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USAID Tusome Pamoja

FY 2018–2019 Annual Report

July 1, 2019, through September 30, 2019



Standard 2 pupils from Ihimbo Primary School, which is in the Iringa Region, read together after school. Source: Meshak Petro, Tusome Pamoja

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TABLE OF CONTENTS

1. PROGRAM OVERVIEW	1
1.1 Government Support—Decentralized Monitoring, Planning, and Implementation	2
2. FY2018-2019 SUMMARY PROGRESS	4
2.1 Focus on the 3Rs Through Communities of Learning	5
2.2 Integrating Tusome Pamoja Activities into the GOT System	6
Guidelines for National Rollout.....	6
Decentralized Periodic Learning Assessments	6
Kenya Study Tour.....	7
2.3 Strengthening GOT Capacity to Manage 3Rs Activities	7
Planning, Organizing, and Managing Cascade Training	7
Providing Targeted Technical Skills Training	7
Building Capacity for Regional- and District-Level Planning.....	8
3. 2018–2019: WORK PLAN ACCOMPLISHMENTS	9
3.1 Results Area 1. Teacher and Class Focused (Learning Support for the Classroom)	9
Activity 1.1: Preparation of Materials for Certification	9
Activity 1.2: Nonfiction Readers (Standards 3 and 4)	11
Activity 1.3: Mathematics	12
Activity 1.4: Communities of Learning.....	13
Activity 1.5 Pre-primary Endline Evaluations.....	15
Activity 1.6: Learning and Support Joint Monitoring Visits.....	16
3.2 Result Area 2. School and System Focused (Learning Support for the School)	17
Activity 2.1: School Information System Mainland.....	17
Activity 2.2: School Information System (Zanzibar)	18
Activity 2.3: Tusome Pamoja Midline Assessment	19
Activity 2.4: Decentralized Periodic Learning Assessment.....	19
Activity 2.5: Policy, Advocacy, and Sustainability at Central and Regional Levels.....	20
Activity Not Identified in the Annual Work Plan: Operational Research	21
3.3 Results Area 3. Community Focused (Learning Support for the Parent)	23
Activity 3.1: Low Cost Support to Community Education Mobilizers	23
Activity 3.2: School Scorecard	24
Activity 3.3: Media Action (and Social and Behavior Change Communication) Campaign	25
Activity 3.4: Gender and Inclusion.....	27
Activity 3.5: Stories of Change.....	28
3.4 Regionally Delivered Activities (Annual Summary).....	28
3.5 Regionally Delivered Activities (Quarter 4 Summary).....	31
Iringa Region	31
Morogoro Region.....	32
Mtwara Region	33
Ruvuma Region.....	34

3.6	Key Meetings (Quarter 4).....	35
3.7	Additional Technical Accomplishments (Quarter 4).....	37
	Results Area 1. Classroom Focused.....	37
	Results Area 2. System Focused.....	38
	Results Area 3. Community Focused.....	39
4.	MONITORING INDICATORS	40
5.	FINANCE AND OPERATIONS [REDACTED]	45
	APPENDICES	45
	Appendix A. Financial Statement, Tusome Pamoja (July Through September 2019) [REDACTED].....	Error! Bookmark not defined.
	Appendix B. Summary of International Short-Term Technical Assistance Visits During Quarter 4 (July Through September 2019) Fiscal Year 2019 [REDACTED].....	Error! Bookmark not defined.
	Appendix C. Anticipated International Travel for Quarter 1 (October Through December 2019) Fiscal Year 2020 [REDACTED] .	Error! Bookmark not defined.
	Appendix D. Deliverables Table [REDACTED].....	Error! Bookmark not defined.
	Appendix E. Procurement Activities for Quarter 4 (July Through September 2019) Fiscal Year 2019 [REDACTED]	Error! Bookmark not defined.
	Appendix F. Feedback School Data Pack	45
	Appendix G. Ward Education Officer Survey Data Pack.....	71
	Appendix H. Decentralized Periodic Learning Assessment Student Learning Profiles	80
	Appendix I. Total Beneficiaries Trained (Fiscal Year 2019) [REDACTED]	89
	Appendix J. Regional Activities, Quarter 4 (July through September 2019) Fiscal Year 2019 [REDACTED].....	89
	Appendix K. Kenya Study Tour: President’s Office—Regional Administration and Local Government Report and Tusome Pamoja Agreements [REDACTED].....	Error! Bookmark not defined.

LIST OF FIGURES

Figure 1. Images from the Peer-to-Peer Module That Show How to Set up a Library.	23
Figure 2. Tusome Pamoja Annual Expenditures FY 2016 Through FY 2019 [REDACTED].....	Error! Bookmark not defined.
Figure 3. Tusome Pamoja Monthly Burn Rate During FY 2019.[REDACTED].....	Error! Bookmark not defined.

LIST OF TABLES

Table 1. Target Districts, Wards, Schools, Students, and Teachers	1
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Table 2. Activity 1.1.1 Preparation of Materials for Certification.....	9
Table 3. Activity 1.1.2 Preparation for Certification: Feedback from Teachers.....	9
Table 4. Activity 1.1.3 Preparation for Certification: Final Revision of Materials with TIE	10
Table 5. Activity 1.2.1 Read to Learn Nonfiction Readers: Development of Training Manual.....	11
Table 6. Activity 1.2.2: Read to Learn Training, Mtwara Region and Zanzibar.....	12
Table 7. Activity 1.3: Mathematics Material Q2 Report	12
Table 8. Activity 1.3.1: Mathematics Training	13
Table 9. Activity 1.4: Communities of Learning (Self-Learning Materials)	14
Table 10. Beneficiaries of Coaching Training (Coaching/Mentoring)	15
Table 11. Activity 1.4: Community of Learning (Coaching/Mentoring).....	15
Table 12. Activity 1.5: Pre-primary Endline Evaluation	16
Table 13. Activity 1.6: Learning, Support and Joint Monitoring Visits.....	16
Table 14. Activity 2.1: SIS Mainland	17
Table 15. Activity 2.2: SIS Zanzibar (Software Development).....	18
Table 16. Activity 2.3 : Midline Assessment.....	19
Table 17. Activity 2.4: Decentralized Periodic Learning Assessment.....	20
Table 18. Activity 2.5: Policy, Advocacy and Sustainability at Central and Regional Levels	21
Table 19. Activity (Not Identified): Operational Research	22
Table 20. Activity 3.1: Low-cost Support to CEM.....	24
Table 21. Volunteer Schools for Piloting Scorecard per District.....	24
Table 22. Targeted Participants In School Scorecard Cascade Training Q4	24
Table 23. Activity 3.2: School Scorecard	25
Table 24. Numbers of PSAs and <i>Soma Nami</i> Radio Programs Aired, by Region	26
Table 25. Activity 3.3: BBC Media Action (Radio Campaign).....	26
Table 26. Activity 3.4: Gender Equity and Inclusion.....	27
Table 27. Activity 3.5: Stories of Change.....	28
Table 28. Regional Activities (Quarter 1)	28
Table 29. Regional Activities (Quarter 2).....	29
Table 30. Regional Activities (Quarter 3).....	29
Table 31. Regional Activities (Quarter 4).....	30
Table 32. Outcomes from Key Meetings or Visits (Q4 FY2018/19).....	36
Table 33. WEO Survey Data Response Rate per Region.....	38
Table 34. Performance Indicators Targets and Achievements 2019.....	40
Table 35. Tusome Pamoja Beneficiary Expenditures by Region, FY 2019 (TZS) [REDACTED].....	Error! Bookmark not defined.

Table A-1. Financial Statement July Through September 2019 [REDACTED] **Error! Bookmark not defined.**

Table B-1. International Short-Term Technical Assistance Visits During Quarter 4 FY 2019 [REDACTED] **Error! Bookmark not defined.**

Table C-1. Anticipated International Travel FY Q1 2020 [REDACTED] . **Error! Bookmark not defined.**

Table D-1. Deliverables [REDACTED] **Error! Bookmark not defined.**

Table J-1. Ruvuma Regional Quarter 4 Summary Report (July Through September) FY 2019 [REDACTED] **Error! Bookmark not defined.**

Table J-2. Morogoro Regional Quarter 4 Summary Report (July Through September) FY 2019 [REDACTED] **Error! Bookmark not defined.**

Table J-3. Mtwara Regional Quarter 4 Summary Report (July Through September) FY 2019 [REDACTED] **Error! Bookmark not defined.**

Table J-4. Iringa Regional Quarter 4 Summary Report (July Through September) FY 2019 [REDACTED] **Error! Bookmark not defined.**

Table J-5. Zanzibar Regional Quarter 4 Summary Report (July Through September) FY 2019 [REDACTED] **Error! Bookmark not defined.**

ACRONYMS

3Rs	Reading, Writing, and Arithmetic
ADE	Assistant Director of Education
AHT	Assistant Head Teacher
APK	Android Package Kit (a software extension)
AT	Academic Teacher
BBC	British Broadcasting Corp.
CEM	Community Education Mobilizer
CEMAP	Community Education Mobilization and Action Planning
COL	Community of Learning
COR	Contracting Officer's Representative
CSO	Curriculum Support Officer
DAEO	District Adult Education Officer
DAO	District Academic Officer
DC	District Council
DCDO	District Community Development Officer
DEO	District Education Officer
DETO	District Education Technical Officer
DICT	Department of Information Communication and Technology
DICTO	District Information, Communication, and Technology Officer
DPLA	Decentralized Periodic Learning Assessment
DSLO	District Statistician and Logistic Officer
DSO	District Supervisory Officer
DSQA	District School Quality Assurer
DTE	Department of Teacher Education
DTOT	District Training of Trainers
ED	Education Director
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EQUIP-T	Education Quality Improvement Programme in Tanzania
FOI	fidelity of implementation
FY	Fiscal Year
GALA	Group-Administered Learning Assessment

GOT	Government of the United Republic of Tanzania
GOZ	Revolutionary Government of Zanzibar
HNTRC	Head, National Teacher Resource Center
HT	Head Teacher
HTRC	Head, Teacher Resource Center
ICT	Information and Communication Technology
ICTO	Information and Communication Technology Officer
IT	Information Technology
JZK	Learning Communities (<i>Jumuiya za Kujifunza</i>)
LGA	Local Government Authority
M&E	Monitoring and Evaluation
M&EO	Monitoring and Evaluation Officer
MAO	Municipal Council Academic Officer
MC	Municipal Council
MEO	Municipal Council Education Officer
MKUU	District Enrichment Plans
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
MSA	Master Service Agreement
NSA	National Statistics Advisor
PDF	Adobe Acrobat Portable Document Format
PO-RALG	President's Office—Regional Administration and Local Government
PO-RALGSP	President's Office—Regional Administration, Local Government and Special Projects (Zanzibar)
PSA	Public Service Announcement
PTP	Parent–Teacher Partnership
Q	Quarter
RAO	Regional Academic Officer
RAS	Regional Administrative Secretary
RC	Regional Commissioner
REO	Regional Education Officer
RICTO	Regional Information, Communication, and Technology Officer
RS	Regional Secretariat
SA	Subject Advisor
SBCC	Social and Behavior Change Communication

SI	School Inspector
SIS	School Information System
SLH	Self-Learning Handout
SLO	School Logistics Officer
SMS	Short Message Service
SQA	School Quality Assurer
TAO	Town Council Academic Officer
TC	Teacher Center
TCC	Teacher Center Coordinator
TIE	Tanzania Institute of Education
TLS	Teaching and Learning Specialist
USAID	United States Agency for International Development
UWAWA	Parent Teacher Partnership
VEO	Village Executive Officer
WEC	Ward Education Coordinator
WEO	Ward Education Officer
WJE	School Management Committee
ZIE	Zanzibar Institute of Education

1. PROGRAM OVERVIEW

United States Agency for International Development’s (USAID’s) Tusome Pamoja Program is a five-year, education sector support program. The aim of this program is to achieve better learning outcomes (focused on reading, writing, and arithmetic [3Rs]) 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 (i.e., Iringa, Morogoro, Mtwara, and Ruvuma) and 11 districts of Zanzibar.

There are two objectives of Tusome Pamoja. The first objective is to achieve improvement in age-appropriate, curriculum-defined levels of reading (with comprehension), writing, and mathematics for Standards 2 and 4 in the target areas. The second objective 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, the current estimation is that 853,150 pupils across Standards 1 through 4 and 10,600 teachers in 3,043 schools will benefit from the Program this Fiscal Year (FY).

The modality of Tusome Pamoja is driven by the scale of the Program. With 3,043 schools across 683 wards and 31 districts (Mainland Tanzania) and 11 districts of Zanzibar, the Program adopts a within-system approach to ensure that all schools and communities are reached through strengthened systems and administrators. This approach creates ownership at each level because system administrators, staff at institutions, and other stakeholders are empowered and upskilled to drive the success of their schools, wards, districts, and regions, which will subsequently achieve Program success. **Table 1** illustrates the scope of Tusome Pamoja across schools in Zanzibar and the four Mainland Tanzania intervention regions: Mtwara, Iringa, Morogoro, and Ruvuma.

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

Target Area	Number of Districts	Number of Wards	Number of Schools	Number of Students		Number of Teachers	
				Males	Females	Males	Females
Zanzibar	11	0	287	96,163	79,465	819	1,283
Mtwara	9	191	663	94,513	91,625	358	561
Iringa	5	106	481	33,492	32,917	305	478
Morogoro	9	213	841	85,839	85,446	540	845
Ruvuma	8	173	771	53,971	53,293	456	714
Total	42	683	3,043	363,978	342,746	2,478	3,881

Tusome Pamoja is implemented in close collaboration with the President’s Office—Regional Administration and Local Government (PO-RALG) and the Ministry of Education, Science and Technology (MoEST) in Mainland Tanzania and by the President’s Office—Regional Administration, Local Government and Special Projects (PO-RALGSP) and the Ministry of Education and Vocational Training (MoEVT) in Zanzibar. As the prime contractor for Tusome Pamoja, RTI International has established offices in each of the four Mainland Tanzania regions and Zanzibar, each led by a Regional Chief Education Advisor and supported by

Technical and Operational Officers. For each Mainland Tanzania region, the Regional Secretariat (RS) provides oversight and coordination of LGA activities. District administrations (notably, the District Education Office) are leading the implementation of Tusome Pamoja across the LGAs, targeting the district, ward, school, and community levels. In Zanzibar, the districts and Teacher Centers (TCs) provide administrative and technical implementation leadership. The Zanzibar and regional Program offices, with support from the Dar es Salaam office, provide technical, operational, and on-site support to each level of governance within each region.

The Start-up Phase for Tusome Pamoja occurred from January 12 through September 30, 2016, followed by implementation of the Program on October 1, 2016. The first Program activity began in November 2016 and provided support to beneficiary schools and communities. Specifically, the Tusome Pamoja provided guidance to parents and school committees so they could organize themselves to assist schools with strengthening their provision of education services. The first direct Program support to teachers and pupils began in February 2017 with the provision of 20 supplementary reader titles and teacher training focusing on phonemic awareness, phonics, and the use of the supplementary readers in classrooms.

1.1 Government Support—Decentralized Monitoring, Planning, and Implementation

During the past year (FY 2018/2019), the focus of the Program shifted focus from materials development to effective implementation at the school. The first objective was to better understand the effectiveness of interventions to date (materials, training, and capacity building) and adapt those materials based on rapid feedback. The second objective was to lay the groundwork for scale-up, replication, and sustainability. During an annual review meeting held in Tanga, Tanzania, in early October 2018 and attended by Regional Coordinators and central government decision makers, a strategy was adopted to meet these two objectives. The strategy was to allow the regions to take a stronger role in monitoring progress, identifying gaps, and planning and implementing activities to address any shortfalls in Program actions and to improve sustainability.

To implement this strategy, Tusome Pamoja developed a quarterly regional planning and budgeting process and guidelines. The devolved regional budget is allocated across three areas. The first area focuses on Program-specific learning and adaptation through the use of feedback schools. The second area involves joint “learning and support” visits conducted by appropriate regional personnel and supported with technical advice from Tusome Pamoja regional staff. The third area focuses on “sustainability” activities, which are intended to support solutions to gaps in quality service delivery, identified through feedback school monitoring and learning and support visits. It was further agreed between Tusome Pamoja and the Government of the United Republic of Tanzania (GOT) that during each quarter (Q), a specific theme would drive the focus of the school visits (but not to the exclusion of other observations). The Q1 theme was effectiveness of Communities of Learning (COLs). The Q2 theme focused on community engagement through Parent–Teacher Partnerships (PTPs) and in inclusion. The Q3 theme was mathematics fidelity of implementation (FOI) and the uploading and use of School Information System (SIS) data. The Q4 theme was a more general evaluation of Program implementation regarding learning gains and a summary of strengths and weaknesses in service delivery.

Throughout the remainder of the Tusome Pamoja, it is expected that regional feedback schools will continue to inform the quality of technical materials and support. It is also expected that joint learning and support visits will focus on evaluating the effectiveness of

regionally identified school support and on ensuring standardized quality across districts, wards, and schools. It is also expected that sustainability activities will identify solutions to local challenges and that the processes of monitoring and learning, as well as analyzing and planning actions, will be institutionalized within the regional and district structures.

This annual report reflects identified in the 2018-2019 Annual Workplan. **Sections 3.1 to 3.3** summarizes activity implementation by Result Areas. **Sections 3.4 and 3.5** summarizes activities implemented by the regions, with Q4 activities separated. **Sections 3.6** summarizes key meetings that were held during Q4. **Section 3.7** describes, for Q4, the technical activities implemented in response to emerging trends in regional and national implementation. **Section 4** summarizes program Performance Indicators for the Year. **Section 5** summarizes Finance and Procurement for Q4.

The appendices of this report present additional information, including technical reports and Program operational information (e.g., finance, travel, deliverables). The appendices of this quarterly report are organized as follows:

- **Appendix A.** Financial Statement, Tusome Pamoja (July Through September 2019)
- **Appendix B.** Summary of International Short-Term Technical Assistance Visits During Q4 (July Through September 2019) FY 2019
- **Appendix C.** Anticipated International Travel for Q1 (October Through December 2020) FY 2020
- **Appendix D.** Deliverables Table
- **Appendix E.** Procurement Activities for Q4 (July Through September 2019) FY 2019
- **Appendix F.** Feedback School Data Pack
- **Appendix G.** Ward Education Officer (WEO) Survey Data Pack
- **Appendix H.** Decentralized Periodic Learning Assessment (DPLA) Student Learning Profiles
- **Appendix I.** Total Beneficiaries Trained (FY 2019)
- **Appendix J.** Regional Activities, Q4 (July Through September 2019) FY 2019
- **Appendix K.** Kenya Study Tour: PO-RALG Report and Tusome Pamoja Agreements.

2. FY2018-2019 SUMMARY PROGRESS

Tusome Pamoja has made significant progress to date, completing most of the contract deliverables under the program's three result areas and establishing close working relationships at the national, regional, and local levels. For the period from October 1, 2018, through September 30, 2019, the program shifted the focus from materials development and cascade training delivery to improved and sustainable delivery of 3Rs teaching in classrooms. To identify all of actions completed during the fiscal year, this report will highlight the accomplishments of each quarter and refer readers to the relevant quarterly report. A full Quarter (Q) 4 Report (for June through September 2019) will accompany this report for reference.

Under Result Area 1, Tusome Pamoja completed the development of nonfiction books, which focusing on reading to learn in Standards 3 and 4, and provided one large cascade training in March/April 2019 to help improve mathematics instruction skills for Standards 1 and 2 teachers. Most of the result area's focus was on the following activities:

- Evaluating the effectiveness of teaching and learning materials
- Generating feedback from teachers on which teaching strategies worked well and which ones needed to be modified
- Supporting the use of Communities of Learning (COLs) as an effective continuous professional development delivery system
- Sustaining the role of teachers and Ward Education Officers (WEOs) as instructional leaders in the schools and classrooms through coaching and mentoring support
- Working with the Tanzania Institute of Education (TIE) to begin the process of certifying decodables, teacher support tools, and nonfiction materials developed under the program, making them available for printing and distribution in all four Mainland regions.

Under Result Area 2, the program completed the training and rollout of the School Information System (SIS) on the Mainland, with a focus initially on data entry and then on the use of SIS for school management and monitoring of performance. In response to demands from the President's Office—Regional Administration and Local Government (PO-RALG), Tusome Pamoja continued to support decentralized periodic learning assessments (DPLAs)¹. The DPLAs focused on integrating the process into school quality assurance practices and into Local Government Authority (LGA) school-support planning. As previously mentioned, Tusome Pamoja supported the WEOs to extend their monitoring visits to include conversations about curriculum delivery.

Under Result Area 3, the program expanded the low-cost delivery of self-learning modules to communities, emphasizing the role of parents in providing opportunities for their children to learn and to read at home. In addition, Tusome Pamoja provided a self-learning module to encourage communities to evaluate the needs of children with disabilities within their communities and developed strategies to help those children access learning. These messages were reinforced through the popular regional radio program called *Soma Nami*, which highlights good practices and additionally through short message service (SMS) text

¹ DPLA had initially been removed from the FY2019 work plan, but was reinserted and funded by Tusome Pamoja at the request of PO-RALG.

messaging with simple messages of encouragement for parents, school teachers and education officials, and community members.

To monitor the impact of program activities on different types of schools, to assess the usability of teaching and learning materials, and to provide opportunities to refine approaches and dig deeper regarding sustainability, Tusome Pamoja selected 10 schools in each region to be visited regularly by District Education Officers and Tusome Pamoja staff. During those visits, assessors met with teachers and head teachers to discuss program activities and materials. In addition, in February and August 2019, program staff collected data about learning environments, teaching strategies and student learning outcomes. These schools are referred to as “feedback schools.”

At the national level, Tusome Pamoja collaborated with the Education Quality Improvement Programme in Tanzania (EQUIP-T) to support PO-RALG with drafting guidelines for managing the COLs, establishing parent–teacher partnerships (PTPs), and implementing income-generating activities at school (which was an EQUIP-T initiative). In addition, the Mainland Ministry of Education, Science and Technology (MoEST) School Quality Assurance Directorate budgeted funds to rollout DPLAs in at least two non-Tusome Pamoja districts during Fiscal Year (FY) 2019–2020. The Zanzibar Ministry of Education and Vocational Training (MoEVT) Inspectorate Department included the Group-Administered Learning Assessment (GALA) as part of its school inspection process.

2.1 Focus on the 3Rs Through Communities of Learning

COLs are a Government of the United Republic of Tanzania (GOT) platform provided to teachers for their continuous professional development.² Through peer support and sharing of knowledge, skills, and experience, teachers come together to grow as professional educators. The PO-RALG expects COLs to meet at individual schools twice monthly, but they often meet with a greater number of teachers at the ward level or the cluster level. In 2018 and again in 2019, Tusome Pamoja trained Academic Teachers (ATs), Head Teachers (HTs), and WEOs in the Mainland regions and COL Lead Teachers and Subject Advisors (SAs) in Zanzibar. These personnel were capacitated to work together to establish, manage, and supervise COL meetings for both cascade training (reading and mathematics rollout) and ongoing professional development activities.

Through the COLs, the teachers study, share knowledge, discuss challenges and achievements, and build teaching skills, with common goals of improving pupil learning and a specific focus on the teaching of the 3Rs. During 2019, Tusome Pamoja conducted and analyzed field research, which showed that the content of COL activities usually focuses on teaching the 3Rs, with particular attention on teaching of phonics with decodable materials. According to the findings, the teachers collaborate within an organized structure to learn through a variety of methods such as focused training, model and practice, classroom observation, reflection, self-study, sharing of ideas, and solving shared problems. Coaching and mentoring of teachers by peers, ATs, HTs, or WEOs is directly linked to the COL activities. Operational research conducted in Iringa by RTI International as part of a broader survey of continuous professional development model, confirmed that ATs generally lead the COL activities at schools, but classroom teachers tend to drive the choice of content.

² MoEST (Ministry of Education, Science and Technology). (2017). National framework for continuous professional development for practicing teachers. Dodoma: United Republic of Tanzania MoEST. Available at <https://download.ei-ie.org/Docs/WebDepot/Annex2FrameworkforCPDIserviceTeachers.pdf>

Coaching is a critical element of teaching and learning that can lead to better learning outcomes for pupils. PO-RALG, influenced by the findings of a Tusome-Pamoja supported study tour to Kenya, has identified “coaching” as a desired approach to build the capacity of teachers to deliver the curriculum to pupils. Through a cascade model of training conducted during August and September 2019, the Tusome Pamoja team designed, organized, and implemented coaching workshops in the four program regions and Zanzibar. The main purposes of the coaching workshops were to

- Shift the thought paradigm of school leaders (e.g., WEOs, HTs, ATs) from supervision to coaching
- Equip coaches with knowledge of coaching so that they can deliver it at the school level to WEOs, HTs, ATs, SAs, and Assistant HTs, who can then, in turn, support teachers during classroom teaching and learning.

2.2 Integrating Tusome Pamoja Activities into the GOT System

Guidelines for National Rollout

The GOT intends to scale-up two Tusome Pamoja activities (i.e., COLs and PTPs) and one EQUIP-T intervention (i.e., income-generating activities). In support of this initiative, Tusome Pamoja supported a workshop attended by the following:

- Four MoEST representatives
- Four PO-RALG staff, including the EQUIP-T project focal person
- One representative from the Agency for the Development of Educational Management
- Regional Secretariats (four Tusome Pamoja regional focal staff)
- Four Tusome Pamoja staff
- Two representatives from the Commissioner’s office (MoEST) and the Assistant Director for Primary Education (PO-RALG).

Tusome Pamoja developed draft guidelines, which were then subsequently “ground-truthed” with District School Quality Assurers, WEOs, and HTs from the Tusome Pamoja regions. Tusome Pamoja staff edited the revised versions, which are now under senior committee review at MoEST and PO-RALG.

Decentralized Periodic Learning Assessments

School Quality Assurers from MoEST have collected DPLA data for three annual iterations. In response to MoEST’s request, in FY2019, Tusome Pamoja added mathematics subtasks to the DPLA–GALA tool. MoEST views DPLAs as useful instruments because they provide indicators that support the National School Quality Assurance Framework. PO-RALG also values the DPLA results because these are provided to districts and used for annual planning. MoEST further championed the use of DPLAs by deciding in FY 2019 to adopt the instruments, administration, and analysis in their current form and to disseminate the DPLA process and procedures nationally. To that end, MoEST has set aside funds in the FY 2020 budget to cover the costs to administer DPLAs in three non- Tusome Pamoja regions: Kigoma, Mbeya, and Tanga. Linked to this, Tusome Pamoja will support MoEST National Master Trainers on DPLA implementation (sampling and data collection) and provide training for results analysis and dissemination

The Revolutionary Government of Zanzibar (GOZ) has also supported the assessments by including portions of GALA and some language from other instruments into its School Inspection Framework. Some elements of GALA have been administered by the Inspectorate Department as a pilot in a sub-group of schools to measure assessment, with the expectation of adoption of the instrument on a broader scale.

Kenya Study Tour

Four PO-RALG representatives participated in a one-week tour of USAID Kenya's Tusome Reading Program. The four representatives were the Deputy Permanent Secretary, the Director of Education Administration, the Deputy Director of Pre-primary and Primary Education, and the Tusome Pamoja focal person. After the tour, PO-RALG issued an internal memorandum that outlined the lessons learned and desired actions. The memorandum included the following items:

- A commitment to focus WEO attention on curriculum delivery
- An emphasis on providing coaching skills for WEOs
- A commitment to collaborate with the Directorate of Information, Communication, and Technology in PO-RALG to develop a tablet-based software to allow WEOs to measure student progress against national benchmarks (still to be determined by the National Examinations Council of Tanzania).

2.3 Strengthening GOT Capacity to Manage 3Rs Activities

To build local capacity within GOT systems to continue the delivery of support provided by Tusome Pamoja, three specific areas were identified for support. The three areas are planning, organizing, and managing cascade training; providing targeted technical skills training; and building capacity for regional- and district-level planning.

Planning, Organizing, and Managing Cascade Training

During previous years, Tusome Pamoja managed cascade training. One large-scale effort planned for FY 2018–2019 was a rollout of mathematics training for teachers of Standards 1 and 2. Relevant ministry officers from MoEST, MoEVT, PO-RALG, and Teacher Training Colleges (TTCs) were invited to participate in the design and development of the implementation plan for this training, and they subsequently participated in managing the rollout. Participants appreciated the specific skills acquired, particularly with respect to the management and allocation of human resources to implement concurrent training activities and with appreciation for the time management required for efficient delivery.

Providing Targeted Technical Skills Training

Tusome Pamoja provided focused technical training for counterpart staff. One specific example is the ongoing training for tutors from GOT TTCs, including them as National Trainers, Master Trainers, and District-Level Trainers for rollout and subsequent refresher orientations. The same tutors also helped develop content for the “self-learning handouts,” which are one-page documents that are used in COLs to guide discussions of specific areas of difficulty for teachers. In a second example, Tusome Pamoja trained district-level staff to use tablets for data collection. District staff were able to practice their skills by participating in the pre-primary data collection in the Mtwara Region, and data collection from feedback schools. With this base knowledge, Tusome Pamoja staff then provided more technical knowledge on how to design and program simple data-collection instruments using a free software for use by WEOs on program-provided tablets.

Building Capacity for Regional- and District-Level Planning

To build capacity at the local level to plan and implement school support, Tusome Pamoja provided budget envelopes to regions. The regions were then tasked with using the budget envelopes to fund the activities that most responded to their needs. Over the course of the year, Tusome Pamoja funded learning and support visits to help staff in the regional- and local-level government education offices identify school and classroom needs. Staff in the offices were then tasked with linking the activity selection to the identified needs, and then to review the impacts of their activities on the problem they were seeking to address. By Q4, the regional work plans were demonstrating these linkages.

3. 2018–2019: WORK PLAN ACCOMPLISHMENTS

Tusome Pamoja continued to meet the schedule for centrally delivered activities, as outlined in the Annual Work Plan for FY 2019. This subsection of the report summarizes implementation during Q4 by Results Area for each Annual Work Plan activity.

3.1 Results Area 1. Teacher and Class Focused (Learning Support for the Classroom)

Activity 1.1: Preparation of Materials for Certification

Preparation of Materials for Certification (Material Inventory)

In preparation for the end of the Room to Read subcontract with Tusome Pamoja at the end of Q1 of FY 2019, the Result Area 1 and RTR teams reviewed all soft-copy versions of pre-primary big and small books, leveled readers, nonfiction books, and decodable materials developed since the program's inception in 2016. The review led to establishing an inventory of materials files, including revised and final versions, some of which had to be recreated from hard copies, for future reference.

Table 2. Activity 1.1.1 Preparation of Materials for Certification

Activity 1.1.1	Quarter	Status	Deliverable
Preparation of Materials for Certification (Inventory and organization)	Q1	Completed	Inventory, recreate, and organize all supplementary materials
	Q2	—	—
	Q3	—	—
	Q4	—	—

Preparation of Materials for Certification (Feedback from Teachers)

During Q2 of FY 2019, Tusome Pamoja identified field sites where feedback could be collected from teachers regarding the supplementary materials produced in collaboration with Room to Read and TIE. Additionally, Tusome Pamoja developed, tested, and shared the teacher survey and interview tools with selected teachers before the focus groups met.

Tusome Pamoja conducted focus groups discussions in two out of the four Mainland regions (i.e., Iringa and Ruvuma) and in Zanzibar. The purpose of the discussions was to collect feedback about the decodable story books and the respective teaching tools. Tusome Pamoja collected feedback from 23 teachers of Standards 1 and 2 from 13 schools across the Iringa and Ruvuma Regions. In Zanzibar, 10 teachers, 2 SAs, and 4 government officers from the Zanzibar Institute of Education (ZIE) and MoEVT participated in the Teacher Focus Group. Tusome Pamoja also collected suggestions from 22 ATs regarding ways to improve the nonfiction readers to be used in the Mtwara Region. All suggestions were compiled, reviewed and the Tusome Pamoja RA 1 technical team selected which changes to incorporate, based on relevance and also based on the level of effort required. These changes were reported in the Q3 report.

Table 3. Activity 1.1.2 Preparation for Certification: Feedback from Teachers

Activity 1.1.2	Quarter	Status	Deliverable
Preparation for	Q1	—	—

Activity 1.1.2	Quarter	Status	Deliverable
Certification (Feedback from teachers)	Q2	Completed	Planning: Selection of sites and participants
		Completed	Tools developed: Feedback forms and interview questions for Teacher Focus Groups
	Q3	Completed	Teacher Focus Groups in Iringa, Ruvuma, and Zanzibar
	Q4	Completed	Feedback review and analysis and first edit of materials

Preparation of Materials for Certification (Revision of Materials)

As the final step for certification of the materials, TIE requires a technical review of all documents. Tusome Pamoja shared the results of the teacher feedback with the TIE technical team and provided an orientation session on the principles of phonics-based teaching and learning materials. Specific topics included phonics-based instruction, components of reading, alignment of materials with the national syllabus, processes for and participants in materials development, and testing and use of materials in schools, including feedback obtained during Teacher Focus Groups. After the orientation, the TIE technical team reviewed all supplementary books produced under Tusome Pamoja and not-yet certified (decodables, teaching tools, and non-fiction titles). The Result Area 1 team was available for technical questions and Tusome Pamoja facilitated the revision process by providing an on-site designer and editor to capture the TIE-requested changes. The Result Area 1 and design teams made nearly all of the suggested revisions, and the Tusome Pamoja Results Area 1 team presented a comprehensive report of revisions to TIE and PO-RALG for their consideration and approval. The materials are now finalized and ready for certification by TIE. It is expected that the materials will be submitted for the complete certification process during FY 2020.

Table 4. Activity 1.1.3 Preparation for Certification: Final Revision of Materials with TIE

Activity 1.1.3	Quarter	Status	Deliverable
Preparation for Certification (Final revision of materials with TIE)	Q1	—	—
	Q2	—	—
	Q3	Completed	Teacher Focus Groups in the Iringa and Ruvuma Regions
		Completed	Materials revision by Tusome Pamoja
	Q4	Completed	Provision of orientation sessions to TIE that focus on components of reading, decodable text, nonfiction genre, curricular alignment, materials development processes, and Teacher Focus Group input
		Completed	Collaborative revision of nonfiction and decodable materials and teaching tools by TIE technical team with technical support of Result Areas 1
		Completed	Submission of one set of materials to TIE management (in preparation for certification panels)
		In progress	Planning with TIE for budgets and the timetable for certification panels review

^a Earlier in 2019, ZIE approved the decodable storybooks and nonfiction readers for Zanzibar schools. Only the decodable teaching tool still needs to be approved, approval for which is scheduled for Q2 2019–2020.

Activity 1.2: Nonfiction Readers (Standards 3 and 4)

Nonfiction Readers (Standards 3 and 4): Development of Training Manual

In FY2017-2018, in collaboration with TIE and TIE, Tusome Pmaoja and Room To Read developed 14 non-fiction titles for Mainland Tanzania and 16 non-fiction titles for Zanzibar. Development of an initial training manual to introduce these titles to teachers was implemented in collaboration with TIE and TTC tutors; later the manual was revised by the Tusome Pamoja Reading Advisor with RTI support. The revised training manual, which follows the same modality as Tusome Pamoja’s other training sessions (e.g., Adult Learning Principles, Modeling/Practice, Discussion), presented participants with the same instructional strategies as those found in the decodable teaching tools. These teaching tools are as follows: Before Reading (i.e., book introduction, prediction, and vocabulary), During Reading (i.e., checking for understanding), and After Reading (i.e., questioning for deeper understanding). “Main Idea”, a reading comprehension strategy that is new to teachers and not included in the decodable teaching tools was added to the teaching support and training manual for nonfiction readers.

Through the program, 1,622 training manuals were printed and distributed to the District Education Offices in the Mtwara Region and Zanzibar.

Table 5. Activity 1.2.1 Read to Learn Nonfiction Readers: Development of Training Manual

Activity 1.2.1	Quarter	Status	Deliverable
Read to Learn (Nonfiction) Readers (Development of training manual)	Q1	—	—
	Q2	Completed	Read to Learn (nonfiction) training manual followed the same modality as Tusome Pamoja’s other training sessions (e.g., Adult Learning Principles, Modeling/Practice, Discussion)
	Q3	Completed	Training manuals distributed to training sites in the Mtwara Region and Zanzibar
	Q4	—	—

Nonfiction Readers (Standards 3 and 4): Training

Tusome Pamoja conducted a three-day training session for teachers of Standards 3 and 4 in Zanzibar. The training centered on Reading to Learn (nonfiction), with a focus on strategies for the use nonfiction readers with pupils.

Tusome Pamoja, alongside Teacher Training College (TTC) tutors from the Mtwara Region, led the training of Master Trainers. Note: Mtwara region tutors had conducted the training during Q3 and brought the knowledge to the Zanzibar Subject Advisors (SAs) who did not have this specific expertise. Participants in the training of Master Trainers included the Zanzibar Basic Educational Director from the Department of Teacher Education (DTE), TTC tutors, Teacher Center Coordinators (TCCs), SAs, Curriculum Developers, School Inspectors (SIs), Head of the Section of the National Teacher Resource Centre, and Assistant Education Officers.

After the training, the 20 Master Trainers who completed the workshop shared the information at the school level in three phases to ensure that the training size would not exceed 40 participants. Three teachers (Kiswahili, Mathematics and Science, and Social Studies) from each of Zanzibar’s 285 schools completed the training. The content was as follows:

- **Before reading** (book introduction, prediction, and vocabulary)
- **During reading** (checking for understanding, revising prediction, vocabulary support)
- **After reading** (questioning for deeper understanding)
- **Additional content** (including main idea and inferential questioning).

The training modality used in Zanzibar maintained the Tusome Pamoja standard of Adult Learning Principles and a high degree of participation through modeling, practice, and reflection.

Table 6. Activity 1.2.2: Read to Learn Training, Mtwara Region and Zanzibar

Activity 1.2.2	Quarter	Status	Deliverable
Effective Use of Teaching and Learning Materials: Read to Learn (Nonfiction) Training, Mtwara Region and Zanzibar	Q1	—	—
	Q2	—	—
	Q3	Completed	Nonfiction training rollout (Mtwara)
	Q4	Completed	Nonfiction training rollout (Zanzibar)

Activity 1.3: Mathematics

Mathematics: Materials Printing

As requested by the PO-RALG, Tusome Pamoja used existing TIE mathematics modules, which were developed with EQUIP-T for use in the nine regions covered by the EQUIP-T program, to provide training in the Tusome Pamoja Mainland regions and Zanzibar. Using data collected during classroom observations conducted in February 2018, three out of the nine existing module topics were chosen: Developing Number Concepts, Using Teaching Aids for Counting and Number Operations, and Introducing Learner-Centered Activities for Number Concept Acquisition.

Tusome Pamoja printed and distributed a total of 10,776 modules (one per trainer, per topic) to training sites in the Iringa, Mtwara, Morogoro, and Ruvuma Regions. Tusome Pamoja provided an additional 804 copies of each module for training sessions in Zanzibar. Tusome Pamoja also printed and distributed 3,324 (Zanzibar) and 21,234 (Mainland regions) teacher modules, which were provided to Standard 1 and 2 teachers during the COL-based training for use in Standards 1 and 2 classrooms.

Table 7. Activity 1.3: Mathematics Material Q2 Report

Activity 1.3	Quarter	Status	Deliverable
Mathematics Materials Q2 Report	Q1	—	—
	Q2	Completed	Printing and distribution of modules to District Education Offices

Activity 1.3	Quarter	Status	Deliverable
		Completed	Adaptation of language and illustrations in mathematics modules 2, 4, and 5 (Zanzibar)
	Q3	Completed	Printing and distribution of modules to Teacher Resource Centers in Zanzibar
	Q4	—	—

Mathematics: Teacher Training

Using the previously mentioned TIE mathematics modules and TTC tutors familiar with the modules through their work with EQUIP-T, Tusome Pamoja funded a complete cascade training. Standard Tusome Pamoja training content, such as adult learning principles, the use of pair work and group work, and the gradual release methodology (“I Do, We Do, You Do”), were added to the existing training content in the modules. After a three-day district training of trainers and rollout training sessions for WEOs, HTs, and COL Mathematics Lead Teachers, the teachers attended ward-level and Teacher Resource Center (Zanzibar) and school-level COL training sessions.

Table 8. Activity 1.3.1: Mathematics Training

Activity 1.3.1	Quarter	Status	Deliverable
Mathematics Training	Q1	—	—
	Q2	Completed	Training rollout: Master Training and District Training of Trainers (Mainland regions)
	Q3	Completed	Training rollout: Master Training and District Training of Trainers (Zanzibar)
		Completed	School-based training of teachers of Standards 1 and 2—(Mainland)
		Completed	School-based training of teachers of Standards 1 and 2 —Mathematics Lead Teachers in Zanzibar (COL)
	Q4	—	—

Activity 1.4: Communities of Learning

Communities of Learning: Self-Learning Materials

Areas of challenge in teaching are identified during learning and support visits to classrooms and COLs, from feedback schools, and through data collected from schools over the course of the year. Based on this information, targeted content support for teachers is then developed. In addition to instructional guidance in the decodable teaching tool, Tusome Pamoja provides self-learning materials for use during teacher working sessions in COLs. These two-page handouts are designed to provide teachers with specific content to reinforce their knowledge and skills in teaching reading and writing, specifically with modeling and practicing new teaching strategies found in the decodable teaching tool. This targeted support is initially shared with WEOs, who are then tasked to provide the handouts to school leaders, ATs, and teachers attending COLs.

Table 9. Activity 1.4: Communities of Learning (Self-Learning Materials)

Activity 1.4	Quarter	Status	Deliverable
Learning Communities (COL [or <i>Jumuiya za Kujifunza</i> [JZK] in Kiswahili]) Support: Self-Learning Materials	Q1	Completed	Development of COL self-learning materials (concept and design)
	Q2	Completed	Development, testing, and rollout of the following COL self-learning materials: <ul style="list-style-type: none"> COL roles and responsibilities “I Do, We Do, You Do” gradual release methodology
	Q3	Completed	Development, testing, and rollout of the following COL self-learning materials: <ul style="list-style-type: none"> Use of leveled readers Managing large classes (series of 3) Comprehension strategies (series of 3)
	Q4	Ongoing	Analysis of self-learning materials influence on teaching strategies

Community of Learning Support (Coaching/Mentoring)

During Q4 FY 2019, Tusome Pamoja responded to PO-RALG’s request by offering training that focuses on instructional coaching³. Coaching is an integral component of continuous professional development for teachers and is recognized as a target area for support in Tanzania.

TTC tutors and Tusome Pamoja’s Teaching and Learning Specialists (TLSs) served as trainers, with the target beneficiaries being WEOs (SAs in Zanzibar), Head Teachers (HTs), and Academic Teachers (ATs). Operational research conducted independently by RTI⁴ in the Iringa Region identified these three positions as those who conduct classroom observations in schools and therefore best positioned to serve as coaches.

During Q4 FY 2019, Tusome Pamoja designed, organized, and implemented a series of initial coaching workshops in the Mainland regions and Zanzibar. The main objective of the training workshops was to strengthen the current teacher support system by equipping trainers and the ultimate beneficiaries (i.e., WEOs, HTs, ATs, SAs, and A/HT) with knowledge of coaching, with the aim of integrating this practice into school-based ongoing teacher support. The one-day workshop, which was offered in the Mainland regions and Zanzibar, provided participants with theoretical knowledge of coaching, as well as strategies and language for providing one-on-one support to teachers at the school level.

Specific training content focused on the following topics:

- Differences between (1) coaching and mentoring and (2) instruction and counseling
- Specific characteristics, behaviors, language, and attitudes of coaches
- Improved teaching and learning as a primary goal of coaching
- Role of the teacher in the coaching relationship

³ This activity also responds to Result Activity 2.2.

⁴ Using Institution funding, RTI conducted a review of CPD in Iringa as part of a broader cross-project review

- Use of provided handouts that include information to support coaches.

A national Tusome Pamoja team trained a team of Master Trainers consisting of selected TTC tutors, Tusome Pamoja regional staff, and pre-identified SIs and SAs from Zanzibar. The Master Trainers trained the WEOs in all four Mainland Program regions and their colleagues (i.e., SA and SI) in Zanzibar. The rollout will conclude in FY 2020.

Table 10. Beneficiaries of Coaching Training (Coaching/Mentoring)

Training Sessions	MT	District Training of Trainers (WEOs, SA, SI)	Rollout (HT, AT, SA, A/HT)	Teachers
Mainland Tanzania	24	682	5,506	As per need
Zanzibar	10	70	574	As per need
Total Coaches Trained	34	752	6,080	

Table 11. Activity 1.4: Community of Learning (Coaching/Mentoring)

Activity 1.4	Quarter	Status	Deliverable
Learning Communities (COL [or <i>Jumuiya za Kujifunza</i> [JZK] in Kiswahili]) Coaching/Mentoring	Q1		
	Q2		
	Q3		
	Q4	Ongoing	<ul style="list-style-type: none"> • Operational research findings guided selection of key targets for coaching training • Training of school-based coaching teams (HTs, ATs, WEO/SAs) provided in all 4 Program regions (Mainland) and Zanzibar

Activity 1.5 Pre-primary Endline Evaluations

From FY2017 to FY 2018, Tusome Pamoja conducted a pre-primary pilot in two districts in the Mtwara Region that included school readiness, pre-literacy, and pre-numeracy material, as well as training support to teachers and classrooms. In FY 2019, after the completion of the pre-primary pilot, Tusome Pamoja collected endline data from program and GOT schools, analyzed the results, and developed a draft report. However, the results for teaching practice did not provide a complete picture because data collection was conducted during the first month of the pre-primary school year—before many of the teaching and learning activities had become part of the daily routine in most classrooms. Therefore, Tusome Pamoja RA 1 team, along with Mtwara WEOs and TTC tutors revisited a sample of the classrooms to further investigate findings from the endline evaluation and to provide additional qualitative evidence. The findings from the data collected showed that teachers are effectively and regularly using teaching strategies, confirming the hypothesis that these strategies were not used during endline data collection in January 2019, which is the reception period for pre-primary school. Pre-primary teachers' use of big books and learning centers—core components of the Tusome Pamoja intervention—were higher than observed during the January data collection. The Result Area 1 team included the findings from this qualitative study in the final endline evaluation report and as a further addendum to be delivered in November 2019.

Table 12. Activity 1.5: Pre-primary Endline Evaluation

Activity 1.5	Quarter	Status	Deliverable
Pre-primary Endline Evaluation	Q1	Completed	Pre-primary pilot
	Q2	Completed	Endline evaluation preliminary analysis of data
	Q3	—	—
	Q4	Completed	Additional data collected from interviews and classroom observation
Revision of final report to provide additional context			

Activity 1.6: Learning and Support Joint Monitoring Visits

To respond to the different contextual environments of the regions and to develop local capacity to sustain 3Rs activities, Tusome Pamoja provided each of the five regions a budget to visit schools to identify cross-cutting issues and develop support activities in response to those issues. The themes identified and activities implemented are summarized in **Sections 3.4 and 3.5** of this report.

Table 13. Activity 1.6: Learning, Support and Joint Monitoring Visits

Activity 1.6	Quarter	Status	Deliverable
Learning, Support, and Joint Monitoring Visits	Q1	Completed	Regional and district joint visits to schools (all regions)—Q1 Regional Activity Plans
	Q2	Completed	Regional and district joint visits to schools (all regions)—Q1 Activity Evaluation and Q2 Regional Work Plans
	Q3	Completed	Regional and District joint visits to schools (all regions)—Q2 Activity Evaluation and Q3 Regional Work Plans
	Q4	Completed	Regional and district joint visits to schools (all regions)—Q4 Review and FY 2020 Annual Work Plans

During Q4 of FY 2019, the second round of data collection from feedback schools occurred. The Result Area 1 team used the findings from the second round for comparison with the first round of data collection in February 2019. During August 2019, Tusome Pamoja Regional teams, in collaboration with district representatives, used Early Grade Reading Assessments (EGRAs) and Early Grade Mathematics Assessments (EGMAs) to collect data from pupils in 50 schools. A total of 473 Standard 1 pupils and 478 Standard 2 pupils were assessed with EGRAs and EGMAs. In addition, Tusome Pamoja conducted 22 Standard 1 and 28 Standard 2 teacher observations (i.e., FOI of roll-out training, FOI of teaching strategies for reading, opinions about how pupils learn to read) and conducted classroom observations (i.e., availability of decodables and supplementary readers). Tusome Pamoja also collected data from PTP members (i.e., the types and numbers of activities completed as outlined in Community Engagement Action Plans). A summary of the Tusome Pamoja feedback schools (a Microsoft PowerPoint presentation) is provided as **Appendix F** of this report.

3.2 Result Area 2. School and System Focused (Learning Support for the School)

Activity 2.1: School Information System Mainland

Tusome Pamoja committed to support the rollout of the SIS to all GOT schools in Mainland regions. During FY 2018, tablets were purchased for all schools and WEOs. In FY 2019, Tusome Pamoja loaded SIS software onto tablets for schools and supported initial school profile data entry and data use. PO-RALG reported a high uptake by Tusome Pamoja schools. Feedback from regional learning and support visits indicated that 95% of the schools visited are entering and uploading school profile data, but they are not consistently capturing daily attendance data, critical information for effective school management. The same visits also confirmed that use of SIS reports is limited at the school, ward, LGA, and regional levels for decision making, planning, and management.

The findings were shared during the regional internal quarterly review and annual review held on September 26 and 27, 2019. During these reviews, the regions identified strategies for the next quarter (Q1 FY 2020) to ensure that SIS reports are used at all levels for decision making, planning, and management. Proposed strategies include the following:

- Use of District Education Officer (DEO) and WEO reflection meetings to identify non-participating schools
- Further WEO orientation about the importance of SIS information reporting and use for decision making regarding administrative and curriculum delivery issues
- REOs to request that PO-RALG's Information Communication and Technology Department provide a mechanism (Web portal) for access to school data by all responsible groups.

The focus is now on supporting the use of tablet-based automatically generated reports for school-based decision making.

Table 14. Activity 2.1: SIS Mainland

Activity 2.1	Quarter	Status	Deliverable or Scope
SIS Mainland	Q1	Completed	Development of the user's guide and trainer's guide for SIS advanced data entry and use
		Completed	841 HTs, District Academic Officers, School Logistics Officers, and Information and Communication Technology Officers in the Morogoro Region trained on advanced data entry and use
	Q2	Completed	SIS rollout training in Iringa, Mtwara, and Ruvuma Regions on advance data entry and use
		Completed	1,936 HTs, District Academic Officers, School Logistics Officers, and Information and Communication Technology Officers in the Iringa, Mtwara, and Ruvuma Regions trained on advanced data entry and use
	Q3	Completed	WEO Monitoring Form and tool developed and tested and feedback provided to FHI 360 (mainland software development subcontractor for EQUIP-T)
		Completed	Quarterly SIS uptake and data use follow-up visits (learning and Support visits)
	Q4	Completed	Continuation of quarterly SIS uptake and data use follow-up visits

Activity 2.1	Quarter	Status	Deliverable or Scope
		Completed	94% of schools in the Mainland regions uploaded profile data by September 2019

Activity 2.2: School Information System (Zanzibar)

Tusome Pamoja supported the development of a Zanzibar-specific SIS. Sub-contractor FHI 360 delivered a modified version of the software developed for the Mainland regions that was adapted to the different structure and curriculum of Zanzibar. Tusome Pamoja long-term technical assistance focused on institutionalizing the SIS within MoEVT's Education Management Information System (EMIS) Department. To allow private schools (without tablets) to enter data and in response to requests from the Department of Teacher Training and the Zanzibar Examination Board, Phase 2 of the software development included a web-based data entry application.

Software Development: Tusome Pamoja completed the development of the SIS Phase 2 modules, which included the SA lesson observation and school monitoring tools, Web-based data entry forms for private schools, and the teacher training management system. Subcontractor FHI 360 provided software source code training, during which the modules were tested and evaluated by MoEVT Information Technology (IT) and PO-RALGSP staff (August–September 2019). Formal release to all of Zanzibar is expected during October 2019. The training will enable the Revolutionary Government of Zanzibar (GOZ) staff to revise internal calculations for indicators and create new report outputs. One recommendation from the training presenters was that participants needed more skills in Java programming language; therefore, a training session will be provided in FY 2020 to enhance those skills.

SIS Training: Training focusing on advanced data entry and use for school statisticians accompanied the software rollout. To ensure sustainability, MoEVT staff from the EMIS Department and the President's Office—Regional Administration, Local Government and Special Projects (PO-RALGSP) staff from the Planning Department received training regarding system administration, and for a few, regarding source code modification. The latter will allow the addition of new forms and reporting tables as the need arises.

Table 15. Activity 2.2: SIS Zanzibar (Software Development)

Activity 2.2	Quarter	Status	Deliverable or Scope
SIS Zanzibar	Q1	Software Completed	Completion, testing, and use of Phase 1 software application (Tablet-based core system)
		Software Completed	Specifications for Phase 2 system requirements
		Software Completed	Development of dashboard reporting system for generating school, district, and regional comparative data (EMIS Toolbox)
		Training Completed	Full-scale training rollout on SIS school profile data entry to HTs and statisticians from 287 (564 trainees) pre-primary and primary schools
	Q2	Software Completed	Design of Phase 2 software, including lesson observation, school monitoring tool for tablets, and the web-based data entry forms and teacher training management system
		Training	Full-scale training rollout on SIS training on how to use

Activity 2.2	Quarter	Status	Deliverable or Scope
	Q3	Completed	embedded reports for school-based decision making for 564 HTs and school statisticians
		Software Completed	Development of Phase 2 software
		Training Completed	19 EMIS and MoEVT staff trained on web-based system administration
	Q4	Training Completed	63 MoEVT and President's Office—Regional Administration, Local Government and Special Projects (PO-RALGSP) staff trained on EMIS Toolbox
		Software Completed	Phase 2 of software development
		Training Completed	17 MoEVT and PO-RALG SP staff trained on SIS source code
		Delivered	Software and source code delivered to GOZ (MoEVT)

Activity 2.3: Tusome Pamoja Midline Assessment

Tusome Pamoja conducted a modified mid-term assessment. Learning data for reading and mathematics were collected from 19 randomly selected schools in each region. Data analysis showed limited gains in the headline indicator (percentages of children reading or performing mathematics at grade level). However, large gains were observed in lower order skills (particularly a decrease in non-readers and an increase in letter and invented word fluency). These findings are in line with results from other countries that start at low baseline levels.

Table 16. Activity 2.3 : Midline Assessment

Activity 2.3	Quarter	Status	Deliverable or Scope
Midline Assessment	Q1	Completed	1,795 Standard 2 and Standard 4 pupils in all four Mainland regions and Zanzibar were assessed in 90 schools overall
		Completed	10 government counterparts from MoEST, MoEVT, and PO-RALG in the Mainland regions trained on how to use early grade assessment software

Activity 2.4: Decentralized Periodic Learning Assessment

DPLA supports the National School Quality Assurance Framework and provides objective benchmarks for school and district performance across input, process, and outcome indicators. During FY 2019, a mathematics subtask was added to the GALA. School Quality Assurers (DSQAs) conducted Phase 4 of DPLA data collection in May 2019 in the four Mainland regions and Zanzibar. The DSQAs collected data from a total of 589 schools, which were randomly sampled, and then District Education offices used the analyzed data to develop District Enrichment Plans (MKUUs). During Q4 FY 2019, the DEOs integrated the MKUUs into the broader District education plans, thereby eliminating confusion regarding the purpose of the MKUUs and ensuring that the DPLA data enhance the regular district planning process. During preparations for the annual review process, the regions used the DPLA indicator data to focus on issues specific to their geographic or content area and inform FY2020 workplan priorities.

The percentage of schools meeting process indicators (student engagement, teaching strategies) has increased consistently since 2017. However, the percentage of schools meeting student and teacher attendance benchmarks has not shifted. The percentage of schools meeting lower order reading outcomes has increased over time, but the percentage meeting higher order skills benchmarks (comprehension) remains very low. To record gains in learning below the school benchmark⁵, individual scores of students for reading from the 2017, 2018, and 2019 DPLA data collection were captured and analyzed by Tusome Pamoja monitoring and evaluation (M&E) team. The M&E team subsequently analyzed these data to provide student learning profiles for each region to assess the extent to which learners have benefitted from Tusome Pamoja support. These results are available as **Appendix H**.

Table 17. Activity 2.4: Decentralized Periodic Learning Assessment

Activity 2.4	Quarter	Status	Deliverable or Scope
DPLA	Q1	Completed	DPLA integrated in WEO reporting form
		Completed	Roadmap for integrating and sustaining DPLA in Zanzibar
	Q2	Completed	Arithmetic added to GALA tool with four subtasks: Number Identification, Addition and Subtraction Level 1, Addition and Subtraction Level 2, and Missing Numbers
		Completed	14 Technical Working Group members (Master Trainers) trained on the inclusion of a new mathematics instrument in GALA
		Completed	191 District Quality Assurers from 4 regions and Zanzibar trained by Master Trainers on the inclusion of a new mathematics instrument in GALA
	Q3	Completed	DPLA administered in 589 schools; total of 12,996 pupils assessed; findings analyzed
		Completed	DPLA District Enrichment Plans (MKUUs) developed and shared through DEO and WEO monthly meetings
	Q4	Completed	MKUUs integrated in regional plans
		Completed	DPLA data used in annual planning
		Completed	Development of DPLA final report

Activity 2.5: Policy, Advocacy, and Sustainability at Central and Regional Levels

Tusome Pamoja regional staff, the Tusome Pamoja regional focal person and representatives from PO-RALG and MoEST on the Mainland and PO-RALGSP and MoEVT from Zanzibar participated in a two-day workshop in Dar es Salaam on September 27 and 28, 2019. During the workshop, regional teams presented evidence from FY 2019 activity implementation and proposed a limited number of key focus areas for FY 2020. The intention of this review was to ensure consistency of application across all schools and classrooms of key teaching strategies. National participants engaged in discussions about the evidence presented and the choice of thematic area. On the second day of the workshop, the regional teams presented implementation strategies and Q1 detailed work plans for FY 2020. PO-RALG Mainland have since approved the work plans.

⁵ DPLA is administered in April, but the benchmarks have been established to represent end of Standard 2 expectations.

Table 18. Activity 2.5: Policy, Advocacy and Sustainability at Central and Regional Levels

Activity 2.5	Quarter	Status	Deliverable or Scope
Policy, Advocacy, and Sustainability at Central and Regional Levels	Q1	Completed	DPLA adopted by School Quality Assurance Department of MoEST
		Completed	Funds for rollout in 3 non-Tusome Pamoja regions included in 2020 department budget
	Q2	Completed	Guidelines for national rollout of PTPs and COLs developed
		Under review	Guidelines under review by PO-RALG and MoEST
	Q3	Completed	Kenya study tour
		Completed	Internal PO-RALG memorandum with emphasis on curriculum delivery, WEO support to teachers, and development of oral reading fluency capture tool
	Q4	Completed	Regions developed annual work plans based on evidence; establishment of regional budget and planning
		Completed	Development of FY 2020 Regional Work Plans

Activity Not Identified in the Annual Work Plan: Operational Research

During Q4, the operational research topic was approved. The aim of 2019 operational research effort is to better understand the role of WEOs in supporting school leadership, pedagogy, and school-based continuous professional development for teachers. GOT has identified this topic as a critical area for further research because the role that a WEO plays is vital to the improvement of schools and pupils’ performance.

The sample, tool development, and pilot effort. Tusome Pamoja designed the pilot effort so the sample would be representative of all WEOs in all four Mainland regions (i.e., Iringa, Morogoro, Mtwara, and Ruvuma)⁶. Random sampling occurred in the following three stages:

- **Stage 1**—Five districts in each region were selected at random.
- **Stage 2**—Three wards were selected at random from each district.
- **Stage 3**—One school was selected at random from each ward.

Tusome Pamoja selected a total of 60 WEOs. Tusome Pamoja and RTI staff developed and piloted the tools in Morogoro, Mvomero, and Mikumi Districts and made adjustments to the questions as needed.

Training and data collection. A five-day training was conducted by the Tusome Pamoja team in collaboration with short-term technical assistance from the RTI home office. Participants included two government counterparts from PO-RALG Dodoma, as well as representatives from 12 Tusome Pamoja regions. One day of the training was used to practice school visits. Tusome Pamoja Teaching and Learning Specialists (TLSs), Community Engagement Facilitators, and regional focal person (one from each region) participated in the data collection activity, which occurred in August 2019.

⁶ Zanzibar does not have WEOs; therefore, the region was excluded from the research. With the development of Decentralization by Devolution, Tusome Pamoja might ask PO-RALGSP staff if they would like a similar survey of Assistant DEOs.

Key research findings. The research findings indicated that 44.5% of WEOs received guidelines when they were newly appointed and that another 20% of WEOs said they received orientation when they were appointed to the position. The research findings also indicated that 88% of WEOs reported spending time with the HT and 33% WEOs spent time mentoring teachers. Most WEOs visited each school at least four times per quarter. Based on the WEOs observed, they spent an average of 17 minutes with the HTs and 11 minutes observing classes.

All WEOs reported checking COL minutes, but 40% said they never lead a COL themselves; only 39% said they see leading a COL as being their responsibility. During observations, only 5% of WEOs spent time with COLs, for an average of 8 minutes each. Between 50% to 70% of WEOs reported conducting class observations and providing feedback on regular basis; between 40% and 65% of WEOs said that these activities were their sole responsibility.

In response to questions designed to determine WEOs content knowledge of activities that teachers can conduct before reading a story to support children’s reading, nearly 80% of WEOs suggested predicting the story, and almost 50% suggested showing the cover and/or title or pictures from the book. Less than 50% of WEOs could identify three comprehension strategies (linking story to prior knowledge, introducing vocabulary, and using vocabulary to make a sentence).

The results suggest there is a solid foundation (available time and willingness) upon which to build the capacity of WEOs to provide more support to curriculum implementation at the schools.

Table 19. Activity (Not Identified): Operational Research

Activity (Not Identified)	Quarter	Status	Deliverable or Scope
Operational Research	Q1	Completed	Completion of 2018 operational research
		Completed	6 Government counterparts; MoEST, MoEVT, PO-RALG gained qualitative research skills
		Completed	2018 Research report submitted to USAID for inputs and comments
		Completed	2019 Research proposal submitted to USAID for approval
	Q2	Completed	2018 Operational research findings report approved and shared
		Completed	Research proposal for 2019 topic approved
	Q3	Completed	Development of research plan and tools
		Completed	Data collection tools piloted and revised
	Q4	Completed	Research skills capacity of data collectors and GOT counterparts from PO-RALG enhanced
		Completed	Data collection completed
		Completed	Initial findings shared and used in annual review and planning Final report to be available Q1 FY 2020

3.3 Results Area 3. Community Focused (Learning Support for the Parent)

Activity 3.1: Low Cost Support to Community Education Mobilizers

This year (FY 2019) has focused on the production of the peer-to-peer self-learning module. During Q4, pre-testing of the peer-to-peer community-based pupils learning module was completed in Gairo, Morogoro, from July 16 through 19, 2019. Pre-testing involved a total of 57 participants, including PTP members, village leaders, HTs, Community Education Mobilizers (CEMs), teachers, and school committee members. Pre-testing also involved parents; WEOs from Gairo B, Kilimani, and Msingisi Primary Schools; the Gairo District Officer and regional focal persons (in total). Participants collaborated to improve the content, language, layout, and illustrations of the peer-to-peer module. By the end of Q4, the three schools where pre-testing occurred had used the module to establish community reading centers and libraries.

A total of 17,501 peer-to-peer self-learning modules and 1,045 pages of instructions will be printed and distributed to CEMs, PTPs, teachers, and village leaders in 3,035 public schools in both Mainland and Zanzibar during Q1 FY 2020. This rollout will provide guidelines and instructions to CEMs and WEOs on how to develop an action plan to establish community reading centers, clubs, and libraries (**Figure 1**).

Figure 1. Images from the Peer-to-Peer Module That Show How to Set up a Library.

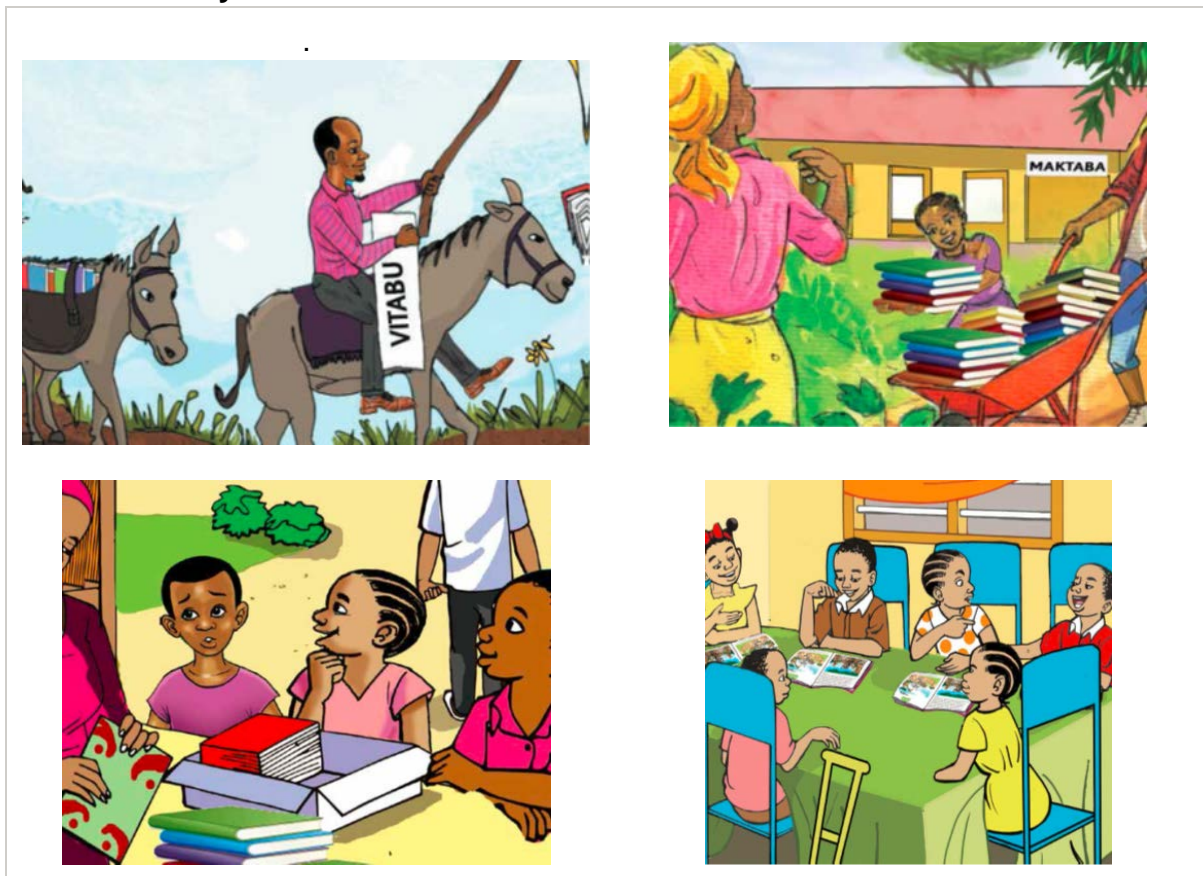


Table 20. Activity 3.1: Low-cost Support to CEM

Activity 3.1	Quarter	Status	Deliverable or Scope
Low-cost Support to CEM (CEM self-learning)	Q1	Completed	Identified self-learning module topic to produce in the year
	Q2	Completed	Development of content for the first draft of peer-to-peer module
	Q3	Completed	Finalization of the design, layout, and content of the second draft of the peer-to-peer module
	Q4	Completed	Pilot tested, revised, and printed module
		Completed	Finalization of the peer-to-peer module

Activity 3.2: School Scorecard

This year (FY 2019) has focused on the development and rollout of school scorecards (TAMSh). The school scorecard is a community-based performance monitoring tool aimed at sharing key indicators of school performance with the wider community, particularly parents. This information is displayed on walls outside school buildings by using painted images, completed with chalk. The aim of this effort is to increase school transparency, quality, efficiency, and accountability by openly sharing outcomes regarding performance and key indicators on a monthly basis.

During Q3, volunteer pilot districts were trained on how to paint and use the scorecard. During Q4, volunteer schools painted the scorecard on the walls and in some schools began community discussions using the publicly-displayed data..

Table 21. Volunteer Schools for Piloting Scorecard per District

Region	District/Ward	Total Number of Schools	Painted Schools	Unpainted Schools
Ruvuma	Madaba	27	26	1
Zanzibar	West A, Chake, Mkoani, Wete, and Micheweni	40	19	21
Mtwara	Masasi TC, Mtwara DC, Mtwara Municipal Council (MC), Newala TC, Nanyamba TC, Nanyumbu, and Tandaimba	43	43	0
Iringa	Iringa Munispal	43	43	0
Morogoro	Ifakara	33	33	0
Total		186	164	22

Those who were previously trained on the scorecards during Q3 cascaded the training to DEOs, WEOs, and HTs during Q4.

Table 22. Targeted Participants In School Scorecard Cascade Training Q4

Region	DEOs	WEOs	HT
Ruvuma	4	8 (6 men, 2 women)	27 (24 men, 3 women)
Morogoro	3	6 (3 men, 3 women)	27 (19 men, 8 women)
Zanzibar	0	34 (24 men, 10 women)	0
Iringa	3	16 (9 men, 7 women)	43

Region	DEOs	WEOs	HT
Mtwara	0	0	36 ⁷
Total	10	64 (42 men, 22F)	133 HTs

Procurement for painting supplies for the remaining schools has been initiated and will be completed during Q1 FY 2020

Table 23. Activity 3.2: School Scorecard

Activity 3.2	Quarter	Status	Deliverable or Scope
School Scorecard	Q1	Completed	Evaluation of impacts and effectiveness of EQUIP-T scorecard model and revised for use by Tusome Pamoja
		Completed	First draft of scorecard content
	Q2	Completed	Finalization of the design and format of the scorecard
	Q3	Completed	Initial training of 88 Regional and DEOs, District Academic Officers, District School Logistics Officers, WEOs, and others about what the scorecard is and how to use it
	Q4	Completed	Schools (186) painted scorecards and feedback collected
		Completed	Initiated procurement of painting supplies for remaining schools

Activity 3.3: Media Action (and Social and Behavior Change Communication) Campaign

Originally developed with support from the British Broadcasting Corp. (BBC) Media Action, the *Soma Nami* radio program has two aims. The first aim is to air messages that promote reading and literacy skills of children. The second aim is to enhance the perceptions and confidence of parents, caregivers, and community in valuing and supporting children's learning at home and after school. The target audience of the radio program includes parents and caregivers, teachers, education administrators, school children, and the community at large. Listening to the radio program enables the audience to help stimulate reading among children and to discuss the challenges, barriers, and opportunities to promote learning among all children.

Broadcasting of the *Soma Nami* radio program and public service announcements (PSAs) continued throughout Q4 in all Program regions. The eight local radio station partners continued to air the program twice per week and PSAs at least four times per day. PSAs covered the topics of safety at home and school, the value of education, parental support for home reading, PTPs, and inclusive education. Each region has produced content for the *Soma Nami* radio program, reflecting the unique social, political, and cultural aspects of their region. During Q4 FY 2019, a total of 60 *Soma Nami* radio program dramas and 1,892 PSAs aired. **Table 24** shows the radio progress in the regions in terms of the number of PSAs and radio programs shared. In addition, the program content produced by Tusome Pamoja will be aired starting next month on radio stations in the Education Quality Improvement Programme in Tanzania (EQUIP-T) regions.

⁷ In Mtwara, the pilot was rolled in one Ward in each District, as opposed to other Regions where the TAMSh training was provided to all HT in one District

Table 24. Numbers of PSAs and *Soma Nami* Radio Programs Aired, by Region

Region	Frequency of PSAs Airing	Number of <i>Soma Nami</i> Radio Program Aired
Iringa	559	16
Morogoro	306	8
Mtwara	336	12
Ruvuma	527	16
Zanzibar	164	8
Total	1,892	60

During Q4 FY 2019, the focus was on sustainability of the *Soma Nami* radio program (**Table 25**). Tusome Pamoja developed a Sustainability Plan, and discussions with government officials have been ongoing, with the aim that regional governments will play their part in sustaining the *Soma Nami* radio programs beyond the life of the project. The Iringa Region in particular has shown strong progress in adapting the Sustainability Plan. The Iringa Region has formed a task force to develop a regionally specific Sustainability Plan and budget, which will be shared with the Regional Administrative Secretary (RAS) for further action. The RAS's offices in the remaining four districts have also expressed their commitment; however, additional follow up is needed.

Also during Q4 FY 2019, Tusome Pamoja promoted *Soma Nami* through a targeted short message service (SMS) campaign, during which reminder messages were sent to 21,991 key Program stakeholders, including all HTs, WEOs, CEMs, and PTP members. The reminder messages shared information about their community's local partner radio station, stated the day and time when the next *Soma Nami* radio program would be broadcast, and encouraged them to tune in. The SMS reminders also asked all message recipients to pass the information onto their neighbors and fellow community members.

The initial design stages of a teacher behavior change communication approach began during Q4 FY 2019 and will continue throughout FY 2020. The program aims to develop key messages for teachers' behavior change and to design a communication strategy to effectively influence teaching outcomes.

Table 25. Activity 3.3: BBC Media Action (Radio Campaign)

Activity 3.3	Quarter	Status	Deliverable or Scope
BBC Media Action (Radio campaign)	Q1	Completed	Local radio partners aired <i>Soma Nami</i> programs and PSAs through BBC collaboration
		Completed	Journalists received skills training
	Q2	Ongoing	BBC Media Action subcontract ends
		Ongoing	Local partners continued broadcasting <i>Soma Nami</i> ; local partnerships extended for 6 months directly through Tusome Pamoja
	Q3	Completed	Produced 12 new drama series episodes and 8 PSAs for <i>Soma Nami</i>
		Ongoing	Continued broadcasting of radio program and PSAs
	Q4	Completed	<i>Soma Nami</i> Radio Sustainability Plan developed

Activity 3.3	Quarter	Status	Deliverable or Scope
		Ongoing	Continued broadcasting of radio program and PSAs; continued promotion of program through SMS

Activity 3.4: Gender and Inclusion

During Q4 FY 2019, Tusome Pamoja did not identify any specific activities focusing on gender and inclusion. Subcontractor Miske Witt completed an analysis of the feedback school data from Q1, with a focus on evaluating gender-based responses by teachers toward students. The findings of the analysis did not identify any gender bias from the observations. However, the data did show that teachers of Standards 1 and 2 were mostly women and that the HTs and WEOs were mostly men. Tusome Pamoja used this information to inform the design of coaching strategies and language.

Table 26. Activity 3.4: Gender Equity and Inclusion

Activity 3.4	Quarter	Status	Deliverable or Scope
Gender Equity and Inclusion	Q1	Completed	<i>Equal Access and Opportunities in Education</i> self-learning manual finalized.
		Completed	27,294 copies of this self-help guide distributed to PTPs.
		Completed	Miske-Witt developed the framework for assessing the impacts of gender norms at classroom, school, and community levels.
		Completed	Framework used to guide self-learning handout content and feedback school questionnaires.
	Q2	Completed	Regional analysis of inclusion in GOT schools.
		Completed	Iringa Municipal Council collected data from 43 schools, including a school for the deaf. The single largest disability was “mental retardation” (PO-RALG terminology), with 59 pupils in pre-primary, Standard 1, and Standard 2. The next largest category was physical disability (10), with only 2 pupils having visual impairments.
	Q3	Completed	Tusome Pamoja supported the Zanzibar Inclusive Education Unit to review the Screening, Identification, Assessment, and Support tool. After the review, the tool was used to train all teachers in 80 selected schools on how to use the tool to identify children with special needs in education.
		Completed	Songea District Council (Ruvuma) conducted a census of Standard 1 and 2 classrooms to establish the scale of pupils with disabilities in primary schools. Out of 981 pupils (512 girls) screened, 22 (12 girls) had physical disabilities, 29 (11 girls) were intellectually impaired, 11 (6 girls) were hearing impaired, and 5 (3 girls) were visually impaired. Out of these 22 pupils, 10 (1 girl) pupils were referred to the regional referral hospital for further examination and assessment and support.
	Q4	Completed	Miske-Witt analysis of feedback school data found minimal differences in classroom treatment of boys and girls and notes that teachers are mostly women and that WEOs are mostly men and highlights need for caution in designing coaching intervention.

Activity 3.5: Stories of Change

The Tusome Pamoja Stories of Change initiative allows for the capturing and sharing of stories that highlight positive behavior change. Regional- and district-level education stakeholders received training on how to collect stories and have continued to collect stories throughout the year. Stories of Change that focus on various topics (e.g., COLs, talking walls, school feeding programs, home reading) are shared with the community through social media, local radio, local magazines, public commemoration days, and public notice boards.

Table 27. Activity 3.5: Stories of Change

Activity 3.5	Quarter	Status	Deliverable or Scope
Stories of Change	Q1	Completed	Training conducted on how to develop Stories of Change
		Completed	Regional sharing of good practices and lessons learned
		Completed	134 Stories of Change collected from 5 regions
	Q2	Ongoing	Regions continuing with story documentation
	Q3	Completed	Stories developed
		Completed	Materials in use and supporting learning outcomes
	Q4	Completed	Stories developed
		Completed	Materials in use and supporting learning outcomes

3.4 Regionally Delivered Activities (Annual Summary)

The following tables summarize the activity completed by region and the particular focus of any activity. A “—” indicates that region did not select that activity for the quarter.

Table 28. Regional Activities (Quarter 1)

Activity	Iringa	Morogoro	Ruvuma	Mtwara	Zanzibar
Learning, Support, and Feedback School Visits (content focus)	COL	COL	COL	COL	COL
WEO and DEO Reflection Meeting (content focus)	DPLA	COL	COL	—	—
PTP Sustainability	CEM replacement	—	—	—	—
Regional Planning	Yes	Yes	Yes	—	—
Regional Commissioner Orientation	Yes	—	—	—	—
SIS Training	—	Advanced data use	—	—	Advanced data use
Stories of Change	—	Dissemination	Dissemination	Dissemination	Dissemination
Nonfiction	—	—	—	Pre-test	Adaptation

Activity	Iringa	Morogoro	Ruvuma	Mtwara	Zanzibar
Mathematics	—	—	—	—	Material approval

Table 29. Regional Activities (Quarter 2)

Activity	Iringa	Morogoro	Ruvuma	Mtwara	Zanzibar
Learning, Support, and Feedback School Visits (content focus)	Book borrowing	Classroom observation (gradual release)	Classroom observation (“You Do”)	Classroom observation (gradual release)	Fidelity of implementation—phonics
WE and DEO Reflection Meeting (content focus)	DPLA for planning	Curriculum implementation	—	—	Fidelity of implementation—phonics
WEO or SA Orientation	—	Large classroom management	Gradual release (“I Do, We Do, You Do”)	—	Gradual release (“I Do, We Do, You Do”)
DPLA	—	—	—	—	Integrate into School Inspection Framework
PO-RALG Orientation	—	—	—	—	Introduction to phonics and roles and responsibilities under the decentralization by devolution strategy

Table 30. Regional Activities (Quarter 3)

Activity	Iringa	Morogoro	Ruvuma	Mtwara	Zanzibar
Learning, Support, and Feedback School Visits (content focus)	Mathematics fidelity of implementation—SIS use	Mathematics fidelity of implementation—SIS data entry	Mathematics fidelity of implementation—SIS data entry and COL	Mathematics fidelity of implementation—SIS data entry	PTP, use of decodables, and SIS data use
WEO and DEO Reflection Meeting (content focus)	Self-learning handout—concept and use	—	—	—	—
Regional Education Officer and DEO Reflection Meeting	Standardized classroom observation; COL monitoring tools approved	—	—	—	—
WEO or SA Orientation	Teaching comprehension and dictation	Teaching comprehension and COL roles and responsibilities	COL roles and responsibilities ; refresher training about reading	—	—

Activity	Iringa	Morogoro	Ruvuma	Mtwara	Zanzibar
			strategies		
Train Competent Teachers	—	—	—	Additional resource of 78 teachers	Developed training videos for Teacher Resource Centres
Phonics Training for New Teachers	—	—	—	134 new teachers trained	48 new HTs and 73 new Kiswahili teachers trained
Inclusion	—	—	Songea District Council screened pupils in Standards 1 and 2 (22 out of 981 pupils were referred for diagnosis)	—	Inclusive Education Unit of MoEVT develops the screening tool and trains 80 teachers
Stories of Change	—	—	—	—	Shared with PTPs in 11 LGAs; PTPs recognized for good plans
PO-RALG Orientation	—	—	—	—	Meeting with the Permanent Secretary and Directors from MoEVT and PO-RALG to establish roles and responsibilities
DPLA	—	—	—	—	Data analysis for Inspectorate Department

Table 31. Regional Activities (Quarter 4)

Activity	Iringa	Morogoro	Ruvuma	Mtwara	Zanzibar
Learning, support, and feedback school visits (content focus)	Mathematics fidelity of implementation (FOI) COL	<ul style="list-style-type: none"> Large class management Community reading centers 	Mathematics FOI COL	<ul style="list-style-type: none"> Non-fiction FOI COL SIS 	School management and use of Tusome Pamoja teaching and learning materials
Regional Education Officer and DEO reflection meeting	Program effectiveness—year to date	WEO support to schools	Program effectiveness—year to date	Impact of exemplary teacher training	—
Teaching and learning	—	Test “leveled readers” self-	—	—	—

Activity	Iringa	Morogoro	Ruvuma	Mtwara	Zanzibar
activities		learning handout			
Community engagement activities	SBCC poster distribution	Community reading centers—WEO, Village Executive Officer, and CEM training	—	New WEO orientation on PTP	District-based celebration of PTP accomplishments
Government capacity building	—	—	—	—	<ul style="list-style-type: none"> • Orient newly appointed Assistant Education Directors • Orientation LGA Counselors

3.5 Regionally Delivered Activities (Quarter 4 Summary)

This subsection of the report summarizes regional activities conducted during Q4. **Appendix F** of this report includes the entire regional reports from which these highlights are extracted.

Iringa Region

Learning and support visits. Regional and District staff conducted joint visits with Tusome Pamoja regional teams to a total of nine schools (two schools in each district except for the Mufindi DC) to identify gaps to address in the FY 2020 Work Plan. Tusome Pamoja observed the following:

- In five out of the nine schools visited, COLs were implemented according to standards (i.e., the COL was included in the school time table, teachers developed and implemented the agenda for the COL twice per month, COL attendees discussed academic issues). The remaining four schools were mixing academic and non-academic topics in the COL meetings.
- At all nine schools visited, improvised mathematics teaching aids were displayed on walls. These aids included counters, bundles of sticks, number trays, sliding calculators, and charts for counting hundreds and thousands.
- In seven out of the nine schools visited, book borrowing (i.e., records or ledgers were in place) was implemented.
- At all nine schools visited, HTs were entering SIS data into their tablets daily, but four schools could not upload their data daily because of poor network connectivity.
- At all nine schools visited, community engagement in education occurred (i.e., provision of mid-day meals and infrastructure development at school).

Tusome Pamoja, in collaboration with Iringa counterparts, supported the following activities in the Iringa Region:

- **Coaching:** A two-day Master Trainer orientation was provided to three TTC tutors, five District Academic Officers (DAOs), and one Regional Academic Officer (RAO) about strategies for coaching and mentoring feedback. The

attendees, in turn, provided a one-day orientation to 104 WEOs. Each WEO was also provided with a coaching strategy reference document.

- **WEO survey:** To build capacity for ad hoc data collection, collect information about COLs and material availability, and provide WEOs with practice on classroom observation, Tusome Pamoja provided training on how to use open-source software for a simple set of data collection tools. A total of 24 Trainer of Trainers were trained on how to use the software. These attendees included Information and Communication Technology [ICT] Officers, DAOs, District Statistician and Logistic Officers [DSLOs], RAOs, and Regional Information, Communication, and Technology Officers [RICTOs]) In addition, 99 WEOs received training on how to download the application and complete the forms.
- **Social behavior change.** Following up on a previous initiative to ensure continued engagement of community to support the 3Rs now and after the end of the project, 10,000 posters were distributed to 481 school communities. Specifically, distribution involved 20 posters for each school, 10 posters for each ward office and village authority, 20 posters for each district, and 20 for the regional office.

Morogoro Region

Learning and support visits. Regional and District staff conducted joint visits with Tusome Pamoja regional teams in a total of 45 schools in the Ifakara, Kilombero, Malinyi, and Ulanga Districts. The visits were focused on evaluating overall Program implementation for the year. The visits identified the following challenges:

- Based on the observations, although all HTs in the visited schools uploaded the school data daily, none of them analyzed the data and used the information to make decisions about school management or create their School Development Plan.
- Out of 45 schools visited, 29 (65%) schools reported that they were **not** using decodable tools consistently because they teach reading and writing skills to pupils in Standards 1 and 2.
- Schools reported that WEO support to COL facilitation and management at the school level were limited.

In addition, the RS met the DEOs from the Morogoro DC, Kilosa, and Movero Districts. The results from these visits were equally disappointing, with the RS and Tusome Pamoja regional team noting that the DEOs did not have a clear understanding of Program implementation or specific school issues. It was noted that the DEOs do delegate to the WEOs, but do not assess the competence of the WEOs or follow up on issues reported by WEOs.

The outcome of these learning and support visits informed a FY 2020 Implementation Plan that focuses heavily on FOI, with the RS insisting that the DEOs include curriculum delivery in monthly discussions and that the WEOs specifically report on the school use of materials and teaching strategies shared during training.

Tusome Pamoja supported the following activities in the Morogoro Region:

- **Orientation of PTPs and CEMs: Home reading.** Tusome Pamoja provided a three-day orientation, which was attended by 47 WEOs, 184 Village Executive Officers, and 384 CEMs from the Morogoro DC, Mvomero DC, Morogoro

Municipal Council (MC), and Gairo DC. The orientation focused on the implementation of home-reading centers initiated in the Msingisi Ward of the Gairo District. The objective of the training was to share an approach for providing after-school reading opportunities for children. The approach focused on integrating the roles and responsibilities of education officials, Village Councils, and the broader community and to define roles and responsibilities. Through a voluntary exercise, all wards attending the orientation drafted Implementation Plans so they could discuss these with their stakeholders.

- **Self-learning handout testing.** The RS and Tusome Pamoja regional team supported the evaluation of a self-learning handout (SLH) focused on the effective use of leveled readers in two feedback schools in the Morgoro DC. Nine teachers of Standards 1 and 2 reviewed the SLH and tested teaching strategies in their classroom. The teachers noted that the SLH was easy to understand, but the strategies were difficult to apply in classrooms with a large number of pupils. This feedback suggested that they did not understand the linkage between the classroom management SLH, which focuses on grouping learners, and the leveled reader SLH. As a result of the feedback, the Result Area 1 team made some changes to reference other SLHs. The teachers recommended that the RS distribute the SLHs to all schools; this activity will occur during FY 2020.
- **Coaching:** Tusome Pamoja provided a two-day Master Trainer orientation to 25 TTC tutors about strategies for providing coaching and mentoring feedback. These attendees, in turn, provided a one-day orientation to 213 WEOs. Each WEO was also provided with a coaching strategy reference document.
- **WEO survey:** To build capacity for ad hoc data collection, collect information about COLs and material availability, and provide WEOs with practice on classroom observation, Tusome Pamoja provided training on how to use open-source software for a simple set of data collection tools. Three RS Officers (i.e., the RICTO, RAO, and [RST]); eight District Information, Communication, and Technology Officers [DICTOs]/Information and Communication Technology Officers [ICTOs]; and nine DSLO were trained to use the software. Tusome Pamoja also provided training to 204 WEOs from all nine DCs. The training focused on how to download the application and complete the forms. Over a two-month period, during regular school visits, the WEOs conducted the survey in 86% of Morogoro schools. However, some WEOs experienced issues with Internet connectivity, which caused delays in uploading data.

Mtwara Region

Learning and support visits. Regional and District staff conducted joint visits with Tusome Pamoja regional teams in a total of 28 teachers from a similar number of schools to evaluate the effectiveness of the Standards 3 and 4 non-fiction training delivered during Q3. The visits in the Mtwara Region revealed the following findings:

- Out of the 28 teachers observed, 22 (79%) were correctly applying the direct instruction approach for teaching, and 21 (75%) were modeling reading fluently. However, 15 (54%) of the teachers were not integrating writing into the lessons, facilitating pupils to look up new words, and effectively using the main topic construct—all of which are strategies that are encouraged in the use of non-readers and integrated into the training.

- Out of 23 interviewed teachers, 19 (83%) reported that they were trained for three days according to the planned time table; the remaining four teachers (17%) said they were trained for two days.
- During the visits, in addition to observing classrooms with non-fiction materials, 28 HTs were also interviewed about the use of SIS data. The findings from the interviews showed that out of the 28 HTs, 17 (61%) were using the attendance data to address student absenteeism, which is an encouraging result.
- In schools where the school scorecards (TAMSh) pilot had been implemented, the HTs were asked whether any meetings had been held with parents. All 28 of the HTs reported that no meetings had been held, suggesting that it was the WEOs responsibility to lead these meetings. This finding demonstrates a lack of understanding regarding the roles and responsibilities and must be addressed in full rollout.

Orientation of WEOs on PTPs. Tusome Pamoja provided a one-day orientation to 88 newly appointed WEOs. The orientation focused on PTPs, roles and responsibilities, elections, and specific activities, including parental support to encourage home reading.

SLH testing. The RS and Tusome Pamoja regional team supported the evaluation of an SLH that focused on the effective use of leveled readers in two feedback schools in the Morgoro DC. Nine teachers of Standards 1 and 2 reviewed the SLH and tested teaching strategies in their classroom. The teachers noted that the SLH was easy to understand, but the strategies were difficult to apply in classrooms with a large number of pupils. This finding suggested that the teachers did not understand the linkage between the classroom management SLH, which focuses on grouping learners, and the leveled reader SLH. As a result of the feedback, the Result Area 1 team made some changes to reference other SLHs. The teachers recommended that the RS distribute the SLHs to all schools; this activity will occur during FY 2020.

Coaching: A one-day orientation was provided to 191 WEOs. Each WEO was also provided with a coaching strategy reference document.

WEO survey: Tusome Pamoja provided training to 21 LGA staff on how to use open-source software for simple data collection strategies. In addition, Tusome Pamoja provided training to 190 WEOs on how to download the application and complete the forms. Over a two-month period, during regular school visits, the WEOs conducted the survey in (93%) of schools in the Mtwara Region.

Ruvuma Region

- **Learning and support visits.** Regional and District staff conducted joint visits with Tusome Pamoja regional teams in visited 25 schools within 14 wards of Tunduru DC, Madaba DC, Namtumbo DC, and Songea DC. The aims of the visits were to assess the effectiveness of the mathematics training and to review Program implementation in terms of applied teaching strategies, functioning COLs, and community engagement.

The findings identified and observed during the visits are presented as follows:

- Out of the 25 schools visited in the Ruvuma Region, all schools were considered to have effective COLs, using the criteria of a clear agenda, documented minutes, attendance by relevant participants, and formalized timetabling.

- In 8 (32%) out of 25 schools, classroom observations were undertaken, specifically targeting mathematics lessons. Based on the findings, there was a great improvement in using the gradual release model of “I Do, You Do, We Do”. There was also huge improvement in organizing learners in groups as a strategy to manage classrooms with a large number of pupils.
- All 25 schools in the Ruvuma Region had allocated the most secure classrooms to teachers of Standards 1 and 2, thereby enabling supplementary materials to be kept in classrooms so they could be used at any time.
- PTPs and CEMs were visited in 22 (88%) out of the 25 schools, and all were active and implanting action plans, with most schools focused on school feeding programs and infrastructure.
- Of the 25 schools, 21 HTs (84%) reported using the SIS data for school decision making, mostly regarding attendance.

A second learning and support visit focused on the teaching of mathematics at 16 schools. The findings observed during these visits include the following:

- Seven WEOs who manage the 16 visited schools confirmed that they conducted ward-level COL mathematics rollout training to teachers of Standards 1 and 2.
- 70% of teachers were using the mathematics methodologies, but many reported the concepts of the bundle of 10 and the belt of 10 were not clear.
- All of the teachers observed that making teaching aids from locally available materials helped them better understand the concepts intended for the activities.

Coaching: Eight DEOs, eight District Chief School Quality Assurers (DCSQAs), and eight DAOs, who had themselves been trained by three TTC tutors and three Tusome Pamoja staff, delivered a one-day orientation to 173 WEOs. Tusome Pamoja provided to each WEO eight coaching strategy reference documents to be shared with HTs and ATs.

WEO survey: Eight School Logistics Officers (SLOs), eight IT personnel, and eight WEOs completed training to become Master Trainers from all eight DCs on how to use open-source software for simple data collection strategies. The Master Trainers formed three-member teams, which consisted of one SLO, one IT staff member, and one WEO, to deliver District Training of Trainers at the district level. A total of 173 WEOs and 8 DAOs received training on how to download the application and complete the forms. Over a two-week period, during regular school visits, the WEOs conducted the survey in (95%) of schools in the Ruvuma Region. Based on the findings, using WEOs as part of the Master Training team was viewed positively in the Ruvuma Region, because they better understand the logistics of implementation.

3.6 Key Meetings (Quarter 4)

Tusome Pamoja conducted a few key meetings with senior government counterparts and funding partners in Q4. These meetings focused on reaching agreements regarding the updated strategy for Program implementation and regarding key policy issues needed for activity institutionalization or sustainability. **Table 32** summarizes these meetings and highlights the key outcomes.

Table 32. Outcomes from Key Meetings or Visits (Q4 FY2018/19)

Title of the Meeting or Visit	Key Outcomes
Annual review meeting (September 2019)	Tusome Pamoja regional staff, the Tusome Pamoja regional focal person, and representatives from PO-RALG, PO-RALGSP, MoEST, and MoEVT participated in a 2-day annual review and work plan meeting in Dar es Salaam. Regions presented their evaluations of the previous year's activities, as well as focus areas for targeted support in FY 2020. The regions also presented their Q1 FY 2020 detailed work plans, which were approved for implementation by PO-RALG representative.
USAID Mission Director's visit to Jangwani PS, Ifakara District, in the Morogoro Region (September 2019)	<p>USAID Mission Director visited Jangwani Primary School, Ifakara District, Morogoro Region to observe Tusome Pamoja activities and impact. Upon the Mission Director's arrival, he was invited to serve porridge to school children (as part of the PTP school feeding program). He then viewed the school scorecards (TAMSh), where the HT discussed the benefits of open reporting (e.g., community members can easily access basic school information).</p> <p>The Mission Director observed a Standard 1 reading class using the Tusome Pamoja-supported classroom observation checklist. Mr. Steven Kapele, a TLS, sat with the Mission Director and helped him understand how to use the checklist and lesson plan.</p> <p>After the lesson observation, the Mission Director met with all Ifakara CEMs, some HTs from nearby schools, and PTP members. The discussion focused on holistic support for children, particularly those with special needs. CEMs and PTP members confirmed that some PTP activities address issues of children's rights (e.g., school feeding, supportive teaching). CEMs and PTP members also acknowledged that they have been identifying children with special needs and helping parents to take these children to special schools that can better accommodate the educational needs of the pupils.</p>
Contracting Officer's Representative (COR) visit to Turiani B and Manyinga B Primary Schools in the Morogoro Region (September 2019)	<p>Before the Mission Director's visit to Ifakara, the Tusome Pamoja COR visited 2 additional schools and observed Standards 1 and Standard 2 classes.</p> <p>It is important to note that the schools had just opened from a short-term break; therefore, pupils and teachers had low engagement. Nevertheless, teachers in both classes were correctly applying Tusome Pamoja-provided teaching strategies for reading, and in the Standard 2 class, the teacher was effectively teaching comprehension to the pupils.</p> <p>Both schools were allowing children to take the decodable story books home, although the Manyinga B Primary School was more effective. COLs were active in both schools, and records showed that the topics discussed were related to Tusome Pamoja teaching strategies. HTs and teachers said they observed each other and were pleased with COLs. PTPs are active at both schools, although not all parents are contributing to the school feeding programs, which rely on voluntary financial contributions from parents.</p>
Meeting with the PO-RALG Department of Education (DEA) and ICT Dodoma (August 2019)	<p>On August 16, 2019, Tusome Pamoja and PO-RALG DEA and ICT (DICT) conducted one-day meeting to discuss Tusome Pamoja's contribution to upcoming SIS training for DEOs, Regional Education Officers [REO], WEOs, ICT personnel, and Statisticians. Attendees of the meeting also provided feedback about the Kenya Study Tour and discussed upcoming annual review and planning. The key outcome was an agreement from the attendees to implement resolutions regarding SIS, the Kenya Study tour report, and annual review, which are discussed further as follows:</p> <p>SIS: Large-scale SIS roll-out training spanning 3 to 5 days was not effective. Tusome Pamoja requested that the SIS training be linked with other training involving the same participants to save cost, time, and logistics. As a result of this discussion, agreement was reached to develop the training materials in a modular form, so that they can be delivered during several one-day training sessions. In addition, national SIS facilitators from Tusome Pamoja regions and districts would be made available to provide the short training. Also, Tusome Pamoja will delay training until staff from FHI 360 deliver a final software extension (i.e., Android Package Kit [APK]) for WEOs and a stable dashboard (from February 2020).</p> <p>Kenya Study Tour: Following up on the PO-RALG observation report from the Kenya Study Tour, the attendees reached agreements regarding four items. First, Tusome Pamoja agreed to extend support for coaching skills to WEOs and HTs.</p>

Title of the Meeting or Visit	Key Outcomes
	<p>Second, PO-RALG wants WEOs to have the ability to check for reading fluency, but does not want to use Tangerine™, which is the software used in Kenya. It was agreed that PO-RALG DEA and ICT would agree on the requirements for an application that could be loaded onto WEOs tablets, and PO-RALG Department of Information Communication and Technology (DICT) will develop the application internally. Tusome Pamoja will assist by providing specifications for the tool. Third, PO-RALG wants to have an application similar to Papaya™ that links sounds to letters and syllables. Again, PO-RALG DICT believes that it can develop this software for Tanzania. Lastly, PO-RALG would like to include a module in every in-service training that stresses the values that teachers should exhibit in their classrooms. Tusome Pamoja agreed to incorporate these values into the modules, but PO-RALG must provide the list of values before work can commence. In the meantime, Tusome Pamoja will introduce alternative teaching strategies to corporal punishment.</p> <p>Annual review. The attendees confirmed the dates for the annual review, which will take place on September 26 and 27, 2019. The attendees agreed that the key theme of the annual review would be as follows: going deeper, not wider—focusing on ensuring consistent quality across all schools; and identifying local resources for sustainability, in particular identifying high-performing teachers, HTs, and WEOs to support colleagues. Finally, the attendees agreed that, in the spirit of going deeper, not wider, the regions would identify only 5 areas of curriculum delivery and support on which to focus during FY 2020.</p>
TIE technical working group: Tusome Pamoja materials review (August 2019)	TIE staff identified a technical working group to review Tusome Pamoja decodables, teaching tools, and nonfiction readers in preparation for submission for certification. The TIE technical team joined Tusome Pamoja for 3 days to review the materials and provide recommendations for improvement and alignment with TIE approaches.

3.7 Additional Technical Accomplishments (Quarter 4)

This section of the report provides more information about key activities and highlights technical work not specifically outlined in the Annual Work Plan regarding activities and deliverables. During the implementation of the key activities, many issues are identified collaboratively with GOT counterparts and are addressed through corresponding additional activities. Many of these supplemental activities are critical to the long term sustainability and uptake of the intervention and are good examples of the adaptive learning and sustainability ethos of Tusome Program.

Results Area 1. Classroom Focused

Formative Assessment: During Q3 FY 2019 in the Mufindi District of the Iringa Region, Tusome Pamoja piloted strategies for conducting ongoing (continuous or formative) assessment in Standard 1 and Standard 2 classrooms. After the teachers implemented the strategies, School Quality Assurers (SQAs) and WEOs obtained their feedback.

SQAs and WEOs reported that, although the teachers were using the strategies to monitor and support their pupils' learning, the teachers were still experiencing several challenges. First, classrooms with a large number of pupils make it difficult to reach every child. Second, the strategies are time consuming for teachers to implement. Last, Standard 1 children are not yet able to write independently; therefore, the assessment strategies are too difficult for them.

To address these challenges, the technical team will adjust the strategy documents before conducting the same activity in selected districts in Ruvuma, Morogoro, Mtwara and Zanzibar during Q1 and Q2 FY 2020). Tusome Pamoja will consider making the following revisions:

- Reduce and simplify the number of strategies offered to teachers
- Provide specific strategies for conducting ongoing assessments
- Offer non-writing strategies for Standard 1 teachers.

Finally, discussions during the annual review and planning meeting with GOT and GOZ counterparts revealed that there is confusion regarding the concepts of formative assessments and continuous assessments. Therefore, Tusome Pamoja will revise the name of this activity to reflect the **strategies** for monitoring pupil learning rather than for **assessing** of pupil learning.

Results Area 2. System Focused

Responsive data collection: Over the course of FY 2019, regional counterparts noted that they were frequently asked to provide ad hoc information to different stakeholders and that frequently, that data was not the type that they usually collected. Tusome Pamoja also needed additional information for developing M&E requirements and for monitoring Program impacts. Therefore, an agreement was reached that PO-RALG will provide capacity to DEO offices to develop simple ad hoc surveys that could be delivered to the WEOs’ tablets provided by Tusome Pamoja and be completed easily during the WEOs’ regular visits to schools.

In July 2019, the Tusome Pamoja M&E team conducted a two-day training session on how to use the mobile application to complete the survey. A total of 94 participants attended the training session and included RS representatives, LGAs, and MoEVT and PO-RALG staff. These stakeholders, in turn, provided a one-day training session for 666 WEOs and 66 SAs.

Round 1 of data collection focused on COLs, including the number of hours of continuous professional development delivered through the COL and the topics covered, PTP-implemented activities (and particularly the statuses of different construction projects), and data regarding pupils with disabilities who are in integrated classrooms. Round 1 of data collection also focused a simple classroom observation and a classroom inventory of Tusome Pamoja–provided materials.

Tusome Pamoja collected data from 2,848 schools (94%) over a two-month period (**Table 33**). The data were not validated, but a comparison of the responses for the 50 “feedback schools” for comparable data (e.g., classroom observations, COL activity) showed high alignment and no results deviated by more than 5% between the two data points. Sample results from the survey are provided in **Appendix G**

Table 33. WEO Survey Data Response Rate per Region

Region	Number of Schools Reported	Total Number of Schools	Reported Rate (%)
Iringa	446	481	93%
Morogoro	775	841	92%
Mtwara	655	663	99%
Ruvuma	705	771	91%
Zanzibar	267	287	93%
Total	2,848	3,043	94%

Results Area 3. Community Focused

Performance-based certificates: Awarding certificates to high-performing individuals and institutions is one of Tusome Pamoja's key social and behavior change communication (SBCC) activities. Responding to the Result Activity 2.2 activity to identify non-monetary incentive systems for teachers is another key Program activity, but it was not included in the current Annual Work Plan. Certificates are important because they acknowledge outstanding performance so other peers, participants, and partners can emulate. This activity compliments ongoing community engagement media activities through *Soma Nami* radio program, stories of change, SMS messages, and print media.

During Q4 FY 2019, Tusome Pamoja designed and submitted the certificates to PO-RALG for review and approval. Tusome Pamoja will print and distribute the certificates, along with a sample of the awarding criteria, to the regions during Q1 FY 2020. Tusome Pamoja will ask the RAS to sign and award the certificates to the top-performing individuals and groups.

4. MONITORING INDICATORS

Table 34 summarizes the main performance indicators, where available, for the FY208/2019 and provides an explanation for variance from the expected target.

Table 34. Performance Indicators Targets and Achievements 2019

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2019 Target	% Achievement: 2019	Why above 110% or below 90% Achievement
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 USG assistance.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	There was no data collection on this Indicator for this FY (Oct 2018 - Sep 2019), data will be collected in 2020
P-003	ES.1-3 - Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	283,290	278,657	98,864	81,536	382,154	360,193	742,347	853,150	87%	The target was set using the projected growth at a high rate based on the increase due to the fee free education in the past 2 years. There is a decline in enrollment rate for 2019 as compared to the past two years.
P-004	ES.1-5 -	283,290	278,657	98,864	81,536	382,154	360,193	742,347	853,150	87%	The target was set

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2019 Target	% Achievement: 2019	Why above 110% or below 90% Achievement
	Number of learners reached in reading programs at the primary level with USG Assistance										using the projected growth at a high rate based on the increase due to the fee free education in the past 2 years. There is a decline in enrollment rate for 2019 as compared to the past two years.
P-005	ES.1-6 - Number of primary or secondary school educators who complete professional development activities with USG assistance.	2,051	2,176	309	1,520	2,360	3,696	6,056	10,600	57%	There has been a change in modality of delivering training from residential training to training through school-based community of learnings (COLs). The only data reported is only for residential training, we have collected COLs data but they may not meet the DQA standard hence we are reviewing quality control on current data collection modality including data collection tools (i.e. the WEO data collection form)
P-006	ES.1-7 - Number of primary school educators who complete professional development activities on	2,051	2,176	309	1,520	2,360	3,696	6,056	10,600	57%	There has been a change in modality of delivering training from residential training to training through school-based community of learning (COLs). The only data reported is

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2019 Target	% Achievement: 2019	Why above 110% or below 90% Achievement
	implementing evidence based reading instruction with USG Assistance										only for residential training, we have collected COLs data but they may not meet the DQA standard hence we are reviewing quality control on current data collection modality including data collection tools (i.e. the WEO data collection form)
P-007	ES.1-10 - Number of primary or secondary text books and other teaching and learning materials (TLM) provided with USG Assistance	266,181		99,654		365,835		365,835	413,474	88%	The materials were mathematics materials and not reading materials; that they were not textbooks, but teacher training materials.
P-008	ES.1-12 - Number of Education Administrators and officials who complete professional development activities with USG Assistance	2,883	1,493	358	249	3,241	1,742	4,983	4,000	125%	The number of trained administrators increased due to high rate of shifting/transfer among Education administrators (especially the Head teachers and Ward Education Officers) for various reasons such as demotion, promotion, transfer, deaths, retirement, as a result a need to train new

No	Indicator	Male: Mainland Actual	Female: Mainland Actual	Male Zanzibar Actual	Female Zanzibar Actual	Male: Total Actual	Female: Total Actual	Total: Actual 2019	2019 Target	% Achievement: 2019	Why above 110% or below 90% Achievement
											replacements which add up the numbers..
P-009	ES.1-11 Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	1,326		574		1,900		1,900	1,950	97%	The target for number of classrooms was set based on enrolment rate of pupils which was projected at high rate based on the increase due to the fee free education in the past 2 years. There is a decline in enrollment rate for 2019 as compared to the past two years which affects the actual number of classrooms compared to the target which was higher.
P-010	ES.1-13 - Number of Parent Teacher Associations (PTA) or Community-based school governance structures engaged in primary or secondary education supported with USG Assistance	2,330		233		2,563		2,563	2,700	95%	Some of the PTPs are inactive because they lack commitment as PTP is a voluntary role with no financial incentive provided.

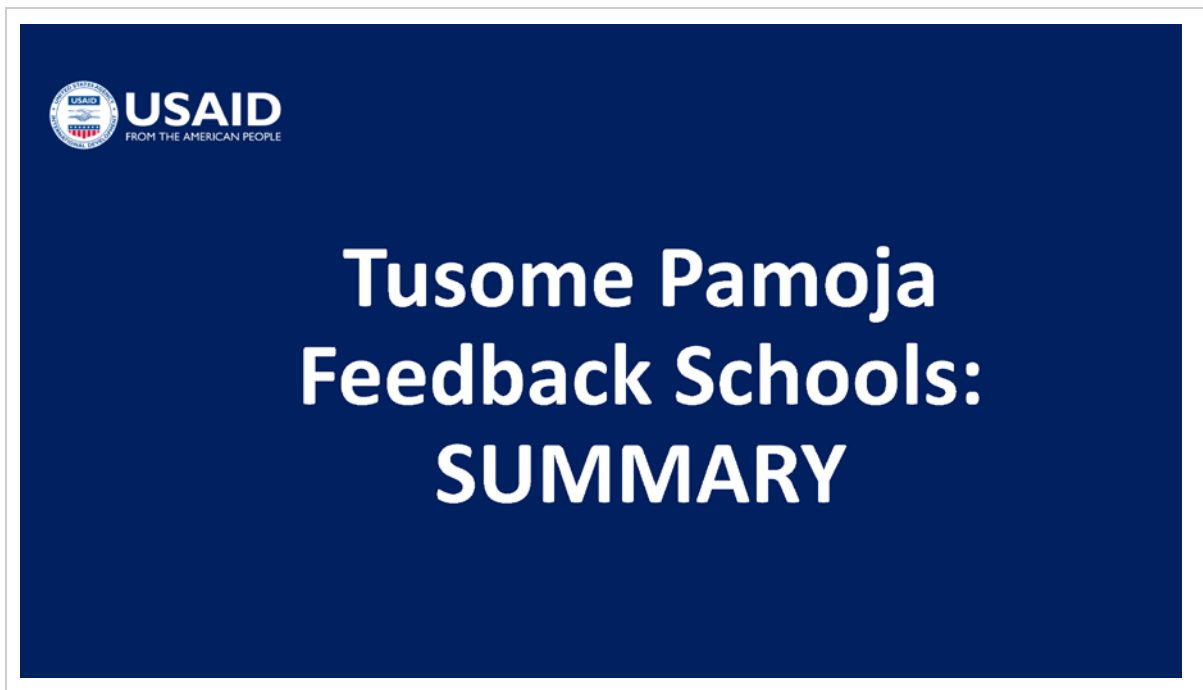
5. FINANCE AND OPERATIONS

[REDACTED]

APPENDICES

[APPENDICES A-E REDACTED]

Appendix F. Feedback School Data Pack



Tusome Pamoja Feedback Schools

Data from March and August

USAID Tusome Pamoja Feedback School Summary

2

FEEDBACK SCHOOL CONCEPT

- Feedback schools provide evidence of school uptake of Tusome Pamoja materials and training content. They serve as an opportunity for continuous learning for the project
- There are 10 Feedback schools per region. They are 5 highest and 5 lowest performing schools (ORF) selected from the mid-line schools (which were themselves randomly selected).
- Feedback schools are **not** statistically representative of regions as a whole. They provide an indication of trends and uptake only

USAID Tusome Pamoja Feedback School Summary

3

FOI: CLASSROOM OBSERVATION: APPLYING TP METHODOLOGIES

Phonics; Vocabulary; and Reading Practice

USAID Tusome Pamoja Feedback School Summary

4

FIDELITY OF IMPLEMENTATION

- Classroom observations focused on teachers applying the 5 key components for reading: Phonics; Phonemic Awareness; Fluency; Vocabulary; Comprehension.
- Although a normal plan should address all 5 components, we would expect Standard 1 to be focused on Phonics and Vocabulary at the beginning of the year and introducing Fluency (reading books) toward the end of the year.
- We would expect Standard 2 to focus more on Vocabulary, Fluency and Comprehension.
- The following tables show the shift in emphasis by teachers over the course of the year

USAID Tusome Pamoja Feedback School Summary

5

IRINGA										
District	Ward	School Name	High (H)/Low (L) Performing (Oct 2018)	Standard	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book
					Mar-19	Mar-19	Mar-19	Aug-19	Aug-19	Aug-19
Iringa DC	Kihanga	Igangidung'u	Low	1	√	X	X	X	X	√
Iringa DC	Malengamakali	Nyakavangala	Low	1	√	X	X	X	√	√
Kilolo DC	Bomalang'ombe	Mwatasi	Low	1	√	X	X	√	X	X
Mufundi TC	Sao Hill	Mtula	High	1	√	X	X	X	√	√
Kilolo DC	Ng'uruhe	Kihesamgagao	High	1	√	X	X	X	X	X
Iringa DC	Kihorogota	Ismani	Low	2	√	X	X	X	√	√
Kilolo DC	Ihimbo	Ihimbo	Low	2	√	X	X	X	X	√
Iringa MC	Kihesa	Ngome	High	2	X	X	X	X	√	√
Iringa MC	Mkimbizi	Mkimbizi	High	2	X	√	√	X	√	√
Mufindi DC	Igowole	Igowole	High	2	√	X	X	X	√	√

USAID Tusome Pamoja Feedback School Summary

6

MOROGORO										
District	Ward	School Name	High (H)/Low (L) Performing (Oct 2018)	Standard	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book
					Mar-19	Mar-19	Mar-19	Aug-19	Aug-19	Aug-19
Kilosa Dc	Mikumi	Jangwani	Low	1	√	X	X	√	X	X
Gairo Dc	Leshata	Kitaita	Low	1	√	X	X	√	X	X
Morogoro DC	Kidugalo	Sangasanga	High	1	√	X	X	X	√	√
Morogoro MC	Mjimkuu	Mji-mkuu	High	1	√	X	X	√	X	X
Morogoro MC	Kingolwira	Kingolwira	High	1	√	X	√	X	X	√
Kilombero Dc	Mngeta	Mngeta	Low	2	√	X	X	X	√	√
Kilombero Dc	Igima	Mpofu	Low	2	√	X	X	X	√	√
Kilosa Dc	Magubike	Magubike	Low	2	X	X	√	X	X	√
Ifakara TC	Ifakara	Miembeni	High	2	√	X	X	X	√	√
Mvomero Dc	Doma	Ng'wambe	High	2	√	X	X	X	√	√

USAID Tusome Pamoja Feedback School Summary

7

MTWARA										
District	Ward	School Name	High (H)/Low (L) Performing (Oct 2018)	Standard	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book
					Mar-19	Mar-19	Mar-19	Aug-19	Aug-19	Aug-19
Nanyumbu DC	Mikangaula	Namatumbusi	Low	1	✓	✗	✗	✗	✓	✓
Nanyamba TC	Mtimbwilimbwi	Mtopwa	Low	1	✓	✗	✗	✗	✗	✓
Mtwara MC	Tandika	Tandika	High	1	✓	✗	✗	✗	✓	✓
Newala DC	Maputi	Mitanga	High	1	✓	✗	✗	✗	✓	✓
Newala DC	Makukwe	Nankong'o	High	1	✓	✗	✗	✗	✓	✓
Masasi DC	Chigugu	Mbemba	Low	2	✓	✗	✗	✓	✗	✗
Masasi DC	Mlingula	Mlingula	Low	2	✗	✓	✗	✓	✓	✓
Tandahimba DC	Lukokoda	Mnazi Mmoja	Low	2	✓	✗	✗	✓	✓	✓
Nanyumbu DC	Likokona	Msinyasi	High	2	✗	✓	✓	✗	✓	✓
Newala TC	Nangwala	Nachitulo	High	2	✓	✗	✗	✓	✓	✓

USAID Tusome Pamoja Feedback School Summary

8

RUVUMA										
District	Ward	School Name	High (H)/Low (L) Performing (Oct 2018)	Standard	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book
					Mar-19	Mar-19	Mar-19	Aug-19	Aug-19	Aug-19
Mbinga TC	Luwaita	Zomba	Low	1	✓	✗	✗	✓	✗	✗
Tunduru DC	Kidodoma	Ipanje	Low	1	✓	✗	✗	✗	✓	✓
Songea DC	Kizuka	Kizuka	Low	1	✓	✗	✗	✓	✗	✓
Songea MC	Mjini	Mashujaa	High	1	✓	✗	✗	✓	✗	✗
Songea MC	Mwengemshindo	Mwengemshindo	High	1	✓	✓	✓	✓	✗	✗
Tunduru DC	Masonya	Mapambano	Low	2	✓	✗	✗	✓	✗	✗
Namtumbo DC	Ligera	Ligera	Low	2	✓	✗	✗	✗	✗	✓
Mbinga DC	Kihangimahuka	Kihangimahuka	High	2	✗	✓	✓	✗	✓	✓
Songea DC	Kilangano	Lihanje	High	2	✗	✓	✓	✓	✗	✓
Nyasa DC	Luhangarasi	Punga	High	2	✓	✓	✓	✓	✓	✓

USAID Tusome Pamoja Feedback School Summary

9

ZANZIBAR										
District	Ward	School Name	High (H)/Low (L) Performing (Oct 2018)	Standard	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book	Teacher Taught Phonics	Teacher Taught Vocabulary	Teacher read Book
					Mar-19	Mar-19	Mar-19	Aug-19	Aug-19	Aug-19
West A	Mwakaje	Mwenge	Low	1	✓	✗	✗	✓	✓	✓
Central	Koani	Mwera	Low	1	✓	✓	✓	✓	✗	✗
West A	Mtoni	Mtoni	High	1	✓	✗	✓	✓	✗	✓
Chakechake	Michakaini	Michakaini 'A'	High	1	✓	✗	✗	✓	✗	✗
Micheweni	Konde	Konde 'A'	High	1	✓	✗	✗	✗	✓	✓
North A	Jua Kuu	Mfurumatonga	Low	2	✓	✗	✗	✓	✗	✗
wete	Gando	Gando	Low	2	✓	✓	✓	✓	✗	✗
North B	Mgambo	Mgambo	Low	2	✓	✗	✗	✓	✓	✗
wete	Kojani	Kojani	Low	2	✓	✗	✗	✗	✗	✗
West B	Pangawe	Kijitoupele 'B'	High	2	✓	✓	✓	✓	✗	✗

USAID Tusome Pamoja Feedback School Summary

10

- Twelve (12) students from each of Standard 1 and Standard 2 were assessed in reading and mathematics.
- The reading assessment included subtasks to measure phonics, phonemic awareness, fluency and comprehension
- This section compares student performance on the oral reading fluency sub-task (reading passage and comprehension).
- Students scores are allocated to reading “categories”. The categories capture fluency and comprehension and were created by Tusome Pamoja – they do not reflect Government standards.
- They were created to show the progress of students over time

USAID Tusome Pamoja Feedback School Summary

11

- In Standard 1 we would expect to see a decline in non-readers over the course of the school year
- In standard 2 we would expect to see an increase in proficient readers over the course of the year
- Non-readers; ORF = 0
- Beginning readers; ORF from 1 word to 29 correct words per minute (cwpm)
- Progressing readers; ORF is 30 cwpm or more but less than 80% comprehension
- Proficient readers; ORF is 45 cwpm or more AND Reading comprehension score is 80% or more

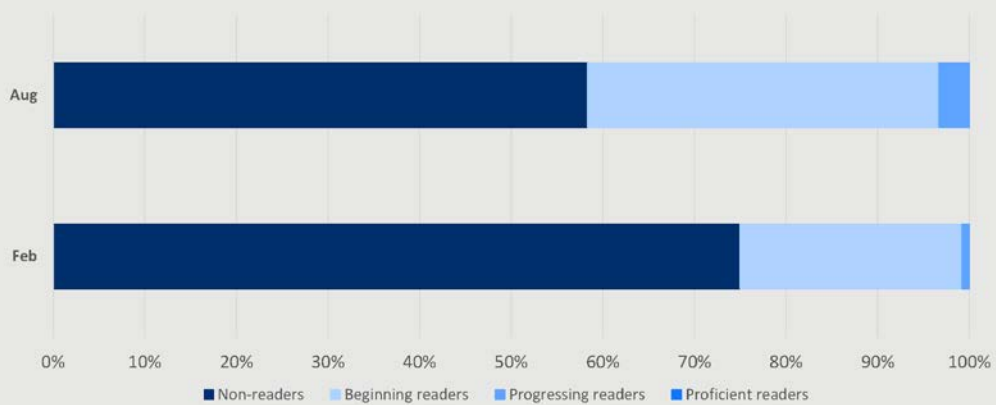
COMPARING THE DISTRIBUTION OF PUPILS BY CATEGORY: ORAL READING FLUENCY PERFORMANCE

IRINGA

USAID Tusome Pamoja Feedback School Summary

14

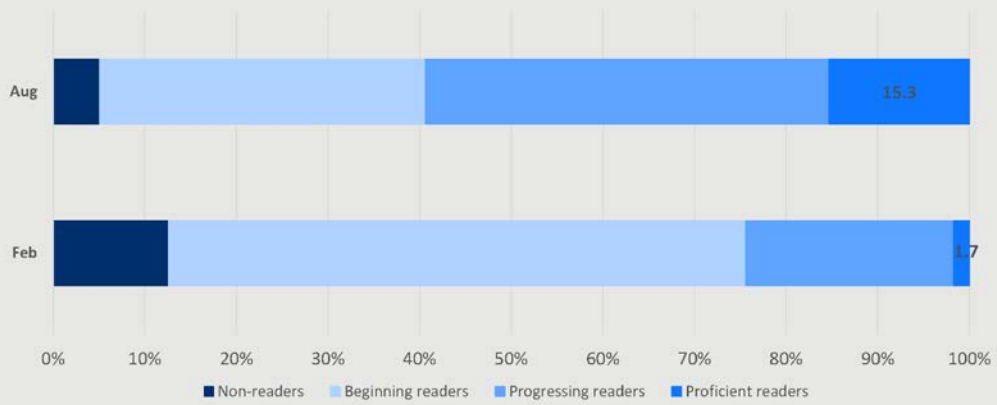
IRINGA: Standard I



USAID Tusome Pamoja Feedback School Summary

15

IRINGA: Standard 2



USAID Tusome Pamoja Feedback School Summary

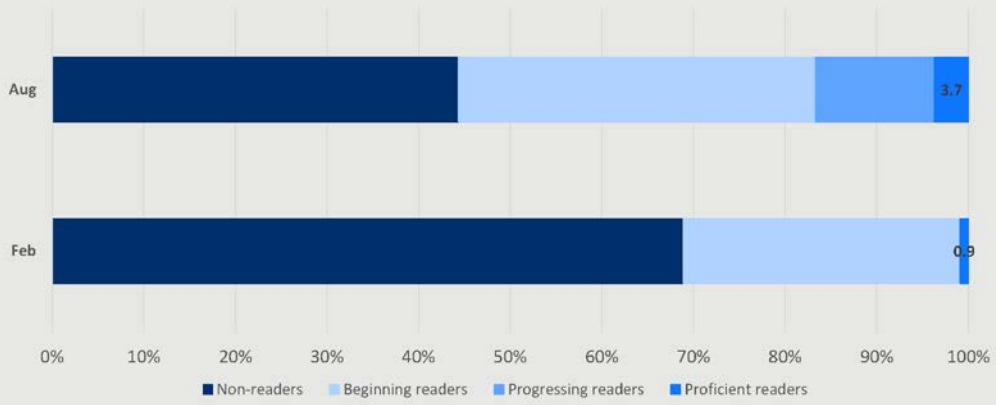
16

Morogoro

USAID Tusome Pamoja Feedback School Summary

17

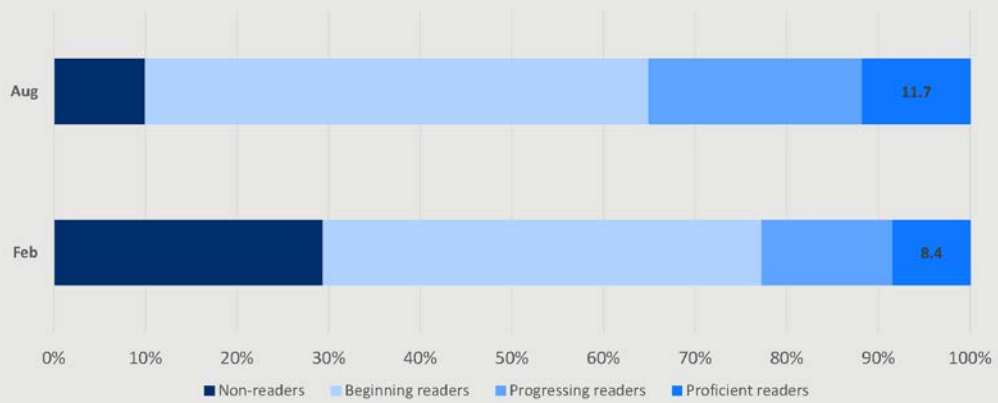
MOROGORO: Standard 1



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18

MOROGORO: Standard 2



USAID Tusome Pamoja Feedback School Summary

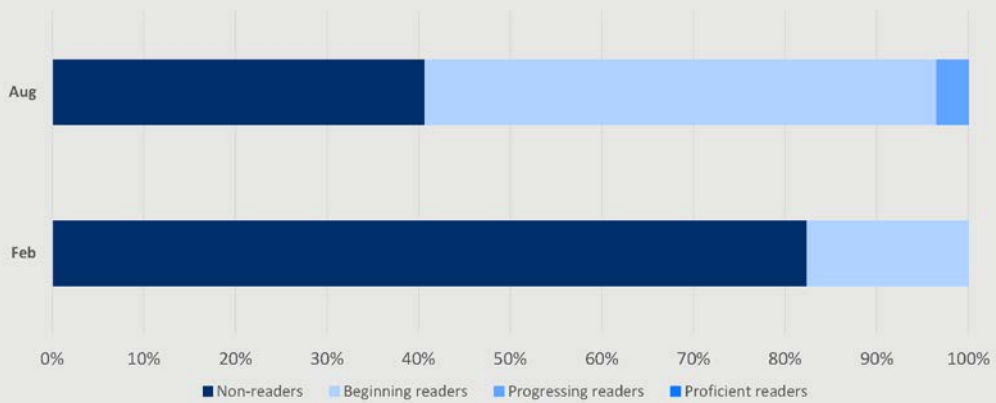
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MTWARA

USAID Tusome Pamoja Feedback School Summary

20

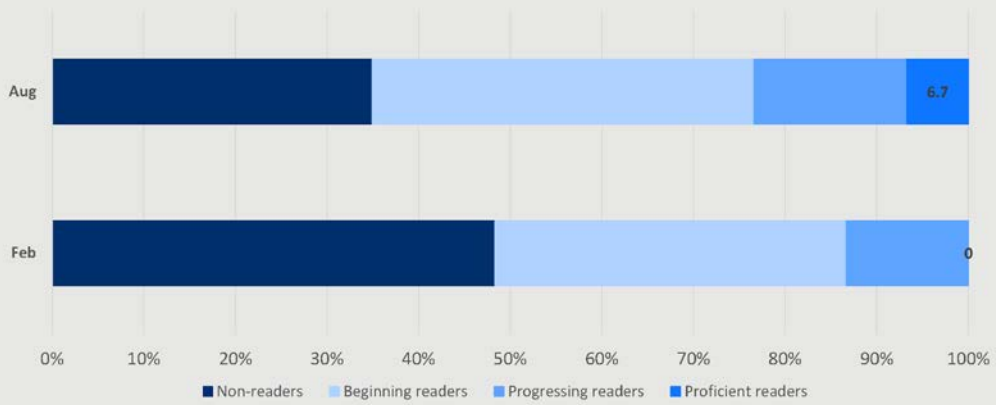
MTWARA: Standard I



USAID Tusome Pamoja Feedback School Summary

21

MTWARA: Standard 2



USAID Tusome Pamoja Feedback School Summary

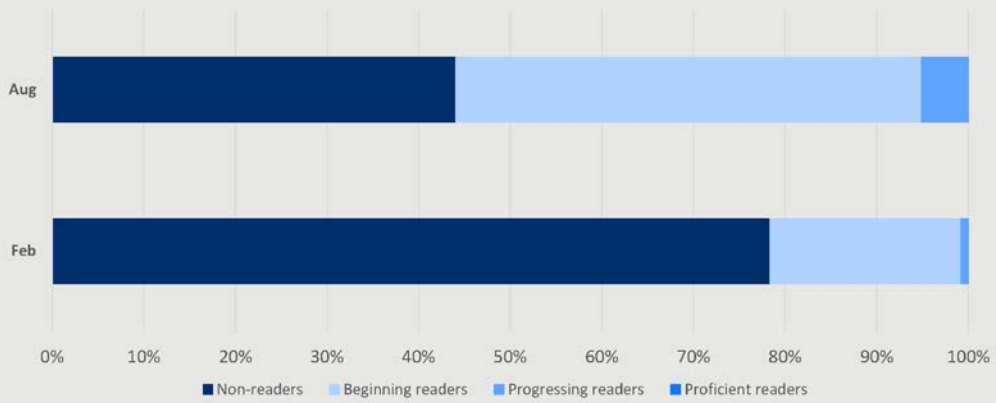
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RUVUMA

USAID Tusome Pamoja Feedback School Summary

23

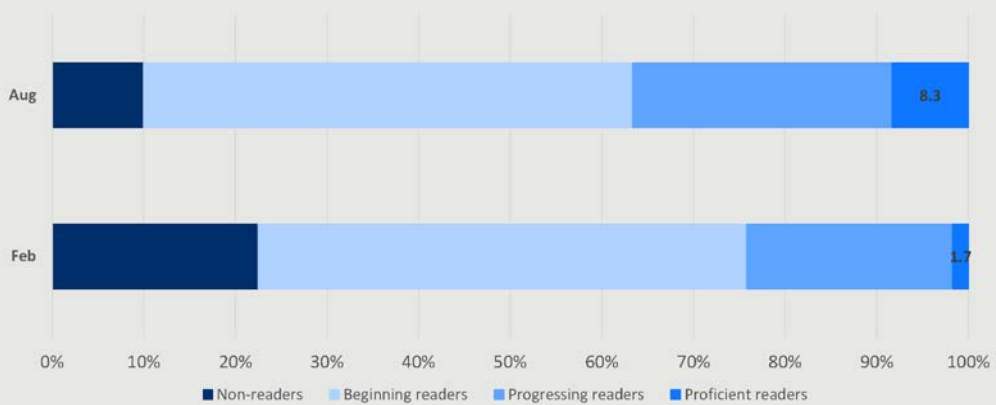
RUVUMA: Standard 1



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24

RUVUMA: Standard 2



USAID Tusome Pamoja Feedback School Summary

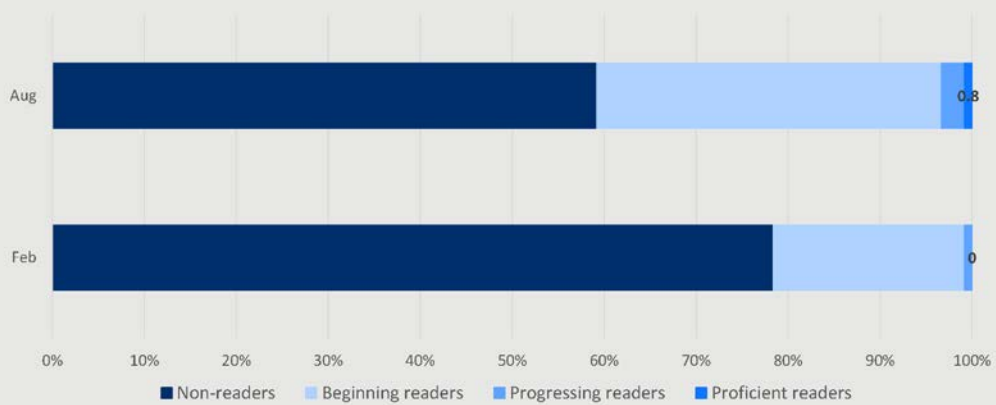
25

ZANZIBAR

USAID Tusome Pamoja Feedback School Summary

26

ZANZIBAR: Standard I



USAID Tusome Pamoja Feedback School Summary

27

ZANZIBAR: Standard 2



USAID Tusome Pamoja Feedback School Summary

28

COMPARING SCHOOL BY SCHOOL PERFORMANCE AGAINST BENCHMARKS

USAID Tusome Pamoja Feedback School Summary

29

- The same students were assessed in March and again in August. Where a student was absent a replacement was selected at random from those present. In no classroom were more than 3 of the original 12 students absent
- The following slides show the progress from the beginning of the school year to the end of the school year, for Standard 2 students.
- The “benchmark” of 45 correct words per minute is for Tusome Pamoja and does not reflect the Government of Tanzania benchmark
- The “benchmark” for mathematics is 8 out of 10 correct advanced addition and subtraction. This is also set by Tusome Pamoja.

ORAL READING FLUENCY SCORES

Standard 2

Iringa

District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019			Term 2: August 2019		
				Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 1	Progress toward Tusome Pamoja Benchmark (45 wpm)	Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 2	Progress toward Tusome Pamoja Benchmark (45 wpm)
Iringa DC	NYAKAVANGALA PR. SCHOOL	L	2	92%	10	21%	67%	24	54%
Kilolo DC	MWATASI PR. SCHOOL	L	2	75%	12	27%	83%	21	47%
Mafinga TC	MTULA PR. SCHOOL	H	2	67%	21	47%	92%	26	58%
Kilolo DC	IHMIMBO PR. SCHOOL	L	2	92%	21	47%	92%	31	69%
Iringa DC	IGANGIDUNG'U PR. SCHOOL	L	2	100%	22	49%	100%	33	73%
Iringa DC	ISMANI PR. SCHOOL	L	2	83%	23	52%	83%	33	73%
Kilolo DC	KIHESAMGAGAO PR. SCHOOL	H	2	100%	24	53%	100%	31	69%
Iringa MC	NGOME PR. SCHOOL	H	2	100%	26	57%	100%	33	73%
Iringa MC	MKIMBIZI PR. SCHOOL	H	2	92%	27	60%	100%	35	78%
Mufundi DC	IGOWOLE PR. SCHOOL	H	2	100%	32	71%	100%	42	93%

USAID Tusome Pamoja Feedback School Summary

32

Zanzibar

District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019			Term 2: August 2019		
				Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 1	Progress toward Tusome Pamoja Benchmark (45 wpm)	Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 2	Progress toward Tusome Pamoja Benchmark (45 wpm)
North A	MFURUMATONGA	Low	2	0%	0	0%	17%	3	7%
Wete	Kojani	High	2	42%	12	27%	50%	16	36%
West A	MWENGE	Low	2	67%	13	29%	75%	29	64%
Central	MWERA	Low	2	50%	13	29%	75%	24	53%
North B	MGAMBO	Low	2	82%	13	30%	100%	29	64%
Micheweni	KONDE A	High	2	83%	15	34%	75%	27	60%
West A	MTONI	High	2	67%	18	41%	92%	37	82%
West B	KIJITOUPELE 'B'	High	2	50%	24	53%	82%	33	73%
Wete	GANDO	Low	2	33%	25	54%	67%	30	67%
Chakechake	MICHAKAINI 'A'	High	2	100%	46	102%	100%	57	127%

USAID Tusome Pamoja Feedback School Summary

33

Morogoro									
District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019			Term 2: August 2019		
				Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 1	Progress toward Tusome Pamoja Benchmark (45 wpm)	Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 2	Progress toward Tusome Pamoja Benchmark (45 wpm)
Gairo DC	KITAITA PR. SCHOOL	Low	2	42%	10	21%	42%	20	44%
Kilosa DC	JANGWANI PR. SCHOOL	Low	2	58%	13	28%	75%	12	27%
Mvomero DC	NG'WAMBE PR. SCHOOL	High	2	100%	15	34%	100%	23	51%
Kilosa DC	MAGUBIKE PR. SCHOOL	Low	2	50%	17	38%	100%	20	44%
Morogoro MC	MJI-MKUU PR. SCHOOL	High	2	92%	20	45%	100%	28	62%
Kilombero DC	MNGETA PR. SCHOOL	Low	2	50%	22	50%	67%	27	60%
Ifakara TC	MIEMBENI PR. SCHOOL	High	2	58%	27	60%	92%	26	58%
Kilombero DC	MPOFU PR. SCHOOL	Low	2	67%	32	72%	92%	35	78%
Morogoro MC	KINGOLWIRA PR. SCHOOL	High	2	92%	35	79%	100%	38	84%
Morogoro DC	SANGASANGA PR. SCHOOL	High	2	100%	37	83%	100%	58	129%

USAID Tusome Pamoja Feedback School Summary

34

Mtwara									
District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019			Term 2: August 2019		
				Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 1	Progress toward Tusome Pamoja Benchmark (45 wpm)	Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 2	Progress toward Tusome Pamoja Benchmark (45 wpm)
Masasi DC	MBEMBA PR. SCHOOL	Low	2	25%	5	11%	58%	21	47%
Nanyamba TC	MTOPWA PR. SCHOOL	Low	2	33%	6	13%	92%	20	44%
DC	MNAZI MMOJA PR. SCHOOL	Low	2	25%	7	16%	67%	19	42%
Newala DC	MITANGA PR. SCHOOL	High	2	75%	13	29%	83%	22	49%
Masasi DC	MLINGULA PR. SCHOOL	Low	2	25%	15	33%	42%	26	58%
Newala TC	NACHITULO PR. SCHOOL	High	2	75%	15	33%	83%	27	60%
Nanyumbu DC	NAMATUMBUSI PR. SCHOOL	Low	2	45%	16	36%	75%	13	29%
Nanyumbu DC	MSINYASI PR. SCHOOL	High	2	69%	18	40%	75%	29	64%
Mtwara MC	TANDIKA PR. SCHOOL	High	2	75%	23	52%	100%	28	62%
Newala DC	NANKONG'O PR. SCHOOL	High	2	67%	36	80%	75%	26	58%

USAID Tusome Pamoja Feedback School Summary

35

Ruvuma									
District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019			Term 2: August 2019		
				Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 1	Progress toward Tusome Pamoja Benchmark (45 wpm)	Percent Who Attempted Reading Passage	Reading Fluency Average Score Term 2	Progress toward Tusome Pamoja Benchmark (45 wpm)
Mbinga TC	ZOMBA PR. SCHOOL	Low	2	42%	13	29%	67%	25	56%
Mbinga Dc	KIHANGIMAHUKA PR. SCHOOL	High	2	100%	17	37%	100%	22	49%
Songea MC	MASHUJAA PR. SCHOOL	High	2	83%	17	38%	92%	34	76%
Tunduru DC	IPANJE PR. SCHOOL	Low	2	92%	18	40%	92%	12	27%
Nyasa DC	PUNGA PR. SCHOOL	High	2	100%	22	48%	100%	29	64%
Songea DC	LIHANJE PR. SCHOOL	High	2	92%	22	49%	100%	32	71%
Songea DC	KIZUKA PR. SCHOOL	Low	2	50%	24	53%	67%	31	69%
Namtumbo DC	LIGERA PR. SCHOOL	Low	2	92%	24	54%	92%	32	71%
Tunduru DC	MAPAMBANO PR. SCHOOL	Low	2	42%	24	54%	58%	25	56%
Songea MC	MWENGEMSHINDO PR. SCHOOL	High	2	83%	31	69%	83%	30	67%

USAID Tusome Pamoja Feedback School Summary

36

MATHEMATICS

Standard 2

USAID Tusome Pamoja Feedback School Summary

37

Iringa

District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019		Term 2: August 2019	
				Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))	Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))
Iringa DC	NYAKAVANGALA PR. SCHOOL	L	2	15%	19%	60%	75%
Iringa MC	MKIMBIZI PR. SCHOOL	H	2	28%	35%	55%	69%
Mafinga TC	MTULA PR. SCHOOL	H	2	32%	40%	58%	73%
Mufundi DC	IGOWOLE PR. SCHOOL	H	2	32%	40%	67%	84%
Iringa DC	ISMANI PR. SCHOOL	L	2	33%	41%	70%	88%
Kilolo DC	MWATASI PR. SCHOOL	L	2	38%	48%	43%	54%
Kilolo DC	KIHESAMGAGAO PR. SCHOOL	H	2	44%	55%	55%	69%
Iringa DC	IGANGIDUNG'U PR. SCHOOL	L	2	47%	59%	59%	74%
Iringa MC	NGOME PR. SCHOOL	H	2	64%	80%	62%	78%
Kilolo DC	IHIMBO PR. SCHOOL	L	2	80%	100%	62%	78%

USAID Tusome Pamoja Feedback School Summary

38

Zanzibar

District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019		Term 2: August 2019	
				Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))	Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))
North A	MFURUMATONGA	Low	2	0%	0%	20%	25%
Wete	GANDO	Low	2	15%	19%	52%	65%
West A	MWENGE	Low	2	20%	25%	43%	54%
Micheweni	KONDE A	High	2	20%	25%	35%	44%
Central	MWERA	Low	2	28%	35%	51%	64%
West A	MTONI	High	2	32%	40%	70%	88%
West B	KIJITOUPELE 'B'	High	2	33%	41%	53%	66%
Wete	Kojani	High	2	35%	44%	38%	48%
Chakechake	MICHAKAINI 'A'	High	2	38%	48%	56%	70%
North B	MGAMBO	Low	2	63%	79%	45%	56%

USAID Tusome Pamoja Feedback School Summary

39

Morogoro

District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019		Term 2: August 2019	
				Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))	Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))
Morogoro MC	KINGOLWIRA PR. SCHOOL	High	2	28%	55%	69%	86%
Morogoro DC	SANGASANGA PR. SCHOOL	High	2	32%	53%	88%	110%
Ifakara TC	MIEMBENI PR. SCHOOL	High	2	41%	51%	79%	99%
Kilombero DC	MPOFU PR. SCHOOL	Low	2	41%	51%	70%	88%
Kilombero DC	MNGETA PR. SCHOOL	Low	2	45%	56%	67%	84%
Kilosa DC	JANGWANI PR. SCHOOL	Low	2	54%	68%	58%	73%
Morogoro MC	MJI-MKUU PR. SCHOOL	High	2	55%	69%	67%	84%
Gairo DC	KITAITA PR. SCHOOL	Low	2	58%	73%	53%	66%
Kilosa DC	MAGUBIKE PR. SCHOOL	Low	2	62%	78%	69%	86%
Mvomero DC	NG'WAMBE PR. SCHOOL	High	2	64%	80%	63%	79%

USAID Tusome Pamoja Feedback School Summary

40

Mtwara

District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019		Term 2: August 2019	
				Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))	Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))
Masasi DC	MBEMBA PR. SCHOOL	Low	2	0%	0%	25%	31%
Mtwara MC	TANDIKA PR. SCHOOL	High	2	28%	35%	76%	95%
Nanyamba TC	MTOPWA PR. SCHOOL	Low	2	30%	38%	67%	84%
Newala DC	NANKONG'O PR. SCHOOL	High	2	32%	40%	70%	88%
Newala TC	NACHITULO PR. SCHOOL	High	2	33%	41%	60%	75%
Nanyumbu DC	NAMATUMBUSI PR. SCHOOLI	Low	2	44%	55%	60%	75%
Masasi DC	MLINGULA PR. SCHOOL	Low	2	47%	59%	49%	61%
Tandahimba DC	MNAZI MMOJA PR. SCHOOL	Low	2	60%	75%	54%	68%
Nanyumbu DC	MSINYASI PR. SCHOOL	High	2	64%	80%	80%	100%
Newala DC	MITANGA PR. SCHOOL	High	2	80%	100%	56%	70%

USAID Tusome Pamoja Feedback School Summary

41

Ruvuma

District	School Name	High (H)/Low (L) Performing (Oct 2018)	Grade 2	Term 1: February 2019		Term 2: August 2019	
				Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))	Percent of Items Correct	Progress toward Tusome Pamoja Benchmark (80% on Addition and Subtraction))
Mbinga TC	ZOMBA PR. SCHOOL	Low	2	20%	25%	65%	81%
Namtumbo DC	LIGERA PR. SCHOOL	Low	2	23%	29%	56%	70%
Mbinga Dc	KIHANGIMAHUKA PR. SCHOOL	High	2	30%	38%	48%	60%
Songea DC	KIZUKA PR. SCHOOL	Low	2	30%	38%	46%	58%
Tunduru DC	MAPAMBANO PR. SCHOOL	Low	2	30%	38%	50%	63%
Tunduru DC	IPANJE PR. SCHOOL	Low	2	33%	41%	45%	56%
Songea DC	LIHANJE PR. SCHOOL	High	2	40%	50%	56%	70%
Songea MC	MWENGEMSHINDO PR. SCHOOL	High	2	42%	53%	52%	65%
Songea MC	MASHUJAA PR. SCHOOL	High	2	52%	65%	61%	76%
Nyasa DC	PUNGA PR. SCHOOL	High	2	73%	91%	68%	85%

USAID Tusome Pamoja Feedback School Summary

42

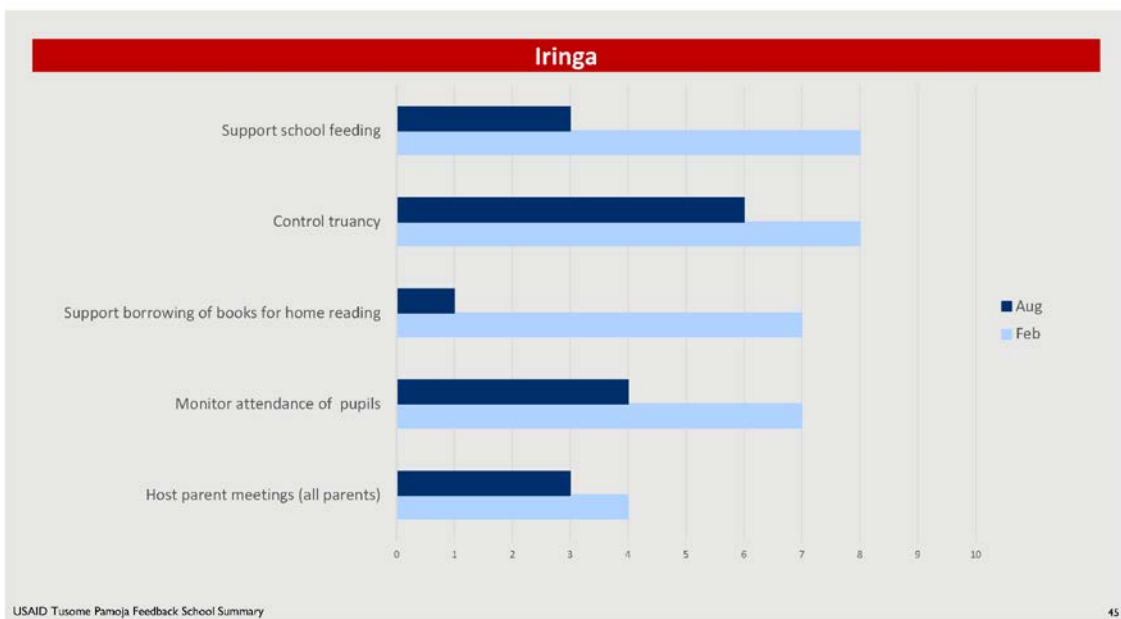
PTP ACTIVITIES

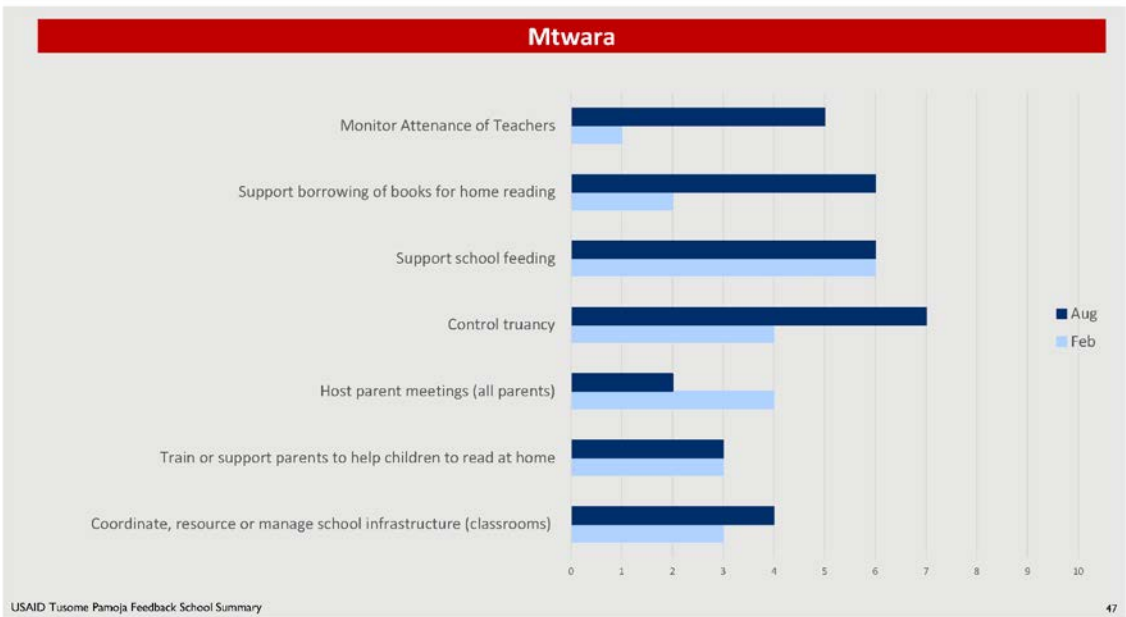
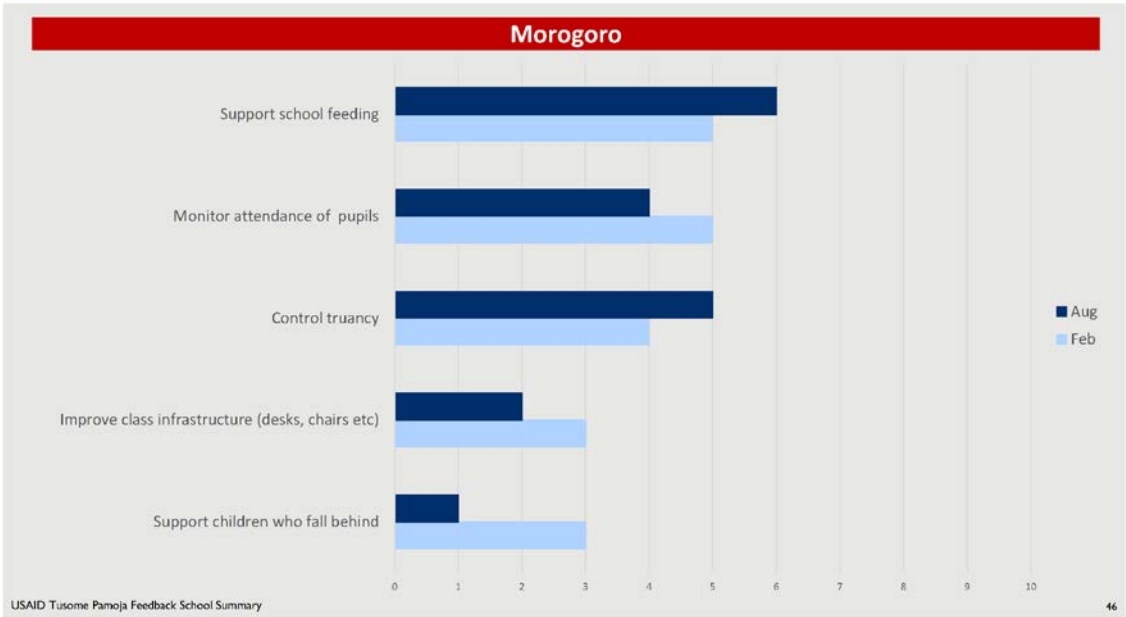
What Action has the PTP undertaken in the last 6 months

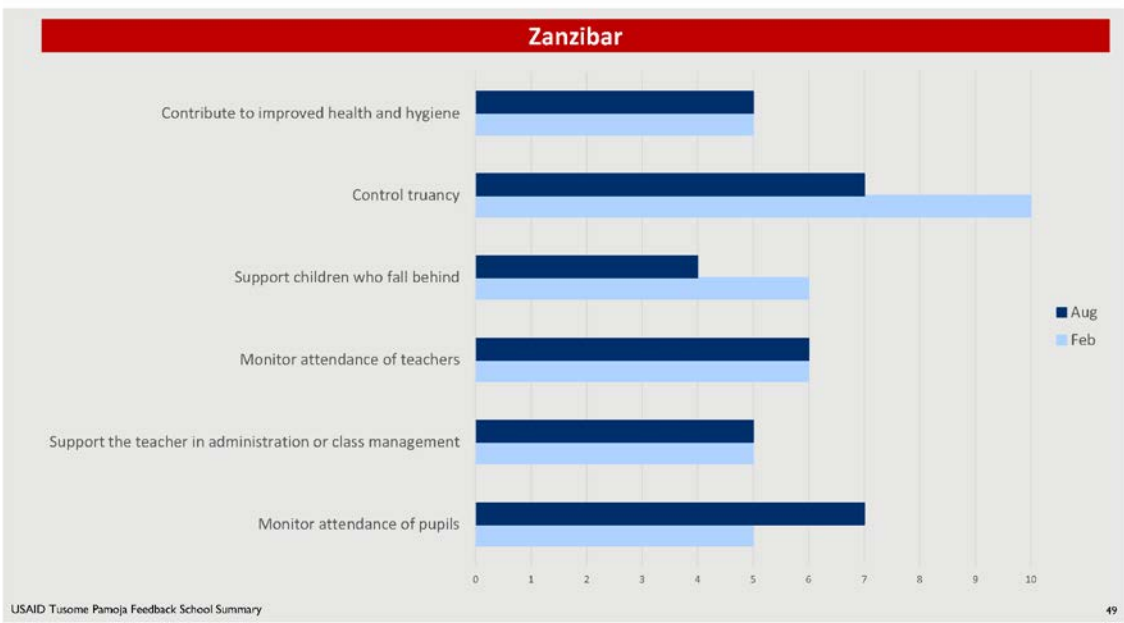
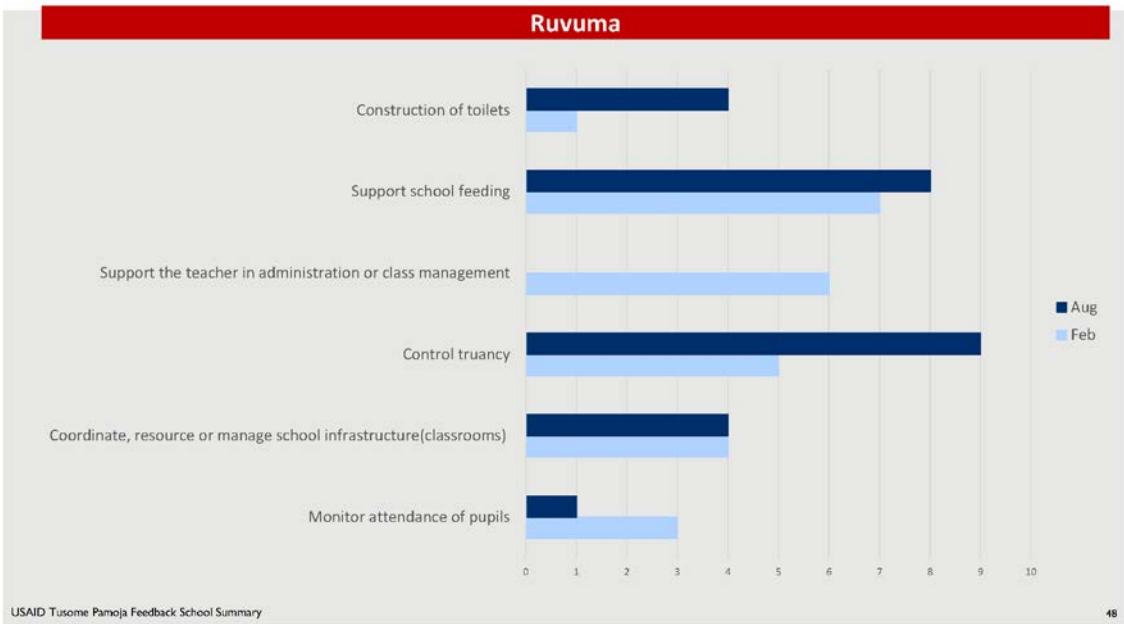
USAID Tusome Pamoja Feedback School Summary

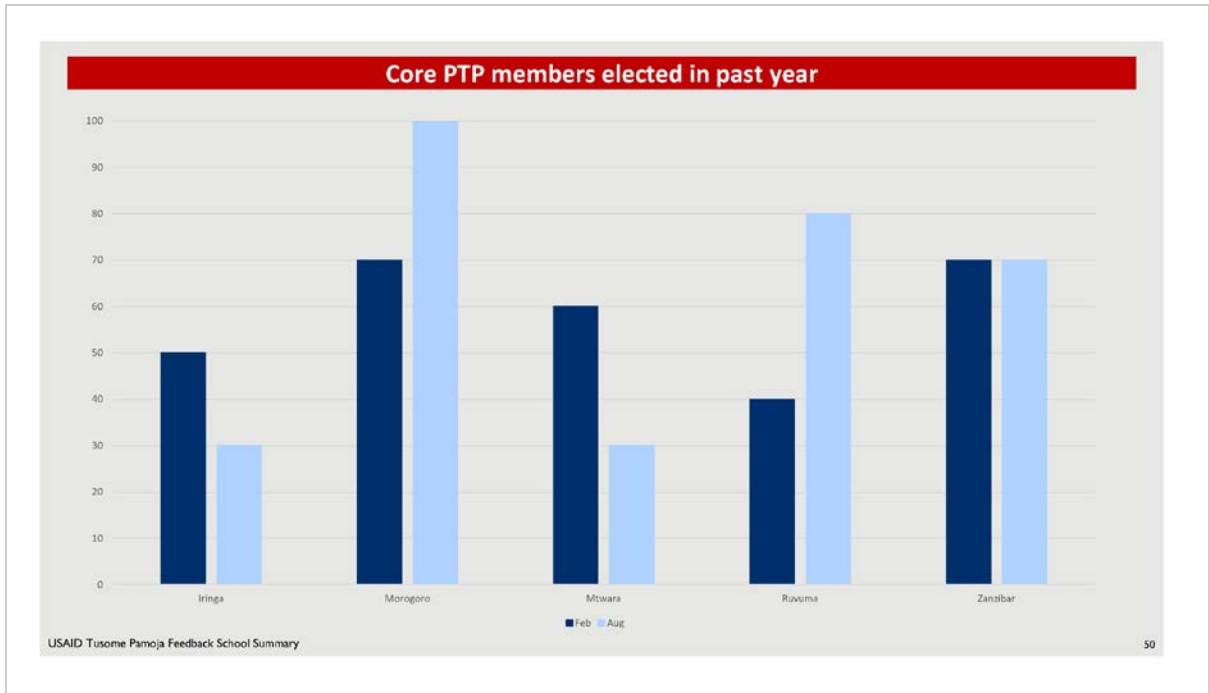
43

- The PTP Chairman and two other parents are interviewed during Feedback school data collection
- The following information shows the number of schools in which the PTP members mention a specific activity undertaken during the previous month.
- In Year 4 Tusome Pamoja was encouraging PTP to consider more actions focused on student learning and teacher support









Appendix G. Ward Education Officer Survey Data Pack



USAID Tusome Pamoja WEO Survey (July 2019): SUMMARY

TUSOME PAMOJA WEO SURVEY

Data from July/August 2019

USAID Tusome Pamoja WEO Survey Summary

2

KOBO SURVEY

- Kobo is a free-to-use data collection instrument. Tusome Pamoja trained District ICT offices to design simple data capture forms to answer quick questions for the DEO
- The survey instrument is downloaded to the WEO/Subject Advisor tablet provided for SIS and other management needs
- In July and August, as part of their normal school visits, WEO/Subject Advisors completed forms for PTP engagement; classroom observation; book inventory; CoL operations
- By August 31, WEOs/SAs had provided data on 93% of schools from Tusome Pamoja regions

USAID Tusome Pamoja WEO Survey Summary

3

WEO SURVEY: CLASSROOM OBSERVATION: APPLYING TP METHODOLOGIES

Phonics, Vocabulary and Reading Practice

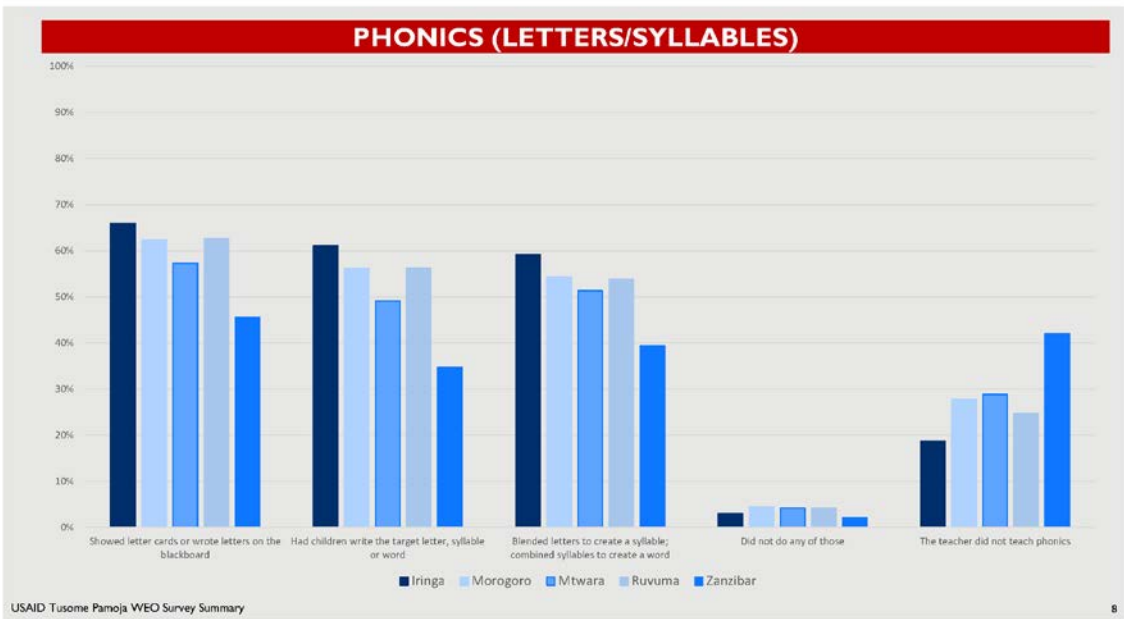
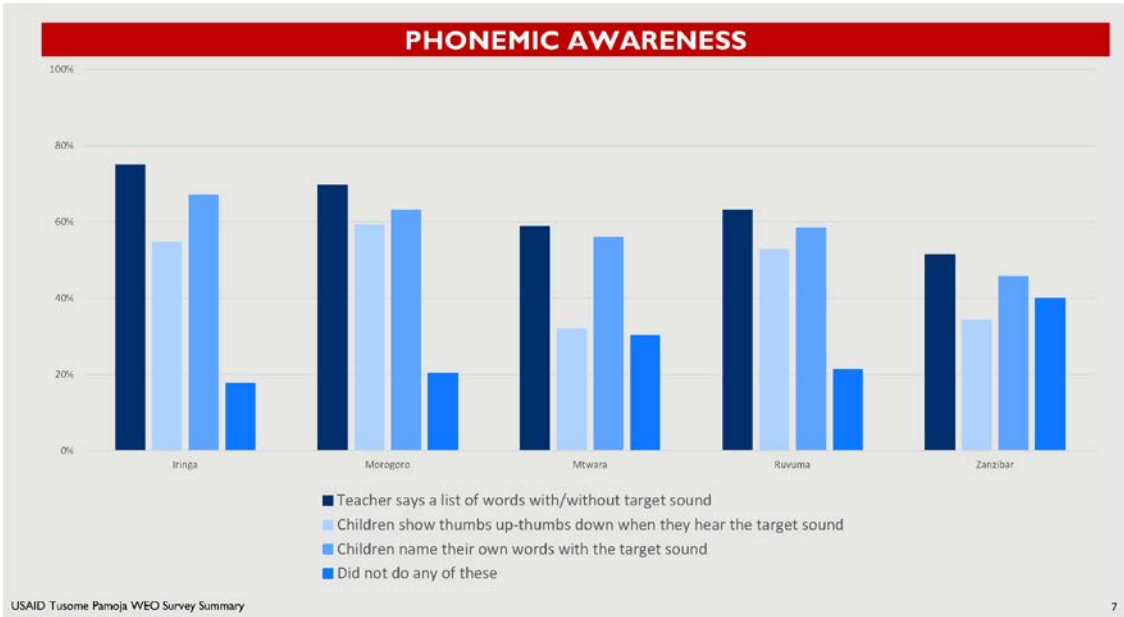
USAID Tusome Pamoja WEO Survey Summary

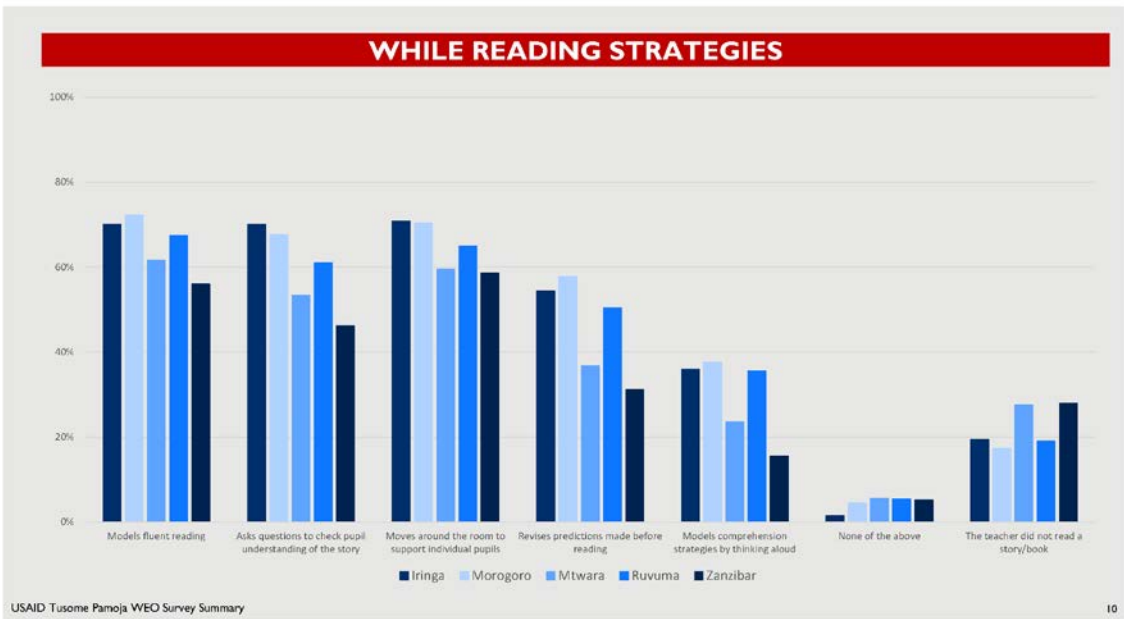
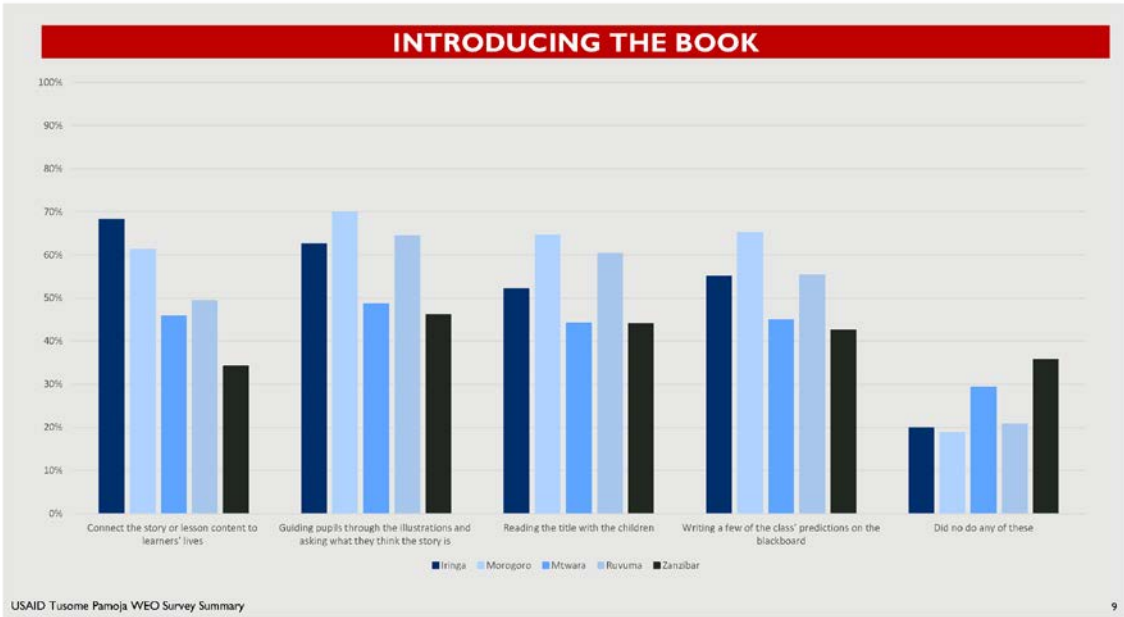
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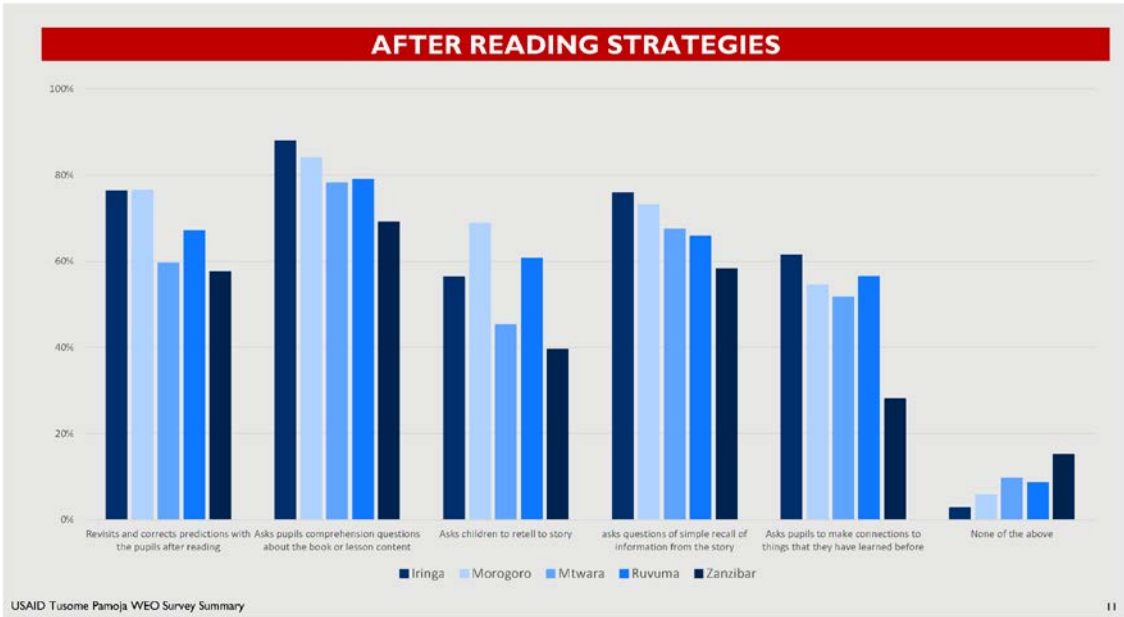
- The classroom observation instrument reflects information collected from feedback schools.
- The kobo survey results were comparable to the observation results of the Tusome Pamoja M&E staff. So, we believe that on aggregate we can accept these results as a fair reflection of Tusome Pamoja schools

WEO SURVEY: CLASSROOM OBSERVATION: APPLYING TP METHODOLOGIES

Phonics, Vocabulary and Reading Practice



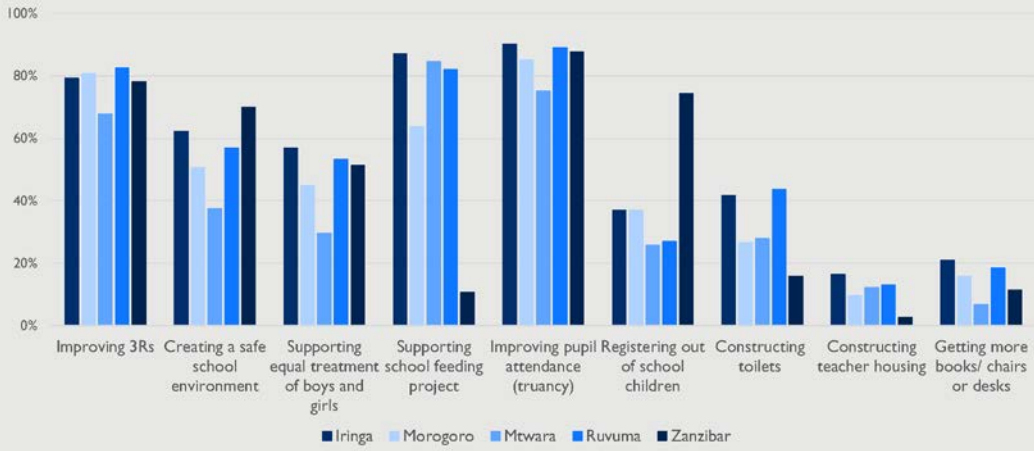




WEO SURVEY: PTP ACTIVITIES

General, School Feeding, Latrine Construction

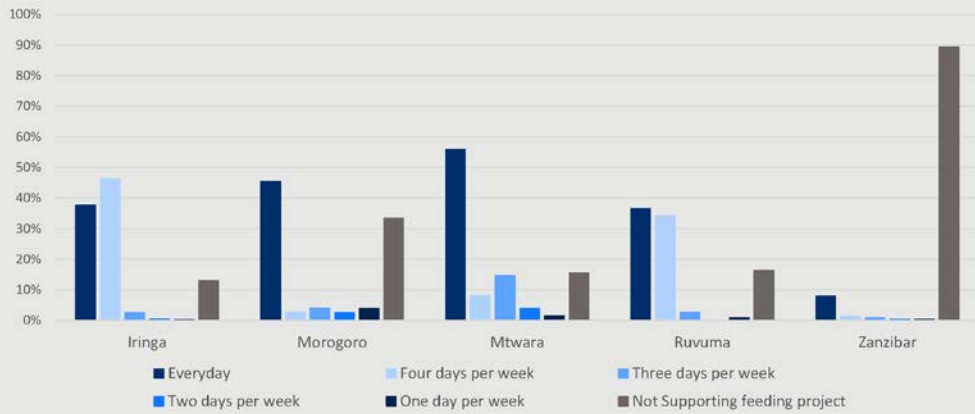
MAIN ACTIVITIES COMPLETED BY PTP, DURING MAY TO JULY 2019



USAID Tusome Pamoja WEO Survey Summary

13

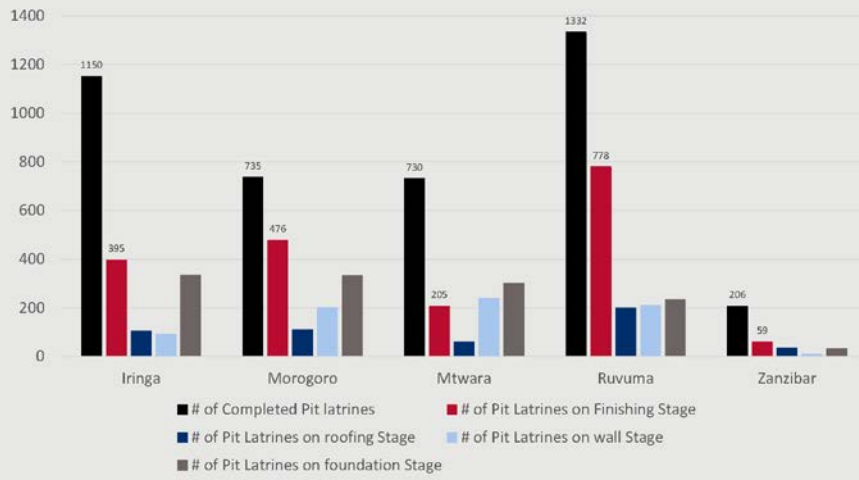
FREQUENCY WITH WHICH PTPS PROVIDE SCHOOL FEEDINGS TO SCHOOLS



USAID Tusome Pamoja WEO Survey Summary

14

STATUS OF PIT LATRINE CONSTRUCTION BY PTPS



USAID Tusome Pamoja WEO Survey Summary

15

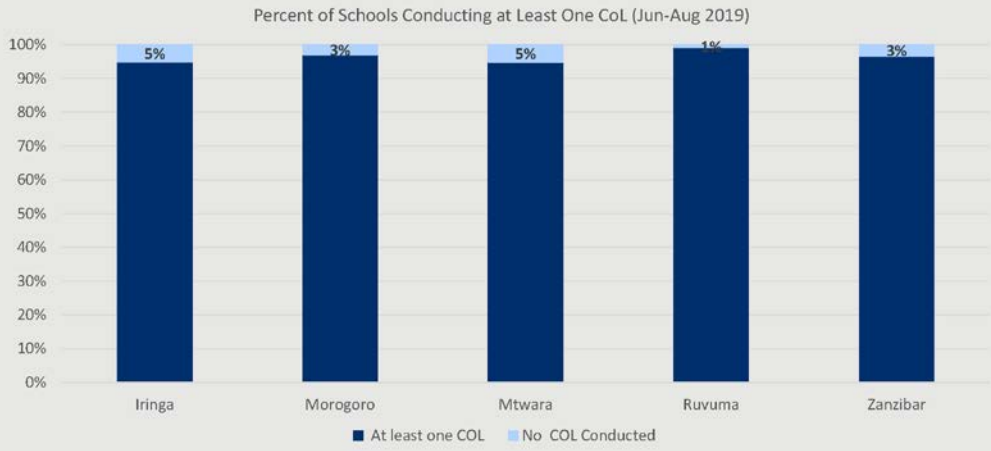
WEO SURVEY: COL

Frequency, Participation, Leadership

USAID Tusome Pamoja WEO Survey Summary

16

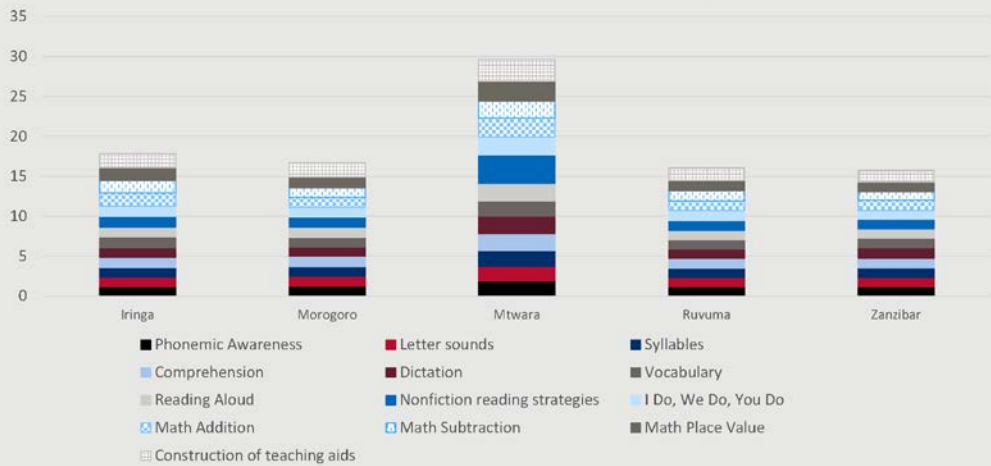
FUNCTIONING COLS



USAID Tusome Pamoja WEO Survey Summary

17

TOPICS COVERED AND CUMULATIVE HOURS OF COL (JUNE TO AUGUST 2019)



USAID Tusome Pamoja WEO Survey Summary

18

Appendix H. Decentralized Periodic Learning Assessment Student Learning Profiles



Tusome Pamoja DPLA 2017-2019

Regional Summaries: Student Learning Gains

PROGRESSION OF STUDENT LEARNING

- The following charts were generated from raw data collected during the GALA administration of the DPLA.
- Raw scores are organized using “categories” and compared: category designation

CATEGORY	INVENTED WORD SCORE
Non-readers	0
Beginning readers	1 to 5
Progressing readers	6 to 7
Proficient readers (Meets or Exceeds DPLA Benchmark)	8 to 10

CATEGORY	COMPREHENSION SCORE
No comprehension	0
Progressing Comprehension	1 to 3
Proficient comprehension (Meets or exceeds DPLA Benchmark)	4 to 5

USAID Tusome Pamoja Regional Summaries: Student Learning Gains

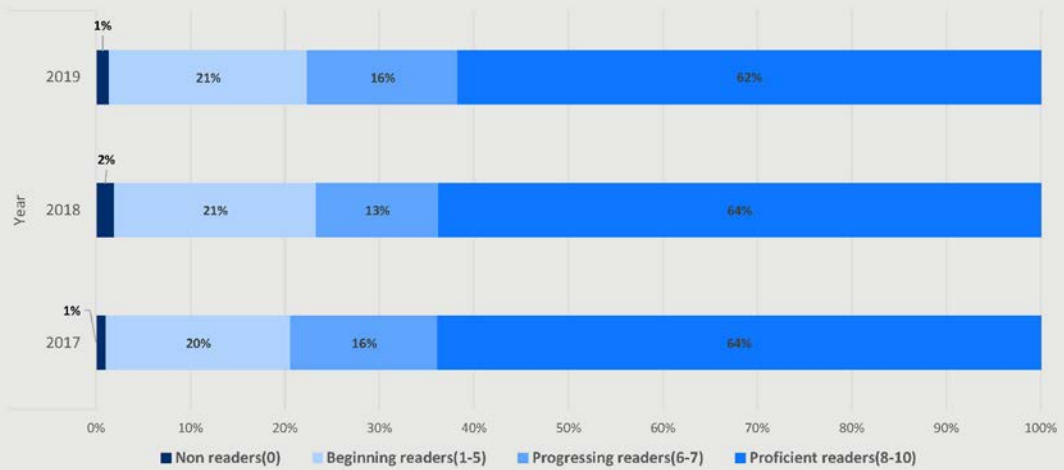
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IRINGA

USAID Tusome Pamoja Regional Summaries: Student Learning Gains

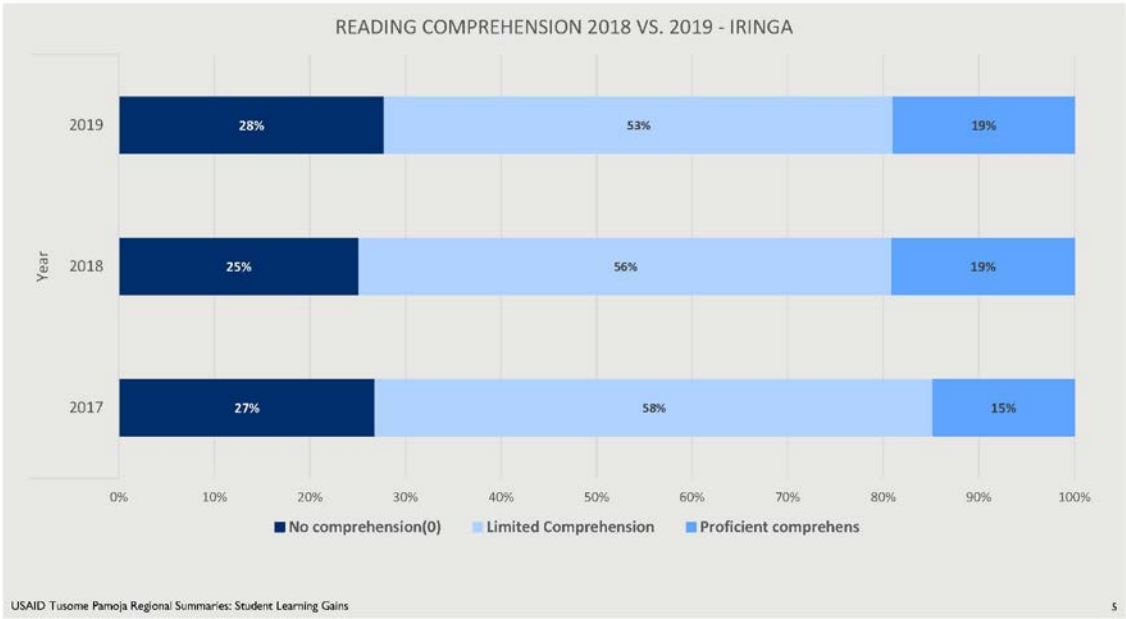
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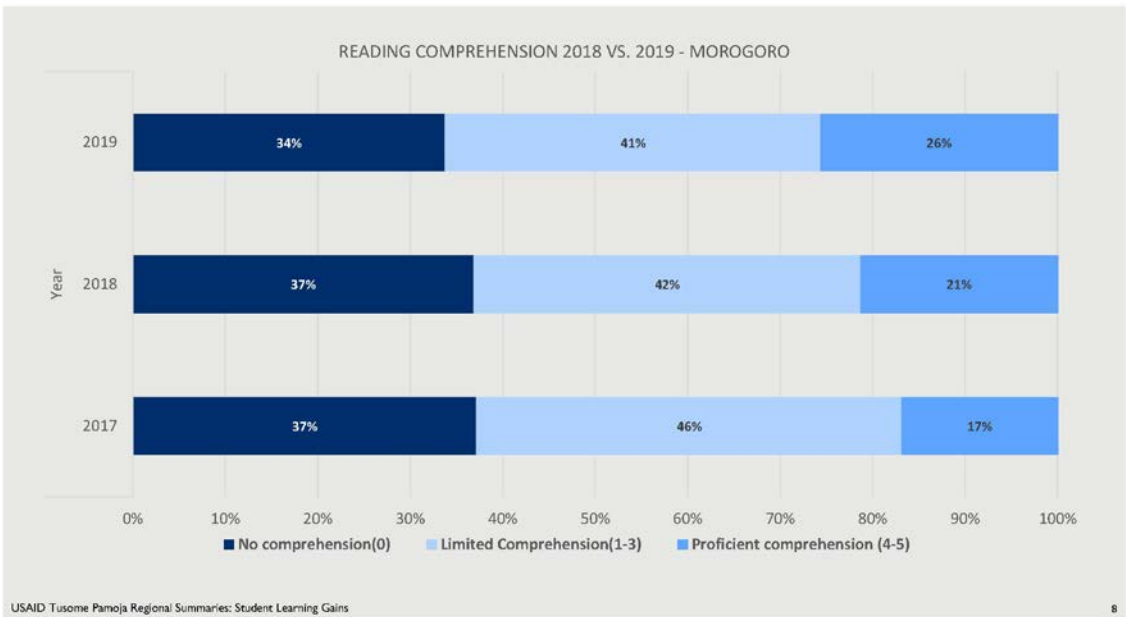
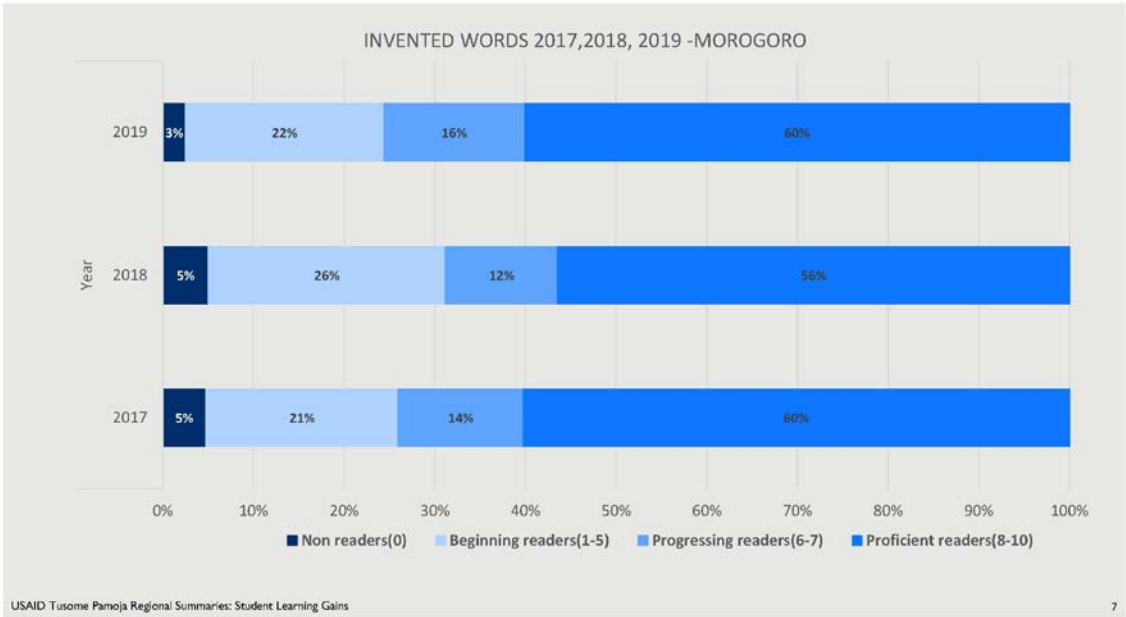
INVENTED WORDS 2017,2018,2019 - IRINGA



USAID Tusome Pamoja Regional Summaries: Student Learning Gains

4



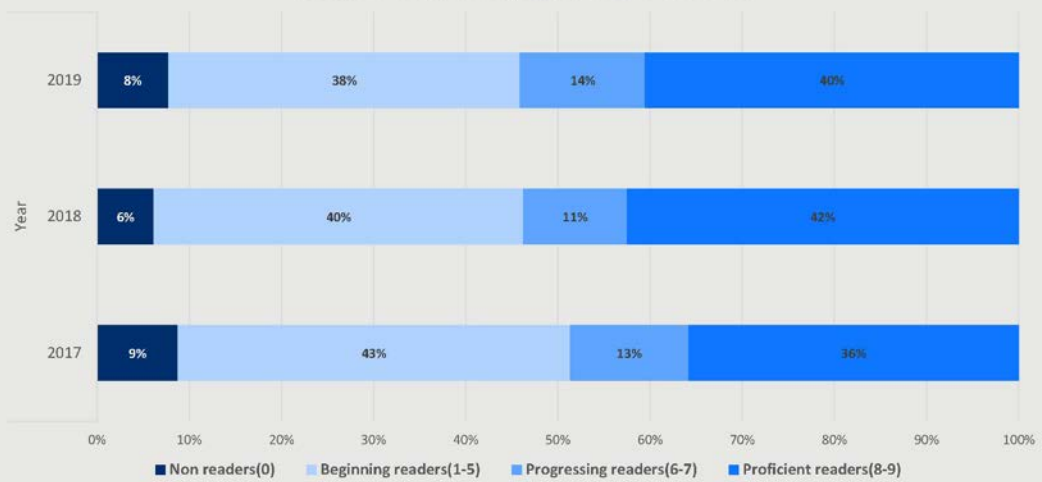


MTWARA

USAID Tusome Pamoja Regional Summaries: Student Learning Gains

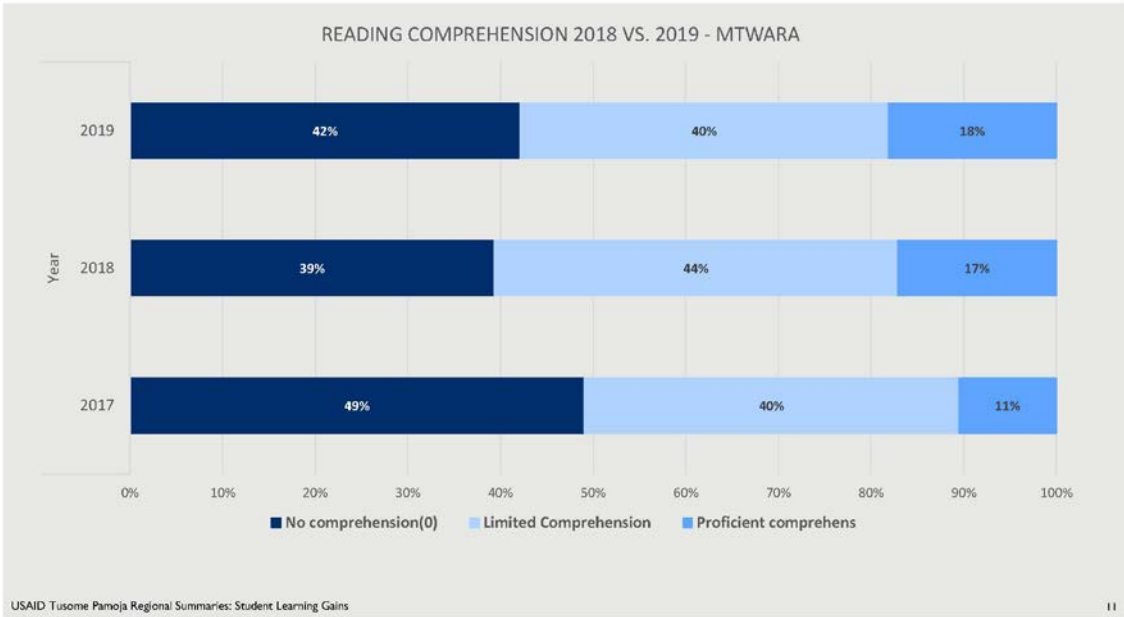
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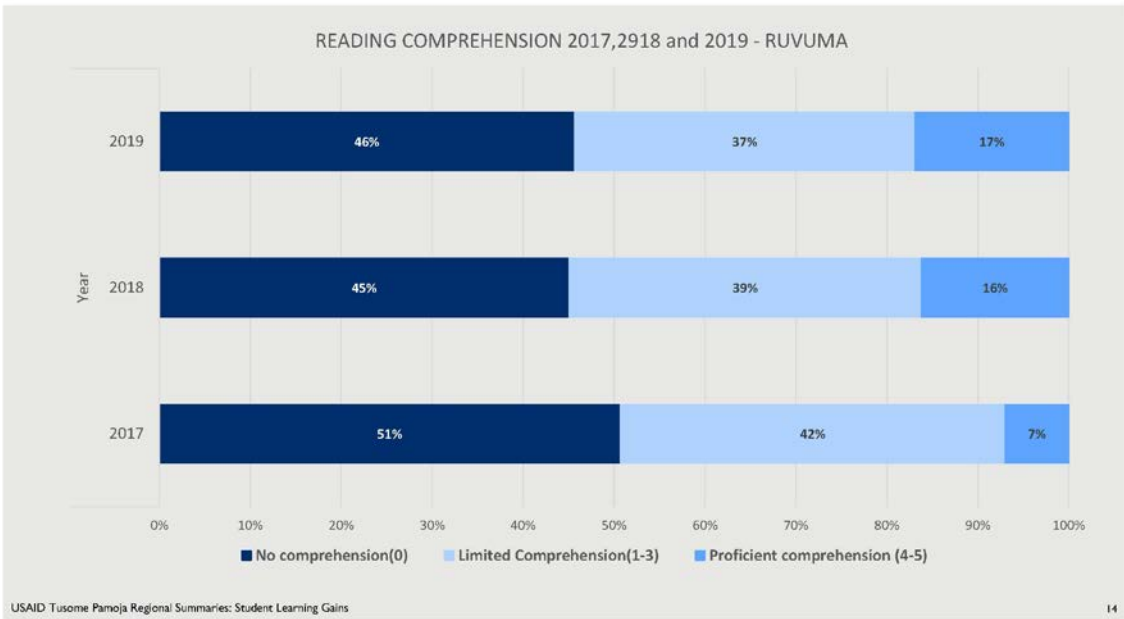
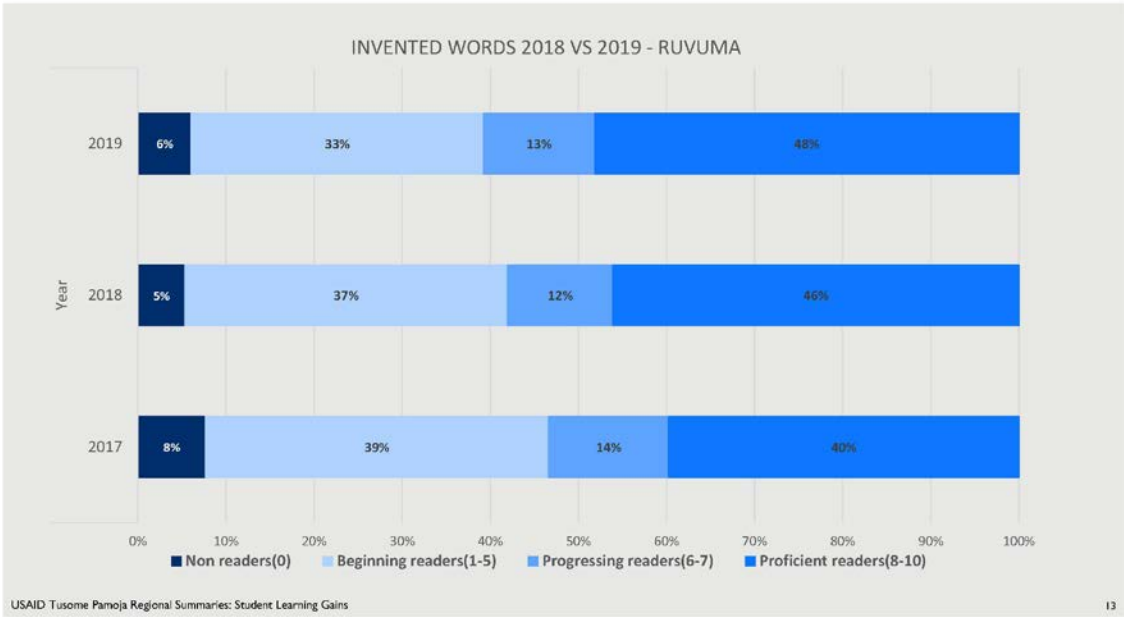
INVENTED WORDS 2017,2018 and 2019 - MTWARA



USAID Tusome Pamoja Regional Summaries: Student Learning Gains

10



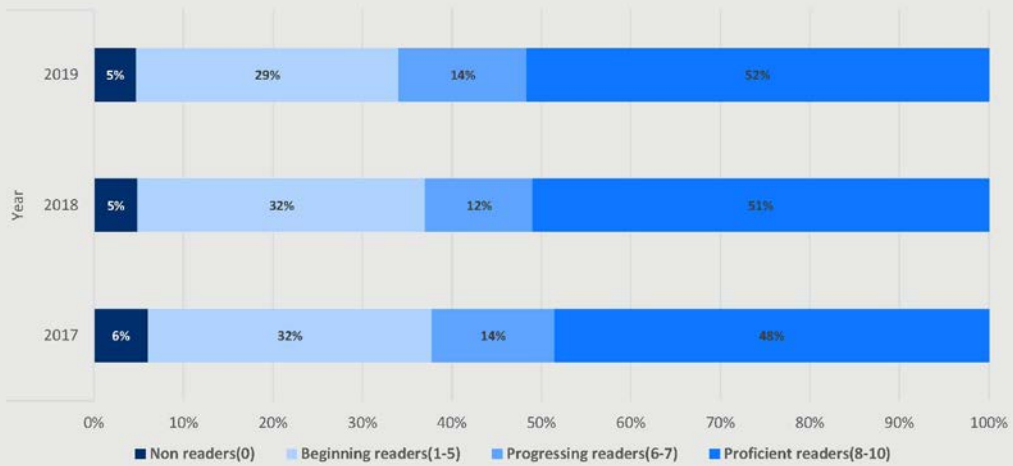


MAINLAND REGIONS

USAID Tusome Pamoja Regional Summaries: Student Learning Gains

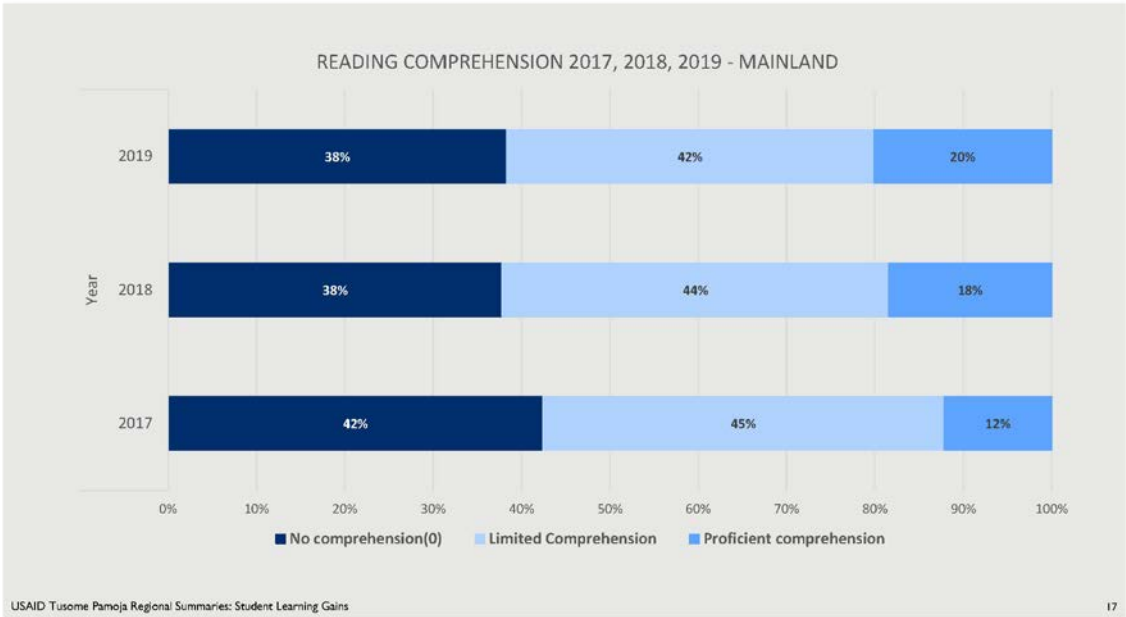
15

INVENTED WORDS 2017, 2018, 2019 - MAINLAND



USAID Tusome Pamoja Regional Summaries: Student Learning Gains

16



Appendix I. Total Beneficiaries Trained (Fiscal Year 2019)

[REDACTED]

Appendix J. Regional Activities, Quarter 4 (July through September 2019) Fiscal Year 2019

[REDACTED]