



## **IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA)**

### **Year Two Annual Technical Report**

**May 2005 - May 2006**



**Submitted by:**

**American Institutes for Research**

**With:**

**The Aga Khan Foundation  
The Joseph P. Kennedy Jr. Foundation**

**June 30, 2006**

**U.S. Agency for International Development  
Associate Award No. 623-A-00-04-00014-00  
under Cooperative Agreement No. GDG-A-00-03-00006-00**

## **ACKNOWLEDGEMENT**

This report was made possible through support provided by the Tanzania Mission of the U.S Agency for International Development (USAID), as a part of EQUIP 1 funded project Mradi wa Kuendeleza Elimu Zanzibar (MKEZA) – Associate Award No. 623-A-00-04-00014-00 under the Cooperative Agreement No. GDG-A-00-03-00006-00 carried out by the American Institutes for Research (AIR) in partnership with Aga Khan Foundation and Joseph P. Kennedy Jr. Foundation.

**TABLE OF ACRONYMS**

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AKU-IED	Aga Khan University – Institute for Education Development
ASTC	Advanced Secondary Teacher’s Certificate
CBTs	Centre Based Trainings
CDCs	Community Development Committee
CDO	Community Development Officer
CE	Certificate of Education
CEELM	Certificate in Education: Education Leadership and Management
CEP	Certificate of Education Program
CRT	Community Resource Team
CSO	Civil Society Organization
CWDs	Children With Disabilities
ECD	Early Childhood Development
FAWE	Forum for African Women Educationalists
IED – EA	Institute for Education Development – East Africa
IEPs	Individualized Education Plans
INSET	In Service Teacher Training
JPKF	Joseph P. Kennedy Jr. Foundation
LOI	Language of Instruction
MKEZA	Mradi wa Kuendeleza Elimu Zanzibar
MoEVT	Ministry of Education and Vocational Training
MRC-K	Madrassa Resource Centre – Kenya
MRC-U	Madrassa Resource Centre – Unguja
MVDCs	Member of Village Development Committees
NGORC	Non Governmental Organization Resource Center
NTRC	Nkrumah Teachers Resource Centre
NTTC	Nkrumah Teachers Training College
PDC	Professional Development Center
PDC – EA	Professional Development Center – East Africa
PGSS	Post – Graduate Schools Support for Sustainability
PRESET	Pre Service Teacher Training
SMCs	School Management Committees
SNE	Special Needs Education
SNED	Special Needs Education Division
TAP	Teacher Advancement Program
TCs	Teacher Centres
ToT	Trainer of Trainers
USAID	United States Agency for International Development
ZMRC	Zanzibar Madrassa Resource Center
ZNSC	Zanzibar Interim National Science Club
ZPMO	Zanzibar Pre-School Madrassa Organization

## TABLE OF CONTENTS

1.0	Executive Summary .....	6
2.0	Project Summary.....	8
3.0	PMP Statistical Information.....	9
4.0	Detailed Technical Activities During Year Two .....	16
5.0	Partner Development and Crossy-Cutting Themes.....	28
6.0	Management Information.....	31
8.0	Challenges Encountered.....	36
8.0	Lessons Learned.....	36
9.0	Success Stories.....	37

## **EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)**

### **Improving the Quality of Learning in Zanzibar (MKEZA) Year Two Technical Report May 2005 – May 2006**

#### **PREAMBLE**

Project Title: Improving the Quality of Learning in Zanzibar (MKEZA)

Grantee: American Institutes for Research

Associate Award No. 623-A-00-04-00043-00 under EQUIP 1 Leader Award No. GDG-A-00-03-00006-00

Reporting Dates: May 1, 2005 – May 31, 2006

Project Start Date: May 1, 2004

Project End Date: May 31, 2006

Grantee's Official Contact:

Dr. Janet Robb

Vice President and Director

International Development Program

1000 Thomas Jefferson St NW

Washington, DC 20007

Tel: 202 403 5972

Fax: 202 403 5979

Email: [jrobb@air.org](mailto:jrobb@air.org)

## **1.0 EXECUTIVE SUMMARY**

During its second year Mradi wa Kuendeleza Elimu Zanzibar (MKEZA) project implemented various activities outlined in the MKEZA project goals, objectives and the subsequent inter-immediate results. These activities were consistent and supportive of the United States Agency for International Development (USAID) education program priorities and the policies of the Ministry of Education and Vocational Training (MoEVT) in Zanzibar. During this last year of the project the MKEZA team, while intensively implementing program activities, was also planning and preparing for the close out of the project. Toward the project end, a final evaluation was also conducted.

### **A Summary of Accomplishments in Year Two includes:**

- A completed Advanced Secondary Teacher Certificate (ASTC) curriculum. Support from MoEVTs which allows ASTC graduates to proceed for advanced diploma/degree courses.
- Ninety one trainees completed Module One of the ASTC curriculum. An assessment showed that the trainees, who attended the ASTC course, had better teaching skills than non-ASTC trainees.
- Procured and provided additional learning/instructional and resource materials to schools, Teacher Training Colleges and Teacher Centres (TCs). Also ten pilot Special Needs Education (SNE) schools received Braille machines and tri-cycles for needy pupils.
- Completed the development of training modules for Civil Society Organizations (CSOs) and School Management Committees (SMCs) on improvisation of learning/teaching materials.
- Trained CSOs to advocate for access to education for disabled children and girls through public forums conducted by Non-governmental Organization Resource Centre (NGORC).
- Carried out intensive advocacy and community mobilization and in-service training on Inclusive Education in all ten Pilot schools.
- Improved early learning readiness at the pre-school and lower primary for 20 new pre-schools with an enrolment of 1336 students and 126 teachers trained in various topics including transition activities.
- Conducted 3 student Science Camps and two Career Days specifically targeting girls to gain knowledge in Mathematics and Science subjects and learn about science based careers.
- Carried out capacity building for partners through various trainings for staff within partner organizations.

### **Activity Based Impact in Year Two:**

- Teachers and teacher trainees are using locally improvised teaching/learning materials and are exhibiting extensive use of English as the language of instruction.

- Learning areas in pre-schools are now more attractive and learner friendly with enough teaching/learning materials due to training in materials development provided to teachers. Parents are also supporting teachers in material collection.
- Trainees have improved their teaching skills by planning their lessons, giving responsibilities to students and using group work.
- School communities and CSOs received fundraising training, while SMCs have improved financial record keeping in pre-schools.
- Teachers, SMCs and parents are actively involved in student transition activities. To ensure smooth student transition from Madrasa pre-schools to primary schools, ZMRC undertook the following activities: workshops for School Management committees (SMCs) for both the Madrasa pre-schools and primary schools; workshops for Madrasa pre-school teachers and lower primary school teachers; drafted children's story books to be used at upper pre-school and lower primary school levels; established close linkages and networking between Madrasa pre-schools and primary schools; and established a student transitioning pilot in two Madrasa pre-schools and two primary schools.
- There has been an increase in the number of students enrolled in Science Camps from 40 girls in the first camp to 60 girls in the second camp and to 140 boys and girls in the third camp. Students acquired skills that should enable them to perform well in sciences.

### **Challenges**

- The learning/instructional materials and resources provided by the project partners to schools and colleges varied from school to school. Response has been to encourage sharing of the facilities between neighboring schools by developing a model school resource base that emphasizes opportunities for ASTC trained teachers to work on material improvisation.
- The political tension during the 2005 Zanzibar presidential election was a major challenge as conducting community mobilization campaigns for girls' access to schools, or public forums for children with disabilities or other public gatherings were construed as political activity, therefore most activities of this nature were either suspended or rescheduled or cancelled.
- There was the inherent risk of reducing the quality of the product in an intensive and compressed program like Teachers Advancement Program (TAP), since there were start up issues related to setting up operations, producing training materials, developing the curriculum and at the same time delivering the ASTC course.
- To increase the proportion of female teachers of mathematics and science for the TAP Program proved to be difficult especially in the rural areas.
- It was challenging to increase the number and professional capacities of science and mathematics trainers and teachers. There is a shortage of experienced and effective science and mathematics teachers and trainers. The most skilled teachers are promoted or move onto higher study.

## Lessons Learned

- Effective community mobilization, sensitization and advocacy for specific issues such as the rights of children with disabilities, girls and other marginalized groups creates a sense of ownership of proposed interventions improving the chance of long-term sustainability. However, to achieve a changing of attitudes, practices and behavior takes time and patience.
- In spite of proper organization and delivery of the in-service training workshops, there seems to always be a gap between theory and classroom practice. Therefore the project adapted innovative strategies such as school-based teacher support; teacher mentoring, and model classrooms. These innovations proved instrumental in helping to address unique practical challenges that teachers face in their work environment and especially inside the classroom.

## 2.0 PROJECT SUMMARY

The MKEZA program aims to improve the quality of learning in Zanzibar by working with communities and government from the pre-school to the secondary level. The program reaches almost every sector of the educational system in Zanzibar. Emphasis on quality learning is advanced by attention to enhancing government mentoring and training capacities, supporting communities in school management, strengthening teacher skills, promoting participation of local civil society organizations in the education system, and equipping classrooms. By stressing themes that reach out and include vulnerable populations, such as those with disabilities and girls, the program activities also improve educational access. Working through existing public and private institutions, the program strengthens the support network for Zanzibar's education system and builds unique partnerships to increase resources, support and accountability.

MKEZA is carried out by the EQUIP1 consortium. The American Institutes for Research (AIR) serves as the recipient of the grant, providing management support to the project. Aga Khan Foundation (AKF) is the lead agency in Zanzibar, and through its partners and a core team implements MKEZA activities. The core team is led by the Chief of Party and a complement of technical experts who help to share and track program lessons, add technical depth, and strengthen relationships with other actors, including government. In addition, AKF works through several of its existing projects to implement the program. Professional Development Center (PDC) and TAP work closely with the educational infrastructure in Zanzibar to enhance teacher skills. Zanzibar Madrasa Resource Center (ZMRC) works with community-run Madrasa pre-schools to enhance educational opportunities for young children, and NGORC helps to strengthen civil society organizations in their approaches to working with communities and policy makers.

In addition, JPKF works as part of the EQUIP1 team to provide the project with valuable technical inputs on a consultancy basis. AIR manages those inputs in consultation with the field team, as well as distribution of funds to the MoEVT for the procurement of resources necessary to equip classrooms and laboratories of colleges, teacher centers and



schools and enhance new teacher skills being developed through other parts of the program. The MoEVT is an integral part of every aspect of the program delivery and is seen as a full partner in MKEZA.

### 3.0 PMP STATISTICAL INFORMATION

<b>IR 1: Improved Availability of Teaching and Learning Material, especially in Math, Civics, Sciences and English</b>			
Indicator	Baseline	Year 2 Target	Actual (As at March 2006)
Increased number of schools supplied with lab, textbook and resource materials	No new materials	To be set in accordance to the procurement contract established by the Ministry and AIR	65% of the budget has been utilized in purchasing supplies to schools, teacher centres and training colleges. Printing of primary school textbooks is underway.
<b>IR 2: Improved teacher skills</b>			
Increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies	Zero of 100 newly MRC trained teachers using active learning methodologies	Upon completion of training, 70 percent of 100 newly trained teachers using active learning methodologies	71% of 107 newly trained ZMRC teachers from 18 <sup>1</sup> new schools are using active learning methodology.
	70 percent of MRC graduate teachers using active learning methodologies	80 percent of 310 MRC graduate teachers using active learning methodologies	70% of 247 <sup>2</sup> ZMRC graduate teachers are using active learning methodologies.
Increased percentage of tutors using English as the language of instruction	Current curriculum does not address need, as new curriculum will.	100% of tutors trained in science and math are using the improved curriculum that includes English as language of Instruction.	100% (91) ASTC trainees are using the improved curriculum that includes English as language of instruction. 66% are using English language competently.
Increased percentage of tutors effectively able to train teachers on development and use of locally constructed teaching aids and lab equipment for math and science	Less than 10% ASTC trainers effectively able to train ASTC trainees on development and use of locally constructed teaching aids and lab equipment for math and science.	80% of ASTC trainers observed being more effective training ASTC trainees in the creation and use of locally constructed teaching aids and lab equipment	110% (32 <sup>3</sup> ) of ASTC trainers are effective <sup>4</sup> in training ASTC trainees in development and use of locally constructed teaching and lab equipment.
<b>IR 3: Improved student readiness for school</b>			
Increased number of schools addressing the needs of children with disabilities	Less than 5 % of schools now accommodate children with special needs	25 % of schools address special needs of disabled children	55% of schools are addressing needs of children with

<sup>1</sup> Teachers in two schools have not reached the stage for assessment as they were recruited late.

<sup>2</sup> The number reduced as some schools are unable to sustain themselves causing teacher attrition.

<sup>3</sup> Target was 29 participants

<sup>4</sup> Trainers are able to improvise and use local available materials for teaching purposes

			disabilities.
Increased number of school staff and communities facilitate student transition from pre-primary to lower primary school	0 % of head teachers and lower primary school section leaders facilitate transition	60 % of head teachers and lower primary school section leaders facilitate student transition	55.6% (40 out of 72) of teachers from 7 pilot Madrasa pre-schools and 83.3% (15 out of 18) standard 1 teachers from 4 pilot primary schools are facilitating transition
<b>IR 4: Improved school management</b>			
Improved Civil Society Organization (CSO) capacity to support school management committees	0 CSOs have education management components	10 CSOs develop education management components	10 CSOs have education components in their strategic plans and support SMCs and CDCs through trainings.
	0 CSOs demonstrate enhanced competency in training	50% CSOs demonstrate enhanced capacity in training	87% of 30 trainers from the 10 CSOs are demonstrating competency in training.
Increased number of schools and communities facilitate transition activities from pre-primary to lower primary school	0% of 40 School committee members from 4 pilot primary schools and 0% of 66 school committee members from 7 pilot Madrasa pre-schools facilitate transition.	40 % of 40 school committee members from 4 pilot primary schools and 40% of 66 school committee members from 7 pilot Madrasa pre-schools facilitate transition	40% (16 out of 40) of school committee members from 4 pilot primary schools and 40.6% (26 out of 64) of school committee members from 7 pilot Madrasa pre-schools are facilitating transition.

### 3.1 Achievements as per Performance Monitoring Indicators

The MKEZA project recorded many achievements at the end of the second year of the project implementation. These achievements are assessed against Performance Monitoring Indicators. However, due to gaps identified in the original PMP, such as absence or lack of indicators to measure certain activities as well as inadequacy of some indicators to capture information, the project team proposed additional indicators in order to capture information that was not being reported and thought to impact positively on project outcomes.

The following section reports on these achievements by IR- first by presenting the results as per the original PMI followed by a summary of achievements on proposed indicators that are not included in the original PMP.

#### **IR 1: Improved Availability of Teaching and Learning Material, especially in Math, Civics, Sciences and English**

*Increased number of schools supplied with lab, textbooks and resource materials*

According to the project evaluation, sixty five percent of the budget available for the MoEVT has been utilized in procuring textbooks for secondary schools, teacher training colleges and Teacher Centres. Lab equipment and reagents have also been supplied. The printing of the textbooks for primary schools is nearly completed and set for distribution to schools. The delay in printing is due to the power rationing in Dar-Es-Salaam where the printing is being done.

### **IR 1: Report on proposed indicators that are not included in the original PMP:**

*Increased number of Teacher Centres (TCs) supplied with textbooks, audio visual equipment, furniture and transport utilities.*

MoEVT is the key partner on this activity; however TAP Project has also supplied textbooks, audio visual equipment, furniture and transport utilities to 9 TCs. See table below.

- 135 Science, English and Mathematics textbooks
- 9 motorbikes 1 per TC
- 18 bicycles 1 per TC
- Television sets, videos, cameras, computers and printers except 2 TCs (Mizingani and Kitongani which do not have electricity).
- 40 chairs and 10 tables for each of the 7 TCs.
- 2 notice boards and a bookshelf for each of the 9 TCs. Two cassette players
- 2 storage cupboards per TC

#### *School Supplies Provided by TAP to 9 TCs 2004-2006*

Additional scholastic materials and furniture (130 tables, 520 chairs, 3 cupboards, 12 open shelves, 8 chart stands and 6 display boards) were procured by the Core Office for 9 TCs and two model classrooms in Fuoni Secondary school, Shamiani Secondary school, Nkrumah Teachers Training College (NTTC) and National Teachers' Resource Centre (NTRC).

*Increased number of schools supplied with textbooks and materials for children with disabilities*

The Core Team also provided scholastic materials to each of the 10 SNE pilot schools with textbooks and instructional materials for children with disabilities as follows:

#### Supplies by MKEZA SNE – 2004-2006

- Basic demonstration materials (alphabets, numbers, children play/learning toys, and mini-chalk boards)
- Teaching aids improvisation materials (manila papers, marker pens, pencils, rubbers, stencil sets, masking tapes, crayons, rulers and pair of scissors).
- Ten office storage cupboards one for each school
- Twenty A4 Braille frames and accessories (2 per school) were provided to the 10 pilot schools.
- Three hundred and ten teachers' guides and pupils' core textbooks translated into Braille for use by the visually impaired.

- Twenty-one Braille machines, Braille machine repair tool kits and accessories provided to 10 pilot schools, and Special Unit Centers.
- Ten pupils with physical disability provided with tricycles to ease mobility to and from school.

MKEZA project has therefore improved the availability of teaching and learning materials especially in Math, Sciences and English to schools and colleges. Primary schools will soon receive textbooks, the printing is underway.

## **IR 2: Improved teacher skills**

*Increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies.*

ZMRC trained 71% of 107 newly trained ZMRC teachers from 18 new schools who are now using active learning methodologies. The benchmark is 70% of a 100 newly trained teachers from 20 new schools the target set for the final year. 18 schools have been reached. The other two schools were recruited late and the teachers had not reached the training level to be assessed with others. These schools will be assessed in the next round of data collection which occurs semi-annually. On the whole, 70% of 247 (149 in Unguja and 98 in Pemba) ZMRC graduate teachers were also observed to be using active learning methodologies, compared to 80% of 310 graduate teachers target set for Year Two.

ZMRC experienced major challenges due to the fluctuations in the teaching force as well as teacher attrition with pre-school teachers being attracted to better paying opportunities elsewhere. ZMRC is addressing this problem by encouraging schools to engage in Income Generating Activities (IGA) and organizing regular meetings with SMCs and parents to make communities more aware of their responsibilities to the pre-schools.

*Increased percentage of tutors using English as the language of instruction.* PDC/TAP achieved their target of 100% (91) ASTC trainees trained in Science and Mathematics using the improved curriculum. Sixty six percent of these trainees were observed and assessed to be using English as the language of instruction. It was also observed that these trainees are using English more frequently when teaching in comparison to non-ASTC teachers. The students have experienced some challenges such as the difficulty to understand lessons that are taught exclusively in English. Kiswahili is therefore being used as a bridging language.

*Increased percentage of tutors effectively able to train teachers on development and use of locally constructed teaching aids and lab equipment for Mathematics and Science.*

One Hundred and Ten percent (32) in comparison to the original target of 29 (100%) ASTC trainers have been trained and observed to be effective in training ASTC trainees in development and use of locally constructed teaching and lab equipment for Science and Mathematics. PDC/TAP has therefore surpassed their final target of

having 80% (23) ASTC trainers able to train teachers on development and use of locally constructed teaching aids and lab equipment for Mathematics and Science.

## **IR 2: Report on proposed indicators that are not included in the original PMP**

*Increased percentage of ASTC trainers with the ability to use computers and educational technology for the production of training, teaching and learning materials.*

TAP has procured education technology equipment such as computers, television, camcorders and cameras to support education instruction and learning. However, most beneficiaries from the TCs, NTRC and NTTC do not have the skills in using them; therefore, TAP has trained 25 staff in computers and 24 in use of camcorders and cameras. This training will improve skills and hence maximize use of these ICTs.

*Increased number of primary school teachers able to teach effectively in Inclusive classrooms.*

The Core Team, MoEVT and JPKF conducted in-service training on various pedagogical Inclusive Education methodologies to 62 (31 in Unguja and 31 in Pemba). Areas such as improvisation and effective use of teaching aids in inclusive classes, use of basic children assessment tools to identify those children with special education needs, and the basics such as proper sitting arrangement in class. All these were aimed at improving teacher skills in inclusive classes.

*Increased percentage of ASTC Trainees Practices Active Learning Methodologies.*

ASTC trainees who completed module one of the courses were trained in active learning methodologies. There was a remarkable improvement in their didactic skills as 75 of the 91 (66 male and 25 female) trainees who were observed included group work and use of questions during teaching sessions. Module Two of the ASTC curriculum covers methodology. Further assessment of trainees' use of active learning methodologies would be assessed once the training cycle is completed.

Year Two has seen the project consolidate and meet targets that were set and there is evidence of improved teacher skills. Education technology was introduced and has also boosted the ASTC trainees' skill in use of ICTs.

## **IR 3: Improved student readiness for school**

*Increased number of schools addressing the needs of children with disabilities.*

NGORC identified twenty schools to work to address the needs of children with disabilities. The Year Two target of 25% was surpassed as 55% (11 out of 20) of the participating schools are now addressing needs of disabled children. These schools have built ramps, enrolled disabled children and generally made schools accessible for children with Special needs. NGORC has also conducted five campaigns to advocate for children with disabilities.

*Increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies.*

ZMRC trained 71% of 107 new ZMRC teachers from 18 new schools (70% of 100 teachers were trained in Year One). These newly trained teachers are now using active learning methodologies. 70% of 247 (149 in Unguja and 98 in Pemba) ZMRC graduate teachers were also observed to be using active learning methodologies, compared to 80% of 310 graduate teachers target set for Year Two. Eighteen schools have completed the cycle instead of target of 20. This is because two schools were recruited late and the teachers have not yet attained the required level of training. These two schools will be assessed in the next round of data collection which occurs semi-annually.

As noted earlier, ZMRC experienced major challenges due to the fluctuations in the teaching force and teacher attrition. ZMRC is addressing this problem by encouraging schools to engage in Income Generating Activities (IGA) and organizing regular meetings of SMCs and parents to make communities more aware of their responsibilities to the pre-schools.

*Increased number of school staff and communities facilitating transition activities from pre-primary to lower primary school.*

Fifty six percent (40 out of 72) of teachers from 7 pilot Madrasa pre-schools and 83.3% (15 out of 18) standard 1 teachers from 4 pilot primary schools are facilitating transition from pre-primary to lower primary schools. This gives an average of 69.45% which shows that ZMRC has surpassed the final target of 60%.

Facilitation of transition activities which was supposed to be carried out by head teachers and lower primary school section leaders was instead carried out by teachers of the pre- and lower primary schools because they are the immediate implementers. ZMRC nonetheless, assessed 36 head teachers and section leaders from 18 primary schools and found that 22% of them were facilitating transition.

### **IR 3: Report on proposed indicators that are not included in the original PMP**

*Increased number of children with special education needs enrolled in schools.*

MKEZA Core Team, MoEVT and JPKF carried out a series of activities to assure student readiness for school with a concentration on 10 pilot schools for Inclusive Education. The initial target of 300 was surpassed with the enrollment of 340 children with disabilities. Another 466 children have been assessed by medical doctors for identification of various disabilities and other medical problems; procured visual correction glasses for 6 pupils; sensitized parents, SMCs and community leaders of the 10 pilot schools on creation of inclusive school environments and the importance of educating children with disabilities. As a result, SMCs in 5 out of the 10 pilot schools have built ramps to ease mobility and access of children with disabilities going to the school facilities.

*Increased number of students (especially girls) participating in science and mathematics and; Increased capacity of CSOs to campaign and advocate for quality education for girls.*

MKEZA Core Team, MoEVT and Forum for African Women Educationalists (FAWE) organized science camps and career day events so as to ensure that girls participate in Science and Mathematics subjects and take on science related careers.



Girls conducting a biology experiment as part of the Girls' Science Camp held September 26<sup>th</sup> - 30<sup>th</sup> in Pemba

One hundred and forty students (100 girls and 40 boys) have participated in 3 science camps. Fifty two students have also participated in career day events involving 20 MoEVT officials for effective follow up. These activities are designed to improve girls' readiness for school by encouraging enrollment in science subjects and avoiding the perception that science is only for boys.

NGORC built the capacity of 10 CSOs to prepare them to campaign and advocate for quality education for girls. Five CSOs conducted advocacy campaigns through

organization of events, composing poems, drama and music. Distribution of posters, t-shirts and advocacy materials is also done by all the 10 CSOs.

#### **IR 4: Improved school management**

*Improved Civil Society Organization (CSO) capacity to support school management committees.*

NGORC continued support to the 10 CSOs selected at the inception of the program building their organizational capacity. At Year Two, these CSOs had developed education components in their strategic plans. Thirty trainers from the ten CSOs have been trained in modules including leadership skills, strategic planning, lobbying and advocacy for children with disabilities (CWDs), resource mobilization and record keeping in support of improved School Management. Eighty Seven percent of them are in turn competently training SMCs and Community Development Committees (CDCs) in improved school management.

*Increased number of schools and communities facilitate transition activities from pre-primary to lower primary school.*

Forty percent (16 out of 40) of school committee members from 4 pilot primary schools and 40.6% (26 out of 64) of school committee members from 7 pilot Madrasa pre-schools are facilitating transition. ZMRC decided to work with the committee members from the 4 primary schools and 7 pre-schools as a start. ZMRC also trained 53% of 86 SMC members from 18 new schools and 64% of 50 primary SMC members on facilitating transition.

#### **IR 4: Report on proposed indicators that are not included in the original PMP**

*Increased numbers of managers of educational institutions able to better manage their institutions.*

PDC trained 10 (7 male, 3 female) participants in Certificate of Education: Education and Leadership Management Course CE: ELM. Leadership and Management workshops were conducted for 17 (14 male and 3 female) Head Teachers; and for 25 (22 male, 3 female) Regional Education Officers (REO) and District Education Officers (DEOs). This brings to a total of 52 (43 male 9 female) educational managers who have been trained and are able to manage their institutions better.

#### 4.0 DETAILED TECHNICAL ACTIVITIES DURING YEAR TWO

The evaluation of IR activities is closely tied to the results framework described in USAID/Tanzania's program description on the Year Two activities as per the Work Plan.

##### 4.1 Intermediate Result 1: Improved Availability of Teaching and Learning Materials

- **Schools adequately supplied with labs, books and resource materials.**
- **School libraries established and the library books being used.**

*Delivery of Teacher Centers, NTTC, NTRC and Schools equipment, furniture and books.*

The MKEZA Core Office facilitated the procurement of equipment including computers, printers, TVs, videos, camcorders, cameras, bicycles and motorbikes, while MoEVT facilitated the procurement of laboratory equipment and a consignment of science and mathematics books. These educational resources were delivered to TCs, NTTC, NTRC and Secondary schools. The official handing over ceremony was organized by MoEVT in collaboration with AIR and MKEZA Core Office.



Ms. Pamela White Head of USAID Mission Tanzania, Hon Minister of Education Haroun Ali Suleiman (handing over books) and Dr. Sarah Moten, Education Division Chief Africa Bureau, USAID Washington, handover textbooks to one of the secondary school head teachers.

##### *Model Classrooms*

MKEZA Core Office complemented TAP ASTC activities by initiating the establishment of the model classrooms to show case proper structuring and management of science classrooms. The model classrooms were furnished with basic furniture and fitted with windows and door grills to assure safety of additional materials supplied to the two secondary schools, Fuoni and Shamiani. The schools received books and furniture, while their teachers received

Training for the storage, maintenance and use of the equipment.



### *ASTC Course Material and Language Material Review*

TAP wrote, edited and printed 39 out of 48 units of the ASTC course modules for use by trainers and trainees. Eight out of 15 units for Year Two of the course were written and are currently being edited before printing. Twenty four out of 48 Year One units will be revised and printed for phase two training. A review the English Supplementary Unit 1 was done on the recommendation of the English language consultant. The editorial work also paid attention to language functions rather than structures. Language activities were given a science and mathematics oriented context. Also, more activities were included to encourage frequent use of the library by trainees.

### *Establishment of a Mini Library at the NTRC with the Possibility of Mobile Lending Facilities.*

The needs assessment carried out by PDC on the Teacher Centre libraries and librarians found that there is need for more books and training for librarians. Books and other materials are not systematically organized, and the libraries do not have adequate furniture (chairs and tables), moreover the reading culture is very low at all levels.

Based on these findings, a capacity building workshop was conducted, attended by 26 (13 male and 13 female) librarians with (100%) participation. A mini library was also established at the PDC/TAP office in Zanzibar. So far, 102 books have been purchased and a lending system has been developed. A numbers of users and members of this mini library are borrowing books. Some users have indicated that they would like to take certificate courses.

### *FAWE/TAP and MKEZA Collaboration on Developing Training Materials for Promoting Science Subjects for Girls.*

FAWE, TAP and MKEZA Core Team conducted a series of activities during Year Two to promote science education for girls. The concrete outcomes include: (i) TAP agreed to support FAWE to write training materials that would be used during girls' science camps (ii) FAWE reviewed the TAP Teachers' Guides, and (iii) FAWE agreed to meet the UK based, English language consultant, Ann Brumfit, on her next visit to Zanzibar to discuss the development of reading circles and reading materials for girls.

### *Classroom Material for Special Needs Education*

MKEZA Core Team conducted a rapid needs assessment of the 10 schools (5 in Unguja and 5 in Pemba) selected by MoEVT and given to MKEZA for the Inclusive Education Interventions. Based on the needs identified, an assortment of teaching and learning materials was procured for these pilot schools. Transcribing of the primary school pupils' core textbooks and teachers guides into Braille was done. The Core Team also procured 21 Braille machines and accessories, 20 Braille frames and accessories, 36 Braille Kits, 164 Braille Paper A4, and Tool Box for Braille maintenance.

Each of the 10 pilot schools was provided with basic demonstration materials consisting of alphabets, numbers, children play/learning toys, mini-chalk boards, teaching aids and improvisation materials consisting of manila papers, marker pens, pencils, rubbers stencil sets, masking tapes, crayons, rulers and scissors. Ten office storage cupboards

were also bought to ensure proper storage, security and care of the materials. Additional instructional materials are also going to be provided to teachers and pupils with special educational needs during the planned May, 2006, school based teacher support.

#### *Development and Distribution of Special Needs Education Modules*

MKEZA Core Team in collaboration with JPKF and MoEVT's Special Needs Education Division (SNE-D) developed and distributed four modules to teachers in the 10 Special Needs Education pilot schools as follows:

- (i) Introduction to Inclusive Education.
- (ii) Educational Assessment and Intervention Measures for Children with Special Needs.
- (iii) Behavior Management Strategies for Children with Special Needs in Inclusive Classrooms.
- (iv) Advocating for Children with Special Needs.

In addition, 2 modules on Use of Sign Language and Use of Braille for deaf and blind children have been developed.

Professional support was provided by JPKF through a team of international and regional Technical Consultants, with MKEZA providing an adjunct trainee to shadow the regional consultants and enhance his/her capacity to facilitate similar training in the future. This is part of MKEZA's strategy for individual and institutional capacity building.

#### **4.2 Intermediate Result 2: Improved Teacher Skills**

- **Teachers in secondary schools teaching Math and Science in English.**
- **Teachers at all levels appropriately using locally available materials in teaching Math and sciences.**

#### *Selection of ASTC Trainees*

Revised questionnaires for the selection of ASTC trainees were distributed and completed by 105 teachers (29 female and 76 male). Ninety One (25 female and 66 male) pilot ASTC teachers were selected to undergo the ASTC training.

The analysis of data collected by the project research teams confirmed the need for the ASTC course. It revealed the inadequate academic and professional qualifications of the target group of teachers to teach secondary science and mathematics. The male/female imbalance of science and mathematics teachers highlighted such training as an important issue. There is a need to encourage female students to study science related subjects so that this imbalance may be bridged.

#### *Implementation of ASTC Induction Course*

The purpose of the Induction or Orientation course was to:

- Inform the trainees of the course objectives, including activities that relate to methodology, language development and improvisation.
- Address the main areas of content, including subject topics, gender and special needs issues.

- Demonstrate by example the participative training methods that will be used.
- Introduce educational research with school observation tasks that relate to teaching methodology, gender and special needs issues.
- Start the development of the study skills needed for distance learning.
- Explain the methods of assessment and start the process of using trainee profiles, reflective journals and language logbooks.
- Start a good working relationship between the trainer and trainee.

*Planning and development of ASTC TOT Certificate of Education: Teacher Education (Science Course)*

PDC carried out a baseline study to support the planning and development of ASTC TOT Certificate of Education. The major training and resources needs identified were: inadequate resources in the sciences, negative attitudes towards science and Mathematics, large classes, overloaded syllabus and low English language competency. Twenty-five participants who included TC Advisors and Subject Coordinators from the nine TCs and tutors from NTTC were selected to participate in the CE:TE.

The course was implemented in three Phases: The first and third phase involved conducting of workshops while the second phase was field based. During phase two, participants were supported in using cooperative learning approaches and in developing and using low cost/no cost teaching and learning materials. They also covered topics in mentoring, educational technology in teaching and facilitating adult learners.

During the third phase participants were required to prepare action plans which they would implement in their respective institutions. At the end of the course, a total of 32 participants were observed and assessed and found to be able to (a) train teachers on development and use of locally constructed/low cost teaching aids and lab equipment for Mathematics and Science and; (b) able to mentor teachers on the use of learner centered activity based teaching.

*Planning and development of ASTC TOT Certificate of Education: Teacher Education for Social Studies*

A baseline survey for the CE: TE (Social Studies) program was conducted to establish the practice and the specific training needs of course participants. A handbook for the course was developed and sent to Aga Khan University- Institute for Educational Development for approval. This will be used to continue with future CE: TE (Social Studies) courses.

*Assist NTTC in Strengthening Certificate and Diploma Courses*

The Educational Management Diploma was reviewed and capacity building of 3 trainees was done through their participation in facilitating PDC courses. PDC will use such Human Resources to strengthen the Certificate and Diploma courses offered by NTTC, AKU- IED.

*Design Mentoring Module and delivering it through NTRC*

A mentoring module for NTRC teachers was developed by TAP and PDC and a workshop was then conducted for 25 (21 male and 4 female) TC coordinators and Advisors on its use.

### *Planning and delivery of short courses for teachers in Pemba*

PDC and TAP organized sensitization meetings for stakeholders in Pemba. Fifteen cooperating schools were selected to work with PDC/TAP for the delivery of these courses for improving teacher skills. These short courses are tailored according to the teachers needs. Thirty (16 male, 14 female) teachers, 2 from each of the 15 cooperating schools have participated. These short courses have improved teachers' skills, and most of them can use learner-centered activity based approaches in teaching. The topics covered in the short course include:

- Children learning and cooperative learning
- Teaching and learning resources
- Scheme of work and lesson planning
- Questioning
- Improvisation of letter cutting, handwriting and labeling resources, and
- Classroom management.

Fourteen MoEVT School Inspectors based in Unguja also benefited from these short courses in sensitization during a 2-day workshop. These School Inspectors received training on the new teaching and learning strategies that the teachers from cooperating schools are being taught through the TAP/PDC projects.

### *Develop and test module for INSET (In Service Teacher Training) and PRESET (Pre Service Teacher Training) for primary teachers on how to construct locally made materials for Science classes*

The development and delivery of the INSET module on development of locally made materials for science is completed. This was followed by a PRESET workshop on the use of low cost/no cost teaching and learning materials for teaching Science subjects, for 28 diploma students (19 male, 9 female) from NTTC. Follow-up support included observations and mentoring by the PDC/TAP and MKEZA Core Team as the trainees prepared low cost/no cost teaching and learning materials such as models of the esophagus, heart, ear, lungs and the human skeleton.



### *Mobilization of resources of locally available materials*

Core Team contacted the Zebian Aluminum and Glass Company based in Dubai, to provide used material. Two pick-up loads of hardboard/plywood and other used material (see picture) were given and will be used for the improvisation of classroom instructional materials such as chalkboards, display boards, shelves and demonstration tables.

### *TAP/PDC ASTC Trainer and Trainee Monitoring*

TAP and PDC undertook monitoring of the ASTC Trainers and Trainees through observations for good practice. The ASTC Trainers were observed to assess their

competency levels to organize and facilitate trainee participation through activity based teaching. It was noted that English was being used extensively by the trainers. They exhibited more confidence in its use. Trainers also carried out several group activities, including practical work and use of improvised local materials in the lessons.

The TAP language coordinators and observation teams administered Observation Checklist after the lessons and undertook a comparative survey for under-qualified teachers (non ASTC and ASTC trainees) and came up with the following observations:

- ASTC trainees are more confident. They use English language more effectively, asking questions and giving instructions in English.
- ASTC trainees demonstrated good use of questions during their lessons; however, the trainees did not manage to eloquently connect the language training to classroom practice.
- The trainees requested for more support with regard to subject content
- The trainees requested for the extension of the duration of the language sessions.
- The school observations were found to be essential in monitoring the ASTC course and adjusting ASTC's mode of delivery according to observed needs of trainees.
- Fifty-three out of 85 trainees assessed, attained the ASTC pass mark of 40% in the examinations.

A survey for students' attitudes to science and mathematics was conducted to gather baseline data that would be used to monitor the impact of the ASTC course on students' attitudes towards sciences. This was used to analyze the differences in attitudes in science and mathematics – girls who have attended science camps were sampled in this survey to see how participants of the FAWE science camp view science.

#### *English and Science Content Review of the ASTC Curriculum*

Ann Brumfit was hired by TAP on a consultancy basis to undertake a review of the progress of the ASTC program as a follow up to the *English Baseline Survey of 2004*. Dr. Martin Desforges and Helen Desforges were part of this large study, with a brief to review the ASTC curriculum with reference to Science and Mathematics component.

Ann Brumfit's key recommendations refer to the need to:

- Pay more attention to language functions rather than structures
- Improvement in study skills, especially in use of textbooks.
- Use of Kiswahili as a bridging language
- Clear direction for trainees in terms of their duties and responsibilities
- Assignment criteria given to trainees and fast correcting and return of assignments with feedback
- The original baseline survey to be modified and used as a language monitoring tool

Dr. Martin Desforges and Helen Desforges recommendations indicated the need to,

- Have a mission statement for the curriculum.

- The ASTC curriculum would benefit from a greater emphasis on development of a whole range of psychomotor and cognitive skills and more specific reference to participatory teaching and learning methods
- Clearer instructions are needed for the use of the teachers' guides.

These recommendations have been incorporated in the development of the ASTC curriculum.

#### *Training of Teachers in Inclusive Education*

Training of teachers in Inclusive Education (IE) was carried out in a total of 30 pilot schools during the implementation of MKEZA project. The first batch of training on IE benefited 140 teachers in the 20 Pilot schools assigned to the Zanzibar Association for People with Developmental Disabilities (ZAPDD), while the second batch of training benefited 62 teachers from 10 pilot schools assigned to MKEZA by MoEVT.

Core Team in collaboration with ZAPDD supported MoEVT in developing a Special Needs Education module for in-service training of 140 primary school teachers from the MoEVT initial 20 pilot schools.

Most of the Core Team activity was around the 10 MKEZA/JPKF and MoEVT pilot schools. Sixty Two teachers (31 in Unguja and 31 in Pemba) from these schools received in-service training based on the four modules developed by JPKF with MKEZA Core Team support specially designed for the Zanzibar context. MKEZA Core Team in collaboration with MoEVT-Special Needs Division also developed and implemented two other specialized SNE modules on *Sign Language* and on basic *Braille training*. All the 62 teachers from the 10 pilot schools successfully completed a one week in-service training on each of these modules. These teachers also received training and school-based support on improvisation of teaching aids using no-cost to low-cost locally available materials and their effective use in large inclusive classes.

MKEZA and JPKF interventions were in six phases. The final interventions of MKEZA, i.e. Phase VI, involved school-based teacher support for the 10 pilot schools. JPKF Regional consultants, MoEVT teacher trainers and MoEVT-SNE staff spent 2 days in each of the 10 pilot schools and provided professional and technical support to teachers, pupils, parents and SMC members. They collected stakeholders feed-back on the interventions to-date. These formed the basis of the recommendations that were presented to MoEVT for future policy direction on SNE.

#### *TAP Liaison with MoEVT*

TAP held various consultations with MoEVT to discuss issues concerning implementation of the ASTC curriculum. The purpose was to seek MoEVT support to TAP programs and to appraise the Commissioner for Education on the progress of the program.

The following are some of the key outcomes of these consultative meetings:

- MoEVT approval of the amended work plan of the TAP program to include training for use of computers, Educational Technology and Laboratory design and Management.
- MoEVT approval of Module 6 of the ASTC curriculum to target Forms 3 and 4 topics and focus on the development of advanced professional skills rather than advanced academic studies.
- The ASTC coursework would carry 60% of the course marks and the examination would carry 40%. This places emphasis on the development of professional skills rather than factual recall of theory.
- ASTC writers, editors and trainers to be awarded Zanzibar Ministry Certificates for the completion and successful implementation of their training. Separate certificates for the Computer, Educational Technology and Laboratory Management courses would be provided.

The Commissioner agreed that communication with all relevant education department officials concerning the start of the ASTC course is crucial. The Commissioner supports the idea of the TCs becoming professional development centers as well as resource bases.

#### 4.3 Intermediate Result 3: Improved Student Readiness for School<sup>5</sup>

- **Increased enrollments in pre-primary schools**
- **Reduced repetition in Standards 1 and 2**

##### *Train 100 teachers in 20 new schools*

Centre Based Trainings (CBTs) were conducted for teachers in all new schools. The topics covered among others included: Transition, Serialization, Environmental Hygiene, Story telling, Children Safety, Children and HIV/AIDS, Inclusive Education, Physical Education, development of learning materials and parental involvement in school development. As a result of the training, teachers are applying the skills acquired. For example:



A father in Madrasat Tahfidh (Pale) interacting with and enjoying Children working with materials during site based parents' workshop.

- Teachers have started to plan and review activities.
- Teachers and parents have begun to share responsibilities in the children's education. In the picture, a parent is seen interacting with children who are using locally made learning materials in Madrasa Tahfidh (Pale), one of the USAID supported pre-schools.
- Indoor learning areas have been improved by provision of more learning material and coordination with primary schools so as to promote transition activities.

<sup>5</sup> IR focuses mainly on ZMRC - it involves training teachers, SMC and CDC to prepare children for transition from pre-schools to lower primary schools.

*Train Teachers in 20 ECD Graduate Communities*

ZMRC trained CRT members on monitoring learning outcomes. In addition, CRT members, head and lead teachers and SMC members in the graduate schools were supported to conduct HIV/AIDS community workshops and parent workshops to educate parents on their roles in child development – they looked at issues of importance in child growth and development such as play and provision of learning materials.

ZMRC provided training on child assessment to head teachers who in turn supported other teachers in observing children's learning progress. Monitoring and Evaluation Officer and CDOs facilitated sessions on the utilization of the dividends from the endowment funds given to each school. Follow-up showed that many schools used their dividend for the provision of teaching/learning materials and for the improvement of the physical structures in schools.

*Provide Follow-up Support to Teachers in 20 New Communities on Active Learning Parent Support*

ZMRC Trainers supported 126 teachers to work with SMC members through the weekly visits. They assisted parents to develop teaching/learning materials and to improve indoor learning of these community owned schools. As a result, community involvement in school activities has improved. Communities are supporting pre-school more and make timely cash contribution for running pre-schools.

Apart from teachers working with community members to set up indoor learning areas in the 20 new schools, follow-up support was given to teachers in lesson planning, and in completing children profiles by measuring their height and weight. This exercise helped parents to compare their siblings' growth rate and development. ZMRC also facilitated parents' workshops.

*Provide Follow-Up Support to Teachers in 20 Early Childhood Development (ECD) Graduate Communities on Learning Outcomes and Active Learning*

Head and lead teachers received on-site support on active learning to share with Community Resource Team (CRT), Village Development Committee (VDC) and SMC members through Center Based workshops. Teachers and community members in ECD graduate schools worked together to develop charts and other teaching/learning materials, rearrange indoor learning areas and renovate outdoor play areas. Teachers were supported in monitoring children and in materials development. During the follow-up activities, ZMRC Trainers observed the extent to which teachers were implementing active learning and advised them on strategies to reinforce active learning practices.

ZMRC CDOs conducted a Center-Based annual review meeting with CRTs from ECD graduate schools. CRT members reviewed implementation of ECD activities in their schools for 2005 and set plans for 2006. CRT members were very positive about the impact of the ECD program on the lives of children. They cited examples of parents now sending their children to school clean, with nutritious snacks, and following their progress in schools.



ZMRC signed contracts with the Graduate schools and ECD schools on Post Graduation Support for Sustainability. This activity served as a motivation for communities since it was accompanied by payment of dividends to schools. The schools expressed interest to visit the ZMRC resource rooms to develop teaching/learning materials. ZMRC used these visits to give information and managed to mobilize communities to join the Post-Graduate Support Services (PGSS) program.

*Provide Follow-Up Support to 40 PGSS (Post-Graduate Schools Support for Sustainability) Communities on Active Learning*



CDOs facilitating a session to CRTs of graduate schools

As a result of monthly follow-up visits on active learning, schools have worked with CRTs, SMCs, parents and communities in developing and collecting teaching/learning materials and improving indoor and outdoor learning areas. The quality of teaching has also improved following ZMRC mentoring and support. The picture on the right shows the ZMRC Community Development Officer conducting training for parents, teachers and CRT. Feed back sessions were also held in which teachers identified their strengths and weaknesses and planned strategies to overcome them.

*Review and Support Government Pre-primary Teacher Training Approaches*

A Memorandum of Understanding (MoU) between ZMRC and the Education Department of the MoEVT on review of Government pre-school teacher training approaches was approved. Both parties (ZMRC and MoEVT) agreed to develop a work plan and to carry out a baseline assessment to review the ZMRC training approaches. MoEVT will assess the impact of ECD trainings by ZMRC to harmonize these different approaches. Terms of Reference for the baseline assessment were drafted and await approval.

*Training Head Teachers/Lower Primary Section Leaders on their Roles in Transition (Pre-primary to Primary)*

ZMRC facilitated joint workshops for SMCs and Primary School Committees (SCs). The purpose of the workshops was to increase awareness on transition issues and foster cooperation between Madrasa pre-schools and primary schools. Participants appreciated the importance of transition and agreed to work together in easing transition activities. These transition activities range from improving the learning environment in lower primary schools to improving the outdoor play environment.

Madrasa School Committees set up meetings with school SMCs for primary schools in order to plan strategies on working together as a result of the trainings. For example, Madrasat Zamzam and Chumbuni Primary School started working together to collect school fees for children in standard one. Teachers have also developed stories appropriate for use in standard one in preparation for transition of children from pre-schools to lower primary.

### *Review SMC Training Manual to Include Content on Early Childhood Development*

CDOs continued to incorporate feedback on the manual from Madrasa Resource Centre – Kenya (MRC-K) and Madrasa Resource Centre – Uganda (MRC-U) for improving on the current ZMRC SMC training manual.

### *Public Forums for Special Needs Education*

NGORC conducted 3 public forums (2 in Unguja and 1 in Pemba) during Year Two to create awareness on education for children with disabilities. As a result of these public forums, 55% of schools where 10 CSOs work within the districts where the forums were conducted are addressing needs of children with disabilities. It has been observed that these schools are promoting enrollment of children with disabilities and making these schools more accessible by building ramps, and acquisition of teaching/learning materials.

With support from MKEZA Core Office, NGORC developed a training module on campaigning and advocacy for children with disabilities. Ten CSOs were trained using this module and they in turn trained 21 SMCs and 12 CDCs. Five of these CSOs have conducted campaigns on Special Needs Education.

### *Promoting Education of the Girl Child*

NGORC supported 10 CSOs to develop plans that committed to promote girls' education. Financial support was given to 5 CSOs to conduct advocacy campaigns for the girl child. Each of the 5 CSOs conducted 2 campaigns that benefited 13 communities targeting SMCs, CDCs, parents, school children and local government officials. CSOs capacity in campaigning for girls' education has improved and organizations are asking if they could have more of such campaigns with continued follow-up from NGORC trainers.

### *Community Advocacy for Inclusive Education*

MKEZA and JPKF organized community mobilization, sensitization and advocacy for children with disabilities and reached 4,269 (1,948 in Unguja and 2,321 in Pemba) community members. During these advocacy sessions, a total of 340 new pupils with special education needs were enrolled in the 10 pilot schools. MKEZA also provided learning resources for children who were assessed during the schools visits and an assortment of school supplies, furniture and other appliances to the schools.

The MKEZA project partners, the communities and MoEVT all contributed to Effective Learning for All through the various IE interventions. As a result of these activities the Zanzibari child is now better prepared and is ready for school.

## **4.4 Intermediate Result 4: Improved School Management**

- **More community members attend school related meetings.**
- **Schools properly administered as shown by up to date records and teacher morale.**

### *Train SMCs in 20 new communities*

ZMRC provided Centre Based Trainings to SMC members from the 20 new communities covering topics on: Teamwork; Delegation of Responsibilities; Motivation; Conflict Resolution; Fund Raising; and Leadership Skills. CRTs were given orientation to empower them to work with SMCs in school management. The following examples illustrate the outcome of these trainings:

- SMC members of Kiboje have improved community involvement in school activities as observed by a high level of participation during the preparation and contract signing ceremony between Kiboje and ZMRC.
- Bweleo SMC members delegated initial grant funds to two teachers to buy budgeted materials for the school.
- Madrasa Nuwariat Kiboje pre-school, teachers and SMC members with the support of CDOs and ZMRC trainers resolved their long standing dispute resulting from the financial management of the school funds. Previously, the chairman, controlled all the school funds, however, he has realized that it is not his sole responsibility to control funds. He has agreed to meet the teachers to discuss delegation of some responsibilities and putting in place internal controls for transparency and proper management of school finances.
- Schools have formed Parent Support Groups. For example, SMC members from Madrasat Nurul Islamiya in Jendele joined parents to form a Parent Advisory Committee. This group is working to mobilize other parents and community members to participate in school activities. In Pale, parents at Masrasat Tahfidh are operating a school feeding program for all children. Parents are also cultivating a *shamba* (field) next to the school to contribute to the feeding program.

ZMRC has mobilized SMCs, communities, and parents to improve the physical structures in schools, increase the number of outdoor play equipment, keeping financial records, collecting fees, and community involvement. There is a notable improvement as the new communities have completed physical structures including construction of toilets, additional classrooms and have increased the play areas in the new schools. All administrative and financial records are available in the new USAID supported schools.

### *Organizational Development Training of CSOs*

NGORC conducted a series of training for 10 CSOs in Unguja and Pemba on Organizational development. Training was on strategic planning, organizational capacity assessment (OCA), resource mobilization and monitoring and evaluation. Thirty one people (20 male, 11 female) attended benefiting 1,830 (1042 male, 788 female) members of the 10 CSOs. As a result, all 10 CSOs developed strategic plans that include activities on promotion of education, monitoring and evaluation and resource mobilization.

### *SMCs and CDCs Training*

NGORC trained 30 CSOs trainers on 7 modules (Facilitation Skills, Strategic Planning, Leadership Skills, Resource Mobilization, Record Keeping, Community Participation and Monitoring and Evaluation), who in turn trained 160 people benefiting 21 SMCs and 12 CDCs from 30 communities in Unguja and Pemba. Back-up support was provided by

NGORC during the trainings. Assessment of the trainings showed that 87% of the trainers were competent in training SMCs in the core modules.

#### *Leadership and Management Workshop*

Leadership and Management workshops were conducted for 17 head-teachers (14 male and 3 female), and 25 (22 male 3 female) REOs and DEOs participated. This brings to a total of 42 (36 male and 6 female) for Year Two, the number of educational managers who have been trained and are able to manage their institutions better.

## **5.0 PARTNER DEVELOPMENT AND CROSS-CUTTING THEMES**

### **MKEZA partner development**

#### *Support to MKEZA partners in Development of Monitoring Tools.*

MKEZA CT supported partner organizations in monitoring and evaluation of their projects through development of monitoring tools. Core Team supported ZMRC to develop a transition tracking system; Support to TAP was geared towards developing tools to monitor and evaluate the ASTC curriculum. NGORC data collection tools were developed to map out areas under which camps were held and numbers that were reached.

#### *Monthly Monitoring and Feedback Sessions*

MKEZA organized monthly monitoring and feedback sessions to discuss strategies for project implementation as well as review monthly activities. Support was provided as needed from MKEZA CT. The projects in collaboration with CT reviewed areas of intervention and linkages between the projects.

#### *Quarterly Review Meetings*

MKEZA CT conducted quarterly review meetings and trainings to review project reporting and M&E support to partners. Training on M&E basic concepts and practices included topics on: M&E concepts, Action Research, Data Collection Methods, Sampling Methodologies, Data Analysis, Report Writing and Utilization of Research Findings. Partner projects listed these as the priority areas for their capacity building during quarterly review meetings. A key outcome of these Quarterly Review Meetings was the identification a priority Action Research area by each partner organization that would inform program implementation.

#### *MKEZA Partner M&E training*

MKEZA project partners' staff attended capacity-building workshops on Monitoring and Evaluation in Dar-Es-Salaam organized by AKF's School Improvement Regional Research Program. The training focused on the development and use of results frameworks, data analysis and PMP development and implementation. The MKEZA Monitoring and Evaluation Officer facilitated sessions on the PMP development, implementation and review. This training was instrumental to the MKEZA partners'

review of the PMP indicators. A proposed revised PMP was submitted to AIR for their consideration and approval, but no changes were made to the PMP.

USAID organized two trainings for the projects. The first was on writing success stories, facilitated by USAID Communications Officer and the second was for M&E Officers of all the partner projects on TraiNet Training Course. TraiNet is USAID's corporate database system for planning and reporting of information on USAID training activities. Staff also attended specialized courses in Zanzibar and Tanzania mainland – such as training on computers, maintenance of office machines, management training for development projects and study tours.

*Support to MKEZA partners in development of materials.*

MKEZA CT developed a module on *Improvisation of Instructional Materials* and facilitated sessions on this module for ASTC TOTs and PDC Certificate in Education: Teacher Education Science course participants. The module emphasizes use of visual aids in classroom to help minimize use of chalk and maximize on activity based methods giving way to a participatory approach in classroom learning. Core Team also supported in improvisation of learning materials for teachers and in development and translation of the Special Needs Education modules.

### **MKEZA Program Review.**

AKF USA commissioned an external Mid-Term Evaluation of MKEZA. However the structure and content of the evaluation did not meet the standards and expectations as defined in the Terms of Reference.

A Final Internal Evaluation was commissioned by AKF USA in April/May 2006 in preparation for MKEZA project close-out. The objectives of this exercise were to: (i) provide an evaluation of the extent to which all project objectives and intermediate results were achieved; (ii) describe the successful achievements, challenges and lessons learnt during the project implementation (iii) Analyze and review the effectiveness of the Monitoring and Evaluation tools and procedures used to measure project results (iv) Assess changes and effort made at improving the project management structures, project planning and implementation especially since the mid-term evaluation (v) And to provide case studies that demonstrate project success.

This Final Internal Evaluation is complete, and the key recommendation from this evaluation is that MKEZA programming should continue. See recommendation below.

*“It is not in the best interest of all stakeholders for a program to initiate activities such as those under MKEZA without adequate time to bring them to full completion. MOEVT officials interviewed are fully supportive of the program and see a tremendous amount of potential in carrying on with what has been started’.*  
*Randy Hatfield, May, 2006.”*

## Cross Cutting/Mainstreaming Themes

### *HIV/AIDS*

MKEZA sponsored five MoEVT officials to attend counseling trainings organized to enhance capacity and prepare the Officers to support MKEZA in implementing HIV/AIDS activities. This included among others, training of HIV/AIDS patrons in selected schools in Zanzibar.

### *Gender and Disability*

MKEZA Core Team supported TAP during development of the ASTC curriculum. They ensured that gender and inclusive education issues were included in the curriculum. Students Science Camps and Career Day Activities were also conducted within the year in support of girl's education (see below). Special Needs Education issues are discussed at length under intermediate result 3 on Student readiness to school.

### *MKEZA/FAWE Students' Science Camps*

MKEZA sponsored FAWE and MoEVT Officials to attend a gender workshop in Unguja and a gender festival in and Dar-es-Salaam. MKEZA, MoEVT and FAWE organized three student Science Camps. A total of 140 students (100 girls and 40 boys) participated. These camps focused on practical science work activities, hands on experiments, scaling and measurement, field trips and teaching the prerequisite skills to organize science clubs at the school level. The camps were particularly intended to give girls an opportunity to improve their ability in sciences and mathematics and take on science related careers.



the Minister of Education, the Deputy Minister for Education, the Gender Focal Point, Senior MoEVT Officials as well as several teachers and facilitators.

### *National Science Club (ZNSC).*

Girls who attended the Science Camps have formed Science Clubs in their schools. These schools have also formed the Zanzibar Interim National Science Club (ZNSC). Teachers participating in the camps assured MKEZA and FAWE to expect over 95% participation from schools. Schools would start by organizing Science Clubs in their respective schools. The camps have seen high profile participation from

### *MoEVT Students' Career Day Activities*

MKEZA Core Team and MoEVT organized Two Career Day events attended by 52 students and supported by 20 MoEVT officials (8 facilitators and 12 teachers) for effective follow up. The career days are aimed at orienting girls to take science and other professional career paths by encouraging them to enroll for science and math subjects.

The Commissioner for Education, Bi Maryam Yussuf served as the guest speaker and was an inspiration to the girls. These events are designed to improve girls' readiness for school and preparation for life after school by encouraging girls to take science subjects and avoiding the perception that science is only for boys.

## 6.0 MANAGEMENT INFORMATION

Whereas Year One concentrated on start activities and project initiation, Year Two concentrated on acceleration of project implementation and closeout activities including feedback from all groups and project participants on lessons learned and applicable best practices. There were also several inter project consultations and high level visitors from USAID, AKF, and other key Government Officials.

### *Project Directors Meetings and Budget meeting*

The Project Directors meetings dealt mainly with communication strategies, planning and coordination of project activities. In the final quarter, the meetings discussed close out activities, including equipment disposal plans, and the financial and narrative reporting requirements, and taking part in the Final Internal Evaluation of MKEZA.

Budget meetings were arranged to track under spending as most projects remained under spent. Some problems were at the project level, for instance, ZMRCs did a commendable job, sticking to the program activities and budget reporting, however, in the second year, there were major problems due to a lack of a full time project accountant.

### *US First Lady Visits Zanzibar*



The US First Lady Laura Bush during her visit to Madrasa Preschool in Zanzibar.

The US first lady, Laura Bush visited Zanzibar and the MKEZA project in the summer of 2005. She was received by the first Lady of Zanzibar, Shadia Karume and by the Ministry of Education. She donated textbooks to the Keimbe Samaki Teacher Centers, and visited Alrahma Madrasa, Pre-School in Kidimni which is one of the 20 new Madrasa's being supported by through USAID MKEZA project.

Mr. Mitch Kirby, Regional Education Officer from USAID Nairobi visited MKEZA and provided useful observations and inputs into the status of the project, as well as inputs for improving the PMP.

Ms. Pamela White, USAID Mission Director in Tanzania made her first visit to MKEZA project sites in April 2005. She returned 3 times in June in advance of the high level visit

by Mrs. Bush to Zanzibar in July 2005. Together with USAID CTO, Mr. Tom Bayer, Ms. White paid a courtesy call to Hon. Haroun A. Suleiman, the newly installed Minister of Education, at his Office.

Ms. White, Mission Director USAID Tanzania, participated in the opening ceremony of the five-day Girls Science Camp 21-22 November 2005. She also participated in the closing ceremony of the 3rd student science camp in Pemba on 19<sup>th</sup> – 24<sup>th</sup> March 2006 together with Ms. Sithera Batha and Ms. Laura Kikuli, of USAID Tanzania. During her visit in Pemba, Ms. White handed over furniture and equipment to Michakaini Teacher's Centre and met teachers attending inclusive education training for Braille usage.

Mr. Michael L. Retzer, the new US Ambassador to Tanzania, visited Zanzibar on September 20, 2005 to familiarize himself with MKEZA Project and the MoEVT key officials. The Ambassador visited the same sites, Madrasa Al Rahma in Kidimini and Kiembe Samaki toured by US First Lady, Laura Bush to deliver a message from her and to reiterate USAID support for the children of Zanzibar.

Ms. Jacqueline E. Schafer, Assistant Administrator EGAT/AA USAID Washington visited MKEZA USAID education funded projects on 20<sup>th</sup> February 2006. She paid a courtesy call to the Hon. Haroun Suleiman, Minister of Education. She was accompanied by Ms. White, Mission Director USAID and Mr. Tom Bayer, USAID CTO. Ms. Pamela White confirmed sponsorship of the Hon Minister of Education and 3 senior staff on a study tour to Mozambique to help MOEVT to prepare the Technical Vocational Education Training programs for Zanzibar.

Ms. Kimberly Wylie, Communications Officer, USAID Tanzania facilitated a half day workshop on writing of success stories for MKEZA project and partner staff on 2<sup>nd</sup> March 2006. Project staff was given the basic tools on how to identify and write success stories.

The South Carolina State University/USAID Africa Education Initiative (AEI) visited MKEZA/Zanzibar for exploratory consultations with the Ministry of Education and institutions of higher learning for the new Textbooks and Learning Materials Program (TLMP), on 6-12 December 2005. The team comprised of the following: Dr. Leonard McIntyre, Dean of School of Education and Social Sciences; Mr. Lamin Drammeh, Project Coordinator; Dr. Linda McIntyre, Curriculum Specialist; Dr. Helen Brantley, Assessment and Evaluation Specialist; Ms. Aleta Williams, USAID Education Specialist.

Ms. Aleta Williams and Ms. Sheryl Nwankwo from USAID Washington visited Zanzibar and met with MOEVT and the MKEZA project staff on March 29, 2006. They gave an update on the status of the Request for Assistance (RFA). This would soon be posted for a competitive bidding process. They indicated USAID's interest in continuing to support education for Marginalized Communities in Tanzania and Zanzibar

The USAID Mission recommended (a) Mr. Uleidi Uleidi, Assistant Commissioner of Education to attend a Conference on Special Needs Education in Finland, and sponsored



(b) Mrs. Mwanaidi Abdalla, Deputy Permanent Secretary, and Mrs. Madina M. Mwinyi, Director for Higher Education (Science and Technology) to travel to Ghana for the Textbook fair in January 2006 as part of the MOEVT collaboration with the South Carolina State University and USAID/SD/ED/Africa Education Initiative (AEI) Textbooks and Learning Materials Program (TLMP).

The strong support and participation of the USAID Mission has increased the visibility of the project enabling the project implementation to go on as planned without any major obstacles. USAID Mission has also created many synergies, in terms of linkages with other key players and institutions.

#### *American Institutes for Research*

Ms. Cassandra Jessee, MKEZA Project Officer (outgoing) and Dr. Talaat Moreau, MKEZA Project Officer, AIR, Washington, visited the MKEZA field office during February 13-16, 2006. The purpose of this visit was to: (a) transition of duties from Ms. Cassandra Jessee to Dr. Talaat Moreau; (b) to come up with a strategy for wrap up of MKEZA Project, (c) as well as undertake site visits for case study write up. The trip also included a follow-up on procurement of textbooks and teacher guides.

#### *AKF Tanzania and East Africa*

Similarly AKF regional Office and Tanzania increased its support to MKEZA activities in terms of oversight and project implementation. AKF participated in meetings, organized trainings, including support to MKEZA in the PMP planning in preparation for the USAID review. The Regional Finance Oversight, Regional Education Officers and the Monitoring and Evaluation teams made a positive contribution to the project.

Ms. Kathy Bartlet, AKF Geneva, Ms Juliana Nzomo, Education Program Officer and Mr. Alex Alubisia, Chief of Party for the Education for Marginalized Communities in Kenya (EMACK) among others were guests that MKEZA hosted during the 2-day Early Children Development - ECD Forum on 15<sup>th</sup> – 16<sup>th</sup> March 2006. This was a follow up of the forum held in September 2004. The aim of the forum was to explore strategies on how to move forward taking into account the Zanzibar ECD Policy.

Ms. Nemat Hajeebhoy, Executive Officer, AKF Tanzania made several visits to the MKEZA project and undertook several project activities. Fizza Mooloo AKF Tanzania, AEPO, was also a regular visitor to the projects during the quarter.

The Chief of Party (COP), Mr. Bruce Downie, did not continue with the MKEZA project at the end of his one year contract on July 31, 2005. Mr. John Ekaju, was appointed to act, and assumed the position after recruitment process was completed. By having an internal candidate, there was a smooth transition and implementation was not adversely affected by this change. MKEZA Core Office also filled new positions, for the Project Accountant; Assistant Project Monitoring and Evaluation Officer; Project Accountant Assistant; and a Project Driver for Pemba. The Communications Officer position was advertised but no suitable candidate was identified therefore this position remained

vacant. TAP Project recruited a Monitoring and Evaluation Officer, Aboud Mohamed to support project tracking and oversight for the TAP project activities.

Ms. Linda Ulqini, Program Officer joined AKF USA's program team on February, 2006. She will be working closely with the MKEZA core team and AKF Tanzania, as one of her responsibilities is the MKEZA grant management.

#### *Staff Departures*

The MKEZA Monitoring and Evaluation Officer, Mr. Martin Omukuba and the Finance and Administration Officer, Mr. Patrick Morara did not renew their contracts in January 2006 and April 2006 respectively. Mr. David Baven, TAP Project Manager also did not extend his contract for the no cost extension. The International Development Management (IDM) intern, Anna Ekin from the Aga Khan Foundation Canada left before the end of her 8 months internship to attend to a family medical emergency. The intern has been involved in various activities at program level ranging from monitoring and evaluation, compiling of success stories and implementation activities.

#### *Presidential Elections*

October – December 2005 coincided with an election year for Zanzibar and the Union Government of Tanzania. As a precautionary measure, field activities related to community mobilization were stopped and project offices closed during the voting time for security reasons. Schools were closed and therefore classroom activities were also stopped.

There were no significant changes at the Ministry of Education that would impact adversely on the management and implementation of the MKEZA project after the elections as the key people were retained such as Honorable Haroun Ali Suleiman, Minister for Education and Vocational Training, the Principal Secretary, the Acting PS, the Commissioner for Education, and the Directors that MKEZA works with on a day to day basis. The significant change was the change of emphasis to include Technical Vocational Education. The Ministry of Education Culture and Sports (MOECS) is now Ministry of Education and Vocational Training (MOEVT).

#### *Progress on Alliance Formation*

Besides increasing its work portfolio with FAWE, and playing a key role in ZINGOF, and the other disability NGOs forums in Zanzibar, MKEZA continued to form new alliances both at the field level and at the international level. During Year Two, partnership was initiated with the following partners: International Reading Association (IRA) Washington, CARE USA and the Zanzibar Malaria Control Program and MKEZA continued support to work on malaria and education.

#### *Linkage with Ministry of Education and Vocational Training*

Year Two registered the highest participation of the key Ministry of Education Senior Officers at MKEZA activities, events, planning meetings and consultations in support of the MOEVT priorities. MKEZA also participated in MOEVT stakeholders meeting to discuss the Zanzibar Poverty Reduction Strategy Paper (10th November 2005); The

dissemination of the Orientation Secondary School Report, commissioned by the Ministry as part of its strategy in preparation and shaping of the New Zanzibar Education Policy. This is an important linkage for MKEZA for aims at promoting the standards of English through the TAP Project.

*Visitors to MKEZA at Ministerial Level*

15th March 2006: Honorable Samia Suluhu Hassan, the Minister of Tourism, Industry and Investment attended the opening of the ECD Forum accompanied by the Honorable Haroun Suleiman, Minister for Education and Vocation Training.

16th March 2006: Hon. Dr. Mwinyihaji Makame, Minister of State, President's Office, Finance and Economic Affairs attended the closing ceremony of the ECD policy forum in Zanzibar at the Zanzibar Beach Resort hotel accompanied Honorable Haroun Suleiman, Minister for Education and Vocation Training.

15th and 16th March 2006: Former Chief Minister Bilal Mohamed, together with Mwanaidi Abdalla, Permanent Secretary, MOEVT and Permanent Secretary Ministry of Health visited MKEZA.

20th March 2006: Honorable Haroun Suleiman, Minister for Education and Vocation Training, attended the Opening Ceremony of the Girls Science Camp on 20th March in Pemba.

24th March 2006: Honorable Khamis J. Makame, Deputy Minister of Education attended the Closing Ceremony of the Girls Science camp. He accompanied the USAID Tanzania Mission Director, Ms. Pamela White, to the Michakaini Teacher Centre and officially handed over furniture and equipment to the centre.

*Communications and Branding*

USAID arranged for MKEZA and AKF staff to attend the regional branding conference in Nairobi in October 2005. The information acquired at the workshop is being shared with project partners who are encouraged to positively acknowledge the source of funds through branding and to give credit to the American People.

Partners now use banners at all events supported by USAID. There have been several appearances of the MKEZA project on the Zanzibar State Television and the Zanzibar Radio as well as several articles and commentaries appearing in the news print in the following media outlets:

- The Guardian
- Zanzibar Leo
- Radio Zanzibar
- Television Zanzibar (TVZ )

The positive publicity that the MKEZA project is experiencing is partly due to the proactive approach MKEZA has adopted to profile its activities, while acknowledging the source of funding.

## **7.0 CHALLENGES ENCOUNTERED**

- The financial flow was problematic with several delays and hold ups at several levels. This impacted negatively in the implementation of planned activities i.e. projects were often forced to reschedule or cancel planned activities due to lack of the funds to carry on these activities.
- Projects decided to slow down, and close offices during the voting time for security reasons as a precautionary measure. Schools were also closed and therefore classroom observations and other follow-up activities were suspended. Conducting campaigns for girls or advocacy for children with disability or community mobilization was specifically difficult as people associated any public gathering with political campaigns.
- Loss of ASTC trainers going for further studies or getting employment elsewhere. TAP/PDC has responded by recruiting and training new trainees and trainers.
- Training/teaching in English proved difficult, in most cases Kiswahili was used as a bridging language. Trainees were also provided with various books to assist in improving their English.
- Variation in provision of science facilities and resources in the ASTC trainees' schools. Response has been to encourage sharing of the facilities between neighboring schools, the development of a model school resource base and emphasis on improvisation of low cost/no cost materials - (which trainers and trainees have been trained on).
- NGORC was not able to print newsletters for campaigning purposes within the current phase.

## **9.0 LESSONS LEARNED**

- During pre-testing, and review of modules and assessment of SMCs and CDCs, NGORC learnt that it was important to involve community members in activities concerning their development as they understand their needs and capacity better.
- Action Research on the effectiveness of public forums as means to create awareness showed that these forums are a useful source of information and an efficient way of communicating to the community.
- There is need to reformulate (with participation of community members) some of the laws governing development of SMCs to increase effectiveness. SMCs roles are not clear nor are the roles followed consistently.
- Planned activities sometimes have to be changed or modified according to needs. For example a lot of equipment (computers, camcorders, cameras, videos) was purchased for use by ASTC trainers who did not have the requisite skills in using them. They therefore had to receive training on the use of this equipment.

- The environment for training has to be conducive for teachers to improve their teaching skills. MKEZA found it necessary to procure tables and chairs for the Teacher Centres to provide a good environment for training.
- Communication with the MoEVT has to be frequent and purposeful to give impetus to decision making and motivation to both trainees and implementers.
- Policies on payment of travel and accommodation allowances and on teachers' commitment need to be reviewed and discussed early enough to avoid drop out.
- The absence of a key implementing partner, JPKF, on the ground in Zanzibar was a major hurdle in overcoming programming issues. The need for local and regional leadership in this technical area was found to be very important.
- Effective community mobilization, sensitization and advocacy for specific issues like the rights of children with disabilities, girls and other marginalized groups creates a sense of ownership of proposed interventions, releases creativity and critical analysis of the situation and potential solutions, and therefore improves the chances of long-term sustainability. However, to achieve a change in attitudes, practices and behavior takes time and patience.
- Irrespective of how well in-service training workshops are prepared and delivered, there is always a gap between theory and classroom practice. This is why MKEZA CT and project partners have adapted innovative strategies such as school-based teacher support, teacher mentoring and model classrooms to address unique practical challenges that teachers face in their work environment and especially inside the classroom.

## 10.0 SUCCESS STORIES

### **Improved Use of English Language Among Science and Mathematics ASTC Teacher Trainees**

Ninety-one Science and Mathematics teachers in TAP pilot schools have begun to enjoy the fruits of having received the Advanced Secondary Teacher Certificate training (ASTC) offered by TAP and supported by MKEZA, AKF and USAID. Having completed only one semester (ten weeks) of the training, the teachers have shown improvement in English language use in the classroom. Such quotes were elicited from the trainees:

- *“Before the course we mainly taught Science and Math in Kiswahili and gave the notes and exercises in English. This in fact made the learners perform badly in their examinations.”*
- *“Training has helped us a lot in the development of language functions like giving instructions and asking questions in English. Now we can teach better in English throughout the lesson”.*
- *“We have got basic skills in summarizing and making students notes.”*

In addition, the language skills acquired have helped the teachers to present the subject matter clearly to their students. This has enhanced students' learning and made the classroom atmosphere lively. The picture below is of one of the ASTC trainees Mr. Ahmed at Fuoni Secondary School giving instructions to a group of students.



About 10,658 students are enjoying being taught by ASTC course trainees. They commended them highly and said that ASTC teachers are special. *“They teach in English and this will help us pass our examinations. If we are taught in Kiswahili we will not manage to answer the questions written in English”*. One teacher explaining the impact of this course described it as *“Lighting a torch in the darkness.”* Other non-ASTC teachers are feeling left behind

or deprived because they have not participated in the course.

**Other Success Stories showing impact and reported in detail in the quarterly reports within the year include:**

- Community Management of Madrasa Pre-schools: The Story of Empowered Community Members creating Opportunities for Children
- From Dream to Reality: Positive Praise, Positive Aid and Positive Change in Zanzibar
- The Story of a Community's Commitment to Education
- Enabling the Disabled: The Story of a Community Working Together to Make Education Accessible
- Not Too Young to Learn and Make a Difference
- Forwards Ever, Backwards Never.