

# Radio Instruction to Strengthen Education (RISE) in Tanzania

USAID Tanzania Cooperative Agreement # No. 621-A-00-07-00003-00

## Quarter 2 Report January – March 31, 2007



*RISE Training specialist demonstrating the Mambo Elimu program in a remote community*

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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
RTD	Radio Tanzania (Dar es Salaam)
RZ	Voice of Tanzania Radio Zanzibar
TC	Teacher College/Teacher Center
TIE	Tanzania Institute of Education
UPE	Universal Primary Education
USDOL	United States Department of Labor
USAID	United States Agency for International Development

# **RISE: Radio Instruction to Strengthen Education in Tanzania**

## **Quarterly Report 2**

**Grantee: Education Development Center**  
**Cooperative Agreement No. 621-A-00-07-00003-00**  
**Reporting Period: January – March 2007**

### **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 Tanzania government 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 social, emotional and 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.

## Executive Summary

A strong foundation for launching program activities was established during the second quarter. Offices on the mainland and in Zanzibar were renovated and equipped. All essential technical and administrative staff is in place. RISE conducted consultations on program implementation, signed technical Memorandums of Understanding (MoU) and developed strong and collaborative working relationships with government counterparts. In mainland Tanzania, *Mambo Elimu* programs were edited and have resumed broadcasting on Radio Tanzania. In Zanzibar, the design document and curriculum maps for the preschool radio program, *Tucheze Tujifunze*, have been developed and, by the end of this quarter, scriptwriters were writing the initial programs. All planned activities for the quarter were implemented and the program is on schedule to enroll children in learning centers and begin broadcasting programs July 2, 2007.

Sixteen field visits to targeted districts affirmed the vast unmet basic education needs of children in these areas. Implementation strategies were revisited for the mainland and adjustments were made to serve more children than originally planned during year 1 of the project. While government policies require school enrollment and a provision of primary schools within 2km walking distance, the reality on the ground is much different. Faced with shortages of schools and teachers as well as the task of enrolling large student populations, education officials in RISE districts recognize the value of Interactive Radio Instruction (IRI) as a way to meet the needs of these communities.

This quarter the RISE project focused on the establishment of programs and perspectives. A strong professional team was put in place, offices have been strategically located within ministries of education official buildings, field visits and research have been geared towards the needs and education solutions for underserved children. At this point, RISE is well positioned to launch the major technical activities of the third quarter.

Highlights of the activities completed this quarter include:

- a) Technical MoUs signed and education officials fully engaged in RISE planning and progress review
- b) Two RISE office spaces within MoEVT premises renovated and equipped
- c) Fourteen additional staff hired, bringing total staff to twenty-one
- d) Commitment to capacity development demonstrated by hiring most staff from within the MoEVT
- e) Twelve teachers trained to develop IRI programs in Zanzibar
- f) Recording studio built and equipped in Zanzibar
- g) Staff training conducted in monitoring and evaluation by EDC East Africa Data Base Specialist

- h) Finance and administration trainings conducted by EDC RISE Program Manager
- i) Sixteen field visits conducted
- j) Timely updates provided through weekly briefs sent to USAID
- k) Individual monthly review meetings held with USAID, MoEVT Zanzibar, MoEVT mainland and the Tanzania Institute of Education
- l) Essential relations with Radio Tanzania and Radio Zanzibar established and free broadcast time obtained
- m) Extensive consultation processes conducted with USAID implementing partners, technical experts, officials and communities to ensure a strong program with wide support

## Consulting with Communities

### *Zanzibar – Kendwa*



*Technical advisor consults with children and families*

### *Mainland - Mtwara*



*Community Mobilization Staff meets with community members and parents*

## 1. Beneficiaries

### 1.1 Primary Beneficiaries<sup>1</sup>

<b>Zanzibar</b>	<b>Year I</b>	<b>Year II</b>	<b>Total</b>
<b>Program Type</b>	July 2007	January 2008	
Pre-primary and Standard 1 Students (Play and Learn Clubs)	1250	6250	7500
Standard 1 Students (Formal Schools)		2700	2700
Zanzibar-Total	1250	8950	10,200
<b>Mainland</b>			
Mambo Elimu Students	4500		4500
Mainland Total	4500		4500
<b>RISE TOTAL</b>	<b>5750</b>	<b>8950</b>	<b>14700</b>

### 1.2 Secondary Beneficiaries

<b>Zanzibar</b>	<b>Year I</b>	<b>Year II</b>	<b>Subtotal</b>
Facilitators (Play and Learn Clubs)	50	75	125
Teachers (Formal Schools)		60	60
Education Officials	2	9	11
<b>Mainland</b>			
Mentors (Mambo Elimu Centers)	40	60	100
Education Officials	3	17	20
<b>RISE TOTAL</b>	<b>95</b>	<b>221</b>	<b>316</b>

<sup>1</sup> 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.

## **2. Performance Monitoring and Results**

A description of 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 two regional EDC specialists in monitoring and evaluation.

In March 2007, EDC East Africa Database Specialist Mr. Simon Richmond provided capacity development to the RISE team in the area of monitoring and evaluation. Mr. Richmond demonstrated the features of databases developed for several EDC East Africa projects with similar objectives and assisted in the design of a database specific to the needs of the RISE project. Mr. Richmond and RISE staff selected core indicators and developed two case study questions that will form the basis of the RISE PMP. With those specified more clearly, the M&E team with Mr. Richmond's assistance designed data collection tools necessary to track project outcomes/impact against the selected indicators and to customize a draft database. Considerable time was spent working out a reasonable M&E system that would allow the project to follow individual learners as they progress through levels, move between IRI centers and even graduate to other education programs including government schools. Hardware and logistics required for the database management were also discussed.

Relevant global indicators from USAID's basic education list of indicators were selected. Six project indicators were selected as most compatible with USAID data reporting needs and were included in the draft M&E plan. These include:

1. Number of children enrolled in RISE educational centers
2. Number of IRI programs produced.
3. Number of Mentor's Guides printed / distributed.
4. Number of Play & Learn kits distributed.
5. Mean score on achievement tests.
6. Number of education officials trained in IRI and effective learning environment.

In May 2007, EDC M&E Specialist, Dr. Kathleen Letshabo, will assist the RISE Project to finalize the PMP. Following Dr. Letshabo's visit, Mr. Richmond will finalize the database and will return to Tanzania to provide additional training in data and database management.

To effectively manage the monitoring and evaluation system, Mr. Richmond recommended that RISE procure two additional computers to serve as dedicated database terminals and office back-up systems. The final PMP will be submitted in May 2007 and will include performance assessment strategies and data collection instruments.

## RISE Results Framework

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

### 3. Technical Activities and Achievements

All technical activities outlined in the RISE implementation plan during the second 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 as well as the impact of each.

#### 3.1 Zanzibar Technical Activities

##### 3.1.1 Scriptwriters selected and trained

Fifty eight teachers and teacher college instructors were interviewed for participation in the Scriptwriters' Training. Twelve candidates were selected to participate in a twelve day training program held January 28 to February 9, 2007. The training was facilitated by EDC home office and RISE local staff (See Training Plan in Appendix A). Of those trained, six were selected to be hired as scriptwriters, one as the Formative Evaluation Specialist and one as the Mobilization, Training and Educational Materials Specialist. The MoEVT provided timely support in the following ways:

- 1) Dissemination of information to all district education offices and teacher centers
- 2) Identification of talent
- 3) Circulation of release letters for candidates to attend training; and
- 4) Provision of two year leaves of absence from official positions within MoEVT structures for selected RISE scriptwriters and specialists.

These RISE employees coming from and, after two years returning to their positions within MoEVT structures, will help build system capacity for IRI design and production.

Scriptwriters began work on March 1, 2007 and as employees of EDC RISE were offered on-going capacity building. Training content included educational games, songwriting, story writing, character development for dramas, teaching the alphabet, resiliency in children and applications for RISE, positive and constructive interaction with children, effective reinforcement for learning, learning through play, dolphins and coastal ecology.

Scriptwriters conducted audience research in Nungwi, a seaside village in North A district. They wrote stories to teach key concepts and outlined the method to be used for teaching the alphabet in clusters and through stories. Scriptwriters worked as a team to apply new knowledge to the development of programs.

Scriptwriter Juma Hussein Omar commented:

*“We learned so much at our scriptwriter’s workshop and received a certificate. Since then we are learning so many more educational methods and how to apply them through IRI. At the end of our contract I am sure we will be offered a degree.”*

## SCRIPTWRITERS’ TRAINING



*Participants share elements of a positive learning environment*



*Participants receive their certificates*

### **3.1.2 Preschool radio program –conceptual development phase near completion**

*Tucheze Tujifunze* (Play-to-Learn) was selected as the name of the radio program. The scriptwriters developed a theme song which will be recorded with children voices. Program technical advisors and scriptwriters finalized the *Tucheze Tujifunze* Design Document for the series. It describes the setting, the primary characters, the secondary characters and the educational purpose of each. (See appendix B) Kiswahili and Math Curriculum Maps were developed and approved by MoEVT. *Objectives At-A-Glance* charts were developed to show the objectives taught in each week and spread over the course of the year. The Life Skills Curriculum Map is under development.<sup>2</sup> The initial themes include making friends and coastal ecology.

To develop key concepts for the program, scriptwriters participated in two workshops on marine ecology and one workshop on dolphins. These were facilitated by local experts. The Dhow Country Music Academy provided technical assistance and training for the development of the theme song.

### **3.1.3 Field Visits and consultation with district education officers**

The Chief of Party, Technical Advisor, and Mobilization and Training Specialist visited targeted districts Micheweni and North A to introduce the RISE project, to explain the objectives and methods and to invite input regarding the selection of communities and the approach. Subsequent visits were made to North A to conduct audience research and to Micheweni to learn more about underserved communities and resistance to formal education in these communities. Two visits were made to each targeted district during this quarter.

Five community *Tucheze Tujifunze* clubs will be established near Stone Town for formative evaluation purposes. These allow RISE technical staff to test radio programs, pre and post broadcast activities, print and non print materials and determine what changes are required. RISE senior staff met with the Director of Mbubu Teacher Center to discuss how the TC could be involved in the formative evaluation process. The neighboring school, Mbubu Primary, has over 900 children enrolled in Standard 1.

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<sup>2</sup> RISE technical documents such as curriculum maps and master plans are available upon request.

### 3.1.4 Digital Recording Studio

Recording studio equipment and software were installed during the week of March 26, 2007. Consultant Mr. Jordan Riber provided technical assistance and capacity development to the RISE Radio Producer. The studio is presently recording auditions for actors.



*Studio space before renovations*



*RISE Radio Producer in new studio*

## 3.2 Mainland Technical Activities

### 3.2.1 Field Visits and consultation with district education officers

Two field trips each to Kiteto, Kilindi, Mtwara (Urban and Rural), and Lindi (Urban and Rural) were conducted to introduce the RISE project, consult with education officials, identify underserved communities and begin a consultation process with communities. RISE staff was heartily received and vigorous discussions took place. Across all districts, education offices expressed a sense of relief to receive assistance from RISE in meeting their EFA goals.

For example, in Mtwara Urban, Rwelu village has no primary school and the nearest primary school is in Mikindani village 11km away. Natural barriers such as forests, bays and other water bodies make it difficult for children to access any school. In Lindi urban, part of the Kitunda ward is isolated on the other shore and children have to cross the water for schooling. In this same ward, the settlements are separated from each other by the animal corridor where lions roam. Two people were killed in the past year. The same situation prevails in Kilindi district where elephants roam in the area between a community and its nearest school. Annual flooding prevents school attendance in several communities such as Mchangani area in Mtwara rural. In other communities parents are resistant to sending their children to school for religious reasons. Children in these areas are receiving religious rather than formal education and a bridge is needed to bring them into the formal system. In both the pastoral and coastal areas, child work is essential for the survival of the family. These children require flexible schooling hours and more condensed programs. In Kiteto district, even local political leaders place a low priority on education.

Education officials are hopeful that the RISE project will help address the difficult challenges they face. The remoteness of the areas and the scarcity of resources make it impossible to actually provide education for all children in their districts. A sense of partnership was established and in many cases the education officers went into the field with RISE staff and were most apologetic that they did not have vehicles and transport. However, the gift of their time and experience was acknowledged and appreciated.

### Getting to the Community in Mtwara and Lindi



*Mtwara DEO and RISE  
M&E Staff*



*Community Mobilization Staff reaching out  
to remote villages*

#### **3.2.2 Technical Assistance Provided to Radio Tanzania (RTD)**

The RISE Radio Producer and the Training Specialist edited 200 *Mambo Elimu* programs to reflect changes in governments and dates since the programs were first recorded. Furthermore, additional technical assistance was provided to RTD to increase their engineers' capacity in the use of digital technologies.

#### **3.2.3 Technical Assistance to Train Zanzibar Scriptwriters**

Specialized technical expertise is required to develop and produce IRI programs. Fortunately, several members of the RISE mainland staff, previously trained in IRI, assisted in the development of the training program and the training materials for the Zanzibar Scriptwriters' Training. The Mainland staff played a substantial role in assisting the RISE Education Advisor and COP, during the two week training program by co-facilitating several sessions. This not only reduced training costs but it also strengthened collaborative relationships between the two RISE offices and ensured long-term technical support to the Zanzibar team. Throughout this quarter, the mainland staff offered technical expertise and materials to support the initial stages of program design and scriptwriting in Zanzibar.

### 3.3 Technical Activities Planned for Next Quarter

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

- Conduct project launches in Zanzibar and Mainland
- Expand collaboration with key partners in targeted districts
- Collect commitment letters from communities to establish *Tucheze Tujifunze* and *Mambo Elimu* centers
- Develop criteria and select community facilitators and mentors
- Design facilitator and mentor training programs and conduct trainings
- Enroll students
- Distribute radios
- Print and distribute mentor and student guides for *Mambo Elimu* program
- Produce and distribute preschool learning kits for *Tucheze Tujifunze* program
- Finalize the PMP and data base as well as build capacity of staff to use these systems
- Design performance level instruments for standards 1 & 2
- Design instrument to measure quality of learning environments and quality of teacher/mentor interactions with pupils
- Hire actors and musicians to begin recording preschool broadcasts
- Enlist public private partnerships to assist communities in Zanzibar with construction of Bandas for *Tucheze Tujifunze* clubs
- Develop Life Skills Curriculum Map through consultative process
- Submit progress and financial reports to USAID

#### 4. Government Partnerships

The hallmark of the RISE project is its strong partnership with the both Ministries of Education. RISE offices are located within MoEVT premises in both the mainland and Zanzibar. This highly symbolic gesture indicates the project's importance to both ministries of education and the significant role and collaboration anticipated. Many consultative meetings took place, leasing agreements and technical memorandums were signed during the quarter (see Appendix C). Strong positive relations exist between RISE and the MoEVTs.

In Zanzibar, the Acting Principal Secretary selected Mr. Uleid Wadi, Director Primary Education as the project liaison along with point persons Mr. Selma Kassim (Preschool Division Head) and Mr. Ahmed Abduljid Shaaban (Primary Division Head). The Director of the National Teacher Resource Center and the Director of Teacher Training were consulted for the selection of scriptwriters and were helpful in identifying candidates. The Primary Statistics Department collected district baseline enrollment indicators for the RISE project.

On January 4, 2007 discussions were held with division heads of Curriculum Development, Preschool, Primary and Lower Secondary, Inclusive Education, Madrasa Education and Preschool Teacher Training. A decision was made to simultaneously develop the RISE preschool curriculum and the government preschool curriculum, working closely together at all stages. Subsequently, curriculum maps for Math and Language were drafted and following a consultation process were approved by all pertinent departments.

Voice of Tanzania Radio Zanzibar (RZ) has become another key partner of the RISE project. The RISE COP, Technical Advisor and Radio Producer met with the Director Mr. Chunda on March 15, 2007. The Director pledged full support to the RISE initiative and appreciated the opportunity to be involved in the development of quality radio education programs for children. Mr. Chunda offered thirty minutes of broadcast time five days a week for the *Tucheze Tujifunze* program beginning July 2007 and up to 3 hours of broadcast time five days a week beginning in January 2008. RZ plans to install a new transmitter in November which will reach all parts of Zanzibar and up to 70% of mainland Tanzania. A RISE technical team assessed RZ's capacity in working with digital technologies and provided the necessary support to begin the collaborative work of broadcasting RISE digitally recorded radio programs. RISE has agreed to build capacity within RZ in new technologies and will offer internships to RZ technicians providing training in digital programming.

In Mainland, the Director of TIE appointed Ms. Lina Mhando as Liaison and her office was relocated near the RISE office in the Tanzania Institute of Education in order to increase access and sharing of information with TIE staff. A joint meeting of TIE and EDC staff was held to share information about the RISE project and the presence of EDC offices within TIE premises. Furthermore, the TIE Director, Dr. Paul Mushi, offered his services to help whenever RISE faced obstacles at official levels.



*TIE Director Dr. Mushi explains RISE project to TIE employees*

Members of Parliament from Mtwara (Hon. Anastasia Wambura) and Lindi (Honorable Riziki Saidi Lynda) visited the RISE office, discussed the project and offered logistics support to RISE in their districts. Deputy Principle Secretary, Mr. Oliver Mhaiki, met with RISE staff on several occasions to help get the project underway. Mrs. Ntukamazina, Director of Primary Education, drafted letters of introduction of the RISE project for staff to take to the districts. She officially concurred that RISE can serve children 7 and 8 years when need is established and agreed to write a letter explaining the position to District Education Officers.

Tanzania Broadcasting Services (TBS) is another essential partner in the RISE project. After some delay, *Mambo Elimu* levels 1 and 3 went on the air in February 2007 on Radio Tanzania (RTD). RISE Radio Producer edited all digital recordings as requested by RTD. The Deputy PS intervened to confirm that *Mambo Elimu* is indeed a MoEVT program which benefits from free broadcast time.

## **5. Communication and Outreach Activities**

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

### **5.1 District profiles**

District profiles were created for each of the districts where RISE will be implementing activities in order to respond more efficiently to the specific education needs of each community (See Appendix E).

### **5.2 Timely Project Updates**

In order to ensure timely updates on project developments, RISE initiated the practice of Weekly Briefs for USAID. The Weekly Briefs are sent to the CTO from the Project Director and provide opportunities for communication between the USAID/Tanzania office and EDC home office staff.

In addition, a monthly report is submitted and discussed at a monthly review meeting between the USAID/CTO and the RISE/COP. In January 2007, RISE Project Director (Ms. Simard) participated in the monthly USAID/RISE meeting while in March 2007, RISE Project Manager (Ms. Simon) attended the monthly USAID/RISE meeting. RISE Monthly Briefings were also provided for the Acting Principal Secretary, Commissioner, Director of Planning and Budget and the Director of Primary Education in Zanzibar. As well, RISE Monthly Briefings were provided for the Director of the Tanzania Institute for Education, the Deputy Principal Secretary and the Director of Primary Education in Mainland.

### **5.3 Consultative Meetings**

During this quarter RISE elicited input from government officials at national and district levels, USAID implementing partners, other NGOs and citizens with expertise on education issues and concerns to be addressed by the project. This process of short one-on-one meetings was considered a more effective and efficient way to reach key agents and actors than one-day consultative workshops. Positive outputs from the consultative process resulted in:

- Commitment and ownership at district levels
- Concurrence from the Director of Primary Education/Mainland Tanzania to include 7 and 8 year olds as targeted beneficiaries

- Decision to recruit people at the community level as RISE district mobilizers because they have first hand knowledge of and access to the targeted communities
- Decision to revise the implementation plan in the Mainland to serve more children earlier in the project and to efficiently apply resources by having one MECLC in one community, conducting two classes a day using one mentor
- Recognition that partnerships with USAID funded health and environment projects will expand reach and benefits of the program
- Recognition that the RISE preschool curriculum expertise will be utilized in the development of the national preschool curriculum in Zanzibar
- The creation of an imaginary seaside village and a talking dolphin as primary character will allow *Tucheze Tujifunze* to help children learn about coastal ecology and protection of the environment
- The potential for Public Private Partnerships between the tourism industry and the *Tucheze Tujifunze* communities is being investigated
- The possibility of addressing remote or nomadic community education needs through a new approach to disseminate the *Mambo Elimu* series on MP3 players

#### **5.4 Presentations and Public Events**

Launching of the Scriptwriters' Workshop in January 2007 was the first public event of the RISE project in Zanzibar. RISE COP worked with USAID communications expert to develop and disseminate a Press Release. Two newspapers published articles about the event.

A profile on one of the participant of the workshop was developed. In the profile, Ms. Hanifa Soud Aman, a teacher from Pemba, explained the importance of the training and how she will use the training as a primary teacher (See Appendix D for press releases, articles and profile).

The RISE management team was asked to draft a section of the Minister's Annual Budget Speech to explain how the RISE project will assist the MoEVT in Zanzibar to implement the new preschool policy through IRI. Also highlighted was how IRI will enable disadvantaged children to develop a strong foundation in basic competencies in the early years of school. The document was translated into Kiswahili by RISE staff.

The RISE COP made a presentation about the RISE project at the Education Sector Committee meeting on March 20, 2007 in Zanzibar and disseminated a project overview.

#### **5.5 Planning for RISE Zanzibar Launch**

Zanzibar launch date has been set for May 3, 2007. Preparations for dignitaries and sequence of events are well under way.

## 6. Project Administration and Management

### 6.1 Program Level

#### 6.1.1 Role as Grantee

During the second quarter the preliminary Performance Monitoring Plan (PMP) and the Annual Work plans were submitted to USAID on schedule and approved. The Branding and Marking Plan was also submitted, revised and accepted. A post awards meeting took place at USAID on January 10, 2007 to clarify obligations under the grant. At the meeting, the COP received a list of basic education indicators and was asked to report on the compatibility of the RISE indicators. This document was submitted to the CTO in February 2007.

USAID requested assistance with documentation to support the Portfolio Implementation Review process and a justification for Project Focus Areas. Both documents were submitted on time.

#### 6.1.2 Personnel and Operations

Employment contracts were finalized for Zanzibar and Mainland in compliance with local labor laws. During the second quarter, one additional employee was hired for the mainland bringing the total number to six employees. Fourteen employees were hired for the Zanzibar office bringing the total to fifteen employees by the end of the quarter. A personnel Policy and Procedures (P&P) Manual was drafted and reviewed to ensure compliance with Tanzania and Zanzibar labor laws. The P&P was finalized and shared with employees. Hours of operation were established in both offices to include lunch break and make allowances for prayers:

Mainland:	7:30-4:30 Monday through Thursday 7:30-2:00 Fridays
Zanzibar:	7:15-4:30 Monday through Thursday 7:15-12:45 Fridays

During this quarter, office addresses, telephone numbers, fax numbers and the project email account were established as follows:

#### **Radio Instruction to Strengthen Education (RISE)**

PO Box 8595 Dar es Salaam, Tanzania  
Tanzania Institute for Education, 686 Ali Hassan Mwinyi Rd, Dar es Salaam  
Tel: +(255)-22-2772-111 Fax: (255)-22-2772-112  
Vuga Road Plot #2280A, Stone Town, Zanzibar  
Tel: +(255)-24-223-4782 Fax: (255)-24-223-4781  
Email: RISE.EDC.TANZANIA@gmail.com

Contact lists were developed including all RISE personnel as well as contact lists for key people in the MoEVTs and the districts where RISE will be implementing activities. (See APPENDIX F)

## **6.2 Mainland Office**

### **6.2.1 Office Set-up**

Renovations were required to establish office space for 7 EDC staff within the TIE premises. RISE obtained six office spaces which were made secure. Separate telephone and email systems were installed. Furniture, computers and an EDC network were installed in January 2007.

### **6.2.2 Personnel**

A Mobilization and Training Specialist was hired on January 8, 1007.

## **6.3 Zanzibar Office**

The MoEVT allocated space for the RISE Project on the top floor of the former Department of Education building on Vuga Street. Extensive renovations began January 14, 2007 to construct office spaces, a scriptwriters' room and a recording studio. The first construction phase was completed in time for scriptwriters and administrative employees to begin work on March 1, 2007. The second phase was completed in time for the installation of the studio equipment on March 26, 2007. The electrical wiring was upgraded to three phase power and re-wiring was required for the air conditioners, computers, lights and equipment. The EDC premises were made secure with a new lock systems, grill work and full-time security guard. Key activities to establish the office included:

- Leasing agreement signed January 5, 2007
- Collecting proformas, design renovations plans and negotiating with contractors
- Renovations completed including four offices, a scriptwriters' room with space for 8 employees, a radio recording studio space with a control room and a staff room
- Furniture, computer and equipment were installed
- Communications systems installed: wireless internet, phones and fax

## **6.4 Financial and Administrative Activities**

Activities for the second quarter include:

- Capacity development in finance and administration conducted in March 2007 by Ms. Gaëlle Simon, Project Manager, EDC
- Calculating April/May/June 2007 cash projections
- Completing the January to March financial back up documentation
- Calculating and submitting quarterly expenditure reports
- Responding to queries from Washington regarding the financial reports
- Submitting the January, February and March financial reports
- Reviewing timesheets and updating leave balances
- Processing payroll and statutory deductions for staff
- Working on travel expense report reconciliations
- Completing regular payments, reimbursements and routine record keeping and filing
- Participating in the procurement committees
- Updating Dar es salaam and Zanzibar office inventories
- Appraisal value of EDC office space in TIE completed
- NIH medical insurance provided for staff

## 7. Challenges, Issues and Lessons Learned

### 7.1 Mambo Elimu Broadcast in January 2007

One of the biggest challenges during this quarter was convincing Radio Tanzania to honor its commitment to air *Mambo Elimu* programs. Broadcasts anticipated for mid January were delayed until February 26, 2007. RTD gave several reasons including the following:

- 1) The previous managing director, Mr. Mwaffisi, was transferred to the Ministry of Information and new managing director, Mr. Ngahyoma, had not begun his duties
- 2) There is a lot of pressure from Department of Radio Education to take air space, especially to produce programs in secondary history and science
- 3) Not aware that there is sufficient audience for *Mambo Elimu*
- 4) *Mambo Elimu* programs require editing
- 5) Airing *Mambo Elimu* will require a letter from MOEVT
- 6) Lack of capacity in RTD to use the digital equipment.

Numerous meetings took place between RISE staff, EDC home office and RTD to address the issues. On January 22, 2007, USAID sent a letter to the Permanent Secretary asking for assistance with the matter. In addition, the Deputy Secretary, Mr. Oliver Mhaiki, also provided support to convince RTD to honor its commitments. With support at high levels, EDC began to tackle the technical issues. All programs were re-edited to the specifications of RTD and staff was given training to manage the digital equipment. [Note: During the USDOL project, RTD received digital equipment and multiple training workshops in using digital technologies]. *Mambo Elimu* resumed broadcasting February 26, 2007, but the service was inconsistent. RTD claimed that the recordings were poor and again there was difficulty operating the equipment. The RISE Radio Producer provided a second level of technical assistance by going to the station prior to broadcasts and overseeing the process used. By the end of the quarter, programs were running without delay or interruptions.

### 7.2 Renovation Costs

The RISE project is in the enviable position of being offered office space within the Ministry of Education and Vocational Training premises in both the mainland and Zanzibar. In Zanzibar, changes in GoZ ministry allocations resulted in the MoEVT and the Minister of Information and Culture personally offering and hoping RISE would accept to house its offices and studio in the Vuga Road premises. This put RISE in an awkward position as the building was well below safety and security standards. Aside from the standard renovations of creating office space, the electrical wiring had to be upgraded, grills and doors for security had to be installed, bathrooms and water supply had to be provided and the Studio had to be sound proofed. RISE did not anticipate needing such extensive renovations.

### 7.3 Donated Radios Release from Port

The significant contribution of one thousand Lifeline wind-up radios to the MoEVT was a factor in the numbers of children RISE anticipated being able to serve. The radios have been in customs since September 2006. The delays and potential loss of the radios could cause RISE to miss critical training and implementation timelines. To resolve the issue, RISE has met with Ministry and Port officials on a weekly basis since the project was launched. Most recently RISE has written letters and pleaded the

case with senior officials in the government. At the close of this quarter, it seemed hopeful that the radios would be released within two weeks. If the situation is not resolved by the end of April, RISE will purchase radios to ensure radios are available in time for the trainings in June 2007.

#### **7.4 Cost of Reaching Communities in Remote Areas**

Initial assessments conducted during field visits indicate vast territories, with isolated communities in dire need of education services. These communities have hardly any infrastructure. Communication with the district office is virtually non-existent due to long distances and a lack of resources. In addition, local capacity is at a minimum level. Therefore, the RISE project needs to increase its visits to the field, in order to provide on-going support and to monitor more closely implementation with regards to quality of service as well as record keeping. In order to be efficient and as cost-effective as possible, trips have been scheduled for both the community mobilization and the M&E teams. Though we expect each team to support the other (for example when the Community Mobilizer travels to the field he/she collects data forms and vice versa when the M&E travels to the field they help problem solve enrollment, center management issues) visits to the field will need to be more frequent in order to ensure a smooth implementation, a quality of service and on-going capacity building of mentors and district personnel.

#### **7.5 Serving Ngorongoro**

RISE staff was unable to visit Ngorongoro during this quarter due to lack of transportation. This extremely remote area is expected to provide even more challenges with regards to access to communities, the special needs of second language learners and those of migratory communities. MP3 technology is being considered to bridge this gap. This will enable communities to play the programs at their own convenience and to repeat programs for children who need more help with Kiswahili. MP3 technology will also solve the issue of poor radio reception which is often the case in many parts of this region.

**APPENDIX A:**

## Scriptwriters training Plan

**Scriptwriters' Workshop  
Zanzibar Jan 28-Feb 9 2006**

	8.00 – 9.15	9.30 - 10.45	11.00 -12.30	1.30 – 3.00
Jan 28	<p>What is EDC What the RISE is about. How radio will be used. process Video of IRI in practice. Scriptwriters scope f work Writing and editing scripts, formative evaluation, Mentor Guide and student materials, writing teams</p>	<p>Listening to an IRI program: participants as learners. Discussion on conceptual issues in IRI: what did you think of this program? distributed learning, student centered instruction, teacher/student/radio lesson, frequency, learning outcomes.</p>	<p>Opening address  Introduction to the training and the selection process of writers.</p>	<p>Learning: Discussion in small groups and plenary: What positive learning experiences you have had? What helped you learn? What helps your children learn? List elements of what helps or enriches learning</p>
Jan 29	<p><b>REVIEW OF PREVIOUS DAY</b> Reading a script/segment : Identify what helped in learning from discussion yesterday</p>	<p>Identifying elements of the script: segments, pauses, activity by mentor, activity by students, reinforcement, sound effects Identifying Elements to take into account when writing IRI: Interactivity, Instructions: clarity, simplicity, specificity. Gender balance. Balance between classroom teacher and radio teacher.</p>	<p>Learning Math: how did you learn math? What was a positive experience in learning math? Share. introduction to a learning game for math</p>	<p>Writing a segment for a math learning game in groups of three.  Home work: Read De Fossard book pages 18-36.</p>

	8.00 – 9.15	9.30 - 10.45	11.00 -12.30	1.30 – 3.00
Jan 30	<p><b>REVIEW OF PREVIOUS DAY</b> Value of peer review and the importance of being able to give and receive feedback. Playing their math learning games, critiquing them.</p>	<p>Discussion on De Fossard reading Elements of a script: Format, Segments, Consistency and appropriateness of sound cues, Pauses, Objectives, Variety of activities, Characters, Setting <i>ES and AB</i> Looking at some sample segments</p>	<p>Learning reading and writing: how did you learn? What was a positive experience in learning reading and writing? Share Introduction to learning games for language teaching.</p>	<p>Writing a segment for a language learning game in groups of three  Home work: Read De Fossard book pages 48-64.</p>
Jan 31	<p><b>REVIEW OF PREVIOUS DAY</b> Playing their language learning games, critiquing them.</p>	<p>Discussion on De Fossard reading Discussion on types of segments: Physical activity, Dialogue and Discussion, Quiz., Song, Story/Drama, Interactive story. Introduction of concept, application and practice</p>	<p>Physical activity...why? Introduction to physical activity in radio learning</p>	<p>Writing a segment using physical activity</p>
Feb 1	<p><b>REVIEW OF PREVIOUS DAY</b> Critiquing physical activity segments.</p>	<p>IRI process to write a series. Planning, Curriculum maps, Scope and sequence, Settings, Characters., Main teaching approaches, Master Plan, Scriptwriting and Teacher's Guide, Editing, Recording, Formative evaluation, Post-formative evaluation editing, Final recording and editing.</p>	<p>Active learning, meaningful learning <i>SS</i> In small groups, Look at activities in mentor guides identify elements of active learning</p>	<p>Teaching reading and writing: Meaningful learning and strategies</p>
Feb 2	<p><b>REVIEW OF PREVIOUS DAY</b> Introduction of Design document</p>	<p>Design document</p>	<p>Design document</p>	<p>No session</p>

	8.00 – 9.15	9.30 - 10.45	11.00 -12.30	1.30 – 3.00
Feb 4	REVIEW OF PREVIOUS DAY Design document review Introduction to Scope and Sequence	Scope and Sequence con't	Scope and Sequence con't	Scope and Sequence con't
Feb 5	REVIEW OF PREVIOUS DAY Master planning programs from the scope and sequence for week one	Consistency between master plan and script: small groups look at STD 4 master plan and corresponding script: conventions of scriptwriting: line numbers, capital letters, etc.	IRI implications for radio, print, classroom organization  Print materials, mentors guides and student materials considerations	Civics and thinking skills
Feb 6	REVIEW OF PREVIOUS DAY Introduction to writing dramas for radio Writing radio drama : participant write a drama	Writing radio drama: participant write a drama	Writing radio drama: participant write a drama	Presentations of dramas
Feb 7	REVIEW OF PREVIOUS DAY Management of the process: what happens when, individual and group tasks; expectations of writers and criteria of excellence Writing assignments for scripts	Writing script	Writing script	Writing script
Feb 8	Writing script	Writing script	Writing script	Writing script
Feb 9	Writing script	SCRIPTS DUE	Winding up, presentation of certificates	No session

**APPENDIX B**

**Radio Instruction to Strengthen Education (RI SE)**

**Preschool Design Document**

**TUCHEZE TUJI FUNZE**

**Play-to-Learn**

SERIES: 78 Programs

SUBJECTS: Kiswahili  
Math  
Life skills

Format:	Format	
	1. Opening	2 minutes
	2. Link prior knowledge - Kiswahili	1 minute
	3. Kiswahili -Story and discussion	5 minutes
	4. Kiswahili - Game	2 minutes
	5. Kiswahili - Song	2 minutes
	6. Link prior knowledge - Math	1 minute
	7. Math – Story / Drama	3 minutes
	8. Math - Game	3 minutes
	9. Math - Song	2 minutes
	10. Link prior knowledge - LS	1 minute
	11. Life skills (LS) - drama	4 minutes
	12. Reflection and preparation	2 minutes
	<b>TOTAL</b>	<b>28 minutes</b>

NOTES: Three programs a week, each one having 10 minutes of Literacy, 9 minutes of Math, and 5 minutes of life skills. The subjects are also integrated. For example, the math objective might be reinforced in a Kiswahili literacy activity.

Setting: Sea Shore of an imaginary village called Kwakwa

The seashore is a setting which is familiar to most children in Zanzibar. Everyone who listens to the program can identify with the setting and the characters. The seashore provides a learning laboratory for appreciation and conservation of the important natural heritage of the island. There are so many things going on which the primary adult characters can use for academic or life skills educational purpose. It is a busy place. There are fishing activities; sea weed plantations; boat building; vendors; sea creatures; marine research; coconut husks being buried for making rope; trees; and a place where many people gather for fun and work.

In the Coastal village setting, people all share and support each other. A parent and grandmother might be watching all the children. The children move about freely and the parents are not worried. Community members will be represented making decisions for all children. For example they might decide that children should not be allowed on the beach during the time for the Tucheze Tujifunzi and Koran Reading classes.

There is no religious content in the program. However, the program will demonstrate /model how formal education and Koranic education can work in partnership for the benefit of children.

Sound effects: waves, wind, birds, cats, tools from boat building, engines, bicycle bells, selling voices, children playing, and various sounds that Babuso makes.

Characters: There are four primary characters: two children (Tatu and Hamad); a woman (Mama Toto); and a dolphin (Babuso). There are secondary characters that appear from time to time. These include Hamad's sister (Maua); Tatu's grandmother (Bibi);

The children meet at the sea shore. Hamad helps Tatu collect things. Tatu helps Hamad take care of his sister Maua. They play in the tide pools; they collect oysters and

sea shells; they sail their little toy sail boats; they build sand houses; they visit the boat builders and net repairers; they talk to the vendors on the beach and two marine ecologists who work there;

Every day they talk to Mama Toto, their Play-to-Learn mentor. They often meet up with a talking dolphin, Babuso.

**Babuso:** Babuso the Dolphin lives in an extended family under the sea. His underwater family provides a landscape for the stories he tells to highlight issues that the children face. He is about 14 years old. He meets the children on the day that he saves Hamad's sister from drowning. To the children's surprise and delight, he talks to them. He talks only to the children. He comes to the children when they are alone and no adult ever sees him.

Babuso has several educational purposes: 1) He helps the children deal with life skills issues; 2) He helps them learn interesting scientific facts about sea creatures; 3) He creates awareness about environmental and marine ecology; and 4) He demonstrates the integration of play and learning and creative problem solving.

The dolphin is a sea creature that is commonly found around the islands. It is known by children and attractive to them. If you watch dolphins you feel their life is fun because they seem to play most of the time. They show us that life is always connected with joy and fun, no matter how difficult challenges may seem. Dolphins are symbols of enthusiasm, intelligence and playfulness.

They learn extremely fast and have extraordinary communication abilities. The dolphin's communicative and playful ways are valued behaviours that the radio wants to build on for the listening audience. The dolphin's communicative abilities are highlighted as he is the master storyteller of the program. They use the right brain hemisphere to solve problems, which explains their playful attributes.

The sea is their home, their school and their playground. These three areas are not separated. The dolphin's life style shows us a holistic and integrated teaching and learning method where it is

possible to meet challenges and new subjects with fun and curiosity.

Using a dolphin for a primary character stretches the children's imagination, and they are more ready to listen to life lessons coming from an animal. To the general public, listening to an animal discuss sensitive topics is more easily accepted.

**Mama Toto:** Mama Toto is a Play-to-learn mentor. Hamad and Tatu are children in her club. She passes the beach on her way home and sometimes she stops to interact with them about what they are doing on the beach. Sometimes she asks them to find things for tomorrow's activities, such as seashells. Sometimes she tries out a game or an activity with them. Other times they may apply something they have learned in the club such as looking for patterns.

Mama Toto has several educational purposes. 1) She models a kind way to interact with children and the patience required to let children talk and to build their confidence and thinking skills; 2) She helps Tucheze Tujifunze mentors run their own club by following her lead. 3) She helps the children who are listening to the program to feel that they are part of the program as she is the only character that interacts directly with the listening audience; and 4) She helps the general public to realize that they can start a Tucheze Tujifunze club on their own. They don't need elaborate supplies, only a person like Mama Toto who will bring children together to listen to the program.

Mama Toto also comes from village of Kwakwa. Mama Toto has brothers and sisters but they don't live in this community. She is very friendly, laughs and enjoys being with people. She doesn't have a husband or children. She likes the company of young children. She asks lots of questions that provoke thinking and is a good listener. She knows lots of things of interest to children, such as stories and games. She is patient and wise and gives children time. Therefore, she is very attractive to the children. In addition, she is a model for effective adult-child interaction. The village people really trust her because her love for children is bottom-less.

**Tatu:** Tatu is 5 years old. She has three older brothers; she is the only girl in her family. She lives with her mother and grandmother. Her

father has passed away. Her mother harvests seaweed. She comes from a poor family; all the children in her family have to contribute to the family income.

Tatu has three educational purposes: 1) She teaches about coastal ecology. At first Tatu does some things that are harmful to the coastal environment. Over time she learns ecology from Babuso, Mama Toto and the marine ecologists. She begins to change her practices and becomes a good model for other children; 2) She highlights fun in mathematics because she likes to count; sort and solve problems of mathematical nature; and 3) She models respect for people with disabilities.

Tatu has become very smart in handling life because she spends a lot of time alone. She collects oysters, shells and beads (her mother makes necklaces), wood for cooking, bottle caps, etc. She enjoys sorting and counting the objects she finds and she likes to show Maua and Hamad her collections and play with them. She is charming, but she gets into trouble all the time because she is too forward for a girl, she acts like a boy and likes to do things boys do. Sometimes she is a bit frustrated because she doesn't have a father and can't do all the things that other children with families can do. She is sometimes sad due to her poverty; life is very hard for her.

Hamad: Hamad is 5 years old. He is friends with Tatu. He is the eldest in his family; there is just him and his sister. He does not like to look after his sister, but has to because his mother and father are away all day. His mother is a school teacher and his father is a boat builder.

Hamad has three educational purposes: 1) Shows how to care for siblings (a reality for children this society) including good health habits, safety, watchfulness, language and play stimulation; 2) Highlights fun in literacy; enjoying word games, stories, rhymes, riddles; tongue twisters; and 3) Develops interest in community history and coastal cultural traditions. When children ask adults about traditions and history, it builds children's knowledge and self-confidence while enhancing good relations between elders and young.

He is initially impatient with his sister, Maua, who does not want to do what he asks. Tatu likes Maua because she does not have a sister of her own. Hamad likes playing with Tatu because she entertains his sister. Over time he learns to care for his sister from Tatu, Mama Toto and from Babuso. He likes watching the boat builders and making little sailing boats. He is talented with regard to songs and makes up rhymes and tongue twisters.

## Secondary Characters

**Maua:** Maua is 4 years old. She is Hamad's little sister. She wants to follow her brother and his friend everywhere. Maua is a little egocentric, she does not want to do what her brother wants her to do, and she wants to go her own way and explore. She loves the water and always wants to play in the water. She learns a lot from being with the older children. She especially likes it when her brother sings songs with her, teaches her singing games; and when Tatu involves her in sorting and counting games.

**Bibi:** Bibi is kind and firm. Bibi is nearly blind so sometimes the children need to help her. Bibi makes baskets and the children help her gather raffia, count and braid.

**Ecologists:** Omari, a Zanzibari marine ecology ranger and Sofie, a foreign researcher work at the seaside and interact with the children. The educational purpose of the ecologists is to teach the children how to care for the environment. The additional value of Sofie is that she will speak to the children in English. She teaches the children a little English and they teach her a little Kiswahili. Omari has additional value because he promotes the concept that Zanzibaris care for their environment, not just foreigners.

### Madrasa Teacher:

Mashavu is a kindly madrasa teacher who is a friend of Mama Toto's. They exchange ideas about teaching children and working with parents, and they work out flexible schedules that children can attend the Tucheze Tujifunze club as well as their Koranic classes. She models how important it is for outside forces to communicate well with people who are respected in the village. This brings acceptance.

Gender: In traditional Islamic cultures, it is acceptable for girls and boys under the age of 8 to play together. After that it is less apt to occur. Girls generally go to the seashore for a work related purpose. Boys are more likely to go for play. In this program girls and boys will share work and find play in the work that they do. The issue of what happens to girls after 8, and their right and need for play-time equal to boys will be addressed in the program. The male child in the program looks after his sister which is a bit unconventional regarding gender roles in Zanzibar. The female child enjoys boisterous activities typically enjoyed by boys.

## APPENDIX C

**Technical Memorandum of Understanding  
Between  
Tanzania Institute of Education ("TIE")  
And  
Education Development Center, Inc. ("EDC")**

### 1. Introduction

Education Development Center, Inc. ("EDC") has been awarded Award number 621-A-00-07-00003-00 from the U.S. Agency for International Development ("USAID") entitled *Radio Instruction to Strengthen Education* ("Prime Award" or "RISE" or "Program"). The aim of this project is to contribute to the efforts of the Tanzania Government in increasing access to quality educational programs as a strategy for reaching Universal Primary Education; the project will work in nine targeted districts in Tanzania Mainland and Zanzibar. EDC intends to collaborate with TIE and the Ministry of Education and Vocational Training ("MOEVT") on a number of initiatives that provide viable alternatives to access primary education via the distance RISE Project. This Technical Memorandum of Understanding ("TMOU") is drawn up between EDC and TIE; there is no relationship between TIE and USAID under this TMOU.

### 2. Purpose of the Technical Memorandum of Understanding

The purpose of the TMOU is to clearly define the roles of EDC and TIE. This TMOU verifies the intention of both parties to collaborate with the ultimate aim of strengthening education systems and increasing the number of children enrolled in primary education in Tanzania.

### 3. Period of Performance of the Technical Memorandum of Understanding

The TMOU describes specific areas of cooperation as they relate to EDC and TIE during the RISE project period of performance. The start date for this TMOU is December 1st, 2006 and the end date is November 2<sup>nd</sup>, 2008.

### 4. TMOU and Project Management

- a. The EDC Program Director is Suzanne Simard or her designee, Deborah Llewellyn, Chief of Party. The Program Director is duly authorized to act on behalf of EDC in all technical matters pertaining to the performance of the Program, except where specifically indicated otherwise in this TMOU.
- b. The EDC Agreement Officer for this TMOU is Robert Rotner, Senior Vice President and Treasurer or his designee, Kathryn Sarken, Assistant Director, Office of Sponsored Programs. The EDC Agreement Officer is ultimately responsible for all matters related to the administration of this TMOU on behalf of EDC. The terms of this TMOU cannot be changed without the approval of the EDC Agreement Officer. TIE must direct all communications with USAID regarding this Program through EDC's Agreement Officer.
- c. The TIE Technical Contact is Madina Lina Mhando. The TIE Technical Contact is duly authorized to act on behalf of the TIE in all technical matters pertaining to the performance of the Program, except where specifically indicated otherwise in this TMOU. The TIE Contractual Contact for this TMOU is Dr. Paul S.D. Mushi. The TIE Contractual Contact is ultimately responsible for all matters related to the administration of this TMOU on behalf of TIE. The terms of this TMOU cannot be changed without the approval of the TIE Contractual Contact.

**5. RISE Project Objectives**

**a. Primary Objective**

The overall objective of the RISE project is to build capacity within the Tanzania education system and promote school attendance by providing educational opportunities for under-served children. Therefore, the primary beneficiaries are under-served children in nine (9) districts in Tanzania Mainland and Zanzibar, these districts being Mtwara urban, Mtwara Rural, Lindi Urban, Lindi Rural, Kiteto, Ngorongoro, Kilindi, Unguja North and Pemba.

**b. Secondary Objectives**

Some of the RISE project initiatives will be contributory such as capacity building at the national and district levels, while others will be complimentary such as the establishment of centers for children who cannot be absorbed by the formal school system, Complimentary Basic Education in Tanzania (COBET) centers or Alternative Primary Education Program (APEP) centers in Zanzibar. These include:

- i. In collaboration with TIE, there is a potential of educating tens of thousands of orphans and vulnerable children out of school;
- ii. One hundred (100) Mambo Elimu community learning centres to be established on the mainland for purposes of providing education through Interactive Radio Instruction (IRI);
- iii. One hundred and twenty five (125) Pre-primary and early primary centers to be established in Zanzibar for purposes of providing education through Interactive Radio Instruction (IRI);
- iv. Two hundred and eighty (280) IRI programs and accompanying materials to be developed and produced in Zanzibar;
- v. Sixty (60) primary school teachers in Zanzibar to receive radios and training in using IRI in the classroom;
- vi. Seven hundred (700) primary schools to receive radios;
- vii. Fifteen (15) teacher college tutors to receive training and materials on child friendly classrooms and IRI;
- viii. Fifteen (15) local management personnel, 225 education mentors to be trained in implementation and management of the program activities.

**6. RISE Project Major Activities**

The major activities of the RISE project will be:

- a. Contribute to the improvement of quality, relevance, and access to primary school education for under-served children;
- b. Increase family and community awareness of importance of education;
- c. Stimulate community support for improved educational infrastructure for learning centres/non-formal schools;
- d. Strengthen mechanisms (institutions etc.) for promoting education as a tool to combat poverty;
- e. Use radio lessons to contribute to the improvement of the quality and relevance of education programmes;
- f. Develop, produce and broadcast 80 pre-primary IRI lessons for Zanzibar;

- g. Develop and produce 200 IRI lessons and accompanying materials for Standards 1 and 2 in Zanzibar;
- h. Develop and produce 100 pre-primary learning kits;
- i. Reprint Mambo Elimu materials for each standard (one to four) that support the radio programmes. These materials have been reviewed by TIE and are based on the MOEVT syllabuses;
- j. Assist in the establishment of 225 education centres;
- k. Carry out a five-day training for the 225 education mentors and 60 teachers for conducting programs within centres and schools;
- l. Carry out a one day training of the 700 primary schools that will receive radios;
- m. Carry out one day training in 7 teacher colleges.

## 7. Roles and Responsibilities

The roles and responsibilities for EDC and TIE will be as follows:

- a. EDC will:
  - i. Implement the RISE Project in order to increase primary school enrolment in Tanzania via provision of education services through IRI;
  - ii. Collaborate with TIE to contribute to the improvement of the quality and relevance of Education by Radio in Tanzania;
  - iii. Broaden the educational opportunities by providing an education delivery system, which can be accessed by under-served children in the nine identified districts;
  - iv. Distribute programs and train local actors in close collaboration with TIE, so as to enable children in the target group to acquire basic literacy and numeracy skills, which will enable them to better their educational prospects;
  - v. Design and implement a training program for education mentors for the learning centres and support communities to pay allowances. The training program will include training of 225 education mentors and orientation of Teacher college tutors, ward education coordinators (the numbers depend on the location of EDC centers) to manage the delivery of educational activities in the non-formal centers and training of primary school teachers in partner schools using the IRI programmes. The trainings will be designed in collaboration with TIE and MOEVTs;
  - vi. Assist districts to establish 225 learning centres in communities within the nine (9) targeted districts and assist districts in identifying these two hundred and twenty five (225) non-formal education centers (pre-primary, Standards one to four) in collaboration with District Education Offices. These centers will enrol 14,500 under-served children;
  - vii. Conduct training for primary school teachers (the number depends on the location of the centers) for use of IRI in the classroom and intake of non-formal education center students—training of teachers in nearby schools that will intake the students that complete standard four in the non-formal education centers;
  - viii. Develop links with government primary schools to help enrol the non-graduates and graduates of the Mambo Elimu centers into standard five or other educational opportunities;

- ix. Design training component in collaboration with TIE for Primary teachers on the use of technologies such as radio to assist in the integration of IRI programmes in daily instruction;
- x. Facilitate the registration for the Std 4 examination and mainstreaming of children who have passed std 4 examinations into the formal primary school system;
- xi. Conduct short training programmes in order to raise capacities of EDC and selected TIE staff plus all other stakeholders involved in performing the various functions towards the use of the radio education programmes;
- xii. Conduct monitoring and evaluation activities in accordance with schedule and provide monitoring and Evaluation capacity building in consultation with the Inspectorate department at the district level – design of instruments and systems for collecting, analyzing and disseminating pertinent information. MOEVT and district structures will be used for Monitoring and Evaluation of the RISE Project (Inspectorate, Examination, Attendance, etc.);
- xiii. Re-print Mambo Elimu educational materials for standard one to four;
- xiv. Provide quarterly progress reports to the TIE and MOEVT

b. TIE will:

- i. Provide office space in accordance with the Memorandum of Understanding between TIE and EDC dated November 20<sup>th</sup>, 2006 which addresses office space;
- ii. Review and advise EDC on the effective implementation of the RISE Project;
- iii. Assist in introducing the RISE Project to district education officials;
- iv. Ensure compliance of the RISE project to the overall national education development agenda;
- v. Liaise with the MOEVT Permanent Secretary, Chief Education Officer, and the Director for Primary Education, to obtain overall support for RISE activities in Tanzania;
- vi. Act as an advisor to the RISE Project in the area of curriculum and materials development and teacher training with regards to the use of technologies such as radio in the classroom; Areas of cooperation may include: formal school teacher training, teacher colleges and development of educational materials;
- vii. Appoint, at a central level, an individual to be the counterpart of the RISE Project. The TIE counterpart will be under the supervision of the Director of TIE and, as part of their regular duties at the TIE, will participate fully in planning the collaborative activities between EDC and the TIE and will ensure activities are implemented in a timely manner within existing MOEVT structures at all levels. The TIE counterpart will be responsible for coordinating all other TIE and MOEVT personnel advising EDC at the central level. Amongst other things he/she will focus on ensuring proper coordination in the area of monitoring and evaluation as well as policy revision and implementation. For the purpose of clarity and demarcation of roles, District Education Officers (DEOs) will, in this respect, be responsible for coordinating personnel at the district and ward levels.

c. EDC and TIE will collaborate on the following activities:

- i. Project monitoring through the assistance of the District Education Officers;
- ii. Quarterly meetings between EDC and TIE to assess the progress of the RISE project.

**8. Payment**

No payment will be made by EDC to TIE for the technical work performed by TIE under this TMOU. No payment will be made by TIE to EDC for the technical work performed by EDC under this TMOU.

**9. Cost-sharing**

- a. TIE shall be required to provide \$72,000 in office space as cost share, and shall be liable for such cost share in accordance with the terms of the TMOU and the USAID regulations governing cost share.
- b. TIE shall maintain required documentation for cost share contribution in accordance with 22 CFR 226.23 and relevant cost accounting standards.

**10. Ownership of Work Product**

- a. TIE Work Product shall mean all data, reports, curricula, specifications, outlines, drafts, software, videotapes and any other materials or deliverables, in any medium, which are prepared and/or developed by TIE in the performance of its obligations under this TMOU. Subject to the terms of this TMOU, all intellectual property rights in the TIE Work Product prepared and/or developed by TIE hereunder (the "TIE Work Product") are the sole and exclusive property of TIE. Notwithstanding the foregoing, in order to permit EDC full and effective use of the TIE Work Product as contemplated by this TMOU, TIE may, upon a written request from EDC, grant EDC a non-exclusive, irrevocable, worldwide, fully paid-up, royalty-free license (the "EDC License") to the TIE Work Product, with the right to sublicense, make, use, reproduce, distribute, display, perform, transmit, improve, and create derivative works based upon such TIE Work Product, in any manner and in any medium by any means now known or hereinafter invented, for purposes of the Program and in other ways consistent with EDC's educational mission including development of commercial applications of the TIE Work Product. In this case, EDC will include in the TIE Work Product that are so used an acknowledgement of TIE as the developer and owner of copyright of the TIE Work Product, using substantially the same form of acknowledgement as is included by TIE in the TIE Work Product as delivered to EDC.
- b. If TIE intends to use or incorporate any work owned by third parties, images of people or entities into the TIE Work Product, TIE must (i) identify in writing any limitations on use of the work and (ii) obtain all rights in such work necessary for EDC to exercise all rights to the TIE Work Product arising from this TMOU.
- c. EDC Work Product shall mean all data, reports, curricula, specifications, outlines, drafts, software, videotapes and any other materials or deliverables, in any medium, which are prepared and/or developed by EDC in the performance of its obligations under this TMOU. Subject to the terms of this TMOU, all intellectual property rights in the EDC Work Product prepared and/or developed by EDC hereunder (the "EDC Work Product") are the sole and exclusive property of EDC. Notwithstanding the foregoing, in order to permit TIE full and effective use of the EDC Work Product as contemplated by this TMOU, EDC may, upon a written request from TIE, grant TIE a non-exclusive, irrevocable, worldwide, fully paid-up, royalty-free license (the "TIE License") to the EDC Work Product, with the right to sublicense, make, use, reproduce, distribute, display, perform, transmit, improve, and create derivative works based upon such EDC Work Product, in any manner and in any medium by any means now known or hereinafter invented, for purposes of the Program and in other ways consistent with TIE's educational

mission including development of commercial applications of the EDC Work Product. In this case, TIE will include in the EDC Work Product that are so used an acknowledgement of EDC as the developer and owner of copyright of the EDC Work Product, using substantially the same form of acknowledgement as is included by EDC in the EDC Work Product as delivered to TIE.

- d. If EDC intends to use or incorporate any work owned by third parties, images of people or entities into the EDC Work Product, EDC must (i) identify in writing any limitations on use of the work and (ii) obtain all rights in such work necessary for TIE to exercise all rights to the EDC Work Product arising from this TMOU.

#### **11. Amendments**

- a. The TMOU may only be amended by formal written modification. Amendments may be initiated by EDC to the TIE Contractual or by TIE to the EDC Agreement Officer. Amendments shall not be binding on either party until the amendment has been signed by the authorized representatives of both parties.

#### **12. Termination and Suspension**

- a. EDC may terminate the TMOU at any time, in whole and in part, upon written notice to TIE, whenever it is determined that TIE has materially failed to comply with the terms and conditions of the TMOU and has failed to cure said breach within thirty (30) days of notification.
- b. TIE may terminate the TMOU at any time, in whole and in part, upon written notice to EDC, whenever it is determined that EDC has materially failed to comply with the terms and conditions of the TMOU and has failed to cure said breach within thirty (30) days of notification.
- c. This TMOU may be terminated at any time, in whole or in part, by mutual written consent of the parties. Both parties shall agree upon termination conditions, including the effective date, and, in the case of partial terminations, the portion of the TMOU to be terminated.
- d. If at any time USAID determines that continuation of all or part of the funding for the Prime Award should be suspended or terminated, then EDC may, following notice to TIE, suspend or terminate the TMOU in whole or in part. If the Program is suspended and the situation causing the suspension continues for sixty (60) days or more, then EDC may terminate this TMOU in whole or in part upon written notice to the TIE.
- e. In the event of termination for any reason, TIE will provide all costshare reports in its possession in a prompt and orderly manner.

#### **13. Prohibition of Transactions with Individuals and Organizations Associated with Terrorism**

TIE and EDC shall comply with applicable laws that prohibit transactions with, and the provision of resources and support to, individuals or organizations associated with terrorism. It is the legal responsibility of TIE and EDC to ensure compliance with these laws.

#### **14. Limitation**

It is expressly understood that neither EDC nor USAID has any obligation to provide any support to TIE in addition to that specified in this agreement. It is further understood that TIE does not have any obligation to provide any support to EDC in addition to that specified in this agreement.

**15. Indemnification**

- a. TIE agrees to defend, indemnify, and hold harmless EDC and USAID, its trustees, directors, officers, employees and agents, and their respective successors, heirs and assigns from and against any liability, damage, loss, cost, fee or expense (including reasonable fees of attorneys and other testifying or consulting professionals, and expenses of litigation) incurred by or imposed upon the EDC or any one or more of them in connection with any allegations, claims, suits, actions, demands, whether threatened or pending, or judgments arising from or relating to the performance of this TMOU, to the extent such liability, damage, loss, or expense is caused by or results solely from the negligent or intentional acts or omissions of the TIE, its directors, officers, employees or agents.
- b. EDC agrees to defend, indemnify, and hold harmless TIE, its trustees, directors, officers, employees and agents, and their respective successors, heirs and assigns (the "TIE Indemnitees") from and against any liability, damage, loss, cost, fee or expense (including reasonable fees of attorneys and other testifying or consulting professionals, and expenses of litigation) incurred by or imposed upon the TIE Indemnitees or any one or more of them in connection with any allegations, claims, suits, actions, demands, whether threatened or pending, or judgments arising from or relating to the performance of this TMOU, to the extent such liability, damage, loss, or expense (i) is solely caused by or results solely from the negligent or intentional acts or omissions of EDC, its trustees, directors, officers, employees or agents, or (ii) arises from the breach of any other warranty or representation made by EDC.

**16. Liability**

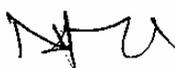
Neither EDC nor USAID assume liability for any third party claims for damages arising out of this TMOU.

**17. Disputes**

Any dispute or disagreement which cannot be resolved by EDC and TIE and any controversy, claim, or dispute otherwise arising out of or in connection with this TMOU or breach thereof, or the Program, shall be resolved by arbitration.

**18. Authority; Binding Effect**

By his or her signature below, each signatory hereto represents and warrants that he or she is duly authorized to enter this TMOU on behalf of the party he or she purports to represent such that, upon execution and delivery, this TMOU shall be a binding obligation of such party.



**Dr. Paul S.D. Mushi**  
Director  
TIE

Date: 24 JAN 2007



**Robert Rotner**  
Sr. Vice-President and Treasurer  
EDC

Date: 3-8-07

**DIRECTOR**  
**TANZANIA INSTITUTE OF EDUCATION**

**Memorandum of Understanding  
Between  
Ministry of Education and Vocational Training Zanzibar (MOEVT)  
and  
Education Development Center, Inc. (EDC)**

This Memorandum of Understanding (MOU) is made this 5th day of January, 2007 by and between **Ministry of Education and Vocational Training Zanzibar (MOEVT)** and **Education Development Center, Inc. (EDC)**.

**Whereas**, EDC is a recipient of a cooperative agreement from USAID to implement the Radio Instruction to Strengthen Education (RISE) Project in Tanzania;

**Whereas**, the parties agree that EDC will, in order to implement the RISE Project, use office space in the Former Department of Education Building, Vuga Road, Plot No 2280A, Stone Town.

**Now Therefore**, EDC and MOEVT, in consideration of the mutual covenants hereinafter contained, agree as follows:

1. This MOU will be in effect for 22 months from 5 January 2007 to 2nd November, 2008, and may be extended by the mutual written consent of the parties, or terminated in accordance with clauses 10 and 11 below.
2. MOEVT agrees to provide the following to EDC's RISE Project at the office building located at Former Department of Education Building, Vuga Road, Plot No 2280A, Stone Town.
  - (a) The entire second floor of the above building hereinafter referred to as "Office Space".
  - (b) Structural maintenance for all Office Space;

MOEVT accepts full and sole responsibility for the payment of all fees, taxes, and other charges of a public nature, which are or may be assessed against the Office Space.

3. EDC agrees to:
  - (a) For the Office Space it will occupy, EDC will:

Renovate the space to create office spaces for seven (7) EDC employees, a scriptwriters room, a meeting room a reception area and a studio. These renovations will include:

    - (i) Install A/C units.
    - (ii) Purchase office furniture and computer equipment.
    - (iii) Install network and internet services.
    - (iv) Install phones and phone lines.
    - (v) Install safe
    - (vi) Place new locks on all EDC office doors.
    - (vii) Install electrical outlets, including all electrical groundwork to make the outlets functional.
    - (viii) Repair the toilets in the two lavatories located in the area of the Office Space
    - (ix) Repaint of the lavatories and the Office Space
    - (x) Build partitions between the offices
    - (xi) Build a radio studio
    - (xii) Install a generator

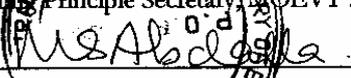
The renovations undertaken by EDC constitute a one-time contribution to the MOEVT campus.

- (b) Incur the cost of any monthly telephone, electricity and internet service provider connection charges for the Office Space;
  - (c) Purchase and maintain furniture and equipment such as a LAN server and cabling, computers, digital studio recording and editing equipment, a photocopier machine, a scanner, phones, printers and a vehicle. Subject to USAID approval, EDC will recommend to USAID that these items will be donated to the MOEVT at the end of the cooperative agreement period of performance.
  - (d) Use and occupy the Office Space detailed in clause 2 in a careful, safe and proper manner.
4. Once the renovations have been completed, MOEVT is fully responsible for the maintenance, structural work, or repairs to the elements. MOEVT will bear responsibility for all risk of loss or damage to the Office Space for the entire term of this MOU, arising from any cause whatsoever with or without the fault of MOEVT including but not limited to: fire, lightning, storm, tempest, explosion, riot, civil commotion, apparatus or machinery malfunctions, flood, labor disturbances, earthquake, malicious damage or any other casualty.
  5. Once the renovations have been completed and EDC has begun occupying the Office Space, EDC will be responsible for the cost of repairing any losses or damages to the Office Space solely caused by EDC activities.
  6. Each party's relationship to the other under this MOU is that of an independent contractor. Nothing in this MOU is intended to constitute a partnership, agency, employer, employee or joint venture relationship between the parties. Neither party may incur any debts or make any commitments for the other. Neither party to this agreement may assign, without the prior written consent of the other, its rights, duties or obligations under this MOU to any other person or entity, in whole or in part.
  7. Either party may terminate this agreement by giving the other ninety (90) days' written notice. Neither party shall be liable to the other for any cost, liability or expense related to the termination of this agreement accomplished with a 90-day notice.
  8. In the event of a structural collapse, MOEVT agrees to carry out, in the 48 hours that follow receiving oral or written notice from EDC, a complete on-site inspection of the damage. MOEVT agrees to present EDC with a schedule for repairs within 72 hours of the collapse. In the case where it is impossible to begin repairs immediately, MOEVT agrees to provide EDC with a suitable work space which the team may occupy until such time as the repairs are completed.
  9. Each party shall indemnify and hold harmless the other (and its officers, directors, trustees, employees and agents) from and against all claims, demands, liabilities, expenses (including reasonable attorney's fees or suits connected with a lack of insurance coverage), fines and other losses that are solely caused by the negligence, recklessness, wrongdoing or fraud of the other under the terms of this agreement.
  10. In the event MOEVT fails to fulfill any of its obligations under this MOU, EDC is entitled either to take any measures which it deems necessary to establish the conditions contemplated by this agreement at the entire expense of MOEVT, or to terminate this MOU without prior notice, thereby receiving any outstanding advances of maintenance payments. EDC will notify MOEVT in writing of its intention to take action in accordance with this clause prior to taking such action.

- 11. In the event EDC fails to fulfill any of its obligations under this MOU, MOEVT is entitled either to take any measures which it deems necessary to establish the conditions contemplated by this agreement at the entire expense of EDC, or to terminate this MOU without prior notice. MOEVT will notify EDC in writing of its intention to take action in accordance with this clause prior to taking such action.
- 12. Any claim or controversy arising out of or relating to this MOU, or the breach thereof, shall be settled by arbitration. Any award in such arbitration shall include all expenses of the proceeding. However, disbursements of the successful party, including attorneys' fees, shall be included only at the discretion of the arbitrator. Any award made in such proceeding shall be final, binding, and conclusive upon the parties and judgment may be entered upon such award in any court having jurisdiction over the parties.
- 13. If any provision of this MOU is invalid under any applicable statute or rule of law, it is to that extent to be deemed omitted.
- 14. This MOU constitutes the entire agreement between MOEVT and EDC with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether oral or written, between us relating to the subject matter. Any modification or waiver of any of the terms is effective and binding only if mutually agreed to in writing by MOEVT and EDC.

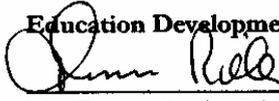
In witness thereof Ministry of Education and Vocational Training Zanzibar (MOEVT) and Education Development Center, Inc.

Ministry of Education and Vocational Training Zanzibar (MOEVT)

\_\_\_\_\_  
 Mrs. Anaidi S. Abdalla  
 Acting Principle Secretary, MOEVT Zanzibar  
  
 \_\_\_\_\_  
 Signature



5 JANUARY 2007  
Date

Education Development Center, Inc.  
  
 \_\_\_\_\_  
 Mr. Thomas Rielly, Director of Operations, EDC

6 MARCH 2007  
Date

\_\_\_\_\_  
Signature

## APPENDIX D

### Primary Teacher on Pemba Island Contributes to Interactive Radio Instruction (RISE) Project

Hanifa Soud Aman, a primary teacher on the island of Pemba, Zanzibar, has a deep commitment to help struggling students. She learned from life and from her mother who is also a teacher. Hanifa's father died when she was a young girl, leaving her mother with eight children. Hanifa, the oldest girl, took charge of the siblings and grew vegetables so they would have food to eat. Hanifa worked hard in daily chores, but her mother wanted more for her. She made sure that Hanifa had time to play and also be a child. She encouraged her to focus on her studies and learn English in hopes that these skills will bring her a brighter future. Hanifa continued her studies and eventually became a teacher like her mother.



As a teacher, Hanifa is known for her work helping children with learning difficulties. With her tutoring, some of these low achievers became top of the class and won scholarships to secondary school. Hanifa's early childhood experiences and her work as a primary teacher made her an ideal candidate for a USAID funded training program that used teachers to develop interactive radio instruction in Zanzibar.

Many children living on the islands of Zanzibar do not benefit from schooling for a number of reasons such as extreme poverty, cultural beliefs that limit girls' participation, distance from school; or lack of early learning experiences that prepare them to succeed. To address this situation, the Ministry of Education and Vocational Training and USAID /Tanzania initiated a Radio Education to Strengthen Education (RISE) project designed to increase learning and participation of disadvantaged children in preschool, first and second grade. The RISE project, implemented by Education Development Center (EDC), selects local educators to develop the scripts. RISE intends to learn from them as well as to develop capacity within the system in areas of curriculum development, classroom pedagogy and interactive radio instruction.

Following the training, Hanifa's students noticed a difference in her teaching. "Now they listen to me intently because I might put a story into the lesson. I was always kind to children but I learned why that is important. Children should not be afraid of the teacher. Fear prevents children from learning. Now I ask my students questions to make them think. I prepare learning materials that help them learn by doing."



**January 26, 2007**

## USAID Supporting Children's Interactive Radio Education on Zanzibar

Despite progress, many children on Zanzibar do not benefit from schooling due to poverty, disability, distance from school, or lack of early learning experiences that prepare children to succeed in school. To address this situation, the Ministry of Education and Vocational Training (MOEVT) and the United States Agency for Development (USAID) are initiating *Radio Instruction to Strengthen Education (RISE)*, designed to increase learning and school participation of disadvantaged children. RISE's first official event will help guide Zanzibari educators through the process of designing radio programs for use on the Isles. The January 28 opening ceremony for the *Radio Education Scriptwriter's Training Workshop* will take place at Mazson's Hotel in Stonetown at 11:00 a.m. with the participation of Mrs. Maryam Yussuf, Zanzibar's Commissioner of Education.

Through *RISE* and its implementing partner, Education Development Center (EDC), USAID will develop Interactive Radio Instruction programs with learning materials for preschoolers and children in Standards I & II. Plans include working with communities to establish 125 community-based *Play and Learn* clubs serving 10,200 children. Using simple 'wind-up' radios, programs will be piloted in sixty primary classrooms enabling 2,700 children to improve learning in math, Kiswahili and life skills through games, songs and stories. RISE will also encourage communities to strengthen their commitment for learning achievement among underserved children. The goal is to insure school readiness for preschoolers and a foundation for school success in Standards I & II so that children perform well and stay in school.

To prepare for the Scriptwriter's Workshop, over fifty teachers, curriculum specialists and teacher trainers from Unguja and Pemba were interviewed and twelve were selected to attend the training. At the end of the training, six participants will be selected as scriptwriters. These educators will work with *RISE* for 19 months after which they will return to their official positions in the Ministry of Education with improved skills to teach; develop curriculum and learning materials; and establish effective environments for learning in preschool and lower primary school.

According to Mr. Abdulla M. Abdulla, Commissioner of Policy, Planning and Budget, MOEVT, "Learning through radio instruction in communities is as important as learning in the classroom. The RISE Project offers young Zanzibaris another avenue for learning, especially in the areas where we do not have facilities for preschools. This will help the Ministry of Education and Vocational Training to implement its new policy of including preschoolers in the basic education for all."

*RISE* will be implemented in Micheweni (Pemba) and North A and B Districts (Unguja) beginning in July 2007. **For more information please contact:** Deborah Llewellyn, RISE Country Director 0754 782 111 or Bishara Mohamed, RISE Technical Advisor 0777 411 060

# 'Rise' project to help Isles' school kids

By  
**Correspondent  
Nasser  
Kigwangallah**

POVERTY, disability, distance from school and lack of early learning experiences have been the main factors for many children in Zanzibar not to benefit from the USAID Supporting Children's Interactive Radio Education.

A press release issued by the U.S. Embassy in Dar es Salaam yesterday stated that in order to address this situation, the Ministry of Education and Vocational Training (MOEVT) and the United States Agency for Development (USAID) are initiating Radio Instruction to Strengthen Education (RISE), designed to increase learning and school participation of disadvantaged children.

"RISE's first official event will help guide Zanzibar educators through the process of designing radio programmes for use on the Isles," the statement said.

According to the press release, through RISE and its

implementing partner, Educational Development Centres (EDC), USAID will develop Interactive Radio Instruction programmes with learning materials for preschoolers and children in Standards I & II.

"Plans include working with communities to establish 125 community-based Play and Learn clubs serving 10,200 children," reads the statement.

Using simple 'wind-up' radios, programmes will be piloted in sixty primary classrooms enabling 2,700 children to improve learning in maths, Kiswahili and life skills through games, songs and stories.

RISE will also encourage communities to strengthen their commitment for learning achievement among under-served children.

The goal is to ensure school readiness for preschoolers and a foundation for school success in Standards I & II so that children perform well and stay in school.

A scriptwriter's workshop, over fifty teachers, curriculum specialists and teacher trainers from Unguja and Pemba have

been arranged.

At the end of the training, six participants will be selected as scriptwriters.

These educators will work with RISE for 19 months after which they will return to their official positions in the Ministry of Education with improved skills to teach; develop curriculum and learning materials; and establish effective environments for learning in preschool and lower primary school.

According to Abdulla M. Abdulla, Commissioner of Policy, Planning and Budget, MOEVT, "Learning through radio instruction in communities is as important as learning in the classroom.

The RISE Project offers young Zanzibaris another avenue for learning, especially in the areas where we do not have facilities for preschools.

This will help the Ministry of Education and Vocational Training to implement its new policy of including preschoolers in the basic education for all.

RISE will be implemented in Micheweni (Pemba) and North A and B District (Unguja) beginning July 2007.

## APPENDIX E

### 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 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) of which the area under crop cultivation is only 35% livestock is the second most important activity in the district. The district has a total of 123,032 indigenous cattle, 78 improved cattle, 100,005 goats and 51,370 sheep.

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 all school age children quality basic education. 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 children enrolment, retention, completion and transition for both pre and primary schools.

The 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”*

In these small mushrooming towns, children are not safe in terms of the basic rights. 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.”*

**Kilindi District Total by age in one year and sex**

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

**Summary of the District education indicators**

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

Source: District Education Office

**Enrolment Rate Pre Primary by Sex**

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

Source: District Education Office

**Primary School enrollment, by class and Sex**

Year	Class	I	II	III	IV	V	VI	VII	Total	Totals	% of total children
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

**Disabled enrollment by sex**

Year	Boys	Girls	Total
2006	14	15	29
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
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  
Ward Offices with RISE support

### Major NGOs in district development

Development Cluster	NGO	Contact
Education	WOLRD VISION	0784 35 23 54 0752 55 52 36
Disabilities		
Trade and Private Sector		

Source: District Education Office

### Proposed villages for the establishment of the MECLC in Kilindi

	School	Village (CENTER)	Ward
1			Kibirashi *
2			Mgela*
3			Kwediboma
4			Mkindi
5			Kilindi
6			Pagwi
7			Songe
8			Negero
9			Saunyi
10			Kikunde

Source: District Education Office

\* Secondary Schools in final stages of construction

## Kiteto District Profile

Kiteto is presently one of the five districts that make up Manyara Region since July 2002. Before that it was one of the ten districts that made the former Arusha region before being split into Arusha and Manyara Regions in July 2002. 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, yet abounds in natural resources. There has been little development over the last few decades. This is substantiated by the fact that 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. In spite of the national campaign to achieve the EFA millennium development goal, 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.”*

Even 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

#### Summary of the 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

#### Enrolment Rate Pre Primary by Sex

Year	Number 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	% of total children
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

**Disabled enrollment by sex** [Data not available]

Year	Boys	Girls	Total
2006			
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
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

Ward offices with RISE support

**Major NGOs in district development**

Development Cluster	NGO	Contact
Education	KINAPA WODSTA MWEDO	+225272552087,kinnapa-dp@habari.co.t
Disabilities		
Trade and Private Sector	CORDS	

**The proposed villages for the establishment of the MECLC in Kiteto**

	School	Village (CENTER)	Ward
1	Ngapapa	Ngapapa	
2	Amei	Amei	Kijungu
3	Lerug	Lerug	
4	Lembrushi	Lembrushi	
5	Lengatei	Lengatei	
6	Losoit	Losoit	Lengatei
7	Olkitikit	Olkitikit	
8	Ilkiushi	Ilkiushi	Makame
9	Lotepes	Lotepes	Sunya
10	Ngabolo	Ngabolo	Ndendo

## 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. Until the 1950s, Lindi was home to a thriving ex-patriate community. Lindi lies at the mouth of the Lukuledi River, surrounded by hills and looking out on the Indian Ocean.

Lindi Urban is surrounded by Lindi District on all sides except the East, where it meets 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 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

### Summary of the 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

### 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

**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

**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

**Major NGOs in district development**

Development Cluster	NGO	Contact
Education	CARTAS	
	CHAWIVIKU	BOX 92 Lindi, Tel.0784289599
Gender	LIWOPAC	BOX 92 Lindi, Tel.0754053307
	LISAWA	BOX 1110 Lindi, Tel.0784683528
Health and civil Society	GTZ	
	PEMWA	BOX 552 Lindi, Tel.0232202645
Livestock, Agriculture & Natural resources	SMEC	BOX 92 Lindi, Tel. 0784860372
	SOZOCOMAE	BOX 92 Lindi, Tel.0755407622

**The proposed villages for the establishment of the MECLC in Lindi urban**

	School	Village (CENTER)	Ward
1	LUKUTI	NUMEKULYA BANDUKA	NASIBULA
2	HYATO	MUKULE MUCHOCHOLO	MUTANDA
3	LUKUTI	MAYANI	JAMHURI
4	HYATO	LUKUTI HYATO	MSINJAILI

## **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 maize and paddy. Cashew nut is the most important cash crop.

### **Education**

Basing on the economic, cultural and geographic situation of the Lindi Rural district, the low level of completion of primary education is by a list of factors. 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

	School	Village (CENTER)	Ward
1	A) MMANGAWANGA-STD4 B) KIWALALA	KIWALALA	KIWALALA
2	KIWANJANI	NYENGEDI	NYENGEDI
3	MINGOYO	MINGOYO	MINGOYO
4	MTUA	MTUA	MTUA

## 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 3,597km<sup>2</sup>. 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. Mtwara Rural is now targeted for development possibilities.

The HIV-prevalence in Mtwara Region has increased to 7,4% which is the highest after Mbeya, Iringa and Dar es Salaam. At the same time only 3,7 % of the regional population has ever been tested for HIV which is the lowest test-prevalence in the country (according to HIV/AIDS Indicator Survey 2003/04). 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 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

### Summary of the 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	Number 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	% of total children
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)

**Major NGOs in district development**

Development Cluster	NGO	Contact
Education	PASHA	022-2110878 Mr.Raymond Magulu
Gender		
Health	NOCHU	0784696674 , Flora Katiriti
Livestock, Agriculture & Natural resources		

**The proposed villages for the establishment of the MECLC in Mtwara rural**

	School	Village (CENTER)	Ward
1	KILAMBO TANGAZO	KILAMBO TANGAZO	MAHURUNGA
2		NACHENJELE	NANGURUWE
3	NAUMBU MGAO	NAUMBU MGAO	NAUMBU
4	UFUKONIO	MBAYE	UFUKONIO
5	MIKINDANI	RWELU	JANGWANI

## 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 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. It is officially recognized that Mtwara region is the main cashew nut producer in the country.

### 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 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	Number 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	% of total children
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

**Distribution of Schools and training Centers in the District 2006 [Data unavailable]**

Ward	# of Pre Primary	# of Primary School	# of Sec School	# of TRCs	# Voc. Training

Source: District Education Office

\* Secondary Schools in final stages of construction

**Major NGOs in district development**

Development Cluster	NGO	Contact
Education	MDDF,MEDI,EDUKAID	Mr. Chaula
Gender	TANZANIA PARALEGAL,FACONA	
Health	UMATI	
Livestock, Agriculture & Natural resources	HPI,AGR VET,MRATIF,FOCONA	
Disability	CHAWATA	
Civil Society	MTWANGONET	

**The proposed villages for the establishment of the MECLC in Mtwara Urban**

	School	Village (CENTER)	Ward
1	MTAWANYA	LIKOMBE	LIKOMBE
2	NALIENDELE	LIKOMBE	LIKOMBE
3	MNAIDA	MAGENGENI	MAGENGENI

## APPENDIX F

**EDUCATION DEVELOPMENT CENTER, Inc.**

## Radio Instruction to Strengthen Education in Tanzania

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