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USAID Tusome Pamoja

FY 2021 Quarter 1 Progress Report

October 1, 2020 Through December 31, 2020



Pupils from Ndelenyuma Primary school in Madaba District, Ruvuma region receiving porridge for breakfast after morning session. This is an Initiative of Parent-Teacher Partnerships and Community Engagement Mobilizers established by the Tusome Pamoja Program in all program schools. Photo: RTI International

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FY 2021 Quarter 1 Progress Report

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TABLE OF CONTENTS

1. PROGRAM OVERVIEW	1
1.1 Government Support—Decentralized Monitoring, Planning, and Implementation	2
2. QUARTER 1 PROGRESS	4
2.1 Centrally Delivered Activities	4
Results Area 1. Teacher and Class Focused (Learning Support for the Classroom)	4
2.1.1 Activity 1.1: GOT Certification of Tusome Pamoja Materials for National Distribution.....	4
2.1.2 Activity 1.2: Read to Learn Materials (Training Materials).....	4
2.1.3 Activity 1.3: Mathematics.....	5
2.1.4 Activity 1.4: Community of Learning Support (Coaching and Mentoring Workshops and Community of Learning Sustainability).....	6
2.1.5 Activity 1.5: Learning Support and Joint Monitoring Visits.....	7
Result Area 2. School and System Focused (Learning Support for the School)	7
2.1.6 Activity 2.1: School Information System Mainland Tanzania	7
2.1.7 Activity 2.2: School Information System (Zanzibar).....	7
2.1.8 Activity 2.3: Decentralized Periodic Learning Assessment.....	8
2.1.9 Activity 2.4: System Institutional Capacity Assessment	8
2.1.10 Activity 2.5: Operational Research	10
2.1.11 Activity 2.6: Creating a Safe and Welcoming School Climate Through SEL and Gender-Responsive Instructional Activities	10
Results Area 3. Community Focused (Learning Support for the Parent).....	12
2.1.12 Activity 3.1: Low-Cost Support to Community Education Mobilizers	12
2.1.13 Activity 3.2: School Scorecard.....	12
2.1.14 Activity 3.3: Media Action and Social and Behavior Change Communication Campaign.....	12
2.1.15 Activity 3.4: Gender Equity and Inclusion	14
2.1.16 Activity 3.5: Stories of Change.....	14
2.2 Key Activities Planned for Q2 FY 2021	15
2.3 Regionally Delivered Activities.....	15
2.3.1 Iringa Region	15
2.3.2 Morogoro Region	16
2.3.3 Mtwara Region.....	16
2.3.4 Ruvuma Region	17
2.3.5 Zanzibar.....	18
2.4 Key Meetings.....	18
2.5 Additional Technical Challenges and Accomplishments	21

3. FINANCE AND OPERATIONS	22
3.1 Procurement.....	22
3.2 Human Resources.....	22
3.3 Finance.....	22
3.4 Finance and Operations Drivers and Obstacles.....	24
APPENDICES	24
Appendix A. Financial Statement, Tusome Pamoja (October Through December 2020).....	25
Appendix B. Summary of International Short-Term Technical Assistance Visits During Quarter 1 (October Through December 2020) Fiscal Year 2021	26
Appendix C. Anticipated International Travel for Quarter 1 (October Through December 2020) Fiscal Year 2021	27
Appendix D. Procurement Activities During Quarter 1 (October Through December 2020) Fiscal Year 2021	28
Appendix E. Deliverables Table for Quarter 1 (October Through December 2020) Fiscal Year 2021.....	29
Appendix F. Total Beneficiaries Reached During Quarter 1 (October Through December 2020) Fiscal Year 2021	32
Appendix G. Performance Progress During Quarter 1 (October through December 2020) Fiscal Year 2021.	36
Appendix H. Regional Activities During Quarter 1 (October through December 2020) Fiscal Year 2021.....	41
Appendix I. Success Story During Quarter 4 (July Through September 2020) Fiscal Year 2020.....	72

LIST OF FIGURES

Figure 1. Tusome Pamoja Monthly Expenditure During Q1 (October Through December 2020) FY 2021.....	23
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LIST OF TABLES

Table 1. Target Districts, Wards, Schools, Pupils, and Teachers.....	1
Table 2. Activity 1.1: GOT Certification of Tusome Pamoja Materials for National Distribution.....	4
Table 3. Activity 1.2: Read to Learn Materials (Zanzibar).	5
Table 4. Activity 1.3: Mathematics.	5

Table 5. Activity 1.4: COL Support.	6
Table 6. Beneficiaries of Supervisor Coaching and COL Sustainability Workshop	6
Table 7. Activity 1.5: Learning Support and Joint Monitoring Visits.....	7
Table 8. Activity 2.1: SIS Mainland Tanzania.	7
Table 9. Activity 2.2: SIS (Zanzibar).	8
Table 10. Activity 2.3: DPLA.....	8
Table 11. Activity 2.4: System Institutional Capacity Assessment.....	9
Table 12. Activity 2.5: Operational Research.....	10
Table 13. The Type and Number of Beneficiaries who Participated in the Five-Day Safe School Environment and SEL Co-Creation Workshop in Zanzibar.	10
Table 14. The Type and Number of Beneficiaries who Participated in the three-day Safe School Environment and SEL Co-Adaptation Workshop in Zanzibar.	11
Table 15. Activity 2.6: Creating a Safe and Welcoming School Climate Through SEL and Gender-Responsive Instructional Activities.	11
Table 16. Activity 3.1: Low-Cost Support to Community Education Mobilizers.....	12
Table 17. Activity 3.2: School Scorecard.	12
Table 18. Activity 3.3: Media Action and SBCC Radio Campaign.....	14
Table 19. Activity 3.4: Gender Equity and Inclusion.....	14
Table 20. Activity 3.5: Stories of Change.....	15
Table 21. Key Activities Planned for Q2 FY 2021.	15
Table 22. Outcomes from Key Meetings or Visits.	18
Table 23. Tusome Pamoja’s Beneficiary Expenditures (in U.S. Dollars) by Region from FY 2016 Through Q1 FY 2021.....	23
Table A-1. Financial Statement of Tusome Pamoja for Q1 (October Through December) Fiscal Year 2021	25
Table D-1. Procurement Activities During Quarter 1 (Q1) Fiscal Year 2021.	28
Table E-1. Tusome Pamoja Deliverables Table for Quarter 1 Fiscal Year 2021.	29
Table F-1. Total Beneficiaries Reached by Tusome Pamoja During Quarter 1 Fiscal Year 2021.....	32
Table G-1. Progress on Performance Indicators by Tusome Pamoja During Quarter 1 Fiscal Year 2021.....	36
Table H-1. Iringa Regional Summary Report for Quarter (Q)1 Fiscal Year 2021.	41
Table H-2. Morogoro Regional Summary Report for Quarter 1 (October Through December) Fiscal Year 2021.	49
Table H-3. Mtwara Regional Summary Report for Quarter 1 (October Through December) Fiscal Year 2021.	52

Table H-4. Ruvuma Regional Summary Report for Quarter 1 (October Through December) Fiscal Year 2021.	57
Table H-5. Zanzibar Regional Summary Report for Quarter 1 (October Through December) Fiscal Year 2021.	63

ACRONYMS

3Rs	reading, writing, and arithmetic
AIE	arithmetic and inclusive education
AT	Academic Teacher
CDO	Community Development Officer
CEF	Community Education Facilitator
CEM	Community Education Mobilizer
CEMAP	Community Education Mobilization and Action Planning
CIES	Comparative and International Education Society
COL	Community of Learning
COVID-19	coronavirus disease 2019
CPD	continuous professional development
DAEO	District Adult Education Officer
DAO	District Academic Officer
DC	District Council
DCSQA	District Chief School Quality Assurer DEO District Education Officer
DETO	District Education Technical Officer
DFP	District Focal Person
DICT	District Information, Communication, and Technology
DO	District Officer
DPLA	Decentralized Periodic Learning Assessment
DSLO	District Statistics and Logistics Officer
DSNEO	District Special Needs Education Officer
DSQA	District School Quality Assurer
DTE	Department of Teacher Education
DTOT	District Training of Trainers
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
FY	Fiscal Year
GOT	Government of the United Republic of Tanzania
GOZ	Revolutionary Government of Zanzibar
HT	Head Teacher

HR	human resources
ICT	Information and Communication Technology
IDP	Inclusive Development Partners
IE	inclusive education
INSET	in-service teacher education and training
IVR	interactive voice response
LGA	Local Government Authority
MC	Municipal Council
MEO	Municipal Council Education Officer
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
OSHA	Occupational Safety and Health Administration
PO-RALG	President’s Office–Regional Administration and Local Government
PO-RALGSD	President’s Office–Regional Administration and Local Government and Special Departments (Zanzibar)
PSA	public service announcement
PTP	Parent–Teacher Partnership
Q	quarter
RAO	Regional Academic Officer
REO	Regional Education Officer
RS	Regional Secretariat
SA	Subject Advisor
SBCC	social and behavior change communication
SD	secure digital
SEL	social and emotional learning
SI	School Inspector
SIM	subscriber identity module
SIS	School Information System
SLH	self-learning handout
SMS	short-message service
SQA	School Quality Assurer
SRGBV	school-related gender-based violence
TAO	Town Council Academic Officer
TBC	Tanzania Broadcasting Corporation
TC	Teacher Center

TCC	Teacher Center Coordinator
TEO	Town Education Officer
TETO	Town Education Technical Officer
TIE	Tanzania Institute of Education
TRCC	Teachers Resource Center Coalition
TSNEO	Town Special Needs Education Officer
TTC	Teacher Training College
TZS	Tanzanian shilling
UDL	Universal Design for Learning
USAID	United States Agency for International Development
vCPD	virtual continuous professional development
WEO	Ward Education Officer
ZCSQA	Zonal Chief School Quality Assurer
ZIE	Zanzibar Institute of Education
ZSQA	Zonal School Quality Assurer

1. PROGRAM OVERVIEW

United States Agency for International Development’s (USAID’s) Tusome Pamoja Program is a five-year, education sector support program. The aim of the Program is to achieve better learning outcomes in reading, writing, and arithmetic (the 3Rs). Tusome Pamoja targets teachers and pupils in pre-primary and primary early grades (Standards 1 through 4) in 31 Local Government Authorities (LGAs) across four regions of Mainland Tanzania (i.e., Iringa, Morogoro, Mtwara, and Ruvuma) and 11 districts of Zanzibar.

There are two objectives of the USAID Tusome Pamoja Program. The first objective is to achieve improvement in age-appropriate, curriculum-defined levels of reading (with comprehension), writing, and mathematics for pupils in Standards 2 and 4 in the target regions. The second objective is to develop, implement, and demonstrate best approaches to strengthen the quality of education in the target regions for replication consideration in other regions. Within the target regions, the current estimation is that 706,724 pupils (i.e., 363,978 boys and 342,746 girls) across Standards 1 through 4 and 6,359 teachers (2,478 men and 3,881 women) in 3,064 schools will benefit from the Program during Fiscal Year (FY) 2021.

The modality of Tusome Pamoja is driven by the scale of the Program. With 3,064 schools across 684 wards and 31 districts (Mainland Tanzania) and 11 districts of Zanzibar, the Program has adopted a within-system approach to ensure that all schools and communities are reached through strengthened systems and administrators. This approach creates ownership at each level because system administrators, staff at institutions, and other stakeholders are empowered and upskilled to drive the success of their schools, wards, districts, and regions, which will subsequently achieve Program success. **Table 1** illustrates the scope of Tusome Pamoja across intervention schools in Zanzibar and the four Mainland Tanzania regions (i.e., Iringa, Morogoro, Mtwara, and Ruvuma).

Table 1. Target Districts, Wards, Schools, Pupils, and Teachers.

Target Area	Number of Districts	Number of Wards	Number of Schools	Number of Pupils		Number of Teachers	
				Boys	Girls	Men	Women
Zanzibar	11	0	296	96,163	79,465	819	1,283
Iringa	5	106	483	33,492	32,917	305	478
Morogoro	9	214	845	85,839	85,446	540	845
Mtwara	9	191	672	94,513	91,625	358	561
Ruvuma	8	173	768	53,971	53,293	456	714
Total	42	684	3,064	363,978	342,746	2,478	3,881

Tusome Pamoja is implemented in close collaboration with the President’s Office–Regional Administration and Local Government (PO-RALG) and the Ministry of Education, Science and Technology (MoEST) in Mainland Tanzania and by the President’s Office–Regional Administration, Local Government and Special Departments (PO-RALGSD) and the Ministry of Education and Vocational Training (MoEVT) in Zanzibar. As the prime contractor for

Tusome Pamoja, RTI International has established offices in each of the four Mainland Tanzania regions and Zanzibar. Each office is led by a Regional Chief Education Advisor and supported by technical and operational officers. For each Mainland Tanzania region, the Regional Secretariat (RS) provides oversight and coordination of LGA activities. District administrations (notably, the District Education Office) are leading the implementation of Tusome Pamoja across the LGAs, targeting the district, ward, school, and community levels. In Zanzibar, the districts and Teacher Centers (TCs) provide leadership for administrative and technical implementation. The Zanzibar and regional Program offices, with support from the Dar es Salaam office, provide technical, operational, and on-site support to each level of governance within each region.

The Start-up Phase for Tusome Pamoja occurred from January 12 through September 30, 2016, followed by implementation of the Program on October 1, 2016. The first Program activity began in November 2016 and provided support to beneficiary schools and communities. Specifically, Tusome Pamoja provided guidance to parents and school committees so they could organize themselves to assist schools with strengthening their capacity to provide education services. The first direct Program support to teachers and pupils began in February 2017 with the provision of 20 supplementary reader titles and teacher training focusing on phonemic awareness, phonics, and how to use the supplementary readers in classrooms. During FYs 2018 and 2019, the focus of the Program shifted from material development to gaining a better understanding of the effectiveness of interventions (materials, training, and capacity building), adopting those materials based on rapid feedback, and laying the groundwork for scale-up, replication, and sustainability.

1.1 Government Support—Decentralized Monitoring, Planning, and Implementation

During FY 2020, the Program focused on coaching and supporting the Government of the United Republic of Tanzania (GOT) and the Revolutionary Government of Zanzibar (GOZ) with implementing activities. The aim of the activities were to enhance sustainability by documenting the best practices and certifying the decodable and nonfiction books to ensure replication, scaleup, and sustainability. In October 2018, Program and government counterparts jointly agreed to implement this strategy. To coordinate this strategy Tusome Pamoja developed a quarterly regional planning and budgeting process and guidelines. The devolved regional budget is allocated across the following three areas:

- Program-specific learning and adaptation through the use of feedback schools
- Joint learning and support visits conducted by appropriate regional personnel and supported with technical advice from Tusome Pamoja regional staff
- Sustainability activities, intended to support solutions to the gaps found in the quality service delivery, identified through feedback school monitoring and through learning and support visits.

Implementation of the strategy has since strengthened the effectiveness of the monitoring processes, identified gaps, and improved planning and implementation of activities to address upcoming shortfalls in Program actions and help guarantee sustainability.

Throughout the implementation of FY 2020, regional feedback from schools continued to inform the quality of the use of technical materials and the impacts of support. In addition, joint learning and support visits continued to focus on evaluating the effectiveness of a regionally identified school support mechanism and on ensuring standardized quality of delivery of education across districts, wards, and schools. Regional sustainability activities helped to identify solutions for the local and regional challenges. The processes for

monitoring and learning and for analyzing data for planning actions will be institutionalized within the structures.

It was further agreed between Tusome Pamoja, GOT, and GOZ that during each quarter (Q) of the Program, a specific theme would drive the focus of the school visits (but not to the exclusion of other observations). The Q1 theme for FY 2020 was to identify and strengthen the interventions provided by Tusome Pamoja for sustainability. The Q2 theme for FY 2020 focused on the presence of consistent coaching at the school level by determining whether coaching is practiced, how often, and by whom. The theme for Q3 FY 2020 was to improve the quality of coaching and follow-up on creating a safe and user-friendly learning (classroom) environment through the implementation of social and emotional learning (SEL) and gender-sensitive activities in selected districts. The theme for Q4 FY 2020 focused on supporting the RS and LGAs to implement activities that enhance the sustainability of Tusome Pamoja interventions. During Q1 FY 2021, Tusome Pamoja conducted its final sustainability activities in the regions as the Program prepares for closure. Q2 FY 2021 will be dedicated to all remaining activities and procurements that were not able to be completed in FY 2020 due to unanticipated disruptions beyond the Program's control.

On December 17, 2020, USAID signed a contract modification for Tusome Pamoja that extended the period of performance of the Program by an additional six months, pushing the official end date from January 11, 2021 to July 10, 2021. This contract modification was set forth to allow the Program to complete a few of the major activities that were unable to be finished during FY 2020 because of disruptions from the coronavirus disease 2019 (COVID-19) pandemic, which resulted in school closures from March 17 through June 29, 2020, and MoEST's directive to halt project activities from September 7 to November 10, 2020. As such, Tusome Pamoja modified the FY 2020 Annual Work Plan and extended key activities as part of the FY 2021 Annual Work Plan to accommodate the additional months of implementation period under the Program.

This quarterly report is structured to reflect the FY 2021 Annual Work Plan. Specifically, Section 2.1 of this report summarizes the implementation of centrally supported activities, including material development (i.e., material certification, coaching feedback strategies, and self-learning packages for school-based continuous professional development (CPD) and for parents), training (for coaching feedback), and system strengthening (evaluations). Section 2.1 also presents descriptions of the specific activities undertaken during Q1 FY 2021. Section 2.2 lists the key activities planned for Q2 FY 2021. Section 2.3 discusses the activities implemented by the regions during Q1 FY 2021. Section 2.4 describes the key meetings during which Tusome Pamoja participated. Section 2.5 discusses additional technical accomplishments and challenges.

The appendices of this quarterly report present additional information, including technical reports and Program operational information (e.g., finance, travel, deliverables). The appendices of this report are organized as follows:

Appendix A. Financial Statement, Tusome Pamoja Q1 (October Through December 2020) FY 2021

Appendix B. Summary of International Short-Term Technical Assistance Visits During Q1 (October Through December 2020) FY 2021

Appendix C. Anticipated International Travel for Q2 (January Through March 2021) FY 2021

Appendix D. Procurement Activities for Q1 (October Through December 2020) FY 2021

Appendix E. Deliverables Table for Q1 (October Through December 2020) FY 2021

Appendix F. Total Beneficiaries Reached During Q1 (October Through December 2020) FY 2021

Appendix G. Performance Progress Table During Q1 (October Through December 2020) FY 2021

Appendix H. Regional Activities During Q1 (October Through December 2020) FY 2021

Appendix I. Success Story During Q1 (October Through December 2020) FY 2021.

2. QUARTER 1 PROGRESS

2.1 Centrally Delivered Activities

Tusome Pamoja continued to meet the schedule for centrally delivered activities, as outlined in the FY 2021 Annual Work Plan. This subsection of the quarterly report summarizes implementation during Q1 FY 2021 by Result Area for each Annual Work Plan activity.

Results Area 1. Teacher and Class Focused (Learning Support for the Classroom)

2.1.1 Activity 1.1: GOT Certification of Tusome Pamoja Materials for National Distribution

During Q4 FY 2020, the nonfiction readers, decodable storybooks, and accompanying teacher's guides that were developed and distributed as pilot materials by Tusome Pamoja were fully certified by the MoEST Commissioner's office (**Table 2**). During Q1 FY 2021, the nonfiction readers, decodable storybooks, and teacher's guide for teaching phonics with decodable books that had been developed with Zanzibar counterparts had been approved by the Zanzibar Institute of Education (ZIE). All Tusome Pamoja materials for pupils and teachers are now available to all pupils and teachers in Mainland Tanzania and Zanzibar.

Table 2. Activity 1.1: GOT Certification of Tusome Pamoja Materials for National Distribution.

Activity 1.1	Status	Deliverable or scope
Certification Process	Completed	Full certification nonfiction readers, decodable storybooks, and the teachers' guides developed with the Tanzania Institute of Education (TIE) and ZIE.

2.1.2 Activity 1.2: Read to Learn Materials (Training Materials)

During Q4 FY 2020, USAID gave its approval for Tusome Pamoja to print additional sets of leveled readers, which were distributed to all schools. These books were made available for families to borrow and use at home while the schools were closed because of the COVID-19 pandemic. Additionally, USAID gave its approval for Tusome Pamoja to print more than 230,000 nonfiction readers (14 different titles) for distribution to Standards 3 and 4 classrooms in the Iringa, Morogoro, and Ruvuma Regions. Tusome Pamoja also printed and distributed more than 8,000 teachers' guides, which will be used with the nonfiction books.

During Q1 FY 2021, the Program worked with MoEVT staff in Zanzibar to conduct a final review of the teachers' guides for teaching phonics with decodable books (Standards 1 and

2) and other selected teacher training manuals. Tusome Pamoja then submitted these selected teaching materials to ZIE for approval (**Table 3**).

Table 3. Activity 1.2: Read to Learn Materials (Zanzibar).

Activity 1.2	Status	Deliverable or Scope
Reading and Instructional Materials	Completed	MoEVT's review of teachers' guides for decodable books that were developed and used in previous years
	Ongoing	Submission of the teachers' guides for decodable books to ZIE for review and approval

2.1.3 Activity 1.3: Mathematics

During FY 2020, Tusome Pamoja led a team consisting of GOT and GOZ counterparts in the development of a Mathematics Module for teachers of Standards 3 and 4 for use in Zanzibar and Mtwara Regions. Modeled on the TIE Mathematics Modules that were distributed to teachers of Standards 1 and 2 earlier in the Program, this module focused on strategies for teaching multiplication and division. Two rounds of approval were conducted with TIE. The final approval of the modules was delayed until December 2020; therefore, the training for Mainland Tanzania had to be postponed until Q2 FY 2021. ZIE provided its approval of the modules for use in Zanzibar earlier than anticipated, which allowed the training to proceed during Q1 FY 2021 (**Table 4**).

During Q1 FY 2021, Tusome Pamoja conducted cascade training about mathematics (multiplication and addition) to 851 participants (318 men and 533 women) in Zanzibar. The participants included teachers of Standards 3 and 4 mathematics, Head Teachers (HTs), Mathematics SAs, School Inspectors, and other Education Officers (**Appendix F**). The cascade model started with training of Master Trainers, then the Master Trainers trained the District Trainers who, in turn, trained the teachers. Cascade training in Mainland Tanzania will be completed during Q2 FY 2021.

Table 4. Activity 1.3: Mathematics.

Activity 1.3	Status	Deliverable or Scope
Materials Review and Printing (Standards 3 and 4)	Completed	Integration of the final amendments into the final module
	Completed	Approval of the final module for use in Zanzibar
	Completed	Final TIE approval of the final module for use in the Mtwara Region
Training for Mathematics Teachers of Standards 3 and 4	Partially Completed	Cascade training in Zanzibar completed, Tanzania mainland will be conducted in Q2 FY 2021

2.1.4 Activity 1.4: Community of Learning Support (Coaching and Mentoring Workshops and Community of Learning Sustainability)

During Q1 FY 2021, the Program intended to provide CPD to teachers through remote support, specifically in the form of audio and video segments to complement previously distributed self-learning handouts (SLHs). However, because of the delay in receiving approval by PO-RALG, Tusome Pamoja has not yet distributed the segments to teachers and schools.

Also, during Q4 FY 2020, Tusome Pamoja developed the school leadership booklets and submitted them to PO-RALG for review and approval. By the end of Q1 FY 2021, the school leadership booklets were still pending PO-RALG's approval.

During Q1 FY 2021, Tusome Pamoja conducted a two-day workshop about supervisory coaching and the sustainability of Communities of Learning (COLs) to 307 (176 men, 131 women) participants. Workshop participants included District Education Officers (DEOs), District Academic Officers (DAOs), District School Quality Assurers (DSQAs), Exemplary WEOs, Exemplary Teachers, Teacher Training College (TTC) Tutors, School Inspectors, TC Coordinators, and SAs in the Mtwara, Pemba, and Ruvuma Regions (**Table 5**). The workshops were intended to continue building capacity of key stakeholders so they can incorporate these practices and improve their capacity for effective coaching and for conducting productive COLs—even after Tusome Pamoja closes out. Both coaching and school- and cluster-based COLs provide a foundational, effective, and sustainable strategy for CPD for teachers and improved teaching and learning. **Table 6** shows the number of participants (by gender) who attended the workshops.

Table 5. Activity 1.4: COL Support.

Activity 1.4	Status	Deliverable or Scope
SLH Audio Clips and Kiswahili Pronunciation Video	Completed	Submission of audio clips and Kiswahili pronunciation video to PO-RALG for review and approval
	Pending	PO-RALG approval of audio clips and Kiswahili pronunciation video
Printing and Distribution of School Leadership Booklets	Completed	Submission of the school leadership booklets to PO-RALG for review and approval.
	Pending	PO-RALG approval of school leadership booklets

Table 6. Beneficiaries of Supervisor Coaching and COL Sustainability Workshop

Regions	Men	Women	Total
Mtwara	110	87	197
Ruvuma	36	20	56
Pemba	30	24	54
Total	176	131	307

2.1.5 Activity 1.5: Learning Support and Joint Monitoring Visits

During Q1 FY 2021, Tusome Pamoja did not conduct any learning support and joint monitoring visits because the Program was preparing for closeout (Table 7).

Table 7. Activity 1.5: Learning Support and Joint Monitoring Visits.

Activity 1.5	Status	Deliverable or Scope
Learning Support and Joint Monitoring Visits	None	Learning support and joint monitoring visits

Result Area 2. School and System Focused (Learning Support for the School)

2.1.6 Activity 2.1: School Information System Mainland Tanzania

Tusome Pamoja did not conduct any activities during Q1 FY 2021 because PO-RALG had not yet completed the restructuring process for its updated School Information System (SIS) (Table 8).

Table 8. Activity 2.1: SIS Mainland Tanzania.

Activity 2.1	Status	Deliverable or Scope
SIS	None	Planned to conduct training after the completion of SIS restructuring. The PO-RALG restructuring process is ongoing.

2.1.7 Activity 2.2: School Information System (Zanzibar)

During Q1 FY 2021, Tusome Pamoja convened a one-day meeting with key functionaries to discuss SIS sustainability in Zanzibar. Representatives who attended the meeting included the Directors for Research Policy and Planning from PO-RALGSD and MoEVT, the Head of the Education Management Information System (EMIS) Department, the PO-RALGSD Tusome Pamoja Coordinator, PO-RALGSD Information and Communication Technology (ICT) Officers, and EMIS Officers. Among other key outcomes, the meeting helped to clarify coordination roles between PO-RALGSD and MoEVT in the implementation of the SIS moving forward. The meeting also identified solutions to the ICT capacity limitations experienced during the course of SIS implementation. For example, as a solution to MoEVT's limited ICT capacity, it was agreed that the PO-RALGSD ICT team will work jointly with MoEVT to support the SIS. PO-RALGSD's capacity and experience in development and implementation of systems that are similar to the SIS will help to address the setback.

Drawing from the lessons learned from the visit to the Dodoma, it was agreed that the Zanzibar SIS must be restructured. More discussions between the MoEVT Directors for Research Policy and Planning and the Mainland PO-RALG District Information, Communication, and Technology (DICT) team are underway to gain the latter's support in restructuring the Zanzibar SIS. MoEVT confirmed that a budget is available for this restructuring task.

Additional recommendations for sustainability of the SIS are presented as follows:

- For successful coordination, MoEVT and PO-RALGSD should develop a joint implementation plan that clearly stipulates the roles and responsibilities of each ministry.

- Schools must be a priority regarding the distribution of the remaining 50 tablets. Other education actors in the system, such as TCs, DEOs, and Assistant Directors, should follow after, thereby ensuring that all government primary schools have functional tablets.
- To ensure continuity in uploading of SIS data, LGAs should maintain the monthly recharging stipend of 2,000 Tanzanian shillings (TZS) to each school for the mobile bundle.
- GOZ should use the names of Council, Municipality, and City Directors to register all subscriber identity module (SIM) cards by December 2020.

Also during Q1 FY 2021, after finalizing the development and testing of the updated Pupil Assessment Module in the SIS, Tusome Pamoja jointly collaborated with the MoEVT EMIS Department to conduct a two-day rollout training of the Pupil Assessment Module. The training was presented to 301 participants (i.e., 104 men and 197 women) in 10 districts in Unguja. The participants who attended the training included School Statisticians, District Statisticians, and SAs (**Table 9** and **Appendix F**). Since then, the schools have started to record and upload their pupil assessment data into the SIS.

Table 9. Activity 2.2: SIS (Zanzibar).

Activity 2.2	Status	Deliverable or Scope
SIS (Zanzibar)	Completed	Meeting with key representatives to discuss SIS sustainability in Zanzibar
	Completed	Rollout training to School Statisticians, District Statisticians, and SAs about the Pupil Assessment Module to 10 districts in Unguja

2.1.8 Activity 2.3: Decentralized Periodic Learning Assessment

With the impending closeout of Tusome Pamoja, the Decentralized Periodic Learning Assessment (DPLA) activity was dropped from the FY 2021 Annual Work Plan because of time and budget constraints (**Table 10**).

Table 10. Activity 2.3: DPLA.

Activity 2.3	Status	Deliverable or Scope
DPLA	None	DPLA was dropped from the workplan due to time and budget constraints

2.1.9 Activity 2.4: System Institutional Capacity Assessment

Tusome Pamoja designed the System Institutional Capacity Assessment to involve key government functionaries in planning for and actual data collection up through report writing. On November 16, 2020, Tusome Pamoja convened a one-day meeting in Zanzibar. The meeting was attended by 11 (eight men, three women) people, including Directors for Research Policy and Planning (PO-RALGSD and MoEVT), the General Director of ZIE, and technical staff from both ministries. The same type of meeting was conducted in the Morogoro Region on the Mainland on December 18, 2020, with 10 (four men, six women)

participants from MoEST Departments of Research Policy and Planning, Human Resource Management, and the Commissioner’s office; and from PO-RALG Departments of Education, Information Technology, Policy and Planning, and Economics. It is envisioned that this forum can be used to further contribute to building on ownership of the analysis, findings, and recommendations, thereby enhancing future engagement in dialogue and system strengthening interventions. During the meetings, the representatives agreed on the following toward the finalization of the System Institutional Capacity Assessment final report (**Table 11**):

- To inform the reviewing of the Zanzibar curriculum and education policy, it was recommended that the report should be ready as soon as possible to inform the previous exercise.
- It is important to involve government representatives in every stage of the assessment because doing so will contribute to increased ownership and thus translating findings into actions.
- Recommendations should be grouped by institutions (i.e., recommendations for PO-RALG and ones for MoEST).
- Recommendations should be written in a positive manner and should be rephrased to start with such words as “improve” or “strengthen.”
- Recommendations should be specific (i.e., not generic) and clearly indicate the areas for improvements.
- The findings should be organized so they are disseminated at the regional level to Regional Education Officers (REOs), DEOs, District Executive Directors, and others.
- The recommendations and report should refer to GOT structures and appropriate titles such as LGAs or council, wards, and HTs (not Principals).
- The presentation of findings and recommendations should be shortened for high-level and regional disseminations. More pictures and graphics should be included in the presentation, rather than just text.
- When Tusome Pamoja writes the final report, all comments from the meeting should be included in the document. The Program should share the report with the government functionaries who participated in the meeting to obtain their input and to secure their ownership before the report is distributed to a wider circulation.
- Tusome Pamoja should revise, shorten, and include all of the comments and input from the meeting into a Microsoft PowerPoint presentation for high level and regional disseminations.

Table 11. Activity 2.4: System Institutional Capacity Assessment.

Activity 2.4	Status	Deliverable or Scope
Meetings for Sharing of Analysis and Findings	Completed	One-day meetings (one day each) in Zanzibar and Mainland Tanzania with government representatives to share the analysis and findings
Final Report	Ongoing	Inclusion of recommendations from the meeting into the final report

2.1.10 Activity 2.5: Operational Research

With the impending closeout of Tusome Pamoja, the Operational Research activity was dropped from the FY 2021 Annual Work Plan because of time and budget constraints (**Table 12**).

Table 12. Activity 2.5: Operational Research.

Activity 2.5	Status	Deliverable or Scope
Operational Research	None	Operational research was dropped from the workplan due to time and budget constraints.

2.1.11 Activity 2.6: Creating a Safe and Welcoming School Climate Through SEL and Gender-Responsive Instructional Activities

During Q1 FY 2021, Tusome Pamoja worked jointly with PO-RALGSD and MoEVT to conduct a five-day Safe School Environment and SEL Co-creation Workshop in Zanzibar on November 9th to 13th, 2020. The workshop was a first step toward implementing a safe school environment and SEL intervention. A major goal of the intervention is to establish a positive and supportive school climate where violence cannot thrive and that serves to nurture pupils' positive social and emotional development. Another aim of the intervention is to enhance the classroom climate and provide specific activities to pupils that encourage more of them to actively participate in class. An example of an activity is group work because this technique can help pupils feel supported and not isolated and can help teachers feel in control of their classrooms, thereby reinforcing the sense of unity and belonging in the classroom—for teachers and their pupils.

The activities promote SEL for teachers and pupils, which leads to improved learning. The workshop addressed contextual issues pertaining to Zanzibar. After the five-day workshop, teachers who attended the workshop conducted three weeks of testing of the co-created activities in schools. The SAs and School Inspectors who also attended the workshop supported this testing effort. **Table 13** lists the number and types of participants (by gender) who attended the five-day Safe School Environment and SEL Co-creation Workshop in Zanzibar.

Table 13. The Type and Number of Beneficiaries who Participated in the Five-Day Safe School Environment and SEL Co-Creation Workshop in Zanzibar.

Types of Participants	Number of Men	Number of Women
Teachers of Standards 1 and 2	0	14
School Inspectors	1	3
SAs	2	4
HTs	4	3
Department of Teacher Education Director	0	1
PO-RALGSD Coordinator	1	0
Chief Curriculum Developer at ZIE	1	0
Total	9	25

Also in Q1 FY 2021, Tusome Pamoja conducted the three-day Safe School Environment and SEL Co-adaptation Workshop in Zanzibar from December 7 through 9, 2020 after three weeks of testing. The workshop was attended by seven HTs (four men and three women) and 14 teachers (all women) of Standards 1 and 2 from seven selected schools; each school represented each district in Unguja. Also, to ensure the engagement and support from supervisors, six SAs (two men and four women) and four School Inspectors (one man and three women) attended the workshop. In addition, Directors from PO-RALGSD and the Department of Teacher Training, and a representative from ZIE attended the first and the last day of the workshop. The objective of the workshop was to review safe school and SEL activities after testing in schools and co-adapt based on the Zanzibar context, including the activities and materials to be used in schools. **Table 14** shows the number and type of participants who attended the Co-adaptation Workshop. **Table 15** presents the activities completed during Q1 FY 2021.

Table 14. The Type and Number of Beneficiaries who Participated in the three-day Safe School Environment and SEL Co-Adaptation Workshop in Zanzibar.

Types of Participants	Number of Men	Number of Women
Teachers of Standards 1 and 2	0	14
School Inspectors	1	3
SAs	2	4
HTs	4	3
Department of Teacher Education Director	0	1
PO-RALGSD Coordinator	1	0
Chief Curriculum Developer at ZIE	1	0
Total	9	25

Table 15. Activity 2.6: Creating a Safe and Welcoming School Climate Through SEL and Gender-Responsive Instructional Activities.

Activity 2.6	Status	Deliverable or Scope
SEL and Safe School intervention in Zanzibar	Completed	Safe School Environment and SEL Co-creation Workshop in Zanzibar for creating SEL and safe schools materials and activities to be used in schools
	Completed	Three weeks of testing of co-created materials and activities to be used by teachers in schools
	Completed	Safe School Environment and SEL Co-adaptation Workshop in Zanzibar to incorporate feedback from three weeks of testing and to finalize SEL and safe school materials and activities to be used in schools based on the Zanzibar context.

Results Area 3. Community Focused (Learning Support for the Parent)

2.1.12 Activity 3.1: Low-Cost Support to Community Education Mobilizers

No activities regarding low-cost support to Community Education Mobilizers (CEMs) were planned in the 2021 Annual Workplan for this component because the Program completed all Result Area 3 activities in FY 2020 in preparation for the closeout (Table 16).

Table 16. Activity 3.1: Low-Cost Support to Community Education Mobilizers.

Activity 3.1	Status	Deliverable or Scope
Low-Cost Support to CEMs	Completed in FY 2020	Low-cost support to CEMs

2.1.13 Activity 3.2: School Scorecard

No activities regarding school scorecards were planned in the 2021 Annual Workplan for this component because the Program completed all Result Area 3 activities in FY 2020 in preparation for the closeout (Table 17).

Table 17. Activity 3.2: School Scorecard.

Activity 3.1	Status	Deliverable or Scope
School Scorecard	Completed in FY 2020	School scorecard

2.1.14 Activity 3.3: Media Action and Social and Behavior Change Communication Campaign

The Tusome Pamoja social and behavior change communication (SBCC) strategy consists of radio programming; Stories of Change; performance-based certificates for CEMs, Parent-Teacher Partnerships (PTPs) and teachers; short-message service (SMS) reminders; and testimonials.

Sustainability of the Soma Nami Radio Program

During Q1 FY 2021, Tusome Pamoja conducted a two-day *Soma Nami* Sustainability Workshop to District and Regional Information Officers, station managers and producers from government-owned radio stations, and other education stakeholders. The focus of the workshop was on improving participant's understanding of how to record, adapt the content, and edit the *Soma Nami* radio programs.

As Tusome Pamoja nears closeout, it is important to sustain the *Soma Nami* radio programs because the series shares information to engage parents, pupils, teachers, education stakeholders, and communities at large to help improve education outcomes. Specifically, the programs remind them of the roles they play toward improving early grade learning—the 3Rs. The *Soma Nami* radio program also reinforces various SBCC messages about the children's reading and learning at home and how the community can participate in activities to support education.

Therefore, Tusome Pamoja worked jointly with PO-RALG and respective RSs to create initiatives to sustain *Soma Nami* radio programs. Specifically, efforts will be made to engage government-owned radio stations at the national, regional, and district levels and some

private community radio stations to re-broadcast the available radio content in the foreseeable future.

During the workshop, a total of 19 participants were trained on the skills needed regarding *Soma Nami* editorial practices, format, content contextualization, production of the radio package, interview techniques, and formats (**Table 18**). Specifically, the breakdown of numbers of participants were as follows: 14 (nine men and five women) were from the Iringa, Morogoro, Mtwara, and Ruvuma Regions; three (men) were from the President's Office–Ministry of Regional Administration and Local Government; and two (men) were from the Tanzania Broadcasting Corporation (TBC). During the workshop, many other issues were discussed and agreement was reached on each of the following:

- The structure of the *Soma Nami* radio programs will remain as is.
- Each radio station will create all new content on each sub format, except for radio dramas.
- The first eight topics should be ready during the week of December 14 through 18, 2020.
- The recording of materials for the first four programs should be produced from January 4 through 15, 2021.
- Scriptwriting, recording, and editing of the first four programs should occur from January 18 through 22, 2021.
- Participants agreed to establish a WhatsApp group so they can quickly and easily respond to any questions and suggestions.

Because the workshop was the first time that most of the local government radio managers and producers received such training for a radio magazine format, the participants recommended the following points:

- The training sessions should be more intensive and held at least for two weeks so that the participants can have more time to learn about the *Soma Nami* radio program format by theory and to practice what they have learned.
- More exercises should be provided during the training to practice the processes for collecting content and editing the programs. For instance, most producers can record, edit, and cut the voiceovers, but they fail to create soft transitions during editing. Therefore, most of the programs are poorly edited, with words being said on top of the recordings.
- More supervision should be provided during pre-production and production of the radio scripts so that they do not break any editorial values.
- For the locations where the radio waves do not reach the community, the radio managers should create programs where they can visit the communities and provide the same information by either using a community theater methodology or roadshows.
- Radio stations should have active social media platforms. The content for the social media should be designed to attract active engagement with the online audience.

Table 18. Activity 3.3: Media Action and SBCC Radio Campaign

Activity 3.3	Status	Deliverable or Scope
Media Action and SBCC Radio Campaign	Completed	<i>Soma Nami</i> Sustainability Workshop to discuss how the government will sustain <i>Soma Nami</i> radio program by using government radio stations at the national, regional, and district levels and some private community radio stations

2.1.15 Activity 3.4: Gender Equity and Inclusion

During Q4 FY 2020, the Program shared with GOT counterparts and USAID the findings from the field study about gender that was conducted in March 2020. Some of the key findings that were highlighted and shared during the presentation had focused on safety, the school environment, and gender norms and beliefs. The presentation also highlighted the gender-responsive best practices for addressing school-related gender-based violence (SRGBV) that were identified during the field study.

The Program intends to share these findings nationally and internationally. For instance, during Q1 FY 2021, Tusome Pamoja prepared and submitted an abstract to Comparative and International Education Society (CIES) for possible inclusion in the 2021 CIES Conference, which will occur from April 25 through May 2, 2021 in a virtual format because of the COVID-19 pandemic (**Table 19**). The title of the abstract was Gender Considerations for Social Responsibility in Education Interventions: Researcher–Practitioner Collaborations in Zimbabwe, Malawi, and Tanzania. During Q1 FY 2021, CIES accepted the abstract; therefore, Tusome Pamoja will present the findings of the gender study at the 2021 CIES Conference.

Table 19. Activity 3.4: Gender Equity and Inclusion.

Activity 3.4	Status	Deliverable or Scope
Gender Equity and Inclusion	Completed	Submission and acceptance of abstract to CIES

2.1.16 Activity 3.5: Stories of Change

The Tusome Pamoja Stories of Change initiative allows after the capturing and sharing of stories that highlight positive behavior changes. In past years, regional- and district-level education stakeholders received training on how to collect stories, and they continued to collect stories throughout the year. Stories of Change that focus on various topics (e.g., COLs, talking walls, school feeding programs, home reading) were shared with the community through social media, local radio, local magazines, public commemoration days, and public notice boards.

During Q4 FY 2020, Community Education Facilitators (CEFs) from each region engaged with communities and collected Stories of Change to document achievements.

During Q1 FY 2021 outgoing CEFs collected four Stories of Change and shared them with USAID Tanzania. The Agency posted the Stories on its website and its social media platforms, including Twitter and Facebook (**Table 20**).

Table 20. Activity 3.5: Stories of Change.

Activity 3.5	Status	Deliverable or Scope
Stories of Change	Completed	Collection and submission of Stories of Change to USAID Tanzania
	Completed	Sharing and posting of Stories on USAID Tanzania's website and social media platforms

2.2 Key Activities Planned for Q2 FY 2021

Table 21 provides an overview of key activities planned for Q2 FY 2021.

Table 21. Key Activities Planned for Q2 FY 2021.

Teacher and Class Focused
Conduct of mathematics training for Standards 3 and 4 in Mtwara Region
Procurement of secure digital (SD) cards and flash drives
Printing of nonfiction books for the Iringa, Morogoro, and Ruvuma Regions
School and System Focused
Safe School Environment and SEL Co-adaptation Workshop for the Iringa Region
Safe School Environment and SEL rollout to the Morogoro, Mtwara, and Ruvuma Regions
Development of the System Institutional Capacity Assessment final report

2.3 Regionally Delivered Activities

This subsection of the quarterly report summarizes the regional activities conducted during Q1 FY 2021. **Appendix H** of this quarterly report includes the entire regional reports from which these highlights are extracted.

2.3.1 Iringa Region

Learning and Support Visits: The Tusome Pamoja Iringa team did not conduct any learning and support visits during the reporting period (i.e., Q1 FY 2021) because visits were not part of the FY 2021 Annual Work Plan.

Continuous Professional Development Coaching Orientation Workshop to Exemplary Teachers, School Quality Assurers (SQAs), DEOs, DAOs, and RS Officials at the Regional Level: As part of ensuring sustainable support to teachers by using coaching and mentoring, the Tusome Pamoja Iringa team collaborated with the Klerruu TTC Tutors to conduct a one-day CPD Coaching Orientation Workshop. The workshop was attended by 180 participants (57 men and 123 women), consisting of 106 Exemplary Teachers, 48 SQAs, 11 DAOs, 5 DEOs, 2 RSs, and 1 Zonal Chief School Quality Assurer (ZCSQA). The main objective of the workshop was to provide support to the 106 Exemplary Teachers who then could, in turn, support teachers of Standards 1 and 2 at the cluster level in aligning the national materials and the supplementary materials provided by Tusome Pamoja. Some examples of this support include how to link and use decodable books, textbooks, and syllabi when teaching reading to pupils in lower grades and how to apply the five key components of reading that focus on fluency and comprehension.

CPD Coaching Support to 40 Clusters of the 5 LGAs in the Region: The Tusome Pamoja Iringa team conducted a one-day coaching session by using trained Exemplary Teachers at the cluster level. A total of 40 clusters in the region participated in the training. The 40 clusters consisted of 11 in the Iringa District Council (DC), 11 in the Mufindi DC, 8 in the Kilolo DC, 5 in the Mafinga Town Council, and 5 in the Iringa Municipal Council (MC). Each cluster (Exemplary Teachers) conducted coaching on a separate date to allow the RS, Tusome Pamoja, and Tutors to observe, ensure quality delivery of the content, and provide technical support where needed. Tusome Pamoja reached a total of 909 teachers (552 men and 307 women) from 40 clusters of 5 LGAs. Out of the 909 teachers, 829 were teachers of Standards 1 and 2, 46 were HTs, and 34 were preschool teachers.

COL Leadership Workshop to WEOs, SQAs, DAOs, and DEOs: RS Education Officers, with assistance from the Tusome Pamoja Iringa team, facilitated a one-day COL Leadership Workshop to 174 participants (114 men and 60 women). The 174 participants included 95 WEOs, 50 SQAs, 5 DEOs, and 4 DAOs from all 5 LGAs.

2.3.2 Morogoro Region

Learning and Support Visits: The Tusome Pamoja Morogoro team did not conduct any learning and support visits during the reporting period (i.e., Q1 FY 2021) because visits were not part of the FY 2021 Annual Work Plan.

PTPs and CEMs Activation Orientation Workshop: To ensure sustainability of community structures for supporting schools initiated by the Program, the Tusome Pamoja Morogoro team conducted a one-day orientation workshop to 12 WEOs (3 Women and 8 Men), 36 PTP coordinators (22 women and 14 Men), and 36 HTs (16 Women and 20 Men) from 36 schools in Kilosa, Morogoro, Mvomero, and Ulanga DCs. The objectives of the workshop were to revive the implementation of CEMs and PTPs from the selected schools and to distribute PTP and community engagement handout notes that WEOs and HTs could use for delivering PTP orientations. At the end of the one-day workshop, participants had developed an action plan that outlined clear responsibilities of WEOs, PTP Coordinators, and HTs. The goal of the action plan is to improve PTPs' functionalities and Community Education Mobilization and Action Planning (CEMAP) implementation.

Coaching Orientation to WEOs, HTs, COL Leaders, and Teachers of Standards 1 and 2 at the Cluster Level: As part of ensuring sustainable support to teachers by using coaching and mentoring, the Tusome Pamoja Morogoro Team conducted a one-day coaching orientation to 11 WEOs (4 women and 7 men) and 60 Community of Learning leaders (37 female and 23 male) from Mvuha and Mikese clusters in Morogoro DC. The main objective of the orientation was to strengthen the knowledge and skills of WEOs, HTs, and COL Leaders and the supervisors' responsibilities regarding peer coaching of teachers as a means of CPD. The orientation was attended by 71 participants, including WEOs, HTs, COL Leaders, and teachers of Standards 1 and 2 from the Mvuha and Mikese clusters in the Morogoro DC.

2.3.3 Mtwara Region

Learning and Support Visits: The Tusome Pamoja Mtwara team did not conduct any learning and support visits during the reporting period (i.e., Q1 FY 2021) because visits were not part of the FY 2021 Annual Work Plan.

Coaching Workshop to Support Exemplary Teachers, WEOs, DSQAs, DEOs, District Focal Persons (DFPs), and Selected Tutors: The Tusome Pamoja Mtwara team conducted a one-day coaching workshop to strengthen participants' coaching skills and to

practice using the coaching strategy during their routine work to encourage and provide CPD to teachers. The workshop was attended by 161 participants (87 Men and 74 Women), including Exemplary Teachers, WEOs, ZCSQAs, DEOs, DFPs, and DAOs at the district level.

COL Sustainability Workshop for Education Managers and Supervisors: The Tusome Pamoja Mtwara team conducted a one-day COL Sustainability Workshop to 21 participants (16 Men, 5 Women) including WEOs, DSQAs and DAOs. There were two objectives of the one-day regional workshop. The first objective was to discuss and develop sustainability strategies for COLs. The second objective was to strengthen participants' understanding of COL strategy and the appropriate alignment with the National Framework of Teacher Continuous Professional Development of 2017, which recommends that formal or informal training provided to teachers must be continuous. The workshop was attended by 36 participants, including District School Administrators, Quality Assurers, College Principals and ZCSQAs at the regional level.

Monthly Reflection Meetings for DEOs and WEOs in Nine LGAs: As part of the system strengthening for managing education at the LGA level, the Tusome Pamoja Mtwara team attended monthly reflections meetings for DEOs and WEOs that were held in nine LGAs. The LGAs were the Mtwara MC; Mtwara DC; Newala DC; Newala Town Council; Tandahimba DC; Nanyumbu DC; Masasi DC, Masasi Town Council and Nanyamba Town Council. The main objective of these meetings was so attendees could learn about topics and participate in the discussions between DEOs and WEOs about the strategies for strengthening and sustainability that had been taught by Tusome Pamoja during previous training. Another objective was to provide technical support to WEOs and DEOs so they could make informed decisions (and possibly actions) to effectively include Program activities in their routine implementation and reporting.

2.3.4 Ruvuma Region

Learning and Support Visits: The Tusome Pamoja Ruvuma team did not conduct any learning and support visits during the reporting period (i.e., Q1 FY 2021) because visits were not part of the FY 2021 Annual Work Plan.

Supervisor Coaching and COL Sustainability Workshop to DAOs, DSQAs, Exemplary Teachers, and WEOs: The Tusome Pamoja Ruvuma team conducted a Supervisor Coaching and COL Sustainability Workshop to strengthen the knowledge and skills of participants regarding the linkages between supervisors' responsibilities and the coaching of teachers as a strategy for CPD for teachers. The workshop was attended by 189 participants (173 WEOs, 8 DAOs, and 8 District Chief School Quality Assurers [DCSQAs]). During the workshop, it was noted and discussed that out of 773 schools in the Ruvuma Region, 77 (10%) schools have only 1 teacher for classes of Standards 1 and 2, so it is difficult to have COL meetings at those schools. As a result, the teachers at the 77 schools must travel to the ward or cluster level to attend COL meetings there.

Teaching and Learning Materials and Planning Orientation Workshop for DSQAs, WEOs, and Other LGAs Officials: The Tusome Pamoja Ruvuma team conducted a one-day Planning Orientation Workshop to 60 DSQAs, 173 WEOs, and 24 officials from the LGAs. The objective of the workshop was to enable effective use and proper storage of teaching supplementary materials supplied by Tusome Pamoja to enhance sustainability in order to improve pupils' classroom learning. During the workshop, the participants discussed their experiences (successes and challenges) with the ways in which they store the materials that they received to ensure easy access. In addition, the participants discussed

how they use and develop work plans to create a list of all important training and CPDs attended against the materials received. The participants also discussed their use of storage at the ward and school levels for basic materials to ensure easy access.

2.3.5 Zanzibar

Learning and Support Visits: The Tusome Pamoja Zanzibar team did not conduct any learning and support visits during the reporting period (i.e., Q1 FY 2021) because visits were not part of the FY 2021 Annual Work Plan.

Training About Multiplication and Division for Teachers of Standards 3 and 4

Mathematics: The Tusome Pamoja Zanzibar team conducted mathematics training to discuss the effective strategies that can be used when teaching multiplication and division during classes of Standards 3 and 4 mathematics. The training was attended by 851 participants (318 men and 533 women), including teachers of Standards 3 and 4, HTs, and Mathematics SAs. This training followed the cascade model: Master Trainers were trained first, then the Master Trainers trained the District Trainers from Pemba and Unguja, and then District Trainers, in turn, trained the mathematics teachers.

Coaching Workshop to Exemplary Teachers, SAs, and School Inspectors: The Tusome Pamoja Zanzibar team conducted a one-day Coaching Workshop to strengthen CPD for teachers through COLs and coaching forums at TCs and at the school level. Another objective of the workshop was to strengthen COL and coaching in schools to support teachers in teaching literacy and numeracy for better pupils learning. The training was attended by 82 participants (44 men and 48 women), including Exemplary Teachers of Standards 1 and 2, HTs, and School Statisticians.

SIS Pupil Assessment and Transfer Rollout Training in 10 Districts in Unguja and Pemba Districts: After finalizing the development and testing of the updated Pupil Assessment Module in the SIS, the Tusome Pamoja Zanzibar team collaborated with MoEVT EMIS Department to conduct a two-day transfer rollout training about the module. The training was attended by 301 participants (104 men and 197 women) in 10 Unguja and Pemba districts. The participants who attended the training included School Statisticians, District Statisticians, and SAs (**Appendix F**). Since the training, the schools have begun recording and uploading pupil assessment data in the SIS.

2.4 Key Meetings

During Q1 FY 2021, Tusome Pamoja conducted key meetings with senior government counterparts and funding partners (**Table 22**). These meetings focused on reaching agreements regarding the updated strategy for Program implementation and regarding key policy issues needed for activity institutionalization or sustainability. **Table 22** summarizes these meetings and highlights the key outcomes.

Table 22. Outcomes from Key Meetings or Visits.

Title of the Meeting or Visit	Key Outcomes
Meeting with PO-RALGSD and MoEVT for Institutional Capacity Assessment data analysis discussion and reporting	After the completion of data collection and initial analysis of System Institutional Capacity Assessment data, Tusome Pamoja convened a one-day meeting in Zanzibar. The aim of the meeting was to hold discussions and reach agreement about the process for moving forward with the in-depth analysis and report writing. The meeting was attended by 11 people,

Title of the Meeting or Visit	Key Outcomes
(November 16, 2020)	<p>including Directors for Research Policy and Planning (PO-RALGSD and MoEVT), the General Director of ZIE, and technical staff from both ministries. During the meeting, the attendees actively participated in discussions about the data analysis; therefore, the key actors were able to gain better understanding of the gaps and strengths of the system. The meeting also fostered ownership of the exercises and emerging findings. The participants found this meeting to be very timely because Zanzibar is going to undertake an effort to review the education curriculum and policy for possible improvements in relevant areas. Therefore, the information that was shared and discussed about the data analysis will be helpful in this future effort.</p> <p>During the meeting, the following recommendations were made:</p> <ul style="list-style-type: none"> • The System Institutional Capacity Assessment draft report should be developed as soon as possible because the findings will be helpful when the curriculum and education policy are reviewed. The draft report was scheduled to be shared with GOZ by December 2020. • Recommendations should be detailed and specific. Generic recommendations, such as “The GOZ education system has guidelines for <u>most characteristics</u>, but expectations are <u>usually</u> not quantified,” should be revised. • It is highly recommended that follow-up, in-person interviews be conducted with some participants who were interviewed before because this may provide more information. • Government representatives should be involved in every stage of the assessment because this will increase ownership and translation of the findings into actions. • It is highly recommended that private schools be included in the assessment because the GOZ education system is meant to be a national one.
Meeting with PO-RALGSD and MoEVT for SIS sustainability discussions and deliberation (November 17, 2020)	<p>The Program convened a one-day meeting with key functionaries to discuss SIS sustainability in Zanzibar. Representatives who attended the meeting included the Directors for Research Policy and Planning from PO-RALGSD and MoEVT, the Head of the EMIS Department, the PO-RALGSD Tusome Pamoja Coordinator, PO-RALGSD ICT Officers, and EMIS Officers. Among other key outcomes, the meeting helped to clarify coordination roles of PO-RALGSD and MoEVT in the implementation of the SIS moving forward. The meeting also identified solutions to the ICT capacity limitations experienced during the course of SIS implementation. For example, as a solution to MoEVT’s limited ICT capacity, it was agreed that the PO-RALGSD ICT team will work jointly with MoEVT to support the SIS. PO-RALGSD’s capacity and experience in development and implementation of systems that are similar to the SIS will help to address the setback.</p>

Title of the Meeting or Visit	Key Outcomes
	<p>Drawing from the lessons learned from the visit to the PORALG offices in Dodoma, it was agreed that the Zanzibar SIS must be restructured. More discussions between the MoEVT Directors for Research Policy and Planning and the Mainland PO-RALG DICT team are underway to gain the latter's support in restructuring the Zanzibar SIS. MoEVT confirmed that a budget is available for this restructuring task.</p> <p>Additional recommendations for sustainability of the SIS are presented as follows:</p> <ul style="list-style-type: none"> • For successful coordination, MoEVT and PO-RALGSD should develop a joint implementation plan that clearly stipulates the roles and responsibilities of each ministry. • Schools must be a priority regarding the distribution of the remaining 50 tablets. Other education actors in the system, such as TCs, DEOs, Assistant Directors, should follow after, thereby ensuring that all government primary schools have functional tablets. • To ensure continuity in uploading of SIS data, LGAs should maintain the monthly recharging of approximately TZS 2,000 to each school for the mobile bundle. • GOZ should use the names of Council, Municipality, City Directors to register all SIM cards by December 2020.
<p>Meeting with PORALG DPS and officers (November 30, 2020)</p>	<p>This was a half-day meeting with the PORALG DPS, Director for Education Administration, Director of Secondary Education, and Tusome Pamoja Focal Person to report on the annual review and annual work planning meeting that took place the prior week. The key outcomes of the meeting include the following:</p> <ul style="list-style-type: none"> • Presentation of Tusome Pamoja and <i>Hesabu na Elimu Jumuishi</i> annual work plans, DPS approved to move forward with planned activities. • Discussion on vision and hearing screening with an explanation for why hearing screening is not sustainable at scale due to high costs for subscription and annual recalibration of the HearScreen application. Further discussions will be needed to determine a sustainable approach to using valid hearing screening tools. • Discussion on virtual CPD for teachers in Mainland schools. The DPS first wants to meet with RTI and Viamo to discuss further before providing approval to move forward with activity. • Discussion of inclusive education support activities. DPS would like to have PORALG review the Orbit e-braille device before rolling out at Mainland schools.
<p>Meeting with MoEST Commissioner for Education (November 30, 2020)</p>	<p>This was a half-day meeting with the Commissioner for Education and representatives from departments of quality assurance and special needs education. Besides providing a general program orientation to the Commissioner and his team, as the majority are new in their positions, the meeting served as a platform for clarification and updates on various issues. The key outcomes of the meeting include the following:</p> <ul style="list-style-type: none"> • Presentation of Tusome Pamoja and <i>Hesabu na Elimu Jumuishi</i> annual work plans, clarifying activities and timelines • Presentation and discussion of data collection and research

Title of the Meeting or Visit	Key Outcomes
	<p>related activities (DPLA, WEO surveys, operational research, data verification) to further clarify the purpose and to avoid future setbacks</p> <ul style="list-style-type: none"> • Clarification on geographical and thematic focus of Tusome Pamoja and <i>Hesabu na Elimu Jumuishi</i> Activity that helped to address issues raised by the Commissioner's teams in relation to coverage and focus of interventions • Agreement that <i>Hesabu na Elimu Jumuishi</i> will only focus on screening vision in all schools as the hearing tool is currently not sustainable. Agreement that the UDL approach being promoted in classroom teaching and learning is designed to address all abilities in the classroom • The need for a focal point person for the program was reiterated, to which the Commissioner agreed and promised to address <p>As a way forward for final endorsement of sustainability guidelines, the Commissioner proposed a forum where guidelines will be presented to relevant MoEST leadership and staff for final review and approval.</p>

2.5 Additional Technical Challenges and Accomplishments

A major challenge for Tusome Pamoja during Q1 FY 2021 was the hold on program activities imposed by MoEST which was in place from September 7 to November 10, 2020. This hold was imposed due to a misunderstanding of the nature and purpose behind data collected at feedback schools under Tusome Pamoja and was ordered by the DPS of MoEST until the issue could be clarified to her by USAID and RTI. After a series of meetings and correspondence the issue was resolved and the hold was lifted on November 10, 2020 allowing Tusome Pamoja to resume activities in the Mainland regions.

This created additional delays to a number of activities that had already been postponed and delayed due to school closures and COVID-19 related disruptions earlier in the year. Activities heavily impacted by this hold include: regional sustainability activities, safe school environment and SEL workshops, mathematics training to Standard 3 and 4 teachers in Mtwara, WEO survey data collection, DPLA data collection, and virtual CPD support to teachers. Despite these delays, Tusome Pamoja was able to resume its activities and get back on track with key initiatives, although delayed even more than before.

Fortunately, the hold on activities did not apply to activities in Zanzibar, therefore, during the period between September 7 and November 10, 2020 Tusome Pamoja was able to proceed with activities in Zanzibar which allowed continued opportunities for learning and adapting that are being applied to current and future activities.

In addition, the build up to the national elections at the end of October led to increased tensions and concerns in the program regions and resulted in some slight delays to receiving approvals from government counterparts and implementing activities as scheduled. But fortunately there were no major disruptions due to the elections and any delays or setbacks resulting from the election season were quickly resolved and most activities resumed as intended.

3. FINANCE AND OPERATIONS

During Q1 FY 2021, the Tusome Pamoja Finance and Operations team continued to provide operational support services. However, the activities implemented by the Program during Q1 FY 2021 were minimal because of the impending closeout of Tusome Pamoja. During December 2020, USAID officially issued a six-month extension for Tusome Pamoja, pushing the official end date from January 11, 2021 to July 10, 2021. During Q1 FY 2021, the Tusome Pamoja Finance and Operations team prepared for the Program's closeout by packing and transporting key documents involving finance and operations from the regions to Dar es Salaam for shipment to RTI's Home Office. **Appendix A** of this quarterly report provides an overall picture of the Program funds to date.

3.1 Procurement

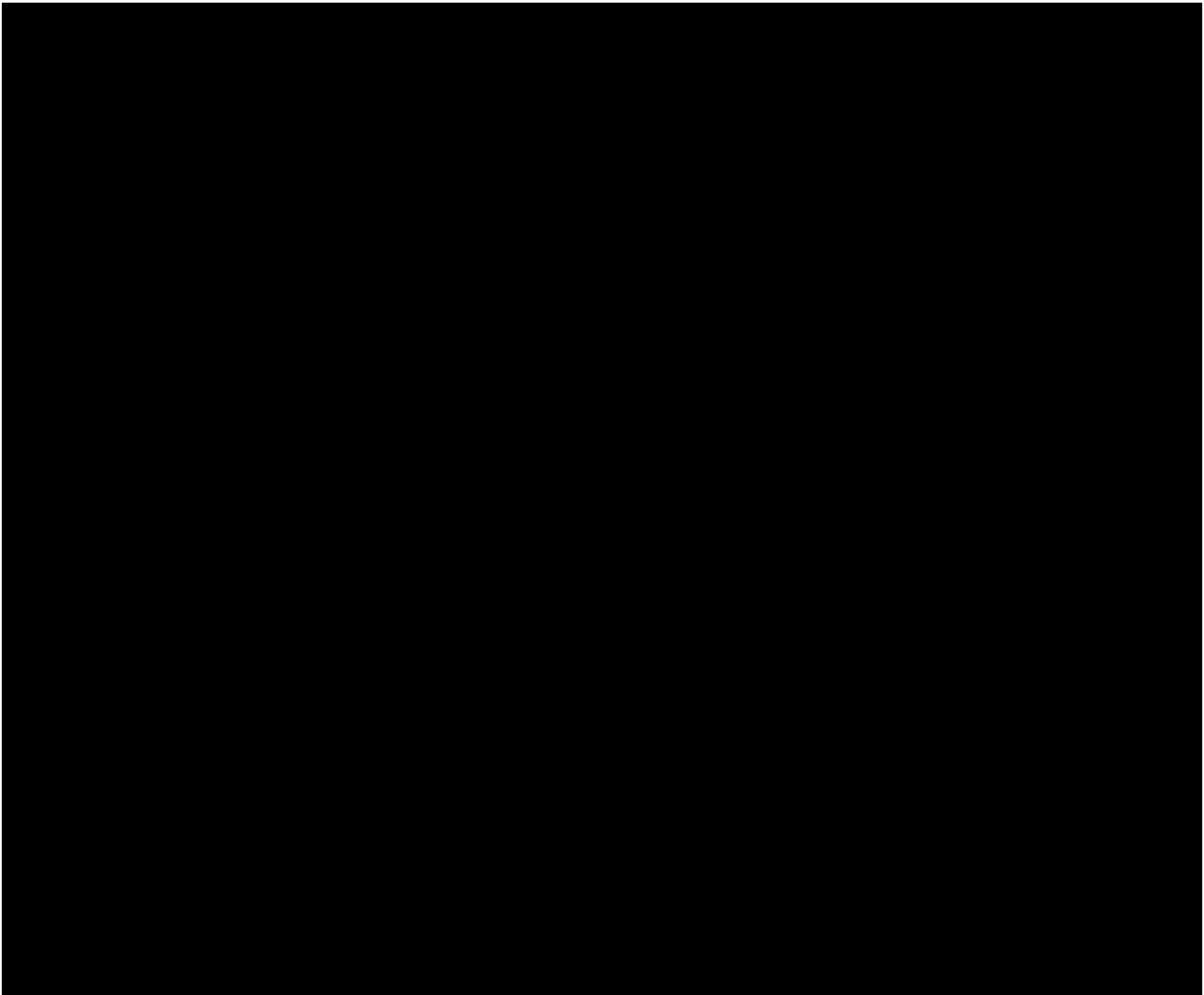
During Q1 FY 2021, the Tusome Pamoja Procurement team conducted activities to assist the technical team with completing various printing requests. Some activities included preparing procurement documents for SD cards and flash drives and printing nonfiction books for the Iringa, Morogoro, and Ruvuma Regions. In addition, the Tusome Pamoja Procurement team continued to provide procurement support for routine Program activities. Another procurement activity involved the renewal and alignment of long-term services, such as lease and security services, to align with the time remaining in the Tusome Pamoja contract. More information about the procurement activities conducted during Q1 FY 2021 are presented in **Appendix D** of this quarterly report.

3.2 Human Resources

During Q1 FY 2021, the Human Resources (HR) team conducted many activities for the Program. Some of the activities included following up with mandatory training sessions; following up on safety protocols for the implementation of activities; setting FY 2021 goals in RTI's Connect system, which is RTI's global HR information system; planning for annual compensation of Program staff; and transitioning and training of Program staff. Program staff supporting Result Area 1 transitioned fully by December 2020. In addition, the HR team provided Occupational Safety and Health Administration (OSHA) training to Program staff and administered an Office Risk Assessment. The HR team also closely monitored HR compliance and staff requirements, including mandatory training sessions, timesheet collection, check-in meetings, and regular updates about changes across RTI.

3.3 Finance

During Q1 FY 2021, the implementation of activities was low because the Program was operating toward the impending closeout of Tusome Pamoja. However, during Q1 FY 2021, the Finance team supported many Program activities, including the PTPs and CEMs Activation Orientation Workshop, the phonics approach for basic reading, master training for mathematics Standards 3 and 4, and the Safe School Environment and SEL Co-creation Workshop. The Finance team also supported the rollout of the Standards 3 and 4 Mathematics Module in Pemba, printing of school scorecards, administration of the Institutional Capacity Assessment, and facilitation of the SIS meeting. Additional activities included supporting the rollout of the SIS Pupil Assessment Module, CPD Coaching and Capacity Building Workshop, and strengthening of strategies to ensure sustainability of the Program after closeout. Tusome Pamoja's monthly expenditures during Q1 FY 2021 are presented in **Figure 1**. The Program's beneficiary expenditures, broken down by region, during Q1 FY 2020 are presented in **Table 23**.

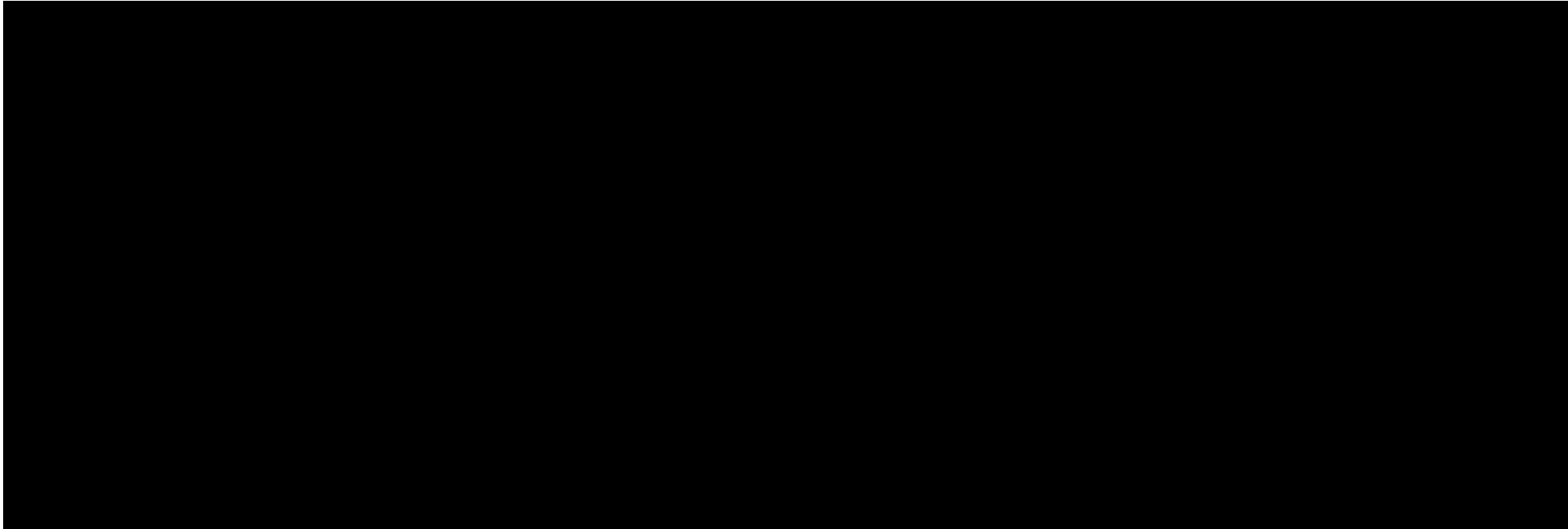


3.4 Finance and Operations Drivers and Obstacles

From September through December 2020, GOT imposed some restrictions on implementing Tusome Pamoja activities in the country. These restrictions delayed the decision regarding planning for the remaining period in 2021, which subsequently delayed efforts to align the activities with the plan. During Q1 FY 2021, Tusome Pamoja remained vigilant regarding the operational systems assurance to detect the possible potential risks and fraud.

APPENDICES

Appendix A. Financial Statement, Tusome Pamoja (October Through December 2020)



**Appendix B. Summary of International Short-Term Technical Assistance Visits During
Quarter 1 (October Through December 2020) Fiscal Year 2021**

No visits were conducted because of the coronavirus disease 2019 (COVID-19) pandemic.

Appendix C. Anticipated International Travel for Quarter 1 (October Through December 2020) Fiscal Year 2021

No visits are anticipated because of the coronavirus disease 2019 (COVID-19) pandemic.

Appendix D. Procurement Activities During Quarter 1 (October Through December 2020) Fiscal Year 2021

Table D-1. Procurement Activities During Quarter 1 (Q1) Fiscal Year 2021.



Supplies and/or Services	Status	Activity
School Information System (SIS) sustainability support	Completed	Set forth a contract with HM&Y Technologies to support SIS sustainability, which involves finalizing data migration; reviewing, designing, and implementing new requirements; providing on-the-job training to staff from the Ministry of Education and Vocational Training (MoEVT) and President's Office–Regional Administration and Local Government (PO-RALG); maintaining the SIS; and providing ongoing support which ends in November 2020.
Procurement of flash drives and micro secure digital (SD) cards	Completed	Draft and issue a Request for Proposal to the market to procure 3,081 units of micro SD cards and 3,048 units of flash drives
	Ongoing	Evaluation of bids; award expected during Q2 FY 2021
Printing of nonfiction books	Completed	Draft and issue a Request for Proposal to the market to procure a printing service for 15 titles (Note: Each title will be printed with 16,767 units for pupils' books and 8,399 units for teachers' books.)
	Ongoing	Evaluation of bids; award expected during Q2 FY 2021.

Appendix E. Deliverables Table for Quarter 1 (October Through December 2020) Fiscal Year 2021

Table E-1. Tusome Pamoja Deliverables Table for Quarter 1 Fiscal Year 2021.

Key:			
	On target	Delivered	Under development
Number	Technical Deliverables	Anticipated Outcomes	Status
Component 1.1			
1	Grade 1 pupil learning materials and teacher's guide and distribution plan	All Grade 1 teachers possess the approved Grade 1 materials.	Delivered
2	Grade 2 pupil learning materials and teacher's guide and distribution plan	All Grade 2 teachers possess the approved Grade 2 materials.	Delivered (including mathematics)
3	Grades 3 and 4 pupil learning materials and teacher's guide and distribution plan	All Grades 3 and 4 teachers possess the approved Grades 3 and 4 materials.	Delivered
Component 1.2			
4	Grades 1 and 2 teacher training materials and training plan	All Grades 1 and 2 teachers show improved mastery of improved pedagogy as evidenced by improved scores on classroom observation instruments.	Delivered
5	Grades 3 and 4 teacher training materials and training plan	All Grades 3 and 4 teachers show improved mastery of pedagogy as evidenced by improved scores on classroom observation instruments.	Delivered
Component 1.3			
6	School leadership training materials and training plan	All Head Teachers and educational authorities show improved mastery of supervision of reading instruction as evidenced by normed supervision assessment tools.	Delivered
Component 1.4			
7	Pre-primary pupil learning materials and teacher guides	All pre-primary pupils served by Tusome Pamoja possess and use pre-primary materials.	Delivered
8	Impact evaluation of pre-primary intervention	Pupils in pre-primary demonstrate better reading and writing outcomes than peers in control groups.	Delivered

Key:			
	On target	Delivered	Under development
Number	Technical Deliverables	Anticipated Outcomes	Status
Component 2.1			
9	Operational Research proposal	Annually, government-approved research plans established.	Delivered
10	Operational Research findings	Annually, government-approved research reports released.	Delivered (2020 research cancelled)
Component 2.2			
11	Quality assurance package with teacher observation and coaching tools	All WEOs and TCs possess the quality assurance package.	Delivered
12	Ward Education Coordinator (now Officer [WEO]) and TC Tutor training materials and training plan	All Tusome Pamoja teachers supported via the use of the approved quality assurance package.	Delivered
Component 2.3			
13	Reading and Mathematics Assessments shared with regional partners (program EGRA and EGMA)	MoEVT, PO-RALG, and MoEST possess the assessment analyses.	Delivered (DPLA)
14	Training plan for administration of reading assessments	Assessments conducted.	Delivered (DPLA)
15	Results of reading and writing assessments	Assessment results reported.	Delivered (DPLA)
Component 2.4			
16	Capacity assessment of centralized and decentralized system to monitor education delivery and take action to strengthen delivery	Capacity assessment completed.	Delivered
17	Plan to strengthen system and human resource capacity for performance monitoring	System strengthened and human resources upskilled to effectively utilize system.	Delivered
18	Final report on whole of system capacity building and lessons learned for performance management	Report on capacity building initiatives disseminated.	In progress
Component 3.1			
19	Parental engagement strategy and SBCC campaign intervention plan	SBCC campaign under implementation.	Delivered

Key:			
	On target 	Delivered 	Under development
Number	Technical Deliverables	Anticipated Outcomes	Status
20	Parental engagement and support materials	Engagement and support materials approved.	Delivered
21	Parental support materials and distribution and orientation plan	Parents using engagement and support materials.	Delivered
Component 3.2			
22	Parent and community advocacy plan	Parents advocating for early grade reading in schools and communities.	Delivered
23	Collaborative approach to assess reading, with an emphasis on discussing school-based assessment results through school “scorecard”	Parents using engagement and support materials.	Delivered
Component 3.3			
24	Community education needs assessment	Community perception on children’s needs around learning (reading), but also focusing on issue of equity, water, sanitation, hygiene, and nutrition, among others.	Delivered
25	School plans and resource identification and budget	School plans developed focusing on improved learning, overall school development, and including multisector focus for children’s overall development.	Delivered

Note: DPLA = Decentralized Periodic Learning Assessment; EGRA = Early Grade Reading Assessment; EGMA = Early Grade Mathematics Assessment; MoEST = Ministry of Education, Science and Technology; MoEVT = Ministry of Education and Vocational Training; PO-RALG = President’s Office–Regional Administration and Local Government; SBCC = social and behavior change communication; TC = Teacher Center; WEO = Ward Education Officer.

Appendix F. Total Beneficiaries Reached During Quarter 1 (October Through December 2020) Fiscal Year 2021

Table F-1. Total Beneficiaries Reached by Tusome Pamoja During Quarter 1 Fiscal Year 2021.

S/ N	Region	Category	Males	Females	Total Beneficiaries reached	# of Days
Master training (MTT) for std. 3&4 Mathematics						
1	Mainland	Tutor	3	1	4	2
2	Zanzibar	Head of INSET	1	0	1	2
3		SA	1	0	1	2
4		SI	0	1	1	2
5		Resource Teacher	1	0	1	2
Total			6	2	8	
DToT training for std. 3&4 Mathematics						
6	Zanzibar	Curriculum Developer	1	2	3	2
7		SA	8	4	12	2
8		Education Sector coordinator	0	2	2	2
9		Resource teacher	8	12	20	2
10		Statistician, SI	3	2	5	2
11		Director of education, INSET officer, PEO, Primary education officer, TCC, ZIE coordinator	9	5	14	2
Total			29	27	56	
Rollout training for std. 3&4 Mathematics						
12	Zanzibar	Std.3&4 T	201	758	959	2
13		HTs. Ass. HT, Ag. HT	186	98	284	2
14		SA	8	5	13	2
15		SI	10	10	20	2
16		CD, District statistician, Head of INSET, PO, RT, TCC	8	2	10	2
Total			413	873	1,286	
Coaching on COL Leadership						

S/ N	Region	Category	Males	Females	Total Beneficiaries reached	# of Days
17	Iringa	AT	0	1	1	1
18		HT	1	0	1	1
19		WEO	71	24	95	1
20		DEO, DAO, SQA, TRCC, Tutor, RAO, REO, DAEO, Principal, ZSQA	32	29	61	1
Total			104	54	158	
CPD Teachers Coaching Support at region level						
21	Iringa	Std.1&2 T, AT	20	86	106	2
22		WEO	1	0	1	2
23		DEO, DAO, SQA, TRCC, Tutor, RAO, DAEO, ZSQA	36	37	73	2
Total			57	123	180	
CPD Teachers Coaching Support at cluster level						
24	Iringa	Std.1&2 T, AT	158	671	829	1
25		HT	28	18	46	1
26		Pre-primary teachers	12	22	34	1
Total			198	711	909	
Coaching on COL Leadership						
27	Morogoro	Std.1&2 T, AT	23	34	57	1
28		HTs	2	2	4	1
29		WEO	7	3	10	1
Total			32	39	71	
Coaching on school supervisors						
30	Mtwara	WEO	1	1	2	1
31		SQA	12	6	18	1
32		DAO, DSLO, DSNEO, RCO, TAO, TAVEO, TSNEO	12	4	16	1
Total			25	11	36	
Coaching on COL Leadership						
33	Mtwara	Std.1 T & AT	2	3	5	1
34		WEO	4	1	5	1

S/ N	Region	Category	Males	Females	Total Beneficiaries reached	# of Days
35		DAO, DETO, DSLO, RCO, TAO, TETO, Tutor, ZSQA	10	1	11	1
Total			16	5	21	
CPD Teachers Coaching Support						
36	Mtwara	Std.1&2 T, AT	28	49	77	1
37		WEO	25	11	36	1
38		DAO, SQA, DEO, DETO, DSLO, MEO, TAO, TEO, TETO, Tutor	34	14	48	1
Total			87	74	161	
Coaching on school supervisors						
39	Ruvuma	DAEO, DAO, DSQA, DCSQA, TAO, Tutor	20	9	29	1
Total						
CPD Teachers Coaching Support						
40	Ruvuma	Std.1&2 T, AT	2	6	8	1
41		WEO	4	4	8	1
42		DAO, DSQA, RAO, TAO, Tutor	14	4	18	1
Total			20	14	34	
SEL & SSE Co-adaptation						
43	Zanzibar	Std.1&2 T	0	14	14	3
44		HTs	4	3	7	3
45		SA	2	4	6	3
46		SI	1	3	4	3
47		DTE Director, PORALG Coordinator, Chief Curriculum Developer - ZIE	2	1	3	3
Total			9	25	34	
SEL & SSE Co-creation						
48	Zanzibar	Std.1&2 T	0	14	14	5
49		HTs	4	3	7	5
50		SA	2	4	6	5
51		SI	1	3	4	5
52		DTE Director, PORALG Coordinator, Chief Curriculum Developer - ZIE	2	1	3	5
Total			9	25	34	

S/N	Region	Category	Males	Females	Total Beneficiaries reached	# of Days
SIS Student Assessment and Transfer Rollout Training						
53	Zanzibar	School Statisticians	94	201	295	2
54		District Statistician	7	3	10	2
55		SA	5	1	6	2
56		Primary Academic Officer	1	0	1	2
57		Education Statistician	0	1	1	2
Total			107	206	313	
CPD Teachers Coaching Support						
58	Zanzibar	Std.1&2 T, SLT, School Statistician	2	28	30	2
59		HTs	0	2	2	2
60		District Statistician	5	2	7	2
61		SA	21	13	34	2
62		DAEO, DO, Head of INSET, RT, TCC	13	4	17	2
Total			41	49	90	

Note: AT = Academic Teacher; COL = Community of Learning; CPD = continuous professional development; DAEO = District Adult Education Officer; DAO = District Academic Officer; DCSQA = District Chief School Quality Assurer; DEO = District Education Officer; DETO = District Education Technical Officer; DO = District Officer; DSLO = District Statistics and Logistics Officer; DSNEO = District Special Needs Education Officer; DSQA = District School Quality Assurer; DTE = Department of Teacher Education; HT = Head Teacher; INSET = in-service teacher education and training; MEO = Municipal Council Education Officer; PO-RALG = President's Office–Regional Administration and Local Government; RAO = Regional Academic Officer; REO = Regional Education Officer; SA = Subject Advisor; SEL = social and emotional learning; SI = School Inspector; SIS = School Information System; SQA = School Quality Assurer; TAO = Town Council Academic Officer; TCC = Teacher Center Coordinator; TEO = Town Education Officer; TETO = Town Education Technical Officer; TRCC = Teachers Resource Center Coalition; TSNEO = Town Special Needs Education Officer; WEO = Ward Education Officer, ZIE = Zanzibar Institute of Education; ZSQA = Zonal School Quality Assurer.

Appendix G. Performance Progress During Quarter 1 (October through December 2020) Fiscal Year 2021.

Table G-1. Progress on Performance Indicators by Tusome Pamoja During Quarter 1 Fiscal Year 2021.

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2021 Target	% Achievement: 2021	Notes
P-001	ES. 1-1- Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance.	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a	Because of COVID-19, the schools were closed for almost three months, hence the pupils suffered learning loss. The Program decided not to conduct the endline assessment because the data will not be comparable with the baseline and midline assessments because of learning loss. Also, the program was planned to close out on September 2020 hence the target for 2021 was not set.

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2021 Target	% Achievement: 2021	Notes
P-003	ES.1-3 - Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	209,399	207,061	53,827	50,283	263,226	257,344	520,570			The program was planned to close out on September 2020 hence the target for 2021 was not set
P-004	ES.1-5 - Number of learners reached in reading programs at the primary level with USG Assistance	209,399	207,061	53,827	50,283	263,226	257,344	520,570			The program was planned to close out on September 2020 hence the target for 2021 was not set
P-005	ES.1-6 - Number of primary or secondary school educators who complete professional development activities with USG assistance.	242	868	298	965	540	1,833	2,373			The program was planned to close out on September 2020 hence the target for 2021 was not set

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2021 Target	% Achievement: 2021	Notes
P-006	ES.1-7 - Number of primary school educators who complete professional development activities on implementing evidence based reading instruction with USG Assistance	242	868	298	965	540	1,833	2,373			The program was planned to close out on September 2020 hence the target for 2021 was not set
P-007	ES.1-10 - Number of primary or secondary text books and other teaching and learning materials (TLM) provided with USG Assistance	0		0		0		0			The target was not set as the program was ending
P-008	ES.1-12 - Number of Education Administrators and officials who complete professional development	243	122	224	132	467	254	721			The target was not set as the program was ending

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2021 Target	% Achievement: 2021	Notes
	activities with USG Assistance										
P-009	ES.1-11 Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	0		0		0		0			The target was not set as the program was ending
P-010	ES.1-13 - Number of Parent Teacher Associations (PTA) or Community-based school governance structures engaged in primary or secondary education supported with USG	0		0		0		0			The target was not set as the program was ending. And the data is normally collected in Q4 of the year (Jul - Sep)

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2021 Target	% Achievement: 2021	Notes
	Assistance										

Appendix H. Regional Activities During Quarter 1 (October through December 2020) Fiscal Year 2021.

(Note: The reports includes arithmetic and inclusive education [AIE] activities.)

Table H-1. Iringa Regional Summary Report for Quarter (Q)1 Fiscal Year 2021.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
<p>Ensure continuous professional development (CPD) by providing the Coaching Orientation to Exemplary Teachers, District Academic Officers (DAOs), and District Education Officers (DEOs), School Quality Assurers (SQAs), and Regional Secretariat (RS) officials at the regional level</p>	<ul style="list-style-type: none"> To provide coaching through cluster-level training to 106 Exemplary Teachers so they can, in turn, support teachers who experience challenges when teaching reading in their classrooms. To inform teachers of Standards 1 of the importance and need to link national materials with Tusome Pamoja's supplementary materials when teaching reading in their classrooms and conducting reading assessments to pupils in the lower grades. To coach Exemplary Teachers on how they can support teachers when teaching reading and conducting reading assessments of their pupils. 	<ul style="list-style-type: none"> Tusome Pamoja collaborated with the Klerruu Teacher Training College (TTC) Tutors to provide coaching support through cluster-level training to 106 Exemplary Teachers who can, in turn, support teachers of Standards 1 and 2 who are experiencing challenges when teaching reading in their classrooms. The Program and TTC Tutors trained Exemplary Teachers on how to administer reading assessments to pupils to determine learners' skills in reading fluency and comprehension. The Exemplary Teachers also learned how they can support teachers when applying the five key components of reading, 	<ul style="list-style-type: none"> Coaching at the regional level took two days. The training was attended by a total of 172 participants (93 men and 79 women). The participants consisted of 106 Exemplary Teachers, 47 SQAs, 11 DAOs, 5 DEOs, 2 RSs, and 1 Zonal Chief School Quality Assurer (ZCSQA). The participants had remembered the skills taught during previous training sessions and were able to put them into practice when training the other teachers. The participants successfully demonstrated that they had a clear understanding of the linkage between the Tanzania Institute of Education (TIE) textbooks, syllabus, and decodable 	<ul style="list-style-type: none"> Local Government Authorities (LGAs) should continue to use of the bank of Exemplary Teachers even when Tusome Pamoja closes out.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<p>focusing on reading fluency and comprehension, and when administering reading assessments to pupils.</p> <ul style="list-style-type: none"> • During the training, the Program and TTC Tutors informed the participants about the importance of and the need to align the national materials (i.e., curriculum, syllabus, textbooks, and teachers' guides) with Tusome Pamoja's supplementary materials (i.e., decodable instruction tools, modules, teachers' guides, leveled books, and decodable storybooks) when teaching reading in the classrooms. • The Program and TTC Tutors coached the Exemplary Teachers on how to prepare lesson plans and schemes of work in alignment with textbooks, decodable tools and readers, and the national curriculum. 	<p>readers, leveled books, and decodable instructional tools to prepare and deliver lessons in the recommended manner.</p> <ul style="list-style-type: none"> • Coaching was successful because the Exemplary Teachers (i.e., coaches) acquired the skills and knowledge needed to pass the information down to teachers at the cluster level. As a result of this session and the subsequent support from Exemplary Teachers to the teachers, a total of 909 teachers of Standards 1 and 2 were assisted during a one-day session per cluster in a total of 40 clusters in the Iringa Region. 	

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
<p>Provide CPD coaching support to 40 clusters in 5 LGAs in the Iringa Region</p>	<ul style="list-style-type: none"> To inform Exemplary Teachers of the importance and need to link national materials with Tusome Pamoja's supplementary materials, so they can then coach teachers of Standards 1 and 2 in their respective clusters To coach Exemplary Teachers on how they can support teachers when applying the five key components of reading, focusing on fluency and comprehension, during classroom instruction and when administering reading assessments to pupils in the lower grades 	<ul style="list-style-type: none"> Tusome Pamoja conducted a one-day coaching session at the cluster level, during which a total of 40 clusters in the Iringa Region participated. The 40 clusters consisted of the following: 11 in the Iringa District Council (DC), 11 in the Mufindi DC, 8 in the Kilolo DC, 5 in the Mafinga Teacher Center (TC), and 5 in the Iringa Municipal Council (MC). Each cluster (i.e., Exemplary Teachers) conducted a coaching session on a separate date to allow the RS, Tusome Pamoja, and Tutors an opportunity to observe, ensure quality delivery of the content, and provide technical support where needed. Participants successfully practiced the skills learned for teaching reading during Standards 1 and 2 classes and administering reading assessments to pupils in 	<ul style="list-style-type: none"> Although 692 teachers from 40 clusters of 5 LGAs were targeted for training, Tusome Pamoja reached a total of 909 (or 131%), of which 552 were men and 357 were women. Out of the 909 teachers reached, 829 were teachers of Standards 1 and 2, 46 were Head Teachers (HTs), and 34 were preschool teachers. Through this activity, Tusome Pamoja learned that there was a failure of teachers to be able establish the linkage between the syllabus, TIE textbooks, leveled books, decodable readers, and decodable instructional tools, which has led to difficulties for teachers in preparing and delivering reading lessons effectively. Through this activity, the Program also learned that prior to receiving CPD coaching support, teachers were not using the Tusome 	<ul style="list-style-type: none"> Effective reading assessments of pupils should be conducted regularly by teachers and should consider the reading standards and government-set targets to identify which pupils have good reading skills and those who may be struggling. LGAs should continue to support and use the bank of Exemplary Teachers for sustainability of the Program after the impending closeout. A cascade model should be used at the cluster level as an approach for CPD. The cascade model has proven to be the most efficient and appropriate methodology for reaching more teachers than conducting in-person, one-on-one training. However, the training time should be extended beyond just one day because that amount of time is not enough to ensure that adult learning occurs.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		Standard 2.	<p>Pamoja—provided modules and decodable instructional tools in alignment with the syllabus and textbooks. In addition, teachers reported that they were not even aware of how those materials relate to each other and how they are used for classroom instruction. This finding was revealed while Tusome Pamoja Iringa team was monitoring coaching at the cluster level.</p> <ul style="list-style-type: none"> • LGAs supported teachers by providing transport to and from their respective training venues, as well as lunch during the training day. These factors made it possible for all teachers to attend and actively participate in the training sessions. 	
Conduct school-based screenings of vision and of hearing and vision during pilot efforts at	<ul style="list-style-type: none"> • To test the appropriateness of the testing tools 	<ul style="list-style-type: none"> • Tusome Pamoja trained 17 (15 men and 2 women) about the protocols that should be used when conducting screenings of 	<ul style="list-style-type: none"> • During this training, it was recommended that Eye and Ear Specialists should be included because they are key actors in hearing 	<ul style="list-style-type: none"> • All pupils should receive hearing and vision screenings because the findings could identify these issues and other challenges among

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
four schools: 2 in the Mafinga TC and 2 in the Mufindi DC	<ul style="list-style-type: none"> To assess the effectiveness of the training modality and implementation strategy To determine which group, Ward Education Officers (WEOs) or HTs, is suitable for screening pupils 	<p>hearing and vision. Four HTs were trained as Principal Screeners. The remaining 13 participants were trained as observers and consisted of the following: four WEOs, two District Focal Persons (DFPs), two District Special Needs Education Officers (DSNEOs), two District Eye Specialists, two District Ear Specialists from the Mafinga TC and the Mufindi DC, and one Regional Focal Person.</p> <ul style="list-style-type: none"> Out of a total of 342 pupils (162 boys and 180 girls), 334 (159 boys and 175 girls) were screened by the participants for hearing and vision. 	and vision screenings.	<p>pupils.</p> <ul style="list-style-type: none"> Hearing and vision screenings should be conducted consistently at all schools because they can have positive impacts on the pupils. A linkage should be established between U.S. Agency for International Development's (USAID's) health and education projects because this will simplify referral issues and support to pupils with special needs. Hearing and vision tools should be improved so they include a pupil's information (gender, age), the results from the vision and hearing screenings, and space to fill in the amount of time spent during the screenings. Pre-meetings should be held before conducting hearing and vision screenings at the schools. Eye and Ear Specialists should have an outreach program in place so they can visit schools for hearing and

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
				<p>visions screenings and offer support to screeners and the pupils.</p> <ul style="list-style-type: none"> • Pupils' information should be filed before hearing and vision screenings are conducted. • Physical assessments should be given priority and written in the checklist.
<p>Conduct a pilot effort of the self-learning modules</p>	<ul style="list-style-type: none"> • To test the validity of the modules with Community Education Mobilizers (CEMs) and others • To test the suitability of the language, illustrations, and structure of the module to the target community • To determine how effectively the schools and ward authorities can monitor the use of the self-learning modules 	<ul style="list-style-type: none"> • A team of 19 participants (13 men and 6 women) tested two SLH modules: (1) Understanding Disabilities in Our Communities and (2) Communities Supporting Inclusive Education [IE]). The 19 participants were as follows: eight CEMs, two HTs, two WEOs, two school committee members, one Regional Academic Officer, one Town Special Needs Education Officer, one Town Education Officer, one District Social Welfare Officer, and one Town Community Development Officer. 	<ul style="list-style-type: none"> • Tusome Pamoja observed that it is vital to include Ward and Village Executive Officers in testing because they are key to community sensitization and engagement efforts. 	<ul style="list-style-type: none"> • Social Work and Community Development Officers at the ward and village levels should be included in the testing process.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
<p>Conduct Operational Research about children who are out of school</p>	<ul style="list-style-type: none"> To interview caregivers, HTs, teachers, DSNEOs, and representatives from disabled people's organizations about the challenges that children with disabilities are experiencing 	<ul style="list-style-type: none"> AIE interviewed two HTs, two representatives from disabled people's organizations, two DSNEOs, two teachers, and eight caregivers from the Mufindi and Kilolo DCs. 	<ul style="list-style-type: none"> It was observed that children with disabilities experience multiple challenges in accessing education. It was a challenge to use the recommended application (i.e., Automatic Call Recorder) to conduct the telephone interviews for collecting data because compatibility issues occurred. Most of the telephones used by the Tusome Pamoja Iringa team are Android version 9 or later versions. 	<ul style="list-style-type: none"> A specialized application should be used to conduct telephone interviews during the Program. The application should be compatible with the types of telephones (personal gadgets) owned by the interviewers, or telephones should be purchased that are used just for the Program and that are compatible with the application to be used.
<p>Provide coaching to DAOs, DEOs, SQAs, and WEOs about Community of Learning (COL) leadership</p>	<ul style="list-style-type: none"> To provide coaching to DAOs, DEOs, SQAs, and WEOs about COL leadership, including identifying the key components of an effective COL: less lecturing; more modeling, practice, and discussions; and constructive feedback To provide the standardized COL reporting template to DAOs, DEOs, SQAs, and 	<ul style="list-style-type: none"> Out of 171 participants, 156 (91%) attended a one-day coaching session about COL leadership. Regional Secretariat (RS) Education Officers with assistance from the Tusome Pamoja Iringa team conducted the session. The participants included 95 WEOs, 50 SQAs, 5 DEOs, and 4 DAOs from all 5 LGAs. 	<ul style="list-style-type: none"> By the end of the coaching session, the DAOs, DEOs, SQAs, and WEOs could differentiate between COL meetings and other school administrative meetings. One of the key issues that was mentioned during the session was that the COL agenda must focus on the challenges that teachers experience when teaching a specific topic in the 	<ul style="list-style-type: none"> LGAs should instruct schools on how to make COLs a priority for continuous teacher training at the school level as was mentioned by the Regional Education Officer representative. Each school should agree to conduct COL meetings at least once per month and that all teachers (i.e., teachers of pupils in the lower grades and the higher grades) should

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
	WEOs and teach them how to use it for COL reporting at the school level	<ul style="list-style-type: none"> WEOs from each LGA (a sample of three or four WEOs) and SQAs delivered presentations and their reflections about the current situation of COL meetings in schools. This sharing of information highlighted the successes and challenges of COLs and proposed the path forward for making improvements. The RS Education Officers introduced the key components of an effective COL. The components included less lecturing; more modeling, practice, and discussions; and constructive feedback. Participants identified key setbacks regarding COLs and proposed a path forward for improvement. Some of the setbacks identified included mixing the COL agenda with non-academic issues, poor recordkeeping, and the timing or irregularity of 	<p>classroom.</p> <ul style="list-style-type: none"> Participants said that the new standardized COL reporting template is user friendly and makes teachers focus only on academic issues, which will help promote and support CPD among teachers. 	<p>participate.</p> <ul style="list-style-type: none"> WEOs and SQAs should make COL meetings a priority during their school follow-up. Teachers should keep notes about the topics discussed during COL meetings and refer back to them as needed. WEOs should provide coaching to HTs, COL Lead Teachers, and Academic Teachers (ATs) about the new standardized COL reporting template and should keep COL meetings more engaging to teachers by applying the five key components of effective COLs.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<p>when COL meetings are held. Another setback identified was that some people consider COL meetings to be general school meetings.</p> <ul style="list-style-type: none"> The RS Education Officers discussed the new standardized COL reporting template with participants. All schools will use this template. A total of 95 WEOs received copies of the reporting template (i.e., three copies for each WEO) for distribution to their respective schools. 		

Table H-2. Morogoro Regional Summary Report for Quarter 1 (October Through December) Fiscal Year 2021.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
Conduct the Parent–Teacher Partnerships (PTPs) and CEMs Activation	<ul style="list-style-type: none"> To revive implementation of PTPs and Community Education Mobilization and Action Planning (CEMAP) in all 36 targeted schools in 	<ul style="list-style-type: none"> At the end of the one-day workshop, participants had developed an action plan based on the lessons learned from previous 	<ul style="list-style-type: none"> Based on the discussion with parents, community members, and school committee members from the selected 36 	<ul style="list-style-type: none"> School leadership should use the PTP guidelines by following up with the procedures highlighted to get members of PTP and inform

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
Orientation Workshop	<p>the Ulanga, Kilosa, Mvomero, and Morogoro DCs</p> <ul style="list-style-type: none"> To provide PTP and community engagement handout notes that WEOs and HTs can use when delivering PTP orientations To emphasize the importance of engaging communities and local influential groups in the community to support and promote a culture of reading To inform LGAs and village governments of their roles in supporting the PTP and CEMAP implementation and how to include activities into their routine implementation and reporting 	<p>successes and challenges encountered. The action plan outlined clear responsibilities of WEOs, PTP Coordinators, and HTs. The goal of the action plan is to improve PTPs' functionalities and CEMAP implementation.</p> <ul style="list-style-type: none"> Managerial reactions and statements about WEO support to ensuring PTPs are functional (e.g., appropriate processes are in place for orienting new members and for engaging them in CEMAP processes). The guidelines provided and used will help PTPs and CEMs maintain the Standard Operating Procedures. 	<p>schools, it was apparent that the WEOs or HTs did not inform the PTPs of their new responsibilities.</p> <ul style="list-style-type: none"> Out of 36 schools, 19 (53%) conducted elections each year as it should be, but orientations were not provided after the elections. In schools, the PTPs and CEMs became inactive after the free education policy was introduced. Some caregivers, parents, and guardians were reluctant to participate in their pupils' learning because they believed that it was the government's responsibility to contribute to everything. 	<p>them of the new responsibilities.</p>
Conduct the CPD Coaching Orientation Workshop to WEOs and COL Leaders	<ul style="list-style-type: none"> To strengthen the knowledge and skills of WEOs and COL Leaders, to link coaching as a responsibility of 	<ul style="list-style-type: none"> Tusome Pamoja conducted the workshop to WEOs and COL Leaders from all remaining clusters in the Morogoro DC (i.e., Mvuha 	<ul style="list-style-type: none"> The participants in the workshop confused the roles of the coach (third person) during the coaching sessions. 	<ul style="list-style-type: none"> Not enough SLHs were printed for distribution to the participants in the workshop. Therefore, facilitators should make sure that enough SLHs

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
	<p>supervisors, and to encourage peer coaching of teachers as a means of CPD</p> <ul style="list-style-type: none"> To gain a clearer understanding of the appropriate coaching practices and the essence of the COL platform to achieve the intended professional goals for teachers 	<p>and Mikese).</p> <ul style="list-style-type: none"> During the workshop, the attendees actively participated in discussions. Also an agreement was reached between WEOs (as supervisors) and COL Leaders (as supervisees) that coaching will be conducted in schools as part of CPD for teachers. The WEOs and COL Leaders also agreed that reporting will be conducted from the school level to the ward level and will be provided to the DEO's office monthly. During the workshop, the participants identified barriers and the strategies that could be used to overcome them to ensure that the coaching process is effective at the school level. The participants understood and discussed the concept of coaching and the type of support that coaches need in order to perform and improve their roles. After the discussions, it was apparent 	<p>During the micro teaching portion of the workshop, the facilitators explained the difference to clear up any misconceptions between the two roles. The micro teaching portion of the workshop occurred after all three stages of the coaching session had been completed.</p>	<p>are printed to accommodate the number of participants registered to attend the orientation per cluster. However, the participants were allowed to bring with them the modules that were distributed to the schools before the training.</p>

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		that coaches need support from their colleagues (i.e., WEOs, ATs, and COL Leaders) who have skills and knowledge about coaching practices because this information can be used to improve practice at the school level.		

Table H-3. Mtwara Regional Summary Report for Quarter 1 (October Through December) Fiscal Year 2021.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
Conduct Coaching Skills Strengthening Workshop to Support Exemplary Teachers, WEOs, District School Quality Assurers (DSQAs), DEOs, DFPs, and 12 selected tutors	<ul style="list-style-type: none"> To increase and strengthen coaching skills and knowledge of procedures for effective classroom teacher support To strengthen the practices of modeling and of using the provided tools so teachers can incorporate the coaching strategy into their routines for CPD 	<ul style="list-style-type: none"> A total of 161 participants attended the one-day coaching training session at the district level to ensure sustainability of coaching support. A total of 36 District Administrators attended coaching training), including DAOs and SQAs were equipped with coaching skills during the regional coaching workshop. The attendees actively participated in discussions and shared their observations 	<ul style="list-style-type: none"> Participants reviewed the documents provided and presented key points learned. The participants discussed that among key points learned were the difference between coaching and mentoring. The coaching demonstration showed the participants how to use the techniques, which made them comfortable 	<ul style="list-style-type: none"> WEOs, SQAs, Exemplary Teachers adopt coaching strategy for school supervisory support. LGA integrates into action plans and reinforces WEOs, headteachers, Academic Teachers, and Exemplary teachers to apply the strategy. One-day training for all new Quality assurers on coaching study and mentoring. Teachers should make more coaching and mentoring

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<p>during the modeling and practice exercises for possible improvements.</p> <ul style="list-style-type: none"> The participants understood the concept of coaching and mentoring, as was observed during the practice of coaching and the presentation of the similarities and differences between these two terms. Teachers who were newly promoted to DSQAs attended the training. This session was the first Tusome Pamoja training they had attended, so they appreciated the training. They said that coaching is an effective technique for solving teaching challenges, and it has a direct linkage to COLs. The findings observed during coaching practices feed into and encourage COL methodology development. 	<p>with using the techniques during practice; therefore, the attendees gained more skills than before the training.</p> <ul style="list-style-type: none"> It was however learned that findings observed during coaching practices feed into and encourage CoL methodology development. The use of exemplary teachers is the best way which helps to retrain other struggling teachers through cluster or ward level. 	<p>practice and ensure all procedures of three stages (pre-observation, meeting, and after Observation) are observed.</p> <ul style="list-style-type: none"> District Administrators should provide enough support to exemplary teachers. DAOs and QAs should work together to ensure Coaching and mentoring are part of Teachers' teaching support at schools.
<p>Conduct a one-day COL Sustainability Workshop for Education Managers and Supervisors</p>	<ul style="list-style-type: none"> To develop recommendations for the operational and sustainable structures for the national-level Education Managers To map out strategies and actions for operationalization and sustainability of COLs To familiarize actors within 	<ul style="list-style-type: none"> A total of 36 participants, including District School Administrators, Quality Assurers, College Principals, and Chief Zonal Quality Assurers, attended the one-day regional workshop to discuss and develop sustainability strategies for 	<ul style="list-style-type: none"> Teacher learning in the environment and school context greatly helps to solve teaching and learning challenges. COL strengthens peer-to-peer support because teachers meet, share experiences, and support 	<ul style="list-style-type: none"> Model lessons and practice (micro teaching) should be provided during COL meetings. The use of coaching should be increased to strengthen COL practices. The mechanisms of reporting should be strengthened across the school to ward, district,

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
	<p>the education system about the roles and responsibilities of COLs</p> <ul style="list-style-type: none"> To manage and supervise the responsibilities of COLs by strengthening reporting at the schools and Ward/Cluster level . 	<p>COLs.</p> <ul style="list-style-type: none"> The workshop strengthened participants' understanding of the COL strategy and the appropriate alignment with the National Framework of Teacher Continuous Professional Development of 2017, which recommends that formal or informal training provided to teachers must be continuous. The participants discussed the COL benchmark, which helped to improve the knowledge of Educational Managers and Supervisors. The participants discussed the reporting system for the COLs and agreed that WEOs should provide monthly reports for two COL sessions to DEOs and DCSQAs, then to the region and Zonal School Quality Assurer (ZSQA), and then to the national level. The ZSQAs recommended to receive reports and embed them into the Quality Assurance Framework for national-level feedback of COL development. The Regional Education 	<p>each other.</p> <ul style="list-style-type: none"> COL meetings were integrated into the school timetable. A COL is part of a national strategy for teachers' CPD. The key to strengthening COLs is to ensure that implementation of the COL timetable is supervised at the school, ward, and cluster levels. 	<p>regional, zonal, and national levels.</p> <ul style="list-style-type: none"> Reporting tools should be embedded into the SIS.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<p>Officer recommended to strengthen COL reporting by using the School Information System (SIS).</p>		
<p>Conduct monthly reflection meetings for WEOs DEOs in all LGAs</p>	<ul style="list-style-type: none"> To learn and participate in the discussions between DEO and WEOs about the strategies for strengthening and sustainability that had been taught by Tusome Pamoja during a previous training To assess the magnitude of WEOs' support to schools and teacher development To provide technical support to WEOs and DEOs so they can make informed decisions to effectively embed Program activities into their routine implementation and reporting activities 	<ul style="list-style-type: none"> In the Mtwara DC, the meeting involved an SQA. In the Masasi TC, the meeting involved also 38 HTs. In the Nanyamba TC, the meeting involved the Council Executive Director, SQAs, and HTs. The forums were opportunities for LGAs in these named LGAs to address a wide range of educational issues. Tusome Pamoja conducted a joint school visit with WEOs to the Mtwara DC to provide monitoring support. All WEOs in all nine DCs agreed to adopt this practice because it fosters learning and provides a platform to identify and share best practices in the teaching and learning process. Meeting's agendas included Tusome Pamoja-related activities, such as COL practices, coaching, PTPs, CEMs, and school report cards (i.e., scorecards), so WEOs are considering Program-provided strategies. 	<ul style="list-style-type: none"> Meetings for WEOs and DEOs can be used by other school supervisors to inform strategies for strengthening the implementation of sustainability strategies. For example, one SQA from the Mtwara DC attended the reflection meetings for WEOs and DEOs and informed the WEOs of school support, management and leadership, and community involvement in supportive supervision. The meeting reinforced the uses of coaching and mentoring by WEOs to continuously provide technical support to teachers to strengthen their quality of instruction to improve teaching and learning practices. The LGAs have adopted a joint WEOs school visit strategy. For example, the Tandahimba DC has 	<ul style="list-style-type: none"> The school visits by WEOs should consider classroom teaching and learning and CPD for teachers because this will leverage the use of COLs and coaching strategies. School leadership should collaborate with WEOs to provide orientations to selected CEMs and members of PTPs. Schools should use SIS data to make school-based decisions, including attendance and additional support to children to increase their learning. Reflection meetings for DEOs WEOs are held regularly. These meetings should continue to be held on a monthly basis because attendees can discuss successes, challenges, and ways forward for implementing agreed-upon activities.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<ul style="list-style-type: none"> The LGAs reported that schools have timetables for school-based COL meetings, which are included in action plans. The Nanyumbu DC mentioned that peer support on SIS usage among HTs has enhanced effective data collection, uploading, and sharing. These practices facilitate effective supervision, monitoring, and management of the school. Effective use of school report cards was also reported to enhance effective transparency and openness and provide a platform for quick sharing of schools' information within schools and to the community. 	<p>conducted one joint visit. The Newala and Masasi TCs and the Mtwara DC conduct joint school visits regularly and share reports with DEO's office. The Nanyumbu DC has conducted one joint visit, and it plans to strengthen the practice. The Nanyumbu DC has already incorporated joint visits into the District Action Plan. The Newala DC conducted one visit but has not shared a report with the DEO's office. The Masasi DC and Mtwara MC conduct joint visits regularly and share reports with the DEO based on urgency and criticality of issues observed.</p>	
Review IE teacher training materials (toolkit)	<ul style="list-style-type: none"> To have the IE National Reference Group review and validate IE toolkits for teacher training 	<ul style="list-style-type: none"> The IE National Reference Group reviewed and validated the IE toolkits for teachers training. 	<ul style="list-style-type: none"> In the Kiswahili version of IE toolkits for teachers, the flow of language was not well structured. 	<ul style="list-style-type: none"> The IE toolkit is ready for training.

Table H-4. Ruvuma Regional Summary Report for Quarter 1 (October Through December) Fiscal Year 2021.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
<p>Conduct the Supervisor Coaching and COL Sustainability Workshop to Exemplary Teachers, DAOs, DSQAs, and WEOs</p>	<ul style="list-style-type: none"> To facilitate understanding of the linkages between supervisors' responsibilities and the coaching of teachers as a strategy for CPD for teachers To develop recommendations for an operational plan for sustainability of the COLs and the management structure for all levels of the education system (i.e., national, regional, district, ward, and school) To discuss supervisors' roles and responsibilities regarding coaching and COL sustainability at the cluster, ward, and school levels 	<ul style="list-style-type: none"> Tusome Pamoja designed the workshop so participants would learn about the coaching model, could practice their skills in small groups, and could discuss the role of a coach and the practice of coaching as the strategy of improving teacher's professional development. Tusome Pamoja conducted the workshop to strengthen the knowledge and skills of participants regarding the linkages between supervisors' responsibilities and the coaching of teachers as a strategy for CPD for teachers. The workshop was attended by 189 participants (173 WEOs, 8 DAOs, and 8 DCSQAs). By the end of the workshop, the participants had increased their knowledge and skills of coaching and their ability to supervise coaching exercises in their 	<ul style="list-style-type: none"> During the workshop, it was noted and discussed that out of 773 schools in the Ruvuma Region, 77 (10%) schools have only 1 teacher for classes of Standards 1 and 2, so it is difficult to have COL meetings at those schools. Based on the experiences shared during the workshop, it is apparent that DAOs and DSQAs do not provide enough supervision of coaching and coaching follow-up to all eight LGAs. Tusome Pamoja found that 45% of COL meetings during Q1 FY 2021 were ineffective at all eight LGAs because inadequate supervision occurred at all stages of the government structure. 	<ul style="list-style-type: none"> More follow up should be provided to WEOs to support the schools that to have one teacher for classes of Standards 1 and 2 so that COLs can be conducted at the ward or cluster level. During schools visits, Tusome Pamoja should provide more capacity building to DAOs and DSQAs to that they can provide proper coaching sessions. School visits should provide more guidance on how to supervise COL meetings, especially regarding the topics discussed and recordkeeping.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<p>respective areas.</p> <ul style="list-style-type: none"> • By the end of the workshop, the participants had also increased their knowledge and skills regarding teacher professional development modalities and the management of COLs, including planning for and organizing and supervising COLs, including the roles and responsibilities at various levels of the system. • By the end of the workshop, the participants had also gained a better understanding of the linkage between coaching and COLs (i.e., coaching can be a source of issues to be discussed during COL meetings, and COL meetings can be used to resolve issues so coaching can be conducted in classes). 		
Conduct the Teaching and Learning Materials Planning Orientation Workshop to LGAs,	<ul style="list-style-type: none"> • To enable the effective use and proper storage of the Tusome Pamoja–provided supplementary materials to enhance sustainability and 	<ul style="list-style-type: none"> • Tusome Pamoja conducted this one-day workshop to 60 DSQAs, 173 WEOs, and 24 officials from the LGAs. The objective of the workshop 	<ul style="list-style-type: none"> • Out of 173 WEOs, 78 (45%) of them could not remember during the training how many and the types of materials 	<ul style="list-style-type: none"> • Effective and proper use of the teaching and learning materials distributed should involve teachers, WEOs, DAOs, and DSQAs because

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
DSQAs, and WEOs	improve pupils' learning in the classroom	<p>was to enable effective use and proper storage of teaching supplementary materials supplied by Tusome Pamoja to enhance sustainability in order to improve pupils' classroom learning.</p> <ul style="list-style-type: none"> • During the workshop, the participants went through all major training supported by the Program. The participants analyzed the training by date against teaching and learning materials provided by the Program as supplementary or reference materials after every training or rollout. This exercise helped the participants gain a better understanding of training attended and the materials received. • During the workshop, the participants discussed their experiences (successes and challenges encountered) regarding how they store the materials that they received to ensure easy access for 	<p>had been distributed. Most of the time, the WEOs said they consult with teachers of Standards 1 and 2.</p> <ul style="list-style-type: none"> • Out of the 24 officials from the LGAs, 12 (50%) of them could not remember the types of training sessions and the materials distributed to WEOs and to the school levels. • At six out of the eight LGAs, there is poor communication between the DEO's office and the DSQA's office because the DSQAs are unaware of how many materials are provided to the schools. • A total of 65 WEOs (37%) out of 173, and 28 new DSQAs (47%) out of 60 in all 8 LGAs need more orientations about the materials distributed, the purposes of the materials, and how WEOs and DSQAs can 	<p>this practice will decrease the amount of follow-up.</p> <ul style="list-style-type: none"> • Strong supervision and follow up should be provided to ensure that the distributed materials are used effectively at the ward and school levels. • DAOs and SQAs as key supervisory stakeholders should have an understanding of all in-depth training about literacy and arithmetic that has been supported by Tusome Pamoja. • DAOs and SQAs should have a list of the teaching and learning materials provided by the Program at the district level, just like WEOs do at the ward and school levels. • LGA and WEOs should follow up about the implementation plan at each ward to prepare proper storage for the teaching and learning materials.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<p>their use.</p> <ul style="list-style-type: none"> • During the workshop, the participants prepared implementation work plans that established a list of all major training and CPDs attended against the materials received. The work plan also discussed simple storage at the ward and school levels so the materials can be easily accessed when needed. • By the end of the workshop, the participants had gained a better understanding of the importance of the teaching and learning materials in helping to improve pupils' learning outcomes and as a CPD sustainability strategy. 	<p>store the materials for easy access and use.</p>	
<p>Plan and prepare for AIE training sessions</p>	<ul style="list-style-type: none"> • To inform teachers of the teaching methodologies for inclusive education that they can use during their classes 	<ul style="list-style-type: none"> • The participants prepared and distributed materials, and they identified participants and facilitators for the training sessions. • The participants prepared budgets and materials for the District Training of Trainers (DTOT) and rollout training 	<ul style="list-style-type: none"> • Tusome Pamoja distributed all training materials to all eight districts of the Ruvuma Region. • Because of the COVID-19 pandemic, the schools closed for four months. As a result, 	<ul style="list-style-type: none"> • Each LGAs should include in its routine plan the Program's education activities that will be conducted during Q2 FY 2021 in their LGA to ensure supervision of the activities.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		sessions. The participants also identified COVID-19 personal protective equipment to be used for the training sessions. These items have been approved.	Program activities during Q1 FY 2021 had to stop or were postponed.	
Write success stories and collect pictures that can be shared during the International Day of Persons with Disabilities	<ul style="list-style-type: none"> To share success stories and pictures to inform the public and Tusome Pamoja about the positive AIE contributions that are being made to include people with disabilities 	<ul style="list-style-type: none"> Tusome Pamoja Mtwara Regional Team developed and submitted one success story with pictures. 	<ul style="list-style-type: none"> Before a success story can be written, storytellers need to know important information such as the purpose of the story before they meet with writer of the story. People who will be photographed for the success stories must sign consent forms before pictures are taken for the stories. Before taking the pictures, it is important to remember that some people have a fear of signing consent forms. The photographer should explain the reason for the consent forms and answer any questions they may have about the forms because this will ease their minds. Typically, this process is very helpful in getting the required signatures. 	<ul style="list-style-type: none"> Other success stories should be written and pictures should be taken during field visits.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
Collect the number of special schools and the number of teachers who will participate in eKitabu training	<ul style="list-style-type: none"> To collect the number of special schools and the number of teachers from those schools who will be participating in eKitabu training 	<ul style="list-style-type: none"> Tusome Pamoja created the list of special schools and the number of teachers who are required to attend eKitabu training. The Program will use the information from this list to make preparations for the training. 	<ul style="list-style-type: none"> Very few special schools are open in the Ruvuma Region for pupils with vision or hearing difficulties. 	<ul style="list-style-type: none"> The number of participants (teachers) should be added later regarding eKitabu training sessions rather than choosing two teachers per school. That way, the number will be more accurate when making preparations for the training sessions.

Table H-5. Zanzibar Regional Summary Report for Quarter 1 (October Through December) Fiscal Year 2021.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
Review virtual continuous professional development (vCPD) scripts and interactive voice response (IVR) for teachers of Standards 1 and 2 mathematics	<ul style="list-style-type: none"> ▪ To review the scripts and IVR from VIAMO with the government counterparts to check usability and context 	<ul style="list-style-type: none"> ▪ Government counterparts reviewed three scripts (modules) and IVR and provided recommendations for improvement. VIAMO was responsible for revising the scripts and IVR so these could be rolled out for vCPD to all teachers of Standards 1 and 2. The scripts were Measurements, Fractions, and Data. 	<ul style="list-style-type: none"> • Because of time constraints, VIAMO did not incorporate the corrections in the original scripts;. 	<ul style="list-style-type: none"> ▪ All recommendations provided should be incorporated into the scripts before starting the program to ensure that the messages to participants are appropriate and clear.
Rollout training to teachers of Standards 1 and 2 through vCPD	<ul style="list-style-type: none"> ▪ To provide training to teachers of Standards 1 and 2 through vCPD 	<ul style="list-style-type: none"> • Tusome Pamoja trained all teachers of Standards 1 and 2 through virtual support. 	<ul style="list-style-type: none"> ▪ Teachers' participation and responses were not good during the first four weeks because information about the process was unclear. • A suggested time to air the message was not considered. • A report through the dashboard was not provided to support follow up of teachers. 	<ul style="list-style-type: none"> ▪ Advanced preparation should be made to ensure that the appropriate teachers are receiving clear information about the vCPD support procedures. ▪ Support should be provided to teachers of Standards 1 and 2 mathematics. ▪ The dashboard should be shared so close follow-up and support are provided and so training can be easily implemented.
Deliver training about multiplication and division to teachers of Standards 3 and 4 mathematics	<ul style="list-style-type: none"> ▪ To provide training to Master Trainers and district teams of trainers ▪ To rollout training to teachers of Standards 3 and 4 mathematics 	<ul style="list-style-type: none"> • Tusome Pamoja trained four Master Trainers. • Tusome Pamoja trained 16 district teams of trainers in Pemba and 22 in Unguja. • Tusome Pamoja trained 895 	<ul style="list-style-type: none"> ▪ The LGAs determined that the teachers are now applying the suggested methods and techniques. ▪ The high-quality teaching and learning materials provided by 	<ul style="list-style-type: none"> • Close follow up of teachers should occur to ensure that they effectively practice the suggested methodologies and use the teaching and learning materials during classroom instruction.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<p>mathematics teachers from Unguja and 499 from Pemba, including COL Leaders. The teachers and COL Leaders were trained on the effective strategies that should be used when teaching mathematics (multiplication and division) during Standards 3 and 4 classes.</p>	<p>Tusome Pamoja have motivated the teachers to teach mathematics effectively and have encouraged the pupils to learn mathematics.</p>	
<p>Encourage the use of COLs and forums to promote coaching to Exemplary Teachers, SAs, and School Inspectors</p>	<ul style="list-style-type: none"> • To enhance teachers' CPD through COLs and coaching forums at the TC and school levels • To strengthen COLs and coaching in schools to support teachers with their teaching practices for literacy and numeracy to help improve pupils' learning 	<ul style="list-style-type: none"> • A total of 90 attendees participated (18 each from Bububu, Dunga, Michakaini, Mitiulaya, and Mkwajuni). The participants included SAs, Exemplary Teachers, and District Statisticians. <ul style="list-style-type: none"> ▪ Each TC developed an implementation plan about COLs and coaching teachers and HTs at the school and TC levels. ▪ The participants developed a plan for strengthening the capacity of HTs for providing school supervision. • The participants also developed a plan for sharing best practices through HTs forums and COL meetings. 	<ul style="list-style-type: none"> ▪ Teachers are not using the provided tools as directed during training sessions. • Most schools do not have regularly scheduled COL meetings. 	<ul style="list-style-type: none"> ▪ The Exemplary Teachers should help teachers of Standards 1 and 2 (at the cluster level through COLs) with applying the five key components of reading and reinforcing the use of "I Do, We Do, You Do" technique. ▪ The Department of Teacher Education (DTE) should ensure that official guidelines for conducting COL meetings are provided in schools. ▪ The TCC should schedule frequent and regular follow ups to ensure that developed plans are implemented.
<p>Review IE teacher</p>	<ul style="list-style-type: none"> • To review and validate IE 	<ul style="list-style-type: none"> • The IE Reference team reviewed 	<ul style="list-style-type: none"> • In the Kiswahili version 	<ul style="list-style-type: none"> • The IE toolkit is ready for

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
training toolkits	teacher training toolkits	and validated the IE teacher training toolkits for Zanzibar.	of the IE toolkits for teachers, the flow of the language was not well stipulated.	training.
Pilot the IE Community Engagement SLMs	<ul style="list-style-type: none"> • To test the validity of the modules to with CEMs • To test the suitability of the language, illustrations, and structure of the module to the target community • To determine how effectively the schools and TC authorities can monitor and manage the use of these documents. 	<ul style="list-style-type: none"> • Tusome Pamoja successfully carried out the pilot effort. • The participants demonstrated that they could properly use and manage the SLMs • TC authorities and schools demonstrated that they can effectively manage and use the SLMs. • CEMs tested and approved the suitability of the modules' structures. • Tusome Pamoja modified an illustration to reflect the real-life situation in communities. 	<ul style="list-style-type: none"> • The illustrations in the SLMs were well designed and helped spur discussions among CEMs. 	<ul style="list-style-type: none"> • The SLMs were sent to a consultant for final review after findings from the field were added. Once the SLMs have been finalized, they will be ready for printing.
Conduct pilot hearing and vision screenings	<ul style="list-style-type: none"> • To test and validate the screening tools • To validate and test the both hearing and vision screening protocols • To estimate the amount of time it takes to effectively screen one pupil • To select the appropriate 	<ul style="list-style-type: none"> • AIE successfully carried out the pilot effort. • AIE used the findings from the screenings to improve the hearing and screening protocols. • Information gained from the pilot effort can be used to help decide whether teachers, HTs, or SAs would be most appropriate for conducting screenings during the 	<ul style="list-style-type: none"> • The process for hearing screenings requires a quiet environment to reduce external noise interference. 	<ul style="list-style-type: none"> • Enough time should be given to screeners so they can become familiar with the screening tools and practice using them. • Any shortfalls on the screening tools should be cleared. • It should be ensured that the screening environment is

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
	<p>people who will be directly involved in the screening process during rollout</p>	<p>rollout.</p> <ul style="list-style-type: none"> Well-equipped screening rollout strategies for implementation are in place. 		<p>quiet during hearing screenings.</p>
<p>Collect data on out of school children for Operational Research</p>	<ul style="list-style-type: none"> Conduct telephone interviews with parents and caregivers, teachers, and IE government officers to collect information about out-of-school children 	<ul style="list-style-type: none"> Tusome Pamoja interviewed a total of 14 respondents from two districts. 	<ul style="list-style-type: none"> IDP is currently analyzing the data. 	
<p>Conduct the SIS Pupil Assessment and Transfer Rollout Training in 10 districts in Unguja and Pemba</p>	<ul style="list-style-type: none"> To train School Statisticians about the Pupil Assessment application To train School Statisticians about the Pupil Transfer application To place USAID stickers on all SIS tablets 	<ul style="list-style-type: none"> The SIS can now be updated at the school level in case the Ministry of Education and Vocational Training's (MoEVT's) Education Management Information System (EMIS) Department has changed or made any updates to improve its functionality. The participants learned how to open the SIS by using a user name and password. The SIS now allows School Statisticians to remove unwanted data such as errors. The School Statisticians learned how to use their mobile telephone hotspots and how to connect them to their tablets. 	<ul style="list-style-type: none"> The role of data entry and the management of the SIS tablets are being impacted by frequent changes of School Statisticians at the school level. This issue is also a problem because trainers expect the School Statisticians to have covered previous content about the SIS. There was a slowdown in entering data about new pupils and subject information within the SIS. Sometimes this slowdown was the result of the change in School 	<ul style="list-style-type: none"> School HTs should be fully engaged in understanding the types of tasks that School Statisticians are required to accomplish. This should be in line with identifying the best and able teacher who will be most efficient in using the technology. The EMIS Department should develop a data collection and data entry plan for the SIS that will clearly identify the roles and their starting and ending dates. The plan should be shared with District Leaders and School Heads and their School Statisticians to ensure its implementations.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		<ul style="list-style-type: none"> • The School Statisticians can now use their hotspots to transfer pupils from one school to another and can simultaneously search for a new version available to the SIS. • The SIS can now allow School Statisticians to transfer pupils from one class to another within the same school. • The SIS can now allow School Statisticians to save their data onto MoEVT's server and can retrieve the information in case they lose the data or they experience issues with their tablets. • Trainers used the training forum to address several issues that affected a few tablets. For example, some tablets would not turn on; other tablets were corrupted. 	<p>Statisticians.</p> <ul style="list-style-type: none"> • Some schools from specific districts are in different TCs. For example, some schools in the Wete District in Pemba were actually served by the Kitogani TC in Unguja. • Some aspects within the SIS malfunctioned. For example, when someone tried to transfer pupils from one class to another, the system froze and automatically closed. • Almost all School Statisticians have raised the issue about being overburdened because they have two responsibilities: teaching and serving as data entry focal person. 	<ul style="list-style-type: none"> • The EMIS Department should work on the database table again to ensure that all schools are aligned with their correct <i>shehia</i>, district, and TCs. • Troubleshooting should occur to identify the causes of the system freezing and other problems experienced so these issues can be fixed. • There should be a relief of the numbers of periods to be taught to School Statisticians at the period of data entry to smoothen and speed up the data entry process to all schools. This should be observed to schools that have many pupils.
<p>Conduct Capacity Building Training about Mobile Device Technology (the Kobo Toolbox) to staff in the</p>	<ul style="list-style-type: none"> • To train Zanzibar Education Officers from DTE and PO-RALGSD staff about using a mobile device (Kobo Toolbox software) for data collection 	<ul style="list-style-type: none"> • Tusome Pamoja conducted a three-day training session about using Kobo Toolbox and Kobo Collect applications for data collection. A total of 19 	<ul style="list-style-type: none"> • The participants were in need of the new skills, demonstrated by their full participation in all days. The participants 	<ul style="list-style-type: none"> • Participants should incorporate the training content and expertise into their daily work to increase efficiency in data quality.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
DTE and President's Office–Regional Administration and Local Government and Special Departments (PO-RALGSD)		<p>government staff (10 men and 9 women from MoEVT and PO-RALGSD) participated in the training.</p> <ul style="list-style-type: none"> • The participants used Kobo Toolbox software to develop the data collection forms. • The participants successfully developed the forms, which were shared with an identified group of data collectors. • The participants practiced using the offline mode (Kobo Collect) of data collection. • The participants practiced using the online mode (Kobo Toolbox) of data collection (by sharing the form via the Kobo Toolbox account or form link). • The participants practiced how to properly upload and send the collected data to the server. • The participants were able to download the collected data for analysis and reporting. • Tusome Pamoja shared an audiovisual Kobo Toolbox tutorial (via a YouTube video link) was with all participants for a further 	<p>practiced their skills individually to make sure each person had a good understanding of the information presented.</p> <ul style="list-style-type: none"> • The only challenge for the training was the slow Internet when it was needed while people were practicing to develop the forms. During that activity, all participants needed an Internet connection to access the Kobo Toolbox sever. 	<ul style="list-style-type: none"> • Tusome Pamoja should support efforts for data analysis and report writing.

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		refresher of the same training from the development of forms to reporting.		
Conduct the Safe School Environment and SEL Co-creation Workshop to teachers from seven schools in the Unguja District	<ul style="list-style-type: none"> • To conduct the workshop to selected teachers from pilot schools to: <ul style="list-style-type: none"> – Establish a positive, and supportive school climate where violence cannot thrive and that serves to nurture pupils’ positive social and emotional development – Enhance the classroom climate and provide specific activities to pupils that encourage more of them to actively participate in class, including group work. – Develop a broad base of commitment to no-tolerance for violence against children in schools by raising awareness about the nature, impacts, and prevention of violence 	<ul style="list-style-type: none"> • Tusome Pamoja conducted the five-day workshop to 14 teachers of Standards 1 and 2 teachers, 7 HTs, 6 SAs, and 3 Regional Education Inspectors. The teachers were from the following seven pilot schools: Befum, Karange, Kidagoni, Kitogani, Migombani, Mtopepo A, and Mwera Pongwe. • The participants practiced different activities that involved creating a safe school environment and promoting SEL for teachers and pupils. • During the workshop, teachers had an opportunity to practice some activities that can help pupils feel supported—not isolated—and activities that help them feel in control, thereby reinforcing the pupils’ sense of unity and belonging in the classroom. • After practicing and testing the activities, the teachers’ made the needed changes and made a 		

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
		broad base of commitment to no-tolerance for violence against children in schools by raising awareness about the nature, impacts, and prevention of violence.		
Conduct three weeks field work to practice safe school environment and SEL activities with other teachers and pupils in the classroom	<ul style="list-style-type: none"> To pilot the activities focusing on safe school environments and SEL at the school level 	<ul style="list-style-type: none"> Tusome Pamoja tested and evaluated different activities focusing on creating a safe school environment for three weeks (October 26 through December 4, 2020). The activities included practicing COL meetings and conducting group work with pupils. The Program also conducted Cell-Ed activities at the school with other teachers and at their classrooms with their pupils. As a result of this piloting effort, the teachers changed their mindsets and made a commitment to no-tolerance for violence against children in schools by raising awareness about the nature, impacts, and prevention of violence. 	<ul style="list-style-type: none"> Time constraints were experienced during this piloting effort. Some schools were closed because of O-level exams. Large classes and a shortage of teachers in the schools (e.g., Mtopepo) hinder the implementation of the activities as required. As a result of this piloting effort, teachers are prepared and ready to support their pupils' learning in a safe school environment. 	<ul style="list-style-type: none"> PO-RALGSD should consider recruiting teachers for the schools with large classes.
Conduct the Safe School Environment	<ul style="list-style-type: none"> To discuss the information learned at key schools regarding the tested 	<ul style="list-style-type: none"> Tusome Pamoja conducted the Co-adaptation workshop with the same group of teachers and 	<ul style="list-style-type: none"> Funds to rollout the program to all teachers 	<ul style="list-style-type: none"> PO-RALGSD and DTE should support the LGAs and TCs to implement their training plans

Activities Implemented During Q1 FY 2021	Objectives	Outcomes or Achievements	Findings from This Quarterly Implementation	Recommended Action for Q2 FY 2021
and SEL Co-adaptation Workshop	<p>activities</p> <ul style="list-style-type: none"> To discuss changes that can be made in classrooms To reflect on teachers' feelings, comfort levels, and what they think about the activities and changes that will occur at the schools To prioritize activities that focus on safe school environment and To develop the School/District Implementation Plan 	<p>education stakeholders who attended the Safe School Environment and SEL Co-creation Workshop.</p> <ul style="list-style-type: none"> The participants discussed the information learned at key schools regarding the tested activities (i.e., COL, group work with pupils, and Cell-Ed). The participants discussed and analyzed the required classroom changes. During the workshop, the teachers had an opportunity to reflect about their feelings, comfort levels, and what they think about the activities and changes that will occur at the schools. During the workshop, the teachers had an opportunity to prioritize and improve the safe school environment and SEL activities for their schools. Each school and the TC developed their District Implementation Plan. 	in all schools.	in February (Q2) 2021.

Appendix I. Success Story During Quarter 4 (July Through September 2020) Fiscal Year 2020

Parent-Teacher Partnerships Help to Improve Learning Outcomes by Addressing Child Hunger at Schools

It can be quite challenging for primary school children to stay focused and learn well in class if they go to school with an empty stomach. Food insecurity is a persistent challenge at many primary schools in Tanzania and can lead to learning loss, absenteeism, and even early dropout for some pupils. Fortunately, through the Parent–Teacher Partnership (PTP) initiative introduced by the U.S. Agency for International Development’s (USAID’s) Tusome Pamoja Program, a number of program schools have devised local solutions to address the challenges of child hunger at school.

Helping schools to establish PTPs is a key part of Tusome Pamoja’s community-engagement component. Under this initiative, parents and teachers come together to generate local solutions to improve teaching and learning at their school, in various ways. Some communities and school PTPs have jointly established a school feeding program to ensure that children get breakfast and lunch at school.



Children enjoy reading during a school break. Photo: RTI International

“They either contribute food or plant food crops, or both, to generate food to ensure that their children get meals at school,” said [REDACTED], the Education Officer of Songea Municipality in Ruvuma. “[The feeding program is] an inducement to reduce absenteeism and promote reading, both aiming at improving learning results. Owing to this feeding program initiated under the support from Tusome Pamoja, children have more time to read on their own, but also [being well fed] becomes a major contributing factor to improved performance for pupils in Standards 1 and 2.”

Also, in schools such as Ndelenyuma Primary School in the Madaba District of the Ruvuma Region, Tusome Pamoja helped to connect the school and the village of Mkongotema. Forming a strong and sustainable PTP led to a solid relationship between Community Education Mobilizers (CEMs)—also instituted by the Program—and the school committee.

In these Program-supported districts, PTPs and their CEMs and school committees have mobilized and engaged their communities to support early grade reading. “Each family and individual must contribute food to schools for our pupils, to give them enough time to participate and concentrate on their studies,” explained [REDACTED], Head Teacher of Ndelenyuma Primary School.



Ndelenyuma Primary School pupils receive porridge after morning session. This feeding program resulted from a collaboration between the PTP and CEMs, both established with Program support. Photo: RTI International

“I would like to thank Tusome Pamoja for its support. Continuing the school feeding program will mean a lot, as far as the future development of our area is concerned. We are heading to having massive learning outcomes in the future,” the Head Teacher concluded.