

EDC

Education Development Center, Inc.

Radio Instruction to Strengthen Education RISE - Tanzania

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© RISE September, 2009

RISE Production Team receives training Video Production

Quarterly Report 12

July-September, 2009

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Acronyms

AKF	Aga Khan Foundation
CoP/DCoP	Chief of Party/Deputy Chief of Party
CTO	Chief Technical Officer
DAENFE	Department of Adult Education and Non-Formal Education
DED	District Executive Director
DEO	District Education Officer
DiCo	RISE District Coordinator
ECD	Early Childhood Development
EFA	Education for All
EDC	Education Development Center, Inc.
ELTP	English Language Training Programs
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
MP3 Player	Portable Media Player technology
M&E	Monitoring and Evaluation
NGO	Non Governmental Organization
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
SMC	School Management Committee
STC-UK	Save the Children-UK
TC	Teacher Center
TIE	Tanzania Institute of Education
TuTu	<i>Tucheze Tujifunze</i>
UPE	Universal Primary Education
USAID	United States Agency for International Development
VOTZ	Voice of Tanzania, Radio Zanzibar
VSO	Voluntary Services Overseas
ZEDP	Zanzibar Education Development Program

RISE: Radio Instruction to Strengthen Education in Tanzania

Quarterly Report 12

Grantee: Education Development Center, Inc. (EDC)
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RISE PROJECT

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

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

Through this project, 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 120 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 currently being carried out collaboratively with district education officials in remote and underserved areas of Mainland Tanzania (3 districts) and Zanzibar (3 districts) reaching disadvantaged children with the support required to enroll in school, stay in school and complete their primary education.

I. Executive Summary

The biggest event of the quarter for the *Radio Instruction to Strengthen Education* (RISE) Project was the commencement of the English Language Training Program (ELTP) activities in Zanzibar. Consultants conducted three different workshops with the RISE team in scriptwriting English activities, acting/directing for video, and video filming and editing. By the end of the quarter, draft scripts for two of the four video modules were completed. This video training will be used in Teacher Centers (TCs) across Zanzibar to train Standard One teachers through distance in-service training methods. The videos incorporate modeling of effective teaching, classroom activities and management, as well as action research. Two television stations came to film news stories on the ETLTP, which will be aired early in the next quarter.

12,778 children in RISE's 126 TuTu centers and 120 classrooms continued to listen to the *Tucheze Tujifunze* (TuTu) preschool to Standard Two programs. RISE centers and schools were closed for five weeks during the holy month of Ramadan and Eid holiday, but reopened at the end of September. The final Standard Two scripts were written, and final Formative Evaluation will be completed in Quarter Thirteen.

In Mainland, 2,086 out-of-school youth followed the *Mambo Elimu* program in 41 *Mambo Elimu* Community Learning Centers (MECLCs). The RISE team facilitated mobilization and sensitization visits in three new communities in the Ngorongoro district with Ministry of Education and Vocational Training (MoEVT) central and district officials. The three new MECLCs will be established in the following quarter. Kiteto District officially assumed the financial responsibility of mentors' stipends in September, which is a significant step in handing over responsibility to districts and promoting sustainability after the RISE Project closes. Follow-up meetings with Kilindi and Ngorongoro districts to discuss handover in February 2010 will be conducted in October.

In collaboration with Zanzibar MoEVT's central and district education officers, RISE staff conducted mobilization meetings with 40 (23 in Unguja and 17 in Pemba) government School Management Committees (SMCs) to discuss the establishment of 60 new TuTu Clubs in January 2010 and to discuss how the SMCs will take over management of the existing 126 TuTu Clubs starting in March 2010. The Committees were reminded of the new education policy that includes preschool as part of mandatory basic education and their role in helping enforce this policy in their locale. A three-day training will be facilitated in each district during December to build the capacity of SMCs in management of RISE centers and classrooms.

Throughout this quarter, the RISE team continued to work closely with Zanzibar's Ministry of Education and Vocational Training (MoEVT) central and district offices in the implementation of RISE activities and policy development. In addition to regular monthly meetings with Zanzibar's MoEVT, RISE participated in syllabus review workshops and facilitated the first Early Childhood Development (ECD) Working Group meetings in collaboration with the Aga Khan Foundation's CREATE Project. In Mainland, RISE met with the Department of Adult Education and Non-formal Education (DAENFE) leaders, and continued to co-facilitate all field activities, including mobilization in Ngorongoro District and a monitoring visit to Mtwara and Lindi districts.

II. Technical Activities and Achievements

Highlights of the activities completed this quarter include:

- a) RISE officially began writing and filming English Language Training Program (ELTP) episodes for in-service Standard One Teachers. Three professional consultants conducted respective trainings for RISE staff in scriptwriting English activities, acting/directing for video, and video filming and editing. At the end of this quarter, two full video module scripts were drafted.
- b) 27 Standard Two *TuTu* Programs were written and recorded by the end of Quarter Twelve and 18 programs underwent Formative Evaluation.
- c) 57 total programs (preschool to Standard 2) were broadcast on VoTZ this quarter. Programs 54 to 72 of Standard One and Two, and 51-69 of the preschool series were broadcast respectively.
- d) 126 Pre-Primary and Primary *TuTu* Clubs are currently operational in Zanzibar. These clubs have a total of 5,251 children (50% of which are girls).
- e) In Zanzibar, 3,703 formal Standard One children (48% of which are girls) and 3,824 Standard Two children (50% of which are girls) are currently enrolled in *TuTu* classrooms this quarter.
- f) 41 MECLCs are operational in northern Mainland Tanzania (Kilindi, Kiteto and Ngorongoro Districts). These clubs have a total of 2,086 children (44% of which are girls).
- g) District Coordinators (DiCos) made a total of 180 visits to *TuTu* clubs and schools during this quarter, and the RISE M&E Specialist made 43 visits.
- h) RISE M&E team made visits to four out of four MECLCs in Ngorongoro District and conducted mobilization activities in three new communities.

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

A. Zanzibar Technical Activities

1. *Tucheze Tujifunze* (Production and Activities)

By the end of Quarter Twelve, RISE completed the *Tucheze Tujifunze* (TuTu) Standard Two series, with a total of 99 programs drafted for broadcast. Formative Evaluation of the remaining 12 programs will be completed by the end of October. The Standard Two mentor guide draft was completed and will be printed in Quarter Thirteen.

126 non-formal Preschool and Standard One TuTu Clubs established in 2007 and 2008 remained fully operational in the following locales:

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

2. Community Sensitization, Mobilization and Materials Development / Distribution

No trainings took place this quarter yet a number of mobilization visits and meetings were held in collaboration with MoEVT central and district officials.

The process is outlined below:

1. MoEVT decided that School Management Committees (SMCs) should be sensitized and trained to take over TuTu Club management starting March 2010 (after the RISE Project closes).
2. RISE staff met with District Education Officers to discuss sustainability of TuTu clubs and started identifying locales for new clubs.
3. In collaboration with MoEVT (Director of Pre and Primary Education and Preschool Officers) and District (North A and Micheweni) Education Officers, RISE staff conducted mobilization meetings with 40 (23 in Unguja and 17 in Pemba) government SMCs to discuss the establishment of 60 new TuTu Clubs in January 2010 and to discuss how the SMCs will take over management of the existing 126 TuTu Clubs. The Committees were reminded of the new education policy that includes preschool as part of mandatory basic education and their role in helping enforce this policy in their locale. Madrasa preschool officers also attended these SMC meetings as they play a critical role in a child's religious and moral development and are influential community members.

In Zanzibar, parents do not allocate a budget for their children's education. However, there is a need to start incorporating education into our expenditures.

Hamad Rashid
Member of School Committee,
Kinyasini Micheweni District

I would like to join TuTu clubs as a mentor although I am a Qurannic madrasa teacher. This is because I have understood the importance of TuTu Clubs and am ready to explain the importance to others.

Rashid Tano Pili
Kachongwa
Kijini village
North A District, Unguja

RISE staff, DiCos and District staff in North A met with mentors and community leaders in a number of locales where low attendance had been reported. The RISE staff and District partners developed a strategy with mentors on how to better monitor and improve attendance. Follow up will be conducted in Quarter Thirteen.

3. English Language Teaching Program (ELTP) through Video

The ELTP activities officially commenced this quarter. This video training will be used in Teacher Centers (TCs) across Zanzibar to train Standard One teachers through distance in-service training methods. Auditions were held and a male and female teacher were selected to play the roles of video teachers, and twelve Standard One and Two children from Zanzibar Junior Academy were selected to play the student roles. The production team will film the children every Friday at their school.



© RISE September 2009
Mr. Graham and RISE Production Team

RISE Scriptwriters received a six day intensive training on developing Scope and Sequences and scripts for the ELTP video modules with Dr. Andrea Clemmons. Dr. Clemmons is an English Language Learning professor and EDC CoP for an IRI training project in Comoros. The MoEVT Teacher Center (TC) Coordinator from Bububu also participated in this training. During the workshops, two of four video modules were drafted and a detailed work plan was established. Dr. Clemmons will return to Tanzania in November to assist with the development of the two existing video module scripts and the training for the TC trainers.

RISE's Production team received a seven day training in Acting and Directing for Video from Dion Graham. Mr. Graham is a professional actor who has played roles in movies such as *Malcom X* and the popular American TV show *The Wire*. Mr. Graham had previously worked with young actors in Tanzania and volunteered his time to the RISE Project. The Production team also received a ten day Filming and Editing training from a Real2Real Production (a training and production NGO based in Dar es Salaam) Consultant and began shooting scenes with actors.

Finally, the RISE staff conducted research and trials on portable equipment and solar technology, which will be used to show the videos at the TCs during the in-service trainings. The Formative Evaluation of the ELTP training will be held at the Bububu TC in December.

B. Mainland Technical Activities

1. Mambo Elimu (Non-formal Activities)



© RISE August 2009
Mobilization Meeting in Ngorongoro District

No trainings were held this quarter¹, however community sensitization and mobilization were carried out in the Ngorongoro district. RISE staff, a MoEVT DAENFE representative, and district officials facilitated meetings in three communities. Establishment of three new MECLCs is scheduled to take place in Quarter 13. District officials proposed communities and were to have met with communities prior to the RISE visit. However, RISE staff found that two communities did not have the capacity to take on the management of a MECLC at this time. Two new proposed sites will be mobilized and sensitized in October.

¹ Please note that in the Quarter Eleven report, 13 mentors received MP3 Training in Kiteto but were omitted from the Training Table numbers on page 7.

In Kilindi and Kiteto Districts, DiCos are conducting an inventory of RISE Standard One to Four Mentor's Guides and Student's Books to assess durability and longevity of books and learning materials. Findings will be shared at the follow-up trainings to take place in November. Kiteto District officially assumed the financial responsibility of mentors' stipends in September, which is a significant step in handing over responsibility to districts and promoting sustainability after the RISE Project closes. (See Appendix B for the Success Story on Kiteto). Follow-up on efforts to assume management responsibility in Kilindi and Ngorongoro will be monitored in the next quarter.

DCoP and a MoEVT DAENFE representative spent a week in Mtwara and Lindi visiting the district offices and visiting MECLCs to see how the centers and districts have fared since the districts agreed to assume management and financial responsibility in October 2008. Lindi Urban and Rural districts are managing MECLCs (and paying the DiCo and mentors) and the majority of centers have remained open. The Mtwara districts have not fulfilled the financial and management responsibilities for MECLCs, which has led to center closures. A number of children have been matriculated into formal schools, MEMKWA programs or have returned to their other activities. (A full report on findings is available through the RISE office). The RISE DCoP will continue to monitor progress with former District Coordinators throughout the subsequent quarters.

A Radio Strategy for 2010 and beyond was completed by a consultant and will be distributed to stakeholders in Quarter Thirteen. The Strategy assesses the costs and environment of educational radio in Tanzania and concluded that IRI series like Mambo Elimu remains an effective and cost efficient means of reaching remote and out-of-school youth in Tanzania. The report makes some recommendations on what factors need to be in place to promote radio education in Mainland in the future.



C. Technical Activities Planned for Next Quarter

The major activities planned for in Quarter Thirteen include:

Zanzibar

- Complete the Formative Evaluation of the TuTu Standard Two series
- Complete a final draft of the first module of the English Language Training Program for Video
- Administration of the Standard Two post-tests for beneficiary and control group students
- On-going monitoring visits to 126 TuTu Clubs and 120 Standard One and Two classrooms
- Conduct management trainings for SMCs to facilitate management transitions
- Host TuTu award ceremonies in Pemba and Unguja for RISE teachers, mentors and district officials to celebrate learning gains and the success of RISE schools and centers

Mainland

- Hold final sensitization and mobilization meetings with communities in three Ngorongoro villages and train new mentors and respective MECLC management committee members
- Follow-up training for current mentors in Kiteto in MP3 player technology, transition to formal schools and sustainability of MECLCs
- Monitoring visits to MECLCs and district offices in the three Mainland districts
- Finalize the Radio Strategy

BENEFICIARIES

D. Primary Beneficiaries²

Program Type	Year I		Year II		Year III		Year IV	
	2007		2008		2009		2010	
	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual
Zanzibar: TuTu Clubs and Classrooms								
Pre-primary (non-formal)	1250	1053	3125	2971	3150	2738	4650	
Standard 1 (non-formal)	0	0	3125	2896	3150	2513	4650	
Standard 1 (formal)	0	0	2700	3965	2700	3703	5400	
Standard 2 (formal)	0	0	0	0	2700	3824	5400	
Total Zanzibar	1,250	1,053	8,950	9,832	11,700	12,778	20,100	
Mainland: MECLC								
Standard 1 to 4 (non-formal)								
Total Mainland	2250	2213	2250	3896	1,890	2,086	2,025	
RISE TOTAL	3,500	3,266	11,200	13,728³	13,590	14,864	22,125	

E. Secondary Beneficiaries

Program Type	Year I		Year II		Year III		Year III	
	2007		2008		2009		2010	
	Est.	Actual	Est.	Actual	Est.	Actual	Est.	Actual
Zanzibar: TuTu Clubs								
Mentors (TuTu Clubs)	50	90	75	172	0	33	60	
Teachers (Formal)	0	10	60	60	60	60	120	
Officials/Head Teachers	2	11	9	49 ⁴	0	8 ⁵	20	
Mainland: MECLCs								
Mentors (MECLCs)	40	46	60	47	0	0	3	
Officials/Head Teachers	3	58	17	55 ⁶	3	0 ⁷	3	
RISE TOTAL	95	215	221	383	67	101	206	

² 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. Actual beneficiaries are at times over or under the estimated depending on class size and enrolment for the target classroom or club.

³ Please note that Y2 includes children who were enrolled in TuTu Preschool Clubs and MECLCs in Y1 and matriculated into the next level in Y2.

⁴ 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.

⁵ Two village leaders (sheha) attended the New Mentor's Training for two days but were not counted as trained as they do not meet the three day teacher training definition. Three RISE DiCos attended additional trainings in YII but were not included in the YII totals as to avoid double counting.

⁶ Four RISE DiCos attended a second new mentors' training in YII but were not included in the YII totals as to avoid double counting.

⁷ Two RISE DiCos attended additional trainings in YIII but were not included in the YIII totals as to avoid double counting. New mentors and DiCos will be counted in next quarterly report after they have had three or more training days.

F. Communities of Intervention⁸

1. Zanzibar TuTu Club Information

#	Ward	Clubs	Mentor	Assistant Mentors	Pre-Primary			Standard One		
					Total	G	B	Total	G	B
Pemba: Micheweni District										
1	Kifundi	Bandari Kuu	Said Abdalla Ali	Mwanaid S. Hamad	30	13	17	15	7	8
2	Kifundi	Kiuyu Kipangani	Ali Abdalla Ali	Mauwa R. Abeid	30	15	15	52	30	22
3	Kinowe	Bule	Bijuma A. Omar	Sakina Ali Rashid	29	15	14	22	13	9
4	Kinowe	Changaawe	Saida Moh'd Seif	Asha Haroun Juma	32	20	12	41	16	25
5	Kinowe	Chimba	Fathiya R. Kassim	Khadija A. Omar	32	14	18	29	15	14
6	Kinowe	Jiso	Hamad Ali Nassor	Sakina M. Salim	29	18	11	31	19	12
7	Kinowe	Rahikani	Mtumwa Mb. Saidi	Nusura Khamis Haji	25	9	16	28	16	12
8	Konde	Chonja	Salim Msonga Bakar	Asha Haji Hassan	19	7	12	27	14	13
9	Konde	Kipange A'	Maimuna Iliyasa Ali	Salma Moh'd Omar	31	13	18	16	10	6
10	Konde	Kipange B'	Khadija R. Matango	Fatma Yahya Ali	35	18	17	22	8	14
11	Konde	Kwa Manda	Fatma Salim Moh'd	Abdalla Kh. Hamad	26	8	18	26	15	11
12	Mjananza	Kilimni	Rashid S. Massoud	Mboje Hussein Bakari	27	14	13	19	7	12
13	Mjananza	Kinazini	Riziki S. Khamis	Maryam Abdalla Ali	27	15	12	16	7	9
14	Mjananza	Mjananza	Ali Hamad Yussuf	Time Hamad Juma	29	13	16	14	6	8
15	Mjananza	Tanzania	Salum Said Abdalla	Riziki Abdalla Kombo	25	11	14	20	7	13
16	Mlindo	Kibendera	Riziki Ali Khamis	Kombo Salim Haji	22	10	12	13	5	8
17	Mlindo	Kichangani	Khalfan Khamis Aly	Saumu Said Aly	12	4	8	20	9	11
18	Mlindo	Mabandani	Siti Khamis Haji	Hamad Faki Hamad	16	9	7	6	5	1
19	Mlindo	Mlindo	Ali Khatibu Faki	Salma H. Mohamed	23	11	12	24	11	13
20	Mlindo	Mtakao	Shemsia Ali Addi	Amina Azan Fakh	15	7	8	7	2	5
21	Mlindo	Mtakuja	Maryam Issa Omar	Ali Khamis Hamad	27	14	13	15	8	7
22	Mtemani	Chokaningayo	Mwajuma Kh. Nyange	Ali Khamis Ali	25	15	10	19	9	10
23	Mtemani	Mafya	Mgeni Said Mbwana	Issa Bakar Khamis	25	14	11	11	6	5
24	Mtemani	Mtemani	Maryam Ali Hamad	Othman Juma Abdi	30	11	19	22	10	12
25	Mtemani	Pwana	Salim Ali Othuman	Rehema M. Ali	25	12	13	15	5	10

⁸ Data presented is as of September 30, 2009.

#	Ward	Club	Mentor	Assistant Mentor	Pre-Primary			Standard One		
26	Njuguni	Dodeani	Fatma Shaaban Moh'd	Zuleikha Nassor Ali	23	12	11	5	3	2
27	Njuguni	Kibuyuni	Raya Khatib Bakar	Halima Ali Hamad	21	9	12	19	7	12
28	Njuguni	Kichungwani	Asha Mwiya Haji	Assaa Ali Khassani	28	13	15	20	7	13
29	Njuguni	Kidutani	Tatu Nassor Massoud	Seleiman Ali Khamis	16	9	7	27	14	13
30	Njuguni	Kikunguni Wingwi	Amina Haji Juma	Fatma Abdalla Omar	21	8	13	10	3	7
31	Njuguni	Kitaalani	Massoud Ally Juma	Bikombo S. Mohamed	30	15	15	15	7	8
32	Njuguni	Limani	Juma Kombo Mgeni	Biyamu O. Mbarouk	24	12	12	20	11	9
33	Njuguni	Mianzini	Khatib Kh. Sharif	Hadia Omar Hassan	13	9	4	18	9	9
34	Njuguni	Michungani	Zawadi Ali Abdalla	Halima Salim Hassan	13	4	9	9	5	4
35	Njuguni	Mikinduni	Fatma Juma Abdalla	Hadia Hassan Faki	19	12	7	13	6	7
36	Njuguni	Njuguni	Khamis Othman Haji	Viwe Haji Abeid	21	10	11	10	3	7
37	Shumbavyamboni	Gombe	Sada Juma Bakar	Raya Nassor Said	25	17	8	22	13	9
38	Shumba yamboni	Kibubunzi	Maulid Hamad Ali	Salama Kh. Said	31	13	18	25	8	17
39	Shumba yamboni	Kichungwani	Mbasha Moh'd Ali	Bihola H. Khamis	21	10	11	24	13	11
40	Shumba yamboni	Kikunguni	Laila Hamad Khamis	Rehema Ali Bakar	20	10	10	22	11	11
41	Shumba yamboni	Mgeni Nje	Fatma H. Khamis	Raya Moh'd Khamis	23	13	10	27	6	21
42	Shumba yamboni	Mihogoni	Fatma Ali Faki	Zakia Salim Abdalla	19	14	5	23	9	14
43	Shumba yamboni	Muondoni	Hemed Juma Said	Kahdija Omar Abdi	22	15	7	22	6	16
44	Shumba yamboni	Uwondwe	Salma Moh'd Saleh	Ali Kombo Issa	25	11	14	25	11	14
45	Tumbe	ChanjaaniKijichame	Fatma Yussuf Haji	Sada Abshir Said	25	17	8	30	14	16
46	Tumbe	Chanjaani Kinowe	Nunu Adamu Ali	Hadia Said Abeid	30	15	15	33	17	16
47	Tumbe	Jitenge	Mtumwa Seif Khamis	Asha Sleman Hamad	28	12	16	30	15	15
48	Tumbe	Kaliwa	Mchanga Mw. Silaha	Salma Juma Hassan	33	22	11	32	11	21
49	Tumbe	Kibiriti	Makame H. Makame	Fatma Khatib Mkandi	23	14	9	23	14	9
50	Tumbe	KikunguniMagharibi	Mwalim Juma Haji	Fatma Ali Bakar	28	12	16	25	15	10
51	Tumbe	KikunguniMashariki	Sharifa Sleman Ali	Khadija O. Hamad	36	17	19	33	21	12
52	Tumbe	Kojifa Magharibi	Halima Mussa Amour	Yamu Khamisi Ali	20	13	7	18	12	6
53	Tumbe	Kojifa Mashariki	Khadija S. Kassim	Fatma R. Suleiman	26	15	11	11	4	7
54	Tumbe	Kwa Sheha	Salim Gharib Salim	Hamad Faki Juma	31	17	14	27	8	19
55	Tumbe	Kwapengo	Said Hamad Juma	Shaame S. Shaame	27	10	17	20	14	6
56	Tumbe	Makadara	Salama Khamis Juma	Zuwena Masoud Ali	35	23	12	31	14	17
57	Tumbe	Mitungujani	Khatib Rashid Abdalla	Fadhila Hamad Bakari	30	17	13	30	11	19
58	Tumbe	Mpakani	Time Ismail Hamad	Moza Khatib Kombo	25	12	13	23	13	10
59	Tumbe	Nyikani Magharibi	Rukia Khamis Hamad	Hadia Ali Faki	25	13	12	26	10	16
60	Tumbe	Nyikani Mashariki	Amina Bakar Khalfan	Maryam Faki Hamad	32	21	11	26	16	10

Unguja-North A' District										
#	Ward	Club	Mentor	Assistant Mentor	Pre-Primary			Standard One		
61	Chaani	Mdodoni	Hidaya M. Mahmoud	Tatu Simai Faki	29	15	14	21	14	7
62	Chaani	Sokoni A'	Asha Yahya Makame	Asha M. Khamis	32	14	18	32	17	15
63	Chaani	Sokoni B'	Sichana Juma Hakim	Mwanakheri M. Kheri	30	14	16	27	12	15
64	Chaani	Sokoni C'	Nachia Ame Khamis	Asha Vuai Mngana	26	10	16	23	9	14
65	Chaani masingini	Njaro	Ashura K. Khamis	Dude J. Makame	19	10	9	19	9	10
66	Chaani masingini	Sebushari	Kipi Mtumwa Yakoub	Sauda H. Khamis	20	9	11	17	12	5
67	Chaani masingini	Tengoni	Mwamvua R. Abdalla	Pili Adam Khamis	11	5	6	18	10	8
68	Gamba	Moga A'	Asha Moh'd Haji	Namboto Haji Juma	23	11	12	29	19	10
69	Gamba	Moga B'	Jina Moh'd Mahmud	Asha Yahya Jabir	21	11	10	27	10	17
70	Kandwi	Kichanjaani A'	Kazija Haji Silima	Mtaha M. Pandu	15	7	8	22	16	6
71	Kandwi	Kichanjaani B'	Mwajuma F. Makame	Chum Kh. Pandu	12	3	9	13	7	6
72	Kandwi	Kusini	Hassan Mosi Mgeni	Pangua Ali Mati	21	11	10	23	14	9
73	Kibeni	MuembeKunguni B'	Acha Haji Makame	Patima Mila Kheir	17	11	6	16	9	7
74	Kijini	Kidikoni	Jabu Makame Haji	Mboja Kh. Simai	16	10	6	29	17	12
75	Kijini	Kijagi C'	Mboja Kule Kundi	Zainab S. Makame	19	7	12	11	4	7
76	Kijini	Kijambani	Makame Haji Faki	Hamidi Haji Faki	14	5	9	15	3	12
77	Kijini	Kikwajuni	Hambali Sh. Makame	Juma Mtumwa Haji	18	9	9	11	7	4
78	Kijini	Kivinjeni	Haji Makame Haji	Tabu Haji Hula	9	5	4	10	6	4
79	Kijini	Kureke	Siti Liuku Khamis	Tatu Haji Pili	13	4	9	8	5	3
80	Kijini	Mlimboni	Jabu Pili Shauri	Tatu Ali Shauri	20	11	9	13	4	9
81	Kijini	Mtakuja	Silima M. Kombo	Mcha Machano Faki	15	6	9	32	15	17
82	Kijini	Zingani	Khadija S. Makame	Dawa Ali Haji	10	6	4	20	9	11
83	Kinyasini	Kidimni	Mjalia M. Mtumwa	Zawadi Kh. Silima	18	10	8	29	15	14
84	Kinyasini	Kinyasini Branji	Mwajuma Kh. Rajab	Nyezuma Ussi Kheri	30	17	13	14	5	9
85	Kinyasini	Kisongoni	Tuwe Khamis Makame	Shindano Juma Adam	21	10	11	13	3	10
86	Kinyasini	Ngava	Khadija Jeilani Makame	Mwaka Ali Abdalla	22	7	15	16	13	3
87	Kivunge	Bonden	Nali Mngana Sharifu	Aziza Sheha Abdalla	13	8	5	14	2	12
88	Kivunge	Kae	Mossi Juma Ali	Uchungu Ussi Haji	16	10	6	17	7	10
89	Kivunge	Kinazini	Tuza Abdalla Haji	Ali Silima Ngwali	15	7	8	26	12	14
90	Kivunge	Kirimdomo	Mwashamba K Mkubwa	Mwajuma Sh. Mwadini	25	12	13	4	2	2
91	Kivunge	Kivunge	Pavu Haji Aboud	Tumu Ame Mossi	6	5	1	22	12	10
92	Kivunge	Mbuu Cheche	Tatu Ali Mussa	Mwamboni S.Makame	22	12	10	18	7	11
93	Matemwe	Kachongwa	Ali Abdalla Pili	Juma Hobe Pili	17	11	6	20	10	10
94	Matemwe	Kigomani A'	Patima Mwepo Juma	Siyaleo Makame Juma	27	15	12	20	9	11

#	Ward	Club	Mentor	Assistant Mentor	Pre-Primary			Standard One		
95	Matemwe	Kigomani B	Hidaya Abdalla Ali	Bimossi Othman Tabu	29	12	17	13	5	8
96	Matemwe	Kigomani C'	Miza Haji Mdigo	Khadija Ali Kisheti	12	8	4	9	7	2
97	Matemwe	Kijiwe Mnara	Zawadi R. Issa	Patima Haji Ali	17	9	8	10	3	7
98	Matemwe	Mbuyu Popo	Jabu Adam Moh'd	Mtumwa Juma Nuru	17	4	13	5	3	2
99	Mkokotoni	Geuni	Fadhila M. Mngana	Patima Juma Haji	20	9	11	13	5	8
100	Mkokotoni	Kidutani	Arafa Haji Haji		3	3	0	16	13	3
101	Mkokotoni	Kizimbani	Miza Ali Mngwali	Mwanahawa A.Yussuf	11	3	8	19	8	11
102	Mkokotoni	M-Balungini	Kombo Haji Ussi	Salma S. Juma	5	3	2	25	13	12
103	Mkokotoni	Shangani	Tatu Haji Kombo	Hanifa H. Muhidini	17	11	6	17	13	4
104	Mkwajuni	Kibuyuni	Tatu Khamis Shauri	Mwanaidi J. Khamis	36	19	17	26	14	12
105	Mkwajuni	Kidombo	Fatma Ali Haji	Tatu Sheha Juma	26	10	16	15	7	8
106	Mkwajuni	Muembe Mtamu	Kazija Iddi Silima	Subira Alawi Makame	21	9	12	8	5	3
107	Mkwajuni	Shingwi	Mkasi Kh. Mlekwa	Miza Ali Khamisi	11	6	5	12	6	6
108	Mkwajuni	Sokoni	Sinahaja Dube Jabu	Jena Mganga Ali	11	7	4	15	9	6
109	Mkwajuni	Uyagu	Miza Jaku Ali	Patima Ali Makame	20	11	9	21	10	11
110	Muangwe	Funguni	Subira Iddi Haji	Mwajuma Haji Haji	11	7	4	24	10	14
111	Muangwe	Kibondeni	Mwaka Khamis Ali	Mbaki Ame Haji	9	5	4	18	6	12
112	Muangwe	Kijuuni	Pili Haji Yahya	Kondo Ny. Yahya	18	11	7	19	10	9
113	Muangwe	Mtuhaliwa	Hassan Ali Haji	Chema M. Mtwana	11	5	6	12	12	0
114	Muangwe	MuembeKunguniA'	Namboto M. Fom	Mwanaisha K.Makame	21	12	9	17	8	9
115	P/mchangani	Kikobweni A'	Tatu Abdalla Moh'd	Mossi Hamdu Mkali	27	22	5	23	9	14
116	P/mchangani	Kikobweni B'	Fatma Ame Mati	Pili Ali Juma	25	15	10	24	10	14
117	P/mchangani	Kikobweni C'	Sada Daudi Ali	Kitumo Sheha Pili	24	11	13	21	6	15
118	P/mchangani	Kikobweni D'	Kazija Makame Haji	Tatu Silima Mcha	25	9	16	17	9	8
West-District-Unguja										
119	Bububu	Kibweni PP	Rabia Suleiman Mussa	Ziada K. Hamad	19	6	13	14	7	7
120	Bububu	Kigamboni PP	Asha Seif Bakari	Fatma Ussi Haji	30	13	17	45	23	22
121	Bububu	Kijichi PP	Zulekha Juma Kali	Mboja Juma Kali	16	7	9	24	14	10
122	Mbuzini	Mbuzini PP	Miza Hassan Ali	Mgeni M.Ramadhan	24	11	13	19	10	9
123	Mbuzini	Mkanyageni PP	Salha Mwadini Haji	Biubwa A. Ferouzi	8	6	2	20	8	12
124	Mwanyanya	Mwanyanya A' PP	Kijakazi Kombo	Raya Makame	20	7	13	11	6	5
125	Mwanyanya	Mwanyanya B' PP	Saada Shaame Juma	Taybah M. Mahmoud	17	7	10	15	11	4
126	Mwanyanya	Mwanyanya C' PP	Rauhiya Kombo Aliy	Miza Mcha Ali	20	9	11	13	9	4
TOTAL					2738	1381	1357	2513	1235	1278

2. Zanzibar Formal Standard One Classrooms

#	Ward	School/ Class	Teacher	Head Teacher	Students		
					Total	G	B
Pemba: Micheweni District							
1	Konde	Konde A' School 1A	Mishi Moh'd Nassor	Ahmed Kh. Moh'd	76	42	34
2	Konde	Konde A' School 1B	Sada Juma Hassan	Ahmed Kh. Moh'd	76	34	42
3	Konde	Konde A' School 1C	Halima Faki Kombo	Ahmed Kh. Moh'd	73	38	35
4	Konde	Konde B' School 1A	Fatma S. Hamad	Khamis O Khamis	74	32	42
5	Konde	Konde B' School 1B	Riziki Salim Said	Khamis O Khamis	75	33	42
6	Kinowe	Kinowe School 1A	Salma A. Mselem	Rashid K. Abdalla	102	47	55
7	Kinowe	Kinowe School 1B	Mchanga S.Hamad	Rashid K. Abdalla	98	37	61
8	Konde	Makangale School 1A	Bakar Ali Khamis	Makame A. Kombo	96	45	51
9	Konde	Makangale School 1B		Makame A. Kombo	0	0	0
10	Maziwang'ombe	Kiuyu School 1A	Omar Haji Makame	Mussa K. Makame	74	41	33
11	Maziwang'ombe	Kiuyu School 1B	Naomba K.Makame	Mussa K. Makame	75	41	34
12	Maziwang'ombe	Kiuyu School 1C	Mfaki Bnlsmail	Mussa K. Makame	76	36	40
13	Maziwang'ombe	Kiuyu School 1D	Ali Bedui Ali	Mussa K. Makame	75	35	40
14	Mgogoni	Finya School 1A	Saumu Omar Ali	Fakih Kh. Fakih	50	21	29
15	Mgogoni	Finya School 1B	Rukia Salum Haji	Fakih Kh. Fakih	46	23	23
16	Mgogoni	Kinyasini School 1A	Bijuma Omar Juma	Abdalla A. Abdalla	61	31	30
17	Mgogoni	Kinyasini School 1B	Omar Khamis Kombo	Abdalla A. Abdalla	60	25	35
18	Mgogoni	Mgogoni School 1A	Suleiman Juma Jabir	Suleiman A. Masoud	50	20	30
19	Mgogoni	Mgogoni School 1B	Harous Juma Nassor	Suleiman A. Masoud	51	19	32
20	Micheweni	Micheweni School 1A	Omar Ayoub Hamad	Kai Pandu Kai	82	35	47
21	Micheweni	Micheweni School 1B	Kombo Sh. Kombo	Kai Pandu Kai	77	31	46
22	Micheweni	Micheweni School 1C	Khamis Khatib Juma	Kai Pandu Kai	65	29	36
23	Msuka	Msuka School 1A	Saumu Ali Abdalla	Abeid A. Zubeir	73	38	35
24	Msuka	Msuka School 1B	Fatma Khamis Juma	Abeid A. Zubeir	69	37	32
25	Tumbe	Tumbe School 1A	Seif Moh'd Kassim	Saleh S. Khamis	56	31	25
26	Tumbe	Tumbe School 1B	Suria Seif Ally	Saleh S. Khamis	49	20	29
27	Tumbe	Tumbe School 1C	Salim Ali Humoud	Saleh S. Khamis	51	24	27
28	Tumbe	Tumbe School 1D	Ali Abdalla Hamad	Saleh S. Khamis	50	24	26
29	Tumbe	Tumbe School 1E	Salma Abdalla Ali	Saleh S. Khamis	49	23	26
30	Tumbe	Tumbe School 1F	Thabit Fakih Kombo	Saleh S. Khamis	49	22	27
Unguja: North A' District							
31	Kibeni	Kibeni School 1A	Mtumwa Ame Iddi	Sheha H. Hussein	52	26	26
32	Kibeni	Kibeni School 1B	Jokha H. Fadhili	Sheha H. Hussein	66	38	28
33	Kidoti	Fukuchani School 1A	Tano Haji Pili	Makame Ali Juma	63	32	31
34	Kidoti	Fukuchani School 1B	Zainab Omar Mussa	Makame Ali Juma	63	30	33
35	Kidoti	Kidoti School 1A	Mwajuma H. Suwedi	Moh'd Ame Wadi	52	30	22
36	Kidoti	Kidoti School 1B	Sida Juma Omar	Moh'd Ame Wadi	53	26	27
37	Kidoti	Kidoti School 1C	Maua Fom Simai	Moh'd Ame Wadi	53	29	24
38	Kidoti	Kidoti School 1D	Machano Ali Faki	Moh'd Ame Wadi	51	27	24
39	Kivunge	Potoa School 1A	Mwajuma H. Mtumwa	Sheha J. Simai	72	32	40
40	Kivunge	Potoa School 1B	Miza Mossi Ali	Sheha J. Simai	73	36	37
41	Kivunge	Potoa School 1C	Miza Vuai Haji	Sheha J. Simai	78	36	42
42	Kivunge	Potoa School 1D	Leila M. Ramadhan	Sheha J. Simai	75	29	46
43	Mkokotoni	Mkokotoni School 1A	Asiata Bakar Dhamir	Zahor M. Ussi	66	33	33
44	Mkokotoni	Mkokotoni School 1B	Mashavu Faki Juma	Zahor M. Ussi	69	33	36
45	Mkokotoni	Pale School 1A	Fatma M. Moh'd	Hussein H. Mbarouk	53	27	26
46	Mkwajuni	Kibuyuni School 1A	Pili Juma Machano	Kheir Haji Mdungi	53	30	23

#	Ward	School/ Class	Teacher	Head Teacher	Students		
					Total	G	B
Unguja (continued)							
47	Mkwajuni	Kibuyuni School 1B	Khadija Haji Hussein	Kheir Haji Mdungi	53	25	28
48	Mkwajuni	Mkwajuni School 1A	Mtumwa Vuai Haji	Kombo M.Ibrahim	49	26	23
49	Mkwajuni	Mkwajuni School 1B	Mayasa M. Khamis	Kombo M.Ibrahim	54	25	29
50	Mkwajuni	Mkwajuni School 1C	Salma J. Mdungi	Kombo M.Ibrahim	52	27	25
51	Mkwajuni	Mkwajuni School 1D	Miza Vuai Kombo	Kombo M.Ibrahim	50	26	24
52	Mkwajuni	Mkwajuni School 1E	Mboja M. Silima	Kombo M.Ibrahim	49	23	26
53	Nungwi	Kigunda School 1A	Matlub Ali Haji	Simai M. Mngana	48	24	24
54	Nungwi	Kigunda School 1B	Fatma Kh. Makame	Simai M. Mngana	48	24	24
55	Nungwi	Kilindi School 1A	Juma Haji Ameir	Haji Sharif Haji	54	25	29
56	Nungwi	Nungwi School 1A	Juma Ali Pandu	Ussi Makame Ali	56	31	25
57	Nungwi	Nungwi School 1B	Mtumwa Kh. Makame	Ussi Makame Ali	56	27	29
58	Nungwi	Nungwi School 1C	Tamima H. Makame	Ussi Makame Ali	57	28	29
59	Nungwi	Nungwi School 1D	Mwajuma Ali Faki	Ussi Makame Ali	56	28	28
60	P/mchangani	P/Mchangani 1A	Vuai Hassan Ali	Haji Simai Mcha	71	33	38
TOTAL					3703	1780	1923

Note: At present Makangale 1A and 1B are combined as there is a teacher shortage.

3. Zanzibar Formal Standard Two Classrooms

#	Ward	School/ Class	Teacher	Head teacher	Students		
					Total	G	B
Pemba: Micheweni District							
1	Kinowe	Kinowe School 2A	Mariam O. Maalim	Rashid Abdalla	88	48	40
2	Kinowe	Kinowe School 2B	Omar Kh. Abdalla	Rashid Abdalla	86	41	45
3	Konde	Konde A' School2A	Tambuu Said Omar	Ahmed Moh'd	66	34	32
4	Konde	Konde A' School2B	Anipae A. Manallah	Ahmed Moh'd	59	31	28
5	Konde	Konde A' School2C	Daud Ali Hamad	Ahmed Moh'd	72	38	34
6	Konde	Konde B' School2A	Fatma A. Khamis	Khamis Khamis	84	48	36
7	Konde	Konde B' School2B	Sharafe M. Azzan	Khamis Khamis	89	45	44
8	Konde	Makangale 2A	Saada Said Rashid	MakameKombo	147	42	105
9	Konde	Makangale2B		Makame Kombo	0	0	0
10	Maziwang'o	Kiuyu School 2A	Khamis A. Hassan	Mussa Makame	38	19	19
11	Maziwang'o	Kiuyu School 2B	Jaffar J. Shaame	Mussa Makame	37	22	15
12	Maziwang'o	Kiuyu School 2C	Juma Kombo Ali	Mussa Makame	37	23	14
13	Maziwang'o	Kiuyu School 2D	Hamad Sh. Kombo	Mussa Makame	37	8	29
14	Mgogoni	Finya School 2A	Salama Ali Salim	Fakih K. Fakih	35	19	16
15	Mgogoni	Finya School 2B	Ali Hassan Bakar	Fakih K. Fakih	34	20	14
16	Mgogoni	Kinyasini School2A	Fatma M. Omar	Abdalla Abdalla	52	32	20
17	Mgogoni	Kinyasini School2B	Maria K. Abdalla	Abdalla Abdalla	56	34	22
18	Mgogoni	Mgogoni School 2A	Zakia O. Khamis	S.Masoud	51	27	24
19	Mgogoni	Mgogoni School 2B	Fatma S. Rashid	S.Masoud	52	27	25
20	Micheweni	Micheweni 2A	Asha M. Makasi	Kai Pandu Kai	75	38	37
21	Micheweni	Micheweni 2B	Kombo H. Mjaja	Kai Pandu Kai	96	38	58
22	Micheweni	Micheweni 2C	Bijuma J. Khamis	Kai Pandu Kai	92	44	48
23	Micheweni	Micheweni 2D	Kombo Faki Haji	Kai Pandu Kai	77	31	46
24	Msuka	Msuka School 2A	Rehema H. Sharif	Abeid A. Zubeir	79	42	37
25	Msuka	Msuka School 2B	Moh'd Kh. Khatib	Abeid A. Zubeir	88	39	49
26	Tumbe	Tumbe School 2A	Ali Moh'd Azan	Saleh S. Khamis	68	30	38
27	Tumbe	Tumbe School 2B	Maulid H. Ismail	Saleh S. Khamis	64	34	30
28	Tumbe	Tumbe School 2C	Ali H. Juma	Saleh S. Khamis	70	31	39
29	Tumbe	Tumbe School 2D	Khamis D. Khamis	Saleh S. Khamis	64	36	28

#	Ward	School/ Class	Teacher	Head teacher	Students		
					Total	G	B
Pemba: Micheweni District (continued)							
30	Tumbe	Tumbe School 2E	Asha H. Mbwana	Saleh S. Khamis	41	29	12
Unguja: North A' District							
31	Kibeni	Kibeni School 2A	Rahma M. Kombo	Sheha Hussein	60	32	28
32	Kibeni	Kibeni School 2B	Kazija Kh. Sheha	Sheha Hussein	60	30	30
33	Kidoti	Fukuchani 2A	Tatu Rajab Haji	Makame Juma	60	32	28
34	Kidoti	Fukuchani 2B	Mw'khamis M. Haji	Makame Juma	61	28	33
35	Kidoti	Kidoti School 2A	Tataba Kh. Haji	Moh'd A Wadi	60	31	29
36	Kidoti	Kidoti School 2B	Fatma Wadi Ame	Moh'd A Wadi	59	33	26
37	Kidoti	Kidoti School 2C	Mboja Hakim Noti	Moh'd A Wadi	60	30	30
38	Kidoti	Kidoti School 2D	Hakim M. Kudura	Moh'd A Wadi	57	29	28
39	Kivunge	Potoa School 2A	Pili Nahoda Juma	Sheha J. Simai	57	30	27
40	Kivunge	Potoa School 2B	Pavu Ali Silima	Sheha J. Simai	62	31	31
41	Kivunge	Potoa School 2C	Chache Kh. Silima	Sheha J. Simai	60	29	31
42	Kivunge	Potoa School 2D	Zainab K. Juma	Sheha J. Simai	61	31	30
43	Mkokotoni	Mkokotoni 2A	Miza B. Kombo	Zahor M Ussi	53	27	26
44	Mkokotoni	Mkokotoni 2B	Luluwa Haji Lada	Zahor M Ussi	53	37	16
45	Mkokotoni	Pale School 2A	Akama H. Abdallah	H. Mbarouk	66	33	33
46	Mkwajuni	Kibuyuni School 2A	Mwaka Ussi Ali	Kheir H. Mdungi	72	37	35
47	Mkwajuni	Kibuyuni School 2B	Mtumwa Y. Juma	Kheri H. Mdungi	65	30	35
48	Mkwajuni	Mkwajuni 2A	Mwajuma J. Mcha	Kombo Ibrahim	48	26	22
49	Mkwajuni	Mkwajuni 2B	Salama Yussuf Haji	Kombo Ibrahim	45	26	19
50	Mkwajuni	Mkwajuni 2C	Riziki Abdalla Ali	Kombo Ibrahim	43	24	19
51	Mkwajuni	Mkwajuni 2D	Haji M. Foum	Kombo Ibrahim	50	25	25
52	Mkwajuni	Mkwajuni 2E	Mkasi D. Makame	Kombo Ibrahim	46	28	18
53	Nungwi	Kigunda School 2A	Mariam F. Ruya	Simai Mngana	49	24	25
54	Nungwi	Kigunda School 2B	Patima Kh. Ngwali	Simai Mngana	49	19	30
55	Nungwi	Kilindi School 2A	Miza M. Sued	Haji Sharif Haji	76	35	41
56	Nungwi	Nungwi School 2A	Juma Moh'd Sheha	Ussi Makame Ali	57	32	25
57	Nungwi	Nungwi School 2B	Hadia Issa Haji	Ussi Makame Ali	62	29	33
58	Nungwi	Nungwi School 2C	Fatma M. Moh'd	Ussi Makame Ali	60	33	27
59	Nungwi	Nungwi School 2D	Simai Sh. Mati	Ussi Makame Ali	63	35	28
60	P/mchanga	P/Mchangani 2A	Hija Fadhili Hija	Haji Simai Mcha	67	32	35
Unguja: West District (Formative Evaluation)							
61	Kijito Upele	Kijito Upele 2A	Mwajuma & Salha	Saada Rajab Ali	149	81	68
TOTAL					3824	1929	1895

4. Mainland MECLC Information

#	Ward	Clubs	Mentor	Assistant Mentor	Students				
					Total	G	B		
Ngorongoro									
1	Olgosorok	Lemishiri	S2	Lekopile Koyie		26	10	16	
2	Soitsambu	Mondorosi	S3	John M. Rana		26	16	10	
3		Njoroi	S2	Godfrey Masago	N. Kassone	28	12	16	
4		Soitsambu	S2	E. Jackson	Felista Gabriel	19	7	12	
Kiteto									
5	Kijungu	Lerug	S2	Mwajabu R Kitegile	Sikiyo S. Meeli	37	16	21	
				S4			62	23	39
6		Ngapapa	S2	Thomas O. Nguyaki	Mariam H. Julla	31	16	15	
				S4			40	21	19
7	Lengatei	Engong'ongare	S2	Mariam Y. Kilungu		20	7	13	
				S3			21	7	14
8		Lesoit	S3	Moga Makau	S. Kimaya	16	7	9	
9		Magomeni	S3	Hossein Hassani	Juma Mbugira	46	20	26	
10		Olkitikiti	S3	Stanley Mburnyuk	Maria Simanga	29	10	19	
11	Makame	Alimakarikara	S2	Elizabeth Naata Alais		59	26	33	
12		Lalarami	S3	Sion Fupi	Emanuel Thomas	24	10	14	
13		Lorgum	S1	Bahati Toroboni	Helena L. Saan	33	13	20	
				S2		Helena L. Saan	25	2	23
14	Ndedo	Ng'abolo	S1	Musa Ngoja Chisiwa		29	13	16	
				S3			46	31	15
15	Njoro	Ndorkon	S2	Joseph Lukumay	Kessya Ming'ati	12	1	11	
				S3			11	2	9
16	Olboloti	Mwitikira	S2	Musa Kizenga	Lemburis	40	6	34	
17	Sunya	Asamato	S2	Hellena H. Gurti		26	11	15	
				S3			29	16	13
Kilindi									
18	Jailo	Selewa	S1	MambarakaRugundi		27	12	15	
				S2			27	12	15
19	Kikinde	Ndwati	S1	Michael Pandila		50	12	38	
				S2			26	11	15
20		Magomeni	S2	Valentina Botto		15	11	4	
			S3			17	13	4	
21	Kilindi	Kwedyombo	S2	Rajabu O. Mganga		14	14	0	
				S3			29	4	25
22	Kimbe	Kwasaluge	S3	Rashidi J. Kanyoro	Mw. Omari	21	10	11	
23		Mazasa	S3	Waziri Fungo		21	9	12	
				S4			29	13	16
24		Mnembule	S4	Issa Ally Mbuguni		44	22	22	
25		Mnyingwa	S2	Shelukindo Jembe		17	7	10	
			S3			18	12	6	
26	Kisangasa	Makingo	S3	Mariam A. Mvungi		54	22	32	
27	Kwedibom a	Kwedigole	S2	Peter Omari		97	47	50	
				S3			28	28	0
28	Lwande	Lusimbi	S3	Amos M. Chedego		28	15	13	
				S4			8	6	2

Kilindi (cont.)									
29		Ngeze 'B'	S2	Yohana S. Chedego		27	16	11	
			S3			38	15	23	
30	Mkindi	Soni 'A'	S1	Habiba I. Mohamedi		73	31	42	
31	Msanja	Kwamngwaji	S2	Kana.Pallanggyo		43	18	25	
			S3			29	16	13	
32	Msanja	Kweingaje	S2	Rajabu A. Mkomwa		24	11	13	
				S3			48	20	28
33		Twile	S3	Hamis Kuwi		28	10	18	
34	Mvungwe	Luhanga	S3	Ramadhani Bakari		45	16	29	
35			Sangeni	S3	Habibu Mchayungu		49	21	28
36	Negero	Kimamba	S3	Bahati Abdi		48	26	22	
37			Kweisasa	S3	Syprian Mchalumbi	F. Stanley	58	28	30
				S4			41	22	19
38	Pagwi	Lumotio	S1	Shukuru Mmangi		40	13	27	
39			Masilei	S2	Angelina Katambo		58	24	34
				S4			16	8	8
40	Saunyi	Njurai	S3	Thomas Abraham	D.Gumbo	32	9	23	
41	Songe	Laipera	S3	Amina Lugendo		29	13	16	
				S4			55	23	32
TOTAL						2086	923	1163	

III.M&E Activities and Results

The RISE M&E team was very busy visiting RISE centers and schools this quarter. In Zanzibar, the RISE staff visited over 43 of 186 (23%) of the RISE sites and in Mainland RISE staff visited four of the four MECLCs in Ngorongoro District (please note that centers and schools were closed for five weeks during the holy month of Ramadan and the Eid holiday). DiCos continued to provide on-going face-to-face support to RISE mentors and teachers. In Zanzibar DiCos made 180 site visits, meaning that nearly each center was visited at least once during the quarter. Formative Evaluation of 18 programs was also conducted and RISE Zanzibar staff finalized the post-tests, which will be administered in November, 2009.

This project has taught Micheweni community that anything is possible. It surprised the community to see their children attend preschool easily through RISE clubs. We always thought you needed a permanent building, certified teachers and school fees for your child to attend pre-school. RISE has given us a wonderful lesson that children can learn anywhere.

Hamad Nassir Salim
Parent
Kipange
Micheweni-Pemba

Attendance rates as well as number of non-formal centers and clubs under permanent and semi-permanent shelters have been added to the PMP indicators below.

A. Project Performance Monitoring Plan (PMP)

#	Indicator	Locale	Cumulative to Quarter 11	Classrooms	Total	F	M	Notes
1	# of learners enrolled in USG-supported pre-schools or equivalent non-school-based settings (disaggregated by sex)	Zanzibar	4024	126	2738	1381	1357	Non-formal centers
2	# of pre-primary teachers/educators trained with USG support	Zanzibar	295					Non-formal
3	# of learners enrolled in USG-supported primary schools or equivalent non-school-based settings (disaggregated by sex)	Zanzibar	5409	126	2513	1235	1278	Non-formal
		Zanzibar	11492	120	7527	3709	3818	Formal
		Mainland	5982	41	2086	923	1163	Non-formal
4	# of primary teachers/educators trained with USG support	Zanzibar	295					Non-formal
		Zanzibar	130					Formal
		Mainland	93					Non-formal
5	# of technical staff, officials and other institutions trained in IRI.	Zanzibar	68					head teachers, village leaders, district officials, MoEVT
		Mainland	113					
6	# of IRI programs produced and broadcast (Mainland & Zanzibar)	Zanzibar (produced)	276	27				
		Zanzibar/Mainland (broadcast)	811	57				

#	Indicator	Locale	Cumulative to Quarter 11	Classrooms	Total	F	M	Notes
7	#of learning materials produced by type (teachers' guides, radios, learning material kits, flashcards, etc.)	Storybooks/cards	1,876					
		Student book	10,845					
		Flashcard sets/Posters	820					
		Blackboards	217	37				
		Learning Material Kits	226					
		Teacher/Mentors Guides	855					
		Radios	210					
		MP3s	50					
	TOTAL TLM		15,099					
8	# of events to support Ministry of Education	Zanzibar/Mainland			12			MoEVT meetings
		Zanzibar			40			Capacity Building SMCs
		Zanzibar			4			ECD Working Group
		Zanzibar/Mainland			3			Review syllabus/policy
		Zanzibar/Mainland			4			Collaboration in activity
	Total				62			
9	monthly attendance rate	Zanzibar	Preschool	24	72.8%			for 24 in non-permanent
		Zanzibar	Standard 1	24	72.7%			
		Mainland	St. 1-4	11	76.2%			available data
10	% of non-formal centers that meet in permanent or semi-permanent shelters	Zanzibar		106	84%			permanent and semi-permanent shelters
		Mainland		34	92%			have a roof and/or walls

Note: Zanzibar non-formal teachers (295) are trained in both pre-primary and Standard One instruction and are recorded under indicators two and four.

IV. Government Partnerships

RISE has continued to work closely with MoEVT central and district office to implement RISE activities in Zanzibar and Mainland. Details of these collaborations are listed below.

ZANZIBAR

- RISE CoP, DCoP and Technical Advisor attended three regular update meetings with MoEVT to discuss sustainability of the project after the closeout in February 2010. It was decided that School Management Committees (SMCs) should be sensitized and trained to take over TuTu Club management starting March 2010.
- RISE and MoEVT staff conducted meetings with 23 School Management Committees in Unguja and 17 in Pemba to secure their support for mobilizing new communities and managing current centers per the RISE-MoEVT sustainability strategy.
- DCoP submitted feedback on Standards 1-6 math syllabus for MoEVT review workshop.
- Technical Advisor attended a general syllabus review at the National Teacher Resource Centre.
- RISE DCoP attended four ECD Working Group meetings. RISE coordinated two of these meetings. A list of the groups' roles and responsibilities will be finalized by October 2009.
- RISE staff met with District Education Officers and TC Subject Advisors in Unguja and Pemba to discuss new formal school (60 Standard One and 60 Standard Two) and TuTu Club (60) locales to be established in January 2010.
- Technical Advisor met with the Minister of Education about the ECD Conference in Dakaar.
- RISE staff met with Director for Pre-primary and Primary studies on two occasions to discuss collaboration on a number of areas including SMC trainings and ECD working group.
- CoP, DCoP and Technical Advisor met with MoEVT Officials and ECD partners including the World Bank, UNICEF, South Carolina State University and ZMRC to discuss MoEVTs' ECD activities and strategy.
- CoP and Technical Advisor met with the Director of Voice of Tanzania (VoTZ), Radio Zanzibar to discuss: 1) VoTZ's requests for equipment, 2) broadcast schedule during Ramadan, 3) broadcast schedule for 2010.
- RISE staff attended the ECD Fair in Micheweni, Pemba on August 19th. The event was officiated by the Minister of MoEVT and RISE children from TuTu Clubs participated in the event. RISE also had a booth with materials and information about RISE.
- RISE staff met with DiCos and District Officials to discuss progress in centers and formal classrooms as well as status of clubs meeting in open spaces.
- MoEVT Teacher Center Coordinator from Bububu participated in the ELTP Scriptwriters' Training.

MAINLAND

- Representatives from MoEVT's DAENFE helped RISE staff develop the mobilization strategy for Ngorongoro district and joined the RISE team for the mobilization visits. RISE and DAENFE staff, with district officials, facilitated mobilization meetings in three locales.
- DCoP and CoP met with RTD Director and other RTD staff to discuss the possibility of resuming Mambo Elimu broadcasts.
- RISE team met with MoEVT representatives in the DAENFE three times this quarter to discuss mobilization visits and upcoming trainings, assessment cards, management of district activities, and getting *Mambo Elimu* back on national radio.
- DCoP and MoEVT DAENFE visited Mtwara and Lindi district offices and MECLCs to discuss progress of the centers after their handover to districts in October 2008.

V. 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.

ZANZIBAR

- RISE and CREATE teams met to review progress on the ECD inventory. RISE met with MoEVT, Umoja Wa Ulemavu, Zanzibar (Unity of Handicapped Persons), Save the Children-UK, and UNICEF to get a list of the ECD materials they have developed.
- CoP met Voluntary Services Overseas (VSO) Program Officer about a potential volunteer to assist with the English Language Training Program activities.
- British volunteer concluded her year-long internship with RISE and successfully built the capacity of the RISE staff in database management, M&E reporting and analysis and development of success stories.
- Roots and Shoots' Madrasa School from Tunguu recorded five new RISE songs.
- DCoP attended a meeting Inclusive Education Policy hosted by CREATE.

MAINLAND

- DCoP met with Haki Elimu for a policy and status update.
- DCoP attended a TENMET discussion on remedial classes vis-à-vis quality education.
- DCoP attended Novartis International's press conference on their efforts to further proper malaria diagnosis and treatment.

B. Presentations, Visits and Public Events

- Four RISE staff members attended the Pan-African Literacy and Reading for All Conference in Dar es Salaam.
- RISE CoP attended an EDC Chief of Party Summit in Washington DC and presented the RISE's projects work in ECD to the representatives from over 25 countries.
- RISE CoP met with USAID Africa Bureau and World Bank ECD Team in Washington DC on separate occasions.
- USAID Mission staff visited the RISE office on three occasions to meet with staff, get updates on activities and to discuss M&E documents.
- Senior World Bank Consultant visited a RISE Preschool, toured the office, and met with the RISE team.
- Two representatives from Mali's MoE and one staff from EDC's Mali PHARE Project visited the RISE office and preschool and Standard One sites to observe ECD and IRI activities.
- Two video producers from the US, who were filming a documentary on an OVC school in Arusha, visited the RISE Project and helped RISE staff test the equipment to be used in the TCs for the ELTP.
- 13 American university students with the School for International Training's study abroad program in Zanzibar visited RISE and met with the production staff and CoP.

- Staff from Creative Associates and Research Triangle Institute visited the RISE offices and met with staff.
- CoP and Technical Advisor met with the VOTZ, Radio Zanzibar Director and lead engineer to discuss radio broadcasts during Ramadan, the 2010 broadcast schedule and petrol contributions during power outages.

C. Media Relations Development

RISE's achievements were highlighted in the MoEVT Budget Speech given by the Minister in July 2009. See Appendix A for the excerpt.

TV Zanzibar and Chanel 10 visited the RISE office to cover the ELTP activities. Coverage will air in October.

A RISE mentor from Ngorongoro was on the Channel 10 news discussing how the drought has affected northern Tanzania and how his MECLC had to halt activities as a result. All sources of water (including their public water pump) dried up. Some of his students are walking over 15 kilometers every day in search of water, and families have lost huge percentages of their herds. The mentor pleaded with the government for support on behalf of his community.

VII. Project Administration and Management

- a) All financial reports and cash projections were submitted.
- b) Quarterly cost-share letters from MoEVT, Zanzibar and VOTZ were submitted.
- c) Annual performance review meetings were held with eligible staff members.
- d) New Administrative Assistant was hired in Zanzibar.
- e) Zanzibar schools were closed between August 22nd and September 27th for school holidays.

A. Capacity Building of RISE Staff

Professional Development

- All scriptwriters received a six day intensive training on developing Scope and Sequence for the ELTP video modules with Dr. Andrea Clemmons.
- RISE's Production staff received a seven day training in Acting and Directing for Video from Dion Graham.
- RISE's Production staff received a 10 day Filming and Editing training with Real2Reel Production Consultant and began shooting scenes with student and adult actors.
- Technical Advisor conducted on going face-to-face mentoring of Scriptwriters in writing video Scope and Sequence for ELTP.
- Ongoing mentoring of the DCoP by CoP in management and financial systems.
- The Zanzibar M&E Officer and Mainland Assistant M&E Specialist received final training in Access database management report generation from the British volunteer.



© RISE September 2009
Dr. Clemmons and Scriptwriters

IX. Challenges, Issues and Lessons Learned

- a) Although mobilization meetings with SMCs have been largely successful, a few challenges have arisen:
 - 1) SMCs are not fully aware of the MoEVT training modules for SMCs or their roles and responsibilities as expected by MoEVT;
 - 2) SMCs feel they do not have enough resources to pay the mentors monthly stipends and that central MoEVT should assist.
- b) A number of clubs in North A district still have poor attendance despite repeated mobilization visits by DiCos and RISE staff. RISE and MoEVT staff will consolidate Clubs as needed in Quarter 13.
- c) Voters' registration has affected attendance of children in a few clubs in Pemba, as political tensions between community members has led to distrust. DiCos facilitated some conflict mediation with affected communities and attendance numbers returned to their stable average.
- d) While a number of communities have built semi-permanent shelters (bandas) for TuTu Clubs in Zanzibar, not all have kept up with maintenance. DiCos met with community members and parents to facilitate better planning and management of shelters by the community.
- e) The technical team determined that it will be very difficult to complete the four English Training Modules by February 26, 2010 because of the intensity of the work and because the RISE production team are still learning filming and editing. RISE will reassess the work plan at the beginning of next quarter.
- f) Power cuts at VoTZ have caused setbacks in the broadcast schedule.
- g) Drought in the Mainland districts has affected center attendance as pastoralist children have left their villages with cattle in search of water.
- h) Ngorongoro District Officials suggested three new sites for MECLC development, and conducted mobilization meetings with RISE and MoEVT staff in these locales. However, one of these sites had never been visited by government officials and residents do not speak Kiswahili and do not have any education, health or other basic social services in their village. RISE staff concluded that due to a lack of government involvement and infrastructure, creating a MECLC was not feasible. A new site will have to be identified and RISE has asked the District to start a center in a locale where they can sustain activities after February 2010.
- i) Ngorongoro and Kilindi DiCos have not been regularly visiting centers per their agreement with the district. The RISE team will meet with district offices and DiCos during the upcoming visit to the districts to discuss management.

X. Appendices

A. Media

<p>47. Mheshimiwa Spika, Wizara imewahamasisha wananchi kutitia mkazo ujenzi wa madarasa ya maandalizi katika skuli za msingi ili kuhakikisha kwamba kila skuli ya Msingi inakuwa na madarasa ya maandalizi kama Sera ya Elimu inavyoagiza. Juhudi hizo zimeanza kuzaa matunda kwani kumekuwa na ongezeko la skuli za maandalizi za serikali kutoka skuli 26 mwaka 2007/2008 na kufikia 32 katika mwaka 2008/2009. Ongezeko hili limechangwa na kuanzishwa kwa madarasa ya maandalizi katika skuli za msingi za Kikungwi, Mbuzini kwa Unguja na Ziwani kwa Pemba. Pia skuli mpya za maandalizi zimeanzishwa huko Kilimani Tazari, Wilaya ya Kaskazini 'A, Ndjani Mseweni Wilaya ya Kati, Unguja na Micheweni, Pemba.</p>	<p>22</p> <p><i>Hifadhi ya Rapati ya Wizara ya Elimu na Mafunzo ya Jamii Mwaka 2009/2010</i></p>
<p>48. Mheshimiwa Spika, Wizara inaendelea kushirikiana na mradi wa utoaji wa elimu ya maandalizi kwa njia ya radio RISE (Radio Instruction to Strengthen Education) ambao unaendesha masomo ya elimu ya maandalizi na ya msingi madarasa ya awali kupitia vilabu vinyoyojulikana "Tucheze Tufunze" katika Wilaya ya Magharibi, Kaskazini 'A, Unguja na Micheweni, Pemba. Jumla ya vilabu 122 zenye wanafunzi 3,044 wa maandalizi na 3,067 wa msingi darasa la kwanza na la pili wameendelea kupatwa masomo hayo. Mradi huu pia umegawa radio maalumu zisizotumia betri wala umeme kwa kiabu zote na kwa skuli 30 za maandalizi za Serikali kwa ajili ya kuweza kusikiliza vipindi vinyovorushwa kupitia Sauti ya Tanzania Zanzibar.</p>	<p>23</p> <p><i>Hifadhi ya Rapati ya Wizara ya Elimu na Mafunzo ya Jamii Mwaka 2009/2010</i></p>
<p>49. Mheshimiwa Spika, Wizara imekuwa na ushirikiano mkubwa na Jumuiya isiyo ya kiserikali ya "Zanzibar Madrasa Resource Centre" katika kuanzisha na kuziendeleza skuli za maandalizi za jumua, utoaji wa matunzo kwa walimu na upatikanaji wa vita vya kutundishia na kujifunza. Katika kudumisha ushirikiano huo maafisa wetu wa elimu ya maandalizi wamefanya ziara ya kuziendelea skuli za maandalizi 84 za Madrasa na za Serikali kwa madhumuni ya kuangalia maendeleo yao na kuzipatia ushauri. Vile vile Wizara kwa kushirikiana na Jumuiya ya "Center for Women and Children Development (CWCDD)" ya Arusha, ilandaa ziara ya matunzo kwa walimu waku wa skuli zetu za maandalizi pamoja na maafisa wa wizara kutembelea skuli mbali mbali za maandalizi pamoja na yuo vinyoyotoa mafunzo kwa walimu wa Maandalizi huko Arusha na Tanga Tanzania Bara. Ujumbe huo pia ulipata fursa ya kutembelea Chuo cha Ualimu cha Korogwe katika Mkoa wa Tanga.</p>	<p>23</p> <p><i>Hifadhi ya Rapati ya Wizara ya Elimu na Mafunzo ya Jamii Mwaka 2009/2010</i></p>
<p>50. Mheshimiwa Spika, elimu hii inatolewa katika jumla ya skuli 232 za Serikali na skuli 58 za sekta binafsi. Hadi kufikia mwezi Machi 2009, idadi ya wanafunzi katika skuli za msingi imefikia 220,819 ikilinganishwa na wanafunzi 216,731 katika mwaka 2008. Idadi hiyo ni sawa na asilimia 106.8 ya watoto wenye umri wa miaka 7-13 wanaopaswa kuwepo skuli katika ngazi hiyo. Ikilinganishwa na asilimia 104.4 ya mwaka 2008 ni dhahiri kuwa tumejiga hatua kubwa. Jadweli Namba 14 inatoa uchambuzi zaidi. Katika mwaka 2009, Wizara ineweza kuwapatia nafasi watoto wote 30,012 kati yao wanaume 14,977 na wanawake 15,035 walioandikishwa kuanza masomo ya darasa la kwanza. Jadweli 15 inatoa uchambuzi zaidi.</p>	<p>23</p> <p><i>Hifadhi ya Rapati ya Wizara ya Elimu na Mafunzo ya Jamii Mwaka 2009/2010</i></p>
<p>51. Mheshimiwa Spika, elimu katika ngazi hii bado inakabiliwa na matatizo ya uhaba wa nafasi pamoja na juhudi kubwa zinazofanywa na wananchi, Serikali na Washirika wa Maendeleo katika kujenga madarasa mapya na kuanzisha skuli mpya. Ingawa wanafunzi wote walioandikishwa katika skuli za Serikali wamepatwa nafasi lakini bado kuna msonomano mkubwa wa wanafunzi katika madarasa. Wizara inaendelea na hatua za kuwahamasisha wananchi juu ya ujenzi wa madarasa na kasi ya mpya katika sehemu zao ili kwenda sambamba na kasi ya ongezeko la watoto. Kwa mwaka 2009/2010, Wizara inakusudia kuongeza idadi ya madarasa yatakayokamilishwa kwa kushirikiana na wananchi na wahisani mbali mbali, kuzipatia walimu skuli zenye upungufu wa walimu na kutoa matunzo kwa walimu juu ya mbinu za kisasa za kufundishia.</p>	<p>23</p> <p><i>Hifadhi ya Rapati ya Wizara ya Elimu na Mafunzo ya Jamii Mwaka 2009/2010</i></p>
<p>Mheshimiwa Spika, katika mwaka 2009/2010 Wizara ikishirikiana na Shirika la UNICEF inakusudia kufanya majaribio ya skuli inayomjali moto "Children Friendly School". Katika hatua ya maandalizi, ujumbe wa maafisa sita wa Wizara wamefanya ziara ya mafunzo katika skuli mbali mbali za Mkoa wa Mtwara na Wilaya ya Bagamoyo ambazo mradi huu uneanzishwa kwa nia ya kufunza uzoefu wao.</p>	<p>23</p> <p><i>Hifadhi ya Rapati ya Wizara ya Elimu na Mafunzo ya Jamii Mwaka 2009/2010</i></p>

B. Success Stories

TANZANIA: Success Story



Zanzibar: Education Within Reach

Six-year-old Hidaya lives in the remote village of Tumbe on the island of Pemba, part of the Zanzibar archipelago just off the coast of Tanzania. Born with a physical disability that severely impairs her ability to walk, Hidaya has not been able to attend the local school with other children her age. Although



©2008 James Mitchell. Hidaya Mbarouk Khatib, Zanzibari TuTu Club Student

Hidaya can walk for short distances, the nearest school is located well over a mile from her home. With no wheelchair or paved sidewalk, it is too far for her to reach. Hidaya's father died when she was three months old, leaving the family in a state of hardship. Her mother, Shadida, was born with the same disability and has struggled to provide for Hidaya and her five older siblings. Without access to transportation or financial resources, Hidaya's prospects of attaining an education looked grim.

But now through the Radio Instruction to Strengthen Education (RISE) Project, a collaboration between Education Development Center and Zanzibar's Ministry of Education and Vocational Training, and support from the American people through the United States Agency for International Development (USAID), Hidaya has been given a chance to learn. RISE uses Interactive Radio Instruction (IRI) to provide pre-primary and early primary education to the most under-served children, such as girls, children

with disabilities, and those living in remote areas. The Tuheze Tujifunze (Kiswahili for "play to learn") broadcasts integrate the formal Zanzibar curriculum with local games, songs, stories and other activities, so that Hidaya and her peers are now learning basic Kiswahili and English literacy, math and lifeskills as they sing, play and clap along with the interactive radio lessons.

In Hidaya's village, as in hundreds throughout Tanzania, RISE has helped community members to establish Tuheze Tujifunze clubs, known as TuTu Clubs. Whether in the shade of a mango tree or in a concrete building, TuTu Clubs provide a place for children like Hidaya to gather and participate in their Tuheze Tujifunze lessons. They are guided through the broadcasts, as well as post-broadcast activities, by a local community mentor trained by RISE staff in effective IRI methodology, and child-friendly, student-centered, inclusive pedagogy and classroom management.

In Tumbe, the Makadara TuTu Club has been established just one hundred yards from Hidaya's home. According to her RISE mentor, "Weather permitting, Hidaya attends every class. She can't come when it's raining unless she can find someone to carry her here. But even then, sometimes she crawls just to make it."

Hidaya's mother knows how difficult it is to attain an education in Tumbe, particularly with a disability.

"I was never able to attend school. Now I see this opportunity for my daughter and it is wonderful... Even though my daughter is disabled she can learn with all the others at the TuTu Club."

Shadida, Hidaya's mother

"I was never able to attend school," she says. "I see this opportunity for my daughter and it is wonderful. It is too dangerous for Hidaya to get herself to the formal school, but with the TuTu Club I know she is safe. Even though my daughter is disabled, she can learn with all the others at the TuTu Club."

The RISE Project is reaching nearly 12,000 children across Zanzibar. By reaching out to the most isolated and under-served children through this inclusive and innovative delivery model, RISE is helping to turn Zanzibar's goal of quality universal primary education into a reality.

TANZANIA: Success Story



Rebuilding Hope Through Education

A smile spreads across Sion Fupi's face as she presses play on the MP3 player for the first time and hears the opening song of the Mambo Elimu radio program. The Mambo Elimu Interactive Radio Instruction (IRI) series provides accelerated, early primary education to out-of-school children in remote areas of northern Tanzania. It is part of the Radio Instruction to Strengthen Education (RISE) Project, implemented by Education Development Center, Inc. (EDC), support from the American people through the United States Agency for International Development (USAID). Sion is one of 44 community mentors being trained by RISE in the use of MP3 technology to lead children's participation the programs. This training is an especially big boost for Sion, whose community was affected by a violent attack in which her Mambo Elimu Community Learning Center (MECLC) was destroyed.

Sion is the mentor of Lalarami center, one of three MECLCs in Katikati village in the Kiteto District. The village is 5 km away from the nearest school. In addition to managing her own family duties Sion worked tirelessly to encourage families to take up the opportunity to educate their children through Mambo Elimu. The local community showed its support by building a permanent brick classroom for the Lalarami center to ensure their children had a good learning environment and that the radio lessons would be heard whatever the weather.

Tragically, the center was destroyed 11 months ago during a violent clash between pastoralists and agriculturalists living in the same village but with conflicting interests and livelihoods. When Sion's Mambo Elimu center was reduced to ashes, it was devastating for all villagers, as the center was a peaceful learning place for



©2009 Emily Morris, Mentor Sion Fupi.

children of all ethnicities and backgrounds. Sion sadly reflects: "I used to have 41 children in my class. After the fighting, some families ran away with their children and are not yet back. I am not sure when they will be coming back because there is a lot to be done to enable us to resume our normal life."

Some families, including Sion's, have returned to the area to try to rebuild their lives. Since

her return, Sion has been working closely with the Ward Executive Committee and district officials to ensure that the Lalarami MECLC became active again. In early April of 2009, Lalarami center restarted its education activities with

16 children participating in the Mambo Elimu

"I am certain that the news of the Mambo Elimu sessions re-starting will speed up the return of our community because the EDC-RISE Project has helped us grow to realize and appreciate the value of education,"

Sion Fupi, RISE mentor



© 2009 Symphorosa Hangi. Lalarami Center has reopened underneath a tree.

programs, for now under the shade of a tree. Sion is now busy mobilizing more villagers to enroll their children so they can restart their learning, and efforts are underway to ensure that the children get a proper classroom once again.

The determined and ever-smiling Sion remains hopeful for the future and believes that learning together is a powerful step towards healing her community. She says, "I am certain that the news of the Mambo Elimu sessions re-starting will speed up the return of our community because the EDC-RISE Project has helped us grow to realize and appreciate the value of education."

TANZANIA: Success Story



Determined District Coordinator Builds Support For Education In Remote Rural Tanzania

It is not every day you meet a person like Paul Gwacha. He is so passionate about education that, even after being run off the road by elephants and stranded for a week in a remote village, he got back on his motorbike to continue providing face-to-face support to community learning centers. Gwacha is the District Coordinator for the Radio Instruction to Strengthen Education (RISE) Project in northern Tanzania's Kiteto District. Implemented by Education Development Center, Inc. (EDC), in partnership with the Ministry of Education and Vocational Training (MoEVT), support from the American people through the United States Agency for International Development, (USAID), the RISE Project provides accelerated, early primary education to out-of-school children in under-served areas via Mambo Elimu Community Learning Centers (MECLCs) and an Interactive Radio Instruction series.

Gwacha's resolute commitment and determination is key to RISE's success in Kiteto, a remote rural district where it is not always easy to mobilize support for education. Kiteto is inhabited largely by agriculturalist communities and Masaai pastoralists.

Although many parents are aware of Tanzania's Education for All policy, there are still a large number of children not attending government schools. In many communities, families do not have the resources to pay for uniforms, books, and other indirect education costs, and schools are often more than eight kilometers away. Also, especially among pastoralist groups like the Masaai, there is a fear that male children who follow the route of education will migrate to cities, and the community will lose its skills and manpower. Female Masaai children often marry at puberty



©2009 Emily Morris. Paul Gwacha, Kiteto District Coordinator

and leave their studies to focus on their family responsibilities.

Gwacha meets with the largely Masaai communities to listen to their fears and to discuss the benefits of education in ways that are relevant to their lives and needs. With RISE staff and district

"The RISE Project works with children who've been forgotten, or who the district didn't know existed."

Paul Gwacha, Kiteto District Coordinator

MoEVT officials, he mobilizes their support and ownership in establishing a MECLC in their village. For example, he points out that benefits of being literate in Kiswahili include being able to visit a hospital without a translator and to read medicine labels. Together they also discuss how education can help young people not only communicate with government leaders and teachers, but become government leaders and



Gwacha and MoEVT Education Officer meet with parents and village leaders

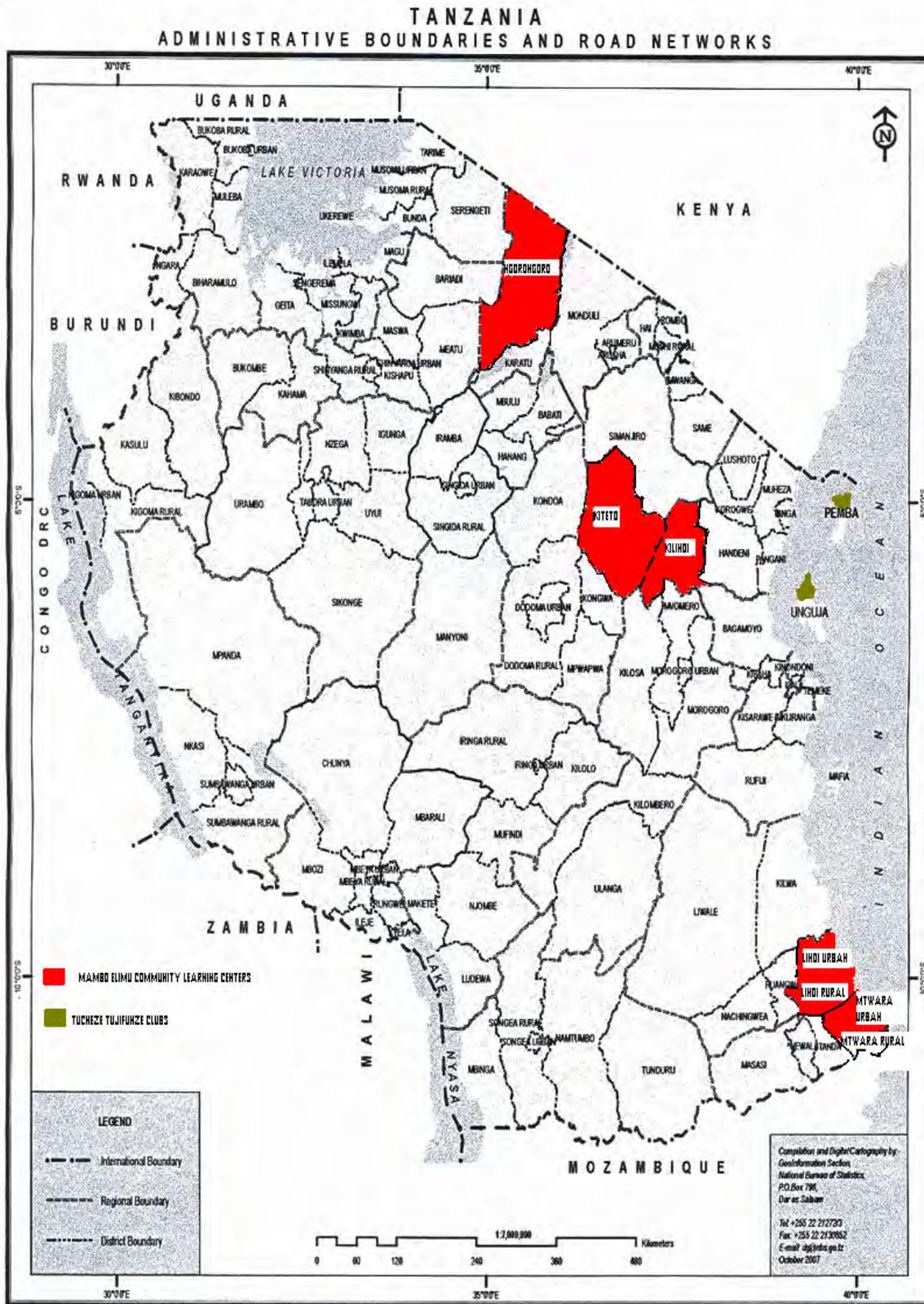
teachers themselves.

Although Gwacha was born in a town outside of Kiteto, he moved to the district as a primary school teacher in the 1980s and has stayed because he is invested in and appreciated by the

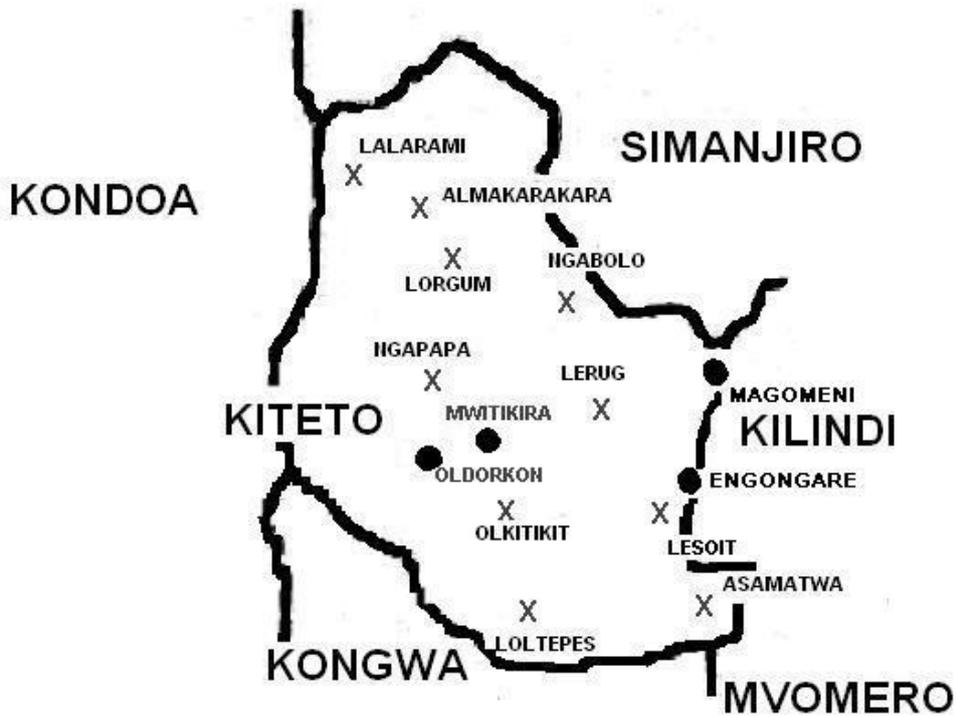
community. He has learnt KiMaa and uses it to facilitate community dialogues, and has gained the trust of the communities with whom he works by being straightforward and honest with them. He has also collaborated effectively with the Kiteto district office and earned their recognition and support. Gwacha explains that community and district support are critical to ensuring the future of the non-formal educational activities in the region. "We've reached somewhere, but we still have a long way to go," he notes. "This year is about sustainability because the RISE project will be finishing in 2010 and then the district will take on the management of the IRI centers."

The district has recently taken financial responsibility for the MECLCs and will take on full management of the centers once the RISE project ends. It will be a tough job coordinating between the district office and the different villages without RISE's overall management, but given Gwacha's energy and determination, there is a good chance of success.

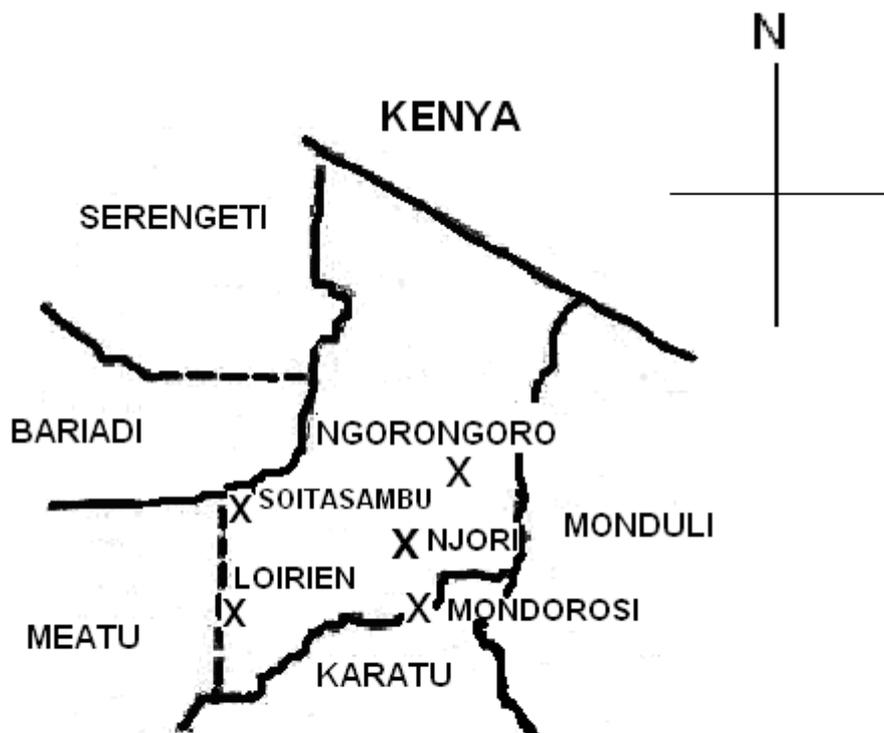
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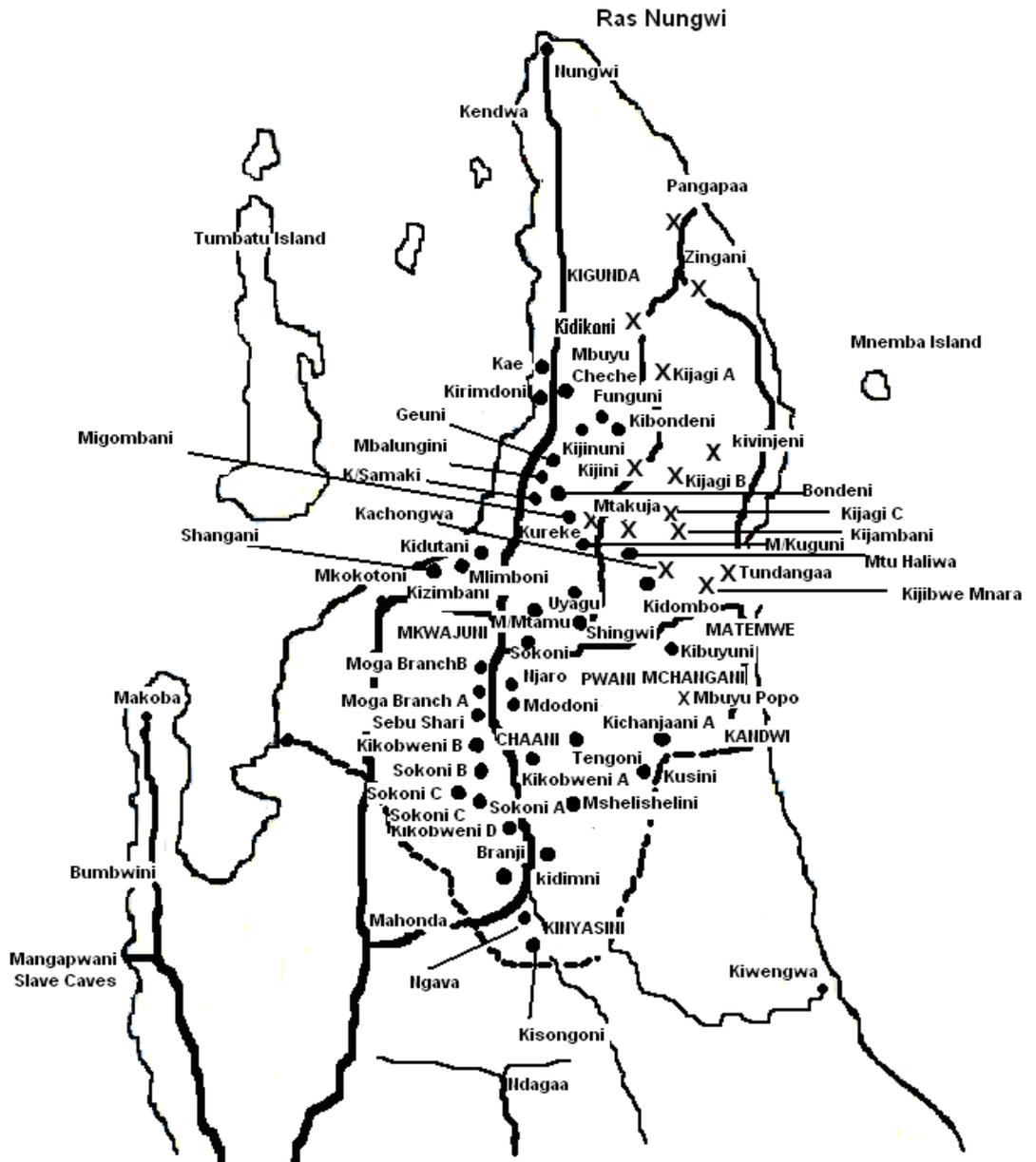
Kilindi and Kiteto Districts



Ngorongoro District



North A' (Unguja)



Micheweni (Pemba)

