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21ST CENTURY BASIC EDUCATION PROGRAM

YEAR 3, QUARTER 1 REPORT

JANUARY 1 – MARCH 31, 2013

TZ21 Reading Posters

Alfabeti

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Rr	Ss	Tt	Uu
Vv	Ww	Yy	Zz

Chati ya Herufi Mwambatano

Ch	Dh	Gh
Ng'	Ny	Sh
Sw	Th	Tw
Vy	Chw	Mbw
Njw	Nyw	Msh

Cooperative Agreement# CA NO. 621-A-00-11-00007-00

April 2013

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21st Century Basic Education Program (TZ21)

Cooperative Agreement No. CA No. 621-A-00-11-00007-00

TZ21 Year 3, Quarter 1 Report

(January 1 – March 31, 2013)

Submitted to
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(USAID/Tanzania)
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ACRONYMS

AL	Agile Learning
CBP	Children's Book Project
CA	Continuous Assessment
DQA	Data Quality Assessment
EI	Education Impact
EMIS	Education Management Information System
GDA	Global Development Alliance
ICT	Information and Communication Technology
IP	Implementing Partner
IR	Intermediate Results
IYF	International Youth Foundation
M&E	Monitoring and Evaluation
MLE	Managed Learning Environment
MOEVT	Ministry of Education and Vocational Training
PMP	Performance Monitoring Plan
PA	Phonemic Awareness
REO	Regional Education Officer
SMC	School Management Committee
STS	School-to-School International
TC	Teachers' Center
TIE	Tanzania Institute of Education
TMEMS	Tanzania Monitoring and Evaluation Management Services
TRC	Teachers' Resource Center
TTC	Teachers' Training College
TZ21	21st Century Basic Education Program
USAID	United States Agency for International Development
WEC	Ward Education Coordinator
ZIE	Zanzibar Institute of Education

1.0 Activity Summary

Project Name: 21st Century Basic Education Program (TZ21)

Cooperative Agreement No: 621-A-00-11-00007-00

Timeframe: January 1, 2011 – December 31, 2015

Activity Description

- i. Teacher professional development;
- ii. Provision of Information and Communication Technology (ICT) materials and computers;
- iii. Establishing Education Management Information System (EMIS);
- iv. Provision of technical assistance and policy support;
- v. Improvement of infrastructure for ICT use;
- vi. Development and production of e-content and children’s books; and
- vii. Capacity building.

Area of Coverage: Mtwara and Zanzibar

Target Beneficiaries: Pupils, teachers, head teachers, and education stakeholders in Mtwara and Zanzibar

Reporting Period: January 1 to March 31, 2013

List of Monitoring Indicators: 21 indicators (3 Standard, 18 Customized)

2.0 Introduction

2.1 Program Description

Funded by the United States Agency for International Development (USAID) in partnership with the Government of Tanzania, TZ21 aims to improve the quality of lower primary education with a particular focus on improved instruction in reading for higher learning achievement in Mtwara and in the islands of Unguja and Pemba in Zanzibar. TZ21 is a five-year, \$48.9 million dollar program, implemented under the Cooperative Agreement No. 621-A-00-11-00007-00 and awarded to Creative Associates International.

TZ21 is being implemented by Creative Associates International as the prime contractor with international sub-recipients consisting of the International Youth Foundation (IYF), Agile Learning (AL), Inveneo, School-to-School International (STS) and Education Impact (EI) as well as with Children’s Book Project (CBP), a national NGO. TZ21 also has five Global Development Alliance (GDA) partners including Microsoft, Intel, Cisco, UhuruOne, and Zantel.

The overarching goal of TZ21 is to provide technical and material support to the Ministry of Education and Vocational Training (MOEVTs) in the Mainland and Zanzibar and to enhance the teaching and learning process through improved instructional content and methods and integration of ICT. The program also strives to ensure a meaningful use of educational data by communities, schools, districts, regions and national MOEVTs to enhance decision-making processes leading to and ensuring improved learning in literacy in lower primary education in Mtwara and Zanzibar. As such, TZ21 promotes the new USAID/Tanzania Education Assistance

Objective of “*Improved lower primary education for higher achievement in literacy.*” TZ21 will lay the foundation for this by working toward two sub-objectives or intermediate results (IRs):

- (1) *Intermediate Result 1(IR1)*: Strengthened professional development and resource support for schools, Teachers’ Resource Centers (TRCs)/Teachers’ Centers (TCs) and Teachers’ Training Centers (TTCs),
- (2) *Intermediate Result 2(IR2)*: Strengthened policies, information and management systems.

The underlying development assumption is that the quality of instruction for higher learning achievement in reading is a function of focused interventions on both (i) *quality development* (IR1) through professional development, resources support and use of ICT in classroom teaching, and (ii) *quality assurance* (IR2) through a responsive policy and an informed decision-making process to implement education reforms. In line with these development assumptions, TZ21 is set to provide:

- Focused technical assistance and professional support to primary school teachers, school administrators, students, school supervisors and education officers within the project geographical coverage;
- Improve infrastructure to enhance ICT integration to primary schools and teacher training institutions;
- Provide e-curriculum and other instruction materials;
- Establish an EMIS to improve decision-making processes; and
- Support policy work.

Additionally adjustments to the TZ21 work plan were implemented to reflect changing project needs and to respond to USAID/Tanzania. The changes are summarized below:

- Project focus on improved instruction in early grade reading in Kiswahili for Standard 1 and 2 only (no longer including English, Mathematics, and Science and Standards 3 and 4).
- Providing educators with new teaching technologies and approaches to improve early grade reading instruction in Kiswahili in Standards 1 and 2.
- Developed an early grade reading program (scope & sequence/curricula, scripted lessons and teaching-learning materials) in Kiswahili for Standards 1 and 2.
- Developed a professional development package for early grade reading instruction in Swahili for primary teachers in Standards 1 and 2 to be delivered to MOEVT personnel, teachers and head teachers.
- Delivering teacher training to all Standard 1 and 2 teachers in early grade reading in Kiswahili.
- Developing a cost-effective model for coaching and on-going teacher support for early grade reading in Kiswahili in Standards 1 and 2, combining face-to-face support and e-modules.
- Developing a revised design for and conducting an assessment of TZ21 effectiveness in improving early grade reading in Swahili for Standards 1 and 2.
- Incorporating early grade reading information into the EMIS, if desired by the MOEVT.
- Developing a Reading Policy Review strategy

The early grade reading program for Standards 1 and 2 in Kiswahili draws on lessons from successful reading programs. The TZ21 early grade reading package includes: the scope and

sequence, scripted lessons and leveled and decodable supplementary reading materials. TZ21 has produced and distributed materials to support early grade reading instruction in Kiswahili in Standards 1 and 2, including teacher manuals (with routines and scripts) and materials, complementary e-content modules for teachers and students, and leveled, supplementary readers in Kiswahili for use with students. TZ21 has worked with local partner “The Children’s Book Project” (CBP) to plan for and develop readers (i.e. trade books, big books) in Kiswahili to correspond to the scope and sequence of its reading program.

A combination of bottom-up and top-down approaches are employed to support relevant interventions to realize anticipated project results and milestones. In the sections that follow, Quarter 1 2013 accomplishments and TZ21 progress towards achieving the project objectives are highlighted.

3.0. Details of Project Implementation

3.1 Executive Summary

Internet, ICT Equipment, and Software Installation

The pace of ICT equipment installation in the selected Fast Track sites in Zanzibar and Mtwara was accelerated during the quarter by deploying Kicheko’s engineers to make final site surveys of site readiness. Internet service providers UhuruOne and Zantel also continued to connect sites.

E-Content Development

TZ21 in collaboration with IYF completed development of 6 digital tools that support Kiswahili reading instruction in Standards 1 and 2:

1. Phonemic Awareness (PA) Lessons Tool (Mtwara and Zanzibar versions)
2. Letter Sounds and Shapes Lessons Tool (Mtwara and Zanzibar versions)
3. Sound Pictionary Teacher Resource (Mtwara and Zanzibar versions)

Training Materials & Distribution

TZ21 moved forward this quarter with finalizing training materials translations, approvals, printing and distribution to schools and training centers in Zanzibar and Mtwara. All reading and ICT-related training materials were reviewed by pertinent government authorities and translated by official bodies on the Mainland and Zanzibar.

Trainings

TZ21 planned and implemented the following trainings this quarter:

- (i) Std. 1-2 Kiswahili Reading Training: Master Trainers and teacher roll out (Zanzibar)
- (ii) Resource and School Library Management (Zanzibar)
- (iii) ICT basic digital literacy: Master Trainers (Zanzibar and Mtwara)
- (iv) E-Content Digital Tools: Master Trainers (Mtwara)

A training plan was developed to ensure that participants, timing, and venues were well coordinated between TZ21 and relevant IPs (IYF, Agile Learning, and TechnoBrain). School mid-term and Easter breaks were utilized to optimally train master trainers and rollout the teacher training.

EMIS Solutions

TZ21, in collaboration with Agile Learning, continued testing the School EMIS, TC/TRC, and District EMIS solutions and linkages for Mtwara and Zanzibar. Agile also submitted EMIS training and troubleshooting guides to be provided to schools, TRCs/TC, District, and Regional offices as part of the installation handover process.

Site Readiness for ICT Installation

In February through March 2013, TZ21 teams in both Zanzibar and Mtwara worked with government counterparts, village councils, and school committees in supporting all 866 schools to ensure that they are prepared for ICT installations.

Schools and TRCs/TCs Renovation through Grants

During the quarter, TZ21 continued renovation of 27 TRCs and 45 MLE schools in Mtwara and 9 TCs and 36 MLE schools in Zanzibar.

Cost sharing exercise

TZ21 tracked cost sharing in 141 schools in Zanzibar, totaling TZS 144,315,090 (approximately \$90,198).

ICT Policy in Zanzibar

Completion of the draft ICT Policy for Education document and verbal Government approval of the document at the beginning of 2013 were major accomplishments for the ICT Department, and by association for TZ21 and Education Impact who have been instrumental in bringing this to a positive initial conclusion. The MOEVT Zanzibar has been trying to get a workable ICT Policy document in place for many years. The document they are now putting forward is already being discussed as a template for other ministries.

M&E

Further work was carried out on PMP development, field office M&E training and data collection, and a DQA training sponsored by USAID.

Pupils' Assessment

STS drafted more than 200 Kiswahili Standard 2 items in preparation for the midline assessment planned for October 2013. However, due to changes to the project focus, the timeline and modalities of the scheduled midline and end line assessments need to be revisited in Quarter 2.

STS will work with TZ21 and Creative HQ staff to determine the type and schedule of assessment activities that are most appropriate.

3.2 Lessons Learned

Obtaining approvals from government authorities on TZ21 training materials was a critical step that affected TZ21 training timelines. Although TZ21 involved government official and institutions in the process of developing the reading and other training manuals, the approval from the relevant responsible individuals proved to be bureaucratic. TZ21 had to involve USAID to intervene in order to obtain the required approvals to allow trainings to take place. As such, maintaining and enhancing close communication among TZ21 leadership, MOEVT key officials responsible for approvals, and the USAID education team is key for smooth implementation of TZ21 interventions.

PICTURE PAGE



From left to right: Mr. Kipenya, the REO for Mtwara, Ms. Hellen Mselem from PMORALG Dodoma, and Mr. Zuberi Samataba the Director of Primary Education at MoEVT in the Dar es Salam warehouse admiring the type of the laptop computers to be used in classroom teaching and learning in Zanzibar and Mtwara primary schools.



A School Committee chairperson who spearheaded a campaign to solicit community donations stands in front of the gridded doors and windows in preparation for the ICT installation.



"We are ready to train teachers in schools on ICT basics and utilization in schools." The 20 Zanzibar master trainers who attended a 5 day training in preparation to train primary school teachers on ICT basic digital literacy.



Reading training materials prepared by TZ21 and approved by the government



TZ21's Training Coordinator, Joseph Mbasha (center), cross checks the packing list for packing and distribution of the reading training materials.

3.3 Progress Report by Results

During Quarter 1 Year 3 of TZ21 implementation, the following activities/deliverables were accomplished:

Result 1.1 Strengthened the Use of Technology in Primary Schools, TRCs/TCs

Internet Connection

During the quarter TZ21, in collaboration with UhuruOne in Mtwara, increased school connectivity from 60% connected by December 2012 (371 out of 618 schools) to 69% (429 out of 618 schools). Additional TRCs were installed bringing the total number to 17 out of 27 connected (63%). All 6 district education offices and one regional education office in Mtwara were connected. Installation work for the remaining 189 schools and 10 TRCs will continue in Q2 although the rainy season is causing some delays.

In Zanzibar, Zantel completed the survey of the remaining 40 project sites to determine internet coverage needs. As of the end of Q1, 247 out of 248 schools (99%), all 10 TCs, and the regional office had been installed. The remaining 1 school will be connected in Q2.

ICT Installation

Kicheko surveyed all Fast Track sites which included Bridge IT (9), Mobile Lab (7), TC/TRC (2) and EMIS-only (60) locations in both Mtwara and Zanzibar to determine readiness status, including security, cage delivery, internet connectivity, etc. The survey data contributed to more reliable, up-to-date information for installation preparations.

Kicheko also drafted a “Support and Escalation Plan” to provide troubleshooting assistance to various users at different stages of project implementation. The work in progress document is currently being reviewed by Creative HQ’s ICT technical department. In addition, a Support Ticketing Server was successfully created, installed and hosted at Kicheko as an integral component of the support and escalation plan. Testing was carried out in both Tanzania and Creative HQ with positive feedback provided.

E-Content Development

In Quarter 1, TZ21 in collaboration with IYF completed development of 6 digital tools that support Kiswahili reading instruction in Standards 1 and 2. Three (3) of the digital tools were contextualized to the Mtwara and another 3 for Zanzibar learning environments. The 6 developed digital tools focus on:

4. Phonemic Awareness (PA) Lessons Tool (Mtwara and Zanzibar versions)
5. Letter Sounds and Shapes Lessons Tool (Mtwara and Zanzibar versions)
6. Sound Pictionary Teacher Resource (Mtwara and Zanzibar versions)

The PA Lessons Tool consists of 16 lessons in the form of a Teacher’s Guide and set of classroom videos. The Teacher’s Guide includes detailed lesson plans and the 16 demonstration

videos show skilled teachers and pupils modeling each classroom lesson. This tool is designed to help build teacher PA instruction skills for use in the classroom, to in turn build pupil PA skills. One version of this tool was developed for both Zanzibar and Mtwara contexts.

The Letter Sounds and Shapes Lessons Tool consists of 58 multimedia phonics lessons – one lesson each per small letter and capital letter, and weekly review lessons for use with pupils in the classroom. The lessons also include segments on letter printing skills. A detailed Teacher’s Guide is also included—one version was developed for both Zanzibar and Mtwara contexts.

The Sound Pictionary is a multimedia reference tool to help teachers improve their identification and production of phonemes, which is critical for providing proper guidance to students in the classroom. The Sound Pictionary also serves as a bank of recorded letter and word sounds and pictures, and also includes a Teacher’s Guide. Again, one version was developed for both Zanzibar and Mtwara contexts.

Result 1.2 Enhanced Teacher Education and Training in Schools, TRCs/TCs and TTCs

Kiswahili Reading Training in Zanzibar

Following government approvals of materials, reading training for Kiswahili teachers Std. 1-2 was conducted in Zanzibar for all 248 schools. Seven National trainers trained 51 District trainers who then conducted the reading roll out training for 1,201 Kiswahili Std. 1-2 teachers.

Success Story

Impressed by the reading intervention in Zanzibar, the Government issued a circular letter distributed to all District Education Officers (DEOs) in Zanzibar for them to begin immediately monitoring the use of the TZ21 reading packages in all classrooms.

Following the reading training in Zanzibar, some enthusiastic teachers did not have to receive the government circular to begin utilizing the reading skills gained during the training. At Kitogani Primary School, two trained teachers have started using teaching-learning materials to teach phonemic awareness in their classrooms, as witnessed by TZ21’s M&E Advisor who was visiting schools to observe the impact of the training.



Children’s Book Project (CBP) – Library and Classroom Resource Materials Management Training

During the quarter, TZ21 in collaboration with CBP, conducted teacher training on school library and classroom resource materials management in Zanzibar. The trainees were Kiswahili

Standard 1-2 teachers plus an addition of 248 school teachers who manage school resource materials and equipment.

Preparations for Kiswahili Reading Trainings in Mtwara

TZ21 teams in the Dar and Mtwara offices worked diligently on making final preparations for the Kiswahili reading training scheduled to take place in Mtwara in quarter 2. The preparations were spearheaded by the Senior Teacher Education Manager and involved government authorities from the MOEVT, Tanzania Institute of Education (TIE), and Mtwara education officials in reviewing the training materials. Consensus was reached and all training materials were finally approved by the MOEVT Commissioner of Education by the end of March 2013.

E-Content Pre-testing/Formative Evaluation of Digital Tools

The pre-testing/formative evaluation activity for digital tools was conducted by IYF in Zanzibar and Mtwara between February 25 and March 9. The five-day pre-testing period allowed for the testing of the three versions of digital tools:

- PA Lessons Tool (teachers and pupils) – 4 activities per school
- Letter Shapes and Sounds Lessons Tool (teachers and pupils) – 4 lessons per school
- Sound Pictionary Teacher Resource Tool (teachers only)

Eight teachers from Mkunazini and Fuoni Primary Schools in Zanzibar and another 8 teachers from Chikongola and Mikindani in Mtwara participated. In each school, two Standard 1 and two Standard 2 Kiswahili subject teachers were selected:

Participants	Teachers			Pupils		
	M	F	T	M	F	T
Zanzibar	0	8	8	48	47	95
Mtwara	1	7	8	42	42	84
Total	1	15	16	90	89	179

From the participants' views, the tools are easy to use and effective when teachers spend time on preparation in advance of each lesson. Improvements to the digital tools were made as a result of this activity. The biggest initial challenge was for teachers to understand the underlying concepts related to phonemic awareness and phonics, which will be addressed through TZ21's reading instruction program that will roll out to all Kiswahili Standard 1 and 2 teachers.

E-Content Master Teacher Training in Mtwara

During Quarter 1, a five-day training of trainers was conducted between March 25th - 29th, 2013 at Mitengo TRC and the Mtwara TZ21 office. During this training, 3 sets of digital tools and training materials contextualized for Mtwara were introduced to the trainer participants, including the Regional Focal Point Officer for TZ21, 2 Ward Education Coordinators (WECs), 2 TRC Coordinators, 2 School Inspectors, and an Assistant Academic Officer. The lead facilitators were TZ21 e-Curriculum Specialists Mr. Adrehem Kayombo and Ms. Asha Ahmed

and Consulting Kiswahili Teacher Educator Ms. Irene Komba, supported by IYF Program Director, Mr. Douglas Bell. MOEVT representative Ms. Mwansith Kitogo and PMORALG representative Ms. Hellen Mselem observed.

The main objective of the master training was to enable trainers to build the capacity of teachers to effectively use digital tools for improvement of student reading outcomes. Specific learning objectives were for trainers to:

- Enhance teachers' ICT skills to navigate Kiswahili reading instruction digital tools
- Improve teachers' knowledge of Kiswahili reading instruction digital tools
- Enhance teachers' classroom instructional skills using Kiswahili reading instruction digital tools
- Build the capacity of select participants to conduct ongoing coaching and mentoring of teachers in effective use of e-content digital tools.

This first TOT pilot training activity on digital tools revealed several lessons:

- The training was well-received by the participants who vowed to use the approach when teaching basic reading skills to students
- The training was very effective, yet there is still the need for ongoing training and practice to master the tools. TZ21, in collaboration with IYF, has developed a Coaching and Mentoring program, led by Head Teachers, which will provide frequent and regular capacity building for teachers.
- Trainers and teachers should receive TZ21 reading instruction training to become familiar with the underlying instructional concepts that support the digital tools.

ICT Basic Literacy Training: TechnoBrain Master Training

Microsoft-local partner, TechnoBrain, provided 2 facilitators to train 50 Master Trainers in Zanzibar (20) and Mtwara (30) on basic computer literacy. The 5 day training (March 20th-24th) covered the following topics: introduction to computers (hardware/software), Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Windows Media Player, and introduction to the internet and email. The Master Trainers were provided training materials and pedagogical tips on how to effectively present materials when training teachers with minimal to no exposure to computers. Rollout training to teachers will take place in quarter 2.

In Mtwara, the master training was well attended. The lead facilitator showed confidence and the master trainees demonstrated high capabilities, commitment, and readiness to train teachers on the basics of computer utilization in schools. Also in attendance were representatives from MOEVT and PMORALG to observe the master training sessions.

The master training was also well attended in Zanzibar. The trainees suggested that 5 days for the teacher training rollout may not be sufficient for teachers to obtain the required basic skills and competence in computer utilization. The master trainers recommended that additional weekly/monthly/quarterly coaching sessions should be held at TCs and teachers should have daily practice to ensure effective use of the new technology (i.e. e-content, EMIS, and the internet).

Result 1.3 Increased Availability of Instructional Resources to Schools

Reading Materials Production and Distribution

The quarter was busy with a number of activities for preparing Kiswahili Standard 1-2 teachers' reading training materials, including editing, proofreading, layout design, printing, and distribution to training sites. The following TZ21 reading training materials were produced and utilized this quarter:

S/N	Materials Description	Zanzibar Copies Produced	Mtwara Copies Produced	Total
1.	Teacher Scripted Lesson Plan Std. 1	1036	1309	2345
2.	Teacher Scripted Lesson Plan Std. 2	1036	1309	2345
3.	Scope and Sequencing Instruction Manual	1200	1344	2544
4.	Training Manuals	1014	1344	2358
5.	Facilitators' Guide	128	87	215
6.	Reading Posters	3888	4008	7896
7.	Read Aloud story/Big Book 1 (<i>Chungwa la Ajabu</i>)	1296	1336	2632
8.	Read Aloud story/Big Book 2 (<i>Litupi na Babu Yake</i>)	1296	1336	2632
9.	Read Aloud story/Big Book 3 (<i>Rehema na Nyani</i>)	1296	1336	2632
		12,190	13,409	25,599

CBP also printed and distributed reading materials in Zanzibar during the quarter. A total of 33,880 copies of supplemental readers were printed and distributed to schools and other institutions as indicated in the table below:

No.	Institution	Titles				Total
		Mjaka Mtoto Jasiri	Makame na Ng'ombe Mkali	Mfalme Ziro	Tajiri Bahili	
1.	Schools	8,365	8,365	8,365	8,365	33,460
2.	TTCs	9	9	9	9	36
3.	TCs	27	27	27	27	108
4.	DEO offices	10	10	10	10	40
5.	MOEVT	6	6	6	6	24
6.	ZEI	1	1	1	1	4
7.	TZ21 Dar & ZNZ	50	50	50	50	200
8.	CBP	2	2	2	2	8
Grand Total		8,470	8,470	8,470	8,470	33,880

Among the 4 titles above, 2 titles (*Makame na Ng'ombe Mkali* and *Mjaka Mtoto Jasiri*) were developed into Big Books. A total of 2,494 copies of Big Books per title were printed and distributed to schools and other institutions as indicated in the table below:

No.	Institution	Titles		Total
		Mjaka Mtoto Jasiri	Makame na Ng'ombe Mkali	
1.	Schools	1,195	1,195	2,390
2.	ZIE	1	1	2
3.	TZ21 Dar & ZNZ	50	50	100
4.	CBP	1	1	2
Grand Total		1,247	1,247	2,494

Library and Book Resource Management

In addition to supplemental readers and Big Books, TZ21 in collaboration with CBP printed and distributed 350 copies of a reading promotion guide to schools and facilitators/trainers. The guide consists of activities that focus on promoting reading in Standards 1 and 2. The main topics of the guide include:

- Establishment and management of reading clubs
- Establishment and management of reading competitions
- Classroom-based reading activities
- Guidelines for writing children's stories/books
- Guidelines for conducting read aloud sessions

No.	Institution/Individual	Reading Promotion Guide
1.	Schools	248
2.	National Facilitators	10
3	District Trainers	52
7.	TZ21	35
8.	CBP	5
Total		350

Indicators Progress Reports:

During Quarter 1 the following Performance Monitoring Plan (PMP) indicators were tracked for IR1.

Table 1: Indicator progress- TZ21 customized indicators

Program Element	Indicator	Achievement			Remarks	
			Current Qtr Actual	Cumulative Planned/Target		Cumulative Actual
IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs	# of ICT equipment provided per school, TRC/TC (dissagg. MLE/ELE)	-	-	-	-	
IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs	# of teachers, educators trained with USG support (Disagg. a.M/b.F)-(Std Ind).	Zanzibar	52		51	District Trainers
			976		1,201	Reading training of Kiswahili STD 1-2 Teachers
			20		20	ICT master trainers
		Mtwara	30		30	ICT master trainers
		8		8	E-content master trainers	
IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs	# Number of learners enrolled in USG supported primary school or equivalent non-school-based settings.(Std. Ind)	Zanzibar			113,196 F 114,619 M 227,815 T	
		Mtwara				
IR 1.2 Enhanced teacher education and training in schools, TRCs/TCs and TTCs	% of budget covered by Local government for TRCs/TCs	Zanzibar				
		Mtwara				
IR 1.3 Increase availability of instructional resource materials to primary schools	# textbooks and other teaching and learning materials provided with USG assistance	Zanzibar			49, 264	
		Mtwara				

IR 2: Strengthened Policies, Information and Management

Result 2.1: Improve Education Planning and Management System

EMIS Solutions

TZ21, in collaboration with Agile Learning, continued testing the School EMIS, TC/TRC, and District EMIS solutions and linkages for Mtwara and Zanzibar. Agile also submitted EMIS

training and troubleshooting guides to be provided to schools, TRCs/TC, District, and Regional offices as part of the installation handover process.

EMIS Training Preparations

This quarter, Agile's Master Trainers worked with local trainers in preparation for school EMIS training in Mtwara scheduled for Quarter 2. Revisions to the training model were made in response to the TZ21 Fast Track implementation strategy.

Continuous Assessment (CA) Integration into EMIS

A meeting was held between Agile and Creative's HQ literacy specialist regarding possible reconfigurations of school EMIS to include more literacy related functionalities. Following this meeting, Agile reviewed and analyzed information provided by Creative and discussed the possible inclusion of this content in ongoing TZ21 activities and school EMIS.

Result 2.2: Increased District and Community Support to Schools and TRCs/TCs

Site Readiness for ICT Installation

In February through March 2013, TZ21 teams in both Zanzibar and Mtwara worked with government counterparts, village councils, and school committees in supporting all schools to ensure that they are prepared for ICT installations. In this verification exercise, all 618 schools in Mtwara region and 248 schools in Zanzibar were visited and sites were assessed to determine if prerequisites had been met, including the provision of grounding items such as salt and charcoal; classroom items such as dark curtains, furniture, and projection screens; and security measures such as iron grilled doors, windows, and security guards. Team members met with Head Teachers and/or representatives from the ward, village, or school committee to confirm preparations and complete verification forms. Those schools lacking the necessary prerequisites have been identified for additional follow up prior to installation.



Mr. Hamis Mohamed Ally, Head Teacher of Mangamba Primary School in Mtwara Municipality, is posing in front of his renovated office ready for ICT installation.

Ward leaders, village leaders, and school committee members have played pivotal roles to ensure that their schools meet the ICT readiness criteria. In Mtwara, community members are very aware of the TZ21 program and have great expectations; most are eagerly waiting to see the actual ICT installation in their respective schools. Many community members have even voluntarily contributed funds to hiring guards to protect the ICT equipment in their schools.

Schools and TRCs/TCs Renovation through Grants

During the quarter, TZ21 continued renovation of TRCs/TCs and MLE schools in Mtwara and Zanzibar. In Mtwara, TZ21 worked in close collaboration with government authorities to finish renovation of all 27 TRCs in the region. Most of the TRCs in Mtwara were poorly and/or partially constructed, hence not secure enough for ICT equipment installation. In some districts TRCs were non-existent. TZ21's external consultant engineer, Eng. Selemani Ally, supervised renovation of these TRCs in Mtwara and has provided a final status report.

In addition to TRC renovation, TZ21 also selected 3 MLE schools per district for renovation to achieve site readiness. As with the 27 Mtwara TRCs, all 18 MLE schools were monitored periodically by the external engineer who produced several progress reports and a final report.

In Zanzibar 16 MLE schools and 5 TCs in Unguja, and 11 MLE schools and 4 TCs in Pemba have been identified, assessed by a committee, and work has commenced. The external engineer will monitor as the work continues.

Cost-sharing Exercise

In Quarter 1, TZ21 tracked cost sharing in schools in Zanzibar. On Unguja, 69 out of 148 schools in Unguja confirmed cost share worth TZS 69,005,940 (approximately \$43,130). On Pemba, cost sharing information was collected from 72 out of 100 schools, totalling TZS 75,309,150 (approximately \$47,068). In total, 141 Zanzibar schools have contributed cost share worth TZS **144,315,090 (approximately \$90,198)**. This figure is an indication of the high level of commitment from respective communities in meeting the costs towards improving the learning environment for their children.

Result 2.3 Strengthen Policy Support to MOEVTs (Mainland and Zanzibar)

Zanzibar ICT Policy

TZ21, in collaboration with Education Impact (EI), continued consultation with the ICT Director for MOEVT-Z, Mr. Omar Ali, to complete a draft of ICT Policy for Education in Zanzibar for sharing with stakeholders. Revision of the Zanzibar ICT Policy Document per MOEVT-Z feedback was done during the quarter which culminated in organizing a stakeholder's workshop/consultation on Planning for Implementation of the Zanzibar ICT Strategy for Education.

As a result, a two day workshop on ICT policy in Education Implementation Strategy with technical support from EI was conducted from February 27-28, 2013. The workshop, officiated by the Deputy Principal Secretary, emphasized the need to have the strategy in place for operationalization of the policy in existence. A total of 27 participants (21 males and 6 females) attended the workshop.

During the workshop participants had an opportunity to review selected appropriate background documents that will inform the ICT implementation plan and work in small teams from the MOEVT ICT Department and TZ21, as well as others, to gather ideas and suggestions in regard

to development of the implementation plan and come up with an outline of the implementation plan of the ICT policy in Zanzibar.

The key deliverables of this workshop were a draft implementation framework and an outline for the implementation plan and selection of ICT technical committee of 5 ICT experts to accomplish the task for Quarter 2.

Best Practice

Successful completion and approval of the Zanzibar ICT Policy document stands as a testament to the power of broad-based participation of stakeholders in the policy development process. Following several workshops and visits with key people and institutions over the past 18 months, Zanzibar now has an ICT Policy with a chance of implementation, an accomplishment that has eluded the Government for many years.

4.0 Cross-Cutting Issues

4.1. Public Private Partnerships

TZ21 continued maintaining positive working relationships with private companies, including GDA partners: Microsoft, Intel, Cisco, Zantel, and UhuruOne. UhuruOne and Zantel continued to install internet connectivity in Mtwara and Zanzibar schools per the arrangement in their sub-agreements. All GDA partners have been requested to document the value of their cost share for TZ21 and values will be reported in Quarter 2.

5.0 Stakeholder Participation/ Involvement

5.1 Government at Different Levels

TZ21 continued to have strong government support and participation in TZ21 interventions both in Zanzibar and Tanzania Mainland. The level of government participation and involvement in training materials reviews and approvals, site installation readiness verification exercise, provision of master trainers, etc. are just a few examples from this quarter that demonstrate how both the Zanzibar and Tanzania Mainland governments are keenly supporting TZ21.

5.2 Other stakeholders

Ward leadership, village leadership and school committee members showed exemplary commitment to continue school preparations in anticipation of receiving ICT equipment.

6.0 Project Operations, Management, and Staffing

6.1 Project Leadership and Management

Ms. Jane Casewit, TZ21's Project Director, departed Creative HQ this quarter. She will be replaced by an incoming Project Director in Quarter 2. At the end of Quarter 1, Ms. Shannon

Sanquist was hired from Creative HQ to serve as TZ21's ICT and Operations Manager for a 6 month consultancy. She will be responsible for coordinating all aspects of the ICT installation process. Creative HQ will provide additional Ops support as necessary in Quarter 2 via weekly coordination calls.

6.2. TZ21 Staffing

In the Dar es Salaam office, the Senior Policy Advisor, Dr. Rest Lasway's contract ended on March 11th 2013. Dr. Lasway's contract was not renewed as the position has been restructured towards a reading policy specialist position.

In Mtwara, one driver, Mr. Francis Mpelumbe, tendered his resignation. His position will be filled in Quarter 2. TZ21's Peace Corps Volunteers began working in Quarter 1. Ms. Lisa Hill will be based in Newala and Mr. Christopher Paff will be based in Tandahimba. The volunteers have been tasked to provide support to the ICT training process, site readiness tracking, advocacy activities, and other duties as requested.

CBP hired two project assistants, Mr. Andrew Muya and Mr. Hassan Libingai. The two assistants have been assigned to the TZ21 Mtwara and Zanzibar offices, respectively. Both individuals are CBP staff but their work is mainstreamed into TZ21's project work.

7.0 Project M&E

PMP Development

The M&E team in Mtwara, Zanzibar and the Dar offices continued to update the PMP document with data and accomplishments from TZ21's Quarter 1 implementation. All data was collected and entered into the PMP and data system.

Field office M&E training and data collection

TZ21's M&E Advisor visited the Zanzibar field office to conduct a reorientation and capacity building exercise on data collection and data storage for the following 10 PMP indicators:

1. % utilization of e-content resource materials by teachers (Disagg. M/F & Mtwara/Zanzibar)
2. Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings (*disagg. by Mtwara/Zanzibar/Districts/schools/TRC/TCs/STDs/Male/Female*)
3. Number of teachers/educators trained with USG support (*disagg. by Mtwara/Zanzibar/Districts, Male/Female*)
4. Number of textbooks and other teaching and learning materials provided with USG assistance (*disagg. by Mtwara/Zanzibar/Districts/TRCs/TCs/Schools/STDs*)
5. Number of ICT equipment provided per school, TRCs/TCs (*disagg. by Mtwara/Zanzibar/Districts/TRCs/TCs/Schools MLE/ELE*)
6. # of schools, and districts utilizing EMIS
7. % budget covered by local government to TRCs/TCs (*dissag. by Mtwara/Zanzibar/Districts/TRCs/TCs*)

8. Number of challenge grants awarded (*dissag. by Mtwara/Zanzibar/Districts/TRCs/TCs/schools/MLE/ELEs*)
9. List of policy objectives by benchmark: **a.** defined, **b.** in process, **c.** reached, **d.** successful (*dissag. by Mtwara/Zanzibar/Districts/TRCs/TCs/ICT/WSD*)

DQA

The M&E Advisor attended a TMEMS-sponsored training on improving data quality from February 4th-8th, along with 21 other USAID implementing partners. Issues of data quality such as validity, reliability, timeliness, precision, and integrity were discussed. Practical simulations of DQA exercises were also carried out during the sessions.

Pupils' Assessment

In Quarter 1, STS drafted more than 200 Kiswahili Standard 2 items in preparation for the midline assessment planned for October 2013. However, due to changes to the project focus, the timeline and modalities of the scheduled midline and end line assessments need to be revisited in Quarter 2. STS will work with TZ21 and Creative HQ staff to determine the type and schedule of assessment activities that are most appropriate.

On inter-IPs collaborations, STS provided test forms to Agile Learning for an analysis of the assessment data that can be integrated into the EMIS system.

8.0 Challenges and Constraints

Full-fledged ICT equipment installation in schools and TRCs/TCs continue to be delayed due to contractual issues between various IPs, including transition handover issues and clarification on roles and responsibilities of different players. The delays have a significant impact on a number of TZ21 ICT dependent interventions, including EMIS and e-content training and utilization.

Despite involving key government stakeholders in the consultative and materials development process, difficulties in obtaining government approvals for reading training materials resulted in slight delays in the scheduling of the training and rollout of the reading program on the Mainland.

All TZ21 trainings are conducted at most for 5 consecutive days for teachers. These trainings are highly specialized such as teaching reading instructions (scope and sequencing) methodologies; basic ICT digital literacy, e-content, and EMIS packages. It is challenging to work within the school schedule and coordinate with the same cohort of head teachers, teachers, government stakeholders, etc. In addition, it is challenging to ensure that skills are mastered and internalized within such a short training time frame. Additional time for regular (i.e. weekly/monthly/quarterly) practice, utilization, mentoring, and coaching is necessary for teachers to truly gain and demonstrate competence in these new skills.

9.0 Planned Activities for Quarter 2, 2013

9.1 IR1: Strengthen Professional Development and Resource Support to Schools, TRCs/TCs and TTCs.

IR 1.1: Strengthened the Use of Technology in Primary Schools, and TRCs/TCs

- ICT equipment installation
- Teacher roll out training on ICT basic literacy

IR 1.2: Enhanced Teacher Education and Training for Schools, TRCs/TCs and TTCs

- E-content Master training
- Teacher Roll out Training on E-content digital tools

IR 1.3 Increased Availability of Instructional Resources to Schools

- Conduct reading competitions in schools
- Continue identifying Champion Schools for reading program (3 schools in each district)
- Review utilization of reading kits for materials development & enhanced learning environment
- Tracking reading corners at classroom level
- Continue capturing information on cost sharing from schools

9.2. IR2: Strengthened Policies, Information and Management

IR 2.1 Improved Education Planning and Management System

- School EMIS teacher training
- TRC/TC EMIS training

IR 2.2 Increased Districts & Community Support to Schools

- Continued school readiness follow up
- TC and MLE school renovation follow up
- Community engagement on Reading Advocacy

IR 2.3 Strengthened Policy Support to MOEVTs (Mainland and Zanzibar)

- ICT policy support to Zanzibar as necessary
- Mapping Reading Policy focus areas
- Curriculum Mapping

9.3 Project Management and Operations

- Onboarding of incoming TZ21 Project Director

9.4 M&E

- Update and report on the PMP
- Conduct a M&E training on data source key actors (e.g. TZ21 focal points)
- Collect data on indicators
- Update the TMEMS database; generation of electronic reports from TMEMS data

Student Learning Assessment

- Proposal for revised midline strategy developed by STS for USAID Approval.