

***Bridgeit* - Tanzania**

Quarter Two Report January - March 2008

**Submitted by
International Youth Foundation**



This report was made possible in part by the generous support of the American People through the United States Agency for International Development (USAID) under Cooperative Agreement No. 621-A-00-07-00018-00..

Background

In September 2007, the International Youth Foundation (IYF) was awarded a two-year cooperative agreement by USAID/Tanzania to implement the *Bridgeit* program in Tanzania. IYF is implementing *Bridgeit* in close partnership with the Ministry of Education and Vocational Training (MoEVT), the Forum for African Women Educationalists (FAWE), the Nokia Corporation, and Pearson plc. The main goal of *Bridgeit* is to significantly increase the educational quality and achievement among students in primary schools in mathematics, science and life skills through the innovative use of cell phones and digital technology.

***Bridgeit* works to achieve three specific objectives:**

- To work with the MOEVT and others to launch and expand *Bridgeit* in Tanzania and integrate it into the education system, at low cost, in order to reach the greatest number of children and teachers possible;
- To improve teacher performance in *Bridgeit* classrooms, as determined by changes within the quality of interaction and teaching and learning in the classroom; and
- To increase learning gains among Standard Five and Six students in math, science, and life skills in *Bridgeit* classrooms, with a particular emphasis on girls.

This quarterly report is organized in a manner that is outlined in the Cooperative Agreement. This report describes activities that were planned and have been achieved in the second quarter of the project (January - March 2008) according to the framework of the activities planned in the project's work plan. The report also discusses the activities planned for the next quarter (Quarter Three), how other project partners are being engaged in the project, and finally presents a summary of expenditures incurred during the second quarter.

I. Description of activities planned

A. Activities Implemented

- **Project Start up:** The first half of the second quarter included activities focused on equipping key *Bridgeit* implementing personnel from IYF and MoEVT with a thorough understanding of the project. This orientation was done in two ways, the first of which was facilitated by IYF Vice President, Alan Williams, who spent a week with the newly hired Chief *Bridgeit* Advisor for a formal orientation to the job. The second orientation was a field tour to the Philippines, where the *Bridgeit* Chief Advisor, together with his counterpart at MoEVT, traveled for an orientation to the Text2Teach/ELSA Project, the project that serves as the model for BIT/Tanzania. The team from Tanzania had an opportunity to meet many key people who played a significant role in the implementation of the Text2Teach/ELSA Project including its Director, Dr. Zeny Domingo. This visit was extremely valuable

because it enabled the Bridgeit-TZ team to learn strategies that were used in implementing Bridgeit-Philippines project so successfully. The Bridgeit team from Tanzania also met with curriculum development specialists from the Ministry of Education in Manila who shared their experience in curriculum development for the Text2teach /ELSA project. The team also had an opportunity to visit some schools involved in the text2teach/ELSA project within and outside Metro Manila. The team flew to General Santos City where they also met with Bridgeit implementing partners in South Catabato and the schools in the Bridgeit project. Ms. Domingo also made available at that time the curriculum framework and digital content from the Philippines project that will be adapted for Tanzania.

- **Hiring Bridge IT local staff and setting up MOEVT Bridgeit unit:** As reported in the first quarter, IYF hired Felix Mbogella for the position of Chief Advisor. At the time of writing this report, the project has identified final candidates for the Coordinator position and the Local Digital Content Specialist. The other technical staff positions including the Curriculum Development Specialist and Teacher Training Coordinator will be filled in the third quarter.
- **Project steering committee:** The first steering committee meeting was held during Quarter Two and was chaired by the MoEVT ICT Coordinator, Dr. Miyedu. Participants included: Simbo Ntiro (ICT consultant), Felix Mbogella, Jumanne Shauri (MOEVT), Zamaradi Said (FAWE), Emmanuel Revmatas (Nokia-Siemens). The main issues discussed were the number of schools to be involved in the pre-pilot phase and selection of districts to be targeted; local name for Bridgeit Tanzania; and membership in the steering committee. A second meeting is tentatively scheduled for May during Quarter Three.
- **Identification of project pre-pilot and pilot sites:** As decided by the project steering committee, the project will target three regions for the pre-pilot: Dar es Salaam, Pwani, and Lindi. Within these regions, four districts will be targeted: Bagamoyo, Kinondoni, Temeke and Lindi and each of these districts will select 5 schools in order to form the total of 20 schools for the pre-pilot phase. The pilot phase of the program will target the following five additional regions: Tanga, Arusha/Manyara, Mtwara, Mbeya and Iringa. The Bridgeit team will introduce the project in the selected pre-pilot districts early in Quarter Three and share the school selection criteria with the district education offices in order to select approximately five selected schools in each district. By the time of the writing of this report, the team had introduced



the project and selected the schools in Lindi and Bagomoyo and will visit Dar es Salaam districts the first week of May.

- **BIT Partner MoU:** The MoU document has been finalized with consultations with all key players including input from USAID and the document is currently with MoEVT ready to be signed. The delay in finalizing the MoU, however, affected the implementation of some activities planned for this quarter. In order to prevent further delays MoEVT issued an official letter to introduce the project, the letter grants Bridgeit team with authority to continue the implementation of all activities as planned in the proposal document as the MoU awaits signing. In the final discussions on MoU it was agreed that the Prime Minister's Office – Ministry of Regional Administration and Local Government Authority would be added as a signatory to the MoU. In addition to the Department of Primary Education, the Ministry's Tanzanian Institute for Education (TIE) will play a central role in the project primarily in the area of curriculum revision and development. As of the Quarter Three, the project had started discussions with TIE and was considering developing a separate MOU with them, if appropriate.
- **Profile teachers and teacher training needs:** IYF/Baltimore worked with the Bridgeit-TZ team, including MoEVT and FAWE to review the Teaching and Learning Quality Assessment (TALQ) instrument to gauge its relevance in assessing teachers' skills in sample schools for Bridgeit -Tanzania. As part of the Bridgeit Team's visits to the pre-pilot schools, IYF, MoEVT and FAWE are conducting an informal needs assessment of teachers' teaching and learning quality focusing on interaction between teacher and students, educational tools, and girls' participation. The aim of this assessment is to gather a basic understanding on the needs of the teachers in the targeted schools to inform the development of the teachers' guides that will empower teachers with the necessary skills in participatory teaching methodologies. A thorough baseline using an adapted TALQ tool will be conducted in January 2009 once the project is launched.
- **Infrastructure Feasibility Study:** The project hired an ICT consultant during Quarter Two to conduct research and provide recommendations on potential cellular and satellite partners and other technology considerations for the project. Among other findings, the report suggested Vodacom as the most viable cellular partner for the project due to its current coverage (EDGE 2.5 nationwide) and plans for 3G rollout in 2008-2009, which would be strategic for BIT's vision for national scale up and expansion. The report also pointed to anticipated challenges in identifying viable satellite providers in Tanzania. As a result of potential challenges in identifying satellite partners and significant challenges related to obtaining the necessary equipment package during the required time frame, IYF, in consultation with Nokia, is considering altering the project's delivery strategy to a cellular based system, which would consist of only a cell phone (Nokia N95 model) and a TV. This system eliminates the need for a satellite provider, set top box, or satellite dish and as a result, would potentially streamline the

implementation of the program and the costs. If the project decides to shift to a cellular-based delivery system for the content, Nokia may be able to provide technical support in designing a software application that will allow the download of the content directly to/from the N95 model phone. Due to the short time frame remaining for preparation for the pre-pilot phase in July, IYF is considering using the cellular based approach for the pre-pilot phase but using N95s pre-loaded with the video content. IYF will continue consultations with Nokia regarding which content delivery system to choose that is the most appropriate for the full launch in January 2009.

IYF also began exploring possible options for alternative energy sources to address the lack of electricity in many Tanzanian primary schools where the project may be implemented. Based on initial research, IYF identified the specifications and pricing for the basic solar equipment package to provide the necessary power for the TV and cell phone. IYF is in the process of deciding which, if any, schools without power will be included in the pre-pilot and exploring opportunities to build on existing solar projects that are working in school communities in the proposed target areas to reach “off the grid” schools during the pilot phase in 2009.

- **Assessment of Digital Content Providers’ Capacity and Needs:** Another start up task in quarter two was to assess local capacity in producing digital content within Tanzania. International Digital Content Specialist, Theo Smith, coordinated this activity with the help of the IYF local staff and MoEVT. During Theo’s visit the Chief Bridgeit Advisor and his counterpart from MoEVT were oriented on the content development process. Smith and the BIT team met various firms and resource people in the area of mass media in order to establish a local database for digital content capacities. During that one week visit the team convened a brief conference with various firms and individuals involved in mass media to share the background to the project in order to identify their areas of interest in mass media as they relate to Bridgeit. This process also allowed IYF to identify candidates for the local Digital Content Specialist who will lead the content adaptation and development from Tanzania. Smith’s trip successfully identified a solid foundation of expertise in animation, dubbing, and production that BIT will draw upon over the course of the year. Smith will travel again to Tanzania in Quarter Three to lead the curriculum review workshop, which will result in a content development plan for the project.
- **Initial Curriculum Mapping:** Another activity that took place during this quarter was an initial review by Pearson and IYF/Baltimore of the existing digital content from Pearson Foundation’s Knowledge box and those adopted from Text2Teach /ELSA in Mathematics and Science. This activity is still in progress and will be finalized in the third quarter, prior to a comprehensive curriculum review workshop with Tanzanian partners and curriculum experts. The project also began assessing existing life skills curricula available in Tanzania and within IYF that could be appropriate to adapt for

Bridgeit. The project plans to identify 2-4 specific life skills for which the project would then develop video content and conduct lessons either after school or through in-school life skills courses. The project is coordinating closely with MoEVT during this process.

- **Design of Monitoring & Evaluation Plan:** IYF/Baltimore identified Ms. Josefina Natividad, a professor at the University of the Philippines – Diliman, to provide overall technical guidance in monitoring and evaluation to Bridgeit-Tanzania. Ms Josefina has supported IYF in the Philippines in evaluating the Text2Teach project and has a deep understanding of the Bridgeit model. During Quarter Two, Dr. Natividad worked with IYF to develop an evaluation plan for the project which was submitted to USAID on March 31. It has been planned that she visits Tanzania in the third quarter in order to work with local staff and experts to develop the monitoring tools for the project build the capacity of local staff in M&E aspects of the project.

B. Activities for Quarter Three

Due to the delays in the signing of the MoU, there were some activities that had been planned for Quarter Two that were not able to be implemented as planned. Below is a list of activities planned for the third quarter, based on the project's work plan and activities not completed in the second quarter.

- **Complete project staffing:** The project will finalize hiring of local staff including the Digital Content Specialist, Curriculum Development Specialist and a Teacher Training Coordinator.
- **Selection of local brand/name for Bridge IT:** At the second quarterly meeting of the project steering committee, the priority agenda item will be to select the local Swahili name for Bridgeit in order to use this in subsequent publicity and community awareness activities in Quarter Three.
- **Curriculum review workshop:** Based on the preliminary curriculum mapping conducted during Quarter Two, the project will organize a workshop with master teachers, curriculum experts (in focus subject areas), and digital content specialist(s) to review existing curricula and content and to identify content gaps and areas for adaptation and creation of new content. The envisioned process will include a multiple day workshop and two teams- one focusing on math and one focusing on science. Each team will be tasked with first reviewing the existing MoEVT curricula in these subject areas and making a list of lessons that could be strengthened with additional content. Then the two teams will each review the listing of available Pearson and ELSA/Text2Teach content (e.g. video “clips”) and make an outline of which video “clip” content corresponds with which lesson that needs to be strengthened and identify where there is no existing content and new content will need to be created. During the third stage, experts will

review the digital clips for relevance and appropriateness for the Tanzanian context (gender, culture, language, etc.) and identify what editing will be needed in the content localization phase. The curriculum review workshop will result in a content development plan that will guide the preparation of content for the pre-pilot (ie. Editing, dubbing) and the creation of new video content. The workshop is tentatively planned for the third week of May 2008.

- **Lesson Planning Workshop:** Following the curriculum review workshop, IYF and MoEVT, with guidance from Pearson, will organize a second workshop involving master teachers, digital content experts, and curriculum experts to a) plan lessons around the content that will be piloted in the 20 pre-pilot schools; and b) conceptualize new videos that will be produced. The new videos that will be conceptualized will be based around topics within the math, science, and life skills curricula that were identified in the curriculum review workshop as needing to be supplemented with new video content. Pearson plans to lead a session of the workshop to train teachers on how to develop lessons integrating video content. The workshop will result in a draft lesson plan/curriculum guide to be used in the pre-pilot. This workshop is planned for June.
- **Teacher Training Workshop:** Math and science teachers from the selected pilot schools will be trained on the draft lesson plan/curriculum guide developed through the previous workshops in preparation for the pre-pilot. Teachers will also be trained on use of the equipment package for viewing and selecting the digital content. This training will take place at the end of June during the school holiday.
- **Monitoring & Evaluation tools development workshop:** Dr. Natividad, the project's M&E consultant, will work with IYF and local evaluation experts to develop the test instruments for data collection during the pre-pilot phase. She will also guide local resource people and evaluators on how to conduct data collection. These activities will be timed to coincide with the teacher training workshops in late Quarter Three.
- **Editing/Dubbing of content for pre-pilot:** The local and international Digital Content Specialists will lead the preparation of the set of video clips that will be used for the pre-pilot. They will supervise local content providers to do the dubbing and any localization, while Pearson will be responsible for any editing to the KnowledgeBox content that is needed.
- **Procurement of equipment packages for schools in pre-pilot:** Parallel to the content review and production processes, IYF will prepare schools for the pre-pilot and procure TVs and cell phones for each pre-pilot school.

II. List of names/affiliations of participants/beneficiaries

Both Quarter One and Two were focused on project start up, establishing partnerships and developing technical framework for future program activities, so there are no participants or beneficiaries to report for this period.

III. Publicity

There has been no media coverage regarding this project during Quarter One and Two because the project was in its initial start up phase. IYF will organize a national-level press conference to introduce the project and the local Bridgeit brand to coincide with the curriculum review workshop in May. Other publicity activities in Quarter Three will include community level sensitization activities in the pre-pilot school communities.

IV. Partnerships

During Quarter Two, the role of the Pearson Foundation in Bridgeit-Tanzania was clarified and expanded and as a result, Pearson will contribute its entire *Knowledge Box* math and science video content as well as technical assistance in lesson planning and teacher training to the project. Pearson will also participate in the project steering committee. Pearson's contribution will add great value to the pool of content available to pilot in 2008 and will expedite the content development process.

Nokia continued to provide technical support to IYF during Quarter Two in identifying infrastructure providers, sourcing equipment, and assisting to select the most strategic delivery system for the project. Representatives from Nokia-Siemens/Dar es Salaam and Nokia/Philippines were instrumental in facilitating contact with the cellular provider and Nokia Siemens representative participated in the first Project Steering Committee meeting.

At the time of the writing of this report, IYF is in discussions with the cellular provider, Vodacom, as the potential partner for the project. Vodacom's role in the project would be to house the server containing all digital content, offer SIM cards for school phones, and offer free bandwidth (during off peak hours) for delivery of digital content. IYF is currently developing a proposal to submit to Vodacom Foundation requesting their contribution to the project in these areas.

V. Budget

A total of **\$241,561** was spent during Q1 and Q2 of the project. This amount is equal to **22%** of the total FY2008 budget of **\$1,079,422**. Of the **\$241,561**, the major expenditures were **personnel, travel and equipment**.