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

### Year One Annual Technical Report

May 2004-April 2005



Submitted by:

American Institutes for Research

With:

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

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**ACRONYMS**

AIR	American Institutes for Research
AKF	Aga Khan Foundation
ASTC	Advanced Secondary Teacher's Certificate
CBT	Centre Based Training
CDC	Community Development Committees
CEELM	Certificate in Education: Education Leadership and Management
CEM	Certificate in Education Management
CEP	Certificate of Education Program
CT	Core Team
CSO	Civil Society Organization
CWD	Children with Disabilities
ECD	Early Childhood Development
EQUIP1	Educational Quality Improvement Program Award 1
FGD	Focus Group Discussion
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IE	Institute of Education
JPKF	Joseph P. Kennedy Jr. Foundation
MEI	Madrassa Evaluation Instrument
MKEZA	Mradi wa Kuendeleza Elimu Zanzibar
MoECS	Ministry of Education, Culture and Sports
MoCAGG	Ministry of Constitutional Affairs and Good Governance
MRC	Madrassa Resource Centre
MoU	Memorandum of Understanding
NTTC	Nkrumah Teachers Training College
NGORC	Non Governmental Organization Resource Center
SNE	Special Needs Education
PD	Project Director
PDC	Professional Development Center
PGSS	Post Graduate Support Schools
PS	Permanent Secretary
PMP	Performance Monitoring Plan
SMC	School Management Committee
TAP	Teacher's Advancement Program
TC	Teacher's Centre
TCC	Teacher Centre Coordinator
TCMC	Teacher Centre Management Committee
TNA	Training Needs Assessment
USAID	US Agency for International Development
UWZ	Umoja wa Watu Wenye Ulemavu Zanzibar
ZAPDD	Zanzibar Association for People with Developmental Disabilities
ZINGOF	Zanzibar International NGO Forum
ZMRC	Zanzibar Madrasa Resource Center

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

### **Improving the Quality of Learning in Zanzibar (MKEZA) Year One Annual Technical Report May 2004 – April 2005**

#### **PREAMBLE**

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

Grantee: American Institutes for Research

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## 1.0 EXECUTIVE SUMMARY

The “Improving the Quality of Learning in Zanzibar” (MKEZA) program collaborates with communities and government to improve learning throughout the educational system in Zanzibar, from the pre-school to the secondary level. The program aims to enhance government mentoring and training capacities, support communities in school management, strengthen teacher skills, promote participation of local civil society organizations in the education system and equip classrooms. The program also endeavors to improve educational access to vulnerable populations, such as girls and those with disabilities.

Notable successes of the project in year one include:

- **Providing the Ministry of Education, Culture and Sports (MoECS) with technical feedback on the new draft education policy.** The feedback focused on policy implementation processes and ensuring that the system addresses crosscutting themes like HIV/AIDS, girls’ education and disability issues.
- **Helping MoECS procure textbooks and school equipment.** AIR has facilitated procurement of secondary level textbooks and laboratory equipment. The procurement process for primary textbooks is currently underway.
- **Implementing numerous training activities to build the capacity of the project’s major implementers.** These included improving efforts at training trainers and teachers, such as improving courses and enrollment for various training courses.
- **Working towards improving early learning readiness at the pre- and primary level.** The Zanzibar Madrasa Resource Center (ZMRC) spearheaded this effort at both the school and community levels.
- **Assessing the capacity of Civil Society Organizations (CSO) to work on the MKEZA project.** The Non-Government Organization Resource Center (NGORC) assessed CSOs, conducted Focus Group Discussions with them to better understand their needs and capacity and reviewed and wrote new modules to provide them with the appropriate skills and knowledge.
- **Conducting public forums on the needs of disabled children in education.** These forums, held on Unguja and Pemba Islands, produced recommendations for the Special Needs Unit of MoECS.
- **Creating awareness around the needs and priorities of children with disabilities and identifying ways to improve inclusive education.** Joseph P. Kennedy Jr. Foundation (JPKF) provided technical assistance to the project through workshops for various stakeholders, including MoECS, community members, and local groups.

The project’s successes were achieved by addressing and overcoming attendant challenges in implementation. Some of the challenges faced were:

- **Ensuring that non-English-speaking participants understood the content of the trainings.** To help solve this problem, TAP/PDC started offering most courses in Kiswahili and uses an interpreter during their trainings whenever needed.
- **Navigating the pressures of a system in which many NGOs in Zanzibar give cash allowance** to participants at workshops and meetings, which MKEZA and its partner projects do not do. This challenge is being slowly overcome through dialogue with the participants.

MKEZA’s work in the last year has identified the following lessons learned:

- **Ministry’s commitment helps MKEZA achieve its objectives.** MKEZA has benefited from AKF’s established relationships with government of Zanzibar officials, which have been helpful in

facilitating the planning and implementation by using sustainable strategies for capacity development. The presence of the Ministry staff in various meetings has ensured commitment both from the target group and the implementing partners.

- **There is a need to train teachers in how to use lab equipment.** Although MKEZA has been providing lab equipment to the training centers and schools, there is no provision within the project to train teachers on how to use and maintain it. The project is exploring ways to ensure that teachers are trained in lab management.
- **CSO role in community critical for grassroots involvement.** The considerable time it took to ensure their ability to implement MKEZA activities was not taken into account during the inception of the project.
- **Madrassa engagement with communities, through its establishment in Zanzibar.** ZMRC's ability to mobilize communities during the first and second quarter proved that the MKEZA project could benefit from ZMRC's established relationships, with all levels from the grassroots to government of Zanzibar officials.
- **A need to mainstream HIV/AIDS issues in gender and disability.** This emerging issue, which was not clearly articulated in the MKEZA project objectives, should now be integrated into the program activities. MKEZA is incorporating HIV/AIDS into the gender and disability section of the overall project design.

## 2.0 PROJECT SUMMARY

The MKEZA program aims to improve the quality of learning in Zanzibar by working with communities and government from the pre-school to the secondary level, reaching almost every sector of the educational system in Zanzibar. The program emphasizes quality learning through 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 girls and those with disabilities, 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 Project Director and a complement of technical experts, who help to share and track program lessons, add technical depth and strengthen relationships with other actors, including government. In addition, AKF works through several of its existing projects to implement the program. The Professional Development Center (PDC) and Teacher Advancement Program (TAP) work closely with the educational infrastructure in Zanzibar to enhance teacher skills. The Madrasa Resource Center (MRC) works with community-run Madrasa pre-schools to enhance educational opportunities for young children, and the NGO Resource Center (NGORC) helps to strengthen civil society organizations in its approaches to working with communities and policy makers.

In addition, the Joseph P. Kennedy Jr. Foundation works as part of the EQUIP1 team to provide the project with valuable technical inputs on a consultancy basis. AIR coordinates those inputs in consultation with the field team and distributes funds to the Ministry of Education, Culture and Sports (MoECS) for the procurement of resources necessary to equip classrooms and laboratories of colleges, teacher centers and schools and to enhance new teacher skills developed through other parts of the program. The MOECS is an integral part of every aspect of the program delivery and is seen as a full partner in MKEZA.

### 3.0 PERFORMANCE OVERVIEW

#### 3.1 Summary of project implementation activities accomplished in year one

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

- Conducted English competency baseline survey;
- Involved 30 participants in the curriculum review for the Advanced Secondary Teachers Certificate Course (ASTC);
- Conducted a 10-day writers and editors workshop for ASTC curriculum;
- Conducted Teacher Centre library assessment to identify gaps and areas of possible intervention;
- Conducted a Training Needs Assessment (TNA) for potential teachers for the Certificate in Education and Science course;
- Developed curriculum for Certificate in Education: Education Leadership Management course (CEELM);
- Conducted TOT for Science baseline survey;
- Equipped 9 teachers' centers with appropriate equipment as planned.

##### *3.1.2 Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn.*

- Held a forum for MoECS and other ECD stakeholders to discuss importance of ECD and possible integration of ECD topics in ZMRC teacher training guides;
- Conducted interviews for 139 potential teachers within the 16 new MRC communities, 97 of which were finally selected;
- Mobilized SMC members in 16 new schools towards making physical contribution in terms of labor and construction materials;
- Assessed 108 teachers (62 in Unguja and 46 in Pemba) for their certification in attendance and material development;
- Developed a draft two year training program for teachers through school based mentoring program;
- Trained 173 SMC members through center based training program and assessed for their participation in schools activities;
- Developed and tested a draft training program for teachers in graduate ECD schools;
- Trained 29 school heads and lower primary section heads in their role to carry out appropriate transition of children from pre-primary to primary school;
- Conducted follow up visits in 16 postgraduate support schools;
- Trained 20 teachers (14 females and 6 males) in Certificate of Education: Science Course;
- Reviewed SMC manual to include ECD topics;
- Conducted 14 Centre Based Trainings to train MRC teachers within 14 communities;
- Sensitized 100 teachers on parental involvement in child's development;
- Provided follow-up support and mentoring to 83 teachers in 16 post-graduate support schools within Pemba;
- Developed a draft Memorandum of Understanding between ZMRC and ECD department of MoECS, which delineates areas of responsibility and cooperation.

##### *3.1.3 Objective 3: Provide support to those with disabilities to ensure a quality education.*

- Sensitized 160 participants on disabilities through 5 workshops conducted by JPKF consultants;

- Developed six action plans covering six months to one-year period to address the needs of children with disabilities by six partner groups (TAP/PDC, MoECS, SNE NGOS, MRC and NGORC) involved in the workshops mentioned above;
- Conducted 2 public forums (1 in Pemba and 1 in Unguja) to raise awareness concerning children with disabilities as well as ways to increase girl child access to education. A total of 474 participants attended both forums (220 for Unguja and 254 for Pemba);
- Provided technical inputs and supported the finalization of five draft modules, for pre-service and in-service teachers' short courses being undertaken by the Special Needs Unit of MoECS with the help of other donors.

#### ***3.1.4 Objective 4: Provide support and encouragement to girls to increase access to quality education***

- Provided support and training to 10 CSOs who developed action plans on how to promote education for girls within their area of operation;
- Held meetings with MoECS staff to discuss gender-mainstreaming program activities for the development of the MKEZA gender work plan;
- Reviewed ASTC Module contents to include gender, special needs and methods of handling large classes;
- Developed community mobilization and sensitization modules to be used to train the 10 CSOs so as to increase their skills in sensitizing communities on issues concerning girls' education.

#### ***3.1.5 Program Support Activities***

- Branded project name;
- Established MKEZA field office as well as partner project's field offices in Zanzibar complete with staff;
- Developed MKEZA website;
- Conducted quarterly monitoring and evaluation review meetings;
- Established MKEZA coordinating group consisting of project directors and Aga Khan Liaison officer in Zanzibar [held 3 meetings];
- Promoted project awareness through meetings and workshops to sensitize project beneficiaries;
- Developed data instruments for NGORC for routine data collection;
- Hosted and attended external project stakeholders meetings within as well as outside of Zanzibar;
- Produced and submitted four performance quarterly reports.

### **3.2 Progress against year one work plan**

The project managed to complete most of the activities as laid down in the year one work plan, though a late start-up prevented accomplishment of some of the planned activities. The delayed activities from this year were incorporated in the year two work plan, which was submitted in April 2005.

A table detailing the status of activities from the year one work plan is presented below.

**TABLE 1: YEAR ONE MKEZA WORK PLAN ACTIVITIES (MAY 2004 – APRIL 2005)**

YEAR 1 MKEZA ACCOMPLISHED ACTIVITIES WORKPLAN (MAY 2004 – APRIL 2005)															
Activities by Objectives	Partner(s)	Qtr 1		Qtr 2			Qtr 3			Qtr 4			Q5	Status	
		M	J	J	A	S	O	N	D	J	F	M	A		
<b>Project Objective: To Improve the quality of learning in Zanzibar</b>															
<b>Planning, Hiring, Office Set-Up, and Monitoring Activities</b>															
A1	Develop work plans	All													Accomplished
A1	Carry out procurement and distribution of office equipment	All													Accomplished
A1	Hire new personnel	All													Accomplished
A1	Design monitoring formats to collect M&E information	All													On-going through revisions.
A1	Develop an MIS for EQUIP 1 activities	All													On-going. Linked to the activity above.
A1	Administer Monitoring Schedules	TAP/PDC													On-going
A1	Monthly monitoring and feedback sessions	All													On-going
A1	Quarterly reviews														Accomplished
A1	Mid-term Review	CT													Rescheduled June 05
A1	Final Evaluation	CT													2 <sup>nd</sup> year activity.
<b>Objective 1: Support the improvement of instruction and learning in Secondary schools</b>															
<b>Activity Area 1: Equip secondary school classrooms and teachers with learning/teaching materials and supplies</b>															
B1	Identify equipment and materials to be procured	MoECS													Accomplished
B1	Procure equipment	MoECS													Materials received
B1	Deliver equipment to schools	MoECS													Rescheduled May-July
<b>Activity Area 2: Support improved instructional capacity</b>															
B21	Develop and Review the ASTC curriculum														
B2	Review and update the ASTC curriculum (after baseline)	TAP													Accomplished
B2	Assess the level of English integration in ASTC	TAP													Accomplished
B2	Develop Civics curriculum for ASTC	TAP													On-going
B22	Develop modules & materials (for math's physics, chemistry, biology and civics) which includes module on creation & use of locally made materials														
B2	Conduct training for writers and editors	TAP													Accomplished
B2	Conduct workshops for each subject area to develop materials and modules	TAP													On-going
B2	Develop test materials	TAP													Rescheduled to 1 <sup>st</sup> quarter year 2
B23	Carry out ASTC TOT for NITC, NTRC and TCs														
B2	Plan and develop TOT for science	PDC													On-going
B2	Deliver TOT for science	PDC													Not Accomplished. Rescheduled to year 2
B2	Plan and develop of TOT for math's	PDC													Not Accomplished. Rescheduled to year 2
B2	Deliver TOT for math's	PDC													Not Accomplished.

YEAR 1 MKEZA ACCOMPLISHED ACTIVITIES WORKPLAN (MAY 2004 – APRIL 2005)															
Activities by Objectives	Partner(s)	Qtr 1		Qtr 2			Qtr 3			Qtr 4			Q5	Status	
		M	J	J	A	S	O	N	D	J	F	M	A		
															Rescheduled to year 2
B2	Plan and develop TOT for civics	TAP & PDC													Not Accomplished. Rescheduled to year 2
B2	Deliver TOT for civics	TAP & PDC													Not Accomplished. Rescheduled to year 2
B24	Deliver ASTC to improve capacity of secondary school teachers														
B2	Deliver ASTC Biology	TAP													Not Accomplished. Rescheduled to year 2
B2	Deliver ATSC Chemistry	TAP													Not Accomplished. Rescheduled to year 2
B2	Deliver ASTC Physics	TAP													Not Accomplished. Rescheduled to year 2
B2	Deliver ASTC Math's	TAP													Not Accomplished. Rescheduled to year 2
B2	Deliver ASTC Civics	TAP													Not Accomplished. Rescheduled to year 2
B25	Co-ordinate action research in co-operation with MOECS														
B2	Assess English competency levels	CT & TAP													Accomplished
B2	Identify and address factors contributing to poor instructional capacity	CT & TAP													Accomplished
B26	Assist NTTC in strengthening certificate and diploma courses														
B2	Conduct M.ED at AKU-IED	PDC													On-going
B2	Review Educational Management Diploma	PDC													On-going
<b>Activity Area 3: Strengthen Secondary School Management</b>															
B31	Certificate for Educational Management (CEM) TOT for TC Co-coordinators, NTTC, inspectors and NTRC														
B3	Plan, develop and deliver TOT	PDC													Accomplished
B32	Conduct short course for DEOs and REOs on educational management														
B3	Plan, develop and deliver training	PDC													Rescheduled to June – July 2005
B33	Train School heads to improve their school management and teacher mentoring functions														
B3	Plan, develop and deliver TOT	TAP													Rescheduled year 2
B3	Strengthening CSOs in support of School Management														
B3	Assess potential roles and needs of CSOs	NGORC													Accomplished
B3	Pre-test and pilot training modules and make relevant changes	NGORC													On-going
B3	Conduct organization development interventions with 10 CSOs to address organizational needs discovered in needs assessment	NGORC													On-going
B3	Produce a newsletter to inform CSOs and MOECS about issues related to education (particularly around	NGORC													Rescheduled to year 2

YEAR 1 MKEZA ACCOMPLISHED ACTIVITIES WORKPLAN (MAY 2004 –APRIL 2005)														
Activities by Objectives	Partner(s)	Qtr 1		Qtr 2			Qtr 3			Qtr 4			Q5	Status
		M	J	J	A	S	O	N	D	J	F	M	A	
	school management, children with disabilities, and girl's education)													
B3	Assist 10 CSOs in developing plans to achieve their own program targets	NGORC												Accomplished
B3	Train 10 CSO trainers on the modules developed for to improve school management at the secondary level	NGORC												On-going (7 modules developed)
B3	Conduct CSO training of SMCs and CDCs	NGORC												Rescheduled to year 2 1 <sup>st</sup> quarter.
B3	Conduct NGORC back-up support to CSO trainers in communities	NGORC												On-going
<b>Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn</b>														
<b>Activity Area 1: Equip primary school classrooms with inputs needed for effective teaching and learning.</b>														
C11	Provide schools with appropriate textbooks from Class I-III													
C1	Determine how many textbooks are needed	MoECS												Accomplished
C12	Furnish schools and community libraries with supplementary reading materials													
C1	Determine what kind and how many supplementary reading materials should be procured	MoECS												Accomplished
C12	Develop supplementary classroom materials for primary school teachers													
C1	Identify needs for supplementary materials	MoECS												On-going
C1	Develop materials/modify existing materials	MoECS												On-going
C1	Pilot test those materials	MoECS												Not Accomplished
C1	Produce effective materials for distribution	MoECS												Not Accomplished
C1	Distribute to teachers using appropriate delivery mechanism	MoECS												Not Accomplished
C14	Establish mini lib at NTRC with possibility of mobile lending facilities													
C1	Conduct needs assessment to determine what kind of materials may be necessary, e.g. books, supplementary teaching and learning materials, office and computer equipment.	CT, MoECS, TAP & PDC												Focus given to textbook procurement instead
C1	Procure variety of materials for a library	MoECS												Focus given to textbook procurement instead
C1	Pilot lending program	CT & MoECS												Focus given to textbook procurement instead
<b>Activity Area 2: Enhance teacher confidence and ability in teaching</b>														
C21	Support TC to more effectively fulfill their role at the primary level by providing support for in-service mentoring to TA													

YEAR 1 MKEZA ACCOMPLISHED ACTIVITIES WORKPLAN (MAY 2004 – APRIL 2005)															
Activities by Objectives	Partner(s)	Qtr 1		Qtr 2			Qtr 3			Qtr 4			Q5	Status	
		M	J	J	A	S	O	N	D	J	F	M	A		
C2	Design and deliver mentoring module in ASTC TOT	PDC													On-going
C22	CEP Science to include designing and development of materials for TCs & teachers in science - 9 schools														
C2	Plan and Develop CEP science	PDC													Accomplished
C2	Deliver CEP training	PDC													On-going
C23	Facilitate MOECS to assess the in-service needs of math's and science teachers														
C2	Design and deliver training course for MoECS on needs assessment	CT & PDC													Not Accomplished
<b>Activity Area 3: Strengthen School Management at the Primary Level</b>															
C3	Hold forums with MOECS, CSOs and NGORC to identify ways of strengthening of primary school management capacity	NGORC													Accomplished.
C3	Develop and design modules on strengthening school management committees at primary level	NGORC													On-going (Draft modules designed for pre-testing.)
C3	Assist 10 CSOs in developing plans to achieve their own program targets at the primary level	NGORC													On-going
C3	Train 10 CSOs trainers in the modules developed	NGORC													Modules being pre-tested.
C3	CSO trainers train SMCs and CDCs in primary school management	NGORC													Not accomplished. Planned after TOT.
<b>Activity Area 4: Facilitate early learning readiness</b>															
C41	Train 100 teachers in 20 new schools														
C4	Develop a two-year training program	MRC													Accomplished
C4	Carry out orientation training	MRC													Accomplished
C4	Support teachers to set up learning areas in their schools	MRC													On-going.
C4	Certify teachers	MRC													Not Accomplished. The training is a 2 year program.
C4	Support SMC members to work with parents and other community members through regular visits	MRC													On-going
C41	Train teachers in 20 graduate communities														
C4	Develop training programs for teachers to monitor learning outcomes	MRC													Accomplished
C4	Carry out training	MRC													On-going
C4	Support teachers in schools to observe and write learning outcome reports	MRC													On-going.
C4	Certify teachers	MRC													Not Accomplished.

YEAR 1 MKEZA ACCOMPLISHED ACTIVITIES WORKPLAN (MAY 2004 – APRIL 2005)															
Activities by Objectives	Partner(s)	Qtr 1		Qtr 2			Qtr 3			Qtr 4			Q5	Status	
		M	J	J	A	S	O	N	D	J	F	M	A		
															The training is a 2-year program.
C43	Provide follow-up support for teachers in 20 new communities on active learning methodologies and parent support														
C4	Follow-up teachers to support them in practicing active learning and working with parents	MRC													On-going
C44	Provide follow-up support to teachers in 20 graduate communities on learning outcomes and active learning														
C4	Follow-up teachers to support them in practicing active learning, assessing children in learning outcomes and working with parents	MRC													On-going
C45	Provide follow-up support to teachers 40 graduate communities on active learning														
C4	Follow-up teachers to support them in practicing active learning	MRC													On-going
C46	Review government pre-primary teacher training approaches with Saateni and Michakaini TCs and provide required technical assistance														
C4	Review meetings to discuss approaches/methods that government pre-school teacher trainers use in the classrooms	MRC													Accomplished
C4	Develop an Memorandum of Understanding between Education department of MOECS and MRC to delineate areas in which MRC will provide support to the government and review as necessary	MRC													Accomplished
C47	Train head teachers and lower primary section leaders on their role to carry out appropriate transition of children from pre-primary to primary school														
C4	Develop a training program	MRC													Accomplished
C4	Carry out training	MRC													Accomplished
C48	Conduct meetings with school management committees and parent committees in the 20 new communities in order to raise awareness around pre-primary to primary school transition issues, learning readiness and parental involvement in schools														
C4	Plan and organize meetings with SMCs and Parent Committees	MRC													Accomplished
C4	Conduct 2 meetings per community to discuss transitional issues, parental involvement and learning readiness	MRC													Accomplished
C49	Mentor head teachers and lead teachers of pre-schools in quality assurance and school-based support														
C4	Provide follow up support to Head and Lead teachers to ensure that they practice quality classroom teaching and enrich the learning	MRC													On-going

YEAR 1 MKEZA ACCOMPLISHED ACTIVITIES WORKPLAN (MAY 2004 –APRIL 2005)														
Activities by Objectives	Partner(s)	Qtr 1		Qtr 2			Qtr 3			Qtr 4			Q5	Status
		M	J	J	A	S	O	N	D	J	F	M	A	
	environment													
C4	Conduct regular assessment of Head and Lead teachers on their performance	MRC												On-going
C41 0	Organize a forum for with MOECS, MOH, Ministry of Employment, Youth, Women, and Children's Development, NGOs, UNICEF, ZACA, Amani ECCD to look at the importance of early learning													
C4	Carry out the policy dialogue forum													Accomplished
C41 1	Collect and analyze materials to be used in a manual for community resource teams (CRT)													
C4	Develop a draft of the CRT Training Manual	MRC												Not Accomplished
C41 2	Review manual for school management committees to include content on early childhood development													
C4	Develop the first draft of the Manual	MRC												Accomplished
<b>Objective 3: Provide support to those children with disabilities to ensure a quality education</b>														
<b>Activity Area 1: Identify major challenges faced by children with physical and cognitive disabilities</b>														
D11	Map out needs and current interventions in Zanzibar related to children with disabilities through focus groups, interviews and visits.													
D1	Identify NGOs already active in the sector	JPK & CT												Accomplished
D1	Hold focus group discussions with parents and teachers to better understand attitudes and challenges around education for children with disabilities.	JPK & CT												Discussion with JPKF, AIR, MKEZA and AKF –USA going on about schedule of activities.
D13	Write report on mapping exercise with recommendations for addressing key issues													
D1	Share results of mapping exercise through distribution of report and consultations with various stakeholders	JPK & CT												To be done after the FGDs are held
<b>Activity Area 2: Working closely with MOECS pilot test activities to better address challenges faced by children with disabilities</b>														
D2	Conduct citizen forum/public debate on education and children with disabilities (in cooperation with 10 CSOs and MOECS)	NGORC												Accomplished (1st year 2 forums conducted)
D2	Develop training module on training of CSOs about lobbying and advocacy around children with disabilities	NGORC												To be accomplished 1 <sup>st</sup> quarter of year 2
D2	Train 10 CSOs on lobbying and advocacy for children with disabilities	NGORC												Not accomplished.
D24	Design and test interventions to address children with special needs as a part of other activities in the EQUIP1/Zanzibar program													
D2	Develop designs and work plans for NGO initiatives to work with MoECS to address children with special needs	CT												Draft TORs done for NGORC/MoECS facilitation. Consultant to facilitate identified.
D2	Implement select pilot projects	CT & AKF												On-going in collaboration with

YEAR 1 MKEZA ACCOMPLISHED ACTIVITIES WORKPLAN (MAY 2004 – APRIL 2005)															
Activities by Objectives	Partner(s)	Qtr 1		Qtr 2			Qtr 3			Qtr 4			Q5	Status	
		M	J	J	A	S	O	N	D	J	F	M	A		
															ZAPDD and MoECS.
D2	Monitor progress of pilot projects	CT & NGOs/ AKF													On-going
D25	Develop and test a TOT to help teachers find strategies for working with children with disabilities														
D2	Develop a TOT design, including number of people to be reached and duration	JPK, CT & MoECS													Discussions are on-going
D2	Pilot test TOT with a select group of target audiences involved in the program	JPK, CT & MoECS													To be done after TOT
D2	Develop a plan for next steps to help institutionalize the TOT	JPK, CT & MoECS													Preceded by the above
D2 6	Conduct TOT workshop for Zanzibari CSOs to raise awareness about children with disabilities in the communities in which they work.														
D2	Create TOT design	JPK, CT & NGORC													Resumes submitted to JPKF/AIR for consideration
D2	Deliver TOT	JPK, CT & NGORC													Preceded by the above
D2	Provide follow-up support to CSOs to implement community awareness activities in the field	JPK, CT, NGORC													As above
Activity Area 3: Make recommendations to improve current practices															
D3	Document effective practices and challenges faced during implementation of activities around children with disabilities	CT													On-going
D3	Hold a forum to share strategies and materials and discuss recommendations	CT													To be accomplished next year.
<b>Objective 4: Provide support and encouragement to girls to increase access to quality to education</b>															
<b>Activity Area 1: Identify the current situation and challenges to girls access to education</b>															
E11	Survey the challenges and responses around girls' access to education in Zanzibar														
E1	Review and assess challenges	CT													On-going
E1	Hold focus group discussions with students, parents and teachers to better understand issues	CT													Planned for 1 <sup>st</sup> quarter year 2
E13	Write report on mapping exercise with recommendations for addressing key issues														
E1	Share results of mapping exercise through distribution of report and consultations with various stakeholders	JPK & CT													Pegged on the above
Activity Area 2: Support and test initiatives to promote girl's education															
E2	Support 10 CSOs in developing a plan for promoting education of the	NGORC													Rescheduled to year 2

YEAR 1 MKEZA ACCOMPLISHED ACTIVITIES WORKPLAN (MAY 2004 – APRIL 2005)														
Activities by Objectives	Partner(s)	Qtr 1		Qtr 2			Qtr 3			Qtr 4			Q5	Status
		M	J	J	A	S	O	N	D	J	F	M	A	
girl child														
E2	Assist CSOs in delivering their education campaigns for the girl child by helping them to make linkages with other organizations and resources	NGORC												Rescheduled to year 2
E2	Develop criteria for 10 CSOs to receive financial and in-kind support for delivering girls' education campaigns	NGORC												Planned for 1 <sup>st</sup> quarter year 2
E2	Distribute in-kind and financial support to 10 CSOs for implementation of girl's education campaigns	NGORC												Planned for 1 <sup>st</sup> quarter year 2.
E2	Develop and deliver campaigns that will encourage girls to consider pursuing studies in math's and science													
E2	Identify ways in which girls education message around math and science can be added to existing project activities	CT												Planned for 1 <sup>st</sup> quarter year 2
E2	Support and monitor a pilot project to create a girl's secondary boarding school													
E2	Provide selected resource support through program procurement	MoECS												Planned for 1 <sup>st</sup> quarter year 2
E2	Advertise for girls' scholarship	CT												Not accomplished

#### 4.0 DETAILED TECHNICAL ACTIVITIES ACCOMPLISHED DURING YEAR 1

In year one (May 1, 2004 – April 30, 2005), the MKEZA project accomplished various activities as outlined in the year one Annual Implementation Plan (AIP). Strategic meetings were held with the stakeholders, including MoECS, to report on MKEZA activities, as well as to map out ways to improve on the implementation process during year two.

#### 4.1 Details of project implementation activities accomplished in year one

##### 4.1.1 Objective 1: Support the improvement of instruction and learning in Secondary schools

###### *Advanced Secondary Teachers Certificate (ASTC) course development*

The Advanced Science Teacher Course is a 2-year distance-learning course promoted by the Zanzibar Ministry of Education, Culture and Sports in partnership with Aga Khan Foundation. The course is designed to upgrade under-qualified science and mathematics teachers in forms 1 and 2. Through MKEZA funding, the program will train 350 teachers total, with the first phase comprising 60 teachers. The course aims to:

- Improve the teacher's knowledge of science subjects' content;
- Encourage the use of participative teaching methods;
- Improve teachers' English language competence;
- Improve teachers' ability to use, store and maintain laboratory equipment and reagents;

- Improve with local materials for practical activities; and
- Enhance the effective use of textbooks and available educational technology.

The ASTC program's course curriculum was reviewed to meet the above objectives. Thirty participants (from both Unguja and Pemba) determined the need to include both continuous assessments and exams within the training curriculum. In preparation for training workshops, TAP purchased syllabi and textbooks from the Institute of Education (IE), and asked staff from IE and African Medical Research and Educational Foundation (AMREF) to be part of the facilitation team during the training workshop for writers and editors. TAP/PDC and the facilitators sourced reference books and material that supported the writers of ASTC course materials. ASTC trainees were selected using head teacher data, gathered through PDC activities

A ten-day writers and editors workshop was held in January 2005 at the NITC. The objective of the workshop was to train writers and editors on how to write the six ASTC course modules. The participants wrote, edited and reviewed the course materials for mathematics, biology, chemistry, physics, civics and English. A complete subject team consists of 5 writers and 2 editors. The materials, in the format of teachers' guides, will contain three main components: subject content, language and methodology. These will support the training for the first five modules of the ASTC course. The five modules to be covered initially are:

- Language and subject content;
- Language and methods;
- Laboratory use, maintenance and management;
- Civics; and
- Core issues: Special needs, gender and managing large classes.

The writers and editors are producing 47 training units. Editing of second drafts is ongoing and expected to continue in the next quarter of the following reporting year. Additional training units are being written for laboratory management, the use of educational technology, special needs, gender issues and strategies for teaching large classes.

#### *Completion of English baseline survey*

The Teachers Advancement Program (TAP) conducted a baseline survey to assess English competency levels among junior secondary teachers of physics, chemistry, biology and mathematics. The survey found that most teachers were not sufficiently competent to use English as a language of instruction and that there were few or no English textbooks available for use in the schools visited. This report jumpstarted the development of curriculum designed to integrate English as a language of instruction into the ASTC program, a key component of MKEZA's strategy to upgrade teachers' skills. The results of the survey were also critical in the selection process for teachers who will participate in the ASTC pilot. As textbooks are an integral component of the ASTC program, TAP initiated a dialogue with the Ministry representative responsible for the procurement process to address the inadequate supply of textbooks in Teacher Colleges and secondary schools.

#### *TAP/PDC collaboration.*

In order to ensure that they had the same level of information as their colleagues on Unguja, PDC/TAP conducted a one-day orientation workshop about MKEZA activities for MoECS personnel on Pemba Island. The orientation workshop was attended by 40 participants, including key stakeholders from the MoECS led by the Deputy Commissioner of Education, heads of Teachers Colleges (TC) in Pemba and MKEZA partners. The orientation workshop was conducted at the Michakaeni TC in Pemba. The meeting opened an avenue for dialogue and in-depth understanding of MKEZA activities within Pemba and ensured that the education officials in Pemba support the implementation of MKEZA activities.

*Development of Certificate in Education: Teacher Education (Science).*

PDC planned and conducted a baseline survey to identify issues to be included in the TOT for Science certificate training and select potential candidates to join the course for training. Findings from the survey were used to review and develop the course curriculum. PDC also conducted a training needs assessment (TNA) for teachers for the Certificate in Education: Science course (a six-month modular in-service course for practicing teachers), which identified needs such as improvement in teaching and learning resources, material development, classroom management and motivating learners in large classes. Addressing these needs enriched the Certificate course, which consists of a face-to-face intensive course (three weeks) and eld-based practicum (three months), followed by another face-to-face intensive course (three weeks).

Phase one of the course was conducted in the months of September and October 2004 and phase two began in December 2004, focusing on classroom observation sessions. Facilitators visited participants' classrooms to assess how trainees were applying their new skills and to give feedback and support. The visits involved classroom observation and pre- and post-conferencing that ensured that participants got necessary feedback. Monthly seminars for teachers within the program were also conducted during this phase, providing forums for teachers to share implementation issues pertaining to what they learnt during the first phase.

*Strengthened certificate and diploma courses*

PDC/TAP supports the Nkrumah Teacher Training Centre (NTTC) by reviewing and giving technical inputs in the Educational Management Diploma courses offered by the institute. The on-going course review process involves meetings and workshops to discuss modules within the course structure. The review has found that more detailed subject content and the use of simplified English language could add clarity to the diploma course.

*Development of TOT Certificate in Education: Educational Leadership and Management Course (CEELM)*

PDC conducted phase I through phase III of the CEELM course (formerly known as Certificate in Education Management – CEM). Phase I was conducted in the 2<sup>nd</sup> quarter of the year, and was comprised of a three-week-long classroom based workshop. All of the participants who completed phase I (15 of 20 enrolled) participated in phase II during the third quarter of the year, with 10 of 15 completing the phase. During this phase, trainers visited course participants in their respective institutions for follow-up observation and mentoring. Phase III was conducted through a combination of seminars and workshops wherein the 10 participants reflected on and shared their practical experiences during phase II.

*Partner Collaboration between TAP/PDC NGORC*

TAP/PDC conducted a series of workshops to raise awareness and assess the needs of the Teachers Centre Management Committees (TCMC) in the three pilot TCs of Dunga, Kiembe Samaki (in Unguja) and Michakaeni (in Pemba). These will inform the TCMCs training in the next year of implementation.

Working in collaboration with the NGORC and TCs, TA/PDC have contacted head teachers and school management committees to assess their training needs with respect to school management, especially as it relates to the improvement of science education in secondary schools. Among the training needs identified are management and leadership skills, writing and editing skills and training in use of computers and laboratory equipment.



*Equipment handing over ceremony to 9 TCs in Zanzibar. Presented are USAID, MoECS, TAP/PDC and MKEZA CT.*

The training will target the TAP team, NTRC, NTCC and TC staff. The following project training needs proposals were drafted and discussed with MoECS and USAID: computer training; laboratory design and

management; development and organization of TC teaching, learning and training resources, use of educational technology and use of radio for teacher training.

*Equip TCs with appropriate tools*

MKEZA procured equipment to enhance the functioning of the 9 TCs in Zanzibar (Unguja and Pemba), thereby facilitating TAP's goals of strengthening the capacity of teachers and the education delivery system. The equipment procured for TCs included bicycles, television, digital cameras, motorbikes, videos, computers and printers. The equipment handing-over ceremony was coordinated by TAP/PDC and attended by MoECS, USAID, and the MKEZA PD. The equipment was delivered to 7 of the 9 centers that have electricity. The MoECS is working with other agencies to try and assist the remaining centers to have electricity installed.

*CSO, SMC and CDC capacity assessment*

NGORC conducted an assessment of 10 CSOs to identify training and other capacity building needs. During the needs assessment, advice, coaching and backup support were given to the CSOs. The needs identified will inform the review and development of 7 training modules for the CSO training manual that will be used in the second year of the project to train members from the CSOs who will in turn train School Management Committees (SMC) and Community Development Committees (CDC). Organization development interventions were also conducted with the 10 CSOs. This is an on-going activity. Intensive training according to the needs of the CSOs is planned to start in May 2005, after reviewing, pre-testing and refining of the modules currently being developed.

*CDCs and SMCs involvement in school support activities, reviewing and revising of training material addressing SMC and CDC roles, and other needs as identified in the needs assessment*

NGORC carried out through Focus Group Discussions (FGD) to assess the capacity of SMCs and CDCs to implement MKEZA activities within the year. This was. Results from FGDs showed that the current training materials would not be sufficient to cover the changing training needs of SMC and CDCs, so the existing training packages were reviewed and updated. The new training is currently being pilot-tested in order to produce appropriate training materials for the beneficiaries.

NGORC also reviewed training materials that address SMC and CDC roles, leadership, resource mobilization, record keeping, community mobilization, facilitation skills, lobbying and advocacy and other issues as identified in the needs assessment. Based on the assessment and prioritization of training needs for SMCs and CDCs, the following training modules have been updated and are being pre-tested for use starting in May 2005:

- Facilitation skills for trainers;
- Strategic planning;
- Monitoring and evaluation;
- Resource mobilization strategies;
- Community mobilization;
- Leadership skills; and
- Financial management/ Record keeping.

*Procurement of Secondary textbooks and laboratory equipment*

MKEZA is directly supporting the MOECS by procuring secondary and primary level textbooks and laboratory equipment. The Ministry has long been aware of the shortfall of teaching and learning materials for its schools and USAID is assisting through this agreement to close the gap.

USAID reviewed the procurement process of the Ministry and was pleased with the rigor and standards it applied. This gave AIR the mandate to use their process and as such a Memorandum of Understanding between AIR and MOECS was signed. AIR, in collaboration with MOECS, reviewed and finalized the bid

documents. In November, solicitations for secondary textbooks and laboratory equipment were advertised in the newspaper. Given uncertainty of cost estimates, solicitations for the primary textbooks were delayed until after the review of the secondary textbooks and lab equipment was completed. On December 23, 2004, the bids were opened in a public forum at the Ministry of Education office and all bidders were named.

The MOECS reviewed the bids from 3 secondary textbook bidders and 6 laboratory equipment bidders. Recommendations were shared at a Steering Committee Meeting on 31 January in the presence of AIR, MKEZA, AKF Tanzania, and USAID. Successful bidders were subsequently awarded contracts to fulfill the needs in the laboratory equipment and four packages of textbooks (Physics, Mathematics, Biology, and Chemistry). However, no bidder met the requirements for the remaining two packages (Technical Skills and Education). Direct procurement for these 2 remaining packages, Technical Skills and Education is underway. Lab equipment and secondary textbooks were delivered in a timely manner, based on the agreed upon schedule. Laboratory equipment was delivered April 30, 2005, biology texts on May 16, 2005 and Physics, Chemistry and Mathematics texts on May 20, 2005. Schools for distribution have been selected in collaboration with the MKEZA team. The handover ceremony involving the MKEZA team, the MOECS, and USAID is set for June 8, 2005.

#### ***4.1.2 Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn.***

##### *Support community mobilization*

Community participation and ownership of the Zanzibar Madrasa Resource Center (ZMRC) interventions under MKEZA has proven essential to fostering long-term engagement in early learning at the local level. The role of effective school management committees (SMCs) in this process cannot be underestimated. To encourage such engagement, ZMRC carried out community sensitization meetings in the 20 selected communities (12 in Unguja and 8 in Pemba), providing orientation on ECD concepts and information on the program to facilitate the establishment of SMCs. Furthermore, SMC members provided physical contributions to the program by providing labor and supplies for constructing schools, playgrounds and toilet facilities.

The orientation and sensitization meetings resulted in the selection of 16 new schools that qualified to receive support from ZMRC through MKEZA funding. In addition to mobilizing the new communities, ZMRC committed under MKEZA to provide support to Madrasa preschools that have completed their initial support from the project, also known as graduate schools.

One hundred and fifty nine school management committee members were confirmed. SMCs were then supported by ZMRC in making the first step toward effective school management by reviewing and hiring teachers for the pre-primary schools. In total 139 candidates were interviewed, and 97 were selected to teach in the 16 communities.<sup>1</sup>

Through the support of MKEZA, ZMRC hosted a forum for the Zanzibar government and other ECD stakeholders in September, 2004. The purpose of the forum was to discuss the importance of ECD and to develop a policy agenda that could be examined over the life of MKEZA. The forum was a useful first step to laying out directions for government action on early childhood development.

##### *Strengthening schools management skills through Certificate in Education; Education Leadership and Management (CEELM) courses*

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<sup>1</sup> Thirty-one teachers were already in place before ZMRC started working in those communities.

PDC conducted a Training Needs Assessment (TNA) in early September 2004 for the Teacher Center Coordinators (TCC), NITC tutors and inspectors to identify needs on which to develop a curriculum. The first phase of the training in the CEELM course took place in September and October. The second phase, in December 2004, involved visiting the course participants in their schools or institutions in Pemba to support them as they implemented the skills they learnt during phase one of the course.

*Identifying Civil Society Organizations (CSO) to benefit from NGORC/EQUIP support*

NGO Resource Centre (NGORC) conducted an assessment of existing Civil Society Organizations (CSO) to select potential partners whose capacities would be strengthened to implement MKEZA activities. The assessment was based on a Capacity Assessment Tool previously developed by NGORC as well as baseline information on the CSOs, 10 of which were identified to receive memorandum of understandings. NGORC is using the findings from the assessment to develop a manual for training CSO members.

*Training 100 teachers in 20 new schools in active learning methodologies*

ZMRC developed a 2<sup>nd</sup> draft of a 2-year training program for teachers, which identified more learning experiences and activities. The training supported 16 teachers from 3 Unguja in setting up learning areas and helped teachers from 10 schools improve indoor learning areas. ZMRC was able to assess 108 teachers (62 in Unguja and 46 in Pemba) for their certification in attendance and material development. The project supported 16 new schools in setting up financial and administrative record books and play equipment and materials. These are on-going activities.

A mentoring checklist for conducting site-based support to teachers was designed and put into use. All 16 schools were visited fortnightly and teachers were given guidance and support to use active learning methodologies in their classrooms. Parent awareness was raised within the 16 new schools, which included working with parents to better understand active learning techniques. Additionally, a total of 36 teachers from 12 schools were also supported to work with parents in improving learning areas. The assessment tool for teachers in material development was revised and is to be pilot tested during the first quarter in the second year of the project.

Ten CBTs (Centre Based Trainings) for teachers were conducted and 10 teaching/lesson outlines with the corresponding reference notes to teachers during the training sessions were developed in Unguja. The topics covered included: lesson planning, parental involvement in children's learning, children's writing, skills in teaching science, reading in various ways, community involvement and material development. In Pemba, 11 CBTs were conducted and 11 training outlines and handouts were developed. Additional topics included: *Tauhid* (Islamic teaching), classification, mathematics, science and environment, serialization, personal hygiene, art and craft, science (living and non-living things), mathematics (space and time), HIV/AIDS, nutrition and balanced diet. In addition, 18 trainings (9 in Unguja and 9 in Pemba) in active learning methodologies were conducted through centre-based workshops. School-based support and mentoring on active learning methodologies through visits to schools was provided. Teachers in these schools were also supported to work with parents through regular visits to enhance and improve the management of the schools.

*Training SMCs in 20 new communities*

Fortnightly visits were made as planned to all 16 schools (10 Unguja and 6 Pemba) to help SMC members improve physical structures. The Project Director visited nine communities (8 Unguja, 1 Pemba) to assess community understanding of the contract and assess readiness to contribute to the improvements planned, while the Pemba Director visited 5 communities in Pemba on behalf of the Project Director. Currently, all 16 schools have signed a contract with ZMRC, which stipulates areas and means of support. The contract between ZMRC and the Madrasa school ensures ZMRC support in such areas as training of teachers, training of SMCs and financial support to purchase learning materials, while requiring the Madrasa school to provide construction material, select teachers to be trained, provide a small stipend for teacher upkeep, setup outdoor learning areas and playgrounds and provide the land for school construction.

ZMRC worked closely with SMC members of 16 communities (10 Unguja, 6 Pemba) to help them plan activities and formulate budgets for their respective schools. An MEI (Madrasa Evaluation Instrument) baseline, a tool administered to new schools to find out the level and areas that need improvement, was conducted in 10 Unguja schools. The assessment found that many schools had insufficient or low quality play and learning areas, that teachers needed training in learning methodologies, including learning material development, and that the SMC did not have the skills to manage the schools well. Based on these findings, the teachers and SMC members are trained by ZMRC with emphasis on areas of greatest weakness. Also, ZMRC gave SMC members technical assistance in setting up financial and administrative records and in creating at least two outdoor play and mobile equipment areas.

Two community-based trainings for SMC members in Unguja and 4 in Pemba were also conducted. A total of 173 SMC members from the new schools attending centre-based trainings were assessed for their attendance and participation in school activities. The project also discussed the contents of contracts between the project, SMC, teachers and communities in the 16 initial schools (10 in Unguja and 6 in Pemba).

Twelve CBT trainings were conducted in Pemba for SMC members within the year, with an average of 74% of the planned attendance. The topics covered included budgeting, resource mobilization and management (concept, components and leadership quality). SMCs were supported to work with parents and other community members towards carrying out Early Childhood Development (ECD) and other school activities

*Training of teachers in 20 Early Child Development (ECD) graduate communities*

Graduate schools are those that ZMRC has worked with for two years and are able to carry on activities without the direct support of ZMRC. These institutions, of which there are currently 64 in both Unguja and Pemba Islands, undergo a ZMRC certification process that includes a final evaluation. Among the 64 graduate schools, ZMRC is working with 20 schools to pilot and implement ECD activities. ZMRC developed, tested and refined the first draft of the training program for teachers in graduate ECD schools and conducted two centre-based trainings in Unguja and Pemba respectively. Monitoring and support visits were paid to six pre-schools (2 in Unguja and 4 in Pemba) to support teachers in observing learning outcomes. Assessment of 90 teachers (59 in Unguja and 31 in Pemba) on attendance in center-based refresher courses for certification purposes was done. The assessment found that most of the teachers needed support in learning material development, which ZMRC provided.

*Providing follow-up support for teachers in new communities, graduate communities and post-graduate communities on active learning methodologies, parent support and on learning outcomes*

*(a) Support to 20 new schools/communities*

A total of 100 teachers from the 16 new schools were sensitized on the importance of parental involvement in children's development. Discussions were held on strategies to identify parents and peers to help in filling monthly data forms. Nine visits per school were made to support 155 SMC members in working with teachers, parents and communities in the schools towards completing school physical structures. To date, 17 out of the 20 new schools have satisfactorily completed physical structures (classrooms, play grounds, out-door learning areas), selection of teachers and formation of SMCs. This has enabled ZMRC to sign contracts with the 17 schools for support (teacher and SMC training), mentoring and supervision through the MKEZA funding.

*(b) Support to 20 ECD graduate schools/communities*

Visits were made to 12 ECD preschools in Unguja to develop strategies to increase the use of teaching/learning materials in the classroom, and to assist parents in developing teaching/learning materials

for ECD. Assessment of teachers working with parents on materials development was conducted. General observations indicated that support learning material development was inadequate. Feedback sessions were therefore conducted to advocate for more support from parents to teachers for all the groups. These were in the form of observation notes for teachers and school data collected from all 20 ECD graduate preschools. Renovation of outdoor play equipment and reviving of record keeping was also done. Discussions with CRT/SMC members to encourage enrollment were held in Unguja preschools, as there was low awareness among some parents in some communities on the importance of ECD. Visits to support SMCs in the implementation of activities were made to all 12 Unguja ECD graduate schools.

*(c) Support to 64 (40 Unguja and 24 Pemba) post-graduate schools/communities*

ZMRC program staff visited schools in Unguja to support teachers in developing strategies to increase teaching/learning materials in classrooms and to involve parents in school activities. The support included filling out of school data, lesson plan development and learning material development. ZMRC did follow-up visits to a total of 83 teachers in 16 Postgraduate Support Schools (PGSS) in Pemba to investigate whether teachers and parents had renovated outdoor learning areas, developed new learning materials, demarcated the school boundaries and instituted transitional activities for children. An example of a transitional activity is a visit by Madrasa pupils' to a nearby primary school, followed by a discussion on what the children liked and disliked during the visit. School data was collected from 47 schools (33 Unguja and 14 Pemba). SMCs were supported in the 47 schools in financial record keeping and their roles in ensuring children enrollment in their Madrasa schools.

*Reviewing government pre-primary teacher training approaches with Saateni Teacher Centre pre-school teacher trainers and provide required technical assistance*

Four review meetings (2 in Unguja and 2 in Pemba) were held to discuss approaches and methods used by government pre-school teacher trainers of Saateni and Michakaeni, alongside identifying gaps and challenges faced. Ideas for developing a Memorandum of Understanding (MoU) between MoECS and ZMRC to define areas of support from ZMRC were collected. A first draft of the MoU was developed. The process is ongoing and discussions as well as refinement of the MoU will continue during the second year. The aim of this process is to come up with an acceptable and realistic MoU that captures the aspirations of these key players in pre-school education.

*Training head teachers and lower primary section heads on their role to carry out appropriate transition of children from pre-primary to primary school*

The training program was revised in light of challenges identified during training needs assessment and the three training seminars held for teachers. Twenty-Nine school head-teachers and lower primary section heads were trained. The training involved ways of easing transition of children from Madrasa to primary schools and the use of learning locally developed materials in teaching lower primary classes. A two-day training was attended by 66 participants (40 from Unguja and 26 from Pemba), comprised of 29 head teachers, 29 section heads and 8 District Education Officers.

*Reviewing the manual for school management committees to include Early Childhood Development (ECD)*

MRC reviewed and revised the SMC manual to include the topic of ECD. The effort to integrate ECD topics into this manual shows that MRC has played an active role in encouraging SMC members to act as promoters of ECD messages. The refined SMC manual was shared with MRC Kenya, MRC Uganda and the Regional Office for their input, and feedback from these MRCs and the Regional Office will be used to finalize the manual in the first quarter of year two.

NGORC started working with the 10 CSO's earlier identified to enhance the capacity of the School Management Committees (SMC) and Community Development Committees (CDC's). They also conducted several one-on-one sessions with CSO leaders to gain a clearer understanding of the various roles and responsibilities of their members. These events also helped to identify the various CSO needs,

areas of immediate concern and intervention by the NGORC in terms of building CSO capacity to manage MKEZA activities.

#### *MKEZA Core Team support to ZMRC*

The MKEZA CT supported ZMRC in conducting discussions in preparation for signing of contracts between ZMRC and the Madrasa Communities. The contracts signify formal support by ZMRC to Madrasa schools through teacher and SMC training while the community ensures that the school has adequate physical structures (classroom, playgrounds etc). Also the CT supported ZMRC to hold discussion sessions focused on teacher training involving interactive/active teaching and learning, mobilization of locally available materials for development of classroom teaching aids and out-door play material.

#### *Procurement of Primary textbooks*

MOECS identified a gap in existing materials for primary school children. And therefore are using textbook procurement funds to attain textbooks for standards 1-3 in Math and English. Prior to starting the tendering process, MOE undertook a critical review of content required for their lower primary pupil books and teacher guides. Years ago they had books developed within the MOECS, but recognized these fell short of their required level of quality. Hence the advertisements for tenders request publishers develop pupil books and teacher guides. The previous work within the MOECS serves as a foundation for the publishers to build upon.

Adverts for tenders were released the first week of Feb and were initially open for bid for 60 days All publishers who were responding to the bid came back requesting an extension,. The Ministry granted an additional 30 days. The long time period for tendering is because the bidder is required to write the first chapter and comment on all other chapters. Because these books will need to be produced and are not off-the-shelf ready, the procurement process will take longer. It is expected that it will take 20-25 weeks to get the materials after contracts with the winning bidders has been signed. Estimated arrival of these books will be in November-December 2005.

### ***4.1.3 Objective 3: Provide support to those with disabilities to ensure a quality education.***

Discussions began during the second quarter of the year and planning began for the disability component of the project. The Joseph P. Kennedy Jr. Foundation (JPKF) developed links with *Umoja wa Watu Wenye Ulemavu Zanzibar (UWZ)*, a strong and well-organized advocate for the disabled people and the leading disability NGO in Zanzibar with an international reputation.

In the 3<sup>rd</sup> quarter of the year, MKEZA core team conducted a special needs assessment with all its partners in preparation for the JPKF workshops, which were held in the 4<sup>th</sup> quarter of the year. The assessment identified priority areas in which JPKF could provide technical support to the partners serving the education needs of children with disabilities. On the basis of this, MKEZA and JPKF came up with five key areas of intervention and developed a work plan/timetable that was implemented in the 4<sup>th</sup> quarter. The five key areas identified were:

- Moving students with disabilities from consumers to contributors;
- Who are the students with disabilities?;
- Effective educational practices for children with special educational needs;
- Issues in the educational placement of students with disabilities; and
- Education system change in relation to disabilities.

#### *Workshops on disabilities*

The CT, in collaboration with two JPKF Consultants, organized and conducted six two-day Special Needs Education (SNE) workshops for MKEZA partners (TAP/PDC, ZMRC, NGORC), teachers, MoECS and SNE NGOs. Five of the workshops were held on Unguja and one on Pemba Island, and a total of 160 (113 male and 47 female) participants attended the workshops.

The first day of the series of workshop focused on awareness-raising through discussion of general issues around disabilities and the role of the community in the lives of the disabled. Also, the workshops focused on education policy and the needs of teachers in serving disabled children. The second day of the workshop took participants through a process of developing specific action plans. The goal was to identify actions and activities to improve support to children with disabilities that could be accomplished by April 2006. All the activities identified by the partners and other participants were presented for discussion during the course of the workshop. The action points developed included:

- To conduct meetings with teachers and communities to raise their awareness on disability issues;
- To ensure quarterly meetings between the NGO's working on disability programs to discuss progress and way forward;
- To intensify lobbying to policy makers and implementers to ensure that disability issues are included in the current education policy under development; and
- To carry out a mapping exercise to identify children with disabilities within their area of operation.

Action plans were developed for the six partner groups (TAP/PDC; MoECS; SNE NGOS; MRC; and NGORC) including goals for the 30 days following the workshop and the subsequent next 6 months. The MKEZA CT prepared brief reports on each of the six workshops. The JPKF Consultants have also prepared a full field visit report on the workshop and six action plans. Detailed partner action points can be found in the JPKF consulting report on education for children with disabilities. Follow-up activities are planned for the second year to assess the action plans developed during the special needs workshops to form a logical continuation of the MKEZA/JPKF interventions.

#### *Forum on education and children with disabilities*

NGORC conducted two public forums during the year, the first in Unguja and the second in Pemba. The public forum, attended by 220 participants and conducted in Unguja, discussed the education needs and rights of children with disabilities. Two papers were presented, *“Education and People with Disabilities – a perspective of the MoECS”*, and *“Education and People with Disabilities – Perspective of Association of People with Disability”*. The debate achieved the following outputs:

- Improved awareness of the general public on the needs and rights of education for children with disabilities as a fundamental human right;
- Improved knowledge and understanding on varying perspectives (Ministry of Education, People with Disabilities and NGO activists) about the situation and needs of children with disabilities in the education sector;
- Produced documented evidence (i.e. report and video documentary) that has been shared with MKEZA, USAID Tanzania mission and other partners, specifically MoECS for consideration and further action.

The Pemba forum, attended by 254 participants, highlighted the importance of education for children with disabilities. An objective was to develop recommendations to be forwarded to the respective institutions for further action and consideration with a view of improving the rights of Children With Disabilities (CWDs) in getting access to education. Two papers were presented at the forum. The first paper, titled *“The Perception of the Ministry of Education on Inclusive Education for Children with Disabilities,”* was presented by Ms. Mpaji Ali Maalim from the Division of Special Education, MoECS. The second paper, titled *“Importance of Education for Children with Disabilities”* was delivered by Ms. Talaa M Masoud from the organization of people with disabilities (UWZ), Zanzibar.

*TAP/NGORC collaboration*

A collaborative meeting between TAP and NGORC explored ways the two projects could support each other to ensure that priorities of disabled children are addressed. They agreed that TAP will focus on teacher advancement skills, while NGORC will work with SMCs at the primary and secondary levels to ensure that disabled children's education needs are addressed. The partners also resolved that the two MKEZA projects will work closely within the same areas of intervention so that they can maximize the impact of the programs within the Zanzibar community.

*Reviewing of the ASTC curriculum by TAP.*

The special needs education division of MoECS with support of UNICEF, UNESCO and Norwegian Association Persons with Developmental Disabilities (NFU) is developing pre-service and short course in-service teacher training on inclusive education. MKEZA provided inputs on the draft modules. The finalized drafts were used by TAP/PDC to refine the ASTC curriculum so as to ensure that issues of disability and inclusive education are adequately addressed.

The Curriculum and Materials Development Officer for TAP attended the Unguja forum organized by NGORC on "Education and Children with Disabilities in Zanzibar", on 23<sup>rd</sup> December 2004. This open debate was of considerable value, as the main issues concerning the educational provision for disabled students in Zanzibar that were debated are also presented in the content of the ASTC Module 5. ASTC assignments that involve classroom observation and research are aimed to raise awareness on the issue of inclusion of all students.

*Special Needs Education pilot schools.*

*Kitodi primary school - one of the 20 pilot schools practicing inclusive education. MKEZA, SMC, parents and pupils discussing disabilities issues.*

MKEZA and MoECS Special Needs Education Unit conducted a seven-day workshop to finalize five draft Special Needs Education (SNE) teacher training modules. MKEZA supported the activity by contracting a consultant to prepare the necessary materials and to facilitate the workshop. The modules will be used for short teacher in-service training as well as for pre-service teacher training at certificate level. MKEZA, in collaboration with MoECS and Zanzibar Association for People with Developmental Disability (ZAPDD) conducted community awareness and sensitization meetings in the 20 SNE pilot primary schools (12 in Unguja and 8 in Pemba). At each pilot school, community participants were organized in special interest groups, notably: pupils, teachers, parents, community leaders and school management committees. Local education officers (e.g.

Provincial Education Officers, District Education Officers, District Education Inspectors and Teacher Centre Coordinators) participated at each school.

#### ***4.1.4 Objective 4: Provide support and encouragement to girls to increase access to quality education***

*Project activities encouraging girls' participation in education*

During the ASTC curriculum review workshop conducted in the third quarter, TAP provided technical input on the gender, special needs and large class size modules. Several issues on girl-child education were highlighted that need attention in order to be incorporated in the curriculum development process. In addition, PDC and ZMRC activities were designed to promote child-centered learning and equity among all students. Training of female participants (including teachers, community members and parents) was significant during the year.

During the last quarter of the year, NGORC developed the capacity of 10 CSOs and assisted them to develop plans to incorporate promotion of girl-child education. This activity was done during the needs

assessment by encouraging and supporting CSOs to integrate and give priority to girl-child education in their programs. Two CSOs, one from Unguja and one from Pemba, have already started integration of this component, called ‘support to vulnerable children,’ in their programs.

During the capacity assessments, many of the CSOs revealed that they have drafted strategies for promoting girls’ education. These CSOs indicated that they have plans to sensitize their communities and encourage families to reduce the workload of girls while addressing other cultural barriers and the negative perception towards girls’ education. Community sensitization/mobilization was identified as one among many skills needed by CSOs to ensure that support to girls’ education is effective. The community sensitization/mobilization training module has been developed, and pre-testing started during the last quarter of year one and will continue in the first quarter of year two.

#### *Identify the potential to improve girls’ access to education*

In working with the MoECS to review past experience and current initiatives, MKEZA held a meeting with MoECS staff to discuss gender mainstreaming activities. A preliminary assessment of the current situation is being carried out. Consultations between MKEZA, MoECS staff, the gender point person and the gender specialist consultant to the Government of Zanzibar will begin during the first quarter of year two to identify initiatives to improve girls’ access to education. These consultations should assist the MKEZA project in the implementation of activities that will seek to support the MOECS’ Finance and Planning department, which is also coordinating the development of the new education policy document.

## **4.2 Partner Development and Cross-cutting Themes**

### ***4.2.1 MKEZA partner development***

The project conducted the following activities on crosscutting issues and partner development during the first year.

#### *Staff development*

NGORC works to strengthen School Management Committees (SMC) and Community Development Committees (CDC) through training facilitators from 10 selected CSOs who then facilitate training to SMCs and CDCs. However, NGORC identified the need to revise some of their training modules being used to train facilitators. In order to review those modules effectively, NGORC realized the importance of learning from other experienced stakeholders who are already involved in training, reviewing, and developing training materials so as to better understand the process and methodology of reviewing the pedagogy and content of training modules. It was from this context that NGORC undertook a study visit to the AKF supported project, Support to Education in Primary Schools (STEPS) in Dar-es-salaam, Tanzania. STEPS is a leading capacity building organization that gives advice and professional development to project implementers in basic education. The study tour team learnt the following:

- Techniques of module reviewing;
- Facilitation skills;
- Techniques of organization facilitation; and
- Challenges of facilitation.

The above lessons learnt were taken into consideration during NGORC CSO training modules review and pre-testing, which was done both in Unguja and Pemba islands.

#### *Participation in Zanzibar International NGO Forum (ZINGOF)*

MKEZA participated in a series of meetings organized by this forum. The objective of the final meeting during the last quarter of year one was to review the draft of the NGO Policy by International NGOs in Zanzibar. Organizations came up with suggestions that are intended to improve the NGO policy document, and explored ways of making NGOs work more effectively in Zanzibar. Key discussion areas included code of conduct for NGOs in both development and emergency relief. The forum resolved to

ensure that NGOs are accountable and transparent to both the beneficiaries and donors in order to win their confidence.

#### *Quarterly review meetings.*

MKEZA CT conducted a quarterly review meeting to discuss issues related to project reporting and M&E support to partners. Based on the recommendations of this meeting, follow-up support was given to NGORC M&E staff in development of M&E tools, which continue being tested and reviewed accordingly. Other areas of collaboration in future were identified during the meeting, among them the need to train partner M&E focal point staff in basic M&E methodology. This will be conducted in May, 2005.

### ***4.2.2. Support to Partners on the Cross Cutting/Mainstreaming Themes***

The core team and program officers supported the partner organizations in the mainstreaming issues, namely HIV/AIDS and gender. The details are elaborated as follows:

#### *HIV/AIDS*

MoECS undertook a comprehensive study of the impact of HIV/AIDS in the education sector. The results of the draft study were used to develop the MoECS strategic plan: '*Strategic Plan 2005-2010 for Mainstreaming HIV/AIDS Activities into the Ministry Core Functions*', dated January 2005. An independent consultant carried out this study with funding from Zanzibar Aids Commission. The findings and recommendations of this report will soon be disseminated for comments from all stakeholders. MKEZA will use it as a starting point for its interventions in the area of HIV/AIDS. A tentative work plan was developed and its activities integrated in the MKEZA master plan of 2005/2006.

#### *Facilitation of HIV/AIDS awareness activities to enhance children's participation in school*

The MKEZA CT developed a draft working plan in collaboration with the focal person at MoECS and in consultation with partners SCF UK (Save the Children Fund, United Kingdom), Peace Corps, and NGORC in March, 2005. Activity implementations are expected to continue during the next Annual Implementation Plan (AIP) beginning next quarter. The assessment of the current HIV/AIDS situation and its impact in schools continued through the review of documents and the consultation with stakeholders.

A half-day consultation was carried out at the MKEZA office in February 2005 with stakeholders, key experts and MoECS. In addition, three consultations were conducted with MoECS in developing the MKEZA year two AIP for HIV/AIDS. MKEZA began to identify workshops that MKEZA and the MoECS focal point people would participate in. A draft outline on HIV/AIDS strategy for review was prepared for further deliberation during the next stakeholders' meetings/workshops during the first quarter of year two.

#### *Gender mainstreaming*

The Government of Zanzibar has undertaken the initial effort to mainstream gender throughout government ministries and agencies through a consulting contract managed by the Ministry of Employment, Youth, Development of Women and Children. The consulting work was undertaken at various times during the previous year, and resulted in the establishment of the gender focal point positions in MoECS. Nominated staff are receiving continuous on-the-job trainings.

MKEZA discussed the merits of pursuing further work on the mainstreaming issue within MoECS, due to the extensive dimensions of gender mainstreaming issues within the education system. While there has been general agreement from within government and from the consulting group that had undertaken the original work for the Government of Zanzibar, such an activity is beyond the scope and resources of MKEZA. USAID is not willing at this time to move this particular agenda forward with supplementary funding, but

the idea remains relevant, especially if the policy implementation program begins to take shape over the coming year.

In the meantime, discussions with MoECS have identified specific action items that are considered important for the Ministry to pursue, notably sensitization and awareness-raising activities. MKEZA will continue to work closely with the focal point person to assist in implementation of these activities over the coming months in year two.

## **5.0 MANAGEMENT INFORMATION**

Many of the activities of this year centered on the logistical issues associated with getting the MKEZA project up and running. After the first two quarters, the project saw a significant shift from the start-up, logistical emphasis to more programmatic issues and activities. Therefore, the year was characterized by a balance between management and program activities.

### ***5.0.1 Internal Organizational Linkages***

Roles and responsibilities of consortium members within the project, as well as work plans and program monitoring plans were reviewed and approved by USAID. This led to a successful Post Award meeting, which was held in Zanzibar on September 16, 2004. The Ministry of Education, Culture and Sports (MOECS) seconded Ministry staff to the MKEZA project, specifically PDC and TAP sub-projects, which are very closely integrated into the Ministry structure. The seconded Ministry staff has ensured that the government fully understands the MKEZA project and supports it.

Letters of Understanding (LoU) between MKEZA and partner projects were developed. These letters confirmed the understandings of the relationship between the MKEZA project and the project components with respect to work plans, financial records, accountability and reporting of both financial and project activities. While there were considerable delays with respect to these letters by all parties, final documents were signed by the beginning of the third quarter and all project partners confirmed their commitment to the project goals and working with MKEZA project.

Three Steering Committee meetings were held during the year. The first was held on August 16, 2004, chaired by the Permanent Secretary of MoECS and attended by the designated members of the committee, including five Ministry representatives, one AKF representative, one USAID representative and the MKEZA Project Director. In addition, two AIR representatives attended, since a significant agenda item was the procurement of lab equipment and textbooks that is being handled by the Ministry and monitored by AIR.

The second meeting was held in December 2004, wherein designated representatives met to receive update reports from MKEZA and discuss issues that included textbook procurement, the tender process, MKEZA work plan activities and partner project staffing needs. This was a useful mechanism in relating to the Ministry, but its full potential has not been reached. Members resolved to ensure that there is more groundwork made with the Commissioner and the PS in advance of the next meeting. A special meeting of the project Steering Committee was held in January 2005 to review progress with the procurement of laboratory equipment and textbooks. However, the regular quarterly meeting did not take place prior to the close of the year.

A significant mechanism for program coordination and management is the regular meeting of the project partner directors. These meetings help to:

1. enable partners to share with each other the progress and plans so all partners are aware of the activities of others in order to make effective linkages;

2. serve as a timely highlight of activity during the quarter and a reminder of the reporting requirements;
3. allow preparation for presenting an update of activities at the Steering Committee meeting; and
4. provide a forum to deal with issues and concerns arising from the progress of the project.

So far three project directors meetings have been held during the year with two each quarter scheduled starting from the 2<sup>nd</sup> quarter of the year.

The profile of the program is low in Pemba, and MKEZA recognized that Ministry officials, TC advisors and coordinators and the community needed an opportunity to see what the MKEZA program, specifically TAP and PDC, were doing within the education system. A meeting was organized during the third quarter, attended by representatives from TAP, PDC, MKEZA and the AKF Zanzibar Liaison Officer. The Commissioner for Education was invited as a key speaker, and the Deputy Commissioner attended on her behalf. The meeting was successful, with approximately 40 people attending, and the profile of MKEZA was improved and new networks developed. The participants pledged to support MKEZA activities in Pemba.

### ***5.0.2 External Organizational Linkages***

Beyond the direct project contacts within USAID Tanzania mission, officials from other USAID offices visited MKEZA to see the ongoing activities. The events and meetings are described below:

*November 2004:* MKEZA staff members [B. Downie and P. Morara] independently visited the EMACK program, another EQUIP I funded education program carried out by the Aga Khan Foundation in Kenya, to discuss common strategies, systems and issues.

*4-5 November 2004:* Dr. Sarah Moten, USAID, Director of the Education, Africa Bureau and Ms. Aleta Williams visited the project. They held discussions with the heads of the NGORC and ZMRC concerning project activities. They also made a courtesy call at state house and met His Excellency President Karume of Zanzibar.

*December 6<sup>th</sup> 2004:* Two members of the MKEZA administration team visited the USAID-funded EQUIP1 project – Education for Marginalized Children in Kenya (EMACK), Mombassa. The visits were both highly valuable in getting a feel for the different approaches as well as the similarities in direction and management of the two projects. It is anticipated that other exchange visits will be encouraged in the 2<sup>nd</sup> year of the project.

*13 January 2005:* Core Team met with AKF Education Officers from Geneva, Tanzania and Uganda. Caroline Arnold, AKF Geneva, Seth Onguti, Regional Program Officer and Fizza Moloo from AKF Tanzania and Mohamed Baloo, AKF Zanzibar Liaison Officer. AKF said discussions should continue on how MKEZA can receive technical support from Aga Khan Offices and Officers to achieve the MKEZA program goals and objectives. Also discussions were held on how MKEZA could contribute to the education policy document being developed by MoECS. Discussions on the work of the project stimulated sharing of information and ideas.

*8 February 2005:* The Acting USAID Mission Director in Dar es Salaam came to participate in the TAP ceremony of handing over equipment to the TCs during the fourth quarter of the year. During the same visit, he was able to visit two concurrent workshops that were being conducted by the MKEZA core team with the facilitation by consultants of the J. P. Kennedy Foundation at NITTC. Furthermore, he was able to visit one of the Madrasa communities for a meeting with community representatives regarding the contract with ZMRC for the development of their pre-school.

*15 February 2005:* HIV/AIDS and gender Consultative Meeting was held with the MoECS Director of Finance and Planning, HIV/AIDS and gender focal point persons, the Donor Projects Coordinator and MKEZA Core Team members including the Project Director and POs for HIV/AIDS and Gender focal points. Discussion focused on the review of the past experience and current initiative of MoECS along with opportunities for MKEZA support on these issues. The discussions were useful for MKEZA and MoECS in the development of the work plan for HIV/AIDS activities over the coming year.

*22 February 2005:* INGO forum meeting was a meeting hosted by MKEZA for those organizations working on HIV/AIDS activities in Zanzibar. Information and support from the meeting was fruitful and further collaborative activity is anticipated. The group will meet regularly to update each other on progress. Similarly connections have been made with the NGO forum in Dar es Salaam through *Haki ya Elimu* monthly meetings with links to other organizations addressing many of the issues that the MKEZA project is addressing.

*February 2005:* Representatives from AED were also hosted by MKEZA at the request of USAID. The first of these visits was for information sharing and to understand more the type and scope of USAID supported educational activity being undertaken in Zanzibar. The second set of visitors from AED, specifically focused on opportunities for supporting girl's education through the Ambassador's Girls Scholarship Program. They were interested in finding out about local organizations that they could link with in the delivery of their program. Continued liaison with AED on the implementation of this work will be crucial for certain aspects of the MKEZA program to be realized.

*30 March 2005:* Visit by Heather D. Flynn, Professional Staff Member on the Committee on Foreign Relations United States Senate, Washington, accompanied by Tom Bayer, Governance and Advocacy Adviser, and Ms. Halima Hashi, USAID Tanzania Mission, on program monitoring. Flynn was able to visit a Madrasa school as well as attend a celebration hosted by Madrasa, which was organized to recognize its former students. She also met other project representatives briefly [TAP, PDC and NGORC], and stopped by a NGORC workshop convened on the development of training modules. A briefing with MKEZA core team at MKEZA offices concluded her visit to the project.

*13-14 April 2004:* Visit by Mitch Kirby (USAID, Senior Regional Educational Advisor) and Ms. Halima Hashi (USAID, CTO MKEZA, Tanzania Mission). They met with MKEZA Core team, MoECS and partner projects. Focusing on how well to implement and track results based on the MKEZA PMP. They visited two MRC pre-schools where they observed a teaching session and also a new school construction site at Bweleo pre-school. They also visited TAP team and had discussions concerning production of ASTC curriculum materials and attend a CEELM course which was being conducted by PDC.. Mr. Kirby and Ms Hashi reviewed how the project is addressing English as a medium of instruction. Finally met NGORC director and program officers who briefed them on program activities.

Other linkage activities with NGOs during the year provided some useful information and networking including; International NGO [INGO] forum has been started in Zanzibar (SCF-UK, Peace Corps and NGORC). Two meetings were held during the year that was attended by MKEZA. As part of the INGO discussion there was a review of the new draft NGO policy document and many concerns were expressed by members of the forum, and it was proposed that the group present its views to the Ministry of Constitutional Affairs and Good Governance (MoCAGG). MKEZA also participated in the follow up with the Ministry.

### **5.0.3 Staffing**

The recruitment of the MKEZA core team required a major staffing effort. This process began in the second quarter of the year with advertising, short-listing and interviewing. The process was completed in the third quarter with the final candidate reporting January 2005.

Staffing within the project components was also an important activity and for the most part has been carried out successfully. TAP and PDC had extensive discussions with the Ministry to identify appropriate individuals to be seconded to the MKEZA project from within Ministry staff. MKEZA and AKF Tanzania staff participated in these discussions, which began in the 2<sup>nd</sup> quarter of the year. The selected staff eventually reported for their assignments in mid-October 2004.

NGORC also had specific staffing needs allocated to MKEZA project activities. They conducted their hiring process during the year and successfully identified all the three staff as planned.

The joint TAP and PDC offices in Unguja and Pemba have been renovated and equipped. A full-time accountant, office assistant and secretary for TAP/PDC have also been hired. The TAP project is still without the vehicles it needs and this is impacting negatively, particularly in terms of reducing the effectiveness of monitoring and evaluation costs.

### **5.0.4 Office Set-Up**

Office space and facilities were planned to coincide with the arrival of staff. While there were delays with much of the delivery of equipment, the assembly of all the office functions was realized within the 3<sup>rd</sup> quarter of the year. The MKEZA office is now fully functional.

TAP and PDC have also been allocated office space within the NTTC and are fully furnished and operational although minor repair work is still on-going and is expected to be completed during the first month of the first quarter of year two.

### **5.0.5 Management Visits**

AIR representatives visited Zanzibar three times during the year. The first visit by the AIR Project Manger, Cassandra Jessee and Project Assistant, Kristen Barba, coincided with the Steering Committee meeting, which provided AIR an opportunity to review the procurement process with the Ministry. At the same time it was helpful to the project to develop a joint understanding and confirm the PMP and work plans and be able to submit them to USAID. The second AIR visit by the Project Manager, Cassandra Jessee and the Vice President and Director of AIR's International Development Program, Janet Robb, was to attend the post award meeting in mid-September. The third visit in January 2005 by Cassandra Jessee was to approve Ministry recommendations for the procurement awards.

AKF USA Program Officer, Sarah Bouchie visited in mid June 2004 to assist in the development of the MKEZA PMP and review of the MKEZA partner projects work plans. Ms Bouchie visited again in November 15- 19, 2005. Many project start up issues were discussed and new staff were introduced. Discussions were also held which set up the long-term framework for the disability interventions that would require JPKF support.

### **5.0.6 Management Issues**

*Work Permits:* The process of obtaining work permits and residency permits for non-Tanzanian staff was carried out during the year. The project is pleased to report that all the 8 staff have now obtained all the

required permits with the exception of one staff whose residency permit is still being processed and MKEZA hopes that this process will be concluded during the 1<sup>st</sup> quarter of year two.

*Bank Account:* Initially there was no bank account for the project in Zanzibar. The project eventually established a bank account in the Zanzibar branch of NBC in January 2005. However, due to delays in conforming to the requirements of AKF, funds could not be transferred into the account until April 2005. This required travel to Dar es Salaam to collect cash for operational purposes. The situation for TAP was even more difficult as it took until January to have an account at all due to AKF Tanzania policy and procedures.

### ***5.0.7 The MKEZA Website***

The MKEZA project staff developed content for the project website in consultation with the American Institutes for Research and Aga Khan Foundation. This website, which is now functional, provides information about the project objectives, initiatives and partners, as well as country background. A link to a photo gallery has been added to give pictures and snapshots of MKEZA's on-going interventions and the impact of the project. A page of related links helps one to search for additional information related to the project including to the other partners in EQUIPI consortium and the other critical stakeholders in the projects' implementation. Updated information will be provided as available. One can visit the MKEZA project website by following the link at: [www.equip123.net/equip1/mkeza](http://www.equip123.net/equip1/mkeza).

## **6.0 CHALLENGES ENCOUNTERED**

Though the project has made considerable progress as outlined the accomplishments section discussed earlier, there have been a few key challenges noted below.

### *Communication between MKEZA CT and partners*

Timely communication and reporting has been an ongoing challenge. Major activities planned by partners are not relayed to the CT on time to ensure their full participation. This challenge is however being addressed through monthly review meetings with partners in order to improve communication and set timeframes for deadlines.

### *Workshop participants' expectations*

Many of the NGOs operating within Zanzibar give a cash allowance to participants when conducting workshops/meetings. This has created pressure on MKEZA and its partner projects whenever they hold workshops/meetings, as they do not pay any kind of allowance. An example was during the MKEZA/JPKF disabilities workshop, where some participants from Unguja expected to be paid a seating allowance for attending the special needs workshops. This created tension between the MKEZA CT organizers and the local participants in Unguja. TAP/PDC have also experienced this problem when conducting the writers/editors and CEELM course workshops. However, through dialogue with the participants, this challenge is being overcome slowly.

### *English as a medium of instruction*

Most participants enrolled in various courses carried out by TAP/PDC have only basic understanding of written and spoken English. During these courses, English is used as a medium of instruction, and most of the course materials are written in English. It is a challenge to ensure that the participants clearly understand the content of the training. TAP/PDC projects are currently translating most of the course into Kiswahili and use an interpreter during their trainings whenever needed.

## 7.0 LESSONS

### *Ministry's commitment helps MKEZA achieve its objectives*

When it comes to the ideal of a quality education for all, the MoECS findings are very clear: the current curriculum is overloaded both at primary and secondary levels; there is inadequacy of teaching/learning materials and competent language teachers in schools; and most schools do not have laboratories and those that do lack the necessary equipment. This calls for a critical analysis of the curriculum, examinations, available source of learning materials, language of instruction and learning environment.

The involvement of high-level officers in MKEZA activities demonstrates MoECS's support to MKEZA in this regard. Officials from the MoECS were present at major events such as workshops and training sessions, and were involved at a technical level in program activities. The MKEZA Steering Committee has used committee meetings and regular communication on the project acted to serve as a catalyst for increased MoECS support for MKEZA activities and partners. This process has included the engagement of the USAID Tanzania mission.

### *There is a need to train teachers in the use of lab equipment*

Although MKEZA is providing lab equipment to Teacher Centers and schools, there is no provision within the project to train teachers on its use and maintenance, resulting in teachers' inability to use the equipment. Lab equipment remains the principal instructional tool for the ASTC course, so it is particularly important that the issue of management and use of lab technology and equipment be addressed. Therefore, the project explored other means to ensure that teachers are trained in lab management. A supplementary proposal was developed and presented to USAID indicating how MKEZA project intended to address these needs. However, since this proposal required funding beyond the current financing level, USAID preferred to address this bottleneck through a new project proposal whose modalities of engagement would be agreed with MoECS.

Nonetheless, because of the urgency to train lab technicians to assure safety and proper use of the MKEZA equipment, TAP contacted the Karume Technical College to train lab technicians as stop-gap measure. Future projects of this magnitude, providing vast investments in equipment, should ensure that expertise is available or is in-built in the proposal to ensure that such assets are managed and used optimally.

### *CSO role in community critical for grassroots involvement*

MKEZA was challenged in identifying civil society organizations through which to carry out activities at the community level, since most CSOs in Zanzibar do not have established organizational structures. This resulted in a lot of work on organizational development and capacity building to strengthen the CSOs' ability to develop Strategic Plans, define program priorities and services, and develop indicators for measuring success in undertaking community sensitization and skills development with MKEZA support. The considerable time it took to ensure their ability to implement MKEZA activities was not taken into account during the inception of the project.

### *Madrasa engagement with communities, through its establishment in Zanzibar*

ZMRC's ability to mobilize communities during the first and second quarter proved that the MKEZA project could benefit from ZMRC's established relationships, with all levels from the grassroots to government of Zanzibar officials. These relationships have proved to be very helpful in facilitating, planning and implementing the project.

The field visits made by new ZMRC trained teachers to graduate schools helped them to understand issues better (e.g., the concept of adequate teaching and learning materials, the use of local materials both in class and outdoor play area). Such visits were also important for new SMC members and are therefore planned to continue in Year Two. Through the cross visit program, MKEZA envisions that the capacity building of

teachers at Madrasa level will be sustained post-project. SMCs are trained to organize for the cross visits to other self-sustaining nearby Madrasa schools in order to share experiences and problem-solving approaches.

*A need to mainstream HIV/AIDS issues in gender and disability*

The HIV/AIDS pandemic is a serious and growing threat in the country. This emerging issue, which was not clearly articulated in the MKEZA project objectives, should now be integrated into the program activities. MKEZA is incorporating HIV/AIDS into the gender and disability section of the overall project design. People with disabilities and females have the less access to knowledge on preventive measures against diseases such as HIV/AIDS, making these populations more vulnerable. MKEZA has designated a point person for HIV/AIDS issues, who coordinates activities with other stakeholders and partners to ensure that MKEZA plays a key role in mitigating the impact of the pandemic within the education sector.

## **8.0 CONCLUSION**

The MKEZA project experienced challenges at the start, with substantial delays in office set-up, establishment of the core team, signing of letters of understanding with partner projects, hiring of staff by project partners, the procurement of education supplies, and discussions with MoECS to reach a common understanding of project implementation activities. However, at the end of Year One, the project implementation has achieved tremendous progress.

The review and delivery of the ASTC course curriculum is progressing, with editors and writers trained to write the curriculum. Teacher Centers have been equipped appropriately to support the implementation of the ASTC course in year two. The project has trained education managers and administrators in leadership and management skills through its delivery of the CEELM course. The project completed assessment and subsequent selection of 10 CSOs for project support, and these CSOs are currently delivering capacity building skills for the School and Community Development Committees at the grassroots level using the CSO training manual developed for this purpose. Training of MRC supported Madrasa schools has ensured that teachers get the right skills to carry out their teaching. In addition, through mobilization and sensitization of communities, MRC is now deeply involved in support to children with disabilities within the community by training teachers on how to handle inclusive classes. The MKEZA project is supporting the establishment of these 20 Special needs pilot schools, together with the MoECS special needs division.

The challenges, achievements and lessons learned during Year One have enabled the MKEZA project and the implementing partners to review their plans and feel positive that Year Two will see the accomplishment of desired goals with greater success. The challenge of improving the quality of education for all in Zanzibar is crucial for the MoECS, and MKEZA supports the government of Zanzibar in its initiative.

## ATTACHMENTS:

### ANNEX I PROJECT REPORTS AND REFERENCE MATERIALS

During the year the following project reports and reference materials have been finalized and are available for use or reference upon request.

- English baseline survey conducted by TAP
- ASTC baseline survey conducted TAP
- CSO baseline survey by NGORC
- Public forum reports by NGORC
- JPKF Disability workshops report
- CEELM baseline survey conducted by PDC
- ZMRC-Community contract developed by ZMRC

### ANNEX II SUCCESS STORIES

In reaching out to its beneficiaries, the MKEZA project has touched many lives of the marginalized and disadvantaged in its goal to deliver a quality education for all. Most of the people the project interacts with on a daily basis have helped MKEZA to build the long and hard learning curve. As the project undergoes many of these learning experiences, the following story illustrates how we can build our knowledge through the common things that we do in our work.

#### **(a) Success Story One: We can learn from our students**

*This story was written by a participant of the Certificate in Education: Science course that is still going on in Zanzibar NTTC. The story is about a teachers experience in her classroom when she tried to implement the skills and knowledge she had acquired from phase one of the Certificate course.*

#### ***We can learn from our students: From a teacher's journal***

After the first phase of certificate in education: science course, I went back to my classroom to practice what I had learnt in the program. The course required me to work in my classroom context to practice and reflect upon my newly acquired knowledge and skills.

Amazingly, I started trying to teach my students by using a child-centered approach. When I started it was challenging for me because I had to change my teaching style. I had to keep my stick away and be polite to students. Initially my students did not believe and understand the changes. I tried my best to convince them to participate actively in my lesson. I gave them more chances to speak and to practice throughout my lessons. However, after a few days everything seemed okay.

On one occasion, while I was teaching about 'hard water' and 'soft water', in my mind I had only one example of explaining what hard water is and what soft water is. During the lesson development stage, I tried to give my students the concept of 'soft water' as water that forms lather (mapovu) easily, and hard water as water that does not lather easily. Then I gave to my students the example of rainwater to explain soft water. That day, I brought samples of rainwater, tap water and soap as teaching aids. I gave the children a chance to practice on their own and to observe how hard water would not readily lather with soap. I started explaining about the importance of using rainwater as an example of soft water and one student put her hand up and I gave her an opportunity to say what she wanted to say. She told me that rain water can be used for cooking beans. I tried to probe more because I know that children sometimes have alternative ideas. This is how I probed:

*Teacher:* Who have you seen using rainwater for cooking beans?

*Pupil:* I have seen my mother using rainwater for cooking beans or peas.

I continued to ask more questions to the students to discover her misconception and get more information about it.

*Teacher:* why does your mother use rainwater for cooking beans?

*Pupil:* She says that when she uses rainwater the beans to get ready faster.

From that day I have realized that children have a lot of knowledge, which they get from their environment. When the pupil told me was that if I want to cook beans faster, I had to use soda ash (Magadi) as catalyst. Speaking with children is fascinating and mesmerizing. My students are now my friends and so we relate very well in class.

They always ask me to tell them which materials they should bring for the next Science lesson. Unfortunately now my friends (fellow teachers) are having problems because their students are asking them why they are not asked to come with learning materials for their Science lessons. I have started to realize that students have a lot of information and we can learn a lot from them. They come to school with a lot of knowledge based on their diverse experiences. Now I will give them a chance to speak and discuss in class. I did not know this before. Sadly I had lost many of opportunities to learn from my students in the past.

Hey teachers! We need to give our children a chance to speak, we can learn a lot from them.

*CE: Science course participant, Zanzibar*

### **(b) Success Story Two: From Dependency to Independence**

Ms. Time Hamad Ali, a 12 year old pupil of Micheweni primary school in Pemba has severely crippled limbs, and until 2 weeks ago (after the disability workshop), used a “*push wheelchair*” to go to school. Due to mobility constraints, she could not start schooling on time. She is only in standard two while her age-mates are in standard six. Her testimony was given by her class teacher, Mr. Suleiman Bakar Hamad at the MKEZA project teachers’ workshop on “Education for ALL: Ensuring Educational Opportunities for all children, including children with disabilities in Zanzibar” that was held February 3-4, 2005, with USAID funding.

Without school-age going siblings in her family, the role of pushing Ms. Hamad to and from school lay on her poor peasant parents. According to her teacher, the parents of this child were finding it extremely difficult to cope. This tedious job was demanding on time, and they also needed to engage in family survival activities. They were about to giving up, and Ms. Hamad’s need to drop out of school was almost imminent.

Desperate to help this family, mwalimu Suleiman found an NGO, *Umoja wa Walemavu Zanzibar* (UWZ) based in Stone Town, Zanzibar, which was willing to donate a *tricycle* wheel chair. However, UWZ policy requires recipients, parents or guardians who make requests for donations to contribute a fraction of the total cost of the item. In this case, Time’s parents were required to contribute Ts.30,000 (USD 30). Unfortunately, they were unable to raise this money. The design of the tricycle would allow Ms. Hamad the opportunity to cycle herself to school, yet it was lying in the UWZ store because her family was unable to raise the funds needed by UWZ.

Ms. Hamad’s teacher revealed that she is doing exceedingly well in school. Moreover, her parents consider her ‘their beckon of hope’, and are counting on her for delivery from abject poverty.

Most, if not all workshops participants were visibly touched by this moving testimony. During discussion time, teachers offered some ideas of how they thought Ms. Hamad’s problem would be solved. The day’s workshop agenda included discussions on “*who is the community?*” and “*moving people with disability from consumers to producers*”. Communities were defined in the context of Zanzibar as the: “*aggregate of households*”

*within a defined geographical area or a group of people brought together by a desire to pursue common goals/objectives, vision, standards and norms of operation/interaction”.*

The workshop also touched on issues like societal roles in support of vulnerable members of the community, including people with disabilities. Participants acknowledged that the contribution of each member of the community is important for its survival and prosperity. The analogies and the other real life stories given during these discussions seemed to be in abstract terms without offering any concrete solution for Ms. Hamad’s predicament.

#### *Mobilizing funds for Time*

As the day’s agenda was coming to an end, one participant who had been reflecting deeply on Ms. Hamad’s problem called for the attention of the participants. He asked if they felt there was any way of helping Time from amongst themselves, as a community of people brought together by a commitment to ensure that children with disabilities in Zanzibar have access to quality education. The response was dramatic.

The idea to mobilize funds for Ms. Hamad was proposed, to take place on the spot. Participants went further and agreed that her teacher would go directly to the UWZ head office and finalize the tricycle donation procedures before returning to Pemba should this fund-raiser succeed.

A small show of solidarity followed, and one that would make a dream come true for Ms. Hamad. Within 10 minutes, the participants and facilitators at the workshop mobilized Tsh. 53,000 (USD 53), almost double the amount that was originally needed by Ms. Hamad’s parents. This cash was handed to her teacher by the participants with explicit instructions to purchase the tricycle and use the remaining money to buy exercise books, a uniform or any other school materials that were needed.

A week after the workshop, Ms. Hamad was happily riding herself to and from school while her parents happily went on with their daily survival chores. They no longer had to worry about their child missing classes or dropping out of school for lack of someone to push her there.

#### *Ripple effects of Ms. Hamad’s testimony*

Time’s testimony has already had its ripple effects in Pemba. The week her wheel chair arrived, teachers, parents, school management committee and community leaders of another school (Pandani primary school) somehow managed to notice for the first time in years the difficulties one of their own physically disabled students was facing. Though not severely affected, this student has to limp for several kilometers to school, sometimes getting there after teaching has started and returning home late.



*Ms. Hamad in her wheelchair poses for a picture with her father outside the school classrooms.*

A teacher who had attended the MKEZA disabilities workshop narrated Ms. Hamad’s case to the Pandani school community, and the powerful emotions it had elicited. This motivated the community who felt that this example was worth emulating. They mobilized Tsh. 40,000 (USD 40.00) for the purchase of a bicycle for the said student. Although the amount collected is not enough (as another Tsh.40, 000 – USD 40.00 is required), there is commitment to meet the target soon.

**Story captured by:** Margaret Ngau – MKEZA Project officer

### ANNEX III MKEZA PERFORMANCE MONITORING PLAN

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

The table indicates the indicators that MKEZA is measuring over the life of the project as outlined at the start of the project. Performance against the indicators is measured in terms of progress towards achieving the outlined indicator. Progress in this case is classified as milestones upon which indicator outputs are measured and is indicated in the column marked “*progress to date*”

**TABLE 2: PERFORMANCE INDICATORS TABLE**

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Progress to date April 2005	Target Final (Year 2)
<b>IR 1: Improved availability of teaching and learning materials, especially in Math, Civics, Sciences and English.</b>								
Increased number of schools supplied with lab, textbook and resource materials	Number of schools and colleges that receive science laboratory equipment, number of schools that receive textbooks, number of schools and colleges that receive resource materials.	Inventory records Materials checkout lists	Annual	MOECS /AIR	No new materials	Lab equipment and secondary textbooks supplied to 140 schools and colleges.	<ul style="list-style-type: none"> <li>▪ Tenders advertised</li> <li>▪ Tender opening and awarding ceremony conducted</li> <li>▪ Procurement of school supplies done, awaiting delivery</li> </ul>	To be set in accordance to the procurement contract established by the Ministry and AIR

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Progress to date April 2005	Target Final (Year 2)
<b>IR2: Improved teacher skills.</b>								
Increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies	Increased percentage of newly trained MRC teachers and graduate teachers with MRC certificate are exhibiting child-centered principles (as defined and presented in their training) in the classroom during MRC trainer visits	Assessments and classroom observations	Semi-Annual	MRC	Zero of 100 newly MRC trained teachers using active learning methodologies	Midway through training, 70 percent of the 100 newly trained teachers will demonstrate competency consistent with the stage in the training program	<ul style="list-style-type: none"> <li>▪ 18 new communities/schools identified.</li> <li>▪ Draft two-year training module for teachers developed.</li> <li>▪ 116 teachers have been identified for training in the 18 new schools.</li> <li>▪ Actual training being conducted this quarter.</li> </ul>	Upon completion of training, 70 percent of 100 newly trained teachers using active learning methodologies
					70 percent of MRC graduate teachers using active learning methodologies	75 percent of 310 MRC graduate teachers using active learning methodologies	<ul style="list-style-type: none"> <li>▪ 46.8% Of the 310 (104 in graduate and 170 in post graduate schools) graduate teachers have been assessed and found to be using active learning and methodologies.</li> <li>▪ More teachers are currently being assessed.</li> </ul>	80 percent of 310 MRC graduate teachers using active learning methodologies

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Progress to date April 2005	Target Final (Year 2)
Increased percentage of tutors (under qualified Form 1 and 2 teachers) using English as the language of instruction	Increased percentage of tutors (under qualified Form 1 and 2 teachers) applying the Advanced Secondary Teaching Certificate (ASTC) curriculum for math and science that focuses on enhancing the use of English as language of instruction (LOI).	interviews, classroom observations of teachers	Semi-Annual	TAP, PDC	ASTC Curriculum reviewed.  400 Under qualified science teachers identified at Baseline.	Curriculum developed  50% of tutors trained in science are using the improved curriculum that includes English as LOI.	Curriculum developed  105 teachers identified to be trained during the first phase starting May 2005. Three Teachers centers have been identified (Dunga, Kiembe Samaki and Michakaini) each of them will enroll 35 trainees.	100% of tutors trained in science and math are using the improved curriculum that includes English as LOI.
Increased percentage of tutors effectively able to train teachers on development and use of locally constructed teaching aids and lab equipment for math's and science	Tutors are observed or assessed to be more effective in training teachers about the development and use of locally constructed teaching aids and lab equipment for math's and science.	Classroom observation or assessment	Annual	TAP, PDC	0% of the targeted 26 tutors (identified during baseline and will be trained.)	50 % of tutors observed being more effective training teachers in the creation and use of locally constructed teaching aids and lab equipment.	<ul style="list-style-type: none"> <li>▪ 26 tutors identified at baseline</li> <li>▪ Undergone phase I training.</li> <li>▪ Module on use of science and lab equipment being developed.</li> </ul>	80 % of tutors observed being more effective training teachers in the creation and use of locally constructed teaching aids and lab equipment

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Progress to date April 2005	Target Final (Year 2)
Increased percentage of tutors effectively able to train teachers on development and use of locally constructed teaching aids and lab equipment for math's and science	Tutors are observed or assessed to be more effective in training teachers about the development and use of locally constructed teaching aids and lab equipment for math's and science.	Classroom observation or assessment	Annual	TAP, PDC	Information needed from the baseline	50 % of tutors observed being more effective training teachers in the creation and use of locally constructed teaching aids and lab equipment.	<ul style="list-style-type: none"> <li>▪ Curriculum developed</li> <li>▪ 28 tutors identified through interviews to be trained.</li> <li>▪ Training to be conducted as from April 2005.</li> <li>▪ Module on use of science and lab equipment being developed.</li> </ul>	80 % of tutors observed being more effective training teachers in the creation and use of locally constructed teaching aids and lab equipment
<b>IR 3: Improved student readiness for School.</b>								
Increased number of schools addressing the needs of children with disabilities	Schools (in areas where citizen's forums were held) have implemented special accommodation for children with special needs (e.g., establishing ramps, adapting curriculum or Teaching/Learning materials for special needs children)	Survey and Focus Groups, Observation checklist	Annual	NGORC	Less than 5 % of schools now accommodate for children with special needs	10 % of schools address special needs of disabled children	<ul style="list-style-type: none"> <li>▪ 10 Civil Societies identified and profiled.</li> <li>▪ Letters of understanding signed to work with 10 CSO's</li> <li>▪ 2 public forums conducted one each in Unguja and Pemba</li> <li>▪ Identification of schools within the 10 CSO's area of operation is underway.</li> </ul>	25 % of schools address special needs of disabled children

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Progress to date April 2005	Target Final (Year 2)
Increased percentage of trained Madrasa Resource Center teachers practicing active learning methodologies	Increased percentage of newly trained MRC teachers and graduate teachers with MRC certificate are exhibiting child-centered principles (as defined and presented in their training) in the classroom during MRC trainer visits.	Assessments and classroom observations	Annual	MRC	None of 100 newly MRC trained teachers using active learning methodologies	Midway through training, 70 % of the 100 newly trained teachers will demonstrate competency consistent with the stage in the training program	<ul style="list-style-type: none"> <li>▪ 18 new communities/schools identified.</li> <li>▪ Draft two-year training module for teachers developed.</li> <li>▪ 116 teachers have been identified for training in the 18 new schools.</li> <li>▪ Actual training being conducted this quarter</li> </ul>	Upon completion of training, 70 % of 100 newly trained teachers using active learning methodologies
					70 % of MRC graduate teachers using active learning methodologies	75 % of 310 MRC graduate teachers using active learning methodologies	<ul style="list-style-type: none"> <li>▪ 46.8% of the 310 (graduate teachers) assessed were found to be using active learning and methodologies.</li> <li>▪ More teachers are currently being assessed.</li> </ul>	80 % of 310 MRC graduate teachers using active learning methodologies
Increased number of school staff and communities facilitate transition activities from pre-primary to lower primary school	Increased number of head teachers, lower primary section leaders, SMCs, and parent committee members show improved efforts to facilitate smooth transition from pre-primary to primary schools according to criteria developed in assessment forms.	Assessment forms, interviews, observations, focus groups	Annual	MRC	0 % of head teachers and lower primary school section leaders facilitate transition	30 % of head teachers and lower primary school section leaders facilitate transition	<ul style="list-style-type: none"> <li>▪ 95 participants were identified for training.</li> <li>▪ 69.5% of the participants were trained and are being assessed.</li> <li>▪ 173 SMC members have been given orientation in facilitation of transition activities.</li> </ul>	60 % of head teachers and lower primary school section leaders facilitate transition

Indicators	Explanation or Definition of indicator	Source of Data	Frequency of Data Collection	Group Responsible	Expected Baseline Target	Target Interim (end of Yr 1)	Progress to date April 2005	Target Final (Year 2)
<b>IR 4: Improved School Management.</b>								
Improved Civil Society Organization (CSO) capacity to support school management committees	<p>Increased number of CSOs that add SMCs develop education management components to their programs</p> <p>CSO trainers apply concepts of primary and secondary school management learned at the training of SMCs and CDCs.</p>	<p>Review of CSO Work plans</p> <p>Facilitator observation and training evaluations</p>	Annual	NGORC	<p>0 CSOs have education management components</p> <p>0 CSOs demonstrate enhanced competency in training</p>	<p>6 CSOs develop education management components</p> <p>20 % of the targeted CSOs demonstrate enhanced competency in training</p>	<ul style="list-style-type: none"> <li>▪ 10 Civil Societies identified and profiled.</li> <li>▪ Letters of understanding signed to work with 10 CSO's</li> <li>▪ Modules for training members of the 10 CSOs have been developed and are being reviewed.</li> </ul>	<p>10 CSOs develop education management components</p> <p>50 % of the targeted CSOs demonstrate enhanced capacity in training</p>
Increased number of schools and communities facilitate transition activities from pre-primary to lower primary school	<p>Increased number of head teachers, lower primary section leaders, SMCs, and parent committee members show improved efforts to facilitate smooth transition from pre-primary to primary schools according to criteria developed in assessment forms</p>	<p>Assessment forms, interviews, observations, focus groups</p>	Annual	MRC	230 SMCs members facilitate transition	<p>20 % increase over baseline facilitate transition</p>	<ul style="list-style-type: none"> <li>▪ 75% of the SMC members have been trained in transitional activities.</li> <li>▪ Assessment of the trained members is underway.</li> </ul>	<p>40 % increase over baseline facilitate transition</p>