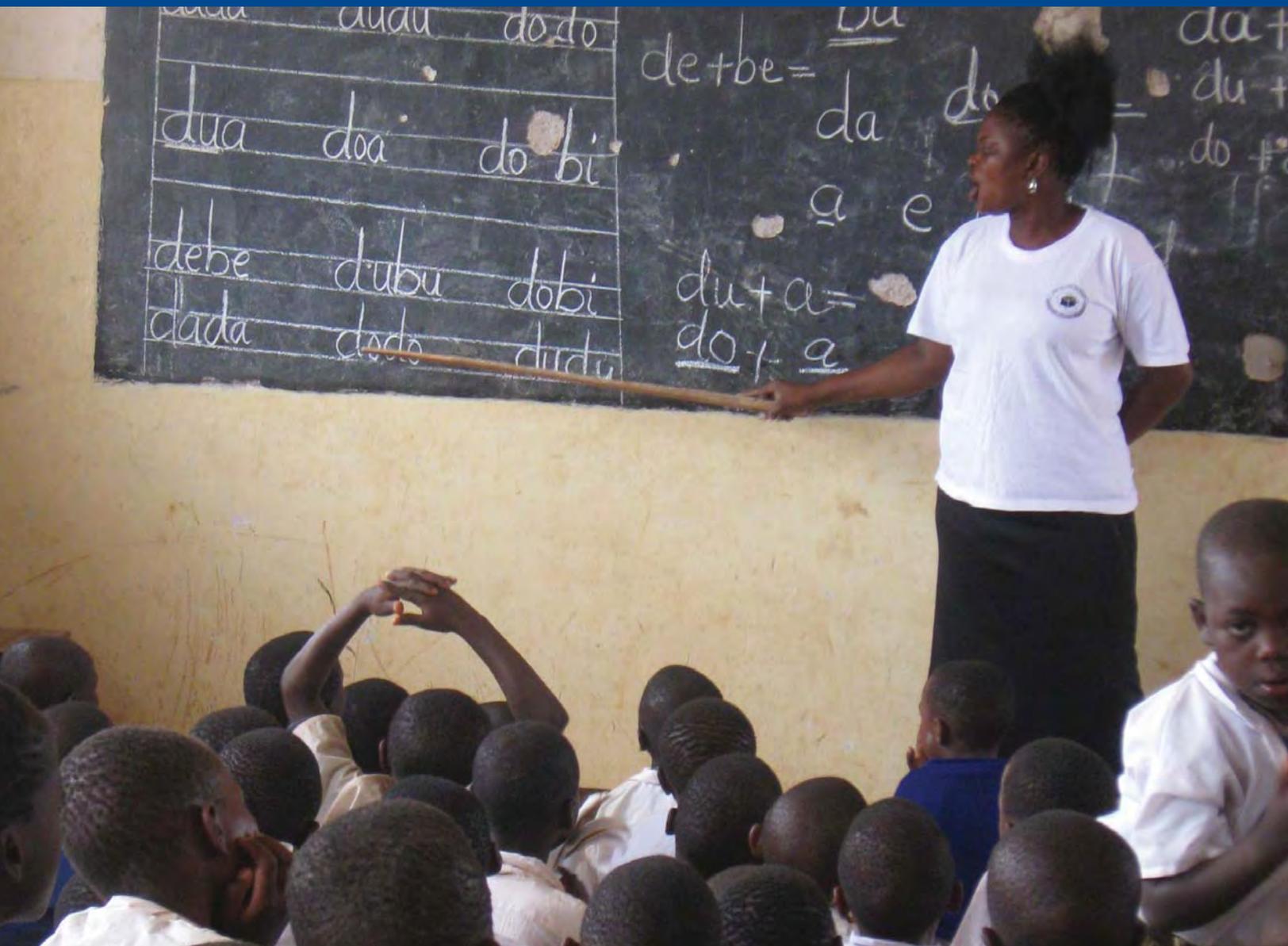




# TANZANIA 21ST CENTURY

YEAR 1, QUARTER 1 REPORT

JANUARY 1 – MARCH 31, 2011



**Contract # CA NO. 621-A-00-11-00007-00**

**April 2011**

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

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

**Project Year 1, Quarter 1 Report**  
**(January 1 – March 31<sup>st</sup>, 2011)**

**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, Inc.***  
***5301 Wisconsin Avenue, N.W., Suite 700***  
***Washington, D.C. 20015, USA***

APRIL 2011

# Table of Content

<b>ACRONYMS.....</b>	<b>3</b>
<b>1. 0 ACTIVITY SUMMARY .....</b>	<b>4</b>
<b>2.0 INTRODUCTION .....</b>	<b>4</b>
2.1 Organization of the Report .....	4
2.2 Project Description .....	5
<b>EXECUTIVE SUMMARY .....</b>	<b>6</b>
<b>3.0 ACTIVITY IMPLEMENTATION PROGRESS .....</b>	<b>8</b>
<b>3.1. Strengthened Professional Development and Resource Support .....</b>	<b>8</b>
3.1.1 Strengthened the use of technology in primary schools.....	8
3.1.2 Enhanced Teacher Performance.....	10
<b>3.2 Strengthened Policies, Information and Management .....</b>	<b>11</b>
3.2.1 School-based Education Information management System (EMIS) .....	11
3.2.2 Strengthened policy support to MOEVs (Mainland and Zanzibar).....	12
<b>4. 0 CROSS CUTTING ISSUES.....</b>	<b>13</b>
4.1 Gender:.....	13
4.2 Public Private Partnership.....	13
4.3. Sustainability mechanisms.....	13
<b>5.0 STAKEHOLDER PARTICIPATION/ INVOLVEMENT.....</b>	<b>14</b>
5.1 Government at different levels .....	14
5.2. Other stakeholders .....	14
<b>6.0 PROJECT OPERATIONS, MANAGEMENT AND STAFFING.....</b>	<b>15</b>
6.1 Company Registration in Tanzania .....	15
6.2 Establishing Project hub office in Dar es Salaam and sub-offices in Mtwara and Zanzibar .....	15
6.3 Recruitment of long-term project technical and support staff .....	15
6. 4 Project Monitoring and Evaluation.....	16
<b>7. CHALLENGES AND CONSTRAINTS .....</b>	<b>16</b>
<b>8. PLANNED ACTIVITIES FOR NEXT QUARTER.....</b>	<b>16</b>
<b>9. ANNEXES .....</b>	<b>16</b>

## Acronyms

AL	Agile Learning
AO	Agreement Officer
AOTR	Agreement Officer's Technical Representative
CBP	Children Book Project
COP	Chief of Party
DCOP	Deputy Chief of Party
EGDA	Education Global Development Alliance
EI	Education Impact
EMIS	Education Information Management System
GOT	Government of Tanzania
ICT	Information, Communication and Technology
IR	Intermediate Results
IYF	International Youth Foundation
MOEVT	Ministry of Education and Vocational Training
M&E	Monitoring and Evaluation
P1 – P4	Primary Grade 1 to Primary Grade 4
PA	Program Associate
PD	Project Director
PMP	Performance Monitoring Plan
SPA	Senior Policy Advisor
STS	School-to-School International
TZ21	Tanzania 21 <sup>st</sup> Century Basic Education Program
USAID	U.S. Agency for International Development

## **1.0 Activity Summary**

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

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

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

**1.4** Activity Description

- i. Capacity building in using ICT in classroom
- ii. Teacher training
- iii. Provision of computers
- iv. Establishing School-based EMIS
- v. Provision of technical assistance and policy support
- vi. Improvement of infrastructure for ICT use
- vii. Development and production of e-contents and children books

**1.5** Area of Coverage: Mtwara Region on main land and Zanzibar

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

**1.7** Reporting Period: January 1 to March 31st, 2011

**1.8** List of Monitoring Indicators: TBD

**1.9** Progress rating: on track/meeting targets/ needs target revision

## **2.0 Introduction**

This report presents, in brief, accomplishments of, challenges and lessons learned from the Tanzania 21<sup>st</sup> Century Basic Education Program (TZ21) over the very first quarter of the life of the project (January 1 to March 31, 2011). Given that the reporting period has been mainly devoted to project start-up activities, reporting on progress made towards program targets is far too early. Accordingly, the report mainly focuses on progress made towards implementing the approved work plan for quarter one.

### **2.1 Organization of the Report**

The focus of the TZ21 work plan for the first quarter of the first year has been developing a common understanding of project goal among government counterparts, TZ21 partners, EGDA partners and other stakeholders. It also focused on establishing project operational offices in-country. Efforts were designed to promote agenda to describing and defining the internal and external linkages of the project in the context of coordination, technical, and managerial dynamics introduced by the TZ21, EGDA partners and host government.

This report is organized in several sections. An executive summary presents the salient accomplishments; challenges and lessons learned for quick reading followed by the main body of the report which constitutes topics including progress of activity implementation, cross-cutting issues, stakeholders' participation, challenges and constraints, and management and staffing. The

final section of the report presents major activities planned for the next quarter (April 1 through June 30<sup>th</sup> 2011) followed by relevant annexes

## 2.2 Project Description

Funded by the United States Agency for International Development (USAID) in partnership with the Government of Tanzania (GOT), TZ21 aims to improve the quality of lower primary education with a particular focus on improved instruction in reading, mathematics and science for higher learning achievement in Mtwara region on the mainland Tanzania and in the islands of Unguja and Pemba in Zanzibar. TZ21 is a five-year, \$48.927 million dollar program, implemented under a Cooperative Agreement No. 621-A-00-11-00007-00 awarded to Creative Associates International, Inc.

TZ21 is being implemented by Creative Associates International, Inc. as the prime contractor with international sub-recipients consisting of International Youth Foundation (IYF), Agile Learning (AL), Inveneo, School-to-School International (STS) and Education Impact (EI) as well as with Tanzania Children Book Project (CBP) as national non-governmental organization. A combination of bottom-up and top down approaches will be employed to support relevant interventions to realize anticipated project results and milestones.

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

- (1) **Intermediate Result 1(IR1):** Strengthened professional Development and resource support for schools to improve instruction in reading, mathematics and science, and
- (2) **Intermediate Result 2(IR2):** Strengthened policies, information and management related to reading, mathematics and science education.

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

- Focused technical assistance and professional support to teachers, school administrators, students, school supervisors and education officers within the project geographical coverage
- Improve infrastructure to enhance ICT integration to schools and teacher training institutions
- Provide e-curriculum and other instruction materials

- Establish school-based EMIS to improve decision making processes
- Support policy work

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

## **Executive Summary**

Tanzania 21<sup>st</sup> Century Basic Education Program (TZ21) has made a commendable progress in the implementation of its start-up plan over the first quarter. The focus of the work plan for the reporting period has been: i) developing a common and better understanding of project goal among government counterparts, TZ21 partners, EGDA partners and other stakeholders, ii) establishing project operational offices in-country, iii) clarify of roles and responsibilities of various actors including TZ21 subcontractors and EGDA partners and iv) recruit staff and set up project operation procedures.

### ***Better Understanding of Project Goals***

Series of kick-off meetings were held with various key partners. The first TZ21 kick-off meetings with USAID enabled the Creative start-up team to obtain Mission overall guidance on USAID rules and regulations governing TZ21 project management, the nature of interface between USAID, TZ21 and host country officials, regulations and practices governing TZ21 procurement, branding, reporting and other requirements. Following the kick-off meeting with USAID, the TZ21 start-up team in coordination with USAID education team held several introductory, consultative and orientation meetings that enhanced government counterparts to better understand the program and know the roles expected from them. One orientation meeting for MOEVT key stakeholders were conducted in Dar es Salaam on 9<sup>th</sup> March 2011 **(13F, 24M, 37T)**. Out of the 37 participants, 7 were from Mtwara Region and District education offices and 2 were from MOEVT-Dar es salaam. Another similar meeting was conducted in Zanzibar on 10<sup>th</sup> March 2011 **(17F, 32M, 49T)**. Out of the 49 participants 22 came from MOEVT and related education institutions in Zanzibar (Unguja & Pemba).

The project also organized important meetings with all subcontractors and EGDA partners for discussions and clarifications on various project issues. All efforts helped to define roles and responsibilities of each partner. As the result, a strong common understanding on the project developed and ideas on project coordination mechanisms shared. Three meetings were conducted in Dar es Salaam on 24<sup>th</sup> February 2011 **(7F, 19M, 26T)** where all 6 subcontractors were present; on 8<sup>th</sup> March 2011 **(7F, 14M, 21T)** where 4 subcontractors and 5 EGDA partners were represented; and on 22<sup>nd</sup> March 2011 **(7F, 16M, 25T)** where 4 subcontractors and 4 EGDA partners were represented.

### ***Project Offices Operational***

During the reporting period, Creative has been legally registered as a local company in Tanzania as a branch to a foreign company. This has allowed the project to operate officially in Tanzania. The project was able to identify and sign lease agreements for the Hub Office in Dar es Salaam and a Sub-Office in Zanzibar. The Regional Education Office in Mtwara has offered an office space for the project. Residential accommodation for the Chief of Party has also been identified and leased.

### ***Technical and Support Project Staff on Board***

The first quarter of the very first year of TZ21 was also successful in bringing all the key staff on board. The Chief of Party - Renuka Pillay, Deputy Chief of Party for Zanzibar - Charles Nonga, Deputy Chief of Party for Mtwara - Felix Mbogella, Senior Policy Advisor - Rest Lasway, Monitoring and Evaluation Advisor - Daudi Kwebwa, ICT consultant - Moses Mwasaga, and Finance Manager –John Gunga all started serving the project.

### ***Challenges and Lesson Learned***

In Summary, the efforts during the reporting period resulted in establishing in-country and on ground operation of TZ21, a better understanding of project interventions, clear definition of roles and responsibilities of different partners and sub-contractors and partners, building and creating strong teamwork, building positive relationship with USAID and host country counterparts.

All project accomplishments for quarter 1 were not achieved without challenges. Coordinating more than 9 key partner organizations around project goal, dealing with the unique and complex nature of the project, the non-traditional approach to quality education (use of ICT as an enabler), and introducing the concept of change management, all contributed to the challenges faced by the TZ21 Team. Thus, planned activities on TZ21 official launch and technological fair preparations were not initiated; however vigorous activities with all partners involved in the project have clarified their roles and responsibilities to the project. This was crucial to set a common understanding and realistic expectations out of TZ21 Project

The success of the first quarter can be described around three results. i) TZ21 created excitement in the education community, government, NGOs, Donors, beneficiaries at large; ii) the consultative process resulted in a common understanding on TZ21 Vision and strategic objectives and enhanced a positive relationship among them, iii) technical discussion on TZ21 ICT options has made a significant progress and established a good foundation for next steps in the next quarter.



*The Principal Secretary for Ministry of Education and Vocational training ( MOEVT) Ms Mwanaidi Abdalla making a point during orientation of the TZ21 Project on its timely support and commitment of the government to support it. The enthusiasm showed by the attendance of MOEVT Directors, Principal Secretary and her Deputy was a clear signal of high expectations and readiness of Zanzibar to support the implementation of the project.*

## 3.0 Activity Implementation Progress

In line with the long term project goal, TZ21's strategic priorities for the reporting period have been i) establishing on ground presence, ii) initiating and strengthening a clear and shared understanding of project goals with Government, other partners, and stakeholders and iii) building a strong and cohesive project team. TZ21 has made impressive progress towards achieving milestones set out for this reporting period. Major accomplishments are highlighted below:

### 3.1. Strengthened Professional Development and Resource Support

#### 3.1.1 Strengthened the use of technology in primary schools

The Government of Tanzania's (GOT) vision for ICT is impressive. It states: "All tutors and teachers are able to use ICT to create enabling classroom environments, facilitate teaching and learning, participate in the global knowledge society and contribute to national, regional and global development". In order to realize this vision, TZ21 has initiated preparatory work to start the long and challenging journey of integrated capacity building of teachers, school administrators, and education officers at all levels; establishing partnership with technology providers, including EGDA partners and local ICT companies to ensure appropriate systems are placed in schools and continue to operate in the long-term. The following are the major accomplishments in the past quarter.

- a) *Create shared understanding between TZ21 and USAID.* TZ21 Project start up Team comprising of the Project Director, COP, 2 DCOP and the Policy Advisor conducted a series of introductory meetings lead by USAID Education Team Leader – Dr. Tom LeBlanc. These meetings were at USAID offices on 3<sup>rd</sup>, 7<sup>th</sup>, and 28<sup>th</sup> February 2011 as well as 15<sup>th</sup> March 2011. While the earlier meetings were limited to start up team members (**3F, 5M, 8T**). It is during these meetings that TZ21 Team was able to meet the USAID Mission Director – Robert Cunne. The USAID Mission Director said that this project is the best example of the Private Public Partnership (PPP) in the country and that he has high hopes for tangible impact. The Mission Director emphasized on a number of issues including the importance of involving other important people in Mtwara e.g. Regional Commissioner, Regional Administrative Secretary, District Commissioners, District Administrative Secretaries and other voted leaders. In working with these people it would be great for the team to understand and influence their resource allocations in supporting and/or expanding the project.
- b) *Create shared understanding among TZ21 Subcontractors:* During the first quarter of the project implementation, TZ21 organized a series of orientation and consultative meetings to discuss issues on technical matters and strategies around ICT options among all subcontractors. In a one-day partners meeting held at Sea Cliff Hotel on February 24, 2011, the TZ21 ICT component has received the highest attention and roles and responsibilities of the different partner organizations (IYF, Agile Learning, Inveneo, STS, Education Impact, etc.) were clarified. At this meeting a common understanding was reached that TZ21 is not an ICT project, but it is a project that promote the use of ICT as enabler to improving classroom teaching and learning processes. The whole purpose of ICT in TZ21 is to promote active learning teaching and provide multimedia options to assist students learn better for greater achievement in reading, mathematics and science. Participants to this subcontractor's meeting were: (**7F, 19M, 26T**)

- c) *Create shared understanding among TZ21, MOEVT key stakeholders, in Mtwara, Dar es Salaam and Zanzibar.* On 13rd February 2011, USAID Education Team leader - Tom LeBlanc led TZ21 start-up team of to meet key educational officials in Mtwara region. Following this meeting was another one which was held in Dar es Salaam on 9<sup>th</sup> March 2011 where all district education officers from Mtwara Region and senior representative from MOEVT Dar es Salaam participated. Participant to this bigger meeting were (13F, 24M, 37T).

Another similar meeting was conducted in Zanzibar on 10<sup>th</sup> March 2011. The meeting in Zanzibar was well represented. Almost all MOEVT Directors, key senior staff and their Principal Secretary and her Deputy attended this orientation meeting. The level of enthusiasm showed by the government of Zanzibar and commitments extended during the meeting was high and encouraging. Participants to this meeting were **(17F, 32M, 49T)**

- d) *Established work relationships with Private ICT Partners (EGDA Group):* Understanding about TZ21 ICT component was further strengthened when the EGDA partners were brought on board on March 8, 2011 for a one-day consultative meeting. While all the components of the TZ21 project were on the agenda for discussion, the ICT component still dominated. All the EGDA partners; Microsoft, Intel, Cisco, UhuruOne, Zantel were in attendance. All the EGDA partners presented what they thought they will contribute to the success of TZ21. Some overlaps and complementarities of roles of the different organizations were identified and discussed. As a result, the meeting recommended a separate technical discussion among all partners, including the TZ21 subcontractors, to further clarify technical issues. Participants to this meeting were **(7F,14M, 21T)**

- e) *Development of a draft TZ21 ICT Strategy:* TZ21 ICT consultant in consultation with the TZ21 Chief of Party drafted an ICT Strategy that established a framework to guide all ICT related work under TZ21. The document is still in its earlier draft stage and will remain to be dynamic for further revision and updates. The ICT draft strategy was presented to the ICT partners on March 22, to initiate discussion and solicit feedback.

- f) *TZ21 held a one-day ICT technical meeting:* On March 22, 2011, a one-day ICT partners' technical meeting was held to thoroughly review series of technical questions. Partners shared ideas and experiences around the following questions and recommended follow up actions.

- What is the pedagogic methodological ICT model that will engage pupils and teachers in classroom instruction?
- What ICT platform should TZ21 use that will carry e-curriculum/ contents into classroom?
- Who will run the whole ICT system- owning and updating? Teachers, school administrators? How do we ensure capacity is built to do this work?
- How can TZ21 plan for a clear exit strategy from now?
- How can we make each of the ICT models proposed to contribute to TZ21 ultimate results?
- How can duplication of efforts be avoided when a number of actors work on a similar activity?

It was during this technical meeting where ICT partners, developed common understanding of the TZ21 Project ICT requirements; unpacked ICT Partner's Roles and Responsibilities; Determined cost efficiency measures and Identified areas of duplication and agreed on an

appropriate operational framework. The attached ICT Contributions Matrix to guide and harmonize ICT Partners' interventions for TZ21 accomplishments was developed.

In summary, while there is still a lot to be done, the first quarter engagement of TZ21 team with ICT partners has laid a strong foundation up on which the second quarter will continue to build its efforts.

### **3.1.2 Enhanced Teacher Performance**

Improving teacher performance is a key quality related input that TZ21 uses as a means to improve classroom instruction and thereby improve pupil's learning in reading mathematics and science. Over the reporting period, TZ21 has initiated discussions around e-curriculum for teachers, computer literacy and learning assessment. As part of the TZ21 ICT discussions, ICT trainings and contents were discussed in relation to what the teachers need to improve their capacity to use ICT as an enabler in their classroom teaching. IYF has started to draft an outline of the process for the development of e-content for teacher training.

This quarter has been utilized in documentation review by the TZ21 staff. Relevant colleagues within the MOEVT have been met and the Policy Advisor has engaged on the teacher education working group issues. In addition, the Policy Advisor and COP have attended in the TENMET Education Quality Conference. This was another opportunity for TZ21 to be introduced to others and for further networking with critical stakeholders. The conference raised numerous educational issues that have implications for TZ21 Implementation. Of particular note are:

- The need for enhanced Inspection
- Professional Development for teachers

#### ***i) Preparation of e-content:***

IYF in its capacity as lead partner for the development of e-content has outlined the processes of e-content development for the three thematic areas of TZ21, including Kiswahili, mathematics and science for P1 to P4. A senior e-curriculum specialist, Mr. Douglas Bell has been hired. Mr. Bell spent about ten days in Dar es Salaam worked with the COP and other partners in March.

#### ***ii) Provision of children's books***

Over the reporting period, Children Book Project has accomplished the following in preparation for p=developing and producing children readers, and distribute them to schools.

- a) *Meeting with CBP board:* CBP organized two meetings with the Children's Book Committee and CBP Board on 25<sup>th</sup> March, 2011 and 29<sup>th</sup> March, 2011 respectively for creating a common understanding on the TZ21 Basic Education Project.
- b) *Consultative meeting with publishers:* CBP organized a consultative meeting with publishers and writers to introduce the TZ21 Basic Education Project. Publishers and writers will collaborate with CBP to produce books for the project. CBP took the

opportunity to challenge them to consider focusing their activities in preparing books on reading, mathematics and science fiction books for Classes I – IV.

- c) **Planning Meeting:** CBP organized a two days planning session for quarter 2 and 3 activities. The meeting which was attended by six CBP staff came up with a document comprising of the following, i) Project Description, ii) Project Log frame, iii) Project Action Plan; and v) Budget.
- d) *Development of a multipurpose tool:* CBP has prepared a multipurpose tool which will assess reading skills of the pupils in grades 1 -4 using a separate text for each class. The tool will also be used for assessing appropriateness of books to be selected. The tool will be used during needs assessment activity.
- e) *Identification of topics for teacher training:* CBP has prepared topics to be incorporated in the guide for training of trainers and teachers which include:
  - Starting and managing a book resource collection which includes options for storage of books, systems for lending books and how books should be treated to help them last.
  - Using the books in the classroom, the importance of introducing pupils to the reading materials and how they can be used to the best effect.
  - How to promote reading through various activities i.e. reading sessions, reading and writing clubs, poetic clubs and theatre clubs.
- f) *Preparation of book selection criteria:* During the reporting period CBP prepared book selection criteria for selecting reading materials for Schools in Mtwara and Zanzibar. The selection criteria have accommodated issues on gender, life skills, and child rights in all aspects of book production.

## **3.2 Strengthened Policies, Information and Management**

### **3.2.1 School-based Education Information management System (EMIS)**

Completion of projected planning activities has moved forward, albeit at a slower pace than originally planned. During the first quarter, Agile Learning did the following:

Agile Learning Home Office Team, two of which have been in Tanzania and Zanzibar reviewed significant documentation, Development Plans, etc (see list attached) as part of the preparation for School EMIS activities.

Onshore and Offshore teams remained engaged in continuous coordination and communication in preparation for the TZ21 School EMIS Activities.

*Technical scoping:* Agile's technical team (Agile Offshore) established a core team to begin the planning and preliminary activities in preparation for the development/reconfiguration and localization of the various School EMIS and District EMIS solutions that will be implemented as part of TZ21. The technical team is engaged

with the other TZ21 IP's technical teams responsible for the integration of the technological infrastructure for the usage of School EMIS. Activities included:

- *Core team* - The establishment of an initial team of core individuals on the offshore team who have various responsibilities for the successful reconfiguration/localization of the School EMIS to be implemented in Zanzibar and Mtwara/Tanzania. These include Senior EMIS Specialists, EMIS Design Specialists, GIS specialists, that are assigned solely to the TZ21 project and will not work on other projects during the initial year of the project until reconfiguration/localization has successfully been completed;
- *Third-Party Solutions and Integration* - Preliminary communications with Critical Links, Inveneo, IYF, Microsoft, School to School, and UhuruOne regarding the technical actions required to link e-learning and assessment tools into the School-EMIS.
- *Translation of School EMIS into Swahili* - The preliminary analysis of the provision of the School EMIS in English and Swahili (the provision in Swahili was not a proposed part of the solution in our original proposal);
- *Significant Documentation Review* - Review of documentation related to previous EMIS activities in Zanzibar and Tanzania/Mtwara.
- *Other Activities* – The Core team has already been significantly involved in other activities related to the project including Gap Analysis for the School EMIS, Web Development Environment Setup, Information Gathering and Assimilation, Technology Adaption, Project Plan Initiation, 3<sup>rd</sup> Party Tools and Add-ons, Analysis of Project Risks and Shortfalls, Defining the Development and Testing Process
- *Translation of Questionnaires* - Agile has obtained copies of the MOEVT Annual School Questionnaires that are currently translated in Swahili. Agile has engaged the University of Dar es Salaam's Center for Translation who translated the questionnaires in English. The Center is currently providing Certification of their having translated the questionnaires. The questionnaires are currently being reviewed by the Agile Offshore Team.
- *Needs Assessment*: Agile conducted an EMIS situational analysis and needs assessment in Dar es Salaam and Zanzibar. The Needs Assessment has been presented to the Ministry with specific recommendations made. The Ministry meeting resulted in an agreement for Agile to develop a plan for implementation of an integrated EMIS solution at the National, Regional, District, Cluster and School levels with specific timelines and deliverables (the Requirements) for approval to move forward.

### **3.2.2 Strengthened policy support to MOEVTs (Mainland and Zanzibar)**

TZ21 has attended policy related meetings with MOEVT as well as with the Education Donor Group. The first two key meetings with MOEVT aimed at: (i) introducing the TZ21 team by the USAID to the MOEVT authorities and staffs who will in one way or another are closely linked to the TZ21 project, (ii) discussing with MOEVT authorities the overall key steps for operationalizing the TZ21 project. During the meetings it was agreed that the MOEVT will identify members of its staff representing the different departments

(such as Primary, Policy Planning, Teacher Education) who will closely work with the TZ21 team. Plans for the next meeting to discuss in detail the TZ21 Work Plan that will include the MOEVT, TZ21 partners and other key players were also discussed. Similar meetings were also held with authorities in Zanzibar. The MOEVT authorities in Zanzibar and Mainland showed keen interest to participate in this planned event now tentatively planned to take place in May/June 2011. The MOEVT in Zanzibar has welcomed the support of TZ21 in its ICT policy finalization.

Additionally, informal consultations were held with the Policy Analysis Section in the Policy Development Planning unit in order to get acquainted with the ongoing preparations of the Education Policy and Training (Available now in draft form) as well as other policy development aspects in education. Other consultations included meeting with the HIV/AIDS coordinator as well as the Acting Chief Education Officer (HIV/AIDS is directly under the office of the Chief Education Officer) in order to get updated on HIV/AIDS interventions and related policies and strategy. These consultations have helped TZ21 team to obtain information useful for TZ21 operations and basis for continued dialogue for policy development and sustainability.

## **4.0 Cross Cutting Issues**

### **4.1 Gender:**

Report of the study *‘Falling Through the Cracks’*

**“Adolescent Girls in Tanzania: A Case Study of Mtwara” (by Maggie Bangser, February 2010)**, was reviewed in order to obtain further background and knowledge on gender issues facing young school girls in Mtwara. One key issue revealed by the report is early pregnancies facing young girls in primary education which affects completion of primary education. The report also has identified other issues affecting girls’ academic performance.

### **4.2 Public Private Partnership**

TZ21 project has a unique opportunity to work in partnership with the Education Global Development Alliance in Tanzania, particularly when it comes to the TZ21 ICT component is concerned. Over the last quarter, TZ21 organized several group and individual meetings to define the mode of the partnership and to clarify the roles and contributions of the EGDA partners. As the result of the consultative meetings, a responsibility grid has been developed showing who is responsive for what, etc.

### **4.3. Sustainability mechanisms**

TZ21’s approach to ensuring sustainability is multifaceted. From day one, TZ21 has been all inclusive, participatory and consultative in its design, planning and decision making

processes. The first quarter of the project has spent substantial amount of time in bringing all actors on board and to making sure that host country counterparts are part of the process. The Chief of Party has devoted much of her time to mentor and build confidence in her Tanzanian staff. Efforts have been made to stay within the government existing system, so that TZ21 is part of the government agenda. The project has undertaken efforts to have technical staff seconded from the government who are well engaged in the implementation and further inform the governments

## **5.0 Stakeholder Participation/ involvement**

Implementation of TZ21 initiatives calls for the involvement of various actors. Such engagements require strong coordination of the many dynamic groups. During the reporting period, TZ21 consulted and coordinated with USAID/Tanzania Education Team and organized series of orientation and consultative meetings with i) government officials, education donors, NGOs, and EGDA partners. This has been a commendable beginning to ensure collaboration of various actors around project objectives. Efforts to Engage Government counterparts, education donors, NGOs and EGDA partners in discussion have been helpful in ensuring their buy-in for greater collaboration and participation in policy promotion and engagement in reforms, service delivery. This will be a continuous process thought-out the life of the project.

### **5.1 Government at different levels**

*Introductory Meetings:* With clear guidance from the client, USAID, during the kick off meeting, the start-up team will conduct series of meetings with various host country counterparts, EGDA partners, education and ICT stakeholders, donors, partners to establish and strengthen clear and shared understanding on project goals and collaboration. Such efforts will include initial meetings with USAID TZ21 AOTR, the Agreement Officer followed by joint meeting with USAID and MOEVT in Zanzibar, MOEVT in mainland, and introductory meeting with Mtwara Regional Education Counterparts. Apart from the introductory meetings with USAID and host country counterparts, Creative TZ21 Team will hold meetings and workshops with all education stakeholders including NGOs, donors, CBOs in order to promote understanding of project vision and enhance project supported activities.

### **5.2. Other stakeholders**

TZ21 participated in various education donors' coordination and technical working group meetings during the first quarter. In order to strengthen relationship with Donors, the TZ21 project was presented and discussed with the Education Donor Partners Group (EDPG) in February. Presentation was made by the COP and other staff who included the Project Director and the Senior Policy Advisor. The COP and the Senior Policy Advisor are now included in the EDPG for coordination of education work in Tanzania mainland and Zanzibar and have started to participate in the monthly EDPG meetings. This places TZ21 in a good opportunity to contribute to policy dialogue relevant for TZ21 policy development both for the Mainland and Zanzibar. Within this context, TZ21 team got the opportunity to receive and provide comments on the (i) Inception Report for the ongoing study on Human Resources for the Education Sector and (ii) The Draft Education and Training Policy

## 6.0 Project Operations, Management and Staffing

Establishing the Tanzania 21<sup>st</sup> century Basic Education Project as a legal entity and organizing an operational work environment in-country has been a key element of the quarterly plan. Accordingly, TZ21 has accomplished the following

### 6.1 Company Registration in Tanzania

Creative Associates International, Inc. as prime implementing partner of USAID/Tanzania for TZ21 has been officially registered in Tanzania. The registration has opened the door for the project to open a bank account, process work permits for expatriate staff, and process in-country and international project procurements. The name and physical address of TZ21

Century Basic Education is:

CREA-TANZANIA,  
173 MLALAKUWA,  
P.O. BOX 34618,  
DAR ES SALAAM, TANZANIA

### 6.2 Establishing Project hub office in Dar es Salaam and sub-offices in Mtwara and Zanzibar

Creative Start-up team will multi task setting up the main project office in Dar es Salaam and two sub-offices one in Zanzibar and another in Mtwara. The start-up team was introduced by USAID to the Ministry of Education and Vocational Training at the kick off meeting. The team had explored the possibility of getting project office space within the MOEVT in mainland and has been successful to secure space within the Regional Education Office in Mtwara. The field operations officer and the program associate will coordinate with procurement and HR units to procure and deliver office furniture, equipment, and supplies and coordinate the installation of computer networks and internet to make the offices operational. Major project logistics support will be put in place including communications, transportation, etc.

### 6.3 Recruitment of long-term project technical and support staff

Key technical project staffs have already been on board. Creative has dully signed their formal employment contracts by 11th March 2011. Additional support staff in Mtwara and Zanzibar offices deployment is going on and expected to be completed in quarter 2.

S/N	Staff Name	Position
1.	Renuka Pillay	Chief of Party
2.	Charles Nonga	Deputy Chief of Party-Zanzibar
3.	Felix Mbogella	Deputy Chief of Party. Mtwara
4.	Rest Lasway	Senior Policy Advisor
5.	Daudi RN Kweba	M & E Advisor
6.	John Gunga	Finance and Grant Manager
7.	Jackie Sendeu	Operations Manager

8.	Vicent Katabalo	Primary Education Specialist-Zanzibar
9.	Suleiman Lenga	Community Mobilization Coordinator-Mtwara

## 6.4 Project Monitoring and Evaluation

Initial discussion between TZ21 Project staff and USAID Education Team on the Performance Management Plan (PMP) was held on 28<sup>th</sup> March 2011. It was agreed to resubmit the draft PMP taking into account the ongoing negotiations and project reconfiguration. Project targets need to be adjusted to respond to the new developments. Customized indicators will be developed during the planning sessions.

## 7. Challenges and Constraints

All project accomplishments were not achieved without challenges. Coordinating more than 9 key partner organizations around project goal, dealing with the unique and complex nature of the project, the non-traditional approach to quality education (use of ICT as enabler), and introducing the concept of change management, all contributed to the challenges faced by the TZ21 Team.

## 8. Planned Activities for next Quarter

- Recast the Implementation Model of TZ21
- Review and revise Work Plan
- Conduct, Regional and National Annual Work Plan Workshop
- Review and revise indicators
- Conduct EMIS Assessment and prepare a requirement document
- Recruitment of staff: e-curriculum specialist & assistants, financial assistants
- Develop a road map for e-content development
- Conduct E-content needs assessment
- Conduct team building and teamwork workshop as part of TZ21 staff development agenda
- 2 Regional Offices operational
- School Selection Criteria developed and agreed upon by MoEVTs
- TZ21 Technical Strategies drafted
- Procurement Plan developed
- TRCs Assessments Conducted

## 9. Annexes

1. ICT Partners Roles and Contribution to TZ21 Project Interventions
2. First quarter work plan
3. Subcontractors' quarterly updates



## Annex 1: ICT Partners Roles and Contribution to TZ21 Project Interventions

### PARTNERS CONTRIBUTION TO TZ21

#### General Comment

- The matrix should separate schools, TRC/TC , TTCs requirements as well as catchments areas (Zanzibar and Mtwara)
- Need of critical thinking on the issue of management of eco-system of computers in the entire project and sustainable ways of doing updates
- Options of having Senior IT officers within both MOEVT responsible for daily system management as a long-term measure
- Need of contingency budget to take care of technological changes anticipated during the life span of the project
- On security issues, computer imaging and deepfreeze options were suggested

No.	CRITERIA	MICROSOFT	INTEL	CISCO	AGILE LEARNING	UHURUONE	INVENIO	ZANTEL	IYF	COMMENTS
1.	INFRASTRUCTURE: ( Hardware, cabling and Software )	Windows Multipoint Server (WMS) 2010 Deployment in Mtwara and Zanzibar  (WMS 2011 preferred)		Cabling for 10 TTCs Centres, Infrastructure i.e. Switches & Routers, WAAS - Bandwidth Optimization, WebEx Collaboration Tools			School, TRC/TC and TTCs computing and local area network design.  Design power solutions.  Advise in procurement for all technology and power solutions.  Train location			CISCO, ZANTEL, UHURUONE and Microsoft to sit together to iron out overlaps

No.	CRITERIA	MICROSOFT	INTEL	CISCO	AGILE LEARNING	UHURUONE	INVENIO	ZANTEL	IYF	COMMENTS
							IT professionals to implement and support solutions.  Provide local long term support and transition support expertise to local government as needed.			
2.	ACCESS/CONNECTIVITY: (Intranet and Internet)					Dedicated 2MBps link	Provide power systems at school premise for network connectivity devices.	Dedicated 2MBps link with AIRMAX???		Intranet Connectivity-Local Area Network  Operational & database licences -Grey Areas
3.	<b>TRAINING/CONFIDENCE AND CAPABILITY BUILDING</b>	PiL/live@edu Training for 5,000 Teachers,	Intel Teach GS for pre-service	IT Essentials Curriculum	EMIS Training and translation at schools,		Provide WMS & Classmate schools,		Training of Teachers-e-content	All ICT partners offering

No.	CRITERIA	MICROSOFT	INTEL	CISCO	AGILE LEARNING	UHURUONE	INVENIO	ZANTEL	IYF	COMMENTS
		PiL training for 100 trainers for 1 month, Set-up and technical training on administration of live@edu, Conduct Training of Trainers for 10 lecturers on software development in selected tertiary institutions, IT Academy Costs,	teachers and in-service teachers, 1:1 Pedagogical Teacher training, Education Leadership Forums		TTCs and districts		TRC/TC, TTCs basic 1-day training on computer and local area network (LAN) and power system maintenance.			training to come together(meet) and align the trainings offered by each
4.	CONSULTANCY		Architecture & initial deployment support	Network Design						Microsoft to get back to CREATIVE ASSOCIATE to negotiate on this
5.	NEEDS ANALYSIS	EMIS Needs Analysis				Connectivity Needs analysis	Design needs assessment for schools for equipment deployment.	Connectivity Needs analysis	IYF –E content	Meet and planned together on how to conduct the

No.	CRITERIA	MICROSOFT	INTEL	CISCO	AGILE LEARNING	UHURUONE	INVENIO	ZANTEL	IYF	COMMENTS
							Advise TZ2I and government on how to profile which schools are ready to absorb and support the various requirements for the range of ICT solutions.			needs assessments
6.	CURRICULUM	PiL Curriculum,					Show CAII/IYF how to add content to Education Appliance in WMS and Classmate schools			
7.	DIGITAL CONTENT	PiL training for 20 curriculum developers for digital content development	Skool(tm) digital contents, PC Basics				Show CAII/IYF how to add content to Education Appliance in		Developing Digital Contents as per curriculum	Players to meet and synchronise the relevant contents

No.	CRITERIA	MICROSOFT	INTEL	CISCO	AGILE LEARNING	UHURUONE	INVENIO	ZANTEL	IYF	COMMENTS
							WMS and Classmate schools			
8.	PC/LAPTOP SOFTWARES	Software costs under National PC Program for Intel supplied machines (Office 2007 Standard), MoEVT developer tools and MS Office licences for HQ and District Offices under Education Alliance Agreement Pricing					Work with partners designing and implementing software that will be deployed in the schools, TRC/TCs and TTC to ensure it works with the systems chosen.  Develop software images with the partners to be tested and readied before deployment into school environments.			School Software cost are under school agreement the GAP is at the MOEVT and Data Centre levels  IT Academies to be integrated in the Universities offering the courses

No.	CRITERIA	MICROSOFT	INTEL	CISCO	AGILE LEARNING	UHURUONE	INVENIO	ZANTEL	IYF	COMMENTS
9.	EMIS	EMIS Implementation: Included Infrastructure, consultancy, development and installation costs.			EMIS Implementation: Included Infrastructure, consultancy, development and installation costs.		Add EMIS software from Agile to Teacher Classmates and Education Appliances			Agile and Microsoft to sit down and align EMIS related implementation
10.	DATACENTER			Network Equipments and cabling						<p>Silent on what type on network and equipment cost</p> <p>Licence and security of the data and database centre</p> <p>Zantel to Offer Data Center Room</p> <p>Challenges on maintaining and</p>

No.	CRITERIA	MICROSOFT	INTEL	CISCO	AGILE LEARNING	UHURUONE	INVENIO	ZANTEL	IYF	COMMENTS
										cooling of the Data Centre
11.	LOCALIZATION OF CONTENTS	Local Language Program- Facilitate the availability of MS Windows and MS Office in Kiswahili			EMIS- localization				E-content	

### Annex 2: First quarter work plan

Objective	Activity	Responsible Person/team	Timeframe												Results/outcomes	Milestones
			January				February				March					
			Weeks				Weeks				Weeks					
			1	2	3	4	1	2	3	4	1	2	3	4		
<b>A. PROJECT START-UP AND LAUNCH</b>																
	1.1. Assign project start up team	Joel and Ops			X										Renuka, Tassew, Angela and Zelma	

1. Develop Start up work plan	1.2. Conduct internal meetings and identify start up activities and	Start up team			X	X									List of startup activities prepared ( SOW for the start up team)	TZ21 Start-up plan as part of the first quarter work plan of the project developed, finalized and submitted to USAID for approval  Zelma arrives Dar on 01/02/2011  Tassew arrives Dar on 02/02/2011  Angela arrives Dar on 04/02/2011
	1.3. Inform partners and coordinate their engagement, revise SOW, send LOA, etc.	PD, PA & COP				X									All partners briefed on start up activities and plan	
	1.4. Make travel plans and consult USAID to get country clearance	Start up Team				X									Country clearance obtained and USAID	
	1.5. As part of start-up plan, prepare a detailed work plan for Quarter 1 of the life of the project and submit to USAID	PD,COP &PA				X									Detailed Q1 work plan developed	
	1.6 Start-up team travels to Tanzania	Start up Team					X								Start up team in Dar	
	2.1. Kick off meeting with USAID, MOEVTs (Dar and Zanzibar) as well as REO in Mtwara to explore	Start-up team													Office space assigned to the project	

2. Establish operational Project offices in Dar es Salaam, Zanzibar and Mtwara	availability of space					X	X	X										Project Offices in Dar es Salaam, Zanzibar and Mtwara are operational	
	2.2 Conduct renovation needs ( if required)	Start up team					X												Renovation needs identified
	2.3 Renovate facilities to make offices more conducive	Start-up team/local contractor							X	X									Relation completed
	2.4. Procure office furniture and equipment	Procurement					X	X	X										All basic office furniture & equipment procured & delivered
	2.5. Install internet connection	Stat-up team/local ICT firm							X	X									Offices have working internet connection
	2.6. Establish project financial management system	Start up Team, COP							X	X									Financial management system operational
	2.7. Check for security compliance and final arrangements	Start up team								X									Offices are ready for use with comfort
	3.1. Kick off meeting with	USAID/ AOTR, Start-																USAID guidance	

3. Conduct Introductory meetings	USAID AOTR	up team					X		X					received	More understanding about TZ21 and increase support from HCC and Stakeholders
	3.2. start up team meets USAID AO through USAID AOTR	AO, Start-up Team					X		X					AO's guidance received	
	3.3 start up team introduced to MOEVT (Mainland) by USAID and engages in consultations	USAID/Start-up Team						X						Start up team introduced to MOEVT (ML)	
	3.4. Start up team introduced to MOEVT(Zanzibar) by USAID and engages in consultation	USAID/Start up Team					X							Start up team introduced to MOEVT (Zanzibar)	
	3.5. Start up team introduced to Mtwara REO and engages in consultations	USAID/Start up Team							X					Start up team introduced to MOEVT (Mtwara REO)	
	3.6. Start up team introduced to education partners, EGDA partners and other stakeholders	USAID/COP, PD							X					EGDA Steering committee oriented on TZ21	

<b>4. Recruitment of long-term project technical and support staff:</b>	<b>5. 1. Bring all key staff on board</b>	Start up Team						X	X	X	X	X	X	X	All Key staff hired and deployed	All project staff recruited on board with strong team spirit
	<b>5.2. Recruit additional project support staff to fill second tier positions</b>	Start up team						X	X	X	X	X	X	X	Project support staff hired and on board	
	<b>5.3. Conduct teambuilding training and orient staff on TZ21</b>	COP, PD								X	X	X	X	X	Teamwork and communication channel understood	
<b>5..Organizing Project Launch at Different levels</b>	<b>6.1 Consult USAID about project launch and through USAID the host country counterparts</b>	COP, PD										X	X	X	Common agenda on Project Launch developed, follow up actions identified	Host country brought on board to lead the preparation of Project
	<b>6.2 work with host country counterparts to ensure their leadership and ownership starts from day 1</b>	COP, PD											X	X	Identify Host country contact person from relevant departments to work with developed, follow up actions identified	
	<b>6.3 Engage and Coordinate the efforts of TZ21 partners</b>	COP,PD, PA													Common agenda on Project Launch	

								X	X	X	X	X	X	developed, follow up actions identified	launch.  Project launch activities and timeframe agreed by all stakeholders, preparation started	
	6.4. Solicit other education partners to participate and encourage all to be part	COP, PD										X	X	X		Common agenda on Project Launch developed, follow up actions identified
	6.5. Organize Project Launch-preparatory activities started												X	X		Preparation for project launch completed
<b>B. ESTABLISHING PROJECT COORDINATION MECHANISM AND ORIENT OVERSIGHT GROUP</b>																
<b>6. Project Coordination</b>	4.1.Organize TZ21 Partners Meeting	COP,PD & PA					X	X						Preparation for partners meeting completed	Increased understanding and support to Project Implementation	
	4.2. Conduct TZ21 Partners meeting in Dar es Salaam	COP, PD, PA						X						A one-day partners meeting held		
	4.3.Steering Committees; EGDA oriented,	COP						X	X	X				2 hours orientation meeting on TZ21 held		
	4.4.EMIS Steering Committee Established and Oriented	AL, COP										X	X	EMIS steering Committee		

														established	
	4.5 Working groups with MOEVT and EGDA partners formed and oriented	COP										X	X	X	MOEVT Project working groups formed and oriented
	4.6 Quality Assurance Group (QAG) formed for conducting internal assessments	COP												X	QAG formed and oriented on TZ21
<b>C. SUB-IR 1.1: STRENGTHEN THE USE OF TECHNOLOGY IN PRIMARY SCHOOLS</b>															
<b>7. Organizing Technology fair</b>	7.1. Consult USAID and Host Country Counterparts	COP, SPA											X	X	Buy-in from Host Country Counterparts
	7.2. In consultation with USAID and with the help of host country counterparts, contact all ICT actors in country and get buy-in	COP, SPA											X	X	Increased Support from ICT partners
	7.3. Conduct all inclusive meeting to brainstorm on preparation issues and set a timeframe and develop a mechanism for following up of the preparation process	COP												X	ICT fair activities identified and timeframe set
															Better understanding of various ICT solutions for MOEVT

PROJECT M&E AND REPORTING																	
8. Initiate work on preparation of TZ21 YEAR 1 Work Plan	8.1. Engage TZ21 team to review proposed year one activities in preparation for annual Work Plan Workshop which will take place in Q2	COP, Staff, Partners												X	X	Better understanding of activities by project staff	Preparation for Annual Work Plan initiated with wider participation
	8.2. Engaging with partners and stakeholders to begin the finalization of YEAR 1 Work	COP, PD, PA													X	Partners engage in drafting their our work plan	
	8.3. Hold meetings on reporting formats with USAID and MOEVT	COP								X						Agreement on Reporting format	
	8.4 Prepare and submit inception report	COP, PD											X			Inception Report submitted to USAID	

## **Annex 3: Subcontractors' quarterly updates**

### **Agile Learning Quarterly Report**

Quarterly Report – Completion of projected planning activities have moved forward, albeit at a slower pace than originally planned. During the first quarter, Agile Learning did the following:

1. General –
  - a. Agile participated and presented its planning activities during the various Planning meetings and Orientation meetings, GDA Meeting, Mtwara MOEVT introductory Meeting, Zanzibar MOEVT introductory meeting, and TZ21 Technical Meeting.
  - b. Agile attended the meeting with the Tanzania MOEVT Permanent Secretary and various Department stakeholders along with TZ21 and USAID.
  - c. Agile Home Office Team, two of which have been in Tanzania and Zanzibar reviewed significant documentation, Development Plans, etc (see list attached) as part of the preparation for School EMIS activities.
  - d. Onshore and Offshore teams remained engaged in continuous coordination and communication in preparation for the TZ21 School EMIS Activities.
  
2. Zanzibar – The following summarizes Agile's activities in Zanzibar during the last quarter:
  - a. Agile met with PS, DPS, Ministry Department Directors to discuss and review each Department's needs for management information, information sharing, direct activities with schools, methods of data collection, data entry and reporting, and a gap analysis associated with the existing EMIS versus EMIS needs. In addition, interviews included discussions regarding information that is needed to be collected from schools to enhance the management and decision making process.
  - b. Agile visited with all of Zanzibar's District Education Officers on Pemba and Unguja islands to discuss the School EMIS project as part of TZ21, the specific data needs that the DEO's require from schools, challenges related to data collection, the benefits of School EMIS in addressing their core challenges and burdensome costs associated with the current data collection process.
  - c. As part of the information gathering activities, Agile also met with head-teachers and school statisticians from a dozen schools in Unguja and Pemba Islands to discuss their current data collection processes and procedures, data collection needs, activities in dissemination of school information to the District Offices, and their preferences/needs in the implementation of the School-based EMIS in their schools;
  - d. Visits to individual Primary schools on Unguja Island took place to gain a better understanding of actual school infrastructure, student and teacher working environments, and possible implementation challenges at the school level;
  - e. Agile met with the Director of the National Teachers Resource Center to discuss the School EMIS implementation, its implementation at NTRC and other TTC's and the necessary information that would be required to address their critical needs in relation to monitoring and evaluating each individual teacher's professional development needs, and how the system will help in the monitoring of professional development programs taking place on a national level (e.g. TZ21) as well as those programs which are delivered on the basis of local needs generated at the individual TRC level.
  - f. National Examinations Board and staff to discuss the potential linkage of data from the NEB's database into the School EMIS and other EMIS' at higher management levels.

3. Technical scoping – During the last quarter, Agile’s technical team (Agile Offshore) established a core team to begin the planning and preliminary activities in preparation for the development/reconfiguration and localization of the various School EMIS and District EMIS solutions that will be implemented as part of TZ21. The technical team is engaged with the other TZ21 IP’s technical teams responsible for the integration of the technological infrastructure for the usage of School EMIS. Activities included:
- a. Core team - The establishment of an initial team of core individuals on the offshore team who have various responsibilities for the successful reconfiguration/localization of the School EMIS to be implemented in Zanzibar and Mtwara/Tanzania. These include Senior EMIS Specialists, EMIS Design Specialists, GIS specialists, that are assigned solely to the TZ21 project and will not work on other projects during the initial year of the project until reconfiguration/localization has successfully been completed;
  - b. Third-Party Solutions and Integration - Preliminary communications with Critical Links, Inveneo, IYF, Microsoft, School to School, and UhuruOne regarding the technical actions required to link e-learning and assessment tools into the School-EMIS.
    - The technical team, as part of its normal process, began the analysis of other ICT solutions that are to be potentially integrated as part of TZ21 solution – this included the technical specifications of the Intel Low-Powered PC’s (Classmate & Clamshell), the Critical Links Education Appliance, Inveneo Computers and hardware.
    - This analysis began immediately as Agile and other partners were informed that the timelines remained aggressive for configuration and rollout of the School EMIS. Given the long lead-times in reconfigurations, one could not wait for a Requirements document to be put in place as (we now know in hindsight) another 2 months would have been lost in the analytical process;
    - The immediate analysis of IP specifications has already given rise to integration challenges that will be addressed, but must be aggressively reviewed, such as GUI of the Classmate and other issues;
    - As would be expected at the phase of this project, technical challenges remain and further work will need to be done to ensure that a seamless solution can be provided, and the proper infrastructure and hardware/software is made available for the full implementation of the School EMIS.
  - c. Translation of School EMIS into Swahili - The preliminary analysis of the provision of the School EMIS in English and Swahili (the provision in Swahili was not a proposed part of the solution in our original proposal);
  - d. Significant Documentation Review - Review of documentation related to previous EMIS activities in Zanzibar and Tanzania/Mtwara. A few examples of the documentation reviewed by technical staff included:
    - Project Proposal for EMIS Strengthening and Decentralization (2006);
    - School Mapping Report in Zanzibar (2009);
    - The Development of MOEVT’s Education Management Information System (April 2010);
    - Project Proposal for Consolidation of EMIS data quality enhancement and improved utilization of education statistics at central and decentralized levels for a sustainable educational service delivery in Zanzibar (2007-2009) Prepared with Technical assistance by UNESCO;
    - The Implementation of Zanzibar Education Development plan (ZEDP) for 2010/11-2012/13 Prioritized components of three Year Plan supported by Sida;
    - Improving EMIS for Education Planning Evaluation and Assessment (September 2010)

- Reviewing Zanzibar School Record Management Booklet
- e. Other Activities – The Core team has already been significantly involved in other activities related to the project including Gap Analysis for the School EMIS, Web Development Environment Setup, Information Gathering and Assimilation, Technology Adaption, Project Plan Initiation, 3<sup>rd</sup> Party Tools and Add-ons, Analysis of Project Risks and Shortfalls, Defining the Development and Testing Process.
4. Translation of Questionnaires - Agile has obtained copies of the ZMOEVT Annual School Questionnaires that are currently translated in Swahili. Agile has engaged the University of Dar es Salaam's Center for Translation who translated the questionnaires in English. The Center is currently providing Certification of their having translated the Questionnaires. The Questionnaires are currently being reviewed by the Agile Offshore Team.
  5. The Needs Assessment has been presented to the Ministry with specific recommendations made. The Ministry meeting resulted in an agreement for Agile to develop a plan for implementation of an integrated EMIS solution at the National, Regional, District, Cluster and School levels with specific timelines and deliverables (the Requirements) for approval to move forward.
  6. Tanzania/Mtwara –
    - a. Agile expects to have similar meetings in April with Mtwara and the Ministry of Education in Tanzania as it did in Zanzibar.
    - b. Meetings at Tanzania MOEVT and Mtwara were delayed due to:
      - An unexpected trip to Cameroon by key Ministry officials assigned to be responsible for overseeing Agile activities at the national level, and
      - District education officers being unavailable due to academic testing activities in Mtwara at the time that Agile was scheduled to attend for interviews and research.

#### **MEETINGS WITH MOEVT STAKEHOLDERS**

(ALL ATTENDED BY MS SUAD HUSSEIN OF MOEVT)

- Ms. Mwanaidi S. Abdalla, Principal Secretary
- Mr Abdulla Mzee Abdulla, Deputy Principal Secretary
- Director of Department of Policy and Planning
- Ms Suad Salim Hussein, Head of Division of Statistics Department of Policy and Planning
- Mr Omar Said Ali, Director - Department of ICT in Education
- Mr Vuai K. Juma, Director - Department of Administration and Personnel
- Ms. Khadija A. Moh'd Mbarak, Director Department of Secondary Education
- Mr. Uleid Juma Wadi, Director - Department of Pre & Primary Education
- Mr Said Seif El-Abry, Head of NTRC, Department of Teacher Training
- Ameer S. H. Njeketu, Director National Examinations Board
- Khamis R. Juma, Education Evaluation – National Examinations Board
- Simai A. Mirasi, Education Evaluation – National Examinations Board

#### **Meetings with District Education Officers - MOEVT**

(Attended by Suad Hussein from MOEVT Statistics Department)

## Unguja Region DEO's

- Juma Mohd Haji – DEO West District
- Salum Juma Mgunya – DEO West District
- Ali Shauri Sheha – DEO North "A"
- Fatma M Jecha – DEO North "B"
- Mbaraka Hassan Ameir – DEO South
- Ali Mohd Faki – DEO Central
- Juma Haji Mchenga – DEO Central
- Rukin Abdullah Juma – DEO West D

## Meetings in Pemba with Pemba Region DEO's

- Seif M. Seif – DEO Mkoani
- Mbwana Shaame Said – DEO Mweni
- Fatima Meeni Haji DEO Wete
- Salim Ali Matta DEO Movt Chake

## Schools Visited

- *Kijitoupele Basic School*  
Makame Hana Ali - Assistant Head Teacher  
Saada Rajabu Ali - Head Teacher  
Khadija ame Msanif - School Statistician
- *Bububu-B Primary School*  
Jaala Mussa Hamadi - School Statistician  
Neema Abdulrahman Sadik - Head Teacher  
Amina Said Suleiman - Teacher

## School Head-Teachers and Statisticians Meetings (Unguja)

M. Mashimmer – M/Mkuu K/Semba  
Abubakar Issa – M/Mkuu  
Ali Ramadhan Vuai – K/M/Mkuu Mwera  
Kombo Ali Machano – M/Mkuu Pete School  
Makamu Ame Mtmwa – M/Mkuu  
Hasi Mwadinisilima - Miakwimu  
Ummi Mcha Makame - Miakwimu  
Fatima Mwaniwa Khatib – Mtakwima (Pete)  
Kidawa Ali Mohd Mtakwimu – (Mwera MS)  
Hafsa Abdalla Omar – Mtakwim Ms/M/M  
Mwanajuma M. Seif – Mtakwim Darajani

## Pemba Head Teachers and Statisticians

Salmin Omar Sharif – Statistical Clerk  
Ali Hamad Ali – Statistics Mweni  
Abdalla Sultan Hemed – Head Teacher  
Neema Mwalim Khamis – Head Teacher  
Nassor Mohd Said – Head Teacher  
Said Hamad Khamis – Head Teacher  
Kasma Mohd Abdalla – Statistics Teacher  
Kassim Juma Kassim – Statistics Teacher  
Zainab Abdalla Juma – Statistics Teacher  
Selme Mussa Ali – Statistics Teacher

### **Documentation Reviewed by Agile Learning Onshore & Offshore (Technical) Staff**

- October 2006 - Project Proposal for EMIS Strengthening and Decentralization
- 2006 Education Policy- Zanzibar
- February 2007 - ZEDP 2008/09-2015/16 (Zanzibar Education Development Policy)
- March 2007- Assessment of Management Capacities Prepared for MOEVT by IIEP (Draft)
- March 2007 - Project Proposal for Consolidation of EMIS data quality enhancement and improved utilization of education statistics at central and decentralized levels for a sustainable educational service delivery in Zanzibar (2007-2009) Prepared with Technical assistance by UNESCO
- April 2009 - School Mapping Exercise in Zanzibar- Final Report
- Improving Zanzibar EMIS for Educational Planning, Evaluation and Assessment- Inception Report Draft 3 Ko-Chih-Tung, Sida Supported/ADEA
- April 2010 – The Development of MOEVT’s Education Management Information System (EMIS-GIS)
- 2010 - Improving Zanzibar EMIS - Sida Report
- July 2010 - The Implementation of Zanzibar Education Development plan ( ZEDP) for 2010/11-2012/13 Prioritized components of three Year Plan supported by Sida
- Sept 2010 - (Update) or Part III - Improving Zanzibar EMIS for Educational Planning, Evaluation and Assessment - Inception Report Draft 3 Ko-Chih-Tung, Sida Supported/ADEA
- Sept 2010 - Part II - Improving Zanzibar EMIS for Educational Planning, Evaluation and Assessment- Inception Report Draft 3 Ko-Chih-Tung, Sida Supported/ADEA
- Sept 2010- Part I - Improving Zanzibar EMIS for Educational Planning, Evaluation and Assessment- Inception Report Draft 3 Ko-Chih-Tung, Sida Supported/ADEA

## **School to School (STS) Quarterly Report**

### **1. Activity implementation progress**

- STS representative Jeff Davis attended the project launch on Feb 27 in Dar es Salaam
- STS made contacts with all of the partners and started liaising on the assessment and evaluation design, including indicators for EMIS and student learning outcomes
- Jeff Davis met with Renuka Pillay and Tassew Zewdie before and after the launch
- STS liaised by distance with project management (Renuka, Tassew, Angela) on assessment and evaluation, as well as with USAID and the World Bank (at project management's request)

### **2. Project operation and management, including staffing**

- STS hired Thomaz Alvares de Azevedo, an impact evaluation specialist, at the end of March, in part to provide technical assistance to the project, particularly in various aspects of quantitative evaluation
- STS senior advisors, Jeff Davis and Mark Lynd, maintained their engagement in the project throughout the quarter

### **3. Challenges and constraints**

- Potential challenges exist in terms of following the original evaluation plan as proposed, but this should not create any problems since the evaluation plan is flexible; it will be important to stay in the loop on design issues and also make sure to set a baseline on student achievement before the end of the calendar year

### **4. Planned activities for the next quarter**

- Attend team meetings
- Liaise with Creative and partners on EMIS, M&E, school report cards, WSDP, and impact evaluation
- Hold initial meetings with the MOE to discuss assessment strategies, test development, linking assessment results with EMIS, forming an Assessment Group, and identifying test development specialists for technical collaboration
- Analyze the S2 and S4 curricula in language, mathematics, science on the mainland and Zanzibar; develop a preliminary test blueprints and a specifications table
- Design item writing workshops; prepare materials; liaise with the MOE on specifications
- Communicate with partners, including non-project partners such as the World Bank, on evaluation design and indicators

## Children's Book Project (CBP) Quarterly Report

**Project Title:** Enhancing the Reading Culture in Primary Schools

**Project Area:** Enhancing teacher education and strengthening resources support.

### 1.0 Introduction:

The Children's Book Project for Tanzania (CBP) is among the partners who are implementing the TZ21 Century Basic Education Project under the leadership of Creative Associates International. In this project the role of CBP will be to provide local reading materials to primary schools in Mtwara and Zanzibar focusing on strengthening the learning outcome of reading, mathematics and science.

### Activity Implementation Progress

Much of the last quarter was spent on start up activities including the following:

#### 2.0 Attending CAI Meeting

2.1 On the 24<sup>th</sup> February, CBP attended the Kickoff meeting organized at Sea Cliff Hotel. The meeting focused on understanding of the TZ21 components of the project. All the partners including CBP introduced themselves and presented their quarter 1 plan.

2.2 On the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> March, CBP attended all meetings where CBP presented on what they were planning to do as far as their role is concerned. CBP also made a presented during the Ministry of Education and Vocational Training (Mainland) and Zanzibar Ministry of Education meetings.

Furthermore, CBP participated in the ICT technical meeting where it contributed ideas and its experience in the discussions which established the focus of literacy in Tanzania.

#### 3.0 During the reporting period CBP managed to perform the following:

3.1 CBP organized two meetings with the Children's Book Committee and CBP Board on 25<sup>th</sup> March, 2011 and 29<sup>th</sup> March, 2011 respectively for creating a common understanding on the TZ21 Basic Education Project.

3.2 CBP organized a consultative meeting with publishers and writers to introduce the TZ21 Basic Education Project. Publishers and writers will collaborate with CBP to produce books for the project. CBP took the opportunity to challenge them to consider to focusing their activities in preparing books on reading, mathematics and science fictions for Classes I – IV.

3.3 CBP organized a two days planning session for quarter 2 and 3 activities. The meeting which was attended by six CBP staff came up with a document comprising of the following:

- (a) Project Description;
- (b) Project Log frame;
- (c) Project Action Plan;
- (d) Budget.

- 3.4 CBP has prepared a multipurpose tool which will assess reading skills of the pupils in classes I–IV using a separate text for each class. The tool will also be used for assessing appropriateness of books to be selected. The tool will be used during needs assessment activity.
- 3.5 CBP has prepared topics to be incorporated in the guide for training trainers and teachers which include:
  - 3.5.1 Starting and managing a book resource collection which includes options for storage of books, systems for lending books and how books should be treated to help them last.
  - 3.5.2 Using the books in the classroom, the importance of introducing pupils to the reading materials and how they can be used to the best effect.
  - 3.5.3 How to promote reading through various activities i.e. reading sessions, reading and writing clubs, poetic clubs and theatre clubs.
- 3.6 Preparation of book selection criteria  
During the reporting period CBP prepared book selection criteria for selecting reading materials for Schools in Mtwara and Zanzibar. The selection criteria have accommodated issues on gender, life skills, and child rights in all aspects of book production.

## **Planning Activities for Quarter 2**

### **1. Familiarization visits to Mtwara and Zanzibar.**

The objective of this activity is to introduce this component of the project to all districts in Mtwara and Zanzibar. Further to this, the visit will enhance establishment of working relations with education offices in the project areas.

The visit will focus on the following, paying courtesy calls to the Regional Education Officers and District Education Officers. The visit will culminate in selecting schools using developed criteria for intervention in quarter 1. In total 137 schools from Mtwara and 75 from Zanzibar will be selected for intervention in quarter 1 and 2.

### **2. To conduct needs assessment for reading skills and leveling for appropriateness**

CBP will have developed an assessment tool which will be multipurpose. It will assess reading skills of the pupils in the classes I – IV each using a separate book. Also it will assess appropriate level in terms of difficulty. Further to this the activity will involve identification of assessors , developing terms of reference and guide for them, orientation of the same , pre testing of the tools and revisions and finally the assessments will be conducted to 30 schools in Mtwara and 20 schools in Zanzibar. The assessment will involve 620 pupils from Mtwara and 400 from Zanzibar. Furthermore the assessment will involve 60 teachers from Mtwara and 40 teachers from Zanzibar.

### **3. Preparation of a Guide for Training Trainers and Teachers.**

CBP will prepare a guide which will provide trainers and teachers with information on how to establish and manage books in the resource rooms. The guide will be about how to start and manage a book resource collection. The guide will also provide information to trainers and teachers on how to use books in the class room to support their teaching and learning.

### **4. CBP will invite publishers to submit their books for evaluation.**

**Challenge**

CBP was informed about the project during the second week of February, 2011. The delay left CBP with only one and a half month for project start up activities. In future time should be set aside for planning before implementation begins.

**Constraint**

CBP had not budgeted any resources for the TZ21 Basic Education Project

Consequently it could not do much in this quarter without the USAID support. However, more activities will be implemented in Quarter 2 after receiving USAID funds.

## Inveneo Quarterly Report

### Implementation Progress

Dr. H.E. Kavishe and Wayan Vota

The primary focus for Inveneo for first quarter 2011 was startup activities for Tz21. Overall, we organized internally and then externally with Kicheko, our Inveneo Certified ICT Partner in Tanzania, Creative Associates, the Tz21 consortium, MOU partners, and USAID. This includes preparing for and attending 6 meetings in Tanzania and 1 in Washington DC:

1. Intel Learning Series Alliance Training on February 22-23 in Dar es Salaam
2. Tz21 Partner Meeting on February 24 in Dar es Salaam
3. MOU Partner Meeting on March 8 in Dar es Salaam
4. Mainland MOEVT Meeting on March 9 in Dar es Salaam
5. Zanzibar MOEVT Meeting on March 10 on Zanzibar
6. CAII Procurement Meeting on March 15 in Washington DC
7. Tz21 Technology Meeting on March 22 in Dar es Salaam

This organization and meetings are the foundation for initial technology intervention design discussions and planning, which will take place in the 2nd Quarter 2011.

### Strengthening use of technology in primary schools

On notification of award, Inveneo and Kicheko started the process of refining the Tz21 technology approach and budget as defined in the proposal. This included the following activities to inform the technology rollout to schools:

- Attending Intel's advanced technology training in Dar es Salaam to gain greater familiarity with the RFA-identified equipment and its educational usage.
- Explaining the technology identified in the RFA and the distribution model and scope identified in the proposal to Tz21 consortium members and to external project stakeholders before, during, and after the Tz21 Partner Meeting, MOU Partner Meeting, MOEVT Meeting, and Technology Meeting.
- Coordinating the CAII procurement process with the Tz21 equipment deployment timeline with CAII procurement staff
- Identifying technology vendors and soliciting detailed unit price and delivery timelines to improve the technology rollout planning and costs
- Identifying technology gaps that emerged from all the meetings and formulating possible resolutions to them.
- Updating the Tz21 Technology approach and budget after each meeting to have a greater refinement of technology rollout timeline and costs.

### Enhancing teacher education

On notification of award, Inveneo and Kicheko started the process of identifying training resources for teachers in the use of ICT in the classroom. This activity is in its nascent stage in the 1st Quarter, as the training resources are dependent on the curriculum, content, and technology content chosen by Tz21. We expect to have a greater focus on this activity in the 2nd Quarter.

### Establishing school-based EMIS

During the series of meetings in Dar es Salaam, we re-confirmed the basis of the EMIS platform technology requirements and its impact on the Tz21 technology as identified in the RFA and included in the proposal. We expect a greater focus on EMIS technology requirements and integration in the 2nd Quarter.

## **Policy support**

Inveneo was not tasked with policy support in the 1st Quarter, but stands ready to assist if needed.

## **Project operation and management including staffing**

On notification of award, Inveneo and Kicheko identified staff that would lead this project. Wayan Vota, Senior Director at Inveneo will be the overall lead for this effort on behalf of Inveneo and Kicheko. Directly supporting him are Kristin Peterson, CEO of Inveneo and Dr. H. Edward Kavishe, CEO of Kicheko. Technology staff from each company will be identified and support this project as needed.

## **Challenges and constraints**

### **Equipment Procurement**

At the initiation of the project, the size and timing of equipment procurement presented a challenge. Developing the documentation required authorizing \$9 million in computer technology and solar power purchasing was seen as difficult and time consuming, especially in light of the proposed project timeline. During the 1st Quarter, this challenge was reduced through a series of interactions with project staff, vendors, and a meeting with Creative procurement and IT staff. Equipment procurement will still be a challenge, but now it will be in line with the other challenges this project will overcome.

### **School Identification**

For schools to be able to use technology effectively, they will need the capacity to accept its implementation, maintain it after installation, and understand its usage in education. With over 900 educational facilities in the Tz21 program, it's impossible for Tz21 to implement the same technology in each school, or even visit every school directly to perform a capacity assessment. A detailed school self-assessment will be required to help the Tz21 staff and schools themselves assess school capacity for one of several levels of ICT interventions. We have started to develop an ICT portion of this assessment, as one was to surmount this challenge.

### **Technology Gaps & Budget Impact**

During the series of meetings in Dar es Salaam, it became apparent that there were several major technology gaps in the original Tz21 proposal. These gaps were identified and refined in the 1st Quarter. Several solutions were proposed to bridge these gaps and in the 2nd Quarter, we expect a greater refinement of the solutions and their respective costs.

## **Planned activities for the next quarter**

In the 2nd Quarter 2011, Inveneo and Kicheko plan on the following activities to support the Tz21 program, including at least two international travel activities:

1. Wayan Vota to Dar es Salaam and Zanzibar on April 30-May 13
2. Kristin Peterson to Dar es Salaam and Zanzibar for the Work Plan Conference, dates to be decided

### **Strengthening use of technology in primary schools**

- Meet with IYF and Agile Learning to further explain the Tz21 technology functionality and refine their technology requirements of the technology.
- Meet with Creative procurement staff to further refine the Tz21 technology procurement requirements and timelines.
- Visit representative schools in Mtwara and Zanzibar to get an in-depth understanding of their ICT capacity
- Discuss with Tz21 staff the technology costs and budget in detail, and the gaps we've identified in both

### **Enhancing teacher education**

- Discuss with Tz21 staff the different pedagogical models and the technology that can support them
- Research different ICT in education usage models not mentioned in the proposal to give a greater range of teacher interaction models for consideration
- Research teacher training programs that focus on increasing the familiarity and usage of ICT in the classroom

### **Establishing school-based EMIS**

- Confirm the technology approach to support EMIS with the Tz21 technology and the distribution model for EMIS to every targeted school

Through these activities we expect to produce the following deliverables in the 2nd Quarter to support Tz21:

1. A detailed technology budget that includes the technology options and costs, power options and costs and the cost and approach in implementing the technology and power.
2. A detailed technology deployment timeline (dependent on a finalized technology solution set and deployment scope)
3. Documentation of ICT in education models and their efficacy
4. Teacher training options to increase the familiarity and usage of ICT in the classroom

## IYF Quarterly Report

- IYF BridgeIT Chief Advisor Felix Mbogella participated in project startup meeting
- Recruited Douglas Bell as e-Curriculum Specialist
- Conducted local e-curriculum production consultant research
- Liaised with Creative Associates DC office for project planning of Year 1 work plan
- IYF staff members (Douglas Bell, Samuel Suraphel and Samantha Barbee) traveled to Dar es Salaam during second half of March to meet and plan with Creative Associates local staff, including COP Renuka Pillay, and other partner organizations
- Conducted program research and developed program strategy document
- Conducted work plan and budget research and preparation
- Participated in EGDA planning meeting in Dar es Salaam on March 22 (Douglas Bell, Samuel Suraphel and Felix Mbogella)
- Transitioned Felix Mbogella from IYF to Creative Associates to serve as TZ 21's DCOP for Mtwara
- Finalized job descriptions in preparation for hiring three staff members that would serve on IYF's team: e-Curriculum Specialist for Mtwara, e-Curriculum Specialist for Zanzibar and e-Curriculum Coordinator
- Prepared job description document for Gender Coordinator position and introduced candidate