



USAID/ Improving the Quality of Learning in Zanzibar (MKEZA)

Performance Monitoring and Evaluation Plan



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with

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ACRONYMS

AIR	American Institutes for Research
AKF	Aga Khan Foundation
ASTC	Advanced Secondary Teaching Certificate
CDC	Community Development Committee
CSO	Civil Society Organization
EQUIP1	Educational Quality Improvement Program Award 1
JPK	Joseph P. Kennedy Jr. Foundation
LOI	Language of instruction
MOECS	Ministry of Education, Culture and Sports
MRC	Madrasa Resource Center
NTRC	National Teachers Resource Centre
NGORC	Non governmental organization Resource Center
PDC	Professional Development Center
PME	Performance Monitoring and Evaluation
SMC	School Management Committee
TAP	Teacher's Advancement Program
TOT	Training of Trainers

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1.0 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 two-year 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 is the lead agency in Zanzibar, and through its projects 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 programs to implement the project. The Professional Development Center (PDC) and Teacher Advancement Program (TAP) work closely with the educational infrastructure in Zanzibar to enhance teacher skills. The Madrasa Resource Center (MRC) works with community-run madrasa pre-schools to enhance educational opportunities for young children, and the NGO Resource Center (NGORC) helps to strengthen civil society organizations (CSO) in their approaches to working with communities and policy makers.

Moreover, the Joseph P. Kennedy Jr. Foundation (JPK) 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 Ministry of Education, Culture, and Sports (MOECS) for the procurement of resources necessary to equip classrooms and laboratories of colleges, teacher centres and schools and enhance new teacher skills being developed through other parts of the program. The MOECS is an integral part of every aspect of the program delivery and is seen as a full partner in MKEZA.

By working with government systems ranging from pre-school to the secondary level, the program reaches almost every sector of the educational system in Zanzibar. Emphasis on quality learning is underpinned by attention to enhancing training capacity, providing training to school inspectorate and building capacity for school governance and strengthening community participation, among other things. 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. Following are four overall objectives in this program.

Objective 1: Support the improvement of instruction and learning in Secondary school. The first objective aims to support the improvement of instruction in secondary schools. Activities are

clustered in three areas: a) equipping classrooms and teachers, b) supporting teachers to improve their level of instruction, and c) strengthening secondary school management.

Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn. At the primary school level, activities are clustered under four main components: 1) equipping primary schools with adequate teaching and learning materials, 2) enhancing teacher confidence and ability in teaching, 3) strengthening school management, and 4) facilitating early learning readiness.

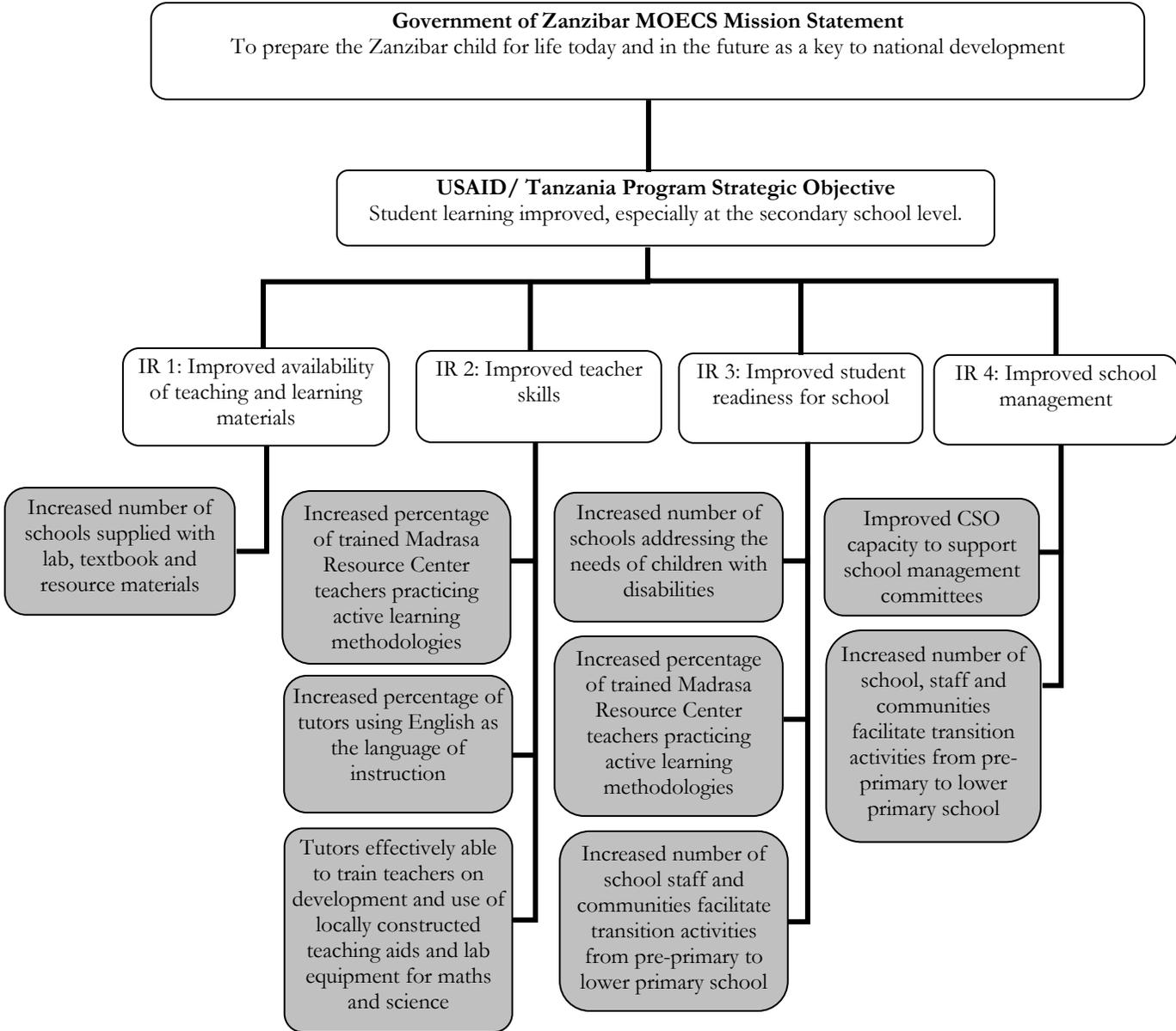
Objective 3: Provide support to those with disabilities to ensure a quality education. Support to children with disabilities will be an important theme throughout all of the activities in the first two objectives. Each of the projects within the program will seek to incorporate messages to promote inclusion and appropriate learning environments for all children. Activities include 1) identifying challenges faced by children with physical and cognitive disabilities; 2) Working closely with MOECS pilot test activities to better address challenges faced by children with disabilities and 3) Make recommendations to improve current practices.

Objective 4: Provide support and encouragement to girls to increase access to quality education. Similarly, the promotion of access to quality education at all levels will be a consistent focus for the program. All project activities will be designed and implemented with attention to inclusion of girls and attention to their specific educational needs. Moreover, a set of activities will be carried out to deliberately and systematically address those needs, particularly in creating role models and in promoting girls' study of science and mathematics.

2.0 RESULTS FRAMEWORK

The results framework for the program is presented below. Specific contributions of the MKEZA program have been added in the shaded boxes.

Figure 1: USAID/Tanzania (MKEZA) Results Framework



3.0 PERFORMANCE INDICATORS

The performance indicators table that follows summarizes the performance monitoring indicators, baselines and targets to be achieved in the MKEZA program. These indicators will serve to inform the Government of Zanzibar and USAID with regard to project performance and will be employed to assist all parties in the decision-making process. The project indicators reflect a specific and purposeful approach to strengthen systems and build the capacity of MOECS personnel. Benefits to teachers will result from the effort to develop a stronger teacher support system. However, the teachers themselves will be recipients of capacity building activities towards the end of the project. It is expected that these benefits will be long term and continue well beyond the life of the project as the Ministry sustains the implementation of these program initiatives. Similarly, it will take even more time for the effects to be seen in the classroom.

This is particularly the case with the Advanced Secondary Teacher's Course (ASTC) proposed as part of TAP and implemented in close coordination with the Ministry. The goal of this program will be to help institutionalize teacher support mechanisms within the in-service teacher training structures. Building resident capacity in the Ministry to implement this course (beyond the life of the grant) is crucial to ensuring all junior secondary school teachers will benefit into the future. After development and delivery of the Training of Trainers (TOT), teachers will benefit directly. Early on in the grant, direct benefits to teachers will mainly be through shorter courses and through the piloting of the TOT.

3.1 Activity Types and Assumptions

Specific MKEZA activities fall under the following broad categories:

- *Improved availability* of teaching and learning materials, especially in maths, civics, sciences and English that supports and equips both teacher training centres and schools at all levels of the education system;
- *Improved teacher skills* focusing on the teaching of maths and sciences with English as the medium of instruction and building a greater appreciation of and capacity for the utilization of local materials in the teaching of math and science;
- *Improved student readiness for school* of children moving from pre-school to primary school and of those who are entering the school system from being disadvantaged by disability by developing the capacity of pre-school trainers, elementary school system staff and community committees and parents to facilitate the transition; and
- *Improved school management* both from the perspective of enhanced participation and responsibility from local communities and from greater professional effectiveness from within the educational system.

To achieve the specified targets in the timeframes given, the following assumptions have been made:

- Cooperation and participation of the MOECS staff at all levels will be accessible and forthcoming;

- Communities, teachers, and school officials will be willing to participate in the program; and
- Procurement and distribution of equipment and materials will be accomplished according to the scheduled needs of the program implementation.

3.2 Table of Performance Indicators

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Target Final (Year 2)
IR 1: Improved availability of teaching and learning materials, especially in Math, Civics, sciences and English							
Increased number of schools supplied with lab, textbook and resource materials	Number of schools and colleges that receive science laboratory equipment, number of schools that receive textbooks, number of schools and colleges that receive resource materials.	Inventory records Materials checkout lists	Annual	MOECS/AIR	No new materials	To be set in accordance to the procurement contract established by the Ministry and AIR	To be set in accordance to the procurement contract established by the Ministry and AIR
IR 2: Improved teacher skills							
Increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies	Increased percentage of newly trained MRC teachers and graduate teachers with MRC certificate are exhibiting child-centered principles (as defined and (presented in their training) in the classroom during MRC trainer visits	Assessments and classroom observations	Semi-Annual	MRC	Zero of 100 newly MRC trained teachers using active learning methodologies 70 percent of MRC graduate teachers using active learning methodologies	Midway through training, 70 percent of the 100 newly trained teachers will demonstrate competency consistent with the stage in the training program 75 percent of 310 MRC graduate teachers using active learning methodologies	Upon completion of training, 70 percent of 100 newly trained teachers using active learning methodologies 80 percent of 310 MRC graduate teachers using active learning methodologies

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Target Final (Year 2)
Increased percentage of tutors using English as the language of instruction	Increased percentage of tutors applying the Advanced Secondary Teaching Certificate (ASTC) curriculum for math and science that focuses on enhancing the use of English as language of instruction (LOI).	interviews, classroom observations of teachers	Semi-Annual	TAP, PDC	Current curriculum does not address need, as new curriculum will.	Curriculum developed 50% of tutors trained in science are using the improved curriculum that includes English as LOI.	100% of tutors trained in science and math are using the improved curriculum that includes English as LOI.
Increased percentage of tutors effectively able to train teachers on development and use of locally constructed teaching aids and lab equipment for maths and science	Tutors are observed or assessed to be more effective in training teachers about the development and use of locally constructed teaching aids and lab equipment for maths and science.	Classroom observation or assessment	Annual	TAP, PDC	Information needed from the baseline	50 % of tutors observed being more effective training teachers in the creation and use of locally constructed teaching aids and lab equipment.	80 % of tutors observed being more effective training teachers in the creation and use of locally constructed teaching aids and lab equipment
IR 3: Improved student readiness for school							
Increased number of schools addressing the needs of children with disabilities	Schools (in areas where citizen's forums were held) have implemented special accommodation for children with special needs (e.g., establishing ramps, adapting curriculum or Teaching/Learning materials for special needs children)	Survey and Focus Groups	Annual	NGORC	Less than 5 % of schools now accommodate for children with special needs	10 % of schools address special needs of disabled children	25 % of schools address special needs of disabled children

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Target Final (Year 2)
Increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies	Increased percentage of newly trained MRC teachers and graduate teachers with MRC certificate are exhibiting child-centered principles (as defined and (presented in their training) in the classroom during MRC trainer visits.	Assessments and classroom observations	Annual	MRC	None of 100 newly MRC trained teachers using active learning methodologies 70 % of MRC graduate teachers using active learning methodologies	Midway through training, 70 % of the 100 newly trained teachers will demonstrate competency consistent with the stage in the training program 75 % of 310 MRC graduate teachers using active learning methodologies	Upon completion of training, 70 % of 100 newly trained teachers using active learning methodologies 80 % of 310 MRC graduate teachers using active learning methodologies
Increased number of school staff and communities facilitate transition activities from pre-primary to lower primary school	Increased number of head teachers, lower primary section leaders, SMCs, and parent committee members show improved efforts to facilitate smooth transition from pre-primary to primary schools according to criteria developed in assessment forms.	Assessment forms, interviews, observations, focus groups	Annual	MRC	0 % of head teachers and lower primary school section leaders facilitate transition	30 % of head teachers and lower primary school section leaders facilitate transition	60 % of head teachers and lower primary school section leaders facilitate transition
IR 4: Improved school management							
Improved Civil Society Organization (CSO) capacity to support school management committees	Increased number of CSOs that add SMCs develop education management components to their programs CSO trainers apply concepts of primary and secondary school management learned at the training of SMCs and CDCs.	Review of CSO Work plans Facilitator observation and training evaluations	Annual	NGORC	0 CSOs have education management components 0 CSOs demonstrate enhanced competency in training	6 CSOs develop education management components 20 % of the targeted CSOs demonstrate enhanced competency in training	10 CSOs develop education management components 50 % of the targeted CSOs demonstrate enhanced capacity in training

	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Target Final (
	Increased number of schools and communities facilitate transition activities from pre-primary to lower primary school	Increased number of head teachers, lower primary section leaders, SMCs, and parent committee members show improved efforts to facilitate smooth transition from pre-primary to primary schools according to criteria developed in assessment forms	Assessment forms, interviews, observations, focus groups	Annual	MRC	230 SMCs members facilitate transition (to be confirmed at baseline)	20 % increase over baseline facilitate transition	40 % increase over baseline facilitate transition