

Radio Instruction to Strengthen Education (RISE) in Tanzania

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Community Mobilization in Masai community, Kilindi,
North Region

Quarter Report 3

April – June, 2007

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Acronyms

APEP	Alternative Primary Education Program
COBET	Complimentary Basic Education for Tanzania
DEO	District Education Officer
EDC	Education Development Center
GoT	Government of Tanzania
GoZ	Government of Zanzibar
IRI	Interactive Radio Instruction
ME	Mambo Elimu
MECLC	Mambo Elimu Community Learning Center
MoEVT	Ministry of Education and Vocational Training
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NGO	Non Government Organization
NSGPR	National Strategy for Growth and Poverty Reduction
P&L	Play and Learn Clubs
PPP	Public Private Partnerships
PMP	Project Performance and Monitoring Plan
RISE	Radio Instruction to Strengthen Education in Tanzania
RDC	RISE District Coordinator
RTD	Radio Tanzania (Dar es Salaam)
RZ	Voice of Tanzania Radio Zanzibar
TC	Teacher College/Teacher Center
TIE	Tanzania Institute of Education
TUTU	Tucheze Tujifunze
UPE	Universal Primary Education
USDOL	United States Department of Labor
USAID	United States Agency for International Development

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Grantee: Education Development Center
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RISE PROJECT

The RISE project addresses USAID's Annual Program Statement on providing basic education activities to underserved children with special emphasis on three objectives:

1. Increased learning opportunities for pre-primary and primary aged children to improve retention and completion;
2. Increased access to learning for underserved children; and
3. Selected strategic support for sector policy reforms

Through this program, USAID Tanzania will contribute to the efforts of the Government of Tanzania to increase access to quality learning programs for children disadvantaged by poverty, gender, ethnicity, disability, and distance from school as a strategy to achieve Universal Primary Education (UPE).

The core strategy of the RISE project is to strengthen instructional support from community and school to enable underserved children to achieve higher learning gains. Interactive Radio Instruction (IRI) is at the center of this strategy, guiding trained mentors and teachers, who in turn are supported by their local community and primary school. Rise is committed to building capacity within the formal education system to develop, use and promote IRI to support learning of underserved children and thus achieve Education for All (EFA) goals.

To achieve this goal in Zanzibar, RISE will develop and/or adapt IRI programs with support materials for pre-primary and early primary; and assist communities to establish community based *Play-to-Learn* clubs as well as pilot IRI in 60 primary classrooms. In Mainland Tanzania, RISE will assist isolated communities, specifically pastoralist and coastal villages, to establish Mambo Elimu Community Learning Centers (MECLC) and will work with the Ministry of Education and Vocational Training (MoEVT) to introduce IRI into government primary schools.

RISE activities are being carried out collaboratively with district education officials in remote and underserved areas of mainland Tanzania (7 districts) and Zanzibar (2 districts) reaching 14,700 disadvantaged children with the support required to enroll in school, stay in school and complete their primary education.

I. Executive Summary

This third quarter saw the beginning of technical activities on both the mainland and in Zanzibar. Offices in both locations and the studio in Zanzibar were completed and all staff is now in place. The Mainland office has eight full time staff members and the Zanzibar office has eighteen full time staff and four temporary staff (the actors). RISE visited eight districts of intervention to enroll all eligible children and recruiting mentors and district coordinators. An EDC M&E Specialist assisted RISE staff to develop monitoring and evaluation tools as well as placement tests for mainland students.

In mainland Tanzania, a team of RISE and TIE trainers conducted mentor and head teacher trainings for six districts and distributed print materials and radios. The *Mambo Elimu* programs continued to be edited and the new series is scheduled to be launched July 9, 2007. In Zanzibar, the RISE project was officially launched and formative evaluation of programs began in a *Tucheze Tujifunze* pilot center in Bububu. The studio is fully operational, recording and editing over five programs a week. A strategy to develop Public Private Partnerships (PPP) was developed. All planned activities for the quarter were implemented and the program is on schedule to begin broadcasting to centers.

Sixteen field visits to eight of the targeted districts were conducted and revealed a large number of children in need of education in single communities. A decision was made to combine two centers (standard 1 and standard 2) in one central location in most communities.

This quarter the RISE project focused on the development and editing of the radio programs and accompanying materials. Field visits and research have been geared towards mobilizing and training communities to ready themselves for the beginning of classes. By the end of the quarter, centers have been identified and enrolment of children has begun.

Highlights of the activities completed this quarter include:

- a) Official launch of RISE project in Zanzibar May 3, 2007
- b) On-going training of scriptwriters
- c) All staff hired, bringing total staff to twenty six
- d) Fifty one (51) mentors, forty six (46) head teachers and sixteen (16) district officials trained in use of IRI, active learning pedagogy and child friendly classroom environments in mainland
- e) Six District Coordinators hired and trained to work with RISE centers
- f) Recording studio fully operational in Zanzibar
- g) Staff training conducted in monitoring and evaluation by EDC East Africa M&E Specialist
- h) Finance and administration trainings conducted by EDC RISE Program Manager
- i) Sixteen field visits conducted to 8 districts of intervention

II. Technical Activities and Achievements

All technical activities outlined in the RISE implementation plan during the third quarter have been accomplished. RISE technical activities place strong emphasis on capacity development. RISE is committed to building capacity within the formal education system to develop, use and promote IRI to support learning of underserved children and achieve EFA goals. Below are descriptions of activities planned and implemented during this quarter as well as the impact of each.

A. Zanzibar Technical Activities

1. Curriculum Content Developed and Approved

The Kiswahili Curriculum Map and curriculum objectives at-a-glance were completed. Curriculum maps were reviewed by the Director of Preschool and Primary Education, Head of Curriculum Development, Chief Curriculum Developer and Preschool Head and subsequently approved. The Math Curriculum Map was approved in the previous quarter. The life skills curriculum is under development.

2. Recording Studio equipment tested and operational

During the month of April, computer programs were installed and tested. Special wiring for microphones and equipment were installed. Sound proofing and ceiling stability issues were resolved. Consultants assisted with the completion of the studio and final RISE technician trainings. Mr. Jordan Riber provided ongoing support and training for Macintosh equipment as well as production and advanced skills in computer technology required for producing IRI. Mr. Mjuka Olokeri provided training in recording and editing for IRI. Mr. Ashraf Said, a studio technician was hired as the assistant to the RISE Broadcast Producer.

The signature tune, *Tucheze Tujifunze* was recorded by twelve children with support from musicians from the Dhow Country Music Academy. Six children from a madrasa children's choir were selected for further recordings of songs for the *Tucheze Tujifunze* program.

Actors were auditioned throughout the month of April. Four actors were selected and trained to play the four main characters in the series.

3. District Education Officials Involved in RISE Community Mobilization

During this quarter, forty-five (45) communities were identified as pilot sites for *Tucheze Tujifunze* preschool clubs: twenty (20) in North A (Unguja), twenty (20) in Micheweni (Pemba) and five (5) in Bububu.

Four field visits were made to North A. The District Education Officer identified Kijini as the area most likely to benefit from RISE interventions. Sixty-five (65) community members met with the RISE Community Mobilization Specialist in Kijini to hear about the program and decide on their level of participation. Eight communities were identified based on

distance from school and high level of poverty. One child of Standard III who was listening to the discussion said:

“We do not come to school regularly because the school is far from where we stay. Some days we go fishing and some days we help our parents in planting.”

The RISE Community Mobilization Coordinator, along with the Academic Education Officer (Mr. Kundi) visited these eight communities in Kijini and ten potential sites were identified. In Matemwe, seven sites were identified in communities with low levels of education and participation. In June, the RISE Community Mobilization Coordinator, the Acting COP, the RISE District Coordinator were accompanied by two RISE volunteers, the District Adult Education Coordinator and the District Education Officer in Kijini and Matemwe to follow up with communities and assess progress in the enrollment of children and plan for the programs. 13 TUTU Club sites were visited as well as 5 nearby primary schools.

The RISE Community Mobilization Coordinator and the RISE Assistant Monitoring and Evaluation Specialist met with the Assistant Coordinator of Bububu Teacher College to establish one *Tucheze Tujifunze* clubs near Stone Town for formative evaluation purposes.

The Community Mobilization Coordinator and the Assistant Monitoring and Evaluation Specialist made three visits to Micheweni (Pemba). The District Education Officer and Teacher Center (TC) Coordinator identified nine areas in the district that would benefit from RISE. However, many communities are difficult to reach as there is no public transport nearby. Education officials suggested that RISE begin establishing centers in communities near Wingwi Primary School. Wingwi primary school enrolled 453 children in standard one in 2007, which indicates a large number of young children in the area.

According to the TC Coordinator, there are over 500 children who are still not enrolled. Wingwi has five shehias¹. District education officials visited each shehia where RISE is being implemented to introduce the program and set tasks such as finding a location, enrolling children and collecting educational materials. More than 900 out of school children were identified but many were either too young or too old to attend *Tucheze Tujifunze* Clubs. It was suggested that the older children be sent directly to standard one in January 2008, and the young children be enrolled in the *Tucheze Tujifunze* clubs in January 2008. After reviewing the list of children, there were approximately 700 children eligible for enrollment in *Tucheze Tujifunze* Clubs. The TC Coordinator, DEO and Adult Education Coordinator finalized the number at 500, thus establishing the number of clubs at 20.

4. Tucheze Tujifunze Production Underway

The radio production technical team includes six scriptwriters, a Formative Evaluation Specialist, the Broadcast Producer, a Studio Technician and the Technical Advisor. The Technical advisor and COP draft Scope and Sequences for five to six radio programs each week. The Scope and Sequences summarize the content and learning objectives for each program. Each scriptwriter produces one script and revises one script per week. The

¹ A shehia is an appointed community leader responsible for several villages. Shehias act as advocates for government policies, ensure procedures are adhered to, resolve conflicts and act as liaisons between the government and the community.

production team records five programs per week and edit recordings adding sound effects and music.

A program production schedule was developed and approved. During the quarter thirty nine (39) Scopes and Sequences were developed, twenty three (23) scripts were written, and sixteen (16) programs were recorded. The radio credit tagline that introduces each program was developed and approved by USAID and MoEVT.



Children interacting with radio and materials during formative evaluation process at Bububu TUTU Club

Educational toy kits were developed. Each club will receive a bag of materials that are easily transportable to the club site. The kits include a variety of locally developed materials such as metal and plastic bottle caps, sticks, seeds, math and literacy board games, string, laminated pictures, colored wooden cubes and story cards. Some materials are used during the radio program and others will be used by children during an one-hour guided play period following the broadcast. Each club will receive a blackboard and each child will receive a slate. Additional items will be added during the pilot phase.

In addition, communities are being involved in collecting additional locally available materials (stones, shells, seeds, leaves, fabric pieces, etc.).

An agreement with Radio Zanzibar was reached for the broadcasting of the *Tucheze Tujifunze* series. A proposed broadcast schedule for 2007 and 2008 was submitted to MoEVT for review and was approved:

July 17 – December 7, 2007: five days per week: Preschool: 9:00-9:30

January –December 2008: three days per week:

Preschool: 9:00-9:30

Level 1: 11-11:30

Level 2: 2:30-3:00

However, due to the extension of parliament, it was agreed that the start date would be postponed to August 6, 2007.

5. Public Private Partnerships

Various hotels and restaurants were approached and agreed to assist with the collection of local materials to be included in the *TUTU* kits (plastic bottle caps, soda bottle caps, etc.). A collection system was established which resulted in enough materials gathered for the forty-five centers opening in 2007. A brief was prepared and plans are underway to formally approach hotels located in the communities where *Tucheze Tujifunze* clubs will be operating. This partnership will focus on donations of materials needed to build structures for the *Tucheze Tujifunze* clubs.

6. Technical staff ongoing training

A Life Skills workshop on Student Health was conducted on May 10 by Ms. Faye Richardson. Topics were suggested for inclusion in life skills curriculum and resource materials were provided.

Mr. Omari Nyange, Chumbe Island Coral Park, conducted a workshop for RISE scriptwriters on marine ecology and related stories.

Mc Gill University Intern, Ms Nicole Morinière, provided instruction in typing and internet research skills to all staff.

On going workshops in math and language games, as well as brain based learning were conducted for scriptwriters.

B. Mainland Technical Activities

1. Mambo Elimu materials and broadcast

Excellent relations with RTD have been restored. Ongoing meetings with Program Manager Suleiman Mzee and the new Radio Producer Ms. Aloysia Maneno have helped iron out misunderstandings. Radio broadcast time for levels 1 and 2 were confirmed with Radio Tanzania and set to begin July 9, 2007:

Level I: 10:15

Level II: 14:00

Mambo Elimu radio programs continued to be edited. The Mambo Elimu Materials for levels 1 and 2 were printed and distributed during the mentor trainings in both Mtwara and Kiteto. The TIE counterpart reviewed the documents to ensure quality and consistency with MOEVT and TIE programs.

150 Lifeline radios were purchased and distributed. Mentors and head teachers were trained in the care and operation of the radios.

Centers were provided with mentor guides, student booklets and school supplies (pencils, workbooks, etc.) as well as blackboards.

2. Community Mobilization

From April 22 to 28 a RISE team traveled to Kiteto and Kilindi to discuss community commitment with Ward officials, Village leaders and influential people in the community. The RISE team took this opportunity to share criteria for selecting mentors with the communities, district, ward and village leaders. In addition, the identification of key partners at different levels (villages, ward, and district) was finalized.

From May 15 to 20 a RISE team travelled to the South region and visited 24 communities in the four districts. In several communities, the Training Specialist demonstrated the *Mambo Elimu* radio program with children for parents and community leaders to observe. Ms. Lina Mhando, the TIE focal person for RISE, accompanied the RISE staff in the field during this visit.

During this visit and a subsequent one to Kiteto and Kilindi from May 29 to June 8, the RISE project team verified the identification of mentors, finalized the contracts between the EDC RISE District Coordinators (RDC), conducted sessions for the RDC orientation, verified student enrollment to date and finalized the list of communities.

3. Training of Mentors



Mentors receive Freeplay radios after mentor training in Kiteto

RISE Mentor Training Workshops took place in Mtwara June 11-15. Seventy-five (75) mentors, head teachers, district education officials and RISE District Coordinators participated in the 5 day training workshop. Ms Grace Tendega, the new TIE/RISE Liaison, joined the EDC training team and played a central role in leading activities and discussions. Dr. Mushi, the Director of TIE joined the EDC training team in Mtwara and made opening and closing remarks. Center materials, including student and mentor guides, radios, notebooks and pencils have been distributed to all mentors in Mtwara and Lindi.

The RISE training team, accompanied by Grace Tendega of TIE, then traveled to Kiteto to conduct the mentor training for 40 mentors, head teachers, district education officials. The five-day training lasted from June 21 to June 25. Thanks to the support given by Dr. Mushi in the release of the 150 radios purchased by RISE from the Freeplay Foundation, the RISE project was able to train on the care and maintenance and distribute 18 radios to community education mentors, one radio to the district office in Kiteto and one to the district office in Kilindi. Additional radios were given to the two RISE District Coordinators.

4. Additional Tasks

The RISE Monitoring and Evaluation Specialist provided technical assistance to Zanzibar team in establishing the formative evaluation process.

The RISE Mobilization and Training Specialist provided technical assistance to the RISE Zanzibar team in care and distribution of Freeplay radios as well as training of mentors as IRI facilitators.

C. Technical Activities Planned for Next Quarter

The next quarter marks the final phase of start-up for field work. Major activities include:

- Begin broadcasting *Mambo Elimu* radio series for levels 1 and 2, July 9, 2007
- Begin broadcasting *Tucheze Tujifunze* radio series for pre primary August 6, 2007
- Conduct mentor trainings in Micheweni and Unguja north
- Distribute materials and radios to forty (45) *Tucheze Tujifunze* (TUTU) clubs
- Begin adaptation of *Mambo Elimu* program level 1 for Zanzibar
- Conduct monitoring visits in the field to verify enrolment and collect data
- Conduct pre-test of level 1 for mainland baseline

- Finalize Performance Monitoring Plan (PMP)
- Finalize center and club monitoring and observation forms
- Finalize database
- Conduct mentor and center observations in the field
- Develop short mentor training modules to address areas that need strengthening
- Continue to enlist public private partnerships to assist communities in Zanzibar with construction of Bandas for *Tucheze Tujifunze* clubs
- Finalize plans for project launch for mainland in Lindi region, scheduled for the second half of October
- Finalize registration of EDC as NGO in Tanzania and Zanzibar
- Post position, interview candidates, select, hire and train new COP
- Submit progress and financial reports to USAID

III. Beneficiaries

A. Primary Beneficiaries²

Program Type	Year I		Year II		Total	
	July 2007		January & July 2008			
	Estimated	Actual	Estimated	Actual	Estimated	Actual
Zanzibar: Play and Learn Clubs						
Pre-primary and Standard 1 Students	1250		6250		7500	
Standard 1 Students (Formal Schools)	0		2700		2700	
Total Zanzibar	1250		8950		10,200	
Mainland: Mambo Elimu Centers						
Standard 1 to 4 Students	4500		0		4500	
Total Mainland	4500		0		4500	
RISE TOTAL	5750		8950		14700	

B. Secondary Beneficiaries

Program Type	Year I		Year II		Total	
	June/July 2007		January & July 2008			
	Estimated	Actual	Estimated	Actual	Estimated	Actual
Zanzibar: Play and Learn Clubs						
Facilitators (Play and Learn Clubs)	50		75		125	
Teachers (Formal Schools)	0		60		60	
Education Officials including Head Teachers	2		9		11	
Mainland: Mambo Elimu Centers						
Mentors (Mambo Elimu Centers)	40	51	60		100	
Education Officials including Head Teachers	3	62	17		20	
RISE TOTAL	95	113	221		316	

² Zanzibar IRI programs will be implemented in 125 community based Play and Learn (P&L) Clubs operating during out of school hours and in 60 primary school classrooms. Zanzibar P&L Clubs enroll children who are enrolled in primary school and also include some children in the community who have never attended school, such as children with disabilities. Group size for P&L is 25 and group size for classrooms is estimated at 45 children. Mambo Elimu Community Learning Centers (MECLC) enroll children who have never been to school. MECLC group size is estimated to be 45 children. All centers will target an enrolment of 50% girls. Enrollment by gender and disability will be reported in each quarterly report.

C. Communities of Intervention³

1. Zanzibar Center Information

Ward	Center Name/Location	Mentor Name	# Students Recruited	
			Total	Girls
Pemba: Micheweni District				
Mlindo	Mabandani	Siti Khamis Haji	25	18
	Mtakao	Shemsia Ali Adi	29	16
	Mtakuja	Maryam Issa Omar	27	15
	Kichangani	Khalfan Khamis Ali	29	16
	Kibendera	Riziki Ali Khamis	30	16
	Mlindo	Maryam Juma Haji	28	16
Mtemani	Mtemani	Maryam Ali Hamad	29	16
	Mafya	Mgeni Said Mbwana	30	16
	Pwana	Salim Ali Othman	30	16
	Chokaani Ngayo	Mwajuma Khamis Nyange	30	16
	Njuguni	Khamis Othman Haji	27	15
Njuguni	Michungani	Zawadi Ali Abdalla	25	14
	Mianzini	Khatib Khamis Sharifu	25	14
	Dodeani	Fatma Shaaban Mohamed	28	17
	Mikinduni	Fatma Juma Abdalla	25	14
	Limani	Juma Kombo Mgeni	28	16
Mjananza	Mjananza	Ali Hamad Yusuf	25	13
	Kilimni	Rashid Sanani Masoud	25	12
	Tanzania	Salim Said Abdalla	25	12
Mapofu	Kinazini	Riziki Suleiman Khamis	30	16
Unguja: West District				
Mwanyanya	Mwanyanya A	Amina Daud Suleiman	28	14
	Mwanyanya B	Hanuni Muhidini Haji	27	12
	Mwanyanya C	Mgeni Khamis Juma	25	15
Bububu	Kigamboni	Asha Seif Bakari	27	13
Kibweni	Kibweni	Rabiya Suleiman Abdalla	25	14
Unguja: North A District				
Matemwe	Mikuuni	Juma Mcha	22	9
	Juga Kuu	Ali Abdalla Pili	26	16
	Kijibwemnara	Zawadi Ramadhan	19	19
	Kivinjeni	Imani Mussa Ali	30	13
	Tundangaa	Asha Khamis Khamis	26	11
	Kigomeni A	Patima Mwepu	29	13
	Kigomeni B	Hidaya Abdalla	29	15
	Kigomeni C	Juma Mosi Baya	29	16
	Kilimajuu	Mwaka Machano Pandu	22	10
	Mbupopo	Jabu Adamu	20	12
Kijini	Kidikoni	Tusitiriane Juma Madua	25	14
	Zingani	Khadija Simai	26	17

³ Data presented is as of June 30, 2007. Updated program numbers will be available in the July to September 2007 quarterly report, following the end of the July 2007 enrollment period.

Ward	Center Name/Location	Mentor Name	# Students Recruited	
			Total	Girls
	Pangapaa	Mboja Khamis Simai	26	13
	Kijagi C	Mboja Kule Kundi	29	12
	Kijagi A	Mtwana Faki Makame	25	11
	Mtakuja	Usi Pandu	26	9
	Kureke	Siti Liuku	25	11
	Mlimboni	Usi Pili Shauri	26	17
	Kivinjeni	Haji Makame haji	26	16
	Kijambani	Kombo Haji	26	12

2. Mainland Center Information

Center	Village	# of Students Recruited	
		Total	Female
KITETO			
Loltepes	Loltepes	86	36
Asamatwa	Asamatwa	80	39
Lesoit	Lesoit	80	37
Oltkitkit	Almaroroi	80	38
Lembapuli	Kijungu	80	32
Amei	Amei	90	39
Ngapapa	Kijungu	84	38
Lerug	Kijungu	81	33
Ng'abolo	Ndaleta	94	52
Lalarami	Irkiushibor	80	23
Almakarikara	Irkiushibor	80	34
Logorom	Irkiushibor	86	30
KILINDI			
Masiley	Pagwi	100	26
Luhanga	Mvungwe	68	11
Kwedigole	Kwediboma	94	40
Kweisasa	Negero	80	35
Kwediyombo	Kilindi	42	6
Makingo	Kisangasa	88	43
LINDI RURAL			
Mtua		46	20
Namupa		41	17
Nyengedi		50	12
Mingoyo		36	11
Mahumbika		56	14
Nkupama		37	17
Mdabura		39	19
Mmangawanga		62	27
Luwale		45	22

LINDI URBAN			
Mayani		42	20
Mchochoro		34	19
Mukule		50	21
Nachingwea		39	20
Banduka		45	18
Kiduni		32	13
Likabuku		50	20
MTWARA RURAL			
Nachenjele A		22	9
Migombani A		40	16
Migombani B		32	19
Cheleweni		30	12
Tangazo		26	11
Mailikumi		36	21
Kilambo A		28	10
Kilambo B		34	16
Naumbu		41	20
Mgao		29	16
MTWARA URBAN			
Mtawanya		28	13
Mikindani		30	15
Luwelu		26	14
Mjimwema		35	11
Mchangani		27	13
Namayanga		31	17
Likukwa		28	9

IV. Performance Monitoring and Results

A description of the indicators, data collection methodology, time frame, responsibilities for the inputs, outputs/outcomes, and impact anticipated to achieve RISE's goal is found in the Project Performance Monitoring Plan (PMP) submitted to USAID in December 2006. Performance monitoring and evaluation tools and strategies are currently under further development with assistance from the regional EDC specialists in monitoring and evaluation.

A. Formative Evaluation

On Zanzibar, processes for conducting formative evaluation of all developed audio and print material for the *Tucheze Tujifunze* programs have been established. Instruments were developed and reviewed, assessment questions were developed to gauge mentor and children understanding and interaction. In addition, scriptwriters were trained in their role and participation during formative evaluation. Finally the roles and responsibilities of the Formative Evaluation Specialist and the Assistant Monitoring and Evaluation Specialist were clearly defined. Formative evaluation officially began on May 30 at a pilot site in Bububu for the purpose of testing and revising the radio programs and print materials prior to the national broadcast scheduled to begin August 6. Approximately one third of the programs will be produced prior to the beginning of the national broadcast launch. Formative evaluation will be an ongoing process in production throughout the project.

For this quarter, formative evaluation was conducted on programs 1 to 21.

B. Project Performance Monitoring Plan

The EDC Regional Monitoring, Evaluation and Research Specialist, Dr. Kathleen Letshabo, visited the RISE project from May 7 to 11. Dr. Letshabo worked with staff on Mainland (May 7-9) and Zanzibar (May 10-11) to:

- 1) Finalize data collection tools;
- 2) Examine compatibility of RISE indicators to USAID core indicators and incorporate all appropriate indicators in RISE PMP;
- 3) Develop bank of testing items to be included in placement tests for level 1 and 2 in Mainland;
- 4) Work with M&E staff and Mobilization staff on procedures to administer placement tests as well as train mentors and RISE District Coordinators on data collection.

With support from Dr. Letshabo, the RISE team finalized all data collection tools, including:

- a. Centre Registration Form
- b. Learner Enrolment Form
- c. Lesson Absentee Report
- d. Learner Absentee Report

Further review of USAID core indicators was necessary to finalize the selection of RISE indicators that will be tracked during the project lifetime. Ten (10) indicators have, thus far, been selected to measure the impact of the RISE project. These indicators include:

- Indicator 1: number of pre-primary and standard 1 and 2 learners enrolled in the Tucheze Tujifunze Clubs
- Indicator 2: number of Tucheze Tujifunze Clubs established
- Indicator 3: number of standard 1 learners listening to Tucheze Tujifunze programs in participating primary schools
- Indicator 4: number of primary learners enrolled in the Mambo Elimu learning centres
- Indicator 5: number of RISE Mambo Elimu Community Learning Centers (MECLC) established for learners at the primary level
- Indicator 6: Learning gain for students enrolled in RISE Mambo Elimu Community Learning Centers (MECLC)
- Indicator 7: Number of mentors and primary head teachers trained in the use of IRI
- Indicator 8: Number of technical staff trained in IRI development and production activities
- Indicator 9: Number of IRI programs produced and disseminated through radio broadcasts
- Indicator 10: Number of teacher’s guides, radios and other teaching and learning materials distributed to schools, centers and clubs

The RISE team expects to finalize the selection of indicators as well as the project performance monitoring plan during the next quarter.

On Mainland, mentors and RDCs were trained to administer a simple placement test for mentors to determine whether students should be enrolled in level 1 or in level 2 while attending Mambo Elimu Community Learning Centers (MECLC) starting July 07. As well, a full day session on monitoring and evaluation, data collection and submission, center observations and follow-up was included as part of the 5-day training workshops held in Mtwara and Kiteto. Mentors, RDCs and District Education Officials discussed the importance of proper and timely monitoring and evaluation. They completed and manipulated the data collection tools and further discussed securing and submitting the collected data.

RISE Results Framework

Goal: Access to, relevance and quality of basic education improved		
Outcome 1: Increased learning opportunities for pre-primary and primary aged children to improve retention and completion (Zanzibar)	Outcome 2: Increased access to learning for underserved children (Mainland)	Outcome 3: Selected strategic support for sector policy reforms

Third Quarter Results

Outcome I

- In preparation for the August 6 program start date:
 - 20 sites for TUTU Clubs have been confirmed in Pemba
 - 20 sites for TUTU Clubs have been confirmed in North A
 - 5 sites for TUTU Clubs have been confirmed in Bububu

Preliminary enrollment data show that 1044 children ages 5 and 6 have been recruited to begin TUTU Clubs activities on August 6, 2007. Of these, 51% are girls.

Outcome II

- 51 community education mentors were trained in Interactive Radio Instruction and active learning methodologies in 5-day training workshops held in Mtwara and Kiteto. (See attached participant lists appendix 1)
- Communities in Mtwara Urban and Rural, Lindi Urban and Rural, Kilindi and Kiteto have selected and outfitted sites for 51 Mambo Elimu centers in anticipation of a July 9 program start date.
- In preparation for the July 9 program start date:
 - 12 sites for ME Clubs have been confirmed in Kiteto
 - 6 sites for ME Clubs have been confirmed in Kilindi
 - 10 sites for ME Clubs have been confirmed in Mtwara Rural
 - 7 sites for ME Clubs have been confirmed in Mtwara Urban
 - 9 sites for ME Clubs have been confirmed in Lindi Rural
 - 7 sites for ME Clubs have been confirmed in Lindi Urban

Preliminary enrollment data show that 2002 children have been recruited to begin MECLC activities on July 9, 2007.

- Freeplay Lifeline radios have been distributed in Mainland:
 - 18 radios for Mambo Elimu Centers in Kiteto and Kilindi
 - 33 radios for Mambo Elimu Centers in Mtwara Urban and Rural and Lindi Urban and Rural
 - 6 radios to District Academic Officers in Kiteto, Kilindi, Mtwara Urban and Rural and Lindi Urban and Rural

Outcome III

- 46 Head teachers and 16 District Education and Academic Officers were trained in Interactive Radio Instruction and active learning methodologies in training workshops held in Mtwara and Kiteto. (See attached participant lists in appendix 1)
- The RISE Zanzibar studio technicians trained two technicians at Voice of Radio Zanzibar in digital recording and broadcasting technologies
- The COP and the Technical Advisor (ZNZ) provided input into the development of the Zanzibar Education Sector Development Plan by producing summaries of the RISE project to be included in the MOEVT situation analysis report and by contributing to discussions on preschool and primary transitions (grades 1 & 2) in a two day workshop held on June 5 and 6 2007
- Dr. Paul Mushi, Director of the Tanzania Institute of Education (TIE), the Regional Education Officer for the southern region, the Director of the TC in Mtwara and the

District Administrative Secretary, Mr.Kayanda, in Kiteto served as Guests of Honor during the RISE Mentor Training workshops held in Mtwara June 11 to 15 and in Kiteto June 21 to 25. These Guests of Honor discussed the barriers to education faced by children and the importance of increasing access to basic education. Additionally, the Guests of Honor commended the goals of the RISE project and applauded the mentors, head teachers and district officials for their dedication in promoting Education for All.

V. Government Partnerships

RISE participated in an official MoEVT meeting on preschool education and the role of public and private partners in implementing government preschool policy.

On June 5 and 6, 2007, RISE participated in the Zanzibar Education Sector Development Planning sessions for the development of a five year plan (2008-2012) for the sub-sector programs through Sector Wide Approach funding (SWAp). RISE provided support to sub-group discussions on preschool and early primary education. The consultant team agreed to update the situational analysis document with information about the RISE program and education by radio.

RISE attended an Early Childhood Development national planning for the mainland sponsored by UNICEF and made a presentation to the ECD working group about Zanzibar's approach to preschool.

The Director of TIE was invited to visit Mtwara Rural and Urban as well as Lindi Rural and Urban center sites and spoke to communities members. His findings concluded that communities worked hard to prepare for the program and are ready to begin. The TIE director was the Guest of Honor for the first training of mentors on the mainland. The TIE Director has taken a leadership role in communication about RISE, communicating with RTD to try to solve the issue of poor radio signal reception in parts of Lindi and with MoEVT to try to release the 1000 radios still in port.

VI. Communication and Outreach Activities

Communications and outreach took place at both informal and formal levels and venues.

A. District profiles

District profiles were updated. See appendix 2.

B. Consultative Meetings

During this quarter RISE consulted with stakeholders and implementing agencies to share information about RISE and to collect information relevant to developing RISE programming.

RISE COP and technical Advisor participated in a meeting on May 21 with CREATE to discuss preschool programs and points of collaboration between RISE and MRC.

RISE met with Roots and Shoots and Rotary Club (USAID DG/ED IPs) on May 25 to discuss environmental content for RISE radio programs. This was followed by a meeting between Mr. Ali Ussi Basha (Roots and Shoots/ZNZ) and RISE scriptwriters on May 30, to assist in the development of environmental education objectives.

C. Presentations and Public Events

1. Project Officially Launched on May 3 by President Karume

The President of Zanzibar, The Honorable Amani Abeid Karume, officially launched the RISE project on May 3 in Stone Town. Extensive planning took place to accommodate high profile visitors from the Government of Zanzibar, US Embassy and USAID. American Ambassador, Mr. Michael Retzer, officiated along with President Karume. Honorable Minister of Education and Vocational Training, Mr. Haroun Suleiman introduced the President.

The RISE launch showcased the technical activities of the project. Following speeches, senior dignitaries, including President and Mrs. Karume; Ambassador Retzer, USAID Mission Director Ms. Pamela White and the Minister of Information and Culture observed a simulation of a recording in the studio. They were introduced to several of the radio characters, then listened to a segment of the preschool radio program and saw how the recording equipment is used. Simultaneously and due to small spaces, cabinet ministers and other special guests were provided with a similar program and refreshments on another floor.

A live broadcast of the launch was carried on radio and television. Two newspapers (Zanzibar Leo and Daily News carried stories and photos of the launch on May 4 (see appendix 3). Numerous MoEVT officials were involved in preparation for the launch and visited the RISE office on several occasions prior to the launch. This enabled RISE staff to offer personal briefings and tours to key officials such as the Principal Secretary, the Commissioner for Education, the Commissioner for Planning and Budget and the Director of Primary Education. The Minister made two visits to the RISE office prior to the launch.

RISE received extensive support from Mr. Tom Bayer, Team Leader, Democracy, Governance and Education, Ms. Laura Kikuli, RISE CTO and Ms. Kimberly Wylie, USAID Communications officer, in preparation for the event. Mazsons Hotel donated furniture and personnel.

VII. Project Administration and Management

- a. Arrival and release of vehicles
- b. Purchase, release and distribution of 150 radios
- c. Completion of studio in Zanzibar
- d. On-site Finance and Office Management Training in Zanzibar conducted April 10-13, 2007
- e. Field trip reporting format developed to increase focus and outputs
- f. Ongoing work to obtain NGO compliance certificates
- g. Email accounts opened for all Zanzibari scriptwriters who will be trained to use the internet for research and communication
- h. Equipment inventories updated in both offices
- i. Appraisals to assess value of Zanzibar office completed and will increase cost share from Government of Zanzibar by \$1,500 per month
- j. Emergency Contact Lists prepared for all personnel
- k. All Financial Reports and Cash projections submitted
- l. Sign boards produced for both offices
- m. Photocopier and printer installed in Zanzibar
- n. Reprogrammed budget submitted to USAID on May 10, 2007
- o. Program overviews developed for distribution at the district levels in both mainland and Zanzibar
- p. District Coordinators Scope Of Work developed
- q. System for monitoring mentors and paying stipend developed to enable District Coordinators to oversee centers, to address transportation challenges and build strong relationship between RISE and district education offices as well as primary schools
- r. RISE employee annual leave policy set and management system in place to monitor all leaves
- s. Follow-ups on Tanzania Revenue authority for Vat Exemption. Letter of support provided by Director of TIE. TRA official visited RISE to verify eligibility for VAT exemption and was favorable
- t. Three month performance review meetings held with eligible staff members

IX. Challenges, Issues and Lessons Learned

- NGO registration: delays are being encountered due to unclear policies and untidy record practices in GoT offices (EDC documents were lost). Registration is proceeding forward with new legal counsel.
- The 1000 Lifeline radios donated by the Freeplay Foundation are still in port after nine months. The Director of TIE has agreed to follow up on the matter and it is expected the radios will be released soon. In the meantime, EDC purchased 150 radios from Freeplay Foundation and these were available for distribution at trainings.
- Improving Radio Actors Skills: Many actors auditioned but had inadequate reading and comprehension skills. Auditioned and hired four literate non-actors. However, voices lacked inflection and authenticity; they appeared to read scripts rather than act them. RISE staff initiated several actions that had immediate positive effect, including pairing one scriptwriter with each actor to act as coach; joint critique sessions between scriptwriters and actors; taking actors to the field to observe children as they listen to the program; and identifying local experts in radio broadcast willing to provide volunteer consultation.
- Improving relations with mainland partner the Tanzania Institute of Education (TIE): The Director was invited as the guest of honor for the first mentor training and asked to visit the southern region and provide advice to RISE about implementation. The TIE liaison was invited to participate in the planning and facilitation of the mentor training. Communications between RISE and MOEVT have all been channeled through the office of the TIE director.
- Gaining acceptance of *Tucheze Tujifunze* in communities: Audience research was conducted with parents and community leaders in Bububu on May 30 in order to understand and address potential resistance towards a radio program by hesitant communities. As follow-up, RISE staff discussed community concerns and developed a marketing strategy which includes:
 - 1) A radio round table talk show about the upcoming program (*Tucheze Tujifunze*) to be aired prior to national broadcast;
 - 2) Mobilization specialist will take a CD player to the field for all mobilization visits so that parents can listen to excerpts of programs;
 - 3) A consistent message from RISE staff as they talk to the community about the program. This message clarifies the partnership between stakeholders, the alignment of the program with the Zanzibar curriculum, the development of the scripts by Zanzibar education sector personnel, the rationale for a play-to-learn format and use of songs, stories and games for learning.

Appendix 1
Lists of Participants to Mentor Training in Mtwara (June 11 to 15)
and Kiteto (June 21 to 25)

MENTORS' TRAINING WORKSHOP - MTWARA LUTHERAN CENTER			
JUNE 11 – 15 2007			
FACILITATORS: AVIT BUCHWA (EDC), EXPLANCER SIAME (EDC), GRACE TENDEGA (TIE)			
#	Name	Title	Address
1	Amina S Mohamed	Mentor	Box 198 Mtwara; 0783256783
2	Sina Abdallah	Mentor	Box 63 Mikindani
3	Asfa Rashid	Mentor	Box 711 Mtwara; 0752035143
4	Jamila Hassan	Mentor	Box 1070 Lindi; 0786095682
5	Amina Said	Mentor	Box 1070 Lindi
6	Somoe S. Hassan	Mentor	Box 1070 Lindi
7	Miraji Mohamed	Mentor	Box 528 Mtwara
8	Hamis Shamte	Mentor	Box 112 Lindi; 0784194173
9	Hamisi A. Mafowadi	Mentor	Box 528 Nachenjele Mtwara
10	Gidion William	Mentor	Box 485 Mtwara
11	Catherine E. Hassan	Mentor	Box 24 Mtwara; 0786927265
12	Salima I. Licholo	Mentor	Phone 0786871010
13	Ismail I. Ismail	Mentor	Box 528 Kilambo
14	Salum H. Mkande	Mentor	Box 528 Tangazo
15	Hassan A. Selemani	Mentor	Box 528 Kilambo; 0786611846
16	Anna M. Salum	Mentor	Box 1070 Lindi
17	Asha A. Namkwanga	Mentor	Box 528 Mgao; 0762035995
18	Bahati Dishon	Mentor	Box 579 Lindi; 0786181977
19	Yusuf Ismail	Mentor	Box 528 Lindi
20	Hassan Makopo	Mentor	Box 528 Lindi
21	Hilderitha Anthon	Mentor	Box 1002 Mtwara
22	Rashid M. Kawinga	Mentor	Box 1020 Lindi
23	Zainab Hassan	Mentor	Box 1020 Lindi
24	Monica Aloyce	Mentor	Box 130 Lindi
25	Said Mshamu	Mentor	Box 230 Lindi
26	Muhibu Chilima	Mentor	Box 92 Mtwara
27	Castro Severini	Mentor	Box 328; Phone 0786139202
28	Sophia A. Mseve	Mentor	Box 92 Mtwara
29	Rehema Milanzi	Mentor	Phone 0786782038
30	Siasa Adinani	Mentor	Box 414 Lindi; 0786603688
31	Said Ahmad	Mentor	Box 414
32	Rashid Mlingoti	Mentor	
33	Athuman Bilali	Mentor	
34	Kalugendo Majidu	Town Academic Officer	Box 1070 Lindi; 0755760456
35	Omar Nambole	Town Academic Officer	Box 1070 Lindi; 0755760456
36	Mohamed Mtau	District Academic Officer	Box 230 Lindi; 0784139696
37	Emmanuel Sanga	Head Teacher	Box 92 Lindi; 0713829405; Emoben2000@yahoo.com
38	Emilian Kalembo	Head Teacher	Box63 Lindi; 0787269149
39	Athman C. Abdul	Head Teacher	Box 92 Mtwara; 0784662993
40	Ritha A. Lilai	Head Teacher	Box 24 Mtwara; 0784139698
41	Yusuf Nanguka	Head Teacher	Box 436 Lindi; 0714136008

42	Isack Vitus	Head Teacher	Box 328 Lindi; 0787731160
43	Mustapha Kayunga	Head Teacher	Box 179 Lindi
44	Judith Kumwembe	Head Teacher	Box 802
45	Michael Milanzi	Head Teacher	Box 230 Lindi; 0784225675
46	Blasius Mpili	Head Teacher	Box 579 Lindi; 0784256185
47	Bakari Kayombo	Head Teacher	0784426099
48	Gustav Kalembo	Head Teacher	Box 1070 Lindi; 0787014669
49	Janeth Mpanduka	Head Teacher	
50	Marzuku K. Sabuni	Head Teacher	Box 1070 Lindi; 0784953841
51	Abdallah S. Mchanjama	Head Teacher	Box 1070; 0755898370
52	Hassan Kasembe	Head Teacher	Box 784 Lindi; 0784209826
53	Omar S. Mtumika	Head Teacher	Box 92 Mtwara; 0784473652
54	Kaitan Kaitan	Head Teacher	Box 230 Lindi; 0755366522
55	Alex Oscar	Head Teacher	Box 92 Mtwara
56	Joyce Chiwenda	RISE Coordinator	Box 156 Lindi
57	Sultan A. Mgomba	Head Teacher	Box 92 Mtwara; 0784247636
58	Fredrick L. Mnipa	Head Teacher	Box 1002 Lindi; 0784525575
59	Kuchele Said	Head Teacher	Box 528 Mtwara
60	Sophia M. Selemani	Head Teacher	Box 92 Mtwara
61	Julius Kaondo	District Academic Officer	Box 230 Lindi; 0784455566
62	Mohamed Palatu	Head Teacher	Box 528 Mtwara
63	Rajabu I. Mkunda	Head Teacher	Box 528 Mtwara; 0787714411
64	Abdallah Ndembo	Head Teacher	Box 528 Mtwara; 0784782541
65	Mohamed A. Mpochi	Head Teacher	Box 528 Mtwara; 0787668270
66	Mussa A. Chalie	Head Teacher	Box 528 Mtwara; 0786315710
67	Erentrudis Mpokwa	RISE Coordinator	Box 619 Mtwara; 0713589794
68	Flora Aloys	District Academic Officer	Box 509 Mtwara; 0784696674
69	Halfan A. Dadi	District Education Officer (Adult)	Box 92 Mtwara; 0787962240
70	George R. Mbesigwe	Head Teacher	Box 243 Mtwara; 0784360847
71	K.M Sepeku	District Education Officer	Box 528 Mtwara; 0773043504 E-Mail Kinyemi@writeme.com
72	Joyce Mlaponi	District Education Officer	Box 92 Mtwara; 0786127929
73	Mullowelah A. Mtendah	Head Teacher	Box 247 Mtwara
74	Mohamed A. Khalfan	Secretary (MPM)	Box 345 Mtwara
75	Damian Stephano	Representative (Mtuwetu)	Box 239 Mtwara

MENTORS' TRAINING WORKSHOP – KINNAPA KITETO			
FACILITATORS: NASH MOLLEL (EDC), EXPLANCER SIAME (EDC), GRACE TENDEGA (TIE)			
JUNE 21-25, 2007			
#	Name	Title	Address
1	Ramadhani S. Ramadhani	Mentor	Kiteto
2	Benjamini Elisante	Mentor	Kiteto
3	Thomas Ole Nguyaki	Mentor	Kiteto; 0787 977 432
4	Sioni Fupi	Mentor	Kiteto
5	Musa Chisima	Mentor	Kiteto
6	Bahati Seki	Mentor	Kiteto
7	Mooga Makau	Mentor	Kiteto
8	Stanley N. Mburnyk	Mentor	Box 36 Kiteto
9	Stanley A. Kalebi	Mentor	Box 127 Kiteto
10	Hurumael M. Baha	Mentor	Box 36 Kiteto
11	Mganga Salim	Mentor	Kiteto

12	Edward Joseph	Mentor	Kiteto
13	Juma O. Luhanga Mfaume	Mentor	Box 98 Songe, Kilindi
14	Rehema Sinangi Kwedigole	Mentor	Box 98 Songe, Kilindi
15	Mariam Ally Makingo	Mentor	Box 98 Songe, Kilindi
16	Rajab O. Mganga	Mentor	Box 98 Songe, Kilindi; 0787 704089
17	Angelina E. Katambo	Mentor	Box 98 Songe, Kilindi
18	Syrian M. Mchalumbi	Mentor	Box 98 Songe, Kilindi; 0784447730
19	Daniel S. Mmari	Head Teacher	Kilindi; 0786 213 304
20	Theresia M. Kisingi	Head Teacher	Kilindi; 0786 293 438
21	Sadick Mchome	Head Teacher	Box 36 Kibaya, Kiteto
22	Enjolay K. Olenguyaki	Head Teacher	Kiteto; 0786 181183
23	Vicent J. Mushi	Head Teacher	Kilindi; 0787 897034
24	George J. Msekeni	Head Teacher	Kilindi; 0784447730
25	Bushiri J. Semlopo	Head Teacher	Kilindi; 07879371314
26	Zedrick H. Chisongela	Head Teacher	Kilindi; 0786283468 /0786293410
27	Anthony A. Kihaka	Head Teacher	Kiteto; 0787728261
28	Oshasia N. Mariki	Head Teacher	Kiteto; 0784953620
29	Desdery M. Bosta	Head Teacher	Kiteto; 0787322662
30	Saga Musa	Head Teacher	Kiteto; 0786147331
31	Ibrahim Saidi	Head Teacher	Box 127 Kibaya, Kiteto
32	Noah. S. Meing'arai	Head Teacher	Box 36 Kibaya, Kiteto
33	Domic Mazengo	Head Teacher	Kiteto; 0784 369898
34	Onesmo George	Head Teacher	Kiteto; 07840364951
35	Polycarp Mwikalo	District Academic Officer	0784 227 826
36	Frederick A.K. Muya	RISE-Coordinator	Box 98 Songe
37	George Nyarusi	District Academic Officer	Box 98 Songe
38	Elirehema Joseph	District Academic Officer	Box 98 Songe; 0786 003169 /0712034309
39	Paul D. Gwacha	RISE- Coordinator	Box 36 Kibaya; 07847 176238
40	Omari Mlekwa	District Adult Education	Box 98 Songe; 0787 002235

Appendix 2 District Profiles

Kilindi District Profile

Kilindi is a new district that was formed when Handeni district (Tanga region) was split in 2002. It began operating its own council business in the financial year of 2006/2007. The district covers an area of 6,129 square kilometers. It comprises of four divisions, 15 wards, 64 villages as well as 500 hamlets. The district is bordered by the following: Handeni from the East, Kiteto to West, Mvomero and Kilosa from South, Simanjiro to the North.

Kilindi has a population of 143,853 with a growth rate of 2.0% per annum. Agriculture is the main source of livelihood and employs approximately 95% of the population. The main agricultural activities are crop farming and livestock husbandry. Out of the total area of 612,900 hectares, arable land comprises of 290,030 hectares (47% of the district area).

The district has a road network surface covering a distance of 867km. The surface conditions of the roads are only passable during the dry seasons. The district is threatened by drought, sudden rivers, lack of banking services and lack of electricity from the national grid.

Education

Because of the poor infrastructure, poverty, and historical/cultural factors, Kilindi has been unable to guarantee quality basic education to all children. Early marriages, migration, and distances are among the obstacles children face with regards to access to basic education. Before splitting from Handeni, the education management was difficult in terms of material provision, mobilization, planning and monitoring. Currently, the district plans to use the available national education development programs and other initiatives to improve enrolment, retention, completion and transition for both pre and primary schools.

Unfortunately, ongoing social economic development and cultural changes have negatively affected the education sector. The emergence of mining activities and small urbanized centers attracts children who become involved in petty business. Mzee Abdalla Kilimo, a resident of Songe village states: *“The emergence of the mining sector, gold in particular, is another threat in this area. Children are now coming here hoping that they can earn a good income.”*

George Jackson the head teacher of Negero primary school explains: *“Despite the efforts made already by the village authority, there are still early marriages and unexpected pregnancies that affect young girls; they do drop very early, sometimes as early as grade three.”*

School-Age Population in Kilindi District

Age	Male	Female	Total
5-9	12,278	11,847	24,125
10-14	9,400	8,572	17,972
15-19	6,873	7,086	13,959

Source: Tanzania National web. Census 2002

Kilindi District Education Indicators

Year	Enrolment			Dropout			Completion		
	M	F	Total	M	F	Total	M	F	Total
2006	16668	15115	31783	32	53	85	815	730	1545
2007									

Source: District Education Office

Kilindi District Enrolment Rate Pre Primary by Sex

Year	# of Pre Primary schools	Enrollment		
		Boys	Girls	Total
2006	84	1892	1833	3725
2007				

Source: District Education Office

Kilindi District Primary School Enrolment, by Class and Sex

Year	Class	I	II	III	IV	V	VI	VII	Total	Totals
2006	Boys	3977	3410	3141	2528	1588	1163	861	16668	31783
	Girls	3747	3031	2802	2307	1411	1055	762	15115	
2007	Boys									
	Girls									

Source: District Education Office

Kilindi District Disabled enrollment by sex

Year	Boys	Girls	Total
2006	14	15	29
2007			

Source: District Education Office

Kilindi District Distribution of Schools and Training Centers in 2006

Ward	# of Pre Primary	# of Primary School	# of Secondary School	# of TRCs	# Voc. Training
KILINDI	4	4			
KIKUNDE	7	7	1		1
KWEDIBOMA	6	6	1	1	1
PAGWI	4	4			
LWANDE	9	9			
MASAGALU	5	5			
SONGE	6	6	1	1	1
MVUNGWE	13	13	2		
KISANGASA	4	4			
SAUNYI	2	2			
MKINDI	3	3			
JAILA	4	4	1		
MSANJA	8	8			
NEGERO	4	4		1	
KIMBE	5	5	1		

Source: District Education Office

Kiteto District Profile

Kiteto is presently one of the five districts that make up Manyara Region. The district is situated to the extreme south of Manyara Region on the dry Maasai Steppe. The district borders Simanjiro district in the North, Kilindi district in the East, Kilosa and Kongwa border it in the South, Dodoma and Kondoa districts in the West.

The main economic activities of Kiteto are livestock-keeping/livestock production and crop cultivation, both of which contribute approximately 92% of the district's income. Kiteto covers 16,685 sq km, of which 3,800 sq km is used for crop cultivation and 12,322 sq km is used for livestock grazing and wildlife.

Agricultural activities contribute about 52% of the total income in the district and employ about 20,908 households in the district. Livestock activities contributes about 38% of the total income in the district while 8% of the total population is engaged in other economic activities such as trades, small-scale industries and bee keeping.

Kiteto is one of the most underdeveloped districts in Tanzania lacking adequate social and physical infrastructure; there is not a single tarmac road in Kiteto, including the district capital and it only received grid electricity in December 1999.

Education

Like many other pastoral communities, Kiteto suffers from low basic education indicators. The culture of the nomadic communities is not conducive to access or enrollment, therefore affecting attendance, retention and completion. The life styles and cultural beliefs present barriers to regular attendance. Kiteto has not been able to enroll all school age children and, as a result, cannot guarantee basic education.

Kiteto seeks an alternative initiative that would enable school age children to have access to quality basic education especially with an approach that lends itself to reaching far into catchments areas and avoid distances. The adult education official Mr. Mlekwa O.B comments: *"In our communities, children would have to leave home around 4:30 am to arrive at school around 8:00am and leave school early, at about 2:00pm to get home before night."*

The few accessible primary schools are plagued with a shortage of teachers, a situation that discourages parents to allow their children to attend classes. Mr. Lebulu Oleiyan, a Maasai father comments: *"How can I send my children to school if they walk long distance and find no lessons simply because the teachers are not there."*

The parents value traditions, they want their children to stay home and learn about animals and agriculture. Parents are reluctant to see them joining formal school seeing no benefit in the short term. Instead, they find ways to keep their children out of the school systems in order for their children to benefit from what the parents believe to be more useful: a traditional education at home focused on agriculture and husbandry. Mr. Kalwani the education official responsible for statistics says: *"... the parents or guardians go to the extent of bribing head teachers in order to officially report a child as drop out..."*

Kiteto District Total by Age in one Year and Sex

Age	Male	Female	Total
5-9	12174	11850	24024
10-14	8829	8015	16844
15-19	7374	7280	14604

Source: Tanzania National web. Census 2002

Kiteto District Education Indicators

Year	Enrolment			Retention			Dropout			Completion		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2006	2832	2694	5526	720	614	1334	264	181	445	680	600	1280
2007												

Source: District Education Office

Kiteto District Enrolment Rate Pre Primary by Sex

Year	# of Pre Primary schools	Enrollment		
		Boys	Girls	Total
2006	40	692	805	1497
2007				

Source: District Education Office

Primary School Enrollment, by Class and Sex

Year	Class	I	II	III	IV	V	VI	VII	Total	Totals
2006	Boys	2832	3650	2884	2830	1950	1029	774	15953	29873
	Girls	2694	3164	2664	2300	1646	800	653	13920	
2007	Boys									
	Girls									

Source: District Education Office

Distribution of Schools and training Centers in the District 2006

Ward	# of Pre Primary	# of Primary School	# of Secondary School	# of TRCs	# Voc. Training
KIBAYA	3	3			1
BWAGAMOYO	2	2	1	1	
DARTIMBO	7	12			
KIJUNGU	1	4			
LENGATEI	2	6			
SUNYA	1	8			
DONGO	2	6	*1		
SONGAMBELE	3	5			
DOSIDOSI	2	4			
ENGUSELO	5	8	1	1	
MATUI	6	9			
OLBOLOTI	2	3			
NJORO	3	4			
NDENDO	1	1	*1		
MAKAME	1	2			

Source: District Education Office; * Secondary Schools in final stages of construction

Lindi Urban District Profile

Historically, Lindi urban was the former regional capital for southeastern Tanzania, and it is still the centre for the Lindi Region. Lindi, which means ‘Deep Channel’, was founded in the 1700s as a port from which to ship slaves and ivory. Lindi lies at the mouth of the Lukuledi River, surrounded by hills and looking out on the Indian Ocean.

Education

It has been difficult for this community to adopt any changes in the formal education system for fear of losing their culture and religion. Koranic schools or ‘madrasas’ are the primary source of education and the focus is on religious education. There are reports of low enrollment and attendance of girls and that children are engaged in petty business instead of remaining in schools. Halfan Msukila, Regional Academic Officer in Lindi Urban reports: “A combination of poverty, HIV/AIDS, different attitudes and perceptions towards education and traditions affects negatively education progress of Lindi coastal areas”

Lindi (U) District Total School-Age Population by Age in one year and sex

Age	Male	Female	Total
5-9	2158	2170	4328
10-14	2286	2434	4720
15-19	2312	2606	4918

Source: Tanzania National web. Census 2002

Lindi Urban District Education Indicators

Year	Enrolment			Retention			Dropout			Completion		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2006	3820	3724	7544	3796	3685	7484	24	39	63	433	392	825
2007												

Source: District Education Office

Lindi Urban Enrolment Rate Pre Primary by Sex

Year	Number of Pre Primary schools	Enrollment		
		Boys	Girls	Total
2006	13	210	270	480
2007	13	307	331	638

Source: District Education Office

Lindi Urban Primary School Enrollment, by Class and Sex

Year	Class	I	II	III	IV	V	VI	VII	Total	Totals	% of total children
2006	Boys	587	538	543	702	521	485	444	3820	7544	
	Girls	584	522	513	687	556	461	401	3724		
2007	Boys	633	549	491	543	615	538	491	3860	7653	
	Girls	580	571	501	537	616	546	442	3793		

Source: District Education Office

Disabled enrollment by sex [Data unavailable]

Year	Boys	Girls	Total
2006			
2007			

Source: District Education Office

Lindi Urban Distribution of Schools and training Centers in the District 2006

Ward	# of Pre Primary	# of Primary School	# of Sec School	# of TRCs	# Voc. Training
RASBURA	2	2			
MTANDA	2	2	1		
MATOPENI/WAILES	2	2			
NACHINGWEA/JAMUHURI	3	3	2		1
RAJALEO/MIKUMBI	2	2			
MSINJAHILI	3	2			

Source: District Education Office

Lindi Rural District Profile

Lindi rural is one of the six districts of the Lindi region of Tanzania. It is bordered to the North by the Kilwa district, to the South by the Mtwara region, to the West by the Nachingwea district, and to the East by the Indian Ocean and the Lindi urban district. According to the 2002 census, the population of the Lindi rural was 215764. Lindi Rural district is one of the poorest districts in the country. Agriculture is the predominant economic sector in Lindi region .About 90 per cent of the agricultural output comes from small farms. The main food crops are cassava, sorghum, millet and with increasing importance of maize and paddy. Cashew nut is the most important cash crop.

Education

There is a high adult illiteracy rate, there are cultural beliefs that pose a barrier to girls attending school and there are water bodies, heavy forests and wild animals which are hazardous to children who are interested in schooling. These affect children who travel long distances for school. Mr. Halfani Msukila expresses some of these issues: *“Pupils have to walk almost 4kms, where they pass between bushes... sometime ago a child was attacked by a lion, it is very sad...”*

The tremendous fall of education experienced in Lindi Rural was after the introduction of school fees. Even though school fees have been abolished, there are still costs incurred to sending children to school and there is clear evidence that the ability to pay for children education is very low and characterized as the biggest limiting factor. The population’s income depends on the cash crops such as cashew nuts, but drought, stumpy prices and pests cause problems. The District Education Officer, Mr. Mwindura Musa Hassan, encourages foreign and domestic stakeholders to introduce as many alternatives to basic education as possible to capture children who are outside the formal system: *“We have a common cry all over Lindi Rural, it is education we need you (RISE), COBET, I mean we need everything.”*

Inadequate supply of teachers, some with poor training, are one of the essential reasons why children do not perform well in this district. Qualified teachers did not like to work in Lindi Rural because of the poor infrastructure. Mr. Saada Mbotton, Village Executive Officer (VEO) for Mmangawanga village states: *“We do not know how to educate our children that could not be accepted in the formal system because they are too old. We extend our appreciation to the District Education Office for identifying our community for a program”*

School data was unavailable from Lindi Rural at this time.

Mtwara Rural District Profile

Mtwara Rural is one of the 5 districts of Mtwara region. It is bordered to the South by Mozambique, to the West by Tandahimba district, to the North by Lindi region, to the East by Mtwara urban and the Indian Ocean. According to the 2002 Tanzania national census, the population of Mtwara Rural district was 204,770. Most of the residents are from the Makonde and Makua tribes. Mtwara Rural has the area of 3,597km². Mtwara Rural is one of the southern districts of Tanzania which have been underdeveloped. Among the development constraints for Mtwara Rural is the lack of infrastructures such as road and energy.

The HIV-prevalence in Mtwara Region has increased to 7,4% which is the highest after Mbeya, Iringa and Dar es Salaam. Because of increasing concern about the epidemic and the effects to all aspects of peoples' life, the regional authorities required both domestic and foreign efforts to strengthen the expertise in HIV/AIDS control at the regional and district levels.

Education

Mtwara Rural district has been the victim of conflict as some parts of this area were termed as a war zone for the liberation of Mozambique and other SADC countries. Communities could not settle and plan permanent residences because of the fear of invasion from unpredictable forces. Since independence, substantial efforts have been made by the government to improve services in Mtwara Rural in terms of basic education but there are still barriers which hinder children development. A prevailing culture which encourages early marriages, the fear of losing their religion, the distances and abject poverty are among the stumbling blocks. Flora Aloys the District Academic Officer speaks of her hope of success: *"We are all convinced that with this pace of change, people have shown tremendous improvement and they value education. There are struggles of increasing enrolment, retention and completion for basic education."*

Mtwara (R) District Total School-Age Population by Age in one year and Sex

Age	Male	Female	Total
5-9	13446	13358	26804
10-14	11413	10660	22074
15-19	8739	9534	18273

Source: Tanzania National web. Census 2002

Mtwara Rural District Education Indicators

Year	Enrolment			Retention			Dropout			Completion		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2006	22428	20790	43218				339	421	760			
2007												

Source: District Education Office

Enrolment Rate Pre Primary by Sex

Year	# of Pre Primary schools	Enrollment		
		Boys	Girls	Total
2006	79	2123	2064	4187
2007				

Source: District Education Office

Primary School enrollment, by class and Sex

Year	Class	I	II	III	IV	V	VI	VII	Total	Totals
2006	Boys	3685	3553	3465	3752	3529	2554	1890	22428	43218
	Girls	3675	3526	3304	3545	3107	2070	1560	20790	
2007	Boys									
	Girls									

Source: District Education Office

Disabled enrollment by sex

Year	Boys	Girls	Total
2006	2	3	5
2007			

Source: District Education Office

Distribution of Schools and training Centers in the District 2006

Ward	# of Pre Primary	# of Primary School	# of Sec School	# of TRCs	# Voc. Training
KIWALALA					
NYENGEDI					
MINGOYO					
MTUA					

Source: District Education Office (no data available)

Mtwara Urban District Profile

Mtwara Urban is one of the 5 districts of the Mtwara region of Tanzania. It is bordered to the North by the Lindi region, to the East by the Indian Ocean and to the South and west by the Mtwara Rural district. According to the 2002 Tanzania National Census, the population of the Mtwara Urban District was 92,602

Agriculture is the predominant economic activity in the Mtwara region. Approximately 90 per cent of the agricultural output comes from small farms. Cashew nut is the most important cash crop. Sesame and groundnuts also contribute to the cash income of the peasant farmer. Coconut is important along the coast. Other food crops are cassava, sorghum, millet with an increasing importance of maize. All these crops are produced over cultivated land of about 270,300 hectares. Mtwara region is the main cashew nut producer in Tanzania.

Education

Education enrollment in Mtwara Urban is affected by natural resources and weather patterns as the fishing industry and agriculture often will involve children. The 'bamvua' is the season when the sea brings fortune for the people while disrupting children's routines as they become involved in the gathering of fish and other sea products to sustain their families. The Municipal Director states: *"When it is bamvua period the whole seashore is full of children picking corals or whatever is brought by the sea and you wonder if really these children have anything to do with schooling, it is a problem."*

Enrolment of girls is low due to cultural and religious barriers as well as extreme levels of poverty. Mr. Fredrick M. Ntakabanyula – Director Education Development Mtwara Urban says: *"The culture poses barriers for women and girls, fishing activities are one of the stumbling blocks for education and people do not have a culture of saving and investing in education"*

Mtwara urban District Total School-Age Population by age in one year and sex

Age	Male	Female	Total
5-9	5042	5191	10233
10-14	5019	5537	10556
15-19	5192	6048	11240

Source: Tanzania National web. Census 2002

Summary of the District education indicators

Year	Enrolment			Retention			Dropout			Completion		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2006	1286	1294	2580				97	99	196			
2007												

Source: District Education Office

Enrolment Rate Pre Primary by Sex

Year	# of Pre Primary schools	Enrollment		
		Boys	Girls	Total
2006	23	793	835	1628
2007				

Source: District Education Office

Primary School enrollment, by class and Sex

Year	Class	I	II	III	IV	V	VI	VII	Total	Totals
2006	Boys	1286	1328	1259	1319	1323	1042	889	8446	16837
	Girls	1294	1290	1210	1322	1375	1023	877	8391	
2007	Boys	1296	1286	1328	1259	1319	1323	1042	8853	17617
	Girls	1250	1294	1290	1210	1322	1375	1023	8764	

Source: District Education Office

Disabled enrollment by sex [Data unavailable]

Year	Boys	Girls	Total
2006			
2007			

Source: District Education Office

Unguja North A

North A District is surrounded by Indian ocean in North, East and West. There is North B district on the South West of the district and Central District in South East. The District has five political constituents, 12 ward and 32 shehias, North A district has a total population of about 95, 432.

North A residents engage in agriculture, fishing, local live-stock keeping and tourism. The cash crops in the district are coconut, banana and sea weed while food crops include cassava, sweet potatoes and rice. Although coconut products and spices are cash crops, tourism has been ear-marked as the primary foreign exchange earner. Many residents engage on fishing and tourism. The increase in tourism has led to an increase in child labor practices as many children engage in tourism related trades such as cleaning beaches, handicraft, petty trade, selling beach products and other unsuitable work.

Education

The district has 39 schools: 7 pre-primary, 17 primary, 7 primary and lower secondary and 8 secondary schools. It has 804 teachers including 480 females and 424 male, the area has 25,192 students from the government school in 2006, among them 12,942 girls. According to (Department of Pre-primary, primary and lower secondary statistics) the performance rate of students in national examination in Std 7 is about 55.5%. The Form 1 examination passing rate is about 41.5% while Form IV is about 84.5%. There are 9 vocational training centers. The district comprises 10.75% of the schools in Zanzibar. There are 125 Adult Education Centers.

There is a high dropout rate in Standard one to two⁴. Children are missing early childhood education and basic education opportunities due to poverty, sea weed farming, fishing and engaging in the tourism sector. A large distance from home to school also affects enrollment. There are no schools in some of the villages such as Mshelishelini, Kikobweni, Putweni, Kilimajuu, Mto wa pwani and Chaani Masingini⁵. Several problems hinder the development of Education in this area such as:

1. The illiteracy rate is rather high; approximately 40% for the whole Zanzibar in 2002, including North A District
2. The tradition of parents to deliberately allocate a portion of their income for the education of their children is not yet established⁶. The communities are not yet organized, or sensitized about the importance of education for their young children
3. Lack of trained teachers for secondary education⁷
4. Hard to reach areas
5. Few pre-primary school buildings, some villages are scattered
6. Early marriages and pregnancies affect enrollment of girls

⁴ Mr. Khamis Moh'd Mahmoud a former Educational officer North A' district

⁵ Mr. Mahmoud Juma, personnel district Education office

⁶ UNESCO, EFA Zanzibar, 2002 website

⁷ Haji Sheha, District Education officer North A

North A' District Total by age in one year and sex

Age	Male	Female	Total
5-9	6976	6783	13759
10-14	6294	5796	12090
15-19	4263	4718	8981

Source: Tanzania National web. Census 2002

Summary of the District education indicators

Year	Enrolment			Retention			Dropout			Completion		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2006	9,572	9,964	19,536							9,434	9,287	18,721
2007												

Source: District Education Office; (The Ministry of Education and Vocational Training does not specify enrolment and dropout data in its statistics in 2006) (2007 are not yet compiled)

Enrolment Rate Pre Primary by Sex

Year	Number of Pre Primary schools	Enrollment		
		Boys	Girls	Total
2006	7			
2007	7			

Source: District Education Office (Pre-primary data are not compiled at the statistic section MoEVT)

Primary school by Sex

Year	# of Primary schools	Enrollment		
		Boys	Girls	Total
2006	17	9622	9777	19399
2007	18	9611	9817	19428

Source: District Education office (March 2007)

Primary and Medium secondary school by Sex

Year	# of Primary & Lower sec. schools	Enrollment		
		Boys	Girls	Total
2006	8	2136	2655	4791
2007	8	2171	2889	5060

Source: District Education office (March 2007)

Primary School enrollment, by class and Sex

Year	Class	STD I
2006	Boys	1707
	Girls	1503
2007	Boys	1866
	Girls	1644

Source: District Education Office

STD I to Form II classes enrollment & learning Environment.

Year	Class	I	District wise 1- F.11	learning classes	Shift	Students per class	Student per shift	% of learning shift
2006	Boys	1,707	24269	359	488	74	50	1.48
	Girls	1,503						
2007	Boys	1,866						
	Girls	1,644						

Source: District Education Office/Dep't of Education /Budget speech 2006. (2007 are not yet compiled.)

Name of distribution of Schools and training Centers in the District 2006/07

Name of Pre Primary	Name of Primary School	Name of Pr. & Lower. Sec. School	Name of Sec.School	Name of TRCs
Kivunge	Kigunda	Gamba	Mkwajuni	Mkwajuni
Gamba	Kigomani	Matemwe	Fukuchani	
Kikogeni	Kibuyuni	Nungwi	Jongowe	
White star	Bandamaji	Kidoti	Chaani	
Madrasat Ikwani	Tumbatu	Kinyasini	Tumbatu	
Madrasat Najjah	Kibeni	Potoa		
Madrasat Noor	Fukuchani	Kijini		
	Jongowe	Kilindi		
	Chaani			
	Mfuru matonga			
	Mkwajuni			
	Mkokotoni			
	Chaani			
	Kandwi			
	Pwani Mchangani			
	Mbuyu tende			

Source: District Teacher's center

District Teacher's distribution.

Year	Sex	Pre- primary	Primary, Lower sec & Secondary	Total	Total	Teachers Ratio 2006
2006	Male		273		663	1:31
	Female		300			
2007	Male					
	Female					

Source: District Teacher's center/ DP't.of pre-pr. & lower sec. (Pre-primary data and 2007 data are not yet compiled)

Trained & Untrained Teachers

	Trained	Untrained	Total
Male	371	53	424
Female	322	58	380
Total	693	111	804

Source: District Education office

Disabled enrollment by sex

Year	Boys	Girls	Total
2006			
2007	11	20	31

Source: District Education Office

Distribution of Schools and training Centers in the District 2006

Ward	Pre Primary	Primary School	Sec School	TRCs	Voc. Training
Gamba	1	1	1	-	-
Matemwe		3	3	-	-
Nungwi	1	3	3	-	-
Kidoti		4	3	-	-
Kinyasini	1	3	1	-	-
Muange		1	1	-	-
Tumbatu	1	2	2		
Mkwajuni		2	1	1	-
Mkokotoni	1	1		-	-
Chaani	1	2	1	-	-
Pwani mchangani		2	2	-	-
Kivunge	1	1			

Source: District Education Office/District planning office

Micheweni District Profile

Pemba Island is located about 50 Kms north of Unguja, on the East Coast of Africa. Known also by its Arabic name, Al Khundra meaning Green Island, Pemba is covered with steep hills full of palm, clove and rubber trees, and rice paddies.

Micheweni is the administrative centre for Micheweni district. It is the only urban centre in Pemba located in the coral rag zone, and its people depend on fishing, agriculture and stone quarries. Micheweni has a total population of about 91,128 people (47,579 females and 43,549 males). There are about 45,564 people aged between 1 - 18 years; and 26,373 aged between 5 - 14 years. Fifty percent of the Micheweni population is under 18 years of age.

Micheweni residents engage in agriculture, fishing, local live-stock keeping, tourism and petty trade. The cash crop in the district, like for the rest of Pemba, is cloves. Other crops include coconuts, banana and millet while food crops include cassava, sweet potatoes and rice. The residents in the district have a per capita annual income of about \$ 366, equivalent to approximately \$1 per day. Due to the poor economic resources most people near the coast engage in local fishing and they frequently make fishing trips to neighboring coasts like Unguja, Tanzania mainland and Kenya.

Poverty is a problem that hinders the development of Micheweni. Many children 8 to 17 years-old are engaged in child labor: for example digging and breaking stones, sea weed farming, clove harvesting, fishing and scaling fish at the beaches. Children also engage in agriculture during the plantation period instead of going to school. Early marriages and pregnancies are among factors affecting the enrolment of girls.

Education

The district has 25 schools (5 pre-primary, 7 primary, 8 primary and lower secondary and 5 secondary schools). It has an Islamic College and a private Technical College. There are 342 teachers at Micheweni, including 99 females and 243 males. Only 154 children are enrolled in Government pre-primary schools⁸. There are 58 Adult Education Centers, among them 14 are sponsored by CARE International in Tanzania, with a total of 1,383 students (195 males and 1188 females). Micheweni has the lowest achievements in education in Zanzibar.

About 50.3% performed well in the National Form II examination in 2005/06. There is congestion in lower primary classes, for example in Wingwi Primary school there are 75 to 76 children in STD I. Students have been enrolled in 6 classes, while there are more than 200 students who missed STD1 and remain at home. The school has an inadequate number of teachers.

The district, which has almost 14,085 children aged 5-9, has only 5 pre-primary schools. Recent development by community cooperation with National and International NGOs to build schools has led to thirty seven classes being built by the end of 2006, many secondary graduates are attending Teachers' Training colleges, and NGOs continue to sensitize the community on the importance of education.

⁸ Teacher's Center –Wingwi-Micheweni, March 2007

Micheweni District population by age in one year and sex

Age	Male	Female	Total
5-9	7173	6912	14085
10-14	6366	5922	12288
15-19	4523	4523	9046

Source: Tanzania National web. Census 2002

Summary of the Micheweni District Education Indicators

Year	Enrolment			Retention			Dropout			Completion		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2006	8,014	7,363	15,377							7993	7247	15,240
2007												

Source: District Education Office (2007 data are not yet compiled) (MoEVT does not have the actual retention and dropout data during compilation of this data.)

Enrolment Rate Pre Primary by Sex

Year	# of Pre Primary schools	Enrollment		
		Boys	Girls	Total
2006	5			
2007	5			

Source: District Education Office (Pre-primary data are not available at the Statistics section MoEVT.) 2007 data are not yet compiled: source Mr. Harilal, Registrar MoEVT.)

STD I to Form .II classes enrollment & learning Environment

Year	Class	I	District wise 1-F.11	learning classes	Shift	Student per class	Student per shift	% of learning shift
2006	Boys	1342						
	Girls	1324	20,504	215	339	95	60	1.58
2007	Boys	1475						
	Girls	1442						

Source: Pre-primary, primary & lower sec. /Budget speech MoEVT 2006 (2007 data are not yet compiled.)

Primary School enrollment, by class and Sex

Year	Class	I	II-VII	Total	Totals
2006	Boys	1,342	6,610	7,952	15,331
	Girls	1,324	6,055	7,379	
2007	Boys	1,475	6,533	8,008	1,6024
	Girls	1,442	6,574	8,016	

Source: District Teacher's Center /Dep't. of Pre-pr, Pr. & lower sec.

Secondary & Alternative Ed. Class & Adult class & College enrollment, by Sex 2007

Year	Class	F.1-II	F.11I-IV	Alternative class	Adult classes	Certificate TTC	Diploma	Totals
Boys		1634	541	12	195	50	45	2465
Girls		1362	348	18	1188	201	65	3164
Total		2996	889	30	1383	251	110	5629

Source: District Teacher's center

Name of distribution of Schools and training Centers in the District 2006/07

Name of Pre Primary	Name of Primary School	Name of Pr. & Lower. Sec. School	Name of Sec.School	Name of TRCs	Name Voc.& Educational Training college
Konde (Gov'nt)	Konde A'	Msuka	Konde	Wingwi T. Center	Wingwi Voc Parents Ass. Tech. College (Private)
Wingwi Islamic (Gov'nt)	Konde B'	Makangale	Tumbe		Micheweni Islamic College (Gov'nt)
Siratul huda (Private)	Tumbe	Kinowe	Shumba		
Kikungwini (Private)	Shumba	Sizini	Wingwi		
Habli-Ilahi (Private)	Wingwi	Finya	Micheweni		
	Micheweni	Kiuyu			
	Mkia wa Ng'ombe				

Source: District Teachers' Center

District Teacher's distribution.

Year	Sex	Pre-primary	Primary	Primary & Lower Sec.	Secondary	College	Total	Total	Teachers Ratio 2006
2006	Male		98	105	62	12	277	386	1:50
	Female		62	37	10	-	109		
2007	Male		87	87	56	13	243	342	
	Female		59	30	10	-	99		

Source: District Teacher's center/Dpt.of pre-pr. & lower sec./Budget speech MoEVT.2006 (Pre-primary data are not available at the statistic section at MoEVT)

Trained & Untrained Teachers

	Trained	Untrained	Total
Male	255	20	275
Female	81	30	111
Total	336	50	386

Source: District Education Office

Disabled children enrollment by sex

Year	Boys	Girls	Total
2006			
2007			

Source: District Education Office (data not available)

Distribution of Schools and training Centers in the District 2006

Ward/shehia	# of Pre Primary	# of Primary School	# of Sec School	# of TRCs	# Voc. Or Ed. Training
Micheweni		1	1	-	-
Wingwi mapofu	2	1	1	1	1
Konde	2	2	1	-	-
Mgogoni	-	1	1	-	-
Msuka	-	1	1	-	-
Makangale	-	1	1	-	-
Tumbe	-	1	1	-	-
Kinowe	-	1	1	-	-
Sizini	-	1	1	-	-
Shumba	1	1	1	-	-
Kiuyu	-	1	1	-	1
Mkia wa ngo'mbe	-	1	-	-	-

Source: District Education Office/Teacher's resource center. March 2007

Appendix 3
Media Coverage

2 DAILY NEWS Friday, May 4, 2007

HOME NEWS

Isles to invest more in education

From ISSA YUSSUF in Zanzibar

ZANZIBAR President Amami Abeid Karume yesterday underscored the need to invest in education as a way of fighting poverty in the Isles.

The president made the call when inaugurating a recording centre for children programmes at Viga in Stone Town. He said children and parents have a role to play in

promotion of education.

He lauded the Zanzibar Ministry of Education for its performance in the last seven years, including the establishment of the State University of Zanzibar (SUZA), describing it as a big achievement.

The president said the recording centre was yet another milestone in education development, thanking the US government for the support of the new pre-

many school project and other development projects in Zanzibar.

The president appealed to all people who will be involved in the recording of the children programmes to observe and safeguard Zanzibar culture and education policy.

Speaking at the same occasion, the Zanzibar Minister of Education, Mr Haroun Ali Suleiman, said Zanzibar



PRESIDENT KARUME

has been making strides in education, prompting donors to support it.

"Soon we shall launch science textbooks starting with biology for Forms 1 to Form IV students. The books are truly suitable for Zanzibar students. Currently we enrol 15 per cent children in pre-primary schools but our target is to have 50 per cent enrolment as soon as possible," Mr Haroun said.

He said recently the World Bank released a loan of 42 million US dollars for educa-

tion programmes.

"We are planning to use part of the money to construct about 19 modern secondary schools in the islands and a teachers' college at Mchanga-Mdongo area in Pemba."

The US ambassador to Tanzania, Mr Michael Reizer, told the audience at the launching ceremony that his country was impressed with Zanzibar education progress, and that about 2,700/ has

been allocated for the project starting to broadcast programmes in July this year.

"The project will provide radio instructions to community-based pre-school and after school learning centres. Through this and its implementing partner, Education Development Centre (EDC), USAID has built and equipped a state-of-the-art digital recording studio and its training teachers to develop

278 interactive radio education programmes," Mr Reizer said.

The children programmes recording centre inauguration was also witnessed by the USAID director in Tanzania, Ms Pamela White, Zanzibar deputy Chief Minister Mr Ali Juma Shantubuna, First Lady Ms Shadya Karume, students, and politicians including Ministers. Members of the Zanzibar House of Representatives.

GAZETTI LA KILA SIKU

Email: zanzibarleo@yahoo.co.uk

ZANZIBAR LEO

KWA UWAZI NA UKWELI

TOLEO NAM. 1929

IJUMAA, MEI 4, 2007

BEI SH. 200/-

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Zanzibar Leo
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Wazazi wasaidieni watoto wanufaika na elimu kwa redio - Rais Karume

- Ahidi serikali itaendeleza juhudi kuwawezesha kufaulu mitihani
- Ahimiza wananchi kuunga mkono juhudi za kuleta maendeleo



RAIS wa Zanzibar na Mwenyekiti wa Baraza la Mapinduzi, Amani Abeid Karume na mkewe Mama Shadya Karume, wakiwa katika picha ya pamoja na kulia Naibu Waziri Kiongozi na Waziri wa Habari, Utamaduni na Michezo, Ali Juma Shamuhuna na Waziri wa Elimu na Mafunzo ya Amali, Haroun Ali Suleiman, kushoto ni Balizi wa Marekani nchini Michael Retzer na Mwakilishi wa USAID, Pamela White ndani ya studio baada ya kuzinduliwa jana.

Appendix 4
Radio Instruction to Strengthen Education (RISE) in Tanzania
Staff Contacts

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