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IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA)

Quarterly Technical Report

October -December 2005



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with

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TABLE OF ACRONYMS

AEI	Africa Education Initiative
AIR	American Institutes for Research
AKF	Aga Khan Foundation
AKU-IED	Aga Khan University – Institute for Education Development
ASTC	Advanced Secondary Teacher’s Certificate
CBTs	Centre Based Trainings
CDCs	Community Development Committee
CDO	Community Development Officer
CE	Certificate of Education
CEELM	Certificate in Education: Education Leadership and Management
CEP	Certificate of Education Program
CIDA	Canadian International Development Agency
CRT	Community Resource Team
CSO	Civil Society Organization
CWDs	Children With Disabilities
ECD	Early Childhood Development
ELITE	The Education and Literacy Improvement Club
FAWE	Forum for African Women Educationalists
IED - EA	Institute for Education Development – East Africa
JPKF	Joseph P. Kennedy Jr. Foundation
M.Ed	Masters of Education
MKEZA	Mradi wa Kuendeleza Elimu Zanzibar
MoEVT	Ministry of Education and Vocational Training
MoU	Memorandum of Understanding
MPESO	Mkoani Poverty Elevations Society
MRC-K	Madrasa Resource Centre – Kenya
MRC-U	Madrasa Resource Centre – Unguja
NGORC	Non Governmental Organization Resource Center
NTRC	Nkrumah Teachers Resource Centre
NTTC	Nkrumah Teachers Training College
PDC	Professional Development Center
PDC - EA	Professional Development Center - East Africa
PGSS	Post - Graduate Schools Support for Sustainability
PIRO	Pemba Island Relief Organization
SBS	School Based Support
SCs	School Committees
SIPPR	School Improvement Project Regional Research
SMCs	School Management Committees
SNE	Special Need Education
SNED	Special Needs Education Division
SPSS	Statistical Package for the Social Sciences
SUZA	State University of Zanzibar
TAP	Teachers’ Advancement Program
TCs	Teachers Centres
TOT	Trainers of Trainer’s
USAID	United States Agency for International Development
ZACA	Zanzibar Association for Children Advancement
ZIA	Ziwani Islamic Association
ZINGOF	Zanzibar International NGO Forum
ZMRC	Zanzibar Madrasa Resource Center
ZPMO	Zanzibar Pre-School Madrasa Organization

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EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)

Improving the Quality of Learning in Zanzibar (MKEZA) Quarterly Technical Report October 2005 – December 2005

PREAMBLE

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

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1.0 EXECUTIVE SUMMARY

During the October – December 2005 quarter, *Mradi wa Kuendeleza Elimu Zanzibar* (MKEZA) project implemented various activities consistent with and supportive of the United States Agency for International Development (USAID) education program priorities as well as the government of Zanzibar's Ministry of Education and Vocational Training (MoEVT) policies as outlined in the MKEZA project goal and the subsequent intermediate results.

To date, MKEZA has reached over of 92,964 children (from pre-school, primary to secondary schools, for both regular and special needs children) in over 304 schools (comprising the pilot schools for special needs, schools and TCs supported through PDC/TAP/NGORC and schools that MoEVT is supplying with textbooks and lab equipment) and has provided over 1,226 teachers with pedagogical and professional training. Three hundred and four schools are better able to provide a quality education to their students as a result of the procurement and production of textbooks and other educational materials and resources that MKEZA supported. Greater awareness of the special needs of children with disabilities and the rights of the girl child has been raised and the importance of early childhood development and the need for formal preschool education among teachers and parents is more widely understood and appreciated. Schools are now better run as a result of MKEZA-sponsored school management trainings and programs. Over 884 SMCs have benefited from these training with support from MKEZA. The initial investments from the USAID grant are likely to be sustained and would lead to increases in enrollment, retention, and student performance and inclusive classes in Zanzibar.

MKEZA in collaboration with Joseph P. Kennedy Jnr. Foundation (JPKF) international and regional consultants completed phase IV of the Special Needs Education program by conducting two workshops simultaneously for teachers both in Unguja and Pemba for the ten JPKF/MKEZA/MOEVT pilot schools. The workshops lasted for 5 days each attended by a total of 66 teachers comprising of 31 male and 35 female. Four modules on inclusive education were developed and instructional materials for teachers and pupils were procured. The workshop evaluation shows that the majority of the teachers have acquired critical knowledge and skills, and now feel confident to carry out 'effective learning for all' pupils in inclusive classrooms. The attendance was 100%, with all teachers and head teachers invited from the ten pilot schools attending. The modules developed were high quality; however they are being reduced in size to meet the needs of teachers. The remaining Phases V and VI, which will be done in the next quarter, will provide teachers with school based support.

The 2nd girls' Science Camp organized by Forum for African Women Educationalists (FAWE) and MKEZA Core Team and sponsored by MKEZA was held in Unguja. Participants included 60 girls and 12 teachers from 12 schools in six districts of Unguja. The two science camps, first of Pemba and the second in Unguja, has given MoEVT inspiration and the Minister of Education has asked MKEZA to join hands with other partners who may be interested support a bigger science camp for both Islands, for boys and girls. MKEZA/FAWE and MOEVT officials have done preliminary planning and have agreed on a set of materials that would be developed for use in the future science camps. They have also decided that a systemic and modular approach for the delivery of trainings in these camps would be more effective, since such an approach would make it easier to track and to plan effective camps in the future.

Teachers Advancement Program (TAP) carried out module one of the Advanced Secondary Teachers Certificate (ASTC) course, a key activity for achieving the TAP program objectives. Activities focused on the enhancement of the Teacher Centres (TC) resource base. Training at TCs during the quarter addressed among others, the need for productive use of the educational

technology equipment, management and efficient use of TC libraries. TAP program identified international and regional consultants to review the ASTC curriculum scheduled to start in January 2006. FAWE also volunteered to review the materials that have been developed by TAP for the ASTC course, and to give comments from a FAWE/gender perspective.

Professional Development Center (PDC) continued with implementation of phase two of Training of Trainers (TOT) Certificate in Education: Teacher Education Course. The 25 participants (10 in Pemba and 15 in Unguja) were observed and given support. Selection of 11 participants who participated in the introduction to ASTC workshop and review of Educational Management Diploma was also done. A draft mentoring module for Certificate of Education: Science Course was developed. Follow-up workshops both in Unguja and Pemba on the use of low cost/no cost teaching and learning materials for teaching science subjects were conducted with a total of 58 participants (28 female in Unguja and 30 male in Pemba).

Zanzibar Madrasa Resource Centre (ZMRC) organized various trainings for the 20 new schools, 20 graduate schools, 40 post graduate schools, School Management Committees (SMCs) and Community Resource Teams (CRTs) to improve early learning readiness for school. Nineteen (11 in Unguja and 8 in Pemba) Center-Based Trainings (CBTs) were conducted and follow-up to these trainings on active learning, record keeping, material production and parental involvement in their children school activities among others was done. Signing of the Memorandum of Understanding (MoU) between ZMRC and the government on working together to review and support government pre-primary teacher training approaches was done both in Unguja and Pemba.

Non-governmental Organization Resource Centre (NGORC) trained 30 Civil Society Organizations (CSOs) trainers (19 male and 11 female) from 10 CSOs on leadership skills and strategic planning. The training was to enhance the CSO trainees' capacity in providing quality training to SMCs, and Community Development Committees (CDCs). One public forum to raise awareness on Special Needs Education (SNE) was conducted in Unguja with a total number of 158 people (106 male and 52 female) in attendance. A mini research on the effectiveness of public forums on creating awareness for children with special education rights to quality education was conducted and major findings reported.

Overall The MKEZA project has made remarkable progress towards meeting the USAID and Government of Zanzibar goal to improve the quality of learning in Zanzibar by working with communities and government from the pre-school to the secondary level.

Related to the above accomplishments was the arrival of the textbooks that were donated to the MOEVT by the US first lady, Laura Bush during her visit to Zanzibar last summer 2005. Currently, these books are being sorted according to themes and grade levels before distribution to schools and TCs. Also, USAID hired an Education Sector Review Consultant, Deborah Llewellyn, to consult with MKEZA project and partners, senior MOEVT officials and other stakeholders to determine the opportunities for future USAID support to education in Zanzibar. The USAID Mission director and CTO also made two trips to the project to reiterate support of the mission and to partake in the MKEZA events and functions.

In coordination from USAID Tanzania mission, MKEZA supported the South Carolina State University/USAID Africa Education Initiative (AEI) for exploratory consultations with the MOEVT and institutions of higher learning for the new Textbooks and Learning Materials Program (TLMP). This initiative will be closely linked with MKEZA's work in materials development, as we continue to build linkages and synergies with all USAID funded projects on Zanzibar.

This quarter coincided with an election year for the Revolutionary Government of Zanzibar and the Union Government of Tanzania, Idd celebrations followed by Christmas and New Year Break. As a precautionary measure, field related activities for community mobilization were slowed down and stopped during elections owing to the hot politics that characterize Zanzibar. In spite of this slow down, MKEZA registered remarkable progress especially by undertaking non community related activities such as deskwork, in-residence trainings and procurement of school supplies.

There were no major structural or staffing changes that would impact adversely on the management and implementation of the MKEZA project, as a result of the elections, however, there are indications that MOEVT will be placing emphasis on secondary and vocational education if we go by the name change, from the old The Ministry of Education Culture and Sports (MOECS) to the new Ministry of Education and Technical Education (MOEVT). In terms of policy direction, the Draft Zanzibar Education Policy will be debated by Cabinet in January 2006, and there are all indications that there is a solid commitment of this new Education policy underway by Government.

The Honourable Haroun Ali Suleiman retained his portfolio as Minister for Education and Vocational Training, so did the Principal Secretary, the Acting PS, the Commissioner and the Directors that MKEZA works with on a day-to-day basis. This has ensured continuity with offices and officers that have a good background and intimate knowledge of the MKEZA project.

During the quarter, the Honourable Minister of Education, the Acting Principal Secretary and the Commissioner for Education and other Directors in the MOEVT were greatly involved in the MKEZA project activities, such as at events, the FAWE Science Camp, JPKF workshops, planning meetings with TAP, NGORC, PDC and MRC in support of the MOEVT priorities.

Similarly, MKEZA and her partners participated in the MOEVT stake holder's meetings to discuss The Zanzibar Poverty Reduction Strategy Paper (ZPRSP) – Education Sector, the dissemination of the Orientation Secondary School Report, commissioned by the MOEVT as part of its strategy in preparation and shaping of the New Zanzibar Education Policy through a series of studies designed to support the New Education Policy.

The level of support from the USAID Mission in Tanzania has increased dramatically creating many synergies with the project, in terms of linkages and actual day-to-day interactions and participation in activities and events. Besides the leadership role played by AKF USA, AKF Regional Office and Tanzania have increased the support to the MKEZA especially in terms of project oversight.

There were some setbacks in the quarter, such as difficulty of identifying/recruiting a communications' officer to coordinate MKEZA's communication strategy; TAP and PDC losing trainers from the ASTC course as these trainers went on further education/training for professional development and employment elsewhere; partner projects, experiencing low attendance, absences and sometimes low attendance and participation of communities during meetings and other events especially during the presidential election campaigns, the Holy month of Ramadhan, the Christmas and New Year holidays. School closures during the quarter also proved a challenge to partners in carrying out school based activities.

There were many lessons learned in the quarter, such as how to improve future girls' science camps, with proposals to develop a systematic approach to using tailor made modular short courses; how to close the gap between theory and classroom practice by using new approaches such as providing School Based Support, for teachers in the next phase of the JPKF/MKEZA workshops and thereby to on the unique classroom issues that are difficult to adequately address in a workshop setting.

USAID Education consultant has indicated that MKEZA/AKF could position itself better for future support by adopting a systemic approach to program implementation and showing it in the Request for Assistance which goes out in the next Quarter. Since USAID is committed to long-term support the education sector in Zanzibar, AKF has an advantage to cash in as a partner due to her long experience in the education on the Isles.

In summary, in spite of the setbacks to project implementation, partners registered many successes in the overall out puts of the project products. With a greatly increased level of support and commitment from all the stakeholders including MOEVT, the project partners, AKF and the USAID Mission, MKEZA is poised to complete all planned but unaccomplished activities for the quarter during the next (January – March 2006) quarter as well as complete project activities within the time frame of the project. This is critical since we are moving towards project Phase out on April 30, 2006.

Performance Indicators	Target Final (yr 2)	Progress to Date
IR 1: Improved availability of teaching and learning materials		
Increased number of schools supplied with lab, textbooks and resource materials	140 schools	168 schools have received science equipment and 12 Teaching Centers and Training Colleges as well.
Increased number of Teacher Centres (TCs) supplied with textbooks, audio visual equipment, furniture and transport utilities	All the 9 TCs to have all the textbooks (for Science, Maths and English), furniture and transport utilities	All 9 TCs, (3 pilot TCs - Dunga, KiembeSamaki and Michakaini for ASTC in-service training and the other 7 TCs have received textbooks, all equipment and transport utilities. Procurement process for furniture is underway

IR2: Improved teacher skills	Target Final (yr 2)	Progress to Date
Increased percentage of Madrasa Resource Center teachers practicing active learning methodologies	70 percent of the newly trained ZMRC teachers using active learning methodologies	68 percent of newly trained ZMRC teachers were observed using active learning methodology
Increased percentage of ASTC trainees demonstration new competencies in teaching methodology and subject content	50 of 90 trainees of science and maths are using the improved curriculum that includes English as language of instruction.	Classroom observations for 60 of the trainees on module 1 completed.
Increased percentage of ASTC (Advanced Secondary Teacher Certificate Course) trainers using new computers and educational technology for the production of training, teaching and learning materials.	35 of 50 personnel acquire the required skills	36 of the 50 have been trained in year 2. 16 of the 50 have been trained in phase one of the computer course in year 1.
Increased percentage of ASTC trainees effectively able to develop and use locally constructed teaching aids and available laboratory equipment	-Train 90 (100%) trainees on teaching material improvisation -Assess them on module 1 and part of module 2 of the ASTC course.	30 teachers received induction training on improvisation of teaching material 90 teachers completed module 1 and

in mathematics and science		underwent formal classroom observations.
Increased number of tutors effectively able to train and mentor teachers on the use of learner centred activity-based teaching and the development and use of low cost resources	29 completed training and are using cooperative learning	23 tutors completed the training and were assessed and seen to be using cooperative learning approach.
Increased number of primary teachers using a learner-centred activity-based approach	30 new teachers trained and using cooperative learning	20 teachers trained and using cooperative learning in year 1 26 teachers currently being trained in year 2

IR 3: Improved student readiness for school	Target Final (yr 2)	Progress to Date
Increased number of schools and CDCs in districts where forums took place address the needs of children with disabilities under the supervision of 10 CSOs	25% of schools under 10 CSOs support in Zanzibar accommodate children with special needs	55% of schools under 10 CSOs support in Zanzibar accommodate children with special needs
Increased capacity of CSOs to campaign and advocate for quality education for girls.	10 campaigns effectively conducted by 5 CSOs	5 campaigns conducted by 5 CSOs
Increased number of school staff and communities facilitate transition activities from pre-primary to lower primary school	40% of 40 School Committees members from 4 pilot primary schools and 40% of 66 SMC members from 7 pilot Madrasa Preschools facilitate transition	18% of 40 School Committee members from 4 pilot primary schools and 17% of 66 SMC members from 7 pilot Madrasa preschools are facilitating transition.
IR 4: Improved School Management	Target Final (yr. 2)	Progress to Date
Improved Civil Society Organization (CSO) capacity to support school management committees (SMCs)	10 CSOs develop education management components	10 CSOs have drafted strategic plans for developing education management components
Increased number of managers of educational institutions able to better manage their institutions	23 participants to have completed training and be assessed to have new skills	10 managers completed the training and were assessed to have and are using skills taught in the course

1.0 PROJECT SUMMARY

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

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

In addition, JPKF works as part of the EQUIP1 team to provide the project with technical inputs on a consultancy basis. AIR manages those inputs in consultation with the field team, as well as distribution of funds to MoEVT for the procurement of resources necessary to equip classrooms and laboratories of colleges, teacher centers and schools and enhance new teacher skills being developed through other parts of the program. The MoEVT is an integral part of every aspect of the program delivery and is seen as a full partner in MKEZA.

1.0 TECHNICAL ACTIVITIES DURING THE REPORTING PERIOD

The MKEZA Quarterly Reports are structured around the four project objectives however the October – December 2005 quarterly Report is structured around Intermediate Results (IRs). This is in response to feedback that the project is not adequately reporting against the IRs: The MKEZA project objectives follow:

- Objective 1: Support the improvement of instruction and learning in Secondary school
- Objective 2: Students come adequately prepared to learn
- Objective 3: Provide support to those with disabilities to ensure a quality education
- Objective 4: Provide support and encouragement to girls to increase access to quality education

The MKEZA IRs are as follows:

- Intermediate Result 1: Improved Availability of Teaching and Learning Materials
- Intermediate Result 2: Improved Teacher Skills
- Intermediate Result 3: Improved Student Readiness for School¹

¹ IR 3: dwells mostly on ZMRC as it involves training of teachers, SMC and CDC members in order to prepare children's transition from pre-primary to primary schools.

- Intermediate Result 4: Improved School Management

This report shows how project activities contributed or impacted on targeted beneficiaries according to the IR. The following activities were accomplished during the October – December 2005 quarter:

Intermediate Result 1: Improved Availability of Teaching and Learning Materials

MKEZA succeeded in improving the availability of teaching and learning materials in schools at all levels by procuring and producing textbooks, teachers' guides, and other educational material, and by procuring laboratory equipment, furniture and other resource materials. After lengthy production and procurement processes, books and supplies were delivered to schools and the fruits of MKEZA's long and steady efforts can now be seen in the classroom.

ASTC Training Material

TAP printed 30 out of 40 science and mathematics teachers' guides. Units for Laboratory management, Improvisation and Education Technology are now being used for training of trainers (TOT). Three Language Supplementary Units have been written and one has been printed and is in use. Units for gender and teaching large classes are currently being written. The special needs unit is ready for final editing. TAP ensured that TOT trainees are provided with course notes in support of their study.

Additional Material for Teacher Centres (TCs)

USAID, provided further funding to be used in purchasing tables and chairs for 9 TCs. The availability of the above will increase the training capacity of the TCs.

Delivery of Learning Material for Children with Special Education Needs

MKEZA procured teaching and learning materials for 10 pilot schools and gave trainings to teachers on the improvisation of teaching learning aids to meet the diverse needs of all learners, and to supplement the teachers' resources. These materials and training were delivered during the December 2005 Teachers' Workshops on disability. During the workshops, teachers spent half a day on exercises and practical hands on drills on material improvisation using low cost/no-cost locally available materials. During the next quarter, teachers will be supported through School Based Support in classrooms as they carry out their day-to-day teaching in the phase V JPKF and MKEZA teacher workshops. The development of the four modules, namely: (a) Introduction to Inclusive Education, (b) Education Assessment and Intervention Measures, (c) Behavior Management and, (d) Awareness and Advocacy for Special Needs and inclusive education was completed.

FAWE/TAP and MKEZA Collaboration on Creating Training Materials for Promoting Girls in Science Subjects

During the quarter, two meetings were held between FAWE/TAP and MKEZA Core Team to explore areas of collaboration in promoting science education for girls. These consultations also involving Ministry of Education and personnel of Nkrumah Teachers Training College (NTTC), agreed on the following lines of action:

(i) Writing and Editing of Training Material

TAP will support the writing and editing of training materials that can be used by FAWE and TAP in training during girls' science camps covering the following areas:

- Empowering girls
- Effective use of science equipment and textbooks
- Development of reading circles
- Activity based workshops
- How to set up science fairs and school science clubs
- Promotion of science for female students with head teachers and school committees

(ii) *Reviewing of TAP Teachers' Guides by FAWE*

FAWE staff reviewed a sample of the TAP teachers' guides and made the following suggestions:

- A specific section on improvisation should be included in each unit.
- A panel of local science educators should be involved with the review of subject content. This could include representatives from the State University of Zanzibar (SUZA) and other higher education institutions.
- More variety of communication activities are needed, particularly for reading.
- There should be a guide to explain how to use the materials.

(iii) *Production of Training Material*

During the next consultation meetings FAWE will make available some of the materials for editing and printing and will have the opportunity to meet Ann Brumfit, English Language consultant to discuss the development of reading circles and reading materials.

Overall, MKEZA has significantly improved the availability of teaching and learning materials in this quarter. Textbooks, laboratory equipment, supplies, and resource materials for *secondary* schools that were procured in the last quarters were delivered to schools in this quarter. Teaching guides for science and mathematics teachers' for the ASTC training and four modules for special needs education were also delivered. AIR procurements for primary schools were delayed due to the lengthy bidding process but are firmly underway. The ten JPKF/MKEZA and MOEVT primary pilot schools have received an assortment of teaching and learning supplies for children with disabilities. In addition, all the nine *Teachers Colleges* are fully equipped with textbooks, audio video facilities, and laboratory equipment. Transportation motorcycles have also been supplied to all nine TCs in both Unguja and Pemba. All TCs will receive additional furniture, desks, chairs, storage cupboards, shelves and a notice board. The project exceeded expectations by securing additional funding to procure additional items for TCs and the 10 pilot schools, surpassing planned targets.

Intermediate Result 2: Improved Teacher Skills

MKEZA continues to make steady progress towards achieving its final targets in the area of improving teacher skills in the seventh quarter. MKEZA has already nearly met its Final Targets for activities carried out at the preschool level and is on target to meet its goals at the primary school level, while efforts at the secondary level are slightly behind but still firmly underway.

The trainings, which were designed to equip teachers and TOTs with new competencies in innovative learner-centered activity-based teaching methodologies and in the subject content areas of the maths and sciences and the use of English as a language of instruction, are proving highly effective in most cases - according to formal observations that were carried out in this quarter. In some cases, teachers had difficulty applying the skills they learned in the trainings to classroom practice. Mentoring activities are expected to assist in closing this gap.

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

PDC implemented phase two of Training of Trainers Certificate in Education: Teacher Education Course which started in July and continued during the October – December quarter. It involved observation of participants and giving of support as trainees implemented the skills acquired from phase one of the course. The skills observed included the use of learner-centered activity-based teaching methodologies.

Twenty-five participants, 10 from Pemba (8 male, 2 female) and 15 from Unguja (12 male, 3 female) comprising of teacher subject coordinators, subject advisors and teacher trainers from NTTC attended the course. Follow-up and support activities continued to be offered both in Pemba and Unguja during Saturday and Wednesday seminars. Topics covered during the seminars included micro-teaching, mentoring and creating of portfolios. Course participants were observed, supported and assessed as they conducted workshops for the ASTC trainees.

Delivery of ASTC to Improve Capacity of Teachers

Planning for a workshop on the introduction to ASTC was done on the 23rd and 24th of November 2005. Eleven participants were selected to participate in the Introduction to ASTC TOT workshop which took place for 9 days from the 29th November to 7th December 2005. Course participants are expected to become the ASTC trainers once they complete the workshop.

Training of Trainers (ASTC Workshop)

Additional training needs for ASTC trainers were identified. They include review of the ASTC training curriculum, assessment of school observation, course assignments and examinations. A 2-day workshop for ASTC trainers was therefore held on 10th and 11th November, 2005 at NTRC. The meeting objectives were as follows;

- Review the first 4 weeks of training for Module 1
- Plan for the next 6 weeks of training for Module 1
- Review the assessment system for TAP.
- Plan for assessment.
- Respond to the Ministry of Education meeting notes
- Discuss issues of teacher training for science and mathematics with Deborah Llewellyn, USAID Education Consultant.

TAP/PDC ASTC Trainer/Trainee Monitoring

TAP and PDC undertook observations for good ASTC training practice in all three pilot TCs. The trainer teams were observed for organizing themselves competently and facilitating high levels of

trainee participation through activity based teaching. English language was used extensively and trainees showed more confidence in its use. There were many group activities, including practical work and use of improvised local materials.

Good use of questions was observed by the TAP language classroom observation team. However, trainees did not always manage to connect the language training to classroom practice. Trainees requested more support with subject content and extension of the language sessions. The school observations were found to be essential in monitoring the ASTC course and adjusting ASTC's mode of delivery according to observed needs of trainees.

Review and Revision of the ASTC Curriculum, Training and Training Materials

TAP identified international and regional consultants to review the ASTC curriculum. Ann Brumfit, an international consultant, arrived at the end of December for a 9- day's consultancy to review the English language development in the ASTC Course. Dr. Desforge and Helen Desforge, who are the regional consultants, will spend 3 days in January 2005 to review science and mathematics subject content, methodology and assessment in the ASTC Course.

Assist NTTC in Strengthening Certificate and Diploma Courses

One candidate was selected to participate in the Masters of Education program at Aga Khan University. However, the candidate was not granted a visa on time for him to enroll for the class of 2006/7. Review of Educational Management Diploma at NTTC was done by the Head of Educational Management and Faculty of Aga Khan University - Institute for Education Development (AKU-IED). A draft review report was presented to PDC EA and Institute for Education Development – East Africa (IED-EA) for comments. The final report will then be handed over to the Ministry of Education in Zanzibar and NTTC for consideration and implementation.

Teacher Centres Library Training

TAP conducted three-day workshops for Teacher Centre librarians in Unguja and Pemba attended by representatives (8 female and 2 male) from the 9 TC libraries. These workshops are to allow for good management and use of the libraries as TAP has purchased Mathematics, Science and English textbooks through the MKEZA project and has written training materials for the TC libraries that need to be used well. The materials are used in the Pilot TCs of Kiembe Samaki, Dunga and Michakaini where the ASTC course is being conducted. TAP intends to distribute the materials to all other TCs in Pemba and Unguja.

Educational Technology Training Workshop

The need to train the trainers of the ASTC course on Educational Technology was identified and a 7-day workshop was subsequently conducted by TAP, in Unguja and Pemba. The workshop centred on the use of cameras, camcorders, television sets and video machines. A total of 22 participants (10 in Pemba and 12 in Unguja) comprising 21 male and 1 female trainer attended. The participants included representatives from the 9 TCs, National Teachers Resource Centre (NTRC) and NTTC. Certificates from the Ministry of Education will be awarded to participants who successfully completed the course.

Support TC to Effectively Fulfill their Role at the Primary Level by Providing Support for In-service Mentoring to Teacher Advisors (TAs)

PDC planned for monitoring of participants for the CE: Science Course. Development of instruments for monitoring the course participants is on-going. A mentoring module was also developed and the final copy of the module is to be presented to NTRC. Plans are underway to select tutors from NTRC who will participate in the Mentoring Module Induction Workshop.

CEP Science to Include Designing and Development of Materials for TC's and Teachers in Science

Follow up was done in Unguja for the participants of the PRESET workshop on the use of low cost/no cost teaching and learning materials for teaching Science subjects. 28 (19 male, 9 female) diploma students from NITC who participated in the workshop were observed and mentored as they implemented the skills they learnt from the workshop. Findings of the follow up activities revealed that participants of the workshop could prepare low cost/no cost teaching and learning models such as alimentary canal, heart, ear, lungs and the human skeleton with minimal help.

Similarly, PDC conducted a workshop in Pemba on Teaching and Learning resources; Improvisation, Use and Storage of Visual Aids. The 2-day workshop was held on the 25th and 26th of November 2005 and it was open to PDC cooperating schools in Pemba. Thirty participants (16 male, 14 female) learned how to improvise, use and discussed ways to store improvised low cost/ no cost visual aids. It was realized that participants needed skills in writing which is essential for proper and effective labeling of teaching aids. Core Team participated in the pre-planning of the above training course at the MKEZA office on the 19th of November 2005.

Core Team also facilitated the topic on Improvisation of Locally Resourced Materials during a training workshop for additional ASTC TOT conducted by PDC at the NTRC on 2nd to 3rd December 2005. Eleven ASTC (all male, 10 from Unguja and 1 from Pemba) TOT were trained. The workshop aimed to equip the additional ASTC trainers with necessary skills and competency on how to transfer the learning program of the ASTC Course and train the trainees on implementing the content of the program.

Planning by PDC for the certification ceremony for 20 candidates (6 male, 14 female) who successfully completed the CE Science course is ongoing and certificates have been printed.

Capacity Building of Nkerumah through Understudies

Three understudies (2 male, 1 female) participated in the CE: Teacher Education Course. They were involved in phase two of the course in which they participated in classroom observations and mentoring of the CE: Teacher Education course participants.

Follow-up Support to Teachers on Inclusive Education

During the quarter, the Core Team (CT) and Special Needs Education Division (SNED) staff designed a simple monitoring questionnaire to be completed by head-teachers in the 10 Inclusive Education pilot schools to monitor progress. The purpose of the questionnaire was to find out how in-service trained teachers and head-teachers are putting into practice the pedagogy, skills and knowledge learned during the September 2005 workshops. A data collection table was developed on pupils with special needs education (not just those with disabilities) identified through these teacher assessment workshops. Participating teachers were given information on how to carry out preliminary assessment of pupils to identify those with special needs education for appropriate placement in classrooms and for proper classroom seating plan for 'effective learning by all'.

Identifying Challenges Faced by Teachers in Dealing with Disabled Children

In preparation for the December 2005 workshops, CT developed a simple questionnaire to be completed by both teachers and head-teachers. The purpose of the questionnaire was to gather information on areas/topics participating teachers preferred the JPKF consultants to focus on. Teachers were also requested to say how they benefited from the September 2005 workshop, how they were applying the new knowledge and skills to improve their classroom teaching practices, and which areas they preferred the JPKF consultants to focus on during the December 2005 workshops.

The information was analyzed and shared with the consultants to help them in the finalization of the workshops. This approach proved to be effective as the December 2005 workshops were tailored to

address those key areas teachers identified for support. The final workshop evaluation reports attest to this as the majority of the teachers said they acquired critical knowledge and skills and that they now feel confident to carry out effective learning for all pupils in inclusive classrooms.

December 2005 Workshops on Children with Disabilities

On December 4th, the international and regional JPKF consultants arrived in Zanzibar to make final preparations with the CT, who had already done all the logistical preparations for the December workshops. The workshops were conducted concurrently with two teams, in Pemba and Unguja from 6th to 10th of December 2005. The workshops were attended by head teachers and teachers from the 10 MKEZA/JPKF and MoEVT Inclusive Education pilot schools. The table below shows the number and category of participants.

Pemba and Unguja 2nd Teachers Workshops in December 2005

Island	Category of Participants	Participants		
		Male	Female	Total
Pemba	Head teachers	5	0	5
	MOEVT staff	1	1	2
	Teachers	10	15	25
	MKEZA CT	0	1	1
Unguja	Head teachers	5	0	5
	Teachers,	8	18	26
	MOEVT staff	1	0	1
	MKEZA CT	1	0	1
TOTAL		31	35	66

The main topics covered during the two workshops were:

- Inclusion and exceptionalities
- Advocacy for children with special needs education and establishment of school support groups
- Educational assessment and individualized teaching
- Strategies of teaching pupils with diverse learning needs in large classrooms
- Behavior management, and
- Development of teaching aids using low cost or no-cost locally available materials (The teachers exchanged ideas on appropriate and effective use of teaching aids in inclusive classrooms).

MKEZA improved teacher skills by conducting pedagogical trainings in active and innovative learning methodologies, educational technology, the subject content in the Sciences, and low cost/no cost visual aids improvisation. ASTC trainers were equipped with necessary skills and competency on how to transfer the learning program of the ASTC Course to trainees. CE: Science course is on-going and certificates have been printed. Capacity Building of trainees through understudies. At the preschool level, there is an increase in the percentage of Madrasa Resource Center teachers practicing new teaching methodologies; and an increased percentage of tutors using English as the language of instruction, although this is still an area which needs further development.

Intermediate Result 3: Improved Student Readiness for School²

MKEZA continues to improve student readiness by facilitating the transition from pre-school to primary school and by addressing the special needs of children with disabilities and girls.

MKEZA has met and exceeded its Final Target in terms of increasing the number of schools that address and accommodate the special needs of children with disabilities. In the area of girl's education, MKEZA has organized half (5 of the 10) of the campaigns it plans to carry out. In the area of pre-school to primary school transition, MKEZA is also around the half way mark. Delays in implementation were caused in large part by time constraints, created by the initial delayed start-up of the project.

In addition to the above-mentioned activities, numerous activities were carried out in the area of school readiness that are not directly captured by Intermediate Result 3 and so they have been included in the section below as well, in particular the preschool activities carried out by the ZMRC.

By all indications, MKEZA activities are achieving their desired impact. The provision of quality preschool education has increased and the importance of early childhood development and the need for formal preschool education among teachers and parents is more widely understood and appreciated. It is too early to show an actual increase in girl's attendance or that of children with disabilities but it is believed (held as commonsensical or self-evident in fact) that these inputs will lead to those outcomes over the long run.

Train 100 Teachers in 20 New Schools

In Unguja, Four Center-Based Trainings (CBTs) on space, health and time were conducted by ZMRC for an average of 85% of 63 new teachers from 10 new schools. A one-week centre-based orientation training was conducted for teachers from the two new communities of Kidoti and Mwanyanya Chemchem. Twelve teachers and 18 School Management Committees (SMCs) attended. The orientation was successful and prepared teachers and SMC members to join the regular training sessions for new communities. Site-based visits to these communities focused on selection criteria for signing the contract scheduled for January 2006.

In Pemba, five CBTs were conducted for an average of 71% of teachers from 8 new communities. As a result of the training, teachers improved in their teaching practice, integrated religion in all activities and improved indoor learning environment. They also started to observe and keep records for individual children.

Train SMCs in 20 New Communities

One joint CBT was conducted in Unguja for 75 out of 93 SMC members and CRT members from 10 new communities. The center-based training focused on the roles of CRTs and their relationship to the SMCs. Community Development Officers (CDOs) supported 6 new communities to identify members to form Community Resource Teams (CRTs) and baseline profiles were compiled for the new CRT members. Currently, 8 of the 10 new schools in Unguja have now formed CRTs and have been given orientation training.

Follow-up visits were made to 18 new schools both in Pemba and Unguja. SMC members were supported by CDOs to refine school records, improve play equipments, work with parents on Early

² IR 3: focuses on ZMRC as it involves training of teachers, SMC and CDC members in order to prepare children's transition from pre-primary to primary schools.

Childhood Development (ECD) issues, and plan for future activities. For example, Jendele community was assisted in preparing for its first graduation ceremony. CDOs also worked with the two new communities in Unguja, Kidoti and Mwananyanya, towards completing selection criteria for eligibility to sign contract with ZMRC.

In Pemba, one CBT was conducted for SMCs from 8 new communities on Monitoring and Evaluation Instrument (MEI). Thirty-seven out of 80 SMC members attended. As a result of this training, SMCs members now know the areas on which they will be assessed and monitored and therefore plan to work together to improve their schools learning environment.



Seven visits were conducted to 8 ECD new communities to support the SMCs to update their financial and administrative records. CDOs also supported two new communities in Pemba (Kitambuu and Mkwajuni) to complete toilets and construct more play equipment. The two communities were therefore able to sign the contract with ZMRC on 19th December 2005.

Signing of contract between ZMRC and the two new schools/communities in Pemba.

Train Teachers in 20 ECD Graduate Communities

One CBT was conducted in Unguja for 10 of 57 teachers from 12 ECD graduate schools to review 2005 activities in working with parents. Teachers developed strategies to address challenges identified during the year such as working for the school to cater for childrens' fees for parents who are unable.

In Pemba, one CBT was conducted to Head Teachers and Lead Teachers from ECD graduate schools on Child Assessment. As a result, the Head and Lead teachers supported other teachers in observing childrens' learning progress as reported during monthly monitoring activity visits to Pemba by MKEZA Monitoring and Evaluation Officer and ZMRC staff. One visit to each of 3 ECD graduate schools was conducted and CRTs supported to work with teachers in conducting parent workshops focusing on HIV/AIDS prevention among children.

Provide Follow-up Support for Teachers in 20 New Communities on Active Learning/Parent Support

Trainers and CDOs continued with support to teachers on implementing active learning, parental involvement and to SMC members on financial records. In Bweleo, teachers and 15 parents worked with 15 children from the community to collect and make learning materials.

In Pemba, follow-up visits were made to 8 new communities to support teachers in using active learning methodology. They were observed, assessed and supported in lesson planning. CDOs continued to support teachers to facilitate parents' workshops. In Chokocho, a parent workshop was conducted on childrens' rights. In Kisiwani, trainers helped teachers to facilitate a parent workshop on the risk of HIV/AIDS.

Provide Follow-up Support to Teachers in 20 ECD Graduate Communities on Learning Outcomes and Active Learning.

CDOs in Unguja supported Zanzibar Pre-School Madrasa Organization (ZPMO) members to conduct an annual SMC review meeting for all graduate schools. They were assisted to plan and facilitate the meeting. 50% of the expected 320 SMC members attended. During the meeting SMC members reviewed the implementation of 2005 school work plans, outlined achievements and challenges, discussed the role of SMCs in schools and active learning.

CDOs also conducted a one-day center-based annual review meeting with CRTs from ECD graduate schools. CRT members reviewed implementation of ECD activities in their schools for 2005 and set plans for 2006. CRT members were very positive about the impact of the ECD program on the lives of children, citing examples that parents send children to school clean, provide them with nutritious snacks, and follow on their progress in schools.

In Pemba, 8 ECD graduate schools were visited twice a month to support and observe teachers practicing active learning and developing learning material. As a result of these visits, schools such as Kinyasini, Arafu-Mjimbini, Raudha-Mzambarau, and Mulku, have improved their schools indoor environment.

Provide Follow-up Support to 40 Graduate Communities on Active Learning

In Pemba, Post-Graduate Schools Support for Sustainability (PGSS) schools were visited once during the quarter. Teachers were observed and supported in practicing active learning. In the feedback sessions, teachers identified their strengths and weaknesses and planned strategies to overcome them. Six site-based support visits were made to support CRTs in 13 PGSS schools. CRTs developed strategies on working closely with teachers and parents for the sustainability of Madrasa pre-schools.

Review and Support Government Pre-primary Teacher Training Approaches.

A meeting was held between ZMRC trainers and Government pre-school teacher trainers from Saateni Pre-school Teachers Centre in Unguja to start work as outlined in the Memorandum of Understanding (MoU). Participants agreed to develop a work plan and on conducting a baseline assessment for training approaches for ZMRC trainers and Government trainers in order to assess the impact of the intervention in the future. Terms of reference for the baseline assessment are being drafted. In Pemba, the MoU between ZMRC and MoEVT was also signed.

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

In Unguja CDOs conducted a center-based joint workshop for SMCs and Primary School Committees (SCs) from new communities. The purpose of the workshop was to increase awareness regarding transition issues and foster cooperation between Madrasa preschools and primary schools. Sixty-nine out of the expected 72 participants attended.

Participants realized the importance of transition and agreed to work together in easing transition activities such as to improve the learning environment in lower primary schools by adding learning materials and improving the outdoor play environment. School Committees (SCs) set up meetings with SMCs in order to plan strategies on working together. ZMRC staff members supported SMC and SC members on site during these meetings.

In Pemba, a meeting with teachers from Jadida primary school focused on what is transition, its rationale, and how to ease the transition of children from pre-primary to primary school. They requested the madrasa pre-school teachers to use the school vacation to support them in material development as a way of easing transition.

Review SMC Training Manual to Include Content on Early Childhood Development

CDOs continued to incorporate feedback on the manual from Madrasa Resource Centre – Kenya (MRC-K) and Madrasa Resource Centre – Uganda (MRC-U) along with other editing changes.

Conduct Citizen Forum/Public Debate on Education and Children with Disabilities

NGORC conducted one public forum in Unguja covering Southern district and Central district. A total number of 158 people participated (52 female, 106 male). Participants included teachers who support Children with Disabilities (CWDs), SMC and CDC members, local authorities (*shebias*), parents of disabled children, religious leaders, school heads and journalists. The aim of the forum was to create awareness to the general public on the needs of children with disabilities and their right to education as a fundamental human right as well as coming up with action plans on what will be done in their respective communities.

Action Research on the Effectiveness of Public Forums in Creating Awareness on Inclusive Education

NGORC has been using public forums to sensitize the community on a variety of issues, with the assumption that the public forum is the best method of disseminating knowledge in the communities, influencing attitudes and reinforcing behavioral change. To test this assumption, NGORC conducted a mini research to gather data which could help determine the value of public forums as a tool of awareness creation on inclusive education within communities.

It was conducted in Unguja and Pemba. The research involved 41 schools and 91 participants of whom 21 were female adults, 4 were disabled girls, 50 were male adults and 16 were disabled boys from areas where forums were held. Although it is still early to measure the total impact of these forums, the research provided important information into the effectiveness of the forums as noted from some of the research findings below³:

- CSOs are transmitting knowledge acquired from public forums to community members and to parents of children with disabilities within their localities. Some CSO's such as ZIA, PIRO, MPESO, ZACA and Changamoto have conducted mini researches to compile the numbers of CWDs in their localities and to look for possibilities to register them in school. These CSOs have also held sensitization meetings with parents with CWD to try to change their attitude and to encourage them to take their children to school. These CSOs have also held meetings to discuss issues relating to CWDs with SMCs, CDCs and other CSOs in there localities.
- SMCs and CDCs at the grass-root level are now actively involved in sensitizing the community. For example;
 - Kanganani CDC in Mkoani Pemba have talked to 30 parents of CWDs about the rights of these children to go to school
 - CDCs in Msufini and Bubwini in North B Unguja whose members attended NGORC public forum on CWDs held a meeting with SMCs soon after the forum to discuss ways of sensitizing parents with disabled children.
- The forums have also changed the teachers' attitudes, motivating them to start supporting CWDs in their respective schools. Information gathered from teachers who deal with CWDs revealed that teachers are treating CWDs more favorably during the lessons than they did in the last years. One of the teachers who attended the forum said he uses extra minutes during or after the lessons to support CWDs. He also provides extra questions and home work for those who have disabilities.

³ The detailed findings of this study is available in the NGORC Research Report on the Effectiveness of Public Forums as an Advocacy Tool for Children with disabilities.

- SMCs, teachers, parents and local government officials have held meetings to discuss ways of supporting children in general and specifically promoting education of CWDs. Teachers in Pemba, after receiving information provided during the forum initiated meetings with local government officials (Ma-sheha) from Mbiguani, Ng'ombeni and Uweleni. It was agreed that CWDs will be given priority during school enrolment and they expect higher enrolment of CWDs in the year 2006.

Overall, MKEZA carried out a number of Center-Based Trainings resulting in ZMRC trained teachers improving their teaching practice, and improved indoor learning environments. ZMRC and Government pre-school teacher trainers have signed an MoU on how to support each other on new Teacher Training Approaches. Public forums for children with disability (CWD) conducted by NGORC, and attended by 158 people created more awareness on the needs of this vulnerable group and their right to education. Action Research is part of the implementation, NGORC research on the Effectiveness of Public Forums in Creating Awareness on Inclusive Education, stimulated interest and serves as an advocacy tool. SMCs and CDCs at the grass-root are now actively involved in sensitizing the community at large. Teachers attitudes are also changing and are now more sensitive of the needs of children with special education needs. SMCs, teachers, parents and local government officials have held regular meetings to discuss ways of supporting children in general and specifically promoting education of CWDs. There has been an increased number of schools addressing the needs of children with disabilities, and increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies, and an increased number of school staff and communities facilitating transition activities from pre-primary to lower primary school. All stakeholders are more actively involved in supporting children's readiness for school.

Intermediate Result 4: Improved School Management

MKEZA has improved school management by building the capacity of Civil Society Organizations (CSO) that support schools management committees (SMCs) and by training the managers of educational institutions to better manage their institutions.

MKEZA is making progress towards the Final Target in the area of manager training but is behind schedule, having trained around half of the managers it plans to train by the end of year. Those that have been trained demonstrate competencies in the new skills and are applying them to their institutions, implying that the desired impact is being achieved in this effort. In regard to CSO capacity building, MKEZA has developed a strategic plan for developing education management components, but has yet to execute it.

Certificate in Education: Educational Leadership and Management (CEELM) TOT for TC co-coordinators, NTTC, inspectors and NTRC.

PDC organized a certification ceremony for 10 course participants (5 from Pemba – 4 male, 1 female and 5 from Unguja – 3 male, 2 female) who completed the course. The certificates to be awarded are from AKU- IED and have already been printed.

Training of CSOs and SMCs/CDCs

Thirty Civil Society Organization (CSO) trainers from 10 CSOs were trained by NGORC on the module for Leadership Skills and Strategic Planning. Eleven of the trainees were female and 19 male. The aim of the training was to enhance the CSO trainees' capacity to provide quality training to SMCs and Community Development Committees (CDCs) in their communities.

In turn, the 30 CSO trainers provided strategic planning training to SMCs and CDCs in their localities. One Hundred and Sixty people participated comprising of 68 women and 92 men. NGORC provided the back up support to trainers in;

- ensuring clarity of their presentation and explanation of material
- involvement of all participants, especially female participants
- adequacy of ways and techniques used to incorporate participants' ideas and comments in the trainings
- and appropriateness and relevance of the examples given by CSOs trainers.

The CSOs trainers will continue training SMCs and CDCs on the remaining modules on leadership, resource mobilization, community mobilization, monitoring and evaluation, and record keeping in the next quarter.

Train 10 CSOs on Campaigning and Advocacy for Children with Special Needs

Thirty (22 male, 8 female) CSOs trainers from 10 CSOs were trained by NGORC on the module for campaigning and advocacy of children with special needs so that SMCs and CDCs will improve in school management by catering for CWDs. The trainers will in turn train SMCs and CDCs. They will also engage in lobbying, advocacy, and campaigning for inclusive education at community level.

Bi-monthly Monitoring of Teachers in Implementation of Inclusive Education

Core Team (CT) in collaboration with the Special Needs Education Division (SNED) of MoEVT staff carried out bi-monthly monitoring of schools in Pemba and Unguja to provide technical and professional support in better school management to teachers and head-teachers in the 10 (5 in Unguja and 5 in Pemba) MKEZA/JPKF and MoEVT pilot schools.

Core Team and JPKF Consultants Debriefing Meeting with Ministry of Education Officials

On December 12th, the MKEZA core team and JPKF consultants held a debriefing meeting with Ministry of Education officials, chaired by the Commissioner for Education. The team provided an analysis of preliminary findings, an evaluation of the August 2005 Focus Group Discussions with key stakeholders, and September and December 2005 training workshops viz. a viz. the current status of inclusive programs, including successes, efforts toward improvement and possible future policy direction.

The JPKF lead consultant, Prof. Michael Hardman gave a brief on JPKF and MKEZA activities to-date thus:

- Workshops are now complete and the Phase V will involve going to schools to provide School Based Support (SBS). The final Phase, VI will deal will policy direction for MoEVT.
- The approach that JPKF is adopting is that of *Effective Teaching for All* instead of *Inclusive Education*. This is because with effective teaching, all children including those with special needs education are supported effectively in learning.

Overall, MKEZA carried out a host of activities to improve school management. PDC organized the Certificate in Education: Educational Leadership and Management (CEELM) TOT for 15 TC co-ordinators, NTTTC, inspectors and NTRC; NGORC trained 30 CSOs and SMCs/CDCs on Leadership Skills and Strategic Planning, who in turn trained SMCs and CDCs in their localities. CT in collaboration with the Special Needs Education Division (SNED) of MoEVT staff provide technical and professional support in better school management to teachers and head-teachers in the 10 JPKF/MKEZA and MoEVT pilot schools. There is improved CSO capacity to support SMC's and an increased number of school, staff and communities facilitating transition activities from pre-primary to lower primary school.

1.0 PARTNER DEVELOPMENT AND CROSS-CUTTING THEMES

(a) Partner Development

Monthly Monitoring of Partner Activities

Core Team organized monthly monitoring sessions and visits to project sites, both in Unguja and Pemba in support of project partners during the quarter. Partners were assisted in the implementation of activities planned in the quarter on a month-by-month basis with actual follow-up of planned activities in the coming months as described in the workplan. These monthly feedback sessions have proved effective as it is the most vital aspect for both reporting on accomplished activities in respective months and for project support purposes.

2nd Workshop on Research, Monitoring and Evaluation

The 2nd AKF Workshop on Research, Monitoring and Evaluation took place in Dar-Es-Salaam from 28th to 30th November 2005 attended by 15 participants (The 1st AKF Workshop was held in Dar-Es-Salaam in September 2005). The 2nd workshop focused on enhancing skills for choosing and applying appropriate statistical tests for data analysis, specifically, participants were provided with the ability to:

- Choose an appropriate data analysis method
- Apply the Statistical Package for Social Sciences (SPSS) appropriately in exploring and analyzing data and
- Interpret data analysis output appropriately.

MKEZA organized a follow-up workshop with project partners to review and to update Indicators in the Performance and Monitoring Plan (PMP). See the revised Performance Indicator Table – as document 2).

(b) Cross-Cutting Themes

MKEZA/FAWE Science Camp for Girls

The second MKEZA/FAWE Girls' Science Camp was conducted in Unguja from 21st to 26th November 2005 at NTTC. Five girl representatives and one Teacher Adviser from 12 selected secondary schools Girls Science Camp.

These camps which are intended to give girls an opportunity to improve their ability in sciences,



USAID Mission Director, Pamela White standing and the Acting Principal Secretary, MOEVT Bi Mwanaidi, immediate left during the Girls Science Camp

particularly in science and mathematics was officially opened by the Acting Principal Secretary, MoEVT and witnessed by the USAID Mission Director, Pamela White on the 22nd of November 2005. The Mission Director distributed USAID branded T-shirts, caps, pens and pencils to the 60 girl, teachers, and facilitators who attended the opening ceremony. US flags were distributed to guests. FAWE will give the footballs to the best performing girls in the take home assignments.

The Unguja Girls Science camp focused on science practicals and leadership training. MKEZA Core Team gave girls trainings on how to create, manage and lead science clubs in their schools. After the camp:

- (i) Girls carried out elections of interim regional science club officials in Unguja schools.
- (ii) Girls from the 12 secondary schools are expected to form a science club in their respective schools by January/February 2006.

The Minister of Education Hon. Haroun A. Suleiman attended the closing ceremony of the camp. He extended his appreciation to USAID for supporting the Girls Science Camps and emphasized the importance of girls learning science subjects. The Hon. Minister announced that the Ministry is contemplating another science camp in February 2006, involving all the girls who have participated in the two MKEZA/FAWE, Unguja and Pemba camps. More schools both from Islands would be enlisted, including participation of boys.

The Hon Minister of Education welcomed MKEZA to participate in the organization of the next Science camp together with other interested donors such as the African Development Bank (ADB) so as to encourage girls to active participation in the sciences.

(C) Performance Monitoring & Evaluation

MKEZA Mid-Term Program Review

The intention of the MKEZA Mid Term Evaluation (MTE) was to serve as a learning tool and stimulator of positive change and progress for the project, however, the evaluation commissioned by AKF as part of the contractual agreement with AIR and USAID and carried out in June/July 2005, did not meet the standards and expectations explicitly defined in the Terms of Reference. The MTE lacks an in-depth analysis and realistic strategic and practical recommendations to address the key issues observed during the review. The Report:

- fails to address the important question as to whether the project is meeting its goals and objectives;
- the recommendations are weak and include several ideas that are outside the scope of the project (such as recommendations for action by MOECS);
- does not follow the proposed structure and lacks the mention of an evaluation methodology, major findings as per objectives and intermediate results, achievements to date, recommendations, challenges and annexes.
- lacks important aspects of the project. These include, but are not limited to:
 - a. The Program Monitoring Plan (PMP)
 - b. The role of AIR in the program
 - c. The program's relationship with MOECS (now MOEVI)
 - d. Information/interviews from AKF Tanzania
 - e. Work plan of the MKEZA core team
 - f. Discussion of the impact of identified issues on the program

The MKEZA AKF MTE therefore does not provide the desired comprehensive reference point for future project planning and improvement particularly in areas of program performance, viz. a viz. recommendations for MKEZA management structure and mode of implementation. AKF will provide an addendum to this MTE report whenever it is submitted to those interested so as to highlight the deficiencies in the review.

The USAID Tanzania Mission conducted her own Mid Term review of the MKEZA project in August 2005 and commissioned an independent Education Sector Review during the quarter done by Deborah Llewellyn, Education Consultant for USAID future interventions in Zanzibar. This exercise was facilitated by the MKEZA project.

1.0 MANAGEMENT INFORMATION

During the quarter, there were several high level visitors to the project, a strategic planning visit to map out future areas of interventions for USAID Tanzania Mission, two Project Directors and ZINGOF meetings were conducted, and the procurement of furniture, equipment and schools supplies was done. There were also concerns about the structural layout of the MKEZA report which have been taken into account in this October – December 2005 quarterly report.

MKEZA Core Team New Staff

Four positions were filled at the MKEZA Core Team as new staff was recruited during the quarter, for the following positions: (1) Monitoring and Evaluation Research Assistant, (2) Project Account, (3) Administrative Assistant; and Project Driver (the last two positions will enhance capacity at the Pemba satellite Office. The Monitoring Officer resigned owing to personal reasons; therefore it was necessary to hire new staff to support the M&E Unit. At the project partner level, TAP hired a Monitoring and Evaluation Officer on secondment from The Ministry of Education. PDC recruited a Librarian also on secondment from the Ministry of Education and is awaiting a release letter.

Procurement of School Supplies and Equipment

The MKEZA CT supported the Ministry of Education, to improve the availability of teaching learning materials (IR 1) in schools by procuring educational supplies for 10 pilot schools with an assortment of teaching learning aids to support those with disabilities to ensure a quality education.

The procurement of the following are at an advanced stage: tricycles for the disabled, 40 sets of Transcribing Teacher's Guides and pupils books for standard IV-VII in the Mathematics, English, Kiswahili, Social Science, General Study. Twenty pieces of A4 Braille papers; 4x4 pins for binding; Braille machines; Braille kits; and batch tool box for blind. In addition, 10 pilot school maps for display in the 10 pilot schools, as well as a catalogue of stationeries and other equipment. The delivery of some of these accessories will be done in the next quarter. MKEZA IR 1, 2 and 3 is being achieved as classrooms and teacher centers have been equipped with furniture, textbooks, audio visual appliances and other resource materials in preparation for student readiness for schools and improved teacher skills.

The MKEZA project also procured digital cameras, desktop computers; laptops; and a photocopier. Some of these have been earmarked for the Ministry of Education's Department of Special Needs. The remaining two project trucks, for TAP and PDC were also procured and have been delivered to the project sites. The procurement process of these supplies and cars adhere to the USAID compliance requirements.



The textbooks that were donated by the US first lady, Laura Bush during her visit to Zanzibar last summer, 2005 were received by the Ministry of Education. Currently the Ministry is sorting the books according to themes and levels before distribution to the schools and TCs.

Management Visits
USAID Tanzania

8- 15 November 2005: The USAID Education Sector Review Consultant, Deborah Llewellyn visited the project to hold consultations with the Principal

Secretary, Senior Officials at the Ministry of Education and other counterparts to identify in consultation with the MKEZA core team, project partners and the Ministry of Education areas for future USAID support to Zanzibar.

21-22 November 2005: The USAID Mission Director, Pamela White and MKEZA CTO, Tom Bayer paid a courtesy call to the newly installed Minister of Education, Hon Haroun A. Suleiman at his Office, at the Ministry of Education. The USAID Mission Director also participated in the opening ceremony of the five-day Girls Science Camp officially opened by the Acting Principal Secretary of the Ministry of Education, Mrs. Mwanaidi. Also in attendance were Education Directors and other senior officers in the Ministry.

1 December 2005: MKEZA, AKF and her partner project held meetings with Dr. James M. Wile, Director International Reading Association (IRA), Ms. Washington, Jennifer Bowler, Program Officer, International Reading Association, Washington and Ms. Catherine Sekwao, UNESCO Dar Es Salaam Cluster Office. The Ministry of Education, Zanzibar was represented by Ms. Ida Juma

Maulid, Teacher Training Department, MOE, Zanzibar, to explore areas of collaboration in teacher professional development in literacy and reading.

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

AKF Tanzania and East Africa

The Regional Executive Officer East Africa, Mr. Arif Neky, CEO of AKF Canada and Regional Monitoring and Evaluation Officer and the Regional Education Officers, Ms. Juliana Nzomo, Mr. Seth Oguti and Dr. Akim Okuni visited the projects during the quarter. Ms. Nemat Hajebehoy, the new Executive Officer of AKF Tanzania also paid a courtesy call to MKEZA and the projects during the quarter. Fizza Moloo, AKF Tanzania was also a regular visitor to the project site during the quarter to provide on the ground field support.

Associate Prof. Sue Grant Lewis, the AKF External Consultant, hired to conduct the end-of-project evaluation for SIPRR, Regional Uganda based project visited Zanzibar from 12th to 25th November 2005 and had meetings with MKEZA, TAP/PDC, NGORC, MRC – Zanzibar to give her an opportunity to get a diverse range of perspectives as well as discuss and observe how SIPRR strategies/activities have helped projects improve implementation of interventions at the grassroots level.

Timeline of activities

The quarter October – December 2005 coincided with an election year for Zanzibar and the Union Government of Tanzania. As a precautionary measure, field related activities for community mobilization were slowed down and stopped and project offices closed during the voting time for security reasons due to the hot politics that characterize Zanzibar. Schools were closed and therefore classroom activities were also stopped. This slow down and stoppage of certain activities, the Idd celebrations followed by Christmas and New Year Break slowed down the project activities during this quarter. There were problems experienced in terms of recruitment of staff, particularly for communications as no qualified candidate was identified. Delays precipitated by the above will be addressed during the next quarter.

Outcomes and Effect of General Elections on MKEZA

Related to the above, there have not been major changes at the Ministry of Education in terms of staffing that would impact adversely on the management and implementation of the MKEZA project. The Honorable Haroun Ali Suleiman retained his position as Minister for Education and Vocational Training, so did the Principal Secretary, the Acting PS, the Commissioner and the Directors that MKEZA works with on a day to day basis. The only significant change is in terms of change of name of The Ministry of Education Culture and Sports MOECS to Ministry of Education and Technical Education MOEVT.

This has ensured continuity with offices and officers that have a good background of the MKEZA project. In terms of policy direction, the Draft Zanzibar Education Policy is expected to be debated by Cabinet in January 2006, during the next quarter. There are indications that Ministry will also be placing emphasis on secondary and vocational education.

Progress on Alliance Formation

Besides increasing its work portfolio with FAWE, and playing a key role in ZINGOF, and the other disability NGOs in Zanzibar, MKEZA continued to form new alliances both at the field level and at the international level. During the quarter contact was initiated with the following partners: International Reading Association (IRA) Washington, to discuss possibilities of collaboration, between MKEZA and AKF partner projects, UNESCO, and the Ministry of Education to improve the quality of literacy in Zanzibar within the framework of the capacity building Literacy Policy Development in the United Republic of Tanzania /Zanzibar. MKEZA and IRA have agreed to share information on the 10 pilot MKEZA/JPKF and MOEVT schools for synergies. The Zanzibar Malaria Control Program and MKEZA continued support to work on malaria and education.

Project Directors and the ZINGOF Meetings

Two Project Directors meetings and three Zanzibar International NGO Forum (ZINGOF) meetings were held during the October – December 2005 quarter. These meetings dealt mainly with planning and coordination during the pre-elections and post elections. Zanzibar is known for its versatile politics and certain decisions were made collectively including slowing down, suspension of community mobilization activities, closing down offices and gradual resumption of works except for relief and agencies like Medicines Sans Frontiers and the International Red Cross. The MKEZA projects also discussed issues on branding and communication strategies for MKEZA.

Ministry of Education and Vocational Training

MKEZA and partners continued to strengthen ties with the MOEVT. During the quarter the Minister of Education, the Acting Principal Secretary and the Commissioner for Education and other Directors in the entire department got deeply involved in the MKEZA project activities, either at events, planning meetings and consultations in support of the MOEVT priorities.

MKEZA and partners participated in the MOEVT stake holder's meeting to discuss The Zanzibar Poverty Reduction Strategy Paper, 10th November 2005. MKEZA also participated in the dissemination of the Orientation Secondary School Report, commissioned by the Ministry as part of its strategy in preparation and shaping of the New Zanzibar Education Policy. This Orientation Secondary Class study presented by Prof. Casmir M. Rubagumya, of University of Dar Es Salaam, on behalf of the consulting team is critical for MKEZA as it deals with one of the hallmarks of the MKEZA project i.e. this is an important linkages with the MKEZA project which aims at promoting the standards of English.

Level of Effort

The level of support from the USAID Mission in Tanzania has increased dramatically and has created many synergies with the project, in terms of linkages and actual day-to-day interactions and participation in activities and events. USAID mission also linked MKEZA and the projects by providing information for funding through USAID. The USAID Mission also supported Mr. Uleidi Uleidi, Assistant Commissioner of Education to attend a Conference on Special Needs Education Finland. Similarly AKF regional Office and Tanzania has increased its support to the MKEZA CT especially in terms of oversight and project implementation mainly to ensure that her partner projects burn rate is increased.

Communications and Branding

During the October – December 2005, USAID Tanzania Mission in consultation with AIR organized for the MKEZA Core Team and AKF staff to attend the regional USAID branding conference in Nairobi. The information acquired at the workshop is being shared with project partners. Projects are being encouraged positively to acknowledge the source of funds through branding and to give credit to those who have made this work possible. In addition, partners are being encouraged to use banners at all events where MKEZA supported activities take place clearly acknowledging USAID. Subsequently, there have been several appearance of the MKEZA project

on the Zanzibar State Television, the Zanzibar Radio with several articles and commentaries appearing in the news print in some of the following media outlets:

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

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

6.0 CHALLENGES ENCOUNTERED

- Human resource management issue: Difficulty in recruiting qualified staff
Lack of a communications officer to coordinate the communications strategy for MKEZA
- Program Planning issue – Time needed to carry out activities was underestimated.
- Outreach and external communication issue
Some partners have not received sufficient attention by the press.
- TAP and PDC lost experienced trainers from the ASTC course as these trainers went on further education/training for professional development and employment elsewhere. 10 new trainers were selected by PDC and TAP to bridge this gap, and were given a concentrated one-week course in ASTC training of trainers by PDC. These new trainers are eight secondary science and mathematics teachers, and one language trainer from Dunga and Michakaini TCs.
- With the expansion of ASTC training program, extensions were built in TCs and therefore the need for additional furniture arose. This shortage and lack of furniture will be overcome as MKEZA and the TAP program have placed orders to make shelves, cupboards, tables and chairs for the 9 TCs with USAID's funding. CIDA has pledged to support stocking for two TCs.
- Several events such as the Zanzibar presidential elections, the Holy month of Ramadhan, the Christmas and New Year holidays and school closures during the quarter proved a challenge to partners in carrying out planned activities. Partner projects, experienced low attendance, absences and low attendance and participation of communities during meetings and other events. Unaccomplished planned activities have therefore been rescheduled.

7.0 RECOMMENDATIONS

- Identify and engage public relations firm to assist with recruitment
- Encourage all partners to provide media briefs for journalists whenever media houses are invited to events.

8.0 LESSONS

- FAWE and the Ministry of Education proposed that Girls Science Camps being planned in the future, should also involve boys. The Honorable Minister welcomed MKEZA to join with other stakeholders to support this camp which is to be conducted in Pemba.

- Identifying the needs of beneficiaries and involving them actively in planning interventions and actual implementation releases peoples creativity, enhances interest and a sense of ownership of the process. Participants in the process set their own achievable targets which they enthusiastically strive to achieve. This was well demonstrated through the process of monitoring, collection of teachers needs for the December JPKF/MKEZA workshops which formed the basis for establishing the workshop content.
- Irrespective of how well in-service training workshops are prepared and delivered, there is always a gap between training in theory and classroom practice. It is for this reason that the JPKF, MoEVT and MKEZA decided to provide classroom based teacher support for a whole week during the phase V February 2006. This will provide an opportunity for teachers and facilitators to address unique classroom issues that are difficult to adequately address in a workshop setting.
- More time should be allocated to the project partners during monitoring and evaluation trainings workshops especially in data analysis and quantitative and qualitative analysis. Discussions on this topic were not considered in details during the research, monitoring and evaluation workshop, therefore although the workshop was successful, there was criticism for the omission and scanty discussions on this topic.
- The USAID education review pointed out that MKEZA and the AKF could position itself better for future support by adopting a systemic approach to program implementation. The MKEZA partner projects will therefore start preparing to position themselves strategically to assure they can present a coherent position document when USAID puts out the Request for Assistance (RFA) in January/February 2006.
- Projects that have Monitoring Officers are in a better position to report on IR, and therefore projects that had not yet recruited M&E positions have now done so. The partners' ability to produce good reports against IR. The biggest challenge was for TAP. The program did not have a monitoring Officer, this was a setback as the project did not benefit from M&E officer to track the progress on and advise management accordingly.
- MKEZA advertised for a Communications Officers position for MKEZA core team but there were no suitable applicants to fill this post, MKEZA will adopt a different approach to the communication aspects of the project for instance by using the services a public relations agency.

1.0 CONCLUSION

Overall, MKEZA has clearly made significant and considerable progress towards achieving the key objectives of the project, in the Oct-Dec 2005 quarter. This quarter was significant because, it is one in which partners became more proactive in terms of branding USAID products as well as being more conscientious in terms of accelerating the project burn rate.

Through increasing the availability of teaching and learning materials, improving teacher skills, improving student readiness, and improving school management, MKEZA has made great strides in improving the overall quality of education that schools at every level of the Zanzabari education sector are able to offer. Equally important, MKEZA has contributed to expanding access to these improved educational opportunities to *all* students, including girls and children with disabilities.

What is particularly noteworthy in this quarter is that the fruits of MKEZA's long and steady efforts can now be seen in the classroom, as teacher trainings are completed and materials have been distributed to schools and are in use.

In terms of results and targets, the project has exceeded its targets in some areas and fallen short in others, but is in general on track for meeting Final Targets, which according to the findings of this report are bringing about the desired impact in most cases.

The project did experience some difficulties, especially in terms of time constraints produced by the initial delay in project start-up, but has managed to speed up implementation since the mid-term.

The project is looking forward to the next quarter and is confident that the lessons learned and recommendations mentioned above will allow the project to implement program activities with greater efficiency and continued success.

By all indications, MKEZA's role in the collaborative effort to ensure quality education for all in Zanzibar is critical and USAID's support crucial.

8.0 SUCCESS STORIES



CELEBRATING OUR SUCCESS A STRONG BASE FOR ACADEMIC SUCCESS:

(a) Community Management of Madrasa Preschools: The story of empowered community members creating opportunities for children

Madrasa Tahfiidh is a community-owned preschool in Pale village (North West of Zanzibar), established as a result of community mobilization by the Zanzibar Madrasa Resource Center (ZMRC). It started as a project of the Aga Khan Foundation, and received funding from the United States Agency for International Development (USAID). Madrasa Tahfiidh portrays how empowerment of community members impacts education opportunities for children in communities.

When members of the Pale community expressed interest in starting a preschool for their children, the challenge was that community members did not possess the skills necessary to manage a preschool. The ZMRC program recognized the need for training community members in order to bridge the skills gap and thus enable community ownership of schools, a key element for sustainability. Therefore, in Pale, as with other ZMRC communities, a School Management Committee (SMC) was formed to take responsibility for management of the preschool. The SMC participated in a two-year training program. The ZMRC's approach of training is to increase individual members' skills and capacity to work as a team towards managing preschool activities and mobilizing the community for ownership. The approach is both innovative and unique. To date, ZMRC has trained 420 SMC members from 84 communities, 261 men and 159 women, of these, 20 new communities were mobilized to receive support through the USAID's Mradi Wa Kuendeleza Elimu- Zanzibar, MKEZA project.

Pale community members, who are also one of the new schools receiving support from USAID identified and elected 14 members for the SMC, 7 men and 7 women. The SMC is chaired by a woman, Ms. Rukia Issa Machano. ZMRC requires communities to elect at least 8 members, of which at least 2 must be women. Community Development Officer (CDO) Suleiman Ahmed explained that in Zanzibar communities, women's involvement in decision-making was usually confined to women's organizations; therefore, the SMC being a platform where men and women can make decisions together has expanded scope of women in wider community decisions.

Members of the SMC meet on a monthly basis, manage the finances of their school, keep financial and administrative records, and mobilize the community and parents to support school activities. The SMC in Pale has many notable achievements. With financial contributions and labor from parents, community members, and local leaders, the school now has one classroom, two toilets, and outdoor play areas. The classroom is equipped with many learning materials that enable teachers to implement active learning. The school is connected to a supply of clean tap water. Parents have established a daily feeding program for the children. The most notable achievement of the school has been the commitment it has fostered in the community for education to all children, boys and girls.



Women preparing to serve porridge for children as part of the school's feeding program.
Photo by Inbal Alon.

The SMC has impacted the Pale community in various ways. Women on the SMC have gained a sense of empowerment and confidence to participate in community decisions. SMC members Ms.



Some of the SMC members during a meeting. Photo by Inbal Alon.

Patima Jamal Fom, explained “as women on the SMC we make decisions together with the men.” Head Teacher and Secretary of the SMC, Ms. Tatu Hassan, said “before ZMRC training I was not able to talk in any type of gathering. Now I can stand up in any gathering and confidently express myself.” This sense of empowerment has enabled these women to work with local leaders, such as Sheha Saleh Ali, to discuss the development of the village, for example through providing education for all children, boys and girls.

From the 57 children currently enrolled 23 are girls, which is reflective of the percentage of preschool aged children in the community. SMC members sensitized the community not to discriminate against girls when sending children to school. In a community where the number of girls at secondary school is lower than the number of boys, SMC members hope that a focus on girls’ education in the early years will provide girls with strong foundation for academic success and increase community acceptance for girls’ education. SMC member, Ms. Kaji Ussi Ali, explained “I was married before I completed school and now I face problems. Fortunately, now we have women and men on the SMC committed to girls’ education and we are going to fight for improvement of girls’ access to education.”



Girls and boys playing together during outdoor playtime at Madrasa Tahfiidh. Photo by Inbal Alon.

Perhaps the most notable, and least recognized, achievement of the Pale community, and all communities in the ZMRC program, is the continued functioning of schools over time. Sixty-four preschools completed ZMRC training and had graduated by 2001. Fifty-nine preschools are still functioning, a testament to the ability of communities like Pale to own and manage their schools in a sustainable manner. Currently, over 4000 children in Zanzibar are enrolled with the Madrasa Preschools, and are getting an early start in education.

Story by Inbal Alon, Margaret Ngau and Ramadhan Ali Abdalla

(b) From Dream to Reality:

Positive Praise, Positive Aid and Positive Change in Zanzibar

The NGORC- MKEZA project is a USAID funded project that endeavors to enhance the quality of education in Zanzibar. Cooperating with the community to ensure sustainability, the project has from its inception worked closely with CSO’s, CDCs and SMC s to build their capacity in working for

development including improving the quality of education through training and promoting inclusive education. The initiative also sponsors public forums that seek to increase awareness of the educational needs and rights of children with disabilities. Endowing its partners with the knowledge on how to plan, envision and work towards development goals, the project has touched the lives of many people

In May this year, the NGORC/MKEZA initiative successfully reached out and touched the lives of two disabled children in Unguja. One, Mwanahamisi was born mute and deaf and the other Amani has a deformed left hand. Brought up in a single parent household in Mwanakwerekwe- Unguja, the two girls have long become accustomed to being sidelined and left out of many activities that normal children partake in. This included attending school. It wasn't until a head master of a neighboring school who is a member of that schools SMC intervened that their lives changed. Talking to their mother of the rights of the disabled child, the head teacher was taking the initiative of using the knowledge provided by the NGORC/MKEZA project to its partner organizations such as ZACA (Zanzibar Association for Children Advancement) of the rights of CWDs.

Frequently visiting the mother to sensitize her on the rights of her daughters to education and to receive their equal treatment and basic rights, the teacher sought to overcome her initial reluctance to the idea of sending her children to school. Weighed down by worries of insufficient ability to pay school fees and provide for other necessities such as school uniforms, exercise and text books, the mother was also worried about her children's abilities to cope with other children, bullies and the learning environment.

With constant persuasion however, the mother changed her attitude and the lives of her daughters took a turn for the better as the girls enrolled in standard one in May this year [2005] Mwanakhamisi at age of eleven [11] and Aiman at the age of nine [9] respectively. The two are now joyously and diligently attending the Mwanakwerekwe F primary school.

The two girls present happiness might never have come about were it not for the NGORC/MKEZA initiative and the impact it has had so far upon the knowledge base, the attitudes and behavior of the Zanzibar society towards disabled children.

Paying tribute to the initiative, the mother cannot stop expressing her gratitude to the SMC of Mwanakwerekwe School who lobbied for the inclusion of the two in equal education projects and have taken the responsibility of putting the two girls through school at their own expense. ZACA for the pair of brand new uniforms and the promise to help when the need arose and holistically to the NGORC/MKEZA initiative for bringing new light and understanding of the needs of CWDs in Zanzibar.

Noting further that, 'I did not know that disabled children were supposed to be sent to school' the girls mother said that it was this kind of Positive Aid which challenges old-fashioned indifferent attitudes and brings about positive and enlightened changes that Africa and other developing countries need.

9.0 PLANS FOR THE NEXT QUARTER

MKEZA will continue implementing activities as per year two Annual Implementation Plan. The following table shows the activities that will be carried out by MKEZA components in the quarter covering January – March 2006.

MKEZA JANUARY-MARCH 2006 ACTIVITY PLAN

PLANNED ACTIVITIES BY OBJECTIVE		LEA D NGO	Year 2006		
			Jan	Feb	Mar
Project Objective: To improve the quality of learning in Zanzibar					
Activity area A: Staff hiring and office set up and awareness activities					
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	Train MOECS focal point staff for HIV/AIDS in program development and Monitoring and Evaluation	CT		
	2	Train HIV/AIDS patrons in selected schools			
B.3	<i>Strengthen MoECS's capacity in addressing the needs of children with disabilities</i>				
	1	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	Support career day events in selected schools to improve girl's awareness and participation	CT		
Activity area C: Capacity building for MKEZA partners.					
C.1	<i>Staff development training activities</i>				
	1	Participate in ECD networking activities in Tanzania	MRC		
	2	Coordinate activities in setting up ECD working group in Zanzibar	MRC		
	3	Participate in public debate forums	MRC		
	4	Hold board meetings	MRC		
C.2	<i>Project monitoring and evaluation activities</i>				
	1	Monthly monitoring and feedback sessions	All		
	2	Quarterly reviews	All		
	3	Final Evaluation			
Activity area D: Office close-up and transition					
D.1	<i>Handing over of office equipment/vehicles</i>				
	1	Consult USAID and Home office regarding hand over of office equipment/vehicles	CT		
	2	Hand over of office equipment/vehicles	CT		
D.2	<i>Dissemination workshop and transition</i>				
	1	Liase with other interested donor parties and coordinate the process for MKEZA partners and USAID	CT		
	2	Hold a workshop to plan hand over to government and project partners and share challenges and lessons learned over the 2 year period	CT		
	3	Project wind-up report to AKD-USA	CT		
D.3	<i>Personnel end of contract</i>				

PLANNED ACTIVITIES BY OBJECTIVE			LEA D NGO	Year 2006		
				Jan	Feb	Mar
	1	Exit interview for accrued benefit/final payment (if any)	CT			
Objective 1: Support the improvement of instruction and learning in Secondary schools						
Activity Area 1: Equip secondary school classrooms and teachers with learning/teaching materials and supplies						
<i>1.1.1 Upgrade secondary school and teacher training science labs with modern, locally purchased lab material</i>						
	1	Monitor equipment distributed to schools	MoEC S/AIR			
<i>1.1.2 Provide adequate number of text books for secondary students enrolled in secondary school in sciences, math, and English</i>						
	1	Monitor books distributed to schools	MoEC S/AIR			
Activity Area 2: Support improved instructional capacity						
<i>1.2.1 Develop and Review the ASTC curriculum</i>						
	1	Review and update the ASTC curriculum (after baseline)	TAP			
	2	Develop Civics curriculum for ASTC	TAP			
<i>1.2.2 Develop modules & materials (for physics, chemistry, biology and civics) which includes module on creation and use of locally made materials</i>						
	1	Develop and pilot test materials	TAP			
<i>1.2.3 Carry out ASTC TOT for NTTC, NTRC and TCs</i>						
	1	Deliver TOT for Maths	PDC			
<i>1.2.4 Delivery of ASTC to improve capacity of secondary school teachers</i>						
	1	ASTC for Biology, Chemistry, Physics, math and English	TAP			
	2	Conduct Action research on Secondary schools student's attitudes on Science and Math.	TAP			
<i>1.2.5 Assist NTTC in strengthening certificate and diploma courses</i>						
	1	M.ED at AKU-IED	PDC			
Activity Area 3: Strengthen Secondary School Management						
<i>1.3.3 Train School heads to improve their school management and teacher mentoring functions</i>						
	1	Head teachers training	TAP			
	2	Support NTTC/NTRC staff through mentoring.	TAP			
	3	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						
<i>2.1.1 Equip primary with appropriate text books from class I-III</i>						
	1	Deliver textbooks to schools	AIR			
Activity Area 2: Strengthen Secondary School Management						
<i>2.2.1 Training of SMCs and CDCs</i>						
	1	Conduct organization development interventions (assessment, module development, training and follow-up) with 10 CSOs based on TNA	NGO RC			
	2	Train 30 CSO trainers on the modules developed to improve school management at the secondary and primary level	NGO RC			
	3	NGORC back-up support to CSO trainers in communities	NGO RC			
Activity Area 3: Facilitate early learning readiness						
<i>2.3.1 Train 100 teachers in 20 new schools</i>						
	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			

PLANNED ACTIVITIES BY OBJECTIVE			LEA D NGO	Year 2006		
				Jan	Feb	Mar
	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			
2.3.2	<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			
	4	Track ECD children transiting into primary schools	MRC			
	5	Carry out training for community resource teams (CRTs) in monitoring learning outcomes (For Heads and Lead teachers as CRT members)	MRC			
	6	Support CRTs in schools to observe and write performance reports of their schools	MRC			
	7	Assess CRTs for certification purposes	MRC			
	8	Madrassa Associations visit schools quarterly to observe learning outcomes and active learning	MRC			
2.3.3	<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	Collect school monthly data	MRC			
	3	Follow up and support SMCs monthly to work with teachers, parents and communities towards sustainability of schools	MRC			
2.3.4	<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	Collect monthly school data	MRC			
	3	Follow up and support SMCs and CRTs to work with teachers, parents and communities towards continued sustainability of schools	MRC			
	4	Conduct National Endowment Steering Committee meetings	MRC			
	5	Conduct Regional Endowment Advisory Committee meetings	MRC			
	6	Compile and analyze follow-up reports for individual teachers				
2.3.5	<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 and analyze quarterly follow-up reports for individual teachers				
	3	Conduct refresher trainings for teachers				
	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				
2.3.6	<i>Conduct meeting 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)				

PLANNED ACTIVITIES BY OBJECTIVE			LEA D NGO	Year 2006		
				Jan	Feb	Mar
2.3.7	<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 4: Facilitate HIV/AIDS awareness and activities to enhance children's participation in school						
2.5.1	<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>					
	1	Meet children with special education needs in selected schools and communities to assess implementation of inclusive education	CT/ JPK			
	2	Review reports and studies written by MOECS, NGOs, academics, or other about children with disabilities in Zanzibar	CT			
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, Government, or other actors to access	CT			
	2	Conduct follow-up of CSOs in the implementation of community awareness activities in Pemba and Unguja	CT/ JPK			
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	Conduct citizen forum/public debate on education and children with disabilities (in cooperation with 10 CSOs and MOECS)	NGO RC/ CT			
	4	Train 10 CSOs on campaigning and advocacy for children with special needs	NGO RC			
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	Develop a MKEZA strategic plan of action for gender	CT			
	2	Conduct reviews on the draft MKEZA gender strategic action plan	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						

PLANNED ACTIVITIES BY OBJECTIVE			LEA D NGO	Year 2006		
				Jan	Feb	Mar
4.2.1	<i>Support awareness raising among all stakeholders</i>					
	1	Assist CSOs in making linkages with other partners or resources to deliver campaigns for education for the girl child	NGO RC			
	2	Develop criteria and select partner CSOs to receive financial support for delivering girls' education campaigns	NGO RC			
	3	Distribute financial support to partner CSOs for implementation of girl's education campaigns	NGO RC			
	4	Address the learning needs of girls in 'TOT' training in Science and Maths	NGO RC			

Annex 1: Table of Performance Indicators as at December 2005

Indicators	Indicator Definition	Data Source	Data Frequency Collection	Responsible Group	Expected Baseline Target	Target Interim (end of yr 1)	Target Final (yr 2)	Progress to Date
IR 1: Improved availability of teaching and learning materials, especially in Math, civics, sciences and English								
Increased number of schools supplied with lab, textbooks and resource materials	Number of schools and colleges that receive science laboratory equipment, number of schools that receive textbooks, number of schools and colleges that receive resource materials.	Inventory records, Material, checkout lists	Annual	MOECS /AIR	No new materials	To be set in accordance to the procurement contract established by the Ministry and AIR.	To be set in accordance to the procurement contract established by the Ministry and AIR	-Tenders advertised -Tender opening and awarding ceremony conducted -Procurement of school supplies for secondary schools done and delivered to schools. -Draft manual scripts for English and Mathematics subjects for primary schools being received.
Increased number of Teacher Centres (TCs) supplied with textbooks, audio visual equipment, furniture and transport utilities	TCs have textbooks (for Science, Maths and English), audio-visual equipment, motorbikes and bicycles.	Inventory sheets, TC ledger book loan	Semi-Annual	TAP	0 of the TCs have <u>all the</u> audio visual equipment, furniture and transport utilities	All 9 TCs to have all the equipment. In addition, the 3 pilot TCs to have 50% of the textbooks.	All the 9 TCs to have all the textbooks (for Science, Maths and English), furniture and transport utilities	-3 pilot TCs (2 in Unguja and 1 in Pemba) have received textbooks, all the equipment and transport utilities. -Procurement process for furniture is underway
IR2: Improved teacher skills								

Increased percentage of newly trained Madrasa Resource Center teachers practicing active learning methodologies	Newly trained ZMRC teachers are exhibiting child-centered principles (includes following a daily routine of; using teaching and learning materials, provide time for outdoor play, use of lesson preparation and plan, as well as interacting with children at same physical level) as defined and presented in their training in the classroom.	Records of classroom observations and teacher observation forms	Semi-annual	ZMRC	Zero of 128 newly trained ZMRC teachers practicing active learning methodologies	70 percent of the newly trained teachers will demonstrate competency consistent with the stage in the training program (defined as 50% score on the teacher assessment tool)	70 percent of the newly trained teachers using active learning methodologies (defined as 70% or higher score on the teacher assessment tool).	70 percent of 128 (76 in Unguja and 52 in Pemba) newly trained ZMRC teachers from 16 new schools were observed using active learning methodology (score of 50% ¹)
Increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies	ZMRC teachers with ZMRC certificate are exhibiting child-centred principles (includes following a daily routine of; using teaching and learning materials, provide time for outdoor play, use of lesson preparation and plan, as well as interacting with children at same physical level) as defined and presented in their training, in the classrooms.	Records of classroom observations and teacher observation forms	Annual	ZMRC	At least 50 percent of 282 ZMRC graduate teachers are sustaining and improving active learning methodologies (Estimate from experience)	65 percent of 282 ZMRC graduate teachers using active learning methodologies (defined as 70% of higher score on the teacher assessment tool).	70 percent of 282 ZMRC graduate teachers using active learning methodologies (defined as 70% of higher score on the teacher assessment tool).	65 percent of 282 ZMRC graduate teachers are using active learning methodologies as reflected in the assessment tools.

¹ The final target aims at 70% of the teachers scoring 70%.

Increased percentage of ASTC (Advanced Secondary Teacher Certificate Course) trainers with the ability to use computers and educational technology for the production of training, teaching and learning materials.	Number of TC, NTRC and NTTC personnel able to use computers and/or audio-visual equipment including TV, video, camcorder and camera and producing one piece of teaching, learning and training material.	Checklists, materials produced and certificates awarded, observation	Annual	TAP	Zero of 50 personnel have the necessary skills	16 of 50 personnel acquire required skills	35 of 50 personnel acquire the required skills	-16 of the 50 have been trained in phase one of the computer course in year 1. -36 of the 50 have been trained in year 2.
Increased percentage of ASTC trainees using English as the language of instruction	Increased percentage of trainees applying the Advanced Secondary Teaching Certificate (ASTC) curriculum for math and science that focuses on enhancing the use of English as language of instruction (LOI). This is in teaching science and mathematics to forms 1 and 2 students. This will include use of questions, instruction, support and competence level of class communication in writing and speaking according to prescribed criteria	Classroom observations	Quarterly, Annually	TAP	9 of 90 science and maths trainees using English as language of instruction.	-Preparation for training and production of materials	50 of 90 trainees of science and maths are using the improved curriculum that includes English as language of instruction.	-In year 1 trained writers and editors to write language material and teacher guides to include language element. -60% of pilot material printed (e.g teacher guides) -90 ASTC trainees completed module 1 of the course -Induction training completed -Classroom observations for 60 of the trainees on module 1 completed.
Increased	ASTC trainees are	Classroom	Annual and	TAP	9 of 90 science and	-Preparation	50 of 90	-60% of pilot material printed

percentage of ASTC trainees practicing active learning methodologies	practicing active learning methodologies in forms 1 and 2 science and mathematics classes. In this case, active learning methodologies are defined as the use of pair and group work, discussion, experimentation, investigation, roleplay and case studies.	observations	quarterly		maths trainees practice active learning methodologies.	for training and production of materials	ASTC trainees practicing active learning methodologies	(e.g teacher guides) -90 ASTC trainees completed module 1 of the course -Induction training completed -Classroom observations for 60 ASTC trainees on module 1 completed.
Increased percentage of ASTC trainees effectively able to teach mathematics and science subject content competently	Increased percentage of tutors teaching accurate, detailed and well organized subject content including the inclusion of relevant, real life examples in forms 1 and 2 classes of mathematics and science	Classroom observations	Annual	TAP	Less than 10% of 90 of ASTC trainees competently teaching maths and science subjects content.	-Preparation and production of materials	50 of 90 ASTC trainees competently teaching maths and science subject content	-60% of pilot material printed (e.g teacher guides) -90 ASTC trainees completed module 1 of the course -Induction training completed -Classroom observations for 60 ASTC trainees for module 1 completed
Increased number of primary teachers using a learner-centred activity-based approach	PDC trained primary teachers actively involving all learners in the teaching and learning process through a cooperative learning approach including the use of group work and teaching and learning aids.	Observation Checklist	Annual and quarterly	PDC	0 teachers trained or using cooperative learning	24 trained and using cooperative learning	30 new teachers trained and using cooperative learning	-Actual number of teachers trained and using cooperative learning in year 1 was 20 as 2 teachers were transferred to schools far from the training venue and 2 more remained at home to nurse their babies. -Actual number of teachers currently being trained in year 2 is 26 as others stopped due to lack of transport specifically in Pemba.
Increased percentage of ASTC trainees effectively able to develop and use locally	Increased percentage of tutors teaching forms 1 and 2 science and mathematics classes are able to use local materials to	Classroom observations.	Annual	TAP	Less than 10% ASTC trainees able to develop and use locally made teaching aids and laboratory	50% of tutors able to develop and use locally made teaching aids and	-Train 90 (100%) trainees on teaching material improvisation	-Induction training on improvisation of teaching material completed -Classroom observations for module 1 completed.

constructed teaching aids and available laboratory equipment in mathematics and science	produce improvised teaching aids from local material and use available laboratory equipment and reagents for visual aids, demonstration, experimentation and investigation.				equipment.	laboratory equipment.	and assess them on module 1 and part of module 2 of the ASTC course.	
Increased number of tutors effectively able to train and mentor teachers on the use of learner centred activity-based teaching and the development and use of low cost resources	PDC trained tutors using cooperative learning approach including the use of teaching and learning aids and group work as they involve all their participants during training sessions and as they advice trainees	Observation Checklists	Annual and quarterly	PDC	Zero of the 29 tutors able to train and mentor other teachers on learner centred activity-based teaching	29 involved in ongoing training	29 completed training and are using cooperative learning	-Only 25 of the selected participants started the course in year 1. -The number was further reduced to 23 (2 left for further studies) who completed the training and were assessed and seen to be using cooperative learning approach.
IR 3: Improved student readiness for school.								
Increased number of schools and CDCs in districts where forums took place address the needs of children with disabilities under the supervision of 10 CSOs	10 CSOs under NGORC/MKEZA provide support to 20 schools and 10 CDCs in the areas where public forum took place. To help the SMCs and CDCs to implement special activities to accommodate for children with special needs, namely, to establish ramps or provide necessary teaching/learning material	Focus Group Discussions (FGDs and reports on forums	Annual	NGORC	Less of 5% of schools in Zanzibar accommodate children with special needs.	10% of schools under 10 CSOs support in Zanzibar accommodate children with special needs.	25% of schools under 10 CSOs support in Zanzibar accommodate children with special needs	-55% of schools under 10 CSOs support in Zanzibar accommodate children with special needs i.e 11 out of 20 schools under 10 CSOs support have addressed special needs of disabled children. -Other 16 schools in the areas where forums took place are practicing inclusive education. -10 CSOs have the component for supporting CWDs in their organizations. -6 CSOs already have implemented activities to support CWDS in their localities

								-11 schools under CSOs support and other 16 schools in the areas where forums took place are practicing inclusive education and supporting CWDs -3 CDCs under CSO support and 6 CDCs where forums took place have worked to promote access to education of CWDs in their localities.
Increased capacity of CSOs to campaign and advocate for quality education for girls.	5 selected CSOs have implementation plans for promoting education for girls and have conducted campaigns at the community level, targeting SMCs, CDCs and parents.	CSOs activity reports	Quarterly	NGORC	Zero CSOs campaign for quality education for girls.	4 campaigns effectively conducted by 3 CSOs	10 campaigns effectively conducted by 5 CSOs	-5 campaigns conducted by 5 CSOs
Increased number of school staff and communities facilitate transition activities from pre-primary to lower primary school	School staff (head teachers, lower primary section leaders and lower primary teachers from 4 pilot government primary schools; and head teachers, lead teachers and teachers from 7 pilot Madrasa preschools) and communities (School Committee members and parents from 4 pilot government primary schools and SMC members and parents from 7 pilot Madrasa preschools facilitate smooth transition from pre-	School records of SMC members, SC members, and parents' involvement in transition activities.	Annual	ZMRC	0% of 40 School Committees members from 4 pilot primary schools and 0% of 66 SMC members from 7 pilot Madrasa Preschools facilitate transition	20% of 40 School Committee members from 4 pilot primary schools and 20% of 66 SMC members from 7 pilot Madrasa Preschools facilitate transition	40% of 40 School Committees members from 4 pilot primary schools and 40% of 66 SMC members from 7 pilot Madrasa Preschools facilitate transition	-18% of 40 School Committee members from 4 pilot primary schools and 17% of 66 SMC members from 7 pilot Madrasa preschools are facilitating transition.

	primary to primary schools assessed by being involved in transition activities ² .							
IR 4: Improved School Management.								
Improved Civil Society Organization (CSO) capacity to support school management committees (SMCs)	10 CSOs have clear strategic plans with clear vision, mission and objectives in place, including educational component in their programs. They have developed monitoring, evaluation and filing systems and resource mobilization strategy. They are also able to train SMCs and CDCs by using knowledge, skills and modules provided to them by NGORC.	Review of CSO Work plans Facilitator observation forms, training reports and evaluations	Quarterly	NGORC	Zero CSOs have education management components and have no competence to train SMCs and CDCs.	6 CSOs develop education management components	10 CSOs develop education management components	-10 CSOs were identified and profiled. -Letters of understanding signed to work with the 10 CSO's -Modules for training members of the 10 CSOs have been developed and reviewed. -10 CSOs have been trained on 3 organization development modules (module of organization capacity assessment, strategic planning and resource mobilization) -All organizations have drafted strategic plans with promoting education component. -30 CSO trainers have been trained on 4 modules which targeted SMCs and CDCs (facilitation skills, strategic planning, leadership skills and lobbying and advocacy for disabled children) -30 CSOs trainers trained 20 SMCs and 10 CDCs (160 participants) on strategic planning
Increased number of managers of	PDC trained education/school manager with skills in	Questionnaire, interview schedules and	Annual	PDC	0 of the 23 participants better manage their	23 participants to be undergoing	23 participants to have completed	-The actual number of managers who completed the training and were assessed to

² In this case, transition activities are defined as working with teachers, school committees and parents to equip primary classrooms with learning materials.

educational institutions able to better manage their institutions	reflective practice, team building, participatory decision making, delegation, conflict resolution, community involvement, pedagogical leadership and resources management	document review			institutions	training	training and be assessed to have new skills	have and are using skills taught in the course was 10 ³
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³ 23 people had been selected and 20 reported for the course. The other 10 dropped out because of going for further education (2), employment elsewhere (1), transfers and transport issues for Unguja participants.

Annex 2: MKEZA Mid-term Evaluation Report Summary

Dr. Suleman Sumra, June 2005

Dr. Suleman Sumra carried out a mid-term evaluation of the EQUIP I MKEZA project in Zanzibar June 6 – July 5, 2005. AIR and AKF USA agreed that the quality of the evaluator's report was unsatisfactory and that a summary would be more useful to the core team and to MKEZA partners in Zanzibar. Below is a summary of major findings and recommendations. Please refer to the MKEZA Annual Report Work Plan for an indication of which activities were and were not accomplished during the first year of the project.

Major Achievements: MKEZA has more or less met its objectives for output; on capacity at various levels, see below.

Zanzibar Madrasa Resource Center (ZMRC)

ZMRC has refocused its efforts on ECD activities, in new and graduated madrasas. It has brought 16 new communities into its program which have constructed and are managing MRCs and has trained 16 School Management Committees (SMC) to manage these centers. Approximately 100 community teachers have been trained to teach in these centers. ZMRC has provided refresher courses to teachers and SMCs from graduated madrasas..

Teacher Advancement Program (TAP)

- The TAP has developed curriculum for the ASTC (Advanced Secondary Teachers Certificate) program. Secondary school teachers, TC coordinators, tutors, inspectors, and resource teachers designed the curriculum, gaining valuable skills in the content and process. In preparation, TAP supported a study to examine English language capabilities of secondary school teachers that informed, TAP, NTTC, Zanzibar University and Chukwani College of Education.
- As a follow-up, TAP trained writers and editors to produce training materials and trained a cadre of professional teacher trainers.

The Professional Development Center (PDC) has provided certificate-level training to science teachers, head teachers and inspectors on managing educational institutions. The modular approach involves action research, and on-site support which can be usefully integrated into NTTC pre-service courses. TAP and PDC . training materials can be used in teacher training institutions.

The Non-Governmental Organization Resource Center (NGORC) and MKEZA Core Team (CT) work closely with MOECS and NGOs to make communities aware of the importance of promoting girls' education, of HIV/AIDS, and education for children with disabilities. Positive changes are beginning to be evident in the classroom.

Major Issues and Recommendations

1. *Design strategies to improve integration* Partners need to better understand the overall goal of MKEZA and how their activities can contribute to it; have not adequately used project strengths to support each other except with TAP which has worked closely and innovatively with PDC and NGORC to support activities. ZMRC and NGORC could work closely in community mobilisation and to carry out ECD work. ZMRC and NGORC can explore possibilities of cooperating on community activities., or partner collaboration and support.

2. *Improve the quality of learning at the secondary level.* MKEZA has improved secondary teaching and learning by improving teachers' skills, school management, and ensuring that students come better prepared, which involves improving primary school learning: the latter received insufficient attention.
3. MKEZA has no partner working in primary education sector, which means that there is a weak link between pre-primary ZMRC achievements and efforts to improve secondary teaching and learning. Activities are needed to improve primary teaching competencies.
 - Recruit a program officer who specializes in primary school education.
 - Involve MOECS in discussions to institute an in-service program for primary school teachers.
 - Gather experiences from NGOs who have worked in improving teaching quality in primary education.
 - Work with TC tutors and resource people to go through the materials collected and adopt materials useful for Zanzibar, prepare training modules for in-service training of primary school teachers. Use experiences of TAP trained writers and editors in developing materials.
 - MOECS, MKEZA and TCs should work out an in-service strategy for primary school teachers focused on active learning.
4. *Design strategies and activities to better address cross-cutting issues* - Cross-cutting issues have been addressed in too much of an ad-hoc manner. MKEZA lacks a cohesive strategy to address gender inequality; the integration of special education initiatives in partners' activities, and partner support to ensure a consistent approach.
 - *Address sustainability and need for exit strategy* - This is of particular concern for TAP. The TAP does not end until 2008 when all the expected teachers will have completed their training for ASTC. How will TAP fund after MKEZA?
 - Sixteen communities have started madrasa schools. Endowment funds ensured the sustainability of madrasas established under ZMRC in the past, partly funded by AKF. MKEZA needs to consider providing similar grants to the 16 madrasas upon their graduation. Sustainability needs to be built into the MKEZA work plans for the second year. MKEZA needs a phase-out strategy.
5. *Address tensions between Core Team (CT) and partners*
 - Partners saw little utility in the CT, especially in the way activities were organised and run. Partner directors felt that consultation was needed on the role and expertise to support the projects. It has taken MKEZA and the projects almost a year to begin to address this. CT will attend directors meetings on a regular basis and be more proactive. More ways need to be found to bring the CT and the partners closer -- monthly meetings between CT and each partner for example.
 - Financial and technical reports created tensions -- now resolved -- between partners and MKEZA. M&E programme officers have received support from the MKEZA CT to improve the reporting systems.
6. *Contribute to education sector by sharing good practice, lessons learned, and resources* -- MKEZA has developed several studies and documents that would be beneficial to the broader education sector in Zanzibar: TAP's English Language Study should be shared with teacher training institutions

