

## Radio Instruction to Strengthen Education RISE - Tanzania

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© August 2008, *Tucheze Tujifunze* Club student during RISE testing

### Quarter Report 8 July-September, 2008

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## Acronyms

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	Mambo Elimu Community Learning Center
MoEVT	Ministry of Education and Vocational Training
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NGO	Non Government Organization
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
RDC	RISE District Coordinator
RTD	Radio Tanzania (Dar es Salaam)
RZ	Voice of Tanzania, Radio Zanzibar
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
VSO	Voluntary Services Overseas
WI	Winrock International

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

## **Quarterly Report 8**

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

RISE has been working closely with central and district level government partners this quarter to provide a smooth transition in the management and facilitation of project activities.

Currently there are a total of 9,832 students 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 are receiving Levels Two and 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.

In Zanzibar, the RISE training team conducted follow-up trainings for 167 mentors and assistant mentors in English pronunciation and comprehension for teaching, facilitating post-radio activities, and teaching Kiswahili double letters and syllables. The Standard One Program Series was completed in addition to the mapping and writing of the initial 15 Standard Two programs. Finally, post-tests were administered to 1,508 students in both Zanzibar districts to measure learning gains amongst students while 33 mentor and teacher observations were conducted to assess changes in teaching behavior.

In Mainland Tanzania, 93 ME centers continued their operations and 45 mentors and 10 district officials in Lindi, Mtwara, Kilindi and Kiteto received training in how to teach: 1) Levels Three and Four content material, 2) reproductive health and HIV/AIDS, and 3) reading and writing literacy. RISE staff continued to work with mentors on preparing the students for Standard Four exams and transition to formal schools. The RISE/TIE M&E Team visited centers and district officials in Ngorongoro to conduct focus group discussions on the use of MP3 technology and Mambo Elimu programming with mentors, students, parents and officials. In addition, post-tests were scored and analyzed and the results will be released in the Mainland Impact Study early next quarter. Finally, RISE staff organized four handover meetings with districts officials, including heads of departments, executive directors and District Commissioners, from Mtwara Urban and Rural, Lindi Urban and Rural, Kilindi and Kiteto. During the course of the meetings a number of resolutions were made to sustain the RISE project activities at the district level.

Throughout this quarter, the RISE team continued to work closely with government partners and devoted resources and time to the transfer of activity management and capacity to the district level. In Zanzibar, RISE staff attended monthly meetings with MoEVT officials, advised MoEVT in Early Childhood Development (ECD) curriculum and policy, and vetted Mentor's Guides content with MoEVT experts. In Mainland, the Tanzania Institute of Education (TIE) was actively involved in conducting trainings and facilitating handover forums.

In addition to government partners, RISE staff met with Jane Goodall International's Roots and Shoots about future collaboration and benefited from the support of two international volunteers assisting with the impact study and capacity building of M&E staff.

Finally the RISE CoP and Technical Advisor presented innovations in ECD in Zanzibar, and findings from the RISE Project, at two international ECD conferences in Zambia and Senegal respectively.

## II. Technical Activities and Achievements

Highlights of the activities completed this quarter include:

- a) 27 Pre-primary and 27 Standard One *Tucheze Tujifunze* (TuTu) Programs were broadcast. Recordings of the final 22 Standard One *TuTu* Programs and the initial 3 Standard Two *TuTu* Programs were completed.
- b) 65 Levels 3 and 4 *Mambo Elimu* (ME) programs were aired.
- c) 126 of 126 Pre-Primary and Primary TuTu Clubs are still operational in Zanzibar.
- d) 93 *Mambo Elimu* Community Learning Centers (MECLCs) are operational in seven districts in Mainland Tanzania.
- e) 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) benefit from the RISE Project by attending TuTu Clubs.
- f) In Zanzibar, 3,965 formal Standard One children (50% of which are girls) are currently benefiting from RISE programming.
- g) 84 TuTu mentors, 83 assistants and 4 district officials received follow-up training in Zanzibar.
- h) In Mainland, 3,896 (42% of which are girls) out-of-school children are receiving basic education by attending MECLCs.
- i) 46 ME mentors and 6 district officials received a two-day follow-up training.
- j) District Coordinators (DiCos), district officials and the RISE M&E Team administered 1,508 post-tests in both Zanzibar districts to measure learning gains amongst students and 33 observations of mentors and teachers to assess changes in teaching behavior.
- k) The Mainland Impact Study was drafted and apparent gains were made in MECLC test sites.

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

## A. Zanzibar Technical Activities

### 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)

RISE staff visited over 100 of these TuTu Clubs and 40 Standard One TuTu Classrooms during this quarter.

Writing, editing, final recording and formative evaluation of all Standard One Programs was completed and the first 15 programs of Standard Two were written. A new boy child actor was recruited and auditioned for the Standard Two series. A number of new songs were written and recorded with a local primary school. Jane Goodall International's Roots and Shoots Club children in Zanzibar also recorded a number of lifeskills songs to be used in Standard Two *TuTu* programming.

The radio broadcast schedule on RZ continued as follows:

Preschool: 8:30-9:00AM (Tuesday, Thursday and Friday)<sup>1</sup>

Standard One: 11:30AM-12:00PM, 4:30-5:00PM (Tuesday, Thursday)  
10:30-11:00AM, 4:30-5:00PM (Friday)<sup>2</sup>

Schools and TuTu Clubs were closed for three weeks during the Holy Month of Ramadan and during this club break mentors continued working with DiCos on: 1) subject area content, 2) after-the-program activities, and 3) constructing more permanent TuTu Club shelters.

After Ramadan, the national Form Four exams were administered and the majority of Standard One TuTu Classes did not convene as teachers and classrooms were engaged in testing. TuTu Clubs were also affected by Form Four testing as a number of mentors took the exam this year. Although RISE supports mentors' and teachers' participation in the Form Four exam, TuTu Clubs had to close more than anticipated. In order to make up for the closures during Ramadan, Form Four exams and the power outage earlier in the year, and therefore complete the broadcast of the Standard One series before the December school closure, Standard One broadcasts will have to increase to five times a week in Quarter Nine.

Mentor, teacher and community feedback during routine visits to TuTu Clubs and classrooms have continued to be largely positive and encouraging. During post-testing, children made noticeable gains in Mathematics (addition and subtraction), Kiswahili literacy and English comprehension. Results from these tests will be

"Children are very interested in listening to *Tucheze Tujifunze*. I was visiting a Madrasa Preschool at Kiboje where the teacher had brought in a radio and children were keenly listening to and enjoying the program."

**Abdalla Mjaka**  
**Teacher Trainer**  
**Madrasa Resource Center**

<sup>1</sup> Preschool students continue to meet between 8:00-10:00AM Tuesday, Thursday and Friday to listen to TuTu Programs and participate in pre and post program activities.

<sup>2</sup> Standard One students continue to meet between 11:30AM-12:30PM Tuesday and Thursday and 10:30-11:30 on Fridays to listen to TuTu Programs and participate in post program activities.



discussed in greater extent in the subsequent quarter.

Finally, a number of mentors and partners from other projects have reported that community members and non-RISE beneficiaries regularly tune-in to listen to *Tucheze Tujifunze* programs.

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

All TuTu Clubs and classrooms have remained functional despite a large number of unavoidable school and club closures as well as the impending project closure in October. Although student attendance has waned in a few communities in North A', demand for TuTu Clubs has remained constant and has actually increased in some areas. For example, the District Education Officer (DEO) of Micheweni reported in August that TuTu Clubs are gaining interest from communities. A number of parents have come to his office to request more TuTu Clubs be opened to accommodate their children, as neighboring clubs are at maximum capacity.

In addition, a number of handicapped and special needs children are enrolled in TuTu Clubs in Unguja and Pemba. Although teaching children with special needs is only briefly covered at RISE trainings, district officials and mentors have requested more support in mobilizing and reaching these children in their communities.

RISE staff will meet with district officials, mentors and community leaders early in the next quarter to discuss how to plan with communities for a project closure or a project extension.

No new materials were developed or distributed this quarter, but final editing of Preschool Mentors Guides was completed and will be printed and distributed early in Quarter Nine.

## 3. Training of Mentors

During July, RISE Staff conducted follow-up trainings for 167 mentors and assistants who joined RISE in 2008. These trainings in Unguja and Pemba focused on:

- 1) Improving English pronunciation and comprehension for teaching
- 2) Facilitating post-radio activities, and
- 3) Teaching Kiswahili double letters and syllables.



Six year old Hidaya lives in the remote village of Tumbe on the island of Pemba just off the coast of Tanzania. Born with a physical disability that severely impairs her ability to walk, Hidaya had not been able to attend the local school with other children her age. Although 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 much too far for her to reach. Hidaya joined a Preschool TuTu Club in January, 2008 and has been excelling at her studies ever since. She is now reading, writing, counting and ready for Standard One. According to her mother Shadia, "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."

## **B. Mainland Technical Activities**

### **1. Mambo Elimu Community Learning Centers**



© July 2008, Aiming high, Mtwara MECLC

All 93 MECLCs still in operation by the end of Quarter Seven remained in full operation during Quarter Eight with minimal attrition. RISE staff visited approximately 25 of these MECLCs during this quarter to monitor center management and progress and to meet with students, mentors and community members. Official handover meetings, involving planning for the transition of MECLC management from RISE staff to TIE and District stakeholders, were conducted in all districts but Ngorongoro. All meetings were fruitful and each of the six offices promised to assume support and management of MECLCs, in collaboration with TIE, after RISE closure.

In Ngorongoro, RISE and TIE staff held focus group discussions with district officials, mentors, students and community members to document the impact of Mambo Elimu and MP3 programming amongst beneficiary communities.

### **2. Mambo Elimu Broadcast and Materials**

Level Two and Three programs 11-65 were broadcast during this quarter. Only one-third of the Level Three programs continued to be aired, due to TBC timeslot constraints. In Quarter Nine, RISE will hand over copies of all Level One to Four Mambo Elimu programs to TIE, who will coordinate broadcasting with TBC.

Level Four Mentor's Guides were printed and distributed to all MECLCs during this quarter to facilitate continued provision of education services up to Level Four after project closure. All MECLCs are now equipped to teach Mambo Elimu programming Level One to Four.

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

The RISE Training Specialist, Associate Field Project Director (North) and TIE-RISE Focal Person conducted two-day follow-up trainings for 45 mentors and 10 district officials in Lindi, Mtwara, Kilindi and Kiteto in July. The purpose of these trainings were to:

- 1) Familiarize mentors with changes to Mambo Elimu in Levels Three and Four programs
- 2) Reflect on the experiences from Levels One and Two
- 3) Provide mentors with reproductive health and HIV/AIDS education training<sup>3</sup>
- 4) Further develop skills and knowledge of teaching reading and writing literacy
- 5) Prepare the mentors for learners' transition to formal school and Standard Four exams

### **4. District Handovers**

In September, RISE staff organized four handover meetings with districts officials, including heads of departments, District Executive Directors (DED) and District Commissioners, from Mtwara Urban and Rural, Lindi Urban and Rural, Kilindi and Kiteto. Prior to the Mtwara and

<sup>3</sup> TIE Special Education Curriculum Development Specialist, who co-facilitated the training in Lindi, has a teaching and training background in reproductive health and HIV/AIDS education and provided RISE staff with up-to-date methods for teaching this subject matter.

Lindi meetings, RISE Associate Field Project Director and TIE Director met with officials to lay the groundwork and prepare the agenda for the handover meetings. The Assistant Principal Secretary for the Ministry of Education and Vocational Training (MoEVT) officiated the actual handover meetings in Lindi and Mtwara, where 32 district officials were in attendance. In Kilindi and Kiteto, the RISE Associate Field Project Directors and the TIE School Equipment Development Specialist officiated handover meetings with 19 district officials.<sup>4</sup>

A number of resolutions were made to sustain the RISE project activities at the district level during the course of the meetings. These resolutions include:

1. Shifting of mentors' payments to district authorities. District councils should include MECLCs costs to the already allocated COBET slot within the district budget (all Districts).
2. Monitoring of MECLCs will be done through primary schools and directed from the District Education Office (DEO) of Adult Education, as is currently the case with COBET centers. Nearby primary school head teachers will be encouraged to be more responsible in making sure that learning is taking place in MECLCs (all Districts).
3. District authorities will collaborate with TIE to conduct Mentors training as needed (Mtwara).
4. District stakeholders, namely ward councilors, will mobilize the communities to monitor and encourage students' attendance in MECLCs (Mtwara).
5. EDC will provide clear statistics regarding MECLC to each district (all districts).
6. District officials will continue the use of locally available resources, and will further develop links with the local radio station, to maximize the cost effectiveness in running MECLCs and to secure more ideal broadcast timeslots (Mtwara and Lindi).
7. The MECLCs which were closed for various reasons will be revisited and, if possible, reestablished (Mtwara).<sup>5</sup>



© September 2008, Assistant Principal Secretary at Mtwara District Handover Forum

8. All materials provided by the RISE Project will be recorded in the district inventory (Lindi).
9. Community members and students will be informed about the ending of the RISE Project and how the district authorities will be supporting MECLCs by the end of October (Lindi).
10. The DEDs office will improve the physical conditions of some centers and will look into establishing formal primary schools where possible (Lindi).
11. DEOs will discuss with TIE how to employ more mentors in the districts where there is a lack of viable education facilities (Lindi).

*Although there is a a very large demand for education intiaitives, our districts are new, wide and remote and our budget is very limited. We would like to expand MECLCs to each corner of the district but it is difficult to do so [without additional resources].*

**Gedion Mwesigwa  
DEO  
Kilindi District**

While educational gains were made during the course of the RISE project in all beneficiary districts, district officials were unanimous in agreeing that there are still a large number of

<sup>4</sup> Pride FM of Mtwara, the largest radio station in that region, attended handover meetings to discuss how they can take over broadcasting for the southern region. There are no local radio stations in Kilindi and Kiteto, and although RISE attempted to contact a radio station in Moshi which reaches Kilindi and Kiteto, no formal discussions were established before the end of this quarter.

<sup>5</sup> Closed MECLC's include: Naumbu A, Naumbu B, Mkomo, and Mgaoin (Mtwara Rural) and Mtawanya, Namayanga and Mkangala (in Mtwara Urban).

communities not being reached. The RISE Project helped identify these communities and reveal areas where additional progress is needed.

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

The major activities planned for Quarter Nine include:

- Training of new boy child actor for Standard Two series
- On-going writing and recording of Standard Two programs
- On-going monitoring visits in Zanzibar to register new children for TuTu Clubs and to assist with the transition of TuTu Club children to Standards One and Two in December/January
- Final post-tests and mentor observations to be conducted in Zanzibar
- On-going monitoring visits in the field to verify mentor and learner participation and collection of data
- Final analysis and writing of impact study in the Mainland
- Outside evaluation of RISE activities to be arranged by USAID
- Printing Preschool and Standard One Mentor's Guides in Zanzibar
- Submission of progress and financial reports to USAID

**BENEFICIARIES****D. Primary Beneficiaries<sup>6</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>7</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>6</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>7</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>8</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>8</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	Abraham 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	Kibondeni 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. Foum(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>

### 3. Mainland MECLC Information

Ward	#	Schools	Teachers	Head teachers	Students		
					Total	Girls	Boys
<b>Mtwara Urban</b>							
Ufukoni	1	Mbae	Mustapha Mtanga	Athumani Nakua	30	10	20
	2	Lilungu	Asfa Rasshid Ali		25	5	20
Magengeni	3	Mjimwema	2 Gideon William	Ali Bakari Mlaponi	36	18	18
			3		38	19	19
Jangwani	4	Lwelu	Sophia Ali Mseve		35	5	30
	5	Milumba	Sina Abdallah		24	3	21
	6	Naliendele	Mukhsin Makwesa		36	8	28
<b>Mtwara Rural</b>							
Nanguruwe	7	Nachenjele A	Miraji Mohamed Mwaya	Ali Abdala Hatibu	30	16	14
	8	Nachenjele B	Hamisi Mafowadi	Rashid Mafowadi	35	15	20
Mahurunga	9	Tangazo	Salum Mkande	Musa Chelile	20	3	17
Mahurunga	10	Migombani A	Athuman Said Bilal	Ismail M Likoko	48	24	24
	11	Migombani B	3 Adrew Milanzi		18	8	10
			4		28	10	18
	12	Kilambo A	Rajabu Makunda	Mwana. Tinimba	18	7	11
	13	Kilambo B	Hassan Ali Selemani	Alli Issa Alli	25	9	16
Ziwani	14	Msakala	Zuhura Mussa		35	12	23
	15	Nambeleketela	Sifa H Kalongo		45	25	20
	16	Minyembe	Maifu A Mtembwa		32	16	16
Mtiniko	17	Mnivata	Lukia Chimboyoka		15	5	10
Chawi	18	Mtopwa	Hadija S Chivalu		40	18	22
Kiromba	19	Nachuma	Said Kasmiry		24	11	13

Ward	#	Schools	Teachers	Head teachers	Students		
					Total	Girls	Boys
	20	Mikumbi	Mohamed H Mkomba		27	9	18
Madimba	21	Msimbati	Lucas Bernado		11	3	8
Nanguruwe	22	Namgogoli	Sharifa Maharage		19	9	10
Madimba	23	Mitambo	Zaidina S Nakudabi		24	10	14
<b>Lindi Urban</b>							
Lasibura	24	Banduka	Siasa Adinan Seleman		15	5	10
Mtanda	25	Mukule	Somoe Said Hassani		14	4	10
	26	Mchochoro	3 Anna Moses Salum		34	11	23
			4		25	5	20
Msinjaili	27	Nachingwea	Rehema Omar Milanzi		25	10	15
	28	Mayani	Amina Said Ling'wang'wa		29	14	15
	29	Kiduni	Jamila Hassani Hamis		22	12	10
Mtanda	30	Mtange	Techla Michael mbalala		28	13	15
	31	Rutende	Ismail M Dadi		35	20	15
<b>Lindi Rural</b>							
Ng'apa	32	Nkupama	Asha A Mwape		30	11	19
Mingoyo	33	Mingoyo	Zainabu Hassani		25	5	20
Nyengedi	34	Luwale	Castor Sevelin		20	10	10
	35	Nyengedi	Catherine E Hassan		24	4	20
Kiwalala	36	Nachunguru	Rashid Maarufu Kawinga		44	25	19
	37	Mahumbika	Hamis Shamte		32	8	24
	38	Narunyu	Nuru Mohamed Namkoko		31	12	19
	39	Mmangawanga	Monica Aloys Livigha		40	16	24
Mtua	40	Mtua	2 Saidi Musham Abdalah		26	10	16
			3		17	7	10
Namupa	41	Likukwa	Heldertha A Nyachi		20	9	11
Chiuta	42	Milamba	2 Salum R Liundi		49	20	29
			3		26	10	16
Mandwanga	43	Lindwandwali	Fatuma Khalfan		46	25	21
Nyangao	44	Utimbula	2 Juma Hassan Natende		32	13	19
			3		37	15	22
	45	Mawilo	Gabinus I Mapemba		31	13	18
	46	Mtakuja	Bonitha John		27	9	18
	47	Litingi	2 Mohamed Kambona		48	25	23
			3		40	20	20
Mnara	48	Chikombe	2 Juma I Msemakweli		37	20	17
			3		27	12	15
Matimba	49	Likwaya	Somoe S Guliche		34	15	19
	50	Kitohawi	2 Ibrahim Maganga		56	26	30
			3		47	27	20
Nangaru	51	Ureka	Abedi Chihoma		37	22	15

Ward	#	Schools	Teachers	Head teachers	Students			
					Total	Girls	Boys	
<b>Kilindi</b>								
	52	Masilei	3	Angelina Katambo	76	40	36	
			4		40	25	15	
	53	Kwediombo		Rajab Omar Mganga	43	23	20	
Negero	54	Kweisasa	3	Sypirian Mal. Mchalambi	76	41	35	
			4		21	5	16	
Kwediboma	55	Kwedigole		Rehema Sin.Sarawati	33	10	23	
Kisangasa	56	Makingo		Mariam Ali Mvungi	55	25	30	
Mvungwe	57	Luhanga		Juma O Mfaume	39	16	23	
Songe	58	Laipera	2	Amina Abdalah Lugendo	31	13	18	
			3		56	24	32	
Kikunde	59	Ndwati Mtoro		Michael Pandila	68	23	45	
Mkindi	60	Soni A		Habiba Iddi Mohamed	72	31	41	
Negero	61	Kimamba		Mariam Papala	65	36	29	
Msanja	62	Tilwe		Hamis Ally Kuwi	40	20	20	
	63	Kweingaje		Rajabu Mkomwa	62	25	37	
Mvungwe	64	Sangeni		Habibu Mayungu	61	21	40	
Kimbe	65	Mlembule		Issa Mbuguni	41	17	24	
	66	Mnyingwa		Mhina Shelukindo	40	20	20	
Lwande	67	Lusimbi		Abdallah Toba	42	19	23	
	68	Ngeze B'		Yohana S.Chedego	60	38	22	
	69	Kwamngwaji		Kanankira Palangyo	36	18	18	
	70	Mazasa		Waziri Funguo	45	20	25	
	71	Kwasaluge		Rashid Kanyoro	33	15	18	
Kikunde	72	Magomeni		Elikana Y Mkumbi	38	21	17	
Jaila	73	Selewa		Sharifa Mussa	32	16	16	
Pagwi	74	Lumotio		Prisca Sadines Magagi	35	14	21	
Saunyi	75	Njulai		Thomas A Namarai	20	7	13	
<b>Kiteto</b>								
Sunya	76	Loltepes		Stanley Kalebi	Moringe William	43	30	13
	77	Asamato		Hurumael M Baha	Helena Gurti	60	20	40
Lengatei	78	Lesoit		Moga Makau Mkundwa	Samberu Kimaya	35	15	20
	79	Olkikit		Stanley Mburnyok	Maria Lugwa	41	13	28
Kijungu	80	Ngababa		Tomas Okoth Nguyaki	ZainabRamadhani	59	33	26
	81	Lerug		Benjamin Elisante Siau	Sikiyo Simanga	71	21	50
Ndedo	82	Ng'abolo	3	Mussa Ngoja Kisima		53	22	31
			4			31	7	24
Makame	83	Lalarami		Sioni Fupi	EmmanuelThomas	42	15	27
	84	Lorugum	3	Bahati Seki	Helena Lamahoni	46	13	33
			4			25	6	19
	85	Almakaikara		Lemburus A.Joipano	Elizabeth Alais	51	12	39
Lengatei	86	Magomeni		Hussein Kombo		41	18	23
Lengatei	87	Engongare		George Kapinga		47	9	38
Olboroti	88	Mwitikira		Musa Kizenga	Lista Hembokoma	38	16	22
Njoro	89	Ndorkon		Joseph Lukumay	Amani Sabaya	36	12	24

<b>Ngorongoro</b>							
	90	Soitsambu	Felister Gabriel		19	5	14
	91	Njori	Godfrey Masago		20	13	7
	92	Mondorosi	John Rana		26	16	10
	93	Loirien	Lekopile Koyie		24	8	16
<b>TOTAL</b>					<b>3896</b>	<b>1648</b>	<b>2248</b>



### III.M&E Activities and Results



© August 2008, TuTu Club student and DiCo doing testing

Between August 18<sup>th</sup>-28<sup>th</sup> 2008, RISE Zanzibar staff and district teams administered tests to 1,508 Standard One children. In addition, 19 RISE mentors and 14 teachers trained in IRI and TuTu Programming were also observed to assess changes in their teaching from the beginning of the RISE Project.

In the Mainland, RISE and TIE staff conducted focus group discussions with district officials, mentors, students and community members in Ngorongoro to document impact of Mambo Elimu and MP3 programming amongst beneficiary communities.

Finally, the Impact Study for Mainland was completed and will be distributed to districts in Quarter Nine.

#### 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>Objective 1:</b> Expand learning opportunities (access and participation) for pre-primary and primary aged children (Zanzibar);	<b>Objective 2</b> Increase access to underserved children, specifically children in poor and remote communities, girls, children with disabilities and orphans (Mainland);	<b>Objective 3:</b> Address selected strategic support for sector policy reforms

## **Eighth Quarter Results**

Below is a description of how RISE met these objectives this quarter.

### *Objective I*

- 126 total TuTu Clubs established in Zanzibar:
  - 60 TuTu Clubs operating in Micheweni, Pemba
  - 58 TuTu Clubs operating in North A, Unguja
  - 8 TuTu Clubs operating in Urban West, Unguja
- 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. Of the total number of children enrolled, 51% are girls.
- 3,965 Standard One children (50% of which are girls) in government primary schools are currently benefiting from RISE programming.
- 84 TuTu mentors, 83 assistants, 4 education officials and 5 district coordinators received follow-up training.

### *Objective II*

- 93 MECLCs are operational in Mtwara and Lindi (rural and urban), Kilindi, Kiteto and Ngorongoro districts.
- In Mainland Tanzania, 3,896 (42% of which are girls) out-of-school children are receiving basic education by attending *Mambo Elimu* Learning Centers.
- 46 mentors received a two-day follow-up mentors' training in five districts.

### *Objective III*

- Four District Education and Teacher Resource Officials and five DiCos in Zanzibar participated in follow-up mentors' trainings.
- Six District Education and Teacher Resource Officials and four DiCos participated in a two-day follow-up mentor's training in Mtwara Urban and Rural, Lindi Urban and Rural, Kilindi and Kiteto districts.
- The Technical Advisor met with MoEVT and World Bank officials on ECD curriculum and planning for Zanzibar on several occasions.
- The Technical Advisor represented the MoEVT at the Early Childhood Development working group meeting of the Association for the Development of Education in Africa (ADEA) in Dakar, Senegal.
- The CoP participated in an ECD conference in Zambia for eastern and southern Africa and gave a presentation on how the RISE Project is helping MoEVT Zanzibar meet their preschool policy.

## **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**

All the Standard One *Tucheze Tujifunze* audio and print materials underwent formative evaluation at Mtoni Primary School and Kijichi TuTu Club in Unguja West District. The RISE M&E team has observed improvements in teaching and learning at formative evaluation sites. During an internal Standard One exam, the class participating in the TuTu Formative Evaluation averaged 91% on tests as compared to the class not listening to the radio, which averaged 74%.

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

The RISE Impact Study is investigating how RISE, IRI programs have impacted:

- 1) teacher/mentor classroom behavior and performance, and
- 2) learning gains among RISE beneficiaries.

The same cohorts of students given pre-tests were tested in the post-tests. These include:

- 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. Control group of children in Standard One classes who do not have exposure to TuTu programs

The final analysis of the Mainland Impact Study was completed during this quarter and results will be published in the subsequent quarter. In Zanzibar, post-tests were administered during the last two weeks of August to over 1,508 children and 33 mentors were observed from the same sample group of learners and mentors/teachers who participated initially. If a learner or mentor/teacher was not present during the post-testing or observations, their pre-tests or first observations were disregarded.

The learners had only reached TuTu programs 56-60 at the time of the proposed testing. While the initial plan was to test learners when they had reached program 80 or above in order to more accurately measure learning gains, the power outage earlier in the year meant that the broadcasts were behind schedule. It was not possible to delay the post-testing until September and October due to school closures during the Holy Month of Ramadan and the subsequent impending project closure. In the case that the project is extended, post-tests will be re-administered at the end of November and the August tests will be used as mid-tests.

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 RISE Scriptwriter with a background in testing joined the testing team to accommodate the large mentor/teacher and student sample group.

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.

*We have learned a lot by being involved in pre/post tests. They allowed us to assess children's progress and compare what is happening in the schools.*

**Bakari Jaha Muhiddin**  
**DiCo**  
**North A' District**

## IV. Government Partnerships

TIE and MoEVT, Zanzibar and Mainland have continued working side-by-side with RISE staff in facilitating trainings, meeting and distributing learning materials. Detailed collaborations are outlined below.

### ZANZIBAR

- 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, actively participated in the follow-up mentor trainings as co-facilitators and co-organizers and helped distribute books, flashcards and other learning materials to TuTu Clubs.
- Six district officials and four DiCos participated in administration of post-tests and mentor/teacher observations.
- The MoEVT Director of Primary and Secondary Education visited RISE on several occasions to discuss how to implement Zanzibar Education Development Program's objective of "creating awareness amongst communities on the establishment of preschools." RISE staff advised him on the mobilization process used in RISE and how to budget activities.
- MoEVT Director of Curriculum vetted and provided feedback on Preschool and Standard One Mentor's Guides prior to publication.
- The RISE Project was acknowledged in the Ministry of Education and Vocational Training's "MoEVT Minister Haroun Ali Sulieman's Budget Speech: Estimated Expenditure and Revenue for the Financial Year 2008-2009." July 2008 (pages 24-26). The speech detailed the RISE pre-primary and primary programs and beneficiaries, accomplishments and contributions to expanding and improving preschool and primary education in Zanzibar.

### MAINLAND

- TIE staff (Director, Deputy Director, Focal Person and other representatives) met with the entire EDC Mainland team during a joint feedback forum to reflect on lessons learned during the course of the RISE Project, to plan district handover forums and to recommend future collaborations and strategies.
- TIE Director has been kept up-to-date on ME broadcasting via RTD and has been in contact with RTD staff about broadcasting schedules and changes.
- TIE/RISE focal person co-facilitated two follow-up Level 3 and 4 mentor trainings with RISE Training Specialist and Associate Field Project Director (North) in Kilindi and Kiteto and visited a number of MECLCs and District offices.
- TIE Special Education Curriculum Developer and TIE Vocational Education Curriculum Developer co-facilitated the Level Three and Four mentor trainings with RISE Training Specialist and Associate Field Project Director (South) in Lindi and Mtwara respectively. In addition to the trainings they visited MECLCs and District offices.
- TIE Physics and Mathematics Curriculum Developer co-facilitated RISE's MP3 impact assessment and focus group discussions in Ngorongoro with RISE Associate Field Project Director (North) and M&E Associate.

- TIE School Equipment Development Specialist helped facilitate the handover of MECLCs and RISE activities to the Kilindi and Kiteto districts with RISE staff.
- TIE Director and RISE Associate Field Project Director (South) conducted planning and preliminary meetings for the handover of MECLCs and RISE activities to the Mtwara Urban and Rural and Lindi Urban and Rural Districts.
- The MoEVT Assistant Principal Secretary facilitated the official handover meetings with RISE staff. All meetings were fruitful and each of the seven offices promised continued support and management of MECLCs after RISE closure.

## V. Public Private Partnerships

As the RISE Project is set to close on 2<sup>nd</sup> November 2008, 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 this quarter.

### A. Collaborative Efforts and Activities

RISE has continued to develop collaborative opportunities with diverse partners committed to strengthening education initiatives in Tanzania. By sharing experiences, collaborating resources, and working together 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.

- RISE CoP met with AMREF Tanzania staff about their activities and possibilities for future overlap and collaboration.
- Radio Adhana of Zanzibar met with RISE to discuss broadcasting TuTu Programs on their frequency.
- RISE staff recorded lifeskills songs with Jane Goodall International's Roots and Shoots Club students for TuTu Standard Two programs.
- USAID Tanzania Intern continued to work with RISE M&E team on the impact study and wrote a number of success stories about RISE activities in the field.
- An international volunteer has been helping RISE staff 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



©July 2008, Ms. Sharma meeting with RISE community, Micheweni

- Ms Sharma of FreePlay Radio and the RISE Technical Advisor attended a RISE-FreePlay-MoEVT meeting with the MoEVT, Zanzibar Commissioner of Education and Principal Secretary to discuss the previous FreePlay radio donation and to discuss future collaborations. Accompanied by RISE CoP and staff, Ms. Sharma also met with

MoEVT Pemba, attended a Mentor's Training in Micheweni, Pemba and visited seven TuTu Clubs and classrooms to view progress of RISE as well as to monitor radio utilization. Finally Ms. Sharma met with the RISE-Dar staff, shared new FreePlay light and Mp3 technology being developed, and tested problematic radios.

- RISE staff met with Micro Council International (France) to learn about new audiovisual technology in the field of ICT and to discuss how this technology could be integrated into MECLCs.
- RISE was invited by TIE to participate in the Eastern and Southern Africa Curriculum Organization (ESACO) conference opening speech and presentations. The Associate Field Project Director (South) attended in place of the CoP.
- RISE Technical Advisor represented Zanzibar at an ECD international working group meeting in Senegal.
- RISE CoP was invited by UNICEF and Ministry of Education, Zambia to present at an ECD symposium from August 20<sup>th</sup> – 22<sup>nd</sup> 2008 in Livingstone, Zambia. She presented findings on early child programming in Zanzibar via the RISE project.
- The RISE CoP attended a quarterly CoP meeting hosted by Constella Future Groups.
- Associate Field Project Director (South) attended two TEN/MET Consultative/Think Tank group meetings to: 1) discuss Education and Training Policy (ETP) and provide feedback to MoEVT, 2) meet with the Hon. Hilary Armstrong MP of UK who is working with TEN/MET on developing an advocacy component.
- RISE Senior Project Director provided input to TEN/MET for the brief they submitted to MoEVT for President Kiwete's visit to the USA.
- USAID-Tanzania Mission Director and USAID Tanzania Communications Officer visited the RISE Project in Zanzibar to bid farewell and to facilitate a roundtable meeting with RISE staff.
- RISE Senior Project Director arrived in Tanzania to support with project closure during October. Interim RISE Project Coordinator visited the Mainland office for a week to assist with financial reports and close-out tasks.

### *C. Media Relations Development*

Senior Project Director, EDC-RISE was featured in "EDC Update" quarterly magazine and spoke about RISE's ECD work in Zanzibar.

The RISE Project was acknowledged in the Ministry of Education and Vocational Training's "MoEVT Minister Haroun Ali Sulieman's Budget Speech: Estimated Expenditure and Revenue for the Financial Year 2008-2009." July 2008 (pages 24-26).



## VII. Project Administration and Management

- a) All financial reports and cash projections were submitted.
- b) Quarterly cost-share letters from MoEVT, Zanzibar, RZ, RTD and TIE were submitted.
- c) Annual performance review meetings were held with eligible staff members.
- d) TuTu clubs and classrooms were closed for three weeks in September, during the end of the Holy Month of Ramadan per the official Zanzibar school closure schedule.
- e) Parental permission letters were signed to confirm the participation of the new boy actor in the Standard Two series.
- f) EDC-RISE Project Coordinator resigned and a new coordinator was assigned to the RISE Program.

### 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*

- 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.



© July 2008, USAID Intern & DiCo,  
Micheweni

- RISE Mainland Financial Manager attended a meeting at USAID on branding strategies.
- The Mainland M&E Officer received on-going training in Access database management, data analysis and impact study design and reporting from the USAID intern and British volunteer.
- 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) Although RISE centers and classrooms are scheduled to complete their program series before the school closures in December 2008, further broadcasting difficulties could affect this target. Ensuring consistent broadcasting of Mambo Elimu and Tucheze Tujifunze Programs continues to serve as a major concern for RISE staff for the following reasons.
  - In the mainland:
    - a. TBC/RTD has shifted their priorities and procedures in the area of school broadcasting and has not been able to fully accommodate the Mambo Elimu broadcasting schedule this year
    - b. It remains to be determined whether TBC/RTD will continue to air Mambo Elimu programs after the RISE Project closes in October
    - c. Local radio stations do not have the resources to broadcast the series without financial contributions.
  - In Zanzibar:
    - 1) RZ has continued to make a number of technical errors that have affected the delivery schedule
    - 2) On-going power outages in Pemba have affected reception among listeners in Micheweni.
- b) English comprehension for TuTu Club Mentors and formal Standard One teachers remains low despite follow-up trainings and face-to-face support provided by RISE DiCos and staff. Prior to 2006, English was not introduced until Standard Three and RISE has found that English language skills of mentors and formal Standard One teachers are lower than anticipated. If the RISE Project is extended, further English language training and capacity building will be critical.
- c) MoEVT completed a draft of the preschool syllabus for Zanzibar, which is more advanced than the original syllabus given to RISE by MoEVT at the project start. If this syllabus is approved, RISE programs will have to be revised in the future to reflect these changes.
- d) Retention of IRI-trained district officials after project closure is a concern. Two district focal persons in Lindi and Ngorongoro, and two DiCos in Ngorongoro and Unguja, left their posts to further their studies or careers. Although RISE congratulates these individuals for advancing their education and careers, there will be a gap in expertise and management support for MECLCs after their departure. At this late date in the project cycle it is difficult to bring new individuals up to speed and to promote a successful transition to district level management.
- e) Recruiting and retaining qualified mentors in Zanzibar has been challenging due to a shortage of community members in target areas with Form Four certificates and/or other qualifications identified prior to their service. Local politics and favoritism have also influenced local leaders to recommend mentors based on relationships and not qualifications. Despite a selection process, an initial four-day mentor training, two follow-up trainings and regular support from the RISE District Coordinators, local primary schools and teaching centers, these mentors are still not at the same level as the qualified teachers. Those mentors who have excelled during the course of the RISE Project have moved on to teacher colleges or formal teaching after gaining



a solid foundation through RISE. If RISE is extended, Training and Mobilization staff will have to continue to develop effective strategies in training, recruiting and retaining active and qualified mentors.

- f) The Kijini ward of North A, Unguja has notably lower educational participation and achievement as compared to other wards in Zanzibar according to national indicators. Despite RISE's regular mobilization, monitoring and support to clubs and schools in this area, performance and attendance in a number of Kijini TuTu Clubs are low compared to other RISE communities. In order to address these issues, RISE staff will have to look into shifting children and centers, and developing a unique strategy for working with this community, if the project is extended.
- g) Two years is a short timeframe for establishing and implementing an education project and for achieving sustainability. Despite close partnerships with central and district government officials in every aspect of the project's implementation, as well as an exit strategy, central and district ministries were still largely not ready to take on all the aspects of managing the large numbers of children mobilized and enrolled in non-formal learning centers, especially in Zanzibar. MoEVT Zanzibar has submitted a formal request that the RISE Project be extended in both Micheweni and North A districts.
- h) Coordinating and executing multiple handover ceremonies in the northern and southern Mainland RISE districts was complex and challenging for a number of reasons:
  - 1) MoEVT, TIE and district partners have busy schedules and limited availability
  - 2) Confirming management and financial roles and responsibilities is dependent on district resources and capacity
  - 3) Ample time for facilitating a sustainable transfer to the districts was not in the RISE scope of work
  - 4) A number of key district officials have moved locales. Despite challenges in executing this transfer, RISE activities were handed over to district, TIE and MoEVT officials in collaboration with RISE staff in September.
- i) Officials in both Kilindi and Kiteto submitted written formal requests to USAID and MoEVT asking for an extension of RISE activities in these districts. RISE was copied on these letters. Although RISE supports the continuation of activities in these districts, the issue is to be determined by USAID and MoEVT.

## X. Appendices

### A. Mentors' and Teachers' Trainings, Zanzibar

DiCo=District Coordinator for the RISE Project

DEO=District Education Officer

HT=Head Teacher

TC=Teacher Center

<b>Mentors' Follow-up Training (Mentors who started in February 2008) July 14th&amp;16th (Unguja) and 21st &amp; 23rd (Pemba) 2008 Wingwi Teacher's Center (Pemba) &amp; Mkwajuni Teacher's Center (Unguja)</b>				
#	Full name	Title	Location	District
<b>Micheweni, Pemba</b>				
1	Amina Bakar Khalfan (F)	Mentor	Nyikani m/riki	Micheweni
3	Mchanga Mwinyi Silaha (F)	Mentor	Kaliwa	Micheweni
4	Hamad Faki Juma	Mentor	Kwa sheha	Micheweni
5	Makame H. Makame	Mentor	Kibiriti	Micheweni
6	Salim Ali Salim	Mentor	Kikunguni m/rik	Micheweni
7	Salim Gharib Salim	Mentor	Kojifa maghribi	Micheweni
8	Salama Kh. Juma (F)	Mentor	Makadara	Micheweni
9	Rukia Khamis Hamad (F)	Mentor	Nyikani m/ribi	Micheweni
10	Mwalim Juma Haji	Mentor	K/nguni maghribi	Micheweni
11	Time Ismail Hamad (F)	Mentor	Mpakani	Micheweni
12	Khatib Rashid Abdalla	Mentor	Mitungujani	Micheweni
13	Said Hamad Juma	Mentor	Kwapengo	Micheweni
14	Wahida Ali Abdalla (F)	Mentor	Jitenge	Micheweni
15	Nusura Khamis Haji (F)	Mentor	Chanjaani	Micheweni
16	Asha Haruni Juma (F)	Mentor	Changaawe	Micheweni
17	Saida Moh'd Seif(F)	Mentor	Jiso	Micheweni
18	Fathiya Rashid Kassim(F)	Mentor	Chimba	Micheweni
19	Bijuma Abdalla Omar(F)	Mentor	Bule	Micheweni
20	Bihola Hamad Khamis (F)	Mentor	Kichungwani	Micheweni
21	Sada Juma Bakar (F)	Mentor	Gombe	Micheweni
22	Hemed Juma Said	Mentor	Muondoni	Micheweni
23	Salma Moh'd Saleh (F)	Mentor	Uondwe	Micheweni
24	Fatma Hamad Khamis (F)	Mentor	Mgeninje	Micheweni
25	Laila Hamad Khamis (F)	Mentor	Kikunguni	Micheweni
26	Fatma Ali Faki (F)	Mentor	Mihogoni	Micheweni
27	Maulid Hamad Ali	Mentor	Kibubunzi	Micheweni
28	Ali Abdalla Ali	Mentor	Kiuyu kipangan	Micheweni
29	Rizik Khamis Abeid (F)	Mentor	Bandari kuu	Micheweni
30	Abrahman Mbarouk Juma	Mentor	Chonja	Micheweni
31	Khadija R. Matango (F)	Mentor	Kipange A'	Micheweni
32	Salim Msonga Bakar	Mentor	Kipange B'	Micheweni
33	Raya Khatib Bakar (F)	Mentor	Kibuyuni	Micheweni
34	Amina Haji Juma (F)	Mentor	Kikunguni	Micheweni
35	Tatu Nassor Masoud (F)	Mentor	Kidutani	Micheweni

36	Halima Ali Hamad (F)	Mentor	Njuguni B'	Micheweni
37	Masoud Ali Juma	Mentor	Kitaalan	Micheweni
38	Asha Mwiaka Haji (F)	Mentor	Kichungwani	Micheweni
39	Yamu Khamis Ali(F)	Asst.mentor	Nyikani m/riki	Micheweni
40	Fatma Rashid Suleiman (F)	Asst.mentor	Kojifa m/riki	Micheweni
41	Salma J.Hassan(F)	Asst.mentor	Kaliwa	Micheweni
42	Fatma Kh. Mkandi(F)	Asst.mentor	Kibiriti	Micheweni
43	Khadija O. Hamad(F)	Asst.mentor	Kikunguni m/rik	Micheweni
44	Halima M. Amour (F)	Asst.mentor	Kojifa maghribi	Micheweni
45	Zuwena Massoud Ali (F)	Asst.mentor	Makadara	Micheweni
46	Hadia Ali Faki (F)	Asst.mentor	Nyikani m/ribi	Micheweni
47	Sharifa S. Ali (F)	Asst.mentor	K/nguni maghribi	Micheweni
48	Moza Khatib Kombo (F)	Asst.mentor	Mpakani	Micheweni
49	Fatma Y. Haji (F)	Asst.mentor	Chanjaani	Micheweni
50	Shaame S. Shaame	Asst.mentor	Mitungujani	Micheweni
51	Sada Abushir Said (F)	Asst.mentor	Kwapengo	Micheweni
52	Mtumwa S. Khamis (F)	Asst.mentor	Jitenge	Micheweni
53	Hadaia Said Abeid (F)	Asst.mentor	Chanjaani	Micheweni
54	Safia H. Khamis (F)	Asst.mentor	Changaawe	Micheweni
55	Hamad Ali Nassor	Asst.mentor	Jiso	Micheweni
56	Fatma Said Hassan(F)	Asst.mentor	Chimba	Micheweni
57	Sakina Ali Rashid (F)	Asst.mentor	Bule	Micheweni
58	Mwanaid Omar Haji (F)	Asst.mentor	Rahikani	Micheweni
59	Rehema Ali Bakar(F)	Asst.mentor	Kichungwani	Micheweni
60	Asha Ali Yussuf (F)	Asst.mentor	Gombe	Micheweni
61	Khadija Omar Abeid (F)	Asst.mentor	Muondoni	Micheweni
62	Ali Kombo Issa	Asst.mentor	Uondwe	Micheweni
63	Raya Moh'd Khamis (F)	Asst.mentor	Mgeninje	Micheweni
64	Aisha H. Khamis (F)	Asst.mentor	Kikunguni	Micheweni
65	Zakia Salim Abdalla (F)	Asst.mentor	Mihogoni	Micheweni
66	Bikuu Kh. Abdalla (F)	Asst.mentor	Kibubunzi	Micheweni
67	Khamis K. Khamis	Asst.mentor	Kiuyu kipangan	Micheweni
68	Said Abdalla Ali	Asst.mentor	Bandari kuu	Micheweni
69	Abdalla Kh. Hamad	Asst.mentor	Kwa manda	Micheweni
70	Bikombo Salim Moh'd	Asst.mentor	Kitaalani	Micheweni
71	Asaa Ali Hassan	Asst.mentor	Kichungwani	Micheweni
72	Ramadhan Mbarouk Hamad	Asst.mentor	Kidutani	Micheweni
73	Maryam Faki Juma (F)	Asst.mentor	Kwasheha	Micheweni
74	Asha Haji Hassan (F)	Asst.mentor	Chonja	Micheweni
75	Maimuna Ilyasa Ali	Asst.mentor	Kipange A'	Micheweni
76	Fatma Yahya Ali	Asst.mentor	Kipange B'	Micheweni
77	Faki Hamad Faki	Subj.Advisor	Micheweni	Micheweni
78	Shoka Hamad Abeid	TC Coord.	Micheweni	Micheweni
79	Faki Sleyyum Faki	DEO	Micheweni	Micheweni
80	Hamad She Bakar	DiCo.RISE	Micheweni	Micheweni
81	Said Mwinyi Shapandu	DiCo.RISE	Micheweni	Micheweni
82	Rehema Said Shamte	Pre/Pr/Off.P	Chake-chake	Chake-chake
<b>North A' Unguja</b>				
83	Tatu Abdalla Moh'd(F)	Mentor	Kikobweni A'	North A'
84	Fatma Ame Mati (F)	Mentor	Kikobweni B'	North A'
85	Chum Makame Ame (F)	Mentor	Kikobweni C'	North A'
86	Kazija Makame Haji (F)	Mentor	Kikobweni D'	North A'
87	Mjaliala Moh'd Mtumwa (F)	Mentor	Kidimni	North A'
88	Tatu Hassan Ali (F)	Mentor	Ngava	North A'

89	Mwajuma Kh. Rajab (F)	Mentor	Branji	North A'
90	Tuwe Khamis Makame (F)	Mentor	Kisongoni	North A'
91	Tunza Abdalla Haji (F)	Mentor	Kinazini	North A'
92	Pavu Haji Daud (F)	Mentor	Kivunge	North A'
93	Maimuna Sh. Abdalla (F)	Mentor	Bondeni	North A'
94	Mwashamba K. Mkubwa (F)	Mentor	Kirimdomo	North A'
95	Tatu Ali Mussa (F)	Mentor	Mbuyu cheche	North A'
96	Mossi Juma Ali (F)	Mentor	Kae	North A'
97	Sinahaja Dube Jabu (F)	Mentor	Sokoni	North A'
98	Nachoum Makame Madini(F)	Mentor	Muembe mtamu	North A'
99	Mkasi Khatibu Mlekwa (F)	Mentor	Shingwi	North A'
100	Miza Jaku Ali (F)	Mentor	Uyagu	North A'
101	Tatu Makame Mwadin (F)	Mentor	Kidombo	North A'
102	Mlivyo Simai Abbas (F)	Mentor	Kibuyuni	North A'
103	Hassan Mossi Mgeni	Mentor	Kusini	North A'
104	Kazija Haji Silima (F)	Mentor	Kichanjaani A	North A'
105	Mwajuma Fom Makame (F)	Mentor	Kchanjaani B	North A'
106	Fadhila Makame Mngana (F)	Mentor	Geuni	North A'
107	Kombo Haji Ussi (F)	Mentor	Mbalungini	North A'
108	Miza Ali Mgwali (F)	Mentor	Kizimbani	North A'
109	Tatu Haji Kombo (F)	Mentor	Shangani	North A'
110	Arafa Haji Haji (F)	Mentor	Kidutani	North A'
111	Mwaka Khamis Ali (F)	Mentor	Kibondeni	North A'
112	Subira Iddi Haji (F)	Mentor	Funguni	North A'
113	Pili Haji Yahya (F)	Mentor	Kijuuni	North A'
114	Hassan Ali Haji	Mentor	Mtuhaliwa	North A'
115	Mwanaisha Kombo Makame (F)	Mentor	Muembe kunguni	North A'
116	Acha Haji Makame (F)	Mentor	Migombani	North A'
117	Asha Yahya Makame (F)	Mentor	Sokoni A'	North A'
118	Sichana Juma Hakim (F)	Mentor	Sokoni B'	North A'
119	Nachia Ame Khamis(F)	Mentor	Sokoni C'	North A'
120	Mwamvua R. Abdalla (F)	Mentor	Tengoni	North A'
121	Asha Moh'd Haji (F)	Mentor	Moga A'	North A'
122	Jina Moh'd Mahmoud (F)	Mentor	Moga B'	North A'
123	Hidaya Moh'd Mahmoud (F)	Mentor	Mdodoni	North A'
124	Ashura Kundi Khamis (F)	Mentor	Njaro	North A'
125	Kipi Mtumwa Yakoub (F)	Mentor	Sebushari	North A'
126	Mosi Hamdu Mkali (F)	Asst.mentor	Kikobweni A'	North A'
127	Pili Ali Juma (F)	Asst.mentor	Kikobweni B'	North A'
128	Sada Daud Ali (F)	Asst.mentor	Kikobweni C'	North A'
129	Tatu Silima Mcha (F)	Asst.mentor	Kikobweni D'	North A'
130	Zawad Khamis Silima (F)	Asst.mentor	Kidimni	North A'
131	Khadija Jailan Makame (F)	Asst.mentor	Ngava	North A'
132	Nyezuma Ussi Kheri (F)	Asst.mentor	Branji	North A'
133	Ali Silima Mgwali	Asst.mentor	Kinazini	North A'
134	Tumu Ame Mossi (F)	Asst.mentor	Kivunge	North A'
135	Nali Mngana Sharif (F)	Asst.mentor	Bondeni	North A'
136	Mwajuma Shaame Mwadin (F)	Asst.mentor	Kirimdomo	North A'
137	Mwamboni Shadhil (F)	Asst.mentor	Mbuyu cheche	North A'
138	Uchungu Ussi Haji (F)	Asst.mentor	Kae	North A'
139	Jena Mganga Ali (F)	Asst.mentor	Sokoni	North A'
140	Mwanakombo Wadi Haji (F)	Asst.mentor	Muembe mtamu	North A'
141	Miza Ali Khamis (F)	Asst.mentor	Shingwi	North A'
142	Patima Ali Makame (F)	Asst.mentor	Uyagu	North A'

143	Mwanakombo Said (F)	Asst.mentor	Kidombo	North A'
144	Maryam Abdalla (F)	Asst.mentor	Kibuyuni	North A'
145	Pangua Ali Mati (F)	Asst.mentor	Kusini	North A'
146	Kazija Dunia Haji(F)	Asst.mentor	Kichanjaani A	North A'
147	Chum Khamis Pandu (F)	Asst.mentor	Kchanjaani B	North A'
148	Patima Juma Haji (F)	Asst.mentor	Geuni PP	North A'
149	Salma Suleiman Juma (F)	Asst.mentor	Mbalungini	North A'
150	Mwanahawa Ameir Yussuf (F)	Asst.mentor	Kizimbani	North A'
151	Hanifa Hassan Muhidin (F)	Asst.mentor	Shangani	North A'
152	Mbaki Ame Haji (F)	Asst.mentor	Kibondeni	North A'
153	Mwajuma Haji Haji (F)	Asst.mentor	Funguni	North A'
154	Kondo Nyange Yahya (F)	Asst.mentor	Kijuuni	North A'
155	Chema Makame Mtwana (F)	Asst.mentor	Mtuhaliwa	North A'
156	Namboto Mlekwa Foum(F)	Asst.mentor	Muembe kunguni	North A'
157	Jina Faki Makame (F)	Asst.mentor	Migombani	North A'
158	Asha Mustafa Khamis (F)	Asst.mentor	Sokoni A'	North A'
159	Mwanakheri Makame Kheri (F)	Asst.mentor	Sokoni B'	North A'
160	Asha Vuai Mngana(F)	Asst.mentor	Sokoni C'	North A'
161	Pili Adam Khamis (F)	Asst.mentor	Tengoni	North A'
162	Namboto Haji Juma (F)	Asst.mentor	Moga A'	North A'
163	Asha Yahya Jabir (F)	Asst.mentor	Moga B'	North A'
164	Tatu Simai Faki (F)	Asst.mentor	Mdodoni	North A'
165	Dude Juma Makame (F)	Asst.mentor	Njaro	North A'
166	Sauda Hakim Khamis (F)	Asst.mentor	Sebushari	North A'
167	Bahat Shaame Mwadini	Asst.mentor	Potoa	North A'
168	Bakar Jaha Muhidini	DiCo.RISE	North A'	North A'
169	Kundi Ngwali Haji	DiCo.RISE	North A'	North A'
170	Moh'd Khamis Silima	DiCo.RISE	North A'	North A'
171	Salha Mwadini Haji(F)	Mentor	Mkanyageni	West
172	Miza Hassan Ali (F)	Mentor	Mbuzini	West
173	Zuleikha Juma Kali(F)	Mentor	Kijichi	West
174	Biubwa A. Feruzi(F)	Asst.mentor	Mkanyageni	West
175	Mgeni M. Ramadhan(F)	Asst.mentor	Mbuzini	West
176	Mboja Juma Kali(F)	Asst.mentor	Kijichi	West

**B. Mentors and Teachers' Trainings, Mainland**

DiCo=District Coordinator for the RISE Project

DEO=District Education Officer

DAO=District Academic Officer

HT=Head Teacher

<b>Lindi: Mentors Training for Level 3 &amp; 4 July 12 - 13 2008 RC (Lindi Dioces) - Lindi Facilitators: Peter Bandio, Davis Lumala and Explancer Siame</b>				
#	Full name	Title	Location	District
1	Mohamed Mtahu	DAO		Lindi
2	Omar Nambole	DAEO		Lindi
3	Joyce Chiwenda	DiCO		Lindi
4	Monica A Livigha	Mentor	Mmangawanga	Lindi
5	Nuru M.Namkoko	Mentor	Narunyu	Lindi
6	Zainab Hassani	Mentor	Mingoyo	Lindi
7	Jamila Hassani	Mentor	Tulieni	Lindi
8	Amina Saidi	Mentor	Mayani	Lindi
9	Asha A Mwape	Mentor	Mkupama	Lindi
10	Catherine E. Hassani	Mentor	Nyegedi	Lindi
11	Hilderitha A Nyachi	Mentor	Namupa	Lindi
12	Rashidi Naweka	Mentor	Mahumbika	Lindi
13	Saidi Mshamu	Mentor	Mtua	Lindi
14	Castro Sevarini	Mentor	Luwale	Lindi
15	Rehema O Millanzi	Mentor	Nachingwea	Lindi
16	Rashidi M Kawinga	Mentor	Nachungulu	Lindi
17	Somoe S Hassan	Mentor	Mmukule	Lindi
18	Anna M Salum	Mentor	Mchochoro	Lindi
19	Siasa A.Seleman	Mentor	Banduka	Lindi
<b>Mtwara: Mentors Training for level 3 &amp; 4 July 19-20 2008 Majengo TRC – Mtwara Facilitators:Lina Mhando,Davis Lumala, and Explancer Siame</b>				
#	Full name	Title	Location	District
1	Leah P. Mrope	DAO		Mtwara
2	Erentrudis Mpokwa	DICo		Mtwara
3	Halfan Dadi	DAEO		Mtwara
4	Sophia Mseve	Mentor	Rwelu	Mtwara (U)
5	Asfa Rashidi	Mentor	Lilungu	Mtwara (U)
6	Andrew N Millanzi	Mentor	Migombani B	Mtwara
7	Gideon W Mrope	Mentor	Mjimwema	Mtwara (U)

8	Miraji M Mwaya	Mentor	Nachenjele A	Mtwara
9	Mwanaisha	Mentor	Kilambo A	Mtwara
10	Hassan Ally	Mentor	Kilambo B	Mtwara
11	Sina Abdalah	Mentor	Milumba	Mtwara
12	Athumani Bilali	Mentor	Migombani A	Mtwara
13	Hamisi A Mafowadi	Mentor	Nachenjele B	Mtwara
14	Mustapha Mtanga	Mentor	Mbae	Mtwara (U)
15	Salum H. Mkande	Mentor	Tangazo	Mtwara

**Kiteto: Mentors Training Levels 3 & 4**  
**July 26<sup>th</sup> – 27<sup>th</sup>, 2008**  
**TRC Kaloleni - Kiteto**  
**Facilitators: Nash Mollel and Explancer Siame**

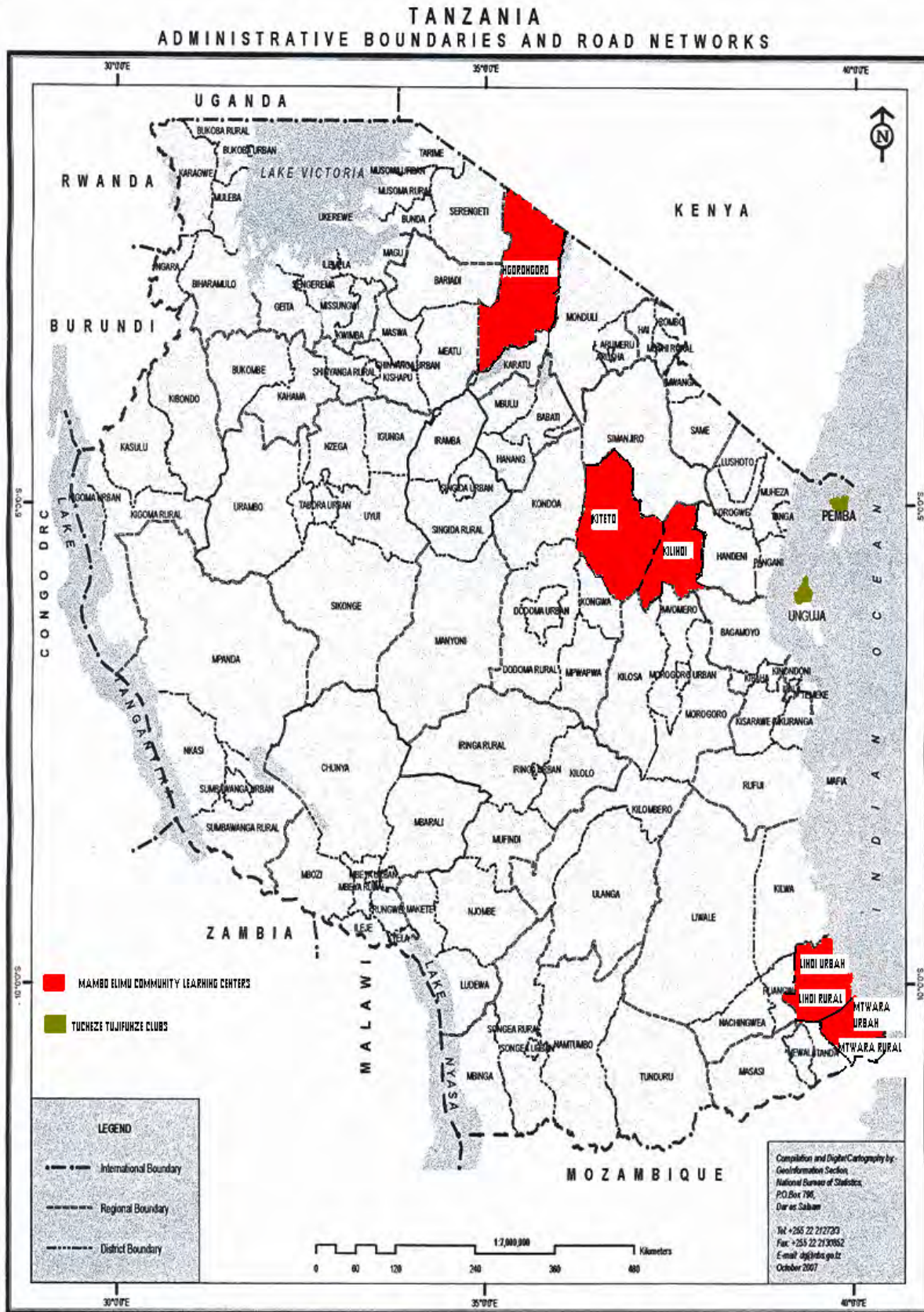
#	Full name	Title	Location	District
1	Omary Mlekwa	DAEO		Kiteto
2	Paul D. Gwacha	DiCO		Kiteto
3	Benjamini Elisante	Mentor	Lerugi	Kiteto
4	Stanley Mburnyuk	Mentor	olkitikiti	Kiteto
5	Moga Makan	Mentor	Lesoit	Kiteto
6	Hellena Gurt	Mentor	Asamatwa	Kiteto
7	Musa Chisima	Mentor	Ngabolo	Kiteto
8	Thomas Ole Ngiyaki	Mentor	Ngapapa	Kiteto
9	Bahati Seki	Mentor	Lorgum	Kiteto
10	Sion Fupi	Mentor	Lalarami	Kiteto
11	Stanley kalebi	Mentor	Asumatwa	Kiteto
12	Lemburis Alakara	Mentor	Almakarikara	Kiteto

**Kilindi: Mentors Training level 3 & 4**  
**August 3<sup>rd</sup> – 4<sup>th</sup>, 2008**  
**TUKA – Kilindi**  
**Facilitators: Nash Mollel and Explancer Siame**

#	Full name	Title	Location	District
1	George Nyarusi	DAO		Kilindi
2	Fredrick A.K Muya	DiCO		Kilindi
3	Michael Paul	Mentor	Ndwati	Kilindi
4	Mariam Ally	Mentor	Makingo	Kilindi
5	Amina A.Lugeno	Mentor	Luipera	Kilindi
6	Angelina E. Katambo	Mentor	Masilei	Kilindi
7	Rajabu O Mganga	Mentor	Kwediyombo	Kilindi
8	Juma O Mfaume	Mentor	Luhanga	Kilindi
9	Syprian Mchalumbi	Mentor	Kwesasa	Kilindi
10	Rehema Sinangi	Mentor	Kwedigole	Kilindi

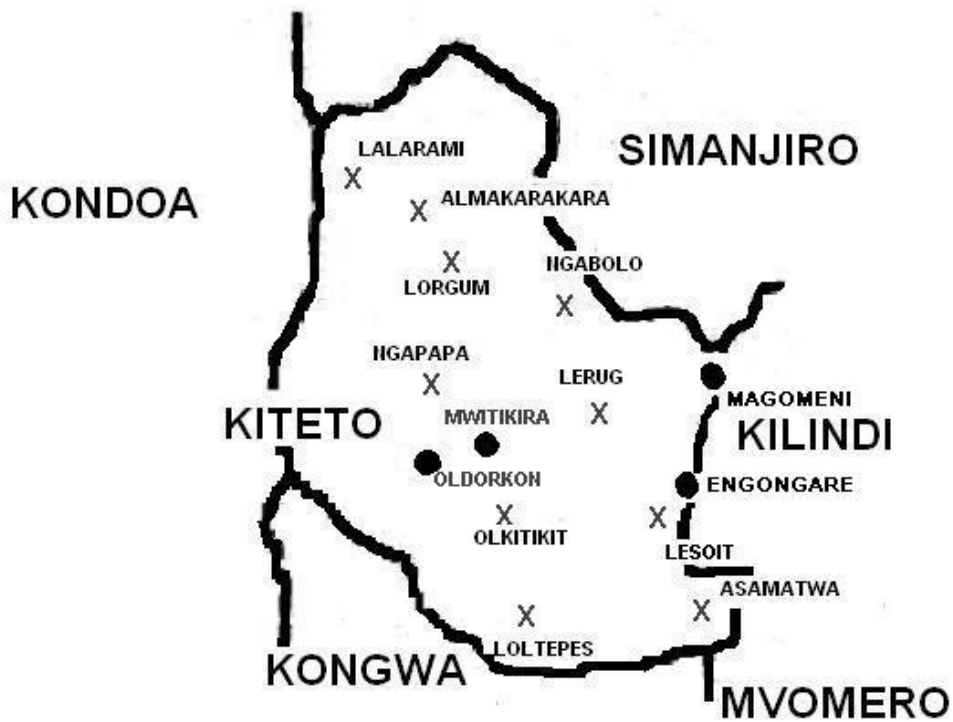


C. Maps

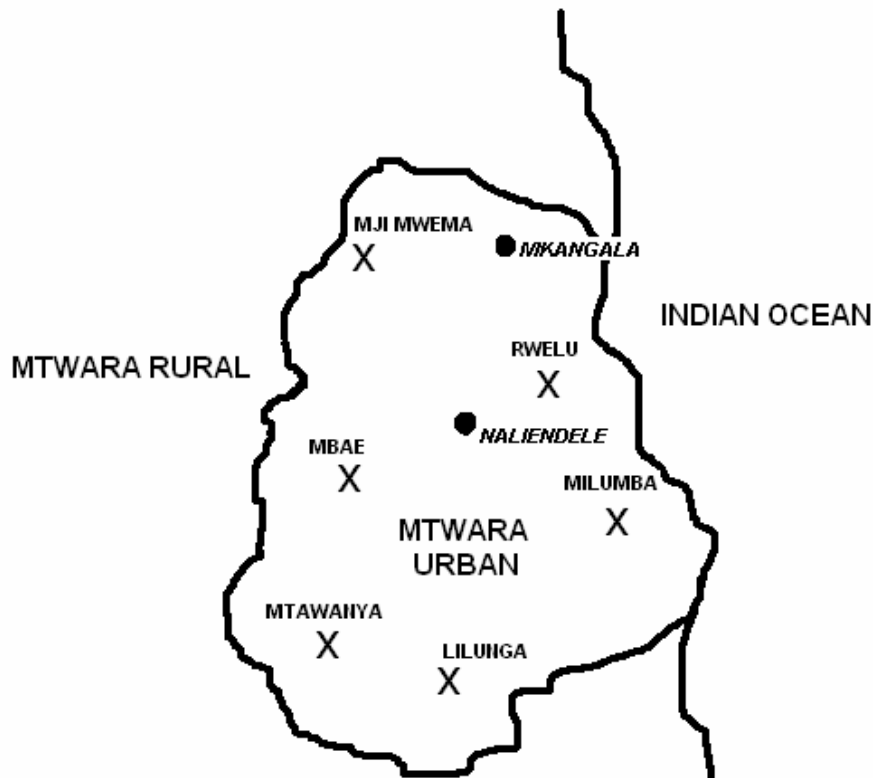




### Kilindi and Kiteto Districts



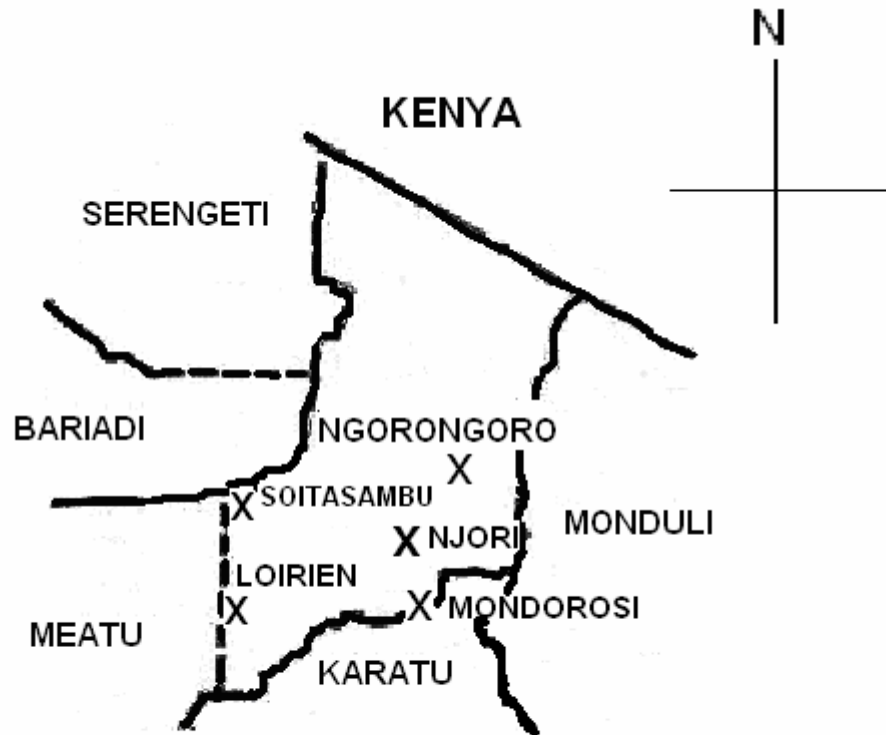
### Mtwara (Urban and Rural) Districts



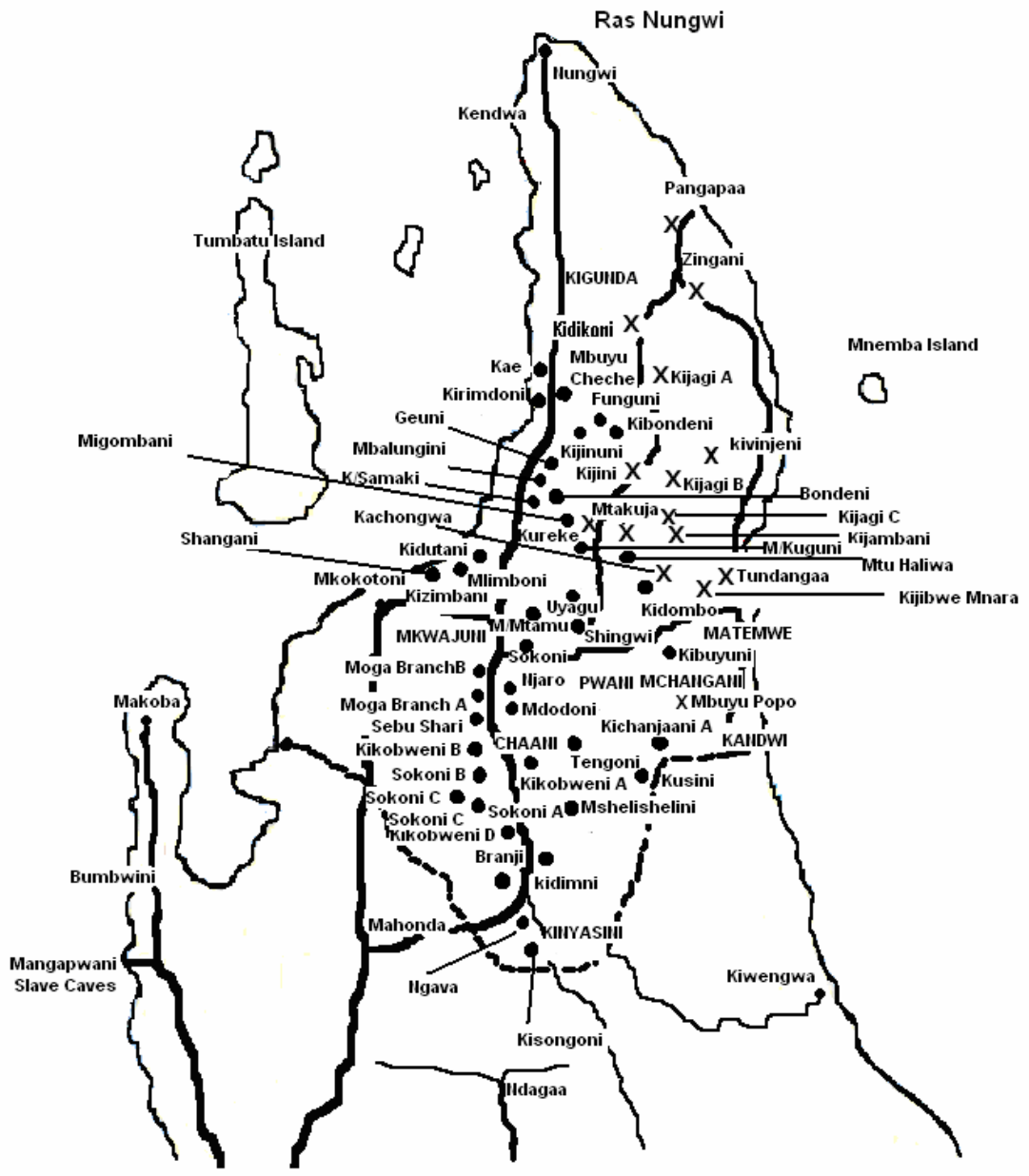
### Lindi (Urban and Rural) Districts



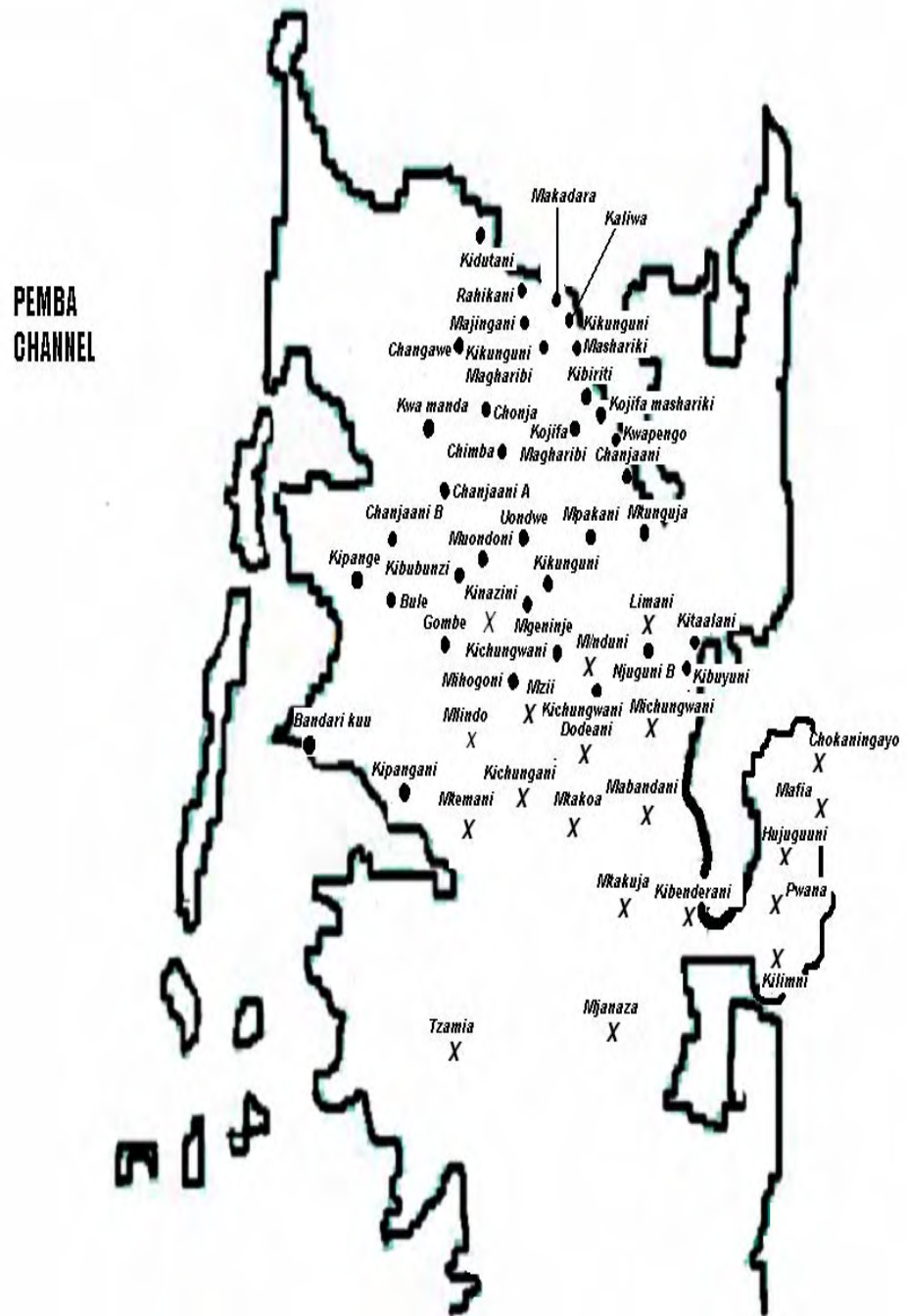
### Ngorongoro District



North, A (Unguja)



Micheweni (Pemba)



## C. Media

*Hotuba ya Waziri wa Elimu na Mafunzo ya Amali Mwaka 2008/2009* 24


45. Mheshimiwa Spika, mradi wa kuendeleza elimu ya maandalizi kwa njia ya redio kwa watoto wadogo uitwao RISE (Radio Instruction for Strengthening Education) unaendelea kuwapatia elimu ya maandalizi jumla ya wanafunzi 729 wanawake na wanaume 713 katika klabu za elimu ya maandalizi kwa njia ya redio katika Wilaya za Kaskazini A na Micheweni. Wanafunzi hawa watajiunga na skuli za msingi hapo mwakani wakiwa wamepata maandalizi mazuri zaidi kuliko wale ambao hawakupata fursa hii. Ni nia ya WEMA kuuendeleza mradi huu wa elimu kwa njia ya redio kwani umeonesha kuwa na manufaa kwa watoto wetu na jamii kwa jumla.

*Hotuba ya Waziri wa Elimu na Mafunzo ya Amali Mwaka 2008/2009* 25

47. Mheshimiwa Spika, katika mwaka 2008/2009, WEMA itaendelea kukabiliana hatua kwa hatua na matatizo mbali mbali yanayoikabili elimu ya msingi ambayo ni pamoja na upungufu wa walimu katika baadhi ya maeneo, wingi wa wanafunzi katika madarasa, uhaba wa vikatio na ubovu wa majengo katika baadhi ya skuli. Hatua zitazochukuliwa ni pamoja na kuwashajiisha wananchi kujenga madarasa mapya, kuzipatia walimu skuli zenye upungufu, kuwapatia walimu mbinu za kisasa za kufundisha wanafunzi wengi katika darasa moja, na kuendelea kutafuta wahisani ili kuimarisha zaidi elimu inayotolewa katika ngazi za msingi. Aidha WEMA itafanya tathmini ya Mradi wa "RISE" ambao hivi sasa unatoa elimu ya darasa la kwanza kwa njia ya redio kwa majaribio katika Wilaya za Kaskazini "A" na Micheweni. Iwapo mafanikio ya kuridhisha yatapatikana, WEMA itaangalia uwezekano wa kuusambaza mradi huu katika

*Hotuba ya Waziri wa Elimu na Mafunzo ya Amali Mwaka 2008/2009*


maeneo mengine



**SERIKALI YA MAPINDUZI YA ZANZIBAR**

**WIZARA YA ELIMU NA MAFUNZO YA AMALI ZANZIBAR**

Hotuba ya Waziri wa Elimu na Mafunzo ya Amali  
**Mhe. Haroun Ali Suleiman**  
 Kuhusu Makadirio ya Mapato na  
 Matumizi ya Fedha kwa Mwaka wa Fedha  
 2008/2009



**Sherehe ya Uzinduzi wa Vitabu vya Biolojia  
 Skuli ya Mwanakwerekwe "C"**

Julai - 2008 Zanzibar