



Elimu kwa Teknolojia

a BRIDGE*it* program

QUARTER FIVE REPORT OCTOBER-DECEMBER 2008

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Ms. Anna Mtui, one of Bridgeit's Master Trainers, is teaching a science topic by using a Bridgeit video at Mgulani primary school.

Background

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

BridgeIT has three specific objectives to achieve:

- 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;
- 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 is the fifth program report, and as has been the case with all prior reports, this report is organized in accordance with the Cooperative Agreement and the approved project work plan¹. The report provides a summary of all major activities that were undertaken in the fifth quarter, activities planned for the upcoming quarter, a summary of major publicity for the project, an update on the project's partnerships, and summary budget information.

I. Description of Activities Planned

A. Activities Implemented

As presented in BridgeIT's work plan, the major focus of the past quarter was preparations for launching the project in 130 new schools. Key activities included identification and procurement of project equipment; conducting teacher training workshops to the teachers from the selected 130 schools and finalizing discussions with a mobile phone company for content delivery to the selected schools. However other project activities such as development of new videos together with their corresponding lesson plans were also conducted. The project also continued the groundwork for the

¹ Work plan that was approved by USAID can be obtained in the first three quarterly reports already submitted.

implementation of the Life Skills component which will begin in the next quarter.

i. Introduce the project in the newly selected areas

Introduction of the program in new target areas began in quarter four and continued this quarter, therefore the project was introduced in the four new regions as well as in additional districts within the original three regions. The team first introduced the project at the regional level, after which the MoEVT's Regional Education Officer together with his/her team chose the districts to participate in the program based upon the established criteria. (see previous reports for school selection criteria.) The team then moved into the selected districts to introduce the project and worked together with district education offices to choose schools that meet the established criteria. Once the project had been introduced at the district level, each district was asked to appoint one school inspector in the district to be their BridgeIT's focal point. Then the school inspector continued to support the selected schools in the preparations prior to the equipment delivery. School inspectors are working closely with the BridgeIT project staff in ensuring that schools are well prepared to receive the equipment in early January 2009.

As mentioned above a total of 130 new schools were selected to be involved in the project. Table 1 contains the number of schools by district and region. The detailed list of all participating schools is available if requested but was too long to include here.

Table 1: List of BridgeIT's Schools				
	Region	District	New schools	Old schools
Previous regions/ Pre Pilot	Dar es Salaam (46 schools)	Kinondoni	12	5
		Temeke	10	5
		Ilala	14	
	Coast (21 schools)	Bagamoyo	7	5
		Kibaha	9	
	Lindi (21 schools)	Lindi urban	2	5
		Lindi rural	10	
		Kilwa	4	
	New regions/ Pilot Phase	Mtwara (9 schools)	Mtwara urban	9
Kilimanjaro (17 schools)		Moshi	8	
		Hai	3	
		Mwanga	6	
Dodoma (19 schools)		Dodoma	15	
		Chamwino	4	

	Tanga (17 schools)	Tanga municipal	8	
		Muheza	5	
		Korogwe	4	
Number of schools participating in BIT project				150

ii. Equip schools with infrastructure (reception packages) and security

During the past quarter, the procurement of equipment was the primary priority and demanded a significant portion of the project's time. The equipment package consists of 29" flat screen TVs, Nokia N95 mobile phones, iron cages to store the TV set fixed onto classroom walls, security boxes to store the phones, electricity extension cables, power surge protectors and padlocks. 130 of each of these items were procured. Another key task of this process was contracting delivery companies to implement the delivery and installation of the equipment packages in all 130 schools. Both these tasks suffered delays during the months of November and December due to delays in obtaining VAT clearance for all of the equipment. As a result, these delays postponed the delivery of the equipment and thus the launch date in all 150 schools. The project will have to recover this time in early January in order to get the program launched within the planned time period.

iii. Continue to develop/adapt content and lessons plans

The first batch of 20 locally produced math and science videos was completed in November 2009 and are included in the catalogue of existing BIT videos on which the teachers were trained. (see section vii. train teachers) Video production was successfully done by three local film production firms. During Quarter Five, local producers were contracted to produce the next group of 11 videos. Below is a list of the new videos started during quarter five.

Table 2: List of the new videos developed in Quarter 5

Grades	Science	Mathematics	Life Skills
Standard 5	6	5	0
Standard 6	5	4	0
Total new videos created in quarter five	11	9	0

Of these 11 videos, Brigit invited students from the Jane Goodall Institute (JGI) Roots & Shoots program to produce five. As described below in the Section IV. Partnerships, these students had been trained in making videos by Pearson Foundation through the JGI program and IYF and Pearson identified this as a collaboration opportunity that could further sharpen the youths' skills while also encouraging shared learning practices across these

three organizations. The International Digital Content Specialist, Mr. Theo Smith and project's local Digital Specialist supervised these students. The project is now moving in preparations for the round B of video production.

iv. Develop teachers' guide and draft lesson plan guide

As part of the preparation for the teacher training, the project devoted significant staff time to finalizing the lesson plan guide and developing the accompanying teachers' guide. The lesson plan guide includes participatory lesson plans that link to the video content and the teachers' guide provides guidance to the teachers on how to use participatory methods and gender strategies in the classroom as well as an overview of the use of the technology. These guides were given to each of the teachers and will serve as a resource for them through the course of the program's implementation. Copies of these guides are available.

v. Train teachers in program in 150 pilot schools

The project selected the ten best teachers from the 40 teachers who were trained during the pre pilot phase, based on their performance during the pre-pilot phase as well as their motivation towards BridgeIT project. In November 2008 the selected 10 teachers were taken through a week-long refresher training, aimed at further enhancing their capacity so that they can be Master Trainers and hence train other teachers in the pilot phase from the 130 newly selected schools. Among other things, teachers were equipped with skills on the application of the BridgeIT program, how to lead an interactive teaching session, how to enhance students understanding by using BridgeIT videos, how to do some simple trouble shooting and on facilitation skills for teaching adults such as their fellow teachers. Pearson's education specialist provided technical assistance to the planning of this workshop.

Following the Master Training, a series of training of trainers (ToT) workshops was held in three training centers in Dar es Salaam, Mtwara and Tanga. These workshops trained a total of 260 teachers, including 2 from each of the 130 newly selected schools and 13 school inspectors. These trainings have now laid the foundation for the program and mark a milestone in building local capacity in the use of participatory teaching methodologies and innovative technologies among teachers in classrooms in Tanzania.

vi. Formative evaluation

During the quarter, IYF received the draft version of the project's formative evaluation report from its Senior M&E Specialist. The purpose of the formative evaluation was to assess students' and teachers' reactions to video and lesson content within 20 schools in three districts in July-September 2008 and inform the project of any needed revisions needed to the content and methodology. 1,436 pupils completed pupil surveys and 19 teachers completed the teacher self assessment questionnaires. The evaluation did not assess students' learning gains, which will be assessed through the summative evaluation in 2009. IYF and the Senior M&E Specialist are finalizing the report and will submit the final report under separate cover. The formative evaluation highlighted several valuable findings presented below:

Teacher Self Assessment Questionnaires	Pupil Surveys
Video lessons had helped supplement teachers' own knowledge of subject content.	Students expressed greater interest in math and science classes as a result of use of videos in lessons.
Teachers commented that there was increased student participation and attendance.	Most students said that teachers were always present when videos were shown.
Teachers expressed that the use of videos saved them time because they did not have to prepare teaching aids for class.	98% of students reported that their teachers led class discussion after videos were shown.
Participatory methods were a challenge to use when there were large numbers of students in classes and because they require more time to use/prepare for class.	There were no consistent or significant gender differences in terms of enjoyment of the videos or participation in class.

Overall, the findings suggest that the program's draft lesson plan content was appropriate and resonated with students and teachers. Yet IYF will need to ensure sufficient support is given to teachers in the use of participatory methods, since teachers view these techniques as a challenge to put into use. These findings were used to help shape the teacher trainings held late in 2008 and will inform the data collection for the summative evaluation beginning in early 2009.

vii. Collect pretest data in participating experimental and control schools

In preparation for the summative evaluation to be initiated in 2009, Bridget team developed the baseline test and tested it with a school in Dar es Salaam in December 2008. The test includes questions for both math and science subject areas and adheres to the MoEVT syllabus for these subjects. The finalized test will be the primary tool for the summative evaluation starting in early 2009.

viii. Life skills adaptation and evaluation

As discussed in previous reports, IYF is adapting its Passport to Success (PTS) life skills curriculum to Tanzania. Based on a work plan developed in the last quarter of FY2008, Bridget began the adaptation process in the past quarter. Two consultants were hired to assist with this process including Ms. Zamaradi Said, who is now Bridget's Life Skills & Gender consultant. Ms. Said was previously the Program Officer with FAWA Tanzania but she is now a freelance consultant. Ms. Said, along with IYF/Baltimore and other consultants, is leading the effort to adapt the 32 PTS lessons and translate them into Kiswahili. Bridget has formed a small Life Skills committee to review and endorse the adapted set of 32 Life Skills. The program will be piloted in twenty Bridget schools, starting with a Training of Trainers workshop in early 2009. The program will be conducted after school to students in Standards Five and Six for a total of three months. Teachers will

be monitored monthly by Ms. Said with assistance from FAWE and the MoEVT.

Bridegit is also benefitting from technical support from Mr. Tom Leavitt, an international life skills evaluation expert who has led evaluations of the life skills program in the Philippines and several other IYF life skills programs. Mr. Leavitt is providing technical assistance to the project in developing the evaluation tools that will allow the program to measure impact of the life skills lessons on the youth.

ix. Technology platform

The quarter also marked progress in moving forward Bridegit's partnership with Vodacom Tanzania Ltd. As discussed in previous reports, IYF had approached Vodacom Tanzania to join the project as the cellular service provider for the project. During the past quarter, Vodacom agreed to participate in the project and discussions over their roles and responsibilities began in earnest, in coordination with Nokia and INDT. Vodacom's role will include donating sim cards for the teachers' phones, housing the project's central server that will contain the video content, and donating cellular service to the project. At the time of the writing of this report in the current quarter, Vodacom had agreed to a draft MoU that was developed to delineate roles/responsibilities of partners contributing to the cellular delivery system and they were working with the Bridegit-Tanzania team to contribute sim cards and plan for the installation of the server in Vodacom's premises. (for more details see section IV. Partnerships.)

x. Revision of budget and work plan

In response to changes in the needs of the program over the course of the first year, IYF revised its program budget and work plan and submitted these to USAID/Tanzania for approval in October. Approval was received shortly thereafter. Changes to the budget included reallocating funds to certain line items like supplies and travel and the revised work plan included reduced targets for teachers to be trained (1000 to 600), video production (300 to 162) and schools to be reached (200 to 150). The overall number of youth to be reached remains the same. These adjustments will allow IYF to ensure quality implementation of the program while still reaching the overall targeted number of youth.

B. Activities Planned for Quarter Six

Based on progress made in the past quarter coupled with a delay in the equipment delivery, the current quarter will include completion of equipment delivery, conducting the pre-testing data collection, launching of the program in 130 schools as well as launching the life skills program in 20 schools. Below is a summary of activities that will be implemented in the quarter six.

i. Equip schools with infrastructure (reception packages) and security

Due to the delayed delivery of BIT equipments in this quarter, remaining equipment will be procurement, branded and inventoried and the three companies will carry-out delivery of all equipment packages at the beginning of the current quarter.

ii. Collect pretest data in participating experimental and control schools

In early January the Senior M&E consultant from the Philippines, Dr. Joy Natividad, will come to work with the local M&E consultant in finalizing M&E tools for the pre-test that will be administered in selected study and control schools later in January. The project has recruited four M & E assistants on a part-time basis to provide support during the pre testing. 15 experimental and 15 control schools have been selected to participate in the summative evaluation.

iii. Conduct Life Skills ToT

As part of the piloting of IYF's "Passport to Success" Life Skills curriculum, Bridgeit will organize a training of trainers workshop for 20 teachers, one from each of the pre-pilot schools on IYF's. IYF/Baltimore had planned to have the training led by its senior Master Training, Ms. Sarabecka Mullen, but due to her inability to travel, IYF is bringing one of its master trainers from Morocco to lead the training in coordination with its local Life Skills & Gender consultant, Zamaradi Said. A MoEVT counterpart will also participate in the workshop as will a representative from FAWE, in order to assist in providing monitoring support to the program over the next few months.

iv. Launch programs in 150 pilot schools

Following the installation of the equipment in the additional 130 schools and loading of the video content onto the central project server, the 3G cellular delivery system will be tested in quarter six. New video content finalized in quarter six will be ordered and downloaded by teachers via the phones.

The project is working closely with IYF Baltimore and the USAID mission in Tanzania to organize a national launch or "celebration" event to mark the operationalization of the program in all 150 schools. The event is currently planned for mid April 2009 so the current quarter will likely involve most of the preparations.

v. Establish SMS-based "help desk" for teachers on Bridgeit program

Bridgeit established an ad-hoc help desk in which the Teacher Training Coordinator fielded text and phone call queries for support during the pre-pilot phase in July-September 2008. In 2009, the project plans to hire a junior staff person to assist the Teaching Training Coordinator with managing the lesson plan development process and the help desk for teachers as they face problems in the implementation of this project, both in terms of use of the technology and the lesson plans. Due to difficulties filling the position of Curriculum Development Specialist, IYF is trying alternative options for filling this role, such as hiring an assistant, in order to provide sufficient support to teachers.

vi. Monitor schools and provide training support

Once the program is launched and underway in participating schools, Bridgeit will begin monitoring visits to all schools including representatives from IYF, MoEVT, FAWE, and M&E local consultants to assess progress and troubleshoot as needed. Pearson is helping Bridgeit to develop a plan for training support for teachers.

II. List of Names/Affiliations of Participants/Beneficiaries

As described above, the project's beneficiaries during the past quarter included 260 teachers and 13 school inspectors trained. The complete list of 273 teachers and inspectors trained is included in Annex I.

III. Publicity

During the past quarter there was only one public media event covering Bridgeit activities and that consisted of an article in the local newspaper, *Majira* of the Teacher Training Workshop in December in Kibaha.

IV. Partnerships

During the past quarter IYF continued to work closely with its partners, most notably Pearson, Nokia/Nokia Siemens and the Nokia Institute for Development (INDT). Pearson continues to provide support to the project in lesson plan development and teacher training. In addition, Pearson provided valuable linkages to its Tanzania Pearson Longman affiliate in the preparation of the lesson plan guide prior to the master training workshop. Pearson and IYF also undertook a new area of collaboration around video development that drew upon Pearson's other activities in Tanzania with the Jane Goodall Institute (JGI) that has trained youth to develop video content. IYF worked with Pearson to help a select group of youth previously trained by JGI and Pearson to develop several videos for Bridgeit, as part of the project's established video development plan.

Bridgeit also continues to receive essential support from Nokia and the Nokia Institute for Development (INDT) in South America. Nokia is sharing its software with Bridgeit for cataloguing and ordering the video content stored on the cell phones and INDT is working with IYF to install the software on the phones and guide IYF on procurement and installation of the server that will house the video content. During the past quarter INDT and IYF tested the interface software to ensure it worked smoothly and was user-friendly. The Nokia-Siemens representative in Dar es Salaam continues to provide invaluable support to the project in liaising with local vendors of equipment and facilitating the project's relationship with Vodacom TZ Ltd.

As discussed earlier in this report, the latest partner for the project is Vodacom Tanzania Ltd. As discussed in previous reports, IYF had approached Vodacom Tanzania to join the project as the cellular service provider for the project. During the past quarter, Vodacom agreed to this proposal and there were discussions over roles and responsibilities of the various partners (Nokia, INDT, IYF, Vodacom) providing support to the delivery system. A specific MoU describing these roles and tasks was drafted and may be folded into the global Bridgeit MoU, that was signed by the MoEVT at the beginning of the current quarter. Vodacom's role includes donating sim cards for the teachers' phones, house the project's central server that will contain the video content, and donate cellular service to the project.

V. Budget

Budget financial information for the last quarter (October-December 2008) is not yet available due to IYF having just closed its books for 2008 at the time of writing this report. IYF will submit this financial summary information under separate cover in the next few weeks.