



Elimu kwa Teknolojia

a BRIDGE*it* program

QUARTER SIXTEEN REPORT JULY-SEPTEMBER 2011

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On the picture is Mr. Shaban. I. Tessua a teacher from Mwendapole primary school leading other participants for an energizer during refresh teacher trainings at Kibaha.

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. Due to the general election which was held in Tanzania in October 2010, a lot of activities which were aimed at ensuring smooth transition from IYF and other implementing partners were not accomplished as many government officials were involved in the general elections in one way or the other. Following this challenge IYF and other implementing partners sought a one year extension from USAID in order to allow for more time in handing over the project to MoEVT. Following this request, USAID granted a one year extension through December 2011. IYF is implementing BridgeIT in partnership with the Ministry of Education and Vocational Training (MoEVT), the Nokia Corporation, the Nokia Institute for Technology (INdT), 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 classrooms, 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 report covers activities which were implemented in quarter sixteen of the project (July – September 2011). This is the third report of the second extension of BridgeIT implementation under USAID's funding in Tanzania. Key accomplishments for the quarter include:

- Establishment of the year's work plan with senior officers at the Ministry of Education and Vocation Training
- Launch of video development process led by the media unit of MoEVT
- Preparation and launch of refresher teacher training and school outreach visits
- Further development of training materials, manuals, and teachers guides

I. Description of Activities

A. Activities Implemented

Three major activities have been implemented in this quarter. The first activity is an extensive round of outreach to all 150 BridgeIT schools which has been successful completed in all 17 districts in the north, south, coastal and central zones. The second activity is refresher teacher training which is in the final stage of completion and the third activity is video production which is also in the final

stage of completion, although there was interruption of National school calendar in some places which resulted into delay in accomplishment of activity. In this quarter and all others, activities are focusing on project handover and capacity building to local government and MoEVT. The activities have been and are involving key education stakeholders from national to local level who will take over the implementation of this project after handover at the end of this year. As mentioned in the last quarter report the specific targeted audience for handover and capacity building are teachers, school committees, district education officers (DEOs), statistics and logistic officers (SLOs), school inspectors, regional education officers, regional academic officers, school management committees, teachers, counselors and Members of Parliament in all areas where BIT is implemented. All have been involved in the trainings and meetings in clusters to increase capacity to support the program.

The main objective is to make sure that there is proper engagement of key education stakeholders in all levels for continuing support and where possible extension of BIT at regional, district and school level.

Below is the list of activities which were implemented.

i. Outreach and school visits.

Outreach began on 1st September and completed on 26th September, 2011 in south and north zones. As mentioned above, the main objective was to engage all education stakeholders at the district level in the implementation of BridgeIT and also to visit each school for the required support and verification of BridgeIT equipments as well as checking the status of the equipments and advising the teachers accordingly.

During outreach, BridgeIT presentations were conducted to all head of departments and, mostly, conducted during the morning meetings of heads of department. In some districts the outreach teams had a chance to conduct presentations to full council meetings in which members of parliament and counselors of the respective area were involved.

These meetings aimed at preparing every stakeholder and specifically education stakeholders at the district level to have a strong understanding of the implementation of BridgeIT and be ready to provide the needed support in the program after handing over in December. In this outreach 10 districts were visited namely Tanga, Muheza, Korogwe, Mwanga, Moshi and Hai. Others districts included Mtwara, Lindi Rural, Lindi Urban and Kilwa. The team had a chance to meet with full council in Muheza, Mwanga and Kilwa which allowed for the program to gain further awareness amongst decision makers.

BridgeIT School visits were one of the components in outreach; the additional objective of school visits was to support BridgeIT teachers in the areas which needed support and verification of the equipments before the final handing over. During the visits, most teachers were supported in how to access videos through the gallery and the integration of videos in the lesson plan. In these visits, a total of 63 schools were visited in south and north zones. Actually almost all schools are perfectly implementing BridgeIT program with very close support from district education officers and BridgeIT focal point who are also school inspectors.

In some schools there was poor wiring system which could result into problems, the names of schools are Magomeni, Ufukoni, Mangoela and Singino primary schools in Mtwara. The schools are using solar power and generators as the

source of power and it seems that they did not use proper technicians to install wires. Therefore, we agreed in the meetings that the head teachers under the school committees will sort out the problem by re-installing new wiring systems within one month.

Testimonial;

LIKONDE primary school in Mtwara which initially was not a BridgeIT school has started implementing BridgeIT program. The head teacher of Likonde primary school, Mr. Rashid Chonjo and his school management committee in cooperation with the parents bought a 29 inch TV, DVD player and some CDs which were used to install video clips from a Nokia N95 handset.

The implementation of BIT in Likonde was officially launched in August, 2011. The launch was attended by Mtwara's District Education Officer (DEO) who was the guest of honor.

ii. Refresher training for all BridgeIT teachers in all 17 districts.

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On 22nd August, 2011, the refresher teacher training was started in Dar es Salaam and was officially opened by the director of primary school, Mr. Zuberi Samathaba. This is a huge activity both in terms of cost and time, and the aim is to train more than 1000 teachers from all 17 districts in 150 schools. As mentioned in the last report, the engagement of MoEVT especially in the local level is very high. We have given many responsibilities to master trainers as well as our counterparts from MoEVT as a means to equip them with BridgeIT program management skills.

Up to date, the training teams have successfully completed teacher trainings in Kinondoni, Temeke, Ilala, Kibaha, Bagamoyo, Tanga, Muheza, Korogwe, Mwanza, Moshi and Hai. From the mentioned districts, a total of 722 teachers from 99 BridgeIT schools have been trained.

The most interesting outcome is the participation of teachers in the trainings. The attendance sheets indicate that participation is one hundred percent and is due to a number of factors which include usefulness of the program in the classroom and proper engagement of education stakeholders at the district level.

After completion of the trainings in Dar, Coastal and Kilimanjaro the training teams will spread to south (Mtwara and Lindi) and central zones for the same activities and are expected to complete all trainings by the end of November, 2011.

iii. Preparation for new Science Videos

Production of twelve Science videos for grade V and VI is one of BridgeIT's capacity building strategies designed to strengthen the capacity of MoEVT for video production. The process of video production is taking place in stages under supervision of PPT group as the consultant. In this quarter, script writing has been completed for all 12 videos and selection of actors/actresses and the shooting of six videos has been completed and the team is in the final stage of editing and thereafter uploading the first six videos to the main server.

The major challenge in this activity is consistent and sufficient availability of MoEVT and TIE staff since they have other duties apart from their roles in BridgeIT. So the

completion of production of twelve video might be in November and not October as was planned.

iv. Publicity:

This ongoing activity makes sure that the whole community and education stakeholders are informed about BridgeIT initiatives especially in the areas where BridgeIT is implemented. In this quarter, BridgeIT staff mainly focused on outreach in terms of publicity. The outreach teams did a commendable job in conducting meetings and presentations in all 17 districts. It is the aim of the program to involve media as much as possible.

The approach for publicity was also to meet with education stakeholders face to face to discuss the implementation of the BridgeIT program in the meetings. Therefore, we conducted the meetings with heads of departments in all 17 districts and also visited all BridgeIT schools. The discussions in the meetings were of great value and had a very big impact about the awareness and support of the program. Also Mwananchi Media Company is preparing an article to cover ongoing teacher trainings in all 17 districts. The media campaign together with outreach activities will help reach our goal of making BridgeIT well known from the school level up to the national level.

Globally, IYF staff initiated communications with a writer for Al Jazeera and an article was then published as a result in the English Al Jazeera article titled 'The digital revolution in sub-Saharan Africa'. The article described how mobile phones have enhanced learning Science in Tanzania.

<http://english.aljazeera.net/indepth/features/2011/10/201110108635691462.html>

B. Activities Planned for Quarter Seventeen (September-December 2011)

Below is a list of activities planned for quarter seventeen which is based on the approved one year extension and its implementation plan.

i. Preparation for new Science Videos:

As a part of capacity building in video production MoEVT under PPT will continue to produce the remaining six videos. The plan is to complete the video production process during November and make sure that all 12 Science videos are uploaded into the server.

ii. Training for local funds

The feedback from the field especially during outreach and ongoing refresher teacher training has shown that there are needs for having specific local funds that will support the schools in the repair and maintenance of BridgeIT equipments. The suggestions from school inspectors and district education officers are to train district technical staff on BridgeIT and how they can mobilize local funds to continue to support it. The local funds will mainly be used to support the costs of hardware and not software programs.

iii. Qualitative Assessment

BridgeIT will also perform a qualitative evaluation of the program to identify key characteristics of schools that performed well versus schools that did not, building on the quantitative evaluation completed earlier this year. The IYF teams in Dar es Salaam and Baltimore have formulated the questions for the evaluation and are now finalizing the contract with an outside consultant who will collect the data and draft the resultant report.

iv. Handing over meetings and ceremonies:

In this quarter, we will begin planning to conduct handing over meetings and ceremonies at the local level and national level. IYF has submitted a no-cost extension request in order for these handing-over meetings to be full completed. There will be three stages of handing over meetings and ceremonies.

The first stage is district-level handing over. This will be a two day meeting whereby the education stakeholders at the district and school-level will meet to share their successes and challenges and as a celebration of BIT implementation in their areas.

The second stage is zonal meetings. The zonal meetings will aim at gathering representative education stakeholders from various districts for sharing different experiences and this will be conducted in four zones: south zone, north zone, coastal zone and central zone.

The final handing-over meeting will be the national handing over meeting. This will be a national meeting which will involve all BridgeIT implementing partners, education stakeholders and the representative from Prime Minister's office and Regional Authority and Local Government (PMO-RALG)

v. Partnerships:

BridgeIT continues to obtain implementation support from MoEVT, with ministry staff participating in most activities. Project planning, school and outreach visits, and video production have all been done with the MoEVT staff working closely with IYF. Now that the project is housed at the MoEVT premises, it has made the working relationship easier as teams spend several days working together. Also we have begun a discussion with the Permanent

Secretary(Education)-PMO-RALG on how they can support BridgeIT in the transition period whereby all primary school activities will be undertaken under the auspices of the Prime Minister's Office, Regional Administrative and Local Government(PMO-RALG).