



# Elimu kwa Teknolojia

a BRIDGE*it* program

## QUARTER TWELVE REPORT JULY-OCTOBER 2010

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**USAID**  
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One of the Outreach meetings in Dodoma which was held at Chadulu Primary school in 14<sup>th</sup> August 2010; the meeting is attended by community members. At the high table from left is Mrs. Ruth Mbaga the district education inspector for Dodoma, Mr. Henry Kasian Head teacher for Chadulu, science teacher and the chair person for the school management of Chadulu Primary School. These meetings aim at raising the awareness of parents in order for them to contribute some funds to sustain the program in maintenance and security of equipments.

## **Background**

In 2007 the International Youth Foundation (IYF) was awarded a two-year cooperative agreement by USAID/Tanzania in order to implement the *Bridgeit* program in Tanzania. This was after a successful initial implementation of the *Bridgeit* program in the Philippines. Following the two year “pilot” program, USAID/ Tanzania granted the project a 15-month extension through December 2010. IYF is implementing *Bridgeit* in partnership with the Ministry of Education and Vocational Training (MoEVT), the Nokia Corporation, the Nokia Institute for Technology (INdT), 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* in Tanzania has been given a local name “Elimu kwa Teknolojia” and it is implemented in 17 districts in a total of 7 regions in Tanzania Mainland.

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

- To deepen the collaboration with the MoEVT and local communities to build their management capacity to expand and enrich *Bridgeit* in Tanzania and lay the foundation for long-term sustainability of the project.
- To create a system for integrating *Bridgeit* approaches into Tanzanian primary school classroom to improve teacher performance, 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 mathematics, science and life skills in *Bridgeit* classrooms, with a particular emphasis on girls.

This is the program report for the twelfth quarter (July-September 2010). This report is organized in accordance with the Cooperative Agreement and the project implementation plan which was submitted to USAID in November 2009. The report provides a summary of all major activities that were undertaken in the twelfth quarter, activities planned for the upcoming quarter, a summary of major publicity for the project, a description of project beneficiaries, and an update on the project’s partnerships.

## **I. Description of the activities:**

### **A. Activities Implemented**

Most of the activities that were planned for the twelfth quarter were implemented as scheduled. Major activities during this quarter included identifying alternative lower-end phone options and finding out their availability in Tanzanian mobile market. Also during this quarter, two TTC and two TRCs were identified to serve as training centers for Bridgeit and to provide on-going support to Bridgeit teachers in their cluster. Below is a detailed description of all activities that were implemented during this quarter.

#### **i. Identify alternative phone options and its availability in Tanzania:**

As reported in the previous report Bridgeit was testing the two identified lower-end phones, Nokia's 3600 Slide and Nokia 7601 Supernova. Tests were conducted throughout this quarter and it was decided thereafter to adopt Nokia 3600 slide for the scaling up of the project. This decision was based on several facts. Despite the fact that the two phone models are ranging between \$250 and \$300, the Nokia 3600 slide has better picture resolution than the Nokia 7601. It was also realized that the Nokia 3600 Slide can be readily available in the Tanzanian market where as the Nokia 7601 Supernova is slightly new in the Tanzanian market; and therefore its supply may not be guaranteed. It is estimated that it will take at least two years for the Nokia 7601 to be widely available in Tanzanian market.

As reported in the last report, all phones have ports to insert micro SD memory cards that can be of any storage capacity. The project therefore has made local arrangements with the selected vendor to make sure that micro SD cards of at least 8 megabytes are also available when these phones are procured. Therefore, these phones will have the same storage capacity as the Nokia N95 currently used in the project. Nokia 3600 slide has a small AV output which will be used to connect to a TV. Two vendors were identified, Midcom Tanzania and Delca Communications. Of the two, Delca Communications is the preferred vendor because they are willing to provide discounts in both cell phones and SD memory cards if the project can supply them with VAT waivers from MoEVT.

During this quarter, the project was also searching for cheaper models of TV sets to be used in the project. A Sing Sung TV model was identified due to its affordability and availability in the Tanzanian market. Various vendors were approached and the price ranges between \$300 and \$350 per set. However as reported in the last quarter the challenge in this area is that the identified

TV set uses almost the same level of energy as those currently used in the project. So *Bridgeit* will continue using this TV model as the search for another energy saving display equipment is identified. In the coming quarter, two sets of the identified lower end equipments (cell phones and TVs) will be procured and installed in Ilala TRC in Dar es Salaam and Majengo TRC in Mtwara. In the two identified TTCs which are Vikindu and Mtwara, *Bridgeit* videos have been placed in their computers and therefore they will use their computers in orienting their tutors and students to *Bridgeit* project.

**ii. Monitoring and providing support to *Bridgeit* schools:**

As reported in the last quarterly report, the project continues to monitor the implementation of the project and provide needed support to *Bridgeit* teachers. Monitoring and support is mainly provided by District School Inspectors in each district. District School Inspectors were selected from a group of district education inspectors, the 17 identified District School Inspectors have undergone several training sessions on *Bridgeit*; the last of the training was conducted in Kibaha in March 2010.

In quarter eleven, *Bridgeit* and MoEVT staff conducted an extensive visit covering 15 districts. Therefore, in July 2010, the remaining two districts Dodoma and Chamwino were also visited; the actual number of teachers supported during this quarter is 403, disaggregated figure on this number is included in this report as annex 2. During these visits *Bridgeit* and MoEVT accompanied the District School Inspectors in a classroom observation. Here, the team observes the teacher on how he/she applies the skills acquired from *Bridgeit* training in the classroom; and thereafter the inspector provides additional support on a one-on-one basis to help him/her improve teaching skills by using the *Bridgeit* education model. In these visits, *Bridgeit* and MoEVT staff have been able to provide support to the district *Bridgeit* focal point in sharpening their observation and supporting skills with the teachers. After a few school visits the District School Inspectors continues to visit and provide the needed support in all remaining schools in the district. *Bridgeit* facilitates all District School Inspectors with transportation in order for them to reach all schools in a given time. District *Bridgeit* focal points are committed to visiting all schools in their districts at least once every quarter.

As reported in the previous report through these classroom observations, it has been observed that most teachers are demonstrating a significant improvement in applying teaching skills acquired during *Bridgeit* teacher training sessions. *Bridgeit* staff and MoEVT will continue to provide this support throughout the remaining period of the project.

**iii. To Conduct MoEVT capacity building workshops on specific topics:**

In early August, an internal workshop was organized for three days in supporting three MoEVT staff from the media unit in editing digital content. This training was organized by IYF staff but was facilitated by the PPT team. The PPT team was commissioned to develop 5 science videos for the Bridgeit project, and was requested to work with MoEVT production team in that assignment. Through this assignment it was realized that the MoEVT staff needed more support in editing digital content. Therefore, the internal three day workshop was organized with three people from the media unit to enhance their skills in editing digital content. This training was facilitated through a hands-on model where they used the videos given in this assignment for their practices.

Although their skills in editing digital content have improved; more support needs to be given to the Media unit in this regard. Bridgeit will arrange for another short training in this area in order to provide more support to MoEVT staff.

**iv. Hold awareness raising meetings with Communities and conduct Bridgeit training and follow up meetings with school management committees:**

As reported in the last quarterly report, Bridgeit and MoEVT staff embarked on the campaign to raise the awareness on Bridgeit among members of communities in which the Bridgeit project is implemented. In May and June of this year 15 districts were reached in this activity where Bridgeit and MoEVT staff were accompanied by two senior officials from MoEVT, Mr. Zuberi Samataba acting Director for Primary Education who accompanied the Tanga team and Mrs. Grace Rwiza who accompanied the Lindi, Mtwara team.

During the second and third week of August 2010, the remaining two districts (Dodoma and Chamwino) were covered. The Bridgeit Outreach Coordinator together with his counterpart from MoEVT conducted three awareness raising meetings in Dodoma and Chamwino districts. Two meetings were held in Dodoma districts in Chinangali and Chadulu Primary Schools, each of these meetings consisted of parents, teachers, and members of their school management committee. Each meeting was attended by representatives from three Bridgeit schools. In Chamwino only one meeting was organized, the meeting was held at Ikulu Primary Schools and this meeting was attended by representatives from two schools in Chamwino.

During these meetings the Outreach Coordinator worked with MoEVT staff as well as District School Inspectors in their respective districts in re-introducing the project to members of their communities and their respective SMCs. This introduction included background to the project, objectives of the Bridgeit project, Bridgeit's coverage, beneficiaries, successes and challenges faced in the project implementation.

After re-introducing the project, the Outreach Coordinator and the team demonstrated how the project works and played a few videos in order to enhance their understanding of the project. After these introductions, school management committees were assisted to develop their own sustainability plan as to how they will raise some funds to support the project e.g. paying for the night school guard, some savings for minor repairs of equipments etc.

After these introductions and development of the sustainability plans, each of the 17 district inspectors were given some funds to facilitate visits to other remaining schools in his/her district. Bridgeit facilitates District Inspectors with travel and meals allowances to accomplish school visits in their respective districts. Once they finish visiting all remaining schools district school inspectors writes and submits reports to Bridgeit project. All districts have been visited.

**v. Develop expansion options, including additional schools with new Bridgeit equipment packages as well as additional classes:**

During this quarter Bridgeit and MoEVT staff started discussing the development of the expansion plan for the Bridgeit project. This discussion included the issue of more schools, more subjects and more classes. This work has been adversely affected by political campaigns which started in this quarter since Bridgeit counterparts were in and out of offices and therefore this work could not be accomplished in time. Bridgeit staff will continue to engage MoEVT counterparts in accomplishing this assignment soon after the general election in quarter thirteen.

Upon the accomplishment of this assignment there will be a detailed expansion plan which will discuss plans to expand Bridgeit project in Tanzania by using government resources from both ministerial level, district level and local village levels. This plan will also include detailed costs of all equipments, equipments availability; programmatic plans e.g. production of more videos, including more subjects and more classes. This plan will also discuss in length the issue of partnerships e.g. sustaining and enhancing current partnerships, identifying new options for partnerships etc.

**vi. Develop guide for the project take over**

Bridgeit staff, in consultation with IYF Baltimore, started working on the project hand over process. A framework for the project take over guide was developed and initial work started. However the involvement of MoEVT counterparts was a bit minimal due to interferences from the preparations for general elections. On the other hand Bridgeit project was working on the first draft while waiting to hear from USAID Tanzania on the feedback on the extension request submitted to them earlier this year. This is because the decision from USAID on whether or not the extension is granted will affect the designing of the project take over in significant ways.

During the last quarter (Quarter 13) the project will seek to confirm with USAID on the results of the extension and conclude the way forward on this issue. On the other hand in Quarter 13 the general elections will be over and, therefore, Bridgeit counterparts in the ministry will be more settled to finalize this activity.

**vii. To identify Teacher Resource Centers (TRC) to serve as training and support centers for Bridgeit teachers:**

In the meetings between Bridgeit and MoEVT staff, it was decided that only two TRCs be chosen to join Bridgeit program as a pilot before more TRCs are involved. This will allow more time for the project to gather experience on how to support TRCs in the future. In the last quarter five TRCs were identified, two in Dar es Salaam, two in Lindi and one in Mtwara. However the developed proposal application forms were given to district school inspectors who made more photocopies and distributed these forms to many TRCs and therefore a total of 8 TRCs submitted their proposal to join the Bridgeit program. These proposals were reviewed and interviews were also arranged with potential TRCs in order to acquire a clear understanding on effectiveness of these centers.

The Training Specialist facilitated the selection of the two TRCs by convening an internal meeting between Bridgeit and MoEVT staff who together reviewed all proposals and chose the most active TRCs, Ilala TRC in Dar es Salaam and Majengo TRC in Mtwara. Ilala TRC, in Ilala district, serves more than 700 teachers in its cluster. This center is active and well equipped. In the past it has been used for in-service teacher training sessions. In Mtwara, the Majengo TRC was selected. This center is active and well equipped, serving more than 300 teachers in Mtwara. This center was supported by the American people and the CREATE project which was USAID's implementing partner. From this assistance Majengo TRC has enough furniture and computers. Bridgeit wants to build on this USAID funded effort instead of starting another initiative in another TRC.

**viii. Adapt Bridgeit training workshop to be used by teachers in TTCs and train TTC tutors:**

The Training Specialist with assistance from other Bridgeit staff revised the teachers training guide in order to fit into pre-service teachers in Teacher Training Colleges. The revision of the training guide involved consultation meetings with project counterparts from MoEVT and teleconference consultative meetings with IYF Baltimore. The general work on revising this training guide was concluded in the first week of September 2010. The revision of the guide was followed with the selection of two TTCs as pilot. It was agreed that one of the chosen TTC be close to Dar es Salaam and the other one far away from Dar es Salaam in order to gather more diverse feedback from these different social settings. The chosen TRCs were Vikindu TTC in Mkuranga district which is in the Coast region and Mtwara TTC which is in Mtwara region.

In the third week of September 2010, the first TTC training for Vikindu was organized. This was a three day training session; a total number of 13 tutors attended the training. The list of tutors' names who attended the workshop is attached in this report as annex 1. In summary, the training aimed at orienting Vikindu TTC tutors to the Bridgeit education model and seeking their advice on how this project could be used in improving the quality of teaching and learning in Tanzania. The general feedback from tutors was very positive; they admired Bridgeit education model and insisted on Bridgeit and MoEVT staff to ensure that this model is introduced to all TTCs in the country. The other training for Mtwara TTC in Mtwara region is set to be conducted by early October 2010 in the coming quarter.

**ix. Develop concepts for and produce five teacher training videos:**

During quarter twelve, five concepts on teacher training videos were developed. These concepts originated from the feedback gotten from evaluations done during the implementation of the project. In summary, all concepts were built around areas that needed more support to teachers. All five concepts were built around the area of enhancing learner-centered approach as well as enhancing participatory teaching skills. The five concepts therefore aimed at providing more support to teachers in enhancing their general teaching skills as emphasized by Bridgeit education model. These are the first videos that aim at providing that kind of support to teachers as opposed to other video which are being used in classrooms.

The five concepts developed included how to organize group works in a classroom including classes with big number of pupils; and how the teacher should prepare for group works. The second concept was on how to integrate videos in the normal lesson; here more support is provided to teachers on

how s/he can use Bridgeit videos in various ways e.g. where videos can be used to introduce new topics, where videos can be used to enhance new skills etc. The third concept was on supporting teachers in improvisation of local materials as a teaching aid; here teachers are supported into being active in finding other teaching aids to support and/or complement the Bridgeit education model. This concept aims at ensuring that teachers keep on using other local available teaching aid materials and not solely depending on what is provided for by Bridgeit. This is because creativeness among teachers will be negatively impacted by overdependence to the Bridgeit education model.

The fourth concept was on gender. This concept seeks to provide more guidance to teachers on how best they can support boys and girls equally. This is an important aspect in supporting girls' performance in targeted subjects like mathematics and science. Here teachers are supported with more techniques and skills on how to teach in a gender responsive manner that motivates both boys and girls equally. The fifth and the last concept is on supporting teachers in organizing his/her classroom set up. This aims at making the classroom conducive for child centered learning. Through this concept, teachers are exposed to various ways through which they can make their classroom set up more user-friendly to children.

After these concept developments; a local consultant in digital media production was commissioned to work with MoEVT counterparts at the media unit to develop scripts for these five concepts and thereafter work together with that unit in producing these five teacher training videos. In September four videos out of five were produced and they are now in final stages of editing. The last video is in its finalization stage and by early next quarter all five videos will be ready to go.

**x. Produce 5 science videos and corresponding lesson plans:**

During this quarter five more videos were developed, all five videos were on science. The Training Specialist in consultation with MoEVT counterpart agreed on the new topics to develop these five videos from; together they developed the scripts on the agreed topics. Thereafter a group of young Roots & Shoots members from the Jane Goodall Institute were commissioned to work with the media unit within MoEVT in producing these videos.

The Roots & Shoots group from the Jane Goodall Institute which worked with the media unit on this assignment is called the Pearson Production Team (PPT). This is a group of young people who were trained with Pearson foundation on digital content production for more than three years. The Pearson foundation is currently using this group to train other young people in digital content production in South Africa, Kenya, Nigeria and Egypt.

Since digital content production skills within the ministry are still limited, Bridgeit is using these young people to work in pairs with media unit in order to assist MoEVT staff further with hands-on learning approach. PPT together with media staff started this assignment in early July 2010 and accomplished the whole assignment in September 2010.

**xi. Replacement of the Bridgeit Project Manager:**

Also during this quarter, the former Bridgeit Project Manager Ms. Kate Place left for further studies at Harvard University. IYF Baltimore advertised this vacancy and interviewed a number of interested candidates and Mr. Samuel Suraphel was selected to fill that vacancy. Samuel holds a degree in Industrial Engineering and Masters in Business Management, with extensive experience managing technology programs. He has lived and worked in Tanzania for over 2 years. His work experience and education coupled with his Tanzania's working experience brings a wealth of skills to Bridgeit team.

**B. Activities Planned for Quarter Thirteen**

Below is a list of activities planned for the last quarter (Quarter 13), based on the submitted project's implementation plan and other activities that were not completed in quarter twelve.

**i. Monitor schools and provide training support to Bridgeit schools through on-site visits and cluster training events:**

This is an on-going activity, Bridgeit staff together with MoEVT counterparts will continue to monitor the implementation of Bridgeit project and provide the needed support on site. Whenever the need for cluster training arises depending on what comes out from field visits, Bridgeit will organize such training sessions.

**ii. Hold awareness raising meetings with Communities and conduct Bridgeit training and follow up meetings with school management committees**

This is one area that still needs more support. The Outreach Coordinator together with other staff and MoEVT counterparts had visited all 17 districts working together with district education inspectors in a bid to orient them on how to conduct awareness meetings with communities so that they are engaged in sustaining the project after hand-over. A few numbers of schools were visited together with Bridgeit team and the rest of schools were left for the district education inspectors to visit. Bridgeit team will continue to follow up with schools to provide more support on this area in the last quarter.

**iii. Organize Bridgeit team meetings with MoEVT staff and the last quarterly meeting with all project partners.**

Bridgeit will continue to hold project planning meetings with MoEVT counterparts on weekly basis. This will ensure that all Bridgeit activities are well organized and that MoEVT are thoroughly involved and engaged with project activities. Also during this quarter the last stakeholders meeting will be held in order to discuss the success of the project, its challenges and establishing a way forward.

**iv. Collect post test data in study and control schools at the end of the school year.**

During this quarter post test data will be collected in the identified 32 study and 32 control schools in the project area. This will include mathematics and science tests for standard five and six; attitude tests towards Bridgeit project and this will be administered to both pupils and teachers. There will also be organized and structured classroom observation to gauge the level at which Bridgeit teachers has improved their teaching skills. This assignment will be preceded with refresher training for the data collection team; the refresher will be facilitated by the lead M&E consultant Prof. Kjell Enge from US.

**v. Develop expansion options, including additional schools with new Bridgeit equipment packages as well as additional classes:**

Discussion on the expansion options and discussions on how many schools to be increased from the budget that will be allocated by the government will still continue. This is also the case with the issue of additional classes e.g. adding standard VII and lower grades.

**vi. Develop guide for the project take over**

This activity was initially supposed to be accomplished in Quarter 12; however due to unavoidable circumstances it could not be achieved. It is therefore planned to be finalized and accomplished in Quarter 13. Bridgeit Tanzania in consultation with IYF Baltimore will seek guidance from USAID Tanzania on how best to handle this process.

**vii. Install equipments in the selected TRCs**

The selected TRC in Dar es Salaam and Mtwara will be furnished with Bridgeit equipment package during this quarter.

**viii. Finalizing with USAID on the one year extension and/or start closing down and handover to MoEVT.**

We will await final approval from USAID/Tanzania on our extension proposal. If not approved, our handover and transition process will begin.

**II: List of names/affiliations of participants/beneficiaries:**

See Annex 1

**III. Publicity:**

During the previous quarter, Bridgeit did not engage in any publicity campaigns, but have used outreach visits to continuously share the program with the BIT and broader community.

**IV. Partnerships:**

MoEVT continues to support Bridgeit project by allowing their staff to participate in a Bridgeit activities. The Bridgeit team in the MoEVT has been working closely with the IYF project team on the project planning, school and outreach visits, and video production. The teams currently spend several days each week working together, and this working relationship is easier now that the project is housed within the MoEVT. As noted in the previous report, it is often challenging for MoEVT staff to participate in all project activities, due to their conflicting schedules, priorities, and activities surrounding the upcoming elections.

Because of this, it is sometimes difficult for MoEVT to keep up with the project's pace and meet its deadlines. They are eager and willing to be involved with larger project activities, such as outreach visits, training, and video production, but are less involved in daily project operations and management. As noted above, the involvement in the project of senior education officials, included the Director of Primary Education and Assistant Director of Primary Education, has been extremely beneficial to the project on both the local and national levels. The project is now working on transferring project management to the district education offices, in addition to the national level MoEVT, in order to ensure long-term local support and sustainability.

During this quarter, the project maintained its positive relationship with partner Vodacom. IYF and Vodacom staff meets on a regular basis to discuss project progress and any challenges to address. As mentioned in the previous report Vodacom has expressed a willingness to extend their contributions, including the length of time they will commit to supporting the project and the number of schools (or TRCs) participating in Bridgeit. During this quarter Country Bridgeit Chief Advisor and Bridgeit Project Assistant worked closely with Vodacom staff in resolving the downloading problem. The team still continues to work together in resolving this problem and we are optimistic that the problem will be resolved in early next quarter.

**Annex 1: BRIDGEIT Training Workshop at Vikindu TTC:**

<b>S/n</b>	<b>Names of Participants</b>	<b>Sex</b>	<b>Title</b>	<b>Specialized Subject</b>
1.	Restituta Kabonoba	F	Tutor	Science
2.	Nsangalafu Samweli	M	Tutor	Science
3	Mwachenga Singa	M	Tutor	ICT
4	Edith Chone	F	Tutor	ICT
5	Gloria Magoha	F	Tutor	Science
6	Edith Mdoe	F	Tutor	ICT
7.	Elizabeth Samwel	F	Tutor	ICT
8.	Laurent Mbasha	M	Tutor	Mathematics
9.	Asfa Masasi	F	Tutor	Science
10	Esther Richard	F	Tutor	Mathematics
11.	Constance .G. Mpeka	M	Tutor	Mathematics
12	Felix Masasi	M	Tutor	Science
13	Theodosia Rwechungura	F	Principal	-

**Annex 2: List and number of teachers supported during school visits:**

S/n	District	School	Sex		Total	Nature of Problem encountered
			Male	Female		
1.	Temeke					
		Mgulani	1	2	3	Minor problems, resolved on spot.
		Kiburugwa	4	6	10	Minor problems, resolved on spot.
		Tandika	3	3	6	Minor problems, resolved on spot.
		Kigamboni	5	3	8	Minor problems, resolved on spot.
		Sandali	3	7	10	Minor problems, resolved on spot.
		Kongowe	2	4	6	Minor problems, resolved on spot.
2.	Kinondoni	Mirambo	1	5	6	Minor problems, resolved on spot.
		Ally.H. Mwinyi	2	7	9	Minor problems, resolved on spot.
		Mianzini	2	6	8	Minor problems, resolved on spot.
		Manzese	3	9	12	Minor problems, resolved on spot.
		Mkwawa	5	5	10	Minor problems, resolved on spot.
		Kinondoni	1	3	4	Minor problems, resolved on spot.
3.	Ilala	Mkoani	4	4	8	Minor problems, resolved on spot.
		Airwing	1	5	6	Minor problems, resolved on spot.
		Ilala	2	4	6	Minor problems, resolved on spot.
		Mtendeni	2	2	4	Minor problems, resolved on spot.
		Muhimbili	3	7	10	Minor problems, resolved on spot.
4.	Bagamoyo	Mwambao	2	3	5	Minor problems, resolved on spot.
		Nianjema	1	2	3	Minor problems, resolved on spot.
		Chalinze	3	3	6	Minor problems, resolved on spot.
		Lugoba	3	4	7	Minor problems, resolved on spot.
5.	Kibaha	Mkoani	4	2	6	Minor problems, resolved on spot.
		Jitegemee	0	5	5	Minor problems, resolved on spot.

		Mwendapole	4	2	6	Minor problems, resolved on spot.
6.	Mtwara	Shangani	1	4	5	Minor problems, resolved on spot.
		Magomeni	2	6	8	Minor problems, resolved on spot.
		Ufukoni	3	1	4	Minor problems, resolved on spot.
		Rahaleo	3	2	5	Minor problems, resolved on spot.
7.	Kilwa	Ukombozi	5	4	9	Minor problems, resolved on spot.
		Masoko	3	6	9	Minor problems, resolved on spot.
		Mnazimmoja	4	-	4	Minor problems, resolved on spot.
8.	Lindi rural	Mingoyo	1	3	4	Phone's screen does not display
		Mnazimmoja	2	2	4	Minor problems, resolved on spot.
		Nyangao	3	2	5	Minor problems, resolved on spot.
		Mahumbika	1	2	3	Minor problems, resolved on spot.
		Milola	3	2	5	Vodacom network is down.
9.	Lindi urban	Stadium	1	4	5	Minor problems, resolved on spot.
		Mpilipili	3	3	6	Minor problems, resolved on spot.
		Mtanda	2	4	6	Minor problems, resolved on spot.
10	Tanga	Pongwe	3	1	4	They have problem with the Main switch Vs Connection to electrical grid, the problem reported and on the solving process
		Chumbageni	1	2	3	Av cable was broken, we provided them with new cable
		Bombo	1	1	2	Downloading problem
		Mafuriko	3	4	7	Minor problems, resolved on spot.
		Majani Mapana	2	2	4	Downloading problem , solved on the spot
		Maweni	5	0	5	Their Phone was broken, they are contributing for the new phone
11.	Muheza	Majengo	3	2	5	Minor problems, resolved on spot.
		Muheza	6	4	10	Minor problems, resolved on spot.

		Mdote	3	4	7	Minor problems, resolved on spot.
		Masuguru	4	1	5	Minor problems, resolved on spot.
12.	Korogwe	Boma	6	3	9	They don't have life skills teaching aids
		Manundu Mazoezi	1	5	6	They don't have life skills teaching aids
		Kwasemangube	0	3	3	Minor problems, resolved on spot.
		Zun'gnat	2	-	2	They don't have life skills teaching aids
13.	Mwanga	Mwanga	2	4	6	Minor problems, resolved on spot.
14.	Moshi	Mramba	4	2	6	Minor problems, resolved on spot.
		Lag'ata	3	4	7	Minor problems, resolved on spot.
		Azimio	1	5	6	Minor problems, resolved on spot.
		Njia Panda	3	3	6	Minor problems, resolved on spot.
		Mweleni	2	3	5	Minor problems, resolved on spot.
15.	Hai	Nkuu	4	3	7	Minor problems, resolved on spot.
16.	Dodoma	Uhuru	3	2	5	Minor problems, resolved on spot.
		Chadulu	5	5	10	Minor problems, resolved on spot.
		Mlimwa	0	4	4	Minor problems, resolved on spot.
		Mazengo	2	6	8	Minor problems, resolved on spot.
		Dodoma Makulu	3	3	6	Minor problems, resolved on spot.
17.	Chamwino	Chamwino Ikulu	1	2	3	Minor problems, resolved on spot.
		Mvumi Makulu	2	4	6	Minor problems, resolved on spot.
		<b>Total</b>	<b>173</b>	<b>230</b>	<b>403</b>	

**Annex 3. A list of people who went through the digital content workshop.**

	<b>Name of the MoEVT staff</b>	<b>Sex</b>
1	Venance Manori	M
2	Felix Manyanga	M
3	Mwansith Kitogo	F
4	Godfrey Wasiwasi	M