

# Radio Instruction to Strengthen Education RISE - Tanzania

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



© Nov. 2008, Formative Evaluation Students at Kijito Upele Primary School (Unguja) listening to *Tucheze Tujifunze*

## Quarter Report 9

October-December, 2008

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## Table of Contents

<b><u>ACRONYMS.....</u></b>	<b><u>I</u></b>
<b><u>I. EXECUTIVE SUMMARY.....</u></b>	<b><u>1</u></b>
<b><u>II. TECHNICAL ACTIVITIES AND ACHIEVEMENTS.....</u></b>	<b><u>2</u></b>
<b>A. ZANZIBAR TECHNICAL ACTIVITIES .....</b>	<b>3</b>
<b>1. TUCHEZE TUJIFUNZE (PRESCHOOL AND STANDARD ONE PROGRAMS) .....</b>	<b>3</b>
<b>2. COMMUNITY SENSITIZATION, MOBILIZATION AND MATERIALS DEVELOPMENT /</b>	
<b>DISTRIBUTION.....</b>	<b>3</b>
<b>3. TRAINING OF MENTORS.....</b>	<b>4</b>
<b>4. TRANSITION FROM CLUBS TO SCHOOLS .....</b>	<b>4</b>
<b>B. MAINLAND TECHNICAL ACTIVITIES .....</b>	<b>5</b>
<b>C. TECHNICAL ACTIVITIES PLANNED FOR NEXT QUARTER .....</b>	<b>5</b>
<b>D. PRIMARY BENEFICIARIES .....</b>	<b>6</b>
<b>E. SECONDARY BENEFICIARIES.....</b>	<b>6</b>
<b>F. COMMUNITIES OF INTERVENTION .....</b>	<b>7</b>
<b>1. ZANZIBAR TU TU CLUB INFORMATION.....</b>	<b>7</b>
<b>2. ZANZIBAR FORMAL STANDARD ONE CLASSROOM INFORMATION .....</b>	<b>13</b>
<b><u>III. M&amp;E ACTIVITIES AND RESULTS.....</u></b>	<b><u>15</u></b>
<b>A. PROJECT PERFORMANCE MONITORING PLAN (PMP).....</b>	<b>15</b>
<b>B. DATA COLLECTION SYSTEM.....</b>	<b>16</b>
<b>C. FORMATIVE EVALUATION .....</b>	<b>16</b>
<b>D. IMPACT STUDY.....</b>	<b>16</b>
<b><u>IV. GOVERNMENT PARTNERSHIPS.....</u></b>	<b><u>19</u></b>
<b><u>V. PUBLIC PRIVATE PARTNERSHIPS.....</u></b>	<b><u>19</u></b>
<b><u>VI. COMMUNICATION AND OUTREACH ACTIVITIES.....</u></b>	<b><u>20</u></b>
<b>A. COLLABORATIVE EFFORTS AND ACTIVITIES .....</b>	<b>20</b>
<b>B. PRESENTATIONS, VISITS AND PUBLIC EVENTS .....</b>	<b>20</b>
<b><u>VII. PROJECT ADMINISTRATION AND MANAGEMENT.....</u></b>	<b><u>21</u></b>
<b>1. CAPACITY BUILDING OF RISE STAFF.....</b>	<b>21</b>
<b><u>VIII. FINANCIAL PIPELINE .....</u></b>	<b><u>22</u></b>
<b><u>IX. CHALLENGES, ISSUES AND LESSONS LEARNED.....</u></b>	<b><u>23</u></b>
<b><u>X. APPENDICES .....</u></b>	<b><u>24</u></b>

<b>A. MAPS.....</b>	<b>24</b>
<b>KILINDI AND KITETO DISTRICTS.....</b>	<b>25</b>
<b>MICHEWENI (PEMBA).....</b>	<b>30</b>

## Acronyms

AKF	Aga Khan Foundation
AMREF	African Medical and Research Foundation
COBET	Complimentary Basic Education for Tanzania
CoP	Chief of Party
CTO	Chief Technical Officer
DED	District Executive Director
DEO	District Education Officer
DiCo	RISE District Coordinator
ECD	Early Childhood Development
EDC	Education Development Center
GoT	Government of Tanzania
GoZ	Government of Zanzibar
IRI	Interactive Radio Instruction
ME	<i>Mambo Elimu</i>
MECLC	<i>Mambo Elimu</i> Community Learning Center
MoEVT	Ministry of Education and Vocational Training
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NGO	Non Government Organization
P&L	Play and Learn Clubs
PP	Pre-primary (also referred to as Preschool)
PPP	Public Private Partnerships
PMP	Project Performance and Monitoring Plan
RISE	Radio Instruction to Strengthen Education in Tanzania
RTD	Radio Tanzania Dar es Salaam/Tanzania Broadcast Corporation
S1	Standard One
S2	Standard Two
TC	Teacher College/Teacher Center
TIE	Tanzania Institute of Education
TuTu	<i>Tucheze Tujifunze</i>
UPE	Universal Primary Education
USDOL	United States Department of Labor
USAID	United States Agency for International Development
VOTZ	Voice of Tanzania, Radio Zanzibar
VSO	Voluntary Services Overseas
WI	Winrock International

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

## **Quarterly Report 9**

**Grantee: Education Development Center, Inc. (EDC)**  
**Cooperative Agreement No. 621-A-00-07-00003-00**  
**Reporting Period: October-December, 2008**

### **RISE PROJECT**

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

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

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

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

To achieve this goal in Zanzibar, RISE will develop and/or adapt IRI programs with support materials for pre-primary and early primary; and assist communities to establish community based *Tucheze Tujifunze "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 (3 districts) reaching 14,700 disadvantaged children with the support required to enroll in school, stay in school and complete their primary education.

## I. Executive Summary

During this quarter, RISE has been working closely with mentors and teachers in Zanzibar to transition students from non-formal *Tucheze Tujifunze* (TuTu) programs to formal schools for the 2009 school year. In Mainland, RISE handed over equipment and management of MECLCs to district offices and the Tanzania Institute of Education (TIE).

By the end of the 2008 school year, 9,832 students were regularly listening to *Tucheze Tujifunze* (TuTu) programs and participating in RISE activities in 126 TuTu clubs and 61 formal classrooms in Zanzibar. Meanwhile, on the mainland, 3,896 students received Standards One to Three *Mambo Elimu* (ME) programming in 93 *Mambo Elimu* Community Learning Centers (MECLCs). Retention rates were reported at nearly 95.5% for both Mainland and Zanzibar clubs and centers.

Broadcasting of the entire TuTu Preschool and Standard One Program series was completed this quarter and a new cycle of Preschool to Standard Two broadcasting will begin in January, 2009. 24 programs are fully prepared for airing at present. No trainings were held this quarter, but training programs and logistics were arranged for the initial and follow-up trainings set to take place in January, 2009. Learning materials were purchased and Mentor's Guides were printed this quarter in preparation for the new school year. Finally, post-tests were administered to 1,554 Standard One students in both Zanzibar districts to measure learning gains amongst students while 34 mentor and teacher observations were conducted to assess changes in teaching behavior. A final Impact Study for Zanzibar will be completed in the subsequent quarter and results from the Mainland Impact Study will be distributed.

93 MECLCs were still in operation in Mainland when RISE handed these centers over to the district offices and TIE on November 3, 2009. RISE continued to support TIE in delivering programs to Radio Tanzania Dar es Salaam/Tanzania Broadcast Corporation (RTD) and supporting districts with management concerns.

Throughout this quarter, the RISE team continued to work closely with the Zanzibar Ministry of Education and Vocational Training (MoEVT) central and district offices to enroll RISE non-formal children in formal schools and to enroll a new cohort of out-of-school children in TuTu Clubs. RISE staff continued to attend monthly meetings with MoEVT, Zanzibar officials and to advise MoEVT in Early Childhood Development (ECD) curriculum and policy. In Mainland, RISE was in contact with the MoEVT Deputy Principal Secretary and Director of Adult Education regarding future collaborations planned for a longer extension.

In addition to government partners, RISE met with the Aga Khan Foundation's CREATE Project team on several occasions to discuss future alliances. Finally, RISE continued to benefit from the support of an international volunteer who has been assisting with database management, impact study development and capacity building of M&E staff.

## II. Technical Activities and Achievements

Highlights of the activities completed this quarter include:

- a) Extension of the RISE Project was granted for the period of November 3, 2008 to February 28, 2009. The Zanzibar office remained in full operation during this time, but the Dar es Salaam (Mainland) office was transferred from TIE to Winrock International (WI) premises. All field activities in Mainland, including broadcasts, were handed over to the District Offices and TIE in Quarter Eight.
- b) A one-year extension proposal was written and submitted to USAID in December.
- c) Broadcasting of the *Tucheze Tujifunze* (TuTu) Pre-primary and Standard One series was completed this quarter. The final 11 Pre-primary and 33 Standard One *Tucheze Tujifunze* (TuTu) Programs were broadcast and 14 Pre-primary and 3 Standard One episodes were re-broadcast.
- d) 24 Standard Two *TuTu* Programs were written and recorded by the end of Quarter Nine.
- e) 18 Levels 3 and 4 *Mambo Elimu* (ME) programs were aired between October 1<sup>st</sup> and 24<sup>th</sup>, 2008.
- f) 126 of 126 Pre-Primary and Primary TuTu Clubs are still operational in Zanzibar.
- g) 93 *Mambo Elimu* Community Learning Centers (MECLCs) were operational in seven districts in Mainland Tanzania as of November 3, 2008, when they were handed over to the District Offices for management.
- h) In Zanzibar, 2,971 out-of-school preschool (50% of which are girls) and 2,896 primary school-age children (51% of which are girls) benefited from the RISE Project by attending TuTu Clubs in 2008.
- i) In Zanzibar, 3,965 formal Standard One children (50% of which are girls) benefited from RISE programming in 2008.
- j) In Mainland, 3,896 (42% of which are girls) out-of-school children received basic education by attending MECLCs in 2008.
- k) District Coordinators (DiCos), district officials and the RISE M&E Team administered 1, 554 post-tests to Standard One students in both Zanzibar districts to measure learning gains for the Zanzibar Impact Study. 34 observations of mentors and teachers were conducted to assess changes in teaching behavior.
- l) Impact Study data entry and analysis of learning and teaching gains is well underway.

Below are further details on the activities implemented during this quarter.

## A. Zanzibar Technical Activities

Extension of the RISE Project was granted for the period of November 3, 2008 to February 28, 2009. The Zanzibar office remained in full operation during this time.

### 1. *Tucheze Tujifunze* (Preschool and Standard One Programs)

By the end of this quarter, 126 of 126 Preschool and Standard One TuTu Clubs remained fully operational in the following locales:

- North A District, Unguja (58)
- Urban West District, Unguja (8)
- Micheweni District, Pemba (60)

The first 27 programs of the Standard Two were written, recorded and edited. In addition, a new boy child actor was trained for the Standard Two series and a number of new English and Kiswahili songs were written and recorded by a group of young performers.

The final 11 Pre-primary and 33 Standard One *Tucheze Tujifunze* (TuTu) Programs were broadcast this quarter. 14 Pre-primary and 3 Standard One episodes were re-broadcast to encourage TuTu Clubs and Classrooms to continue activities until the new broadcasting cycle begins in January 2009. In order to complete the broadcast of the Standard One series before the December school closure, Standard One broadcasts were increased to five times a week in November and early December. The radio broadcast times will change in 2009 to accommodate for Standard Two broadcasts. The new schedule is yet to be confirmed by VOTZ and MoEVT.

RISE staff visited over 53 TuTu Clubs and Standard One TuTu Classrooms during this quarter to monitor progress and to administer tests to 1,554 children. Mentor, teacher and community feedback during routine visits to TuTu Clubs and classrooms have continued to be largely positive and encouraging. Challenges reported in past quarters regarding religious leader support have largely dissolved, and TuTu Club pre-enrolments are encouraging. During post-testing, children made gains in Math (addition and subtraction), Kiswahili literacy and English comprehension. Final results from these tests will be discussed in greater extent in the subsequent quarter.

*We are happy to work with the RISE Project and USAID. Our children are getting a chance to learn. Without this project it would take long time for our children to have access to pre-primary education.*

**Hemed Juma Said**  
Mentor  
Muondoni TuTu Club  
Micheweni District, Pemba

### 2. Community Sensitization, Mobilization and Materials Development / Distribution



© Nov. 2008, Distributing Mentors' Guide and T-shirts in North A'

RISE staff met with district officials, mentors and community leaders early this quarter to discuss the terms of the short project extension and how to increase local management and project sustainability. Mentors expressed concern about MoEVT's ability to assume financial and administrative management of the project if the RISE office closes in February 2009. Although they are dedicated to teaching underserved children in their districts, mentors rely on RISE resources and technical support at present, and need continued support in order to reach the intended project goals.

No new materials were developed or distributed this quarter, but the final version of the Preschool Mentor's Guide was completed and distributed to all mentors. The final Standard One Mentor's Guide and RISE Songbook will be printed and distributed in Quarter Ten.

### **3. Training of Mentors**

No mentors were trained in this Quarter. Initial and follow-up trainings for 1) new mentors, 2) existing mentors, and 3) Standard Two teachers will take place in January 2009, at the beginning of the 2009 school year.

### **4. Transition from Clubs to Schools**

RISE mentors and staff have been working closely with Teacher Centers (TC), District Education Officials and formal primary schools to enroll TuTu Club preschoolers and TuTu Club Standard One students in formal Standard One and Two classrooms respectively. District Officials have not only supported transition from RISE TuTu Clubs to formal schools, but have been critical in sensitizing and working with head teachers to make sure this transition takes place. Official matriculation data will be detailed in Quarterly Report Ten, after schools are re-opened and registration processes are complete.

*The District Education Officer has encouraged head teachers from government schools to enrol all children from TuTu Clubs into formal Standard One and Two Classes.*

**Hamad Shehe  
District Coordinator  
Micheweni District, Pemba**

## ***B. Mainland Technical Activities***

Extension of the RISE Project was granted for the period of November 3, 2008 to February 28, 2009. The Dar es Salaam (Mainland) office was transferred from the TIE to WI premises. All field activities in Mainland, including broadcasts, were handed over to the District Offices and TIE in Quarter Eight.

All 93 MECLCs were still in operation by November 3, 2008, when RISE handed over activities to TIE and the District Offices. RISE distributed 465 books to all 93 MECLCs and 369 t-shirts and certificates to all participating mentors, local representatives and District Officials prior to district handovers.

RISE continued to guide TIE staff in the delivery of radio programs to RTD until the end of this quarter and remained in contact with RISE DiCOs and district officials in the seven districts to monitor progress of MECLCs.

RISE staff met with the Director of Adult Education, MoEVT and visited the community radio station, Radio Injili, in Moshi at the end of the quarter to discuss future collaborations in Mainland.

## ***C. Technical Activities Planned for Next Quarter***

The major activities planned for Zanzibar in Quarter Ten include:

- Conduct trainings for: 1) new mentors (three-day), 2) follow-up training for existing mentors in English Language Instruction (two-day) and 3) new Standard Two teachers' training (two-day)
- Begin new broadcasting of Preschool, Standard One and Standard Two series
- Commence RISE activities in 60 Standard Two formal classrooms
- Re-open 126 TuTu Clubs and 60 Standard One formal classrooms
- On-going writing and recording of Standard Two programs
- On-going monitoring visits to register new children for TuTu Clubs and to assist with the transition of TuTu Club children to Standards One and Two in January
- Pre-tests and mentor observations for Standard Two classrooms to be conducted
- On-going monitoring visits in the field to verify mentor and learner participation and collection of data
- Final analysis and writing of the Zanzibar Impact Study
- Printing Standard One and Standard Two Mentor's Guides
- Execution of RISE Project extension or closure in both Zanzibar and Mainland
- Submission of progress and financial reports to USAID

## BENEFICIARIES

### D. Primary Beneficiaries<sup>1</sup>

Program Type	Year I		Year II		Total	
	July 07		January & July 08			
	Estimated	Actual	Estimated	Actual	Estimated	Actual
<b>Zanzibar: TuTu Clubs and Classrooms</b>						
Pre-primary (non-formal)	1250	1053	3125	2971	4375	4024
Standard 1 Students (non-formal)	0	0	3125	2896	3125	2896
Standard 1 Students (formal Schools)	0	0	2700	3965	2700	3965
Total Zanzibar	1250	1053	8950	9832	10,200	10,885
<b>Mainland: MECLC</b>						
Standard 1 to 4 Students						
Total Mainland	2250	2213	2250	3896	4500	6109
<b>RISE TOTAL</b>	<b>3,500</b>	<b>3,266</b>	<b>11,200</b>	<b>13,728<sup>2</sup></b>	<b>14,700</b>	<b>16,994</b>

### E. Secondary Beneficiaries

Program Type	Year I		Year II		Total	
	June/July 07		Jan./July 08			
	Estimated	Actual	Estimated	Actual	Estimated	Actual
<b>Zanzibar: TuTu Clubs and Classrooms</b>						
Mentors and Asst. Mentors (TuTu Clubs)	50	90	75	172	125	262
Teachers (Formal Schools)	0	10	60	60	60	70
Education Officials including Head Teachers	2	11	9	49	11	60*
<b>Mainland: MECLCs</b>						
Mentors (MECLCs)	40	46	60	47	100	93
Education Officials including Head Teachers	3	58	17	55	20	113**
<b>RISE TOTAL</b>	<b>95</b>	<b>215</b>	<b>221</b>	<b>383</b>	<b>316</b>	<b>598</b>

\* Two RISE DiCos attended a second new mentors' training in YII but were not included in the YII totals as to avoid double counting. 31 government preschool head teachers, TC advisors and MoEVT officials in Unguja and Pemba were trained in radio operation and care but as the training was less than one day these individuals have not been counted.

\*\* Four RISE DiCos attended a second new mentors' training in YII but were not included in the YII totals as to avoid double counting.

<sup>1</sup> Group size for TuTu is 25 and group size for classrooms is estimated at 45 children. MECLCs 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 is reported in each quarterly report.

<sup>2</sup> Please note that Y2 includes children who were enrolled in TuTu Pre-primary Clubs and MECLCs in Y1 and matriculated into the next level in Y2.

## F. Communities of Intervention<sup>3</sup>

### 1. Zanzibar TuTu Club Information

Ward	#	Club Name	Mentor	Assistant Mentor	Students Recruited		
					Total	Girls	Boys
<b>Pemba: Micheweni District</b>							
Tumbe	1	Nyikani m/riki PP	Amina B. Khalfan(F)	Yamu Khamis Ali(F)	25	15	10
		S1			25	16	9
„	2	Kojifa m/riki PP	Khadija S. Kassim(F)	Abdalla H. Khalfan	13	5	8
		S1			13	8	5
„	3	Kaliwa PP	Mchanga M. Silaha(F)	Salma J.Hassan(F)	25	13	12
		S1			30	22	8
„	4	Kwa sheha PP	Hamad Faki Juma	Mwanakhamis Juma(F)	26	14	12
		S1			26	14	12
„	5	Kibiriti PP	Makame H. Makame	Fatma Kh. Mkandi(F)	26	13	13
		S1			19	9	10
„	6	Kikunguni m/rik PP	Salim Ali Salim	Khadija O. Hamad(F)	24	15	9
		S1			18	12	6
„	7	Kojifa maghribi PP	Salim Gharib Salim	Halima M. Amour(F)	24	12	12
		S1			22	10	12
„	8	Makadara PP	Salama Kh. Juma(F)	Zuwena M. Ali (F)	30	17	13
		S1			30	10	20
„	9	Nyikani m/ribi PP	Rukia K. Hamad(F)	Hadia Ali Faki(F)	25	15	10
		S1			27	12	15
„	10	K/nguni maghribi PP	Mwalim Juma Haji	Sharifa S. Ali(F)	30	16	14
		S1			30	15	15
„	11	Mpakani PP	Time Ismail Hamad(F)	Moza Khatib Kombo	28	18	10
		S1			30	17	13
„	12	Chanjaani-Kij. PP	Ali Khamis Bakar	Fatma Y. Haji(F)	16	11	5
		S1			17	10	7
„	13	Mitungujani PP	Khatib Rashid Abdalla	Shaame S. Shaame	28	19	9
		S1			25	14	11
„	14	Kwapengo PP	Said Hamad Juma	Sada Abushir Said(F)	24	8	16
		S1			23	16	7
„	15	Jitenge PP	Wahida Ali Abdalla(F)	Mtumwa S. Khamis(F)	26	14	12
		S1			26	12	14
„	16	Chanjaani PP	Nusura Khamis Haji(F)	Hadia Said Abeid(F)	25	15	10
		S1			25	16	9
Kinowe	17	Changaawe PP	Asha Haruni Juma(F)	Safia H. Khamis(F)	30	15	15
		S1			24	12	12
„	18	Jiso PP	Saida Moh'd Seif(F)	Hamad Ali Nassor	29	16	13
		S1			29	20	9
„	19	Chimba PP	Fathiya R. Kassim(F)	Fatma Said Hassan(F)	25	11	14
		S1			30	14	16
„	20	Bule PP	Bijuma A. Omar(F)	Sakina Ali Rashid(F)	28	18	10
		S1			30	12	18
„	21	Rahikani PP	Mtumwa M. Said(F)	Mwanaid Omar Haji(F)	22	10	12
		S1			18	7	11
Shumba	22	Kichungwani PP	Bihola H. Khamis(F)	Rehema Ali Bakar(F)	25	12	13
		S1			19	12	7

<sup>3</sup> Data presented is as of September 30, 2008.

Ward	#	Club Name	Mentor	Assistant Mentor	Students Recruited		
					Total	Girls	Boys
,,	23	Gombe PP	Sada Juma Bakar (F)	Asha Ali Yussuf	29	22	7
		S1			27	18	9
,,	24	Muondoni PP	Hemed Juma Said	Sada Juma Bakar(F)	21	11	10
		S1			23	6	17
,,	25	Uondwe PP	Salma Moh'd Saleh(F)	Ali Kombo Issa	23	12	11
		S1			24	13	11
,,	26	Mgeninje PP	Fatma H. Khamis(F)	Raya Moh'd Khamis(F)	22	10	12
		S1			30	10	20
,,	27	Kikunguni PP	Laila Hamad Khamis(F)	Aisha H. Khamis(F)	30	15	15
		S1			29	10	19
,,	28	Mihogoni PP	Fatma Ali Faki(F)	Zakia Salim Abdalla(F)	26	12	14
		S1			28	16	12
,,	29	Kibubunzi PP	Maulid Hamad Ali	Bikuu Kh. Abdalla(F)	26	13	13
		S1			28	10	18
Kifundi	30	Kiuyu kipangan PP	Ali Abdalla Ali	Khamis K. Khamis	29	17	12
		S1			32	16	16
,,	31	Bandari kuu PP	Rizik Khamis Abeid(F)	Said Abdalla Ali	27	11	16
		S1			13	7	6
Konde	32	Kwa manda PP	Fatma Salim Moh'd(F)	Abdalla Kh. Hamad	26	14	12
		S1			31	20	11
,,	33	Chonja PP	Abrahman M. Juma	Asha Haji Hassan(F)	17	11	6
		S1			27	12	15
,,	34	Kipange B' PP	Khadija R. Matango(F)	Fatma Yahya Ali (F)	31	14	17
		S1			17	11	6
"	35	Kipange A' PP	Salim Msonga Bakar	Maimuna Iliyasa Ali (F)	30	14	16
		S1			24	11	13
Njuguni	36	Kikunguni PP	Amina Haji Juma(F)	Said Kh. Hassan	25	11	14
		S1			17	10	7
,,	37	Kidutani PP	Tatu Nassor Masoud(F)	Rama Mbarouk Hamad	22	12	10
		S1			17	10	7
,,	38	Kitaalan PP	Masoud Ali Juma	Bikombo S.Moh'd(F)	30	15	15
		S1			19	10	9
,,	39	Kichungwani PP	Asha Mwiaka Haji(F)	Asaa Ali Hassan	27	9	18
		S1			22	5	17
Mlindo	40	Mabandani PP	Siti Khamis Haji(F)	Hamad Faki	15	9	6
		S1			12	2	10
,,	41	Mtakao PP	Shemsia Ali Adi(F)	Juma Bakar Hamad	14	5	9
		S1			13	7	6
,,	42	Mtakuja PP	Maryam Issa Omar(F)	Ali Khamis Hamad	37	22	15
		S1			16	9	7
,,	43	Kichangani PP	Khalfan Khamis Ali	Saumu Said Ali(F)	22	13	9
		S1			27	12	15
,,	44	Kibendera PP	Riziki Ali Khamis(F)	Kombo Salim Haji	22	11	11
		S1			9	7	2
,,	45	Mlindo PP	Maryam Juma Haji(F)	Said Bakar Said	22	10	12
		S1			23	10	13
Mtemani	46	Mtemani PP	Maryam Ali Hamad(F)	Othman Juma Abdi	28	13	15
		S1			25	13	12
,,	47	Mafya PP	Mgeni Said Mbwana(F)	Issa Bakar Khamis	27	10	17
		S1			24	10	14
,,	48	Pwana PP	Salim Ali Othman	Rehema Moh'd Ali(F)	30	12	18
		S1			28	12	16

Ward	#	Club Name	Mentor	Assistant Mentor	Students Recruited		
					Total	Girls	Boys
„	49	Chokaaning. PP	Mwajuma K. Nyange(F)	Ali Khamis Ali	30	15	15
		S1			26	14	12
Njuguni	50	Njuguni PP	Khamis Othman Haji	Viwe Haji Abeid(F)	17	10	7
„		S1			23	12	11
„	51	Kibuyuni	Raya Khatib Bakar	Halima Ali Hamad	29	10	19
		S1			15	4	11
„	52	Michungani PP	Zawadi Ali Abdalla	Halima S. Hassan(F)	24	14	10
		S1			15	8	7
„	53	Mianzini PP	Khatib Khamis Sharif	Hadiya O. Hassan (F)	21	15	6
		S1			21	12	9
„	54	Dodeani PP	Fatma S. Moh'd(F)	Zuleikha Nassor(F)	29	11	18
		S1			14	6	8
„	55	Mikinduni PP	Fatma Juma Abdalla(F)	Hadia Hassan Faki(F)	23	11	12
		S1			21	12	9
„	56	Limani PP	Juma Kombo Mgeni	Biyam O. Mbarouk(F)	25	14	11
		S1			25	15	10
Mjananza	57	Mjananza PP	Ali Hamad Yussuf	Time Hamad Juma(F)	26	14	12
		S1			20	9	11
„	58	Kilimni PP	Rashid Sanan Massoud	Mboje H. Bakar(F)	21	10	11
		S1			30	14	16
„	59	Tanzania PP	Salim Said Abdalla	Riziki A.Kombo(F)	27	14	13
		S1			26	13	13
„	60	Kinazini PP	Riziki S. Khamis(F)	Biubwa H. Bakar(F)	30	20	10
		S1			25	11	14
<b>Unguja:Urban West District</b>							
Mbuzini	61	Mkanyageni PP	Salha Mwadin Haji (F)	Biubwa A. Feruzi(F)	23	16	7
		S1			27	9	18
„	62	Mbuzini PP	Miza Hassan Ali (F)	Mgeni M. Ramadhan(F)	30	10	20
		S1			30	16	14
Bububu	63	Kijichi PP	Zuleikha Juma Kali (F)	Mboja Juma Kali(F)	26	13	13
„		S1			26	18	8
„	64	Kibweni PP	Rabia S. Mussa (F)	Ziada K. Hamad(F)	27	12	15
		S1			15	8	7
„	65	Kigamboni PP	Asha Seif Bakar (F)	Fatma Ussi Haji(F)	26	11	15
		S1			28	14	14
Mwany.	66	Mwanyanya A' PP	Rukkaiya K. Hamza (F)	Kijakazi K.Hamza(F)	11	7	4
		S1			21	9	12
„	67	Mwanyanya B' PP	Saada S. Juma (F)	Taiba M. Mahmoud(F)	12	9	3
		S1			30	21	9
„	68	Mwanyanya C' PP	Rauhia Kombo Ali (F)	Miza Mcha Ali(F)	17	12	5
		S1			30	20	10
<b>Unguja: North A' District</b>							
Kijini	69	Kidikoni PP	Jabu Makame Haji(F)	Mayasa U.Silima (F)	11	6	5
		S1			11	6	5
„	70	Zingani PP	Khadija S. Makame(F)	Dawa Ali Haji(F)	9	5	4
		S1			17	14	3
„	71	Kijagi A' PP	Mtwana Faki Makame	Siti Simai Haji(F)	20	6	14
		S1			20	12	8
„	72	Kijagi C PP	Mboja Kule Kundi(F)	Zainab Simai(F)	13	7	6
		S1			16	6	10
„	73	Mtakuja PP	Silima M. Kombo	Mcha Machano Faki	12	6	6

Ward	#	Club Name	Mentor	Assistant Mentor	Students Recruited		
					Total	Girls	Boys
		S1			15	6	9
„	74	Kureke PP	Siti Liuku Khamis (F)	Tatu Haji Pili(F)	12	6	6
		S1			25	14	11
„	75	Mlimboni PP	Ussi Pili Shuri	Jabu Pili Shauri(F)	16	8	8
		S1			17	10	7
„	76	Kivinjeni PP	Haji Makame	Tabu Haji Hula(F)	21	11	10
		S1			15	8	7
„	77	Kijambani PP	Makame Haji Faki	Hamid Haji Faki	28	10	18
		S1			15	8	7
Matemwe	78	Kachongwa PP	Ali Abdalla Pili	Juma Hobe Pili (F)	20	8	12
		S1			22	12	10
„	79	Kijibwemnara PP	Zawadi Ramadhan(F)	Patima Haji(F)	14	6	8
		S1			17	9	8
„	80	Kigomani A' PP	Patima Mwepo Juma(F)	Ali Makame Mmadi	25	14	11
		S1			30	21	9
„	81	Kigomani B' PP	Hidaya Abdalla Ali (F)	Ali Mcha Mmadi	29	10	19
		S1			30	18	12
„	82	Kigomani C' PP	Juma Mossi Baya	Miza Haji Mdigo (F)	23	12	11
		S1			27	15	12
„	83	Mbuyu popo PP	Jabu Adam Moh'd(F)	Mtumweni Juma Nuru	13	6	7
		S1			16	9	7
P/Mchan.	84	Kikobweni A' PP	Tatu Abdalla Moh'd(F)	Mosi Hamdu Mkali(F)	30	15	15
		S1			25	9	16
„	85	Kikobweni B' PP	Fatma Ame Mati(F)	Pili Ali Juma(F)	26	15	11
		S1			30	16	14
„	86	Kikobweni C' PP	Chum Makame Ame(F)	Sada Daud Ali(F)	25	10	15
		S1			26	12	14
„	87	Kikobweni D' PP	Kazija Makame Haji(F)	Tatu Silima Mcha(F)	28	8	20
		S1			23	11	12
Kinyasini	88	Kidimni PP	Mjalia M. Mtumwa(F)	Zawad K.Silima(F)	28	13	15
		S1			28	12	16
„	89	Ngava PP	Tatu Hassan Ali(F)	Khadija J. Makame(F)	21	11	10
		S1			22	7	15
„	90	Branji PP	Mwajuma Kh. Rajab(F)	Nyezuma U. Kheri(F)	29	15	14
		S1			30	17	13
„	91	Kisongoni PP	Tuwe K. Makame(F)	Shindano J. Adam(F)	29	14	15
		S1			29	15	14
Kivunge	92	Kinazini PP	Tunza Abdalla Haji(F)	Ali Silima Mgwali	17	5	12
		S1			27	13	14
„	93	Kivunge PP	Pavu Haji Aboud(F)	Tumu Ame Mossi (F)	21	12	9
		S1			23	13	10
„	94	Bondeni PP	Maimuna S. Abdalla(F)	Nali Mngana Sharif(F)	21	12	9
		S1			20	9	11
„	95	Kirimdomo PP	M, K. Mkubwa(F)	Mwajuma S. Mwadin(F)	29	11	18
		S1			28	16	12
„	96	Mbuyu cheche PP	Tatu Ali Mussa(F)	Mwamboni Shadhil(F)	27	17	10
		S1			23	7	16
„	97	Kae PP	Mossi Juma Ali(F)	Uchungu Ussi Haji(F)	13	8	5
		S1			14	6	8
Mkwajuni	98	Sokoni PP	Sinahaja Dube Jabu(F)	Jena Mganga Ali(F)	29	15	14
		S1			24	11	13

Ward	#	Club Name	Mentor	Assistant Mentor	Students Recruited		
					Total	Girls	Boys
,,	99	Muembe mtamuPP	Nachoum Mwadini(F)	Mwanakombo Haji(F)	20	10	10
		S1			17	8	9
,,	100	Shingwi PP	Mkasi K. Mlekwa(F)	Miza Ali Khamis(F)	15	7	8
		S1			21	11	10
,,	101	Uyagu PP	Miza Jaku Ali(F)	Patima Ali Makame(F)	23	14	9
		S1			21	9	12
,,	102	Kidombo PP	Tatu M. Mwadin(F)	Mwanakombo Said (F)	19	6	13
		S1			17	12	5
,,	103	Kibuyuni PP	Mlivyo Simai Abbas(F)	Maryam A. Hamdu(F)	27	9	18
		S1			13	6	7
Kandwi	104	Kusini PP	Hassan Mossi Mgeni	Pangua Ali Mati(F)	26	17	9
		S1			29	14	15
,,	105	Kichanjaani A PP	Kazija Haji Silima(F)	Kazija Dunia Haji(F)	27	19	8
		S1			22	13	9
,,	106	Kchanjaani B PP	Mwajuma Makame(F)	Chum K.Pandu(F)	23	13	10
		S1			29	13	16
Mkokot.	107	Geuni PP	Fadhila M. Mngana(F)	Patima Juma Haji(F)	23	15	8
		S1			22	8	14
,,	108	Mbalungini PP	Kombo Haji Ussi(F)	Salma S. Juma(F)	23	16	7
		S1			27	14	13
,,	109	Kizimbani PP	Miza Ali Mgwali(F)	MwanahawaYussuf(F)	24	11	13
		S1			27	10	17
,,	110	Shangani PP	Tatu Haji Kombo(F)	Hanifa H. Muhidin(F)	14	10	4
		S1			20	10	10
,,	111	Kidutani PP	Arafa Haji Haji(F)		24	15	9
		S1			10	6	4
Muange	112	Kibonden PP	Mwaka Khamis Ali(F)	Mbaki Ame Haji(F)	15	4	11
		S1			14	4	10
,,	113	Funguni PP	Subira Iddi Haji(F)	Mwajuma Haji Haji(F)	28	13	15
		S1			22	11	11
,,	114	Kijuuni PP	Pili Haji Yahya(F)	Kondo N.Yahya(F)	15	9	6
		S1			21	13	8
,,	115	Mtuhaliwa PP	Hassan Ali Haji	Chema M. Mtwana(F)	28	18	10
		S1			29	12	17
,,	116	MwembeKung.A'PP	Mwanaisha Makame(F)	Namboto M. Foun(F)	23	14	9
		S1			24	10	14
Kibeni	117	MwembeKung.B'PP	Acha Haji Makame(F)	Jina Faki Makame(F)	22	10	12
		S1			24	14	10
Chaani	118	Sokoni A' PP	Asha Y.Makame(F)	Asha M. Khamis(F)	30	13	17
		S1			30	16	14
,,	119	Sokoni B' PP	Sichana J.Hakim(F)	Mwanakheri Kheri(F)	29	13	16
		S1			29	18	11
,,	120	Sokoni C' PP	Nachia Ame Khamis(F)	Asha Vuai Mngana(F)	22	8	14
		S1			25	16	9
,,	121	Tengoni PP	Mwamvua R Abdalla(F)	Pili Adam Khamis(F)	24	12	12
		S1			24	19	5
Gamba	122	Moga A' PP	Asha Moh'd Haji(F)	Namboto Haji Juma(F)	24	6	18
		S1			26	16	10
,,	123	Moga B' PP	Jina M. Mahmoud(F)	Asha Yahya Jabir(F)	24	9	15
		S1			25	13	12
Chaani	124	Mdodoni PP	Hidaya M. Mahmoud(F)	Tatu simai Faki(F)	20	9	11

Ward	#	Club Name	Mentor	Assistant Mentor	Students Recruited		
					Total	Girls	Boys
		S1			30	21	9
„	125	Njaro PP	Ashura K. Khamis(F)	Dude J. Makame(F)	29	15	14
		S1			18	11	7
„	126	Sebushari PP	Kipi M. Yakoub(F)	Sauda H. Khamis(F)	25	16	9
		S1			26	7	19
<b>Subtotal Pre-primary (PP)</b>					<b>2971</b>	<b>1511</b>	<b>1460</b>
<b>Subtotal Standard One (S1)</b>					<b>2896</b>	<b>1489</b>	<b>1407</b>
<b>GRAND TOTAL</b>					<b>5867</b>	<b>3000</b>	<b>2867</b>

## 2. Zanzibar Formal Standard One Classroom Information

Ward	#	Schools	Teachers	Head teachers	Students Recruited		
					Total	Girls	Boys
<b>Pemba: Micheweni District</b>							
Konde	1	Konde Pr.B'	Fatma Abeid Khamis (F)	Khamis Omar Khamis	79	42	37
„	2		Sharafe Moh'd Azan (F)		76	38	38
„	3	Konde Pr.A'	Sada Juma Hassan(F)	Ahmed Khamis Moh'd	71	40	31
„	4		Mishi Moh'd Nassor(F)		74	39	35
„	5		Halima Faki Kombo(F)		74	43	31
„	6	Makangale	Bakar Ali Khamis	Makame Ali Kombo	75	25	50
„	7		Magret Andrea Mihale(F)		74	22	52
Kinowe	8	Kinowe	Mchanga Salim Hamad(F)	Rashid Kassim Abdalla	89	47	42
„	9		Salma Abdalla Mselem(F)		88	47	41
Tumbe	10	Tumbe	Thabit Faki Kombo	Saleh Salim Khamis	73	30	43
„	11		Ali Moh'd Azan		67	31	36
„	12		Khamis Dadi Khamis		65	34	31
„	13		Salma Abdalla Ali(F)		70	31	39
Msuka	14	Msuka	Saumu Ali Abdalla(F)	Abeid Abdalla Zubeir	70	35	35
„	15		Rehema Hamad Sharif(F)		60	26	34
„	16		Fatma Khamis Juma(F)		58	22	36
Micheweni	17	Micheweni	Kai Pandu Kai	Kombo Shaame Kombo	97	42	55
„	18		Juma Hamad Juma		90	39	51
„	19		Khamis Khatib Juma		79	39	40
„	20		Omar Ayou Hamad		100	43	57
Maziwang.	21	Kiuyu	Ali Bedui Ali	Musa Kombo Makame	47	24	23
„	22		Faki Bwadia Ismail		48	20	28
„	23		Naomba K.Makame(F)		52	29	23
„	24		Omar Haji Makame		44	22	22
Mgogoni	25	Mgogoni	Suleiman Juma Amour	Suleiman Ali Masoud	57	32	25
„	26		Harus Juma Nassor(F)		54	28	26
„	27	Kinyasini	Omar Khamis Kombo	Abdalla Ali Abdalla	54	29	25
„	28		Bijuma Omar Juma(F)		78	51	27
„	29	Finya	Ali Hassa Bakar	Fakih Khamis Fakih	40	20	20
„	30		Salama Ali Salimu(F)		40	19	21
<b>Unguja: Urban West District</b>							
	31	Mtoni	Amina Amour Khalfan(F)		105	48	57
<b>Unguja: North A' District</b>							
Kivunge	32	Potoa	Chache K. Silima(F)	Sheha Juma Simai	61	29	32
„	33		Zainab Kombo Juma(F)		63	31	32
„	34		Pili Nahoda Juma(F)		61	31	30
„	35		Asha Said Seif(F)		62	29	33
Mkokotoni	36	Pale	Fatma Mbaraka Moh'd(F)	Hussein H. Mbarouk	65	31	34
Mkwajuni	37	Kibuyuni	Mtumwa Yahya Juma(F)	Kheri Haji Mdungi	70	30	40
„	38		Mwajuma Haji Makame(F)		68	35	33
„	39	Mkwajuni	Riziki Abdalla Ali(F)	Kombo M. Ibrahim	50	26	24
„	40		Salama Yussuf Haji(F)		49	33	16
„	41		Pili Fikirini Mtumwa(F)		50	25	25
„	42		Mwajuma Jabu Mcha(F)		49	27	22
„	43		Tatu Ali Khamis(F)		49	32	17
Kidoti	44	Kidoti	Sida Juma Omari(F)	Moh'd Ame Wadi	60	31	29
„	45		Fatma Nyange Silima(F)		62	35	27
„	46		Tatu Juma Ame(F)		60	31	29

Ward	#	Schools	Teachers	Head teachers	Students Recruited		
					Total	Girls	Boys
„	47		Fatma Wadi Ame(F)		56	30	26
„	48	Fukuchani	Kazija Khamis Silima(F)	Makame Ali Juma	62	27	35
„	49		Mtumwa Kombo Sheha(F)		67	32	35
Nungwi	50	Nungwi	Juma Ali Pandu	Ussi Makame Ali	68	37	31
„	51		Mwajuma Ali Faki(F)		64	29	35
„	52		Tamima H. Makame(F)		56	32	24
„	53		Mtumwa K. Makame(F)		64	34	30
„	54	Kilindi	Juma Haji Ameir	Haji Sharif Haji	75	33	42
„	55	Kigunda	Patima Khamis Ngwali(F)	Simai M.Mngana	49	21	28
„	56		Maryam Fikiran Ruya(F)		49	26	23
Tumbatu	57	Mkokotoni	Miza Bakari Kombo(F)	Zahor Moh'd Ussi	56	32	24
„	58		Kitiba Haji Karine(F)		56	34	22
P/mchangani	59	P/Mchangani	Hija Fadhil Hija	Haji Simai Mcha`	61	34	27
Kibeni	60	Kibeni	Kazija Khamis Sheha(F)	Sheha H. Hussein	77	39	38
„	61		Rahma M. Kombo(F)		78	33	45
<b>Total</b>					<b>3965</b>	<b>1966</b>	<b>1999</b>

### III.M&E Activities and Results

Between November 10<sup>th</sup> and 21<sup>st</sup> 2008, RISE Zanzibar staff and district teams administered final post tests to 1,554 Standard One children as part of the Zanzibar Impact Study. In addition, 20 RISE mentors and 14 teachers trained in IRI and TuTu Programming were observed to assess changes in their teaching from the beginning of the RISE Project.

The final Impact Study for Mainland was drafted in Quarter Nine and will be distributed to stakeholders in Quarter Ten. Data entry and analysis of the Zanzibar Impact Study will be completed and distributed to stakeholders in Quarter Ten.

#### A. Project Performance Monitoring Plan (PMP)

The following nine indicators are being used to measure RISE performance.

- Indicator 1: Number of Zanzibar TuTu Clubs established (pre-primary and Standard 1) and formal classrooms (Standard 1) reached
- Indicator 2: Number of Zanzibar pre-primary and primary level learners enrolled in TuTu Clubs and formal classrooms
- Indicator 3: Number of MECLCs established (Standard 1 to Standard 4)
- Indicator 4: Number of Mainland primary level learners enrolled in MECLCs.
- Indicator 5: Number of a) non-formal mentors, b) assistant mentors and c) formal teachers trained in IRI.
- Indicator 6: Number of technical staff, officials and other institutions trained in IRI.
- Indicator 7: Number of IRI programs produced and broadcast (Mainland and Zanzibar)
- Indicator 8: Number of learning materials produced by type (teachers' guides, radios, learning material kits, flashcards, etc.)
- Indicator 9: Strategic support for education and sector policy and practice provided.

#### RISE Results Framework

<b>Goal:</b> Enable underserved children to achieve higher learning gains.	<b>Ninth Quarter Results:</b> Below is a description of how RISE met these objectives by the end of Quarter Nine. <sup>4</sup>
<b>Objective 1:</b> Expand learning opportunities (access and participation) for pre-primary and primary aged children (Zanzibar)	<ul style="list-style-type: none"> <li>• 126 total TuTu Clubs operational in Zanzibar:             <ul style="list-style-type: none"> <li>• 60 TuTu Clubs operating in Micheweni, Pemba</li> <li>• 58 TuTu Clubs operating in North A, Unguja</li> <li>• 8 TuTu Clubs operating in Urban West, Unguja</li> </ul> </li> <li>• Enrollment data show that 2,971 children ages 4 to 5 were enrolled in pre-primary TuTu Clubs and 2,896 children ages 6 to 8 in Standard One Clubs in 2008. Of the total number of children enrolled, 51% were girls.</li> <li>• 3,965 Standard One children (50% of which are girls) in government primary schools benefitted from RISE programming in 2008.</li> </ul>

<sup>4</sup> Note that data for Zanzibar was collected until December 31, 2008. In the Mainland it was collected until November 3, 2008, when the mainland activities were handed over to the District Offices and TIE.

<p><b>Objective 2</b> Increase access to underserved children, specifically children in poor and remote communities, girls, children with disabilities and orphans (Mainland)</p>	<ul style="list-style-type: none"> <li>• 93 MECLCs were operational in Mtwara and Lindi (rural and urban), Kilindi, Kiteto and Ngorongoro districts.</li> <li>• In Mainland Tanzania, 3,896 (42% of which are girls) out-of-school children received basic education by attending <i>Mambo Elimu</i> Learning Centers in 2008.</li> </ul>
<p><b>Objective 3:</b> Address selected strategic support for sector policy reforms</p>	<ul style="list-style-type: none"> <li>• Four district and TC officials and two DiCos participated in administration of post-tests and mentor/teacher observations.</li> <li>• RISE staff attended AKF final evaluation meetings and met with the AKF-CREATE team on several occasions to discuss further collaborations to support ECD policies and sector development in Zanzibar.</li> </ul>

### ***B. Data Collection System***

All data collected from forms, visits, and other monitoring activities have been entered into a database by data entry interns. Post-tests for Mainland and Zanzibar have been corrected, entered and analyzed as well.

### ***C. Formative Evaluation***

In November, Formative Evaluation of Standard Two TuTu programs commenced at Kijito Upele Primary School in Unguja's Urban West District. 24 programs underwent Formative Evaluation this quarter. Kijito Upele Primary School is a semi-urban school, selected for two reasons: 1) it is 10km from the RISE office and accessible for daily visits, and 2) its education indicators (including class size, household income, and physical environment) most closely resembles the conditions in the rural areas in RISE's northern Pemba and Unguja districts.

### ***D. Impact Study***

RISE has spent considerable time this quarter analyzing how RISE, IRI programs have impacted:

- 1) teaching gains among teacher/mentor beneficiaries, and
- 2) learning gains among RISE student beneficiaries.

### **Zanzibar**



In Zanzibar, post-tests were administered between November 10<sup>th</sup> and 21<sup>st</sup>, 2008 to approximately 1,554 students while observations of 34 mentors and teachers were conducted. The same cohort of students and mentors/teachers who participated in the pre-tests and observations participated in the post-tests and observations. If a student was not present during the post-testing or observations, they were removed from the study.

© Dec. 2008, RISE Post-testing North A

The students tested included:

- a. Children who finished TuTu Club pre-primary programs and are currently in Standard One formal classes;
- b. Out-of-school Standard One aged children in TuTu Club programs that did not participate in pre-primary TuTu Club programs
- c. Formal school Standard One children receiving the TuTu programs in their school that have not received, or been exposed to, TuTu programs previously
- d. Counterfactual group of children in Standard One classes who do not have exposure to TuTu programs

Post-tests were administered to students and teachers/mentors at the time TuTu programs 83-89 were being aired. While the initial plan was to test learners during the broadcast of the final programs 93-99, this was not possible for a number of reasons. These reasons include: 1) technical errors made by VOTZ, which put broadcasting behind schedule, 2) school closures during the Standard Seven and Form Two exams in late November, 3) school year closure activities during the first week of December.

Tests were administered largely by the same individuals trained to administer the pre-tests in February 2008. However, as one of North A's DiCos had to return to his teaching post in June, a district official taking his place was given a short training in the student and mentor/teacher assessment tools to bring him up to speed. Also, a number of RISE Scriptwriters with backgrounds in testing joined the testing team to accommodate the large mentor/teacher and student sample group.

During the pre-tests, a number of control group schools in Pemba and Unguja requested that RISE be expanded to their districts and schools. They have heard about the Project's success in the northern districts and would like to participate in the project.

*We would like our teachers and students to participate in, and benefit from, the RISE Project like the schools in Micheweni and North A.*

**Head Teacher  
Mkanyageni School, Control  
Mkoani District, Pemba**

Although testing involves an immense amount of work and travel for district officials and coordinators, RISE staff, teachers, mentors and students, preliminary results from tests have already illuminated areas where teachers and learners are excelling and areas where improvements could be made. The testing team has also improved district level capacity in assessing changes in learning and teaching and making informed decisions based on outcomes. Results will be published in the subsequent quarter and lessons learned during the Impact Study will help inform changes and adaptations that should be made for future programming and will suggest a delivery model that can be replicated by MoEVT Zanzibar in other parts of Zanzibar.

### **Mainland**

The final analysis of the Mainland Impact Study was completed during this quarter. Results will be published in the subsequent quarter and distributed to all stakeholders.

The Mainland Impact Study was structured slightly different from the Zanzibar Impact Study. Pre and post tests were only administered to children/youth that completed the RISE Standard 1 or 2 ME programs. There was no cohesive counterfactual group that could be used as a control for both pre and post-tests because beneficiaries are out-of-school children/youth, and/or school dropouts. Forming an organized counterfactual group, which could be tracked over the span of six months, was not possible. As there was no counterfactual group, RISE cannot claim that assessment outcomes were solely a result of RISE Project interventions. However, RISE did find the overall gains in learning and teaching for the four districts included in the study a promising indicator of RISE's contribution to educational gains in beneficiary communities.

While the target sample size for the impact study was 20% of the total Mainland MECLC enrollment, results were only used for 10% of students due to heavy rains during the pre-tests and other factors that influenced student attendance either during the pre or the post testing. As in Zanzibar, only children/youth that participated both in the pre and post tests were involved in the final analysis to make the study more robust.

Test results in the southern region were the most conclusive, as fluent Kiswahili is spoken by the nearly all student beneficiaries and mentors. The data from the southern region (Lindi Urban, Lindi Rural and Mtwara Urban) show that Standard One students increased their overall exam performance by an average of 17.1% (overall scores include written and oral Kiswahili, Math and English subject area scores). Standard One female students on average scored higher than males, with an overall increase of 22.8%. The subject with the highest improvement for males and females was mathematics, with a 22.5% increase for males and females. Females made remarkable improvements with a 34.7% average increase.

In Standard Two, MECLC students in the southern region improved on their overall scores by 17.4%, while females improved by 19.2%. The largest subject improvement was in English, with the average gain of 22.7% for all, and 25.1% for females. Although males scored higher on Standard One pre-tests, female students had the highest increase on scores overall.

In the northern region, test results were less conclusive than the southern region as there were some notable result irregularities, which are largely a result of language barriers and variance in invigilators' knowledge of the predominantly spoken KiMasaai. Results in Kilindi District were calculated for Standards One and Two but Kiteto District results were discarded due to inconclusive data. Overall Kilindi Standard One students scored 14% better on post-tests as compared to pre-tests, while Standard Two students scored 8.6% better on post-tests. Male and female Standard One students improved most notably in English, with 20.8% and 36.2% increases respectively. Math was the subject with greatest gains made by Standard Two students with males increasing by 15.7% and females increasing by 16.8%.

Females made, on average, higher gains in all districts tested. Remarkable gains made by females suggest that MECLCs not only made an effort to reach females, but encouraged their success.

Thirteen Standard One and Two mentors were observed in southern Tanzania. Mentors were observed in **teaching practices** and **student-mentor interactions**. Teaching practice gains increased in all areas on average. Detailed gains included: classroom management (16%), constructive communication (14%), teaching techniques (20%), evaluation of child learning (31%), and gender equity in teaching (23%). In the area of student-mentor interactions, positive interactions increased by 19%, while neutral and negative responses decreased by 6% and 13% respectively. These results show that mentors were utilizing and applying teaching skills covered in trainings and best teaching practices built into the interactive radio instruction programs.

## IV. Government Partnerships

RISE has continued to work closely with District Offices and MoEVT to implement RISE activities in Zanzibar. In the Mainland, RISE worked closely with District Offices and TIE to transfer management of activities. Details of these collaborations are listed below.

### ZANZIBAR

- RISE hosted a consultation meeting with MoEVT officials, VOTZ and RISE staff to celebrate the completion of the Standard One meeting and to discuss production of Standard Two programs.
- The RISE CoP and Technical Advisor attended monthly update meetings with MoEVT Deputy Principal Secretary of Administration, Policy and Planning and the Commissioner of Education.
- Teaching Center (TC) staff in Wingwi, Pemba and Mkwajuni, Unguja, as well as the District Education Officers for both districts, helped distribute Mentor's Guides and other learning materials to TuTu Clubs.
- Four district officials and two DiCos participated in administration of post-tests and mentor/teacher observations.
- MoEVT, Director of Primary Education recorded a TuTu Standard 1 change of schedule message, which was added to the beginning of all Standard One programs.
- Pemba District Education Officer and Micheweni Teacher Coordinator Subject Specialist visited the RISE office during a break with MoEVT meetings and provided feedback and advice on how to facilitate transition of preschool and Standard One children into formal primary schools in December/January.
- Technical Advisor met with World Bank consultant Mr. Carlos Rojas to share information regarding the Fast Track Initiative being implemented with MoEVT.
- RISE Project Officer and AKF-CREATE staff met with MoEVT Commissioner of Education to discuss how the two projects will collaborate in the future and to get MoEVT feedback on areas of collaboration.



© Dec. 2008, TC Coordinator testing, Micheweni

### MAINLAND

- RISE handed over all agreed equipment and information to TIE.
- RISE staff continued to support the TIE/RISE Focal Person in communicating with and delivering radio programs to RTD.
- RISE staff remained in contact with RISE DiCOs and district officials in the seven districts to monitor progress of MECLCs.
- RISE Project Director and MoEVT Assistant Principal Secretary discussed the transfer of Mambo Elimu activities to MoEVT's Department of Adult Education.
- RISE CoP and MoEVT's Director of Adult Education verbally agreed to collaborate together in 2009-2010 if the RISE Project is extended.

## V. Public Private Partnerships

As the RISE Project is set to close on 28<sup>th</sup> February 2009, no further actions on public private partnerships were taken this quarter.

## VI. Communication and Outreach Activities

RISE continued to actively host visitors, participate in education stakeholder events and develop relationships with other local and international partners committed to strengthening education initiatives in Tanzania this quarter.

### A. Collaborative Efforts and Activities

By sharing experiences, collaborating resources, and working together with partners to improve educational policy and practice in Tanzania, RISE has strived to ensure its activities are more effective and yield greater impact. A number of these collaborative efforts are outlined below.

- CoP and Project Director met with Country Director of Save the Children UK on two occasions to discuss future collaboration in Zanzibar.
- RISE CoP and Project Officer met with AKF-CREATE on three occasions to discuss future ECD collaboration in Zanzibar.
- A British volunteer has continued to work with RISE staff to revise the database, assist with post-test compilation and analysis, finalize the song book and build the capacity of M&E staff.

### B. Presentations, Visits and Public Events



© Nov. 2008, USAID Mission Director and Zanzibar Affairs Officer with RISE actors and staff

- The new USAID Mission Director, US Zanzibar Affairs Officer and Communication Officer met with the RISE Project staff to discuss activities, lessons learned and to observe the *Tucheze Tujifunze* recording and writing.
- EDC President and East Africa Regional Director met with Zanzibar staff and MoEVT officials and visited a number of TuTu Clubs and Classrooms.
- A team of GPS consultants from University of Dar es Salaam College of Lands and Architectural Studies visited all of the RISE TuTu Clubs in Zanzibar to map locales for USAID.

- The RISE CoP attended a quarterly CoP meeting hosted by AMREF.
- USAID Auditors met with RISE CoP, Project Officer and M&E Specialist to discuss project performance, data, beneficiary numbers, and other indicators. Auditors visited approximately 15 TuTu Clubs and Classrooms in Unguja and Pemba.
- A writer and educator from the US conducted a workshop with RISE scriptwriters on descriptive review of scripts, promoting critical thinking in children, and developing stories.
- CoP met with a Data Analysis and Publications Specialist team in Washington DC to lay out the Zanzibar Impact Study. CoP also worked with EDC home office staff on a RISE Project extension proposal.



© Nov. 2008, USAID Auditing Team at a TuTu Club, North A

## VII. Project Administration and Management

- a) All financial reports and cash projections were submitted.
- b) Quarterly cost-share letters from MoEVT, Zanzibar, VOTZ, RTD and TIE were submitted.
- c) Annual performance review meetings were held with eligible staff members.
- d) TuTu clubs and classrooms closed on December 6, 2008 for the year per the official Zanzibar school closure schedule and are scheduled to reopen January 5, 2009. The RISE office was officially closed from December 17, 2008 to January 5, 2009 and all staff was on leave.
- e) Extension of the RISE Project was granted for the period of November 3, 2008 to February 28, 2009.

### 1. Capacity Building of RISE Staff

#### *Theatrical Coaching of RISE Actors (Zanzibar)*

- The RISE Production staff conducted theatrical training and coaching for the new boy actor.

#### *Professional Development*

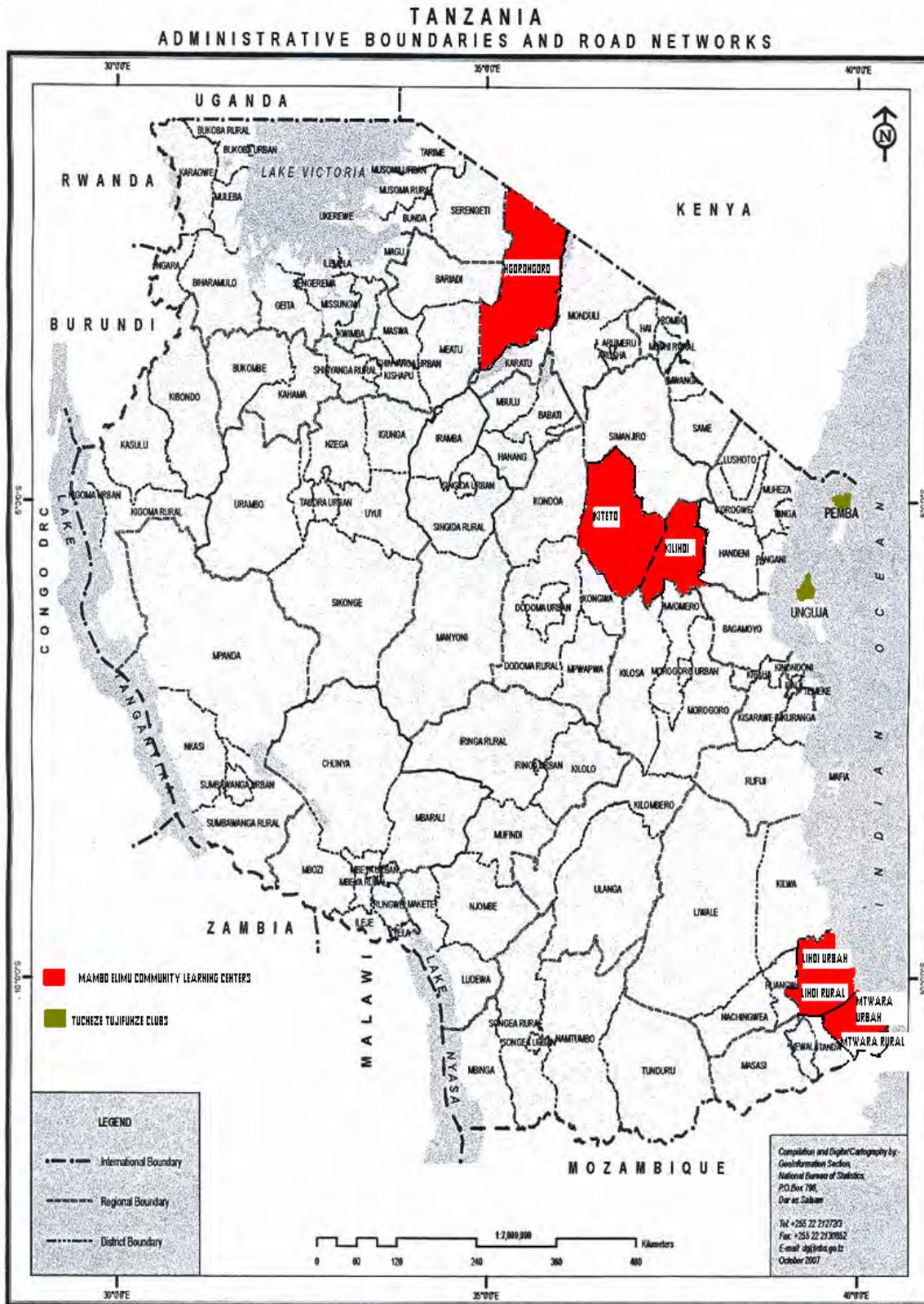
- Writer and educator from the US conducted a workshop with RISE scriptwriters on descriptive review of scripts, promoting critical thinking in children, and developing stories.
- All scriptwriters participated in on-going writing workshops and individual coaching conducted by the CoP and the Technical Advisor in Standard One scripts and Mentor Guide content. Staff continued to use Writer to Writer Feedback/Critique tool to review and develop their work.
- The Zanzibar M&E Officer and Mainland Administrative Assistant received on-going training in Access database management, data analysis and impact study design and reporting from the British volunteer and CoP.
- RISE Staff has continued to build the capacity of DiCos and district officials during M&E visits and trainings in the areas of center/club management, integrating RISE into district activities, training and testing/assessment.

## IX. Challenges, Issues and Lessons Learned

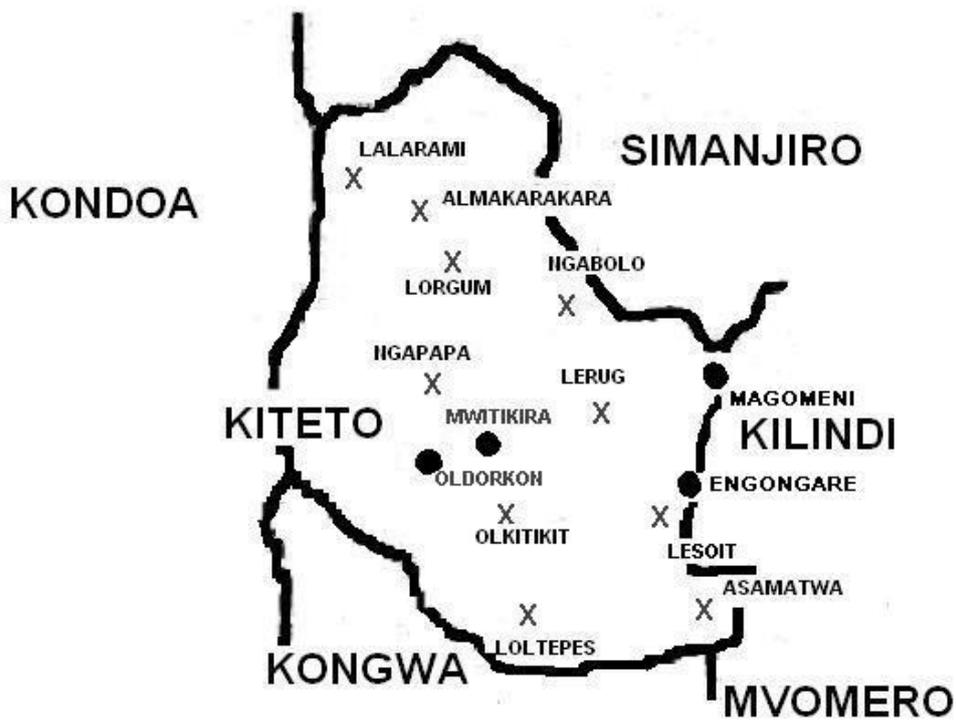
- a) RISE centers and classrooms were scheduled to complete their program series before the official school closures on December 6<sup>th</sup>, 2008, however two Standard One programs were broadcast after this date because of technical errors made by VOTZ. Also a number of Formal Standard One TuTu classes missed TuTu Programming in November as their schools were closed during the national Form Two and Standard Seven exams.
- b) Although there were no major power outages in Unguja this quarter, Pemba continued to experience power outages. On days when there was no power in Pemba, Spice FM was not accessible and Standard One programs were not audible.
- c) RISE and MoEVT, Mainland did not come to an official agreement how to expand or continue the RISE Project in time for the short extension deadline in October, 2008. Therefore RISE had to reduce the Mainland office to only two key employees, the Finance Manager and the Administrative Assistant. Although RISE and MoEVT's Department of Adult Education have agreed to work together in the future, if granted an extension beyond February 2009, details were not confirmed in time for the short extension.
- d) Closure of the RISE Mainland office, and handover to TIE and district offices has been problematic for beneficiaries for the following reasons: 1) The Mambo Elimu series was broadcast on RTD through December 2008 under the direction of TIE, but TIE has not confirmed broadcasting of Mambo Elimu beyond January 2009. If the program is not broadcast after January 2009, centers will not be able to complete the full Mambo Elimu Level 3 and 4 series via radio instruction. 2) Mentors and District Coordinators are familiar with RISE's policies and staff and have continued to ask for RISE's support. RISE has continued to advise these mentors and district officials to the best of their ability, but has not been in a position to assist them financially or with face-to-face support.
- e) RISE has met with a number of community radio stations in the Mainland but all of them have high broadcast fees which RISE's budget cannot accommodate at this time. Given the increase in PEPFAR and other development-oriented radio programs utilizing radio station air time for pay, radio stations are not as willing to cost share for school broadcasts as they were in the past.
- f) Although RISE's follow-up trainings in language instruction for Zanzibar mentors and Standard One teachers have helped increase their language and teaching skills in English, additional training is still needed to bring them up to the level expected by MoEVT's policy and curriculum. If the RISE Project is extended, further English language training and capacity building will be critical.
- g) Inconclusive test results from the northern districts in the Mainland Impact Study show that in the future testing procedures and protocol must be slightly adapted for the pastoralist communities given their language barriers and the other cultural and environmental factors that affected their pre and post test participation and performance.
- h) Although the four-month extension of RISE activities in Zanzibar has allowed staff to assist DiCos and District Officials in enrolling TuTu non-formal children in formal schools, train Standard Two teachers in IRI, and complete half of the Standard Two series, it was not sufficient time to build project sustainability and capacity at MoEVT to assume all RISE activities.

# X. Appendices

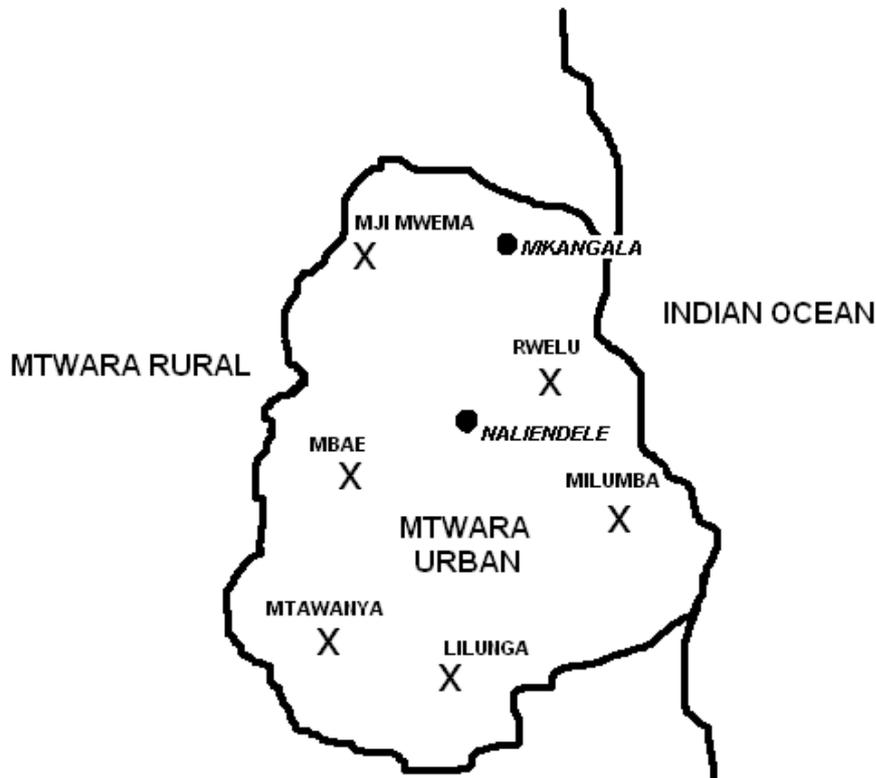
## A. Maps



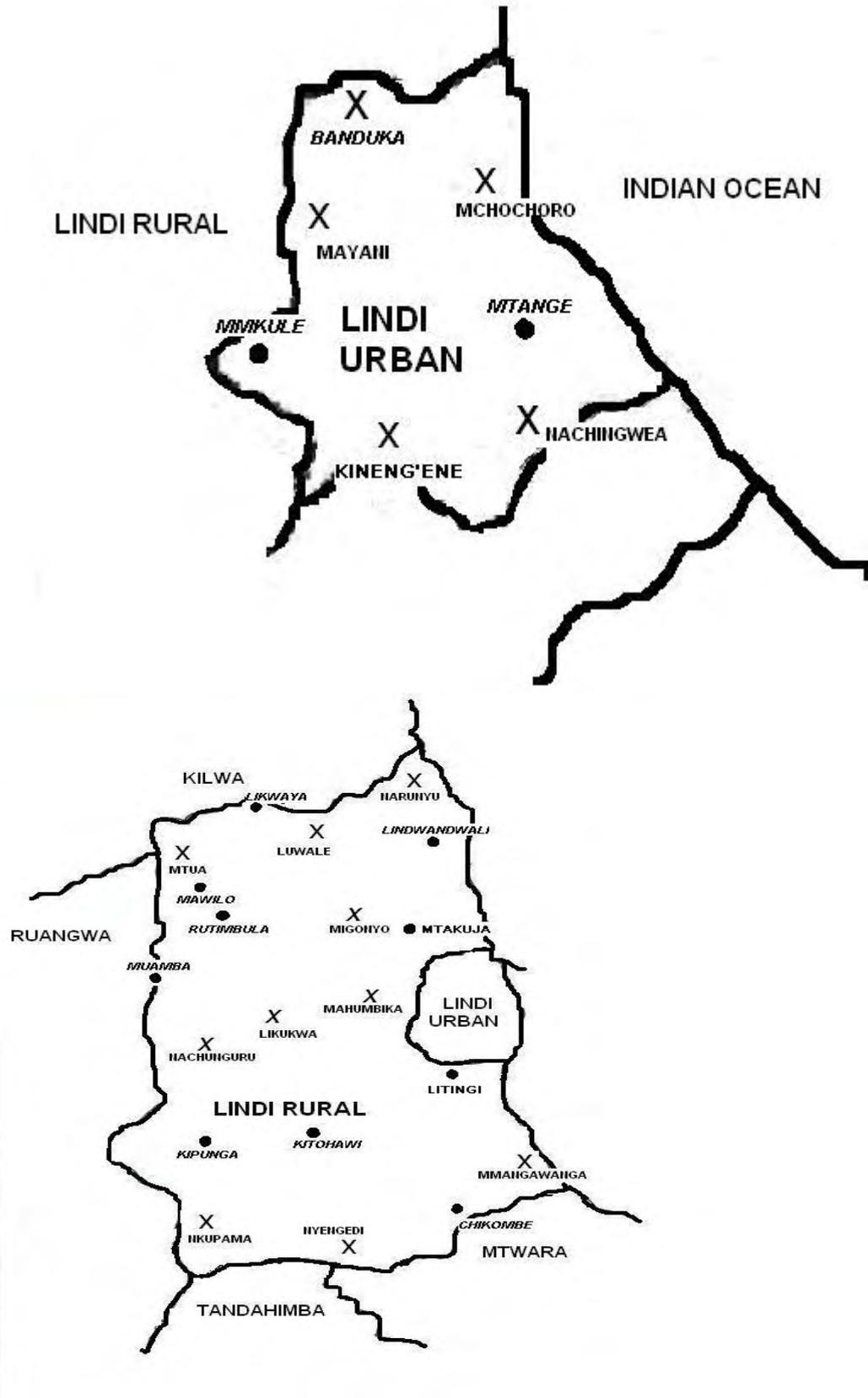
### Kilindi and Kiteto Districts



### Mtwara (Urban and Rural) Districts



### Lindi (Urban and Rural) Districts



### Ngorongoro District

