



**USAID**  
FROM THE AMERICAN PEOPLE

# 21ST CENTURY BASIC EDUCATION PROGRAM (TZ21)

YEAR 4, QUARTER 2 REPORT:

APRIL 1 – JUNE 30, 2014



**Mtwara Region**  
**Community awareness campaign on the value of Education**

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

July 31, 2014

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

# **21<sup>st</sup> Century Basic Education Program (TZ21)**

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

## **TZ21 Year 4, Quarter 2 Report (April-June 30, 2014)**

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

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

July 2014

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>4</b>
<b>LESSONS LEARNED</b>	<b>5</b>
<b>IMPLEMENTATION PHOTOS</b>	<b>7</b>
<b>PROGRESS REPORT BY RESULTS</b>	<b>12</b>
<b>IR 1: STRENGTHENED PROFESSIONAL DEVELOPMENT AND RESOURCES SUPPORT FOR SCHOOLS TO IMPROVE EARLY GRADE READING</b>	<b>12</b>
<b>IR 2: STRENGTHENED POLICIES, INFORMATION AND MANAGEMENT TO SUPPORT EARLY READING</b>	<b>17</b>
<b>4.0 CROSS-CUTTING ISSUES</b>	<b>20</b>
<b>4.1 ENVIRONMENTAL DISPOSITION</b>	<b>20</b>
<b>4.3. PUBLIC PRIVATE PARTNERSHIPS</b>	<b>21</b>
<b>5.0 STAKEHOLDER PARTICIPATION/ INVOLVEMENT</b>	<b>22</b>
<b>5.1 GOVERNMENT AT DIFFERENT LEVELS</b>	<b>22</b>
<b>6.0 PROJECT OPERATIONS, MANAGEMENT, AND STAFFING</b>	<b>22</b>
<b>6.1 PROJECT LEADERSHIP AND MANAGEMENT</b>	<b>22</b>
<b>6.2 TZ21 STAFFING -</b>	<b>22</b>
<b>7.0 PROJECT M&amp;E</b>	<b>22</b>
<b>8.0 CHALLENGES AND CONSTRAINTS</b>	<b>23</b>
<b>9.0 PLANNED ACTIVITIES FOR QUARTER 2 - 2014</b>	<b>23</b>
<b>IR1: STRENGTHEN PROFESSIONAL DEVELOPMENT AND RESOURCE SUPPORT TO SCHOOLS, TO IMPROVE EARLY GRADE READING</b>	<b>23</b>
<b>IR2: STRENGTHENED POLICIES, INFORMATION AND MANAGEMENT TO SUPPORT EARLY GRADE READING</b>	<b>24</b>

## Executive summary

### ***Major Quarter milestones accomplishments***

#### **1. Reading Interventions**

Reading interventions during the quarter focused on; 1) training teachers teaching Standards (Std.) 3 & 4 on Reading Across the Curriculum, (RAC) in Zanzibar; 2) classroom reading instruction observations, 3) backstopping teachers on the ground through the Formative Evaluation process; and 4) conducting reading events. In Zanzibar a total of 1,004 (371 males and 633 females) Std. 3 and 4 teachers, including Head Teachers, were trained on the RAC model. Through the formative evaluation process, TZ field teams in Mtwara and Zanzibar visited schools, conducting classroom observations. In Zanzibar 50 schools were visited, while in Mtwara 97 schools were visited. Reading events bringing pupils, teachers, parents, and key education officials together were organized both in Mtwara and Zanzibar. In Zanzibar 6 reading events were organized. In Mtwara 3 reading events were organized in Nanyumbu, Mtwara DC and Mtwara MC (conducted during Education Week in May 2014).

#### **2. TZ21 Modification, Revised PMP**

Under USAID guidance, TZ21 reviewed its new standard indicators as reflected in the DQA exercise conducted by TMEMS in February, 2014 to realign with TZ21 modification results in the USAID data system.

#### **3. ICT installation**

ICT troubleshooting in all Districts of Mtwara region, Unguja , and Pemba continued. Engineers and power technicians conducted troubleshooting visits, addressing faulty power equipment, faulty computer equipment; troubleshooting solar installations, and internet access in Mobile Labs, BridgeIT, and EMIS-only schools.

#### **4. Capacity Building program**

Building capacity among stakeholders continued in Mtwara and Zanzibar, through their participation in the RAC training, implementation of the first Formative Evaluation feedback loop, and initiation of multiple Reading Events. Teachers, education managers, school committee members and parent representatives were involved in training and facilitation. The Formative Evaluation system, to monitor school performance, engaged Head Teachers in feedback meetings.

#### **5. Materials production and utilization**

Training materials for Zanzibar on Reading Across the Curriculum were produced and utilized during the training for both District Trainers of Trainees (DTOT) and Rollout Training of Standard 2 & 3 teachers. About 1,078 copies of RAC training materials were produced and distributed.

## **6. Phase out of IPs**

TZ21 continued to work with Kicheko, Uhuruone, and Zantel on Information and communications technology (ICT) and internet troubleshooting and maintenance. Agile Learning continued with training on EMIS in schools and at district levels both in Zanzibar and Mtwara. School-To-School International completed their mid-Line data presentation in the Mtwara region.

## **7. Govts/Zanzibar and Mainland Collaboration and partnership**

TZ21 continued to work collaboratively with both Governments in Zanzibar and Tanzania mainland. In Zanzibar, the Joint Implementation Steering Committee chaired by MOEVT was convened, inviting USAID to discuss a range of issues including capacity-building and project sustainability. In Mtwara, District Education Offices actively participated in community mobilization events carried out in all Mtwara districts. The PMORALG Minister Hon. Hawa Ghasia, who is also a Member of Parliament from Mtwara DC, participated in TZ21 Reading Events, publicly appreciating the good work done by TZ21 in the Region.

## **8. Resource Model Schools in Mtwara & Zanzibar**

Quality assurance and resource-use model school verification visits were conducted throughout the quarter by Children's Book Project staff both in Mtwara and Zanzibar. As a result of the verification exercises, 30 schools (20 from Mtwara, 6 from Unguja, and 4 from Pemba) were approved by CBP to be resource model schools where others can learn how to effectively use provided and locally-made reading instructional resources.

## **9. Program Monitoring and Model Reading School Identification**

The first Formative Evaluation process, to determine and systematically support improved school performance on reading instruction, and to identify full-program Model Reading Schools was conducted both in Zanzibar and Mtwara. In Zanzibar 50 schools were evaluated while in Mtwara 97 schools were evaluated.

## **10. Leveled Reading Materials**

Four titles of leveled books (2 for Zanzibar and 2 for Tanzania mainland) were developed and completed to the level of camera-ready copy. Government approval for both in Zanzibar and Tanzania mainland is pending for printing and distribution to move forward.

## **Lessons Learned**

Multiple lessons were learned through the work process in Quarter 2 2014.

1. **Clear Performance Expectations:** It is critical to provide schools with a concrete and common vision for program quality and school improvement. Through the first-round implementation of the formative evaluation system, TZ21 field staff learned that a) most schools participating in the 175-School program were not sufficiently aware of the six main components of the full

program, and had little understanding of the steps they could employ to work in each of these six areas. The Model School Performance Guide and data-driven feedback substantially clarified misunderstandings among Head Teachers about where they should focus their improvement efforts, and what constituted quality program implementation. This process, providing common descriptions of quality implementation and school-specific feedback for next implementation steps, will be fully integrated into the field team site-visit process from here forward.

2. **Multi-Level Training Approach:** Field implementation of RAC training demonstrated substantial desire from the field for reading training for teachers beyond Standards 1 & 2. Response to the RAC training (for Standard 3 & 4 teachers) demonstrated the need for reading support at all levels of the primary school, and suggests the importance of having a vertically-aligned reading program approach, and grade-appropriate strategies, resources, and interventions at all instructional levels.
3. **Engagement of Education Officials:** Participation of regional and local education officials in both RAC training and Formative Evaluation Feedback Meetings demonstrated the continuing need to more actively engage education officials directly in training and school informational meetings. Official participation in these two series of events was very active and engaged. In formative feedback meetings, local educational leaders made new connections between the implementation of the program and other existing and needed government efforts to more accurately and actively monitor school instructional quality, and they expressed an interest in having the TZ21 formative evaluation toolkit and Model School Performance Guide become a larger and integrated part of their daily school-support work.
4. **Alignment of National Policies:** While TZ21 continues to make implementation and improvement progress with participating schools, the lack of firm government policy for reading instruction, school monitoring, and instructional accountability continues to create barriers between TZ21-suggested school improvement strategies and school willingness to engage as actively as necessary. By forming a consistent national policy for reading instruction and strengthening the school monitoring and quality-expectation system, the MOEVT would be able to better support TZ21 impact (and the impact of all other literacy improvement program efforts in Tanzania).

## IMPLEMENTATION PHOTOS

### MTWARA: Formative Evaluation



STD I&II teacher Jamila Mohamed instructing a letter F to Students of std I in Karara Primary school. Student read on the black board words during reading classroom observation



Students of STD II in Karara Primary School sat at the reading tree and they were reading Big Books.



Standard I teacher Veronika Mrope, of Ndanda Primary school conducting a reading lesson to standard I pupils using word and sentence cards.

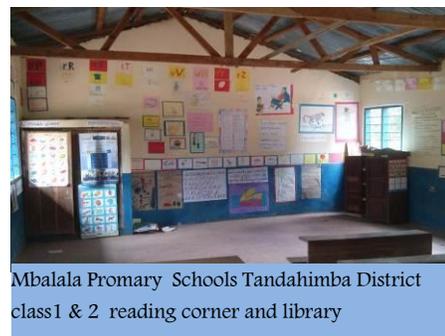


Feedback meeting with teachers, school committee members and parents at Njenga Primary School Masasi District.

### Resource Model Schools



Mbuo PS (Mtwara DC) class 1&2 reading corner and library



Mbalala Primary Schools Tandahimba District class 1 & 2 reading corner and library

## Reading Events



This is a reading tent for the display of different types of books and training manuals used during trainings



Reading corner with pupils performing different activities targeting reading promotion



Class 2 pupils at the reading corner reading story books (Nanyamba Primary School)

Guest of Honor Hawa Ghasia- Minister in Prime Minister's Office -Regional Administration and Local Government (PMO-RALG), Mtwara Regional Commissioner and other education officer s admiring a reading corner at Nanyamba Primary school standard 1 & 2 classes



Guest of Honor Minister Hawa Ghasia and Regional Commissioner admiring Reading Materials utilized in Mtwara schools.



*"We urge our parents to give us sufficient time to read at home so that we can gain knowledge and succeed in life"*  
Ms. Anna Maria, a class 6 pupil at Karume primary school in Mtwara giving her opinion during the community/school interactive session.

**Community Mobilization**



Parent. mama Imma Lindenga is giving opinion on behalf of other parents during reading events at Chikongola Primary schools



Better Nation performing at Chikongola in Mtwara Municipal Council



Better Nation groups performing a tradition dances at Sabasaba Masasi Town Council



Pupils at Sabasaba Primary school Performing choir during Community mobilization Reading events at Masasi Town Council



Pupils performing a choir during the Community Mobilization event at Tandahimba DC



Tandahimba District Commissioner who were the guest of honor is giving speech during the community mobilization event at the right side with blue shirt is DEO of Tandahimba.

**ZANZIBAR**



*School heads and subject advisors participated in Formative evaluation meeting at Mitiulaya TC*



*A teacher at Mangapwani school using TZ21 techniques in her teaching*



*Reading Across the Curriculum (RAC) participants at Kitogani TC*



*Pupils at Pagali school trying to show how they manage to open computers up to the desired lesson*



*Wete DEO delivering speech during Community mobilization activity held at Jadida primary school*



*Guest of honor, the Commissioner for Education Zanzibar delivering speech during Community mobilization activity held at Muungano primary*



*A parent (Mrs. Nargis Uzia) at Muungano primary delivers advice to other parents about cooperation with teachers for success of their children*



*Among kids and parent participated in Community mobilization event held at Muungano*



*"I can read to you" Say Rashid Hamis of*



*"I can read a poem to you my parents" proved Sauda Jumbe of ..*



*"We enjoy reading under our teading tent"*



*"We enjoy writing and drawing on our mat" ..*

## Progress Report by Results

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

#### ***Sub - IR 1.1 Improved Instruction in Early Grade Reading Kiswahili***

##### **Reading Across the Curriculum in Zanzibar**

From 14<sup>th</sup>-16<sup>th</sup> April 2014, TZ21 trained a total of 1,004 (371 males and 633 females) Std 3 and 4 teachers, with their school Head Teachers, on the new TZ21 Reading Across the Curriculum model. The training was held at all nine TCs in Unguja and Pemba. In this training, teachers were trained different techniques of reading instruction focusing on five elements of reading and reading assessment. This training was preceded by a training session for DTOTs, who then used to facilitate in the rollout training. A total of 62 facilitators were trained; among them 32 were males and 30 females. The training of these DTOTs took place at Michakaini TC in Pemba and Kiembesamaki TC in Unguja. The table below shows the number of facilitators and teacher roll out trainees of the said training in their respective TCs.

<b>Number of facilitators and teachers trained on RAC in Zanzibar</b>						
<b>TC NAME</b>	<b>Teachers</b>			<b>Facilitators</b>		
	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>
KIEMBESAMAKI	17	103	<b>120</b>	1	5	<b>6</b>
BUBUBU	25	107	<b>132</b>	0	8	<b>8</b>
KITOGANI	44	48	<b>92</b>	3	3	<b>6</b>
MKWAJUNI	75	81	<b>156</b>	5	5	<b>10</b>
DUNGA	39	65	<b>104</b>	3	3	<b>6</b>
MITIULAYA	47	65	<b>112</b>	4	4	<b>8</b>
WINGWI	42	34	<b>76</b>	6	0	<b>6</b>
MICHAKAINI	29	79	<b>108</b>	4	2	<b>6</b>
MIZINGANI	53	51	<b>104</b>	6	0	<b>6</b>
<b>TOTAL</b>	<b>371</b>	<b>633</b>	<b>1,004</b>	<b>32</b>	<b>30</b>	<b>62</b>

##### **Leveled Book development**

During this quarter, 3 more titles of leveled books for Tanzania Mainland were completed and submitted to MOEVT for printing approval and utilization in schools. The titles were: *Utageuka Punda* (You will Change to be a Donkey), *Mbwa Wangu Maskini* ( My Poor Dog) and *Nusu kwa Nusu* (Half by Half). The 3 titles add to 2 leveled books for Tanzania Mainland approved and submitted to MOEVT for approval in quarter 1. These are: *Rangi Zetu* (Our Colours) and *Upile na Bustani Yake* (Upile and His Garden). *Rangi Zetu* has been developed for emergent readers stage one. Emergent readers in stage one are pupils who are in their earliest stage of learning to read while *Upile na Bustani Yake* has been developed for

emergent readers stage two. Likewise 2 titles were developed for Zanzibar. The titles are *Asubuhi na Mapema* (Early in the Morning) developed for emergent readers stage one and *Kima Wekundu* (Read Monkeys) developed for emergent readers stage two.

### **Reading Model School Development**

A Reading Model School is a school that has six main criteria in place, at a level where they can become demonstration sites for other schools: 1) Effective Early Reading Programs, 2) Effective Use of Reading Resources, 3) Coaching and Mentoring Support for Instructional Improvement, 4) Effective Use of ICT to Support Reading Improvement, 5) High-level Community Engagement and Support, and 6) Effective Leadership within a Strong Community of Professional Practice. These six criteria provide the foundation for all improvement efforts in place within the TZ21 program.

First steps to identify Reading Model Schools were initiated by the Children’s Book Project, where they identified model reading resource sites – an important foundation to improving reading instruction. They continued to conduct site visits in their target schools, and provide feedback and resource support during Quarter 2 2014. Since then, TZ21 has implemented a full-program Model School identification strategy (integrated with the Formative Evaluation Feedback System – see SubIR 2.4 below for additional information).

In Quarter 2 of 2014, significant steps were taken to identify full-program Model School sites, by targeting 175 schools for full evaluation of all six criteria and a completion of a summative performance review to identify those schools that have reached model site status. To date, within the 175-school sample, TZ21 has identified 14 Successful schools, but no Model schools. These 14 successful schools have been provided feedback on strategies to become model sites, and support from field teams is in place to ensure that these schools reach model status as soon as possible.

### ***Sub - IR 1.2 Improved community and parental support for reading***

During this Quarter 2 2014, TZ21 contracted Better Nations (a local edu-entertainment group) to conduct a community mobilization campaign on reading in both the Mtwara region (in all districts) and Zanzibar (Unguja & Pemba). The community mobilization messages focused on

- Encouraging communities to embrace and promote a culture of reading,
- Creating community awareness on the need for parents to give children time to read at home by reducing the task load they give to them,
- Encouraging parents to read books to and with their children at home,
- Encouraging pupil attendance by making close follow up on them to ensure that when they leave home for school, they arrive as scheduled,

The major accomplishments during the Community Mobilization Campaign include

- Creating parent awareness that they have a central role to play in ensuring improvement of education standards in their schools and communities,
- Instituting Drama Clubs in a number of schools in over 60 schools
- Mobilizing communities to contribute towards the completion of reading huts that stalled due to lack of funds,
- Mobilizing parents to see the need for paying annual school contributions in order to facilitate learning in schools,

Facilitating open dialogue between parents, teachers, pupils and the community at large in exploring ways that would help to improve education and identifying how each can contribute to that effort.

Below is a summary of the general attendance in the mobilization campaign in Mtwara and Zanzibar.

Date	Venue	District	Attendees
<b>MTWARA</b>			
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	Lupaso Primary School	Masasi District	546
28/5/2014	Chipuputa Primary School	Nanyumbu District	1,323
<b>ZANZIBAR</b>			
03/6/2014	Muungano Primary School	Unguja	2,979
05/6/2014	Jadida Primary School	Pemba	3,118
<b>TOTAL</b>			<b>19,471</b>

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

- ***ICT Equipment and Power Installation:***

Tz21 continued troubleshooting in all districts of Mtwara, Unguja, and Pemba. From the beginning of this quarter Engineers and power technicians conducted troubleshooting visits to address faulty power equipment, faulty computer equipment, troubleshooting solar installations, and providing 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 into six teams, deployed in the Districts for overall system troubleshooting and maintenance.

During this Quarter, TZ21, in collaboration with Kicheko, conducted several assessments of damaged ICT equipment in both Zanzibar and Mtwara. As part of the assessment several recovery measures were taken, which resulted in repair and restoration of a variety of equipment, and additions to the spare equipment.

- ***E-Content Training and Sustainability Measures:***

The eContent quality assurance process, being undertaken at Creative Associates HQ in Washington, continued in Quarter 2, and is anticipated to be complete by July 2014.

For the first time in Zanzibar, ICT Basic Computer Literacy Training is being conducted for teachers other than those targeted and trained by TZ21 (being facilitated by Teacher Training Centers

The purpose of these trainings is to reinforce teachers' knowledge and abilities on computer-use after initial training conducted by TZ21. The following table shows the number of teachers from each TC attending training:

**Digital literacy in TCs (April - June 2014)**

TC NAME	Teachers		
	M	F	T
KIEMBESAMAKI	0	10	<b>10</b>
BUBUBU	2	28	<b>30</b>
KITOGANI	12	12	<b>24</b>
MKWAJUNI	58	29	<b>87</b>
MITIULAYA	5	42	<b>47</b>
WINGWI	21	62	<b>83</b>
MICHAKAINI	9	52	<b>61</b>
MIZINGANI	37	42	<b>79</b>
<b>Total</b>	<b>144</b>	<b>277</b>	<b>421</b>

## Indicator Progress- Standard & TZ21 Customized Indicators

Program Element	Indicator	Achievement				Remarks
			Current Qtr. Actual April-June 2014)	Cumulative Planned Target (2014)	Cumulative Actual (2014)	
<b>TZ 21 GOAL:</b> 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			Mid-line 12.26 Baseline 7.03 Difference 5.24	Annual Indicator
		Mtwara			Mid-line 8.07 Baseline 3.85 Difference 4.22	
	# of learners enrolled in USG Supported primary schools or equivalent (3.2.1-35)	Zanzibar		140,000	Male 73,296 Female 72,251 <b>Total 145,547</b>	Annual Indicator
		Mtwara		140,000	Male 87,157 Female 75,371 <b>Total 162,528</b>	Annual Indicator
<b>Sub - IR 1.1</b> Improved instruction in early grade reading Kiswahili	#/% of teachers in target schools, educators and administrators who successfully complete in-service/pre-services training (in pedagogy, EGR) or receive Coaching and Mentoring training (3.2.1-31/32)	Zanzibar	(403M, 663) 1066 Total RAC	4,709	4,228 + 1066 <b>5294 Total</b>	Pedagogy and Mentoring and Coaching Training Completed
		Mtwara	-			
	# of textbooks and other teaching and learning materials provided with USG assistance	Zanzibar	1, 004 RAC 16, 750 CBP 57 Kit	135,209	12, 502 1,004 16, 750 57 <b>30,313 total</b>	CBP produced and distributed 2 titles for Zanzibar school
		Mtwara	-			
<b>Sub - IR 1.3</b> Strengthened the Use of Technology in Primary Schools, TRCs/TCs to support early reading	# of ICT equipment installed in schools, TRCs/TCs/TTCs	Zanzibar			All sites in Zanzibar & Mtwara Installed	
		Mtwara				
	Number of schools using Information and Communication Technology due to USG support	Zanzibar	42+ 148	248	180	
		Mtwara	20+ 47 + 90	618	157	
# of teachers, educators trained on ICT with USG support (Disagg. a.M/b.F)-(Std Ind).	Zanzibar	(57M, 69F) 126 Total EMIS	1,913	2,031 126 246 <b>2,404 Total</b>		
	Mtwara	(202M, 44F) 246 Total EMIS				
<b>IR2:</b> Strengthened polices, 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 (disaggregated by Mtwara/Zanzibar/Districts/TRCs/TCs/ICT/WSD)	Zanzibar	-	6	5	
		Mtwara	1			Tanzania Mainland developed a National Reading & Numeracy Framework kit

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

### **Sub-IR 2.1: Developed school- based EMIS**

In the Mtwara Region, Agile Learning continued with EMIS training in Mtwara DC, Masasi DC and one (Mobile Lab school) from Tandahimba district. Participants were school Head Teachers, school academic teachers and statistician teachers from each school. Basing on geographical location, the training was conducted in centers that were estimated to be within close distance for 10 schools coming from the same cluster area.

The training focused on how schools enter and store core data related to students, teachers, teaching and teacher's activities at the school; and on how to send data and/or reports to the District Education Officer and Regional Education Officer. The 5-day EMIS training started on March 31<sup>st</sup>, and was completed on May 25<sup>th</sup>, 2014. Following is the number of participants trained:

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
<b>GRANT TOTAL</b>		<b>202</b>	<b>44</b>	<b>246</b>

In Zanzibar, TZ21 collaborated with Agile Learning to conduct school-based EMIS trainings in Pemba. The training involved teachers from 42 EMIS schools on Pemba Island. Two training sites were used, each accommodating participants from 21 schools. Trainees participating in this training from each school included School Head Teachers, academicians, and statisticians. The table below indicate the number of participants:

#### **SEMIS training Pemba- June 2014)**

TC NAME	Teachers		
	M	F	T
Mizingani	19	44	<b>63</b>
Mitiulaya	38	25	<b>63</b>
<b>Total</b>	<b>57</b>	<b>69</b>	<b>126</b>

## ***Sub-IR 2.2: Developed standardized measures of student performances***

### **Mid-line Evaluation Results**

Tz21 project prepared a one-day midline student data feedback conference for all major education stakeholders in the Mtwara region. Participants in this important conference included government officials from MoEVT, PMO-LARG, TIE REO, and DEDs, DEOs, as well as a representative group of School Inspectors, head teachers, teachers, SMC members, WECs, TRCCs.

The findings from the mid-line data set showed statistically significant improvement in pupil fluency compared to the data from the baseline survey. However, fluency rates continue to be below par. Additionally, results demonstrated improved student ability to comprehend and respond to narrative passages read to them, suggesting that comprehension capacities are present, though not yet being integrated into individual and silent reading settings. Dr. Mark Lynd, the President of STS, presented the findings of the mid-line assessment; this was done in detailed fashion as the full assessment process, and all sub-assessments were presented. Below are some of the areas where students have shown improved performance.

### **Areas where success was observed**

1. Students' fluency has been increased.
2. There is a decrease in the number of students who scored 0.
3. Teaching by using 5 elements of reading has started in some schools.
4. It was also noted that practices in the Coaching & Mentoring started even before training.
5. There is a clear increase on the number of teaching/learning materials available in classrooms,
6. Many school compounds are now talking about reading, and promoting the culture of reading more actively, and motivating reading among students in their respective schools.
7. There is an increase in pupil attendance rates.
8. Friendly teaching techniques were observed during the mid-line assessment site visits.
9. Teachers have demonstrated increased skills in the improvisation of teaching aids.
10. The use of big, small and pocket books has increased the habit of reading among beginning readers
11. The use of ICT equipment has motivated teachers in teaching reading and engaging children in the teaching and learning process.
12. Establishment of Library Management at classroom and school levels has enhanced reading promotion in some schools.

### **Areas that are still challenging**

1. Students' are still struggling with fluency and independent silent-reading comprehension.
2. There continues to be an insufficient number of reading resources in schools.
3. Pre-primary children are not involved in TZ21; therefore teachers in pre-primary classes do not use the 5 Elements during pre-reading instruction.
4. Some of the curriculum measured had not been taught yet, and some teachers had moved ahead of the required curriculum placement.
5. Some teachers are still struggling to relate frequency and scope to their lesson plan.
6. Implementation of Coaching & Mentoring is yet to be active across the board, and the content of coaching and mentoring should be deepened.
7. Retention of trained teachers in schools remains a challenge.

8. In ICT Tz21's network and availability of internet connectivity remains to be a problem.
9. An insufficient number of training days are available, when new skills are introduced.
10. There is a continued need for remedial training in ICT.

#### **Sub-IR 2.4 Implementing a strong monitoring and evaluation system**

TZ21 teams in both Zanzibar and Mtwara continued structured Monitoring & Evaluation activities as planned with the support from M&E consultant Mrs. Amy Pallangyo in 125 schools across Mtwara and 50 Schools in Zanzibar. This process was accomplished using TZ21's codified Formative Evaluation Toolkit and feedback system.

In Mtwara, the number of these schools varies from one district to the other; in Tandahimba DC there are 18 schools, in Newala DC there is 18 schools, Masasi DC there is 39 schools, in Masasi TC there is 10 schools while in Nanyumbu there are 12 schools. The main activity accomplished in this quarter was to visit the 175 sampled schools and do a baseline program evaluation – to determine the levels of school performance (on a four-level scale; Beginning, Progressing, Successful, and Model). The formative evaluation process is designed to effectively combine M&E with back-stopping support to teachers and other education stakeholders at school, ward and district levels.

At the school level, Tz21 teams met with Head teachers, Standard 1-4 teachers, School Mentors, SMC members and representatives of parents. During this process, the following 6 criteria were evaluated

- Standards 1-2 Five Elements Model & Standards 3-4 RAC Model
- Resource Availability and Use
- Reading Coaching and Mentoring
- ICT Application
- Community Engagement
- Leadership/Communities of Professional Practice

The data collection visits were followed by a systematic analysis of all data, and completion of a summary performance report (using the TZ21 Model School Performance Guide). Then TZ21 teams conducted 2-hour feedback sessions for all participating schools. Participants included TRCCs, WECs, Head teachers, Standard 1-2 teachers, SMC chair persons, District focal points, and, in some cases, DEOs. Feedback sessions included:

- An overview of the 6 critical program criteria
- Review of the Model School Performance Guide
- Provision of school-specific data reports
- Supported school planning for next steps toward program improvement

During this quarter the TZ21 team planned to reach 97 schools for continuous M&E. The table below shows the number of visited schools per district.

NO	DISTRICT	Mob Lab school	BIT school	ELE school	Total
1	Masasi DC	5	12	22	39
2	Masasi TC	1	0	9	10
3	Newala DC	5	6	7	18
4	Nanyumbu DC	4	5	3	12
5	Tandahimba DC	5	8	5	18
	<b>Grant Total</b>	<b>20</b>	<b>31</b>	<b>46</b>	<b>97</b>

#### Summary of baseline school performance:

The general school performance is encouraging, as 65% are Progressing well and the project is working with them in order for them to become Successful. The second category is schools that are Successful schools (33%). It is important to note that during this initial baseline analysis, there were no schools yet working at levels that would designate them as Reading Model Schools. However, field teams are working with individual Successful schools to achieve Model schools as soon as possible.

#### School Strengths as observed during this exercise:

- Presence and utilization of ICT equipment is at the Successful level in most schools
- Classroom reading instruction is Progressing
- Resource organization and use is Progressing
- All schools have School Management committees
- Parents and communities are engaged in reading hence reading promotion is Progressing
- Most teachers are committed to making good learning environment for their children and are well using phonics methods for Kiswahili instruction. However, the presence of direct comprehension instruction is limited, consistent with the midline student performance data set
- Some early signs of communities of professional practices (CPPs) were observed in some Successful schools.
- All Managed Learning Environment school (MLE) have teachers trained on e-content

## 4.0 Cross-Cutting Issues

### 4.1 Environmental Disposition

Environment disposition has been at the core of TZ21 work. Recycling of package boxes that carried reading stationaries distributed in Mtwara 150 and Zanzibar 50 during this quarter was communicated to the recipient schools. This turns the package boxes into useful waste materials after emptied reading stationaries supplied.

#### 4.2 Gender Approach

Participation of women in TZ21 interventions in Zanzibar still dominates while in Mtwara male participation dominates. The table below indicates gender desegregation for the training conducted during the quarter both in Zanzibar and Mtwara.

Training	Zanzibar			Mtwara		
	Male	Female	Total	Male	Female	Total
School Based EMIS training	57	69	126	202	44	246
Reading Across Curriculum	371	633	1004	1,927	786	2,713
Digital Literacy	144	277	421	-	-	-
<b>GRAND TOTAL</b>	<b>572</b>	<b>979</b>	<b>1551</b>	<b>2,129</b>	<b>830</b>	<b>2959</b>

" We parents should work hand in hand with teachers to ensure that our children are successful in schooling. **We should not leave the burden to teachers only.** Let us work together for the successes of our children"



A Parent Ms. Mwanaidi Hamisi contributing during the open forum in Chikongola Primary school in Mtwara MC

During community mobilization events conducted in Mtwara and Zanzibar, it was estimated that of the 19, 471 participants registered in the events, 60% (11,683) were women actively contributing to the reading debates generated during the events.

#### 4.3. Public Private Partnerships

During the quarter TZ21 continued to mobilize the private sector and communities at large to support education development. UhuruOne, an IP responsible for internet connectivity, continued to support internet connectivity in Mtwara with some services funded from non-federal USAID sources under cost-sharing as indicated in the table below.

- **Cost-Share**

From April through June 2014, TZ21 verified and documented cost share, with major contributions from UhuruOne, and the Mtwara Regional Education Office (TZ21 Mtwara office space).

No.	Action Item Name	SF425: 30 June 2014	Total: 2014
1	Uhuru One	\$ 154,668.00	\$ 154,668.00
3	Office Rent Mtwara	\$ 5,173.88	\$ 5,173.88
	<b>TOTAL</b>	<b>\$ 159,841.88</b>	<b>\$ 159,841.88</b>

## **5.0 Stakeholder Participation/ Involvement**

### ***5.1 Government at Different Levels***

District dialogues were conducted from May 16<sup>th</sup> to 19<sup>th</sup>, 2014 in all districts in the Mtwara Region. Dialogues started in Mtwara Municipal Council and Mtwara District Council on June 16, 2014 and then the teams were out to the remaining district councils on June 17, 2014. Participants in district dialogues included District Executive Directors-DEs, District Education Officers-DEOs, District Focal Persons-DFPs, District Council Chair persons, District Security Officers-DSOs, IT-Specialists, Districts Commanding Office -OCDs, District Planning & Logistics Officers TRCCs, Ward Education Coordinators, Teachers, e-Content and Reading expert teachers, School Management Committees members. TZ21 program officers facilitated the dialogues and the attendance to these meetings was almost 100% in all the districts.

Two main objectives of these district dialogue meetings were to:

- Inform the education stakeholders what have been achieved by the TZ21 project, the challenges and way forwards.
- Bring government officials on board so that they are well prepared to take over responsibilities in Tz21 project before it phases out.

## ***6.0 Project Operations, Management, and Staffing***

### **6.1 Project Leadership and Management**

In Zanzibar, the fourth steering committee meeting was held at MoEVT board room. The meeting comprised of Ministry officials, USAID representative and TZ21 staff representatives. The main purpose of the meeting was to update TZ21 activities, next step and phase out strategy of the project.

### ***6.2 TZ21 Staffing***

During this quarter, the Senior Program and Administrative Manager (SPAM) – Ms. Jennifer Chin left TZ21 after having served the Project for almost 2 years in the coordination of the program and activities subcontracted with a number of Implementing Partners (IPs). Her responsibilities were assigned to Mr. Revocatus Balashuha, who moved from Mtwara Office (as Grant Coordinator) to the Dar es Salaam office.

## **7.0 Project M&E**

### **7.1 TZ21 Integrated Monitoring**

**The integrated monitoring model is fully in place, through the development and implementation of the Formative Evaluation Feedback System (see details above in Sub IR 1.1 and SubIR 2.4.**

### **7.2 TZ21 Data Quality Assessment (DQA)**

From May 12-23, 2014 the TZ21 Monitoring and Evaluation Advisor visited Mtwara and Zanzibar to conducted data quality assessment for the past 2 quarters and attend Formative Evaluation Meetings in Masasi District under Big Result Now (BRN), and some selected schools in Unguja-Zanzibar. The

objectives of the visit were to: (i) Perform Data Quality Assessment and verification of trainings: (ii) Documentation Review at the field office; (iii) Participate in Formative Evaluation: (vi) Provide quality Assurance of field teams; (v) Sample review of school performance

### **Perform Data Quality Assessment and verification of trainings and Documentation Review at the field office**

The following trainings were verified in Mtwara and Zanzibar:

- ICT Basic computer literacy roll out training
- Mentoring and Coaching training
- Reading Remedial Training
- EMIS trainings
- E-Content Training and
- Reading Across the Curriculum (RAC)

Areas of data quality improvements worked on in both the field offices in Mtwara and Zanzibar included:

1. Internal data verifying of all training attendance sheets and correcting the errors therein,
2. Desagregating the data and clear separation per district in the filing system
3. Making summaries of all trainings conducted from districts/TCs and indicate this in the filing system (hard and soft copies)
4. Displaying all training data conducted in Mtwara and Zanzibar, by Region, District/TC, DTOTs, and Teacher Roll Out training disaggregated by gender on TZ21 office walls for public quick glance on what TZ21 is doing in the catchment areas.

## **8.0 Challenges and Constraints**

8.1: Inconsistencies in government reading policy continue to inhibit school accountability for full implementation of the models, and follow-through on recommended actions at the local level

8.2: Leadership at the school level must be enhanced and become more accountable for providing oversight and feedback to teachers on their classroom practices, and to ensure that regular coaching takes place for Standards 1-4 teachers.

## **9.0 Planned Activities for Quarter 3- 2014**

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

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

9.1: Field Monitoring of coaching and Mentoring – TZ2 teams will increase their monitoring of specific coaching and mentoring activities during Quarter 3 2014, to ensure that teachers are receiving the

maximum support necessary to habituate the 5 elements of reading and RAC instructional practices in their daily classroom instruction.

***Sub-IR 1.2: Improved Community and Parental support for reading***

***9.2: Community Engagement Events*** – community engagement events (based on preliminary models from Better Nations) will continue to be implemented during Quarter 3 2014. This includes instituting Drama Clubs to support reading habits in schools, and large community awareness and engagement events.

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

- ***Continue with ITC troubleshooting in Zanzibar and Mtwara***
- ***Work in Teacher Training Colleges (TTCs) for ICT installation***
- ***Distribute Digital tools to schools***

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

**9.3: Frameworks Development** – TZ21 will support the MOEVT to lead and complete their process for three sets of framework development (3Rs Framework, Teacher Training Framework, and Materials/Resources Framework). In addition, TZ21 will integrate distribution of these frameworks into their field site visits, as soon as the frameworks are approved for distribution.

***Sub-IR 2.4 Implement a strong monitoring and evaluation system***

***9.4: Continue Formative Evaluation Systems Implementation*** – TZ21 will continue to work with the target 175 schools to gather data and provide feedback to schools about their overall reading program (using the formative evaluation system applied during the baseline implementation). This includes site visits to gather data, team meetings to analyze overall schools performance, and a series of structured feedback meetings for the participating schools.