



# 21ST CENTURY BASIC EDUCATION PROGRAM

YEAR 2, QUARTER 2 REPORT

APRIL 1 – JUNE 30, 2012



**Contract # CA NO. 621-A-00-11-00007-00**

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## **Tanzania 21<sup>st</sup> Century Basic Education Program (TZ21)**

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

# **TZ21 Year 2, Quarter 2 Report**

**(April 1 – June 30, 2012)**

Submitted to  
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## ACRONYMS

ADEM	Agency for Development of Education Management
AL	Agile Learning
CRC	Camera Ready Copy
CBP	Children's Book Project
DQA	Data Quality Assessment
DEO	District Education Officer
EI	Education Impact
EMIS	Education Management Information System
EMIS-GIS	Education Management Information System-Geographic Information System
GDA	Global Development Alliance
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
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
NECTA	National Examinations Council of Tanzania
PMORALG	Prime Minister's Office Regional Administration and Local Government
PMP	Performance Monitoring Plan
REO	Regional Education Officer
SMC	School Management Committee
STS	School-to-School International
TC	Teachers' Center
TOT	Team of Trainers
TMEMS	Tanzania Monitoring and Evaluation Management Services
TRC	Teachers' Resource Center
TTC	Teachers' Training College
TZ21	21 <sup>st</sup> Century Basic Education Program
USAID	United States Agency for International Development
WEC	Ward Education Coordinator

## 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:** April 1 to June 30, 2012

**List of Monitoring Indicators:** 31 indicators (3 Standard, 3 Context and 25 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, mathematics and science 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 using 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 reading, mathematics and science 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 reading, mathematics and science.”* 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, mathematics and science 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.

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, major Q2, 2012 accomplishments and TZ21 progress towards achieving the project objectives are highlighted.

### **3.0. Details of Project Implementation**

#### **3.1 Executive Summary**

Quarter 2 (April-June, 2012) commenced with a School Management Committee (SMC) training in Zanzibar and Mtwara. Three SMC members from all of the schools in Zanzibar (248) and Mtwara (618) were invited to participate. 744 (307F, 437M) people from Zanzibar attended as well as 1,941 (591 F, 1,350M) people participated from Mtwara. The training was facilitated by 106 TRC/TC Coordinators, District Education/Academic Officers, District Inspectors, Teacher Training College (TTCs) tutors, and experienced long-serving teachers. The objective of the SMC training was to facilitate TZ2 awareness, and prepare schools/communities to receive, support and sustain the TZ21 interventions.

The Student Assessment Baseline Study was completed and disseminated to the Tanzanian government and education institutions stakeholders in Dar es Salaam, Mtwara, and Zanzibar. The findings of the baseline revealed that: (i) Many of the subject areas assessed received low scores. (ii) There was variation in test scores by district (rural districts tended to have lower scores); (iii) The random selection process was implemented with the expectation that the scores would be similar for each group at baseline; and (iv) The scores by gender were fairly similar. The Student Assessment Baseline involved a total of 276 schools, 169 in Mtwara and 107 in

Zanzibar. The baseline targeted 2,704 Std. II and 2,704 Std. IV students in Mtwara; and 1,712 Std. II and 1,712 Std. IV students in Zanzibar. Actual participation of the students in the assessments reached 98%. The baseline will inform the project on the effects the TZ21 interventions will have on student learning outcomes in language (English and Kiswahili), mathematics, and science.

During the quarter, professional development activities focused on reading interventions in schools. On June 7<sup>th</sup> – 10<sup>th</sup>, 2012, a four day training was held in order to develop a reading training manual for teachers. The training brought together eleven reading practitioners from the Zanzibar Institute of Education (ZIE), Education Inspection Office (Zanzibar), Tanzania Institute of Education (TIE), CBP, Room to Read International, and TZ21 technical staff. The team developed a systematic and explicit reading manual on how to teach the five key reading components: phonemic awareness, phonics, vocabulary, fluency and comprehension. The reading instruction approach adapted in the manual provides step by step explanations for teachers to teach reading effectively. The manual will be used in the teachers' training roll out scheduled for early quarter three.

In addition, TZ21 organized a Joint Reading Promotional Seminar which was conducted on June 12<sup>th</sup>, 2012. The seminar's aim was to raise awareness and garner support for the approach adapted by TZ21 in the development of the reading training manual for teachers. The seminar was attended by 29 participants coming from various education institutions in Zanzibar, Mtwara, and Dar es Salaam.

The Mtwara launch was held on June 15<sup>th</sup>, 2012. The event was officially inaugurated by the United Republic of Tanzania Vice President, Hon. Dr. Gharib Billal, accompanied by the US Ambassador to Tanzania, Mr. Alfonso Lenhart. Two days before the event, the Director for Primary Education (MOEVT), and the Director for the National Examinations Council of Tanzania (NECTA), and the Zonal Manager for the Inspectorate Department visited the pilot schools and learned about the Bridge IT model and the mobile computer lab. They had an opportunity to ask questions and offer their recommendations for improvement.



*Director of Primary Education MOEVT, Mr. Zuberi Samataba, testing standard 2 pupils at Naliendele Primary school on reading June 13<sup>th</sup>, 2012.*

primary school, students in standard 2 were well prepared. The Director for Primary Education decided to lead the class discussion and the children responded correctly to all of his questions.

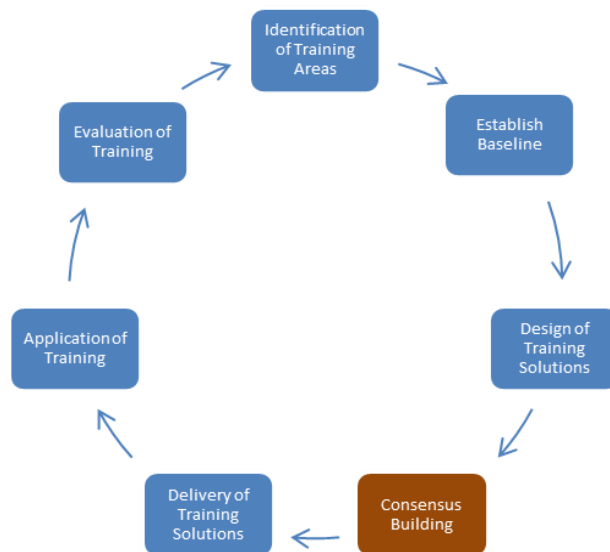
Internally, and funded by Creative HQ, TZ21 staff underwent “integrity initiative” training, focusing on analyzing and continuously improving management systems to achieve high quality operations. Mr. Matthew Garrett, Senior Associate from Creative’s Field Administration Department, carried out a series of interactive sessions aimed at training project staff on Creative’s Field Operations Manual. The training was followed by a visit from Ms. Karina Nersesyan, Senior Director of Field Administration, and Mr. Christian Bowman, Director of Global HR Services, to review TZ21’s current systems and to lead discussions on USAID rules and regulations, SMART performance objectives, and strategies for more effective communication.

Ms. Catherine Powell Miles and Mr. Patrick Collins of USAID Washington visited TZ21’s work in Zanzibar on June 8<sup>th</sup>, 2012. The main objective of their visit was to observe how TZ21’s ICT interventions are effectively improving classroom teaching instruction, learning environments, and education information generation and sharing (i.e. EMIS) for better performance in reading, science, mathematics, and school management. They were also interested to see how TZ21 is integrating USAID’s new education development strategy which focuses on reading at lower grades (“learning to read”) as a prerequisite to higher grade level achievements (“read to learn”). The USAID visitors were accompanied by TZ21 staff and implementing partners (IFY, Agile Learning and Invaneo/Kicheko) to Darajani Primary School to see the mobile lab pilot and Kiswandui Primary School to see the Bridge IT model. In addition to seeing the interventions in practice, Catherine Miles and Patrick Collins were walked through the development of e-content and EMIS, and had interactive exchanges with the pupils and teachers.

### 3.2 Lessons Learned and Challenges

#### Lessons Learned

Consensus building between TZ21 and different stakeholders in the government and education institutions in Zanzibar and Tanzania Mainland/Mtwara Region is important for TZ21 interventions to succeed. In its training strategy, TZ21 has included a consensus building component where different education stakeholders are brought together to share ideas and provide feedback with each other and TZ21. For example, the SMC training conducted in April 2012 and the Joint Reading Promotional Seminar held on June 12<sup>th</sup>, 2012, brought together 18 education institutions from Zanzibar and Tanzania Mainland. All identified and selected National Facilitators and District Trainers for SMC and Reading Trainings are from government institutions.





## PICTURE CORNER



Felix Mbogella, Mtwara Deputy Chief of Party, conducting a training of trainers for SMC training.



An SMC member speaking about her appreciation of the learning opportunities TZ21 is offering to Zanzibar children. The SMC trainees pledged to support TZ21 interventions.



The United Republic of Tanzania Vice President, Dr. Mohammed Gharib Bilal (center left), US Ambassador to Tanzania, Mr. Alfonso Lenhardt (far left), and the Minister of Education and Vocational Training, Dr. Shukuru Kawambwa, (back far left) watch pupils work in the mobile lab at Kambarage Primary school in Mtwara during the TZ21 launch.



“I did not know I was teaching, phonics, phonemes, or phonemic awareness to my own kid and students in classroom when I was a teacher before I joined NECTA!!” Quote by a participant during the Joint Reading Promotional Seminar facilitated by Mr. Thomas Benjamin, an international reading expert working with Room to Read International.



Hon. Dr. Shukuru Kawambwa, Minister for Education and Vocational Training, with USAID Education Leader, Dr. Tom LeBlanc, and delegates during a Bridge IT demonstration at Kisiwandui Primary School in Zanzibar.



“I don’t want to be told, I have to witness myself!” Minister of Education and Vocational Training Zanzibar, Hon Ali Juma Shamhuna (Second left), admiring a teacher demonstration of a mobile lab laptop at Darajani Primary School.

### 3.3 Progress Report by Results

During Quarter 2, Year 2 of TZ21 implementation, the following activities/deliverables were accomplished:

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

##### *Internet Connection*

Uhuru One connected an additional 89 schools to the internet, adding to a grand total of 108 Mtwara region schools with internet access. As of June 2012, one school is connected on VSAT, 18 schools on Point to Point, and 89 schools on 2G/3G/GPRS/GMS facilitates.

##### *ICT Equipment Procurement and Deployment*

Invenco finalized the ICT design, addressing all the initial challenges discovered during the pilot. This allowed for the designs to be finalized and procurement of the ICT equipment to proceed. In addition, Invenco made progress on developing the final images to be written on all laptops and servers for installation in schools; collaborated with Catapult Design to plan an enclosure for interconnected components (i.e. laptop, speakers, access point, etc.) enabling teachers to safely and easily carry the systems from office to classroom without needing to connect all the components together; began advanced planning for the complex imaging, installation and ongoing support of ICT and power equipment in TZ21 schools; and continued working with Critical Links (vendor) and J.P. Sa Couto (vendor) to ensure proper configuration of the selected ICT solutions to ensure they are ready for imaging upon delivery.

##### *E-Content Development*

During the quarter, all final e-content for round 1 was submitted to Invenco for creation of the master image of final software that will be copied onto all laptops installation in the Managed Learning Environment (MLE) schools. This represented the completion of a full e-content development process beginning with curriculum “hard spots” identification to the final revisions of videos and interactive software by contracted producers. The final e-content for round 1 consists of 24 titles. All of the above e-content is based directly on student learning objectives – *e-objectives* – derived from needs assessment activities, as aligned with existing lower primary curriculum.

Further testing was also done in the mobile lab to ensure that optimal settings for broadcast of e-content on Intel’s Mythware software are capable. This was done in collaboration with IYF, Invenco, and a Peace Corps volunteer in Mtwara.

Once round one was finalized, IYF initiated the design process for round 2 of e-content, which consists of 36 units (18 units for Mtwara and 18 for Zanzibar) comprised of a combination of videos and animation software. The process commenced by identifying the e-objectives from the master list of e-objectives. Then e-content conceptualization sessions were held with teachers in Mtwara and Zanzibar. Eight teachers from Mtwara and eight from Zanzibar were engaged in several days of workshops. Eight members of the Zanzibar MOEVT ICT Division also

participated in e-content conceptualization sessions. The participants provided a variety of ideas for content on e-objective topics.

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

### *E-Content Hands-on-Training*

Teachers in the pilot schools in Zanzibar and Mtwara continued to receive hands-on exposure to sample e-content videos and interactive software. In the Bridge IT classroom, teachers practiced “pause-points,” directing students to undertake group work by pressing pause on Microsoft’s Windows Media Player. Further support was provided by e-content specialists and Peace Corps volunteers in both Mtwara and Zanzibar to assist when technical issues arose or teachers had questions.

### *Reading Training Manual Development*

A reading training was conducted June 7<sup>th</sup> – 10<sup>th</sup>, 2012 at TZ21’s Dar es Salaam office. The objective of the training was to strengthen the competency of textbook manual writers on reading instruction. The training was led by Room to Read International’s Africa Reading Specialist, Mr. Thomas Benjamin. TZ21’s national reading facilitators participated in this workshop, coming from the Zanzibar Institute of Education (ZIE), Education Inspection Office (Zanzibar), Zanzibar Muslim Academy, the Tanzania Institute of Education (TIE), Regional Education Officer’s (REO) office in Mtwara, CBP, and TZ21 technical staff.

### *Consensus Building on Reading Promotion in Mtwara and Zanzibar*

*Reading is the easiest discipline to teach in a classroom”*

*“Don’t blame teachers. If teachers are not taught how to do it, they can’t do it.”*

*“Making a difference means making it different.”*

The above statements were preludes made during the Joint Reading Promotion Seminar which brought together a number of key senior education officials from both MOEVTs in Zanzibar and the Mainland, TIE, ZIE, NECTA, Zanzibar Muslim Academy, UNICEF, Prime Minister’s Office Regional and Local Government (PMORALG), UNESCO Commission, Aga Khan Foundation, Tanzania Library Services, CBP, Kitangali and Benjamin Mkapa Teachers’ Training Colleges, and TZ21 key technical staff. The seminar’s aim was to raise awareness and garner support among senior education officials and education stakeholders for TZ21 interventions focusing on reading and to identify key areas and the way forward towards improving reading instruction in Mtwara and Zanzibar.



Thomas Benjamin from Room to Read presenting during the Joint Reading Promotion Seminar conducted by TZ21 on June 12, 2012 in Dar es Salaam.

The project has observed the following hard spots that pupils in primary schools in Tanzania encounter which leads to low reading comprehension:

- Primary teachers have inadequate awareness of the importance of reading and low levels of competencies in pedagogy;
- There is a lack of adequate reading instruction time in classrooms; and
- There is not a reading culture outside of schools that resonates in children's homes.

The participants of the training identified the following activities that would promote and improve reading instruction in the classroom:

- Provide pre-service, in-service, and distance education reading programs for teachers;
- Reconstitute and develop the 3 "Rs" (i.e. reading, writing, and arithmetic);
- Provide early childhood education at daycare centers and pre-schools;
- Develop communities' and schools' abilities to identify reading resources;
- Assist schools and communities to develop bylaws which would reinforce reading classes;
- Promote independent reading time (time on reading task) in lower grade classrooms (standard 1-2); and
- Promote reading competitions.

As a way forward, it was agreed to organize joint follow up meetings between TZ21 and key education officials in Mtwara and Zanzibar to continue the dialogue on the implication of the TZ21 reading strategy, taking advantage of the outputs of the reading promotion workshop.

Some key quotes from the workshop:

*"If I had a unilateral decision to make today, I would take Mr. Thomas Benjamin to all Teachers' Colleges in Tanzania to instruct teacher trainees on how to teach reading. I think Tanzania is inadequately supplied with such a high caliber of reading tutors such as the Thomas Benjamin type."* – TZ21 staff member

*"Before joining NECTA, I was a class teacher teaching reading (English). I used to take the textbook/teacher guide, go through the texts with the pupils as instructed in the guide book, write on the blackboard, and give exercises provided in the textbook. The presentation made today by Thomas Benjamin, has enlightened me so much on things I unconsciously taught my own kid Emmanuel and in the classroom. I did not know I was teaching phonics, phonemes, or phonemic awareness."* – Senior official from NECTA

### ***Result 1.3: Increased Availability of Instructional Resources to Schools***

One key action that the Tanzanian government and donors have jointly agreed to pursue is to see how the 3 Rs can be strengthened. As a result, improving the 3 Rs is one of the actions points included in the Education Sector Review (ESR) for 2012/13.

TZ21's focus on reading was accelerated during the quarter with a number of activities implemented as follows:

## Reading Materials Production

The response for manuscript submission from publishers in Zanzibar and Tanzania Mainland was overwhelming. A total of 66 Camera Ready Copies (CRCs) were received from 19 publishers.

In Zanzibar a team of 6 senior personnel from MOEVT and education institutions in Zanzibar was established. In Mtwara, the Children's Book Committee, formed by six members and two CBP officials, was responsible for the selection of manuscripts. The selection process was observed by TZ21 staff and MOEVT and PMORALG personnel to ensure quality and consensus building with government counterparts. After long and serious deliberations, eight CRCs were selected. The table below provides the list of the selected titles for Mtwara and Zanzibar.

	Science/Math Fictions	Publisher	Author
ZANZIBAR	1. Mfalme Ziro	Abantu Publishers	Ali M.Rashid
	2. Mfalme Ziro	Abantu Publishers	Ali M.Rashid
MTWARA	1. Walimu wa Ajabu (Science)	Aidan Publisher	Jackson Erick
	2. Miujiza ya Sifuri (Maths)	Galaxy Publishers	Zakia Saleh

	Ordinary Story	Publisher	Author
ZANZIBAR	1. Mjaka Mtoto Jasiri	Zanzibar Publisher Ltd.	Saumu A. Omar
	2. Makame na Ng'ombe Mkali	Zanzibar Publisher Ltd.	Salama S.Hamad
MTWARA	1. Kondoo na Kicheche	Mture Educational Publishers	Fadhili Chedieli
	2. Zawadi ya Joana	E&D Vision Publishing	Elieshi Lema

The selected CRCs include Kiswahili foundational words, prose style, plot and characters.

The selected science and mathematics fiction books have adopted the hard topics from the curriculum of Zanzibar and mainland Tanzania and reinforce e-content interventions. It is expected that the production of appropriate, relevant, and interesting readers for children will facilitate development of reading habits among pupils.



## Library and Book Resource Management

One of the components covered during the SMC training was the importance of establishing school libraries in primary schools. Following this training, Mkunazini Primary School in Zanzibar immediately took the initiative to establish a school library board with five members, including one female pupil and one male pupil under the chairmanship of the school head. Although the Mkunazini school library has a small number of books, systems have been put in place for borrowing books and pupils are motivated to utilize the library.

During the quarter, CBP drafted a guide on library establishment and book resource management. The process of reviewing the guide and building consensus with the government is

currently on-going. The final endorsed guide will be used to train teachers and school resource management personnel in the coming quarters.

### Indicator Progress Reports:

During Quarter 2 the following Performance Monitoring Plan (PMP) indicators were tracked for IR1.1.

**Table 1:** Indicator progress- TZ21 standard indicator

Program Element	Indicator	Achievement				Remarks
		Current Qtr Planned/Target	Current Qtr Actual	Cumulative Planned/Target	Cumulative Actual	
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	437 M 307F <b>744 T</b>	744	744	SMC training of 3 members from all schools in catchment in Zanzibar (248) and Mtwara (618)  In Mtwara 87 Ward Education Coordinators (WECs) and TRC Coordinators were included in the training as key government figures to support TZ21 interventions
		Mtwara	1,350 M 591 F <b>1,941 T</b>	1,854	1,941	

## IR 2: Strengthened Policies, Information and Management

### Result 2.1: Improve Education Planning and Management System

This quarter Agile Learning carried out EMIS activities in the following categories:

#### 1. Training and Orientation

- Zanzibar MOEVT – (April 2012) – Agile provided an orientation to the Zanzibar MOEVT’s Planning Department on the EMIS-GIS, District EMIS and School EMIS. The orientation provided an overview of the integrated and decentralized EMIS system, with linkages between the school, district, regional and national EMIS. Particular focus was provided on the data entry component of the EMIS, as the national statistics team will be responsible for the data entry of school-based statistics in the first year of the rollout. The orientation was very well received by Ministry participants.
- Local EMIS trainers training – Agile’s Master Trainers continued the training of Agile’s local EMIS trainers. Local EMIS trainers are from Tanzania; their training is ongoing in preparation of their providing training and support to TZ21 school personnel who will learn to use the school EMIS ICT solution. Their role as trainers will commence in earnest upon completion of the Big Buy, the delivery of EMIS-GIS related hardware, software, and installation and configuration of the system, and after the centralized training of EMIS-GIS to school personnel is completed.

#### 2. Presentations and Awareness Raising

- TZ21 Mtwara launch
- USAID/TZ21 Presentation to Ministry of Education Tanzania
- Presentation to the Tanzania Minister of Education (Mainland) in Zanzibar
- Presentation of EMIS to USAID Washington (Patrick Collins and Catherine Miles)

### 3. Technical work on EMIS

- SEMIS Windows Application
- EMIS Web Application
- TRC/TC Web Application

## ***Result 2.2: Increased District and Community Support to Schools***

### *School Management Committee (SMC) Training*

Successful implementation of the TZ21 interventions depends on well prepared leaders to ensure there is adequate understanding and readiness for implementation at the school level. Therefore, TZ21 organized the first large training of three key members of SMCs (i.e. chairperson, secretary, and parent representative) from all 618 primary schools in Mtwara (April 16<sup>th</sup>-18<sup>th</sup>, 2012) and all 248 primary schools in Zanzibar (April 23<sup>rd</sup> -28<sup>th</sup>, 2012).

The specific objectives of the SMC training were to:

- Inform the stakeholders about TZ21 interventions and planned operational details;
- Strengthen capacities (knowledge, skills and attitudes) of members for effective leadership at school level; and
- Strengthen skills of members in planning and managing school development plans and community mobilization.

The training was organized in consultation with the MOEVTs, PMORALG, and the Agency for Development of Education Management (ADEM). Policy-related guidelines and materials being used nationally for SMC leadership training provided the basis for selecting key topics and preparation of tailor-made materials for the SMC training. In addition, a specific topic on the overview of the program was included to enable participants to understand the key interventions of TZ21 and the SMC leadership required during its implementation.

The key topics covered during the training included:

- Overview of the TZ21 program;
- Leadership at the primary school level;
- Roles of SMCs;
- Whole School Development; and
- Establishing school libraries in primary schools.

In order to reach all the schools within a short period, the cascade training approach was adopted by the team of trainers (TOT) composed of different education leaders representing school inspectors, District Education Officers (DEOs), academic advisors, TRC/TC coordinators and WECs. The TOTs were trained for two days by a team of facilitators representing the MOEVTs,

PMORALG, and ADEM. The training was then followed with roll out training facilitated by the TOT teams in the field covering schools at the various clusters.

Mtwara Training:

SMC Participants	Male	Female	Total
Masasi	327	162	<b>489</b>
Mtwara DC	259	111	<b>370</b>
Mtwara – Mikindani	62	33	<b>95</b>
Nanyumbu	173	84	<b>257</b>
Newala	262	99	<b>361</b>
Tandahimba	267	102	<b>369</b>
<b>Total</b>	<b>1350</b>	<b>591</b>	<b>1941</b>

Zanzibar Training:

The Zanzibar SMC training was facilitated by 9 TC coordinators, 8 DEOs, and TZ21 staff in cooperation with the 3 MOEVT officials. The SMC training in Zanzibar had a 100% attendance rate which indicates the communities' readiness for the TZ21 program.

SMC Participants	Male	Female	Total
Michakaini	48	33	<b>81</b>
Mizingani	51	27	<b>78</b>
Wingwi	38	20	<b>58</b>
Mitiulaya	54	30	<b>84</b>
Kitogani	42	26	<b>68</b>
Mkwajuni	75	42	<b>117</b>
Dunga	33	45	<b>78</b>
Kiembesamaki	38	39	<b>77</b>
Bububu	58	45	<b>103</b>
<b>TOTAL</b>	<b>437</b>	<b>307</b>	<b>744</b>

#### Expected Outcomes for SMC members:

- Facilitate school readiness for ICT interventions;
- Facilitate organization of school-based teacher training;
- Mobilize communities to support reading initiatives, including facilitating library services;
- Apply leadership skills for school development;
- Revise and implement the existing school development plans.

Overall the training provided collective understanding about the SMC roles and leadership needs for the TZ21 interventions. The lessons learned during training will provide inputs for strengthening leadership-related procedures and guidance for TZ21 implementation at schools to be implemented in the coming quarters.

**Follow Up:**



TZ21 plans to conduct M&E visits to follow up and reinforce mechanisms to spearhead the effectiveness of the SMC trainings. Specific objectives of the M&E visits will be to:

1. Perform quantitative and qualitative Data Quality Assessments (DQA) and verify trainings conducted by the WECs, inspectors, and TC/TRC coordinators ;
2. Orient and build the capacity of the SMC trainers on the M&E data collection tool which they will use to undertake data collection at the school and community; and
3. Document success stories and best practices on SMC trainings both in Zanzibar and Mtwara.

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

#### *Zanzibar ICT Policy*

As a result of the ICT Policy workshop which was conducted in March 2012, TZ21 worked with Education Impact (EI) to produce the workshop report. Based on the workshop recommendations, finalization of the policy by the MOEVT Zanzibar is in process with support from EI. TZ21 has been tracking the ICT finalization process linking EI and the MOEVT Department of ICT in Zanzibar. The process will lead into final production of the (i) policy document for endorsement by the Zanzibar government and (ii) a strategic framework to guide future implementation of the ICT Policy throughout the various levels of the Zanzibar education system. The MOEVT Zanzibar intends to have the two ICT documents ready with full endorsement by the various stakeholders and the government by September 2012.

During the next quarter, TZ21 will continue to track the overall process and provide feedback and advice that will link other development partners supporting Zanzibar.

#### *Reading/Literacy Policy in the Mainland*

In order to align the TZ21 reading intervention to national policies, curriculum documents for primary education were reviewed followed by consultation with the relevant specialists at TIE and MOEVT's Department of Teacher Education. The review shows that teaching the 3Rs is integrated in the curriculum for primary schools with specifications for each grade level as well as for pre-service training of teachers. Furthermore, the pre-primary education curriculum also includes the teaching of the 3Rs. TZ21 has observed that implementation of the curriculum for effective achievement of literacy skills at school levels remains a crucial challenge. Therefore, deliberate efforts are required by the government to address the challenge nationally with greater focus on (i) strengthen practices of literacy at the school level through school-based professional development of teachers, and (ii) provision of resources and materials that will improve literacy at all schools.

TZ21 interventions aimed at strengthening literacy skills have already been initiated in Mtwara and Zanzibar as mentioned in other sections of this report.

#### *Consultative Dialogue Process with other Partners*

TZ21 continued to participate in the Joint Government/Education Development Donors Group monthly sector meetings and Technical Working Groups both in Zanzibar and the Mainland to engage and update key partners about TZ21 implementation. This engagement with donors strengthens partnerships in the process of implementing various interventions supported by different development partners for effective aid to the education sector.

During this reporting period, joint activities have included tracking the implementation process of the education sector milestones agreed upon during the Education Sector Review held in November 2011 on the Mainland. One of the key milestones is the strengthening of the 3Rs which is important to TZ21 as one of its objectives is to strengthen literacy in lower primary education. The advice provided to the MOEVT by the different development partners is to ensure the 3Rs' focus is adequately included in the PEDP III for sustainable system-wide approach aimed at improving literacy pedagogy. TZ21 will continue to track and advocate further the process towards strengthening literacy skills in primary education in Zanzibar and the Mainland.

TZ21 is actively participating in the Zanzibar Education Sector Committee, attending quarterly meetings and technical working groups in quality education, EMIS, and education management. Participating on the committee has provided another opportunity for the project to contribute to the education sector in Zanzibar.

In order to disseminate and gain experience from other education programs in Zanzibar, the project has been part of the Donors Aid Coordination Forum under the President's Office. On April 18<sup>th</sup>, TZ21 attended a one day donors' meeting and presented the project's progress and contributions to the country. The President's office underscored TZ21 as an exemplar for changing the teaching and learning process in Zanzibar schools, especially as the EMIS system will assist with data management and decision making processes at the national level in Zanzibar.

## **4.0 CROSS-CUTTING ISSUES**

### **4.1. Public Private Partnerships**

TZ21 continued developing and maintaining positive working relationships with private companies, including GDA partners Microsoft, Intel, Cisco, Zantel, and UhuruOne. TZ21 is in the final stages of signing the MOU between Creative and Intel, while negotiations continue with Microsoft. UhuruOne and Zantel have begun installing internet connectivity in Mtwara and Zanzibar schools per the arrangement in their sub-agreements. All GDA partners have been engaged in relevant upcoming project activities.

During the SMC training in Zanzibar, members committed themselves to begin identifying and mapping potential private partners operating locally. Some schools like Mkunazini Primary School have received donations from People's Bank of Zanzibar (PBZ). SMCs will draft school development plans to include networking with corporate firms to develop partnerships. The Marumbi Primary School SMC Chairperson, Mr. Ali Kitua Haji, stated:

*“Tunatambua kuwa wageni wetu hasa wawekezaji kama hawa wenye mahoteli jirani na skuli yetu wanayo nafasi nzuri ya kusaidia maendeleo ya elimu, ...tutawafuatilia.” We are now aware that these foreign guests, in particular investors like these neighborhood hotel owners, are potential partners to support our school development. We will approach them.”*

## **5.0 Stakeholder Participation/Involvement**

### **5.1 Government at Different Levels**

In quarter 2, TZ21 was visited by a number of high level government officials both in Zanzibar and the Mainland.

The Ministers of Education and Vocational Training from the Mainland (Hon. Dr. Shurkuru Kawambwa) and Zanzibar (Hon. Ali Juma Shamhuna) visited the Zanzibar pilot schools (Kisiwandui and Darajani) on separate occasions to learn about TZ21 and to see the mobile lab and BridgeIT technology in action. Hon. Dr. Kawambwa was joined by the USAID Education Team Leader, Dr. Tom LeBlanc, and an education delegation from the Mainland. Hon. Ali Juma Shamhuna, the newly appointed Minister for Education and Vocational Training, commended TZ21 for the project’s contribution to the quality of education in Zanzibar. After observing the use of ICT in the classroom, he stated:

*The Revolutionary Government of Zanzibar highly appreciates the efforts by USAID and its allies towards good education delivery. We really hope our children in the future will attain quality education for effective competition in the labor market. Thank you very much for the American government’s initiatives. We promise to provide maximum support to ensure that such efforts are a success and are sustainable.*

The Mtwara launch event on June 15<sup>th</sup> 2012, was well attended by high profile dignitaries from the Tanzania government and USAID. The Vice President of the United Republic of Tanzania, His Excellency Dr. Gharib Bilal, and the US ambassador to Tanzania, Mr. Alfonso Lenhardt, were the guests of honor.



US Ambassador, Mr. Alfonso Lenhardt, assisting the Vice President, Dr. Gharib Billal, in the ribbon cutting ceremony in Mtwara at Kamarage Primary School on June 15<sup>th</sup>, 2012.

The Mtwara TZ21 team, supported by the Dar es Salaam team, worked with other senior officials from MOEVT, PMORALG, and USAID to ensure the launch’s success. Two days before the event, the Director for Primary Education MOEVT, Mr. Zuberi Samataba, together with the Director of NECTA, and the Zonal Manager for the Inspectorate Department, visited the two pilot schools and reviewed the BridgeIT model and mobile computer lab. They asked questions and provided recommendations for improvement. Mr. Samataba also took the opportunity to conduct an impromptu lesson for the pupils. Mtwara Regional

Commissioner, Col. (retired) Joseph Simbakalia, and Deputy Minister for Education and Vocational Training, Mr. Kasim Majaliwa, along with two officials from PMORALG, Mr. Sudi Magotta and Ms. Hellen Mselemu, also visited the pilot schools and participated in demonstration classes prior to the project launch.

## 5.2 Other stakeholders

During quarter 2, the director of Peace Corps in Tanzania, Mr. Brian O'Connor, visited TZ21 in Mtwara as his first courtesy call to the Mtwara office. The Mtwara TZ21 Team has two Peace Corps volunteers who have been instrumental in supporting ICT and professional development interventions in the region.

On June 8<sup>th</sup>, 2012, a team from USAID Washington, led by Ms. Catherine Powell Miles and Mr. Patrick Collins, visited TZ21 in Zanzibar to learn how the project's ICT interventions are effectively improving teaching interventions, learning environments, and education information generation and sharing (EMIS) for better

performances in reading, science, mathematics and school management. In addition, the team was interested in learning how TZ21 is integrating the new USAID education development strategy which focuses on reading comprehension at lower grades as a prerequisite to higher grade level achievements.

The USAID Washington team, along with Dr. Tom LeBlanc, TZ21 staff and implementing partners (IPs) IFY, AL and Inveneo/Kicheko, were given demonstrations of e-content at the mobile lab at Darajani Primary School and BrideIT at Kisiwandui Primary School. During the visit the USAID mission had an opportunity to exchange views with the pupils, teachers, TZ21 team, and IPs on the development of e-content.

Following the sessions at the pilot schools, the delegation convened at TZ21's office where AL described how the project's EMIS intervention would help the MOEVT have data for effective decision making at various levels (i.e. school, district, region, and national). In addition, TZ21's Chief of Party presented the project's reading strategy of focusing on lower grade literacy as a precursor for improved pupil performance at higher grade levels. The subsequent round table discussion with the delegates was critical as USAID emphasized the importance of activity integration to support the new education strategy for reading.



Ms. Catherine Miles, Mr. Patrick Collins, and Dr. Tom LeBlanc posing with teachers in one of the ICT intervention classrooms

## **6.0 Project Operations, Management, and Staffing**

### **6.1 Project Leadership and Management**

Creative Headquarters in Washington DC provided a three day training program from April 25<sup>th</sup> -27<sup>th</sup> for all staff in Dar es Salaam and a few key staff from the field offices. This training, facilitated by Mr. Matthew Garrett, provided an orientation on policies and procedures for field operations in the areas of procurement, grants, operations and administration, security, finance, HR, and external relations.

Following the field ops training, two senior officials from Creative HQ, Ms. Karina Nersesyan, Senior Director of Field Administration, and Mr. Christian Bowman, Director of Global HR Services, travelled to Tanzania on May 2<sup>nd</sup> – 11<sup>th</sup>, 2012 under Creative HQ’s newly established Integrity Initiative. The Integrity Initiative assessments focused on analyzing and continuously improving internal controls as the foundation to achieve high quality operations with efficient project management systems. Interactive reviews and participatory sessions were conducted in all TZ21 offices on all field ops areas. Supplemental training topics included: (i) overview of USAID rules & regulations; (ii) setting SMART performance objectives; and (iii) communication strategies. As a result, TZ21 has institutionalized weekly program and management operation meetings connecting all field offices and Dar es Salaam through teleconference meetings.

### **6.2. TZ21 Staffing**

All project staff in Mtwara, including the seconded staff, underwent performance appraisal reviews. The Deputy Chief of Party had an opportunity to be reviewed and appraised by the COP while other team members were reviewed by the DCOP.

In Zanzibar the project received a Secondment recommendation for one MOEVT staff to fill the vacant position of “Primary Education Specialist.”

Recruitment of Drivers, Program Support Officers, and Grants Coordinators was initiated for the Dar and various field offices.

### **6.3 Mtwara Office Renovations**

As reported last quarter, the renovation work of the Mtwara office was finalized. This quarter, all program staff relocated into the new office where all project activities are coordinated.

### **6.4 ICT Equipment Procurement**

After supporting various IPs to solve unexpected issues with their software, Invaneo was able to complete final testing of the redesigned solution. Invaneo was subsequently able to provide to Creative detailed custom lists of ICT equipment for each intervention type. Creative released

purchase orders worth \$6.1 million dollars for this equipment on June 11. All of the equipment will be delivered, imaged and installed in the coming months.

## **6.5 Project Manuals**

Work continued on Creative's *Field Grants Management* and *Cost Share* manuals. Final versions will be ready for the issuance and management of grants related to infrastructure (TRCs/TCs and schools), reading kits, challenge grants, and award/incentive grants.

## **7.0 Project M&E**

### *PMP Development*

TZ21 submitted a revised version of the PMP to USAID for approval on May 21<sup>st</sup>, 2012 and is currently awaiting feedback.

### *Field Data Collection on Students Enrollment and TRCs*

During this quarter, the M&E Advisor worked with the Mtwara and Zanzibar teams to collect information from all schools and TRCs/TCs with the assistance of district focal points and head teachers. This data included detailed contacts, total number of pupils and teachers in all schools, total number of pupils in each stream, information on classes sharing the same classroom buildings, and total numbers of teachers per class per subject. The data collected was endorsed by the head teachers to ensure accuracy of the data submitted. The Mtwara and Zanzibar teams are currently working on entering all collected data into a simplified electronic spreadsheet so the data can be easily used and shared with IPs and other project stakeholders. The data entry process will be completed in the coming quarter; however preliminary generated data has already proven to be useful in planning trainings and for determining quantities for the upcoming reading kits procurement.

### *Data Quality Assessment (DQA)*

TZ21 received the DQA summary report conducted in March 2012 on 3 Standard Indicators. The following were the data quality issues and recommendations put forward by the Tanzania Monitoring and Evaluation Management Services (TMEMS):

#### ***Indicators 3.2.1-14: Number of Learners Enrolled In Primary Schools and/or Equivalent Non-School Based Settings with USG Support***

No learners had been enrolled in TZ21 supported schools at the time of the DQA team's visit; thus, no data quality issues were found related to the indicator.

#### ***Indicator 3.2.1-24: Number of Teachers/Educators Trained with USG Support***

Under this indicator, TZ21 trained in the following three major areas:

- Introducing electronic teaching and learning materials;
- Providing teachers with professional development training; and

- Training teachers in the Management of Information System (MIS) for quality assurance.

Data quality issues observed:

**Indicators 3.2.1-25: Number of Textbooks and Other Teaching and Learning Materials (TLM) Provided with USG Assistance**

Production of teaching materials is to be carried out under a purchase order from TZ21 to CBP. At the time of the DQA team’s visit to the TZ21 project no materials had yet been produced, thus the datum was zero and no data quality issues were found. Production of materials will begin next quarter.

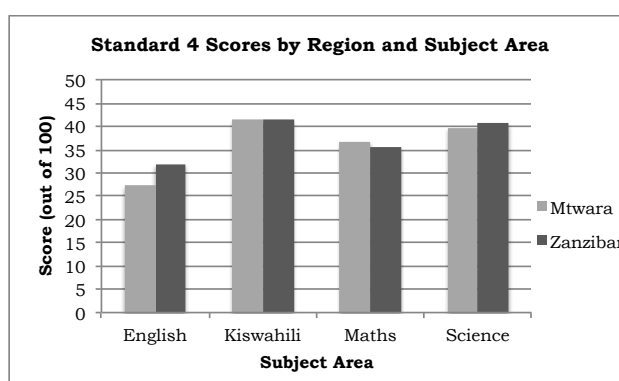
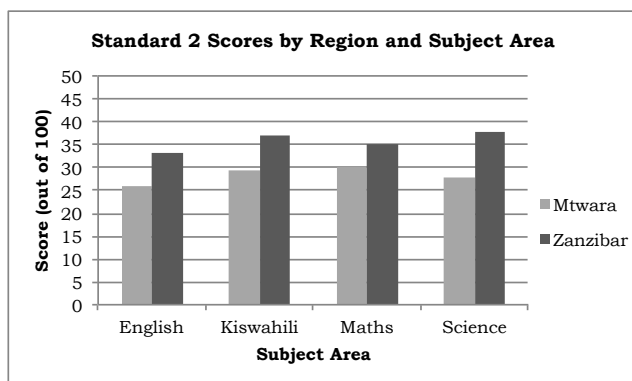
TZ21 has begun working on the TMEMS recommendations to ensure that data collected is valid and reliable. A DQA proposal for specific training interventions has been prepared and shared with COP for endorsement. TZ21 will work closely with IPs and GDA partners conducting training to ensure proper record keeping using standardized data collection tools.

**Pupils’ Baseline Assessment**

In May 2012, STS presented baseline results in Mtwara, Zanzibar, and Dar es Salaam. In Mtwara, the REO chaired the meeting which was attended by teachers, DEOs, and other districts officers. The meeting was well attended and participants shared their appreciation for having been closely involved at all stages of the process. Many of the district officials and the teachers had participated in STS’s weeklong item development workshop in September 2012 and shared comments on the experience.

In Zanzibar, the baseline presentation meeting was chaired by the Commissioner for Education. The meeting was attended by several REOs and DEOs from Pemba and Unguja as well as several MOEVT Directors.

In Dar es Salaam, the presentation of the baseline results was held at TIE and was attended by USAID, TZ21, PMORALG, and NECTA.



**Key findings from the baseline assessment:**

1. The scores in many of the subject areas were low on the baseline. This was particularly the case in the following areas: all four subject areas at standard 2 and English at standard 4 in

Mtwara; English at standards 2 and 4 in Zanzibar. The highest scores were in Kiswahili and science in standards 2 and 4 in Zanzibar. Scores in Mtwara in Kiswahili, math, and science were higher at standard 4 than in standard 2. These kinds of baseline results were expected since the project targeted “hard topics” in the curriculum.

2. There was some variation by district. In Mtwara, the students in the Mtwara Municipal Council district had the highest average scores on all tests at each of the two grade levels. In Zanzibar, the same was true of the Urban district. Many of the other districts had similar scores, though the rural districts tended to score lower.
3. One of the main purposes of the baseline testing was to examine the scores by the intervention groups. The random selection process was implemented with the expectation that the scores would be similar for each group at baseline. This was generally the case, though the BridgeIT group in Mtwara had lower scores by a few points on some of the tests.
4. The scores by gender were similar, with some exceptions. In Mtwara, there were some differences in favor of the boys – in standards 2 and 4 math and in standard 4 science. In Zanzibar, there were some differences in favor of the girls – in standards 2 and 4 Kiswahili and in standard 2 science.

## **8.0 Challenges and Constraints**

The “Big Buy” procurement was finalized later than planned, as unexpected issues such as new requirements from ICT IPs and hardware-software integration problems arose following the final phase of pilot testing. While the “Big Buy” has commenced, the later than anticipated timeline has also impacted other project areas, namely training in digital literacy, EMIS, e-content, and the midline pupils’ assessment. TZ21 will plan with program stakeholders and IPs to realign the upcoming 2012/2013 work plan to take into consideration the new ICT equipment installation and training timelines.

## **9.0 Planned Activities for Quarter 3, 2012**

### **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***

- Continue installing internet connection to schools between July and September 2012 in Mtwara;
- Complete storyboard design of Round 2;
- Conduct a producer capacity building workshop focusing on lessons learned during Round 1 production;
- Finalize design of ICT equipment enclosure and sourcing of local workshops to build the enclosures; and
- Build and test multiple images (laptop and WMS Server).

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

- Provide teacher training on reading in Zanzibar and Mtwara;
- Plan teacher training activities on e-content;



- Conduct meetings with NECTA officials to complete harmonization plans to ensure e-content meets NECTA needs for student academic assessments; and
- Develop rough draft e-content teacher training materials.

### ***IR 1.3 Increased Availability of Instructional Resources to Schools***

- Coordinate and supervise the production of readers and Big Books;
- Select four posters (two for Zanzibar and 2 for Mtwara) for level 1; and
- Coordinate book purchase and distribution to the district offices.

## **9.2. IR2: Strengthened Policies, Information and Management**

### ***IR 2.1 Improved Education Planning and Management System***

- Test /retest AL's fully completed and submitted Final Imaging software on the new reconfigurations of the hardware solutions for the imaging provided by Inveneo;
- Train Zanzibar MOEVT (Planning Department) on data entry, and the rest of the Ministry on using EMIS, accessing, and exporting reports for information sharing and evidence-based decision making;
- Conduct meetings with NECTA officials to complete harmonization plans to ensure EMIS meets NECTA needs for student academic assessments;
- Continue training by AL Master Trainers to develop local trainers for support of EMIS usage at the school level; and
- Support Zanzibar MOEVT's data entry of the National School Questionnaires into the National EMIS solution for the end of the quarter 3.

### ***IR 2.2 Increased Districts & Community Support to Schools***

- Follow up on SMC training and MLE school readiness;
- Advocacy session with district leadership on roles and responsibilities.

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

- Continuing support for ICT Policy Development in Zanzibar;
- Develop a proposal for and support the delivery of an advocacy strategy for ICT and reading/literacy initiatives;
- Develop an agreed upon quality assurance framework and plan for the first visit of the External Quality Assurance Advisory Group in quarter 4;
- To plan for and deliver the next round of change leadership workshops in the quarter 4.

## **9.3 Project Management and Operations**

- Coordinate Annual Work Plan review/preparation;
- Coordinate ICT "Big Buy" procurement process;
- Finalize plans with IYF for developing new e-content field staff positions to assist in conducting field activities;
- Onboarding of CBP's two new staff members; and
- Onboarding of new TZ21 staff: Grants Coordinators, Program Support Officers, and Drivers.

#### **9.4 M&E**

- Review and respond to DQA recommendations;
- Perform DQAs for SMC and Reading Trainings; and
- Review PMP targets for 2012/2013 Annual Work Plan.

#### **Student Learning Assessment**

- Conduct a second items development; and
- Conduct meetings with NECTA officials to complete harmonization plans for student academic assessments.