



Aga Khan Foundation

MKEZA

MRADI WA KUENDELEZA ELIMU ZANZIBAR

IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR

Final Technical Report
June 2006 – January 2007

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TABLE OF ACRONYMS

AKF	Aga Khan Foundation
ASTC	Advanced Secondary Teacher's Certificate
AIDS	Acquired Immune Deficiency Syndrome
AKDN	Aga Khan Development Network
CT	Core Team
CE	Certificate of Education
CSO	Civil Society Organization
CWD	Children with Disabilities
CDC	Community Development Committee
CBT	Center Based Training
CRT	Community Resource Team
CM	Community Mobilize
CDO	Community Development Organization
DEO	District Education Officer
ECD	Early Childhood Education
ELM	Education Leadership Management
FAWE	Forum for African Women
HIV	Human Immunodeficiency Virus
IT	Information Technology
INSET	In service Training
IED	Institute of Education Development
LCA	Learners Centre Activity
MA	Madrassa Association
MKEZA	Mradi wa Kuendeleza Elimu Zanzibar
MoEVT	Ministry of Education and Vocational Training
MVDC	Member of Village Development Committee
M&E	Monitoring and Evaluation
MPESO	Mkoani Poverty Elevations Society
NGO	Non Governmental Organization
NGORC	NGO Resource Center
NTRC	National Teachers Resource Center
ODC	Ole Development Committee
P	Pemba
PEMA	Pemba Madrasa Association
PMP	Performance Monitoring Plan
SNE	Special Needs Education
SMC	School management Committee
TC	Teacher Center
SBLRC	School Based Learning Resource Center
STD	Standard
TOT	Training of Trainers
TAP	Teachers Advancement Program
TE	Teacher Education
TCMC	Teacher Centre Management Committee
USAID	United States Agency for International Organization
U	Unguja
USA	United State of America
YDP	Youth Development Program
ZPMO	Zanzibar Pre School Madrasa Organization

EXECUTIVE SUMMARY

The MKEZA Program focuses on implementing in service teacher training programs, strengthening school management, improving school readiness, and equipping classrooms by developing partnerships and using replicable and sustainable approaches. During this extension period (June 2006 – January 2007), MKEZA team and partners implemented various activities consistent with the support of USAID's education program priorities as well as the Government of Zanzibar's policies as outlined in the Implementation Plan and Project Monitoring Plan (June – December 2006).

A summary of significant project achievements from June through December, 2006 include:

- The completion of 9 school-based learning resource centers linked to TCs with a wide variety of teaching materials and resources including furniture and fitted safety door grills. 382 participants were trained on improvisation.
- 51 ASTC Trainers attended the TOTs, with 48 of the 51 trainers having been qualified for the award of certificate by the Aga Khan University.
- 91 ASTC trainees having completed Module 2 of the ASTC curriculum and 232 trainees completed ASTC sensitization and induction courses.
- 24 TCs and school librarians attended various courses on library management and a mobile library was established.
- More than 100% of the target TC coordinators and trainers attended computer and educational technology courses.
- 125 primary school teachers trained on inclusive education, improvisation and learning aids. A total of 259 pupils with disabilities have been enrolled.
- 99% (535) of the girl students and 107 teachers participated in 11 science camps to gain knowledge in mathematics and science subjects.
- CSOs were trained to advocate for access to education for disabled children and girls through public forums.
- 7 of the 10 SNE schools have constructed ramps using community resources to create a friendlier environment for pupils with disabilities.
- Community mobilization and in-service training on inclusive education in 20 SNE schools has been implemented.
- Twenty strategic plans on education development developed by 10 SMCs and 10 CDCs are ready for implementation.
- Trainings were given to more than 125 teachers and 193 SMCs, Madrasa Associations and Community Resource Teams spanning over 84 madrasa pre-schools.
- 23 head teachers completed the Aga Khan University's Education Leadership and Management course.

Activity Based Outcomes / Impact from June to December 2006 is as follows:

- The nine established School-Based Learning Resource Centers (SBLRCs) are now being used as an extension of the TC. Teachers are continuing to produce materials even after the exit of MKEZA.

- All 62 trained teachers are now improvising training and learning materials using low-cost/no-cost locally available resources. They have trained other teachers and students in improvisation. In turn, those trained are also improvising.
- Local leaders, communities and school management have become aware for the need of acquiring education for children with disabilities. Some SMCs are allocating some funds to facilitate the creation of enabling school environments for children with disabilities (e.g. construction of ramps, improvised materials with regards to SNE, etc.). Also, SMCs are playing a great role in campaigning to parents of children with disabilities to encourage them to participate in school. The number of children with disabilities enrolled in pilot schools has increased by 259.
- 48 ASTC trainers have qualified for the Aga Khan University certificate award. They have improved skills in using learner centered activity-based teaching methods and are now able to mentor teachers. Improved practices include cooperative learning approaches.
- The 91 ASTC trainees have improved skills and the way they teach their students in secondary schools. They are using English more frequently when teaching in comparison with other non-ASTC teachers. Other trainees have even been used by their head masters to teach higher classes (Form 3 & 4) instead of Form 1 & 2. Efforts are also underway by the MOEVT to recognize the certificate of the ASTC course for professional development.
- Improved skills in library management and record keeping by 24 school librarians. There has been increased library usage in TCs by the target teachers. About 25 – 30 books were borrowed by teachers in a week, reducing the gap in information access between rural and urban teachers.
- The participation of teachers and girls from secondary schools in science camps has encouraged more girls to gain interest and participate in science and mathematics subjects. This has also been enabled by the increased teacher competency in delivering subject material, thus attracting more girls to learn.
- There has been heightened awareness by local leaders, communities and parents on the rights for girl's education resulting in increased advocacy and community mobilization activities regarding girls' education. Further, reduced drop-out rates for girls, decreased pregnancies, and a significant positive change in attitudes towards sexual behavior have all resulted.
- Twenty draft strategic plans have been developed by 10 SMCs and 10 CDCs for implementation on girl's education.
- The trained SMCs, Community Resource Teams and Madrasa Association members are playing active roles in financial and administrative matters on their own to run the schools. Improvements have been made in keeping school financial records, discipline in expenditures, activity planning, record keeping, funds management, and filling in data collection tools and building working relationships. Campaigns have been conducted by SMCs to parents to motivate them to pay for school fees, resulting in increased school revenue.
- 125 Madrasa pre-school female teachers are using active learning methodologies and improvising training materials. Study findings revealed that about 95% of the teachers were satisfied with the training. Out of these 57 were examined and have qualified for

award of certificates. In some pre-schools they have been used to train in primary schools and even training primary school teachers on improvisation.

1. PROJECT DESCRIPTION

The United State Agency for International Development (USAID) has been supporting Mradi wa Kuendeleza Elimu Zanzibar (MKEZA) since 2004. In June 2006, the Aga Khan Foundation (AKF) was granted an extension by USAID to continue implementation of the MKEZA program through December 31, 2006. At the end of December a further one-month extension was granted until January 31, 2007. This report therefore covers the period June 2006 to January 2007.

Working with project partners described below, MKEZA aimed to improve the quality of learning in Zanzibar by working with communities and government from the pre- school to the secondary levels, and thus reached almost every sector of the educational system in Zanzibar. Emphasis on quality learning is advanced by attention to enhancing government mentoring and training capacities, supporting communities in school management, strengthening teacher skills, promoting participation of local civil society organizations in the education system, and equipping schools and teacher centers. By stressing themes that reach out and include vulnerable populations, such as those with disabilities and girls, the MKEZA program activities also improve educational access.

Aga Khan Foundation (AKF), the lead agency in Zanzibar, implemented the MKEZA activities through its partners and a Core Team. The MKEZA Core Team was led by a Chief of Party and a complement of technical experts who helped to share and track program lessons, add technical depth, and strengthen relationships with other actors, including the government. In addition to AKF's project partners, MKEZA also worked with the Forum for African Women Educationists (FAWE).

MKEZA Core Team (CT) provided technical support to project partners, implemented cross cutting themes of gender and disability, and channeled sub grants to partner organizations. The CT worked with AKF to strengthen the linkages and partnerships with MoEVT, oversaw the design, production and dissemination of MKEZA communication materials (including compliance to branding requirements) and was responsible for the overall project monitoring and evaluation.

Professional Development Centre (PDC) developed and implemented certificate programs for head teachers, inspectors, teachers and teacher trainers. These modular programs covered a span of 6 months and involved two face-to-face sessions and field components. PDC programs are certified by the Aga Khan University Institute for Educational Development. Under MKEZA, PDC also implemented a series of short courses and supported improvement libraries.

Teacher Advancement Program (TAP) continued to develop and test the Advanced Secondary Teaching Certificate (ASTC) course for under qualified junior secondary teachers in physics, chemistry, biology, mathematics and civics to improve content knowledge and teaching skills. Teacher's centers are used as mechanisms to deliver ASTC training. A certified training of

trainers (TOT) program for ASTC trainers was designed by PDC and continued implementation during the reporting period.

Zanzibar Madrasa Resource Centre (ZMRC) continued to mobilize and support communities to establish and manage their own pre schools in Unguja and Pemba. To date ZMRC is working with 84 Schools among which 20 were established under the MKEZA project. ZMRC provided on-site and centre based professional support to teachers, head teachers, school management committees and to community resource teams. ZMRC has recently begun to integrate parenting support including health education and creating awareness on the importance of pre-schools to their children. It has also begun to help primary schools prepare for children to transition from pre-primary to primary schools.

NGO Resource Centre (NGORC) enhanced capacity of Civil Society Organizations to play an active role in education particularly in school management. It also played a key role in sensitizing communities in inclusive education and gender equality.

MKEZA program activities aimed to achieve four Intermediate Results (IR) and relevant cross-cutting issues identified by its partners.

IR 1: Improving the Availability of Teaching and Learning Materials

- Provide support in establishing Pilot School Based Learning Resource Centers linked with 9 Teacher Resource Centers (TAP and Core Team).
- Provide 62 teachers 10 disability pilot schools with support to developing locally made material trainings as well as set-up exemplary low-cost/no-cost rooms in the 9 Teacher Resource Centers (Core Team).
- Review 15 modules in five subjects and print 175 copies per title to distribute to 3 pilot Teacher Centers initially for 90 trainees to benefit (TAP).
- Revise and print 45 pilot titles, 400 copies each, for second phase year 1 training in six teacher centers for 260 trainee teachers (TAP).

IR 2: Improving Teacher Skills

- Conduct the Training of Trainers (TOT) Advanced Secondary Teacher Course (ASTC) for 60 trainers (PDC).
- Complete the mentoring course for 25 School Inspectors (PDC)
- Support 20 Teacher Centre primary school librarians (PDC).
- Complete training for TC Centre trainers and coordinators on the use of computers, educational technology, audio visual equipment, and laboratory management (TAP).
- Complete training in Activity Based Learning for 60 primary teachers (PDC).
- Conduct training for 60 additional teachers on inclusive education and improvisation of teaching learning aids (Core Team)

IR 3: Improving the Readiness of Students for School

- Provide support to 9 TCs to support 540 girls to participate in science camps in 108 schools (Core Team/FAWE).
- Support MOEVT to initiate pilot test activities in 10 additional pilot schools to better address challenges faced by children with disabilities (Core Team and MOEVT).
- Provide grassroots support to 10 CSO's to promote girl's education in 20 communities (NGORC).
- Support 20 Madrasa communities in centre-based training for 125 teachers and 190 SMC members and to strengthen the capacity of Madrasa Associations and Community Resource Teams to provide support to 44 graduate schools (ZMRC).

IR4: Improving School Management

- Consolidate, publish and print the training modules designed for the School Management Committees (NGORC).
- Organize one or two strategic public debates to sensitize community members to a variety of key issues in education such as inclusive education and gender equality (NGORC and Core Team).
- Complete the School Committee and Head Teachers training on management of science education in secondary schools (TAP).
- Provide resources and laboratory material management course to TC Coordinators and laboratory assistants for schools and inspectors, involving 60 participants (TAP).
- Complete the Leadership and Management course for Head Teachers, Schools Inspectors, Education Officers and TC coordinators (PDC).

2. DETAILED TECHNICAL ACTIVITIES DURING PROJECT EXTENSION PHASE

This section reports activities by the Intermediate Results. The reporting under each activity is broadly organized as follows: description of the activity, achievement of the activity, challenges encountered, and lessons learnt, if any. Lessons learned from project partners are further described in Section 3.

INTERMEDIATE RESULT 1

2.1. IMPROVING THE AVAILABILITY OF TEACHING AND LEARNING MATERIALS

2.1.1. Provide support in establishing pilot school-based learning resource centres linked with the nine TCs

School Based Resource Centers (SBLRC) were established to catalyze schools to make, use, and store teaching and learning materials. Previous training revealed that one of the reasons why teachers were not using teaching and learning materials was due to the lack of a safe and secured space to store the materials. As a result, TAP and MKEZA worked with the Teacher

Centers to encourage schools to dedicate space where teachers could make and store resources.

Two out of the 9 SBLRCs were physically set at Fuoni in Unguja and Shamiani in Pemba under the previous grant (Pre-June 2006), but the training needed to kick-off improvisation which took place under this grant, and is described further below. In addition, during the period under review, seven schools were identified as potential sites for SBLRCs. The classrooms in these schools had no windows and doors; schools were operating on a double shift system, some did not even have perimeter fencing. Hence, teaching/learning resources were prone to vandalism and theft. Therefore, MKEZA fitted windows and door grills for 7 SBLRCs and this greatly improved security to the centers. Furthermore, MKEZA procured and distributed 70 tables and 280 chairs to these SBLRCs.

A series of two-day trainings were mounted to 382 teachers' from all 9 SBLRCs on improvisation of teaching and learning materials to kick start the use of the Centers. The workshops were facilitated by the TC staff, TAP, and MKEZA. The aim was to train teachers, head teachers, and school inspectors to understand and internalize the importance of the SBLRC in classroom practices. Skills imparted were on improvising instructional resources from low-cost/no-cost materials for effective teaching of science and mathematics subjects, how to handle and store improvised materials, and identifying proper ways to sustain materials.

SBLRCs are stocked with a wide variety of low-cost/no-cost improvised instructional materials which were developed during and after the training on improvisation. Follow-up monitoring has revealed that teachers are continuing to produce, use and store materials they need for lesson delivery. SBLRCs are functioning as focal points for arousing teachers' interests and generating new skills on improvising instructional resources. SBLRCs are also being used as training venues for TCs teachers' workshop activities.

2.1.2. Provide 62 teachers in 10 disability pilot schools with support to develop locally made materials, run training as well as set up exemplary low-cost/no-cost rooms in the 9 TCs.

MKEZA CT in collaboration with the Special Needs Education Division (SNE-D) of MOEVT has been training teachers in 20 schools (10 old and 10 new) on inclusive education for children with special needs, including those with physical disabilities. Training has been complemented with the provision of assistive tools to pupils, schools and TCs. The 10 new schools were assessed and selected after MOEVT approval and was based on set criteria that included:

- Schools with greater number of children with special needs, including those with disabilities, either enrolled in the school or in the school's catchments area or both.
- Fair distribution of the SNE pilot schools across the two Islands (U/P) and across the 10 districts.
- Fair distribution of participating SNE schools across the 9 TC clusters.

- Reaching out to the remotest schools especially those in smaller islands with very poor infrastructure and high levels of poverty which are hard to reach and therefore poorly served.

Through the course of implementation MKEZA CT had to revise the method of SNE Teacher Training delivery. Initially the trainings were conducted at the central level resulting in limited field follow-up and provision of professional support and teacher mentoring. Thus, instead of inviting teachers to attend a single SNE training per island, a training of trainers (TOT) program was adopted, and training was conducted at each TCs, creating a decentralized approach to training delivery. This cascade approach has improved the training delivery and coverage and is seen to be more sustainable because it enhances training capacity to be built on the Islands.

At the TC level, corners have been identified in the libraries or training rooms as SNE resource areas to be used for demonstration and display of improvised teaching aids. To facilitate the establishment of the corners, basic furniture and teacher training materials were purchased.

To date, 125 SNE teachers (of which 62 are from the old SNE schools and 63 are from the new SNE schools) have benefited from trainings on inclusive education. The topics covered include introduction to special education; major concepts and terminologies; history of special education, different types of disabilities (VI, HI, II, Physical Disability) and children with special needs and how to develop and use Individualized Education Plans (IEP). In addition, a series of the TOTs on improvisation of teaching and learning materials, especially for children with special needs were carried out to 99 participants from TCs including TC co-coordinators, TC Advisors, and selected teachers from the SNE schools. The participants included at least one Education Field Officer per district.

In addition, during the extension period, the MKEZA SNE equipment, supplies and tools were distributed to the 10 original SNE schools, pupils and TCs. The recipients were Kisiwandui Primary School and the special unit for the visually impaired, Haille Selassie Secondary School and Jambiani Primary School. The teaching and learning materials have helped to improve the quality of education provided to the visually impaired pupils while the mobility assistive tools have increased access and active participation for children with physical disabilities. The IT equipment donated to the Ministry of Education and Vocational Training (MOEVT) will facilitate improved planning, implementation, monitoring and reporting of the Special Needs Education Program.

To ensure effective regular monitoring, the MKEZA CT in collaboration with the Special Needs Education Division, MOEVT, developed a Kiswahili data gathering instrument which was administered to beneficiaries. The findings revealed the following:

- All SNE teachers from 10 old schools are improvising and using teaching aids in their classes by collecting and using available low-cost/no-cost materials.
- Teachers have made the adjustments for class sitting plans to ensure that pupils with different learning needs are strategically seated to take full advantage of the teaching and learning. For example, pupils are mixed together, fast learners with those with

- disabilities so that they can learn from one another and provide support to those who need it, especially the hearing impaired and intellectually impaired/learning difficulties.
- One school in Pemba, Pondeani School, in collaboration with the school management committee, has established an inclusive education resource room with basic furniture for storage of official documents, tools and equipment provided through the project support, improvised teaching aids and other stationeries.
 - Teacher trainers in the seven schools have organized training sessions for teachers who did not attend training.

During the reporting period, a total of 259 SNE students were enrolled making a total of 781 SNE pupils currently enrolled at different schools. Three TCs in Pemba (Michakaini, Miti Ulaya and Mizingani) have organized and implemented TC-based in-service teacher training within their clusters on “Improvisation and Effective use of Teaching Aid in Inclusive Classes”, and six TCs are currently developing teacher in-service training work-plans.

2.1.3. Review 15 modules (units and training manuals) in five subjects and print 175 copies per title to distribute to 3 pilot TCs initially for 90 trainees to benefit.

During the review period, 12 modules (nine training units and 3 manuals) were developed and edited. The time it took for the process for developing modules, testing, editing and printing was underestimated by the project. In addition, external factors came into play: electricity rationing, and port reconstruction, which affected the delivery of print materials. Further, there was a human resource constraint: the printing was delayed because the writers took a longer time to incorporate editor comments in the units. However, printing is now commissioned. Some 90 copies of each module are currently being printed and will be distributed to the trainees through the Teacher Centre network. (The number printed falls short of the final target because of cost increases.) The remaining 3 modules are being edited and will be completed under the new grant.

2.1.4. Revise and print 45 pilot titles, 400 copies each, for second phase year 1 training in six TCs for 260 trainee teachers

During the reporting period, seventeen booklets containing 63 units (titles) were reviewed, printed (700 copies each), and delivered to pilot TCs for distribution to ASTC trainees and trainers. The number of copies required for distribution was increased from the planned 400 to 700 due to an increase in demand.

INTERMEDIATE RESULT 2

2.2. IMPROVING TEACHERS’ SKILLS

2.2.1 Conduct the TOT for 60 ASTC trainers

Under MKEZA, PDC was given the specific role of developing and testing the TOT program for ASTC trainers. During the June 2006 to January 2007 period, PDC continued the implementation of the TOT program for ASTC trainers, the TOT, delivered through face- to-

face workshops and on-site support covered re-conceptualization of teaching and learning, pedagogical content knowledge, professional development process (workshop planning and delivery, mentoring and peer coaching), and assessment and action research. Among the skills enhanced included those related to facilitation, and particularly the use of cooperative learning approaches, the effective use of questioning, improvisation and the use of low-cost materials. The social studies TOT had some 24 participants (17 males and 7 females) and the science TOT had 27 participants (24 males and 3 females). After undergoing assessment, 48 of the 51 participants have earned a TOT certificate from the Aga Khan University.

In addition, a series of seven Saturday seminars were held at the Michakaini TC in Pemba and in NTRC in Unguja for the participants of the TOT program. A total of 31 ASTC trainers attended the seminars which discussed the progress and challenges encountered during the implementation of the TOT. Some of the issues raised included the lack of conducive environments in schools to implement cooperative learning techniques, inadequate time, inadequate furniture, and examination pressure. Course participant contribution during the seminars indicated that they possess good theoretical foundations which they associate with their practices.

The graduates of the TOT program implemented the ASTC program to the first cohort of 105 ASTC trainees through the three pilot TCs of Dunga, Kiembesamaki and Michakaini. Of the 105, some 14 trainees dropped out, some of whom went to pursue further studies. The evaluation of ASTC trainees by inspectors has revealed that there has been improvement in the application of participatory methods of teaching, use of improvised instructional resources, classroom language development skills and classroom management and questioning skills. However, areas that need improvement include subject content knowledge, ability of trainees to ask challenging/high order questions, their ability to relate learning situations with real life examples and the ability to translate the syllabi into appropriate schemes of work.

Also during the period under review, a second cohort of ASTC trainees (232 secondary school teachers from six TCs) were selected and oriented to ASTC. The one-week orientation included an induction to ASTC course content, curriculum, and methods of training. The induction was marked by an official ceremony to symbolize the beginning of the mainstreaming of the ASTC course to the remaining 6 TCs on the islands. The course which will start after the approval of MOEVT will also comprise Module 1 to 6 and will cover a two-year cycle.

Further, a workshop to strengthen professional development associations was held in Unguja. The participants at the workshop were 15 professional association leaders from Unguja (in Pemba this association has not yet formed). The modules covered leadership, record keeping, community mobilization, and strategic plans.

2.2.2 Complete mentoring course for 25 school inspectors

During the MKEZA EQUIP grant a module on mentoring was developed by the PDC. Then, 25 inspectors attended an initial workshop to induct participants on how to use the module. However, during the reporting period, another workshop which was planned for December

2006 was not held as a result of staff turnover. This was replaced by a workshop on improvisation in response to the needs as expressed during the PDC's monitoring exercises.

2.2.3 Supporting 20 TC Secondary School Librarians

The PDC Office at the National Teachers Resource Centre (NTRC) houses a mini library which has a mobile facility. The library has a stock of 348 books which were recommended by TC coordinators to be used by teachers and students. The books have been lent out to Nkrumah Teacher Training College's tutors who use them for lesson preparation. The number of books has increased by 25% since June. The Mobile Library also has a total of 92 Teacher education books. The PDC librarian carries books (in a car or a motorbike) from the mini library to one teacher centre after another, where they remain for 2 weeks for the teachers to borrow. About 25-30 books from the PDC mobile library were borrowed by the teachers in a week. It has been observed that most of the books borrowed by the teachers are curriculum content related course books.

During the reporting period, PDC also trained some 24 librarians from 9 TC's and 11 schools on various aspects of librarianship such as the promotion of reading culture, library management skills, record keeping, etc. The workshops were participatory, with librarians having the opportunity to come with ideas on how to make their libraries user friendly by putting signs and labels which guide library users. Follow-up visits were conducted after the workshop revealing that four out of eight libraries had improved in terms of book recording, classification, labeling and shelving.

2.2.4 Complete training for TC trainers and Coordinators on the use of the computer, educational technology, AV equipment, and lab management

The need to train TC trainers and coordinators on educational technology was further given emphasis in the extension phase. During EQUIP 1, a total of 49 trainers and coordinators benefited from the training on IT and education technology. In the extension phase, 29 participants (17 new and 12 from old) participated in the training. Out of these, ten participants benefited from the six-week training on the use of computers, particularly the use of Microsoft Word. Nineteen participants benefited from two workshops on education technology and audio visual equipment conducted in both Unguja and Pemba. Course participants filmed and edited their own video programs on science and mathematics. They also used their new knowledge and skills to edit video programs developed in the first training in order to improve their appearance. The participants are expected to use the acquired knowledge and skills to train others (ASTC trainers, ASTC trainees and other teachers) in their respective TCs. Training on laboratory management was covered under activity section 2.4.4.

2.2.5 Complete training in activity based learning for 60 primary school teachers

During the extension phase, 20 primary school teachers received an Aga Khan University Certificate in Education: Science. An additional 51 teachers attended a series of short courses in

Pemba. From these, some 31 teachers were observed in class and were found to have improved in their teaching practices by making teaching more learner-centered by using methodologies such as group work, case studies, and appropriate questioning. The use of learning resources besides text books was also evident in some of the classes. The teachers found the course useful for learning contemporary methods of teaching and sharing experiences.

A follow up workshop was then conducted with 21 participants attending in Unguja. The participants got an opportunity to learn how to prepare improvised teaching and learning resources. The developed materials are now being used by students at their respective schools. The teachers have also trained their students on how to improvise the learning materials.

2.2.6 Training for additional teachers on inclusive education

In November 2006, MKEZA CT in collaboration with the Special Needs Education Division – MoEVT organized two trainings on Inclusive Education for 63 teachers in both Unguja and Pemba. The areas covered during the training were introduction to Special Needs Education, concepts and terminologies, history of Special Needs Education, different types of disabilities and how to identify children with disabilities, development and use of individualized Education Plans (IEP). The methods used during the training were group work, presentation, feedback, lecture, questioning and answers, and practical take home assignments. The trained teachers have carried out basic assessments of all pupils.

INTERMEDIATE RESULT 3

2.3 IMPROVED READINESS OF STUDENTS FOR SCHOOLS

2.3.1 Provide support to 9 TCs to support 540 girls in science camps in 108 schools

MKEZA has been supporting the Forum for African Women Educationists (FAWE) to empower girls to participate in science education. This was being done through science camps whereby girl students from secondary schools are exposed to practical activities in science and mathematics, children's rights, the environment, HIV/AIDS and reproductive health.

During the extension phase, MKEZA supported FAWE to conduct a series of three-day science camps in 9 TCs in which 535 girls and 107 secondary teachers attended. In total, eleven camps covering 87 schools were conducted. Discussion with parents and secondary school girls reveals that the interest in science education among girls is increasing. The teaching methodology and approaches used by science camp facilitators were felt to have contributed to improving teacher competency and it is anticipated this will be reciprocated in their schools. Some teachers complain that time and material constraints do not allow them to replicate camp situations to normal classroom situations. Another challenge encountered was limited resources and laboratory equipment available at the TC level.

During the reporting period FAWE also conducted the Science Club Leadership training at NTTTC in Unguja and at Fidel Castro Secondary School in Pemba. This training was a follow-

up support activity for science camp participants who organized science clubs in their respective schools. It aimed to provide the girls with opportunities and experiences to manage and operate their school science clubs. In total, 135 students and 27 secondary teachers attended the training.

Results from focus group discussions with teachers show that there have been more interactive activities among science teachers from different schools that include the exchange of science materials. Teachers also feel that their skills in science have been enhanced. The teachers expressed that after attending science camps more female students are now attending science classes. They also observed that the level of female performance in science subjects has improved.

2.3.2 Support MOEVT to initiate pilot test activities in 10 additional pilot schools to better address challenges faced by students with disabilities

During the reporting period, ten additional SNE schools benefited by participating in community mobilization, sensitization and advocacy for improved education opportunities for children with disabilities. A total of 886 participants including parents, community leaders, teachers, pupils and members of the school community participated in the forums on SNE. As a result of the forums, SMCs have become more sensitive to educational needs of children with special needs. To date seven schools have built ramps to ease accessibility to classes and head teacher's offices. Six SMCs have established a line item in their action plans for school development to support improvement of the schools environment to make it user friendly and more inclusive of people with disabilities. Ten SMCs have organized their own community mobilization and sensitization forums, thus leading to increased enrollment of children with disabilities.

Meanwhile, the old 10 SNE schools have established inclusive education committees with membership drawn from trained teachers, parents and pupils. The committees have developed their own terms of reference, key among them are to campaign for SMCs to embrace the idea of improving the school environment to make it accessible by all, and advocating with parents within the school's catchments area to register their children with disabilities in school. This active participation of SMCs and inclusive education committees provide significant progress towards the realization of sustainability of interventions.

2.3.3 Provide grassroots support to 10 CSOs to promote girls education in 20 communities

The production of posters and slogans to target girl's education program promotion:

During the extension phase, NGORC improved on the posters previously produced on girl's education. Two thousand posters were printed and distributed to the five partner civil society organizations (CSOs). Each CSO received 390 posters which were distributed in 10 communities. The posters were distributed during the public campaigns so that they reach a wide and diverse audience, with the expectations that there will be a heightened sense of

awareness on the importance of educating the female children. This, in turn, is anticipated to result in increased school enrollments.

To provide financial support and follow up to 5 CSOs in order to conduct girls education campaigns in 10 communities:

Through its five partner CSOs, NGORC conducted campaigns to increase awareness of the importance of educating the girl child and children with disabilities (CWD). The campaigns covered 4,334 participants including students, teachers, parents, local authority leaders, and the general public and were comprised of speeches, songs, poems, plays and Islamic preaching. Songs, poems and debates were found to be effective because different groups of people were able to participate.

To support SMCs and CDCs from 10 communities where the girls education promotion campaigns took place under 5 CSOs to develop strategic plans on girls education promotion:

During the extension period, NGORC conducted two trainings to support 10 CDCs and 10 SMCs to develop strategic plans for promoting girls education. To date, twenty strategic plans have been developed and refined by stakeholders and are now ready for implementation.

2.3.4 *Support 20 Madrasa communities in centre-based training for 125 teachers and 190 School Management Committee members and to strengthen the capacity of the Madrasa Association and Community Resource Teams to provide support to 44 graduate schools.*

Conduct 10 fortnightly centre-based trainings to 125 teachers on classroom practices:

During the extension phase, fifteen Centre-Based Trainings (CBTs) on classroom practice were held for 125 teachers of the 20 Madrasa schools. The topics covered included spirituality and science, setting specific objectives and integrating mathematics, social environment, people and their occupations, science, animals and their habitats, common diseases, and weather. Other topics covered child assessment, one-to-one correspondence, motivation, health education and parental involvement, songs, Qasidas and rhythm, and the concept of comparatives: few, many, and equals. As a result, teachers are now able to better prepare children for primary school and improve their learning environments.

In addition, ZMRC trainers have continued to mount regular visits to support teachers to (i) work with parents to improve home learning environments (ii) mobilize fee payment (iii) keep up-to-date school records, and (iv) work in collaboration with Community Resource Teams and SMCs. As a result, there has been increased capacity to organize school activities, develop learning materials, and use active learning strategies. Teachers are also able to conduct large group time more effectively and integrate math, religion, science, health and sanitation, weather, and environmental sciences into their classroom routines. They are also

able to recognize common diseases, and develop learning materials that address health concerns, incorporating songs and mathematics in their classroom practices.

A total of 57 female teachers from Unguja's 10 new Early Childhood Education (ECD) schools conducted final examinations in order to receive certificates of competency. The certificate will qualify them to teach at Madrasa pre-schools.

Conduct 6 monthly CBTs to 190 SMC members on school financial and administrative management:

SMC members from the 20 new communities continued to receive Centre-Based Trainings (CBTs) and Site-Based trainings in various topics. During the time under review, a total of 8 CBTs were held for 193 SMC members (for both new and graduate ECD schools). Topics included certification criteria, community mobilization and development, meetings and minutes writing, planning and budgeting, and networking. These trainings will continue even after the end of project as efforts to continuously build the capacity of SMC members.

Make 10 fortnightly visits (June-Dec) to 20 communities to monitor and support 190 SMC members in preschool management

Fortnightly visits were made to 20 communities and 181 SMC members were monitored. Of these 147 SMC members are showing a positive ability to managing their schools.

Conduct 6 monthly CBTs to the "Monitoring, Evaluation and Development sub-committee" on monitoring and evaluation:

Three CBTs on monitoring and evaluation were conducted to two sub-committees and four executive committee members of ZPMO. They were trained on how to complete monitoring and evaluation forms, record keeping, and management of school funds. Also, in Pemba a 3-day training on M&E was conducted to sub-committee members of PEMA. They were trained on the concepts of M&E and the development of M&E frameworks. Participants are showing positive changes in attitudes especially in record keeping and management.

Conduct quarterly CBT to 'Revenue sub-committee' of ZPMO on financial management

During the period under review, one CBT was conducted in Pemba to three members of the Revenue sub-committee of PEMA. Topics included concepts of financial record keeping and school fund management. Participants were optimistic about changing their management practices.

Support the Madrasa Association sub-committees monthly to conduct M&E in schools, facilitate record keeping and to organize refresher courses:

This activity is continuous and was conducted monthly during the extension phase. Site support was provided to 23 Madrasa Association sub-committee members on financial record keeping. In turn, seven of the 23 Madrasa Association sub-committee members carried out M&E exercises from 7 Madrasa pre-schools to collect data and to observe classroom and

school management activities. Some of the members are working closely with the ZMRC, submitting reports of their findings after each visit and working with staff to best understand their roles and capabilities. ZMRC is also working with MA members to complete their office building, which is currently under construction. ZMRC is supporting the Madrasa Association towards establishing and entering into a contract with a Board of Trustees who will be responsible for managing endowment funds, a small financial donation previously given to schools that graduated between 1998 and 2002. ZMRC is offering continuous guidance during this process. However, due to time constraints support towards organizing for the planned refresher courses was not achieved.

Conduct 2 Centre-Based Trainings to 80 CRTs on how to work with and monitor SMCs, teachers and parents on children's learning and development:

The Community Resource Teams comprise of a Lead Teacher, the Head Teacher, a community mobilizer, a member of the Parent Support Group, and a member from the Village Development Committee. During the reporting period, three trainings were carried out in Unguja to 72 CRT members from 22 communities on report writing and record keeping, community meetings and minute writing. The trainings have improved skills of members to monitor and support SMCs. Two review meetings held in Unguja and Pemba involved 61 CRT members. The aim of the meetings was to review planned activity implementation and to establish new solutions for the coming term. The meeting produced the following resolutions for the coming year: (i) improving teaching and learning environments in all schools; and (ii) improving efforts to collect fee payments by at least 75%.

Make follow-up visits to schools to support CRT to work together with SMCs to monitor teachers and parents learning development:

This has been reported under 3.4.3. On-site follow-up support has improved the capacity of CRT members to plan community activities, keep records, and support teachers. CRT members are confident to hold meetings and raise community awareness.

Conduct six month evaluations with MAs and CRTs for the 44 graduate schools:

The Madrasa Evaluation Instrument has been administered in all 44 schools. The evaluation report was finalized in September 2006 and was distributed to partners. They were shared with schools in the form of graphs and feedback. Findings show different performance levels, in classroom practice, community involvement, school management, teacher salary payment and fee collection. The graphs enabled teachers and SMC members to compare results and recognize areas for improvement. For the most part, results were positive; however, improvements can be made in the areas of fee collection and teacher salary payment.

INTERMEDIATE RESULT 4

2.4 IMPROVING SCHOOL MANAGEMENT

2.4.1 Consolidate, publish and print training modules for school management committees

During the review period, eight modules were developed and translated in Kiswahili (resource mobilization, facilitation, community mobilization, leadership, policy & advocacy, record keeping, strategic planning, and monitoring & evaluation). The English modules have been commissioned for printing (500 copies per module) and will be made available to development practitioners.

2.4.2 Organize one of two strategic public debates to sensitize community members to a variety of key issues in education such as inclusive education and gender equality

Two public forums to sensitize community members on inclusive education and girl's education were held with a total attendance of 443 participants representing SMCs, CDCs, CSOs and District Education officers. The forums were chaired by the District Education Officer. The recommendations from the meetings were forwarded to partners working in the education sector. Participants expressed that they had become more aware about the rights of girls and CWDs. It is hoped that this will lead to increased interest in planning and acting towards improving access and the quality of education for girls and CWDs.

Also during the extension phase, NGORC conducted follow-up and case documentation in Pemba. The purpose of this activity was to assess changes that have taken place in the communities as a result of NGORC's intervention in the education sector by way of public forums. It was realized that CSOs, CDCs and SMCs are now using improved means of resource mobilization based on the knowledge and skills acquired through NGORC's training. By using such new skills various community groups have managed to mobilize and invested the collected resources in educational development. Good examples of communities where new skills were fruitfully applied include Konde, Ng'ambwa, and Mbuzini in Pemba. For example, the Mbuzini CDC managed to prepare a project proposal and it has secured funds from a donor. Furthermore, the local community was mobilized to contribute labor and local materials to build 4 classrooms at Mbuzini School.

2.4.3 Complete the school committee and head teachers training on management of science education in secondary schools

During the extension phase, the training manual for Managing Science and Mathematics Education was developed. Some 47 head teachers and school committee members were trained using this manual at Kiembesamaki and Dunga TC. This was a critical step in the school improvement process as it provided the entry point to professional teacher development and support. The training included budgeting for laboratory design, construction and science equipment, and monitoring and supervision. Follow-up support

training will be planned in the next project to track the application of the skills acquired and a similar training will be carried for the remaining TCs.

2.4.4 *Provide a resource and laboratory material management course to TC coordinators and laboratory assistants for schools and inspectors involving 60 participants*

During the period under review, 124 trainers attended a workshop to familiarize themselves with the training manual on laboratory management and safety, as well as module content, training methods, training materials and assignments for the ASTC course. These participants therefore have learnt the basic skills of science laboratory management, laboratory design and organization, storage, handling and safety of equipment, reagents and other materials.

2.4.5 *Complete Leadership and management course for Head teachers, school inspectors, education officers and TC coordinators*

The Education Management and Leadership Course for 23 Head Teachers was completed during the period under review and covered the following areas: reflection and re-conceptualization of roles and responsibilities as educational leaders, re-conceptualization of the terms management and leadership, and types and styles of leadership. Emphasis was placed on pedagogical aspects, human resource development, team building, and communication. Other topics covered included managing change for school improvement, school effectiveness monitoring and evaluation of school performance and managing school community relationships. All participants were exposed to action research. All 23 course participants were followed up and mentored.

Also, in the same period, three one-day seminars were conducted for the same cadre. Topics included financial management (budgeting and keeping books of accounts), project planning and guidance, and counseling for teachers and pupils. The course participants shared experiences on how they perform these activities in their respective institutions.

In order to continue their professional development, the graduates of the course have established a Professional Association for Educational Leaders. They have in place association officials and are now developing a constitution for the association. The process of registration of the association is also underway.

3.0 LESSONS LEARNT

- While the majority of the teachers are professionally qualified, quite a few of them have been using teaching aids in their classes. Some of the teachers have formed the attitude that the ministry has to provide them with all the raw materials to be able to improvise. Other teachers feel that improvisation takes time and since they teach in overcrowded classes, the burden of preparing enough for the pupils is too much to bear. However, through improvisation training, teachers have come to realize that there are very many locally available materials within the environment which require just a little effort and creativity from the teacher to turn dull teacher-centered lessons into active child-centered classes where all pupils would be afforded the opportunity to achieve according to

individual abilities. It is about teacher attitudes and to change that it takes time and acceptance.

- Civil society organizations and communities have not been empowered to be able to create a sense of accountability and ownership of project interventions. They find it difficult to contribute enough money for school development mainly due to poverty and low levels of education. Even their income generating activities yield low benefits. Perhaps the establishment of an “Education Fund” would ensure project sustainability.
- In order to build the culture of accountability the development of MoUs between partners for the improvement on education development would be a requisite for project adoption as they would help to spell out the roles and responsibilities of stakeholders, aid in the review process, chart progress and ultimately provide for accountability.
- It would be beneficial if library services become accessible to rural communities including children and adults. This would enhance good readership, promoting a culture of reading and creating a habit out of reading. The community would then acquire a wider knowledge instead of just having text books intended only for those preparing for exams. Hence, the approach to use mobile libraries can ensure wider accessibility to local learning communities.

4.0 BRANDING AND MARKING

During the period under review, MKEZA strived to support USAID’s campaign to mark and brand its development support. A *Branding and Marking Plan* was developed and was later significantly revised based on comments received from USAID. Extensive research was done on USAID’s website to collect information that would (i.) best guide the development of this Plan; and (ii.) help enhance MKEZA’s understanding of USAID’s communication requirements. Various milestones were achieved in the 7-month period during the implementation of the Branding and Marking Plan:

- All partners were sensitized to the Marking and Branding Plan
- All assets and books were branded with the USAID identity.
- Every opportunity was made to publicize newsworthy events through print media, radio, and television. All press releases were translated into Kiswahili in order to widen reach.

The events organized are summarized below:

The handover ceremony of SNE equipment, tools and teaching materials at Mtopepo Primary School was led by the Deputy Minister of the MOEVT, Honorable Makame. The event was graced by the United States Ambassador to Tanzania, Mr. Michael Retzer.

The Launch Ceremony of SBLRC at Shamiani Secondary School in Pemba was graced by Mr. Shabaan Salim Mohamed, MOEVT’s Director of Teacher Education.

The closing ceremony of the ASTC Induction Programme at Bububu TC was graced by the Deputy Minister of Education, Honourable Makame.

The Dissemination Workshop aimed at showcasing MKEZA's achievements was graced by his Lordship the mayor of Unguja, Mr Mahboub Juma. A photo exhibition "*Elimu kwa Wote*" captured the images of the beneficiaries of the project.

5.0 MONITORING AND EVALUATION

During the reporting period, MKEZA M&E officers conducted two quarterly review meetings. For the first time representatives of beneficiaries from both Unguja and Pemba attended the meetings and contributed significantly towards the discussion. At these meetings participants reviewed quarterly and monthly reporting formats and the quality of feedback from the project partners, as well as reviewed the Implementation and Performance Monitoring Plans. At one of these meetings, MKEZA's report from its field visit to assess partner M&E strengths and weaknesses was discussed. Some of the issues discussed were on the need to review quarterly and monthly reporting formats, review and/or develop data collection tools at all project levels, and the need for capacity building in M&E among project partners. Other activities accomplished included training of the NGORC officers on questionnaire coding and data analysis using SPSS.

In addition, MKEZA M&E officers conducted a study to capture the perceptions of beneficiaries on MKEZA project interventions. This study was aimed at helping the project staff better understand the extent to which the project has helped improve the quality of education learning. It was an attempt to learn whether the project has been successful and has shown positive outcomes. Generally, the study aimed to get an idea of how the beneficiaries have perceived the MKEZA interventions. An excerpt of the report was presented at the Dissemination Workshop and the report is available for information sharing.

6.0 MANAGEMENT MATTERS

Staff Recruitment and Development

Over the 7-month period, three new staff members joined the MKEZA team: Fizza Mooloo as Chief of Party, Amana Mbise as the Communications Officer, and Deogratias Lwezaura as Monitoring & Evaluation Officer. The Finance Officer, Mmbaga resigned in November 2006 and was replaced by Charles Hiza on a part-time basis. A new Project Director joined NGORC, and the PDC Manager Rupen Chande who took medical leave for 4 months after being replaced by Nooreen Madhani from the Aga Khan University in Karachi. The M&E Officer of NGORC went on maternity leave and this position was filled by an Acting M&E officer.

Challenges in implementation

The funds delay in June/July delayed TAP in its implementation. Most of the activities in October were not implemented due to the Holy Month of Ramadhan and interference with school examinations. Hence, some of the activities planned for September/October were

deferred to the remaining months. As a result in October, the budget, implementation and performance monitoring plan were revised. In addition, during the review period, various Project Directors' meetings were held. The meetings deliberated on the progress of project activities, review of the Implementation Plan, Performance Monitoring Plan and the Marking and Branding Plan.

ATTACHMENT 1: STATUS OF THE PMP

No.	Activity	Indicator	Final Target	Status
IR 1: Improving the Availability of Teaching and Learning				
1.1	Provide support in establishing pilot school based learning resource centers linked with the 9 TCs	Number of pilot school based learning resource centers linked to TCs	9 of the schools based learning resources centers linked with TCs have model classroom with adequate teaching materials and furniture	All 9 school-based learning resource centres have been established and furnished and these serve as an extension of the Teacher Centre into the schools. The SBLRCs are stocked with a wide variety of low-cost no-cost improvised instructional materials which were developed during and after the training on improvisation. Some 382 people have been trained on improvising low cost/no cost materials into teaching and learning aids. Follow up monitoring has revealed that teachers are continuing to produce, use and store materials they need for lesson delivery.
1.2	Provide 62 teachers in 10 disabilities pilot schools with support to develop locally made materials, run training as well as set up exemplary low cost no cost rooms in the 9 TRCs	62 Primary school teachers in 10 disability pilot schools trained on development of teaching aids. 9 TCs supported to establish exemplary low cost no cost resource room	50 of the trained teachers able to develop teaching aids using locally available low cost no cost materials. 7 of the 9 TCs have established exemplary resource rooms	62 teachers have been trained on improvisation and follow up monitoring exercises have shown that all 62 teachers are now improvising teaching aids using low cost no cost locally available materials. In addition, 59 trainers from TCs received TOT as the approach to training took on cascade model. All 9 TCs have been provided with basic furniture and training materials to facilitate the setting up of exemplary low cost/no cost corners within their libraries or training rooms (space for low cost/no cost rooms was not available within the TC).
1.3	Review 15 modules (units and training manuals) in five subjects and print 175 copies per title to distribute to 3 pilot TCs initially for 90 trainees to benefit	Number of ASTC training materials printed and distributed	12 draft modules (9 Units and 3 training manuals) printed and distributed	12 modules (9 units and 3 manuals) have been completed and are currently at the printers. 90 copies of each module are being printed (the reduced number is due to cost increases). These will be distributed to the 90 trainees. The remaining 3 units are being edited and will be completed under CREATE.
1.4	Revise and print 45 pilot titles, 4000 copies each, for	Improved quality of ASTC training	45 titles revised, printed and	Seven hundred copies of the 17 booklets containing 63 units have been printed and are being distributed

No.	Activity	Indicator	Final Target	Status
	second phase year 1 training in six TCs for 260 trainee teachers	materials	distributed	to the ASTC trainers and trainees through the TCs.
IR 2: Improving Teacher Skills				
2.1	Conduct the TOT ASTC for 60 Trainers	Number of tutors demonstrating competency in teaching and mentoring teachers on the use of learners Centre Activity (LCA) – based teaching and the development and use of low cost resources	50 tutors will be able to train and mentor teachers on Learners centered – activity (LCA) based teaching	51 ASTC trainers have attended the TOTs. Of these 48 (or 94%) will be certified by the Aga Khan University as they have fulfilled the AKU requirements (they were observed at least 3 times and found to be using learner centered activity based teaching methods and able to mentor teachers).
2.2	Complete mentoring course for 25 school inspectors	Number of teacher advisors, inspectors and tutors trained by PDC on how to effectively mentor teachers	20 TC advisors, tutors and inspectors trained and mentoring teachers	This activity was not completed due to staff changes and was replaced by training on improvisation based on the expressed needs.
2.3	Support 20 TC Secondary School Librarians	Number of TC and School Librarians with skills in library management	20 TC and school librarians trained and effectively managing the libraries as teaching and learning resource centers	24 TC and school librarians trained. They have improved skills in library management and record keeping such as book recording, classification, labeling and shelving. A mobile library has been established and has a total of 348 textbooks.
2.4	Complete training for TC trainers and coordinators on the use of the computer, educational technology, AV equipment and lab management	Number of TC subject advisors, TC coordinators and ASTC trainers able to use computer and educational technology	64 people acquired the required skills	29 participants trained on the use of the computer, educational technology and AV equipment. Participants are now proficient in using computers and TC electronic equipment.
2.5	Complete training in Activity Based Learning for 60 primary school teachers	Number of Primary school teachers using Learner Centre Activity (LCA) approaches	45 PDC trained teachers involving all learners in the teaching and Learning process through cooperative learning approach and using teaching and learning	51 teachers have been trained. Follow up monitoring has shown that teachers are making teaching more learner-centered by using methodologies such as group work, case studies and appropriate questioning.

No.	Activity	Indicator	Final Target	Status
			resources effectively	
2.6	Conduct training for 60 additional teachers (in ten new schools) on inclusive education and improvisation of teaching and learning aids	Number of Primary School teachers able to teach effectively handle inclusive education	60 additional primary school teachers trained on inclusive education	63 teachers have been trained on inclusive education and improvisation of teaching and learning aids. The participants have improved their confidence in dealing with SNE children using improvised materials.
IR 3: Improved readiness of students for schools				
3.1	Provide support to 9 TCs to support 540 girls in Science Camps in 108 Schools	Number of students (especially girls) participating in science and mathematics	540 students supported by 9 TCs to participate in Science Camps	535 girl students and 107 teachers from 87 secondary schools participated in 11 science camps. Follow up by MKEZA has shown that there is increased interest in science and math subjects. Teachers express confidence in teaching science subjects after attending the science camps.
3.2	Support MoEVT to initiate pilot test activities in 10 additional pilot schools to better address challenges faced by children with disabilities	Number of disability pilot schools pilot testing activities that address challenges faced by children with disabilities	Each of the 10 additional schools piloting at least two of the 4 activities: Improvisation of instructional materials for inclusive classes, regular assessment for SNE among pupils in the school, community mobilization and teacher to teacher support at school level.	All the 63 (in all 10 pilot schools) trained teachers are improvising teaching aids for inclusive classes using low cost no cost locally available materials. Six trained teachers from each of the 10 schools have provided orientation training on “the basics of inclusive education” to other teachers. 10 SMCs and 10 CDCs linked to 10 pilot schools have carried out advocacy and community mobilization and in-service training on inclusive education. There has been an increase in the enrollment of SNE children in schools. 7 schools (70%) have mobilized local resources to construct ramps.
3.3.1	Production of posters and slogans which are targeting girls’ education promotion.	Number of improved posters and slogans produced and disseminated to 20 communities through 10 CSOs.	2000 copies of revised Posters and 10 slogans which are focusing girls’ education promotion produced, disseminated and used in 20 communities through 10 CSOs.	2000 posters targeting girl’s education were printed and distributed to 10 communities through partner 5 CSOs. Follow up monitoring has revealed that there has been an improvement in the school drop out rate of girls from schools.

No.	Activity	Indicator	Final Target	Status
3.3.2	To provide financial support and follow up to 5 CSOs in order to conduct girls' education campaign in 10 communities.	Number of campaigns conducted on girls education in 10 communities. Number of girls who were exposed to education promotion campaigns in the 10 communities	5 CSOs access funds and effectively conduct campaigns for girl's education promotion in 10 communities.	10 campaigns done through 5 partner CSOs. Female participation was 2547 out of 4334 participants (59%).
3.3.3	To support SMCs and CDCs from 10 Communities where girls education campaigns took place under 5 CSOs to develop strategic plans on girls education promotion.	Number of SMCs and CDCs under CSOs support who have written strategic plans with the girls' education promotion component in place.	10 SMCs & 10 CDCs in 10 communities where girls' campaigns took place during EQUIP1 have detailed and clear plans which focus on girls' education promotion.	20 draft strategic plans were developed by 10 SMCS and 10 CDCs. It has been found that CSO, CDCs and SMCs are now using improved means of resource mobilization from the experience and learning gained. As a manifestation, classrooms are now being constructed in some schools through the community efforts
3.4.1	Conduct 10 CBTs to 125 teachers on classroom practice	Number of conducted CBTs and number of teachers demonstrating confidence in practicing active learning	88 of the 125 newly trained teachers (from 20 new schools) using active learning methodologies (defined as those teachers who obtain 45% or higher score on the teacher assessment tool)	Fifteen CBTs have been conducted to 125 teachers on classroom practice. As a result, teachers are now becoming more confident in organizing school activities, developing learning materials and in using active learning strategies.
3.4.2	Conduct 6 CBTs (June-Nov) to 190 SMC members on school financial and administrative management.	Number of conducted CBTs and SMC members effectively carrying out administrative and financial roles.	140 SMC members are able to carry out their financial and administrative roles in their schools	Eight CBTs were conducted and 193 SMC members were trained on school fiscal and administrative management. Now SMC members are playing a proactive role in managing and allocating school resources.
3.4.3	Make 10 visits (June-Dec) to 10 communities to monitor and support 190 SMC members in preschool management.	Number of visits made. Number of SMC members monitored, supported and showing ability to manage their schools	135 SMC members monitored, supported and are demonstrating confidence in managing their schools	Fortnightly visits made to 20 communities and 181 SMC members are being monitored and 147 are showing ability in managing their schools.
3.4.4	Conduct 6 CBT to the "Monitoring, Evaluation and Development sub-committee" of the ZPMO on monitoring and evaluation.	Number of CBTs conducted. Number of monitoring, Evaluation; and Development Sub-committee members exhibiting skills in M&E	6 CBTs on monitoring and evaluation conducted to 5 members of M&E and Development Sub-committee of ZPMO and all 5	3 trainings on monitoring and evaluation were conducted and 2 (out of 5 subcommittee members and 4 executive committee members of ZPMO) attended. Participants are showing positive attitude in record keeping and management of school

No.	Activity	Indicator	Final Target	Status
			demonstrating skills in M&E	funds.
3.4.5.	Conduct quarterly CBT to "Revenue sub-committee" of ZPMO (June-Dec) on financial management and financial record keeping.	Number of CBTs conducted on financial management and record keeping. Number of the Sub-committee members exhibiting skills in keeping financial records and in managing school funds.	2 CBTs on financial management and record keeping conducted. 5 members of the Revenue Sub-committee showing skills in keeping financial records and in managing funds	One workshop was conducted to Revenue sub committee members. Participants were optimistic about changing their management practices.
3.4.6.	Support the Madrasa Association (MAs) Sub- committees monthly to conduct M&E in schools, facilitate record keeping and to organize for refresher courses.	Number of Madrasa Association sub-committee members supported & demonstrate skills in conducting Monitoring & Evaluation in schools, facilitating record keeping and organizing refresher courses	23 members of MAs' Sub-committee will be given site support and 80% members affected to show ability in conducting monitoring and evaluation in schools, helping SMC members in how to keep school records and to organize refresher courses	Site support was provided to 23 Madrasa Association Sub-Committee members on financial record keeping. In turn, seven of the 23 Madrasa Association' sub committee members carried out M&E exercise to 7 Madrasa schools to collect data, observe classroom and school management activities.
3.4.7	Conduct 2 CBTs and provide site support to 80 CRTs on how to work with and monitor SMC, teachers and parents on children's learning and development.	Number of CBTs conducted & CRT members supported & demonstrating skills in working with & monitor SMCs, teachers & parents on children's learning	2 CBTs conducted and 75% of the CRT members trained and supported showing ability in working together with and monitoring SMCs, teachers and parents on children's learning and development	3 CBTs were conducted to 72 CRT members from 22 communities on report writing and record keeping. There has been improvement on collaborative activities among schools, management, parents and community members.
IR 4: Improve School Management				
4.1	Consolidate, publish and print the training modules designed for the school management committees	Number of SMC and CDC modules translated and improved	4000 copies of English version of 7 modules targeting SMCs and CDCs produced published and being used	500 copies of each of the 8 modules are at the printers and a distribution plan in place. The modules will serve as a good reference point for a wide audience of development practitioners..
4.2	Organize one or two strategic public debates to sensitize community members	Number of SMCs, CDCs and local authorities at the district level	60% of SMCs, CDCs, and Local Authorities' members from Micheweni and	2 public forums have been conducted. Some 443 participants attended forums. By using the new skill learnt

No.	Activity	Indicator	Final Target	Status
	to a variety of key issues in education such as inclusive education and gender equality	attending the forum, and raise awareness on supporting girls and children with disability	Mkoani Districts attended forums and have knowledge and commitment to promote and support girls and children with disability towards achieving their rights.	from NGORC's training under MKEZA, various community groups have managed to mobilize and have invested the collected resources in education development.
4.3	Complete the school committee and head teachers training on management of science education in secondary schools	Number of head teachers and school committee members in Unguja managing and supporting science education in secondary schools	30 head teachers and 30 school committee members in Unguja sensitized and their training needs identified	Training was conducted for 47 participants (27 Head Teachers and 20 SMC members) on budgeting for laboratory design, construction, and science equipment; monitoring and supervision. The skills and experience gained by head teachers are found to be critical entry points to teacher professional development.
4.4	Provide resource and laboratory materials management course to TC Coordinators and laboratory assistants for schools and inspectors involving 60 participants	Number of participants with basic skills on science laboratory management in supporting the teaching and learning of science	110 participants (9 TC coordinators, 9 TC science advisors, 10 ASTC trainers, 4 science inspectors, 50 laboratory assistants from 3 pilot TCs and 28 laboratory assistants from 6 non-pilot TCs) able to apply and use laboratory management skills promoting science education in secondary schools	124 participants acquired and used the basic skills on laboratory management in supporting the teaching and learning of science, thus surpassing the original target. During the training he participants demonstrated increased confidence in managing school labs.
4.5	Complete the leadership and Management course for Head Teachers, School Inspectors, Education Officers and TC Coordinators	Number of managers of education institutions able to effectively manage their institutions	26 PDC-trained education/school managers who are pedagogical leaders and are reflecting on their practice, encouraging participatory decision making, mobilizing and involving the community in school management	23 teachers have completed the course. Course participants are now confident that they can carry their role as effective school managers.

ATTACHMENT 2A: MEDIA COVERAGE

TEACHER ADVANCEMENT PROGRAMME

P. O Box 3480, Zanzibar

Tel: (024) 2250225

Press Release

On 21 September 2006, the Deputy Minister of Education and Vocational Training, Honourable Khamis J. Makame will grace a ceremony of the Induction Phase of the Advanced Secondary Teaching Certificate (ASTC) Course. This symbolizes the beginning of a two year in-service training programme for a second cohort of secondary school science and mathematics teachers in Zanzibar.

ASTC is implemented by the Teacher Advancement Project (TAP), a joint initiative of the Ministry of Education and Vocational Training (MOEVT) and the Aga Khan Foundation (AKF). This has been made possible through the generous support of the United States Agency for International Development (USAID), under the MKEZA Project – *Mradi wa Kuendeleza Elimu Zanzibar*.

The course is implemented through the 9 Teacher Centres in Unguja and Pemba. Some 91 teacher trainees made up the first cohort of the ASTC training which started in 2005 and is currently ongoing. The second cohort comprises 235 trainees, of which 94 are from Pemba.

The ASTC course aims to improve teachers' knowledge of science and mathematics, and their competence in the use of English language. Trainees will be equipped with skills on how to make and use low cost instructional materials using locally available resources. They will also be trained to use participatory methods in the classroom. ASTC also aims to improve teachers' ability to use, store, and maintain laboratory equipment and reagents, and to enhance the effective use of textbooks and available education technology in secondary schools. This training complements the resource support provided by USAID over the last two years whereby furniture, computers, audio visual equipment and over 1200 textbooks were distributed to the 9 Teachers Centres in Unguja and Pemba to support their professional development activities.

An initiative of the Aga Khan Foundation made possible by the generous support of the American people, through the United States Agency for International Development (USAID).

ATTACHMENT 2B: MEDIA COVERAGE

Translation of the News Article that ran on Zanzibar Leo on Saturday, Sep 23 2006

By Husna Mohammed

Teachers across the country have been urged to improve on the learning and teaching of science and mathematics in order to have better professionals in the future. The remarks were made yesterday by the Deputy Minister of Education and Vocational Training, Honorable Jabir Makame when officiating at the closing ceremony of the ASTC induction course at BUBUBU Teachers Centre, Zanzibar. He said that in order to induce change in the education sector it was imperative to stress on science and mathematics as important subjects in professional development and general development of the country.

He noted that the programme will also improve the knowledge of the teachers and students and therefore enable the government to attain its goal of improving education for all citizens. "I believe that Science and Mathematics is able to bring about great and contemporary changes and build teaching experience in line with our desired goals", said the Deputy Minister. Among other things, the Deputy Minister reiterated that the programme will to a large extent improve secondary school teachers English language competence.

On her part, the Aga Khan Foundation representative, Fizza Mooloo, said that the Foundation provides such programmes to teachers in Zanzibar in order to complement education reforms taking place across the country. She said that the Foundation will continue to support similar programmes and scale them to reach more beneficiaries in future as well as strive for improved efficiency in teaching other subjects.

She pointed out that Zanzibar still needs more teachers particularly in Science and Mathematics and that the programme will contribute toward producing more teachers in these subjects. Fizza Mooloo further noted that the society needs competent and qualified youths in order to build a strong nation.

The course which officially began last year is being conducted in 9 Teacher Centres in Unguja and Pemba. In the first phase 91 teachers were trained with 235 currently undergoing training under the 2nd phase. The programme aims at improving teachers use of participatory methods in classroom, improve teachers ability to use, store and maintain laboratory equipment, as well as enhance the effective use of textbooks and available education technology in secondary schools.

The programme is jointly run by the Aga Khan Foundation and Ministry of Education and Vocational Training with the support of USAID through MKEZA project.

ATTACHMENT 2C: MEDIA COVERAGE

Radio Script- Translated to English

TIME: 1900HRS

DATE: 21st Sept 2006

ZANZIBAR

The Deputy Minister of Education and Vocational Training, Hon Jabir Makame, has said that the improvement in Science and Mathematic subjects depends on the professional development of teachers in teaching these subjects. He said that even though many students were capable of performing better in the subjects, they were discouraged by the low quality of their teachers g these subjects and has subsequently leading to poor performance in their examinations.

Speaking at a closing ceremony for ASTC induction course for secondary school teachers, at BUBUBU Teachers Centre, Honorable Makame noted that the programme represents one of the initiatives to improve the knowledge of Science and mathematics for teachers as well as their knowledge on the use of participatory methods in teaching.

He thanked USAID for being at the front line in helping to improve the quality of education in Zanzibar and pledged for continued support from other stakeholders and institutions.

On her part, TAP representative Bi Fatma Khamis said that 235 secondary school teachers will be part of the programme which is administered in two phases across 9 Teacher Centres in Unguja and Pemba. The programme which is run in partnership with the Aga Khan Foundation is supported by USAID through MKEZA-Mradi wa Kuendeleza Elimu Zanzibar, Project.

ATTACHMENT 3: VISITORS TO THE PROJECT

6 July 2006: AKF's Young Development Professionals (YDP) visit to MKEZA Project

Amana Mbise, (YDP Communication officer of AKF Tanzania) accompanied by YDPs of NGORC and Raha Leo visited MKEZA. The aim of the visit was to get familiarized with the project, and gather some information that will later assist developing an information brief. Some pictures and statistics were provided to him.

22 July, 2006: Communication Officer, AKF USA Washington DC

Ms Martha Sipple was accompanied by Ms Aliya Ladha (Communications Intern, AKF-T) visited MKEZA project. The purpose of the visit was mainly to capture on video the key MKEZA initiatives. MKEZA CT members accompanied them to different project sites, where they met beneficiaries.

7 August 2006: CARE Thabit Masoud from Care International Tanzania – Zanzibar office visited MKEZA. His interest was to get a general overview of MKEZA activities. The Core Team presented to him a brief overview of MKEZA program.

9 August 2006: Aga Khan Cultural Services Zanzibar (AKCSZ)/Aga Khan Development Network (AKDN): Tunu Mleli, YDP from AKCSZ/AKDN together with Raha Leo YDP visited the MKEZA CT office to gather background information on MKEZA.

16 August 2006: AKF Tanzania IT Administrator

The aim of the visit was to monitor and check the computer system that was installed to MKEZA as part of the standard operating procedure and maintenance system of AKF.

29 August – 1 September, 2006: B2F Mozambique Team

The team which visited the MKEZA comprised of Julieta Chauma (Emerging Leader Component), Hussein Faruk (Institutional Strengthening), Deepa Swaminathan (Lifelong Learning), and Marcelo Soverano (Program Director). The aim of the visit was to learn more about continuous education initiatives, institutional strengthening (particularly for civil society organizations, and scholarship and mentoring.

11 December 2006: Dr Seeta Pai and Ms Biola from the Sesame workshop visited the project to familiarize with its functioning on Early Childhood Support. They had earlier toured a Madrasa Pre school in Unguja to gauge the reception of Sesame children programmes in Zanzibar. The visit was organized through MKEZA.

7 December 2006: Mr Kapongola Kanyanyuka new AKF Country Assistant Programme Officer toured MKEZA to familiarize with the project. With him was Mr Rahim Pardani, AKF Country Finance Officer and Ms Tullah Lupembe, AKF Administrative Assistant who had come on a separate duty.

15 December 2006: Mr Shahdil Shivji, AKF IT Administrator visited the project to check on the status of IT in the office.