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Annual Report—Final Approved

October 1, 2017, to September 30, 2018



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USAID TUSOME PAMOJA

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ACRONYMS

3Rs	reading, writing, and arithmetic
AT	academic teacher
CEM	Community Education Mobilizer
COL	Community of Learning
COP	Chief of Party
DCDO	district community development officer
DCOP	Deputy Chief of Party
DEO	District Education Office/r
DFID	UK Department for International Development
DPLA	Decentralized Periodic Learning Assessments
EGRA	Early Grade Reading Assessment
EMIS	education management information system
EQUIP-T	Education Quality Improvement Program-Tanzania
GOT	Government of the United Republic of Tanzania
HOS	head of school
HR	human resources
ICT	information and communication technology
INSET	in-service education and training
IR	intermediate result
IT	information technology
LGA	Local Government Authority
M&E	monitoring and evaluation
MOEST	Ministry of Education, Science and Technology
MOEVT	Zanzibar Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
PO-RALG	President's Office—Regional Administration and Local Government
PO-RALGSP	President's Office—Regional Administration, Local Government and Special Projects (Zanzibar)
PTA	parent–teacher association
PTP	parent–teacher partnership
REO	regional education officer
RTI	RTI International
SBCC	social and behavior change communication

SEL	socio-emotional learning
SIS	School Information System
SQAO	school quality assurance officer
STTA	short-term technical assistance
TC	Teacher Center
TIE	Tanzania Institute of Education
TLM	teaching and learning material
USAID	United States Agency for International Development
USG	United States Government
WEO	ward education officer
Y	Activity year
ZIE	Zanzibar Institute of Education

1. PROGRAM OVERVIEW

The US Agency for International Development (USAID) Tusome Pamoja Program is a five-year, education sector support program targeting better learning outcomes (focused on reading, writing, and mathematics) in pre-primary and primary early grades (Standards 1 through 4), in 31 Local Government Authorities (LGAs) of Mainland Tanzania across four regions of Tanzania—Iringa, Morogoro, Mtwara, and Ruvuma—and 11 districts of Zanzibar. The goal of the Program is to achieve improvement in age-appropriate, curriculum-defined levels of reading (with comprehension), writing, and mathematics at Standards 2 and 4 in the target areas. An additional objective of the Program is to develop, implement, and demonstrate best approaches to strengthen the quality of education in the target regions for replication consideration in other regions. Within the target regions, there is estimated to be in excess of 1.4 million students enrolled across all standards (grades), taught by more than 36,000 teachers in 3,037 schools.

The modality of USAID Tusome Pamoja is driven by the scale of the program. With 3,037 schools across 689 wards/32 districts (Mainland Tanzania) and 11 districts (Zanzibar), the Program adopts a within-system approach to ensure all schools and communities are reached through strengthened systems and administrators. This creates ownership at each level as system administrators, institutions, and other stakeholders are empowered and upskilled to drive their schools', wards', districts', and regions' success and thus achieve program success. **Table 1**, below, illustrates the scope of USAID Tusome Pamoja across schools in the four Mainland intervention regions and Zanzibar.

Table 1. Target Districts, Wards, Schools, Students, & Teachers

Target Area	Number of Districts	Number of Wards	Number of Schools	Number of Students	Number of Teachers
Zanzibar	11	0	285	316,507	9,000
Mtwara	9	191	663	221,946	5,638
Iringa	5	106	481	194,891	5,556
Morogoro	9	213	841	470,365	9,754
Ruvuma	8	173	768	285,634	6,354
TOTAL	42	683	3,038	1,489,343	36,302

USAID Tusome Pamoja is implemented in close collaboration with President's Office—Regional Administration and Local Government (PO-RALG) and Ministry of Education, Science and Technology (MOEST) for Mainland Tanzania; and by President's Office—Regional Administration and Local Government and Special Projects (PO-RALGSP) and Zanzibar Ministry of Education and Vocational Training (MOEVT) in Zanzibar. As the USAID Tusome Pamoja prime contractor, RTI has established offices in each of the four Mainland regions and Zanzibar, each led by a Regional Chief Education Advisor and supported by technical and operational officers. For each Mainland region, the Regional Secretariat provides oversight and

coordination of LGA activities. District administrations (notably the District Education Office [DEO]) lead the implementation of USAID Tusome Pamoja across the LGA, targeting district, ward, school, and community levels. In Zanzibar, the districts and teacher centers provide administrative and technical implementation leadership. The Zanzibar and Regional Program Offices, with support from the Dar es Salaam Office, provide technical, operational, and peripatetic support to each level of governance within each region.

USAID Tusome Pamoja implementation began on January 12, 2016, with a Start-up Phase (January 12 to September 30, 2016). Implementation began on October 1, 2016. The first Program support to beneficiary schools and communities began in November 2016 with guidance to parents and school committees to organize themselves to assist schools to strengthen their provision of education services. The first direct Program support to teachers and students commenced in February 2017 with the provision of 20 supplementary reader titles and teacher training focusing on phonemic awareness, phonics, and use of the supplementary readers in the classroom.

The USAID Tusome Pamoja reading strategy supports a predictable development pathway for children. This pathway flows from pre-reading (pre-literacy) through early primary grade reading skills. Several contextual influences, both home and school, might affect the length of the process of learning to read; however, the steps in the process do not vary and should be supported both in school and at home.

Before they can read, children first develop an awareness of sounds, such as their mother's voice, a dog's bark, or rain and later an awareness of the sounds letters and words make. This is called phonemic awareness and is a critical step in the process of learning to read. As pre-readers, young children also develop concepts of print, which refers to the fact that words can convey a message, that a book has a front and back, that we read from left to right and top to bottom. Concepts of print develop when children are read to by an adult or sibling and have access to books themselves. Oral language development is another key component of pre-literacy. Children learn new vocabulary through conversations and stories; they learn to take risks with language by singing songs, talking about stories, and asking questions. During this phase of reading development, children also develop the ability to control their behavior by listening to a story, following directions, and sitting attentively.

Children who are just beginning to put letter sounds together to create words and then combine words to make sentences are called emerging readers. Children in Standards 1 and 2 generally fall into this group of readers and benefit from systematic reading instruction, such as phonics. Here in Tanzania, many Standard 1 and 2 children are pre-readers and likewise benefit from phonics instruction.

After children develop phonemic awareness, through phonics they are guided in learning that each sound can be paired with a letter and vice versa. Through instruction, children learn that by pairing letters (and their corresponding sounds) together, they can sound out or decode simple words. As they learn more letter sounds, they are able to read more words. With continued instruction and access to books, children develop greater automaticity and fluency. Fluency is the reading of a text at a natural pace, with few mistakes and using proper expression. Fluency and reading comprehension (understanding) go hand-in-hand. Children who read accurately, with expression and with speed, are able to understand the text they are reading. Children who read slowly, who misread words, who do not pause at

punctuation to show expression, do not understand what they read. Because the goal of all reading is comprehension, guiding children through the development of reading skills (phonemic awareness, decoding, vocabulary and oral language, fluency, and comprehension) is critical to reaching the goal. The supplementary materials and instructional guide Tusome Pamoja has developed with the Tanzania Institute of Education (TIE) follow a phonics approach to reading instruction.

The strategy for the second year of full implementation (fiscal year [FY] 2017/2018) at scale was to reinforce teachers' understanding of phonics implementation through guided use of decodable materials, themselves tightly linked to the curriculum; apply the communities of learning within schools as a content delivery structure for continuous professional development; and strengthen post-training mentoring and support through teacher-to-teacher, academic teachers/section leaders, head of school (HOS) and ward education coordinator (now officer, WEO)/subject advisor interactions with school leadership. The system was supported by using decentralized periodic learning assessments (DPLAs) to identify and address gaps within school service delivery and provide targeted support by districts to specific areas (such as teacher absenteeism or teacher attitudes). Parents and community engagement focused on supporting the three Rs (reading, writing, and arithmetic) through both home-based support to children and partnerships with the school to promote opportunities to read.

1.1 Government Support

A key component of USAID Tusome Pamoja is to work with PO-RALG to support its priorities and ensure that good practices generated from the Program are sustained by integrating them within the existing institutional and management structures. Details of the capacity building actions taken with government counterparts are shown under each result area in Section 2.

During FY2017/2018, USAID Tusome Pamoja commenced working with PO-RALG Mainland to ensure that the available Program technical and resource support for mathematics is leveraging existing quality products for timely delivery and cost-effectiveness. Following PO-RALG recommendation on using TIE/Education Quality Improvement-Tanzania (EQUIP-T) math training materials, Tusome Pamoja has adopted the materials for use in math training, which is scheduled for Quarter (Q) 2 of FY2018/2019.

USAID Tusome Pamoja has also started working with relevant education authorities to support government strategies for improving quality education delivery through communities of learning (COLs), DPLAs, and parents and teachers partnerships (PTPs) with lessons drawn from the program implementation.

COLs are a cost-effective platform/forum for teacher continuing professional development that will help solve a teacher in-service education and training (INSET) challenge. COLs are being implemented in the program regions and Zanzibar in line with the National Teacher Continuing Professional Development Framework being developed. Tusome Pamoja practice is being followed closely by MOEST and will inform its implementation nationwide.

DPLA uses district school quality assurance officers (SQAOs) to periodically visit some selected schools to assess learning and the environment at the school and provide feedback to the district education authorities of learning progress in their

district. As DPLA is done twice a year, it provides evidence and level of performance for the authorities to take timely and appropriate actions.

PTPs have opened up schools to respective communities, and parents have willingly participated in solving school challenges that initially hampered effective learning for all pupils. Recognizing the benefits of this partnership, there have been requests from PO-RALG for assistance in designing a model that is replicable and scalable in other regions.

There remain some external challenges that the Program will continue to manage in 2018/19 including: (i) the negative impact of a tuition-free policy that has been interpreted by parents to mean that they need not contribute to schools through PTP; (ii) funding for ward education officer (WEO) visits to schools allocated as an allowance to WEOs rather than through a fuel and maintenance budget line item; and (iii) frequent transfer of teachers between schools and between standards within schools, diluting the impact of training.

In general, over FY2018 there have also been a number of significant drivers that have supported implementation of the Program and provide optimism for scale-up and sustainability. Of note are (i) positive relations between USAID and the Government of Tanzania (GOT) and flexibility on both sides in support of Tusome Pamoja activities; (ii) strong programmatic relations with GOT, reinforced by a pro-active project coordinator in PO-RALG (Mainland) and the appointment of a counterpart in TIE for the program; (iii) close relationship with the United Kingdom Department for International Development- (DFID-) funded EQUIP-T project that has allowed coordination in school information system (SIS) implementation and the adoption of EQUIP-T-developed modules for Standard 1 and 2 math training; (iv) strong support in Zanzibar, as evidenced by the decision by MOEVT to add a specific period in the timetable for reading as a subject; and (v) strong regional support for the use of COL to deliver continuous professional development.

Table 2 shows an overview of progress for each result area in FY 2018. Appendices to this report provide further information: **Appendix A**, Financial Statement, USAID Tusome Pamoja (July–September 2018); **Appendix B**, Key Stakeholder Meetings (July–September 2018); **Appendix C**, Summary of International Short-Term Technical Assistance Visits in FY2018; **Appendix D**, Anticipated International Travel for Q1 of FY2019 (October 2018–December 2018); **Appendix E**, Materials and Beneficiaries by Activity; **Appendix F**, Deliverables Table; **Appendix G**, Human Resources Activity, October 2017–September 2018; **Appendix H**, Procurement Activities, FY2018; **Appendix I**, Face-to-Face Training Modality.

2 YEAR 3 PROGRESS

2.1 Interventions, Beneficiaries, and Materials

Covering the period October 2017 to September 2018, **Table 2** shows progress per result area.

Table 2. Progress per Result Area 2018

Activity		Status	Deliverable / Scope
Result Area 1. Teacher and Class-focused			
Standards 1–2: Development of Learning Materials		Completed, Q1 FY 18	Set of 3 student books/Standard 1 and 2 to support early grade reading development
Outcomes (or brief description)	Decodable readers (3 books, Standard 1; 3 books, Standard 2), developed with TIE/ZIE in 2017, pre-tested, finalized, and distributed to classrooms.		
Standards 1–2: Development of Teaching Materials		Completed, Q4 FY18	Set of instructional materials to support teaching reading with decodable readers
Outcomes (or brief description)	Instructional tool/guide for teaching of phonics through 5 components of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) for use with decodable readers, developed, pre-tested, finalized, and distributed. Ensures fidelity of instruction.		
Pre-primary: Development of student books and teacher guide		Completed, Q1 FY18	24 titles of storybooks with one big book and 5 small books of same title to be used to teach pre-literacy skills
Outcomes (or brief description)	24 titles of big and small books developed, piloted, finalized, and submitted to TIE		
Standards 3-4: Development of student learning materials and teachers support tool		Zanzibar –Completed, Q4 FY18	14 (Mainland) and 16 (Zanzibar) nonfiction titles
		Mainland – In progress	
Outcomes (or brief description)	Zanzibar: Together with ZIE, developed, pre-tested, and finalized 16 nonfiction titles, all linked to curricular topics (math, science, social studies, civics), to be used in Kiswahili literacy as well as across the curriculum in Standard 3 and 4 classrooms; all 16 submitted for approval to ZIE. Mainland: Together with TIE, developed 14 nonfiction titles, all linked to curricular topics (math, science, social studies, civics), to be used in Kiswahili literacy as well as across the curriculum in Standard 3 and 4 classrooms.		
Standards 1-2: Training		Completed, Q4 FY18	
Outcomes (or brief description)	INSET on literacy assessment and COL; INSET on the use of instruction tool for teaching phonics using decodable stories All Standard 1 and 2 teachers commence improved mastery of improved pedagogy for teaching reading through phonics as measured by improved scores on classroom observation instruments. Within COLs, school leaders support continuous professional development of teachers, specifically in the areas of reading and writing instruction.		
Pre-primary Pilot: Training			
Outcomes (or brief description)	Pre-primary teachers, head teachers, WEOs in two pilot districts commence mastery of improved pedagogy and assessment of pupil school readiness; all pre-primary teachers (professional and volunteers) in pilot schools trained		
Math: Training Plan		In progress	Development of training plan with PO-RALGSD and ZIE for improved math instruction in Standards 1 and 2
Outcomes (or brief description)	Analysis of TIE Math Modules for Standards 1 and 2; selection of 1) teaching number concepts and operations, and 2) use of teaching aids for INSET		

Activity		Status	Deliverable / Scope
Result Area 2. School and System Focused			
Decentralized Periodic Learning Assessment		Q3 FY18	Round 3 data collection and analysis
Outcomes (or brief description)	Sampled and reached 12,996 pupils through DPLA from 589 schools in 31 districts in the Mainland and 95 schools in Zanzibar.		
SIS Mainland		Q2 FY18 Q3 FY18	Tablet delivery Data entry training
Outcomes (or brief description)	Delivered 3,613 tablets to PO-RALG for all schools, districts, and regions from four USAID Tusome Pamoja regions in Mainland Tanzania; trained 40 national facilitators from PO-RALG and LGA to facilitate SIS familiarization and data entry of ward, district, and regional stakeholders and head teacher SIS rollout orientation. First round training delivered to all head teachers.		
SIS Zanzibar		Q2 FY18 Q4 FY18	Tablet delivery Data entry training
Outcomes (or brief description)	Commencement of coding of SIS Zanzibar application, delivery of 397 tablets to MOEVT for all government primary schools, teacher centers, and districts; conducted workshop with MOEVT, teacher center, and district personnel for adaptation of SIS orientation materials.		
Midline Assessment		Q4 FY18	Completed
Outcomes (or brief description)	Midline assessments were completed in September, based on an adapted early grade reading assessment. Results have been analyzed and are now available, demonstrating some positive change.		
Operational Research - Social Emotional Learning		Q2 FY18 Q2 FY18	Workshop Final research paper
Outcomes (or brief description)	Workshop for dissemination of social emotional learning (SEL) was conducted in February 2018; SEL 2017 research paper shared with USAID for final input prior to distribution to stakeholders (March 2018).		
School-Level Mentoring and Monitoring		Ongoing	WEO visits to schools and DEO coordination meetings
Outcomes (or brief description)	Ward- and LGA-level facilities for weekly and monthly mentoring and monitoring visits were launched across the Program target districts. These activities are expected to continue through to and beyond Program completion. Results of surveys indicate the majority of WEOs are visiting schools twice monthly and are reporting to DEO monthly.		
Result Area 3. Community Focused			
Establishment of Community Education Mobilizer (CEM) network		Q1 FY18	CEM network capacity built and ready to implement
Outcomes (or brief description)	A total of 5,574 CEMs have been trained to improve their facilitation and mobilization skills. WEOs were mobilized in this process to deliver training to the CEMs and ensure proper implementation at the ward level, as well as provide head teacher orientation. DEOs, district adult education officers, district community development officers (DCDOs), and district statistic and logistics officers participated effectively as trainers for the training of trainers, while the Regional Secretariat was involved to improve its oversight role.		
Reading and learning at home		Q3 FY18	Plans developed and actions launched in communities
Outcomes (or brief description)	5,574 CEMs were further trained in the first of a series of modules, to provide awareness creation to the parents, caregivers, siblings, and community members to engage in after-school support for reading at home. CEMs went on to share the skills and ideas from this training and develop plans with parents on how they can support learning at home.		
Stories of Change		Q4 FY18, Ongoing	Process completed in 3/5 regions

Activity	Status	Deliverable / Scope
Outcomes (or brief description)	<i>Stories of Change is a 3-stage process that 1—teaches LGA officers to identify and develop good practice case stories from schools and communities in their districts; 2—shares these case stories with local media; 3—develops a sharing and broadcast plan with media for replication and scale up of good practice.</i>	
BBC Media Campaign	Q4 FY18	Broadcasting commenced in all regions
Outcomes (or brief description)	<i>In September, regional radio stations from each of the Program regions have begun broadcasting positive education stories and social and behavior change communication messages. BBC Media Action builds capacity and coordinates broadcast strategies of these media partners.</i>	
Equity and inclusion	Q4 FY18	Materials developed, tested, and edited
Outcomes (or brief description)	<i>The final self-learning materials have been developed, tested, and edited for final printing and sharing with the CEM network. The materials aim for skilled individuals and groups to learn basic principles of equity and inclusion and use them to analyze the situation in their schools and community, leading to development of a plan of action to address barriers.</i>	

Table 3 provides an overview of beneficiaries supported and materials supplied, with a more detailed list of beneficiaries by specific activity provided in **Appendix E**.

Table 3. 2017/2018 Program Intervention Beneficiaries & Materials Delivered

Category	Number beneficiaries trained or materials supplied by region					Intervention total	Average number of days training per beneficiary
	Iringa	Morogoro	Mtwara	Ruvuma	Zanzibar		
Standard 1 & 2 teaching and learning materials	271,121	573,334	356,611	407,914	5,485	1,614,466	-
Pre-primary teaching and learning materials	0	0	28,002	-	-	28,002	-
Community and parent engagement materials	4,715	7,921	8,110	7,143	2,634	30,523	-
Number of pre-primary teachers trained	-	-	209	-	-	209	9
Number of teachers trained (Standard 1 & 2 and academic teachers)	1,838	2,911	1,910	2,470	1,315	10,444	5
Number of head teachers trained	558	1,054	780	1,027	360	3,779	10

Category	Number beneficiaries trained or materials supplied by region					Intervention total	Average number of days training per beneficiary
	Iringa	Morogoro	Mtwara	Ruvuma	Zanzibar		
Number of education administrators (WEOs, DEOs, subject advisors, SQAOs, etc.)	241	471	443	343	178	1,676	9
Number of community leaders trained (CEMs, PTPs)	945	1,621	1,297	1,533	542	5,938	2
Number of other Regional Secretariat/LGA officers trained	35	33	33	22	95	218	7

2.2 Responsive Implementation

USAID Tusome Pamoja has been implemented as a learning project, specifically designed to get materials and training into schools quickly and to then learn from the implementation and use of these materials. **Table 4** highlights how this philosophy was implemented by highlighting specific issues identified during regular monitoring and supervision and demonstrating how the Program adapted to reflect the lessons learned.

Table 4. USAID Tusome Pamoja 2017/2018 Adaptive Management Response to Lessons Learned

Lesson Learned	Implementation Response
Teachers lacked the capacity to implement phonics-based instruction with decodable readers.	Developed a teaching tool aligned to the decodable readers to serve as a practical instructional guide for using the decodable readers to teach the core competencies of reading.
Government counterparts lack understanding, knowledge, and skills regarding phonics instruction.	Training of Teacher Training College (TTC) tutors and zonal and district education officers for further capacity building of school leaders and teachers; upcoming study tour to Tusome Pamoja/Kenya in 2019.
Initial trainings of teachers did not result in improved teaching practices; full coverage of training across Standards 1–2 teachers was lacking due to teacher attrition and relocation; and head teachers lacked the capacity to fully support the teaching of reading in classrooms.	Adjusted the modality to reflect practical training sessions to build the capacity of academic teachers, head teachers, and WEOs to train, model, coach, and mentor teachers at the cluster, ward, and school levels. Within COLs, principals of adult learning are used to train teachers through peer observation and learning, self-study, mentoring, and coaching to become better teachers of reading and writing. Through COLs fidelity of instruction is also strengthened and better monitored by school leaders.
Teacher material content in support of 5 core competencies of reading and usage of decodable readers is too conceptual and theoretical for understanding and use by teachers, head teachers, and WEOs.	Redesigned training delivery to include Teacher Training College tutors as master, regional, and district trainers; enhanced training content to include principles of adult learning.

Lesson Learned	Implementation Response
Demand for pre-primary support is greater than forecast at central and sub-national levels.	UASID Tusome Pamoja implemented a 2-year pilot in 2 districts in Mtwara for pre-primary, which supported the development of a full set of supplementary teaching and learning materials for syllabus delivery, and teacher training in support (within original budgetary provision). The endline evaluation will be conducted in February 2019.
Use of national textbooks of reading and writing instruction.	Instructional tools as well as decodable books are aligned to letter sequence and writing activities in national textbooks.
The need for two separate programs in Mainland Tanzania and Zanzibar results in greater time and resource requirements for meeting individual targets representing both locations.	USAID Tusome Pamoja has refined its processes to more effectively implement one program across the two administrations of Mainland Tanzania and Zanzibar. While there is only sufficient technical assistance for one implementation, the willingness and interest of government in Zanzibar has facilitated the work somewhat. Collaboration remains challenging given policy, language, and implementation, timeline differences.
Regional government has proven that it can operate in a reasonably decentralized manner to address challenges.	Variations across Program regions, in addressing policy shifts and clarifications, demonstrate that Regional Education Office and regional government are able to act with reasonable autonomy. Their future engagement with the Program and planning is essential to success.
The results of education projects are not having impact at the policy level. Data generated are not fully informing system challenges, and interventions are not fully able to demonstrate future best programming for the system.	Tusome Pamoja is working with sector actors to better highlight challenges and responses to pre-primary and primary sectors. Focus is on partnership with government and dialogue around what the empirical data show and how the various actors are responding. Government and non-government actors must work in harmony to address both the problem and equity issues arising from a few larger programs focusing on a few regions, with little to no support in other regions.
Focus on quality assurance at school level in practice has improved, and DPLA is well accepted as a best practice approach from LGA to central levels.	USAID Tusome Pamoja has worked more closely with the Quality Assurance Framework programming to demonstrate how Program activities focusing on within school "supervision" and immediate, ward-level "quality assurance" can be aligned to the framework for trial and eventual national programming using DPLA tools to demonstrate good practice.
Timely action and analysis of policy shifts are essential to maintaining activity levels.	Improved lines of communication between the Program and central government, and a dedicated advocacy team, have proven critical to navigating the political context faced by Tanzania at present. Relationships and government support have grown accordingly.
CEM volunteers have demonstrated a willingness to engage with the Program and act as key implementers.	The CEM network of volunteers, originally developed for Community Education Mobilization and Education Planning implementation, has largely embraced a continued role in delivering further training in communities. USAID Tusome Pamoja has used this opportunity to develop a very low-cost delivery of community engagement support activities in 2018.
Within regions, the actions and impact of Tusome Pamoja are highly regarded, however the Program and its approaches do not have a strong national recognition, making policy influence challenging.	In 2018 the program worked to highlight the good practice of Tusome Pamoja through evidence-based advocacy efforts. Specifically, project management has been responsive to a variety of central PO-RALG and MOEST requests that have increased national interest in the program.

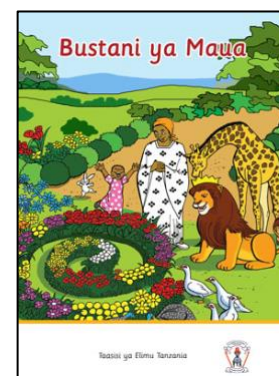
2.3 Key Achievements

Result Area 1 Teacher and Class-Focused

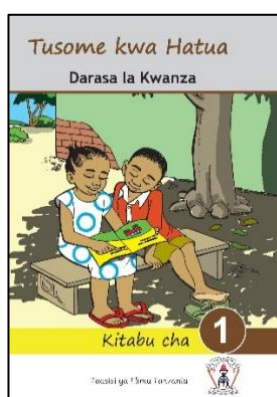
Materials Developed and Distributed to Classrooms

1. Story Books for Pre-Primary (Mtwara)

Highly engaging storybooks for pre-primary learners and teachers are closely aligned to the new pre-primary curricular topics. Stories support pre-literacy development of skills such as oral language, vocabulary, and connections to real life. Each title set includes big books for teachers and five small copies of the same title for learners. Pre-primary materials were rolled out for teachers and school leaders in April/May 2018



2. Decodable Readers (Zanzibar, Iringa, Mtwara, Ruvuma, Morogoro)

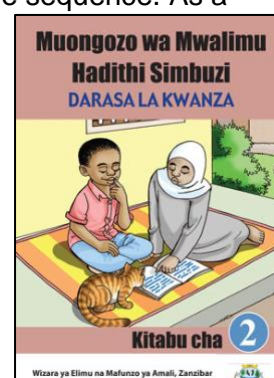


To support children in learning to read through a phonics approach, Tusome Pamoja, with TIE and ZIE, developed sets of decodable stories for Standards 1 and 2. “Decodable” stories use words that contain only letters already taught and learned. The letter sequence is based on the scope and sequence clusters developed by TIE and Zanzibar Institute of Education (ZIE). The stories, generally a mix of narratives, poetry, and informational text, grow in complexity and length as the number of letters increases in the sequence. As a result, students are able to decode, or sound out, all of the words in a

given text. They practice fluency building and also have an opportunity to build comprehension through an “activities outline” in the teaching tool. Decodable readers were distributed in February 2018.

3. Standard 1 & 2 Decodable Readers Teaching Tools

USAID Tusome Pamoja created an instruction guide, linked to both the decodables and the national syllabus.

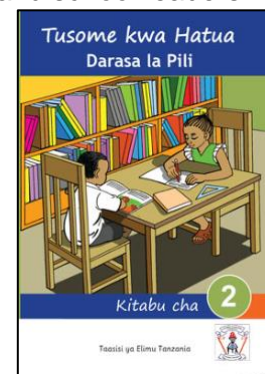




After provision of decodable storybooks, Standard 1–2 teachers requested instruction support in using them to teach reading. Therefore, USAID Tusome Pamoja developed two important instructional materials for teachers—a Decodable Teacher’s Guide for Zanzibar and an adapted version for Mainland regions. The instructional tool guides teachers through phonics lessons that match the stories. It was designed to strengthen fidelity of instruction. Both were rolled out for teachers and school leaders in May–July 2018.

The guides support teachers in the following areas:

- Letter sequence, aligned with TIE scope and sequence for literacy development
- I Do, We Do, You Do instructional strategy
- Each of the five components of reading
- Use of decodable stories for instruction
- Before, during, and after reading activities
- Integration of writing instruction with reading
- Teaching tips for classroom management, gender equity, and COLs

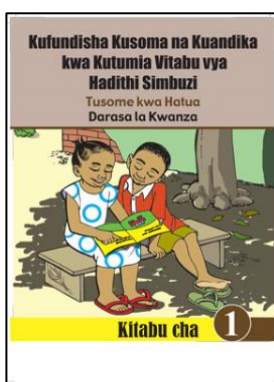


4. Nonfiction Readers

As students progress to Standard 3 and 4 and are able to read with a higher level of fluency and greater comprehension, they begin *reading to learn*. To support this, together with TIE and ZIE, USAID/Tusome Pamoja developed nonfiction books to support children in “reading to learn” curricular content and by informing children about the world around them. When used in content areas, these readers spark pupils’ curiosity and imagination while they learn about new topics. Nonfiction books are reader-friendly, are written with simple text, and offer colorful illustrations, all of which serve to scaffold struggling and non-readers who may not be able to read the textbooks. Nonfiction readers help pupils learn new



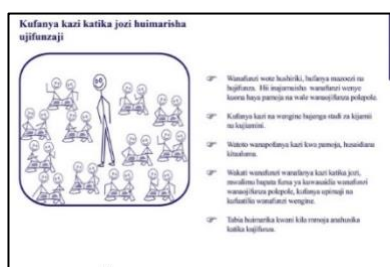
vocabulary and become familiar with text features and organization of informational text. Each book includes instructional support for teachers.



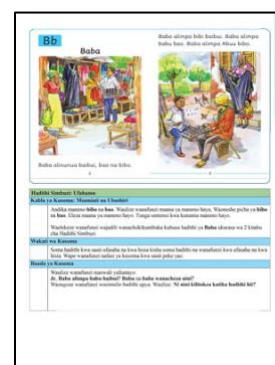
5. Decodable Tool Training

The USAID Tusome Pamoja management team adapted the last year’s training model to address several key challenges: (i) incomplete training cycles due to teacher attrition and reassignment, (ii) poor implementation of COLs as a forum for continuous professional development, and (iii) limited training resources (or lack of success of large-scale national trainings).

The training modality for use of the decodable tool for teachers focused on within and close-to-school mentors, which addresses the first two challenges mentioned above. The model provided for more effective, continuous, and within/near school training and will have a greater impact in the classroom than a time-bound, single training workshop. Additionally, the training structure of providing close-to-school support and training reinforces faithful application of the teaching methodology as outlined in the instructional tool.



The training content topics were: principles of adult learning, use of the instructional support guides for teachers, and implementation of COLs as a forum for delivery of training to teachers. School leaders attended a final day of training to address monitoring and supervision.



See **Appendix I** for the face-to-face training plan.

Gender and Inclusion

The USAID Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials was used as a reference to ensure that all materials developed by Tusome Pamoja are free from bias and promote gender equality and inclusiveness for all marginalized, vulnerable, and disadvantaged groups.

All teaching and learning materials were reviewed for the following:

- **Proportionate frequency of the representation in text of groups**, such as religious groups, people with disabilities or other minority groups, and female and male characters
- **Gender-equitable and inclusive illustrations** (men and boys/women and girls, various ethnicities, and approximately 15% of all illustrations presenting characters with disabilities)
- **Gender-equitable and inclusive language**, for example, when female characters are identified by familial relationships such as mother, then male characters should be identified in the same way, i.e., as uncle or father, and when identified by broader social roles, as a teacher, for example, both male and female characters are identified similarly
- **Gender-equitable and transformational roles**, considering relationships between women and men as well as those between people with and without disabilities are represented with mutual respect and equal participation in traditional and non-traditional roles and leading and supporting roles

Capacity Building

A primary component of the Tusome Pamoja Program has been to implement through teaching and learning materials and training through existing government structures of TIE, Teacher Training Colleges, schools, and zonal and district education offices. By doing so, the capacity of education professionals improves, activities become more sustainable, practices and policies are positively influenced.

and learning is enhanced. To achieve this, Tusome Pamoja has implemented the capacity building actions shown in **Table 5**.

Table 5. Result Area 1 Capacity Building

Focus Area	Methodology / Approach	Target + Secondary Target
Reading and Writing Instruction	<p>Tusome Pamoja works with Teacher Training Colleges (TTCs) to build the capacity of ward education officers (WEOs), head teachers (HTs), and academic teachers (ATs) to provide technical oversight of reading and writing instruction. WEOs, HTs, and ATs were prepared to train teachers in the use of the decodable instructional tool in the teaching of reading and writing in Standards 1 and 2.</p> <p>Skills: <i>Phonics as a methodology for literacy instruction, use of decodable instruction tool for lesson planning and implementation, use of teaching aids (letter and word cards)</i></p>	<p>Zonal and district School Quality Assurance Officers (SQAOs), District Education Officers (DEOs), TTC</p> <p>Subject Advisors (SAs), WEOs, HTs, ATs</p>
School Leadership	<p>Tusome Pamoja provides training to school leaders and WEOs to build their capacity in school leadership and support of teachers' professional development in Communities of Learning (COLs).</p> <p>Skills: <i>Principles of adult learning, continuous professional development (CPD) of teachers through COLs, monitoring and supervision; technical oversight of literacy instruction</i></p>	<p>SAs, zonal and district SQAOs, DEOs</p> <p>WEOs, HTs, ATs</p>
Continuous Professional Development (Reading and Writing instruction)	<p>Tusome Pamoja works with tutors from regional TTCs to build the capacity of ward and school leaders and ATs to train Standard 1 and 2 teachers; WEO, HTs, and ATs along with DEOs and SQAOs were trained to provide teachers with professional development at the school and ward levels; training culminated with re-implementation of COLs, promoted by the MOEST. COLs are scheduled to meet twice weekly throughout the school year to continue supporting teachers in their professional development.</p> <p>Skills: <i>principles of adult learning, CPD strategies, structures and content for COLs, strategies for efficient and sustainable in-service education and training, training planning and coordination</i></p>	<p>Tutors from TTCs, WEO, HTs, ATs, classroom teachers</p>
<p>Tanzania Institute of Education (TIE)</p> <p>Zanzibar Institute of Education (ZIE)</p>	<p>Tusome Pamoja was requested to support TIE in two activities that provided capacity building to its staff: 1) revision of math, reading, and writing teacher guides, and 2) revision of CPD modules (sponsored by UNICEF).</p> <p>Under the guidance of Tusome Pamoja reading specialists, TIE staff were involved in the review, analysis, and selection of nonfiction books.</p> <p>Skills: <i>teaching methodology, teaching and learning activities, participatory training content, material development and content review, material testing</i></p>	<p>ZIE/TIE staff, university professors, TTC tutors</p>

Result Area 2

School and System Focused

1. Decentralized Periodic Learning Assessment

DPLA Phase 3 data collection was conducted in April 2018. Data were collected from schools as shown in **Table 6**. The DPLA approach collects data from sampled schools twice a year. The data were collected from 19 randomly selected schools in order to obtain a representative sample of the district; that is, data were collected from 31 districts in the Mainland and 5 Inspectorate regions in Zanzibar.

Table 6. DPLA Data Collection

Region	Number of Schools	Number of Pupils Assessed
Iringa	95	1,805
Ruvuma	152	2,888
Morogoro	171	3,249
Mtwara	171	3,249
Zanzibar	95	1,805

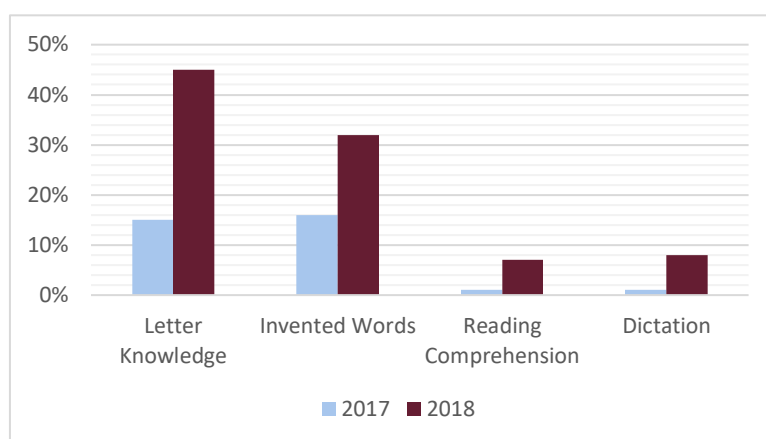
Tusome Pamoja DPLA focuses on Standard 2 reading and data collected across a large range of indicators broadly falling into three categories: 1) School Inputs; 2) Teacher Practice; 3) Student Performance.

Students' performance was assessed through a Group Administered Learning Assessment, which was designed to collect student performance data on four early learning skills: letter recognition, decoding, reading comprehension, and writing (via sentence dictation). Specifically, the standards for the indicators in this category were as follows:

- **Letter Knowledge:** Students are able to correctly identify at least 9 of 10 letter sounds
- **Invented Words:** Students are able to correctly identify at least 8 of 10 invented words
- **Reading Comprehension:** Students are able to correctly answer at least 4 out of 5 reading comprehension questions (based on a passage they read)
- **Sentence Dictation:** Students are able to correctly dictate at least 8 correct words from three dictated sentences

The following results show the percent changes from April 2017 to April 2018 of schools meeting student performance standards across four skills. It is important to note that these data were collected at the beginning of the school year.

Figure 1. Ruvuma – Percentage of Schools Meeting Standard



The percent of schools meeting standards increased for all four indicators from 2017 to 2018 in Ruvuma (**Figure 1**). The largest gains were made in letter knowledge (30%); the percentage for inventive words doubled.

Figure 2. Iringa – Percentage of Schools Meeting Standard

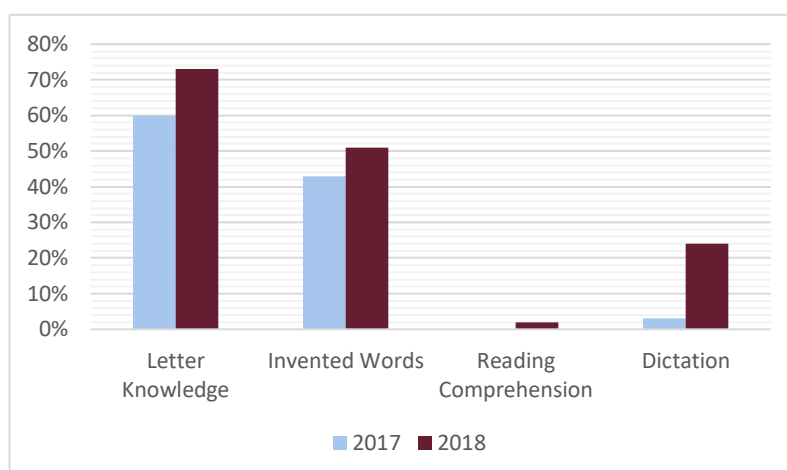
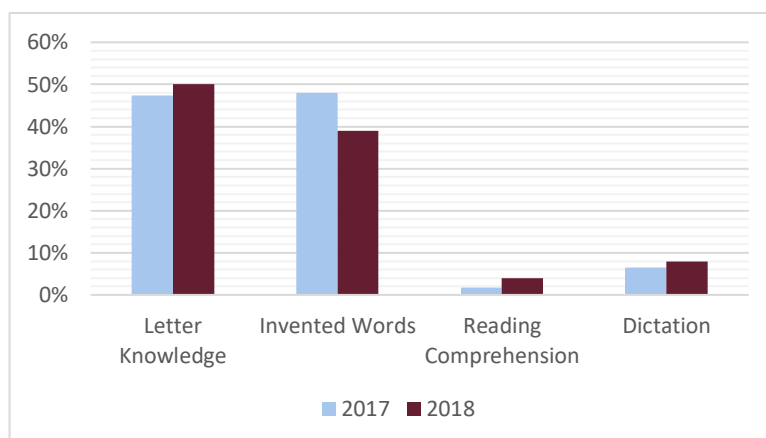


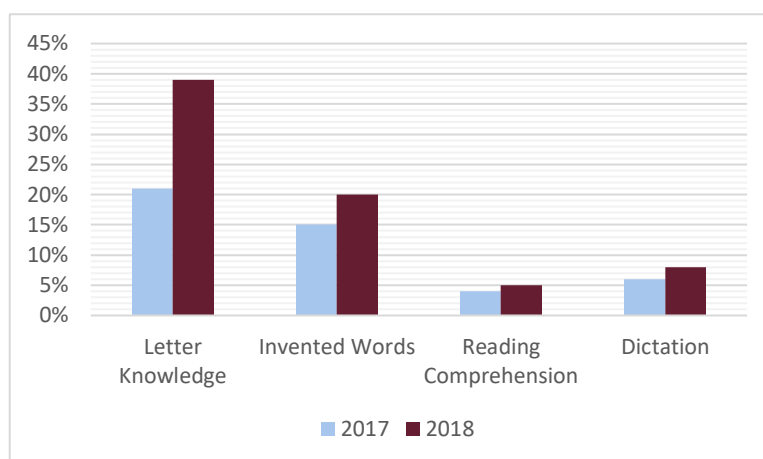
Figure 3. Morogoro – Percentage of Schools Meeting Standard



There were increases across all four indicators from 2017 to 2018 in Iringa (*Figure 2*). Percentages of students' meeting standards for reading comprehension, while moving from 0 to 2%, still remain low. *Figure 3. Morogoro – Percentage of Schools Meeting Standard*

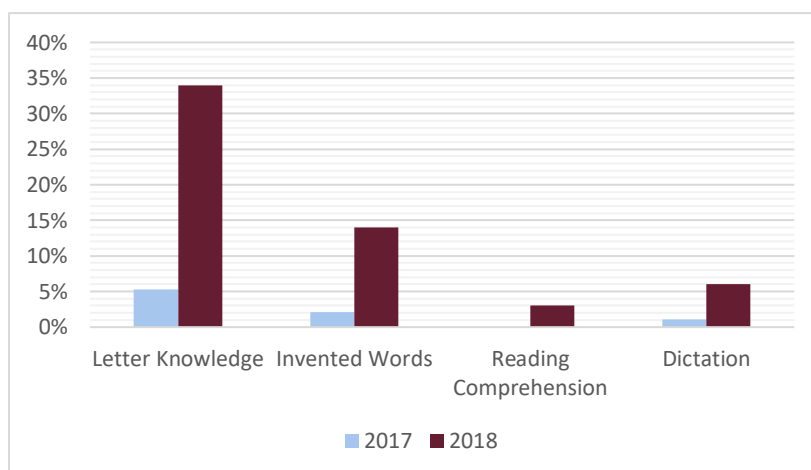
The performance standards across four skills remained consistent over the year for three of the indicators in Morogoro (*Figure 3*); however, scores on invented words decreased from 2017 to 2018.

Figure 4. Mtwara – Percentage of Schools Meeting Standard



There were increases in letter knowledge (18%) and invented words in Mtwara (*Figure 4*). Performance levels remained relatively consistent for reading comprehension and dictation from 2017 to 2018.

Figure 5. Zanzibar – Percentage of Schools Meeting Standard



Zanzibar demonstrated the high percentage gains in letter knowledge and invented words at 19% and 12%, respectively (*Figure 5*). These are significant, as the starting point in Zanzibar 2017 was far behind other regions.

In summary pupil performance remains low, particularly for higher-order skills; however, there are small to moderate improvements in percent of schools meeting

standards for all 4 subtasks (letter knowledge, invented words, comprehension, and dictation) across all regions, with only one exception for invented words in Morogoro.

2. SIS Materials Development and Orientation

USAID Tusome Pamoja distributed 3,513 tablets, solar chargers, and protective cases to the head teachers, DEOs, and regional education officers (REOs) in four USAID Tusome Pamoja regions in Mainland Tanzania (March 2018). The Program trained 3,889 head teachers, WEOs, REOs, DEOs, regional communication technology officers, information and communication technology officers, and statistics and logistics officers on introduction to SIS and tablet familiarization (July 2018). The training was facilitated by national trainers from PO-RALG and best performers from Tusome Pamoja regions.

3. Zanzibar EMIS and SIS

In Zanzibar USAID Tusome Pamoja has laid the foundation with the Zanzibar MOEVT to implement the SIS in all government schools, including pre-primary, primary, and secondary. With the Program's assistance, the Ministry has formed an SIS implementation team comprised of selected technical staff from across key departments, developed orientation and training materials for head teachers to utilize the system, and conducted user acceptance testing and piloting of the software application. In addition, the Ministry has invested significantly from its budget to procure tablets for secondary schools and orient secondary school head teachers on their roles and responsibilities for SIS implementation. USAID Tusome Pamoja has fostered key buy-in from across Ministry departments, including the Zanzibar Examinations Council, Department of Teacher Education, and PO-RALG to use the SIS data as the source of record for registering students in the examinations and recording teachers' participation in teacher training. In addition, USAID Tusome Pamoja has strengthened the Ministry's capacity to develop and disseminate school, district, and teacher center performance reports for future inclusion in district/teacher center monthly reflection meetings and school management/PTP discussions.

4. Operational Research

The 2017 research topic was social and emotional learning (SEL), with research in 29 schools in Mtwara into teachers', pupils', and parents' perspectives on the qualities that help students achieve success in school. The workshop to disseminate SEL research to stakeholders was conducted in January 2018 and attracted a great deal of

interest. It was well attended by various stakeholders, including the following:

- Dr. Leonard Akwilapo, MOEST Permanent Secretary
- Dr. Avemaria Semakafu, MOEST Deputy Permanent Secretary



MOEST Permanent Secretary Dr. L. Akwilapo contributing during SEL presentation (photo: RTI)

- Dr. Edicome Shirima, Commissioner of Education
- Mr. Gerald Mwel, MOEST Director of Policy and Planning
- Mr BN Oganga Director of Primary Education
- Lujeko Mwinuka, MOEST Quality Assurance
- Ms. Asha Ghuhiya, TIE Director of Research and Information and Publication
- Dr. Jerome Machange; TIE Acting. Director of Curriculum Development and Review
- Dr. Vida Ngowi, TIE Pre- Primary Focal Person
- Dr. Alfred Mdim, National Examination Council, Head of Research and Evaluation

The participation of key government decision makers in the SEL findings dissemination event (e.g., Permanent and Deputy Secretary from MOEST, Commissioner, representatives from PO-RALG, National Examinations Council of Tanzania, TIE and development partners), and their commitment to the research, paved the way for Tusome Pamoja to begin SEL policy dialogue on how the findings could inform the design of this aspect of the curriculum, how they can be used to design activities that develop children's SEL at school, and how they can help design parental engagement activities based on an understanding of similarities and differences in the way children's competencies are valued at home and at school.

From the SEL findings, Tusome Pamoja submitted a paper to Global Education Review and ultimately produced a publication. The paper is titled "‘Respect Is an Investment’: Community Perceptions of Social and Emotional Competencies in Early Childhood from Mtwara, Tanzania," available here:

<http://qer.mercy.edu/index.php/qer/article/view/401>

The 2018 research topic is Communities of Learning: Best practices in the continuous professional development of 3Rs teachers in Tanzania; the case of Tusome Pamoja regions: Iringa, Mtwara, and Zanzibar.

5. Aims of the operational research on COL and use of research results

- To investigate aspects of the Tusome Pamoja Program that are relatively new to teachers and/or that teachers find challenging: COLs, which provide support to teachers at the school and ward-cluster level, and new evidence-based classroom practices.
- To understand what is working well currently and what the barriers to implementation are in order to improve effectiveness of activities.

6. Training workshop, participants, and data collection

- Workshop was held at the Regency Hotel September 17– 21 to plan and train for operational research. Participants were Tusome Pamoja Research team, Results Area 1 team, government partners, and external researchers.
- Data collection took place in Zanzibar September 24–28; in Iringa, September 30–October 5; and in Mtwara, October 8–12.

7. Use of Results

- The results of the research will inform the design of future training for teachers, WEOs, and head teachers.

Gender and Inclusion

All data collected in the Program have been desegregated by gender. This has provided strong insights into variations in Program inputs and outcomes and has enabled the Program to build gender-responsive techniques and key targeted messages into activities.

Current work with Miske Witt and Associates, Inc. (our gender expert sub-partner) has focused on reanalyzing our vast data collection to uncover key indicators of any gender and inclusion gaps that might be evident. This research is currently under way, with results expected in Q2 of 2019. The results of this data analysis should help design future gender, equity, and inclusion actions. The research focuses on the following areas.

- **Students**

Data regarding literacy and numeracy acquisition, reading preferences with a focus on fiction and nonfiction books, and peer-to-peer interactions in promoting gender equity in classrooms will be analyzed from midline data and other new surveys (student and teacher surveys) to be aligned with Result Area 2 activities.

- **Classroom/ School**

Information on gendered expectation and attitudes, gendered examples, and use of materials and gender-responsive teaching will be gathered and analyzed in collaboration with the Result Area 1 and Result Area 2 teams using teacher surveys and the classroom observation approach in sentinel schools.

Capacity Building

A core principle of the Tusome Pamoja Program has been to implement activities, at scale, through existing government structures. By doing so, education professionals improve their skills, activities are made sustainable, systems are strengthened, practices and policies are positively influenced, and actions are delivered efficiently. In order to achieve this, the Program has undertaken the capacity building actions show in **Table 7**.

Table 7. Result Area 2 Capacity Building

Focus Area	Methodology / Approach	Target + Secondary Target
DPLA	<p>Tusome Pamoja works directly with government counterparts to build their capacity to effectively monitor key inputs and outcomes in schools. Statistically significant random samples are taken in each Program district and are used to plan, with DEOs, bi-annual interventions to support education. Plans are delivered through WEOs.</p> <p><i>Skills: Random sampling techniques, use of school and student assessment tools, data collection, data analysis, reporting, planning and implementation coordination skills.</i></p>	National, zonal, and district SQAOs, DEOs, WEO

Focus Area	Methodology / Approach	Target + Secondary Target
EGRA and EGMA tools (midline)	These tools and approaches are used to objectively monitor student progress in reading, comprehension, and math skills. Tusome Pamoja collaborates effectively with PO-RALG staff, SQAOs, and XXXX to sample pupil progress across the Program. Skills: Random sampling techniques for school and student selection, tool use, data collection and analysis.	National and regional PO-RALG, REOs, SQAOs, DEOs
SIS	To rollout the SIS tablet-based monitoring and reporting system, PO-RALG has been tasked to lead implementation on the Mainland, with technical assistance from Tusome Pamoja. Program staff have worked alongside PO-RALG officers at central levels to help design and implement the program. Implementation training to HTs and WEOs is cascaded through a training delivered by a central-level team; recipients of the training include LGA officers for system support. Skills: Program planning, training development and delivery, budgeting, reporting, coordination and system support planning, technical training on tablet programming and use.	National PO-RALG, Regional District Statistician Regional and district IT DEOs, SLOs, WEOs
System strengthening	Improved system monitoring and reporting from school to ward to district, region, and central levels. A large proportion of the system strengthening has revolved around training WEOs (SAs in Zanzibar) to more effectively assess school performance and report key findings to the LGA level. To do this the Program has trained all WEOs and DEOs. Skills: School and classroom observations, management skills, reporting, data analysis, planning and communication.	DEOs SQAOs/ Inspectors WEOs/SAs REOs HTs Teacher
Joint Monitoring Visits	In 2018 Tusome Pamoja supported regional (REOs) and district (DEOs) education managers to respond to data and reports being generated by WEOs. Program staff visited districts, wards, and schools with local government officers, to impart skills in schools and system that maximize the value of a responsive management approach. Note: This approach will change a little for 2019 and be more focused on improving learning and support capacity for government counterparts. Skills: Use of system reports for planning actions, techniques in class and school observations and school and system support skills, effective communication and feedback.	REOs, DEOs, WEOs/SAs HTs, teachers

Result Area 3 Community Focused

1. Parental Support to Home Reading

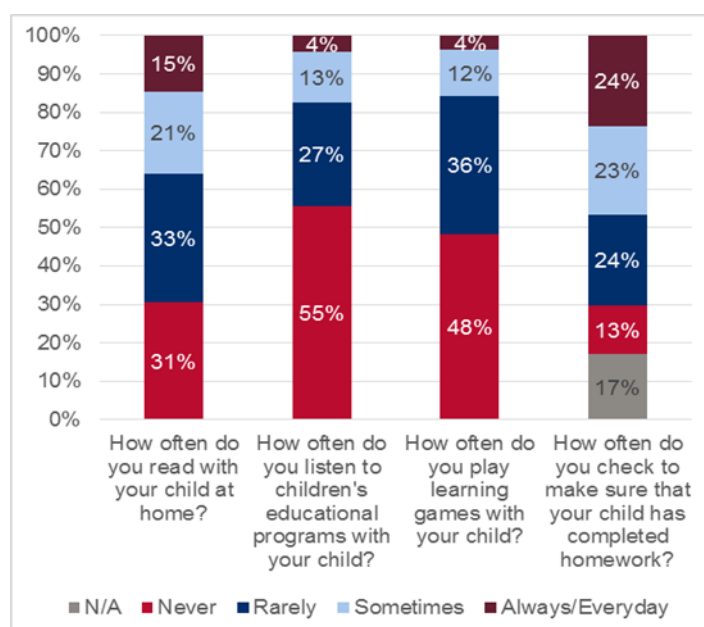
Parents' Support to Home Reading, a Community Education Mobilizer- (CEM-) led activity launched in January of 2018, was aimed at helping parents and the wider community support children's reading at home. The activity aimed to increase both parent and community awareness of the importance of reading at home and their capacity to support it. The Program equipped schools with targeted reading books (decodable readers) which students can take home after school. Parents have been provided clear instruction on how to help their child read, by either reading aloud to

the child or being read aloud to, and on how to provide a safe and supportive environment in which to learn (time and space to learn at home).

The Community Engagement Annual Monitoring Survey report was disseminated to government and other stakeholders in December 2017. It revealed that only 13% of Mainland parents and 15% of parents in Zanzibar read with pupils at home every day, and only 16% and 24% (respectively) checked pupils' homework daily. Nearly 50% of parents stated they never listened to educational programs, play educational games, or check homework. Fewer than 20% of parents reported performing daily priority secondary behaviors such as engaging in conversation with children about their school day, inquiring if children are experiencing difficulties at school with learning, or asking children about their teacher. In addition to that 30% of parents in Mainland Tanzania have reported low levels of volunteerism at school. **Figure 6** shows baseline findings.

The report concluded that parents are willing to volunteer, but uninformed on how they can participate and volunteer to help in school. Beyond basics of uniform and financial contributions, most parents do not fully understand the importance of helping with schoolwork and reading at home, but are willing to engage if they are instructed on how and what to do. Both parents and teachers welcome greater parental involvement in supporting school functions. Parents and teachers would like mechanisms to help monitor student performance and discuss together solutions.

Figure 6. Results from 2017 Community Engagement Survey



In September 2018, a random sample survey of 303 (10%) head teachers from all regions and districts of the Program was conducted. The survey captured the perception of head teachers on impact of the Parents' Support to Home Reading training. Results indicated that 281 head teachers (93%) reported books are now regularly borrowed from school to take home, and 278 (92%) reported that reading at home with parents and other family members has increased.

Further, CEMs have also received t-shirts and bags (April/May 2018), which will support mobilization activities in the communities, such as following up on reading activities of children with their parents or guardians at home. CEMs will further lead on emerging self-learning modules to be delivered via PTPs and other community groups in the coming year.

2. Capturing and Sharing Stories of Change

The Stories of Change concept was developed in Q3 of 2018, and its implementation began in August and September 2018. The capturing and sharing of success stories aim at promoting ongoing dialogue and learning about different interventions, including Tusome Pamoja. The stories foster **replication** of best practices and lessons learned to improve the quality of education across the wider community and promote all education events/activities occurring in the community.

The USAID Tusome Pamoja team conducted Stories of Change training in all five program regions of Zanzibar (June 2018), Iringa, Morogoro, Mtwara, and Ruvuma in August/September 2018. A total of 191 participants attended the training. The training included one representative from PO-RALG and two from the Ministry of Information; 31 regional representatives including communication officers, IT officers, community development officers, and REOs; and 184 district representatives including information, community development, education, and IT officers and WEOs.

Following the Stories of Change training of district officers and WEOs on how to capture and share Stories of Change, USAID Tusome Pamoja organized Stories of Change sharing meetings in Program regions of **Iringa** (September 2018), **Zanzibar** (June 2018), and **Morogoro** (September 2018). The Stories of Change sharing meetings included representatives from different education stakeholders including respective line ministries and national, regional, and local government and media representatives who reviewed and modified the collected success stories and planned jointly effective ways of sharing the stories. During sharing meetings, media partners discussed media contributions in collection and sharing stories to promote positive behaviors in improving early grade child learning.

Major Outcomes/Achievements in FY2018:

- A total of 35 Swahili draft stories were collected during September 2018
- Regional officers promised to develop 5 min video clips of stories of change and document the regional Stories of Change in a booklet
- All districts within Program regions developed a Stories of Change work plan
- A Stories of Change WhatsApp group was created for each Program region
- A total of 4 radio stations, 1 newspaper, and regional journalist promised to use their Facebooks, websites, and blogs to share Stories of Change. As an example, the radio station ZBC Pemba incorporated Stories of Change video clips during cinema shows in various rural villages
- The Ministry of Information, through its website, promised to provide a space for Stories of Change
- Two video documentaries showing stories of change were produced in Iringa and Pemba

3. Communication Campaign for Radio Broadcasts in Collaboration with BBC

The USAID Tusome Pamoja Program has three radio communication objectives: (i) promoting reading and literacy skills of children and parents/caregivers; (ii) enhancing the perception and confidence of parents/caregivers and community of the value of participating and interacting with children at home to stimulate reading; and

(iii) discussing challenges, barriers, and opportunities to promote all children's learning.

Before the implementation of radio programs in Program regions, the Tusome Pamoja team through BBC Media Action conducted a two-week training for local radio journalists and producers from BBC partner radio stations from the Program regions, as shown in **Table 8**.

Table 8. Radio Programming Training

Region	Corresponding Radio Stations	Trained Journalists	
		Journalists	Producers
Iringa	Nuru FM and Furaha FM	3	2
Morogoro	Abood FM	2	1
Mtwara	Safari FM and Jogoo FM	3	1
Ruvuma	Key FM and Jogoo FM	3	2
Zanzibar	Zenj FM	1	1
Total		12	7

On September 20, 2018 all radio stations started broadcasting radio programs under the name “*Soma Nami*” (Read with Me). A central **steering committee** was formed made up of two Tusome Pamoja, two BBC, and two central government representatives; and a USAID representative.

The steering committee is responsible for setting program themes, identifying opportunities, reviewing emerging issues, and supporting regional activities and meets monthly. At the regional level, **reference groups** were formed in August 2018. These consist of USAID Tusome Pamoja regional staff, media partners, regional government officers (REOs and regional communications officers). This group ensures that messages are appropriate, programs support the key principles promoted by Tusome Pamoja, communications are open, and action is being taken.

Gender and Inclusion

Equity and inclusion—A test-training in Iringa and Zanzibar (August to September 2018) focusing on equal access and opportunities in education was designed to assess the effectiveness of a self-learning manual.

The manual is designed to empower the community with enough knowledge and skills to identify and find solutions for equity issues in education in their respective areas. It has methods and techniques that will enable CEMs together with WEOs, village education officers (VEOs), and social welfare officers at the ward level to identify gender and equity gaps and develop action plans that will ensure all boys and girls, especially those who are vulnerable and marginalized, have an equal opportunity to acquire reading and writing skills. The full rollout is expected in the first quarter of 2018/2019.

Key concepts of Gender Equity and Inclusion have been shared with BBC Media Action, their regional radio partners, as well as other media actors and LGA officers during the “Stories of Change” rollout. As a consequence, BBC media partners have selected topics that discuss and deliver key messages via radio broadcasts.

Additionally, several inspirational stories on of women, who achieved success and credit teachers and the value of education, have been aired nationally.

Capacity Building

A core principle of the Tusome Pamoja Program has been to implement, at scale, through existing government structures. By doing so education managers and professionals improve their skills, activities are made sustainable, systems are strengthened, practices and policies are positively influenced, and actions are delivered efficiently. To achieve this, Tusome Pamoja has undertaken the capacity building actions shown in **Table 9**.

Table 9. Result Area 3 Capacity Building

Focus Area	Methodology / Approach	Target + Secondary Target
CEM Skills training and reading at home	<p>In order to train CEMs to be able to better mobilize and train their communities, a cascade training was launched in early 2018. The main delivery agents in this training were WEOs, who received training from DEOs, thus improving knowledge and skills for the whole system from LGA to school.</p> <p>Skills: <i>Effective communication techniques, adult learning, mobilizing community for planning and action, technical skills for home reading support.</i></p>	<p>CEMs, WEOs</p> <p>DEOs, parents</p>
Stories of Change	<p>This work involved LGA officers identifying, investigating, and documenting stories of good practice from across their districts, then sharing these with local media to reward success and replicate good practice.</p> <p>Skills: <i>Data and report reviews to identify success, interview techniques, reporting techniques, working with media, planning and coordination.</i></p>	<p>LGA level—District Communications Officers, District statisticians / IT, DCDOs, Social Welfare, DAOs, DEOs</p>
School Committee (SCs) and PTP monitoring and support	<p>PTP and SC oversight and support actions have been mainstreamed into WEO monitoring and reporting structures. As such, WEOs have been trained to effectively engage with and support PTPs and SCs.</p> <p>Skills: <i>Assessment tools, communications and support skills, reporting.</i></p>	<p>DEOs, DCDOs, WEOs</p> <p>PTPs, SCs</p>

2.4 Key Activities Planned for 2018–2019

Table 10 provides an overview of key activities for the coming period from October 2018 to September 2019.

Table 10. Key Activities for 2018–2019

Teacher and Class-Focused
<p>Pre-Primary: To complete the pre-primary pilot in Mtwara, USAID Tusome Pamoja will conduct an endline evaluation in the districts of Tandahimba and Mtwara DC.</p>
<p>Math: Training of academic teachers (ATs), head teachers (HTs), and WEOs in the use of TIE Math Modules #4 (<i>Teaching aids for teaching counting and number operations</i>) and #5 (<i>Learner's activities in learning concept of a number</i>) in Iringa, Morogoro, Mtwara, and Ruvuma. Together with ZIE, USAID Tusome Pamoja will develop contextually appropriate training materials for similar content. To start by</p>

Teacher and Class-Focused
November 2018 and complete by March 2018.
Nonfiction: The 16 books for Zanzibar, already reviewed and approved by ZIE, will be printed and distributed to Standard 3 and 4 classrooms. The 14 Mainland books will be pre-tested, revised, and finalized for pilot use in Mtwara. Training of ATs, HTs, and WEOs (subject advisors in Zanzibar) in the use of nonfiction books to support reading development of Standard 3 and 4 pupils. Each class will receive a set of 14/16 copies of each title per 6 pupils.
Community of Learning Support and Strengthening: Through targeted content support of WEOs and HTs, USAID Tusome Pamoja will strengthen the delivery of continuous professional development to teachers of Standards 1-4.
Teacher Training College Tutors: To further build sustainability of the continuous professional development of teachers in Tanzania, USAID Tusome Pamoja will continue to build the capacity of tutors as trainers within the GOT professional development model.
Sentinel schools, as discussed below in the School and System Focused table, will provide Tusome Pamoja opportunities to closely monitor the functionality of COLs as well as the fidelity of instruction using the Decodable Teaching Tool.

School and System Focused
DPLA will continue with the next round of data collection. Ultimately Tusome Pamoja will be looking for full integration of DPLA best practice into the newly emerging School Quality Assurance Framework, in order to ensure sustainability. The next round of DPLA is set for April 2019, with integration actions targeted throughout the coming year.
SIS Mainland: Training plans for data entry and data use will complete the prescribed training requirement for HTs led by PO-RALG. WEO training on data entry and use will be completed soon after. Follow-up support for the system operational effectiveness will continue throughout the year. Training for HTs is expected to be complete by March 2019, and for WEOs by April 2019.
Operational research: The report for this year's research is expected in November 2018, with the 2019 topic to be decided and delivered in the new year.
Pre-primary endline data collection to be completed in Mtwara in January 2019.
Learning and support (system strengthening): Supporting coordinated district, ward, and school oversight in the sub-nation education management structure will be a key function of Tusome Pamoja in the coming year. This will include the development of tools for more effective school observations/oversight, and identification of key issues for decentralized support by system actors. Q1 of this year will see the launch of the approach, and program staff will be working alongside GOT counterparts from January 2019.
SIS Zanzibar: Full scale rollout planned for November/December 2018, with additional training and emphasis on data use in January. SIS Zanzibar will also incorporate classroom observation and school monitoring tools for subject advisors and HTs to assess ongoing school performance and teacher instructional practices related to early grade learning. The training on these tools is planned for April/May 2019 under SIS Phase 2 development.
Sentinel schools have been selected at a total of 10 per region and will be monitored closely from January 2019 until the completion of the program in 2020. These selected schools will help inform the Program on impact and outcome, guide future implementation plans, and serve to assist in the development of effective monitoring and support tools and approaches to be used in the system strengthening noted above.

Community Focused
BBC Media Action Campaign: Continuation of the decentralized radio broadcasts to continue with production of public service announcements and national radio broadcasts— ongoing and completed by March 2019.
Equity and inclusion training for self-analysis, action planning, and support will launch in the first quarter. Commencing November 2018 and implementation completed by December 2018.

Community Focused

School scorecard: A draft of the scorecard was developed in January 2018 in collaboration with EQUIP-T. EQUIP-T used this draft as its final rollout model in nine regions. Tusome Pamoja has reviewed its use, effectiveness, and impact. It will be updated and rolled out in Q1 FY2019.

Peer-to-peer learning clubs (CEM-based training) are aimed at promoting small group learning by pupils, particularly focused on 3Rs. The clubs are expected to be managed and supported by PTPs. The materials will be tested in Q1 for rollout soon after. Expected rollout completion will be January 2019. Further “self-learning” modules in support of PTP and CEM activities will follow throughout the coming year.

Gender, equity, and inclusion: Targeted research and development in the coming year will help define further program actions and support potential policy advocacy initiatives in the final years of the program. Targets will be defined in Q1 with research and analysis in Q2.

3. PERFORMANCE MONITORING

No	Indicator	2018 Target	2018 Actual	Percent achieved	Comments
P-001	ES. 1-1-Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of grade 2 with US Government (USG) assistance	6	3.5	58%	While gains in the headline indicator (ES1-1) are lower than expected, much larger gains have been realized in foundational reading skills and in the components of this indicator. Please see further explanation after this table.
P-003	ES.1-3 -Number of learners in primary schools or equivalent non-school-based settings reached with USG education assistance	1,413,521	827,498	59%	The target was set for pre-primary and Standards (S)1, 2, 3, and 4 . However, the actual reflects only pre-primary (2 districts) and S 1 and 2.
P-004	ES.1-5 - Number of learners reached in reading programs at the primary level with USG assistance	1,413,521	827,498	59%	The target was set for pre-primary, S1, 2, 3, and 4. However, the actual reflects only pre-primary (2 districts) and S 1 and 2.
P-005	ES.1-6 -Number of primary or secondary school educators who complete professional development activities with USG assistance	11,700	9,762	83%	There has been a low number of new teachers for S 1 and 2 who attended the training for the first time. Many of them are the same teachers.
P-006	ES.1-7 - Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance	11,700	9,762	83%	There has been a low number of new teachers for S 1 and 2 who attended the training for the first time. Many of them are the same teachers. Instructional tool provided to teachers in July 2018 will guide more effective phonics instruction. COLs

No	Indicator	2018 Target	2018 Actual	Percent achieved	Comments
					will support teachers as they change teaching practices and ensure fidelity of instruction.
P-007	ES.1-10 - Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance	1,413,521	1,672,991	118%	Materials that were planned to be distributed in Q4 of FY 2017 were distributed in Q1 of FY 2018 (Oct–Dec 2017). As a result, the target was surpassed.
P-008	ES.1-12 - Number of education administrators and officials who complete professional development activities with USG assistance	3,967	5,207	131%	There has been a high rate of shifting in positions among education administrators for various reasons such as demotion, promotion, transfer, or death. As a result, there is a need to train new replacements.
P-009	ES.1-13 - Number of parent–teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance	2,278	2,647	116%	Active involvement of different education/non-education structures at LGA level (SQAOs, DEOs, DCDOs, and some VEOs) in following up PTA activities increased awareness. Also, the benefits seen through PTAs increased engagement.

As discussed in the Program Overview, a phonics-based approach to learning to read is based on children mastering a series of increasingly complex components, culminating in the headline indicator (ES 1-1) that measures ability to read grade-level text with comprehension. Tusome Pamoja has provided materials and teaching strategies that initially build the foundational skills of children (phonemic awareness and decoding) that are a precursor to higher-order reading skills (fluency and comprehension).

In the following sections we will (i) demonstrate the gains in lower-order reading skills not captured in the headline indicator; (ii) provide comparison with other reading programs implemented at scale and assessed after 2.5 years; and (iii) break down the components of the headline indicator to show improvements within the indicator.

3.1 Gains in lower-order skills

As discussed more fully under Result Area 2, the DPLA survey is an approach that provides quality assurors (school inspectors) with low-cost, district-level school monitoring data on school inputs, teacher practice, and student performance twice per school year. DPLA data were collected from a total of 589 schools in 31 Mainland districts and from 95 schools in five Inspectorate zones in Zanzibar. Using a group administered learning assessment, DPLA measured letter knowledge, invented

words, reading comprehension, and sentence dictation. Results are reported as percent of schools in which children meet pre-determined standards in these tasks. The standards are (i) Letter Knowledge: Students are able to correctly identify at least 9 of 10 letter sounds; (ii) Invented Words: Students are able to correctly identify at least 8 of 10 invented words; (iii) Reading Comprehension: Students are able to correctly answer at least 4 out of 5 reading comprehension questions (based on a passage they read); (iv) Sentence Dictation: Students are able to correctly dictate at least 8 correct words from three dictated sentences.

Table 11 shows the percentage of schools in which children are meeting the standards defined above as of March 2018, and below that, the percentage difference from March 2017. The percent of schools with children meeting lower-order skills (letter and invented word knowledge) is higher than that of schools with children meeting the higher-order skills, as are the year on year gains.

Table 11. Percent of Schools Meeting Standards, by Reading Skill and Region, and Percent Change from 2017

		Iringa	Mtwara	Ruvuma	Morogoro	Zanzibar
Letter Knowledge	2018	73%	39%	45%	50%	34%
		+13%	+18%	+30%	+3%	+29%
Invented Words	2018	51%	20%	32%	39%	14%
		+8%	+5%	+16%	-9%	+12%
Reading Comprehension	2018	2%	5%	7%	4%	3%
		+2%	+1%	+6%	+2%	+3%
Dictation	2018	24%	8%	8%	8%	6%
		+21%	+2%	+7%	+2%	+5%

Another way of showing the same impact is to compare the distribution of oral reading fluency between baseline and midline. Oral reading fluency is typically presented as a target value—in the case of Tanzania, the government has set the benchmark at 45 correct words read in a minute for Standard 2 children. However, the distribution of oral reading fluency is also a good proxy for the stage of reading: non-readers, beginning readers, progressing readers, and proficient readers.

Table 12 compares the distribution of Standard 2 learners across these categories in baseline and midline. The table shows that the sharp drop in non-readers (14% decline) has been distributed across beginning readers (approximately 7.5% more) and progressing readers (approximately 4.5% more), confirming that more children are mastering the foundational skills.

Table 12. Distribution of Grade 2 Learners by Reading Profile

Category	Type of Reader	Characteristic	Baseline	Midline
1	Non-Readers	Unable to read a single word of the story	31.0%	17.2%
2	Beginning Readers	Read between 1 and 29 words of the story correctly in one minute	57.3%	64.7%

Category	Type of Reader	Characteristic	Baseline	Midline
3	Progressing Readers	Read at least 30 words of the story correctly in one minute	10.4%	14.8%
4	Proficient Readers	Read at least 45 words of the story correctly in one minute and with 80% or more comprehension	1.2%	3.4%

3.2 Comparison with other programs

It is useful to compare the progress of Tusome Pamoja against other reading programs to establish whether the gains are reasonable. **Table 13** compares baseline to midline results in oral reading fluency gains, benchmark gains, and zero score reduction from a number of USAID-funded reading programs. The table shows Tusome Pamoja ORF gains were lower than other countries', but the percent increase in students' reaching the benchmark is comparable after 2.5 years of programming. The table also shows that Tusome Pamoja has been one of the more successful programs at reducing zero scores, with the near halving in zero scores (from 31% to 14%) being out-performed only by Jordan.

Table 13. ORF and Zero Scores: Comparison across Countries

Country	ORF score gain (cwpm)	Percentage-point increase in students reaching ORF benchmark	Percent ORF zero scores at baseline	Percentage-point reduction in ORF zero scores	Percent reduction in ORF zero scores
Jordan	5.8	2	17%	10	59%
Malawi	7.0	2	98%	34	35%
Nepal	3.0	2	62%	14	23%
Rwanda	5.7	6	33%	7	21%
Uganda	4.1	4	64%	10	16%
Tusome Pamoja	3.5	2	31%	14	45%

3.3 Reading accuracy and comprehension

The headline indicator combines two separate reading measures—fluency and comprehension. Fluency is measured as correct words per minute and excludes any words that a student attempted but may have pronounced incorrectly. Measuring the percent of words identified and correctly pronounced as a proportion of those attempted provides a measure of accuracy, which is an important component of fluency. Comprehension is measured by the proportion of children who answer 4 out of 5 questions correct. This measure does not capture children who may have attempted fewer than 4 questions but answered them correctly. Comparing the proportion of questions correctly answered of questions attempted captures the comprehension skills of children who may read slowly but understand what they are reading.

Table 14 compares the baseline and midline results for the reading passage in terms of accuracy and comprehension. The oral reading score shows an increase in the percent of correct words from the passage (meaning the learners were progressing further into the passage), but more interestingly, learners improved the accuracy of their reading from around half of words attempted being correct to over two-thirds being correct. There were similar gains in overall comprehension, with an overall increase in correct responses from one-quarter to one-third. Again there were large gains in the percent of questions attempted that were correct with nearly 60% comprehension, suggesting that slower readers are better understanding the text they are reading. So, although the gains in the combined fluency and comprehension appear small, learners are demonstrating improvement in key components of fluency and reading with comprehension.

Table 14. Oral Reading Score and Comprehension

	Oral Reading Score (Accuracy)		Reading Comprehension	
	Percent Correct	Percent Correct of Attempted	Percent Correct	Percent Correct of Attempted
Baseline	26%	53%	25%	44%
Midline	33%	68%	33%	59%

4. FINANCE AND OPERATIONS

USAID Tusome Pamoja operations focused on supporting the teacher trainings held in October and December 2017 and COL training in July to August 2018 as well as SIS trainings in Q3 of this fiscal year. This included materials printing and distribution, procurement processes for catering and stationery for large training events, and procurement and distribution of SIS tablets. In addition, the operations team led a full investigation of suspected mobile money fraud. The following sections provide an overview of progress by department.

4.1 Procurement

Procurement activity during FY2018 focused on preparations for the SIS activities and delivery of CEM kits, as well as the implementation of the parents' support to reading at home trainings. **Details of FY2018 procurement activity can be found in Appendix H.**

4.2 Human Resources

This fiscal year also focused heavily on the recruitment of two key personnel positions, the Senior Reading Advisor and the Chief of Party. USAID Tusome Pamoja also recruited a Senior Technical Advisor for result area 2 and result area 3 to provide continuity and oversight for these technical areas.

Human resources activities focused on conducting investigation into potential fraudulent activities and carrying out disciplinary hearings based on the outcome of

those investigations. In addition, recruitment efforts focused on replacing staff who have left the program as a result of these investigations. **The Program's detailed human resources activities to date can be found as *Appendix G*.**

4.3 Finance

[REDACTED]

4.4 Finance and Operations Drivers and Obstacles

[REDACTED]

APPENDICES

Appendix A. Financial Statement, USAID Tusome Pamoja (July–September 2018)

[REDACTED]

Appendix B. Key Stakeholder Meetings (July–September 2018)

	Title of the meeting	Key outcomes
1	Annual Review Meeting with key national, regional and district stakeholders (PO-RALG, MOEST, MOEVT, TIE, and ZIE)	Annual Program progress for October 2016 to October 2017 reviewed and lessons learned identified and used to deliberate on program implementation for FY2018.
2	PO-RALG/Tusome Pamoja program implementation meeting	2017/2018 annual action plans reviewed to align with school calendar 2017/2018 planned activities reviewed to maintain focus on reading Efficient ways for funding of PO-RALG central, Regional Secretariats, LGAs, and WEOs M&E related activities discussed
3	Region-by-region quarterly review meetings with regional and district commissioners, regional administrative secretaries, district executive directors and their respective education officers	Understanding of Tusome Pamoja among district and regional managers refreshed and key areas of focus for program implementation reviewed and agreed upon
4	PO-RALG, TIE, and Tusome Pamoja collaboration and coordination meeting	Processes for reviewing and approving of materials jointly developed between TIE and Tusome Pamoja discussed and clarified Mechanisms for PO-RALG supervision and support of Tusome Pamoja agreed Piloting and expectations for finalization of materials discussed and agreed upon
5	TIE/Tusome Pamoja collaboration and coordination meeting	TIE Tusome Pamoja focal person appointed for strengthening of coordination Deliberation on Tusome Pamoja support and collaboration for development of teacher guides, math training, and fiction and nonfiction books
6	Introductory meeting for Tusome Pamoja new Chief of Party	Areas and modalities for capacity building to PO-RALG discussed and agreed Agreement on exploring possibilities of digitizing decodable books for e-readers Agreement on exploring funding for math training by both PO-RALG and USAID to continue
7	Zanzibar PO-RALGSDs stakeholders meeting	Understanding of PO-RALGSD priorities and possible areas for strengthened collaboration, e.g., strengthening of close-to-school (subject advisors) support to 3Rs improvement

Appendix C. Summary of International Short-Term Technical Assistance Visits in FY2018

	Position	Date of Visit	Travel Origin and Destination	Purpose of Visit
Aarnout Brombacher	Senior Reading and Mathematics Specialist	December 3–8, 2017	Capetown, South Africa; Dar es Salaam, Tanzania	Attended the Annual Steering Meeting in Morogoro to review annual program progress to identify lessons learned and define action items to strengthen program implementation; lead the dissemination of the baseline results/findings to MOEVT, PO-RALG, and USAID.
Jessica Mejia	Education Research Analyst	January 29–February 9, 2018	Austin, TX; Dar es Salaam, Tanzania	Supported the development of teacher support tool for decodable readers in support of classroom use of program developed and other teaching materials.
Saeeda Prew	Project Manager	January 25–February 8, 2018	Capetown, South Africa; Dar es Salaam, Tanzania	Provided core project team management and technical support. Assisted with interim COP duties during COP paternity leave.
Ray Harris	Education Advisor, RTI Consultant	January 28–February 24, 2018	London, UK; Dar es Salaam, Tanzania	Supported COLs and WEO/HT mentoring activities.
Yasmin Sitabkhan	Research Education Analyst	January 31–February 9, 2018	Oakland, CA; Dar es Salaam, Tanzania	Provided technical assistance to support the design and development of the math component for primary school. Supported the analysis of data on existing practices in early math. Prepared for and participated in a workshop with government officials and key stakeholders to build consensus on early math materials. Jointly developed a plan for the development of math materials.
Dr. Matthew Jukes	Senior Research Education Analyst	February 3–9, 2018	London, UK; Dar es Salaam, Tanzania	Supported COLs and WEO/HT mentoring activities.
Dr. Jonathan Stern	Research Education Analyst	February 19–March 2, 2018	Raleigh/Durham, NC; Dar es Salaam, Tanzania	Provided support to DPLA through the following: (i) developed a plan for a program monitoring tool that will provide Tusome Pamoja with student performance data; (ii) provided technical assistance to DPLA dissemination events; (iii) finalized updated 2018 DPLA data collection instruments in order to incorporate Standard 4 performance assessment; (iv) met with Zanzibar MOEVT to develop DPLA 2018 plan; (v) supported Tusome Pamoja staff in development of coaching instruments; (vi) conducted midline assessment planning meeting; (vii) finalized pre-primary evaluation plans.
Elizabeth Long	Reading Specialist, RTI Consultant	March 2–May 9, 2018	Austin, TX; Dar es Salaam, Tanzania	Supported the development of Teacher's Guide for Literacy and Mathematics in Standards 1 & 2. Developed teacher, academic teacher, head of school, and WEO materials to support training for teachers' use of the Guide; academic teacher and head of school oversight of classroom instruction, mentoring, and quality control; and WEO monitoring.
Ares Uly	Regional	March 4–	Jakarta, Indonesia;	Provided finance support to the Tusome Pamoja

	Position	Date of Visit	Travel Origin and Destination	Purpose of Visit
	Finance Manager	29	Dar es Salaam, Tanzania	team while project finance team members were suspended and during the finance recruitment process of terminated finance team members.
Ray Harris	Education Advisor, RTI Consultant	March 24–March 30, 2018	London, UK; Mexico City, Mexico	Presented on Tusome Pamoja at Conference on International Education Society.
Saeeda Prew	Project Manager	May 9–16, 2018	Capetown, South Africa; Dar es Salaam, Tanzania	Provided core project team management and technical support before the COP's departure to ensure continuity to be able to better support the proposed interim Acting COPs, Jana Scislowicz and Alastair Rodd.
Sarah Osborne	Project Coordinator	April 23–May 3, 2018	Raleigh/Durham, NC; Dar es Salaam, Tanzania	Provided financial and operations support during transition of new finance staff.
Jabez Ojowa	Regional Finance Director	May 20–June 2, 2018	Nairobi, Kenya; Dar es Salaam, Tanzania	Provided STTA to support the onboarding and training of two new finance staff.
Alastair Rodd	Senior Education Analyst	May 29–June 22, 2018	San Francisco, CA; Dar es Salaam, Tanzania	Served as the Interim Acting COP during this period in-country. In addition to performing the Acting COP role, Mr. Rodd provided strategic insights to result areas 2 and 3, i.e., SIS (Mainland and Zanzibar respectively); DPLA and the work on Social and Behavior Change Communication.
Elizabeth Long	Senior Reading Specialist	June 12, 2018	Austin, TX; Dar es Salaam, Tanzania	Mobilization to Post.
Dr. Jonathan Stern	Research Education Analyst	June 25–July 8, 2018	Raleigh/Durham, NC; Dar es Salaam, Tanzania	Lead training for Teaching and Learning Specialists for mini EGRA & midline data collections.
Jana Scislowicz	DCOP	July 19–August 10, 2018	Dar Es Salaam, Tanzania; Raleigh/Durham, NC	Family R&R.

Appendix D. Anticipated International Travel for Q1 of FY2019 (October 2018–December 2018)

Name	Position	Date of Visit	Travel Origin and Destination	Purpose of Visit
Alastair Rodd	Chief of Party	October 1, 2018	San Francisco, CA; Dar es Salaam, Tanzania	Mobilization to post
Saeeda Prew	Project Manager	October 6–14, 2018	Capetown, South Africa; Dar es Salaam, Tanzania	Work Planning STTA
Shauneen Melton	Project Coordinator	October 7–17, 2018	Washington, DC; Amman	Work Planning STTA
Jonathan Stern	Senior Research Education Analyst	January 2018 (exact dates TBD)	Raleigh, NC; Dar es Salaam, Tanzania	Sentinel School Study Preparation and Training
Tara Weatherholt	Pre-primary Specialist	February 2019	Raleigh, NC; Dar es Salaam, Tanzania	Pre-primary endline training

Appendix E. Materials and Beneficiaries by Activity

Materials and Beneficiaries by Activity FY 2018

S/No	Category	Number beneficiaries trained or materials delivered by region					Intervention total
		Iringa	Morogoro	Mtwara	Ruvuma	Zanzibar	
1	# of Decodable readers distributed (Std. 1 & 2)	256,056	548,151	337,379	385,514	314,222	1,841,323
2	# of Decodable teaching tool distributed	10,764	17,715	13,524	16,053	1,955	60,011
3	# of pre-primary storybooks (big books)	-	-	4,632	-	-	4,632
4	# of pre-primary storybooks (small books)	-	-	23,160	-	-	23,160
5	# of pre-primary teachers trained (Oct 2017–Sep 2018 -Qualified teachers)	-	-	191	-	-	191
6	# of pre-primary teachers trained (Oct 2017–Sep 2018 volunteers)	-	-	113	-	-	113
7	# of school leaders trained October 2017 (academic teachers/ senior leader teachers)	461	799	642	756	279	2,937
8	# of school leaders trained October 2017 (HTs)	474	835	646	757	266	2,978
9	# of school leaders trained October 2017 (WEOs/ subject advisors)	98	202	177	164	55	696
10	# of teachers trained on literacy assessment and COL November 2017	1,773	2,902	1,819	2,167	-	8,661
11	# of HTs trained on literacy assessment and COL November 2017	459	833	653	744	-	2,689
12	# of WEOs trained on literacy assessment and COL November 2017	102	205	184	171	-	662
13	# of academic	478	836	662	761	1,106	3,843

S/No	Category	Number beneficiaries trained or materials delivered by region					Intervention total
		Iringa	Morogoro	Mtwara	Ruvuma	Zanzibar	
	teachers/teachers trained on teacher's guide, literacy, and school leadership May–July 2018						
14	# of HTs trained on teacher's guide, literacy and school leadership May–July 2018	474	840	661	760	280	3,015
15	# of WEOs/ subject advisors trained on teacher's guide, literacy and school leadership May–July 2018	100	213	190	170	68	741
16	# of CEMs trained on parents support to home reading—January–April 2018	945	1,621	1,297	1,533	463	5,859
17	DPLA – SQA (trained)	47	58	45	44	57	251
18	DPLA - Schools (reached)	95	171	171	152	95	684
19	DPLA – Pupils assessed (group assessment) per phase	1,805	3,249	3,249	2,888	1,805	12,996
20	DPLA – District academic officers/TTC tutors (trained)	5	9	9	8	10	41
21	Midline assessment (school reached)	18	18	18	18	18	90
22	Midline assessment (Standard 2 & 4 pupils assessed) – September 2018	360	360	360	360	360	1,800
23	SIS – HTs trained (May–August 2018)	469	832	651	759	267	2,978
24	SIS – WEO Trained (May–August 2018)	102	211	187	173	-	673
25	SIS – Regional Secretariat/LGA Officers Trained	46	60	52	46	34	238
26	SIS tablets procured and dispersed for Mainland & Zanzibar	599	1,074	873	956	403	3,905
27	# of SIS books developed and distributed	617	1,103	890	978	425	4,013

S/No	Category	Number beneficiaries trained or materials delivered by region					Intervention total
		Iringa	Morogoro	Mtwara	Ruvuma	Zanzibar	
28	WEO facilitation and mobilization training	104	206	189	173	56	728
29	# of parent support to home reading/learning – self-learning Module 1 distributed	2,238	3,789	3,895	3,425	1,207	14,554
30	CEM facilitation and mobilization training	720	1,621	1,297	1,533	403	5,574
31	# of community engagement facilitation skills manual (soft skills) distributed	2,238	3,789	3,895	3,425	1,207	14,554
32	Stories of Change – training guides produced	239	343	320	293	220	1,415
33	Stories of Change – training of LGA officers	66	76	57	35	84	318

Appendix F. Deliverables Table

Key:

	On target	Delivered	Under development
#	Technical Deliverables	Anticipated Outcomes	Status
Component 1.1			
1	Grade one student learning materials and teacher's guide and distribution plan	All grade one teachers possess the approved grade one materials	Delivered
2	Grade two student learning materials and teacher's guide and distribution plan	All grade two teachers possess the approved grade two materials	Delivered; Math Under Development
3	Grade three and four student learning materials and teacher's guide and distribution plan	All grades three and four teachers possess the approved grade three and four materials	Under development
Component 1.2			
4	Grade one and two teacher training materials and training plan	<i>All grade one and two teachers commence improved mastery of improved pedagogy measure as improved scores on classroom observation instruments</i>	Delivered
5	Grade three and four teacher training materials and training plan	<i>All grade three and four teachers commence mastery of improved pedagogy measured as improved scores on classroom observation instruments</i>	Under development
Component 1.3			
6	School leadership training materials and training plan	<i>All head teachers and educational authorities commence mastery of improved supervision in reading instruction measured on normed supervision assessment tools</i>	Delivered
Component 1.4			
7	Pre-primary student learning materials and teachers guide	All pre-primary students served by Tusome Pamoja possess and use pre-primary materials	Delivered
8	Impact evaluation of pre-primary intervention	Students in pre-primary demonstrate better reading and writing outcomes than peers in control groups.	On target
Component 2.1			
9	Operational research proposal	Annually, government-approved research plans established	Delivered
10	Operational research findings	Annually, government-approved research reports released	On target
Component 2.2			
11	Quality assurance package with teacher observation and coaching tools	All WEOs and TCs possess quality assurance package	Delivered
12	Ward Education Coordinator (now Officer, WEO) and Teacher Center (TC) Tutor training materials and training plan	All Tusome Pamoja teachers supported via the use of the approved quality assurance package	Delivered
Component 2.3			
13	Student reading and writing assessments	MOEVT, PO-RALG, & MOEST possess completed writing assessments	Delivered

Key:

	On target	Delivered	Under development
#	Technical Deliverables	Anticipated Outcomes	Status
14	Training plan for administration of reading assessments	Assessments conducted	Delivered
15	Results of reading and writing assessments	Assessment results reported	Delivered
Component 2.4			
16	Capacity assessment of education system to monitor education delivery and take action to strengthen delivery	Capacity assessment completed	Delivered
17	Plan to strengthen system and human resource capacity for performance monitoring	System strengthened and human resource upskilled to effectively utilize system	Delivered
18	Final report on whole of system capacity building and lessons learned for performance management	Report on capacity building initiatives disseminated	On target
Component 3.1			
19	Parental engagement strategy and social and behavior change communication (SBCC) campaign intervention plan	SBCC campaign under implementation	Delivered
20	Parental engagement and support materials	Engagement and support materials approved	Delivered
21	Parental support materials and distribution/ orientation plan	Parents using engagement and support materials	Delivered
Component 3.2			
22	Parent and community advocacy plan	Parents advocating for early grade reading in schools and communities	Delivered
23	Parent/ community instruments to assess 3Rs	Civil-society led assessments of early grade reading results conducted	Under development
Component 3.3			
24	Community education needs assessment	Community perception on children needs around learning (reading), but focusing also on issue of equity, water, sanitation, hygiene, and nutrition, among others	Delivered
25	School plans and resource identification/ budget	School plans developed focusing on improved learning, overall school development, and including multi-sector focus for children's overall development	Delivered

Appendix G. Human Resources Activity, October 2017–September 2018

[REDACTED]

Appendix H. Procurement Activities, FY2018

Supplies and Services	
FY2018 Q1 Procurement Activity	
Pemba Vehicle	Competitive sourcing for one vehicle to be assigned to Pemba Island.
Catering for over 16,000 participants	Competitive procurement conducted to feed 16,000 participants during the final in-service education and training (INSET) rollout of 2017.
School Information System (SIS) tablets	Vendor selected for SIS tablets, purchase order issued.
Subcontracting to support SIS	Price negotiations finalized with two identified subcontractors.
Distribution of decodable readers to all TP schools	1,531,150 books for Mainland regions and 314,342 for Zanzibar printed and distributed to schools.
Printing and distribution of teacher modules to class room teachers	A total of 52,824 of the four types of module have been printed and distributed to Standard 1 and 2 teachers in the public schools of Tanzania Mainland.
Parental support to reading at home	26,694 books printed and distributed to Tusome Pamoja Mainland regions
Pre-primary materials	2,556 big books, 12,780 small books, and 219 implementation guides printed and distributed in Tandahimba and Mtwara schools, and 436 A1 posters and 1,012 pre-primary brochures printed and delivered to districts for distribution.
Community mobilization posters	37,272 community mobilization posters and 6,088 poster instruction guides printed and delivered to district level for distribution to all Tusome Pamoja schools.
File binders	16,436 and 6088 file binders distributed to district level to facilitate training materials handling for the continuous professional development and community mobilizers, respectively.
Community mobilization kit	6,088 units for each of assorted manilla rim, marker pens (boxes), ID card, & certificates procured and delivered to district level to facilitate community mobilization activities.
FY 2018 Q2 Procurement Activity	
Pemba Vehicle	Award was issued for one vehicle to be assigned to Pemba Island, pending delivery due to registration processes.
Catering for over 6,000 participants in Parental Support to Reading at Home	Competitive procurement conducted to feed 16,000 participants during the Parents Support to Reading at Home activity.
SIS tablets	Tablets have been procured and handed over to PO-RALG in all Mainland regions and Zanzibar.
SIS tablet accessories	Competitive effort for the tablet accessories have been conducted and award issued.
Distribution of community mobilization kit	6059 backpacks and 6088 T-shirts have been distributed to community mobilizers in the five regions.
Parental Support to Reading at Home and Soft Skill Manual	1312 each of the two books printed and distributed to Tusome Pamoja Zanzibar region.
Community mobilization posters	4,472 decodable flier, 3,648 community posters, and 568 poster instruction guide printed and delivered to district level for distribution to all Tusome Pamoja schools in Zanzibar.
FY2018 Q3 Procurement Activity	
Pemba vehicle	Registration process for Pemba vehicle has been completed, and the

Supplies and Services	
	vehicle has been shipped to Pemba fully functional.
Catering for over 4,406 participants	Competitive procurement conducted to feed 4,406 participants during the SIS familiarization, best performer, and head teacher rollout of 2018.
SIS tablet accessories	Solar chargers and protective cases have been delivered and distributed to all regions, and tablet carrying cases are under clearing process.
Printing of decodable instruction teacher tool and leadership guide	Competitive sourcing efforts for printing of the guide have been conducted, and 65,842 decodable teacher tools and 4,250 school leadership guides have been.
FY2018 Q4 Procurement	
Catering for over 16,000 participants	Competitive procurement conducted to feed 16,000 participants during the INSET 4 rollout of 2018.
SIS tablet accessories	4,010 tablet carrying cases have been delivered and distributed to all regions.
Printing of decodable teacher tool and leadership guide	Distribution of 65,842 decodable teacher tools and 4,250 school leadership guides have been completed.
Procurement of generator in Iringa	One standby generator procured to support the new relocated office.

Appendix I. Face-to-Face Training Modality

Training Modality for Use of the Decodable Teaching Tool

The USAID Tusome Pamoja management team adapted the last year's training model to address several key challenges: 1) incomplete training cycles due to teacher attrition and reassignment, 2) poor implementation of communities of learning (COLs) as a forum for continuous professional development, and 3) limited training resources (or lack of success of large-scale national trainings).

The training modality for 2018 focuses on within and close-to-school mentors, which addresses the first two challenges mentioned above. The model provides for more effective, continuous, and within/near school training and will have a greater impact in the classroom than a time-bound, single training workshop.

The training content focused on Principles of Adult Learning, the instructional support documents for teachers in the use of the decodable stories already in classrooms with the goal of improving reading performance of their pupils and implementation of COLs.

In July the training was conducted in three levels:

- Regional-level master trainers were trained by Tusome Pamoja nationally and in Zanzibar. The training was conducted over five days; regional trainers were selected by the Regional Education Offices, with guidance from Tusome Pamoja, from Teacher Training Colleges (4 tutors in each region) and national school quality assurers (4).
- Training of district trainers was conducted regionally by the above-mentioned trainers. The training lasted five days. Participants included:
 - District Academic Officers
 - Tutors from teacher colleges
 - School quality assurers at district level
- **Rollout training** for all head teachers (HTs), ward education officers (WEOs), and COL teacher leaders (or in most cases the academic teacher [AT]) was conducted by the district trainers at district level. The training took place over five days. Days 1 to 4, HTs, WEOs, and COL teacher leaders participated together in the training. On Day 5, only the HTs and WEOs remained for a one-day session on monitoring and supervision.
- The **final level of the cascade** is professional development training by HTs, WEOs, and COL teacher leaders at school and/or ward. COLs. HTs, WEOs, and ATs created action plans on Day 4 for the training of teachers in the COLs.

Note: COLs are a form of continuous professional development for teachers encouraged by the Ministry of Education, Science and Technology (MOEST). (See 2017 *National Framework for Continuous Professional Development for Practicing Teachers*, MOEST). ATs, HTs, and WEOs form, support, and supervise COLs with the purpose of bringing teachers together for training and the improvement of their teaching practices and pupil learning. COLs help teachers collaborate in a more structured way through focused training, reflection, peer

observation, self-study, sharing of ideas, and solving shared problems. The Tusome Pamoja training modality uses this forum for the training of teachers.