



Elimu kwa Teknolojia

a BRIDGE*it* program

QUARTER EIGHT REPORT JULY-SEPTEMBER 2009

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Tanzania President Kikwete visits a display of the Bridgit project during the Nane Nane fair in August.

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. Following the two year “pilot” program, USAID/ Tanzania granted the project a 15-month extension through December 2010.

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 eighth program report, and as has been the case with all prior reports, it is organized in accordance with the Cooperative Agreement and the approved project work plan. A full annual report will be submitted in November 2009, and therefore this quarterly report is an abbreviated version of the standard quarterly report. The report provides a summary of all major activities that were undertaken in the eighth quarter, a summary of major publicity for the project, and summary budget and leverage information.

I. Description of Activities Planned

A. Activities Implemented

All activities that were planned for the eighth quarter were implemented as scheduled. Major activities during this quarter included the post-test data collection and the development of 20 new videos along with 21 new lesson plans. Below is a detailed description of all activities that were implemented in the eighth quarter.

i. Monitor schools and provide training support

During this quarter, IYF visited schools to monitor their implementation and provide training support; conducted supplementary technology training workshops for Bridgeit teachers; supported life skills teachers in 20 schools; and developed a plan to visit all remaining Bridgeit schools in the upcoming quarter. These activities were achieved in collaboration with other implementing partners, including MoEVT, Vodacom and FAWE Tanzania.

As reported in the previous quarter, the project continued to conduct one-day technology capacity building workshops (begun in quarter seven) for Bridgeit teachers from each of the 17 participating districts. The District Education Offices paid for all of the participant travel and training expenses, and the project covered the cost of Bridgeit staff time and travel. Through these workshops teachers were provided with additional support in the use of the technology in the classrooms.

In addition, the Bridgeit project team continued to provide backstopping support through its Help Desk support system to teachers, which is free for teachers to access due to the Vodacom Foundation's donation. The major area of support that teachers required was in the technology platform, especially in downloading new videos and deleting and downloading the new version of the software application. However, not enough teachers facing challenges are using this service, and during monitoring visits and refresher trainings, the project will continue to encourage teachers to reach out when they need assistance.

As planned, the project team traveled to the field to follow up with the implementation of the life skills program in all 20 pre-pilot schools. While they were collecting the post test data, they also met with each of the life skills teachers to gather feedback on the program, which will be used to edit the life skills lessons and inform implementation in the next school year.

The project was also invited by MoEVT to participate in the parliamentary budgeting session to showcase the Bridgeit project to Members of Parliament and other education stakeholders. During this time in Dodoma, the Bridgeit team traveled to schools to monitor the implementation of the programme at the school level in order to assess their progress and provide support as needed.

During the various school visits conducted, the project became aware of a few challenges in the classrooms. The first challenge was the difficulty that some

teachers are having in using the technology; this was addressed through the technology workshops held in each district and ongoing support to teachers through the Help Desk. In addition, the teacher training is being revised and technology resource teachers are being identified in each region to serve as information hubs and resources to their fellow teachers. Several of the teachers are also not using the participatory methodologies as effectively as they should. During monitoring visits, the team now provides individual feedback to teachers, and this will also be addressed in the refresher training to take place at the beginning of 2010.

Another challenge is that a few schools are severely delayed in implementation for various reasons, such as lack of follow-up from district inspectors, issues operating the technology, and insufficient support for teachers among the school management. A few other schools had damaged equipment that they did not report to the project. The project is now following up with the schools with damaged equipment to get them replaced under the equipment warranty. Through the capacity building plan and new teacher training, the project will place a greater emphasis on equipment maintenance and will develop better and more consistent monitoring and support structures for teachers.

As part of the extension phase of the program, which devotes significant activities to building capacity of government counterparts and teachers to manage the program, the project has developed a plan in which both IYF and MoEVT team members will visit Bridgeit schools in order to evaluate the implementation of the project, provide support to teachers and school management committees, and verify some of the numbers that were reported to the project from district school inspectors. The project has also drafted a capacity building and awareness raising plan that will target three levels of Bridgeit stakeholders: school/community, district, and national. This plan will be finalized in the first part of quarter nine, but the implementation of these capacity building and awareness raising activities have already begun.

In order to provide ongoing support to Bridgeit schools, the project has designated one staff person to be the Community Outreach Coordinator in order to provide full support to the district inspectors and teachers and to implement a capacity building plan. The Community Outreach Coordinator will continue to work in close collaboration with the MoEVT, as well as with the established Help Desk support system.

ii. Collect post test data

In late August, Dr. Joy Natividad, the project's International M&E Consultant from the Philippines, traveled to Tanzania to work with the local M&E team to collect the post-test evaluation data. She began this assignment by conducting a two-day refresher training for six M&E team members. Dr. Natividad divided the M&E team in two groups, and each team visited approximately half of the paired study and control schools, in a total of 30 schools. Dr. Natividad joined the field teams in the data collection to provide guidance and oversight to the entire process. The data

collected included student post-test examinations in mathematics and science, teacher and student attitude assessments and classroom observations using the TALQ tool.

These tests were administered on the same pupils and teachers who were involved in the pre test examinations. As reported previously, control schools were carefully selected to match with their study school from a variety of characteristics (social economic status of community, size, rural vs. urban, etc) in order to ensure data quality. The exercise went well despite the fact that a few teachers who were involved in the pre-test were not available due to various reasons, including transfers, leave, etc. The entire process took approximately 14 days and all data obtained was sent to the Philippines to be encoded and analyzed.

The data is currently being analyzed and the final evaluation report will be available by November 2009. Analysis of the first batches of data suggests a significant increase in learning gains among Bridgeit students, as compared to students from control schools.

In late July and early August, the three life skills team members representing IYF, MoEVT and FAWE, traveled to the field to collect the post test evaluation data in the 20 schools where the life skills program was implemented. A total of 566 students and 20 teachers participated in the program. The pre and post test data was encoded in Uganda and the final evaluation report will be included along with the mathematics and science evaluation report in the 2009 annual report, which will be submitted to USAID in November 2009.

iii. Continue to develop/adapt content and lessons plans

During this quarter, the project completed the fourth round of video production. As reported in the previous report, three producers were selected to produce a total of 20 new videos in mathematics and science. All videos were completed and submitted by the beginning of September. A total of 21 Lesson Plans were developed to accompany these videos in order to support teachers in using these videos effectively. The new lesson plans are being disseminated into all Bridgeit schools through their district school inspectors with the assistance of the Outreach Coordinator as he visits these schools and districts.

Table 2: List of the new videos developed in Quarter 8

Grades	Mathematics	Science
Standard 5	7	5
Standard 6	3	5
Total new videos created in quarter eight		20

iv. Provide technical assistance to MOEVT and content providers

During this quarter, IYF established a capacity building plan to support MoEVT staff who will be working in the project. This plan will form part of the larger capacity building and awareness raising plan, which will be finalized in quarter nine. The MoEVT capacity building is multi-faceted, and will include pairing of IYF staff with MoEVT counterparts, as well as workshops, and a “learning by doing” approach. For example, the project has developed a content development strategy that will begin with a workshop and then guide MoEVT staff through two rounds of educational video production. This particular area of capacity building will be implemented by IYF local staff as well as International Digital Content Specialist, Theo Smith. The full MoEVT capacity building strategy was supposed to be fully operational from this quarter forwards, but due to the ministry’s delay in confirming the names of people to be involved in the project, this process was delayed.

v. Develop expansion options

During this quarter USAID granted IYF a fifteen-month project extension in order for the project to be implemented throughout two full school calendar years. This extension provides additional time and resources for the project to continue tracking results; enhance its current training and educational materials; and build the capacity of MoEVT staff, district government officials and individual schools and communities to take over the project after this period. During this extension, the project will be relocated to MoEVT in order for the IYF/ Bridgeit team to operate in close collaboration with their counterparts in the ministry. This will also provide an opportunity for MoEVT staff to enhance their skills in various aspects of the project.

The Bridgeit team together with the Bridgeit Ministry counterpart identified individual staff within MoEVT to work with Bridgeit project. After this identification process, a formal letter was written to the Permanent Secretary (PS) requesting him to officially assign the identified individuals to the Bridgeit project. Along with this request, the project also wrote to request office space within the Ministry in order to facilitate the project’s mainstreaming into the Ministry. All of these requests were submitted to the PS, and they are all in various stages of approval within MoEVT system. It is the hope of the project that all requests will be acted upon during quarter nine, which will enable the official office move to begin.

During this quarter, the project continued to follow up work with project partner MoEVT to examine the project’s operational approach in order to consider options for scaling the project to benefit more teachers and students. The project is also working with other partners to develop mechanisms that will sustain the project beyond the USAID funding. For example, Nokia, through their technology research and development “arm” INDT, is working to ensure that the project has a technology platform with a strong and stable project software. Nokia/INDT is also developing a version of the Nokia Educational Development (NED) software that will be compatible with more affordable phones. IYF is researching other items in the

Bridgeit equipment package to make it more affordable and to be used in scaling-up the project. Currently the project team is determining if Nokia Series 40 phones are available in the country at a reasonable rate and can be used to run the Bridgeit programme.

vi. Work with MoEVT to develop plan to institutionalize teacher training within the MOEVT system

At the end of this quarter, IYF hired Ms. Zamaradi Said, formerly a gender and training consultant, as the Education and Training Specialist, to spearhead the institutionalization of the Bridgeit teacher training into the Tanzanian system. Ms. Said has begun to assess options for this process and will work closely with her MoEVT counterpart to revise the training manual and develop a training plan to carry out this institutionalization.

vii. Develop case study of Bridgeit Program

As reported in the last report, the project created a short documentary film on the implementation of Bridgeit project in Tanzania. The Pearson Foundation collaborated with the project to edit the footage filmed by IYF Digital Content Specialists, Theo Smith and Farida Nyamachumbe. This documentary has been finalized and is currently being branded and will be available for distribution shortly. The documentary provides both background to the project and some highlights on the achievements registered by the project, challenges encountered, and lessons learned in the course of implementation. This documentary also captures feedback from several key implementing partners, including IYF President and CEO, Bridgeit local staff, MoEVT, Nokia Siemens Networks, and Pearson Foundation. Teachers, students and community members are also featured in the documentary sharing their views on the implementation of the project.

I. Project Beneficiaries

The project continued to serve the same student and teacher beneficiaries. There were no new beneficiaries during this quarter.

II. Publicity

The MoEVT invited IYF to showcase the Bridgeit project to Members of Parliament while Parliament was in session in Dodoma in July. Many MPs had the opportunity to visit the project and the reaction to the program was very positive. Some of MPs indicated a willingness to mobilize resources in order to support some schools in their constituencies' districts. The exhibition was also visited by Prime Minister Hon. Mizengo Pinda who was very happy to learn that the one who was presenting was a teacher from one of the schools in Dodoma. He also urged IYF and MoEVT to find alternative source of power to be used by Bridgeit in order to reach more rural schools.

During this quarter in August, His Excellence President Jakaya Kikwete also visited the project during the Nane Nane fair. The President demonstrated an enthusiasm for the project and stated that he wanted the MoEVT to find ways to reach more schools.

See Annex I for one newspaper that featured Bridgeit during this quarter.

III. Budget

A total of \$1,965,690 was spent through quarter seven of the project. This amount is equal to 98% of the original two-year project budget and 68% of the new 3 year, 3 month project budget of \$2,903,359, which includes the recent extension. Of the \$1,965,690, the major expenditures were in the following line items: Personnel, Contractual, Supplies and Other. These line items include the major project expenses: teacher training workshops, video content development, equipment packages and installation, and personnel.

IV. Leverage

To date, the project has recorded a total of \$913,118.96 in leverage contributions from its partners, exceeding the target of \$758,615. During quarter eight, the project registered a total of \$378,675.23 in leverage contributions, which was \$86,675.23 beyond its target of \$292,000 for the quarter.

These contributions included: Nokia software and staff time; Vodacom broadband, SMS services, server hosting, and SIM cards; and a grant from the Shell Foundation.

See Annex II for a detailed leverage report.

'Elimu kwa mtandao iibue ari kwa watoto katika masomo ya Sayansi'

UKOSEFU wa stadi za maisha, unaelezwa kuwa ni tatizo kubwa linalochangia kuongezeka kwa tabia mbaya miongoni mwa wanafunzi katika shule za msingi nchini.

Wanafunzi wengi hawaelewi umuhimu wa stadi za maisha kutokana na kuwepo kwa muingiliano mkubwa wa katika kijamii.

Matokeo yake wanafunzi hao wanajingiza kwenye vitendo vibaya wakati mwingine kwa kutojitambua na hatimaye wanajikuta matatizoni, anasema mdau wa elimu, Oepuresia Chembe, mkazi wa Lindi.

Anasema kutokana ukosefu wa stadi za maisha, wanafunzi wengi wanashindwa kujiamini, hivyo kujiingiza katika vitendo vya uhuni, matumizi ya madawa ya kulevya, ukabaji na kuishua kupata mimba na magonjwa.

Kwa mujibu wa wadau wa elimu wakati wa mafunzo ya mafunzo ya stadi za maisha ya siku hne yaliyoandaliwa na Mfuko wa kimataifa wa vijana (IYF) mjini

PROGRAMU ya Bridge IT, ni uvumbuzi mpya katika maendeleo ya mbinu za ufundishaji elimu kwa njia ya kutumia teknolojia ya simu ya mkononi ulioanza kutumika Ufilipino. Mfumo huo tayari umeingia Tanzania na mikoa ya Dar es Salaam, Lindi na Pwani imeanza kunufaika kupitia mradi wa majaribio, kama anavyoeleza Mwandishi FELIX ANDREW.

Kibaha. kuna umuhimu wa kuingiza kipengele cha stadi za maisha kwenye mtaala wa taifa wa elimu.

Mafunzo hayo yalikuwa yanatolewa chini ya mradi wa Bridge IT yalishirikisha zaidi ya walimu 22 wa shule za msingi kutoka mikoa kadhaa nchini.

Bi Lela Sheshe, kutoka Bagamoyo, aliyekuwa miongoni mwa washiriki anasema ili kupunguza matatizo yanayowapata wanafunzi, nguvu ielekezwe katika kuwafundisha waalimu na viongozi wengine wa jamii, mambo mengi yanayohusiana na stadi za maisha.

Viongozi wa dini, serikali za mitaa au polisi wapewa mafunzo haya ili wawaelimishwe wanafunzi unuhimu wa stadi za maisha.

Bi Sheshe anasema walimu pekee kamwe hawawezi kuleta

mabadiliko katika matatizo yanayowapata wanafunzi, kwani wanakaa nao kwa muda mfupi.

Kwa upande wake mwezeshaji Bi.Meriem Taouz Dourant kutoka nchini Morocco, anasema program ya Bridge IT ina madhumuni kadhaa ambayo ni kuongeza ari ya kujisomea miongoni mwa wanafunzi wa darasa la tano na sita, katika masomo ya hisabati, sayansi na stadi za maisha, hasa watoto wa kike.

Anasema dhumuni lingine ni kuimarisha uwezo wa walimu, kuongeza mahusiano baina ya waalimu na wanafunzi na kiwango cha uelewa.

Bw. Felix Mbogella, mshauri wa program ya Bridge IT, anasema ni uvumbuzi mpya unaohusisha matumizi ya teknolojia ya simu ya mkononi na ufundishaji ambao ulianzia nchini Philippines.

Anasema kuwa nchini Tanzania mradi huo umeenezwa katika shule za msingi 20 katika mikoa ya Dar es Salaam, Lindi na Pwani kwa majaribio.

Bw. Mbogella anasema uingizaji wa stadi za maisha katika mtaala wa elimu ya msingi nchini, kutasaidia sana kuwajengea wanafunzi uwezo wa kujiamini katika maisha kwa kujepusha au kujinga na maambukizo ya magonjwa ya ngono yanayochangia ongezeko la Ukimwi.

Anasema hatua hiyo itawasaidia sana wanafunzi kuwa na uwezo wa kutoa maamuzi sahihi, kuhimili mihemko na kufikiri kwa kina wakati wote.

Anasema kuna umuhimu kwa serikali kuendesha kampeni ya uhamasishaji wa makusudi ili kuwapa wanafunzi moyo wa

kupenda masomo ya sayansi.

Bw. Mbogella anasema mradi wa majaribio uliokwisha fanyika katika mikoa kadhaa tayari umeonyesha mafanikio ya kuridhisha.

Kiwango cha wanafunzi kufaulu masomo ya hisabati na sayansi kimeongezeka kiasi kikubwa, utoro umepungua pia ushirikiano kati ya walimu na wanafunzi umeongezeka, anasema Mradi huo unafanywa kwa ushirikiano kati ya Bridge IT na Wizara ya Elimu na Mafunzo ya Ufundi, Vodacom, FAWE Tanzania, Shirika la Pearson Foundation na Kampuni ya Nokia.

Anasema mwaka huu mradi huo utaezwa zaidi katika shule 130 katika mikoa ya Dodoma, Kilimanjaro, Tanga na Mtwara ambapo hadi sasa zaidi ya walimu wa shule za msingi wapatao 300 wamekwisha pewa mafunzo

Program ya Bridge IT nchini Tanzania inafadhiliwa na watu wa Marekani kupitia shirika la Msaada la kimataifa la Marekani Ijilikanalo USAID.

SUMMARY OF BRIDGEIT LEVERAGE CONTRIBUTIONS

<u>Donor/Partner</u>	<u>Description of Contribution</u>	<u>Committed Previously</u>	<u>Committed Quarter 8</u>	<u>Projected</u>	<u>TOTAL</u>	<u>Target</u>
MoEVT	5 days of per diems per month for 2 years and extra duty for Bridgeit Coordinator for (MoEVT)	\$ 7,212.62				
	Salary for 17 school inspectors to attend Bridgeit Training Workshops; Salary & Per Diem to Conduct Monitoring trips	\$ 102,554.47				
	7 days of salary for 300 teachers in Bridgeit schools to attend training workshop	\$ 101,427.50				
	7 days of salary for 20 teachers trained in life skills	\$ 6,761.83				
	48 days consultation with other senior staff within MoEVT in various ways	\$ 18,031.56				
	96 days of salary for 3 radio unit officers to inspect Bridgeit classrooms	\$ 17,310.29				
	24 days of salary for 3 MoEVT and 2 TIE staff to work on digital content and lesson plan development	\$ 8,655.15				
	48 days of conference facilities and services during Stakeholders Meetings	\$ 3,606.31				
	Subtotal	\$ 265,559.73		\$ -	\$ 265,559.73	\$ 158,615.00
	IYF	32 Lessons from Passport to Success Life Skills Curriculum	\$ 85,000.00			
Shell Grant to IYF			\$ 22,032.00			
Other IYF contributions				\$ 20,000.00		
Subtotal		\$ 85,000.00	\$ 22,032.00	\$ 20,000.00	\$ 127,032.00	\$ 50,000.00
Pearson Foundation	Knowledge Box video content (26 videos)	\$ 130,000.00				
	Travel and salary for Nancy Chou to provide technical support to the Bridgeit program in Tanzania (2 trips)	\$ 12,000.00				
	6 Fujitsu N6420 Laptop computers	\$ 9,000.00				
	Bay 6 editing services	\$ 18,680.00				
	Layout and graphic design services	\$ 1,804.00				
	Production costs for 4 Bridgeit videos (Pearson Production Team)	\$ 4,000.00				
	Salary for management costs (Jenny Raymond)	\$ 8,400.00				
	Subtotal	\$ 183,884.00		\$ -	\$ 183,884.00	\$ 100,000.00
Vodacom Foundation***	SIM cards for 150 Bridgeit phones		\$ 55.51			
	Help Desk SMS services, bandwidth for digital downloads, server hosting		\$ 106,587.71			\$ 100,000.00
	Subtotal		\$ 106,643.23		\$ 106,643.23	
Nokia	Staff time for 2 years, R&D, travel to Tanzania, software app.		\$ 250,000.00		\$ 250,000.00	\$ 250,000.00
Other **				\$ -	\$ -	\$ 100,000.00
TOTAL		\$ 534,443.73	\$ 378,675.23	\$ 20,000.00	\$ 933,118.96	\$ 758,615.00

*Note: all MoEVT contributions were originally estimated in Tanzanian Shillings. The exchange rate was calculated based on the rate on June 15, 2009.

** This other leverage was for ISP usage discount for 2 years and satellite usage discount for 2 years. Due to the change in tech. platform these are no longer valid. It is anticipated that leverage targets will still be reached.

***Note: all Vodacom contributions were originally estimated in Tanzanian Shillings. The exchange rate was calculated based on the rate on July 31, 2009.