with simple ICT equipment as in ELE schools.
 - TZ21, in collaboration with government, should continue to make some follow-ups on how teachers are using the newly acquired knowledge and providing onsite back stopping support whenever needed.
 - DEOs must ensure that their head teachers are providing the required support to teachers who are teaching Std 1 & 2.

Reading Materials

In 2014, Tz21 in collaboration with CBP, developed, produced and distributed reading materials in Zanzibar and Mtwara. The materials included 1) 2014 Reading Calendar, 2) Conversation Posters, 3) Leveled readers -5 titles for Zanzibar and 5 titles for Mtwara, and 4) Reading games. In Zanzibar, the following titles and copies were distributed in schools: *Asubuhi na Mapema* (Level 1), *Kima Wekundu* (Level 2), *Sungura na Samaki* (Level 3), *Paka wangu Maskini* (Level 4) and *Nusu kwa Nusu* (Level 5). TZ21 has distributed them to 248 project schools and TZ21 stakeholders of Zanzibar. The table below shows titles and institutions where these books have been sent:

NAME OF INSTITUTION	NAMES OF THE TITLES PRODUCED & DISTRIBUTED					TOTAL
	1	2	3	4	5	
	Asubuhi na Mapema	Kima Wekundu	Sungura na Samaki	Nusu kwa Nusu	Paka wangu Maskini	
Schools	8,365	8,365	8,365	8,365	8,365	41,825
TTCs	9	9	9	9	9	45
TCs	27	27	27	27	27	135
DEO offices	10	10	10	10	10	50
REO	6	6	6	6	6	30
ZIE	1	1	1	1	1	5
TZ21 office	50	50	50	50	50	250
CBP	2	2	2	2	2	10
TOTAL	8,470	8,470	8,470	8,470	8,470	43,700

In Mtwara the following titles and copies were produced and distributed

DISTRICT	NAMES OF THE TITLES PRODUCED & DISTRIBUTED					TOTAL
	1	2	3	4	5	
	Rangi Zetu	Utageuka Punda	Upile na Bustani Yake	Nusu kwa Nusu	Mbwa wangu Maskini	
Mtwara MC	700	700	700	700	700	3500
Mtwara DC	2,925	2,925	2,925	2,925	2,925	14,625
Masasi TC	800	800	800	800	800	4000
Masasi DC	3,050	3,050	3,050	3,050	3,050	15,250
Tandahimba	2,875	2,875	2,875	2,875	2,875	14,375
Newala	2,950	2,950	2,950	2,950	2,950	14,750
Nanyumbu	2,150	2,150	2,150	2,150	2,150	10,750
TOTAL	15,450	15,450	15,450	15,450	15,450	77,250

DISTRICT	NAMES OF THE TITLES PRODUCED & DISTRIBUTED					TOTAL
	1	2	3	4	5	
	Kondoo na Kicheche	Miujiza ya Sifuri	Chungwa la ajabu	Kisa cha Rehema na Nyani	Litupi na Babu yake	
Mtwara MC	672	96	672	96	96	1632
Mtwara DC	2,156	308	2,156	308	308	5,236
Masasi TC	2,555	365	2,555	365	365	6,205
Masasi DC						
Tandahimba	1,722	246	1,722	246	246	4,182
Newala	1,862	266	1,862	266	266	4,522
Nanyumbu	1,400	200	1,400	200	200	3,400
TOTAL	10,367	1,481	10,367	1,481	1,481	25,177

E-Content Materials

All 12 specialized e-content digital tools, 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 were distributed in all 248 and 643 schools in Zanzibar and Mtwara respectively. The distribution was done in December 2014 during the Reading Reflection Training, using flash-drives for each school. Teachers are being supported in increased E-Content use through reflection training, ongoing coaching & mentoring, and program evaluation feedback provided through TZ21 staff site visits. This process will continue through the 2015 extension, and also be supported through a Reading Newsletter, which will regularly include E-Content usage information and motivation.

Model Materials Sites & Model Reading Schools

As schools continue to refine their reading program implementation, it has been important to begin identifying potential Model Reading School sites for use as centers of learning within the program, and as demonstration sites for external interested stakeholders. The process for identifying Reading Model Schools began in 2013 and it was reinforced in 2014, and to date has included identification of Model Materials Sites, where all physical resources are in place and being utilized. The identification of the Materials Sites was conducted in a joint venture between CBP, TZ21, DEOs, Focal Persons, WECs, TRC coordinators and head teachers for ownership, capacity building and sustainability. Verification and approval of the schools in Mtwara Region was done by DEOs while in Zanzibar was done by TZ21 DCOP. As of December 2014, 120 schools were passed and approved as reading Model Materials Sites in Mtwara and 70 schools in Zanzibar.

In addition, TZ21 has a commitment to develop and identify comprehensive Model Reading Schools; those schools where all component of the TZ21 model are fully in place and functioning at a competent level. In order to develop and identify these schools, TZ21 developed a Program Evaluation Toolkit and process, designed to formatively evaluate the full school model, and provide feedback to schools. In 2014, this process was implemented across the program areas, with targeted schools participating in feedback meetings, designed to support them in becoming model sites. This process will continue into the 2015 extension period, with the goal of identifying Model Reading Schools in four areas; Mtwara, Masasi, Zanzibar, and Pemba.

Sub - IR 1.2 Improved community and parental support for reading

Reading Events

In 2014, TZ21, in collaboration with CBP, conducted a total of 14 Reading Events in Zanzibar and 12 Reading events in Mtwara. The events were marked by displays in reading tents, pupils' independent reading sessions, pupils' reading skills demonstrations, gallery walk, speeches from guests of honour, traditional dances by community members and working session with teachers. Pupils, teachers, parents, community members and government officials: Ministers, Regional and District Commissioners, REOs, DEOs, and political leaders including member of parliaments and ward councilors attended the events as summarized in the table below.

Reading Events Data – Zanzibar

Host of Event	#. School Attended	No. of Attendants			Guest of Honour
		Male	Female	Total	
Kiembesamaki TC	5	113	180	293	Abdalah Mwinyi – RC West Urban
Michakaini TC	5	79	102	181	Amir Mzee Haji – District Administrative Officer – North
Pagali Primary School	5	38	48	86	Mohamed Seif Khatibu – MP Uzini Constituency
Fujoni – Unguja	5	39	184	223	Mahamoud Ali: MP Kikwajuni Constituency
Kajengwa – Unguja	5	61	97	158	Hamid Abdulhamid: REO South Unguja
Wawi – Pemba	5	35	48	83	Abdalla Omar Muya: DEO Chakechake
DUNGA TC	5	49	73	122	

Reading Events Data – Mtwara

Host of Event	School Attended	No. of Attendants			Guest of Honour
		Male	Female	Total	
Nanyamba Primary School	9	650	850	1500	Hawa Ghasia Minister in Prime Minister's Office
Chiungutwa Primary School	5	250	350	600	Farida Mgome – DC Masasi
Mtwara Manicipal	5	240	289	529	Flora Kafiliti MEO

					Mtwara Mc
Mangaka – Nyambu DC	5	458	574	1032	Mr. Festus Kiswaga: Nanyumbu DC

As a result of these high-profile events, participants called for reading events to be organized in every school. Responding to these calls, Lekuledi Primary School in Mtwara Region took the decision that annually on 4th September; the school will be organizing the school reading day, marked by a reading event. The school implemented the decision for the first time in September 4th, 2014. MP Mohamed Khatibu of Uzini Constituency in Zanzibar, pledged to fund a learning exchange visit of ten head teachers from his constituency who was to travel to Mtwara Region, to build their capacity and learn from their fellow teachers in Mtwara. The focus was to be on the implementation of reading program. The pledge was made in a reading event held at Pagali Primary School in Unguja. CBP/TZ21 plans to follow up on this pledge to ensure that it materializes.

Specific objectives for organizing district Reading Events included:

- Seeking community and parents support in promoting reading of pupils both at home and at school;
- Promoting reading habits of primary school pupils in the project catchment areas;
- Demonstrating achievements made by TZ21 reading intervention;

Success Story

Ms. Asha Akida¹ of Lulindi Ward tested pupils by asking them to read her Kiswahili newspaper; children read the heading as she asked them. She then turned them into word cards and sentence paragraphs which were displayed in the reading hut. Children were able to read effectively. Parents and other community members who were in that reading hut were very happy. In addition, attendance rate of their pupils in school is increasing and pupils like school better. Teachers explained to the guest of honor that the literacy rate in their school has increasing rapidly due to the training they received from TZ21 program.

Community Mobilization on Reading

In 2014, TZ21 engaged a local NGO called Better Nation Foundation (BNF) to conduct community mobilization for reading in Mtwara and Zanzibar. The reading advocacy campaign involved mobilization via the following motivational and informational strategies;

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

¹ A Ward Councilor of Lulindi ward

Community Mobilization Events were conducted in all 7 Councils of Mtwara region in May 12th to 28th, 2014. BNF was contracted by Creative Associates International (CAI) to mobilize the community of Mtwara to promote reading through the Tz21st Century Basic Education Program. Overall attendance was good as many community members/parents happily attended these events everywhere in districts. The events were viewed by all participants to be very successful. A total of 19,471 community members were reached. (refer to table below for details).

Below is a summary of the general attendance in the mobilization campaign

Date	Venue	District	Attendees
06/5/2014	Mangaka Secondary School	Nanyumbu District	360
12/5/2014	Chikongola Primary School	Mtwara Municipality	858
14/5/2014	Sabasaba Primary School	Masasi Town Council	1,643
16/5/2014	Newala Primary School	Newala District	2,832
20/5/2014	Dinyencha Primary School	Mtwara District	1,536
21/5/2014	Nanhyanga A Primary School	Tandahimba District	2,350
23/5/2014	Ndanda Primary School	Masasi District	1,926
27/5/2014	Lupasoo Primary School	Masasi District	546
28/5/2014	Chipuputa Primary School	Nanyumbu District	1,323
03/6/2014	Muungano Primary School	Unguja	2,979
05/6/2014	Jadida Primary School	Pemba	3,118
TOTAL			19,471

The events were facilitated by Better Nation group performances and different demonstrations from TZ21. Things like e-content reading and reading promotion activities, interactive sessions with community members, teachers, students and other participants gave every participant an opportunity to give their opinion about the value of reading, the content of the reading program, and appreciation to TZ21 Program. Also choirs of pupils with reading promotion messages added a special student voice to the events.

The events were attended by guests of honor in each district as follows; Mtwara MC –Ag DEO Issa Makomola, Masasi TC- Ag DEO- Esther Tilumanya, Newala DC –Ag DED- Christina Kambuga, Mtwara DC-Ag DEO Musa Kalanje, Tandahimba DC- District Commissioner-Ponsiano Damiano Nyami, Masasi DC- Ag DEO – Mr. Kayombo, Nanyumbu DC-Ag DEO Mr. Chola. With them village leaders, some Ward Councilors, WECs, TRCCs and SMC members were the attendees.

The objective of the events was to advocate and promote reading among children and parents through edu-tainment from the Better Nations Group. The messages from the Better Nations Group focused on the following aspects:

- Encouraging communities to embrace and promote a culture of reading
- Creating community awareness on the needs for parents to give children time to read at home by reducing workload they give to them.
- Encouraging parents to read books to their children at home and monitor their school classroom performance.
- Encouraging pupils attendance to school by making close follow up on to ensure that indeed when they leave home for school they actually get there.
- Encouraging parents to volunteer their time at school to support reading interaction

Community Responsiveness:

- Community members contributed towards the completion of a reading hut in one school by raising the remaining balance of Tzs 200,000 that was required
- The assistant DEO of Masasi Town Council Ms. Esther Tilumanyapledged to contribute Tzs 60,000 towards the completion of the reading hut in Sabasaba Primary School
- An administrative assistant at the ministry of education office in Masasi Ms. Florence Sangu pledged to contribute Tzs 50,000
- The Head teacher of Sabasaba Primary School Mr. Cyprian Ndaka pledged to Contribute a further Tzs 200,000 required for painting and graphic works to be done in the completed reading hut
- Parents pledged to collaborate with teachers by making the required annual contributions to facilitate learning in schools
- Zanzibar Commissioner of Education pledged to engage parents in all schools in Zanzibar through conducting similar mobilization events in the entire Zanzibar

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

ICT Equipment and Power Installation

Installation of ICT equipment started was completed in 2014 in all sites in Zanzibar and Mtwara. Troubleshooting continued throughout the year in all Districts of Mtwara, and Unguja and Pemba. Kicheko Engineers and Power Techs conducted troubleshooting visits which included faulty power equipment, faulty computer equipment, troubleshoot solar installations, and internet access in Mobile Labs, BridgeIT and EMIS only schools in Mtwara MC, Mtwara DC, Tandahimba, Newala, Masasi, Nanyumbu, Unguja and Pemba. The engineers were organized in six teams that were deployed in the Districts and for overall system troubleshooting and maintenance. The teams also had a special mandate to pave way for successful EMIS training both before and during training sessions.

During last quarter of 2014, TZ21 conducted the installation of ICT equipment in two Teachers Training Colleges in Mtwara. These are Mtwara TTC in Mtwara Municipality and Kitangali TTC in Newala. Kicheko a local company was commissioned the work of installing the equipment. Below is a detailed list of equipment installed in each of these two TTCs.

- (i) Mtwara TTC.
 - Grid fixed desktop lab system WMS 2011 with 20 terminals,
 - 15 CMPCs,
 - 1 projector
 - 1 speaker set.
 - Invertor (Samlex 1500Watts) for Mtwara TTCs is missing.
 - Back-up system is installed and by-passed to wait for the invertor.

- (ii) Kitangali TTC in Newala.
 - Solar fixed
 - desktop lab system WMS 2011 with 20 terminals,
 - 16 CMPCs
 - 1 projector
 - 1 presenter box

In general this activity was implemented smoothly and a few items that were missing were reported to TZ21 Dar es Salaam office for further action and replacement.

E-Content Development and Distribution

As reported in previous quarterly reports, TZ21, in collaboration with IYF, had completed development of 6 digital tools that support Kiswahili reading instruction in Standards 1 and 2: In the last quarter of 2014, Tz21 procured flash discs and copied all e-content into these flashes for all 643 schools in Mtwara and 248 schools in Zanzibar.

No.	District	E-Content in USBs
1	Mtwara MC	29
2	Mtwara DC	128
3	Masasi TC	33
4	Masasi DC	124
5	Tandahimba	117
6	Newala	119
7	Nanyumbu	93
Total		643

Performance Monitoring Plan: During Quarter 4 (October-December, 2014), 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 2015)	Cumulative Planned Target (2015)	Cumulative Actual (2015)		
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		5%		Annual indicator	
		Mtwara				Annual indicator	
	# of learners enrolled in USG Supported primary schools or equivalent (3.2.1-35)	Zanzibar		2%		Annual indicator	
		Mtwara		2%		Annual indicator	
		Zanzibar	142 M 406 F 548 Total	7,450	1,414		
		Mtwara	448 M 418 F 866 Total				
# of textbooks and other teaching and learning materials provided with USG assistance	Zanzibar	540 RR 248 E-cont USB	165,435	85,006			
	Mtwara	1360 RR 82,240 copies 618 E-cont USB					
Sub - IR 1.1 Improved instruction in early grade reading Kiswahili	# of ICT equipment installed in schools, TRCs/TCs/TTCs	Zanzibar				Completed	
		Mtwara				Completed	
	Number of schools using Information and Communication Technology due to USG support	Zanzibar					
		Mtwara					
	# of teachers, educators trained on ICT with USG support (Disagg. a.M/b.F)- (Std Ind).	Zanzibar					N/A
							N/A

		Mtwara				N/A
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/ICT/WSD)	Zanzibar	N/A			N/A
		Mtwara		4	1.Pupil Competency 2.Teacher Competency Framework done	

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

Sub-IR 2.1: Developed school- based EMIS

In 2014, TZ21 in collaboration with Agile Learning continued to train teachers and education administrators in Zanzibar and Mtwara on how to use the EMIS software.

Training on EMIS Software:

In 2014, TZ21, in collaboration with Agile, conducted SEMIS and DEMIS trainings in Unguja and Pemba. A total of 171 schools, 10 District Education offices and 8 TCs attended. Two training sites were used in Unguja and Pemba, Ziواني primary school, Chake chake District Education office in Pemba and West district office in Unguja. Trainees included head teachers, academicians, and a school statistician. The table below shows distribution of number of participants in each category.

EMIS TRAINING 2014			
CADRE	MALE	FEMALE	TOTAL
DEOs	15	5	20
TEACHERS	263	223	486
TC coordinators	7	1	8
TOTAL	285	229	514

In Mtwara Region, EMIS training were conducted in Mtwara DC, Masasi DC and one Mobile Lab School from Tandahimba. The training involved the school head teachers, school academic teacher and statistician teachers from each school. Basing on geographical position the training was conducted in centers that were established in consideration of distances, each training session was attended by 10 schools from the same neighborhood.

Their training package was powerful and the teachers enjoyed learning their product. In a few centers these training sessions were interfered by the network problem; where in some cases the only rescue was to shift to the centers strong network.

The training focused on school entering core data from their respective schools on all important aspects of their schools and on how to send data and/or reports to the District Education Officer, Regional Education Officer. The EMIS training was held for 5-days. The training started on 31st of March to 25th of May 2014.

District	TRC	Male	Female	Total
MTWARA DC	Madimba TRC	21	6	27
	Madimba TRC	29	4	33
	Nanyamba TRC	26	4	30
	Nanyamba TRC	25	5	30
	Nanguruwe	25	2	27
Mtwara MC	Kambarage P/s	15	3	18
Masasi DC	Mwena TRC	17	13	30
	Luagala TRC	23	7	30
	Mwitika TRC	21	0	21
Grand Total		202	44	246

Sub-IR 2.2: Develop standardized measures of student performances

From September- October 2014, School to School (STS) conducted a summative evaluation of the project. The objective of the summative evaluation was to measure the progress that has been registered as a result of implementing the Tz21 project in Mtwara and Zanzibar schools. The evaluation measured the impact of the project from the mid – line (October 2013) in reading instruction and drew conclusion about the impact of the project in pupil reading performance.

A total of 120 schools were involved in this evaluation, selected randomly (40 from Mtwara region and 40 from Zanzibar). A control sample was provided for Mtwara with 40 schools from Lindi. Evaluation participants included Head teachers, Class 1 and 2 teachers, SMC members and Class 2 students. The reading skills assessment was conducted using elements of the Early Grade Reading Assessment (EGRRA).

On December 1, 2014 evaluation findings were presented at Mtwara VETA conference Hall. Critical stakeholders in Mtwara were invited, and the Regional Commissioner was the guest of honor. This was followed by a National Stakeholders Meeting at the Double Tree Hotel in Dar es Salaam, on 4th December 2014. Senior government officials, including Prof. E. Bhalalusesa and the Deputy Principal Secretary from PMO’s office Mr. Zuberi Samataba also attended the Dar es Salaam meeting. Below is the summary of this summative evaluation of the Tz21 project in Mtwara region.

Results Presented:

- Overall EGRA scores increased from midline to end line

- Students’ scores on all tasks improved from midline to end-line
- Students’ biggest gains were in untimed passage reading, untimed passage comprehension, and timed passage comprehension.
- Students’ fluency scores improved from baseline to end line.
- The proportion of early emergent readers grew from midline to end line.
- Students zero scores decreased from baseline to end line.
- Boys’ performance was stronger than girls’
- Gains from midline to end line were comparable in Mtwara and Lindi; however, Mtwara’s proportions of students with zero scores declined more than in Lindi.
- Teachers increasingly used selected reading instructional strategies in Mtwara
- The use of learning materials increased from midline to end line.

Lesson Learned/ Success Stories

1. The District Chairpersons who attended the symposium in Mtwara appreciated the efforts and work done by TZ21 in improving the quality of education in primary schools in Mtwara region and promised to strengthen the security of ICT equipment in schools and TRCs in order to sustain the project.
2. Class 1 and 2 teachers gave testimonials in the meeting on how their schools were before and after the project implementation. They appreciated the reading instruction introduced by project because it has made their work easy in teaching reading, and that most children are now able to read within two to three months.
3. It has also been observed that the supplementary reading books distributed by Tz21 have significantly increased pupils’ reading engagement and capabilities across the grade levels. A total of 26,628 copies were distributed in Mtwara. The titles of these books were “*Kondoo na Kicheche*” “*Miujiza ya Sifuri*” “*Litupi na Babu yake*” “*Kisa cha Rehema na Nyani*” and “*Chungwa la Ajabu*”.

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

As a part of the 3Rs program development during the second half of 2014, TZ21 COP and technical staff have also engaged directly as advisors to MOEVT and TIE early reading policy discussions. As TZ21 enters this ending period, government continues to call on and heed the advice of TZ21 experts to inform their decision-making in areas of 1) teacher training, 2) materials development, 3) delivery methods, and 4) implications of training on needed policies at the national level.

The specific Policy input from TZ21 included:

1. Time on task for reading – TIE has restructured the Curriculum and has reduced the number of subjects in lower primary and allocated 5 hours per week for Reading!
2. Decodable and levelled readers – TIE has agreed to the need for specially designed supplementary readers for std 1 & 2. A reading text book has been designed for Std 1 in which TZ21 has made significant contributions to content development, editing and illustration.

In addition, TZ21 continues to support policy and practice trends at the national level by integrating its core model into the 3Rs program work with TIE and MOEVT.

Sub-IR 2.4 Implementing a strong monitoring and evaluation system

Program Evaluation Toolkit and Process

In 2014/15 TZ21 Program team continued to work with the Dar team and TZ21's Technical Advisor Ms. Amy Pallangyo to implement the TZ21 Program Evaluation Toolkit and feedback process. Formative evaluation tools were applied in a selected set of schools in both Mtwara and Zanzibar. The team then analyzed data gathered about school implementation and reading instructional quality, and completed a formal evaluation of each school. Meetings were held with the schools to provide the data, through use of a School Performance Guide. Discussion and feedback meeting used to support schools in understanding 1) the critical criteria for quality reading instruction, 2) the current status of their school compared to desired performance, and 3) the strategies they could use to continue to make improvement in their program implementation.

Successes

- All visited schools were found to have received the reading materials (stationery and reading kits).
- ICT equipment was installed in all ELE and MLE schools.
- EMIS-training was given to all head teachers and academic teachers.
- Examination of School to School end-line data, in conjunction with internal program evaluation data, demonstrates that the number of schools teaching across all five elements of Reading instruction in Mtwara is increasing rapidly. This is supported by statistically significant pupil gains in almost all areas of reading from mid-line to end-line data collection, and specifically in all four sub-assessments focused on Reading Comprehension. These pupil results are supported by qualitative data available about these same schools that demonstrate increases in both quality and type of instruction across the five elements of instruction - as observed directly in classrooms.
- Conversely, similar data sets from Zanzibar demonstrate a lack of statistical significance in sub-assessments measuring Reading Comprehension, and qualitative implementation data from site visits support this lack of change. These two data sets together demonstrate that teachers are not engaging in adequate instruction in the area of Reading Comprehension. In essence, the pupil performance data and field reports, when compared, suggest that pupil performance is following instructional emphasis - pupils are doing well where teachers are investing their instructional time.
- In response to these data TZ21 is continuing to further support Comprehension instruction through provision of print information, training, and ongoing feedback to emphasize comprehension instruction during site visits.

- Model schools have evidenced utilization of stationery and reading kits by making talking classroom compound in their schools e.g. Dinyecha, Mbuo, Mtawanya, Mangowela, Kamarage, Mikindani and Msijute.
- Schools with talking compound evidenced large number of literacy rate. e. g Mbuo, Dinyecha, Mangowela, Kamarage, Msijute, Mwenge and Mikindani.
- Coaching and mentoring is taking place with varying degrees of effectiveness .

Challenges:

Throughout 2014, TZ21 has been faced with various challenges that it has overcome or continues to address.

- **Materials Availability:** A Subset of schools still need to make the materials readily available to teachers. In some settings schools are not considered secure enough to have and leave learning materials in classrooms. While TZ21 has addressed this by supporting efforts to further secure sites, schools continue to retain old habits, which can limit accessibility to materials for teachers and pupils. As TZ21 increases its emphasis on appropriate utilization of materials in classroom instruction, we are hopeful that this training and recommendation will again place schools in the position to take further steps to keep materials in classrooms, and in use.
- **E-Content Use:** Some schools still need to ensure that teachers are using E-Content on a regular basis. While there are model E-Content Schools in the TZ21 program, some schools still need to take further steps to ensure that teachers are regularly using E-Content. In some cases, this is related to the same security concerns noted above. In other cases, teachers are simply reluctant to integrate regular use of e-content due to their own lack of ICT technical knowledge, or limited implementation of the overall reading program. TZ21 continues to address this problem through direct observation and feedback in classrooms, as a part of our Continuous Program Evaluation efforts.
- **Five Elements:** Some teachers are implementing only certain elements of reading instruction (Phonemic Awareness, Phonics, and Fluency observed most frequently), and neglecting others (Reading Comprehension specifically). Observation and training discussions demonstrate several reasons for this emerging pattern. First, Comprehension instruction is the instructional element that is least familiar to teachers, and their ability to envision how to implement it is limited. Second, there is evidence to suggest that the core conceptual understanding of “what it means to read” remains focused on correct word call, instead of being focused on reading as the making of meaning from text. TZ21 is addressing this important issue directly through the development of a Guide to Reading Comprehension, and a two-day training for Tutors and teachers to help them understand 1) the purpose of increased reading comprehension, the practical implementation of comprehension instruction, and 3) the classroom logistics necessary to manage the complexities of comprehension instruction.

- **Coaching and Mentoring:** Coaching and mentoring quality continues to need improvement. While schools are implementing the process of coaching, data suggest that they are less certain about what the content should be. This limits the depth of coaching conversations that can take place in the school. TZ21 is addressing this challenge directly by creating a series of coaching agendas, and menus – to support schools in identifying and addressing the most critical coaching topics, and in understanding how the process of coaching links to the most appropriate content.

Public Private Partnerships

Cost-Share

During 2014, TZ21 has full achieved and even exceeded this deliverable. The table below evidences this:

No	Action Item Name	January-March 2014	SF425: 30 June 2014	SF425: 30 Sept 2014	Grand Total	Balance (EOP) \$ 2,250,000.00
1	Uhuru One	\$ 154,668.00	\$ 154,668.00	\$ 154,668.00	\$ 1,743,747.95	
2	Zantel	-		\$ -	\$ 185,003.17	
3	Office Rent Mtwara	\$ 5,173.88	\$ 5,173.88	\$ 11,497.50	\$ 70,570.14	
4	Children's Book Project	-		\$ -	\$ 56,511.82	
5	TechnoBrain	-		\$ -	\$ 1,070.00	
6	ICT installation: school site readiness (materials)	-		\$ -	\$ 450,271.64	
	TOTAL	\$ 159,841.88	\$ 159,841.88	\$ 166,165.50	\$ 2,507,174.72	\$ (257,174.72)

Government at Different Levels

Government Officials Exchange Visit

Tz21 Dar es Salaam together with the two field offices conducted a shared learning visit between Tz21 project staff and their government counterparts in visiting each other. These two visits proved to be very beneficial to both field offices as each field office learned from one another.

Presidential Delivery Bureau Visit to Tz21 Project

The Presidential Delivery Bureau Unity team, which oversees the implementation of Big Result Now (BRN), visited our project on 2nd July 2014 to observe and learn more about what the TZ21 program is actually doing to support improved reading instruction and performance in primary schools. The team of two officials from the president's office (Directors of BRN for Education and the ICT specialist for BRN - Education), the REO

for Mtwara, Zonal Inspectorate of schools, the headmaster of Mtwara Technical secondary school and the Principal from Mtwara TTC. The visitors were hosted and lead by the Regional Education Officer for Mtwara, Mr. Hipson Kipenya..

The visitors visited several institutions in Mtwara to check on BRN. In addition, they made visits specific to the TZ21 program, visiting Mitengo TRC in Mtwara Municipal and Msijute primary school in Mtwara DC. While in Msijute, they were able to observe instruction in Standard 1 and 2 classrooms (the talking classrooms), and were very impressed with the classroom talking compounds. In addition, they also saw ICT installation and received explanations on how the ICT equipment is being used during classroom instruction. Tz21 shared experiences on community engagement activities to promote reading, and that some community members are willingly supporting the schools, this being the results of community mobilization conducted through CBP & Better Nationals Grantees of TZ21 Basic Education Program. The critical issue of materials development was discussed with focus on the handmade (big, small and pocket) books and they were able to see them. Finally, they were updated on the types of resources and training provided to teachers to support improved reading instruction.

At Mitengo TRC, they were able to see the ICT in the TRC and got explanation on the usage of the ICT equipment, which focuses in reading and reading promotion. They were also given explanation on the additional function of TRCs and the responsibilities of the TRC coordinators.

Success stories.

- The guests responded positively to all elements of the program they observed and learned about.
- The guests acknowledged the work of TZ21 in supporting education in Mtwara.
- They expressed a desire to see the program scaled-up over time.
- They congratulated the contribution of staff and government to the program.

Project Operations, Management, and Staffing

Project Leadership and Management

TZ21 Staffing

The Zanzibar DCoP, Mr. Charles Nonga and the Finance Officer, Ms. Jokha Ali Juma have resigned from working with the TZ21 Zanzibar effectively from 30th December 2014. In the Dar office the FM, Mr John Gunga and the Grants Coordinator, Mr Revocatus Balashuha concluded their contracts and resigned.

Tz21 will recruit new staff members for the extension period, to fill the vacancies of D/COP and FA in Zanzibar and a FM will be recruited from HQ.

Also during this year all four seconded staff in Mtwara successfully concluded their contracts with TZ21 and returned to their respective district councils. As a result of this the project adopted a new mode of operation where it recruited one seconded staff from Newala who will come to work with the project for the extended period from January 2015. He will be responsible for coordinating all project activities under the guidance of DCoP. The seconded staff who returned into their respective district councils together with district focal point agreed to form 3R regional forum which will be providing mentorship on all issues of reading in the region including providing training support to any district and/or project which will be working in reading interventions in the region.

Environmental Disposition

TZ21 continued to observe the impact on the environment, as a result of TZ21 activities conducted in the fields. For example during this year a big numbers of teachers/ education administrators were trained in Mtwara and Zanzibar with a lot of bottled water consumption at the training venues (TRCs/TCs and Schools) for the 3-4 days spent. All trainees in the training venues were instructed to observe training venues cleanliness during and after the training.

Recycling of package boxes that carried reading supplementary books distributed in Mtwara and Zanzibar was communicated to the recipient schools. This turns the package boxes into useful waste materials after emptied reading stationaries supplied. Thus, all TZ21 interventions are compliant to the environmental laws and regulations of Tanzania. None of the Tz21 intervention has negative impact on environment.

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).

Specific attention has been given to enhanced capacity to female teachers and this was reflected in the Awards provided to teachers. The details are below.

Total numbers of teachers in Zanzibar who received reading awards were 27, of which 21 were female teachers and only 6 were male. Similarly in Mtwara the numbers are: 26 Female teachers while male teachers were 38.

Challenges and Constraints

Formative Feedback Process: With the majority of program components effectively in place, 2014 was a year where it was important to leverage program implementation to its highest potential. In order to accomplish this, TZ21 implemented a systematic formative evaluation and feedback process. While developing a feedback loop is one of the most important steps to ensure high-quality results and long-term sustainability, it is also labor-intensive and a culturally unfamiliar process in Tanzanian schools.

In 2014, it was challenging to build and implement this process with TZ21 staff. First, simple but useful tools had to be developed – for implementation in a low-resource setting. Second, national and regional TZ21 staff had to be trained to a) think formatively, b) use the tools, c) analyze school data, and d) provide relevant feedback to schools. This challenge was effectively met by TZ21 staff, and the learning process not only resulted in accurate evaluative perspectives, but also resulted in high motivation among staff to make a real difference in the outcomes achieved by schools.

Another challenge in this area was the limited time available within the school system for comprehensive work, given Ramadan period and exams during which time schools were inaccessible. Furthermore, financial and staffing resources faced some constraints, since this formative evaluation process was not originally part of the overall design. Regardless, staff managed to engage a large number of schools, in both Mtwara and Zanzibar, in this process throughout the year.

An additional challenge lay in the engagement of schools in the process. Since the school culture in Tanzania is generally judgment-based and punitive, it was important to help schools understand that the data gathered and feedback given were purely to benefit and inform the school itself. It was necessary to coordinate staff activities, behaviors, and even language used in school discussions; in order to ensure that schools were able to trust TZ21 staff to work in their best interest. After a full cycle of data gathering and feedback, the response of schools was overwhelmingly positive. Nonetheless, the care with which this process must continue to be implemented cannot be overstated.

EMIS: Creative Associates has issued a modification to the Agile Learning Contract in 2014. The implications is that 5 districts in Mtwara have NOT yet been fully trained and the EMIS system in these districts have not been operationalized. The action that was agreed upon with USAID was an external evaluation of the EMIS to date. An International consultant, Dr Walter Philips was contracted by Creative/TZ21 to conduct this evaluation. At the time of this report, the Zanzibar evaluation has been concluded. It is anticipated that Mtwara will be done early next year and the resulting report, will inform TZ21/USAID on the next follow up steps.

Planned Activities for 2015

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

3Rs Enhanced Training

In 2015, Mtwara region teachers will receive the 3Rs training, provided by TZ21 staff and Mtwara region tutors. Since TZ21 has been training teachers in the 5 elements of reading for several years, it is important to use the training to continue to challenge teachers' knowledge and skills. Therefore the national 3Rs training will be enhanced to meet the specific needs of TZ21 teachers, based on formative evaluation and student performance data. The training will be adapted to emphasize two key areas to leverage improvement – Reading Comprehension and Development/Use of Leveled Text. Teachers will not only receive the national training model, they will also participate in an enhance Comprehension training session, and learn to level texts and create leveled text themselves.

Reading Comprehension Kit

In 2015, TZ21 will create a supplemental Reading Comprehension Kit, designed to complement the enhanced Comprehension training teachers will receive (see above). The Comprehension Kit will include background information about the important and unique role of Comprehension instruction as, arguably the most important element of instruction. In addition, the kit will include sample lessons for modeling effective reading behaviors, and whole-group and small-group comprehension instruction, aligned to the TZ21 and TIE texts to be provided in 2015.

Reading Newsletter

In 2015, TZ21 will continue to support teacher knowledge, practical skills, and motivation through the delivery of a quarterly Reading Newsletter. The newsletter will include examples of effective practice from TZ21 schools, tips for effective integration of the 5 elements into a daily instructional routine, sample lessons, and motivational information for use of E-Content.

Learning Kits

In 2015, TIE and MOEVT will provide Learning Kits to all primary schools through the 3Rs program. TZ21 is committed to providing Learning Kits consistent with those items provided by the government. TZ21 will create kits of needed materials in Reading, Writing, and Mathematics, and enhance that kit through the provision of additional early reading materials, specifically leveled to meet the needs of young learners. In addition, the Learning Kit will provide teachers with information to help them construct or gather the kinds of resources that are easily locally-sourced, and not provided within the kit itself.

Leveled Books

In 2015, TZ21 will work in collaboration with CBP, to create leveled texts for TZ21 schools. The leveled books will be designed consistent with leveling information provided by TIE and MOEVT within the 3Rs program, provided in appropriate context for young Tanzanian learners, and consistent with the supplemental Reading Comprehension Kit. In this way, TZ21 will ensure that teachers have the kinds of reading materials necessary to provide authentic and high-quality Comprehension instruction, and effective modeling of reading behaviors. A decodable “reader” will be developed and trialed in 4 schools.

Coaching and Mentoring Agendas

Coaching and mentoring has been underway for some time, and site visits and formative data collection demonstrate that schools are comfortable with the process of coaching and mentoring. However, the same data suggest that schools are less able to answer the question – What is the important content of coaching? Therefore TZ21 will use the 3Rs coaching menu and process, and provide sample coaching agendas as a model for local coaches to build understanding of the appropriate content of coaching, and the depth of coaching conversation necessary for it to be effective in improving teaching and learning.

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

Leadership Training

TZ1 will also provide Leadership Training, using and consistent with the 3Rs leadership training developed with TIE and MOEVT in 2014. This training and leadership guide will be adapted to be further in context with the TZ21 program approach. Training will be provided for both regional and school leaders.

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

Sub-IR 2.2 Developed standardized measures of students' performance

Classroom Assessment Toolkit and Training

The final component of the comprehensive TZ21 reading initiative is the completion of a Classroom Assessment Toolkit. In 2015, TZ21 will develop a series of four simple tools for teacher classroom use – diagnostic phonics, vocabulary, and comprehension tools to support teachers in determining 1) appropriate text levels for pupils, 2) ongoing instructional growth and needs for individual children, and 3) next steps for overall reading instruction for whole-class groups. Teachers will receive simple step-by-step instructions for using the tools, as well as training to understand how to apply the information gathered during classroom assessment.

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

Government Seminar Series

In 2015, TZ21 plans to conduct a seminar series for TIE, MOEVT, PMORALG to collaborate and support the institutions to 1) reflect on the trends suggested by the new 3Rs training and materials program, 2) review the extent to which the new 3Rs approach is and is not consistent with existing educational policies and requirements, 3) create a new draft policy for early primary teacher preparation, curriculum, instructional expectations, and pupil assessment, and 4) move that policy through the process for revision, approval and implementation. By refining and completing aligned and effective early primary policy, government can better assure follow-through on the part of primary schools.

Sub-IR 2.4 Implement a strong monitoring and evaluation system

Program Evaluation Toolkit/School Meetings

The Program Evaluation process, begun in 2013 and implemented in 2014 through site data gathering and school feedback meetings will continue through the extension period in 2015. The goal of this process is to confirm Model Reading Schools in four areas; Mtwara, Masasi, Zanzibar, and Pemba. This process will be co-facilitated by the TZ21 Dar, Zanzibar, and Mtwara teams. In addition, local ministry and TRC personnel will be engaged in the process to ensure that they learn how to engage with schools from an evaluation point of view, and learn how to use the toolkit to gather data and provide feedback to schools after the supported TZ21 program ends.

External End of Project Review

In 2015, School To School (STS) will conduct a final overall external project review to examine the components of the TZ21 program approach and answer two overall questions: Which elements of the program have the most impact on teaching quality and student performance, and What is the optimum school setting to allow positive change to

take place. STS will coordinate with TZ21 staff to determine the best ways to collect data, and then share those data with TZ21 and USAID, to support future decision-making about leveraging program implementation to the greatest result.