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# ANNUAL REPORT 2019

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## A. Executive summary

The integrated School Readiness programme implementation in Morogoro regional has gain attention to all stakeholders from regional to community. Childhood Development Organization (CDO) in collaboration with Children in Crossfire Tanzania (CiC) is implementing “Watoto Wetu Tunu Yetu” programme for 5 years from 2017/2021. In 2019 the programme has the budget of Tsh 190,000,000/- equivalent to USD\$ 82,320.92 funded by Irish Ai (IA) in Morogoro region in two Districts of Mvomero (Mtibwa, Mlali and Doma Wards) and Kilombero (Mwaya, Mchombe and Ching’anda Wards) in collaboration with President’s Office Regional Administration and Local Government (PORALG), Ministry of Health Community Development, gender, elderly and Children (MOHCDGEC), Ministry of Education Science and Technology (MOEST) through Tanzania Institute of Education (TIE), Teachers Training College-Mhonda, Morogoro and Morogoro Regional Administrative Secretary Office.

The annual report 2019 is organized in seven categories of the Integrated School Readiness Programme (ISRP) in Morogoro. The first part is the executive of the whole report, the second part is strategic and framework updates on different issues globally, National and at the local context which influence of impeded the programme implementation. The context analysis of socio-economic, cultural, environmental and religious observed due to programme implementation the other areas/categories include engagement of different levels (Village to National level), results of intended and unintended changes of the programme, result frame and governance and management level of the organization. The last part of the report highlight beneficiaries reached and activities implemented.

Integrated School Readiness Programme (ISRP) in Morogoro worked with children aged 3-6 years children (Pre-school for 3-4 and pre-primary for 5-6 years old). Overall objective of the programme is to increase school readiness for children. The programme reached 4,935 (2,505 Boys and 2,430 Girls) children with 64 (18 Male and 46 Female) teachers in preprimary classes. The transformation of playing and learning environment in preprimary classes and ECD centres, contribution of feeding programme, production of indoor and outdoor games, sessions of child protection have been contributed by parents engagement of more than 1,182 (479 Male and 703 Female) from impact wards.

Tanzania has made excellent strides improving pre-primary access and building on this success, the collaborative aimed to develop a scalable pre-primary model focused on improving quality. The two districts of Kilombero and Mvomero excel the improvement of preprimary environment from government initiatives of fee free education, provision of capitation grants, improved training of pre-primary and materials for pre-primary children. Implementation of this program especially in the two districts of Mvomero and Kilombero has been very successful especially transformation of learning environment both ECD centres and Pre-primary classes with increasing children numbers, classroom changes and teaching and learning methods compared to the previous situation. In addition, the implementation of the ISRP Program the community has been made to be part of a school in aspects such as feeding program, learning and teaching materials that also increased the level of quality offered in PPE Classes compared to what it was before.

Kilombero and Mvomero District have experienced dramatic social-economic, culture, environment changes due to programme implementation from community level to regional level toward preprimary investment. Although characterized by traditional ceremonies (Vigodoro, kucheza for adolescent age for girls), baptism and harvest season that jeopardize child protection efforts. During these ceremonies, the level of child abuse is high. Parents during rainy season (farming season) move to farm for more than 6 months and leave children alone at home from January to July and as a result, most of the children do not attend school. Some parents

migrate with their children to farm areas resulting to school dropout. Existence of child labour in farming activities during harvest season and small business at TAZARA railway station for Kilombero District council. Children are involved in various economic activities such as growing bananas, loading rice and fishing.

The engagement of different level from Village to National level with participation of government Ministries, agencies, offices and development partners was the priority of the programme implementation as scaled out the transformation of learning and playing environment both ECD centres and preprimary classes which resulted also in spillover to non-impact wards of Msolwa station, Mkula, Chisano, Mzumbe, Kiberege, Kisawasawa and Chita to excel the programme approaches for child development and learning. The programme hosted the Irish Aid (Donor) to visit the programme in Morogoro that effect on programme appearance to the Annual report of 2019. This is one of the remarkable change for the programme implementation.

The programme hosted different partners to learn about the programme implementation include Irish Aid (AI), Coast region (Mkuranga, Kisarawe, Kibaha TC and DC) organized by ADD international and the later visit of Education Commissioner on December 2019 by involving official from to President Office Regional Administrative Local Government (PORALG), Ministry of Health, Community Development, Gender Elderly and Children (MOHCDEGC), Ministry of Education Science and Technology (MOEST), University of Dodoma, Tanzania Institute of Education (TIE), Regional office, Mvomero Director Office.

## **B. Strategic and Policy Framework updates**

Today, 50 per cent of pre-primary-age children around the world – at least 175 million – are not enrolled during these crucial years in pre-primary education. In low-income countries, only one in every five children has access to pre-primary education, those who are the least likely to attend early childhood education programme would benefit from them the most. The Sustainable Development Goals (SDGs), and target 4.2 specifically, convey a clear objective that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. This global report confirms the importance of early childhood education in achieving SDG 4 and supports a bold challenge: Provide all children with at least one year of quality pre-primary education by 2030.

Tanzania's Vision 2025 seeks to reduce poverty and build an economically viable nation, include achieving middle-income status by 2025. The new 2014 Education and Training Policy (ETP) for Tanzania emphasizes the role of education in attaining national goals of achieving middle income status through poverty reeducation and socio-economic, science and technological development. The government of Tanzania recognizes that securing enrollment alone is not sufficient to secure effective learning achievement needed for social and economic development. There is a concern that, while children are enrolled and attended preprimary classes, emerged evidence suggests that they are not yet learning effectively. Tanzania achieved a dramatic increase in primary education school enrollment from 59% in 2000 to 97.3% in 2007 with parity between girls and boys. One of contributing factors is low rates to access to quality pre-primary education, which impede children from acquiring the critical foundation skills during early education years. In response, the 2014 Tanzania Education and Training Policy expands compulsory, free basic education to a total of 1 years, include 1 compulsory year of pre-primary education and call a strengthened system wide focus on the quality of teaching and learning.

Tanzania has recently approved the new Education Sector Development Plan (ESDP) 2016/2017 -2020/2021 in alignment with the 2014 Education and Training Policy. ...” The proportion of children enrolled in Standard I with at least one year of preprimary education will increase to 87.5 % in 2020...” and .....” Community Participation: Mobilize and sensitize parents and communities on their roles and responsibilities in early childhood development, the importance of preprimary enrolment at the correct age, and generally in supporting learners and teachers, as well as their potential impact on quality through involvement in school management through school management committees...”

Tanzania has made excellent strides improving pre-primary access and building on this success, the collaborative aimed to develop a scalable pre-primary model focused on improving quality. The introduction of fee free education with provision of capitation grant of 23.6 billion included pre-primary children, provision of story books and play base curriculum, sensitization of communities/parents on feeding programme, construction of preprimary classrooms, technical training to 16,129 preprimary teachers, creating of collaborative working environment with development partners and civil society organization on ECE/ECD.

Increased attendance (most schools reported below 70% attendance rates prior the project and more than 95% after the project). This is partly linked to introduction of school feeding programme, Stimulative learning environment and playful activities in each school, spillover of the programme in East coast (Mkuranga, Kisarawe, Kibaha TC and Kibaha DC) through ADD international organization and the scale up in non-impact wards in Kilombero and Mvomero districts has started to engage near schools to come and learn the programme implementation. The transition to classes I&II resulted with programme implementation at school level. ....” The involvement of standard I&II teachers is the best way to create child learning and development from one class to another ... *“In my teaching professional I was not interested to teach these classes (Pre-primary, standard I&II classes) but participation and the implementation of this programme has stimulated me to teacher and only base to these classes.....and the children from pre-primary class when enter into standard I and ready compared to children who have not attended pre-primary class.....”* Madizini Standard II primary teacher.

### **C. Context Analysis**

Although over the past two decades, Morogoro has recorded a number of achievements in the education sector. Still the regional challenged with different infrastructures, low number of pre-primary teachers, low rate of feeding provision toward provision of quality and equity education with position of 16 out of 26 regions in the standard seven results of 2019 while Kilombero within the region score 4<sup>th</sup> number out of 7 councils and Mvomero got 8 number out of 9 councils. The review of the implementation of various education policies as part of the preparation for the 2014 education and training policy showed that there has been rapid expansion of the education sector at all levels. Example

....”Idadi ya Wanafunzi wa Elimu ya Awali walioandikishwa imeongezeka kutoka 79,157 mwaka 2016 hadi 80,176 mwaka 2018 sawa na ongezeko la 1.3%. Idadi ya vyumba vya madarasa imeongezeka kutoka 56 hadi 176 sawa na ongezeko la 68 %. Idadi ya Walimu waliopata mafunzo ya Elimu ya Awali imeongezeka kutoka Walimu 272 hadi Walimu 1,020.....” <http://www.morogoro.go.tz/huduma-za-elimu>

Kilombero and Mvomero Districts are among of the seven administrative districts of Morogoro Region. Other districts are Morogoro, Gairo, Malinyi, Kilosa and Ulanga. The region also has 9 councils namely Morogoro

Municipal, Morogoro rural, Mvomero, Kilosa, Ulanga, Gairo, Malinyi, Ifakara Town and Kilombero District Councils. Kilombero District is located on the western side of Morogoro Region.

The main occupation of the people in Mvomero and Kilombero Districts is agriculture. About 80% of the population is engaged in Agricultural production, which is predominantly for subsistence. However, in recent years it has been transformed to be more commercial. Rice, Maize, peas, and Bananas are the main food crops while sugarcane, simsim, sunflowers and cocoa are grown for commercial purposes. Livestock keeping and fishing is undertaken in along Kilombero River and in small swamps found in Kilombero valley and river Wami in Mvomero. There are major ethnic groups; ethnic groups include Luguru, Wandamba, Kaguru, Pogoro, Hehe, and Bena. However, in recent years, the immigration of pastoralists and agro-pastoralist like Masai, Sukuma and Barbaigs into the district has been observed, but also business people from all over the country.

The two district characterized by traditional ceremonies (Vigodoro, kучezwa for adolescent age for girls), baptism and harvest season. During these ceremonies, the level of child abuse is high. Parents during rainy season (farming season) move to farm for more than 6 months and leave children alone at home from January to July and as a result, most of the children do not attend school. Some parents migrate with their children to farm areas resulting to school dropout. Existence of child labour in farming activities during harvest season and small business at TAZARA railway station for Kilombero District council. Children are involved in various economic activities such as growing bananas, loading rice and fishing.

There are over 10 ethnic groups and tribal languages spoken in Mvomero and Kilombero. Kiswahili is the official national language, and that of instruction for pre-primary and primary grades, whereas English is the teaching language used in lower and upper secondary and taught as a subject in primary level. Efforts are needed to ensure proper transition of children from the use of vernacular or indigenous language (especially in the interior rural villages) to the use of Kiswahili before or soon after they are enrolled in primary school.

Migration due to nomadic pastoralism and agriculture activities resulting in difficulties in providing education through the traditional means of fixed classrooms and other community migrate to far areas where there is not social services like school, transport and communication and water supply. Example Mtibwa ward (Msangalawe, Masaini and Bwawani) and Mchombe ward (Mpande and Ijia villages) while in Doma ward villages like Sewe Kipera and Dasi have many number of children with no school services due to migration to find fertile land for agriculture production.

Hard to reach areas particularly villages situated in sparsely populated areas and in mountainous like Mongwe, Misegese and Chihenga and during rainy season these areas cannot be reached.

### **Social changes**

The engagement of parents/community in ECD centres and preprimary classes during parent meetings at school level and ECD centres regarded as the social gathering where parents discussed different issues related to child development and other social issues. These meeting resulted into contribution of various materials for ECD centres and preprimary classes. The Village meetings during sensitization meeting in establishment of ECD centres regarded as the social change in responding to social issues like education especially supporting children needs and welfare. Now programme contributed on creating awareness to the community on importance of investing early learning to the children, child protection, and also participation of community to education/school development issues, e.g. Kihondo parents contributed to

flooring the PPE classroom, creating closely relationship with leaders from Villages to regional level, production of learning and plying materials.

**Afisa Elimu Mchombe**



Picha za kikao Cha wazazi hapa ni Afisa taaluma pia ni mlezi wa kata ya Mchombe akisisitiza umhumu lishe kwa wanafunzi katika kikao Cha wawakilishi wa wazazi wa s/m/lpapa na Mchombe na wageni wetu toka CDOs Mzumbe ambao Ni wafadhili wa mradi wa Drs la Awali wa "WATOTO WETU TUNU YETU" wazazi wameafiki na kuahidi kuhamasisha na kuwekeana sheria za kuhakikisha wanafunzi wanapata lishe muda wote wawapo shuleni

19:08

Tunamshukuru Mungu kwa hatua hii tuliyofikia. Tumekaribia kumaliza project yetu ya michezo na taaluma shuleni.

Yanayoonekana hadi sasa...

1. Hakuna mwanafunzi anaefikiri kukaa nyumbani kwa utoro. Anatamani wikiendi iishe ili arudi shule.
2. Wanafunzi wote wanapenda shule.
3. Shule imekuwa furaha kwa walimu na wanafunzi.
4. Umoja wetu kama walimu umekuwa wa hali ya juu sana.
5. Mimi kama kiongozi nimejifunza kuwa sehemu ya kutengeneza furaha ya wanafunzi na walimu kwa malengo ya kuinua taaluma.

Shukrani ziwaendee wote mnaonitia moyo kwa hatua yoyote ninayoifanya kwa kuhudumia wateja wangu 🙏

08:16

The two caption from Mchombe and Mtibwa wards demonstrate the social changes to parents and school community toward supporting pre-primary education. The gathering has been used as platform for child protection and child development.

Volunteerism of parents for pre-primary classroom renovation e.g. one parent from Kihondo volunteered to renovate pre-primary classroom by providing 2 bags of cement, plastering, painting and drawing of the classroom, Kinyenze primary parents produced materials, renovated the pre-primary classroom where currently the children were studying in un surfaced classroom.

*...."Mvomero District aimed to create sustainability of the programme by investing, visiting and providing technical support to these schools and other school to come and learn to impact school..." Mvomero District Academic Officer.*

*...."The programme implementation at Lukolongo primary school has stimulate parents engage and now we have constructed new pre-primary classroom with the support from parents.. We want to make conducive learning environment for our children and other resource will be allocated for the pre-primary children and has increased relationship and linkage between parents and schools...." Lukolongo Head teacher.*

The ISRP Program has brought benefits through the various approaches used as Parents meetings, School Management Committee's meetings to build variety of capabilities regarding the importance of parents involved in the learning process for their children. Effective parents, family and Community engagement during child's learning and development from PPE has been a key contribution to children's positive academic and social outcome.

Also for the most part the school-parent relationship has grown through various ISRP-Parents School Meetings, a program has started where the teacher meets with parents and discuss various aspects including

Brain Development, Feeding Program, Play Based learning and this has increased the parent's sense of belonging in all Schools.

In addition, the new learning style has largely promoted relationship among children irrespective of their gender, religion or ethnicity where children collectively play examples of Play Games provided by the ISRP Project such as Snake and Ladder, Making Steps all games are played by more than one child.

### **Economic changes**

The report from teachers shows high attendance and enrolment of ECD and pre-primary children. Previous 3-5 years children were not enrolled. The improved learning environment attracted parents and community to register their children and now have time to engage in economic activities. The uses of collected locally available materials from the community are the cost effective compared on buying of manufactured playing and learning materials. Collection of bottles of water, boxes, maize cobs, bottles caps, small stones, counting sticks. Parents have been involved in collection and production of playing and learning materials.

The enrolment of children in pre-primary classes helped parents to go in other productive activities included farming activities, small business, and contracted works in sugar cane estate in Kilombero and Mtibwa.

### **Religious changes**

The sensitization meetings conducted in 6 impacts of Mtibwa, Mlali, Doma, Mwaya, Mchombe and Ching'anda attracted faith based leaders to start and implement the establishment of ECD centres in church locality. The faith base ECD centres in Mwaya, Mtibwa Mchombe, and Ching'anda offered ECD services to all children aged 3-4 years with Stimulative playing and learning environment.

The Muslim of Bwawa la Chumvi offered space for ECD centre established and enrolled all children from different belief. The ECD services provided to all children and parents and very cooperate for the betterment of their children.

### **Cultural changes**

During the formation of ECD Committees the program emphasized having gender- based committees to remove the culture of decision making by men only so this exercise was successful with ECD&PPE Committee's having both sexes in proportion.

Also in primary schools, there was a tradition that pre-primary class should be taught by old teacher or by female teacher, the ISRP has succeeded in eliminating the concept where there are now male teacher in schools like, Mikonga, Mkusi, Makwalu, Mikoleko, Kalunga and Chihenga who are teaching PPE Classes and are still young.

The meetings hold in school for primary education was engaging mostly women. The programme attracted male and female to participate in pre-primary meetings to engage in production of playing and learning materials, the renovation of Kihondo, Kipera and Kinyenze pre-primary classroom volunteered by male parents to renovate.

The implementation of integrated School readiness programme engaged Regional to District officials to visit pre-primary classroom and became attracted with children learning and Mvomero district become

interested with the implementation idea thus, promised to allocate budget for pre-primary classes in their plans and budget.

### **Environment changes**

Through various trainings the CDO in collaboration with CiC has continued to emphasize children learning through outdoor environments and for teachers and parents to create various outdoor games that stimulate brain growth, the response has been great especially after the education was also given to parents who have been able to collaborate with the schools to create various outdoor games such as Kunke, Mkusi, Kiwandani and Nakaguru.

But the program has also been able to change the learning environment of the PPE Classes that seems to be better than the rest of the upper classes, making parents convinced of enrolling children but also making the community aware of the uniqueness of the PPE Class, Schools which have changed its learning environment after the program are like Kalunga, Kinyenze, Madizini, Lungo, Udzungwa etc.

The utilization of materials available in the local context stimulated the implementation of integrated School Readiness Programme. The pre-primary classes now are considered as learning areas for both children from upper classes and teachers. Programme contributed to change learning environment in 43 impact schools, whereby currently learning environment are very attractive to the children, teachers, and parents. E.g. Mhelule, Lukolongo, Mkusi, Njage, Makwalu and Lungo.

Currently the ECD centres and pre-primary classrooms are the attractive classes in the Districts of Mvomero and Kilombero Districts compared to other upper classes due to implementation of the programme and now most of teachers tend to visit and do their work in the stimulate pre-primary education. Most of children from upper classes, teachers and parents visit these classes for learning pre-primary education. The learning and playing environment of pre-primary classes has changed totally from sitting on the desks to sit on mats and Tarpaulin. The arranged classroom with playing and learning materials collected from surrounding environment.

### **D. Engagement at Different Levels – Rationale and description**

The engagement of school management committees embarked the implementation of Integrated School Readiness Programme (ISRP) at community level to support school and ECD centres learning environment. The engagement of parents in pre-primary education and ECD centres have highly increased and contributed in transformation of early child development in Mvomero and Kilombero Districts.

The programme in 2019 worked close with government systems included and not limited to President Office Regional Administrative Local Government (PORALG), Ministry of Health, Community Development, Gender Elderly and Children (MOHCDGEC), Ministry of Education Science and Technology (MOEST), Regional office, Mvomero and Kilombero Executive Director Office, Ward office and Village office to inform the programme results and scale up.

### **School and ECD centres level**

The impact and non-impact schools in Mvomero and Kilombero Districts become the target for programme achievement and transformation. The training to 63 pre-primary teachers and 50 Head teachers aimed to

build on pre-primary teacher's pedagogical skills, child Centred learning and parent's engagement to support pre-primary education. The mentoring activities and joint school visit with Ministry level, Regional, District and Ward level to ECD centres and primary schools aimed to support and create conducive learning environment to ECD and pre-primary children.

The transformation Stimulative learning environment to 43 preprimary classrooms, provision of feeding programme, construction and allocation of classrooms and toilets to preprimary children, production of outdoor games by parents in collaboration with teachers to schools like Kunke, Darajani, Madizini, Udzungwa, Kalunga, Mikoleko and other schools resulted with school and ECD centres collaboration with parents/community and teachers.

## Stimulating Learning Environment

*(Sewe Kipera and Madizini Islamic ECD centres )*



## Learning Environment

*(classroom settings after the intervention Nakaguru and Madizini)*



The engagement of schools and ECD centres has contribute to strong engagement of parents, School and ECD management committees' member to plan and include 3-6 years children in their plans. The strategic engagement of classes I &II resulted into the formation of community of learners to support each other. The engagement of school level resulted into the Transition period to standard I in many schools Nakaguru, Mkusi, Lufulu, Kiswanya, Mwaya, Mikoleko, Maharaka, Ng'wambe, Misegese, Madizini, Darajani and Udzungwa primary schools there is a positive engagement of standard I&II teachers in collaboration with pre-primary teachers. **"The quote below from PPT Darajani"**

*Kabla ya mradi,wazazi walikuwa wagumu sana kuitikia vikao,baada ya kutoka kwenye mafunzo nilitisha kikao cha wazazi mwitikio haukuwa mkubwa sana,wale waliofika tulikaa nao kwa mda mchache na kuwaeleza juu ya makuzi ya ubongo wa mtoto kuanzia miaka 0\_8,baada ya agenda hiyo nikawaelekeza agenda inayofuata na wao wakapanga trh ya kukutana tena,trh waliyopanga wao wazazi walifika kwa wingi,tukaeleza juu ya lishe kwa watoto,wazazi walifai na kupanga kiasi watakachotoa,baada ya mwz 1,watoto wakaanza kupata lishe,baada ya kutoka mafunzo mwaka huu mwz wa 6,nilitisha kikao cha wazazi na kuwaelekeza namna mradi unavyojali watoto kwa kutupatia maturubai,mikeka navvifaa vya stationaries,wazazi wazazi walihamasika wakaahidi nao kuchangia sh 1000 kwaajili ya maturubai,na mpaka sasa nimeshapata maturubai 2 kutoka ktk michango ya wazazi,na kwenye suala zima LA utengenezaji wa michezo ya nje wazazi walifurahi kwa kuwashirikisha na SK ilipofika walikuja kutengeneza mchezo huo.*

19:19

The transformation of learning environment in pre-primary classes contributed to host different visit from different stakeholders include partners forum visit in March 2019 from TECDEN, Children In Crossfire (CIC), Union of Tanzania Press Club (UTPC), Tanzania Home Economic Association (TAHEA), President Office Regional Administrative Local Government (PORALG) and Ministry of Education Science and Technology (MOEST) to learn the programme implementation in Mwaya ward. The Irish AID visit in April 2019 to Madizini Islamic ECD centre and Madizini primary schools contributed by commitment and results attained in supporting child learning and development. The school level and ECD centres stimulated the spillover of the programme to other non-impact wards of Mzumbe, Dakawa, Kisawasawa, Kiberege, Idete, Chita, Signal, Mkula and Kidatu.

The learning visit with delegation of 4 Education Officers and 10 Pre-primary teacher from Coast region (Mkuranga, Kisarawe, Kibaha TC and DC) and the later visit conducted on December 2019 by involving official from to President Office Regional Administrative Local Government (PORALG), Ministry of Health, Community Development, Gender Elderly and Children (MOHCDGEC), Ministry of Education Science and Technology (MOEST), University of Dodoma, Tanzania Institute of Education (TIE), Regional office, Mvomero Director Office and Ward office was another remarked changes and achievement at school level engagement and in supporting of Integrated School Readiness Programme which has contribute in creating of self-confidence, commitment and valuable changes to pre-primary teachers.

## Village level

The Village level is the first level in planning and budgeting process during fiscal year in the government system with community and parents who support school related matters include causal labour and materials, child protection. The collection and prioritization of different issues from the community depend on the involvement of communities in the planning and budget process. The involvement of Village level aimed also to create awareness and the importance of Village government to plan and budget for Early Childhood Development programmes in Village budgets and plans. Integrated school Readiness programme during ECD centres established, parent engagement, infrastructures renovation and during participatory barriers Assessment. Village level played a big role in supporting programme implementation. In 39 villages from 6 working impact wards the programme has reached 80 village leaders (54 Male and 26 Female). The official include Village Executive Officers, Village Chairman and sub committee's representative members.



The engagement of parents from Mongwe village has contributed by involvement and mobilization of from Village leaders in pre-primary classes. The resulted on contribution of materials like mats, feeding programme and casual labour for pre-primary children transformed the classroom into Stimulative learning environment. Example of the best practices documented from Mongwe primary where parent have created strong bond in supporting pre-primary class. Parents have contributed feeding programme and renovated the classroom. The village office contributed bags of cement and sand.

Village sensitization meetings conducted during Participatory Barriers Assessment organized by Village leaders under the programme aimed in creating awareness to the community on the importance of early childhood education to community targeting 3-6 years children. The village of Mchombe contributed in mobilization of parents to support renovation and building of Mchombe ECD centre and Lukolongo pre-primary classroom and other two classroom for upper classes and the government supported 25 million to finish all the classroom construction in Mchombe ward. The sub village of Bwawa la Chumvi from Mhelule village in Mwaya ward supported TSH 100,000/- one hundred thousand to renovation Bwawa la Chumvi ECD centre for 3-4 years children.

The allocated new pre-primary school classroom to school like Kalunga, Lukolongo, Chihenga, Lufulu, Kihondo, and Kinyenze these classrooms has built from village mobilization to construct these classrooms up to renter plus the fund from President Office Regional Administrative Local government (PORALG) EP4R project. The engagement of Mongwe and Kipera villages in supporting the renovation and parents/community mobilization is the remarkable contribution in supporting pre-primary education at village level.

The village's leaders of Sewe Kipera and Misengele mobilized community in collecting of sand, water and planning for contribution of feeding programme to support ECD centres of Misengele and Sewe Kipera.

Village leaders meeting to set out grounds on the contribution for the renovation of Misengele community ECD centre the photo before the renovation and after the renovation.

*Sewe Kipera and Misengele Community ECD centre during the renovation process with active community engagement from Village leaders and villagers as termed as the new dream toward education achievement process*



### **Ward level**

The integrated School Readiness Programme is working in 6 wards out of 69 across Mvomero and Kilombero Districts and covering 43 Primary Schools out of 271 government schools. The mentoring visit and technical guidance from Ward officials such as Ward Education Officers and Ward Community Development Officers from the 6 impact wards of Mlali, Doma, Mtibwa, Mwaya, Mchombe and Ching'anda were expected to be provide to all 43 schools and 16 ECD centres. The engagement of Ward official and practical training to ECD caregivers and pre-primary teachers aimed to build capacity and knowledge of early childhood education. The contribution in resource mobilization, parents/community engagement, linkage of schools and District level and other community members and scale up of the programme for ECD centres and pre-primary classes was also aimed to be performed by ward Officials.

The 18 Ward officials engaged where such as 6 Ward Executive Officers, 6 Ward Councillors, 4 Ward community Development Officers (Mtibwa, Doma, Mlali and Mang'ula cluster) and 2 Ward Health Officers from Mtibwa and Mwaya). The ward officials has engaged in training in ECD centres, pre-primary teachers and joint school visit. The result of learning environment changes in ECD centres and pre-primary classes has contributed by strong engagement of Ward officials. The success of community of learners in all wards engaging pre-primary teachers, head teachers and upper classes supported by technical organization from Ward Education Officers.

The pre-primary teachers training organized in each wards in June 2019 to explore and make a practical training in a small group with backup of the success, innovative and creative ideas, challenges and practical solutions from the same locality was clear organized by Ward Education Officers. The ward level now act as the centre of learning to non-impact wards of Chisano, Kidatu, Mzumbe, Chita, Idete, Mkula and Kiberege with the facilitation of ward Education Officers.

“..... The ward based training helped us to learn in a practical way especially in supporting head teachers and pre-primary teachers to engage in daily activities for the benefit of child development and learning and planned to make model schools in Mlali as the learning centre for other schools.....” Views from Mlali Ward Education Officer

### **District and Regional level**

The Integrated School Readiness Programme (ISRP) in Morogoro works in the district of Mvomero and Kilombero. The District Education Director Office played a great role in supporting the implementation of 2-programme components of ECD centres and Pre-primary education. The Education, School Quality Assurance and Social Welfare departments have highly engaged and supported the programme implementation during training of ECD caregivers, training of pre-primary teachers, joint school mentoring visit and parents/community awareness.

....”As District we have decided to invest in pre-primary education and hopeful we will be the champion in implementation of pre-primary education in Tanzania 40 schools in this year have earmarked in implementation of watoto Wetu Tunu Yetu programme in Kilombero...” Kilombero District Primary Education Officer. The 40 schools earmarked from the scale up include 21 impact schools from Mwaya, Mchombe and Ching’anda, which will be used as learning centres to other 19 schools.



The training conducted by the integrated School Readiness Programme to ECD caregivers, Ward officials and District Officials conducted on February 2019 motivated the Mvomero District Social Welfare Officer to scale up the skills and knowledge to 23 ECD caregivers from 23 centres trained on early childhood. The District Education.

The two impact districts of Mvomero and Kilombero has already started to scale up the programme in the in impact wards. The directives to all wards to provide classes that have the best appearance and highest quality for pre-primary children, allocation of budget for pre-primary classes, the school plans submitted to district level should include the pre-primary items “.....All head teachers required to plan for pre-primary issues and will be regarded as the complete plan when submitted to district level.....” Kilombero District Education Officer.

....”The Mvomero District Council from own source planned to allocate fund for pre-primary education in impact and non-impact schools. We will try to secure fund from our own source to support the programme implementation in respective wards and the programme shown great impact in District....” Mvomero District Executive Director.

.....”The idea of engaging parents meetings example from Kaduduma, Darajani and other schools in pre-primary education this is a unique and very powerful strategies in supporting schools in related matters and we real appreciate your creativity to support Kilombero District..... I didn’t expect to convince many parents to attend for pre-primary children issues....” Kilombero District Primary Education Officer.

The engagement of Mvomero and Kilombero District Councils resulted into; initiated scale up to non-impact schools and ECD centres, allocation of budget for pre-primary education, joint school and ECD centres visits, all schools directed to allocated best and friendly classroom for pre-primary education, conducting of parent meeting to sensitize feeding programme provision, allocation of teachers and support materials for pre-primary and ECD centres.

.....”The Watoto Wetu Tunu Yetu including safeguarding and child protection under Department of education is the permanent agenda to all 131 schools in Kilombero District and the liberation for improving reading, writing and numeracy for standard I& II. Now when visiting schools enjoying starting with pre-primary classes for atleast 30 minutes and finish with the least of classes but the real focus is for pre-primary classes....” DPEO Kilombero District

The learning visit from internal and external visitors in Morogoro region has resulted into good appearance and demonstration pre-primary education and ECD centres in Tanzania. Irish Aid visited Morogoro in April to learn the programme implementation which has resulted to Irish report documentation of 2019.



Irish Aid visit with Children in Crossfire international and Tanzania, CDO and Regional and District officials at Madizini primary school

### **CASE STUDY Monica Kibena with her Pre-Primary Class at Madizini Primary School in Morogoro.**

...”Children in Crossfire (CiC) Children in Crossfire (CiC), established in 1996, is a civil society organisation based in Derry that has received Irish support since 2003. Their work focuses on early childhood care and development for vulnerable children and supports early childhood development professionals, parents and communities to improve child care practices in the areas of nutrition, education, and protection. It also supports other civil society organisations to strengthen their capacity to provide services, and to advocate for implementation of policies and laws which further early childhood development at local and national level. Through the Programme Grant, Children in Crossfire has been supported in the delivery of sustainable,

positive change for poor and marginalised people, and the strengthening of social accountability. In 2018, Ireland supported their work on early childhood education in twenty-four wards in the Mwanza, Morogoro, and Dodoma regions of Tanzania.



“I have always dreamed of a perfect classroom,” says pre-primary teacher Monica Kibena of Madizini Primary School in Morogoro. “This programme allows me to experience my dream in a government school.” Monica, of the Children in Crossfire’s Integrated School Readiness Programme (an Irish sponsored initiative), immediately adopted the principles of play-based learning for young children at the training conducted by children in Crossfire in June 2018. When she went back to her school, she persuaded the school leadership for resources to transform her classroom and bring her dreams to reality. “Together with parents, we started making locally sourced materials for the learning corners that develop children’s pre-reading, pre-writing and arithmetic skills”, she says, adding that if it was not for the lack of space in her classroom of 155 children, she would have added even more resources.....” Irish Aid Report 2019 page 53.

### **National Level**

The Government of the United Republic of Tanzania has set out its vision, overarching policy and strategic objectives for the education sector in a series of five-years and the latest ESDP covers the five-year period from 2016-17 to 2020-21. This ESDP is built on the priorities of the Tanzanian Government as set out in the Tanzania Development Vision 2025, the National Five-Year Development Plan 2016/17-2020/21, the Education and Training Policy of 2014 and the pre-primary curriculum 2016. The there key policy initiatives that distinguish this ESDP from previous plans are: Tanzania’s commitment to providing twelve years of free and compulsory Basic Education to the entire population, leaving no one behind; provision of capitation grant to all children include pre-primary education, provision of learning materials from Tanzania Institute of Education, training of pre-primary teachers, sensitization of feeding programme to all schools.

The ESDP focuses on ensuring equitable access to education and training for all, including the most disadvantaged groups. Progress towards achieving all of the targets will be tracked through a rigorous Monitoring and Evaluation. In the achievement and implementation of Integrated School Readiness Programme (ISRP) with the collaboration from the government different officials from The President Office Regional Administrative Local Government (PORALG), Ministry of Education Science and Technology

(MOEST), Ministry of Health, Community Development, Gender, Elderly and Children (MOHCDGEC) has conducted school and ECD centres visits in Morogoro to learn the implementation of the programme in impact districts of Mvomero and Kilombero.



***PORALG and MOEST during learning visit in Morogoro at Madizini and Ng’wambe primary schools November 2019***

In November 2019, the Integrated School Readiness Programme hosted a special visit by government officials from main Ministries, department and agencies responsible for early learning led by the Commissioner of Education from the Ministry of Education Science and Technology (MOEST) Dr. Lyabwene Mtahabwa with participation of President Office Regional Administrative Local Government (PORALG), Tanzania Institute of Education (TIE), University of Dodoma (UDOM) and other development partners to visit Ng’wambe and Madizini primary schools. The visit aimed of collecting of best practices before the implementation of pre-primary project in Dodoma from 2020.

The implementation of ECD centres sector in Morogoro hosted the visit from Ministry of Health Community Development, Gender, Elderly, Children, and President Office Regional Administrative Local Government (PORALG) to Madizini Islamic centre, Pamoja Children Care and Upendo ECD centres and Madizini and Darajani pre-primary classes. The visit aimed of drawing of key best practice for establishment of community ECD centres in Tanzania.

The Integrated School Readiness Programme in Morogoro participated in National events organized by government and development stakeholders include Tanzania Education Network (TENMET). On September 2019, attended Annual Joint Education Sector Review 2019 organized by Ministry of Education, Science and Technology (MOEST) and President Office- Regional Administrative and Local government (PO-RALG) where CDO demonstrated a model of pre-primary classroom in collaboration with Madizini primary school one of the impact school from Mvomero District Council.

The learning visit from ADD International Organization in Morogoro with delegation from Coast Region - Kibaha TC, Kibaha DC, Kisarawe DC and Mkuranga DC with 4 Education Officers and 10 preprimary teachers resulted from participation to the education week with on May 2019 the theme of “Quality Education my Right” participated by Children In Crossfire (CiC) represented by CDO-Morogoro, government department, President Office-Regional Administrative Local Government (PORALG) with representation of Dr. Tixon Nzunda Deputy Permanent Secretary PORALG- Education and other delegates from Tanga Region and

Handeni District Council. The demonstrated pre-primary classroom attracted many visitors to learn and set up the Stimulative-learning environment.



Pre-primary teachers and children during Education week in Handeni Tanga observing the classroom arrangement and set up of pre-primary classroom

E. Results – outline of any significant intended and unintended changes

- **Transformation of learning and playing environment:** In the 6 impact wards in 43 schools and 16 ECD centres have transformed into Stimulative learning environment.

Stimulating Learning environment at Ng'wambe and Nakaguru primary school



Stimulating Learning environment in non impact Chisano ward in Kilombero DC



- **Renovation and allocation of new constructed pre-primary classrooms:** Programme impact schools renovated and allocate new constructed classrooms to be used by pre-primary children to 5

schools. e.g. Kinyenze primary school allocated new constructed classroom to pre-primary children, Lungo allocate and renovate classroom for pre-primary children.



*Allocated new PPE classroom constructed classroom from community effort and government to support pre-primary education at Kinyenze primary school. The set up of the classroom done in collaboration between head teacher, preprimary and standard I primary teacher*

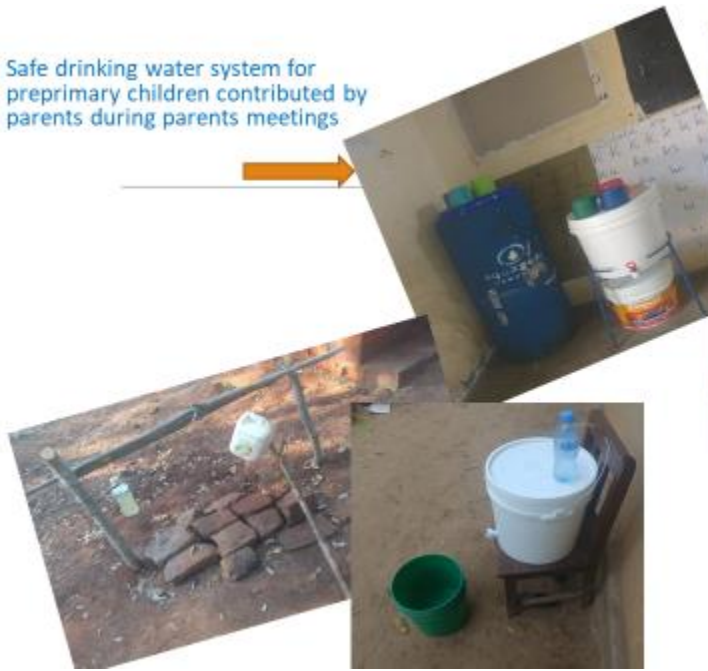
- **Development of Outdoor games to 18 schools:** the implementation of the programme to pre-primary schools and ECD centres has improved and developed outdoor games for the children, by the support from parents, school management committee, and teachers e.g. Darajani, Ng’wambe, Kiwandani, Madizini, Kunke, Nakaguru, Mikoleko,. The outdoor games made by locally available materials like tyres, wood and trees collected from local context.

## Outdoor games made by parents at Darajani and Kiwandani primary schools



- **Development and improved SHASH system:** By 2019 impact schools improve on safe drinking water, hand washing water e.g. Kalunga, Mtibwa, Kiwandani, Ng’wambe, Ching’anda, Darajani, Mwaya, Mchombe, Lungo, Udzungwa

Safe drinking water system for preprimary children contributed by parents during parents meetings



Hand wash system for preprimary children contributed by parents during parents meetings

*Schools in collaboration with parents established SWASH system for children at Mtibwa and Lungo primary school*

- Initiation and conducted community of learners:** The engagement of Ward education Officers supported the establishment of Community of learners, which resulted into engagement of pre-primary teachers and standard I&II teachers. The community learners rotate different schools for materials production, teaching and learning methodologies capacity building, child protection, parent's engagement sessions and classroom set up. The Impact schools' initiation and conducted community of learners per wards, to capacitate themselves and development of learning materials, some of impact wards have strong commitment on conducting community of learning and resulted to big impact among schools visited. The community of learners established and continue operating to all 6-impact wards with the support form head teachers for transport cost and the host school prepare lunch for the visitors. Community of learners provide platforms for teachers interactions and professional development



- Programme Scale up:** the scale up of the programme within the district and outside of the regional was observed as big transformation of pre-primary education in Tanzania. One of the achievements of action planned by Mvomero District Social Welfare Officer (DSWO), after the training conducted by CDO, to impact ECD centres, DSWO decided to train other non-impact ECD centres from other wards like Dakawa, Melela, Mzumbe, and Lubungo. The Kilombero District selected 19 schools from Idete, Kidatu, Kiberege, Msolwa Station, Signal, Kisawasawa Chita and Sanje to start implementation of PPE interventions by visiting impact schools and start classroom arrangement and materials production. The District aim to have 40 schools at the end of July 2019 and model schools in the District, programme cascade from PPE to standard I & II in many of impact schools like Kinyenze, Ng'wambe, Ching'anda , and spill over to Coast region in the district of Mkuranga District Council, Kisarawe District Council, Kibaha District Council and Kibaha Town Council.

- **Teachers learning exchange visit and attended professional meeting:** The use of champion teachers from Mtibwa, Doma, Mwaya and Mchombe to mentor other teachers during teachers training in June 2019 has encouraged and motivate teacher-to-teacher pre-primary classes. Pre-primary teachers also attended Annual Joint education Sector and Pre-primary meetings organized by government and other development stakeholders. ....”*The engagement during ward training in Mwaya has stimulate and reminded me to work hard and value pre-primary education as the foundation child learning and development.. and it’s a big surprise to my working professional for more than 14 years working experience did not be engaged in such wonderful moment...* .Monica Kibena from Madizini primary.

**Other results of the programme include;**

- Modelling training/ practical training equip teachers with transferable skills and knowledge to their work resulted into improved teacher’s practices and teaching methodologies.
- High enrolment and improved attendance at 90% compared to 60% before intervention in ECD and pre-primary classes
- Increased collaboration between school and parents through Parent Partnership Programme meetings.
- Feeding programme: 39/43 schools compared to 1 before intervention.
- The Integrated School Readiness Programme catalysed increased attention and priority to pre-primary.
- The programme demonstrated how once trained, head teachers and SMCs can develop and implement school action plans.
- Stakeholders sensitized on the foundational value of ECE, enabling WEOs and QAOs to mentor teachers and DEOs to establish pre-primary trainings.
- Transition period to standard I&II classes with transformative stimulating learning environment

**F. Results Frameworks: partners should provide an update of the approved Results Framework(s).**

The approved result from for integrated School Readiness Programme in Morogoro focusing on improving of quality practices and standard of ECD centres and pre-primary education in 6 impact wards, engaging of parents/community on raised awareness on ECE/ECD skills and knowledge. The programme also intended to engage Districts and Regional officials to demonstrate accountability to ECD programming across impact districts and technocrats placing priority to ensure MVC accessing quality ECD/ECE.

The signed Children in Crossfire child protection Policy of September 2015 with renewal due 2018 is well adhered with well-designed Childhood Development Organization Child Protection policy Of 2018 and procedures during programme implantation and reporting. The organization has established the culture of signing child protection forms and consent forms when filming of taking children images whenever go to the field and the forms signed by Village officials when visit community level and Head teacher and ECD owner whenever visit schools/ECD centres. The adherence goes to the culture of protecting children in all sphere of life. The organization collaborate with Social welfares for parents/community awareness on safeguarding and child protection.

The programme aimed to reach 40 pre-primary teachers, thus; the programme reached 64 (18 Male 46 Female) pre-primary teachers through organized training and mentoring visit with improved quality practices on evidenced based instructional practices, lesson planning, assessment, reflection, child centered participatory approaches, learning areas, and supportive teaching and learning materials.

The programme target 40 pre-primary classes (70% quality standards) and 43 pre-primary classes had reached 95% of quality standard with child Centered playing and learning materials. The training provided to pre-primary teachers, head teachers, engagement of parents through parents and School management committees meeting and joint schools visit with LGAs supported the transformation of quality standard of preprimary classes into Stimulative learning environment. The quality standard of pre-primary classes attracted other non-impact schools to come and learn.

The ECD component of 3-4 years children targeted to reach 36 ECD caregivers from 18 ECD centres to be identified and impacted with quality practices and quality standard from organization of training, parents/community engagement, leadership engagement both ECD committee and Local Government Authorities (LGAs), mentoring visit and provision of learning materials. The programme had reached 28 (9 male and 19 female) ECD caregivers from 16 ECD centres. Training of ECD caregivers with participation of District Social Welfare Officer (DSWO), Ward Community Development Officer (WCDO), joint ECD visit, Commitment demonstrated by ECD caregivers, use of learning corners, and formation of ECD management committee and conducting of parents meeting had improved both ECD caregivers practice and standard of learning and playing environment.

Through the agreed capacity, building plan CDO has succeeded to implement the programme and achieve 92% of the result framework with the series of capacity building conducted to staff on child protection, programme implementation and Management. The quality practices and standards of pre-primary classes and ECD centres accelerated by strong and expertise from CDO with strong engagement and collaboration with Local Government Authorities (LGA) in Mvomero and Kilombero District Council workshop and training conducted to district and regional officials which strong increased Community engagement in promoting, supporting, sustaining and improving pre-primary education and ECD centres.

#### **G. Governance – Board level changes, key risks and mitigation strategies, audits undertaken, flow of funds and procurement processes**

The meeting board reviewed programme implementation, finance reports for the year of 2018/2019, and recommended on documentation and organization development through proposal writing and fundraising. The recruitment of new Organization lawyer to make 9 CDO board members (5 Female and 3 male). The board meeting hold on quarterly reviewed key documents and receive the presentation of programme and financial reports, review of CDO profile, review a 5 years Strategic plan 2018/2022.

June 2018- June 2019, Audit conducted under Kim Consultancy in Morogoro successfully although there is no audit recommendations.

Flow of fund is in an organized shape process of requisition, approval, withdraw; payment and documentation are strictly considered. All process is followed as per CDO financial Manual. The procurement of materials for school and office are done through quotation for more than one million items. Value for money (The quantity and quality, price, durability of the materials). When request for materials production

like cupboard, chairs, construction or renovation, the term of reference and contracting process is well observed between organization and client.

Procurement procedures are based on Childhood Development Organization (CDO) Procurement manual where by Requisition, Quotation, bargaining and analysis are conducted by the procurement committee and seek approval of the Executive Director to make purchases, while other Procurement requirement are constantly observed.

<b>Annex 1: Key summary of beneficiaries across Mvomero and Kilombero Districts</b>									
<b>Category</b>	<b>Mvomero District</b>			<b>Kilombero District</b>			<b>Both</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre- Primary Children (PPE)	1,132	1,079	2,211	961	941	1,902	2,093	2,020	4,113
MVC's children (Included in the PPE data above)	7	5	12	4	8	12	11	13	24
Pre-primary Teachers (Certified)	9	30	39	9	16	25	18	46	64
School Head Teachers	21	3	24	22	4	26	43	7	50
School Management Committees (SMC's)	134	80	214	92	90	182	226	170	396
Parents reached through PPP in PPE	195	315	510	189	241	430	384	556	940
ECD children	204	223	427	208	187	395	412	410	822
ECD Caregivers (impact ward)	4	9	13	6	9	15	10	18	28
ECD Caregivers (non-impact ward)	4	19	23				5	19	24
ECD Management Committees	33	26	59	45	31	67	78	57	126
Parents reached through PPP in ECD centres	45	80	125	50	67	137	95	147	242
Village Officials (VEO's & Chairman)	23	10	33	24	11	35	56	22	78
Ward Officials (WEO, WHO, WCDO, WEC)	2	5	7	4	1	5	6	6	12
District officials (DED, DAO, DPLO, DAO, QAO, DSWO, DCDO, DNO, DMO)	5	8	13	5	6	11	10	14	24
Regional (RAS, REO, RAOs)							5	1	6
Government Teachers colleges Mhonda/Morogoro, Singachini, Mandaka, UDOM & UDSM							3	4	7
National engagement (PORALG, MOHCDGEC, MOEST, TIE)							6	6	12
<b>Total</b>	<b>1,818</b>	<b>1,892</b>	<b>3,710</b>	<b>1,619</b>	<b>1,612</b>	<b>3,242</b>	<b>3,461</b>	<b>3,516</b>	<b>6,968</b>

**Annex 2: GENERAL PLANNING AND STATUSES OF ACTIVITIES FROM JANUARY TO DECEMBER 2019**

<b>Activity Code</b>	<b>ACTIVITIES</b>	<b>STATUS OF ACTIVITY</b>
2.4 (C)	Biannual consultative meeting and Engagement/Support with RALG(ECD/PPE)-District level	Ongoing
2.5 (C)	Monitoring, Evaluation and Learning (MEL)- ISRP Morogoro	Completed
5.1 (C)	Conduct 1 day sensitization meeting at ward level (SECD, resourcing ,child protection etc.) establishment and support of ECD and Enrolment)	Not started
5.2 (C)	Conduct pre-observation to at least 50% of mapped ECD centers	Completed
5.3 (C)	Conduct ECD Facilitator training	Completed
5.4 (C)	Learning kits and furniture for ECD centers	Ongoing
5.4 (C)	Parent Partnership programme (ECD)	Ongoing
5.5 (C)	ECD Facilitator monthly allowance	Ongoing
5.6 (C)	Conduct 2 days CMCs meetings (Develop action plans for 2019)	Completed
6.1 (C)	Conduct 1 day SMCs meetings (for 2018 action plan feedback and planning for 2019)	Completed
6.4 (C)	Conduct 3 Days Teachers training Mtibwa,Doma,Mlali, Mwaya, Mchombe and Ching'anda Cluster	Completed
6.5 (C)	Learning kits and furniture for pre-primary setting	Completed
6.6 (C)	Parent Partnership programme (PPE)	Ongoing