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IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA)

Quarterly Technical Report

April -June 2005



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**American Institutes for Research
1000 Thomas Jefferson St. NW
Washington, DC 20007
www.equip123.net**

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ACRONYMS

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AKU	Aga Khan University
ARC	American Rescue Committee
ASTC	Advanced Secondary Teacher's Certificate
CBT	Centre Based Training
CDC	Community Development Committees
CEELM	Certificate in Education: Education Leadership and Management
CEM	Certificate in Education Management
CEP	Certificate of Education Program
CRT	Community Resource Team
CT	Core Team
CSO	Civil Society Organization
CWD	Children with Disabilities
ECD	Early Childhood Development
ELITE	The Education and Literacy Improvement Club
EQUIP1	Educational Quality Improvement Program Award 1
FAWE	Forum for African Women Educationalist.
FGD	Focus Group Discussion
GTZ	The Deutsche Gesellschaft für Technische Zusammenarbeit
JPKF	Joseph P. Kennedy Jr. Foundation
KIE	Kenya Institute of Education
MEI	Madrassa Evaluation Instrument
MDM	Medicos del Mundo Espana
MKEZA	Mradi wa Kuendeleza Elimu Zanzibar
MoECS	Ministry of Education, Culture and Sports
MPESO	Mkoani Poverty Elevations Society
MRC	Madrassa Resource Centre
NTRC	Nkrumah Teachers Resource Centre
NTTC	Nkrumah Teachers Training College
NGORC	Non Governmental Organization Resource Center
ODC	Ole Development Committee
SNE	Special Needs Education
PDC	Professional Development Center
PIRO	Pemba Island Relief Organization
REDSO/ESA	Regional Economical Development Services Office of East and South Africa
SMC	School Management Committee
TAP	Teacher's Advancement Program
TC	Teacher's Centre
TCMC	Teacher Centre Management Committee
TOT	Trainer of Trainer's
USAID	United States Agency for International Development
UWZ	Umoja wa Watu Wenye Ulemavu Zanzibar
ZACA	Zanzibar Association for Children Advancement
ZAPDD	Zanzibar Association for People with Developmental Disabilities
ZIA	Ziwani Islamic Association
ZINGOF	Zanzibar International NGO Forum
ZMRC	Zanzibar Madrassa Resource Center

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EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)

Improving the Quality of Learning in Zanzibar (MKEZA) Quarterly Technical Report April 2005 – June 2005

PREAMBLE

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Grantee's Contact Official:

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

Cassandra Jessee

MKEZA Project Manager

International Development Program

1000 Thomas Jefferson St NW

Washington, DC 20007

Tel: 202 403 5112

Fax: 202 403 5979

Email: cjessee@air.org

1.0 EXECUTIVE SUMMARY

During the quarter under review, the Mradi wa Kuendeleza Elimu Zanzibar (MKEZA) project implemented various activities consistent with and supportive of the USAID's education program priorities as well as the government of Zanzibar's Ministry of Education, Culture and Sports (MoECS) policies as outlined in the overall project goal and the subsequent inter-immediate results. The activities implemented conformed to those identified in the quarterly work plan (April - June 2005).

MKEZA CT provided primary technical assistance and support to the four MKEZA partners (Non-Governmental Organization Resource Centre (NGORC), Teacher Advancement Program (TAP), Professional Development Centre (PDC), Zanzibar Madrasa Resource Centre (ZMRC)). The CT held training workshops for the MoECS senior staff to discuss strategies of integrating the cross cutting themes of HIV/AIDS, gender and disability into the project. Through MKEZA partners, the project continues to intensify its activities on both Unguja and Pemba Islands and most of the activities intended for the quarter were carried out as planned.

Through TAP, the writing, editing and production of the Advanced Science Teachers Course (ASTC) continued this quarter. During the quarter under review, TAP completed the typing of 40 sciences and mathematics units. Twenty units of these are in final form and 10 units are still being edited. TAP also delivered equipment to four Teacher Centers (TCs) in Pemba including, computers, printers, TVs, videos, camcorders, cameras, bicycles and motorbikes. Twenty-five participants were trained as ASTC Trainer of Trainer's (TOT) for the ASTC in the three pilot TCs of Dunga, Kiembe Samaki and Michakaeni.

PDC conducted phase III of the Certificate in Education: Educational Leadership and Management (CEELM) course. Ten participants (7 males and 3 Females) both from Unguja and Pemba drawn from both primary and management positions participated in the course. The 10 successful participants will be awarded certificates from the Aga Khan University (AKU). In preparation of scaling up activities on Pemba Island, PDC initiated awareness meetings in Pemba and held planning meetings to strategize on the delivery of short courses to education officials and teachers in Pemba starting in the next quarter.

Zanzibar Madrasa Resource Center (ZMRC) continued to work towards improving early learning readiness. At the school and community level, ZMRC supported 67 School Management Committee (SMC) members in 16 new schools as well as 95 teachers in active learning methodologies through mentoring program.

At the civil society level, the NGORC trained 10 Civil Society Organizations (CSO) (5 from Pemba and 5 from Unguja) in strategic planning to ensure that they create achievable and measurable plans. Through a public forum, 98 (6 female and 92 male) participants engaged in discussions concerning the plight of the disabled children. The objective of this forum was to create awareness to the general public about the needs and rights of education for children with disabilities as well as to garner recommendations to be forwarded to the respective institutions. This could then facilitate action aiming to improve access to education for children with disabilities (CWDs).

USAID, in collaboration with MKEZA, presented textbooks and lab equipment to secondary schools and teacher training colleges and centers. The Minister of Education, Culture and Sport, with support from the USAID Tanzania Mission Director, Sarah Moten from USAID Washington, Ms. Sonya Medina [Advisor of Programs for Mrs. Laura Bush's Office] and other senior dignitaries hosted the event. Primary textbooks bids submitted were reviewed by MoECS and the remaining technical books were selected and bid documents were drawn and reviewed by AIR.

During the quarter, two MKEZA project director meetings were held. MKEZA CT, USAID and Partner project directors were represented. All the MKEZA partner projects gave a brief on their activity status. The meeting resolved among other issues to seek consultants to help NGORC to write the advocacy training module and linking with other NGOs addressing HIV/AIDS within Tanzania in order to use their lessons learnt and success in this area in development of MKEZA HIV/AIDS strategy.

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 is the lead agency in Zanzibar, and through its partners and a core team implements MKEZA activities. The core team is led by the Project Director 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. 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 in their approaches to working with communities and policy makers.

In addition, the Joseph P. Kennedy Jr. Foundation 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 centers 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.

3.0 TECHNICAL ACTIVITIES DURING THE REPORTING PERIOD

During this quarter, a considerable number of activities have been carried out through the various components of MKEZA. Strategic meetings were held with the stakeholders, including MoECS, to report on MKEZA activities as well as to map out ways to implement the next quarter's activities.

During the quarter the following activities were accomplished and are described by objective:

3.1 **Objective 1:** Support the improvement of instruction and learning in secondary schools

Delivering Teacher Centers' equipment and books

The TC equipment, including computers, printers, TVs, videos, camcorders, cameras, bicycles and motorbikes, was delivered to TCs in Pemba during the quarter under review. Most of the equipment mentioned above requires electricity in order to operate. However, only 3 of the 4 TCs on Pemba Island currently have electricity. The other TC has paid the electricity connection deposit and will be connected in the near future. On Unguja Island, 4 of the 5 TCs have electricity and the fifth is currently in the process of applying for a connection.

Laboratory equipment and a consignment of science and mathematics books, purchased by the Ministry through the procurement process managed by AIR, were also delivered to the TCs. Training will be provided for TC personnel for the storage, maintenance and use of equipment in August and October 2005.

Sensitization and Training of Local Communities

Teacher Centre Management Committees (TCMC) were sensitized through workshops and one-on-one consultations activities with TAP and MKEZA CI. The objective of the workshops was to sensitize TCMC members, who are mainly head teachers, about TAP and MKEZA activities in their Secondary Schools. The participants agreed to disseminate the workshop's training to their respective TCs and schools. They also agreed to collect funds from the teachers and students for TC maintenance. Currently the TCs are preparing for the Advanced Science Teachers Course (ASTC) by ensuring that there are adequate facilities through addressing the issue of organization, maintenance and use of the new equipment and books that they received through MKEZA project. TAP/PDC will support the training of TC personnel in the use of the new equipment in the coming quarter.

Writing, editing and production of ASTC Course material

The writing and editing process continues; at close of this quarter nearly all of the 40 sciences and mathematics units were completed and typed. Twenty units of these are in final form and 10 units are still being edited by the TAP team. The integration of illustrations and production of front cover and acknowledgments is in progress.

Seven civics units have reached the second draft phase and have been typed. Two units for supplementary English, ASTC Year 1, have reached the final draft phase. The units for innovation, laboratory management, educational technology and special needs issues are almost completed. They are typed and require only the final edit and checking by TAP. The units for gender issues, strategies for teaching large classes and ASTC Year 2 English supplementary units are still in the first draft phase.

Three printing firms were contacted and one was selected for production of materials based on costs and capacity. All the ASTC Induction Course materials are complete and ready for printing. Priority was given to printing of Year 1 course materials, which are the science and mathematics teachers' guides, the English supplementary units and the units on improvisation, technology and laboratory management. ASTC Induction materials are ready for printing in time for the starting date of 4 July 2005. ASTC support materials such as course notes and training workshop manuals are also being written.

Training of ASTC Training of Trainers (TOT)

Phase I of face-to-face training of ASTC trainers was implemented. This is part of a negotiated programme with PDC ensuring that the main ASTC objectives have been addressed as follows:

- Attention to content, methods and development of English language;
- Use of improvised materials; and
- Attention to issues of inclusion as they relate to special needs and gender.

Trainers were selected jointly by PDC and TAP. PDC carried out a needs analysis and interviewed the prospective trainers. Twenty-five participants were selected and trained for the 3 pilot TCs in Dunga and Kiembe Samaki in Unguja and Michakaeni in Pemba. The participants covered the 3 science subjects, mathematics and English language.

With the delivery of large amounts of USAID funded education and laboratory equipment and books, additional training was identified to ensure that TCs use the books and laboratory equipment correctly and efficiently. Training modules are being developed for incorporation in the ASTC training. A computer course is underway, training 15 TC and TAP personnel from Unguja and Pemba. This will ensure effective use of equipment and books donated by USAID. Successful participants of these training courses will receive Zanzibar MoECS validated certificates. The training is one of the strategies of developing the TCs as Professional Development and Resource Centers.

Selection of ASTC Trainees

Revised questionnaires for the selection of ASTC trainees were distributed and completed by 104 teachers (27 female and 77 male). The data was recorded and analyzed. There are 105 potential spaces to meet an eventual target of 90 pilot ASTC trainees.

The analysis of data collected 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 a need to encourage female students to study these subjects so that in the future this imbalance may be breached.

Implementation of ASTC Induction Course

Meetings for course registration of ASTC trainees were carried out on the 27th and 29th of June 2005, while planning meetings with ASTC trainers were held on the 28th and 30th. The Induction course will start on 4 July, 2005. There will be a separate induction for Pemba and Unguja trainees. Planned during the quarter, the course will last 3 weeks, including 2 weeks face-to-face with trainers and trainees and one week for school observation by ASTC trainees. The venue for induction in Pemba will be TC Michakaeni and in Unguja the Nkrumah Teacher Training Resource Centre (NTRC). The anticipated numbers of trainees will be 33 in Pemba and 71 in Unguja.

The purpose of the Induction or orientation course is to:

- Inform the trainees of the course objectives and include 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; and
- Start the working relationship between trainer and trainee.

Liaising between TAP and the Ministry of Education, Culture and Sport

TAP conducted a meeting with MoECS to discuss various issues concerning the implementation of ASTC, reaching the following outcomes:

- The Commissioner approved the amended work plan that includes further training for use of computers, Educational Technology and Laboratory Design and Management and the proposal that the Advanced Module 6 of the ASTC curriculum will now target Forms 3 and 4 topics and focus on the development of advanced professional skills rather than advanced academic studies.
- The Commissioner agreed to discuss with the Minister the proposal that 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.
- The Commissioner supported the proposal for ASTC writers, editors and trainers to be awarded Zanzibar Ministry Certificates for the completion and successful implementation of their training. There will be separate certificates for the Computer, Educational Technology and Laboratory Management courses. Designs for the certificates will be presented to the Minister.
- The Commissioner will forward TAP proposal asking that the ASTC trainers will receive an extra 12,000 Tanzania shillings per month for their training work at the TCs and for their mentoring tasks in the schools. In addition they will receive payment for travel costs.
- The Commissioner confirmed that communication with all relevant education department officials concerning the start of the ASTC course is crucial.
- The Commissioner promotes the ambition of the TCs to become professional development centers and supports the idea that they become resource as well as training centers. The TAP project is supporting this process in building up a resource bank.

Although head teachers had received a lot of training regarding TCs, the expansion into secondary education in-service training is an opportune time to reinforce the TCs role in the community and the support needed from head teachers. This need has been identified during TCMC sensitization meetings.

Planning and development of TOT Certificate in Education: Teacher Education Course

The planning and development of the Certificate in Education (CE): Teacher Education course was finalized during the quarter. This involved TAP, PDC/Aga Khan University (AKU) staff with support from the Nkrumah Teacher Training College (NTTC) and MKEZA CT. Planning for the course took two months, which was longer than the anticipated two weeks. Since this course is a pilot of the ASTC course, the need to include more subjects than science became clear, albeit more time intensive.

Phase I of the CE: Teacher Education (Trainers of Trainers) course was also implemented. It involved 3 weeks of face-to-face sessions with 25 participants, including 10 from Pemba (8 Male, 2 Females) and 15 from Unguja (12 Male, 3 Females). The participants comprised teacher subject coordinators, subject advisors and teacher trainers from NTTC in Zanzibar.

Phase I covered the following modules:

- Course participants as critical reflective practitioners (including reflective practice as a tool for professional development and role of teacher educators).
- Pedagogical content knowledge (including science process skills, language skills and constructivism and cooperative learning).

- Process of teaching and learning (including multiple intelligence, inclusive education, learning theories, improvisation of teaching and learning resources and the concept of mentoring and peer coaching).

Conducting the Certificate in Education: Educational Leadership and Management (CEELM) TOT for TC coordinators, NTTC, inspectors and NTRC

PDC conducted both phase II and III of the CE: ELM during the quarter. Ten participants (7 Males and 3 Females) from Pemba and Unguja attended the training. They included School Inspectors, Teacher Centre Coordinators and Education Management Faculty Members.

In Phase II of the CE: ELM, participants implemented what they had learned from phase I of the course. The participants also worked on two main assignments that comprised of an academic reflective paper and a practicum based on action research. The aim of the reflective paper assignment is to enable course participants to reflect and write about their work and practices.

- 70% of the course participants chose topics on pedagogical leadership because it was new to them as they had associated pedagogy with teaching rather than leading;
- 20% chose conflict resolution because they encounter conflicts in their institutions; and
- 10% chose team building because they felt it was important to enhance team spirit in their institutions.

This phase also involved visits to course participant's institutions whereby facilitators/tutors of the course offered guidance, support and advice to participants on their reflection assignment. Saturday seminars/workshops were also conducted in Phase II of the course. The topics covered in the workshops included:

- Financial Management;
- Project planning and proposal writing; and
- Guidance and counseling.

The workshops on financial management and project planning were facilitated in collaboration with the Ministry of Education and Ministry of Health in Zanzibar while the workshop on guidance and counseling was facilitated in collaboration with a lecturer from the State University of Zanzibar. These were followed by the seminar on proposal writing, as it is through the proposals that the course participants would present their ideas for improvement or change in their institutions. The workshop on guidance and counseling widened their knowledge on the topic. The facilitator of this topic promised to organize a follow up workshop on the same topic but with simulations as requested by course participants.

Phase III of the CE: ELM course involved face-to-face sessions with the facilitator. It is during this phase that participants presented their action research proposals and reported progress on implementation of their action plans in their respective institutions. The facilitators provided support and advice in finalizing the action research.

The modules covered in phase III included:

- Managing change for school effectiveness and school improvement;
- Monitoring and evaluating school performance; and
- Managing school-community relationships.

During this final phase, course participants reflected on their achievements after implementing what they had learnt during phase I and II of the course. What was learned in the previous phases prepared them for phase III, where they critically analyzed what they had implemented in their

institutions, the factors that facilitate/hinder change as well as their roles in contributing to change in the school culture and school effectiveness.

During the module on monitoring and evaluation, the course participants discussed their roles as monitors/evaluators and supervisors and the challenges they face. The participants were introduced to alternative ways of monitoring and evaluation, which they found to be useful. They designed their own monitoring and evaluation tools. The module on school community relationships reminded and informed course participants of their roles as relationship builders and the value of partnerships with various stakeholders.

A certification ceremony is being organized and all the course participants who completed the course will be awarded Certificates from AKU- IED.

Conducting short courses for District Education Officer's and Regional Education Officer's on educational management
PDC was involved in planning for the short courses and is also planning for short teacher courses in educational management to be implemented in Pemba. A planning meeting was held at PDC in which the criteria of selecting cooperating schools was discussed and agreed upon. The sampling and data collection methods were also discussed. A needs assessment for the teachers in Pemba is scheduled to take place in August this year. The findings of the needs assessment will determine the type of short courses to be offered. The short courses are scheduled to be implemented in Pemba in September 2005.

Pre-testing and pilot training of CDCs and SMCs training modules

NGORC conducted a workshop that pre-tested a set of modules that covered; *Strategic Planning, Resources Mobilization, Monitoring and Evaluation, Facilitation Skills, Record Keeping, Community Mobilization and Leadership*. The pretest initiative involved three participants from each NGORC/EQUIP1 partners in Unguja and Pemba. Written in Kiswahili, the modules are aimed at enhancing the capacity of CSOs on providing quality education services in their respective localities and will be used in School Management Committees (SMCs) and Community Development Committees (CDCs).

Overall, the participants were happy with the sequential arrangement of the modules and the content. They acknowledged that the modules would be a valuable addition to the overall knowledge base of SMCs and CDCs. Their input to the modules mainly revolved around assessing the validity of the contents of the modules to their relevant CSO and CDC/SMC realities as well as refining the vocabulary and the quality of Kiswahili used within the modules.

Building the organizational capacity of CSOs

A series of 4 workshops (2 in Pemba and 2 in Unguja) were conducted to train 10 CSOs on Organization Capacity Assessment (OCA). The workshops had the aim of bringing organizational development as per needs discovered during the base line survey of the last quarter. Thirty-one participants (16 in Pemba and 15 in Unguja) underwent the training. The participants were also trained on how to develop capacities and competencies as well as enhance their ability to deliver outputs and realize their visions. The workshops were also used as a quick review on the clarity of organizational goals and abilities of the targeted CSOs. Other training for organizational development (resource mobilization and monitoring and evaluation) will be done in the next quarter.

Another workshop was conducted to train 10 CSOs in both Unguja and Pemba on strategic planning. The training was aimed at building the capacity of CSOs to develop holistic plans that would enhance their ability to achieve their own program targets. Focusing on education, the CSOs will be expected to develop plans that will enhance the quality of primary and secondary school management and hence education. Considerations of gender equity will also be factored in to their

overall makeup to ensure that more women are involved on matters concerning girls education and general school development.

Equipping secondary schools with appropriate textbooks and laboratory equipment

MoECS, in collaboration with AIR and MKEZA CT, conducted the official handing-over ceremony of textbooks and laboratory equipment under the MKEZA project to secondary schools and Teacher Training Colleges and Centers. The books were distributed to 5 A-level secondary schools (4 in Unguja and 1 in Pemba), 12 teacher-training colleges (7 Unguja and 5 in Pemba) and 153 O-level secondary schools. A total of 65,663 books covering science subjects were presented as part of the ceremony. The event was attended by Ms. Pamela White [USAID Tanzania Mission Director], Dr. Sarah Moten, [Director of Africa Bureau, USAID Washington] and Ms. Sonya Elissa Medina [Advisor of Programs for Mrs. Laura Bush's Office]. The event was hosted by the Minister of Education, Culture and Sport and was held at Lumumba Secondary School. In addition to the ceremony, the visitors also visited Al Rahma Madrasa School and the special needs units at Kisiwadui Primary School.

In consultation with AIR, the MoECS finalized the list of books to support the educational and technical book needs that were not met through the original procurement process and finalized the bid solicitation for these textbooks.



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

3.2 Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn

Awareness creation and sensitization

The PDC coordinator in Pemba held a meeting with a MoECS Planning Officer in Pemba to sensitize education stakeholders in Pemba about the project activities in Zanzibar and the upcoming activities for Pemba Island. It is through the meetings with the education officials that the PDC

cooperating schools in Pemba will be identified and recommended during the follow up meetings within next quarter.

Designing, developing and delivering Certificate in Education: Science course

PDC is in the process of developing and testing the Certificate in Education: science modules for NTTC staff on how to make locally made materials for science classes. A 3-week, face-to-face session delivering phase III of the Certificate in Education: Science Course was also conducted. Modules covered during this phase of the course included:

- Classroom management;
- Enrichment of subject content; and
- Re-entry process to their schools.

Follow up activities have begun. Teachers are expected to carry out workshops in their schools after the certificate course. The aim of the workshops is for teachers to share what they have learned. Two teachers from Unguja have already conducted workshops in their school attended by 15 teachers (1 Male and 14 Female).

Facilitating MoECS to assess the in-service needs of Math, English and Science teachers

PDC facilitated MOECS to assess the in-service needs of Math, English and Science teachers through capacity building of NTTC staff; one candidate was selected to understudy CE: Teacher Education Course. The candidate is expected on completion to be able to facilitate/co-facilitate future courses.

Holding citizen forum/public debate on education and children with disabilities

NGORC organized a citizen's forum that discussed the importance of education for children with disabilities. This forum was done at the regional level and two districts of North A and B participated. The objective of this forum was to create awareness among the general public about the education needs and rights of children with disabilities as well as to garner recommendations that will be forwarded to the respective institutions for further consideration and action with a view of improving the right of Children with Disabilities (CWD) on getting access to education.

The forum was widely attended by 98 participants (6 female and 92 male). Efforts to encourage greater female participation in future activities are being carried out by NGORC through awareness campaigns. A number of dignitaries also attended including the District Officer for North A and B; the Regional Educational Officer, the Regional Commissioner and media representatives.

Training 100 teachers in 20 new schools

Nine Centre Based Trainings (CBTs) were conducted for 95 teachers in 16 new schools. The topics covered included: transition, serialization, environmental hygiene, storytelling, children's safety, children and HIV/AIDS, developing children's story books and parent involvement in school development. As a result of the training, teachers have started using strategies in planning and reviewing as well as supporting children during work time. In addition, teachers and parents have begun to share responsibility in the children's education. In the picture, a parent is interacting with children who are using locally made learning materials in Madrasat Tahfidh (Pale), one of the ZMRC supported pre-schools.



A father in Madrasat Tahfidh (Pale) interacting with children working with materials during site based parents' workshop

To ensure sustained and long-term support to ZMRC pre-schools, ZMRC trainers and Community Development Officers (CDO) have started organizing parent support groups in their communities. This is done through existing structures in communities such as adult learning classes, women groups and football teams. These groups have been observed to work closely with teachers and SMC members in school activities such as material development and are well placed to continue supporting the schools after ZMRC support.

Furthermore, these groups are also extending children's learning at home for the preschool children and their younger siblings to prepare them for school. To strengthen this, ZMRC trainers have started to organize small groups of parents with their children for workshops so as to start building relationships with them and learn how to insure necessary parental support at home. In Madrasat Tahfidh (Pale) in Unguja, 15 parents (5 male and 10 female) attended a site-based parents' workshop.

Training SMCs in 20 new communities

ZMRC conducted three Centre Based Trainings (CBT) in 16 Madrasa preschools. Topics included teamwork, delegation of responsibilities, motivation, conflict resolution and fundraising (in Unguja) and leadership skills, delegation of responsibilities and motivation (in Pemba). 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 different age groups taking part in preparation of a contract signing ceremony between new schools and ZMRC.
- Bweleo SMC members delegated initial grant funds to two teachers to buy budgeted materials for the school.
- At Madrasa Nuwariat Kiboje pre-school, teachers and SMC members with the support of CDOs and ZMRC trainers, have managed to resolve their financial management conflict. The chairman, who was formally controlling the school funds, has realized that it was not solely his responsibility to control funds and after discussions he agreed to meet with teachers to find an appropriate resolution for raising and using funds.

New communities are given an initial grant of Tsh. 1,000,000 to buy learning materials for the schools. ZMRC trained SMCs and communities on how to plan and develop budgets for the proper use of this grant in the 16 new schools that have already signed contracts. To ensure that ZMRC achieves the target of 20 new communities proposed under the MKEZA funding, 4 (2 in Unguja, 2 in Pemba) new communities were mobilized during the quarter. Teachers and SMCs in these new communities have received orientation training and are in the process of recruiting more children.

Training teachers in 20 ECD graduate communities

ZMRC Pemba staff developed the first draft of the Community Resource Teams (CRT) manual and shared it with Unguja ZMRC staff for feedback. This is being finalized and will be used for training in the next quarter. ZMRC also conducted a two-day in-house workshop with ZMRC staff and teachers to review a Parent Manual originally developed by MRC Kenya. The revised manual was shared with the Director, American Rescues Committee (ARC) and feedback shared with ZMRC Pemba staff. Training of 16 CRT members from 8 ECD graduate pre-schools in Pemba took place regarding ways to monitor learning outcomes.

ZMRC staff has supported 95 teachers and 67 SMC members in ECD graduate preschools to conduct parent workshops to educate parents on their roles in the holistic development of their children. This includes issues such as the importance of play, the provision of learning materials and giving children opportunities to play at home.

Providing follow up support for teachers in 20 new communities on active learning /parent support

Through weekly visits, trainers have supported 100 teachers in working with SMC members and parents in developing teaching/learning materials as well as in improving indoor learning areas by rearranging, labeling and increasing the number of teaching/learning materials. As a result of this support, community involvement in school activities has improved through increased community contribution to the preschool fund which is used for paying preschool's expenses. Teachers have also worked with community members to set up at least four indoor learning areas in the 16 new schools.

In this report period, 6 communities in Unguja held ceremonies and signed the 2-year contract with Zanzibar Madrasa Resource Centre. Teachers and SMC members were supported in preparation activities for signing ceremonies by inviting guests of honor, writing community speeches, preparing children's activities and creating schedules of activities. Staff used this opportunity to encourage exchange visits amongst preschools. This encouraged schools that had not signed contracts to expand their own community's involvement.

Providing follow-up support to teachers in 20 ECD graduate communities on learning outcomes and active learning

Head and lead teachers received on-site support to share with CRT, Village Development Committee (VDC) and SMC members through center based workshops by observing, writing and sharing with parents, children learning outcomes. Teachers and community members in ECD graduate schools worked together to develop charts and other teaching/learning materials, reestablish indoor learning areas and renovate outdoor plays.

ZMRC Staff in both Unguja and Pemba visited the schools to sign contracts between ZMRC and ECD schools on the Post Graduation Support for Sustainability and Strengthening program being implemented by ZMRC. This activity served as a motivation for communities since it was also accompanied by dividends to the schools. Schools showed interest of improving their activities. They inquired about visiting the center to develop teaching/learning materials. In the process, staff members managed to mobilize two communities to join the Post-Graduate Support Services (PGSS) program and sign a contract.

Providing follow-up support to 40 graduate communities on active learning

Trainers visited Madrasat Sirajat Munira (Jambiani) school to support Head and Lead teachers that had met their target of constructing a wall and entrance gate around their school in order to ensure quality classroom practice and improve the learning environment. As a result of this activity, 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.



CDOs facilitating a session to CRTs of graduate schools

In Unguja, a CBT on Delegation of Responsibilities and Motivation was conducted for CRTs from 19 PGSS schools. The picture on the right shows ZMRC Community Development Officer conducting training with parents, teachers and CRT

As a follow up to the training, 7 CRT members were then supported to prepare training outlines and carry out training for 75 teachers from these schools on the same topic. In Pemba, there were 2-day center-based workshops to 48 CRT members (25 women and 23 men). The topics covered included, reviewing roles

and responsibilities of CRTs and endowment up-dates and process.

Reviewing and supporting government pre-primary teacher training approaches

A draft Memorandum of Understanding (MoU) between ZMRC and the Education Department of the MoECS on review of Government pre-school teacher training approaches was shared with the Director of Education for his feedback. The Director approved the MoU and it has been given to a lawyer for legal advice. It is expected that the MoU will be signed during the next quarter, which will allow other activities to proceed.

Training head teachers/lower primary section leaders on their roles in transition [pre-primary to primary]

In Unguja 3 Zanzibar Madrasa Organization Executive Committee members were supported in carrying out 6 linked workshops for teachers from 4 pilot schools (2 primary schools and 2 Madrasa pre-schools) involved in easing transition of pupils from Madrasa to primary school. As a result of the training participants have developed stories appropriate for use in standard one. Primary school teachers from the two schools have started to apply some principles of active learning methods.

In Pemba, two center-based workshops for 32 (6 male and 26 female) standard one teachers on awareness of easing transition, and one linked workshop for teachers from pilot schools (4 Madrasa preschools and 2 primary schools) were conducted.

Developing a strategic plan of action for HIV/AIDS for MKEZA integrated with MOECS plans

The MKEZA CT has drafted a concept paper and identified the key areas for its work on HIV/AIDS. This will serve as the basis for discussions of the MKEZA strategy on HIV/AIDS vis-à-vis the MoECS Draft Strategy on HIV/AIDS that has been drafted but not yet released. MKEZA will present this at the MRC, TAP, NGORC and PDC project directors meeting to compile ideas on how to include this delicate theme in their teacher training and instructional support materials under the guidance of MoECS counterparts. MKEZA CT will coordinate efforts of all the partner work with relevant counterparts in the Ministry and provide leadership through the HIV/AIDS focal point at the MoECS.

In consultation with key stakeholders, MKEZA explored ways for enhancing MOECS skills in Education and HIV/AIDS. The Regional Economic Development Services Office of East and Southern Africa (REDSO/ESA), through USAID Tanzania Mission approached MKEZA to identify MoECS staff to participate in a training program, Managing HIV/AIDS in the Education Sector, being offered by the Mobile Task Team (MTT) in collaboration with the Kenya Institute for Education (KIE) during 2005/6. MKEZA provided names of the key officials in MoECs who are to be selected to attend this training. This is part of MKEZA strategy to ensure that MoECS deals with the Education and HIV AIDS issues.

The Training program offers 4 one-week modules aimed at enabling better management of HIV/AIDS in the education sector. The program target group is Senior MOE national and sub-national staff and other persons responsible for the mitigation and management of HIV/AIDS in the education sector.

Identifying possible strategies for addressing HIV/AIDS impact in schools

MKEZA organized a one-day meeting on HIV/AIDS supported by GTZ facilitators at the Mazons Hotel, Zanzibar, on 11 April 2005. The objective of the meeting was to consult with stakeholders and key experts to improve MKEZA support to MoECS Zanzibar's response to HIV/AIDS. This workshop was attended by GTZ facilitators, MoECS TZ official of the PASHA (Facilitator), MoECS, Focal Point Person for HIV AIDS, Program Developer, Head Division Guidance & Counseling, MoECS, Khalifa R. Said, OIC, Secondary Education, Dept of Education, MoECS,

Charles Bellah, Teacher Trainer, Peace Corps, Manager Counterpart & Training Officer, TAP, NITC and the MKEZA Director and Program Officers. (Absent with apologies Commissioner of Education, MoECS and Mr. Suleiman, Division of Sec. Education, MoECS). Participant composition included six institutions working on HIV AIDS, namely GTZ; MoECS Mainland/PASHA Project; MoECS Zanzibar; TAP and MKEZA. A total of 12 participants (8 males and 4 females) attended. Participants' practical experiences enriched the discussions during the meeting.

MoECS Zanzibar participants benefited from the experience of others engaged in similar challenges in HIV AIDS interventions. Key staffs of MoECS Zanzibar were involved in more in-depth discussions and exchange of information and experience focusing on development of their own HIV/AIDS strategy. GTZ made a Power Point presentation of an overview of the MoECS mainland interventions and of the PASHA (Prevention Awareness in Schools of HIV AIDS) – project work on HIV/AIDS. These resources were shared with participants. MKEZA pledged to sponsor MoECS officials in the PASHA workshops on refresher trainings of Biology and counseling teachers in June 2005. There was also an exchange of materials between Tanzania mainland and Zanzibar.

Procurement of Primary textbooks

MoECS are using textbook procurement funds to attain textbooks for standards 1-3 in Math and English. Bids were received during the quarter and a review of the books offered by the bidders is underway.

3.3 **Objective 3:** Provide support to those with disabilities to ensure a quality education

Developing training module on training of CSOs on advocacy for children with special needs

Preliminary work for the development of modules on training of CSOs about campaigning and advocacy around children with special needs was started by MKEZA CT. Bilateral consultations were held, culminating with a meeting for key players regarding disability issues in Zanzibar, organized and held at the MKEZA office on 10 June 2005. The MoECS, NGORC, UWZ, ZAPDD and the MKEZA CT attended the meeting. The objective of this meeting was to discuss the 'Draft Terms of Reference (TOR) for Support to Advocacy Modules Development for NGORC Interventions with CSOs in Pemba and Unguja Island of Zanzibar'. Two specialists have been identified and the workshop has been organized for the first week of the next quarter.

Conducting citizen forum/public debate on education and children with disabilities

The core team participated in the public debate on education for children with disabilities on 25 June 2005, held at Mkokotoni, District (Wilaya Ya Kaskazini A). This was the third debate organized by NGORC and was significant because this forum was held in the community as opposed to the city. The quality of the panel, the moderator, and those who presented papers including Bi Mpagi Ali Maalim, Head Division of Special Education (MoECS), and that of Bi Talaa M. Said, CBR Project Manager UWZ, was good. The invitees included teachers, School Management Committee leaders and the senior officials in the Mkokotoni District. NGORC recognized USAID in the banner and their acknowledgment. There was positive coverage by the print media, Zanzibar Leo, TVZ and the Radio.

Supporting teacher training in 20 special needs education pilot schools on inclusive education

The MoECS, with financial support from Norwegian Association for People with Developmental Disabilities (NFU) in collaboration with MKEZA and the Zanzibar Association for People with Developmental Disabilities (ZAPDD), have developed an in-service training module on teaching children with different types of disabilities in inclusive classrooms.

Two teacher in-service training sessions for teachers from 12 pilot schools in Unguja and from the 8 pilot schools in Pemba were conducted. From each of the pilot schools, seven teachers drawn from standard one to seven of each pilot primary school were invited to participate in the one-week in-service training. Therefore, a total of 140 teachers (84 from Unguja and 56 from Pemba) have successfully completed the course.

The MoECS, MKEZA and ZAPDD conducted follow-up school visits to all the 20 pilot schools to discuss with teachers progress in practically applying the concepts learned during the in-service training, the challenges faced and recommendations on further support. The team provided technical and professional support as needs were identified and responded to teachers' questions during the field visits.

In all pilot schools, the in-service trained teachers have organized short induction sessions for the rest of the teaching staff on the concepts they learned during the in-service training. With the support of the Head teachers and the SMCs in their schools, they have organized a parent and community leader sensitization and awareness meeting on their role in effective implementation of inclusive education.

Identifying major challenges faced by children with physical and cognitive disabilities

Trained teachers in handling inclusive classes in Pemba carried out child census for children with disabilities within schools and their surrounding community. The aim of this activity was to ensure that the correct number of children with disabilities within the pilot schools is known for purposes of future planning.

At the school level, the teachers have gone from class to class identifying children with special learning needs. For each child, the trained teachers have helped the class teachers to open a file for each child which contains basic information: name, age, class in which registered, sex, when was first enrolled in the school, parental information, type of special learning need identified and recommended Individualized Education Programme (IEP) where applicable.

At the community and home levels, the census focused on all pre-school and primary school age children not enrolled. With the support of community leaders (religious and local administration), SMC members and the teachers sought general information on why the children were not enrolled. They focused specifically on children with disabilities and other learning needs. Parents were encouraged to immediately enroll highly functional children while records were kept for the cases which require further investigation, further parental-school negotiation/sensitization and children who need technical or financial support. Compilation and analysis of the census is still ongoing and findings will be reported in the next quarterly report.

Planning for the Joseph P. Kennedy Jr. Foundation Disability workshops

Joseph P. Kennedy Jr. Foundation (JPKF), AIR and MKEZA CT collaborated on the design and laid out the work plan for the next stages for integration of education for disabilities. The process involved developing terms of reference that met the needs on the ground, reviewing the roles and the descriptions for the consultancy team (JPKF, Regional Consultants and MKEZA), identifying and aligning core themes to the program goals, planning the budgets for the workshops, logistics and travel to and from Pemba, and in country, making contingency plans for the national elections and unforeseen constraints or challenges. Strategizing and organizing logistics took longer than anticipated, but activities are set to start next quarter.

3.4 Objective 4: Provide support and encouragement to girls to increase access to quality education

Developing capacities of 10 CSOs in developing a plan for promoting education of the girl child

Through the strategic planning training done in Pemba and Unguja for the selected 10 CSOs, NGORC advised each group to add education for the girl child in the objectives and aspirations of their organizations. To date, three CSOs from Unguja, (ZACA, CHANGAMOTO and the ELITE club) and one from Pemba (PIRO) already started integrating this component into their program of “support to vulnerable children”.

Assisting CSOs in making linkages with other partners to deliver campaigns for education for the girl child

NGORC supported four CSOs (ZIA, PIRO, ODC and MPESO) in reaching their funding targets. An influential factor in choosing these CSOs was that they are remote and have little interaction with potential financial support, unlike their Unguja counterparts. For the four, successful links have been established with Save the Children, facilitated by NGORC. Whatever funds will be obtained are expected to cover the areas of HIV/AIDS, substance abuse and adolescent sexual and reproductive health education to all vulnerable children in their localities.

Conducting sensitization meeting

ZACA, one of the 10 CSOs supported by NGORC/MKEZA, organized a sensitization meeting for the community on the girl child and her place in the provision of education. The meeting talked of the importance of providing the girl child with equal opportunity in education and the need for sensitizing and supporting parents in providing for their female children. ZACA provided school uniforms to 14 girls from poor families to support the efforts of their parents in ensuring their access to quality education.

Conducting workshop/training on gender mainstreaming focusing on education system

Two MKEZA program officers attended the Breakfast Debate on Gender and Special Needs Education on 26 May 2005 in Dar es Salaam. The theme of the conference was “How people can influence politics”. Two International NGO facilitators presented their ideas regarding advocating policy changes at the government level. Lessons learned from this meeting are being used to refine the gender strategy being developed by MoECS Zanzibar.

MKEZA Core Team conducted a Gender Workshop on 29 June 2005 at Maruhubi Beach Villas, Zanzibar. The participants included the Commissioner of Education, MoECS Focal points on gender and HIV/AIDS Program personnel and representatives from TAP, PDC, NGORC, Forum for African Women Educationalists (FAWE), Special Needs Education (SNE), MRC and MKEZA CT. The one-day workshop aimed at working with the MoECS heads of department to come up with gender activities to be implemented in the coming quarter with the support from MKEZA. All the MoECS departments developed and commitment to activity plans. Moreover, strategies to increase girls’ participation in science and mathematics were developed during the workshop.

4.0 PARTNER DEVELOPMENT AND CROSS-CUTTING THEMES

(a) MKEZA partner development

The project made several linkages in its efforts to gain wide experience in various aspects of the program. The project conducted the following activities during the quarter:

Supporting MKEZA partners in monitoring and evaluation

MKEZA CT supported partner organizations in monitoring and evaluation of their projects through development of monitoring tools. The development of monitoring tools for summarizing project activities and the ongoing development of the ZMRC transition tracking systems are among the areas

that MKEZA has supported. During the meeting held between the CT and TAP on 21 June 2005, discussions centered on how to develop tools to monitor and evaluate the ASTC curriculum that TAP is developing. Among the resolution was that during the next quarter a workshop will be held to discuss some of the conventional tools in use with a view of adapting them. Also the need for having future ASTC curriculum and materials review workshops was discussed and agreed upon.

Supporting MKEZA partners in material development

The CT developed a module on improvisation of instructional materials and trained the ASTC TOTs during PDC workshop conducted at NTRC on 24 May 2005. Twenty-five ASTC TOTs from Unguja and Pemba Islands attended the workshop. Also, the same module was delivered during the PDC Certificate in Education: Teacher Education Science course carried out 23-27 May 2005 at the NTRC. The module emphasizes the importance of using visual aids in the classroom. Using visual aids will help the teachers minimize the use of chalk and maximize talk methods, which give way to the more participatory approach in classroom learning situation.

Monthly monitoring and feedback sessions

MKEZA CT held monthly monitoring and feedback sessions to discuss strategies for project implementation as well as review monthly activities. The review sessions were held at respective partner offices as well as at MKEZA offices. During these meetings activities of the next month were reviewed and the support needed from MKEZA CT was identified. Mapping out project areas of intervention and the linkages between the various project components were among the key areas of discussion during these feedback sessions.

Quarterly review meeting

MKEZA CT conducted quarterly review meeting and training in which issues related to project reporting and M&E support to partners were discussed. The training on M&E basic concepts and practices covered the following topics:

- M&E concepts, research types: focus on action research;
- Data collection methods;
- Sampling methodologies – qualitative and quantitative data;
- Data analysis - qualitative and quantitative methods;
- Report writing; and
- Utilization of research findings.

The above areas were identified during the last quarter's review meeting as areas in which partner M&E staff needed capacity building. Based on the training, each partner organization has already identified priority action research areas. The design and implementation of the action research will be done next quarter.

Meetings and Events

11 - 12 April 2005: Mr. Mitch Kirby, Senior Regional Education Advisor, USAID/ REDSO/ ESA, Nairobi, Kenya visited MKEZA project partners and the MoECS. The USAID TZ mission director accompanied him. He had a chance to visit ZMRC project sites and have discussions with TAP on how to facilitate the completion of ASTC curriculum. He also held meetings with MKEZA CT in which planning for midterm review as well as the Performance Monitoring Plan (PMP) indicators and ways of tracking them were discussed at length. One of the major recommendations from this meeting for MKEZA was to ensure that its goals, objectives and intermediate results are well tracked in order to inform future projects in education supported by USAID.

12 May 2005: The Zanzibar International NGO Forum (ZINGOF) 6th meeting was convened at the *Medicos del Mundo Espana*, Tiger House in Stone Town, Unguja-Zanzibar, on 12 May 2005. This

meeting was attended by representatives from MKEZA, Action Aid International, Tanzania, MDM, MSF, Care, Tanzania, and SC UK and discussed the following issues: Change in Government of Zanzibar 'subsistence allowances' and how this affects the organizations' work that involves government officials; Security Issues, during voter registration and the elections slated for October 2005; Public Expenditure Review (PER) update; Disaster Management; information sharing and any other business. These issues were discussed in as far as they affected the work of NGOs and enabled the players to understand the environment in which they work.

24 May 2005: Visit to MKEZA by Prof. Casmir M. Rubagumya, of University Dar Es Salaam consultant and Mr. Bhakari, Donor Coordinator MOECS, Dept of Finance and Planning to discuss the relevance of the English orientation. Students joining secondary school in Zanzibar have to undergo a one-year English orientation before continuing with their secondary school education. This meeting was used to get the MKEZA CT view concerning the consultancy work he was carrying out. Discussions centered on the implications of the orientation class to the new MoECS policy being developed.

9 June 2005: ZINGOF' 7th meeting was convened at the MKEZA office on Thursday, 9 June 2005. This meeting was attended by representatives from MKEZA, Action Aid International, Tanzania, Medicos del Mundo Espana, (MDM), MSF, Care, Tanzania, and SC UK and discussed the following issues: Change in Government of Zanzibar 'subsistence allowances' and how this affects the organizations work that involved government officials; Security Issues especially at the registration and later on during elections slated for October 2005; Public Expenditure Review (PER) update; Disaster Management; and information sharing. All these were discussed in as far as they affect the work of the NGOs and also enabled the players to understand the environment in which they work.

The key issues included security during the elections and its impact on programs as well as the plans for the welfare of personnel. All activities that involved community mobilization will be delayed or brought forward during election time. A portion of the next ZINGOF meeting will be a working session to design a shared framework for security contingency planning. The next meeting will take place on 14 July 2005.

14 June 2005: MKEZA Project Managers Meeting attended by Mr. Bhaloo Mohamed (AKF Zanzibar Liaison Officer), Ms. Fizza Moloo (AKF Tanzania Education Project Coordinator), Ms. Halima Hashi (USAID East Africa representative), Mr. Rupen Chande (PDC Manager Tanzania), Mr. Musa Mohamed (PDC Zanzibar Coordinator, Mr. David Bevan (TAP Manager), Mr. Vuai Kassim (TAP Manager Counterpart), Mr. Rashid Mohamed NGORC, Mr. Ahmed (APD Madrasa), Mr. Bruce Downie (MKEZA Manager), Ms. Margaret Ngau (MKEZA Liaison Officer), Mr. John Ekaju (MKEZA Liaison Officer), Mr. Rufino Jamilano (MKEZA Liaison Officer).

(b) Support to Partners on the Cross Cutting/Mainstreaming Themes

The core team and program officers supported the partner organizations in the mainstreaming issues, namely HIV/AIDS, gender, and disabilities during the reporting period. In addition to activities already mentioned, other details are elaborated as follows:

HIV/AIDS

MKEZA sponsored five MoECS officials to attend GTZ Biology Refresher Workshops and Refresher Trainings that were organized in Tanga (Tanzania mainland). The training was as follows: On the 9-11 June, MKEZA supported biology-training program for MoECS attendee, Mr. Shiekh Osman of Pemba under secondment by TAP program. On June 13-17, MKEZA supported Counseling training program attended by MoECS attendee Ms. Mwanahid Ramathan Vuai, Head,

Div. of Counseling Ms. Wardat Musa Salim, Section Leader Counseling and on June 20–24, Counseling training program attended by Ms. Bi Ramla Moh'd Ramadhan, Focal Point HIV AIDS, Mr. Abdalla Moh'd Jadii, Program Developer.

These trainings were organized to enhance capacity and prepare these officers to support MKEZA in preparation for the coordination of action research on the role of health clubs in HIV/AIDS sensitization in selected schools. This includes training HIV/AIDS patrons in selected schools in Zanzibar. Sufficient groundwork has been completed and this activity will continue in the next quarter.

Gender

MKEZA supported the partners' activities in the integration of gender and special needs in the implementation of the ASTC. The gender sensitization is integrated in the writing of teachers' guides, particularly in civics, mathematics and science. During the incoming ASTC induction program, gender activities will be integrated and discussed in selected activities. In year two of the ASTC, gender is fully discussed in Module No. 5. Following this module, gender sensitization activities aim to provide equal opportunities for both girls and boys in the teaching process. This includes the equal distribution and use of textbooks and lab equipment for girls and boys, the equal participation in leadership, flexible seating arrangements, the equal roles and responsibilities effective for both girls and boys and equal chance in distributing and answering questions. It is expected that active participation in the classroom among girls will be enhanced particularly in math and science subjects with the help and assistance of the teachers and the participation of boys.

5.0 MANAGEMENT INFORMATION

Internal Project Linkages

Liaison with the partner projects at a management level continues to develop through the directors' meetings, which are held approximately every six weeks. Two such meetings occurred in this quarter. Invitations to Program Officers from the core team as well as to Halima Hashi at USAID were extended. Halima did not attend the April meeting but did attend the June meeting. The Program Officers found it difficult to attend the April meeting as well due to the arrival of USAID visitors on that day which demanded their attendance in the field. The meeting start was also delayed for the same reason, as the MKEZA Director was asked to meet the visitors on arrival, which coincided with scheduled starting time of the meeting.

Organizational Linkages

MKEZA received a number of visitors from USAID this quarter. Of particular significance was the visit of Mitch Kirby, Regional Education Officer from USAID Nairobi. He spent time with the various partner projects and core team staff as well as some Ministry staff and provided useful observations and inputs into the status of the project. His education perspective and experience were very much appreciated by the project team.

The new USAID Mission Director in Tanzania made her first visit to Zanzibar to see the MKEZA project sites in April shortly after arriving in post. She returned 3 times in June in advance of other high level visitors who were making preparations for the visit by Mrs. Bush to Zanzibar in July.

A special meeting of the project Steering Committee was held in April to open the bids for primary textbooks. A review of the program was presented to the committee at that time. A subsequent meeting was planned when the bids would have been assessed and a decision could be made on the company selection. However, the planned May meeting date was not possible, as the committee had not completed its work. At the end of this quarter the meeting had still not taken place.

Links with other NGOs have continued during this quarter, which has provided some useful information and networking. The international NGO (INGO) forum has met regularly as planned. Core team staffs have also continued to attend the regular meetings in Dar es Salaam hosted by *Haki ya Elimu* although the end of June meeting was not a priority due to conflicting priorities and a topic with less significance to the MKEZA project.

Mid-Term Review

A mid term review was contracted through the AKF USA office. Potential consultants from Tanzania were identified as the MKEZA team felt that a Swahili speaker would be extremely desirable as the lead or at least as a contributing consultant. Once the consultant had been identified and contracted by the AKF USA office the MKEZA team worked in conjunction with the project partners and Ministry staff to establish a consultation program for the consultant during the time allocated to field visits in Zanzibar. MKEZA provided support to the consultant during the field visit period in early June. The draft report is being written.

MKEZA Pemba Office setup

Staff have discussed and acted on the lower level of program activity being carried out by the CT on Pemba. A visit to Pemba was carried out in June where staffs were seeking a base of operation so that program activity could be more readily supported and where a staff presence would be more possible. A house was found which could be used as an office and accommodation for staff and arrangements were made to have repairs done in anticipation of occupancy and use by the core team. Arrangements will also be made in the near future to finalize a contract with the landlord and to have a vehicle sent to Pemba to support the program activity.

6.0 CHALLENGES ENCOUNTERED

- Government teachers and officials have financial expectations when called for a workshop/meeting. This causes their attendance to reduce after the first meeting since it is not ZMRC's policy to provide allowances during training or meetings. However, ZMRC is engaged in dialogue in order to resolve the issue. Also, they have started stating in the letter of invitation the roles and responsibilities of ZMRC for such events so as participants agree to attend voluntarily.
- CSO members expressed concern over the political environment in Zanzibar and raised concerns over the possible challenges they might encounter during their interactions with SMCs and the community in the coming months when the election frenzy is at its peak. It was suggested that NGORC, as a trusted actor, should introduce the CSOs to MoECS who in turn would do the same for the CSOs in their community in order to enable them have easy access without fear in the communities they work with.
- During interventions, CSOs noted that the number of teachers with SNE training were too few and recommended that there should be a concerted effort to provide qualified teachers in the special needs education arena for every school. This would encourage parents to take their children to school knowing that their children's safety would be ensured.
- There were difficulties in the coordination of ZAPDD and MKEZA supported activities for inclusive education within the MoECS. While at country level there has been interest for the two partners to coordinate the implementation of activities, the ZAPDD donor organization in Norway has been slow in responding to an official request by MKEZA to establish a working mechanism. Consequently, it has been difficult for the Special Needs Education Division to effectively implement MKEZA activities.

- Applying the MKEZA/USAID financial requirements when working with NGOs and MoECS officials who have been receiving a variety of allowances from other development partners has been a significant challenge. Also, the MKEZA project partners have established financial policies that are difficult to harmonize when implementing activities that need participation of representatives from the four projects and MoECS.

7.0 LESSONS LEARNED

- Public debates provide a worthwhile creative fact-finding forum that enables the community to raise and discuss at length their problems [both obvious and hidden] and ways of tackling these problems. Public forums also generate useful information of the preferences and concerns of the community on a variety of issues (i.e. educational opportunities for CWDs). Exemplifying this trend, the recently held public forum on CWDs has brought to light the reason for low attendance of CWDs in schools which include parental fear on the safety of their vulnerable children as well as a belief that the government should provide for the education of these children. To their merit, the parents attending the forum vowed to begin sending their disabled children to schools while the SMCs committed themselves to ensuring that school would provide safer environment and to the best of their abilities and provide qualified staff to deal with the special needs of children with disabilities.
- Theoretical inputs given to community members through training are not by themselves enough to develop the capacities and skills of SMC members to perform their works. Practical lessons during field visits are therefore necessary particularly in record keeping, which ZMRC field staffs are practicing.
- Coordination is significantly improved when information on planned activities is shared with project partners and other stakeholders expected to participate at least a week before the proposed date.

8.0 SUCCESS STORY

(a) Not too Young to Learn and Make a Difference

Munawya Abubakar Abdhakim is only four years old. She is a year one pupil in Tuwa Mtoni Kigomeni Madrasa pre-school. Her mother, Ms. Riziki Ramimu Suhail is full of praises of what the little girl has learned within a very short time despite her tender age.

Recently (late May 2005), Ms. Suhail came to see Munawya's teacher, Mrs. Maryam Rajab Bakari, to express her pleasant surprise of how her daughter has been applying what she has learned in school in real life situations, something that she had not seen with her seven-year-old son who never went to pre-school.



Teacher Maryam Rajab Bakari sharing information on how HIV/AIDS can be transmitted. Photo by Margaret Ngau (PO MKEZA)

Ms. Suhail told the teacher that one day her daughter came home from school and found her cutting her finger nails with a razor blade. The first thing Munawya asked her mother was: "Have you collected that razor blade or you bought it (new) from the shop?" The mother was really surprised and inquired from the little girl why she was asking

that question. She answered: “*Teacher Maryam has told us that we should not collect used items like razor blades, needles, nails, pins and knives and use them because we can get HIV/AIDS*”.

When the mother finished cutting her nails she wanted to cut Munawya’s using the same razor blade. Adamantly, the little girl refused to have her nails cut unless the mother bought a new razor blade for her. The mother tried to convince Munawya that she was sure she was not HIV positive and therefore her daughter should not worry. But the little girl responded: “*But teacher Maryam has taught us never to use a razor blade, a pin, knife, nail or any other sharp object that has been used by someone else, because one can get HIV/AIDS*”. The mother was forced to buy a new razor blade to cut Munawya’s nails.

Ms. Suhail reflected back on the many times she has heard her daughter tell other children, some even older than her and in primary school, what she has learned from pre-school. For example, Ms Suhail has heard her daughter tell other children they should:

Wash hands before and after eating;
Pray before and after eating;
Pray before and after going to the toilet;
Greet their parents in the morning; and
Not play in dirty water.

Although Munawya is not able to read or write, she recites short stories, rhymes and poems. She also attempts to count items in the house or the number of family members. All these things she learned at her Madrasa school.



Munawya Abubakar Abdhakim with her mother outside their house, in Mtoni Kigomeni. Photo by Margaret Ngau

According to her mother, she socializes very well with other children in the neighborhood. For example, she has no problem sharing play materials with other children. Her mother really believes that she is able to do these things because of her participation in pre-school education.

Ms. Suhail wishes her son had had a chance to go to pre-school, but Tuwa Mtoni Kigomeni is one of the new ECD Madrasa pre-schools that opened in 2004, under the Mradi wa Kuendeleza Elimu Zanzibar (MKEZA) project. She believes that most, if not all, the children who go through the pre-school program benefit a lot and what they learn is shared with others for the benefit of the larger community. Ms. Suhail concluded: “*Do not think these children are too young to learn and make a difference*”.

By: *Abmed Rashid Ali [ZMRC Assistant Project Director] and Mohammed Shamis [ZMRC, Community Development Officer]*

Assisted by: *Ms. Asha Mohammed [ZMRC Project Director] and Margaret M. Ngau [MKEZA Project Officer].*

(b) Forwards Ever, Backwards Never

The Fiisabili Llaah, Dongongwe Madrasa pre-school is one among the 20 Early Childhood Education (EDC) graduates that were established by Zanzibar Madrasa Resource Centre (ZMRC) and are currently supported by Mradi wa Kuendeleza Elimu Zanzibar (MKEZA). The pre-school was started after a period of intensive community mobilization for take-off and sustainability facilitated by ZMRC in 1997. In order to begin the pre-school, the community constructed a temporary structure using locally available materials such as posts, mud and coconut leaves.

Unfortunately, the Dongongwe area is generally termite infested making maintenance of temporary structures an up-hill struggle. Every few months the community had to repair the building, especially the *makuti* (coconut reed thatch) to protect the children from the elements of nature. As time went-by, the community found it very difficult to keep-up with the frequent repairs. Under the leadership of the School Management Committee (SMC) who had been trained by ZMRC, the community decided to find a permanent solution to the problem.



The old Dondongwe Madrasa School.
Photo by Abdalla Mjaka, ZMRC, Lead Trainer

In the process of finding a solution to the recurrent maintenance problem, the Dongongwe community's vision for education development was expanded beyond the school house. The SMC and parents decided to expand their school development project to

cater for a lower primary (standard one-three) school to be included in the new building along with the Madrasa pre-school. This would increase the transition rate of children from Madrasa pre-school to primary school. They approached the Ministry of Education, Culture and Sports (MOECS) which supported the idea. The community became highly motivated by the positive response of the Ministry, thus increasing their level of commitment and determination to see the project to a successful completion.

After several meetings and brainstorming sessions, the community came up with a plan for resource mobilization from within as well as outside the community. The Aga Khan Foundation through ZMRC continued to provide financial and technical support, while the community members continued their financial and material mobilization efforts from local leaders, MOECS and other development partners. In addition, they collected locally available construction materials such as sand and gravel and contributed their own labor. In 2003, the construction of the permanent block started.



Collapsed Dondongwe Madrasa school due to heavy rain.

Photo by Abdalla Mjaka, ZMRC Lead Trainer

In the meantime, the determined termites continued with their destruction mission. As the community was very busy with the construction of the new building, they were paying less attention to regular repairs of the temporary structure which eventually came tumbling down. However, this did not dampen the spirit of marching forward with their project.

Determinately, the parents and SMC acted quickly and found an alternative shelter for the pre-school children and their teachers as they continued with the construction of the permanent building. Currently, the pre-school is housed in a community facility where they have been allocated one classroom and a fairly large reception room. However, there is no space for out-door activities. The priority is therefore to complete the remaining tasks to enable the children move to the new site.



The new look Dondongwe Madrasa School.
 Photo by Margaret Ngau, MKEZA project Officer

Recently (June 2005) the community together with development partners, the MOECS and ZMRC completed construction of the main school building.

The remaining tasks of constructing toilets for children and teachers, and the preparation of an out-door activity area including land-scalping are on going.

When discussing the progress of the Dongongwe education development project with the chairman of the SMC, Mr. Ibrahim Othman made the following concluding comment:

“the Dongongwe community is poor, but this pre-school has opened our eyes and minds to the

benefits of education, and especially early education. Many of our children have gone to primary and secondary schools because their parents were sensitized into the benefits of education early, and the children had early exposure which prepared them for further learning. I do not see anything that is going to make this community look back, ever.”

This story is a measure of the positive impact of ZMRC community mobilization and community ownership for project sustainability.

By: *Abmed Rashid Ali [ZMRC Assistant Project Director] and Mohammed Shamis [ZMRC, Community Development Officer]*

Assisted by: *Ms. Asha Mohammed [ZMRC Project Director] and Margaret M. Ngau [MKEZA Project Officer].*

9.0 PLANS FOR NEXT QUARTER

MKEZA will continue implementing activities as per the year two annual implementation plan. The following table shows the activities that will be carried out by MKEZA components in the quarter covering July – September 2005.

MKEZA WORK PLAN (JULY – SEPTEMBER 2005)

PLANNED ACTIVITIES BY OBJECTIVE		LEAD NGO	Year 2005		
			July	August	Sept.
Project Objective: To improve the quality of learning in Zanzibar					
Activity area A. Staff hiring and office set up and awareness activities					
A.3	<i>Awareness creation on the project</i>				
	1	Hold forums in both Unguja and Pemba to create project awareness.	TAP/ PDC		
Activity area B: Strengthen educational policy and practice					
B.1	<i>Policy implementation program</i>				
	1	Provide technical support to MOECS on the establishment and progress of the policy implementation program that is intended to follow the adoption of the new education policy	CT		
	2	Provide technical support to MOECS on the integration of practice throughout the system based on the experience of activities within the MKEZA project	CT		
	3	Provide technical support to on the integration of effective responses to cross cutting themes such as HIV/AIDS, gender and disability	CT		
	4	Explore and identify other areas for future program activity that could strengthen the quality of education in Zanzibar	CT		
B.2	<i>Support of MOECS HIV/AIDS initiatives and activities</i>				
	1	Coordinate action research on the role of health clubs in HIV/AIDS sensitization in selected schools	CT		
	2	Train HIV/AIDS patrons in selected schools	CT		
B.3	<i>Strengthen MOECS's capacity in addressing the needs of children with disabilities</i>				
	1	Support in training teachers from 20 special needs education pilot schools on inclusive education	CT		
	2	Support MOECS and SNE NGOs to develop an advocacy strategy for policy/ decision makers for improved SNE implementation			
	3	Encourage greater commitment to HIV/AIDS issues on the part of senior decision makers	CT		
B.4	<i>Support MOECS initiatives to promote girls education</i>				
	1	Consult with stakeholders, key experts and MOECS on modalities for improvement on girl's access in schools	CT		

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				July	August	Sept.
Activity area C: Capacity building for MKEZA partners.						
C.1	<i>Staff development training activities</i>					
	1	Train partners and MOECS staff in basic monitoring and evaluation concepts	CT			
	2	Coordinate activities in setting up ECD working group in Zanzibar	MRC			
	3	Participate in ECD networking registration process and other networking activities in Tanzania	MRC			
	4	Participate in public debate forums	MRC			
	5	Hold board meetings	MRC			
	6	Conduct study tour for TAP staff	TAP			
C.2	<i>Project monitoring and evaluation activities</i>					
	1	Conduct Board visits to schools	MRC			
	2	Monthly monitoring and feedback sessions	All			
	3	Make working visits for program co-operation – staff development	MRC			
	4	Quarterly Reviews	ALL			
Objective 1: Support the improvement of instruction and learning in Secondary schools						
Activity Area 2: Support improved instructional capacity						
1.2.1	<i>Develop and Review the ASTC curriculum</i>					
	1	Review and update the ASTC curriculum (after baseline)	TAP			
	2	Asses the level of English integration in ASTC	TAP			
	3	Develop Civics curriculum for ASTC	TAP			
1.2.2	<i>Develop modules & materials (for physics, chemistry, biology and civics) which includes module on creation and use of locally made materials</i>					
	1	Organize workshops for each subject area to develop materials and modules	TAP			
	2	Develop and pilot test materials	TAP			
1.2.3	<i>Carry out ASTC TOT for NTTC, NTRC and TCs</i>					
	1	Plan and develop TOT for science	PDC			
	2	Deliver TOT for science	PDC			
1.2.4	<i>Assist NTTC in strengthening certificate and diploma courses</i>					
	1	M.ED at AKU-IED	PDC			

PLANNED ACTIVITIES BY OBJECTIVE				LEAD NGO	Year 2005		
					July	August	Sept.
1.2.5	Delivery of ASTC to improve capacity of secondary school teachers						
	1	ASTC Biology		TAP			
	2	ASTC Chemistry		TAP			
	3	ASTC Physics		TAP			
	4	ASTC Math		TAP			
	5	ASTC English		TAP			
Activity Area 3: Strengthen Secondary School Management							
1.31	<i>Conduct short course for DEOs and REOs on educational management</i>						
	1	Deliver TOT		PDC			
1.3.2	<i>Train School heads to improve their school management and teacher mentoring functions</i>						
	2	Head teachers training		TAP			
	3	NTTC/NTRC training		TAP			
	4	TC advisors, coordinators and inspectors study tour		TAP			
	5	Inspector course planning and delivery		PDC			
	6	SMC training for secondary schools		TAP			
Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn							
Activity area 1: Equip primary school classrooms with inputs needed for effective teaching and learning							
2.1.1	<i>Equip primary with appropriate text books from class I-III</i>						
	1	Select and contract textbook developers	AIR				
	2	Develop class1-III Math and English textbooks	AIR				
Activity Area 2: Enhance teacher confidence and ability in teaching							
2.2.1	<i>Support TC to more effectively fulfill their role at the primary level by providing support in –service mentoring to TA</i>						
	1	Design mentoring module for TOT training		PDC			
	2	Deliver module under NTRC		PDC			
2.2.2	<i>CEP Science to include designing and development of materials for TCs & teachers in science - 9 schools</i>						
		Develop and test module for INSET and PRESET primary teachers on how to make		PDC			

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				July	August	Sept.
		locally made materials for science classes				
	2	Delivery of CEP training	PDC			
2.2.3	<i>Facilitate MOECS to assess the in-service needs of math, English and science teachers</i>					
	1	Capacity building of Nkrumah through understudies	PDC			
Activity Area 3: Strengthen Secondary School Management						
2.3.1	<i>Training of SMCs and CDCs</i>					
	1	Conduct organization development interventions (assessment, module development, training and follow-up) with 10 CSOs based on TNA	NGORC			
	2	Train 30 CSO trainers on the modules developed to improve school management at the secondary and primary level	NGORC			
	3	NGORC back-up support to CSO trainers in communities	NGORC			
Activity Area 4: Facilitate early learning readiness						
2.4.1	Train 100 teachers in 20 new schools					
	1	Conduct Saturday training through centre-based workshops	MRC			
	2	Provide school-based support and mentoring	MRC			
	3	Support teachers to work with parents through regular visits	MRC			
	4	Assess teachers for certification purposes	MRC			
	5	Support SMCs to consolidate financial and administrative record books	MRC			
	6	Support SMCs to increase and refine play equipment and materials in schools	MRC			
	7	Conduct monthly training through centre-based workshops	MRC			
	8	Provide school-based support and mentoring	MRC			
	9	Support SMC members to work with parents and other community members through regular visits	MRC			
	10	Assess SMC members for certification purposes	MRC			
2.4.2	<i>Train teachers in 20 graduate communities to monitor, observe, write and share learning outcomes</i>					
	1	Carry out training for teachers in monitoring learning outcomes	MRC			
	2	Support teachers in schools to observe and write learning outcome reports	MRC			
	3	Support teachers in schools to share learning outcome reports with parents	MRC			

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				July	August	Sept.
	4	Assess teachers for certification purposes	MRC			
	5	Track ECD children transiting into primary schools	MRC			
	6	Carry out training for community resource teams (CRTs) in monitoring learning outcomes	MRC			
	7	Support CRTs in schools to observe and write performance reports of their schools	MRC			
	8	Assess CRTs for certification purposes	MRC			
	9	Carry out quarterly center-based training	MRC			
	10	Madrassa Association visit schools quarterly to observe learning outcomes and active learning	MRC			
2.4.3	<i>Provide follow-up support for teachers in 20 new communities on active learning methodologies and parent support</i>					
	1	Follow-up with teachers to support them in practicing active learning and working with parents	MRC			
	2	Compile and analyze quarterly follow up reports for individual teachers	MRC			
	3	Collect school monthly data	MRC			
	4	Follow up and support SMCs monthly to work with teachers, parents and communities towards sustainability of schools	MRC			
	5	Compile and analyze quarterly follow up reports for individual SMC members	MRC			
2.4.4	<i>Provide follow-up support to teachers in 20 ECD graduate communities on learning outcomes and active learning</i>					
	1	Follow-up teachers to support them in practicing active learning, assessing children in learning outcomes and working with parents in support of their children's learning	MRC			
	2	Compile and analyze follow up reports for individual teachers	MRC			
	3	Collect monthly school data	MRC			
	4	Conduct refresher courses for teachers	MRC			
	5	Follow up and support SMCs and CRTs to work with teachers, parents and communities towards continued sustainability of schools	MRC			
	6	Compile and analyze quarterly follow-up reports for individual SMC members	MRC			
2.4.5	<i>Provide follow-up support to 40 Post Graduate Support communities on active learning</i>					
	1	Follow-up teachers to support them in practicing active learning	MRC			
	2	Compile quarterly follow up reports for individual teachers	MRC			

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				July	August	Sept.
	3	Analyze follow up reports of individual teachers quarterly	MRC			
	4	Collect monthly school data	MRC			
	5	Follow up and support SMCs to work with teachers and communities towards continued sustainability of schools	MRC			
	6	Conduct review meetings for SMCs	MRC			
	7	Provide refresher trainings for teachers	MRC			
2.4.6	<i>Review government pre-primary teacher training approaches with Saateni and Michakaini TCs and provide required technical assistance</i>					
	1	Address gaps and challenges as per the MOU	MRC			
2.4.7	<i>Conduct meetings with school management committees and parent committees in the 20 new communities in order to raise awareness around pre-primary to primary school transition issues, learning readiness and parental involvement in schools</i>					
	1	Plan and organize meetings with SMCs and School Committees (SC)	MRC			
2.4.8	<i>Mentor head teachers and lead teachers of pre-schools in quality assurance and school-based support</i>					
	1	Provide follow up support to Head and Lead teachers to ensure that they practice quality classroom teaching and enrich the learning environment	MRC			
	2	Follow up support to head and lead teachers to ensure that they guide and assist other teachers in their schools	MRC			
	3	Conduct quarterly assessment of head and lead teachers on their performance	MRC			
Activity Area 5: Facilitate HIV/AIDS awareness and activities to enhance children's participation in school						
2.5.1	<i>Develop a strategic plan of action for HIV/AIDS for MKEZA integrated with MOECS plans</i>					
	1	Draft HIV/AIDS strategy for MKEZA project direction taking into account MOECS HIV AIDS Education Strategy	CT			
2.5.2	<i>Provide support in implementing MOECS priorities</i>					
	1	Conduct joint visits & study tours by MOECS focal points and Core Team in Tanzania mainland	CT			
	2	Collaborate with MOECS in disseminating the appropriate information & skills to target audiences through partners & MKEZA projects	CT			
Objective 3: Provide support to those children with disabilities to ensure a quality education						
Activity Area 1: Address major challenges faced by children with physical and cognitive disabilities						
3.1.1	<i>Identify major challenges faced with children with physical and cognitive disabilities</i>					

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				July	August	Sept.
	1	Carry out a baseline survey on number of pre & primary school children with disabilities & the barriers to their access to education in collaboration with ZMRC & MOECS	CT			
	2	Develop an M&E system for children with disabilities in pre-primary schools in consultation with ZMRC and MOECX to monitor the rate of access and transition from ZMRC pre-schools to lower primary schools				
	3	Meet children with special education needs in selected schools and communities to assess implementation of inclusive education	CT/ JPK			
	4	Review reports and studies written by MOECS, NGOs, academics, or other about children with disabilities in Zanzibar	CT			
	5	Hold focus group discussions with parents & teachers on disability issues in collaboration with MOECS & SNE NGOs	CT/ JPK			
3.1.2	<i>Strengthen the capacity of the MOECS and NGOs to address the challenges identified in 3.1 above</i>					
	1	Set up a resource file of literature around children with disabilities for NGOs, Govt, or other actors to access	CT			
	2	Conduct study tours to Tanzania mainland for community members/parents and policy makers to ensure successful SNE project for experience sharing				
	3	Conduct follow-up of CSOs in the implementation of community awareness activities in Pemba and Unguja	CT/ JPK			
3.1.3	<i>Assist in efforts to provide sustainability for interventions within the education system</i>					
	1	Develop inputs to policy issues and implementation plans	CT			
Activity Area 2: Work closely with MOECS to pilot test activities to better address challenges faced by children with disabilities						
3.2.1	<i>Identify and support interventions to address children with special needs as a part of other activities in the EQUIP1/Zanzibar program</i>					
	1	Facilitate and coordinate work plans for NGO initiatives to works with MOECS to better address children with special needs	CT			
	2	Provide advice as required on the integration of special needs requirements into planned general education initiatives	CT			
	3	Develop training module on training of CSOs about campaigning and advocacy around children with special needs	NGORC/CT			
	4	Train 10 CSOs on campaigning and advocacy for children with special needs	NGORC			

PLANNED ACTIVITIES BY OBJECTIVE		LEAD NGO	Year 2005		
			July	August	Sept.
Objective 4: Provide support and encouragement to girls to increase access to quality to education					
Activity Area 1: Identify the potential to improve girls' access to education					
4.1.1	<i>Identify practical priorities for improvement of girls education</i>				
	1	Review the existing MOECS modules on gender	CT		
	2	Hold a workshop to identify possible strategies for implementation of MKEZA gender priorities	CT		
	3	Develop a MKEZA strategic plan of action for gender	CT		
4.1.2	<i>Provide support to MOECS that will assist them to deliver on their priorities on gender</i>				
	1	Participate in workshop/training on gender mainstreaming focusing on education system.	CT		
	2	Undertake joint study tours with MOECS focal points on gender and program development in Tanzania mainland	CT		
Activity Area 2: Support and test initiatives to promote girl's education					
4.2.1	<i>Support awareness raising among all stakeholders</i>				
	1	Support the MOECS to sensitize the higher officials and teachers within the ministry	CT		
	2	Assist CSOs in making linkages with other partners or resources to deliver campaigns for education for the girl child	NGORC		
	3	Distribute financial support to partner CSOs for implementation of girls' education campaigns	NGORC		
	4	Develop gender sensitive modules in ASTC curriculum training	TAP		
	5	Address the learning needs of girls in TOT training in science and mathematics	PDC		